



OVERCOMING THE RISKS OF EARLY SCHOOL LEAVERS AND IMPROVING BASIC SKILLS

Intellectual Output



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EXECUTIVE SUMMARY

Our book, “Overcoming the risks of early school leavers and improving basic skills” focuses on searching the causes and results; possible precautions for Early School Leaving (ESL) and improving basic skills for early school leavers in Turkey, Portugal, Greece and Lithuania. Early School Leaving is a problem all over the world. Each ESL'er is more likely to be isolated, to have unstable jobs with earning little money, to lead a worse life and to face with difficulties in professional education. They will probably be our daily partners and transform their personality in any field of their life and as a result our lives.

ESL creates completely extensive "social" loss (It leads to future social isolation and high level of necessity in the health care). In the long lasting period, ESL founds a giant waste of potential, individual, social and economic improvements. The reason of ESL is always found in special cases which give form and raise to it in particular aspects. It has not only individual but also social actions. It has mutual effect among families and social background as well.

This situation is the result of a problem with generally a long duration which frequently comes about before a teenager attends school. Even though ESL'er is not separated from community, ESL is combined with a large series of economic and social lacks. ESL'er most likely appears from unemployed families; he/she is male rather than female; he/she could to be handicapped with Special Educational Needs (SEN), he/she could have adolescent mother with physical and/or mental health difficulties; he/she could be from small groups or emigrant families.

In numerous situations, probably lots of these risks are available, and various deficiencies boost considerably the possibility of unfavourable consequences. The personal elements combined with ESL are in general based in really poor families and social history and knowledge. Lots of ESLs do not have qualifications or many of them quit training too. In spite of some of these determinant, which are smoothly bonded to straight measure acts, anyone can easily experience and participate in these types of incidents and conditions, particularly in any level of training, which support or delay the possibility of adolescents from parallel past ESL'ers. ESL'ers probably have sophisticated ways of academic success, issue attitude and weak participation as early as pre-school training extremely predictive of the possibility of their next former departure. They characteristically act poorly at college, and are academically and

socially independent from school. They probably aren't present, and are considered as control issues.

ESL'ers probably arise from schools with poor economic and social environments. The school compounds influence -the influence of the all social category combination of a school population on the consequences of students- is obvious. This influence is broken by schools' structure and directorship, teachers' manners and their friends' influences. The validity of ESL alters with the concerning elements. Education system and local labour influence vocational education.

Reactions to ESL handle it at different phases in the duration. Identification roots these behaviours which are related with ESL and they sometimes get useless tactics. Tracked thanks to extensive works, such interferences have been remarkably successful in decreasing the next ESL. Although the result for such research is conducted after years, this is openly a case to help the future addition of the judgment. Functional and exact strategies for schools can be constructive, student based (objecting related students or groups of students), or school environment (affecting all students). Functional strategies could be presented to relatives. Even though political forces around these issues have likely to restricted the improvement of this choice. Student based reactions have been diverted to preventive "in risk" students towards forces which could let them independent. They involve advising, especially face to face, and watching students. Such reactions should supply concentrated help, and let ideal application of other government and social services. Because all of these reactions, monitoring for the students is suggested. . School wide reactions focus especially on a series of curricular change, for example the presentation of vocational and technical education, or bigger unity with other representatives, involving labour areas. We see significant stress on the need to transport subject-origin to skills-origins curriculum.

We think that it can be likely to define key factors of withdrawing from school. It can be designed suitable replies to them. Another chance plan can be introduced to support these who have already left school early age. These seems to be more successful when these students are offered some other experiences to traditional schooling, but generally it is thought better to try to provide second chance success.

Finally, this book aims to find solutions and applications that try to clarify the issue of ESL, the seriousness of the issue has neither been properly recognized nor effectively responded to. Many of the responses are based on diagnoses with rather narrow views

of the nature and depth of the issues. As we have examples of apparently successful interventions, there are rarely attempts to "join them up", in more comprehensive programmes.

PREFACE

It is a well-known fact that education shapes the contemporary world. It determines the exact value of present and future. If you have a better education, it directly means you will have a better status in modern society, better mental and physical health, comfortable life and countless of positive returns. In addition to this if you fail during the education process, you will unluckily get long-term social and financial costs beforehand. Having all the abilities, facilities and opportunities, one participates in a better social and economic environment. Otherwise our insufficiencies generate higher expenses for health, support poorer incomes and lessen life standards not only for our current positions but also for the next generations, create an atmosphere of unsafe community. So an acceptable and protective education system, which ensures loyalty to each citizen and a prosperous future, objects to the requests and the interests of the society.

Throughout the history we have experienced that providing qualified education and bringing up conscious generation let us hope that this automatically creates a fairer society. In course of time women have performed impressive improvements and in many different parts of the world diversity of earnings and prosperity has also increased, but total social awareness has not increased. Despite the fact that students attend universities continuously, a great number of them are still being left behind with undesirable conditions. Based on the data we have we can say that in OECD countries nearly one of three adults could have only primary or lower secondary education – a real disadvantage in terms of employment and life chances. At the same time, increased migration exhibits new challenges for social cohesion in some countries while other countries face long-lasting troubles of combining minorities. Fairness in education boosts social cohesion and trust.

Our book introduces how to improve equity in education in three stages: the applied questionnaires about bullying in school system and their analysis about bullying in school system, practical event or lesson plans to overcome the risks of early school leaving and improving basic skills and the results of students' learning / teaching /

training activities in Greece and Portugal. It suggests steps which would help to reduce and even remove school failure and dropout rates, make society fairer and avoid sharp borders in social costs for adults with basic skills.

CHAPTER 1

OVERCOMING THE RISKS OF EARLY SCHOOL LEAVERS AND IMPROVING BASIC SKILLS

Children are one of the most vulnerable parts of society, therefore constant and systematic review of regulating documents, laws and implemented programs is necessary as well as correction of legislation. (Lengvinas, 2007).

The prevailing attitude to the child mobilized countries of European Union and their allies to meet the needs of children by ensuring their rights and integrity. Cooperation of the members of European Union and other countries which led to adoption of relevant international laws and launching of national programs, the implementation and improvement of children's rights has become a political factor not only of one country, but also the priority of whole humanity. A child is defined as a person who is under 18, if in accordance with laws child's full age is not declared earlier. (The Universal Declaration of Human Rights, 1948). According to child's vulnerability and status, a child has the same rights as other people.

One of the particularly important rights is the child's right to education. According to the Universal Declaration of Human Rights (1948), every child has the right to education, which is compulsory at least at primary level (The Universal Declaration of Human Rights, 1948). However, due to certain circumstances, unfortunately, not all children finishes school and drop out from educational system, what influences the number of school-leavers'.

The term "drop-out" is related with early school leaving. As it is mentioned in „Lisbon Strategy 2007 – 2010“ there is a fairly high number of „dropped out“ or school-leavers, and this number is aimed to be reduced to at least 14.8% (Lisbon Strategy 2000 – 2010).

According to independent experts' report submitted by the European Commission (2010), “Early school leaving (ESL) is regarded as a major problem not only in Europe but across the developed world. In the EU, 16.9% of boys and 12.7% of girls are early school leavers (European Commission, 2009), and reducing its incidence to 10% by 2020 is one of the key benchmarks of EU education strategy“(quot. Early school leaving, 2010 p. 9).

The importance of this problem emphasizes necessity to find out its causes and solutions to improve current situation. Having left school, students lose / reduce their possibility to get higher education and to acquire profession, at the same time successful labour market opportunities decrease as well, which may negatively and irreversibly affect integration of children as new members of society.

Leaving school by students is often related with complex causes, which include psychological, social, economic, political and structural factors of the education system. School is considered the second institution after family, that forms child's personality and prepares him/her for future life. Negative reasons, which cause students' drop-out, related with: (Benkienė, 2005; Early School Leaving, 2010)

Family factors (family economic situation, unfavourable family structure and its changes, low parents' education and their approach to education and etc.);

Personal factors (illness, disability, special needs and other health problems, and etc.);

Social / political factors (social minorities / migrants, etc.);

Psychological factors (young mothers who feel the negative attitude of the society, children with psychological disorders, communication style, character features and etc.);

Factors of educational institutions (unfavourable microclimate at school, teachers, pressure, culture of communication among classmates and etc.)

This is only the part of factors that can lead to an early students' drop-out. These negative factors are also often related with bullying and violence at school. I. Gečienė, D. Čiupailaitė (2006) pointed out that one of the most important measures to prevent school absenteeism are long-term and short-term activities. One of these activities which takes into account the problem of violence and bullying at schools is a project, that supports the principles of Convention on the Rights of the Child (1989) (Convention on the Rights of the Child, 1989). This fact confirms the belief that members of society with the help of mutual cooperation take all necessary actions and available resources in order to implement children's economic, social and cultural rights.

Erasmus+ strategic partnership project "Let's stop violence at school through art, sport and literature" includes the objectives to reduce violence and bullying in participating schools, to create a favourable social environment and intercultural cooperation. Violence, especially at school, is a growing problem in Europe today, which is felt by all participants of education system: students, their parents and

teachers. So the aim of the project is to create opportunities for young people to get acquainted with different social environments, to promote intercultural dialogue between young people from different countries, to help them develop mutual understanding and to reveal the current bullying situation. It is also important to emphasize that the project activities will promote and reinforce positive behaviour at the same time preventing negative one, and will form new attitudes, which will be related with a quality education and success in studying and as a result will reduce the number of dropped-out students.

Students' welfare at school and communication with teachers can lead to the reduction of dropout rate as well as to the solving the problem of violence and bullying not only at school, but also outside it. Only highly improved communication skills demonstrated by teachers and staff both in and around the classroom can hope to reduce the tension of the highly competitive academic and social student environment. This absolutely requires more teachers' training in the area of conflict resolution. Adaptation of these improved communication skills can only have a serious effect in reducing bullying and other unhealthy behaviours when combined with an effective outreach program with parents and authorities in the local community.

This combined effort must be strong and continuous in order to change and positively influence student's perception of their school environment. Therefore, the project focuses on the following factors:

Continuous evaluation of the recovery of the cultural characteristics of each participant country through its traditional arts and the interference due to globalization;

- Promotion of basic skills, ICT skills and foreign language skills;
- Collaboration with local and regional institutions;
- Prevention of early school leaving, reducing the number of dropped out students;
- Denial of the view that poverty and social exclusion affect the appearance of violence;
- Promotion and enhancement of positive behaviours while preventing negative ones;
- Involvement of about 900 pupils, including students with special needs.

All mentioned factors of Erasmus+ strategic partnership project, “Let's stop violence at school through art, sport and literature”, focuses on reduction of the number of such risk groups as dropped out students and the number of students who are under the threat to leave school, by working with especially acute problem in Europe and in the world - bullying and violence at school.

On the basis of the implemented and planned project activities, the experience of the teachers from different countries: Lithuania, Turkey, Portugal and Greece, the scientists' opinions, the empirical researches and data analysis the book “OVERCOMING THE RISK OF EARLY SCHOOL LEAVERS AND IMPROVING BASIC SKILLS" was written. This intellectual output is intended for anyone who is interested in the extent of bullying in those countries, which is looking for practical and creative solutions for successful communication with students, who is not indifferent to the problems of children and trying to solve the problem of early school leaving.

1.1. PREVIEW OF THE PROJECT “LET’S STOP VIOLENCE AT SCHOOL THROUGH ART, SPORTS AND LITERATURE”.

Our project aims to reduce violence and bullying in our schools by creating opportunities for social interaction and intercultural dialogue among the young people from partner countries. On account of all these, the students will be involved in researching and collecting material to be exchanged and analysed. The assertion of our own cultural identity in respect of each is extremely important especially in era where the phenomena of globalization is leading our younger generations almost to forget about their past origins and to level cultures.

It is also very important to stress that the project activities aim at promoting and enhancing positive behaviours while preventing the negative ones. This is an age in which bullying and violence are becoming an increasingly urging problem, to be solved both at school and outside it. That’s why, at the heart of the project, there are the following fundamental points:

- The continuous evaluation of both the recovery of the cultural characteristics of each participant country through its traditional arts and the interference due to globalization.
- The promotion of basic skills, ICT skills and foreign language skills

- The idea of the school as a place of excellence in constructively learning and participating in civic life
- The desire to collaborate with local & regional institutions.
- The prevention of early school leaving and increasing the number of university students we will study on the case in connection with our project's activities.

We are aiming to involve in our project about 900 pupils, some of whom have special needs. Nowadays, violence is an increasing problem for European societies and this includes violent behaviour in schools. So that our aim in the project is to create opportunities for the social interaction of young people by fostering intercultural dialogue among young people from different countries and helping them develop a mutual understanding. Specifically, the project focuses on the history of the participating countries, as expressed through their individual folklore. Sayings, recipes, songs, folk dances, riddles, handicrafts and customs are all different expressions of folklore. Students of each school examine one selected aspect of folklore across all the countries. Students are engaged in searching for and collecting material to compose their own research, as well as offer information on their own countries' folklore to other participating schools.

Awareness of our own cultural identity is extremely important, especially in an era where the phenomenon of globalization is leading younger generations towards forgetting about their origin and culture. Activities will be aimed at promoting basic skills, ICT skills, foreign language skills, the idea of the school as a place for constructive and creative learning, participation in life as an aware citizen of the particular country and of the European community, and finally, to promote the collaboration of students with local and regional institutions. We hope that the end result of this project will be a decrease of violent behaviour in schools, at least among participating students, as a deeper appreciation of diversity promotes tolerance and understanding.

Our project involves groups of participants who are experienced in the field of the project and also inexperienced, disadvantaged, social excluded. On the other hand equity and inclusion of disadvantaged participants in our project is also very important: SEN people, pupils with learning difficulties, early-school leavers, lower qualified persons, young people with poor school performance etc economic

obstacles, cultural differences, health problems, social obstacles, and geographical obstacles are involved in the project activities.

Furthermore, our project improves the attainment of young people (especially those at the risk of early school leaving and with low basic skills) of the teaching professions. We planned long lasting durable activities and some outcomes to disseminate our project both for more beneficiaries and for lasting long term. In addition we reached not only the school teachers and pupils but other schools in around, families, administrative, some NGOs, other institutions related to topic.

On the other hand we will cooperate with the NGOs, local formal and informal institutions, PTA, the schools in neighbourhood for disseminating the effects and results of the project.

In this partnership, tolerance, international friendship, active citizenship are promoted through the activities and works during two years. One of the best activities is writing “Story of tolerance “by pupils. This activity will be done about the end of the project and the best stories will be awarded by teachers to provide long lasting dissemination. Another innovative approach is the presentations (School, City, Topics of the meetings, Pupils works) will be done by students in the meetings so pupils will find chances to use and improve their Language and ICT skills. There will be extra ICT and Language courses for pupils to improve their ICT and Language skills.

1.2. BRIEF INFORMATION ABOUT THE PARTICIPANT SCHOOLS

1.2.1. LITHUANIA - ŠIAULIAI SPORT GYMNASIUM – ŠIAULIAI



Picture 1: The pedagogical team

Siauliai sports gymnasium is a regional school providing sports, basic and secondary education for Lithuanian children talented in sport, who are going to study in the institutions of higher education of our country and / or to become professional sportsmen or sports experts.

The gymnasium provides high-quality general basic and secondary education combined with sport, which meets the child's natural abilities and educates a competitive personality, managing the integrity of knowledge, skills and values and being able to adapt to modern society.



Picture 2: The participating students

In Siauliai sport gymnasium, which was established in 2015 there are about 220 students talented in sport. The majority of the students come from different regions of Lithuania and live in a dormitory. They not only learn to combine the educational process with trainings, competitions, but also to travel and to live in various sports camps in our country and abroad. Thus, in order to achieve optimal studying and living conditions for students we have to search various ways to solve a variety of problems in studying and sport. To achieve this we have to look for innovative

education solutions that would influence the student's success. Thus, teachers of our gymnasium try to improve their qualification in various improvement courses in our country and abroad and participate in international projects.

The school has quite many experiences in European projects as partners and as coordinator partner. It has quite well success in sports and arts competences and this shows that they are good at sports and arts.

Teachers and students of our school would like to participate in European cooperation because they believe that with the help with this project, students and teachers will have possibilities to get acquainted and learn more languages, cultures, traditions of our and other countries.

Also they would like to improve the learning process in partners' school, to raise the learning motivation, to exchange experience, to compare European and Lithuanian schools, educational systems, to share didactic material and use it in practice.

1.2.2. TURKEY - GÖKSUN ANADOLU LİSESİ – KAHRAMANMARAŞ



Picture 3: The school

Göksun Anatolian High School ensures a quality learning environment which helps all students to achieve their personal best and enhance a positive vision for their future. It is a school for sincerity and companionship and working together. Our teachers and management staff are dedicated to help each student to become the best.



Picture 4: The pedagogical team

The school will provide a successful partnership in the project as the school arranges workforce in environmental field; available modern media means; network

connections , smart board and PCs; a large library with a lot of books; an appropriate choice of materials and course books to be taught during classes; a good maintenance and development of the school equipment; an adequate working programme; a good practice of different learning; a good mixing methods, activities and materials in the teaching-learning process; differential ways concerning students' needs; a very good interaction and partnership with other educational foundations.

At Anatolian High School we appreciate:

- cultural variety with special identification
- the importance of self-esteem
- reliability for our own learning, information, success
- self-discipline, unity and taking responsibility for our action
- joining in all aspects of school life
- celebrating success in all areas



Picture 5: The participating students

The curriculum at Anatolian High School is designed to help every student to achieve their individual potential and as a result we have different ways for students to accomplish. The school has a role of the skilled programme too. The school also suggests a broad range of musical chances. Our excellent facilities include a library, technology class, two science and physics information technology classes and other facilities, which allow the school to supply a range of subject preference. In the search for perfection we also have identical, definite relationships, a rule of attitude, a feeling of belonging and honour in our school. Our counsellors supply private and expert assistance in matters of a personal, family or educational structure. They discuss students' needs weekly with the upper leadership team. All students' successes are mentioned in ceremonies and newsletters. There is an active school committee which works hard for their students.

Our school will be beneficiary and transfer good application and innovations to get over its weak points such as poor social status of some students drives to dropping out of school; a fairly weak cooperation of parents in school protection; a lack of interest

in learning of some upper-classes students. Our staff is proud of a wide range of programmes we provide for our students. Academic success is the most important aim for all students at our school. The structure of our school is designed to provide these objectives. Students are encouraged to participate in education outside the classroom. A large range of sports are offered and music and drama play have important roles in our school.

Finally, Anatolian High School has a responsibility to excellence and aims to be a perfect school. We provide educational opportunities of a high quality for all of our students. We actively support all students to achieve the best they can. We search a way to set up a positive view for students' future and we help our students become balanced and successful citizens.

1.2.3. PORTUGAL - AGRUPAMENTO DE ESCOLAS VILA POUCA DE AGUIAR SUL - VILA POUCA DE AGUIAR



Picture 6: The set of schools

The school will be beneficiary in means of innovation transfer from other partner experiences and good practices. The school will support the project with human resources as well as their school has good facilities for activities and they will enlarge our views, strengthening our inner forces to carry out the difficult task of educating children differently.



Picture 7: The heading school



Picture 8: The town

There are some students who have learning difficulties, and participate in counselling classes a couple of times a week so these students will be involved as well.

1.2.4. GREECE – 8th LYCEUM OF ATHENS – ATHENS



Picture 9: The pedagogical team

8th Lyceum of Athens is one of the historical secondary schools established in 19th century, with a living presence in the greater area of Athens. It is a state school of secondary education. It is sited in a part of Athens where today many immigrants live; so many pupils are immigrants (about 65%).



Picture 10: The participating students

The school has advantage in foreign language teaching – English and the second foreign language; Theatrics' student group; good school equipment; a functioning

school board; Partnership in AEC-NET project “Famous Mathematicians” for 2011-2012; Participation in a program of the University of Thessaloniki for the improvement of Greek language capabilities of students who are immigrants. The partners will analyse the school mathematics teaching methods and transfer good practices. Lyceum of Athens will benefit from project activities of all and try to find good practices to improve the education of immigrants.

CHAPTER 2

ANONYMOUS QUESTIONNAIRE

(Responded by Students, Parents and School Staff)

Bullying at school is unfortunately a common negative action, which influences not only students' wish to go to school, but also their behaviour and their achievements in studying, improvement of social skills, physical and psychic health and other factors. But these mentioned factors are only the part of all factors which have a great influence on following students' life.

Contemporary the Lithuanian language dictionary (2002) describes bullying as an action- doing something bad with purpose. Different actions can be called as bullying, such as mockery, derision, abuse, teasing, harassment- these are different aspects of one phenomenon, which allow us to highlight common features of this behaviour– hurtful, deliberate, dominant, angry, humiliating.

According R. Sampson (2002), bullying consists of two main actions: repeated harmful actions and actions damaging psychological balance. It is verbal threats and insults which are directed against a weaker person.

P. Smith (Robichaud, 2007) identifies bullying as systematic abuse of continuous power and dominance. They are used to intimidate, manipulate or hurt others. There are three types of bullying:

Harsh physical behaviour (e.g. punching, beating, taking money etc.)

Verbal abuse (e.g. related to the cultural and social environment, ethnicity, disabilities, etc.);

Social separation (e.g. aspersion, isolation etc.)

Meanwhile, R. Povilaitis and Valiukevičiūtė J. (2006) distinguish direct and indirect forms of bullying:

- Direct bullying - when a child is attacked openly and insulted by his peers (e.g. a child is pushed, nicknamed, threatened etc.)
- Indirect bullying - such behaviour when a child is hurt without direct aggression (e.g. rejection from the group, ignoring, not communicating with him, instigation of hatred against a child, etc.).

However, regardless of what form of bullying are used, they hurt bullying object in one way or another. As D. Olweus (2003) pointed out, while indirect bullying is subtle and make an impression of "innocent" jokes, and direct bullying is clearly demonstrated and often noticeable much easier, but both forms of bullying injure a child and can damage his/her psychosocial development. Such consequences can appear as (Call it Safe, 2003):

- unwillingness to go to school or truancy
- behavioural changes (e.g. sleeplessness, loss of appetite, morning sickness, anger, anxiety, etc.)
- lower studying results;
- damage of child' things, loss of money, torn clothes;
- marks of beating on child's body;
- frequent complaints,

These are only some of common negative effects, however, bullying still exists at schools, so the aim of these researches is to find out the existence of bullying at our school, how to fight with bullying and whether the child knows or not where to look for help if he or she suffers from different forms of bullying.

Both schools and informal educators, in all cultures, have been focusing on transmitting values to the generations to come. All over the world the concern with peace and human rights becomes one of the most importan, as a result educators and teachers are of great relevance to reach the goal of a nonviolent culture.

In the school, the students' rights, the rights to be different, to the well-being and to the quality of life are fundamental principles to have an integral promotion of the human being.

However, schools are also places of different sorts of violence and aggressive behaviours both physical and mental.

More and more, today, teachers and parents want to "build" a school where students feel at ease, safe and confident in order to develop human relations.

A kind of violence that is quite common in schools is the aggressions among students, the so called bullying.

This sort of peers' violence includes all the forms of aggressive attitudes that occur without apparent motivation committed by one or more students causing pain and anguish in an unbalanced power relationship. This relationship differs from the

occasional aggression as it tends to continue and is based on unequal forces. These aggressions may be physical, verbal, or peer's discrimination.

In this study we concluded that it is very important to implement projects in the school context to list the roots of these problems in order to find out the proper strategies to improve the students' environment for them to achieve a better performance.

In order to find out the existing situations with bullying in Portugal, Greece, Turkey and Lithuania the anonymous questionnaire was handed to students (Q1), parents (Q2) and school staff (Q3) of these schools. (See appendix for the full Q1, Q2 and Q3).

The survey was prepared on the basis of existing situation, different experience and perception of the subject in these countries. It was created to reach students in grades 5-18 secondary and high school students who have a wide range of social background; parents who have different carrier, life styles, habits and customs; teachers who provide training in different branches. Nevertheless, this survey's conformity with our targeted respondents should be defined by its surveyor with a comment under the control of our school administrator board and a trial experiment with a small model of respondents.

The Q1 consists of 23 questions: 20 questions with multiple choice answers, three open-ended questions. First, respondents were given the first block of questions about demographic situation of the students - age, sex, country, parents' job and marital status

We used these anonymous questionnaires to evaluate situations and behaviours related with violence and bullying. More particularly, it aims to show violence encountered at school, manners behind violence and latest common types of bullying and violence.

The Q2 was handed to students' parents of schools in these countries and it consists of 20 questions: 15 questions with multiple choice answers and five open-ended questions. First, respondents were given the first block of questions about their demographic situation - age, sex, country, job and marital status.

The Q3 was handed to the teachers of schools in these countries and it consists of 16 questions: 12 questions with multiple choice answers, 4 open-ended questions. First, respondents were given the first block of questions about demographic situation of the teachers - age, sex, country and teaching subject.

2. THE ANALYSIS OF ANONYMOUS QUESTIONNAIRES

2.1. ANALYSIS OF Q1 MADE IN LITHUANIA (Responded by students)

This questionnaire was handed to students in Lithuanian educational institution, the answers were provided by 100 respondents.

The age of most respondents is from 13 to 15 (see Figure 1).

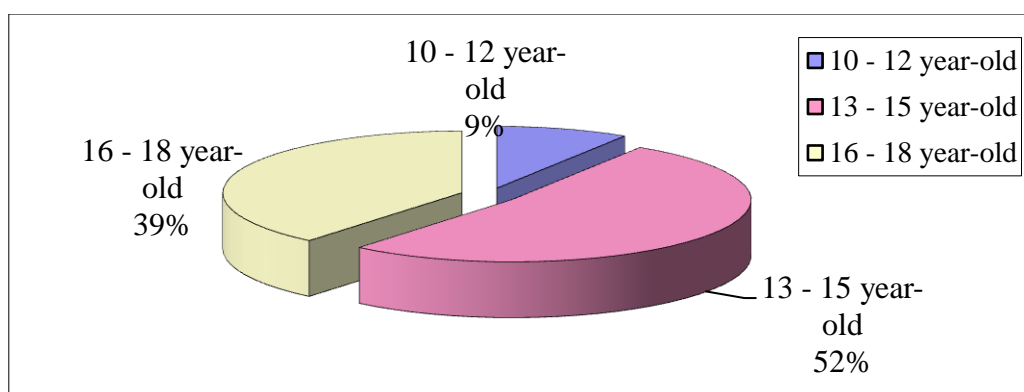


Figure 1: The age of respondents

As for the gender of respondents, more boys than girls participated in the survey- 61% of boys and 49% of girls.

In order to find out social situation of the parents, students were asked about their parents' jobs. From the students' responses it was revealed that their parents' jobs are rather various and parents held different position (See table 1.).

Frequency of given replies	Profession
13	Builder
7	Businessman/businesswoman
6	Long-distance driver
6	Driver
5	Military man
4	Work abroad
3	Welder
3	Policeman
3	Electrician
3	Farmer

3	Mechanic
2	The assistant of a director
2	Railway man
2	Plumber
1 (total 13)	Mechanic, road builder, watcher, director of the company, gardener, worker, carpenter, construction manager, nurse, electrical engineer, manager, operator, judge
13	Unemployed

Table 1: Jobs of students' fathers

As we can see in the table 1, the biggest part of respondents' fathers works as builders, businessmen, long-distance drivers and others. The least popular professions are mechanic, road builder, watcher, gardener and others. Also we have to point out that there are a lot of unemployed fathers, and this fact can influence children's psychological condition and amount of bullying which they experience. According G. Pūrieniė the cause of bullying can be found in the family as family is a primary social institution. But at the same time we cannot state that unemployed father always causes negative child's behaviour.

Also respondents were asked to write their mother's job. The results of the researches show that the most common professions are housewives, dressmakers, kindergarten teachers and others. The least dominated professions are a student, a bank clerk, a recycler, a casino cashier, a baker, a coach etc.

If we compare the professions of fathers and mothers, we can state that the number of unemployed mothers or mothers-housewives is higher than the number of unemployed fathers. (See table 2)

Frequency of given replies	Profession
8	Housewife
5	Dressmaker
5	Kindergarten teacher
5	Worker
4	Teacher
3	Shop-assistant
5	Cook

2	Social worker
2	Director
2	Cosmetologist
2	Hairdresser
2	Estate agent
2	Cleaning woman
2	Manager of the shop
2	Cashier
1 (Total 21)	Student, pensioner, bank clerk, recycler, casino cashier, baker, coach, nurse, farmer, doctor, businessman, court secretary, work abroad, consultant, manicurist and others
18	Unemployed

Table 2: Jobs of students' mothers

The next step was to reveal the marital status of students' parents. From the respondents' answers it was found out that the biggest number of students live with both parents (See Figure 2).

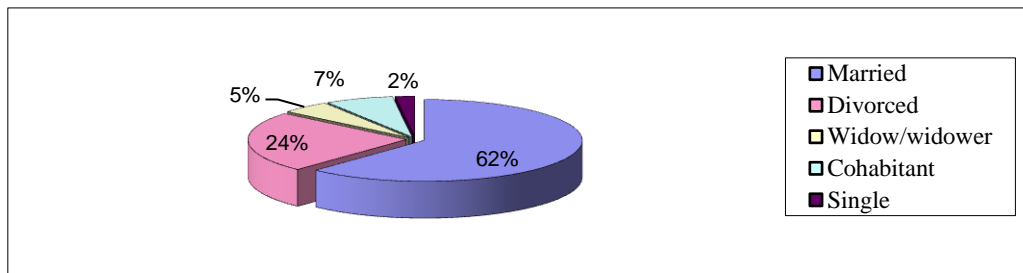


Figure 2: Marital status of students' parents

In order to find out the relationships between students and teachers of our school an open-ended question was handed to respondents, which revealed the prevalence of positive relationships at school (see Figure 3).

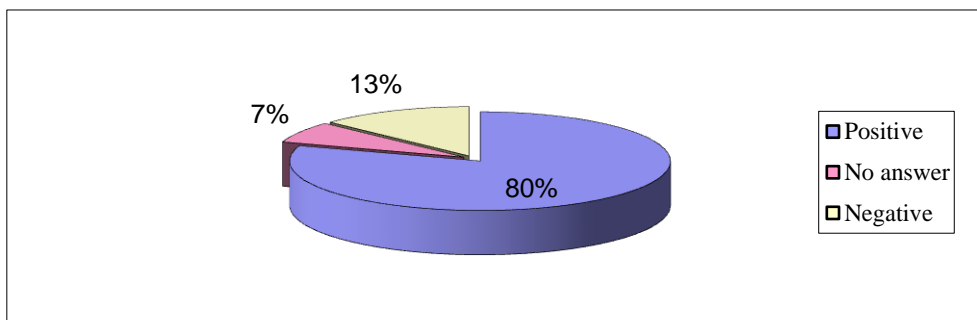


Figure 3: Relationships between teachers and students

Positive students' replies about relationships between students and teachers revealed that school society-teachers, to be precise, play an important role in forming students' confidence at school and in scope of bullying.

Also, the relationships between students, especially between classmates, are very important. Class is considered as a small community, which determines students' well-being at school and influences their studying results. In order to find out what relationships exist at school students were asked directly about their relationships in class. (See Figure 4.)

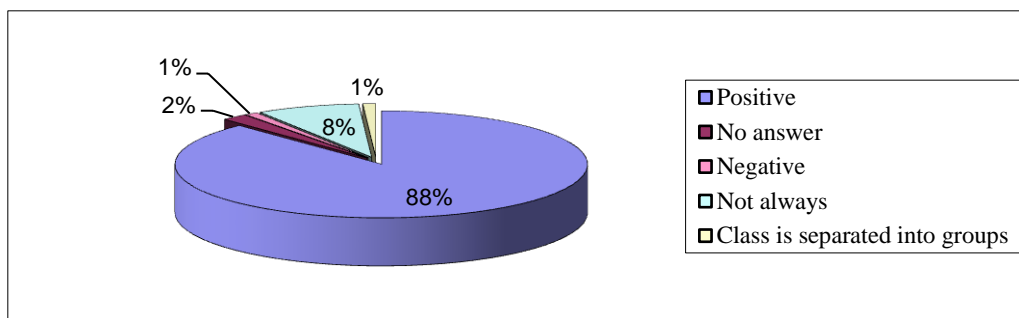


Figure 4: Relationships between classmates

Students' replies show that their relationships in the class are positive (88%), but not always (8%). However, there is a division into groups, and in addition, negative relations are also mentioned (1%).

Then students were asked whether they experienced bullying or not. The number of answers to the question if they were involved in bullying acts is almost equal. (See Figure 5)

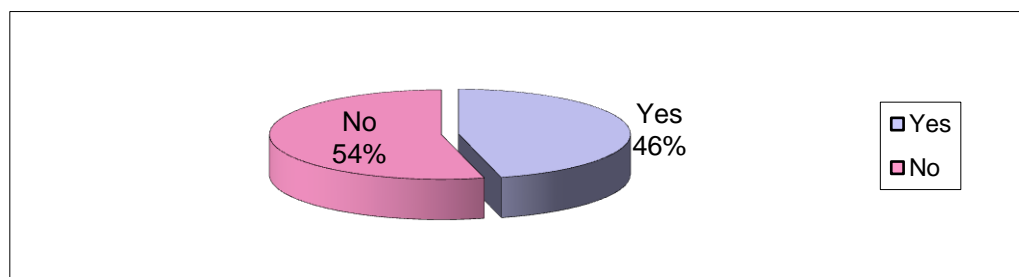


Figure 5: Students' experience concerning bullying

The answers of respondents were divided almost equally— students who were not involved bullying – 54%, students who were involved – 46%. Such results show that at least half of the surveyed pupils faced with the phenomenon of bullying, what proves the relevance of this problem.

To find out the details about the experience of bullying students were given a question which helped to reveal their role in bullying.

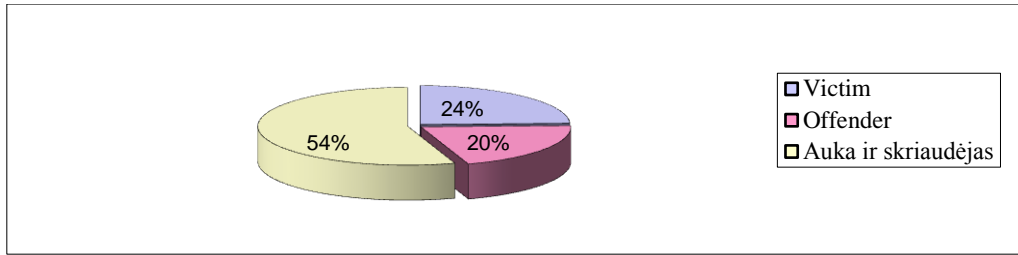


Figure 6: The role of students in experienced bullying

According to the students' answers, the most common role in bullying is victim and offender (54%) and the least number of respondents are offenders.

What is more, the biggest number of bullying occurs in class (59%), in the streets/among peers (26%), while the least number of bullying occurs in playground (15%).

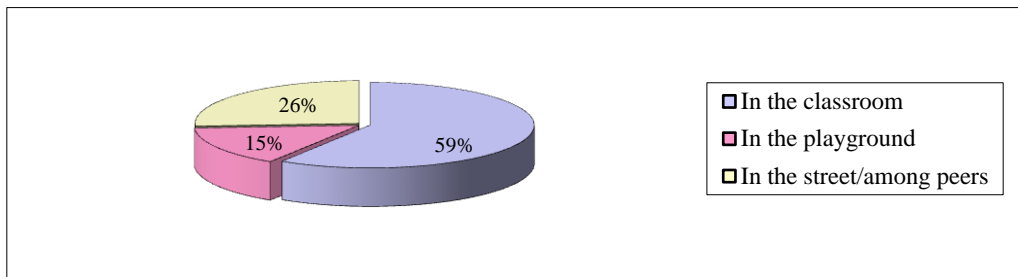


Figure 7: The places of bullying

The next step was to find out whether the respondents faced bullying recently or not. So they were given a question: "Have you become a victim of bullying during the last two weeks?" Positive answer was given by 29 students (29%). The biggest number of students experienced such kinds of bullying as harassment (52%) and humiliation (28%) (See Figure 8)

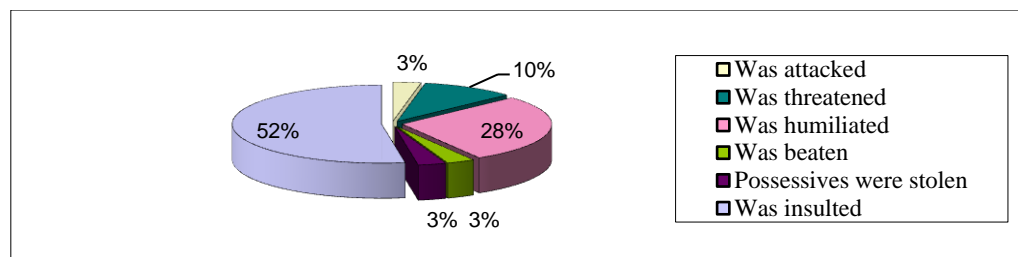


Figure 8: The kinds of experienced bullying

The next step was to learn how respondents behave in the case of bullying. The biggest number of them does not tend to ask for help (61%).

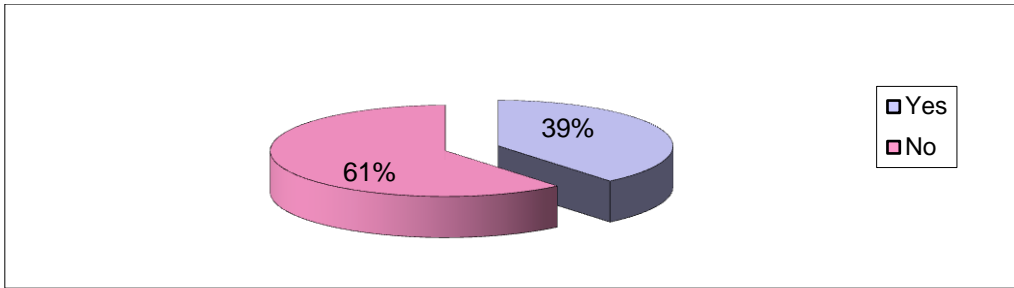


Figure 9: Asking for help after experienced bullying

As we can see from received results, only 40% of respondents tried to solve the problem and to ask for help. Such results show that negative situation exists at school as 60% of cases of bullying have not stopped.

However, there were students, who asked for help somebody else, but not teachers, friends or family (49%). So we can state that alternative ways of solving situation help to prevent existing negative situation.

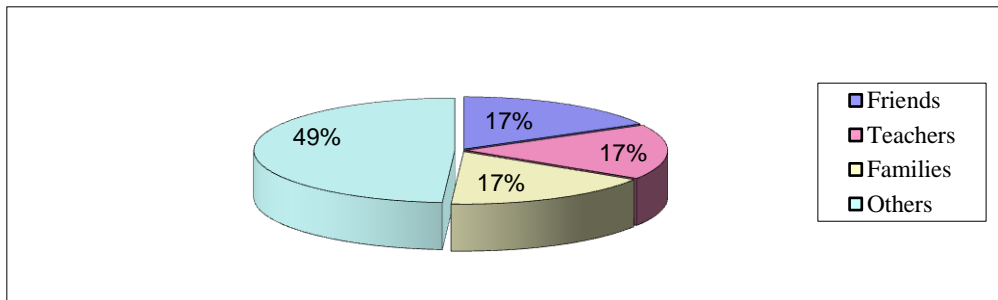


Figure 10

In order to find out if asking for help was effective, students were given a question “As soon as you asked for help, did the aggression stop?”

The biggest part of respondents gave a positive answer (67%), this fact shows that effective help was provided. However, 34% of respondents state that the problems caused by bullying are not always solved properly.

Then students were asked about their behaviour when they bully others. Students’ replies revealed rather negative situation. As we can see from the picture 11, the biggest number of respondents chose the answer “For fun”. This fact reveals the lack of awareness and empathy towards others among students.

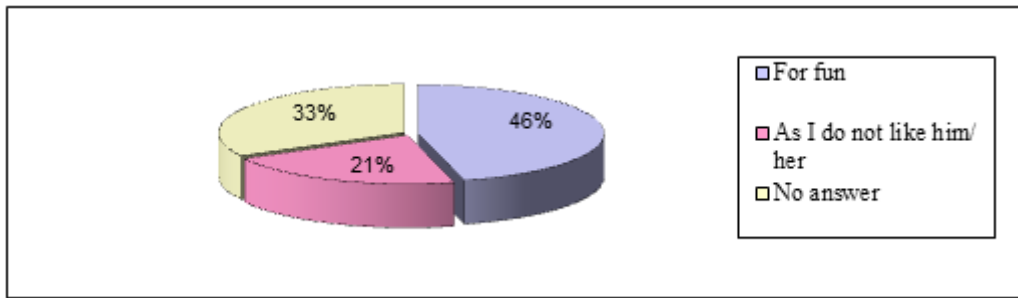


Figure 11

On the other hand, the replies to the next question “When you carried out bullying acts, were you told that this type of behaviour was wrong and negatively affected others? “ let us state that students, who bully others, are explained rather often that this is bad behaviour. Such statement was chosen by of 79%.

Then respondents were asked to name who explained them about negative effect of their behaviour. (See picture 12). From the received replies we can state that most of the negative behaviour is stopped and explained by teachers (46%) and parents (26%). Also it is considered as negative by peers (18%) and others (10%). Respondents’ answers revealed that school is the main place, which can stop bullying, but at the same time it is the place where students meet the biggest number of cases of bullying.

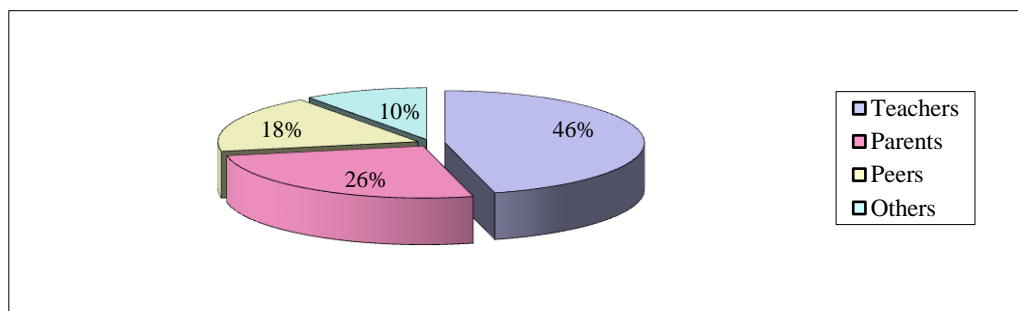


Figure 12

Then respondents were given a question about punishment and consequences for the offender. The statement „ *bullying is an aggressive act and there are penalties for this* “, were given to students to find out if they are aware of the consequences of such behaviour. 89% of respondents realise that such behaviour has consequences and 11% of them do not.

In order to reveal the frequency of students’ bullying the students were given a question: “How many times have you suffered from bullying?”

The students’ answers show that the cases of bullying are rather often, a big number of respondents were bullied two or more times (68%) (See Figure 13)

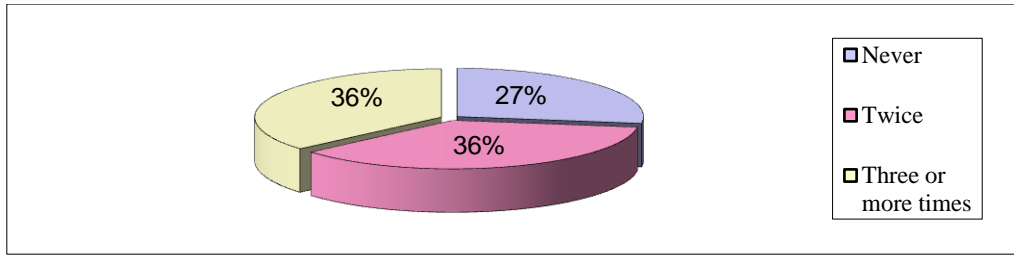


Figure 13

The next step was to find out what way they would choose to solve the problem of bullying (in any case: if they are either victims or witnesses) at school or in any other place.

The most common answer is: “I would not react to provocations” (55%) and “I would react aggressively“(30%). The least number of students would ask their parents to help them (5%).

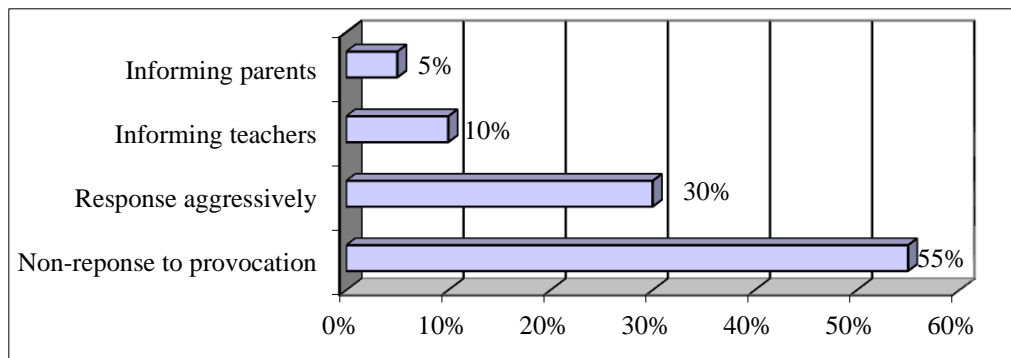


Figure 14

So we can make a conclusion that a little bit more than a half of respondents would ignore bullying. A little bit less than half of respondents would choose aggressive way of reaction. However, more students would say about bullying to teachers than to parents. This fact shows that students tend to solve this problem more with the help of teachers and it means that they trust teachers more than parents in this situation.

One of the last questions was handed to respondents to find out how students feel themselves at school.

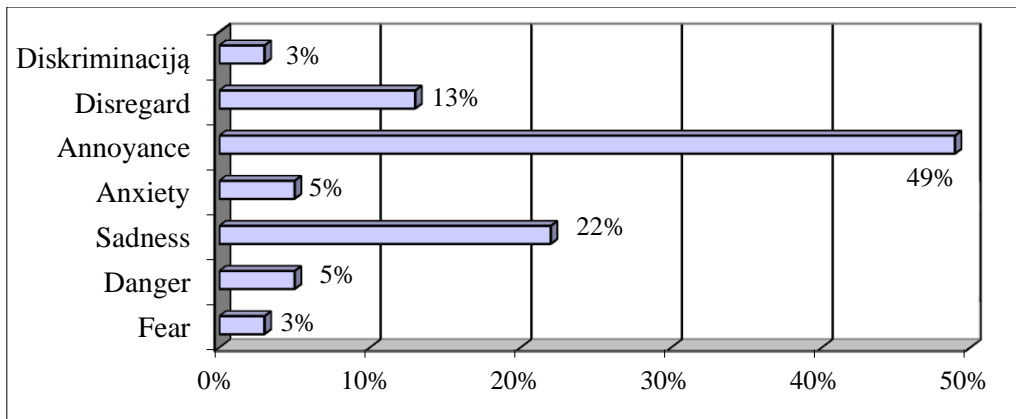


Figure 15

From the respondents replies it was found out that the biggest number of students feels irritation (49%), sadness (22%) and disregard (13%). Such results show that changes, which pay particular attention to each student and his/her problems, are necessary at school. Such attention is paid at school during various school events, discussions, conversations and others. (See Figure 16)

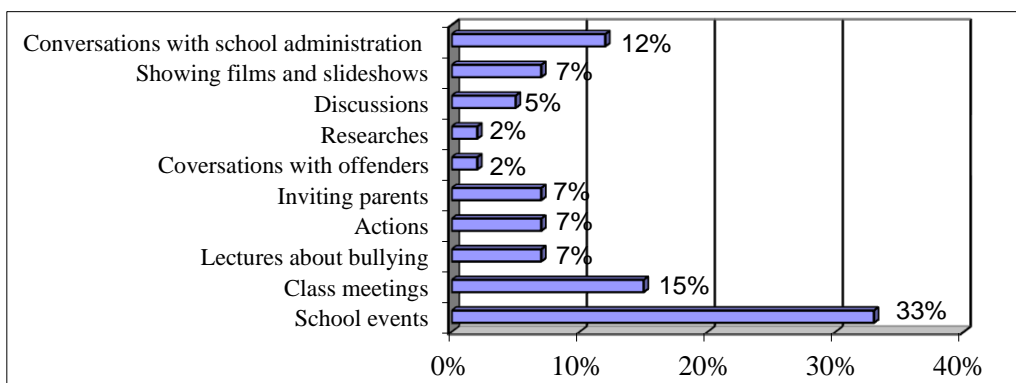


Figure 16

One of the ways to prevent bullying offered by students was organizing various events at school (33%), the most popular in students' answers were such events as – “A week without bullying” and “The day of tolerance”. Also one of the most common ways, suggested by students, was to organize special lessons (15%) and conversations with school administration (12%). This data reveals that students see and realize what is being done at school and are able to identify what measures are used to prevent bullying.

To sum up, we can state that positive relationship between teachers and students as well as among students themselves exist at school, however, according to the results of survey, at least half of the students faced bullying either as a victim or as an offender. The biggest number of students experienced bullying in the classroom, most of all in the form of insults which repeated more than twice. After being bullied, half

of the respondents do not ask for help, but if they do, they ask some other people (not parents and teachers). However, a big number of students stated that in the case of bullying they would not react or behave aggressively. In addition to that, a lot of students state they feel themselves negatively at school, they feel sadness and frustration, to be precise. This fact indicates that school is not always a safe place for students' social life. In order to adjust existing situation and to control the level of bullying, school organizes various activities such as events, class lessons and individual conversations.

2.1.1. CONCLUSION

1. The biggest part of respondents are 13-15 year-old teenagers, 61% of them are boys, 49% -girls.
2. After analysing respondents' fathers' jobs, we can state that the biggest number of them work as builders, businessmen, drivers and others, and the most popular jobs of their mothers are housewives, dress-makers, kindergarten teachers. The least number of fathers' professions are an auto mechanic, a road worker, and the least number of mothers' jobs are a student, a pensioner, a bank clerk and others. Also the biggest number of students pointed out that they live with both parents.
3. The relationships with teachers are considered by respondents as positive.
4. Almost half of respondents have experienced bullying (46%). Their role in bullying is pointed out as a victim or an offender, (54%), the least number of respondents stated that they were only offenders.
5. The biggest number of bullying takes place in the classes, (59%), in the streets among peers (26%), the least number- in the school yard (15%). The most common forms of bullying are harassment (52%) and humiliation (28%).
6. In most cases respondents tend to ask for help (61%) and those who do that, state that they ask for help not parents, teachers or friends, but somebody else. (49%). The help was effective in most cases: bullying stopped in more than half number of cases (67%).
7. The most common reason of bullying given by respondents was "bullying for fun" (46%) and the least common- "bullying because of sympathy or antipathy" (21%).

8. 79% of respondents experienced negative reaction to their bullying. The people who explained them that such behaviour was inappropriate were mostly teachers (46%) and parents (26%).
9. 89% of students are aware of the consequences of using bullying, and the biggest number of them experienced bullying twice or more times (68%). In the case if respondents suffered from bullying they would not react to provocations (55%) or would behave aggressively. (30%).
10. Speaking about how students feel at school, the biggest number of them feel irritation (49%), sadness (22%) and ignorance (13%).
11. The school organises different events to prevent bullying - class lectures, individual conversations, films and slide shows, discussions, and others.

2.2. ANALYSIS OF Q1 MADE IN TURKEY (Responded by students)

The aim of this Questionnaire is to find out about student security and bullying at our school – Gökşun Anatolian High School - therefore we can know the content in which student bullying is occurring at the school.

1. Age:

Age	Frequency	Percentage	Valid Percentage	Cumulative Percentage
10-12	9	8,9	8,9	8,9
13-15	16	15,8	15,8	24,8
16-18	76	75,2	75,2	100,0
Total	101	100,0	100,0	

In the first question of this questionnaire, we ask to expose the age range of the students. As it is seen in the chart two third (75,2%) of the students are between 16-18 years old. Only 15.8% are between 13-15 years old. According to our study, the rest of 9 students are between 10-12 years old. It gives an idea to have the range of the students applied the questionnaire to studied with. It shows that students are studying in secondary or high schools.

2. Gender:

Gender	Frequency	Percentage	Valid Percentage	Cumulative Percentage
Female	45	44,6	44,6	44,6
Male	56	55,4	55,4	100,0
Total	101	100,0	100,0	

In the second question of the questionnaire, students are asked to answer about their gender. Not only in schools but also in any part of daily life, gender is an important factor which has great role in bullying or being bullied. In the analysis more than half (55,4%) of the students are male and the rest of them (45%) are female.

3. Country?

Country	Frequency	Percentage	Valid Percentage	Cumulative percentage
Turkey	100,0	100,0	100,0	100,0

In the third question of the questionnaire, we wanted to learn where the students are from, whether they are residents or refugees as it is known, our country has boundaries to the country where there is a civil war. As seen in the responses surveyed, the students are all from Turkey.

4. What's your father's job?

Father's job	Frequency	Percentage	Valid Percentage	Cumulative Percentage
Staff	28	27,7	27,7	27,7
Shopkeeper	18	17,8	17,8	45,5
Farmer	9	8,9	8,9	54,5
Other	46	45,5	45,5	100,0
Total	101	100,0	100,0	

In this question we aim to expose occupational groups of students' fathers. Nearly half of the students' fathers (45,5) have other jobs. 27,7% of their fathers are officers. 17,8% of their fathers are shopkeepers. As we scan the questionnaires, we have seen a range of jobs such as police officer, a doctor, a nurse, a soldier, and teacher and so on.

5. What's your mother's job?

Mother's job	Frequency	Percentage	Valid Percentage	Cumulative Percentage
Housewife	95	94,1	94,1	94,1
Staff	6	5,9	5,9	100,0
Total	101	100,0	100,0	

As it is seen in the chart, nearly most of mothers (94,1%) do not work. They are housewives. It is believed that if mothers do not work, they will probably have much

more time to care for their children as a result individuals will have fewer problems in a caring family.

6. What’s your parents’ marital status?

Parents’ marital status	Frequency	Percentage	Valid Percentage	Cumulative Percentage
Married	88	87,1	87,1	87,1
Widower/widow	3	3,0	3,0	90,1
Living together	10	9,9	9,9	100,0
Total	101	100,0	100,0	

Status and child’s bullying behaviour. The majority (88,1%) of answers belongs to students whose parents’ marital status is “married” and their parents live together. Only 3,0% of them are widow-er. We wanted to have an idea of its effect. It tries to reflect the situation how outcomes for children in two-parent families may be compared with children in single-parent families.

7. What is your opinion about your school concerning the relationship among students and teachers?

Relationship among students and teachers	Frequency	Percentage	Valid Percentage	Cumulative Percentage
Good	49	48,5	48,5	48,5
Very good	27	26,7	26,7	75,2
Bad	25	24,8	24,8	100,0
Total	101	100,0	100,0	

Healthy relationships with teachers have constructive and resistant effects on students' intellectual and general development. In the analysis, relationships among the students and teachers are exactly good (48,5%) or very good (26,7%) but they sometimes face some problems (24,6%). Positive teacher-student relationships pull students into the process of learning and support their desire to learn. It directs individuals to grow together raising each other in a supportive environment. It directly prevents school bullying.

8. What is your opinion regarding the relationship among the students of your class?

Relationships among the students	Frequency	Percentage	Valid Percentage	Cumulative Percentage
Good	66	65,3	65,3	65,3
Very good	21	20,8	20,8	86,1
Bad	14	13,9	13,9	100,0
Total	101	100,0	100,0	

By the time student for the first time steps in school's desks, she/he tries to make relationship with people around him especially the peers. When students have any kind of problems on school, they can speak freely with peers there and they try to find a solution together that is good for everyone. If they understand and care about each other, then they become better people in the future. This is the reason why this question was asked.

As it is seen in the chart, relationships among students are usually good (65,3%). 20,8% of them have very good relations and only 14 of 101 students have bad relations with each other in their school. It can be inferred that they share many common, positive things during school time.

9. Have you ever been involved in bullying acts?

Involved in bullying acts	Frequency	Percentage	Valid Percentage	Cumulative Percentage
Yes	32	31,7	31,7	31,7
No	69	68,3	68,3	100,0
Total	101	100,0	100,0	

Bullying is a serious problem. It may cause students feel damaged, frightened, uncomfortable, alone, ashamed and sometimes upset. Bullies might strike, kick, or push to hurt the peers, or use words to call nicknames, threaten, annoy, or frighten them. Most of the students do not participate in bullying acts. But some of them face bullying. In given answers, 68,3 % of the students are not involved in bullying acts but unfortunately 31,7 of them are involved in it.

10. If your answer was affirmative, specify if you were involved as a:

How you were involved, as	Frequency	Percentage	Valid Percentage	Cumulative Percentage
Victim	57	56,4	56,4	56,4
Author	41	40,6	40,6	97,0
Victim and Author	3	3,0	3,0	100,0
Total	101	100,0	100,0	

Bullying can make students not to have a desire to play in school garden or go to school. It is difficult to keep students' mind on school subject if they are worried about how they are going to deal with these acts.

According to the answers, most of the students (56,4%) are victims of bullying, but unfortunately some of them (40,6%) are authors. But the worst result is that three of them are victims and authors.

11. When you were involved in bullying acts, they occurred in the :

Bulling occurred in	Frequency	Percentage	Valid Percentage	Cumulative Percentage
Classroom	49	48,5	48,5	48,5
Playground	33	32,7	32,7	81,2
Street	19	18,8	18,8	100,0
Total	101	100,0	100,0	

According to the answers shown in the analysis, 48,5% of the bulling occurred in classrooms while 32,7% of them occurred in playground and the rest of the respondents (18,8%) told that they were involved bulling in the streets.

It can be stated that when a student is alone in the class, she/he is exposed to peer bullying because class is far away from guard and control of the responsible teacher or management staff. Playground is the second highest popular reply as it is not always easy to control a group of people rushing from one place to another, give orders during the break times or engage teens in comfortable atmosphere.

12. In the last two weeks, have you ever felt as a victim according to the following list:

In the last two weeks	Frequency	Percentage	Valid Percentage	Cumulative Percentage
You were pulled	53	52,5	52,5	52,5
You were threatened	27	26,7	26,7	79,2
Somebody looked down on you	19	18,8	18,8	98,0
You were beaten	2	2,0	2,0	2,0
Total	101	100,0	100,0	100,0

In this part of the questionnaire, we wanted to have an idea how the students were involved as a victim and the answers were surprising. 52,5% of the students were pulled, 26,7% of the students were threatened, 18,8% of them were underestimated and two students were unfortunately beaten.

When a student is bullied, one probably feels very alone and upset. One might even think that she/he is somehow responsible. Bullies do not generally pay attention to how hurtful their actions can be. Most bullies do not understand or care about the feelings of others.

13. When you suffered from bullying did you ask for help?

After suffering from bullying did you ask for help?	Frequency	Percentage	Valid Percentage	Cumulative Percentage
Yes	49	48,5	48,5	48,5
No	52	51,5	51,5	100,0
Total	101	100,0	100,0	

We think that the most damaging side of bullying is its repetition over and over. Bullies are often merciless; Students may live in permanent anxiety of where and when the bully will strike next, what they will do, and how far they will go.

In order to overcome the repetition of the bullies, it is vital to ask for help to stop disturbing event. According to the analysis, less than half of the respondents (48,5%) asked for help and the rest (51,5%) did not ask for any kind of help.

14. In case you answered yes, who did you ask for help?

Who did you ask for help?	Frequency	Percentage	Valid Percentage	Cumulative Percentage
Peers	45	44,6	44,6	44,6
Teachers	39	38,6	38,6	83,2
family	10	9,9	9,9	93,1
Other agents	7	6,9	6,9	100,0
Total	101	100,0	100,0	

In the 14th question, we wanted to learn the results whether they ask for help or not when they suffered from bullying and in case they asked for help from related units in the choices. According to the analysis result, 44,6% of the students asked for help from peers; 38,6 of the students asked for help from their teachers; 9,9% of the students asked for help from their families and the rest of the respondents asked for help from to other agents.

If a student is being bullied, he/she can find it helpful to ask for help or advice from someone. Students should not be afraid of allowing someone to know that they are being bullied. The respective units (peers, teachers, families and etc.) can be a great help. As soon as a student is being bullied at school, they had better to find a dependable teacher, guidance counsellor, or administrator, a member of his/her family with whom he/she can notify the situation.

15. As soon as you asked for help, did the aggression stop?

Did the aggression stop soon?	Frequency	Percentage	Valid Percentage	Cumulative Percentage
Yes	79	78,2	78,2	78,2
No	22	21,8	21,8	100,0
Total	101	100,0	100,0	

It is seen in the analysis that whenever students face with aggression and asked for help immediately, nearly 80% of the students get the necessary help so the aggression stops, but unfortunately nearly %20 could not get help. Maybe the aggression would go on for some time.

Everyone knows well that discipline is not enough against the aggressive behaviours or treatments at schools. Teachers always have the key roles. They can get students to know and trust each other; cooperate with each other, so they will have fewer problems in the classrooms and on the playgrounds. In order to stop the aggression as soon as possible, the bully should be listened and should not be ignored. All kinds of aggressive behaviour should be talked immediately to keep the situation from arising.

16. When you were bullying other students, why did you do it?

Why did you do bullying?	Frequency	Percentage	Valid Percentage	Cumulative Percentage
For fun	60	59,4	59,4	59,4
Because I did not like him/her	7	6,9	6,9	66,3
I do not know	34	33,7	33,7	100,0
Total	101	100,0	100,0	

More than half (59,9%) of the students approved that they bully to students just for fun while 6,9% of them do not like him/her and the rest (33,7) of them does not know why they act in that way.

To judge the actions without considering the back stages of the situations is easy. We should ask reasons why someone appeals the violence or bullying.

Students have difficulties in suiting the situations even when they have small problems. They sometimes have a feeling of being weak in an environment where he/she is always right. As a result they express their anger and despair especially on peers whom they think they can control.

17. When you carried out bullying acts, were you told that this type of behaviour was wrong and negatively affected the other?

Were you told about bullying?	Frequency	Percentage	Valid Percentage	Cumulative Percentage
Yes	80	79,2	79,2	79,2
No	21	20,8	20,8	100,0
Total	101	100,0	100,0	

According to the analysis of the question above, 80% of the students are told that their bullying acts are either wrong or affect the others in negative way, but the rest (20,8%) do not get any response.

As the victims of bullying will probably have anxiety disorders, the bullies more probably have antisocial characters. Students who are both bullies and being bullied inclined to get both anxiety and antisocial characteristic features.

18. In case you answered yes, who told you?

Who told you?	Frequency	Percentage	Valid Percentage	Cumulative Percentage
Teachers	48	47,5	47,5	47,5
Parents	53	52,5	52,5	100,0
Total	101	100,0	100,0	

When students carried out bullying acts, 47,5% of the respondents gave an answer that their teachers told them that their behaviours are wrong and negative. We were informed that 52,5% of the respondents' parents also warned students about the negative outputs of those behaviours.

/It is significant for teachers and families to give feedback when they witness bullying events. Unless the students are not informed about their bullying, the acts can likely be considered a normal behaviour. Therefore even the smallest bullying movement and its consequences should be explained to the individual in details.

19. Bullying is an aggressive act and there are penalties for this.

Are you fully aware that you can face severe penalties if you bully a peer?

	Frequency	Percentage	Valid Percentage	Cumulative Percentage
Yes	98	97,0	97,0	97,0
No	3	3,0	3,0	100,0
Total	101	100,0	100,0	

Almost all the students (97,0%) are aware of the laws and penalties and if they bully one of their peers, they know what they will face. Their awareness to the penalties is at high levels. Victims of bullying and their families often feel that their interests are

not considered seriously. They think and believe that involving a counsel can change this. A counsel can provide support to students who might feel weak against bullying. If the bullying students understand the seriousness of the situation, they will certainly spruce up their negative acts.

20. How many times have you suffered from bullying?

How many times have you suffered from bullying?	Frequency	Percentage	Valid Percentage	Cumulative Percentage
Three or more	60	59,4	59,4	59,4
One	27	26,7	26,7	86,1
Two	14	13,9	13,9	100,0
Total	101	100,0	100,0	

According to the analysis, unfortunately 59,4% of the students have suffered from the bullying three or more, but 26,7% of the students have suffered from bullying once and 13,9% of students have suffered bullying twice. It can be inferred from the analysis that during the education years students are more like to face with and suffer from bullying at least once. Before the students start to study at a university, they spend nearly twelve years in primary, secondary and high schools. This time period is the most critical session in the formation of personality. Individuals learn life conditions especially at the early ages thus how one is behaved shapes their future characters and lives.

21. What should you do towards a bullying act?

What should you do towards a bullying act?	Frequency	Percentage	Valid Percentage	Cumulative Percentage
Do not react to provocation	27	26,7	26,7	26,7
Be aggressive	30	29,7	29,7	56,4
Talk to teachers	37	36,6	36,6	93,1
Talk to parents	7	6,9	6,9	100,0
Total	101	100,0	100,0	

In the analysis, it is reported that 26,7% of students do not react to provocation, but 29,7% of students become aggressive and 36,6% of students talk to teacher meanwhile the rest of them prefer to talk to their parents.

If we take effective and preventive actions to support victims then we will have a higher possibility that bullying can stop and the person who is bullied can recover. We should work in partnership with families and community units so we can address the need of the students so that loss can be restored.

22. In your school, have you ever felt:

In your school, have you ever felt:	Frequency	Percentage	Valid Percentage	Cumulative Percentage
Fear	14	13,9	13,9	13,9
Insecurity	28	27,7	27,7	41,6
Sadness	25	24,8	24,8	66,3
Extreme anxiety	23	22,8	22,8	89,1
Irritation	5	5,0	5,0	94,1
Disregard	6	5,9	5,9	100,0
Total	101	100,0	100,0	

In this question we asked the respondents to learn their feeling in their school. In the analysis of this question, they have given the following answers: 13,9% of the respondent students fell fear. 27,7% of them feel insecure. 24,8% of them feel sad. 22,8% of them feel extremely anxious. 5.0% of them feel irritated. 5,9% of them feel disregarded. In order to provide the best learning atmosphere at schools, the teachers and manager should have a friendly manner with students, encouraging them to study well and participate in all the activities like sports, quiz, dance, music etc. Students should be granted opportunities to discover their feelings and how these feelings turn into actions. They should be provided with tactics around safe application at school. Opportunities should also be provided for them to get better understanding

23. What can your school do to solve bullying?

What can your school do to solve bullying?	Frequency	Percentage	Valid Percentage	Cumulative Percentage
Give importance to discipline	16	15,8	15,8	15,8
If possible , give punishment	33	32,7	32,7	48,5
Conscious	52	51,5	51,5	100,0
Total	101	100,0	100,0	

As it is known that bullying is one of the problem school faces with all the time. Students were asked to get their own ideas about what their schools can do to solve the problem of bullying. 15,8% of the students think that authorities, parents, teachers or students should give importance to discipline in order to solve bullying. Some others (32,7%) think that if possible bullying students should be punished. As it is seen in the analysis, the majority of students (51,5%) think all students should be well educated and have conscious against bullying.

The first thing that all the members of the school should do is to notice that something is wrong with the students and then look for right time to talk to them. The most important thing all of us should do for a bullied child is to remove from negative situation. We should also pay attention to the child's feelings and let him or her know we care.

2.2.1. CONCLUSION

In conclusion, our students are usually between 16-18 years old. They are in secondary or high schools. They are aware of bullying. Almost half of the students are male and another half is female. They generally come from rural areas. They do not like bullying acts. Most of the parents are married and live together .The rest of the parents is widows or widowers.

The relationships among students and teachers are good. On the other hand, they sometimes face some bullying acts such as pulling and beating. They go to their teachers and talk about it. Teachers solve these problems talking to their parents and other teachers.

Preventive measures search for to handle bullying before its first signs can be seen. Successful prevention of bullying involves the design of education and teaching

schemes. It must be ensured that education institutions and their learning environment (including the physical environment) ensure an encouraging learning atmosphere for all students. This must include equality for quality education to all children and young people.

The role of the curriculum should be like those students should learn to identify bullying language and actions in themselves and others. They should also be taught positive communication skills. This learning will help to create a more positive environment where probably bullying won't occur.

There should be a well-organized process for a child to report being bullied so that they can get immediate help. A counsellor and other teachers should talk with the children involved in bullying and their families to find a solution.

Schools should provide classroom discussions about the motivation and effects of bullying to make students become more sensible and encourage self-awareness. Students should figure out that bullies are those who have experienced some form of bullying themselves. They behave aggressively in an attempt to replicate. They generally feel powerless and often suffer from low self-esteem. They attempt to advance their self-esteem by surrounding themselves with other children whom they can control. They also feel insecure. Bullies then find someone to humiliate in an attempt to exaggerate themselves. It should be emphasized that children who are bullied suffer terribly. This education can help the children to make better, to have more positive choices and to become partners of the school in putting an end to bullying.

Teachers should improve children's skills for overcoming bullies through role-playing and other technics. For example, the students can write plays and act out different bullying scenarios in the classroom. Each child should act out being the bully, the bully's supporter and the victim, to gain a more actual understanding. Students should easily reach counselling teachers who are educated about bullying. These students should be sent to doctor for on-going help where and when needed.

There should be school-wide activities that focus the on bullying, for instance, "Bullying Awareness Days." There could be activities in each class such as designing slogans to put on the walls such as: "It is wrong to bully others" or "It's wrong to go along with a bully." A child who reports bullying should be rewarded, too.

Schools should have strong reflection for bullying. As everybody knows bullying is an illegal offense and there should be zero tolerance for this behaviour. At the same

time the school management should make a real effort to get to the bottom of the cause, by discussions with the student's family. Families need to examine their family relationships and make sure there is no bullying going on at home. If their child's school has no support system the parents association should have an interview with the school to develop one.

Finally bullying has been a part of society since its beginning and it seems that it will not disappear easily. We think and believe that schools will become a more liveable environment with the common effort of the teachers, school management, the parents and the students.

2.3. ANALYSIS OF Q1 MADE IN GREECE (Responded by students)

1. Age?

	Frequency	Percentage
10-12	0	0,0%
13-15	28	32,9%
16-18	57	67,1%
Total	85	100,0%

One third of our students who are between 13-15 years old attend the 1st class of high school. The rest are between 16-18 years old and there are not any students aged 10 - 12.

2. Gender?

	Frequency	Percentage
Male	48	43,5%
Female	37	56,5%
Total	85	100,0%

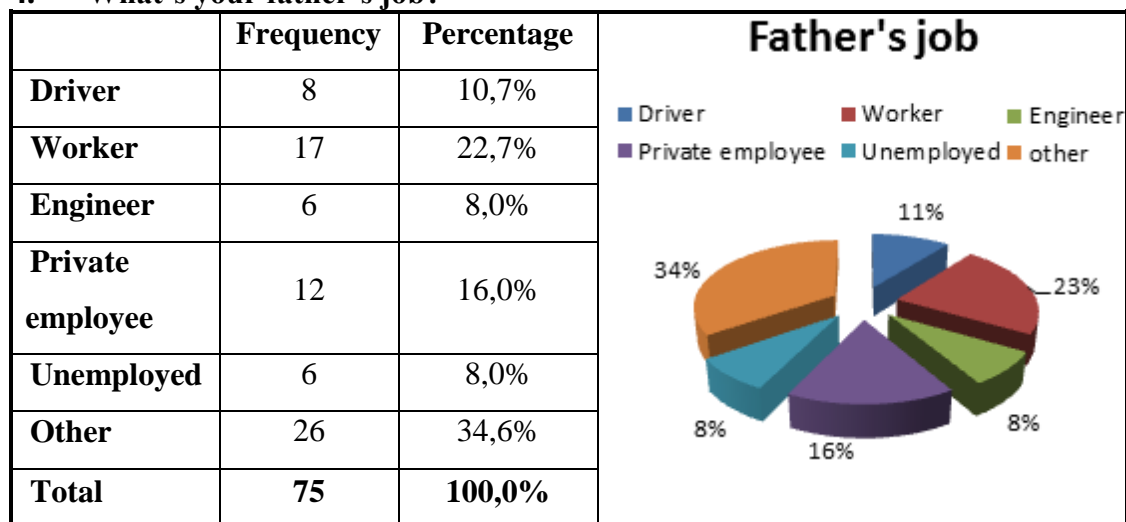
Over half of our students are girls (56,5%) and the rest are boys (43,5%).

3. Country

	Frequency	Percentage
Greece	85	100%

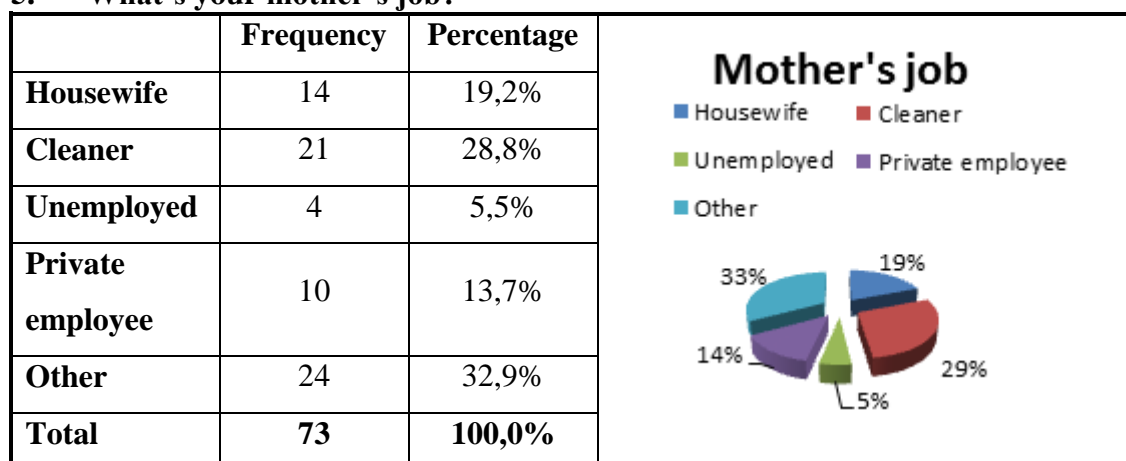
All the respondents are from Greece.

4. What's your father's job?



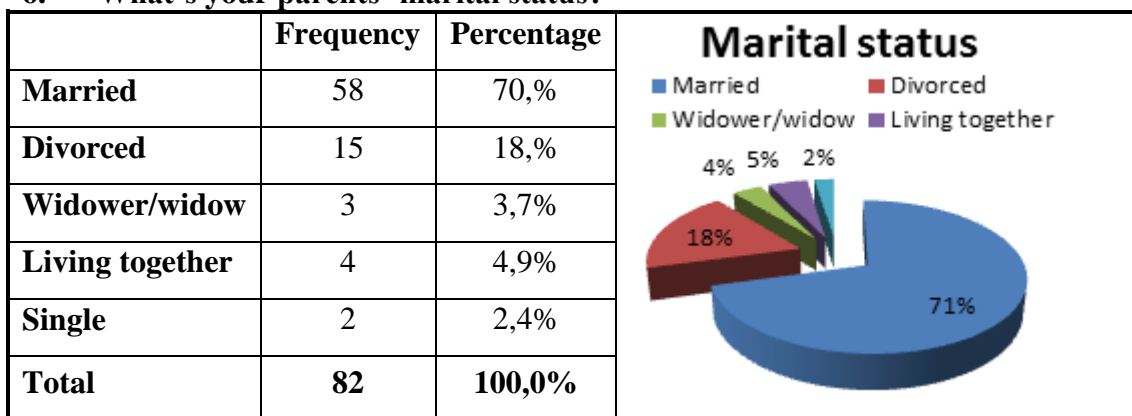
22,7 % of the fathers are workers, 16% are private employees, 8% are drivers and 6% are unemployed. As we scan the questionnaires, we can see a variety of jobs.

5. What's your mother's job?



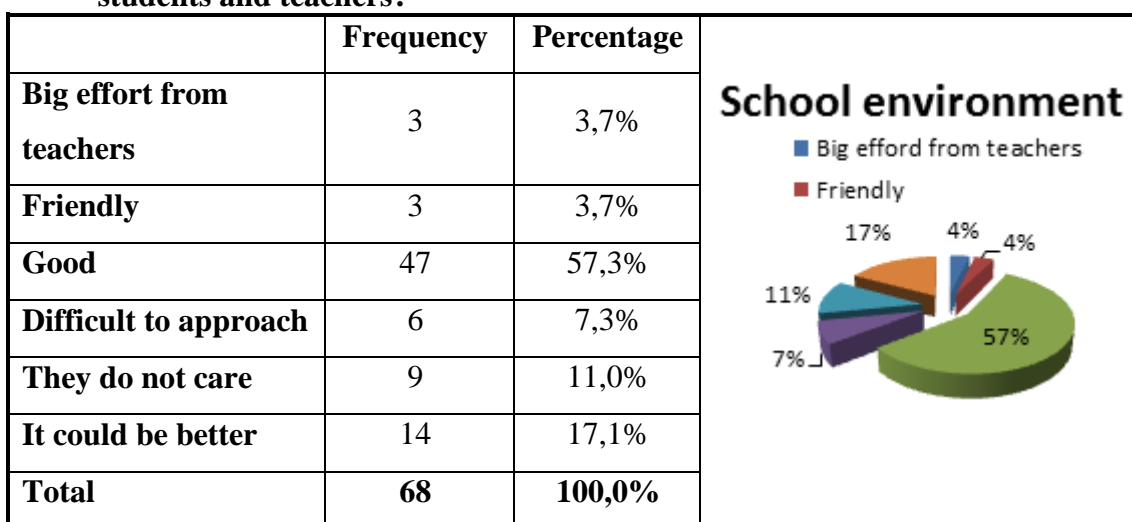
28,8% of the mothers are cleaners, 19,2% are housewives, 13,7% are private employees The rest of the percentage do different jobs.

6. What's your parents' marital status?



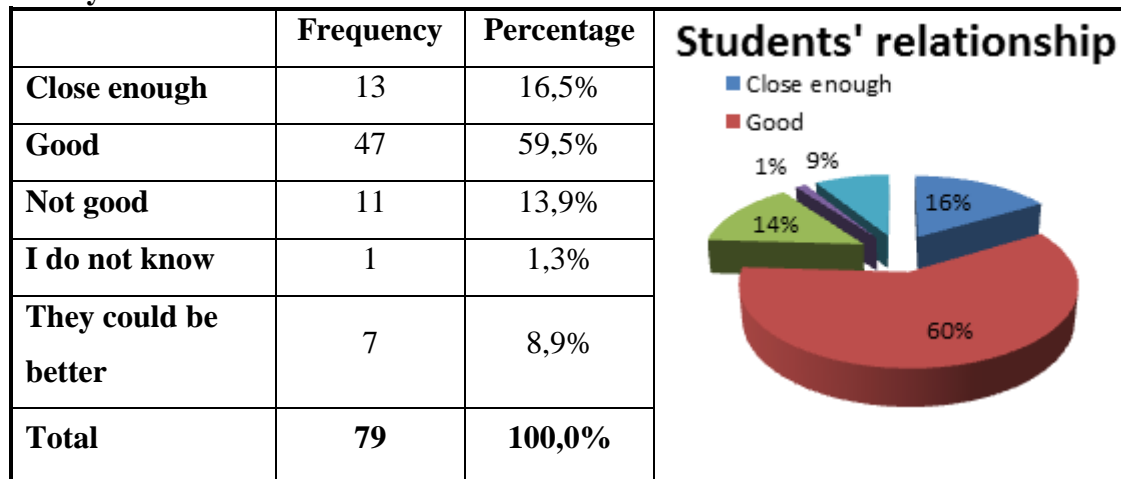
71% of parents are married, 18% are divorced, a percentage that live together without being married (4,9%), widows or widowers (3,7%) and there are single parent families at a percentage of 2,4%.

7. What is your opinion about your school concerning the relationship among students and teachers?



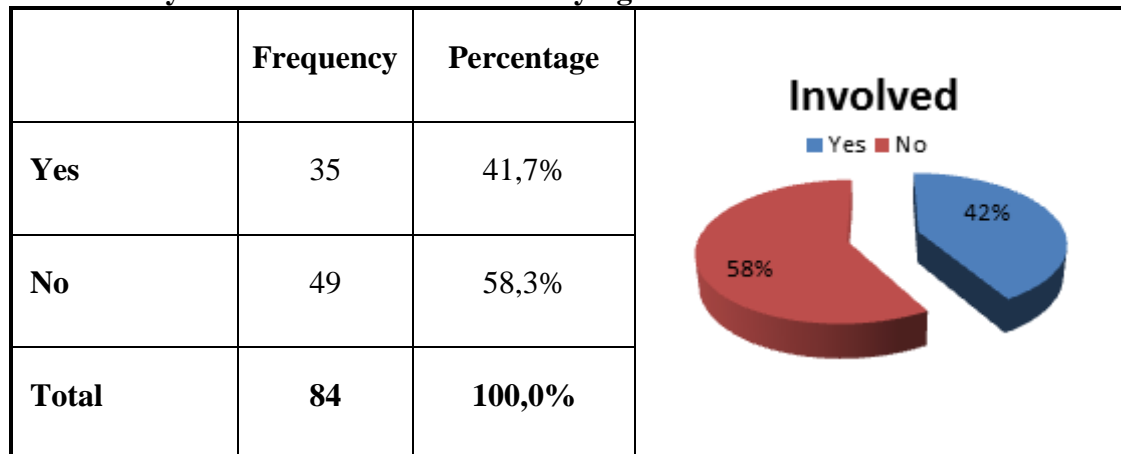
A great percentage of our students (57,3%) consider that the relationship between students and teachers is good and adding those who think that relationships are friendly, we reach a percentage of 61%. 17,1% think that they could have a better relationship and 11% are of the opinion that their teachers are not interested in them. Very few believe that they get great pressure by teachers (3,7%).

8. What is your opinion regarding the relationship among the students of your class?



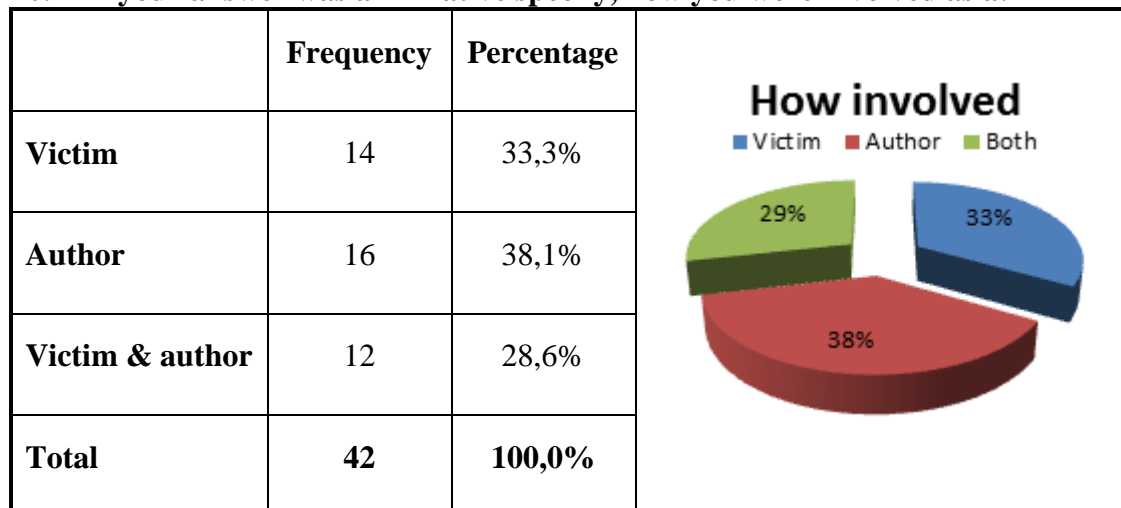
76% of the students think that relationships among classmates are good and only 13,9% believe the opposite.

9. Have you ever been involved in bullying acts?



58,3% are not involved in bullying whereas 41,7% are reported to have taken part.

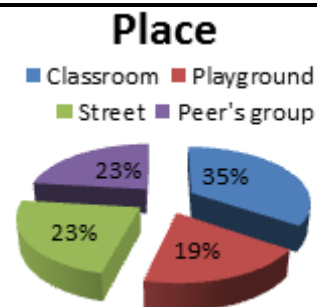
10. If your answer was affirmative specify, how you were involved as a:



33,3% are reported to be victims, 38,1% authors and 28,6% in both roles.

11. When you were involved in bullying acts, they occurred in the:

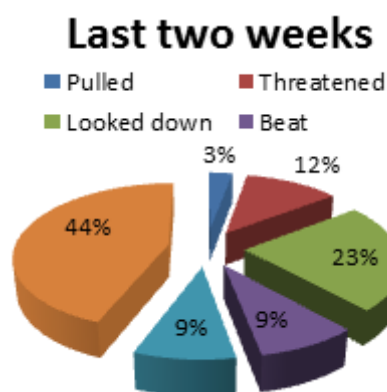
	Frequency	Percentage
Classroom	18	34,6%
Playground	10	19,2%
In the street	12	23,1%
In the peer's group	12	23,1%
Total	52	100,0%



Most of the students involved in bullying have mentioned the classroom (34,6%) as the main place of their actions, then the road and the Peer's group at 23,1%. 19,2% have mentioned the playground as the field of violence.

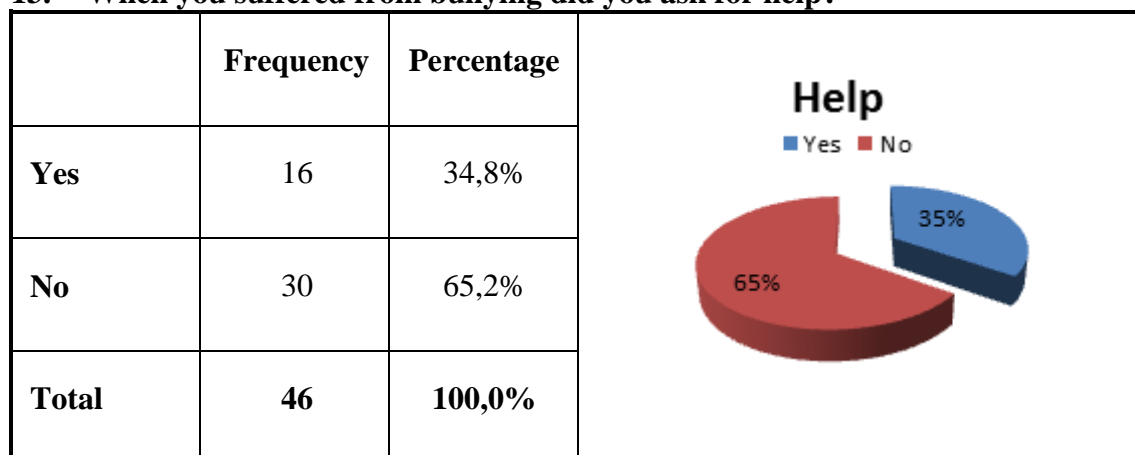
12. In the last two weeks, have you ever felt as a victim according to the following list :

	Frequency	Percentage
You were pulled	1	2,9%
You were threatened	4	11,8%
Somebody looked down on you	8	23,5%
You were beaten	3	8,8%
Things were stolen from you	3	8,8%
You were insulted	15	44,1%
Total	34	100,0%



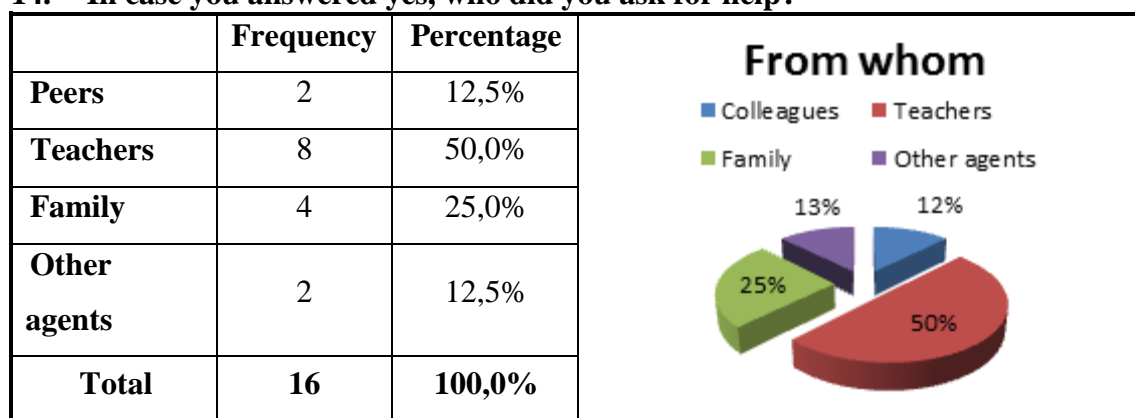
Out of the total of 34 students, the last two weeks, 44,1 % have been insulted, 23,5% have been looked down, 11,8% have been threatened, 8,8% have been beaten and stolen accordingly and 2,9% have been pushed violently.

13. When you suffered from bullying did you ask for help?



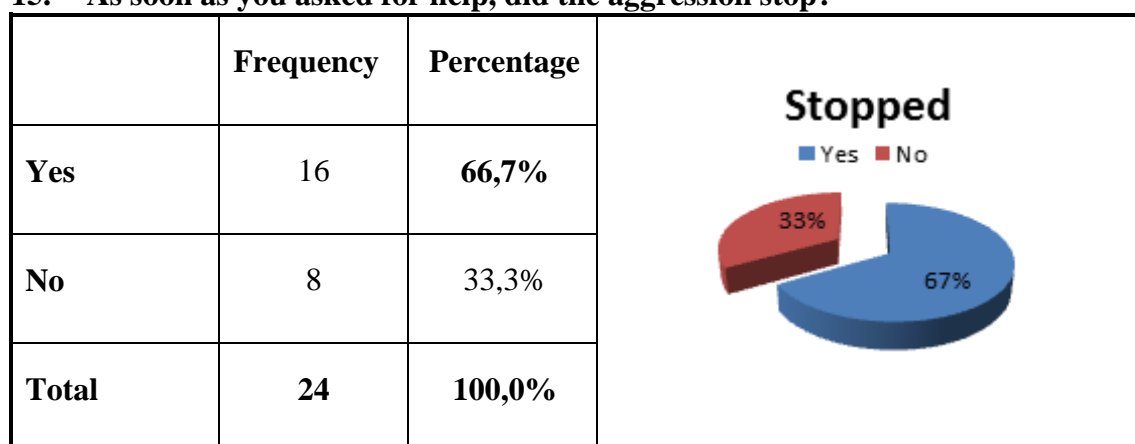
46 students suffered from bullying, 65,2% answered that they did not ask for help whereas 34,8% did it.

14. In case you answered yes, who did you ask for help?



Referring to the previous question, 50% asked their teachers for help whereas 25% asked their parents and 12,5% asked their classmates.

15. As soon as you asked for help, did the aggression stop?



The students' appeal for help ended in the stop of bullying (66,7%) and 33,3% could not manage it.

16. When you were bullying other students, why did you do it?

	Frequency	Percentage
For fun	16	53,3%
I did not like him/her	10	33,3%
I did not know	4	13,3%
Total	30	100,0%

Reason	Percentage
For fun	54%
I didn't like the colleague	33%
I didn't know	13%

53,3% of students who are used to bullying their classmates think that bullying is fun, 33,3% because they do not like them and 13,3% cannot find the reason of their aggressive behaviour.

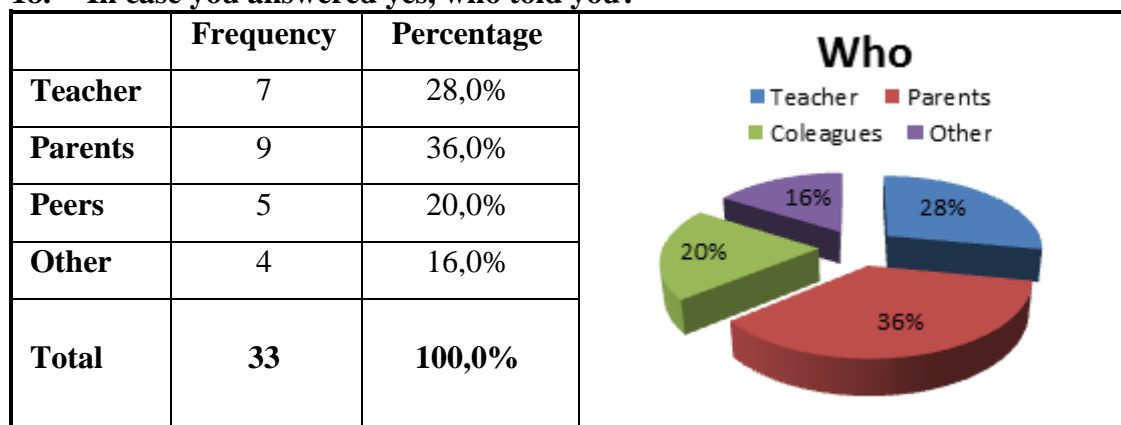
17. When you carried out bullying acts, were you told that this type of behaviour was wrong and negatively affected the other?

	Frequency	Percentage
Yes	25	75,8%
No	8	24,2%
Total	33	100,0%

Response	Percentage
Yes	76%
No	24%

Students that have claimed they have tried bullying their classmates are well aware that this is not right and only 24,2% appear to be unconscious of their actions.

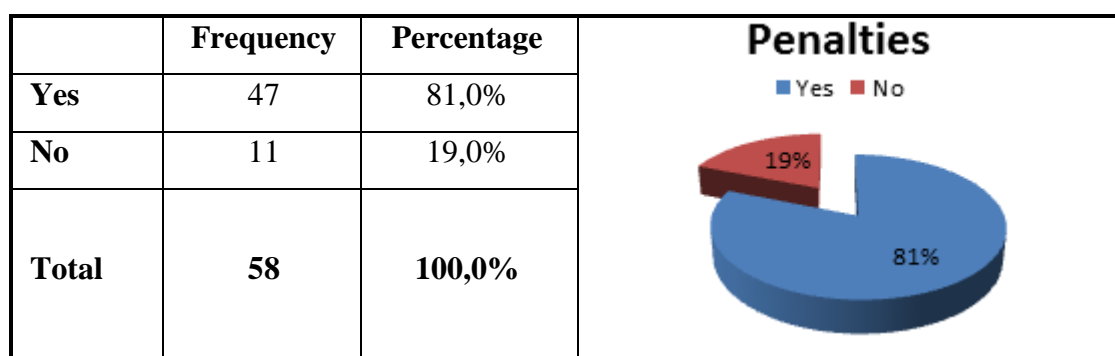
18. In case you answered yes, who told you?



Students have been informed by their families (36%), by their teachers (28%) about the delinquency of bullying, by their classmates at a percentage of 20% or by others 16%.

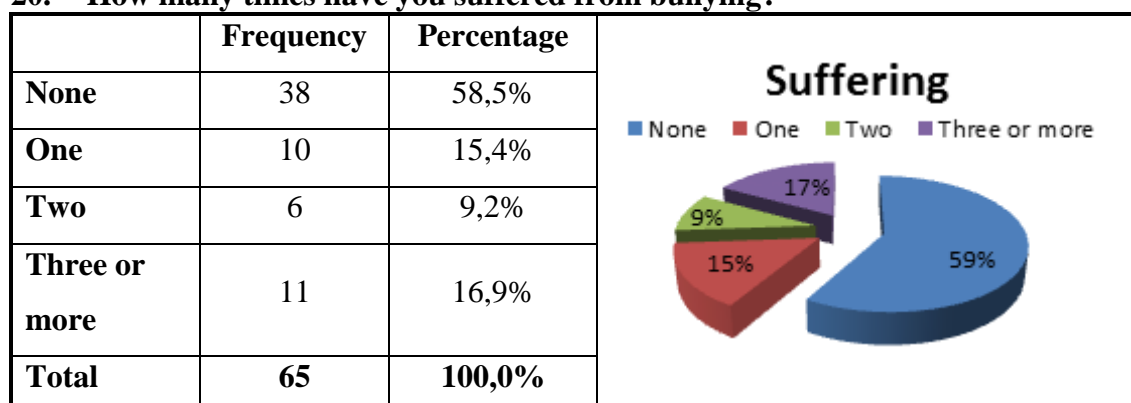
19. Bullying is an aggressive act and there are penalties for this.

Are you fully aware that you can face severe penalties if you bully a peer?



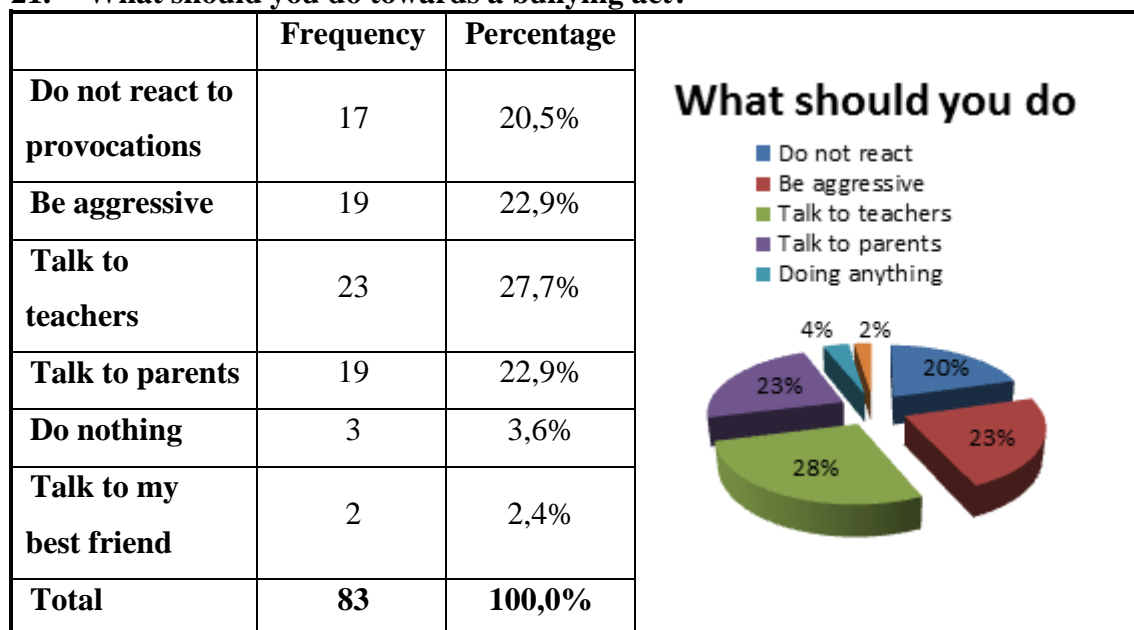
Students are fully aware (81%) that bullying is an aggressive action and should be punished, while 19% claim that they have no idea about it.

20. How many times have you suffered from bullying?



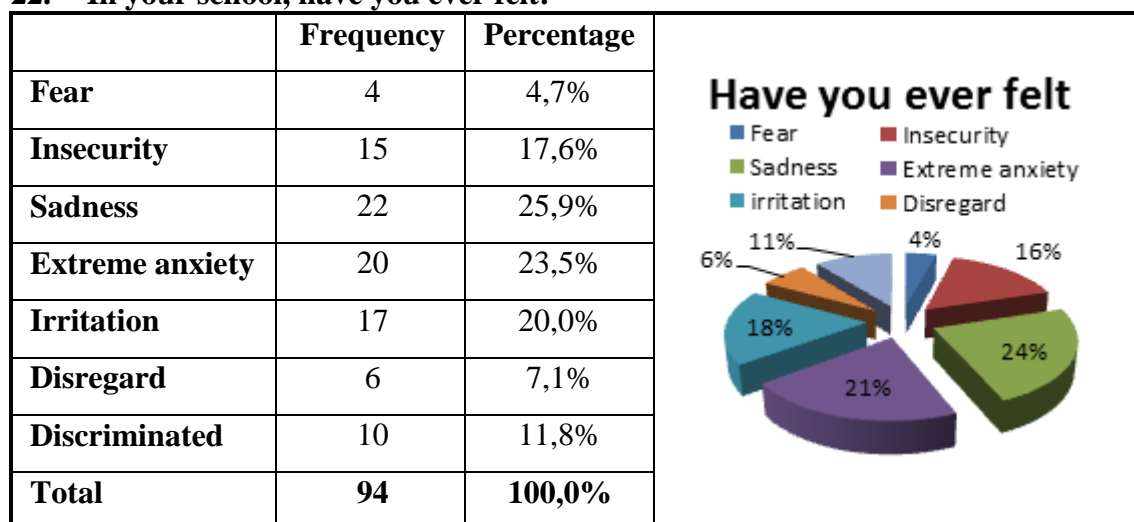
The majority of students have not suffered from bullying (58.5%). Only 15,4% and 16,9% have suffered one or more times whereas 9,2% twice.

21. What should you do towards a bullying act?



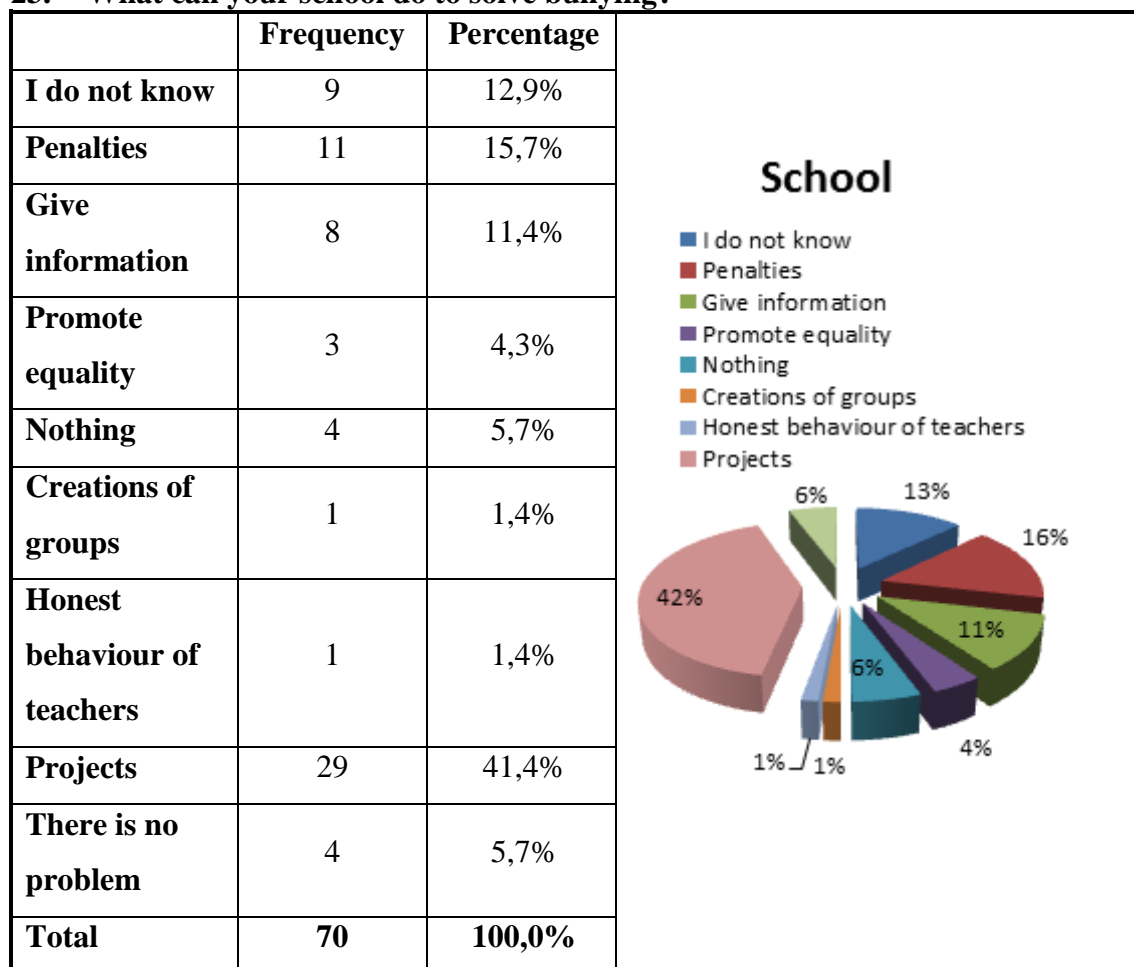
Facing bullying, the majority of students believe that they should talk to teachers or parents at a percentage of 27,7% και 22,9% respectively. 22,9% think that they should react in an aggressive way towards bullying, whereas a part of 23,1% believe that they should stay calm or do nothing. Only 2,4% think that they should talk to their friends.

22. In your school, have you ever felt:



At school, students sometimes feel sad (25,9%) extreme stress (23,5%), irritation (20%), insecurity (17,6%). They also feel discriminated (11,8%), disregard (7,1%) and at a quite low percentage fear (4,7%).

23. What can your school do to solve bullying?



The students believe that informative programs given through projects (41,4%) and sufficient information (11,4%) are the basic way the school can use against bullying. 15,7% think that penalties should be imposed and 12,9% have no opinion. A very low percentage (5,7%) believes that it is not necessary to do anything or there is no problem at all.

2.3.1. CONCLUSION

In summary, our students are aged 15 to 18 and girls outnumber boys. The majority of our students come from low- income families since the school is located in Patissia, a former middle class neighbourhood which received a lot of immigrants from Eastern Europe, Asia and Africa, during the last two decades.

Parents' jobs are mostly labourers, with some exceptions of self-employed, private or public employees. Most of them are married or live together without being married. There are very few divorced among them and generally there are strong ties among the members of the families.

The majority of students get on well with their teachers as well as among them. They sometimes claim that their relationships could be better. They rarely feel insulted or have been looked down between them. There are also very few students who have suffered from bullying. Over half of our students accept that they have been involved in bullying either as victims or authors or both of them.

It is very encouraging that most of them have asked for help so the phenomenon stopped immediately or talked to their teachers or their parents.

Most of our students, who bully their classmates, do this for fun , distorting the meaning of teasing ; maybe that's why the place of the bullying actions is mainly the classroom and less the road or the schoolyard . In majority, students are well aware of the fact that bullying is an illegal action usually punished. They mainly trust their school as well as their teachers so they would take part in more projects dealing with bullying. They would also like to have more information about the consequences of bullying and very few of them think that punishment is a real solution to this problem.

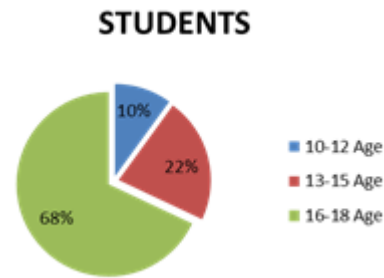
2.4. ANALYSIS OF Q1 MADE IN PORTUGAL (Responded by students)

Our study aimed at 100 teenagers (37% female) and (63% male) ages range from 10 to 18 that are attending the Agrupamento de Escolas de Vila Pouca de Aguiar.

Violence is mainly caused by social and familiar background and usually leads to fear and insecurity and as a result it may put in danger the correct development of students such as: learning to know themselves; learning to do and learning to live in a community.

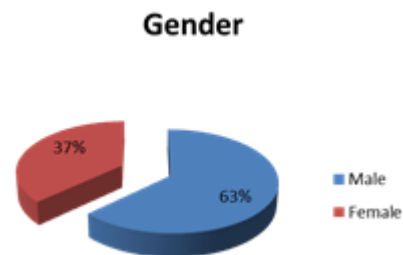
1. Age?

Our study aimed at 100 students, ages ranged from 10 to 18 that are attending The Agrupamento de Escolas Vila Pouca de Aguiar.



2. Gender?

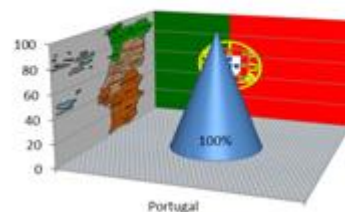
63% of the students that filled in the questionnaire are male and 37% are female.



3. Country?

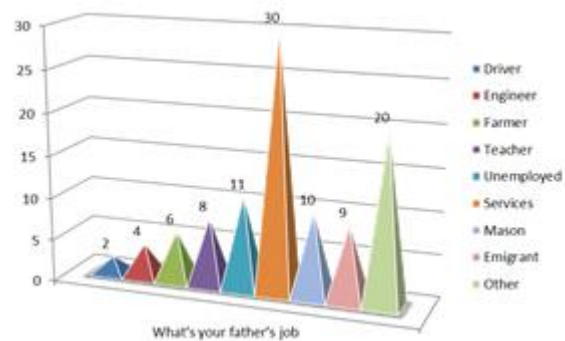
All the respondents are from Portugal.

All the respondents are from Portugal



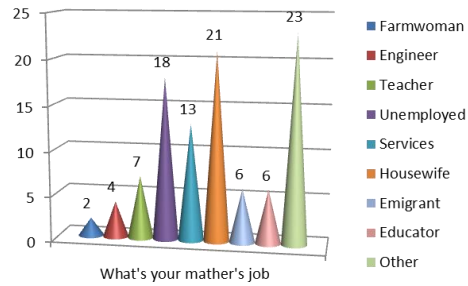
4. What's your father's job?

By analyzing the questionnaire we can figure out the social backgrounds of the students. A very significant group works in the services.



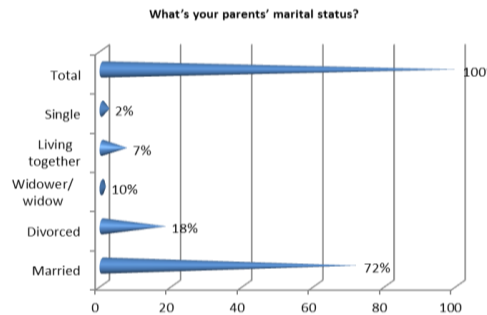
5. What's your mother's job?

The mothers' professions are housewives, unemployed or nameless professions. So, it shows that, somehow, they are facing financial problems within their families.



6. What's your parents' marital status?

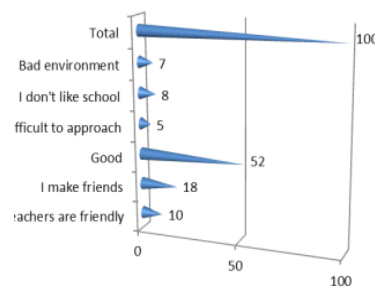
The familiar bonds may be unstable for 18 % are from divorced families.



7. What is your opinion about your school concerning the relationship among students and teachers?

Students consider the school a pleasant place where they can have friends and have a positive opinion about their teachers.

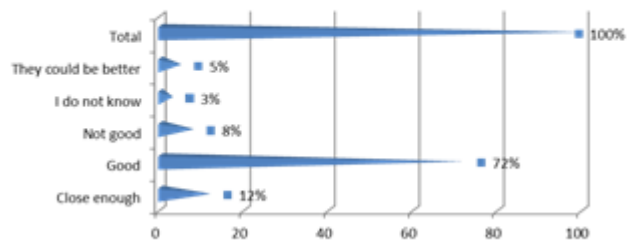
School environment



8. What is your opinion regarding the relationship among the students of your class?

Students believe they have a nice relationship with school (72%). It is in the school they deepen peers' bonds, play team games because they are together for many hours a day.

Students' relationship



9. Have you ever been involved in bullying acts?

In our school students' enrolment in bullying acts is around 32%, quite a high figure considering we are talking about a school that promotes a good environment and human relationship. The numbers presented should worry educators as it may have a negative influence on students' academic performance.

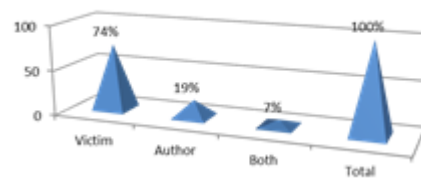
Involved in bullying acts



10. If your answer was affirmative, specify how you were involved as a:

Many students are victims of bullying (74%). This percentage is rather high for some victims are also offenders, around 19%.

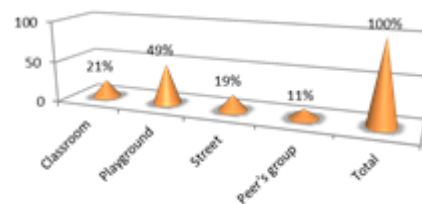
How involved



11. When you were involved in bullying acts, they occurred in the :

Bullying acts are mainly carried out in the playground (49%). A relevant percentage (21%) had mentioned that had been suffering bullying in the classrooms.

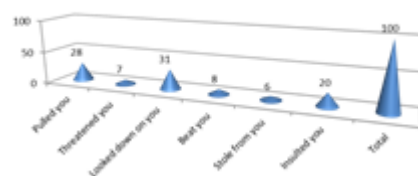
Place



12. In the last two weeks, have you ever felt as a victim according to the following list:

The most persistent ways of bullying are making fun, pushing or insulting. These attitudes provoke extreme suffering contributing to demotivate

Last two weeks



students and consequently bad results at school.

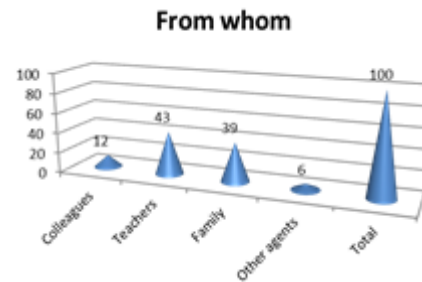
13. When you suffered from bullying did you ask for help?

Students do not feel comfortable to ask for help whenever they are suffering from bullying. This approach may be explained because they are afraid to be discriminated. These students tend to be less open minded, with low esteem and insecure.



14. In case you answered yes, who did you ask for help?

The requests for help are mostly mentioned by teachers and parents. These uncommon behaviours should be mitigated or even solved by parents and teachers. Students do believe that they are extremely important to eradicate bullying acts.



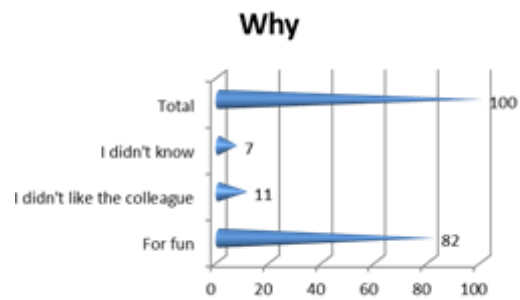
15. As soon as you asked for help, did the aggression stop?

Asking for help (by the students) is a major step to resolve the problems. As we already stated, a large number of aggressions stopped when they asked for help. Parents' and teachers' intervention is very important to solve the problems.



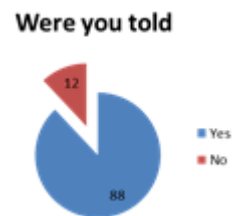
16. When you were bullying other students, why did you do it?

Bullying attitudes are, mostly, funny plays and giggles among students. These repetitive attitudes aiming at the very same students cause a big emotional instability and suffering.



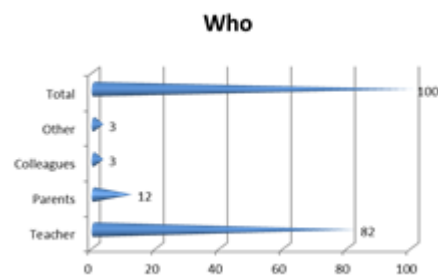
17. When you carried out bullying acts, were you told that this type of behaviour was wrong and negatively affected the other?

The attitudes students are, we may say, conscious as they know they are causing pain to their peers. The school is working very hard to awake the educative community to this problem. Students know they are not behaving properly.



18. In case you answered yes, who told you?

By studying this graph we conclude that teachers are greatly concerned to stop this misbehaviour. The activities, projects and actions in transnational terms may have positive effects in the integration of the ones who intervene in the process. By motivating the students to share we are promoting interpersonal relations.



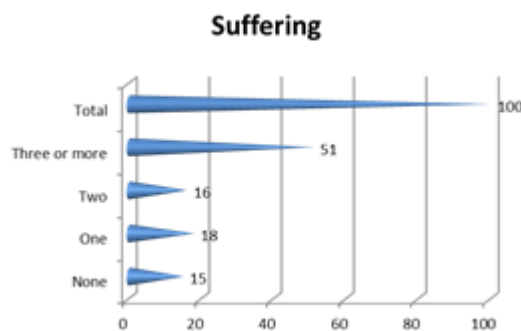
19. Bullying is an aggressive act and there are penalties for this. Are you fully aware that you can face severe penalties if you bully a colleague?

Students are totally aware that all bullying acts have penalties. Quite often, it is not an easy task to prove bullying acts for the aggressors act in a subtle manner.



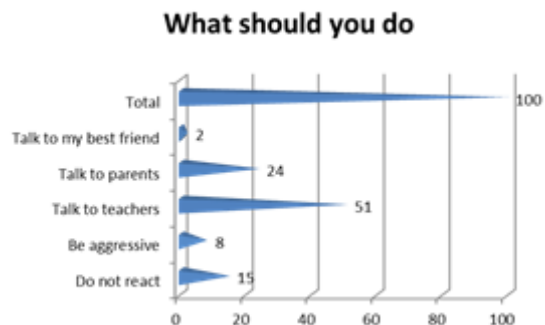
20. How many times have you suffered from bullying?

The bullying attitude is, somehow, repetitive which create an intimidation environment that may last for long time.



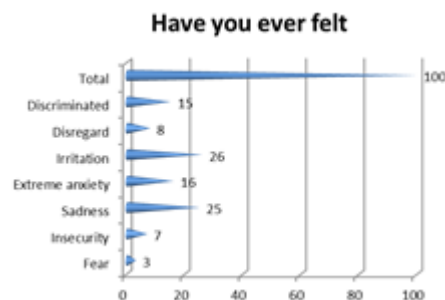
21. What should you do towards a bullying act?

Students trust students and that's why they ask them for help in a cooperative work with parents. They are aware that with the families' support and of the school will easily reach a solution for their problems.



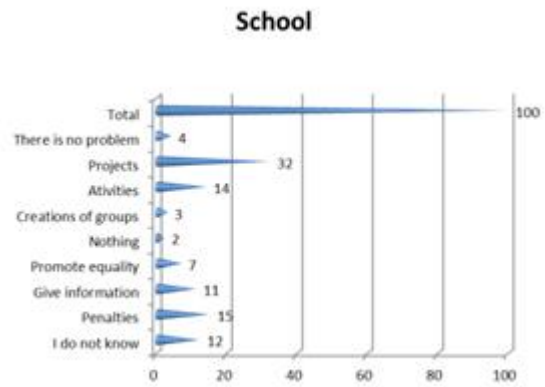
22. In your school, have you ever felt:

In the school environment students show deep sadness, irritation and anxiety in their relations. The problems they are facing daily provoke a sense of instability in their relations and many think over giving up studying to get rid of the "bullies".



23. What can your school do to solve bullying?

Students are aware that this problem must be mitigated and they do believe that if the school succeeds in motivating the students to carry out projects, activities and network information may, indelibly, contribute to an integrative solution to all its members.



2.5. ANALYSIS OF Q2 MADE IN LITHUANIA (Responded by Parents)

This questionnaire was handed to students' parents in Lithuanian educational institution as well, the answers were provided by 25 respondents.

First, respondents were given the first block of questions about their demographic situation - age, sex, country, job and marital status. The age of most respondents is from 40 to 50 (See Figure 17).

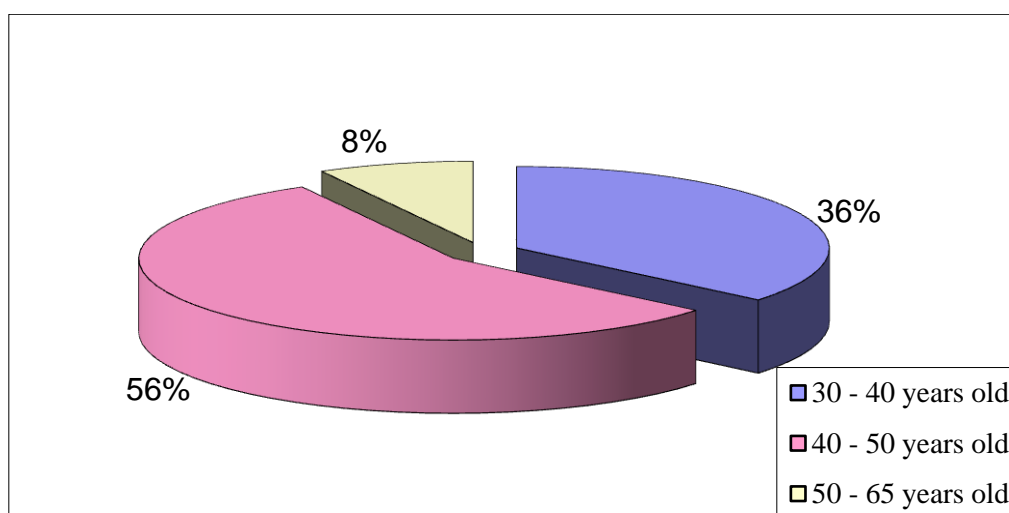


Figure 17: The age of students' parents

As for the gender of respondents, 68% of women and 32% of men participated in the survey.

In order to find out social situation of the respondents, they were asked about their jobs and marital status (See table 3).

Frequency of given replies	Profession
8	Teacher
4	Manager
3	Driver
1 (total 6)	Blacksmith, clerk, accountant, carpenter, lawyer, businessman
4	Unemployed

Table 3: The job of students' parents

From the results given in table 1 "The job of students' parents" we can state that only small number of them is unemployed, and this fact shows that the level of families' welfare is rather high and stable. Rather big number of respondents is teachers, which means that students' parents have competencies and knowledge about bullying and

methods of its reducing. Meanwhile there is a small number of such professions as blacksmith, accountant, clerk, lawyer and businessman.

The question about respondents' marital status with different answers to choose was also given to them. From the responses it is seen that most of parents are married (68%) or divorced (16%). None of the parents chose the answer: single/ unmarried. This fact shows that all respondents are / were married. (See Figure 18.)

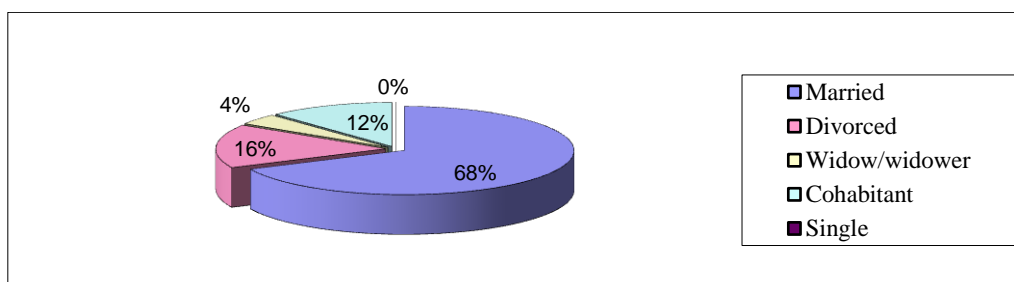


Figure 18: Marital status of students' parents

The next step was to find out parents' opinion about social environment and about existing relationships at school. (See Figures 19 and 20.).

Having analysed given responses we can state that parents assess the environment at school as positive and emphasise different aspects such as safety in the educational institution (16%), tolerance/ friendliness (12%). However, more than half of parents has not given exact characteristic of positive social environment at school and just classified it as „positive” (56%). Such results revealed the fact that existing social environment at school is suitable for teaching and learning process and it enables students to study and to form social skills properly. According to the World Health Organization (WHO), social skills are linked to the ability to adapt and to act positively in society; these skills help to cope with the demands of everyday life and problems. Students having developed such skills can maintain mental health and self-confidence when they are confronted by various challenges of life including bullying (Aškinytė, Bulotaitė, 2002). However, there were parents who did not have any opinion about social environment at school and chose such answer as – „I have no opinion“ (8%), and this fact shows that this part of parents do not keep any relations with school and its community. (See Figure 19).

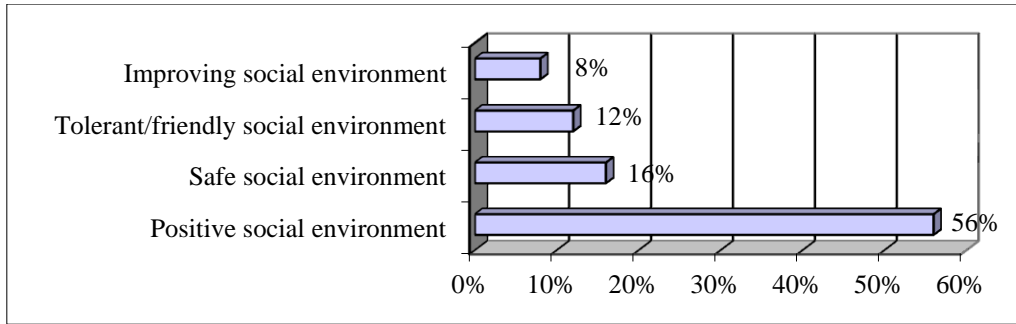


Figure 19: Existing social environment at school according to the parents' opinion

Having analysed parents' point of view about students' relationships at school, we can state that these relationships are positive. (See Figure 20).

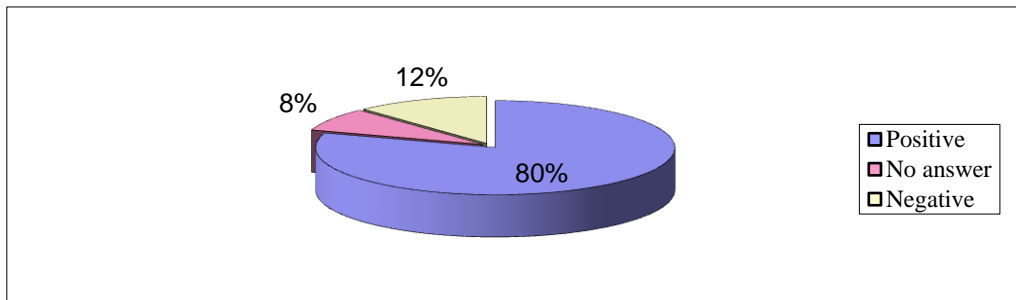


Figure 20: Students' relationships at school according parents' opinion

However, the research also revealed that negative relationships also exist (12%) as well as there are parents who do not know anything about these relationships (8%). Such results show that not all parents are actively involved in their children's school life.

Then parents were given a question: "Has your son/daughter ever been involved in bullying acts?" From the given responses it was found out that more than half of parents think that their child neither experienced nor participated in bullying whereas the third part of parents (32%) thinks that it could happen. Such results show that the problem of bullying still exists at school. (See Figure 21).

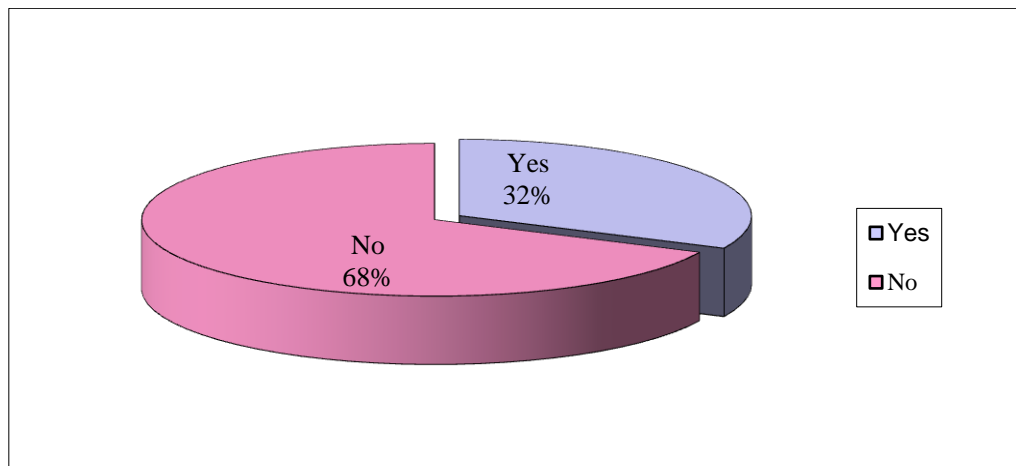


Figure 21: Students' experience in bullying according parents' opinion

In order to identify the problem of bullying at school more precisely parents were asked about their child's role in the case of bullying (See Figure 22)

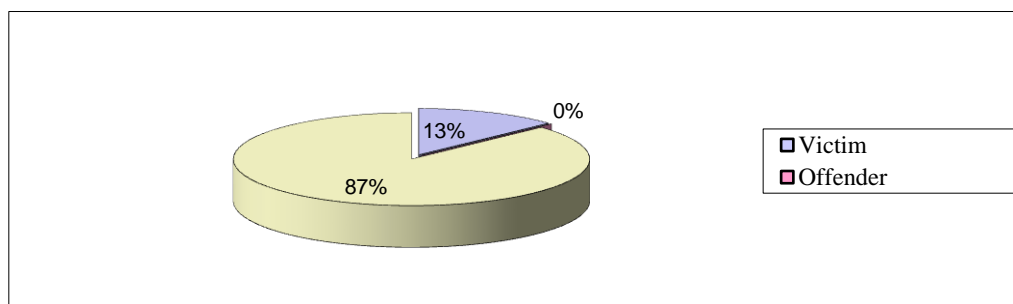


Figure 22: Child's role in the case of bullying according parents' opinion

From the parents' responses it can be seen that according to the parents' opinion, their children tend to be a victim of bullying (87%), while only a few of parents indicated that the child can be both a victim and an offender (13%). Summarising, it can be assumed that parents withdraw from objective assessment and point out that their child is a victim, not an initiator.

Next, in order to find out the situation of bullying at school, parents were asked about places where cases of bullying could happen (see Figure 23)

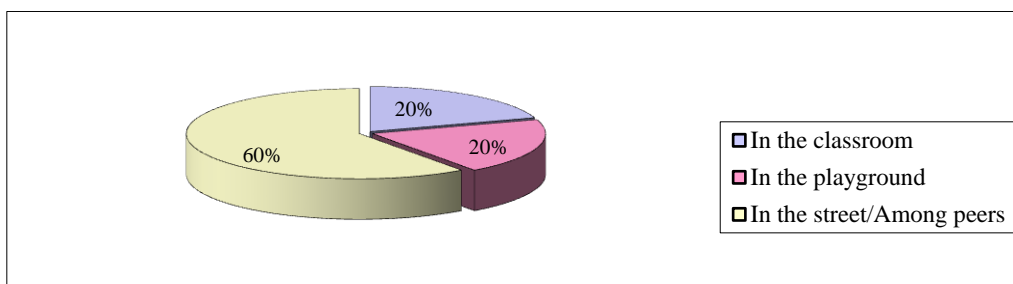


Figure 23: Places where cases of bullying could happen

As it can be seen from the parents' responses the cases of bullying take place away from teachers and staff of the school. Even 60% of parents indicated such places as street/ among peers. Such provision was confirmed by R. Povilaitis and J. Valiukevičiūtė (2006). These scientists pointed out that bullying can happen in various places, however, it has common tendency –to occur in such places where there are no adults.

Then the question about the forms of aggression was handed to the parents (See Figure 24).

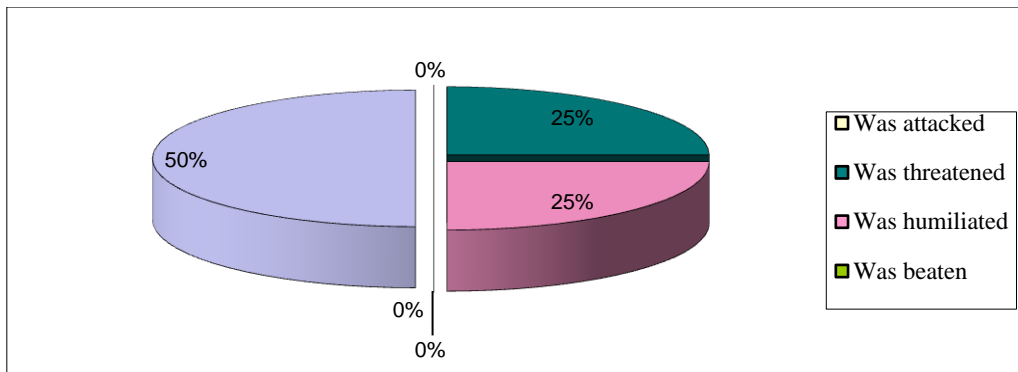


Figure 24: Forms of aggression according to the parents' opinion

Respondents' answers revealed the fact that most common forms of bullying are harassment (50%), humiliation (25%) and threats (25%). It can be stated that these forms are more common than physical forms of bullying, but they are not less harmful to children's physical and mental health.

In order to find out whether the bullied pupil asked for help, parents were asked about this factor (See Figure 25)

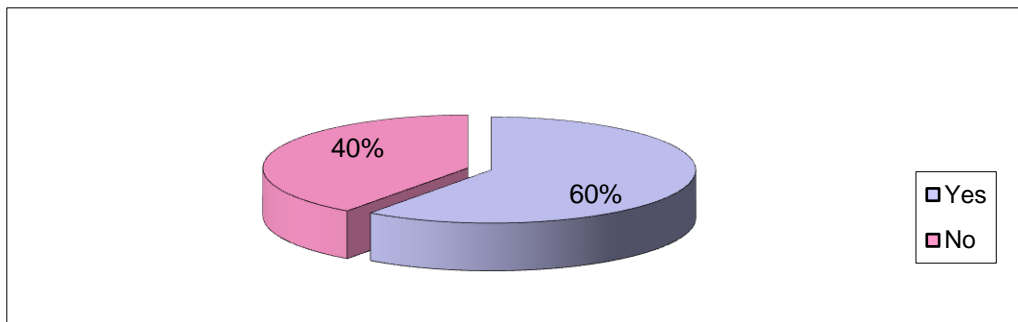


Figure 25: Asking for help after being bullied

As it can be seen from the picture 9, more than half of students tend to ask for help, however, not a small part of them do not want to publicize this situation. This fact shows that the problem exists, as still many students do not want or cannot ask for help after being bullied due to the different circumstances, but those who ask for help, applied to various specialists, such as psychologists, teachers or school head teacher. (See Figure 26).

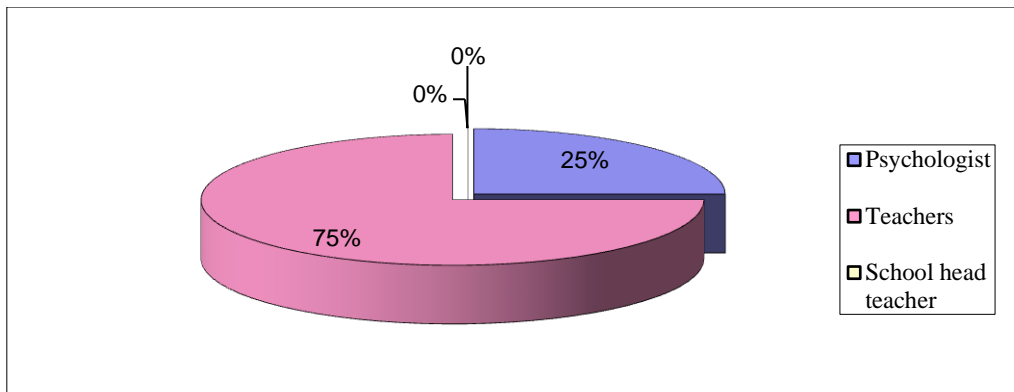


Figure 26: Help provides according parents' opinion

As it is seen from picture 10, parents believe that help in the cases of bullying should be provided by teachers, (75%) and qualified psychologists (25%).

In order to find out whether students' request for help was effective or not, students' parents' were given a question: "When he/she asked for help, did the aggressions stop?"

Parents indicated that in more than half cases aggression had stopped (75%), however, a quarter of respondents stated that bullying continued (25%). Such results show that not enough and effective work is done to reduce the problem of bullying.

Most of the parents are aware that bullying is an act of aggression, and that it is very serious. Only a small number of respondents indicated (16%) that bullying is not considered as a serious violation.

The responses to the question "How often has your son/daughter suffered from bullying?" revealed that 76% of children have not experienced bullying, but even 36% of them were bullied twice (See Figure 27).

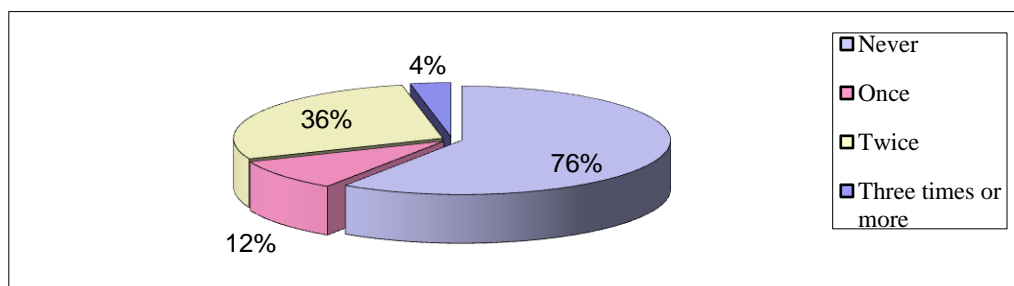


Figure 27: How many times has their child been bullied according parents' opinion

According to Mr Zaborskis and I. Vareikienė (2015) bullying is intentional, repetitive negative actions with the aim to offend, to hurt another person or to cause discomfort. Thus, a child who is repeatedly bullied and suffers from its consequences faces with constant negative actions that must be stopped.

Therefore, the parents were asked about their children's reactions to bullying. As it is seen in picture 12 „Pupils’ reaction after being bullied according to the teachers' point of view“, most of parents think that their children reaction to the problem is informing teachers (45%) and the school head teacher (29%). Also, as children's reactions such ways of ignoring the problem were indicated as non-response to provocations (24%) or doing nothing (3%) (See Figure 28).

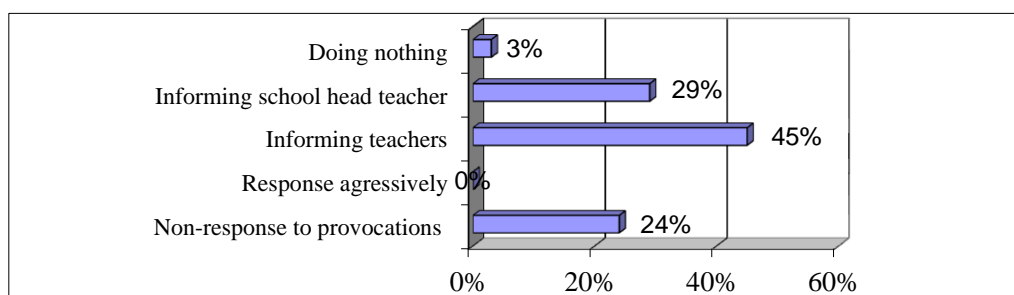


Figure 28: Students’ reaction after being bullied

The majority of parents pointed out such children’s reaction to the cases of bullying as informing the members of school community. Such results show that according to the parents’ opinion school staff can solve the problem of bullying and they have gained their trust. None of the parents chose the answer: “to react aggressively“. This fact shows that parents are aware of negative impact in the case of aggression.

Then students’ parents were given a question: „What can school do to solve the problem of bullying“(See Figure 29).

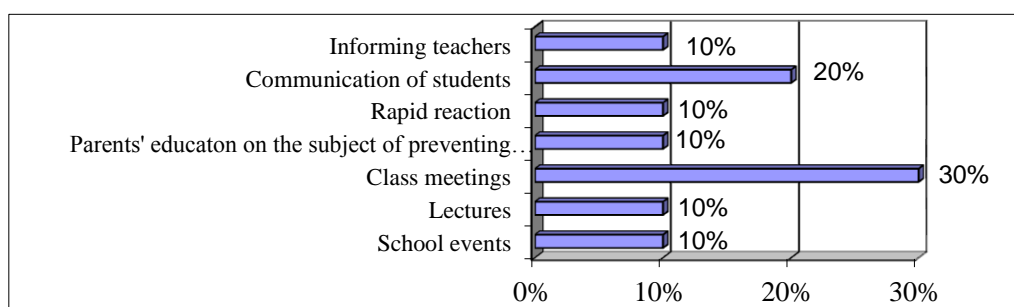


Figure 29: What school can do to solve the problem of bullying

As it is seen from the parents’ responses, the most productive ways of solving this problem are class meetings (30%) and communication with students (20%). Informing teachers, rapid and specific reaction to the problem, parents’ education on the subject of preventing bullying, lectures, school events are also very important. So we can state that parents play a significant role in solving the problem of bullying, therefore it is very important to involve them into this process (See Figure 30).

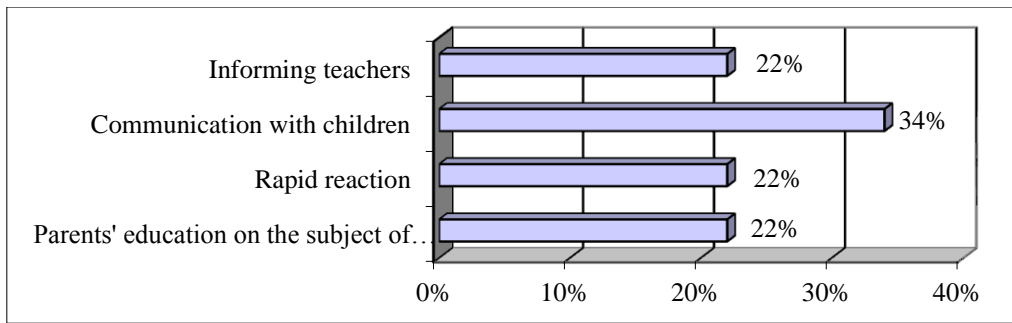


Figure 30: How parents can participate in reducing bullying

As it is shown in the picture most of parents pointed out their communication with children (34%), informing teachers (22%), rapid reaction (22%) and parents' education (22%). We can state that involving parents into school life and giving them possibility to help their children at school would be assessed positively by parents.

Summarising quantitative study of parents' opinions we can state that the biggest number of parents, participated in research, are 40-50 years old, and more than half of them are female. Parents' jobs mostly linked with pedagogical or managerial activities. Only small number of parents indicated that they are unemployed or described themselves as housewives. As for the marital status of parents, it was found out that the biggest number of them are married (68%) or divorced (16%)

Having analysed parents' opinion about social environment at school it was found out that the majority of parents consider it as positive (84%). Such positive assessment was given to the students' relationships as well (80%).

A positive attitude was also reflected in the assessment of students' participation in bullying: 68% of parents believe that their child was not involved in bullying, while 32% of parents reported that such event had been identified and indicated their child's role as a victim or an offender. These negative cases take place in the street /among peers in the forms of insults, humiliation and threats. Children who experienced bullying do not tend to ask for help, even though 60% of students do it, but still 40% of children do not tell anybody about these negative experiences.

However, if students publicize the cases of bullying, according to the parents' opinion, they inform about bullying their teachers and psychologists and after that negative factors stop in 75% of cases.

The study reveals that parents consider bullying as an act of aggression which, in their view, most of all repeated twice (36%), once (12%), three or more times (4%).

The preferred child's reaction according to the respondents' opinion: to inform teachers and head teacher, in addition to that school should organise various activities

to reduce bullying such as communicating and class meetings, while parents can help as well informing teachers about the existing problems, providing feedback and as a result to have opportunities to improve situation with bullying at school.

2.5.1. CONCLUSION

1. The biggest number of respondents participated in survey are 40-50 year-old students' parents, 68% of them are female, 32% -male.
2. Having analyzed parents' job it was found out that their jobs mostly linked with pedagogical activities. Parents' marital status is different, it was found out that the biggest number of them are married (68%), divorced (16%), some of them live together without marriage (12%), and the least number of them are widows/widowers (4%).
3. Social environment at school is considered by parents as positive. They pointed out such aspects as safety at educational institution, (16%), tolerance/friendliness (12%), and also some parents (8%) state that there are positive changes at school and that social environment is being improved.
4. Relationships among students at school were assessed by parents as positive (80%), however, there are parents who think that it is negative (12%).
5. According to the parents' opinion, not many children have experienced bullying: 32% of them participated in the cases of bullying, and parents indicated their child's role as a victim or an offender (87%).
6. The place for bullying in most cases is chosen away from adults: in the street/ among peers (60%), in the classroom (20%) and in the school/ house yard (20%). The forms of bullying are various, such as insults (50%), humiliation (25%) and threatening (25%).
7. According to the parents' point of view, students who experienced bullying tend to ask for help (60%), but still 40% of children do not tell anybody about these negative experiences. Those who ask for help, first of all inform their teachers (75%) or psychologist (25%).
8. As the results of survey show bullying is repeated twice most of all (36%) or once (12%), and the most appropriate way to reduce bullying at school is to organize class meetings (30%) or to talk with students (20%).
9. Parents can be involved into the process of reducing bullying. The ways they can help are communicating with their child (34%), parents can be educated on

the subject of preventing bullying (22%), parents' rapid reaction in the case of bullying is also effective (22%) and in addition to this- informing teachers (22%).

2.6. ANALYSIS OF Q2 MADE IN TURKEY (Responded by Parents)

1. Age:

Age	Frequency	Percentage	Valid Percentage	Cumulative Percentage
30-40	13	43,3	43,3	43,3
40-50	17	56,7	56,7	100,0
Total	30	100,0	100,0	

Parents, bringing up their children, support their development by helping them to build and keep friendships. Parents' age is a significant factor on educating the children so we asked the parents how old they are.

We have applied this questionnaire to 30 parents of our students. The responses for the first question of the questionnaire show that 56% of the parents are between 40 and 50 years old. 43% of parents are between 30 and 40 years old.

2. Gender:

Gender	Frequency	Percentage	Valid Percentage	Cumulative Percentage
Female	6	20,0	20,0	20,0
Male	24	80,0	80,0	100,0
Total	30	100,0	100,0	

We asked parents about their gender to make clear how males and females react when their children come across with bullying. 80,0% of the respondents are males and the rest (20,0%) of them are females. Children imitate to the adults in their lives and they look for cues how to behave in certain situations. Parents should be sure that they are a good role model to the teens by making the right movements.

3. Country:

Country	Frequency	Percentage	Valid Percentage	Cumulative Percentage
Turkey	30	100,0	100,0	100,0

As it is seen from the results, all the respondents are from Turkey. The questionnaire is applied in Göksun, Turkey. As a result the respondents are all from Turkey. After all the questions are answered, we will have a miniature reflect of Turkish society on this issue.

4. What's your job?

What's your job?	Frequency	Percentage	Valid Percentage	Cumulative Percentage
Officer	12	40,0	40,0	40,0
Shopkeeper	11	36,7	36,7	76,7
Farmer	1	3,3	3,3	80,0
Other	6	20,0	20,0	100,0
Total	30	100,0	100,0	

According to the analysis, 12 parents are officers, 11 parents are shopkeepers, one is a farmer. The rest (20) of them has other jobs. Every profession has its own features; some of them are required to work hard.

Some of the professional groups have an approach of tolerance but some others do not prefer forgiving as a choice. In the analysis it is seen that less than half of them (40,0%) are officers. If one is well-educated, his/her perspective on events is more appropriate.

5. What's your marital status?

What's your marital status?	Frequency	Percentage	Valid Percentage	Cumulative Percentage
Married	21	70,0	70,0	70,0
Widow -er	9	30,0	30,0	100,0
Total	30	100,0	100,0	

Parents were asked about their marital status to have an idea on bullying. It is seen in the analysis that 70,0% of the parents are married. 30,0% of parents are recorded as widow-er.

When we share a difficult mission, it is always easy to overcome it in short time, but if one is left alone to deal with an issue, he/she will probably miss some of the vital parts effect the unity which is distorted because of being isolated. Children become

best if they grow up in a happily married family. A child living with a widow-er mother/father is most likely to suffer serious physical abuse than a child living with married biological parents.

6. What’s your opinion about the social environment in the school?

Opinion about the social environment in the school?	Frequency	Percentage	Valid Percentage	Cumulative Percentage
Good	10	33,3	33,3	33,3
Very good	8	26,7	26,7	60,0
Bad	8	26,7	26,7	86,7
Very bad	4	13,3	13,3	100,0
Total	30	100,0	100,0	

When we asked the parents about their opinions about the social environment in the school, 33,% of them told that it is “good”, 26,7% of the respondents informed that it is “very good”, 26,7% expressed that it is “bad” and the minority of them (13,3%) told that it is “very bad” for their children. While parents were answering this question, they evaluate facilities, well-managed classes, disciplinary and physical environment, academic success and so on. Parents also pay attention to the quality of relationship among students and school staff. As we know children are imitators and they learn from their surroundings.

7. What’s your opinion about the students’ relationship?

Students’ relationship?	Frequency	Percentage	Valid Percentage	Cumulative Percentage
Good	18	60,0	60,0	60,0
Very good	1	3,3	3,3	63,3
Bad	11	36,7	36,7	100,0
Total	30	100,0	100,0	

As it is seen in the analysis, majority (60,0%) of the parents inform that their children have good relations with the teachers, students or parents. 36,3% of the parents stated that their sons or daughters have bad students’ relationship. The teacher- student and student-student relationship are very important for children. Children spend

approximately 5 to 7 hours a day with a teacher and a group of peers for almost 8 months.

A possible reason for the association between academic improvement and positive teacher-student relationships is students' motivation and desire to learn. By the time students and teachers have a regular relationship, learning and teaching environment will also be a center of attraction for both sides so that students will give their energy to learning activities rather than bullying or violence.

8. Have your son/daughter ever been involved in *bullying* acts?

Involvement in <i>bullying</i> acts?	Frequency	Percentage	Valid Percentage	Cumulative Percentage
Yes	30	100,0	100,0	100,0

In the eighth question, parents are asked if their son/daughter had been involved in bullying acts. 100,0% of the parents reported that their son/ daughter had been involved in bullying acts

School bullying is a common problem in each type and grade of school. Children are often unwilling to admit that they are victims of bullying and to share their views about bullying even with their parents. As soon as parents realize the bullying acts, they need to remind their kids regularly about the significance of conducting others the way they would want to be treated. Parents can help their child improve friendship-making skills.

9. If your answer was yes in the previous question, he/she was involved as:

he/she was involved as:	Frequency	Percentage	Valid Percentage	Cumulative Percentage
A victim	10	33,3	33,3	33,3
An author	12	40,0	40,0	73,3
A victim and an author	8	26,7	26,7	100,0
Total	30	100,0	100,0	

Parents, who gave a positive answer to the eighth question, reported that ten out of thirty students were involved as victims, twelve out of thirty students were involved as an authors and eight out of thirty were involved as a victims and authors.

Nearly all bullying victims live with the negative results of the situations. Its affects continue many years and then individuals do not easily erase the traces of history; as a result society is becoming the meeting point of two opposing elements, a victim and an author.

10. When he/she was involved in bullying acts, it occurred:

Bullying acts occurred :	Frequency	Percentage	Valid Percentage	Cumulative Percentage
Classroom	13	43,3	43,3	43,3
Playground	3	10,0	10,0	53,3
Street	11	36,7	36,7	90,0
Among students	3	10,0	10,0	100,0
Total	30	100,0	100,0	

According to the analysis above, it is seen that thirteen students were involved in bullying acts in the classroom. Three students were involved in bullying acts in the playground. Eleven students were involved in bullying acts in the streets and the rest out of the thirty students were involved in bullying acts among students.

Bullies are cunning and opportunistic. They beat, kick, strike when they know the authorities are not watching or they are not nearby. As a result, there are a lot of places, or hot spots. This place may be the far corner of a classroom, an isolated corridor, a crowded stairs, a bathroom, a busy school bus, a noisy lunch saloon and a fussy playground. Bullies are aware of the situation that these places are generally staffed, empty or poorly guarded.

11. Did your son/daughter, in the last month, suffer from the sort of aggressions mentioned below:

The sort of aggressions mentioned below:	Frequency	Percentage	Valid Percentage	Cumulative Percentage
He/she was pulled	15	50,0	50,0	50,0
He/she was threatened	4	13,3	13,3	63,3
Somebody looked down him/her on	8	26,7	26,7	90,0
He/she was beaten	3	10,0	10,0	100,0
Total	30	100,0	100,0	

The parents answered the question: “Did your son/daughter, in the last month, suffer from the sort of the aggressions mention below?” As it is seen from the results 50,0% of the students were pulled, 13,3% of the students were threatened, 26,7% of the students were looked down. 10% of the students were beaten.

Bullying has different types ranging from hitting, stealing, hair pulling, excluding others, spreading rumors, teasing, name calling, tripping and etc. Most of the victims are commonly pulled, threatened, beaten and somebody looked down him/her. Being bullied will never be accepted as a suitable act and students are not obliged to put up with it. Students have a right be themselves without being bullied.

12. When your son/daughter was involved in bullying acts did he/she ask for help?

Ask for help?	Frequency	Percentage	Valid Percentage	Cumulative Percentage
Yes	30	30,0	100,0	100,0
Total	30	100,0	100,0	

After their son/daughter have been involved in bullying act, 100,0% of the parents asked for help. They always inform the authorities after their son/daughter being bullied because parents believe school will help it. They will continue to help if students let them know what is going on in their peer groups.

13. If your answer was yes who he/she asked for help?

Who did he/she ask for help?	Frequency	Percentage	Valid Percentage	Cumulative Percentage
The psychologist	19	63,3	63,3	63,3
Teachers	8	26,7	26,7	90,0
Head teacher	2	6,7	6,7	96,7
Other staffs	1	3,3	3,3	100,0
Total	30	100,0	100,0	

When the parents realized that their children were involved in bullying act, 63,3% of them asked psychologist for help, 26,7% of parents asked teachers for help, 6,7% of them asked head teacher for help. Only one parent asked staff for help.

Parents usually play one of the greatest roles in preventing bullying and stopping it when it happens. They sometimes get offended when they hear bad things about their child especially when he/she is bullied. As parents come across with the school manager, teachers, psychologist, they always inform about their children's story and ask for help. Psychologist can help child develop flexibility and confidence.

14. When he/she asked for help, did the aggressions stop?

Did the aggressions stop?	Frequency	Percentage	Valid Percentage	Cumulative Percentage
Yes	22	73,3	73,3	73,3
No	8	26,7	26,7	100,0
Total	30	100,0	100,0	

After parents asked for help for their bullied child from the authorities, 73,3% of the bullying events are reported as “it stopped”. 26,7% of bullying acts are reported as “it did not stopped”. When it comes to the matter that parents need to attempt, they talk to teachers, other parents, and school staff till the problem is solved.

Parents should not expect that their children will work it out by themselves and should not encourage their child to fight back. Parents had better to intervene to stop the bullying. Parents should be seriously involved in the school and other activities of their children. Knowing the inner running of their child's social mass can give them an

advantage. It can be concluded that parents received positive and effective feedbacks after they talk to child's teachers, principal and other staff about bullying instead of confronting the bully's parents.

15. Bullying is an aggression act that may be extremely serious:

Is bullying an aggression act?	Frequency	Percentage	Valid Percentage	Cumulative Percentage
Yes	25	83,3	83,3	83,3
No	5	16,7	16,7	100,0
Total	30	100,0	100,0	

We asked the question above to parents in order to learn their point of views if bullying is an aggression act or not. 83,3% of the parents reported that bullying is an aggression act that may be extremely serious. 16,7% of parents informed that bullying is not an aggression act that may be extremely serious.

16. How often has your son/daughter been suffered from bullying?

	Frequency	Percentage	Valid Percentage	Cumulative Percentage
Three or more	27	90,0	90,0	90,0
Twice	3	10,0	10,0	100,0
Total	30	100,0	100,0	

Parents were asked how often their son/daughter suffered from bullying. As it is seen in the analysis, 90,0% of the parents informed that their son or daughter suffered from bullying three times or more. The rest of them (10,0%) reported that their son or daughter suffered from bullying twice.

Bullying can influence every part of a person's life without exception, containing relationships with their friends and family. It can affect a person's trust and success at school, in a sports team or at work. The person being bullied may modify how students act to avoid being bullied next. They may also hold back social activities or apply useless coping tactics, like drugs and drinks or self-damaging, to control distressing feelings. The frequency of the bullying may lead to negative behaviours that look like an ordinary action. Therefore it is vital to intervene bullying immediately that occurred for the first time.

17. What should we do towards bullying acts?

What should we do towards bullying acts?	Frequency	Percentage	Valid Percentage	Cumulative Percentage
Do not react to provocations	6	20,0	20,0	20,0
Fight back in an aggressive way	5	16,7	16,7	36,7
Talk to teachers	8	26,7	26,7	63,3
Talk to the headmaster	11	36,7	36,7	100,0
Total	30	100,0	100,0	

Parents were asked what educational steps should be done towards bullying acts. 20,0% of parents inform that anyone should not react to provocations; 16,7% of parents think that school management should fight back in a calm and patient way against bullying; 26,7 of the parents express that they should talk to teachers and 36,7 of the parents think that head teacher should be informed about cases of bullying.

Schools should have an extensive training, educative and social programme for students to recognize bullying and it encourages them to report about the cases of violence if they see bullying is taking place. School should also take steps to create an atmosphere of respect that reduces bullying significantly.

18. Has your son/daughter ever felt, in the school?

Have your son/daughter ever felt, in the school?	Frequency	Percentage	Valid Percentage	Cumulative Percentage
Fear	2	6,7	6,7	6,7
Insecurity	9	30,0	30,0	36,7
Sadness	14	46,7	46,7	83,3
Extreme anxiety	1	3,3	3,3	86,7
Disregard	4	13,3	13,3	100,0
Total	30	100,0	100,0	

We aimed to obtain information from parents if their son/daughter had ever had negative feelings. 6,7% of parents declared that their son/daughter felt fear because of being involved in bullying; 30,0% of parents informed that their son/daughter felt insecurity; 46,7 of parents told that their child felt sadness; 3,3 of parents notified

that their son/daughter felt extremely anxious; 13,3% of parents noticed that their son/daughter felt disregarded due to bullying.

Students deserve to feel safe at school, but if they experience bullying, it can cause depression, low self-esteem, health problems, poor grades and so on. Bullying makes influence on a child's success, his/her capability to make friends and it has a consequence on him/her for years.

19. What can school do to solve the problem of *bullying*?

What can school do to solve the problem of <i>bullying</i> ?	Frequency	Percentage	Valid Percentage	Cumulative Percentage
Talk to teachers	10	33,3	33,3	33,3
Talk to parents	13	43,3	43,3	76,7
Should be referred to the Disciplinary Board	7	23,3	23,3	100,0
Total	30	100,0	100,0	

According to the analysis above, 33,3% of the parents informed that school management should talk to teachers; 43,3% of parents stated that school management should talk to parents; 23,3 of them noticed that school management should be referred to the discipline board to solve the problem of bullying.

Nearly all the schools are working intensively to respond many requests about bullying. The good news is that people are becoming conscious of the damage caused by bullying. Our school has precautions and clarified that bullying behaviour is intolerable. Finally, we have to pay attention to changing the atmosphere in our school and in our entire society.

20. What can parents do to solve the problem of *bullying*?

What can parents do to solve the problem of <i>bullying</i> ?	Frequency	Percentage	Valid Percentage	Cumulative Percentage
Should meet with the guidance counselor	1	3,3	3,3	3,3
Family- child relationship should be strengthened	29	96,7	96,7	100,0
Total	30	100,0	100,0	

According to the analysis of the questionnaire, only one parent responded that parents should meet with the guidance counsellor to solve the problem of bullying. Nearly all parents (96,7%) think that family-child relationship should be strengthened.

2.6.1. CONCLUSION

In conclusion, if parents have suspects that their child is bullied, but his/her school management has not communicated with them about the situation yet, we strongly advise you to contact with child's teacher(s), the guidance service immediately. We are sure that parent's fundamental objective must be collaboration with school in order to stop bullying. While parents may want to be confident that everyone involved is punished strictly, they have to attempt to focus on putting an end to bullying. If child is a victim of bullying, parents should try helping him/her with the tactics below:

Parents should regard carefully to their child's statements of being bullied. They should also be sensible and conceive the problem seriously. They should react carefully. It seems very hard for a caring family but parents should not blame the victim or bullies prejudicially. By the time the child is ready to report about bullying eventually, criticizing him/her for causing it will not be appropriate. For example, do not ask a question like, "Well, what did you do to cause it?"

Parents should keep in mind that home is a shelter for a bullied child. Parents should guess him/her to have some hard period in dealing with victimization. Parents should also be careful if they think their child needs serious help, they should get professional help.

When children are encouraged, they express themselves comfortably. So parents had better spend additional time with him/her. Parents should constantly support, encourage him/her and express their love for them clearly. We must not forget that revenge is never a choice. Students should not be encouraged to reckon. Encouraging your junior to revenge can just get drive him away in a school with a "zero tolerance policy" for physical aggression.

Parents should ask their child to walk away and tell one of his/her teacher if he/she feels someone is about to hurt him. Parents should also encourage him/her to walk with an adult or older peer. Parents should also teach their child how to report about bullying events to adults in an effective manner. Adults are unlikely to ignore a child's statements.

Students should be educated about bullying and bullies. Parents should help him/her put the problem in sight and not take it over personally. Parents should define and encourage their child's skills and positive features. Parents should also encourage their child to make new friends. A new environment will fulfil a new chance for a victimized student.

Parents should ensure continuing assistance and encouragement, since their child may be about to give up even with slight hardships due to earlier bullying they faced. The students are advised to take part in physical training or sports. Physical training can outcome in better physical connection, as a result he/she most probably increases self-respect.

In summary, teachers and parents should cooperate together to end bullying and supply secure learning environment for each student. It must be parent who should take responsibility of informing about cases of bullying to school authorities. Parents should look forward to a complete collaboration from the school to terminate the issue. The consequence of lessening bullying in our educational institutions will make school environment sincere and satisfying for children. In institutions where students perceive an idea of being protected from bullying, they are independent to spend their time learning and building friendships.

2.7. ANALYSIS OF Q2 MADE IN GREECE (Responded by Parents)

1. Age?

	Frequency	Percentage
30-40	5	27,8%
40-50	11	61,1%
50-65	2	11,1%
Total	18	100,0%

The pie chart titled 'Age' displays the distribution of respondents across three age groups. The 40-50 age group is the largest, representing 61% of the total. The 30-40 age group follows at 28%, and the 50-65 age group represents 11%.

The questionnaire was answered by very few parents (18), the majority of whom are 40- 50 years old (61,1%), 27, 8% are 30- 40 and 11,1% are 60-65 years old.

2. Gender?

	Frequency	Percentage
Male	1	5,6%
Female	17	94,4%
Total	18	100,0%

The pie chart titled 'Gender' shows that 94% of the respondents are female and 6% are male.

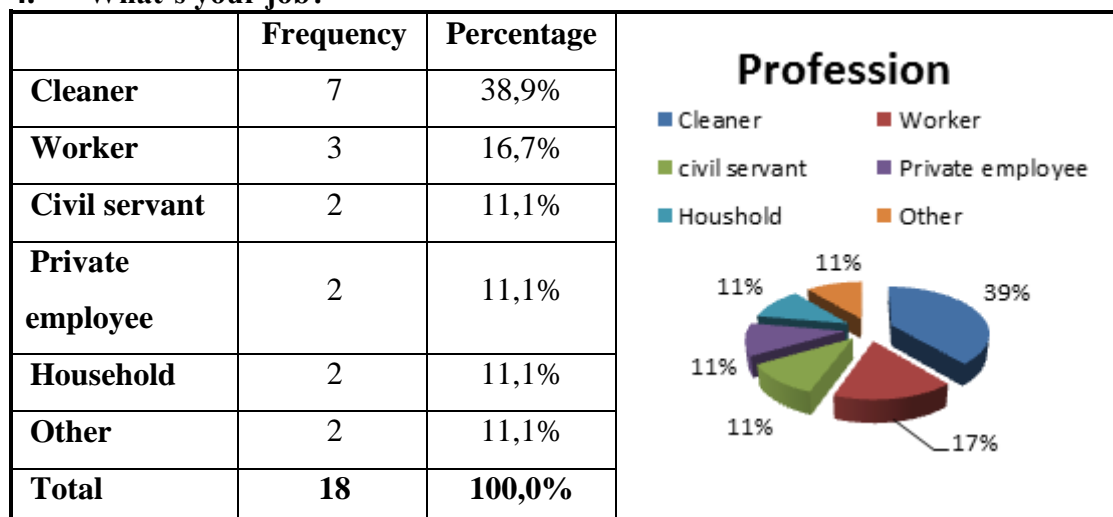
94,4% are women and only 5,6% are men.

3. Country?

	Frequency	Percentage
Greece	85	100%

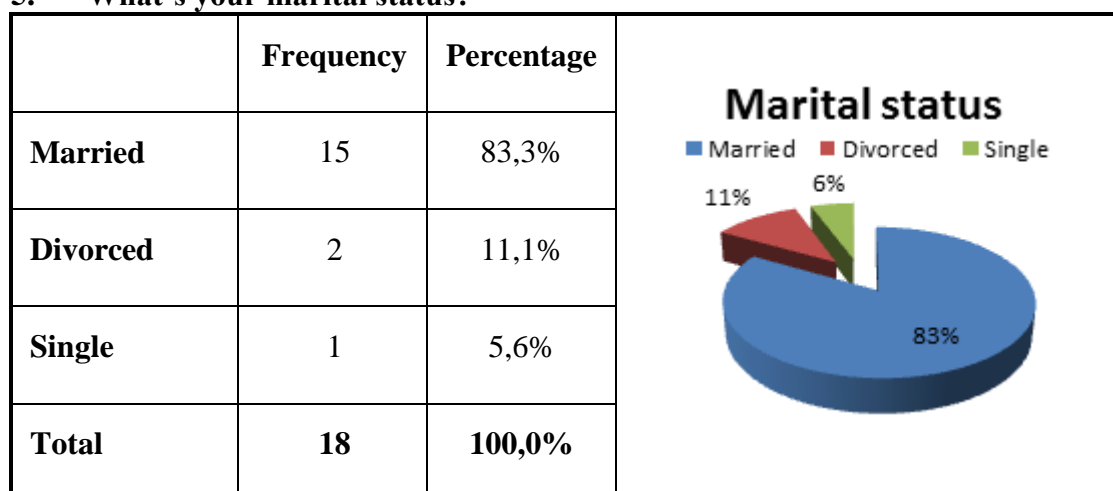
All the respondents are from Greece.

4. What's your job?



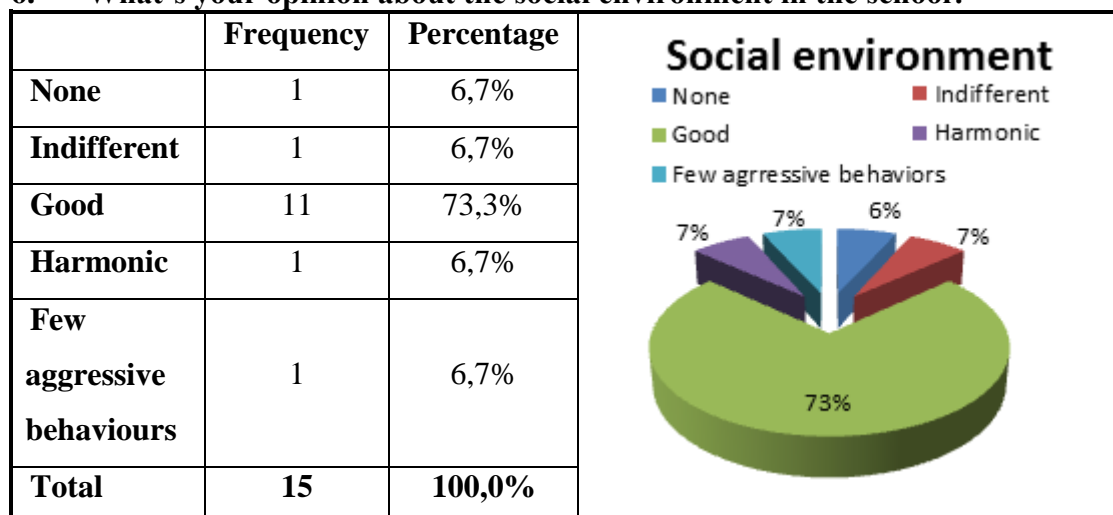
Most of the parents are women who work as cleaners. The rest work as workers (16,7%), public or private employees or they have other jobs.

5. What's your marital status?



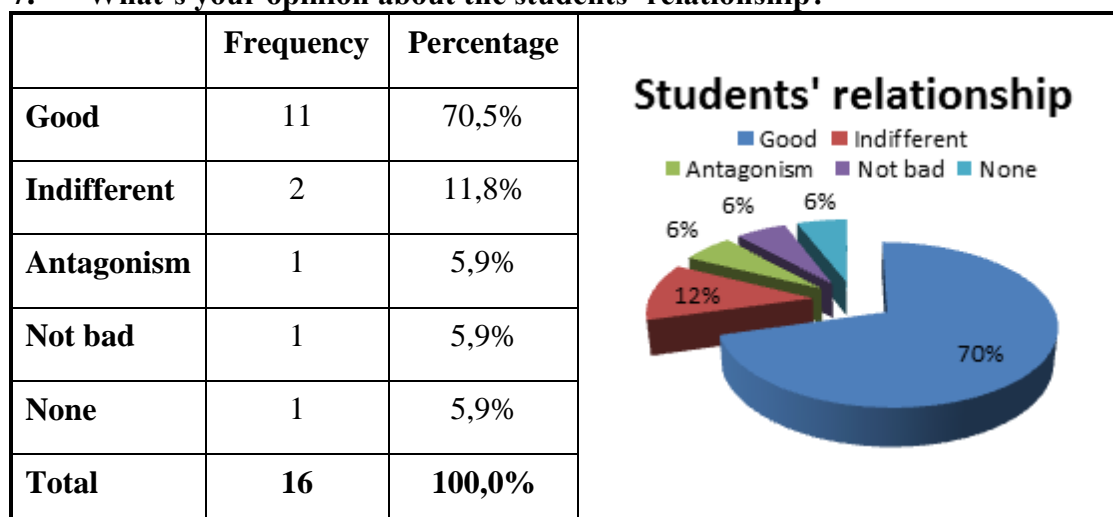
Most of parents are married (83,3%), 11,1% are divorced and there is one single parent.

6. What's your opinion about the social environment in the school?



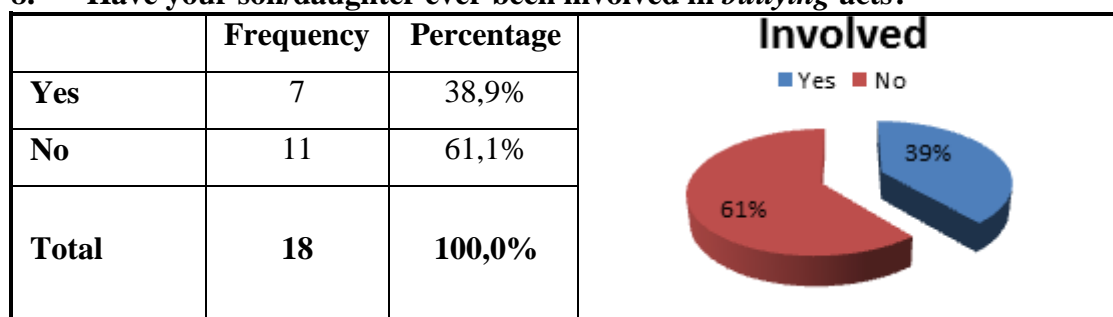
80% of parents think that the social environment at school is good and harmonic, whereas the rest believe that it is indifferent or there is some aggressive behaviour (6,7%).

7. What's your opinion about the students' relationship?



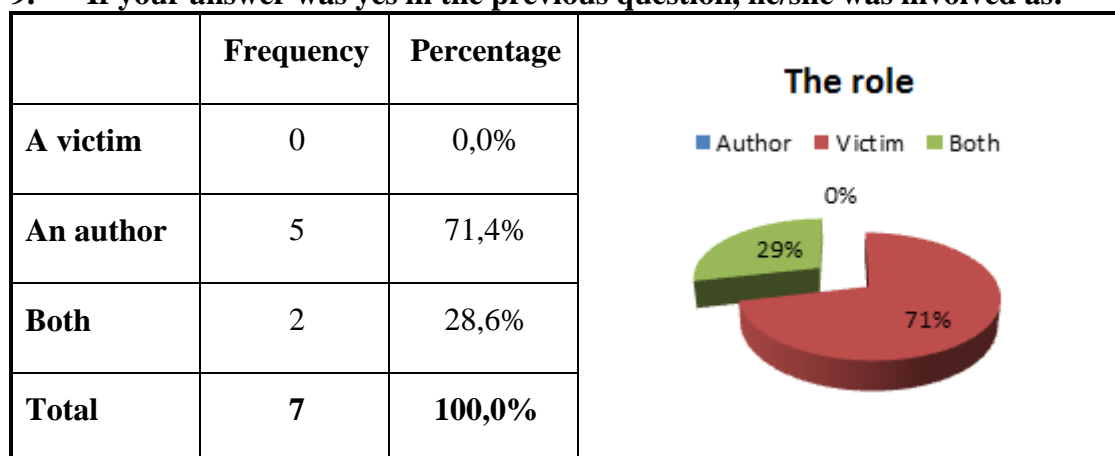
The majority of parents (70,5%) consider that relationships between students are good, 11,8% - indifferent and only one parent thinks that there is great antagonism among students.

8. Have your son/daughter ever been involved in *bullying* acts?



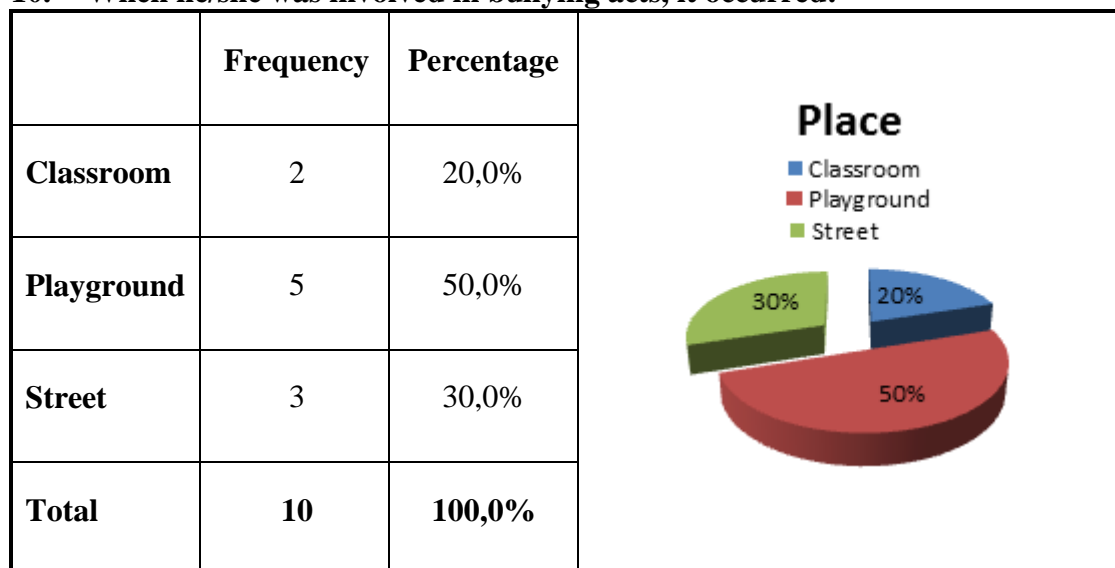
61,1% think that their children have not been involved in bullying acts whereas 38,9% think the opposite.

9. If your answer was yes in the previous question, he/she was involved as:



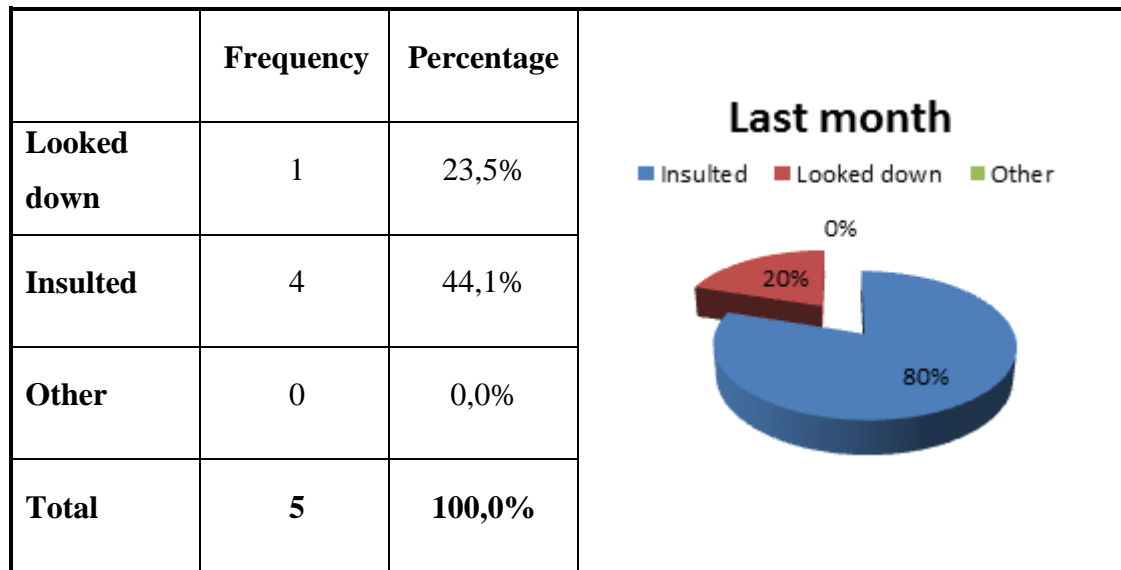
7 parents, who answered the previous question, believe that their children were victims or authors at the same time. Nobody said that their children were only victims.

10. When he/she was involved in bullying acts, it occurred:



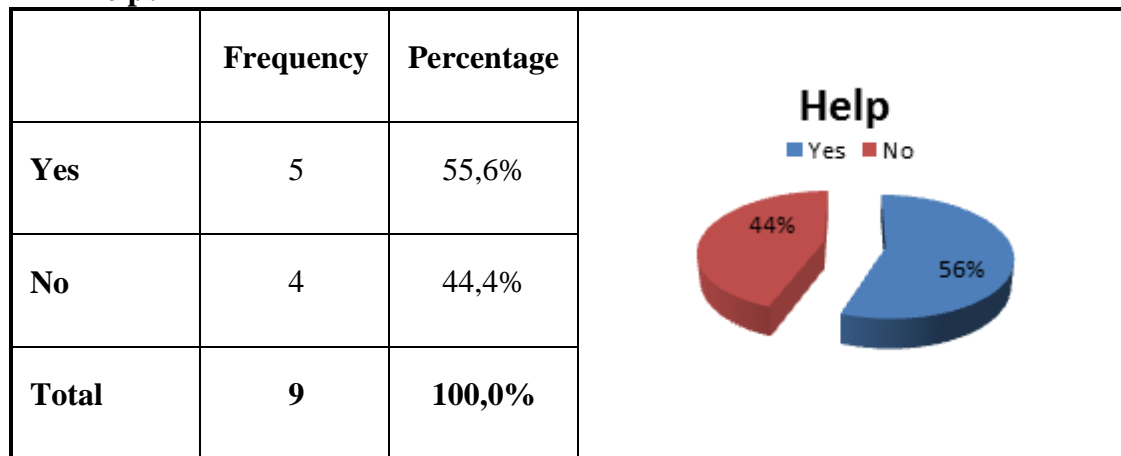
The schoolyard has been mentioned as the main place of bullying (50%) whereas 30% reported the road and 20% the classroom.

11. Did your son/daughter, in the last month, suffer the sort of aggressions mentioned below:



44,1% said that their children have been insulted and 23,5% said that their children have been looked down.

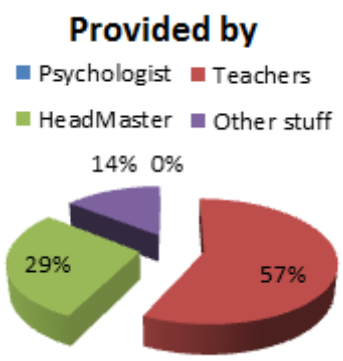
12. When your son/daughter was involved in bullying acts did he/she ask for help?



55,65 of the students asked for help whereas 44,4% did not.

13. If your answer was yes who did he/she ask for help?

	Frequency	Percentage
Teachers	4	57,1%
Headmaster	2	28,6%
Other staffs	1	14,3%
Psychologist	0	0,0%
Total	7	100,0%



Provided by


- Psychologist
- Teachers
- HeadMaster
- Other stuff

14% 0%
29% 57%

57,1% of the students asked their teachers for help, 28,65 asked their headmaster and 14,3% asked others. Nobody went to a psychologist.

14. When he/she asked for help, did the aggressions stop?

	Frequency	Percentage
Yes	5	71,4%
No	2	28,6%
Total	7	100,0%



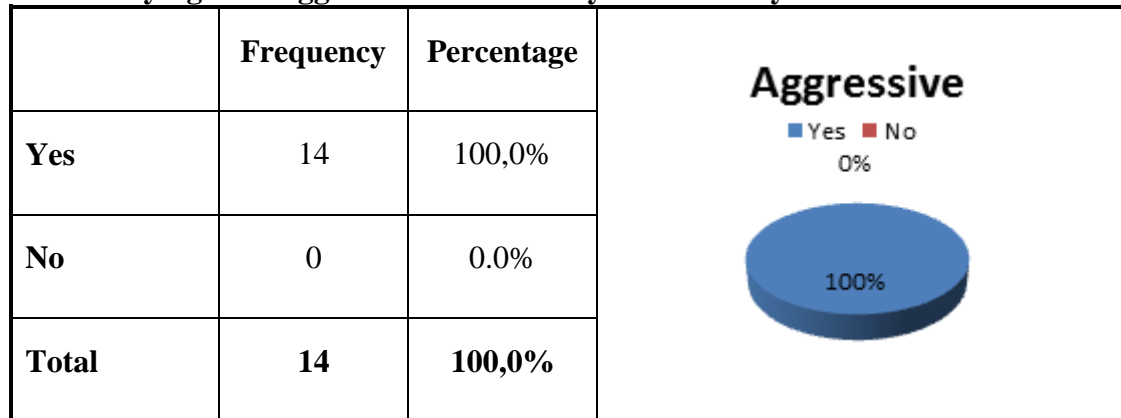
Stopped

- Yes
- No

29% 71%

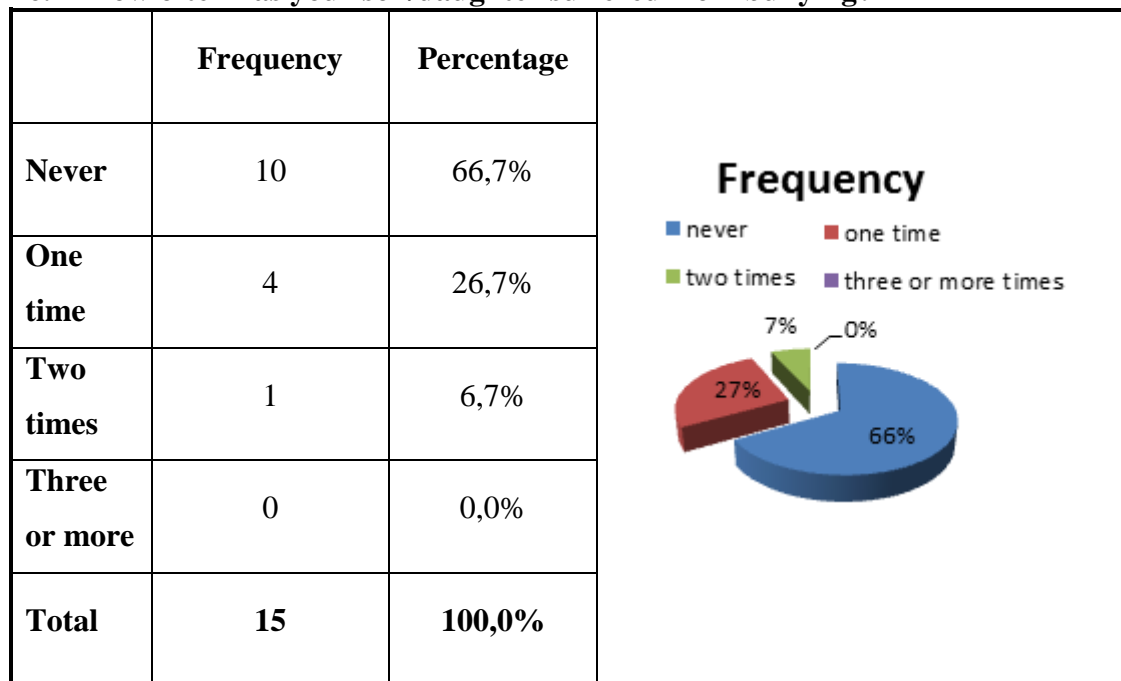
After asking for help, bullying stopped (71,4%) but 28,6% said that bullying went on taking place.

15. Bullying is an aggression act that may be extremely serious:



All parents agree that bullying is a very serious problem.

16. How often has your son/daughter suffered from bullying?



66,7% of parents think that their children have never been suffered from bullying, 26,7% claim that a bullying action happened just once whereas a parent said that it happened twice.

17. What should we do towards bullying acts?

	Frequency	Percentage
Talk to teachers	14	46,7%
Talk to Headmaster	12	40,0%
Do not react	2	6,7%
Be aggressive	2	6,7%
Total	30	100,0%

What should we do

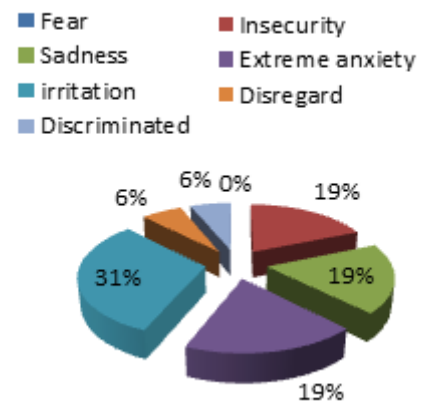


Most of parents consider that school is mainly responsible for taking measures against bullying. (it should be discussed between teachers and the headmaster). Only 6,7% think that we should not react and 6,7% that we should be aggressive.

18. Has your son/daughter ever felt, in the school?

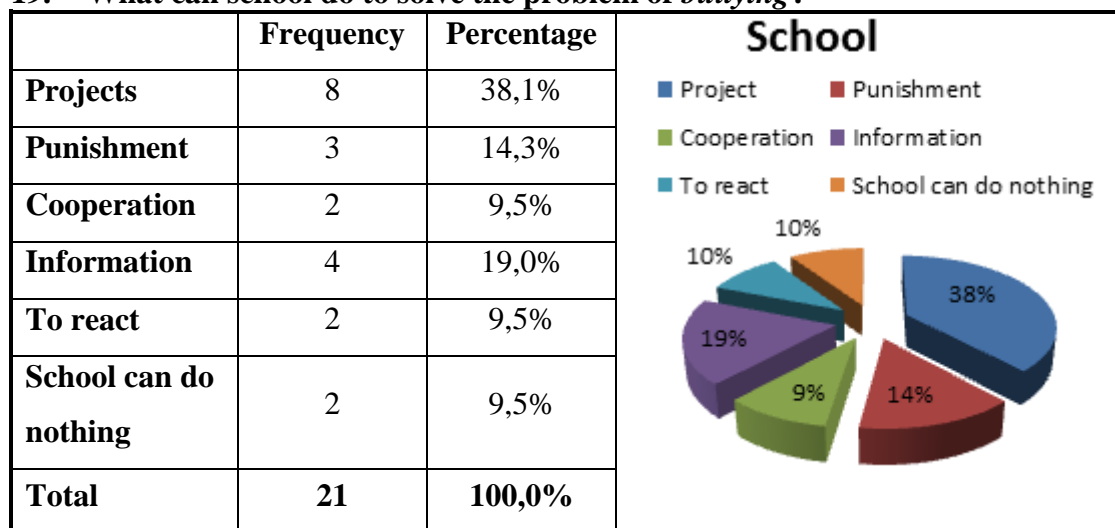
	Frequency	Percentage
Fear	0	0,0%
Insecurity	3	18,8%
Sadness	3	18,8%
Extreme anxiety	3	18,8%
Irritation	5	31,3%
Disregard	1	6,3%
Discriminated	1	6,3%
Total	16	100,0%

Has your child ever felt



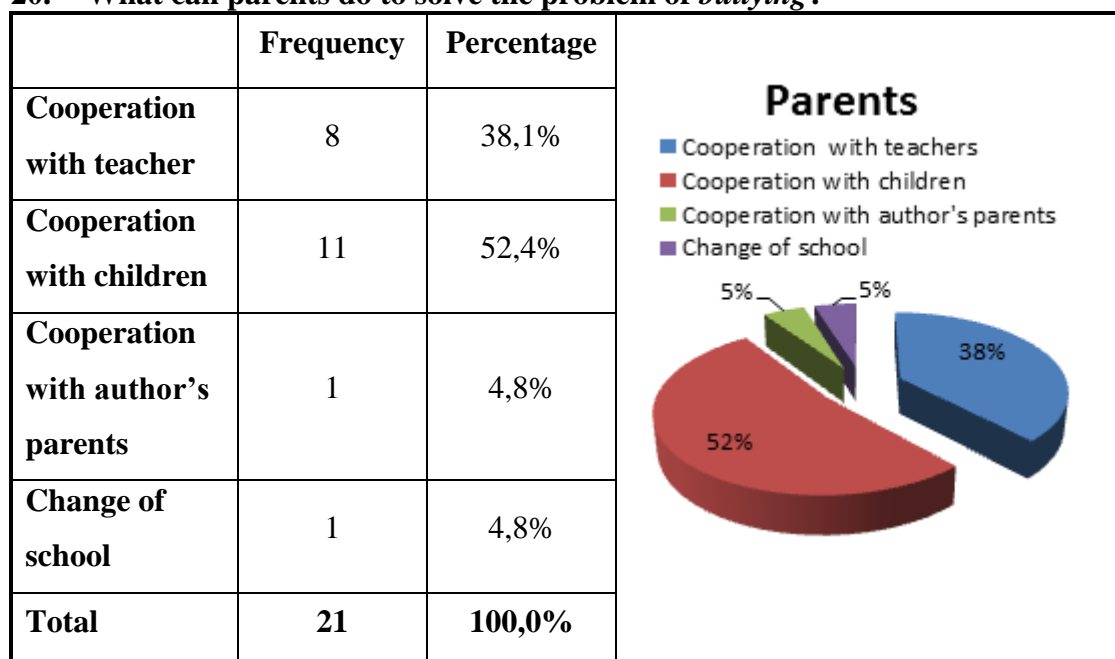
31,3% of parents have found out that their children have felt irritation at school , 18,8% insecurity, 18,8% sadness or extreme stress and 6,3% disregard or discriminated.

19. What can school do to solve the problem of *bullying*?



Considering the solution to the problem, 28,1% of parents think that school should inform students through special projects and 19% through further information. 14,3% believe that penalties should be imposed whereas some others believe that all of us should become more active as it is impossible for school to do anything.

20. What can parents do to solve the problem of *bullying*?



Most parents (52,4%) underline the importance of cooperation with their children and 38,1% with teachers in order to fight bullying. Only one parent said that we should cooperate with the author's parent and another one (4,8%) suggested that the student should change school.

2.7.1. CONCLUSION

Very few parents answered the questionnaire (18). Most of them are women aged 40-50 years old whose job is mainly cleaning. The majority of parents are married.

They are satisfied with school and with the relationships among students.

Some of them reported that their children sometimes felt irritation, sadness; extreme stress, disregard and discrimination. Most of them believe that their children have not involved in bullying acts but the ones who are aware of it stated that their children were victims, authors or both of them.

Bullying took place mainly in the schoolyard and not very often on the road or in the classroom.

The parents who filled the questionnaire said that they were aware of their children's participation in bullying acts and almost half of them asked the teachers or the headmaster for help. After that the bullying stopped.

All parents agree that bullying is a very serious problem that must sufficiently be faced only at school through projects or informative programs and added that punishment is not a solution to this problem.

2.8. ANALYSIS OF Q2 MADE IN PORTUGAL (Responded by the Parents)

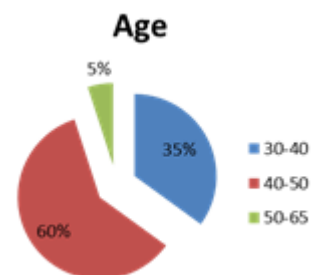
The diversity of social groups may be beneficial as they can help a great deal to solve the ambiguous nature of the social world and, consequently, to establish the cornerstones of social values. In this view, social groups play a relevant role to draw the identity of individuals. As the child is growing, peers become more and more important as socializing agents.

The peer group differs from their families and they influence the sort of interaction and also the kinds of interaction that may occur. Children with poor psycho social skills may be at great danger as far as bullying is concerned. According to Spence, in huge intervention projects dealing with bullying is essential to include parents, teachers and students.

Bullying includes all the aggressive behaviour, directed and repeated, without apparent motivation, provoked by one or more students against other ones, causing pain and anxiety in an unbalanced power relationship; e.g. insulting, offending, humiliating, discriminating, excluding, ignoring, intimidating, chasing, beating, stealing or destroying students' belongings.

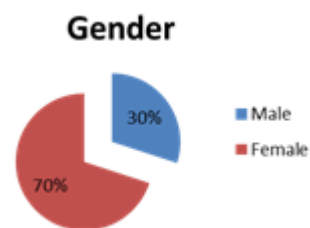
1. Age?

Parents that agreed on participating in this questionnaire range from 30 to 65 years old though the majority (60%) is around 50.



2. Gender?

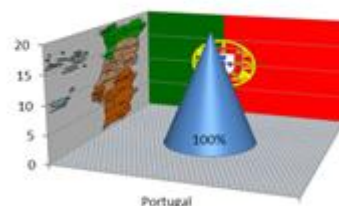
Mothers are predominant in this questionnaire (70%) as they take full responsibility to educate and establish connections with educative community.



3. Country?

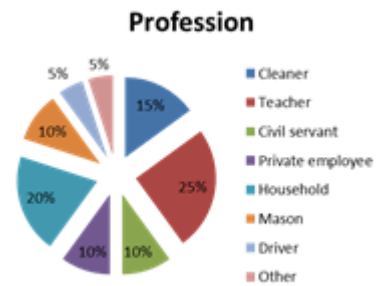
All the respondents are from Portugal.

All the respondents are from Portugal



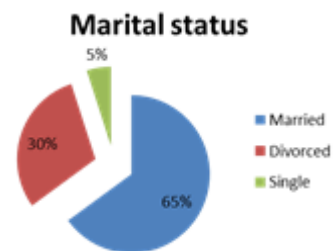
4. What's your job?

Parents' professions are diversified. In our area the most common ones and related to granite extraction (10%), housework (20%), cleaners (15%) and teachers that are also parents (25) what allows us to have a full perspective of bullying in the school context).



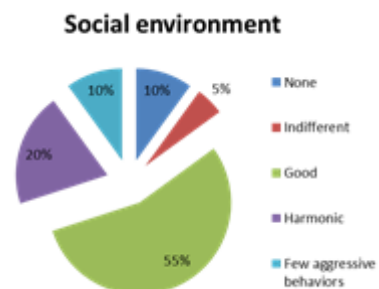
5. What's your marital status?

The familiar context may influence students' attitudes for they are feeling a big emotional instability. The data shows 30% divorced and 65% married and 5 % mono parental families.



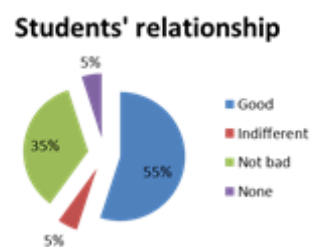
6. What's your opinion about the social environment in the school?

The school environment is considered good (55%) or harmonious (20%) by parents. They believe and feel that school environment allows students to develop, in a peaceful way the skills of their learners.



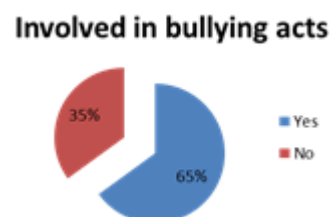
7. What's your opinion about the students' relationship?

The relationship among students is considered good (55%). There is the perception, among parents, that the school environment promotes the learning and the socialization.



8. Has your son/daughter ever been involved in bullying acts?

Many students have already been involved in bullying (65%). The great sensibility to this problem may be strictly connected to the fact that many parents are also teachers.

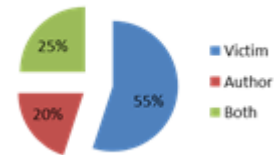


Fortunately these acts are not very serious to cause a general alarm in and out of school, as a result parents defend that the school have a good human environment.

9. If your answer was yes in the previous question, he/she was involved as:

55% of students have already felt bullying victims and a huge percentage (20%) have confessed being at least once the agent of bullying. They are conscious concerning the attitudes students present.

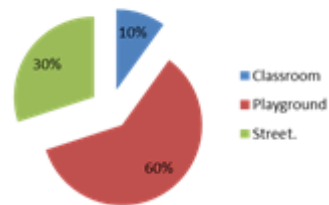
How involved



10. When he/she was involved in bullying acts, it occurred:

The local where bullying acts take place is the playground and the way home. When students are not supervised by teachers or other staff also facilitates bullying approaches.

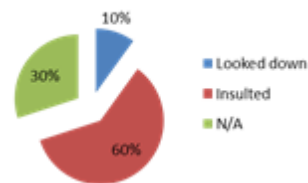
Place



11. Did your son/daughter, in the last month, suffer the sort of aggressions mentioned below?

Verbal insults are the most common acts among students (60%). They can insult themselves very easily.

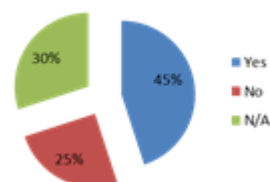
Last month



12. When your son/daughter was involved in bullying acts did he/she ask for help?

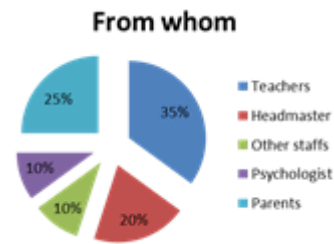
Many students succeeded asking for help (45%) whenever the situation becomes more serious. School must take into account that a very large group of students do not ask for any sort of help (25%), and this can lead to deeper interpersonal and integration problems.

Ask for help



13. If your answer was yes who did he/she asked for help?

The teachers may have a prior intervention as they are closer to the students. The students ask for teachers' intervention (35%) and for parents' intervention. So both teachers and parents have a key role to resolve the conflicts in the educative community.



14. When he/she asked for help, did the aggressions stop?

Whenever there is a fairly good cooperation among the different agents that intervene in order to resolve bullying acts, they can be eradicated (80%) or somehow controlled.

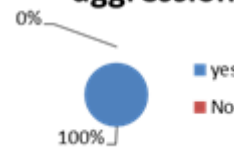
Aggressions Stopped



15. Bullying is an aggression act that may be extremely serious:

All the participants of this questionnaire (100%) consider bullying an aggression against emotional stability and physical of students.

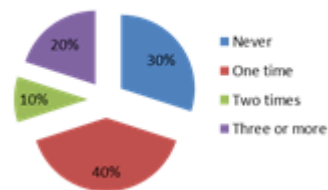
Bullying is an aggression



16. How often has your son/daughter suffered from bullying?

The data presented helped us to conclude that if we can intervene in the very beginning we will succeed to mitigate and solve bullying for the occasional aggression is very low (40%). We must focus, in a more committed way, in the repetitive aggressions that reach (20%).

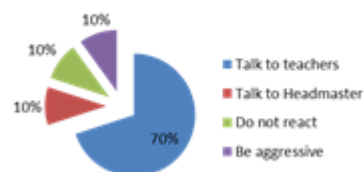
Frequency



17. What should we do towards bullying acts?

Parents are aware and trust that teachers may solve these problems. The dialogue with teachers (70%) is the fastest way to

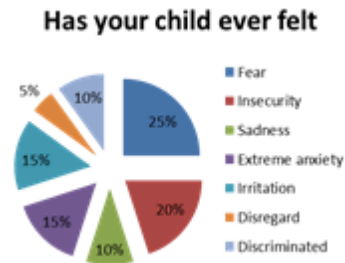
What should we do



intervene earlier as far as the bullying attitudes are concerned.

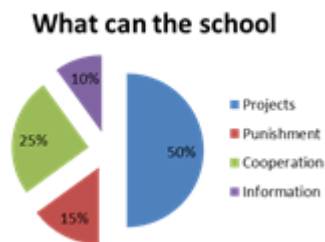
18. Has your son/daughter ever felt, in the school:

Students show some fear (25%), insecurity (20%) and anxiety (15%) whenever there is a bullying act. Interpersonal skills are essential and allow students to be properly hosted by their mates. When they develop a low self-esteem, anxiety and fear they really need a great support to overcome these obstacles that may put their school results at stake.



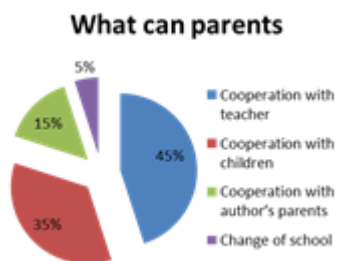
19. What can school do to solve the problem of bullying?

Parents do believe that by implementing projects (50%) and cooperation (25%) with other schools in the surroundings we could reach a better school environment. Most parents that answered to this questionnaire are or were involved (recently) in European projects and defend that they may bring some advantages for the academic path of their children and also to improve social and personal improvements to the ones who have been participated.



20. What can parents do to solve the problem of bullying?

Cooperating with teachers (45%), with the school and with students may be the key to reach a total success in the learning process of our children and teenagers. If parents really get involved, in a constructive manner, in order to create a peaceful and



harmonious environment in the school children will do better. The interaction with parents, teachers and educative community will certainly allow students to develop their full potential not only in school but also in the society they are living in. School should be based on promoting education, knowledge, learning to be and to do.

2.9. ANALYSIS OF Q3 MADE IN LITHUANIA (Responded by School Staff)

The questionnaire consists of 16 questions: 12 questions with multiple choice answers, 4 open-ended questions. This questionnaire was handed to the teachers in Lithuanian educational institution, the answers were provided by 21 respondents.

First, respondents were given the first block of questions about demographic situation of the teachers - age, sex, country and teaching subject. The age of most respondents is from 30-65 (see Figure. 31)

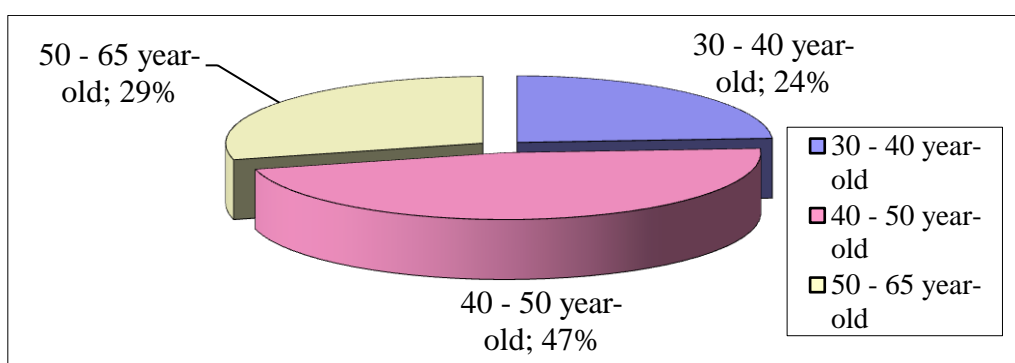


Figure 31: The age of the teachers

The results of the research show that the least number of respondents participated in the survey was young teachers (24%) Meanwhile, older teachers participated in this survey make almost third part of all respondents 29%.

As for the gender of respondents, we can state that the biggest part of them is women (90%) and only 10% of respondents are men.

Then respondents gave information about their teaching subjects. From the given replies we can see that the biggest number of respondents are the teachers of humanities (8 teachers– 38%), and the least number of respondents are Physical Education teachers. (1 teacher -5%) (See table 4.).

Number of replies	Subject
8	Humanities
2	Mathematics
4	Science
4	Art
1	Physical education
2	Social studies

(Total 21)

Table 4: Subjects taught by teachers

The next step was to find out respondents' opinion about existing social environment at school. As it is stated in the Law of Education of Lithuanian Republic (2003) school must provide healthy, safe environment without violence, abuse and hazardous habits. According to the teachers' replies we can state that now at school there is positive, safe and gradually improving social environment. So we can make a conclusion that there are positive changes and that current situation corresponds to expectations and priorities raised by the Ministry of Education of Lithuanian Republic. (See Figure 32).

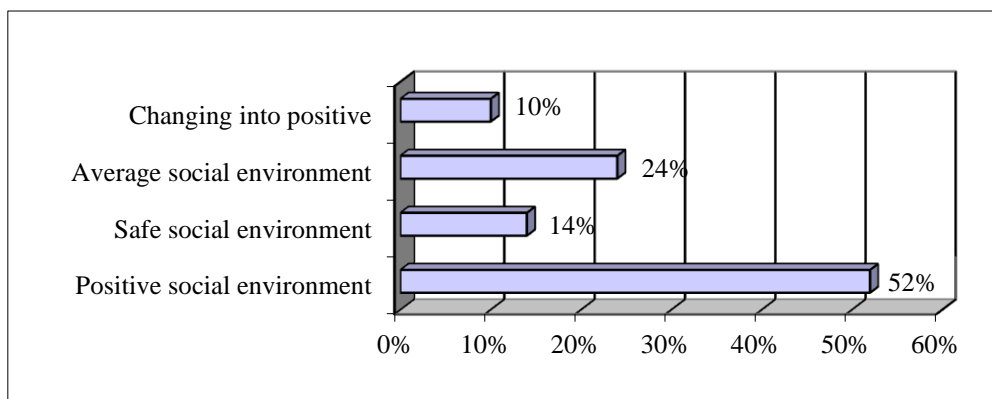


Figure 32: Existing social environment at school

The next step was to find out what kind of relationships exists between students, so the respondents were given a question "What is your opinion about students' relationships?" The majority of respondents indicated the positive situation; only the small part of them thinks that these relationships are "normal" or "average". Teachers pointed out that friendly relationship is the most common among students; this is a sign of positive relationships. („Friendly, trust each other...“, „Friendly...“; „Students' relationships are good“; „...tolerant“ and others.). Such teachers' answers testify about current positive situation in our educational institution. According to O. Šapelytė (2002) school society must monitor the situation and in some cases must adjust students' relationships, as existing relationships among students influence their health and learning outcomes. (See Figure 33).

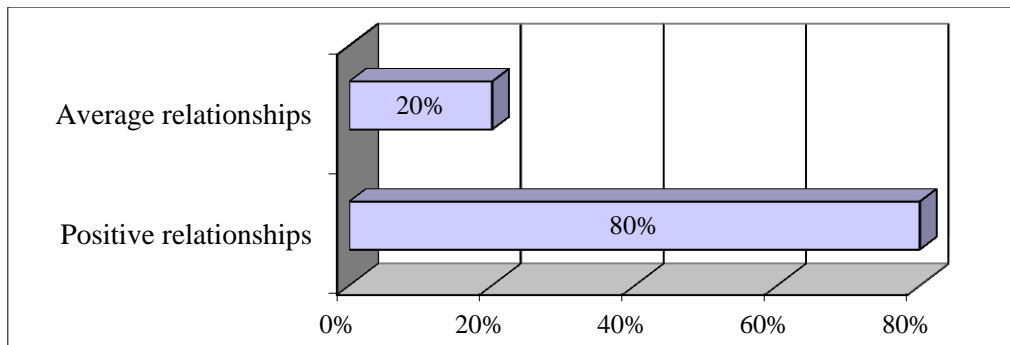


Figure 33: Existing relationships between students at school

Then respondents were given a question “Have ever seen any cases of bullying at school?” More than a half of respondents pointed out that they were witnesses of bullying acts. (67%) (See Figure 34).

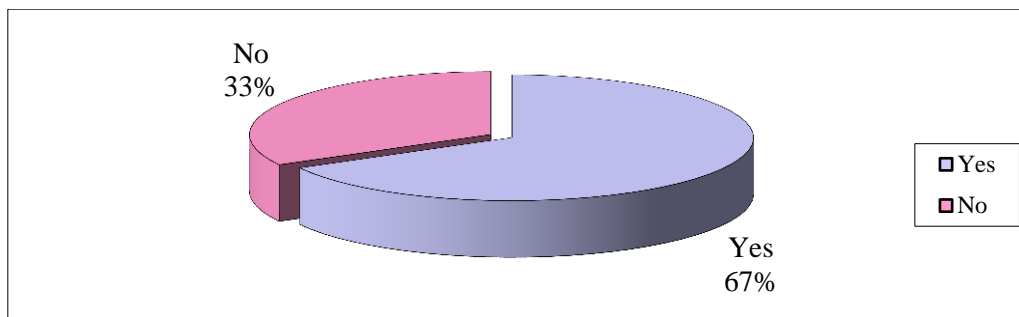


Figure 34: Number of cases of bullying faced by teachers

According to the teachers’ replies we can state that the problem of bullying exists at school. As a result we tried to find out where these negative cases happen most often. (see Figure 35).

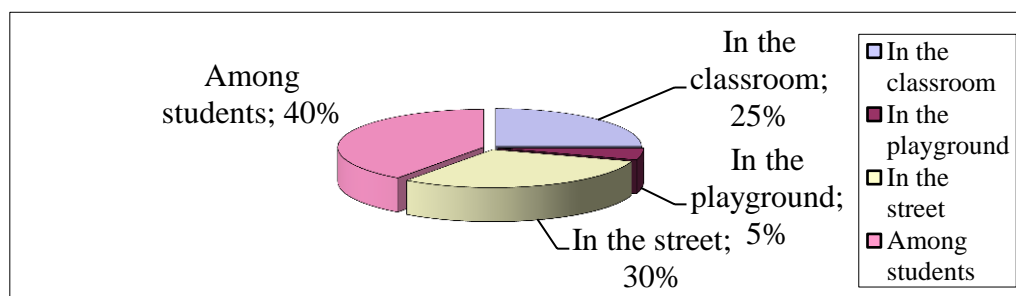


Figure 35: The places of bullying

The results of the survey revealed that the most often cases of bullying occur *among students*– 40% of respondents state that. Also such cases can happen in the streets, (30%) in the classroom (20%) and in the playground (5%). According to the results of the survey the biggest attention must be focused on improvement and correction of students’ relations among each other. As it was pointed out by M. Damijonaitis (2009) bullying at school is caused by such factors as:

- More attention is given to the negative children’s behaviour than to positive;
- The lack of attention and adults’ supervision;
- Bullying, stigmatization, harassment and intimidation of students by teachers in order to control the class;
- The tolerance of bullying;
- Wrong beliefs about bullying both among teachers and among students;
- Inability to develop communication skills
- Thus, despite of the place of bullying, it can be caused by already mentioned factors, most of which depend on teacher themselves.

Then we tried to find out the forms of bullying. The respondents were given such answers to choose: “was attacked”, “was threatened”, “was humiliated”, “was beaten”, “possessives were stolen” and “was offended”. The majority of respondents indicated that harassment was one of the most often kinds of bullying, and even though it is considered as a verbal form of bullying, however it is as offensive as physical form of bullying. (Povilaitis, Valiukevičiūtė, 2006).

On the other hand, positive situation can be seen as well. None of the respondents chose the answer about physical violence such as beatings, assault and threats. (See Figure 36).

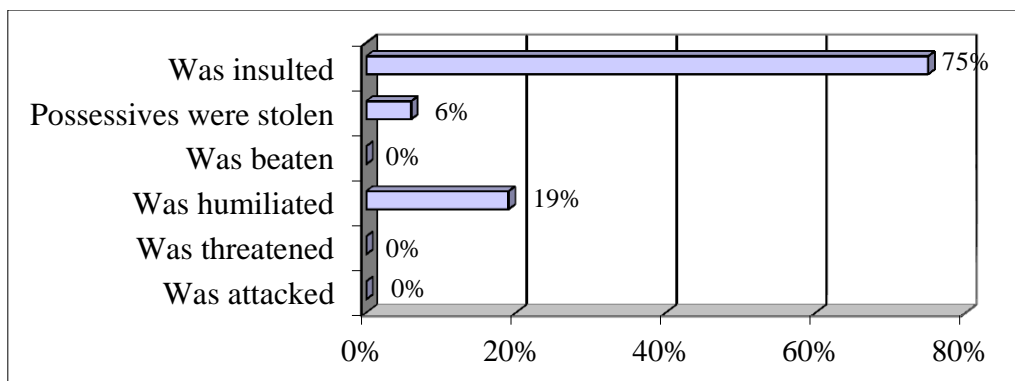


Figure 36: Kinds of experienced bullying

Next step was to find out teachers’ responses to the cases of bullying and what actions were taken to solve the problem of bullying. (See Figure 37.)

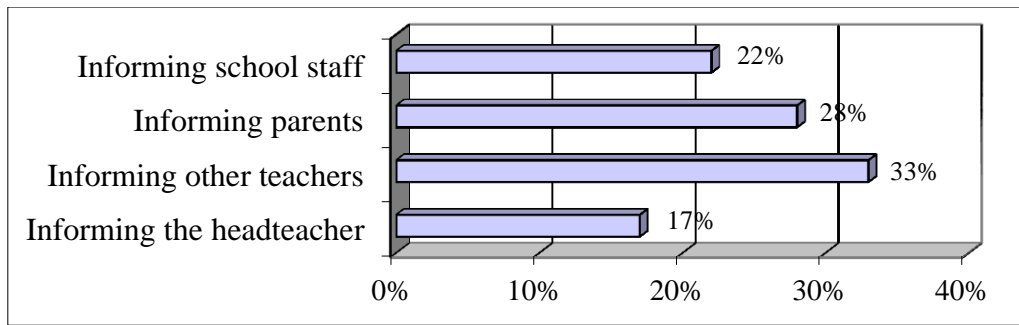


Figure 37: Teachers' reaction after noticing the cases of bullying

Teachers' behaviour after having seen the cases of bullying is various. The majority of teachers chose conversation with their colleagues (33%), this fact indicates unification of school community. Less number of teachers chose conversation with parents (28%), school staff (22%) and conversation with the head teacher (17%). Teachers' choice shows that they are not indifferent to the existing situation with bullying, and it means that in most cases this problem is solved by teachers together with other members of school community. It was proved by this research that in the answers given to the question "Have the cases of aggression finished after your intervention?" teachers pointed out that in most cases bullying acts had finished (86%), and only in 14% of cases the aggression continued.

The next step of researches was to find out whether the teachers are qualified to solve the problem of bullying and violence. According to the results of the research we can state that almost all teachers (80%) received specific training concerning the notion of bullying and its consequences (See Figure 38).

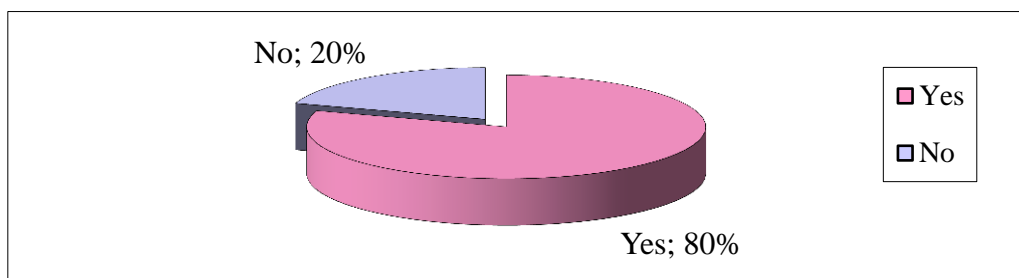


Figure 38: The number of teachers having received specific training concerning the notion of bullying and its consequences

Such bullying prevention shows that educational institution focuses on the problem of bullying and is aware of all school teachers' influence to the solution of this problem. Students' reaction to the cases of bullying becomes important as well which is proved by teachers' answers to the question: "What should we do when we see the cases of bullying?" Respondents indicated that informing was extremely important (see Figure 39)

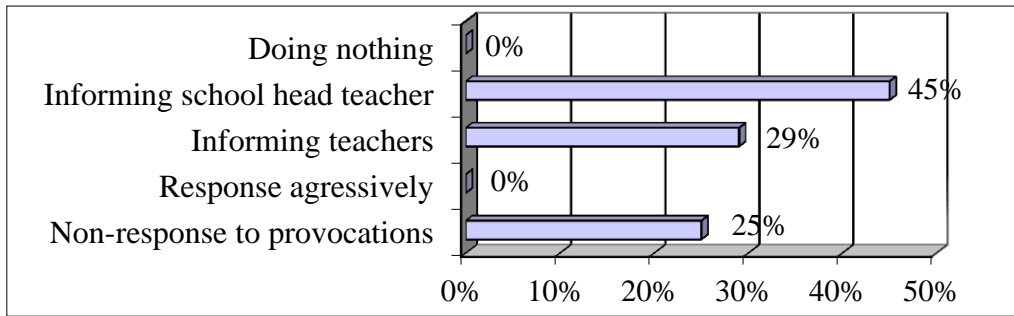


Figure 39: Students' reaction after experienced bullying according to the teachers' opinion

Informing the head teacher of the school (45%) as well as colleagues (29%) was chosen by teachers as the most suitable reaction to bullying. Also, according to the teachers' opinion, such behaviour as ignorance of provoking was indicated as suitable (25%).

This fact shows that students, who suffer from bullying, have to be ready to take up actions against it on their own and to resist psychological / physical discomfort.

On the other hand, respondents indicated that such reactions as indifference and aggression are wrong and can cause bigger conflicts and negative consequences.

In order to assess the experience of bullying teachers were given a question: "Do you think that your students have ever felt at school...?" (See Figure 40).

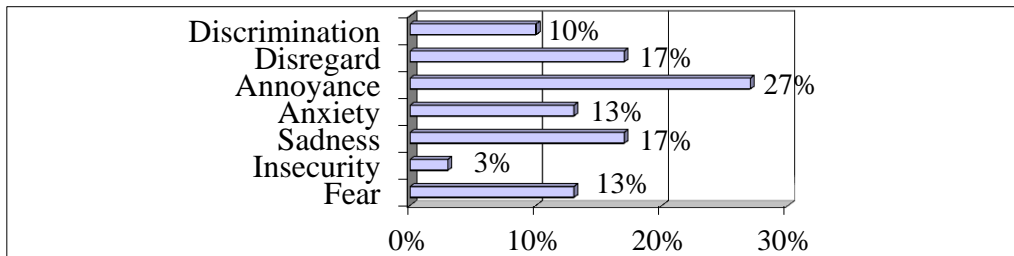


Figure 40: How students feel at school according to the teachers' opinion

According teachers' answers we can state that students face negative situations in educational institution rather often. As teachers think, the biggest number of students suffered from such cases as "annoyance" (27%), "sadness" (17%), "disregard" (13%) and "anxiety" (13%). These results show that school does not always provide suitable environment for learning and educating. Such situation was proved by researches of I. Jonutyte, L. Rupšienė, G. Šmitienė (2009), which revealed the fact that 22% of students face discrimination and feel themselves unsafe at school.

Then an open question "What can school do to solve the problem of bullying?" was given in order to find out what measures could help to change existing negative situation. The respondents' answers to these questions were quite different, teachers pointed out that the most suitable ways of solving this problem are discussions and

school events (36%), educating of students and their parents (29%) and also psychological help (23%). Less number of teachers offered such ways as publicity of negative cases (6%), formation of school culture (3%) and monitoring (3%) (See Figure. 41).

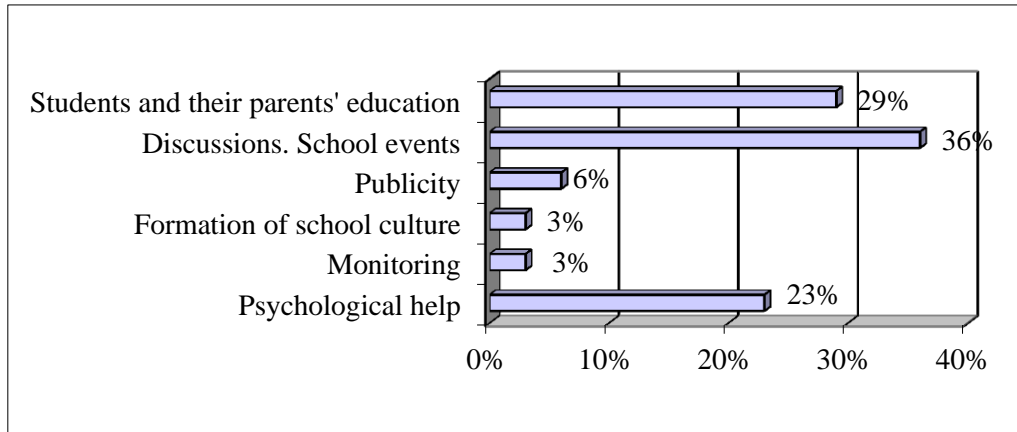


Figure 41: Methods used at school to reduce the problem of bullying

Also from the given responses we can state that teachers use such methods to reduce bullying as discussion (31%) which is one of the most useful methods (see picture 10) and also active interference (29%). Such interference is very important because of other students, who observe the situation. According to R. Povilaitis, J. Smiltė Jasiulionė (2008), children take up the role of supervisor, and in such situation bullying becomes more severe than that one, which took place without witnesses, and in addition, if teachers do not react to the cases of violence or discrimination, school becomes a favorable place for growing of aggression.

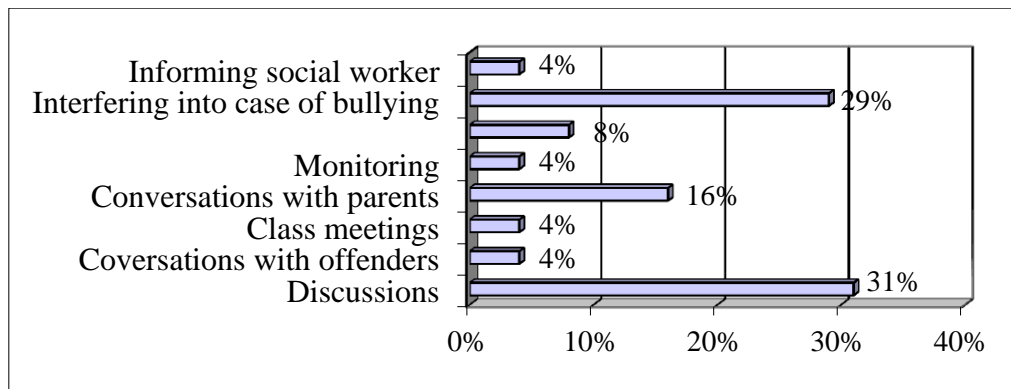


Figure 42: Teachers' methods to reduce the problem of bullying

Also respondents believe that the most effective methods of reducing violence are conversation with parents (16%) and integration of the subject about preventing bullying into curriculum (8%). Less number of respondents thinks that such methods as informing school social worker, conversations with classes, monitoring, and

conversation with offenders can be effective as well. To sum up, we can state, that according to teachers' opinion there is safe and becoming better and better social environment at school, which supports positive relationships. On the other hand, more than half of respondents faced the cases of violence and bullying, which mostly occurred among schoolchildren in such forms as insults, humiliation and theft of their possessives.

Respondents, who noticed the cases of bullying, pointed out that they discussed existing situation with other teachers, parents, school staff and school head teacher, and almost in all cases it stopped violent behaviour. Also according to the teachers' opinion, one of the most effective reactions can be cooperation with the school society and non-response to the provocations. However, all mentioned methods cannot always change students' feelings, as many of them feel themselves frustrated or sad. In order to reduce the cases of bullying and its consequences various school events, discussions, conversations with parents and students, psychological help and integration of the subject about preventing bullying into school curriculum are organised and provided at school.

2.9.1. CONCLUSION

1. In research 40-50 year-old teachers participated, 80% of women and 20% of men.
2. The biggest number of them teach humanities (38%), the least number – physical education (5%).
3. According to the teachers' opinion there is safe and becoming better and better social environment at school and student's relationships are considered as positive or normal.
4. More than half of the respondents indicated that they were witnesses of bullying (67%) which mostly occurred among students (40%) in the street (30%), in the class (20%) and in the playground (5%).
5. The most common form of bullying among students is harassment (75%), humiliation (19%) and theft of possessives (6%). Respondents' reaction to the noticed cases of bullying is conversation with other teachers (33%), conversations with parents (28%), conversation with schools staff (22%) and conversation with head teacher (17%). Such teachers' reaction stopped violent behaviour in most cases (86%).

6. Almost all respondents (80%) have got specific training concerning the notion of bullying and its consequences.
7. The biggest number of respondents states that the most effective reaction to the cases of violence is informing school head teachers (45%) or other teachers (29%). Also according to the teachers' opinion, one of the most effective reactions can be cooperation with the school society and non-response to the provocations (25%).
8. According to the teachers' opinion students often feel negatively school, 27% of them felt irritation, 17% - sadness, 13% - disregard and anxiety.
9. One of the most appropriate solutions of problem of bullying at school is discussions and various school events (36%), students and parents' education (29%) and psychological support (23%), while teachers can organize discussions (31%), can interfere and stop bullying (29%), can talk to students' parents (16%) and integrate subjects, preventing bullying, into school curriculum (8%).

2.10. ANALYSIS OF Q3 MADE IN TURKEY (Responded by School Staff)

In this questionnaire, sixteen questions about bullying at school were given to teachers of our school. The reason is that teachers and school staff hold an important part in preventing and stopping bullying at school. All the members of school staff have crucial missions in forming a climate of trust and understanding at school.

1. Age:

Age	Frequency	Percentage	Valid Percentage	Cumulative Percentage
30-40	12	54,5	54,5	54,5
40-50	10	45,5	45,5	100,0
Total	22	100,0	100,0	

In the first question, we asked teachers about their age. As it is seen in the analysis, over the half of the respondents (54,5%) are between 30 and 40 years old. The rest of them (10 teachers) are between 40 and 50 years old. Respondent teachers have spent enough time with students and they probably know what kind of personality or character students have. As the teachers have been spending much time in their profession, we will have well-qualified and reliable results.

If someone spent many years in a vocation for many years, he/she will become more professional in that working area. It seems that our respondents have important experiences in their branches if we consider their age. On the other hand young teachers are more passionate than the old ones, but being passionate does not always open the gates to success. Being experienced has more returns particularly when you work a group of teenagers. You need to control, direct, distribute the tasks, encourage and especially be a model of success for them.

2. Gender:

Gender:	Frequency	Percentage	Valid Percentage	Cumulative Percentage
Female	7	31,8	31,8	31,8
Male	15	68,2	68,2	100,0
Total	22	100,0	100,0	

In the second question, the respondents were requested to mark their gender. 31,8% of the respondent teachers are female, and 68,2% of them are males.

3. Country:

Country:	Frequency	Percentage	Valid Percentage	Cumulative Percentage
Turkey	22	100,0	100,0	100,0

As seen in the analysis, all the respondent teachers are from Turkey. This part of survey is limited with the Turkish teachers. We also share the analysis of the questionnaires with our project partners.

Education system of each country changes according to its need, future plans, religion, past habits, culture, social structure and so on. In this part of the analysis, you will have an idea about Turkish teachers' point of views, approaches and attitudes towards events about bullying at school.

4. What subject do you teach?

What subject do you teach?	Frequency	Percentage	Valid Percentage	Cumulative Percentage
Humanity	7	31,8	31,8	31,8
Mathematics	9	40,9	40,9	72,7
Science	2	9,1	9,1	81,8
Sports	2	9,1	9,1	90,9
Social Science	2	9,1	9,1	100,0
Total	22	100,0	100,0	

We asked teachers what subject they teach. As it seen in the chart, 31,8% of respondents are humanity teachers. 40,9% of respondents are Mathematics teachers. 9,1% of them is Science teachers. 9,1% of them is Sports teachers. 9,2% of respondents are Social Science teachers.

5. What's your opinion about the social environment at school?

The social environment in the school	Frequency	Percentage	Valid Percentage	Cumulative Percentage
Good	16	72,7	72,7	72,7
Very good	5	22,7	22,7	95,5
Bad	1	4,5	4,5	100,0
Total	22	100,0	100,0	

According to our analysis, 72,7% the respondents informed that the social environment in the school is good , 22,7% of them explained that the social environment in the school is very good, 4,5% of them said that it is bad.

It is very rare for students to reach their highest potential if they are afraid of being bullied. At the same time, the long-term effects of bullying and violence can have an immense influence on student success—both for the victims and bullies.

6. What's your opinion about the students' relationship?

Opinion about the students' relationship	Frequency	Percentage	Valid Percentage	Cumulative Percentage
Good	18	81,8	81,8	81,8
Very good	2	9,1	9,1	90,9
Bad	2	9,1	9,1	100,0
Total	22	100,0	100,0	

We asked teachers about the students' relationship and 81,8% of respondents informed that students have good relationship, 9,1% of them reported that students have very good relations and 9,1% of the teachers told that students have bad relationship.

If students have good relationships with the peers and their teachers, they will effectively build their knowledge in cooperation. The system cannot reach its main goal where the dispute occurs. So students will not have any problems as long as they have good communication and relationships with each other and their teachers.

7. Have you ever watched bullying acts in your school?

Have you ever watched bullying acts in your school?	Frequency	Percentage	Valid Percentage	Cumulative Percentage
Yes	22	100,0	100,0	100,0
Total	100,0	100,0	100,0	100,0

In the seventh question the teachers are asked if they have ever watched bullying acts in their schools. As it is seen in the chart, 100,0% of respondents inform that they have watched bullying acts in their schools.

It is known that bullying at school is very big problem that leads to bigger ones such as school violence. School staff works hard to teach students about correct attitude in life so that they can grow up to productive citizens but not a heap of problem nevertheless teachers witness a series of bullying among students.

8. Where did you watch these acts of bullying?

Where did you watch these acts of bullying?	Frequency	Percentage	Valid Percentage	Cumulative Percentage
Classroom	8	36,4	36,4	36,4
Playground	8	36,4	36,4	72,7
Street	4	18,2	18,2	90,9
Among students.	2	9,1	9,1	100,0
Total	22	100,0	100,0	

In the eighth question we asked teachers where they watched these acts of bullying in the eighth question. According to our analysis, 36,4% of the teachers watched bullying acts in classroom, 36,4% of them watched it in the playground, 18,2% of them watched it in the street and 9,1% of them watched it among students.

School management monitors the fields where bullying take place, playground, corridors, canteen, restroom, school gates, hallways, parking lots. For instance, students bully in the classroom when teacher goes out. Students wait at the playground till victim is alone.

9. Bearing in mind the last month, what sort of aggressions (below) did you watch?

What sort of aggressions	Frequency	Percentage	Valid Percentage	Cumulative Percentage
Pulled student	6	27,3	27,3	27,3
Threaten	2	9,1	9,1	36,4
Making fun of	14	63,6	63,6	100,0
Total	22	100,0	100,0	

Teachers were asked what short of aggression they watched bearing in mind the last month. 27,3 of respondents informed that students were pulled. 9,1% of respondents expressed that students were threatened by the others. Finally 63,6% of them witnessed that students were bullied for fun.

The experts make two main types of bullying, verbal and physical bullying. When we consider the chart above, students are especially exposed to verbal bullying. Verbal bullying is usually difficult for teachers and other authority figures to notice, because no physical harm is apparent. Verbal bullying can influence one's self-esteem, as well as depression and other problems.

10. What actions did you take?

What actions did you take?	Frequency	Percentage	Valid Percentage	Cumulative Percentage
Talk to headmaster	8	36,4	36,4	36,4
Talk to teachers	9	40,9	40,9	77,3
Talk to parents	4	18,2	18,2	95,5
Talk to other staffs	1	4,5	4,5	100,0
Total	22	100,0	100,0	

The respondents were asked what action they took when they watched bullying acts among the students, As it is seen in the chart above, 36,4% of them preferred talking to headmaster, 40,9% of them talked to other teachers, 18,2 of them talked to students' parents and only one teacher preferred talking to other staffs.

We believe that the best approach to prevent bullying is to perform a school wide program, with director, parents, staff and students all cooperating together toward the same aim: ideal school where students feel secure to learn.

11. Did the aggression stop?

Did the aggression stop?	Frequency	Percentage	Valid Percentage	Cumulative Percentage
Yes	18	81,8	81,8	81,8
No	4	18,2	18,2	100,0
Total	22	100,0	100,0	

The respondents were also asked if the aggression stopped after informing school authorities, other teachers or parents. It is reported that 81,8% of teachers marked that aggression stopped, but 18,2% of them informed that aggressive acts continued.

It can be inferred easily that bullying stops if parents, teachers, students, support staff, and administrators work as a team to stop action against bullying. It is obvious that cooperation increases the success rate.

12. Have you got specific training concerning the notion of bullying and its consequences?

Have you got specific training	Frequency	Percentage	Valid Percentage	Cumulative Percentage
Yes	3	13,6	13,6	13,6
No	19	86,4	86,4	100,0
Total	22	100,0	100,0	

In this part we asked teachers if they have got specific training concerning the notion of bullying and its consequences. Respondent teachers informed that only 3 of them have got specific training concerning the notion of bullying and its results, but 19 of them have not.

Teachers are versatile people and they educate every individual. One of the aims of education is to provide the students' positive behaviour. So all teachers wish to stop bullying, but most of them do not know how. Most teachers tried to help, but only few of them received training on how to do it. Teachers should be trained about bullying

prevention of bullying acts and the impact of bullying on students. If teachers, staff, head teacher and students get enough training about bullying, school can overcome every aspect of this issue.

13. What should we do towards *bullying*?

What shall we do towards <i>bullying</i> ?	Frequency	Percentage	Valid Percentage	Cumulative Percentage
Do not react to provocations	2	9,1	9,1	9,1
Fight back in an aggressive way	4	18,2	18,2	27,3
Talk to teachers	14	63,6	63,6	90,9
Talk to the headmaster	2	9,1	9,1	100,0
Total	22	100,0	100,0	

We asked teachers what we should do towards bullying. According to the results of questionnaire, 9,1% of the respondents think that we should not react to provocation. 18,2% of them think that we should fight back in an aggressive way. 63,6% of respondents think that we should talk to the teachers. 2 respondents inform that we should talk to the headmaster.

There is a number of measures to be taken against violence. Teachers are the first group of people who witness bullying among students. According to the teachers' opinion, we must be calm, we should not lose our control and we must act with our mind, but not with our feelings. At the same time we should not tolerate violence. According to some teachers' opinion, bullying is considered as trivial event; for bullied students, it causes a lifelong trauma.

14. Do you think that your students, in the school, have ever felt?

How have students felt?	Frequency	Percentage	Valid Percentage	Cumulative Percentage
Fear	9	40,9	40,9	40,9
Insecurity	4	18,2	18,2	59,1
Sadness	4	18,2	18,2	77,3
Extreme anxiety	1	4,5	4,5	81,8
Disregard	4	18,2	18,2	100,0
Total	22	100,0	100,0	

Then teachers were asked to state their ideas how students had felt after being bullied at school. As it is seen in the analysis, 40,9% of the teachers think that students have felt fear, 18,2% of them think that students have felt insecurity and 18,2% of them stated that students have felt sadness. One of the teachers informed that a student felt anxiety and 18,2% of the teachers report that students have felt disregard because of bullying acts. A challenging problem, bullying, affects students' feelings.

15. What can school do to solve the problem of bullying?

What can school do to solve the problem of bullying?	Frequency	Percentage	Valid Percentage	Cumulative Percentage
Talk to counseling service	12	54,5	54,5	54,5
Talk to students	6	27,3	27,3	81,8
Talk to parents	4	18,2	18,2	100,0
Total	22	100,0	100,0	

“What school can do to solve the problem of bullying” –this question was given to teachers next. More than half (54,5%) of respondent teachers think that school should talk to counseling service to solve the problem of bullying. 27,3% of the teachers think that school should talk to students and the rest of them (18,2%) reports that school should talk to students' parents.

If a teacher watches bullying at school, he/she must intervene immediately to stop it, and notify the proper school manager so that the case of bullying can be

examined. Schools should also form a safe and supportive environment, arrange classroom to prevent bullying and support the students involved.

16. What can teachers do to solve the problem of bullying?

What can teachers do to solve the problem of bullying?	Frequency	Percentage	Valid Percentage	Cumulative Percentage
Talk to students	8	36,4	36,4	36,4
Talk to parents	9	40,9	40,9	77,3
Refer to the Disciplinary Board	5	22,7	22,7	100,0
Total	22	100,0	100,0	

Teachers were asked what they can do to solve the problem of bullying. According to the results, 36,4% of respondents informed that teachers should talk to student, 40,9% of them think that they should talk to parents and the rest (22,7%) thinks that teachers should refer the students to the disciplinary board.

2.10.1. CONCLUSION

In conclusion, students, parents, teachers and school management should be a part of the solution and they should be involved in anti-bullying units. Victims should inform adults about what is really happening and be also taught about new measures which help to protect students. Teachers, parents and school management can assist students to keep in positive learning and tell them about school policy so that they realize how to interfere when bullying happens. Older peers can help as consultants.

Teachers should provide a safe learning atmosphere for students. School needs to inform students that bullying is not tolerated in school and such event will be exposed to formal sanction. Having an anti-bullying file and making both parent's and the bullies' sign the documents help students to realize the importance of the problem of bullying. Teachers should simplify making new friends for students who have difficulties in finding friends, so that students do not feel alone or in threat of bullying.

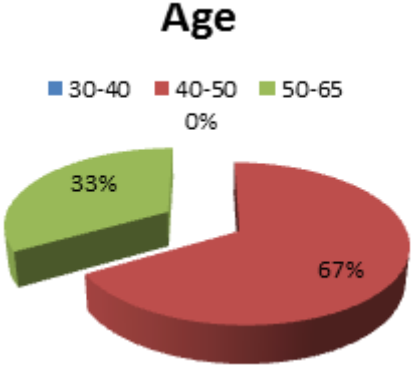
Finally, schools should provide a safe and supportive atmosphere in order to prevent and stop bullying. It does not matter, where the students are, students should know they are safe. Otherwise they can not concentrate on learning. Every member of

school can help to form an environment where bullying is not acceptable. Schools are main places where bullying can occur. Supporting to build a safe school environment where all students are appreciated and becoming aware of how to act when bullying occurs are primary aims for all students can learn.

2.11. ANALYSIS OF Q3 MADE IN GREECE (Responded by School Staff)

1. Age?

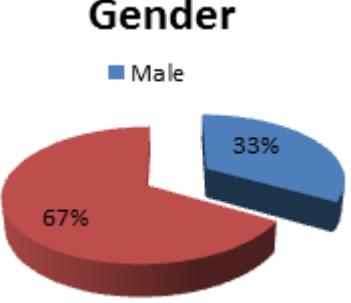
	Frequency	Percentage
30-40	0	0,0%
40-50	6	66,7%
50-65	3	33,3%
Total	9	100,0%



9 teachers answered the questionnaire. 6 of them are 40-50 years old (66,7%) and 3 of them are 50-65 years old (33,3%).

2. Gender?

	Frequency	Percentage
Male	3	33,3%
Female	6	66,7%
Total	9	100,0%



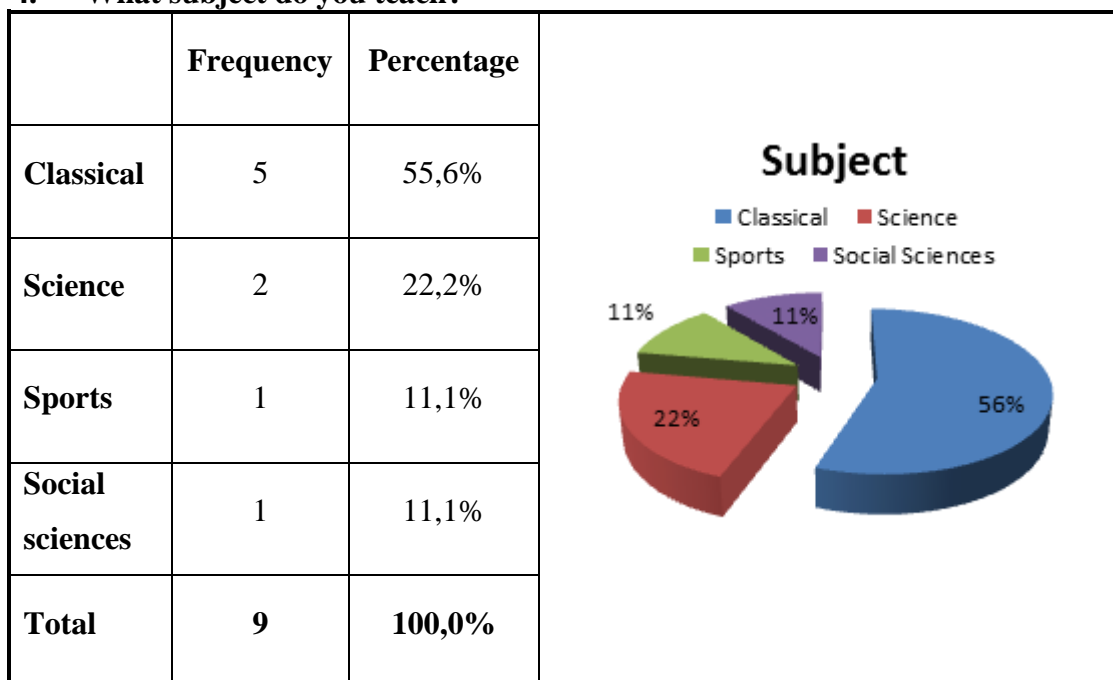
6 of them are women whereas 3 are men.

3. Country?

	Frequency	Percentage
Greece	9	100%

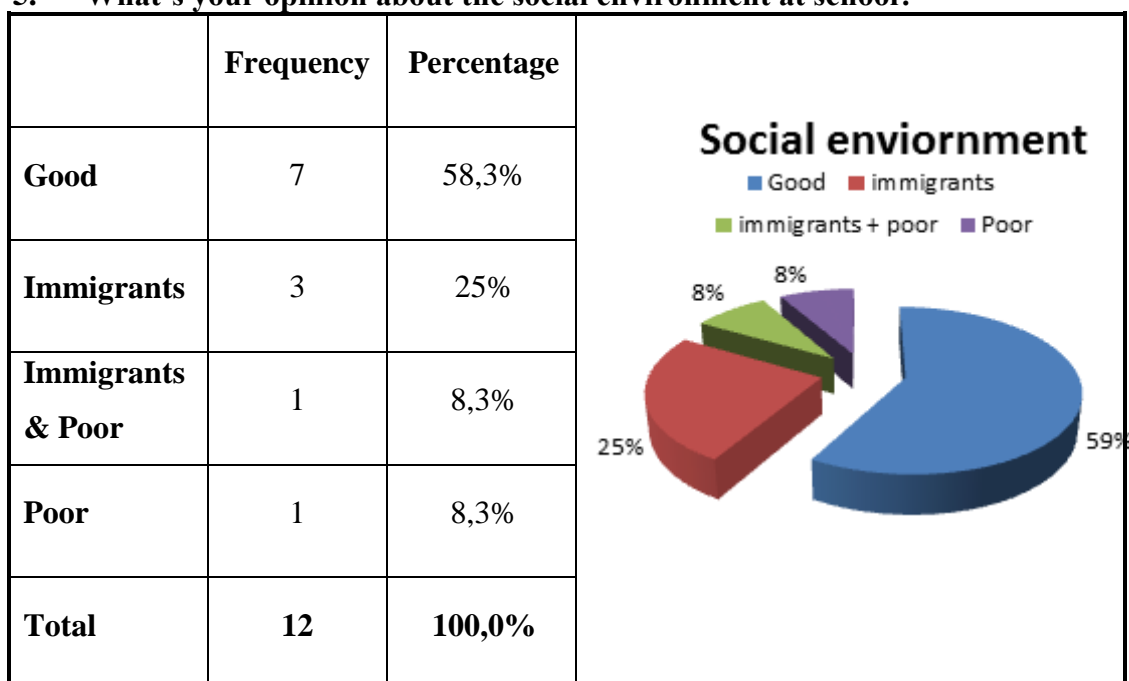
All the respondents are from Greece.

4. What subject do you teach?



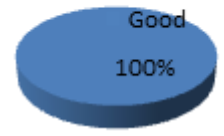
55,6% teach classical studies, 22,2% teach science, one is a gym teacher and the last one teaches social studies (11,1%).

5. What's your opinion about the social environment at school?



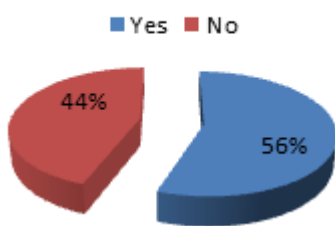
58,3% of the teachers think that the social environment at school is good, 25% focus on the fact that there are a lot of immigrants, 8,3% consider as a main factor that some students are immigrants that also come from low income families and 8,3% focus on student's poverty.

6. What's your opinion about the students' relationship?

	Frequency	Percentage	<p style="text-align: center;">Students' relationship</p> 
Good	9	100%	
Total	9	100,0%	

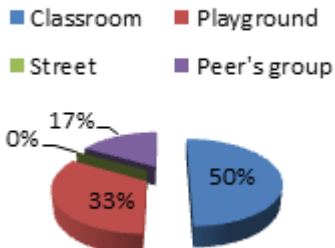
All teachers agree that the relationships among students are good.

7. Have you ever watched bullying acts in your school?

	Frequency	Percentage	<p style="text-align: center;">Bullying</p> 
Yes	5	55,6%	
No	4	44,4%	
Total	9	100,0%	

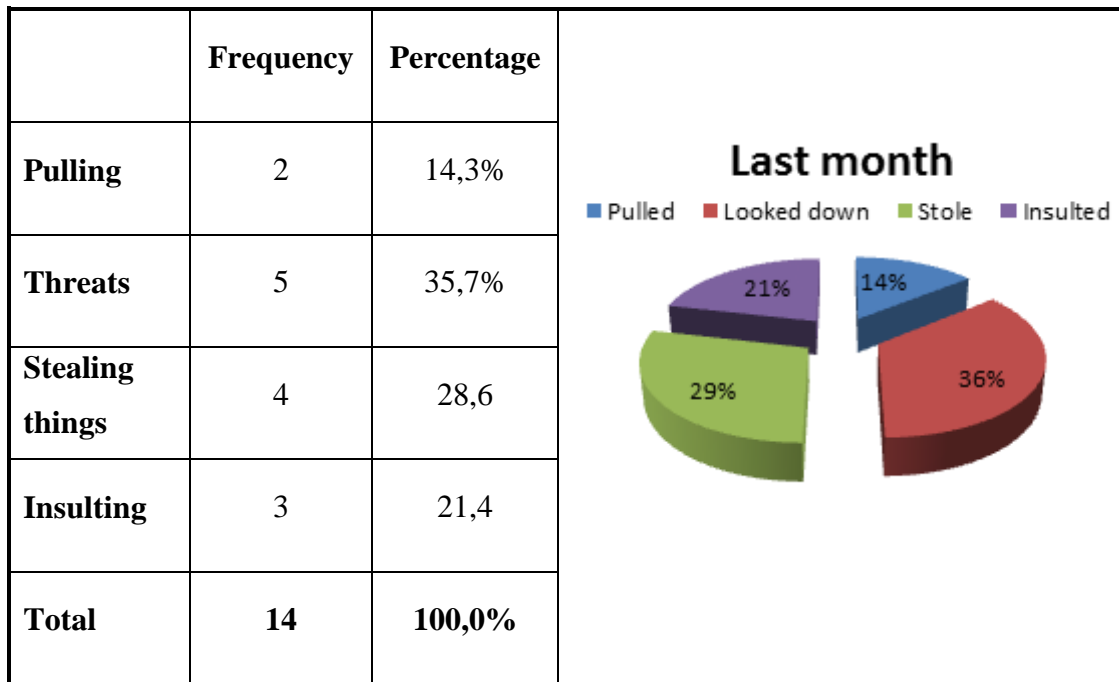
55,6% of the teachers have noticed some bullying acts whereas 44,4% have not.

8. Where did you watch these acts of bullying?

	Frequency	Percentage	<p style="text-align: center;">Place</p> 
Classroom	3	50,0%	
Playground	2	33,3%	
Street	0	0,0%	
Peer's group	1	16,7%	
Total	6	100,0%	

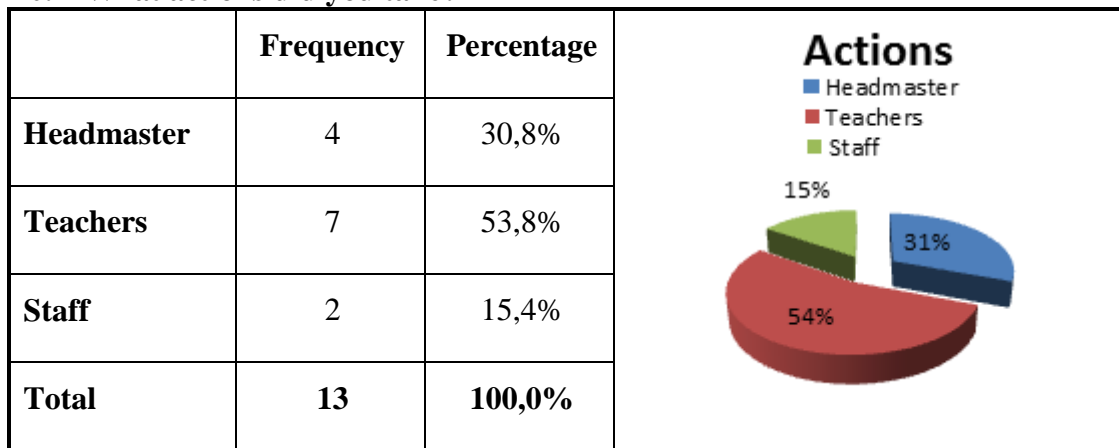
50% of the teachers have noticed some bullying acts in the classroom, 33,3% in the yard and the rest 16,7% in peer's group.

9. Bearing in mind the last month, what sort of aggressions (below) did you watch?



35,7% of the teachers have noticed some students having been looked down, 28,6% have noticed some thefts, 21,4% saw some students being insulted and 14,3% saw some students being pushed.


10. What actions did you take?



After realizing the bullying acts 53,8% of the teachers discussed the problem with their colleagues, 30,8% informed the headmaster about and 15,4% asked somebody else.

11. Did the aggression stop?

	Frequency	Percentage
Yes	7	87,5%
No	1	12,5%
Total	8	100,0%




A 3D pie chart titled "Stopped" showing the distribution of responses. The "Yes" category is represented by a large blue slice at 87%, and the "No" category is a small red slice at 13%.

After teachers reaction 87,5% of the bullying acts stopped whereas 12,5% went on.

12. Have you got specific training concerning the notion of bullying and its consequences?

	Frequency	Percentage
Yes	2	22,2%
No	7	77,8%
Total	9	100,0%

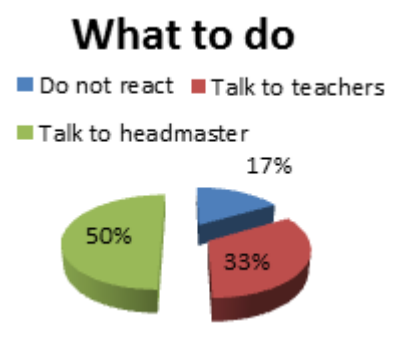


A 3D pie chart titled "Training" showing the distribution of responses. The "No" category is a large red slice at 78%, and the "Yes" category is a small blue slice at 22%.

Only two of the teachers have taken special training towards bullying and its consequences (22,2%) whereas the rest have not (77,8%).

13. What should we do towards *bullying*?

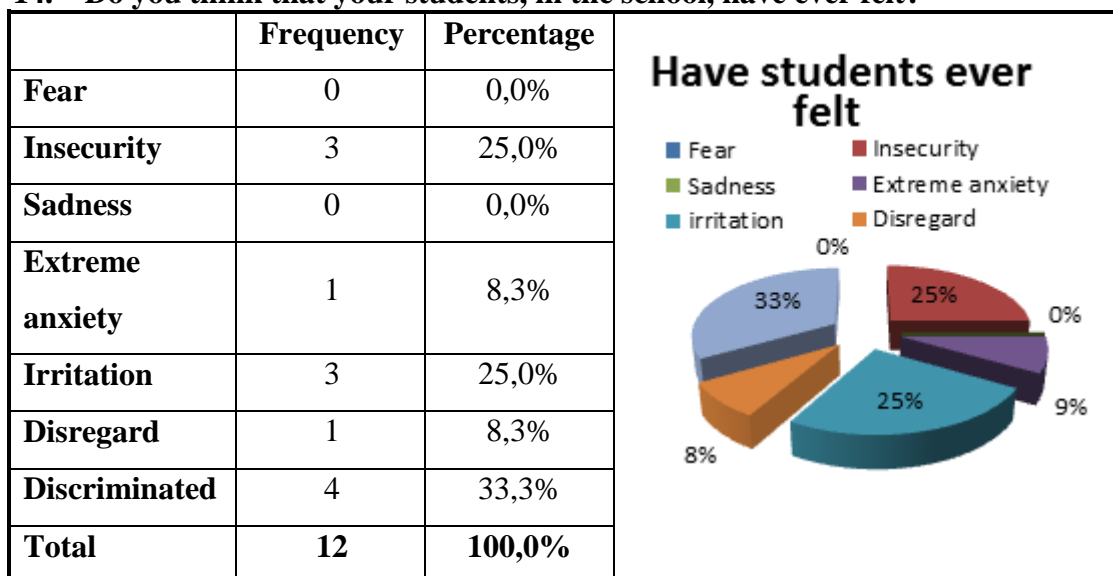
	Frequency	Percentage
Do not react	3	16,7%
Talk to teachers	6	33,3%
Talk to headmaster	9	50,0%
Total	18	100,0%



A 3D pie chart titled "What to do" showing the distribution of responses. The "Talk to headmaster" category is a large green slice at 50%, "Talk to teachers" is a red slice at 33%, and "Do not react" is a blue slice at 17%.

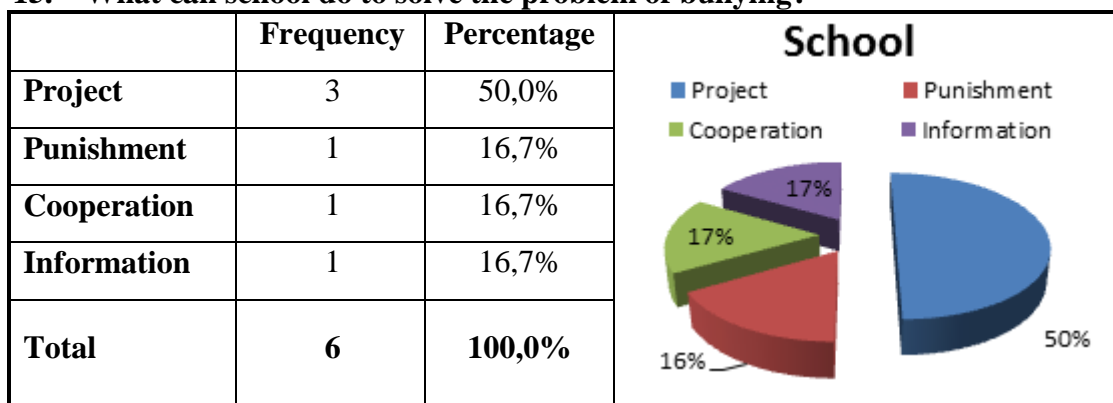
Half of the teachers think that they should discuss the whole matter with the headmaster, 33,3% are of the opinion that they should cooperate with their colleagues whereas 16,7% believe that they could do nothing.

14. Do you think that your students, in the school, have ever felt?



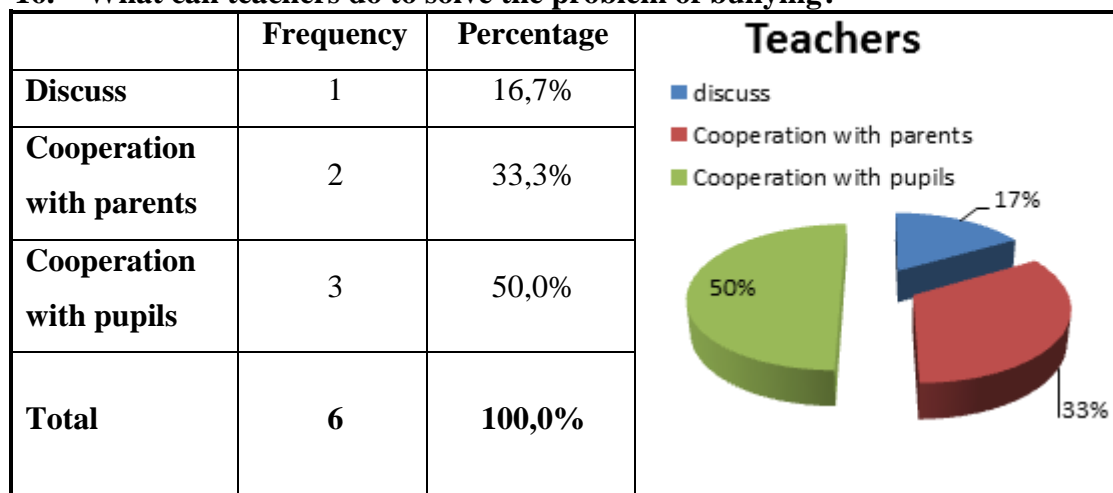
33,3% of the teachers think that their students have felt discriminated, 25% insecurity, 25% irritation, 8,3% extreme stress and at the same percentage disregard.

15. What can school do to solve the problem of bullying?



The school should help students deal with the problem of bullying motivating them following some projects according to 50% of the teachers. Other methods could be further information (16,7%), cooperation and punishment (16,7%).

16. What can teachers do to solve the problem of bullying?



Teachers suggest cooperation with students (50%), with parents (33,3%) and discuss at a percentage of 16,7%.

2.11.1. CONCLUSION

9 teachers answered the questionnaire aged 40-50 years old, 6 women and 3 men. They teach classical studies, science, physical education and social studies.

The social environment is considered as good by some teachers whereas the majority focus on the fact that students come from low income families and at the same time there are a lot of immigrants among them.

Most of the teachers believe that the students' relationships are good, however, they sometimes experience negative feelings such as discrimination, insecurity, irritation, stress and disregard.

Almost half of the teachers have noticed bullying acts so far, whereas the rest have not. The place where these acts took place is the classroom, the schoolyard and the peer's group. When these happened they discussed the whole matter with their colleagues and the headmaster.

As a result bullying stopped. So, most of them think that they should talk to the headmaster in order to protect students from bullying.

Only two of the teachers have taken special training about bullying. They believe however, that school should play an important role by adapting appropriate and informative programs through projects and by having a continual cooperation with parents.

2.12. ANALYSIS OF Q3 MADE IN PORTUGAL (Responded by School Staff)

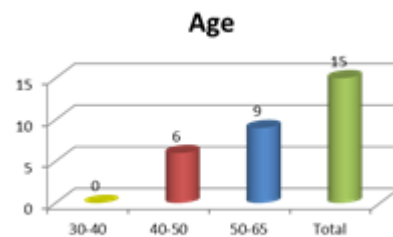
The phenomenon of bullying, in a general way, is strictly related to emotional difficulties of each aggressor. Violence is an inner part of the aggressor's life and because of this he tends to act in an unstable way with his peers.

Bullying can easily be found in every school and in all steps of society. This sort of behaviour is highly negative to its victims and as a result their grades tend to decrease and the friendship bonds are at stake leading to depression and repulse towards school.

Teachers play a very important role to prevent this phenomenon for they can involve other educative agents and their families.

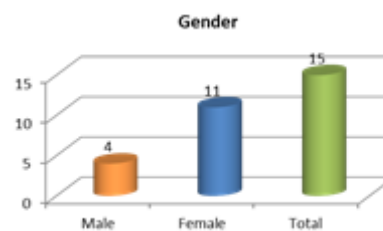
1- Age?

In the educative community where this questionnaire was used, the teachers have been teaching for a long time for their age is comprised between 40 and 65. Younger teachers have been facing, more and more obstacles to become full time teachers in the Portuguese public school.



2- Gender?

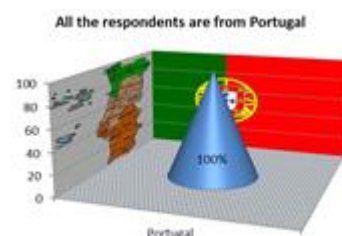
Traditionally, female teachers are predominant in the Portuguese school and in this questionnaire we are focused on them for they are a relevant work force.



3- Country?

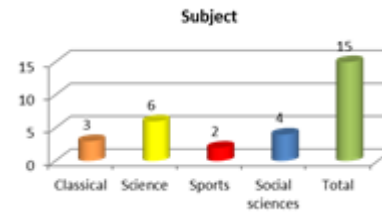
All the respondents are from Portugal.

All the questionnaires were answered by Portuguese teachers.



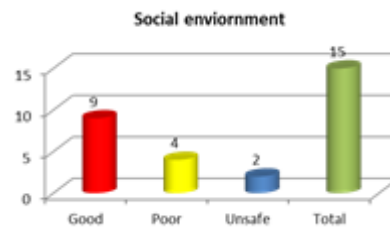
4- What subject do you teach?

The questionnaire was handed to teachers of several subjects, in a balanced way, in order to provide a global perspective of every subject.



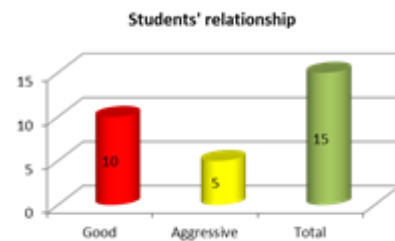
5- What's your opinion about the social environment at school?

Teachers, although they are facing many setbacks in schools, believe they have a good working atmosphere to develop their work, even if they have more and more students from poor backgrounds.



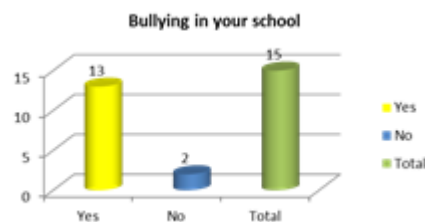
6- What's your opinion about the students' relationship?

The teachers' opinion, in general terms, concerning the students' relationship, is far good though some may find some aggressive signs among them.



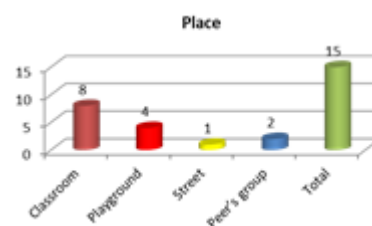
7- Have you ever watched bullying acts in your school?

As we may easily conclude, a high rate of teachers has already seen bullying attitudes as they are rather common in our schools.



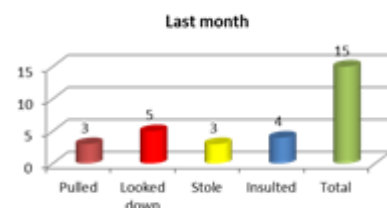
8- Where did you watch these acts of bullying?

The teachers have been found these aggressive attitudes mainly in the classroom and in the school playground.



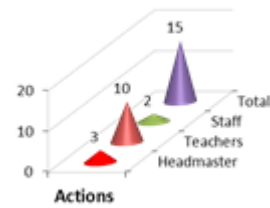
9- Bearing in mind the last month, what sort of aggressions (below) did you watch?

In the classrooms insults and humiliating attitudes are the most common.



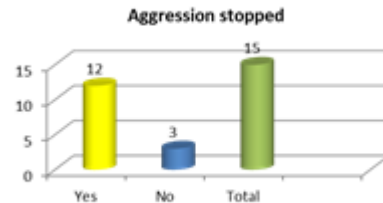
10- What actions did you take?

Teachers, in a first stage, try to solve the problems by themselves avoiding communicating to the school boarding. Class Tutors usually have a straightforward relationship with parents and this helps to solve the problems quickly.



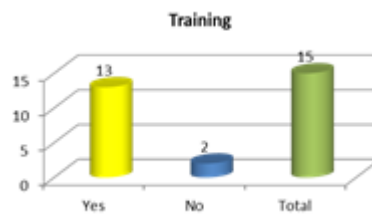
11- Did the aggression stop?

After the teachers and parents' intervention, students tend to stop the aggressions.



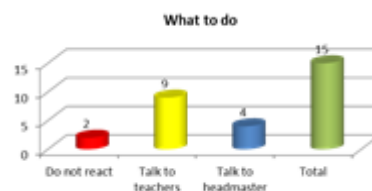
12- Have you got specific training concerning the notion of bullying and its consequences?

Many teachers are trying to get informed about the notion of bullying so that they can find the right solutions they are dealing with in the classroom.



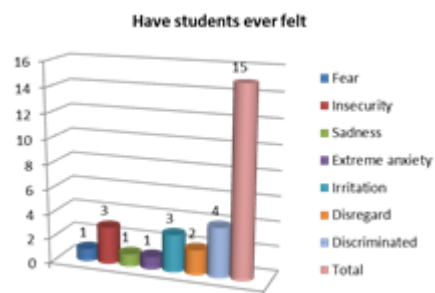
13- What should we do towards bullying?

Towards bullying attitudes teachers fully trust in their mates and they usually share these situations both with them and with the school Headmaster.



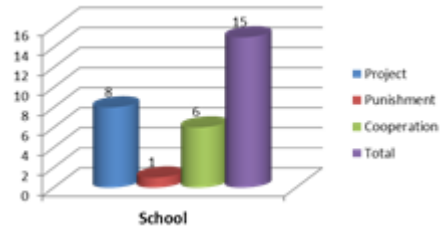
14- Do you think that your students, in the school, have ever felt?

Teachers are aware that students may live in some sort of insecurity and, consequently they are looked down and develop some kind of irritation in their relationship.



15- What can school do to solve the problem of bullying?

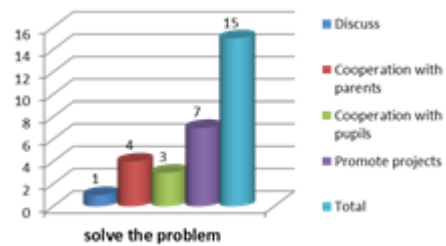
To try to solve the bullying, teachers are fully aware about the path they must follow. Projects and cooperative activities may be a good way to motivate not only students but also the educative community to create a peaceful and fertile environment to promote significant learning skills.



16- What can teachers do to solve the problem of bullying?

The school as a teaching institution, should monitor students and be committed to the students' learning experiences. This environment, which should be pleasant and motivating, often experience violent acts among students.

By implementing this questionnaire we conclude that the teachers and parents' attitude is extremely important to resolve this problem. It is important to motivate students, by educating them properly, so that they could establish a trustful and friendly set of bonds in our schools. Teachers should promote cooperative approaches and be fully committed to implement integrative environments mainly cooperative projects and activities.



CHAPTER 3

3. ACTIVITY PLANS FOR OVERCOMING THE RISKS OF EARLY SCHOOL LEAVERS AND IMPROVING BASIC SKILLS

3.1. SCHOOL EVENTS HELD IN LITHUANIA

Where there is no complete frankness and confidence, there is no and cannot be friendship. (Belinskis)

Bullying like a spider web is entangling modern society tighter and tighter. It happens more and more often in more various forms.

Students come to our school from different Lithuanian regions; they have different dialects, habits, as well as different social backgrounds. Therefore environment for appearance of bullying is very favourable at our school.

The student has the right "to study in the psychologically, spiritually and physically secured environment based on mutual respect." (Convention on the Rights of the Child, article 19). Thus, in order to ensure such environment at school we pay a lot of attention on bullying prevention. One of the main goals is that each student would know: "If you are bullied - you do not have to deal with it alone!"

There is no universal way to solve this problem. This problem could be solved by changing the parents and students' way of thinking. They should be aware of what are the real consequences of bullying. Therefore, we encourage students' tolerance and understanding. So we think that our efforts sooner or later will give results.

Every school year Child' Welfare Commission of our gymnasium prepares a plan of activities with various school events for bullying prevention. About bullying problems and the ways of solving them is discussed during class meetings, as well as during Ethics and Religion lessons. Also watching films, various campaigns and discussions, as well as events and projects are organized at school.

We present to your attention two preventive events. These are: a week without bullying "Let's be friends" and cultural, sport and cognitive day at school „We are from different generations but we are passionate about sport“

Activity work “A week without bullying” is organized in whole Lithuania for the sixth time. Its aim is to focus public attention on the epidemic of bullying and invite active educational institutions and organizations to contribute by various activities.

Our school participates in this initiative every year. Each school year, a group of teachers with students decides what kind of activities they are going to organize this year and the name of this week. In 2014-2015, this week was named “Let’s be friends”, we encourage students to follow this slogan consistently.

3.1.1. EVENT 1: Cultural, sport and cognitive day

The project „We are from different generations but we are passionate about sport“ helps students to learn to communicate, to do sports together with disabled children and the elderly.

The programme of cultural, sport and cognitive day at school „We are from different generations but we are passionate about sport“

The description of the event:



Picture 11: Relay races

Our school has a tradition to educate tolerance, friendliness, collaboration and trust. This school year we decided to connect this tradition with Erasmus+ project “Let’s stop violence at school through art, sport and literature” in order to teach children not only to be tolerant to people who is different and to respect them, but also to stop bullying of those who is weaker. We had an idea to teach students to communicate with disabled children and with sport veterans as we live in an age in which bullying and violence are becoming an increasingly urging problem, to be solved both at school and outside it. Therefore we organised activities for our students together with students from Šiauliai special education centre and Šiauliai sport veterans association. 2015 school year.

The programme was prepared by:

School social pedagogue Irena Tamošaitienė, teacher Vitalija Drungilaitė, teacher Edita Pupkevičiūtė – Kiguolė and coordinator of Erasmus + strategic partnership project “Let’s stop violence at school through sport art and literature” Zulfija Guzienė.

Organisers:

Head teacher’s assistant Brigita Mažonavičienė, Headteacher’s assistant Andrius Stočkus, social pedagogue Irena Tamošaitienė, teacher Arvydas Mockevičius, teacher Vitalija Drungilaitė, teacher Edita Pupkevičiūtė – Kiguolė, teacher Lina Kaselienė, class teachers of 6-11 forms.

Partners:

Šiauliai sport veterans association, Šiauliai special education centre.



Picture 12: Relay races

Date: 2015-05-27

Tasks and aims:

- To encourage tolerance among students
- To educate creativity, altruism and voluntarism
- To activate cooperation of school society with social partners
- To encourage and to strengthen positive behaviour while preventing the negative one
- To promote children to express their thoughts and feelings
- To introduce the technique of physical exercises to the students of 6-11 grades.

The plan of the event:

- From 10.10 till 10.20 welcoming of the guests
 - a) The announcers of the event starts:

- Hello everyone gathered today together- sportsmen, sport veterans, representatives of Šiauliai special education centre and all our secondary sport school society!
- Thank you for coming, for spending your time together with us, for possibility to know and understand each other better!
- Now a word to the head teacher of our school:

b) The head teacher and her assistants welcomed all guests and participants.

c) The announcers of the event:

- Thank you for your kind words!
- Today during our meeting we are going not only to communicate and exercises, but we are going to give a special meaning to this day. As you know, words sometimes are not remembered for a long time, so in order to keep long lasting symbol of our meeting, let's plant a hedge around our school– it is going to be our friendship hedge!
- Let's work together and plan this hedge!

While everybody plant the hedge Lithuanian traditional music is playing

- 10.20 – 10:35 Planting of bushes for the hedge.

d) The announcers of the event:

- So we have done a good job, and now we hope the our hedge of friendship will grow successfully and remind us about this event for many years.

- 10.35 activities in the gym.

e) The announcers of the event:

- Our meeting is not over yet, it is just the beginning. The students of our school are not only good at sport and achieved good results in various championships, but they are active, creative and interested in traditions of our country.
- So we are inviting our teacher Silva Maskalioviene and students to teach us how to play Lithuanian traditional games. By the way, these students participated in international Erasmus+ project meeting and played these games together with students from Greece, Turkey and Portugal!

f) Lithuanian traditional games:

- 1) "Limping roll"

The game is played by a group of 4 – 10 people.

At first it is necessary to choose one player- a “roll”; he has to catch one of the players hopping on his foot.

If “the roll” touches the ground with his second foot, he has to catch two players.

The second caught player becomes “a roll”.

“A roll” can change his foot, but in such way that only one foot has to be on the ground.

When he catches the player, he has to shout: “This is a roll, give it to somebody else”!

2) Baking a pot

Put chairs in two rows with their backs together.

The team of players must have one player more than there are chairs in the rows.

Everybody is sitting except one of the players. He goes around chairs and hits one of the sitting players (any), saying „I am baking a pot! “

Then he and a player who was touched run to opposite sides around the chairs towards the free chair.

A player, who reaches the free chair first, sits on it and another one becomes a „potter“ and starts to bake pots again.

3) The third run!

Players have to stand in two circles (with the gap of 2-4 steps between them).

The players of external circle have to stand just behind the players of internal circle.

Two players are chosen to be the leaders of the game: one of them is „the third“, another one is – “persecutor“. „The persecutor” has to catch the third“.

“The third” can hide by standing in front of some players and he becomes „the first” and the last in this group becomes „the third“.

“The third” has to find a new place.

“The third” has to run and to stand in front of some people, and then „the new third” has to run as fast as possible to find a new place.

„Persecutor” has to catch „the third“.

If he manages to catch, „the third” becomes „the persecutor” and the former persecutor has to stand in front of some people in the circle.

4) “Jurgelis- master”

Players go round in a circle and one of them (Jurgelis) stands in the middle.

While walking around players sing:

“Jurgeli-meistreli, mokyk savo vaikus

Jurgeli-meistreli, mokyk savo vaikus“

(Jurgelis-master, teach your children. Jurgelis-master, teach your children)

Jurgelis shows some actions and players repeat his actions singing the words:

“O, jūs, vaikai, taip darykit kaip Jurgelis daro

O, jūs, vaikai, taip darykit kaip Jurgelis daro”

(And you, children, repeat after Jurgelis

And you, children, repeat after Jurgelis)

After that Jurgelis is replaced by another player

5) “Spoiled egg”

All players sit on the ground in a circle.

One player goes (or runs) around the circle carrying some small thing in his/her hands and saying: “I am carrying an egg, I am carrying an egg”.

Then he puts this thing behind one of the players and runs away. The person who had a thing behind him has to feel it and to run after that player and to try to catch him/her.

6) “A Wolf and a sheep”

All players stand in several rows.

One of the players is chosen to be a wolf: he chases another player- a sheep.

A game leader says “op” and all the players turn left making new rows.

A “wolf” still tries to catch a “sheep”

And other games...

The announcers of the event:

- So, after having fun playing Lithuanian traditional games we can try to do our best in sport. Those who are not going to exercises with us we

invite to be our teams' fans. Try to be as active as possible, because fans can win "The best fan" award!

h) Relay races (Physical education teacher is responsible)

Players are divided into 4 teams

"Race in bags"

The game is played outside on a flat ground.

Players have to get into the bags till the waist (or even till the neck) and to stand in a row.

After the sign everybody has to run to the exact place.

Person who comes to finish first – wins the race.

"Duck race"

Complete a duck race with the legs spread and the hands supporting you on the ground

"Bridge relay"

The team stands next to each other and supports themselves with hands and feet making a tunnel. The last in the line crawls through the tunnel and stands at the front.

"Pass the Balloon"

Prior to playing this relay race, inflate a few balloons for each team, one for the start of the game and spares for those popped accidentally. The goal of this relay race game is to pass the balloon down the teams' rows by gripping the balloon between the knees. Every team member takes a turn and the team to complete passing the balloon to all the players first wins the game. Remember to tell players, "No hands allowed!"

"Down and Back Relay Race"

Give each team an easy-to-hold ball. Each team must pass the ball down the line and then the last person in line runs to the front and the passing begins again. Alternatively, have the team members line up across from a designated line. Each player takes the ball and runs to a designated line and back again. They give the ball to the first person in line and then take their place at the back of the line. The first team to have the ball passes through the hands of all their team members wins.

- 11.30- the end of the event
- i) The announcers of the event:

- Thank you very much to our fans! While the jury is counting the results of the races we decide together which fans are the best.
- Dear fans, let's demonstrate your supporting posters and to show how you support your team with loud applause!

j) Awards: The most active fans are given awards

k) The announcement of the results by the head teacher of the school.

- 1) **The announcers of the event:** We finished our games and races but we haven't finished the event yet. We invite our sport veterans and students of upper grades to participate in discussion, and other guests and students to participate in a lesson of movements and then to have a cup of tea with us.

- From 11.30 till 12.00

m) Discussion with a cup of tea and cakes.

Discussion among sport veterans and students of our school. (Students of 12 grades are responsible)

Sport veterans together with students discuss what it means to be a professional sportsman.

- 2) Sharing the impressions of the day with a cup of tea and cakes.

Our school students together with the disabled students from Šiauliai special education centre share impressions of the day, talk about their school life.

- From 12.15 till 13.00.

A lecture for the students of 6-11 grades by Sports medicine physician P. Petraitis and physical therapist I. Vaicekauskienė "Peculiarities of safe sport".

3.1.2. EVENT 2: Activity week

ŠIAULIAI SPORT GYMNASIUM ACTIVITY WEEK WITHOUT BULLYING “LET’S BE FRIENDS!”

Programme is prepared by: Irena Tamošaitienė.

Organizers: Social worker Irena Tamošaitienė, head teacher’s assistant Brigita Mažonavičienė, coordinator of Erasmus + strategic partnership project „Let’s stop violence at school through art, sport and literature!“ Zulfija Guzienė, teacher of art Lina Kaselienė, teacher of ethics Vitalija Drungilaitė, teacher of religion Edita Pupkevičiūtė – Kiguolė, school council.



Picture 13: A beginning of the activity week
“Let’s be friends”

Partners:

Public organisation “Save children”!

Place:

Sport gymnasium

Date:

From 2015-03-23 to 2015-03-27 d.

Tasks and aims:

- To educate creativity, activity and friendliness;
- To recognize bullying and to confront it;
- To reduce violence and bullying;
- To educate responsibility;
- To realize consequences of electronic bullying
- To encourage and to strengthen positive behaviour;
- To encourage children to express their thoughts and feelings;
- To develop cooperation skills.

Description of “the week without bullying”.

During this week students were encouraged to pay as more attention as possible to each other, to be considerate and tolerant. They were taught to recognize bullying, to learn the ways to stop it. During this week various activities, lectures, class meetings and other school events, which promote respect to other people were organized.

On-going activities encouraged students' creativity, improved basic communication skills, encouraged participation in public life, helped to understand, that every person is worth being respected, regardless of his/her social status, race, religious belief. Also a survey on bullying, which helped us to find out the current situation in our school was carried out among students.

All members of school community had an opportunity to express their thoughts about friendship, respect, good relationships and record them on a "friendship tree" that decorated the hall of the school. The students of other school (Medelynas progimnazija) also participated in the friendship tree-building activity "Let's grow friendship tree".

The content of the week without bullying:

- March 23.

In the morning, students volunteers will give the logos of the week "Let's be friends" to all members of the school community, which were created in art classes.

- March 24.

Students of 8 – 9 grades wrote essays about friendship and respect during the lessons of the Lithuanian language.

Students of 10 grade participated in translation of the text about tolerance during the lessons of the English language.

Specialist of Public Health E. Kalinaitis and social pedagogue I. Tamošaitienė gave a lecture - discussion "Resistance to external factors" to the students of 11 - 12 grades.

- March 25.

Students of 6 -7 grades participated in the lesson of movement "Together we are powerful" During the lesson the students were taught to dance Zumba. They will teach the students of 11 grade K.Rudzinskaitė. Also during this lesson students were introduced specific bullying situations.

Specialist of Public Health E. Kalinaitis and social pedagogue I. Tamošaitienė gave a lecture - discussion "Resistance to external factors" to the students of 8-9 grades.

- March 26.

Handshaking and greetings morning. Group of students and teachers volunteers met all members of school communities, greeted them by shaking their hands and wished them good day.

Specialist of Public Health E. Kalinaitis gave a lecture - discussion "Real friend" to the students of 6-7 grades.

• March 27.

Brainstorm for the students of 10-11 grades "I know – that's why I do not agree."

Brainstorm consists of 5 parts.

1. Teams must prepare presentations and the name of their team.
2. Mind exercises tasks for logical thinking.
3. Questions about psychotropic substances.
4. Questions about the problem of bullying.
5. Creative task: a team must develop a slogan and a plan how to help a friend who suffered from bullying.

(Brainstorm programme is given below: Appendix No. 1)

Finishing and closing of the activity "Let's be friend".

Appendix No. 1

ŠIAULIAI SPORT GIMNASIUM

BRAINSTORM „I KNOW, THAT'S WHY I DON'T AGREE“, PROGRAMME

THE MAIN PART:

The nature of the event - preventative, encouraging prevention of addictions and bullying and promoting healthy lifestyles.

THE AIMS

- To reduce the spread of harmful habits and social exclusion;
- To involve students in preventions of addictions.
- To recognize and prevent bullying.
- To promote and strengthen positive behaviour;



Picture 14: A brainstorm

TIME AND PLACE OF THE EVENT:

Place: Auditorium of Šiauliai sport gymnasium;

Time: March 27, 2015.

PARTICIPANTS:

Students of 10-11 grades from Šiauliai sport gymnasium and Šaukėnai Vladas Pūtvis-Putvinskis gymnasium participated in the brainstorm. Two teams from each school can participate in the brainstorm.

Team consists of 5 members (one team- 5 students from 10th grade, 5 students from 11th grade)

ORGANISERS:

Social worker of Sport gymnasium Irena Tamošaitienė,
Coordinator of Erasmus + strategic partnership project “Let’s stop violence at school through art, sport and literature!” Zulfija Guzienė, teacher of art Lina Kaselienė, teacher of ethics Vitalija Drungilaitė, teacher of religion Edita Pupkevičiūtė – Kiguolė,

JURY

- Teams are assessed by jury consisting of:
- The assistant of head teachers of Siauliai sports gymnasium B. Mažonavičienė;
- Chief specialist of Šiauliai Police Headquarters Mr Mockus.
- Specialist of Public health E. Kalinaitis.

The decisions of jury are indisputable

AWARDS:

The teams and the winners are awarded with diplomas and prizes of the organizers.

3.2. EVENTS HELD IN TURKEY

3.2.1. EVENT 1: Göksun Anatolian High School Soccer Tournament

SUBJECT:

Overcoming the risks of early school leaving and improving basic skills.

DURATION:

5 weeks

PARTICIPANT:

All the classes of Anatolian High School

TYPE OF THE ACTIVITY:

Tournament

METHODS:

Group work, team work, demonstration, participation.

MATERIAL:

Soccer field- ball- cards, presents, gifts. (Soccer tools and equipment)

AIMS:



Picture 15: Two participant teams in Soccer tournament

- To ensure that students are going to attend school, which will prevent them to leave school.
- To develop basic skills.
- To improve friendship relations
- To learn to show respect to each other.

In order to stop the violence at school through art, literature and sports within Erasmus+ project, we prepared a school football tournament in which all the classes of Göksun Anatolian High School can take part.

First of all tournament rules are determined by the coaches of the teams, counselling unit and Erasmus+ project team. Then the rules of the tournament were announced to all classes. Lists of participating students were collected from all classes. Match drawings were made by a representative student from each class under tournament committee. The fixture is prepared according to this drawing. 18 matches were played during the tournament. Three teams participated in each group. The first two teams went to the next round. Among the 6 teams on the second round, 2 new groups were organized with drawing method. These two groups involved three teams. 4 teams played the semi-final match. Semi-final winners met in the final. 10-A class won the final match. At the end of the tournament, the first three teams are rewarded with the medals. The winner of the tournament is taken to the breakfast with the teachers.

The students were very excited when they heard that Erasmus+ project team would organize a school tournament. After being in touch with the class guide teachers and taking their supports, each class applied for the tournament. Class captains delivered the players' lists to school guide teacher.



Picture 16: Soccer tournament in 2015

The first match of the tournament was between 11-A and 9-A classes. After the end of the match sweet (Baklava) is served to players of two teams, the spectators and the guests. The losing side congratulated the winning team.

GÖKSUN ANATOLIAN HIGH SCHOOL SOCCER TOURNAMENT					
GROUPS, TEAMS AND FIXTURE					
TEAMS	GROUP A	GROUP B	GROUP C	GROUP D	GROUP E
	11-A CLASS	11-B CLASS	12-A CLASS	11- A CLASS	11- B CLASS
	12-C CLASS	10-A CLASS	11-C CLASS	12- A CLASS	11- C CLASS
	9-A CLASS	10-B CLASS	9-B CLASS	10- A CLASS	12- C CLASS
	11/A---12/C	11/B----10/A	11/C----9/B	11/A----10/A	12/C-----11/C
	12/C---9/A	11/B----10/B	12/A----11/C	12/A----10/A	11/B-----11/C
FIXTURE	11/A---9/A	10/B---10/A	12/A---9/B	11/A---12/A	11/B-----12/C
GÖKSUN ANATOLIAN HIGH SCHOOL SOCCER TOURNAMENT					
TIME TABLE					
16 MARCH	16.00-17.00		11-A/9-A		
MONDAY	17.00-18.00		11-C/9-B		
17 MARCH	16.00-17.00		11-B/10-B		
TUESDAY	17.00-18.00		11-A/12-C		
18 MARCH	16.00-17.00		11-B/10-A		
WEDNESDAY	17.00-18.00		12-A/11-C		
19 MARCH	16.00-17.00		12-C/9-A		
THURSDAY	17.00-18.00		10-B/10-A		
20 MARCH	16.00-17.00		12-A/9-B		
FRIDAY					
1 APRIL	16.00-17.00		11-A/10-A		
MONDAY					
2 APRIL,	16.00-17.00		11-C/12-C		
TUESDAY					
6 APRIL	16.00-17.00		10-A/12-A		
MONDAY	17.00-18.00		11-C/11-B		
7 APRIL	16.00-17.00		12-C/11-B		
TUESDAY	17.00-18.00		11-A/12-A		
8 APRIL	16.00-17.00		The winner of group A plays with the second of group C		
WEDNESDAY	17.00-18.00		The second of group B plays with the winner of group D.		
9 APRIL	16.00-17.00		FINAL		

FRIDAY									
GROUP A					GROUP B				
O	A	Y	P	TEAM	O	A	Y	P	
2	15	5	6	11-B	2	15	2	6	
2	10	10	3	10-A	2	5	9	1	
2	2	8	0	10-B	2	5	14	1	
GROUP C					GROUP D				
O	A	Y	P	TEAM	O	A	Y	P	
2	17	5	3	10-A	1	9	6	3	
2	9	11	3	12-A	0	0	0	0	
2	11	21	3	11-A	1	6	9	0	

Göksun Anatolian High School Soccer Tournament Rules

- Each class can participate in more than one team
- Team list will be prepared on the computer.
- Class guide teachers will sign the team list.
- Football rules are applied in this tournament
- Every match will be played for 50 minutes
- If the final result is equal for each team, penalty will be continued to be shot.
- The lists will be handed to the referee before the penalty kick.
- Every player in the tournament obeys fair play rules. Otherwise the team of the players will be disqualified
- Teams can sign players from other classes
- Tournament is going to be started in April
- Each team entry fee will be £ 100.
- The winners will be rewarded.
- Teacher will act as a referee

3.2.2. EVENT 2: Göksun Anatolian High School Volleyball Tournament

SUBJECT:

Overcoming the risks of early school leaving and improving main skills.

DURATION:

4 weeks

PARTICIPANTS:

All the classes of Anatolian High School (excepting last grades, last grade students did not accepted to take part in the tournament because of their university entrance examination.)

TYPE OF THE ACTIVITY:

Tournament

METHODS:

Group work, team work, demonstration, participation,

MATERIAL:

Volleyball field- ball- cards, presents, gifts. (Volleyball tools and equipment)

AIMS:

- To enable students to act with each other and prevent them from early school leaving.
- To protect and enhance students' physical and mental health.
- To develop a sense of self-confidence.
- To ensure that students to attend school and prevent them being away from school.
- To develop basic skills.
- To improve friendship relations
- To learn to show respect to each other.

In order to stop the violence at school through art, literature and sports within Erasmus+ project, school Erasmus+ team decided to prepare a school volleyball tournament in which all the classes except the last grade students can take part. The main purpose of the tournament held in schools is to make students to spend time with sports activities during the times they stay away from school. We plan the number of



Picture 17: Göksun Anatolian High School Volleyball teams

participants, tournament time and other details with the sports club student. We set dates and times that the matches are going to be done. We have set up the matches with the drawings. We selected referees. Students participated in the matches after lessons are over in the afternoons in a period of a month. The students were very happy to take part in such an event. Students learn to act in, cooperate and move in the group. Students and teachers have something in common to share.

Firstly tournament rules are determined. Then the rules of the tournament were announced to all classes. Lists of participating students were collected from all classes. Match drawings were made by a representative from each class under tournament committee. The fixture is prepared according to this drawing. 8 matches were played during the tournament. Semi-final winners met in the final. 11-C class won the final match. At the end of the tournament, the first three teams are rewarded with the medals. Furthermore the winner of the tournament is gifted a big tray of Baklava at the end of the final match.

The students became happy and excited when they had news that Erasmus+ project team would organize a school tournament. Before announcing the volleyball tournament, the member of Erasmus+ project team had an interview with class guide teacher. By taking supports, each class applied for the tournament. Class captains delivered the players' lists to class guide teacher. The class guide counsellor delivered players list to school counsellor unit. The first match of the tournament was between 9-A and 9-B classes. The winner team was instantly congratulated by the opponent team.



Picture 18: The winner of Tournament

Studies show that time spent on sports is not wasted. The success of the students who do a sport is higher than those who don't. School administrators should prepare sportive activities which develops self-confidence and a sense of responsibility, make

them govern themselves and make them consistent and successful in school and outside the school

Sports are the fields where the increasing body energy especially in the puberty increases. While doing active sports, students fulfil a social function of belonging to a group and cooperating with it. Therefore sport contributes to creation of personality which has an integrated harmony with society. After learning the sport structure, children begin to respond to other players. Children's respond to rules is equivalent with social norms. In other words by learning the rules of the sport, children are the candidates of adults who embrace the rule and practice the future laws. Being in harmony and having positive interactions with others is essential to successful athlete.

Finally, sportive activities protect and enhance students' physical and mental health, give them a disciplined study habits, ensure an interest in sport that they are interested in working in sports for leisure.

GÖKSUN ANATOLIAN HIGH SCHOOL VOLLEYBALL TOURNAMENT				
RULES, TEAMS AND FIXTURE				
	THE CLASSES AND THE GROUPS IN THE TOURNAMENT			
	9- A CLASS		9-B CLASS	
TEAMS	10-A CLASS	10- B CLASS	11-B(I) CLASS	
	11-A CLASS	11-C CLASS	11-B (II) CLASS	
<u>Göksun Anatolian High School Volleyball Tournament Rules</u>				
<ul style="list-style-type: none"> • Each class can participate in more than one team • Team list will be prepared on the computer. • Class guide teachers will sign the team list. • Volleyball rules are applied in this tournament • Every player in the tournament obeys the fair play rules. Otherwise the team of the players will be disqualified • Teams can sign players from other classes. • Tournament is going to be started in May. • The winners will be rewarded. • The teachers and students will act as referee. • The rules are determined and changed by majority votes of the captains. 				
GÖKSUN ANATOLIAN HIGH SCHOOL VOLLEYBALL TOURNAMENT				
TIME TABLE				

5 May Tuesday	16.00-17.00	9-A / 9-B
12 May Tuesday	16.00-17.00	11-A / 11-B(II)
14 May Thursday	16.00-17.00	11-C / 11-B(I)
20 May Wednesday	16.00-17.00	9-B / 10-B
22 May Friday	16.00-17.00	11-C / 11-B(II)
26 May Thursday	16.00-17.00	11-B(II) / 9-B
28 May Saturday	16.00-17.00	11-C / 10-B

3.3. EVENTS HELD IN GREECE

3.3.1. EVENT 1: Teaching and performing an ancient Greek tragedy

SUBJECT (THE TOPIC):

Drama class – Ancient Tragedy Performance:
Euripides’ *Trojan Women*.

THE TYPE OF THE EVENT:

Ancient drama performance by the students, to an audience consisted of the students and teachers of the whole school community.



Picture 19: Snapshot from the performance

The performance was also open to a wider audience of parents, relatives and friends, local authorities, and any other resident of the neighbourhood and fellow citizen.

The performance was repeated three times (three afternoons, as an extra-curricular event).

THE AIMS AND THE TASKS OF THE EVENT.

The objectives were multilateral:

- To show the timeless value of the ancient drama.

Into the darkness of our times we seek for remains of humanity, lost sources of joy, keys to open our locked souls and our smile less mouths.

The study of this tragedy and placing it into the present gave us those keys.

- *Tragedy is* about our time: No one really cares today about the murders, the ancient wars and all kinds of past deviations and torment, when today's world faces challenges such as unemployment, lack of relationships, violence in all forms or individualism. Ancient tragedy, with its heroes and stories, is full of symbols – easily recognizable symbols in all times, and thus in ours as well.
- In *Trojan Women*, the ultimate anti-war tragedy, we were able to identify the following symbolisms:
 - *Troy is today's* world.
 - The *Greeks are* the carriers of the New Order: the powerful of the world and their troops, the power of money and the Banks. This is where Troy is surrendered to and totally destroyed by.
 - The Trojan women - mothers, wives, sisters, friends, former queens in their world – are taken as slaves by the conquerors to a foreign land. They lose the dignity of their earned lives. All pure and humane is unworthy and thrown away. Emotions and every “personal fortune” are worthless.
 - *Helen of Troy* is the dazzling but deadly life model that the New Order proposes, the bait for people to be greedily lead on to War. Astyanax, Hector's son, who is thrown off the burning castle, is the world's last hope, forever gone.
- To express ourselves through improvisation, cultivating our inventive and creative spirit.
- To overcome our fears, to enhance collaboration and solidarity, since a theatre group can only function and deliver when there is mutual support and collegiality among its members.
- To be taught – through our meetings, study and rehearsals – and to teach – through our performance – the timeless values and meanings of the play.

DURATION:

The activity lasted a whole school period.

It began shortly after the beginning of the school year – in early October – and ended almost a month before the final exams. Our meeting lasted three hours, every Sunday

at noon. So the students were creatively engaged during the whole school year, but they were dismissed on time to devote themselves to a good preparation for the demanding exams, in order for them:

To have the best possible results in the exams, without the distraction of any extracurricular activity, to come to the exams with the satisfaction and joy of having completed a project (the performance) – emotional content, enhanced self-confidence, recognition from the school community.

PARTICIPANTS:

- The Calling was addressed to all students of all three grades of Lyceum. No grade or class was excluded for any reason. The objective was the creative co-existence of students of all ages and the elimination of any age discriminations (freshman, senior e.tc).

The Calling was also addressed to all students regardless of individual class performances. In a healthy school students are not divided into “good” and “bad”. Every student has a right to expression and every student can show a variety of interests, skills, and talents that can be surprising and that is not always relevant to a good or bad performance at school. Finally 26 students, girls and boys had been participated.

- We also had the participation of teachers, who played in this performance side by side with their students.

In that way, we were all able to overcome any prejudices and to enhance the mutual trust. That helped improve the pedagogical procedure in its whole.

METHODS:

- With the beginning of the school year (September) all students were called to participate in the group. No students were excluded but also no one was invited to participate with other motive except for their own personal will.
- After discussing the wishes and needs of all group members, we gave tasks to everyone (cast, set, costume and light designers, tailors, creating of the poster and program, stage crew)
- For all our meetings everyone’s presence was obligatory so that everyone can learn the significance of reliability in a collective project (every Sunday, at the same time, having prepared each week’s task)

- During the classes we had a lot of theory (discussion, extra educational material, such as books, photocopies, internet and music) but also a lot of improvisations, games, movement and elocution lessons.
- We did everything by ourselves: the set and costume design, the poster, the program and the invitation. We had some help by professionals (musicians, choir members, choreographer, graphic designer and actor) who gave us the tools to reach our objectives in every level in the best way possible.
- We rented a theatre and used it (except for the final performances) for 2 rehearsals, so that we could be more familiar with the stage, the lights, the back stage etc.

MATERIALS:

- For the set we used cardboard boxes and garbage bags to symbolise Troy's catastrophe.
- As props we used a minimum of personal items that each Trojan woman would take with her after the disaster.
- Greeks-destroyers were dressed with strict suits and had an overall appearance of an "army" of bankers/executives who ruthlessly destroy lives.
- Trojan Women were dressed in a modest, unpretentious way. Simple and grave every-day women of all ages.

DESCRIPTION OF THE EVENT: (What we are doing)

- The class ended up with a final performance:

We had one performance in the morning for all our school's students and teachers. This performance was important: The teacher in charge of the class gave a small speech to the school community about the course of his class and the pedagogical objectives obtained by the group, made a presentation of the play and the "director's" choice and invited everyone to be part of this alternative form teaching approach.



Picture 20: Snapshot from the performance

- After the performance there was a discussion. All participants in this unique experience (on and off stage) had a lot to share with each other.
- Following the morning performance we had another two evening performances addressed to a mixed crowd: parents, relatives and friends of the participants,

teachers and students from other schools, local authorities, but also neighbours or any other person who was informed about the event from our poster, the press release and all advertising material (in the press or the internet) prepared by the Group.

The performances were recorded for the school's archive.

- A dinner followed the last performance to celebrate our joy for the completion of our efforts. This experience was unique and the satisfaction and contentment that everyone felt could not easily be put into words.
- The next day, all group members – in an atmosphere of joy and emotion – were gathered to clean up the theatre and stage. We took all sets, props and costumes back to our school, in the “Drama Class room”, where they are ready to be used again in any other activity by students in the future.

At the end of the school year, when our workshop completed the study of this monumental play, we realized that we all had some unforgettable experiences, when at the same time, we had the opportunity to “touch” and reach in a sense the eternal, great, tormenting passions of the human kind.

With this performance we tried to communicate to our fellow students and the rest of our audience some of the unique and great things we had learned in the process.

3.3.2. EVENT 2: Painting exhibition

THE TOPIC:

Sixteen paintings – Sixteen cries against Violence

THE TYPE OF THE EVENT:

The event was associated with the art of painting.

It was a painting exhibition that took place in our school, in order to reach students and public emotionally against violence, alienation, social exclusion, silent pain.



Picture 21: Painting by Giorgos Rorris

THE AIMS AND TASKS OF THE EVENT:

The main objective of this activity was to sensitize students and the public who visited the exhibition about the challenges posed to people by various forms of violence.

In parallel, the Erasmus+ students:

- Had the opportunity to become familiar with the work and methods of great artists
- Had the opportunity to widen their cultural horizons.
- Became familiar with the principles of collegiality and cooperation, life principles that contribute to the acceptance of the differences between people and to the disapproval of all forms of violent reactions and controversy.



Picture 22: Painting by Nikos Kessanlis



Picture 23: Painting by Pablo Picasso

DURATION:

The event took place in a Saturday evening. The whole preparation lasted two weeks.

PARTICIPANTS:

The participants of the event were all sixteen students of the Erasmus+ team, who are students of the second and third grade of Lyceum (High School).



Picture 24: Preparing the painting exhibition

METHODS:

- Each student initially worked alone. All students chose a painting that expressed them and then justified their choice, with a small text about the painting.
- Both the final selection of the paintings and the setting up of the exhibition has been done through teamwork.

The role of teachers was to inspire and support.

- The activity required four meetings:

1. At the first meeting took part the presentation of the proposal for the event. At the same time the students had been given the material through which they had to select the paintings. We discussed the objectives pursued.
2. At the second meeting the students presented their work: Sixteen paintings, chosen by the sixteen member of the group. Also the small text expressing themselves about the painting they chose.
3. At the third meeting we designed and printed a poster and an invitation to parents, teachers and local authorities.
4. At the fourth meeting we prepared the exhibition rooms, in four classrooms of our school.

MATERIALS:

Students used the internet, a proposed encyclopaedia about painting and their school books.

DESCRIPTION OF THE EVENT:

This event took place at the school and was officially open to the public for an evening.

The aim however is to adorn the halls of the school also after the event, in order to daily sensitize all the students.

In this way, exhibition can be evidence of the significant and substantial results of collaboration and team work in the school life.

3.4. EVENTS HELD IN PORTUGAL

The cooperative game to prevent bullying

The game is a very important educational tool as it tends to create a positive physical and psychological feeling of wellbeing as it can also be a source of learning. The game may assume an important role concerning the maturing and structural personality. This is an inner need of all human beings in every culture. During childhood it is more than a need, it's the natural expression of an evolving stage.

The game is closely included in a wide educative project, where the cooperation and the resolution of nonviolent conflicts may be the cornerstones of the aims we wish to reach. This is a practical way to develop coherent human relations like the peace culture.

The game stimulates the values and the educative skills thus contributing to develop and environment of:

- Construction of positive social bonds. The game is able to change peoples' attitudes not only in the concept of the game itself but also within themselves favouring the starting of a multialogue fertile both to leisure and to improve learning skills.
- The empathy. The ability to change roles in order to understand his/her point of view, his/her worries, his/her expectations, his/her needs and his/her peculiar realities;
- The cooperation. Value and the capacity to solve tasks and problems in a team work.
- The communication. Improving the ability to state, intentionally our deep soul;
- The participation. In a selective and discrimination culture, the game, aims at the participation of all agents.
- Positive Self-esteem. Develop a positive opinion about themselves is a way to "evaluate" the importance of the other.
- Happiness. One of the most remarkable characteristics of a nonviolent education is a way to have happy children.

The individual, the family and the class are, quite often, a sort of mirror of the all society. We are looking forward to finding nonviolent creative solutions in these areas.

3.4.1. EVENT 1: Promoting self esteem

DEFINITION:

It consists of mentioning positive characteristics of a person that is close to us. The quality should start by the same letter as his/her name.

GOALS:

- Learning the names of the group
- Favouring positive thinking
- Fomenting self esteem
- Provoking a positive team reaction

DEVELOPMENT:

A player introduces the person who is sitting in his/her left referring a positive quality that should start by the very same letter as his/her name.

EVALUATION:

- Analyse the reaction of the team relating to the qualities.
- Study the feeling of the group towards those reactions.
- Debating the reasons.
- Examine how difficult it is to sort out positive things.

3.4.2. EVENT 2: Nevasca

DEFINITION:

It consists of guiding a participant closing his/her eyes through a set of physical obstacles.

GOALS:

- To develop confidence
- To stimulate the interaction
- To favour communication and cooperation

DEVELOPMENT:

The leader explains the game. Two children are lost in a snow storm and they are doing their best to reach their home. One of them got blind due to the heavy snow, the other should help her to get home safe and sound overcomes the several obstacles they are finding in their path.

EVALUATION:

Highlight the experienced feelings the difficulties to interact with the partner, guided or be guided.

The aggressive behaviour in our schools tends to be ignored or not properly highlighted. The adoption of preventive programmes such as the cooperative games in our schools have been showing to be effective measures to prevent the consumption of alcohol, drugs and violent in schools. Preventing bullying should worry the agents that intervene in the educative process as it allows the full and positive development of children and teenagers helping them to be happier and healthier in the community they belong to.

3.5. ACTIVITIES FROM OUR PROJECT

On-going project activities proved that common creative work actually encourages students' desire to express themselves, to share their ideas and skills, to see how warm can be communication among peers and how nice is to have possibility to find friends from various parts of the world. Thus, during the two teaching/learning/training activities of the project "LET'S STOP VIOLENCE AT SCHOOL THROUGH ARTS, SPORTS AND LITERATURE" in Athens and in Vila Pouca d' Aguiar, students had such opportunities.

3.5.1. 1st TEACHING/LEARNING/TRAINING ACTIVITIES IN ATHENS, 8 – 14 MARCH 2015.

The modern world often seems strange, threatening and unfriendly. The threat of violence and bullying often appears nowadays, especially among the young. So one of the goals of Lithuanian presentation, during the learning/teaching activities in Greece was to show, that young people can make a number of discoveries while communicating, playing and looking for interesting activities.



Picture 25: Playing Lithuanian traditional game



Picture 26: Race in bags

They were able to understand that the common activity unites, that sport makes people not only strong and fit, but also helpful, that art and literature develop culture and teach to look at the world deeper. So playing together Lithuanian traditional games helped to feel what is tolerance and gave the ability to communicate, to know each other better. Games are one of the best ice-breaking activities which can be used in different situations and which can help to prevent bullying and violence at school.



Picture 27: Limping Row



Picture 28: Race in bags

After the approval of the project which aims a better and quality life for teens, Turkish team presented some examples of their national folk dances and songs in Greece.



Picture 29: Traditional Turkish songs 1



Picture 30: Traditional Turkish songs 2

It was during the first teaching/learning/training activities purpose of which was to express the feelings that cannot be seen but can be mentioned with only words. That is why they prepared and presented a show in which all the students moved with the language of music and dance.



Picture 31: Presentation of Turkish dances



Picture 32: Traditional Turkish dances

Music is truly the most beautiful art that makes us human. Development of civilization is equivalent with the development of music because the music which enhances people emotionally has a force driving them to become good, true, beauty and etc. Music is one of the most effective processes of formatting, changing, developing individuals and communities. Thanks to rich, intense, precious,

meaningful Turkish traditional folk dance and music people can be educated with both soft and emotional and enthusiastic and ambitious harmony of them.

Traditional folk dances comfort people and keep them away from stress and folk dances are most useful to evaluate the person's leisure activities. The richness of music, movement and colourful clothes make people to be interested in many subjects. Such people are able to enjoy life. They bring liveliness and movement to communities. One can easily say that teens become sociable and effective.

In such atmosphere of choir and folk dance groups, students learned to tell their important ideas, explain their feelings in an open but non-threatening way, listen carefully to others, ask others to make clear others' ideas and emotions, can feel how others perceive the situation. We believe and support the idea when someone taste happiness about their relations with individuals and a group of people, their tendencies against bullying and violence will certainly disappear and they will enjoy living in harmony with society.

In Athens, Greek team had the great pleasure to spend an amazing week with the teachers and the students from the foreign schools who participated with them in the project.



Picture 33: The Greek students



Picture 34: The material given to the students

They had prepared a program full of activities with the aim of approaching knowledge and build solid friendship. Each school had to show a central presentation with a theme default from initial design of the program.

The Greek Central Presentation in Greece consisted of three parts:

Part A

The first part was a presentation with some information on the Greek drama, Genesis of ancient Greek drama, Structure of the ancient Theatre, Forms and symbols of ancient tragedy, Antigone of Sophocles (summary of the play and its message).

Part B

In the second part, they watched videos of some parts of ancient Greek drama performed by the theatrical group of the Greek school.

Part C

Activities

At the end, the Greek students asked all the other students to play with them a game, using the following words: Power, resistance, violence, love.

The steps of the game:

- Four teams were created which invented short stories and they finally managed to present successfully their performance.
- The students could use costumes and material from our theatrical wardrobe.
- The result was amazing and they all had a lot of fun.
- They expressed themselves.
- They were creative, learning and thinking.
- They got closer, co-operating. They had a great time with their new friends.

Here are some pictures of these activities.



Picture 35: Creating a scenario



Picture 36: Rehearsing



Picture 37: "Human trafficking" Action I



Picture 38: "Human trafficking" Action II

It is noteworthy that the groups at the beginning refused to participate. They found the activity difficult, as they were not ready to be exposed. But after the motivation and

the encouragement of the Greek students, they finally participated, creatively and successfully.

Moreover, during the week of this meeting, the Greek team planned extra activities, such as visiting museums, archaeological and historical sites of Athens, watching a concert of classical music, giving a football match, between the students, enjoying Greek food and music in traditional Greek taverns.

During the teaching/training/learning activities Portuguese team presented the way they celebrate carnival in northern Portugal.

Men wear colorful costumes, hiding themselves behind a mask, with cowbells in their waist and they go to the streets to celebrate the beginning of spring and the fertility cult.



Picture 39: The masks' activity tradition of Northern Portugal

The masks have got a pointed nose and are made of leather, wood or brass. The costumes have red, green or yellow woolen tassels.

They represent evil and mysterious images that, every year, since a remote past, go to the streets in carnival festivities.



Picture 40: Original clothes, used in the village of Podence (North of Portugal)



Picture 41: Rattles that they put in the waist



Picture 32: Original masks, made of wood



Picture 42: Coloured material used in the masks

Based on this tradition, the Portuguese team prepared an activity gathering teachers, parents and students from all countries involved in this project. The preparation began very early, in Portugal, where students did research concerning the details of this

tradition and made suggestions for the confection of masks. Then, they joined together the necessary materials and cheerful and diverse colors were chosen.

In Greece, little by little, students and teachers from Portugal, Turkey, Lithuania and Greece, put the colored materials together and made gorgeous masks. Then, while they were listening to a typical music, they danced with masks on their face.

This sharing of cultural activities created a moment of good humor and joy and everyone got motivated and fulfilled.

Pictures taken during the preparation of masks:



Picture 43: Preparation of mask 1



Picture 44: Preparation of mask 2



Picture 45: Preparation of mask 3



Picture 46: Preparation of mask 4



Picture 47: Preparation of mask 5

Here are some masks already created!



Picture 48: Created mask 1



Picture 49: Created mask 2



Picture 50: Created mask 3

3.5.2. 2nd TEACHING/LEARNING/TRAINING ACTIVITIES IN VILA POUCA D'AGUIAR, 8 – 14 NOVEMBRE 2015.

During the second teaching/learning/training activities of the project "Let's stop violence at school through arts, sports and literature" in Portugal, the students from Lithuania presented traditional Lithuanian folk songs and customs and showed how rich is Lithuanian folklore. So telling, playing, singing, weaving the shepherds' straps and inviting other participants to take part in the activities, Lithuanian team not only

presented Lithuanian culture and history, but helped to realise that there, where people sing, dance and play games together, there is no violence and bullying. As it was difficult for foreigners to sing songs in the Lithuanian language, each song was accompanied by dances and games, which let students and teachers from partner-countries, join Lithuanian team and enjoy together the melodies of Lithuanian folk songs.



Picture 51: Dancing Polca



Picture 52: Dancing traditional Lithuanian dance

Between 8-14 November 2015, Turkish team from Göksun Anatolian High School was in Portugal where they had their second teaching/learning/training activities of the project, **Let's Stop Violence at School through Art, Sports and Literature**. So, Turkish team presented one of their traditional art: water marbling known as 'Ebru' which means cloud.



Picture 53: Preparation for Ebru



Picture 54: Creating Ebru

There are so many ways for one to understand own inner world and marbling helps individuals to realize their feelings by supporting their creativity and especially art. In groups, individual and family, the art marbling is a fun technique that facilitates sharing. Individuals who cannot express themselves verbally, perhaps even they do not realize their feelings under their conscious, reflect themselves by means of their dance, music, drawings or pictures.

After two years of study, Turkish team presented a study to appease, stop and develop positive behaviours for the students who have a tendency to violence or bullying.

If one participate in a work of marbling: one will primarily learn and improve patience, accept the situations as they are, have a new point of view for oneself, lessen one's tension and it has a dozen of physical and mental benefits.



Picture 55: Participating in creation of Ebru



Picture 56: Greek students creating Ebru

When students are concentrated on making marbling, they learn the importance of living the moment. As they focus on a work of marbling, they realize that they no longer give their attention to the troubles of the past completely or they will move away from the concerns of the future. Therefore students will experience the joy of life away from bullying or violence.

Finally having an interest in art especially in the field of a traditional one like marbling, students will improve their social awareness and thus they will move relations to a more favourable ground between individuals, understand each other, have a peaceful understanding and a world that it is more liveable place.



Picture 57: Visiting the Town Hall of Vila Pouca de Aguiar

In November 2016 Erasmus+ gave to the Greek students the great opportunity to meeting once more with their friends, this time in Portugal.

During all those months between the two meetings they never stopped working and they never lost contact with their friends.

All of them, students and teachers kept on communicating through e-mails, Facebook or even Skype, refreshing their friendship, discussing about their Project, planning new events and activities, in order to improve their research on their subject.

So, they finally arrived in Portugal having in their luggage a well prepared Central Presentation and looking forward for the activities that their Portuguese friends had organized for all of them, but also for the Central Presentation that each participating school had to present.

The Greek Central Presentation in Portugal:

The aim was to present the double meaning of the word “Χορός” (Choros) in Greek: In Greek “C h o r ó s” has two meanings. The first meaning is dancing (body expression). The second meaning is a group of people who aim at the same goal. However, someone keeps his / her individuality.

They gave an example: “Let’s say that we are all in a bus stop. Each one of us could be thinking about anything. Each one is thinking of something different, but when the bus arrives we all become one, and follow our common goal. That is a “C h o r ó s”.

A chorus at the bus stop”.



Picture 58: Performing “choros”

To achieve their purpose, they decided to show forms of “Χορός”’s appearance:

Through ages (traversing throughout the Greek History),

Through texts and objects (from ancient to modern times)

They used examples such as: The “shield of Achilles” (Homer), special archaeological findings like “Amphora of Dipylon” and “The Derveni Krater”, ancient Greek Poetry (Sappho), God Dionysos and Ancient Greek Tragedy, orthodox monasticism, Monks, Martyrs and Saints, (Mountain Athos and Meteora Monasteries), folk songs about wedding and funeral.



Picture 59: Acting a part of a Greek tragedy



Picture 60: Snapshot of Greek presentation

Finally, their presentation was taken to the sad conclusion that in our days they face the lack of collegiality: loneliness, individualism, egocentricity, inhumanity, war, refugees. But the message was “we don’t give up!” They realised that there is a better future for our world. And this will come through love and cooperation. Erasmus+ showed them the way to escape misery and despair.

People have to stay together, work, sing and dance together, create strong relationships! This is the one and only hope.

After the theoretical presentation they had a workshop. They taught the other students a traditional Greek dance. They finished their activity in an atmosphere of euphoria and optimism.



Picture 61: Teaching a traditional Greek dance



Picture 62: Dance, dance, otherwise we are lost!

On the 11th November 2016, in the Erasmus+ context, both teachers and students from the participant schools (Portugal, Greece, Turkey and Lithuania) enrolled in sport activities in a sport indoor facility guided by Portuguese physical education teachers and Portuguese students.



Picture 63: Sport activities 1



Picture 64: Sport activities 2

A wide variety of activities took place during all the afternoon: archery; climbing, playing football, basketball, volleyball and some traditional Portuguese games such as "corrida de sacos" (each person should put their feet inside a bag and then they must run a certain distance) or "corrida da perna atada" (two people must run with their legs tied with a rope). These sorts of activities aimed at reaching many goals: promoting friendship, solidarity, self-esteem; developing social and physical skills. It was also a good way to know each other and last but not the least to improve language skills.

3.6. CONCLUSION

Early school leaving (ESL) is a sophisticated problem caused by a series of individual, economic, social, educational or family-related reasons. Educational institutions have a significant role in addressing ESL but they cannot and should not work in isolation. Extensive studies that focus on the main causes of ESL has showed that it must be reduced. Minimizing ESL will probably make young people integrate with the labour environment. School management, parents and other elements should cooperate and take a series of precaution in order to reduce and end ESL

We believe and insist on the approach which requires a modification from fulfilment individual ESL measures to presenting extensive precaution. Our book intends to reveal and compose the improvement of extensive applications to ESL. We planned and inserted a few activity plans as a tool for necessary implications for ESL in our book. The activity plans are for schools, local authorities, social communities who are developing or implementing new approaches to reduce ESL. You can use it to remove risks of ESL and improve basic skills in current approaches. Our book is not a detailed indication of all aspects of ESL. It ensures a brief overview of the current

situation in project partner countries. It also presents the key challenges, the scale of the problem and main factors leading to ESL across Turkey, Portugal, Lithuania and Greece. Early school leaving has significant societal and individual consequences. This includes the increased risk of unemployment, poverty and social exclusion.

It is essential for young people to invest in education. Making investment for young generation is important for global growth in terms of social unification. Because investing in education directly breaks the cycle of deprivation and misery, causing the social contemplation of young people all over the world. This book underlines the importance of search for evidence and extensive ways to reduce ESL. Necessary precautions against ESL need to be taken in all levels of education in order to be effective.

In order to reduce ESL, we should take the responsibility to equip a permanent financial promise and keep it high on the education system. Young people should be placed into the centre of all education system. All stakeholders should be listened while developing and applying curriculum. National, regional/ local authorities and stakeholders should better supply a consistent, long lasting cooperation for a better schooling practice and improvement.

The renewed approaches should remove obstacles within the school education system that may obstruct young people in completing compulsory education. Students should have the opportunity of transition between different levels of education. Schools should be supported to develop promoting learning atmosphere that focus on the demands of students

Schools should organize and support multi-professional teams to address ESL. Schools should also have a better mentality of ESL in primary education and supply continuous improvement for all school staff, especially teachers. School staff should have education on different learning styles for students in a comprehensive and supportive way.

Providing quality education is beneficial for the individual, society and the economy. The advantage of this is fiscal and social return. On the other hand, research findings show that ESL and low levels of educational access decrease lifetime benefits cause to higher unemployment percentage, and to broaden individual and communal loss. This can be in the shape of reduced tax earnings and advanced loss of civil service costs concerned to healthcare, criminal justice and so on.

We should take sustainable precautions against Early School Leaving together with strong leadership from all stakeholders. This contains policy makers, educational authorities as well as parents, pupils, teachers and their representative associations. In each country that have sustainably reduced ESL rates such as Greece, reducing ESL has remained a continued political priority despite changes occurring in government.

A national wide strategy to reduce ESL is mandatory to supply a consistent, systemic and coordinated approach, the modification of good implementation, and the satisfactory use of facilities. It requires strong coordination and cooperation between national, regional and local actors. Depending on the structure of the country - national, regional and local level actors play different roles. They will have different responsibilities within a comprehensive strategy.

In second chance education, especially cooperation is important in which students frequently encounter various problems and need detailed assistance. Acting together can be in different forms at national, regional, local or school level. This is attached with the administrative construction of the country and its education and training system. It can include various kinds of group work, inter-agency or inter-institutional working. Different forms of cooperation should modify and help each other and should be observed in their development and success. Cooperation at school level is generally easier to achieve if faced by concerning national policies.

Cooperation should be established in the fundamental working implementation of all activities and stakeholders working with young students. We need to configure these activities. We should identify clear and shared goals, a common language, a mutual understanding of expected outcomes, good communication and a clear definition of roles and responsibilities of all actors. On the other hand, arranging the interest and contribution of an extensive series of stakeholder can be challenging. Successful and sustainable cooperation takes time to develop; local and regional cross-sectorial cooperation needs sustained support from higher political levels. In some countries, cooperation between services and stakeholders is still weak.

Particular maintenance should be allocated to the process of gathering proof analysing the real causes of ESL for different groups of students, schools, types of education. In this regard, it is significant that the expressions and views of young students are heard to understand reasons of ESL. While gathering a great variety of data on students, users must be aware of the reliability of information.

There is a set of main principles which are equally appropriate in prevention, intervention and compensation. Students of all ages should be the main target of schooling with a focus on forming personal competence and skills. Schools should provide a positive atmosphere in order to make students feel respected and also to identify their individual strengths, abilities and specific needs. As a result, schools should build circumstances in which young students can progress and expand.

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APPENDIX

THE ANONYMOUS QUESTIONNAIRE (Q1) RESPONDED BY STUDENTS

Bullying includes all the aggressive behaviour, directed and repeated, without apparent motivation, provoked by one or more students against other ones, causing pain and anxiety in an unbalanced power relationship; e.g. insulting, offending, humiliating, discriminating, excluding, ignoring, intimidating, chasing, beating, stealing or destroying students' belongings.

1. **Age:** 10-12 13-15 16-18
2. **Gender:** Male Female
3. **Country:** Portugal Greece Turkey Lithuania
4. **What's your father's job?** _____
5. **What's your mother's job?** _____
6. **What's your parents' marital status?**
Married divorced widower/widow living together single
7. **What is your opinion about your school concerning the relationship among students and teachers?** _____
8. **What is your opinion regarding the relationship among the students of your class?** _____
9. **Have you ever been involved in bullying acts?** Yes No
10. **If your answer was affirmative, specify if you were involved as a:**
Victim Author victim and author
11. **When you were involved in bullying acts, they occurred in the:**
Classroom Playground in the street in the peer's group
12. **In the last two weeks, have you ever felt as a victim according to the following list:**
You were pulled You were threatened Somebody looked down on you
You were beaten Things were stolen from you You were insulted
13. **When you suffered from bullying did you ask for help**
Yes No
14. **In case you answered yes, who did you ask for help?**
Peers Teachers Family other agents
15. **As soon as you asked for help, did the aggression stop?**
Yes No

- 16. When you were bullying other students, why did you do it?**
 For fun because I didn't like him/her I didn't know
- 17. When you carried out bullying acts, were you told that this type of behaviour was wrong and negatively affected the other?**
 Yes No
- 18. In case you answered yes, who told you?**
 Teachers Parents Peers Other
- 19. Bullying is an aggressive act and there are penalties for this.**
Are you fully aware that you can face severe penalties if you bully a peer?
 Yes No
- 20. How many times have you suffered from bullying?**
 None One Two three or more
- 21. What should you do towards a bullying act?**
 Talk to teachers Do not react to provocations be aggressive
 talk to parents do nothing
- 22. In your school, have you ever felt:**
 Fear Insecurity Sadness extreme anxiety
 Irritation Disregard Discriminated
- 23. What can your school do to solve bullying?**

THE ANONYMOUS QUESTIONNAIRE (Q2) RESPONDED BY PARENTS

Bullying includes all the aggressive behaviour, directed and repeated, without apparent motivation, provoked by one or more students against other ones, causing pain and anxiety in an unbalanced power relationship; e.g. insulting, offending, humiliating, discriminating, excluding, ignoring, intimidating, chasing, beating, stealing or destroying students' belongings.

1. **Age:** 30-40 40-50 50-65
2. **Gender:** Male Female
3. **Country:** Portugal Greece Turkey Lithuania
4. **What's your job?** _____
5. **What's your marital status?**
Married divorced widower/widow living together single
6. **What's your opinion about the social environment in the school?** _____

7. **What's your opinion about the students' relationship?** _____

8. **Have your son/daughter ever been involved in bullying acts?** Yes No
9. **If your answer was yes in the previous question, he/she was involved as:**
A Victim An author A victim and an author
10. **When he was involved in bullying acts, it occurred:**
In the classroom In the playground In the street Among students
11. **Did your son/daughter, in the last month, suffer from the sort of aggressions mentioned below:**
He/she was pulled He/she was threatened Somebody looked down on him/her
He/she was beaten Belongings were stolen from him/her He/she was insulted
12. **When your son/daughter was involved in bullying acts, did he/she ask for help**
Yes No
13. **If your answer was yes, who he/she asked for help?**
Psychologist Teachers Headmaster other school staff

- 14. When he/she asked for help, did the aggression stop?**
Yes No
- 15. Bullying is an aggression act that may be extremely serious.**
Yes No
- 16. How often has your son/daughter suffered from bullying?**
None One Twice three or more
- 17. What should we do towards bullying acts?**
Talk to teachers Do not react to provocations Fight back in an aggressive way
Talk to headmaster doing nothing
- 18. Has your son/daughter ever felt, in the school:**
Fear Insecurity Sadness extreme anxiety
Irritation Disregard Discriminated
- 19. What can school do to solve the problem of bullying?**

- 20. What can parents do to solve the problem of bullying?**

THE ANONYMOUS QUESTIONNAIRE (Q3) RESPONDED BY SCHOOL STAFF

Bullying includes all the aggressive behaviour, directed and repeated, without apparent motivation, provoked by one or more students against other ones, causing pain and anxiety in an unbalanced power relationship; e.g. insulting, offending, humiliating, discriminating, excluding, ignoring, intimidating, chasing, beating, stealing or destroying students' belongings.

1. **Age:** 30-40 40-50 50-65

2. **Gender:** Male Female

3. **Country:** Portugal Greece Turkey Lithuania

4. **What subject do you teach?** Humanities Maths Sports
Social Sciences Arts Sciences

5. **What's your opinion about the social environment at school?** _____

6. **What's your opinion about the students' relationship?** _____

7. **Have you ever watched bullying acts in your school?** Yes No

8. **Where did you watch these acts of bullying?**

In the classroom In the playground In the street Among students

9. **Bearing in mind the last month, what sort of aggressions (below) did you watch?**

Pulling Threats Making fun of Beating Stealing things
Insulting

10. **What actions did you take?**

Spoke with the headmaster Spoke with other teachers Spoke with the parents Spoke with other school staff

11. **Did the aggression stop?**

Yes No

12. **Have you got specific training concerning the notion of bullying and its consequences?**

Yes No

13. What should we do towards bullying?

Talk to teachers Do not react to provocations Fight back in an aggressive way

Talk to headmaster do nothing

14. Do you think that your students, in the school, have ever felt:

Fear Insecurity Sadness extreme anxiety

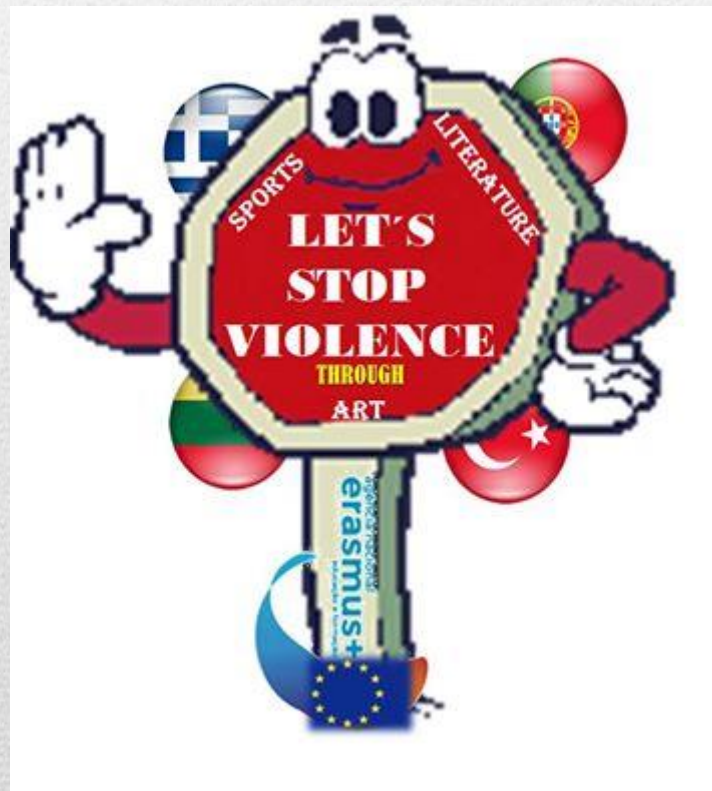
Irritation Disregard Discriminated

15. What can school do to solve the problem of bullying?

16. What can teachers do to solve the problem of bullying?

PROJECT ERASMUS+

***OVERCOMING THE RISKS OF
EARLY SCHOOL LEAVERS AND
IMPROVING BASIC SKILLS***



Funded by the
Erasmus+ Programme
of the European Union
