

# Outcomes of the Project «School Violence Prevention» and the Analysis of Changes in the Perception of the Issue in the Course of the Project Implementation





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**KIROVOHRAD ENVIRONMENTAL CHILDREN'S ORGANIZATION «FLORA»,**  
**AND THE COALITION OF YOUTH PUBLIC ORGANIZATIONS OF THE CHERKASSY REGION «MOLODA CHERKASCHYNA»**  
**WITH THE SUPPORT OF SAVE THE CHILDREN SWEDEN**

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**THE WOMEN'S CONSORTIUM OF UKRAINE IS GRATEFUL TO ALL PARTICIPANTS OF THE PROJECT, WHO HELPED TO COLLECT THE MATERIALS AND SUMMARY THEM:**

To students and teachers of the pilot schools – Kirovograd city gymnasium №5, Velykoseverynivka secondary school №17, Kirovograd secondary school №24, Znamenivska secondary school № 3, secondary school of the village of Agronomichne, secondary school of the village of Voronovitsia, Vinnitsa secondary school № 6, Vinnitsa secondary school № 35, secondary school of the village of Kordelivka, secondary school № 2 of the village of Kalynivka, secondary school №2 of the village of Chervonoslobidka, Cherkassy secondary school № 19, Cherkassy specialized school №17, secondary school of the village of Les'ki, Kyiv secondary school № 9, secondary school of the village of Kalynivka, secondary school of the village of Tarasivka, secondary school of Volodarka, secondary school of Boguslav.

**TO PARTNERS IN THE PILOT REGIONS** – Tetyana Kovalchuk, Tetyana Mikhnovets, Olena Soloviova, Liudmyla Shestakova, Yulia Vatrushkina, Yulia Bocharova-Tuz.

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# Introduction

Despite prohibition of any forms of violence against children, established by the Ukrainian legislation, including physical punishment, this issue does exist; the government recognizes that children do face violence in different life situations. Perpetrators of violence against children include both adults and other children. Violence against a child may occur anywhere – at home, on the streets, in schools. In their numerous publications on the issues of violence, the mass media keep trying to persuade the society regarding the massive and widespread nature of the violence against children and among children in various educational facilities.

Often cases of violence occur in school, as a child spends about one third of his or her time in educational settings. Therefore, in the process of socialization and education schools should play key role and be responsible for the establishment of safe environment for a child. Unlike primary socialization, further re-socialization would require much more government efforts and resources, so it is much more easier to introduce a child to a society correctly, then to undertake additional measures to bring a child back. Safety plays an essential role in the child development: it is impossible to move on without meeting safety needs, so adults working in educational facilities need to take this into account and to ensure relevant conditions for children's safe development.

In order to assist educators in achieving these goals, the project "School Violence Prevention" was initiated by the All-Ukrainian NGO "Women's Consortium of Ukraine"; and implemented in cooperation with Vinnytsya NGO "Pani Vsesvit" (Miss Universe), Kirovohrad Environmental Children's Organization "Flora", and the Coalition of Youth Public Organizations of the Cherkassy Region "Moloda Cherkaschyna" during 2009 – 2011. Financial support and expertise was provided by the Swedish NGO "Save the Children Sweden" – a Nobel laureate with over 90 years of working experience.

The content of this work, its results, and analysis of changes in teachers' and students' attitudes towards the issue that occurred in the course of these activities are presented in this document.

# «School Violence Prevention»: Project Background

## THE GOAL OF THE PROJECT:

to encourage establishment of safe environment in schools through the improvement of approaches towards interpersonal communication between children, teachers and parents.

## OBJECTIVES:

- To analyse the issue of violence between children at school, and to assess the needs of school staff and needs in order to address the issue;
- To improve capacity of schools and non-governmental organizations in the area of awareness-raising and educational work to prevent and to respond to violence in children's environment;
- To raise public awareness regarding the issue of violence, including violence between children, and to educate the public about its role in addressing the issue.

## LOCATION:

Vinnytsya, Kirovohrad, Kyiv and Cherkassy oblasts.

## TERMS OF IMPLEMENTATION:

May 2009 – December 2011

## TARGET GROUP:

- School staff (teachers, psychologists, social pedagogues, school administration);
- Children of school age (elementary, junior high and high school);
- Parents of children of school age.

## KEY PROJECT ACTIVITIES:

- Analysis of the issue of violence in children's environment and the need to address it; presentation of analysis results;
- Publication of information and methodological materials on the prevention and response to violence in children's environment;
- Development of training modules for teachers and students;
- Training of trainers to implement relevant educational work in schools;
- Educational work with school staff and students in 20 pilot schools;
- Organization of conferences and presentations for stakeholders to replicate lessons learned;
- Public awareness activities with the mass media.

# Overview of Project Activities

In order to comprehend the magnitude of the problem, to grasp basic issues that need to be considered, and to assess the readiness of the participants to accept our assistance, we organized the survey among school students and pedagogues in 20 pilot schools. Data, collected during the survey, was generalized and reviewed, whereas conclusions, prepared by our colleagues-psychologists, were made public for general discussion.

In order to ensure broad dissemination of the analysis results, prepared by the project experts at the end of 2009, relevant publication was developed and submitted to the Ministry of Education and Science of Ukraine, to the members of Parliamentary Committees on Education and Science, and on Family Matters, Youth Policy, Sports and Tourism, to oblast pedagogical institutes of postgraduate education in all regions of Ukraine;

The majority of copies of the report were disseminated among partner organizations in the pilot regions, including the local authorities, school administrations and other stakeholders. Electronic version of the document is available on the WCU website: <http://wcu-network.org.ua/ua/defence-rights/publications/313/>

As a result of our publication, the Ministry of Education and Science, Youth and Sports of Ukraine has issued an Order No. 59 "On Measures on Preventing Violence against Children", which has drawn major attention of educators towards the issue of school violence in all oblasts of Ukraine, and suggested a number of measures to be undertaken by relevant officials in the regional departments of education, pedagogical institutes of postgraduate education, schools and other educational facilities.

Analysis results encouraged the development of agendas for two trainings of trainers: "Prevention of Violence between Children in Schools: Understanding and Addressing" (February 10-12, 2010), and "The Issue of Violence between Children in Schools: Prevention and Action" (September 7-9, 2010), as well as topics for comprehensive training programme for educators.

## TRAININGS OF TRAINERS AND TRAINING PROGRAMMES IN SCHOOLS

The goal of trainings of trainers (TOT) was to establish a team of trainers, capable of working productively with pedagogues, parents and children in the area of school violence prevention. The team consisted of 22 professionals, including psychologists, social pedagogues and NGO representatives from the project's pilot regions.

Two 3-day trainings of trainers covered the following topics:

1. "Prevention of Violence between Children in Schools: Understanding and Addressing" (February 10-12, 2010).
2. "The Issue of Violence between Children in Schools: Prevention and Action" (September 7-9, 2010).

## THE TRAININGS FOCUSED ON THE FOLLOWING KEY ISSUES:

- Violence and its manifestations in the children's environment;
- The rights of the child, including the right to be protected from violence. Responsibilities of adults in exercising this right;
- Successful communication as a method of prevention of violence among children;
- Aggression, its manifestations and ways to address it in children's environment.
- The role of school administration and teachers in response to various forms of school violence;
- Cooperation in planning school actions to address the issue of violence;
- Involvement of parents in addressing the issue of school violence;
- Participation of children in addressing the issue of school violence.

These issues were identified by the previous analysis as priority questions in terms of the needs of both teachers and children; therefore, they served as a basis for the training programme, which was systematically implemented in each of 20 schools, involved in the project activities. Work with schools was organized as follows: in each pilot school they have identified a core group of teachers (usually class masters), who had to complete the training course. Trainings for teachers were conducted once per month, thus making it possible for the participants to contemplate new information and to test suggested methods in their practical work. Therefore, each training participant has worked his/her way up from understanding the problem to identifying his/her own capacity to address it and to plan relevant actions.

In addition to helping participating teachers to raise their awareness, our training programme has helped us to identify barriers that hinder prevention of violence in schools. Such barriers included significant psychological pressure on teachers resulting from their lengthy work with children (professional experience of the majority of educators exceeded 10 years), which may lead to professional burnout. Another barrier is a stereotype that it is parents who are solely responsible for their child's behaviour in school – by saying so, teachers try to escape the responsibility even in cases where the situation is fully within their control.

Important limitation, identified in the course of the survey, was the fact that the majority of schools do not have specific rules of conduct, necessary to establish clear and understandable "cans and cannots" for children and adults. Speaking about the latter, we should accentuate the absence of clear ethical standards of a teacher's behaviour in school. At the same time, current job descriptions that need to be observed by the pedagogues in their work do not regulate teacher's relations with colleagues, students and school administration.

<sup>1</sup> See questionnaires in Annex ...

<sup>2</sup> <http://wcu-network.org.ua/ua/defence-rights/277/278/>

# Overview of Project Activities

## MEETING WITH SWEDEN'S CHILD AND SCHOOL STUDENT REPRESENTATIVE

Another important instrument to improve our work in schools was an opportunity to study other countries' experience. In particular, in Sweden each school has legal obligation to develop annual action plan on prevention of violence and discrimination. The absence of such plan in any Swedish school is the factor that increases its responsibility in cases of violence or discrimination against its students.

On September 7, 2010 Mr. Lars Arrhenius, Sweden's Child and School Student Representative, shared his country's experience with Ukrainian colleagues – representatives of pilot schools and the officials from the Ministry of Education and Science of Ukraine. The following questions were raised during the meeting:

1. Why legislation is important in order to curb violence and discrimination in Swedish schools?
2. What are the goals of such legislation, and what are results of its implementation?
3. What resources are necessary to implement such legislation?
4. What are the advantages of planning measures on prevention of violence and discrimination in schools?
5. How the absence of such plans can affect schools?
6. How students are able to participate in planning actions to overcome violence and discrimination in schools?

## TRAINING FOR HEADMASTERS

4 | The role of positive leadership in addressing the issue of violence and discrimination in schools becomes essential, and this is the role of a school headmaster: planning and implementation of such activities in the school largely depends on his/her will and determination.

Therefore, in order to improve skills on planning school activities to prevent, identify and address cases of discrimination, degrading treatment and violence among children, a training for the administrations of pilot schools was organized and held on March 2-3, 2011.

Topics, covered in the course of the training, included awareness-raising of school headmasters regarding international approaches towards bullying, degrading treatment and discrimination. The training also included practical exercises on the development of school action plans to prevent and respond to different forms of violence – from the establishment of working group, data collection and risk assessment, to identification of primary school issues that require special focus during the year.

## PROJECT'S PUBLICATIONS

### A BROCHURE FOR CHILDREN

In order to instruct children about different forms of violence, the project specialists have developed a brochure – a comic book illustrating possible cases of everyday violence: insults, fights, unpleasant touching or taking away food. This publication was planned for senior school students, but the experience shows that they are also well-accepted by younger pupils in elementary schools.

### TEACHING AND METHODOLOGICAL GUIDE "ORGANIZATION OF WORK TO ADDRESS SCHOOL VIOLENCE"

This teaching and methodological guide is generally based on the developments of practical work with pedagogical staff of pilot schools. It offers information on the capacities of systemic training activities with children, parents and teachers, aimed at combating violence against children in school settings. The manual was developed for teachers, social pedagogues, psychologists and other specialists who directly work with children.

### 3GENERALIZED TABLE OF PROJECT ACTIVITIES<sup>3</sup> :

|  |        |
|--|--------|
| The number of pilot oblasts  | 4      |
| The number of pilot school   | 20     |
| The number of students participating in the survey (2009)  | 1,355  |
| The number of pedagogues participating in the survey (2009)  | 332    |
| The number of trainings of trainers  | 2      |
| The number of trainings for school headmasters   | 1      |
| The number of trainings for teachers of pilot schools  | 158    |
| "School Violence: Problem Analysis and Assistance Needed by Children and teachers to Address It", the number of copies | 500    |
| Methodological publication "The School Map", the number of copies  | 1,000  |
| Teaching and methodological guide "Organization of Work to Address School Violence"                                    | 1,000  |
| Brochures for children   | 10,000 |
| The number of pedagogues participating in the survey (2011)  | 305    |
| The number of students participating in the survey (2011)  | 1,412  |

<sup>3</sup>The table does not describe additional activities of the "Women's Consortium of Ukraine" and its partner organizations, not included in the original project plan.

# Analysis of Changes

## GOAL AND OBJECTIVES

While our goal in 2009 was to analyse the issue of school violence and to assess the needs of teachers and students to be able to respond to it, then the goal of our second, repeated survey was to evaluate changes that occurred in the perception of violence among children and students following efforts, described in the previous section.

## RESEARCH METHODOLOGY

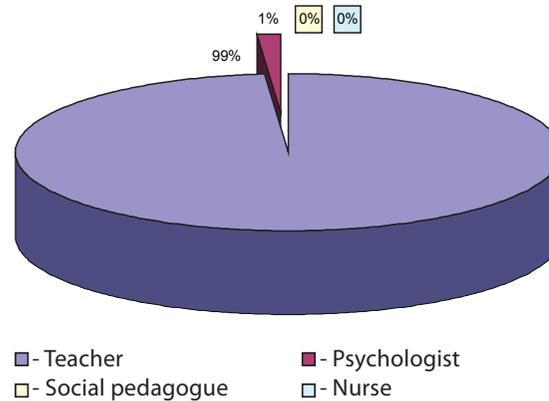
The methodology of second survey is fully in line with the original methodology: we used the same questionnaires for teachers and students of three age groups (9 – 11; 12 – 14; and 15-16 years of age). At the same time, we tried to question the same teachers and students. The only change concerned children-respondents in the youngest age group.

The same schools were chosen for the survey of children of three age groups: 9 – 11 years (479 students), 12 – 14 years (507 students), and 15 – 16 years (497 students). Separate questionnaire was developed for each age group. The majority of questions concurred; they were adapted to specifics of children. In every school we surveyed one full class of relevant age category. Depending on the size of the school, the number of surveyed children ranged from 15 to 40, while the overall number of respondents in every age category per oblast reached 120 persons.

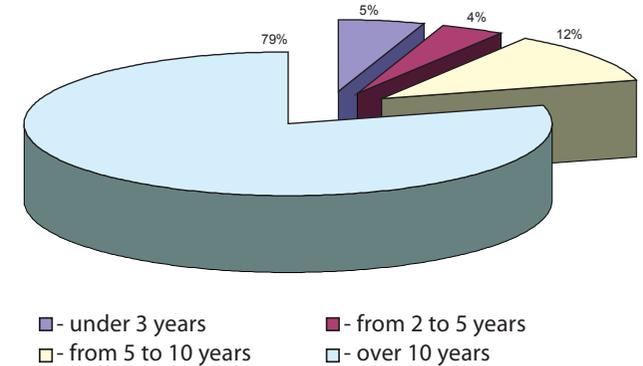
Changes that we tried to track coincided with issues that were analysed in 2009:

- **Identification of violence** – changes in understanding of the phenomenon of violence in general and violence against children, its manifestations and forms by pedagogues and students; the level of acknowledgement of this problem's existence;
- **The most widespread forms of violence** – analysis of settings where the children are most likely to face violence; identification of violence in schools; frequency of the cases of violence against children in schools; the prevalence of different forms and manifestations of violence against children; the presence of children-perpetrators of violence (bullies);
- **Available assistance and attitudes towards victims and perpetrators of violence** – ways of reporting data on the cases of violence; assistance, provided to child offenders and victims of violence; mechanisms of cooperation with other structures; school-based prevention; ways of informing children about violence and assistance, offered in schools;
- **Assistance, required by teachers and children to address the issue** – interest of pedagogical staff and school administrations in organizing prevention work and provision of direct assistance to children; organization of effective cooperation with other actors involved in violence prevention; the need to provide additional information at schools on the issues of violence to children and adults.

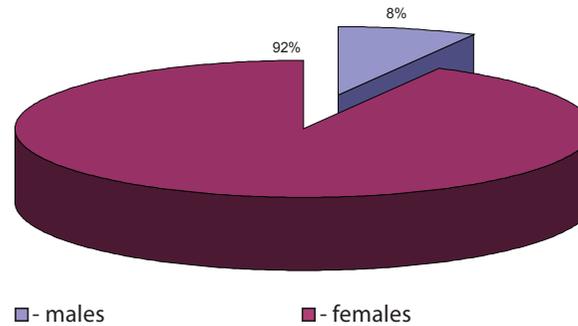
We surveyed 10 to 20 teachers in each pilot school. The total number of pedagogical staff involved in the survey is 305 (in 2011). The distribution of respondents by profession is as follows<sup>4</sup>:



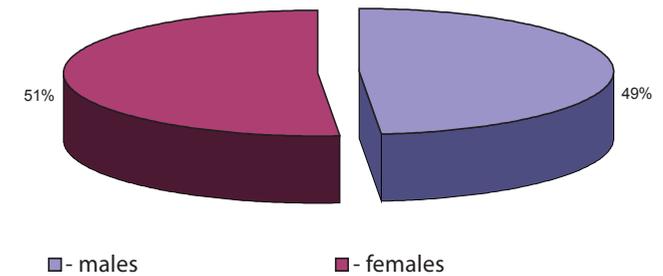
The majority of those who participated in the repeated survey are highly experienced teachers with the service record exceeding 10 years. The following distribution includes only those who reported their track record:



The gender rates of respondents did not change, reflecting relevant stability of pedagogical groups:



Distribution of children-respondents by gender was as follows:

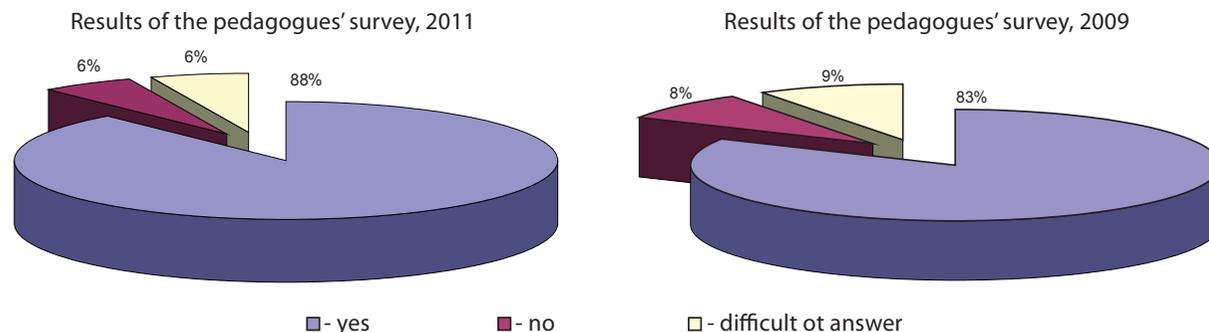


<sup>4</sup> Results of 2011 survey of pedagogues

# 1. Identification of Violence

Repeated survey has demonstrated that violence against children constitutes an important problem for 88% of surveyed pedagogues. As compared to 82% of similar answers, collected during the previous study, this indicator has increased, but not significantly. Accordingly, the same 6% of pedagogues view this issue as “unimportant”, or find it difficult to decide. It is interesting to note that the shares of pedagogues, who either reject the urgency of the issue or fail to find their own position, remain virtually the same as in the previous survey. **It should be noted that greater awareness of pedagogical staff in terms of understanding of violence against children as a social phenomenon was one of the main objectives of the project, and one of its outcomes.**

## Do you believe that the issue of violence against children is urgent?

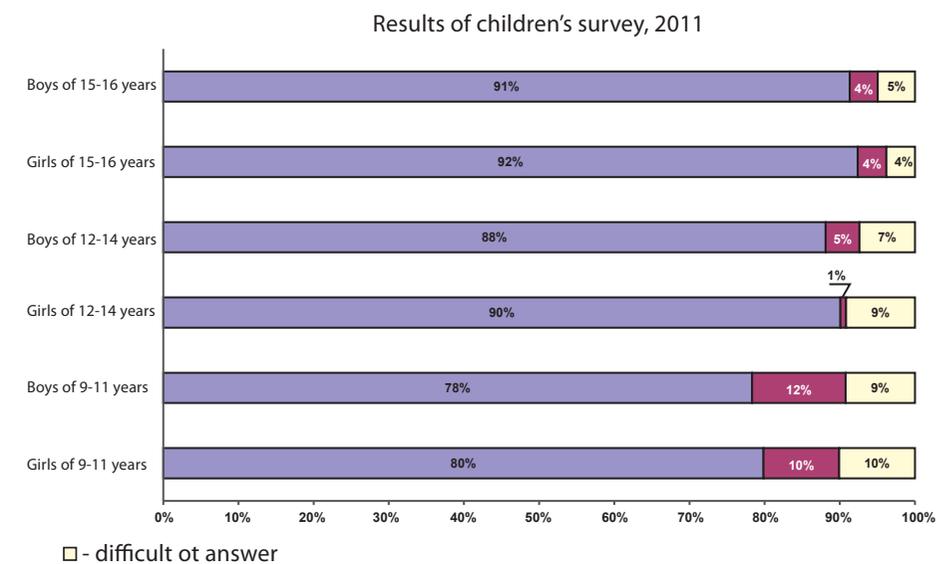
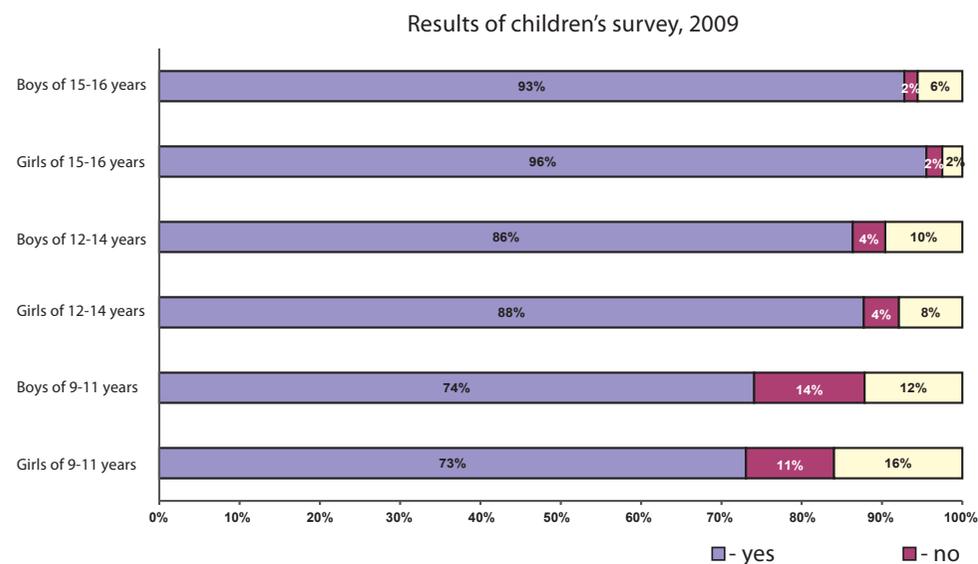


The level of children's familiarity with violence-related topics, is fully in line with previous study's tendencies: the number of children, who answered positively to the question “Do you know what violence is?” increases with age of respondents. Among respondents of 9-11 years of age the number of positive answers was 78% among boys and 80% among girls; in the age group of 12-14 years these indicators make up 88% and 90% correspondingly; and among children of 15-16 years - 91% of boys and 92% of girls. As for the rates, recorded during the previous study, they were as follows: for children of 9-11 years of age, positive answers were given by 76% of boys and 72% of girls; in the age group of 12-14 years - 86% and 85% correspondingly; and among children of

15-16 years – 93% and 95%. The most obvious changes were observed in the youngest age group. The number of those, who found it difficult to answer this question, has dropped among girls from 16% to 10%, and among boys – from 12% to 9%. **Most likely, these changes have nothing to do with growing manifestations of violence in children's lives, but rather reflect their greater awareness.** By using this data, we can track the growing awareness of children regarding the extent of violence in their lives. The percentage of boys and girls, who in 2009 belonged to the age group of 12-14 years and answered positively to the question (76% and 72% correspondingly), has increased substantially in 2011 reaching 91% and 92% accordingly.

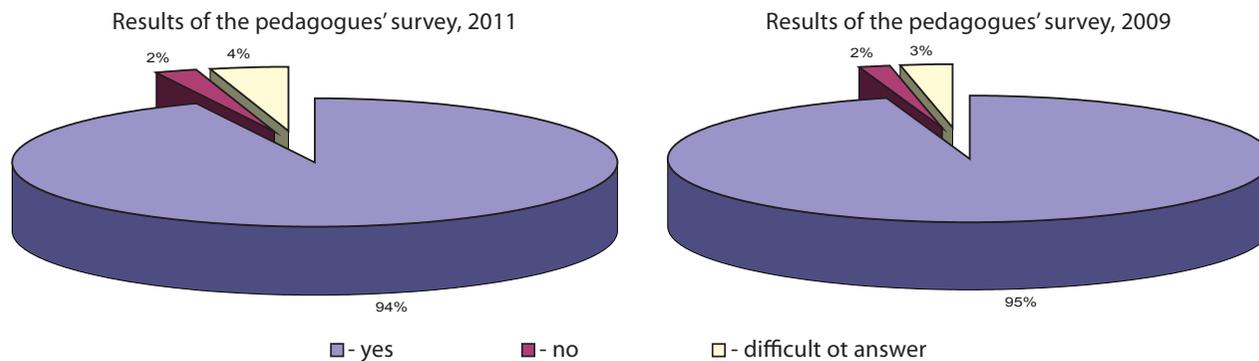
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## Do you know what violence is?



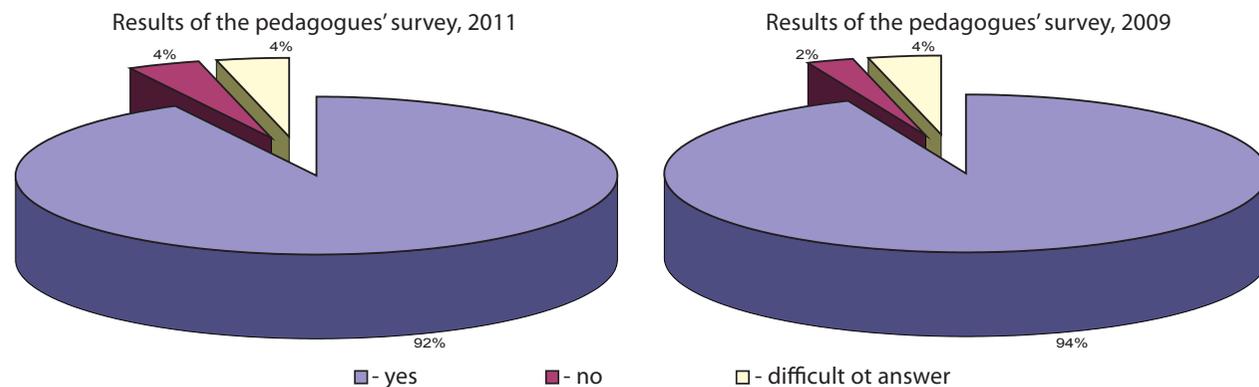
# 1. Identification of Violence

## Do you believe that the issue of violence among children is urgent?



94% of surveyed pedagogues confirm the urgency of the issue of violence among children. Therefore, only 6% of respondents (as compared to 13% in the previous study), among those who do not perceive the problem of violence against children as urgent, do acknowledge its urgency, if it occurs among children. **Such reduction may be viewed as a direct impact of the project, aimed at increasing the urgency of this issue among pedagogues and focusing on the need to address it. Therefore, the data demonstrates increased understanding of the school's responsibility for cases of violence among children.**

## Do you agree with the statement "Violence means any action that inflicts damage to individual's physical and/or mental health"?



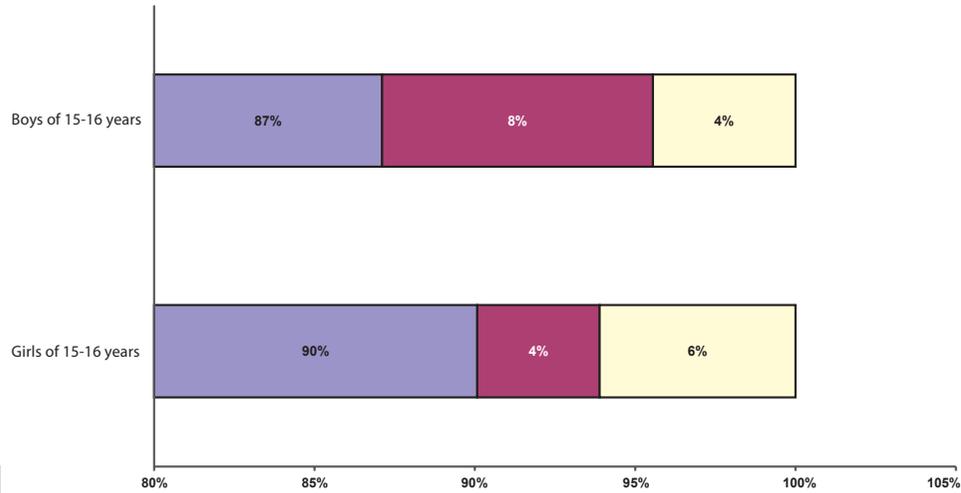
The work with school staff to deliver indirect impact on the development of children's personalities leads to the development of relevant general concepts both among children and adults. As a result, absolute majority of surveyed pedagogues – 93% (as compared to 84% in the previous study) agree with generally accepted definition of violence – "Violence means any actions of one individual against the other that inflict damage to physical or mental health".

# 1. Identification of Violence

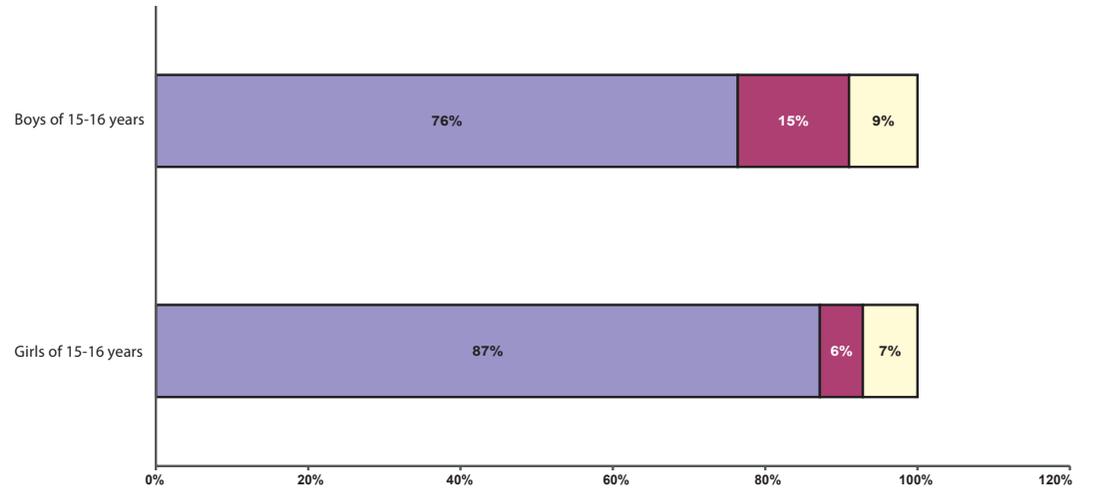
87% of boys and 90% of girls of 15-16 years of age also agree with this statement. Current trend towards greater numbers of boys, who share these generally accepted views, becomes particularly visible through the reduction of those who disagree with this statement – from 15% to 8%, and of those who could not answer – from 9% to 4%.

**Do you agree with the definition “Violence means any action of one individual against the other that inflict damage to physical or mental health”?**

Results of children’s survey, 2009



Results of children’s survey, 2011



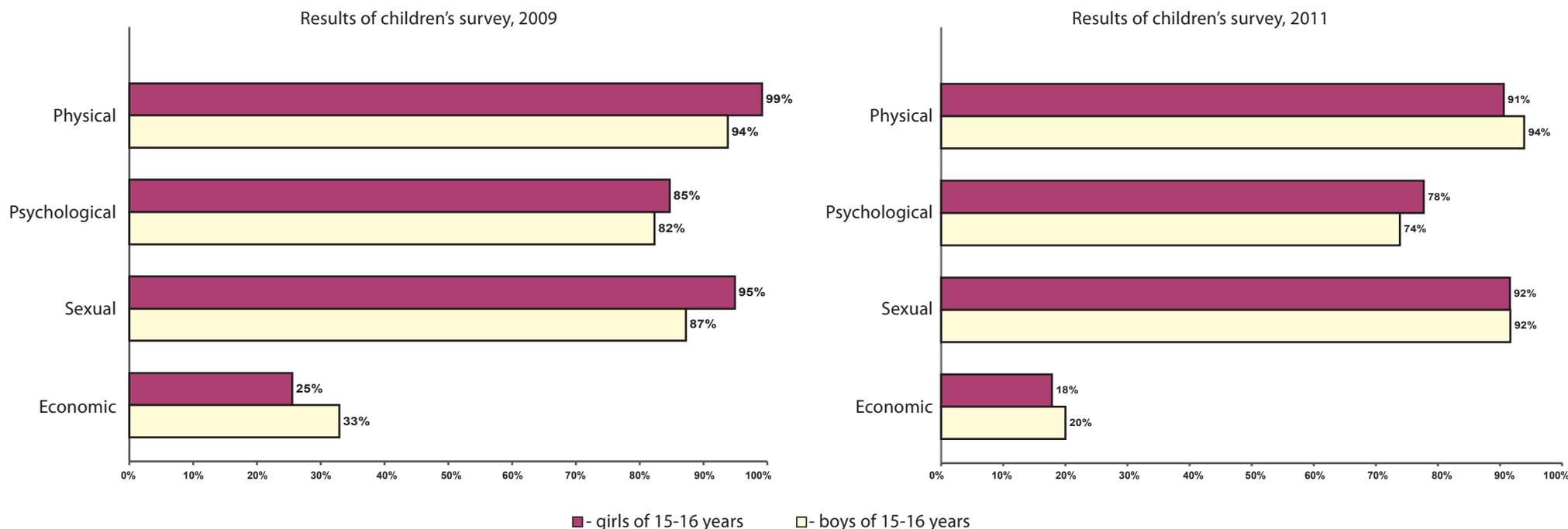
■ - yes      ■ - no      □ - difficult to answer

# 1. Identification of Violence

It is clear that improved scores, demonstrated by teachers and students, result from the project, because stated generally accepted definition of violence was recommended to use in the work with the abovementioned target groups. This contributed to the expansion of information field where they could “pick” this information and develop their own vision of violence. Further data regarding understanding of the types of violence and its manifestations generally confirm this conclusion.

In particular, teenagers demonstrated growing awareness about the types of violence. They have a good sense of such basic types of abuse as physical, sexual and psychological violence; moreover, 25% of girls and 33% of boys were well familiar with economic violence, which is quite difficult for understanding. Even though this indicator has increased substantially in comparison with the previous survey (20% of boys and 18% of girls in 2009), the overall number of children who distinguish this type of violence remains insufficient (each third child). **This trend may be the evidence of inadequate attention given to this issue by the adults, as well as of their own poor understanding of economic violence as a negative phenomenon.**

What types of violence do you know? (you may select several options)



# 1. Identification of Violence

## CONCLUSIONS:

Improved indicators of understanding the existence of the problem, its identification and basic manifestations by both teachers and students may be directly attributed to the project. Moreover, general tendencies remain, including the trend towards better understanding of the issue with maturing, and application of knowledge in this area to oneself.

In addition to the presence of the issue of violence against children, pedagogues now have better understanding of the problem of violence among children. Indirectly they became more aware of the school's responsibility for such situations.

One should also note the general tendency of ignoring the issue of economic violence due to insufficient understanding of this phenomenon by the pedagogues themselves.

## RECOMMENDATIONS:

This experience can be considered a success, and the actions planned after the previous study should be recommended for further implementation:

10 To continue making pedagogues and children familiar with various manifestations and consequences of violence. Special attention should be given to "light" forms of violence among children, in particular, psychological and economic forms of violence. It is also expedient to raise public awareness regarding the globally accepted concept of "neglecting child's needs", which is broader in terms of understanding of the issue of violence against children.

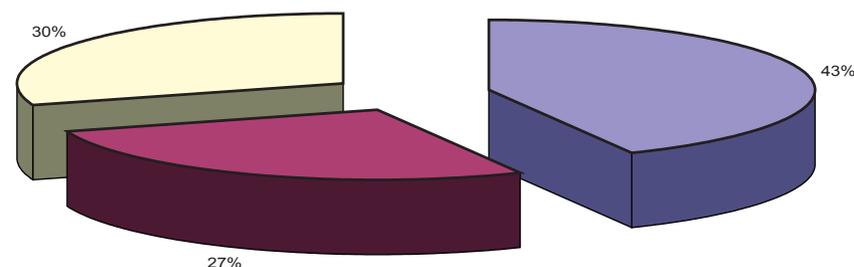
It is important for pedagogues to learn how to identify violence both in their own behaviour and that of children in order to develop a single approach towards the existing problem.

# 2. The Most Widespread Forms of Violence

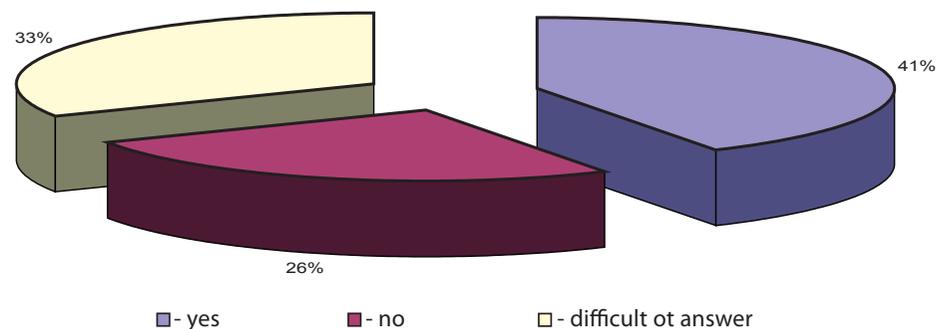
Pedagogical staff was made familiar with the results of primary analysis of violence among children, where some children identified themselves or their friends as the victims of violence. Nonetheless, only 43% of pedagogues answered positively to the question "Do children whom you work with suffer from violence?" 27% of respondents reject this fact, and 30% of pedagogues found it difficult to answer this question. These rates remained virtually unchanged from the previous study. This is the **evidence of difficulty of perceiving information of this type and acknowledging the existence of violence among children whom this particular individual works with (or even may indirectly contribute to violence), even when this information comes from victims. In other words, pedagogues gradually develop better understanding of the school's responsibility, but acceptance of one's own personal responsibility is encumbered. Therefore, this is the issue that needs special attention in the future.**

## Do children whom you work with suffer from violence?

Results of the pedagogues' survey, 2011



Results of the pedagogues' survey, 2009

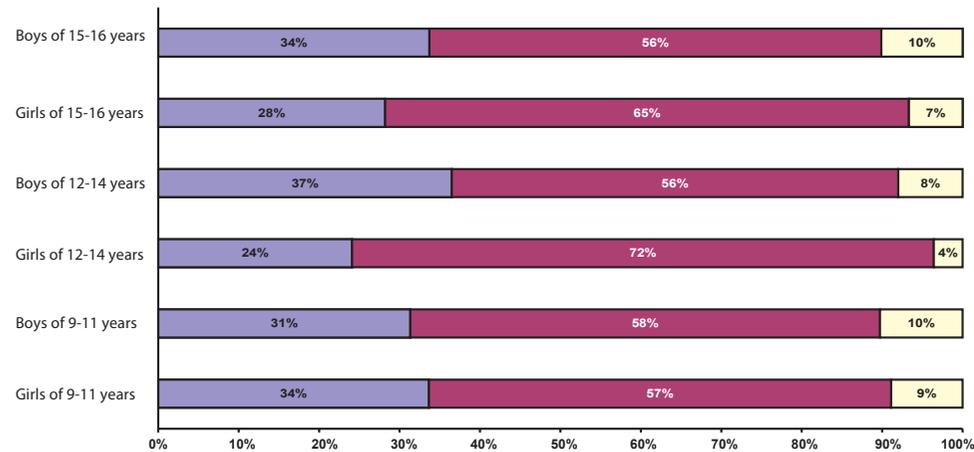


## 2. The Most Widespread Forms of Violence

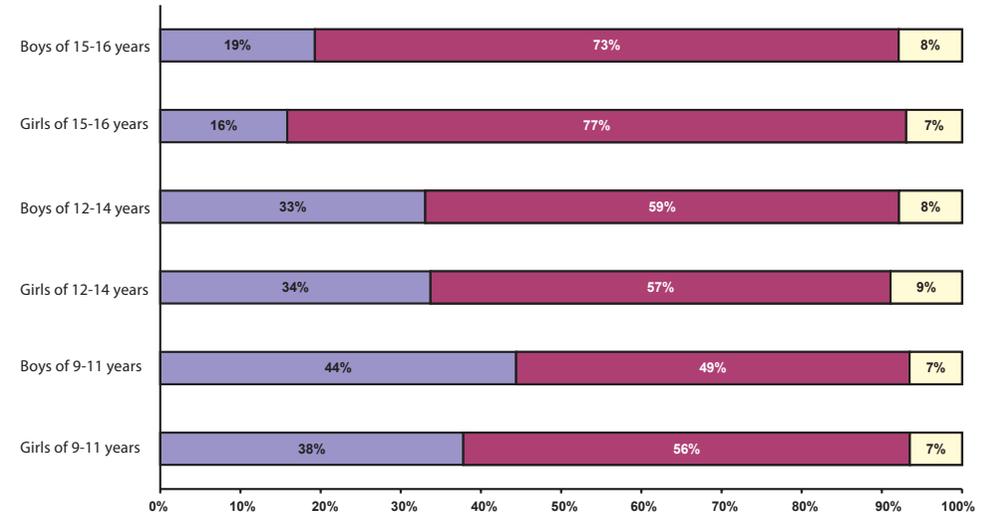
The presence of children-victims of violence among the school students, who participated in the survey, is proven by about one third of respondents, who identified themselves as victims; close to 65% of respondents mentioned their friends as the victims of violence.

### Have this ever happened to you?

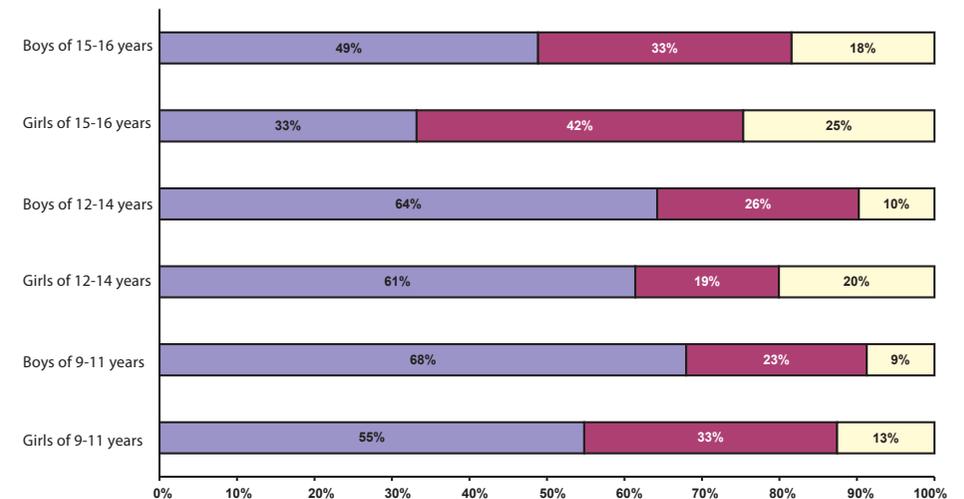
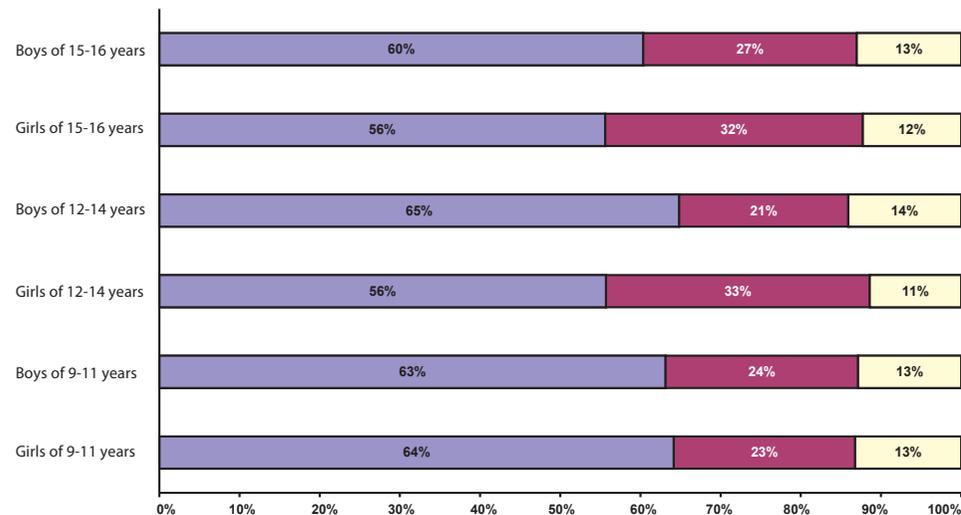
Results of children's survey, 2009



Results of children's survey, 2011



### Has anything like that happen to your friends?



■ - yes    ■ - no    □ - difficult to answer

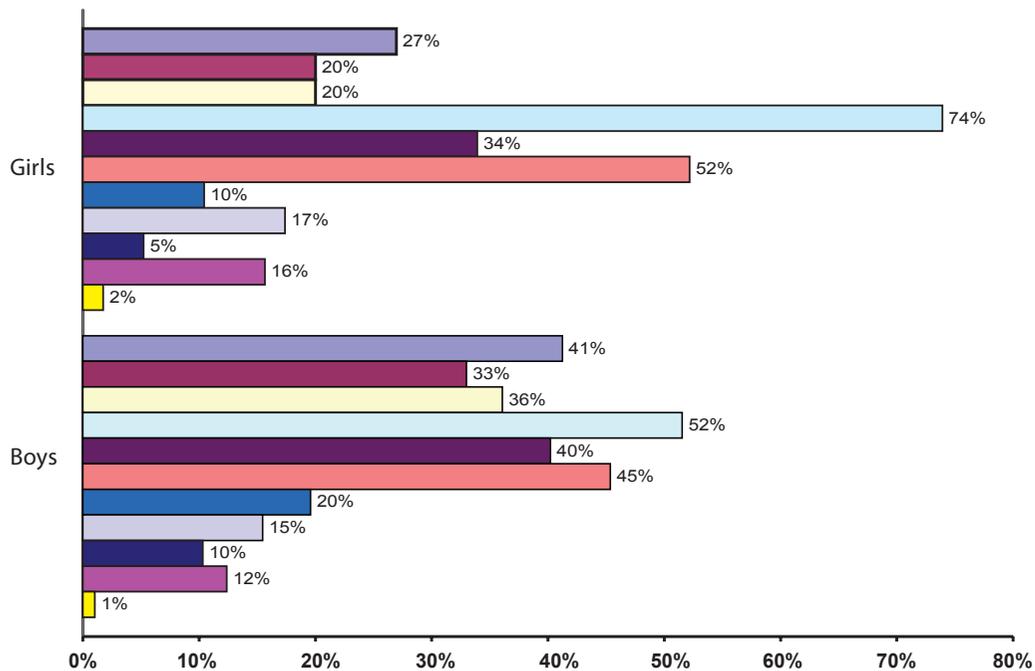
## 2. The Most Widespread Forms of Violence

Of particular interest is the fact of significant reduction of physical violence in schools (including such forms as beating, headnuts, kicks). Pronounced reduction of this indicator (from 46% to just 8%) is observed among the girls in the medium and senior age groups. At the same time the level of insults in these groups increases (to 90% and 100% correspondingly).

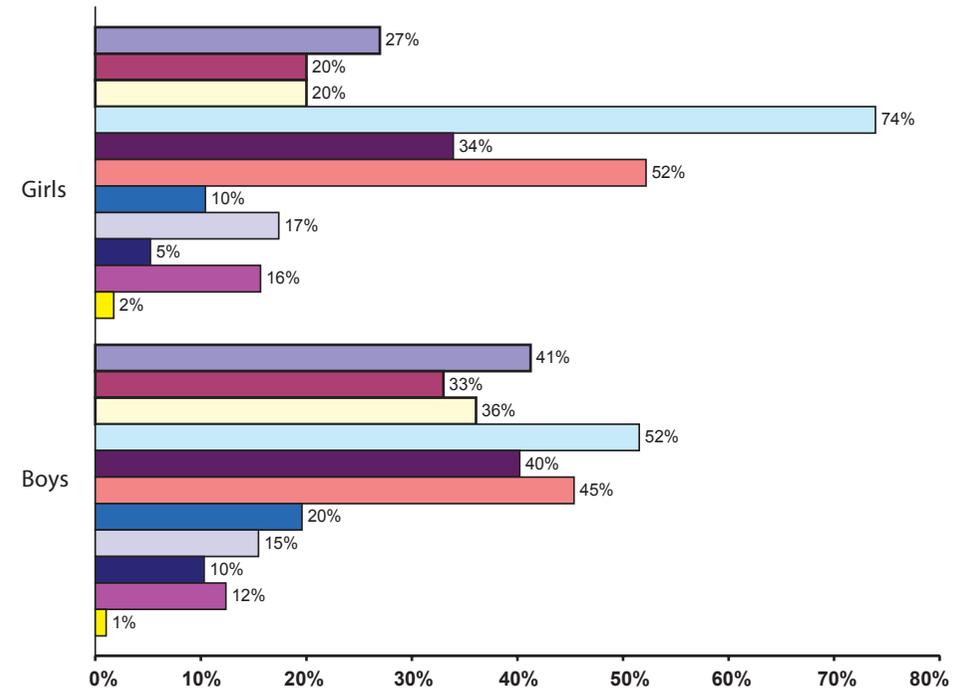
**The increase of explicit psychological violence may indicate the increasing self-respect of children who do not want to be humiliated, or is the evidence of the development of more "socially accepted" types of violence that substitute forms of violence subject to punishment and condemnation.**

### If yes, what exactly has happened? (9-11 years)

Results of children's survey, 2009



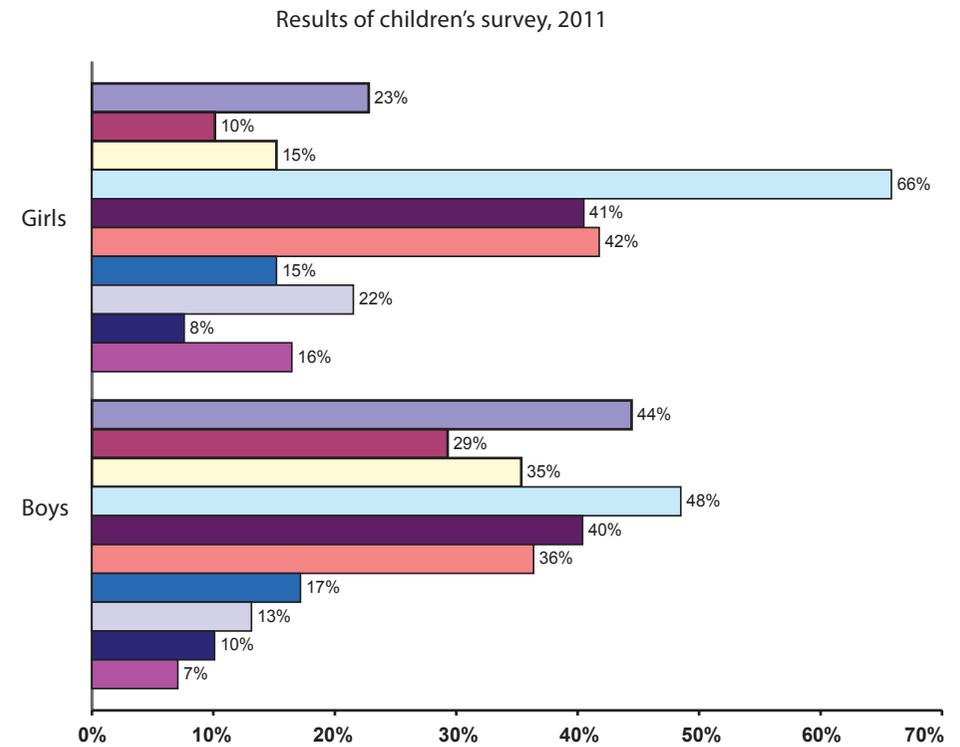
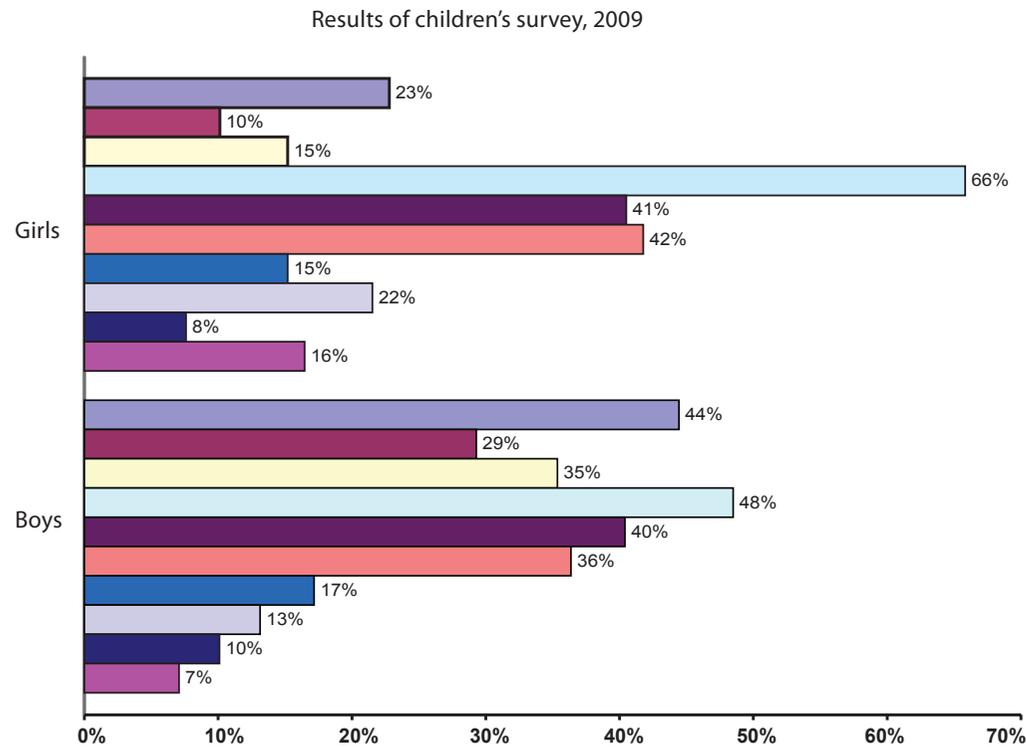
Results of children's survey, 2011



- - Beating
- - Headnuts
- - Kicks
- - Insults
- - Humiliation
- - Name-calling
- - Damaging other person's property
- - Unpleasant touching of your body
- - Taking away your food or money
- - Silent treatment (ignoring other people)
- - Other

## 2. The Most Widespread Forms of Violence

If yes, what exactly has happened? (12-14 years)



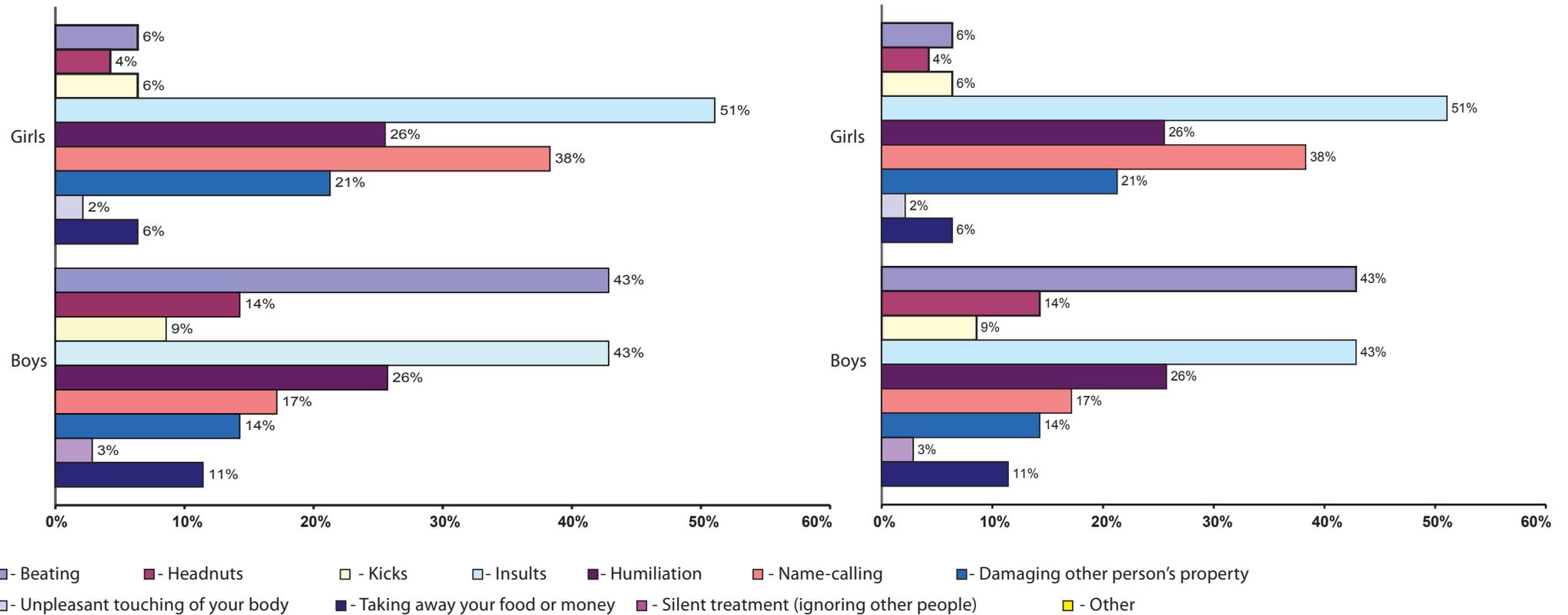
- Beating
  - Headnuts
  - Kicks
  - Insults
  - Humiliation
  - Name-calling
  - Damaging other person's property
  - Unpleasant touching of your body
  - Taking away your food or money
  - Silent treatment (ignoring other people)
  - Other

## 2. The Most Widespread Forms of Violence

If yes, what exactly has happened? (15-16 years)

Results of children's survey, 2009

Results of children's survey, 2011



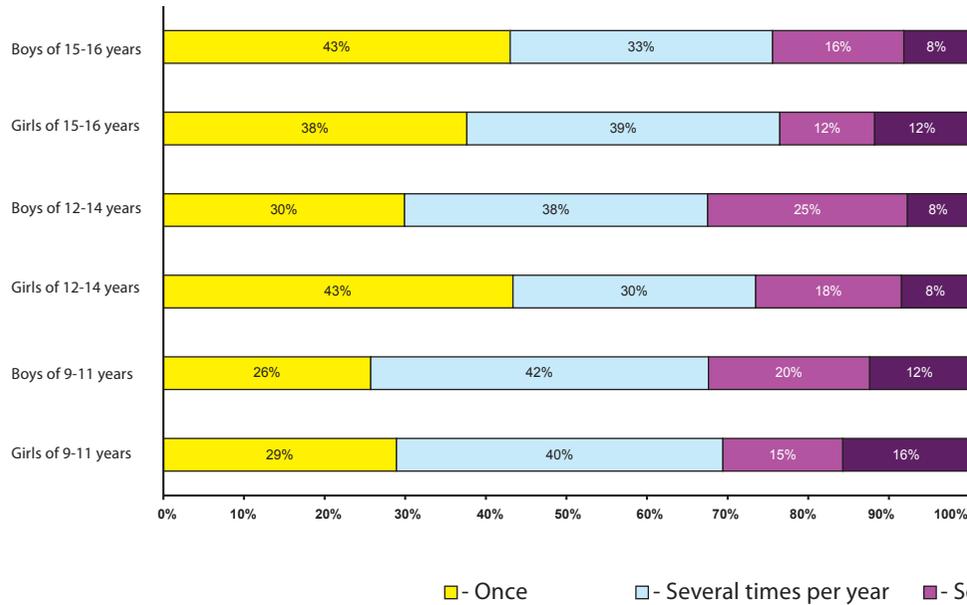
## 2. The Most Widespread Forms of Violence

The frequency of suffering from violence has reduced significantly. For example, two years ago 21% to 33% of children reported being subjected to violence on numerous occasions (almost every day or several times per month). Current survey has found that today these rates dropped

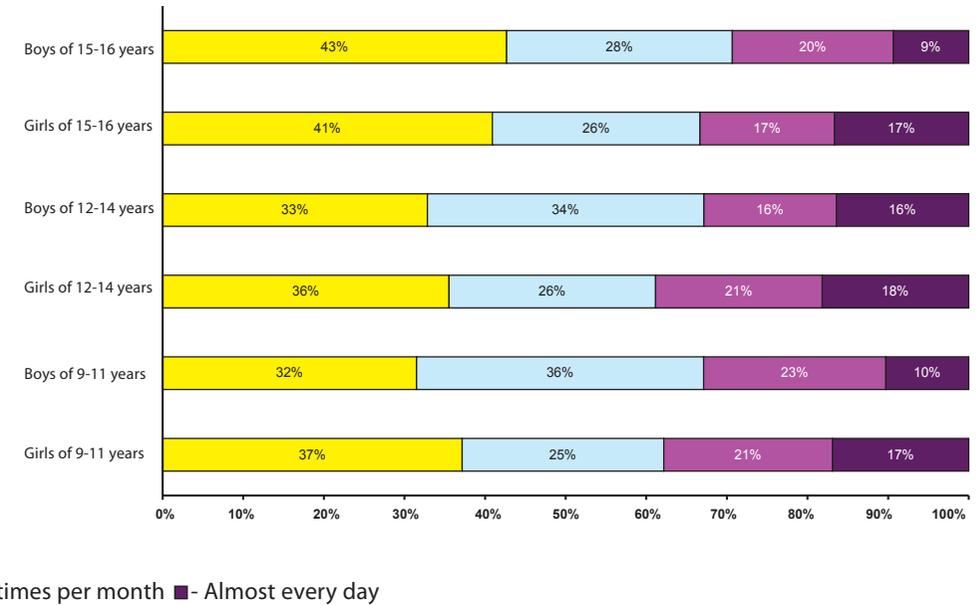
to 10% and 18%. **Such significant reduction demonstrates that violence in schools becomes sporadic rather than systemic, and this fact can be attributed to the project.**

### If yes, then how often during the last year?

Results of children's survey, 2009



Results of children's survey, 2011

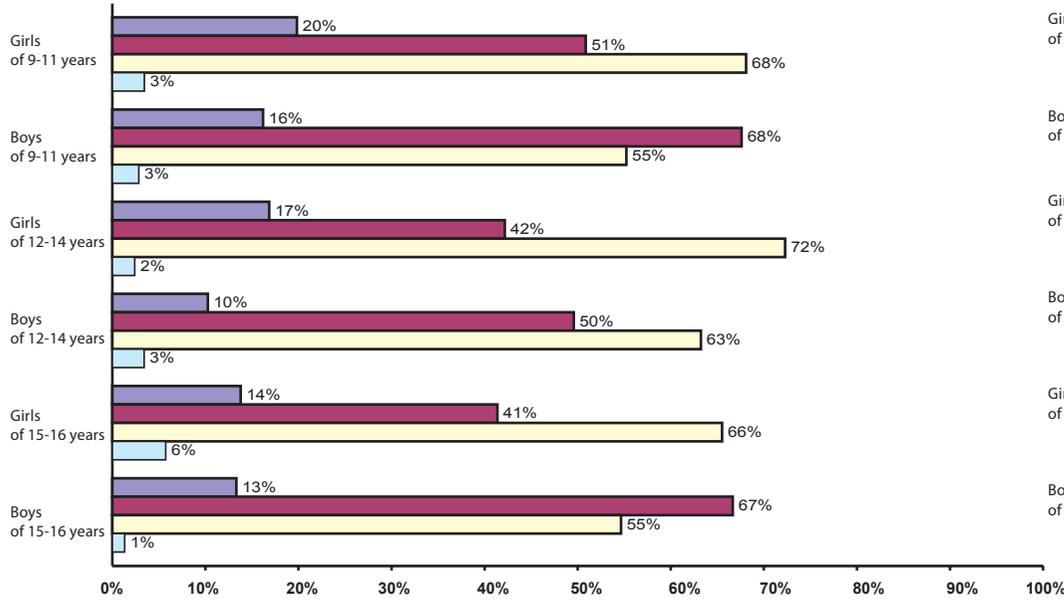


## 2. The Most Widespread Forms of Violence

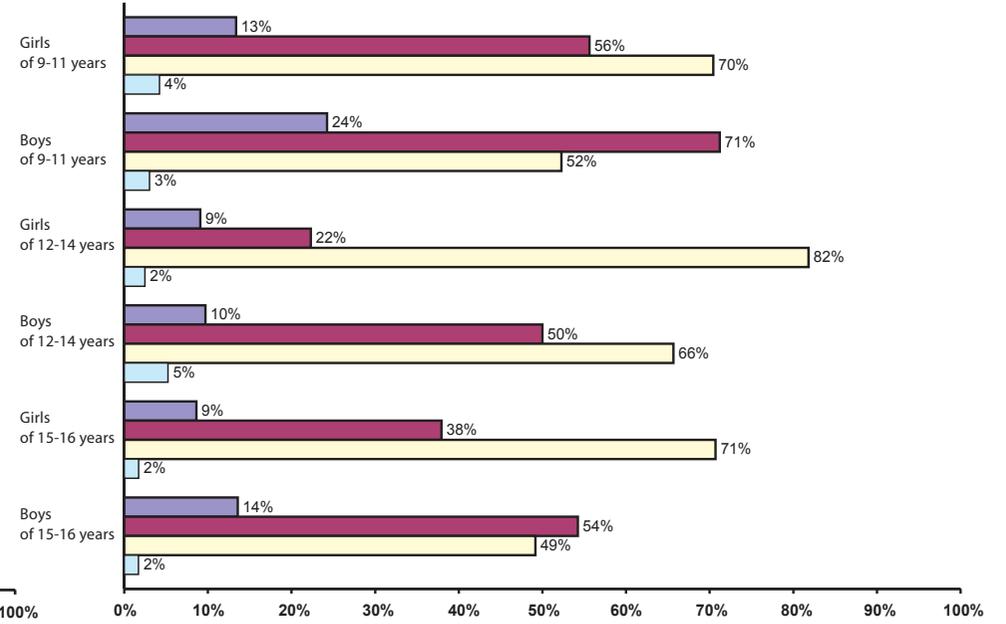
Children report that streets and school are the main settings where they typically subjected to violence. The boys of 9-11 and 15-16 years of age mentioned the school as the main place of violence, whereas other children identify streets at the main "location" of violence.

### If yes, then where did it happen?

Results of children's survey, 2009



Results of children's survey, 2011

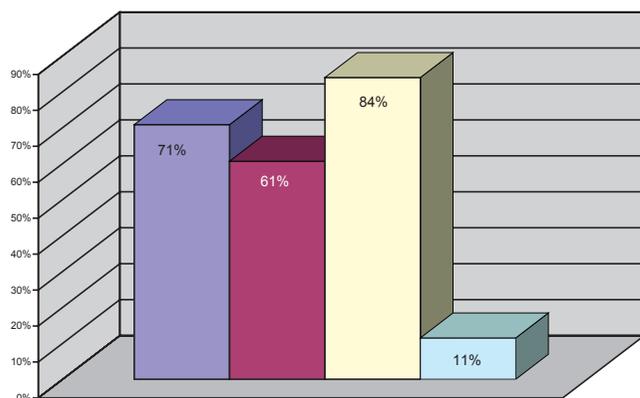


■ - at home   ■ - on the streets   ■ - in school   ■ - other

## 2. The Most Widespread Forms of Violence

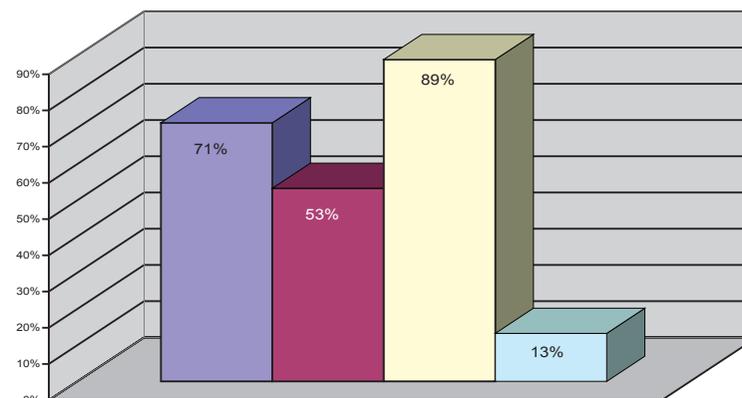
### Where do you think children suffer from violence in most cases?

Results of the pedagogues' survey, 2011



■ - in families   ■ - in schools   ■ - on the streets   ■ - other settings

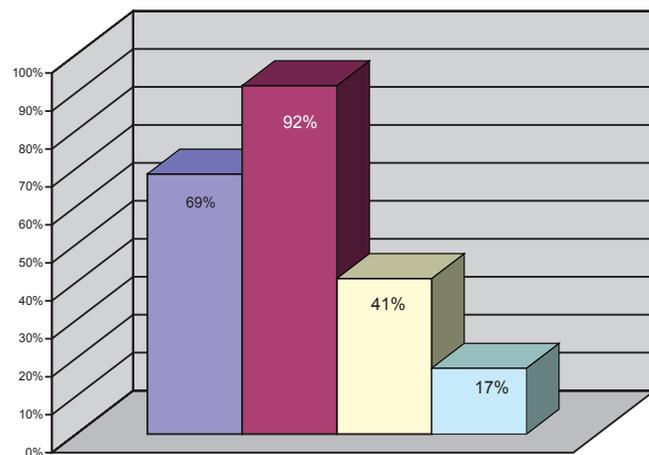
Results of the pedagogues' survey, 2009



According to the pedagogues, it is the street where children may suffer from violence in most cases (84%). More than half of respondents (61%) agree that children suffer from violence in school. Such pedagogues' **position leads to conclusions regarding readiness of this share of respondents to accept the responsibility for what is happening in schools, and confirms conclusions presented above.**

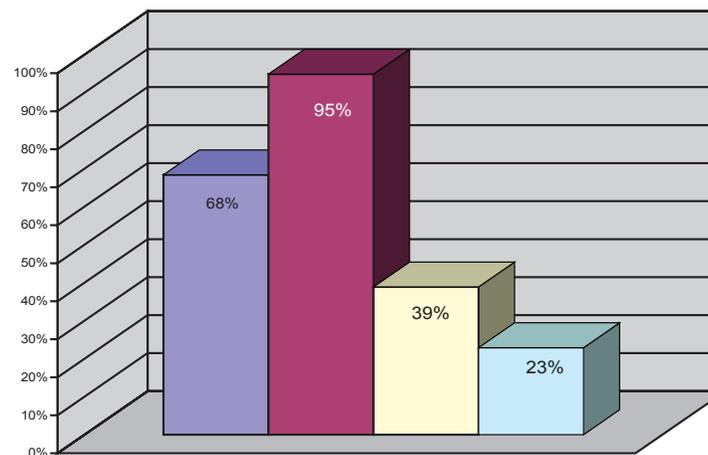
### Who do you think commits violence against children in most cases?

Results of the pedagogues' survey, 2011



■ - parents   ■ - other children   ■ - adults working with children   ■ - other adults

Results of the pedagogues' survey, 2009

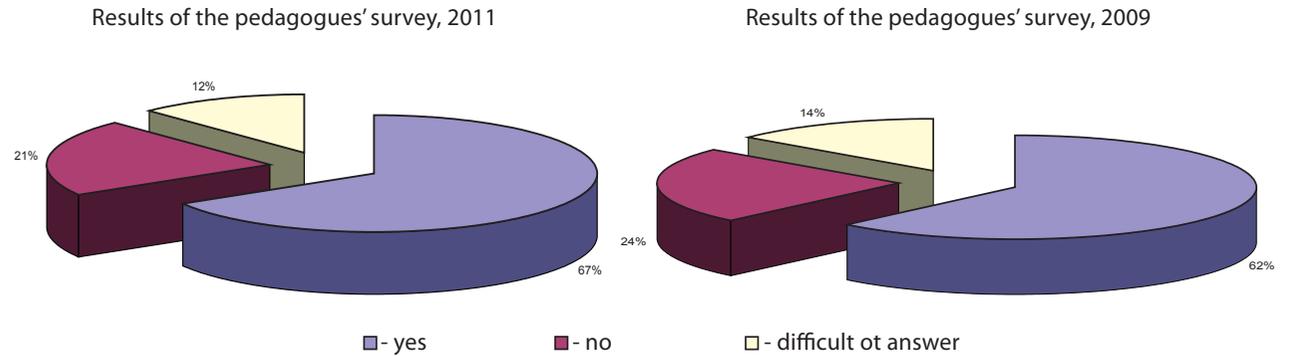


Understanding of the problem is confirmed by the fact that the majority of respondents (92%) identify other children as the main "source" of violence against children. The number of pedagogues who identify "other adults" as the main perpetrators of violence against children has dropped from 23% to 17% - this may be the evidence that pedagogues project the main responsibility for violent acts on those who surround children all the time. Other rates did not change.

## 2. The Most Widespread Forms of Violence

Despite the fact that the question “Do children whom you work with suffer from violence?” received 43% of positive answers, 67% of surveyed pedagogues have noticed manifestations of violence among children, and this coincides with previous survey results.

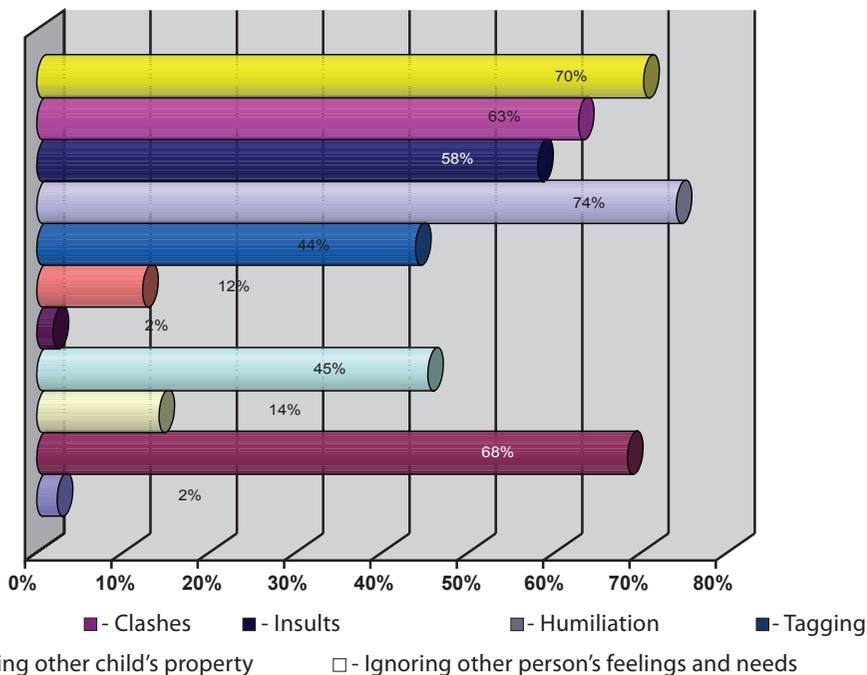
### Did you notice any manifestations of violence among children in your school?



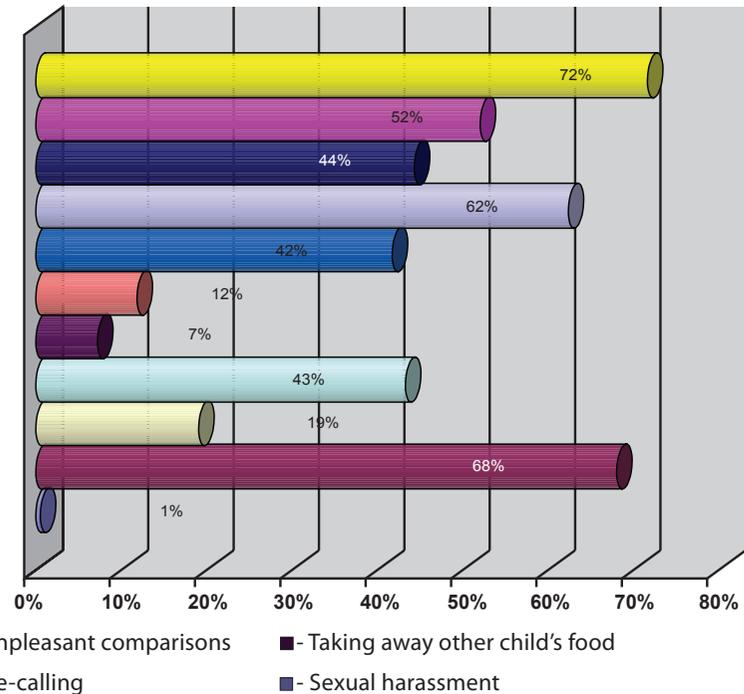
One can observe insignificant increase of such forms of violence as taking away food (from 2% to 7%) and ignoring child's feelings and needs (from 14% to 19%). **Probably this is explained by pedagogues' better understanding and perception of relations between the students. All other indicators remained the same or reduced slightly.**

### If yes, what manifestations of violence did you notice?

Results of children's survey, 2009



Results of children's survey, 2011

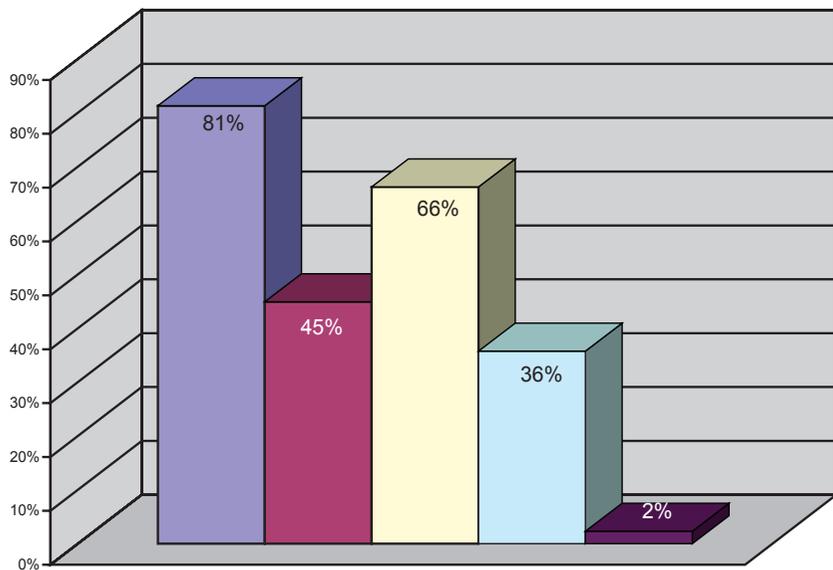


## 2. The Most Widespread Forms of Violence

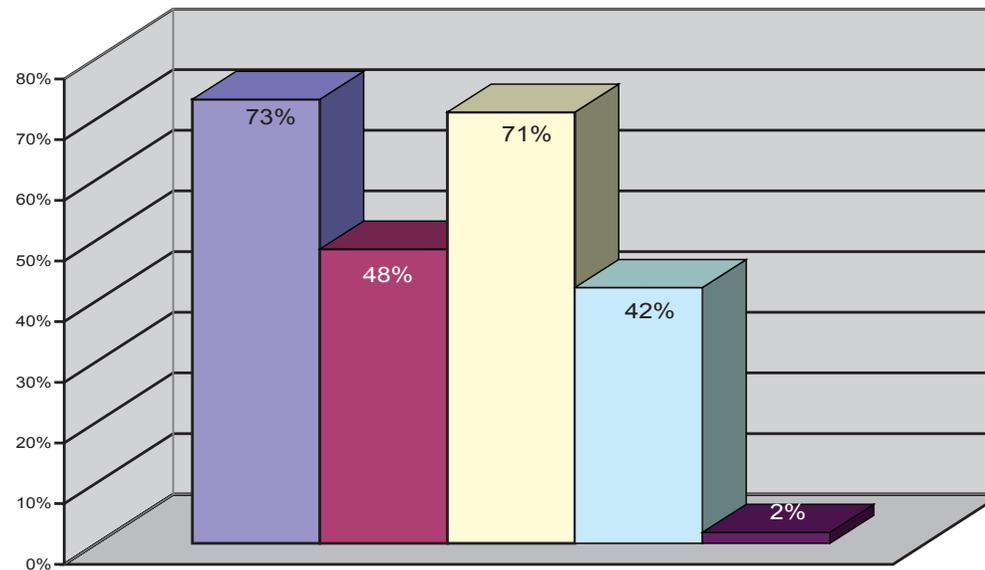
In most cases surveyed pedagogues identified other children (usually peers of the same age) as the main perpetrators of violence (81%).

Who is typical perpetrator (an individual committing violence against other people)?

Results of the pedagogues' survey, 2011



Results of the pedagogues' survey, 2009



■ - peers (individual children) ■ - peers (groups of children) ■ - older children (individuals) ■ - older children (groups) ■ - other

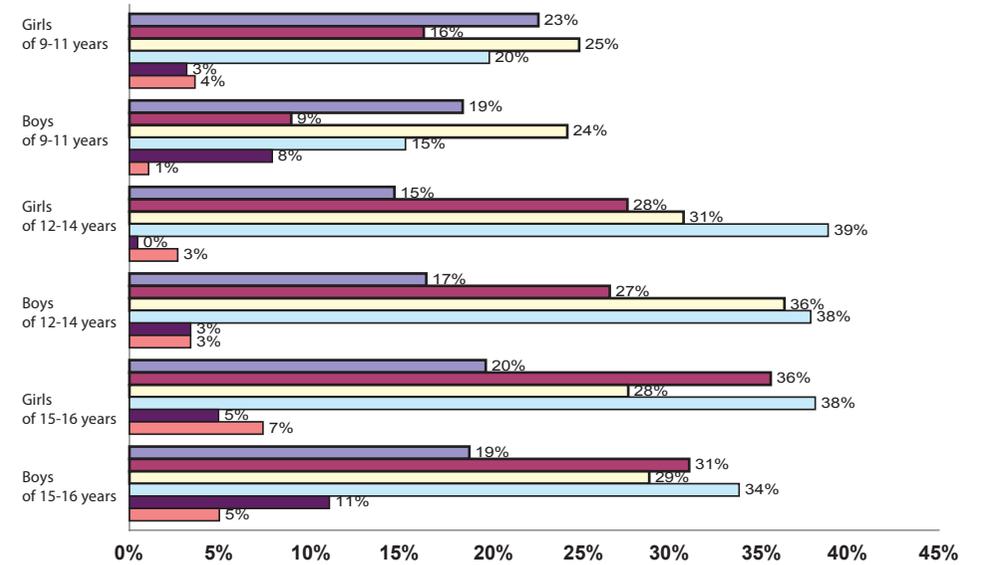
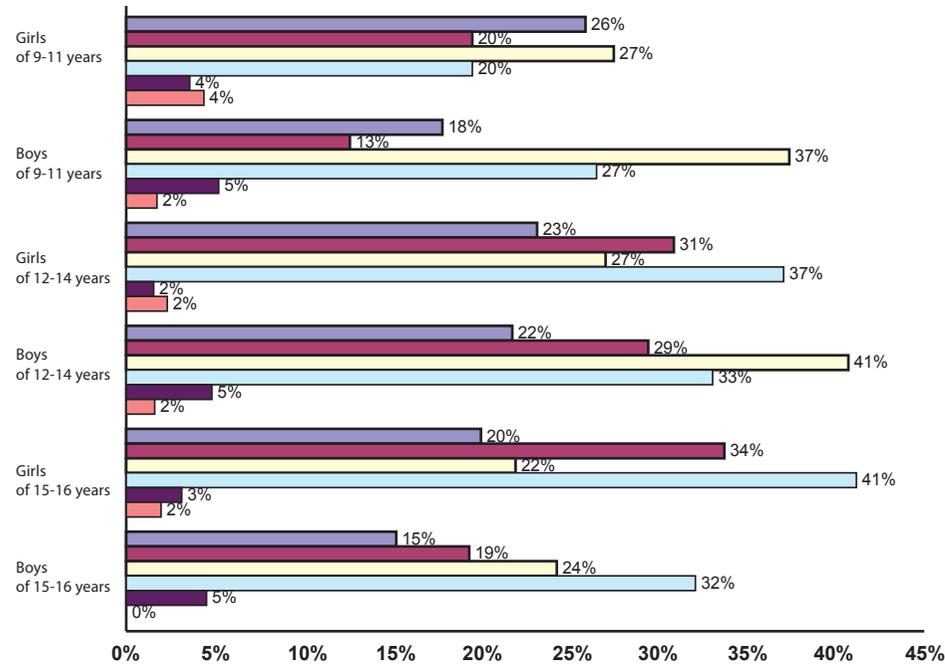
## 2. The Most Widespread Forms of Violence

At the same time, most children point to older kids (both individual children and groups) as the main offenders.

### Who commits violence in schools in most cases?

Results of children's survey, 2011

Results of children's survey, 2009



- - your peer
- - your peers (several children together)
- - older student
- - older students (several children together)
- - yourself
- - other

## 2. The Most Widespread Forms of Violence

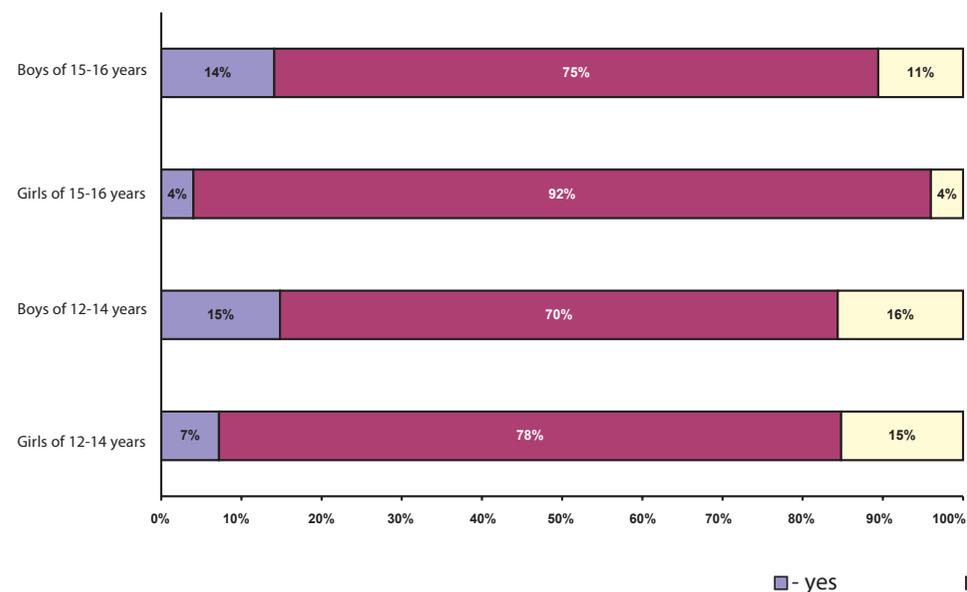
Such discrepancies may prove the fact that school pedagogues generally overlook the relations between children during breaks and outside school, because these are periods when children of different age groups meet together.

Of particular importance is the reduction of the number of children, especially among older boys, who identify themselves as “bullies” – aggressors in relations with other children. **It may be the evidence of the boys’ better understanding of their actions and their consequences, as well as better control over such actions. In fact, a significant portion of the project’s educational efforts was dedicated to this issue.**

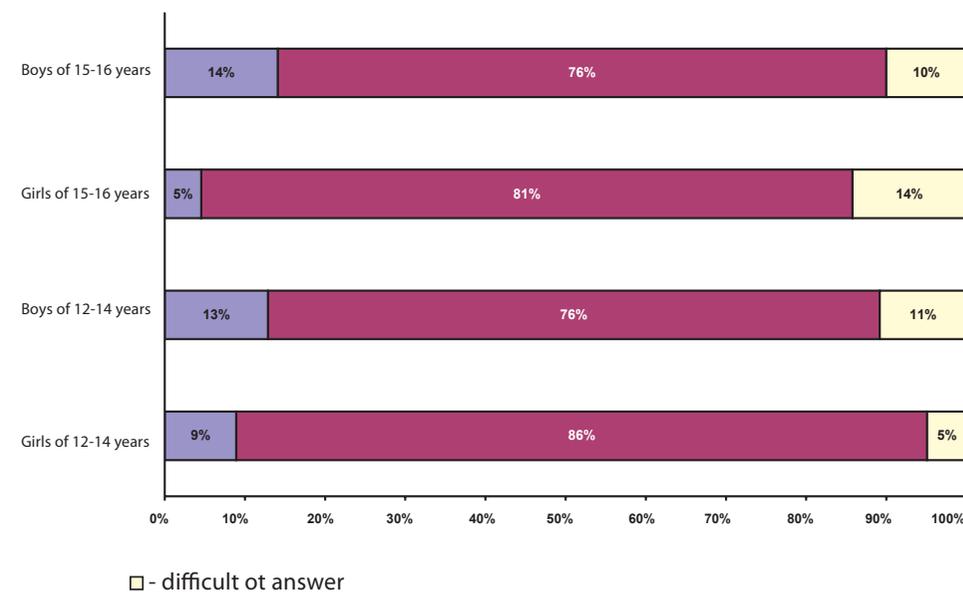
Diagrams below reveal children’s interpretation of their own past actions. The growing number of adolescents who admit having committed violence in the past demonstrates maturity of children’s position. Understanding of one’s past actions leads to better self-control, and this actually explains the reduction of violence in the pilot schools. In addition, one can observe the reduction of the number of children, who find it difficult to classify their actions as “violent” or “non-violent”.

### Did you commit violence in school against other children?

Results of children’s survey, 2011



Results of children’s survey, 2009



## 2. The Most Widespread Forms of Violence

### CONCLUSIONS:

It is difficult for pedagogues to perceive information about the presence of victims of violence among their students, and to acknowledge the fact of existence of such problem, and indirectly – to admit their own responsibility for allowing such situations.

Children report general reduction of physical violence, which can be attributed to the project; the use of violence in pilot schools becomes sporadic rather than systemic phenomenon. Parallel growth of psychological violence may reflect increasing self-respect among children, who are unwilling to suffer from humiliation. It may also indicate the development of more “socially accepted” forms of violence instead of violence subject to punishment and condemnation.

Most likely, the school pedagogues are not quite attentive towards relations between children during the breaks and outside school, when children of different age groups come to meet each other. Various problems in this regard were reported by children, but omitted by teachers.

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### RECOMMENDATIONS:

To conduct training sessions for teachers regarding identification and response to “light” forms of violence, because these are the root causes of further violent behaviour of children in relations between each other. Proper attention should be given to all manifestations of violence, including psychological, as some forms of abuse are by no means “less harmful” for the child’s development than the others.

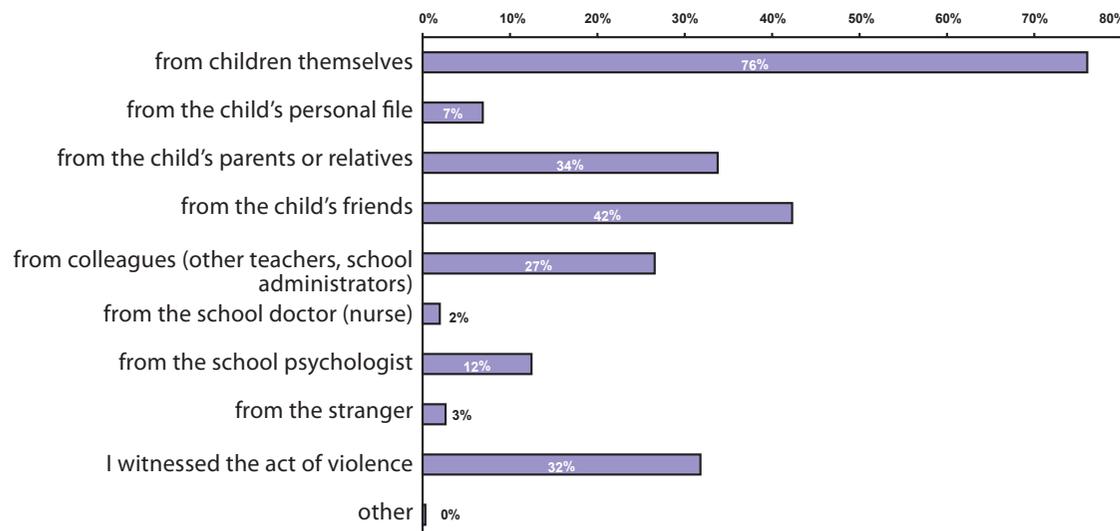
In addition to behavioural correction, children should also develop new behavioural patterns, guided by the example.

## 3. Available Assistance and Attitudes towards Victims and Perpetrators of Violence

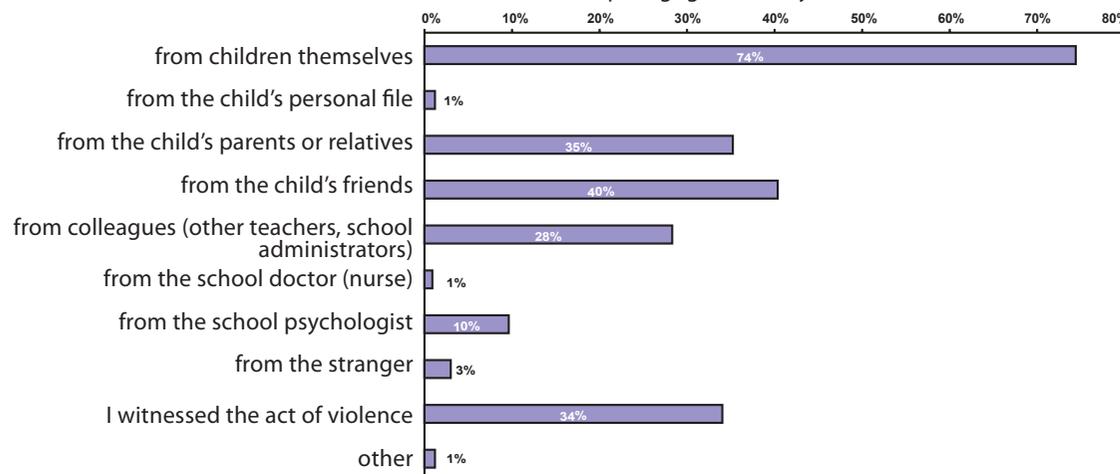
As in the previous study, children remain the main source of information about cases of violence for their teachers. 74% of respondents indicate that children report about violence themselves. Other values did not change. **Therefore, introduction of the mechanisms of response and early identification of violence was based on this children’s trust towards their teachers.**

### Звідки Ви дізнались про ці випадки насильства?

From whom did you learn about the cases of violence?



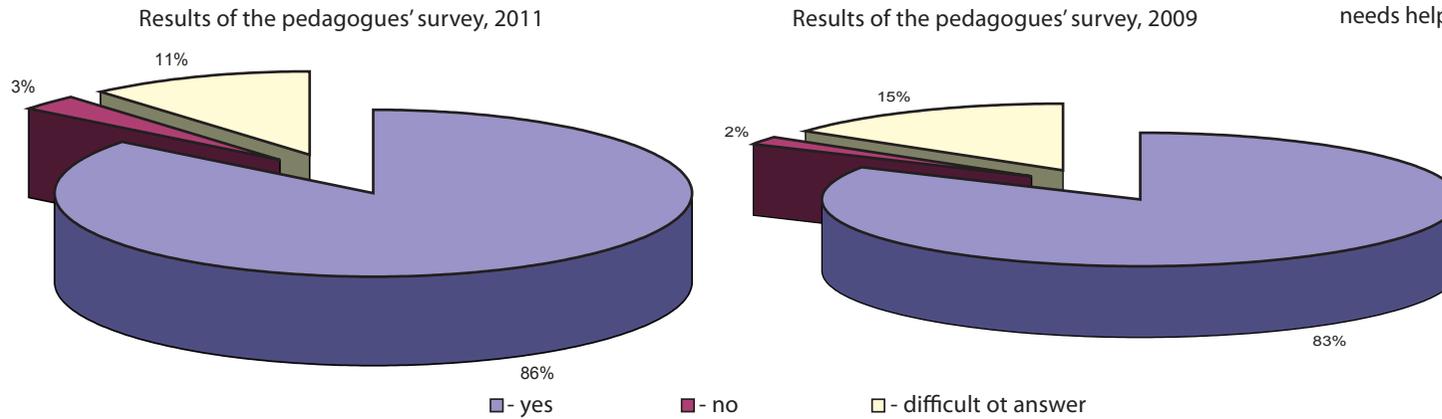
### Results of the pedagogues' survey, 2009



### 3. Available Assistance and Attitudes towards Victims and Perpetrators of Violence

**Do you believe that the child who commits violence needs help?**

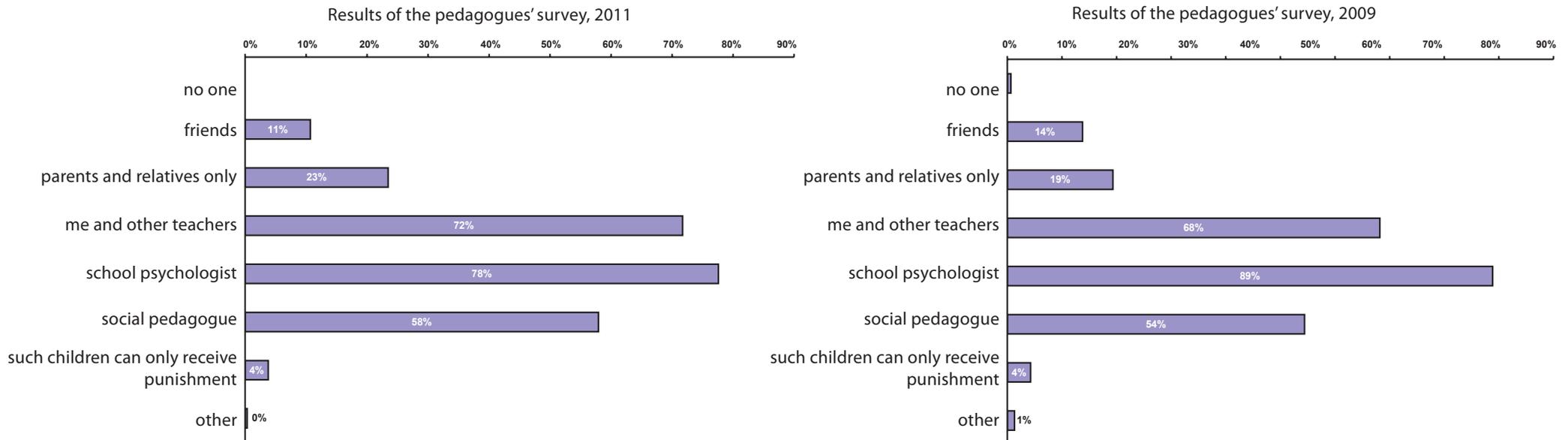
Quite insignificant (from 83% to 86%) was the increase of teachers' understanding of the fact that underage perpetrator of violence also needs help.



Thanks to other categories of staff, primarily at the expense of the psychological assistance (reduction from 89% to 78%), more pedagogues now believe that they personally can offer assistance to such children in school settings (increase from 68% to 72%). **Such diminishing of the psychologist's role may describe real capacities of current school psychologists,**

**and indicate the need for finding new ways of work with children. This is exactly what was suggested within the project. We hope that better understanding of their own role in this process would be the indicator of the increasing capacity of teachers, who participated in the project's educational events.**

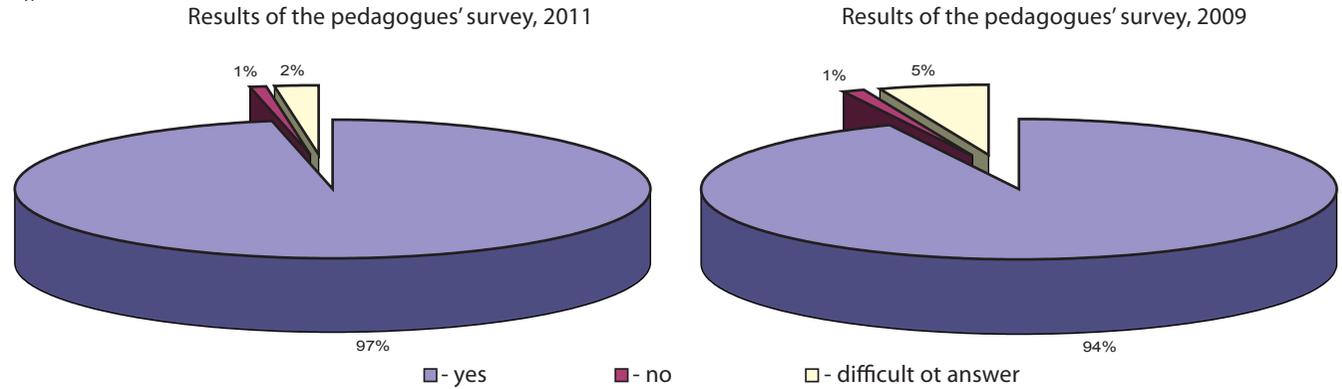
**If yes, then who can offer assistance to a child-perpetrator of violence in your school?**



# 3. Available Assistance and Attitudes towards Victims and Perpetrators of Violence

Recognition of the need to provide assistance to the victim of violence has also increased. As compared to the previous survey (94%), currently 97% of teachers share this idea.

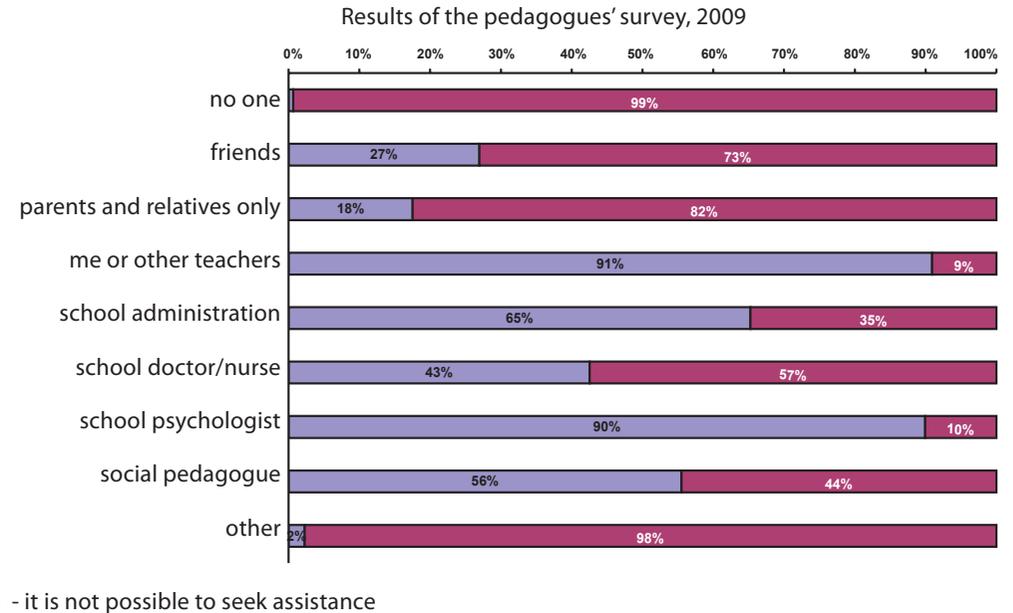
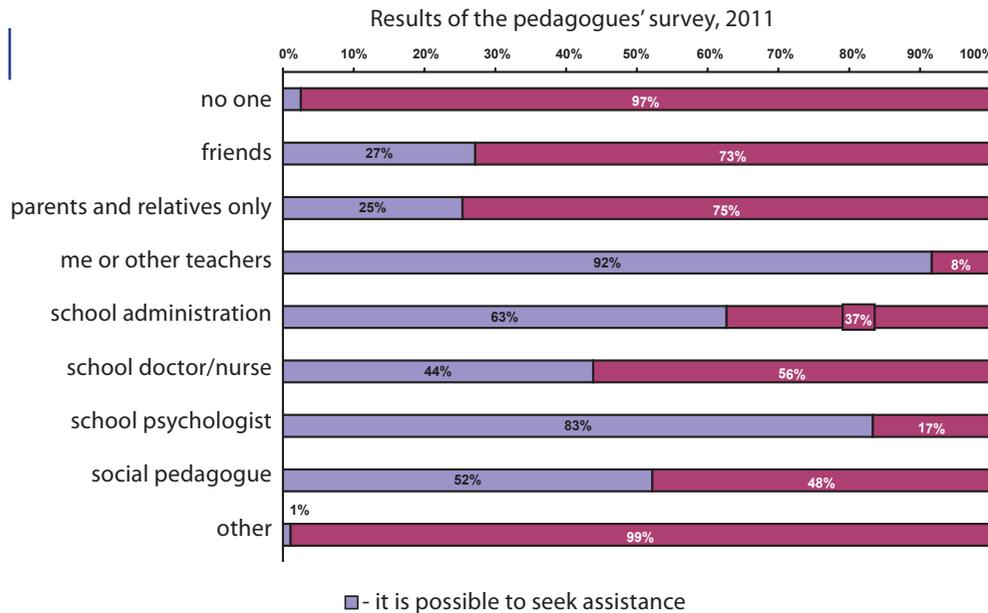
Do you think that a child – victim of violence needs help?



While speaking about those capable of providing assistance to child victims of violence, expectations from the school psychologists have also declined significantly – from 90% in 2009 to 83% in 2011. The reasons for that are most likely the same. On the other hand, the role of child's parents has strengthened – from 18% to 25%. **This trend may be indicative of parents' greater**

**involvement in addressing child's problems in the school.** At the same time, pedagogues may want to shift their responsibility onto someone else. Other indicators have increased, but insignificantly.

If yes, who does a child victim of violence may seek assistance from in your school?



■ - it is possible to seek assistance

■ - it is not possible to seek assistance

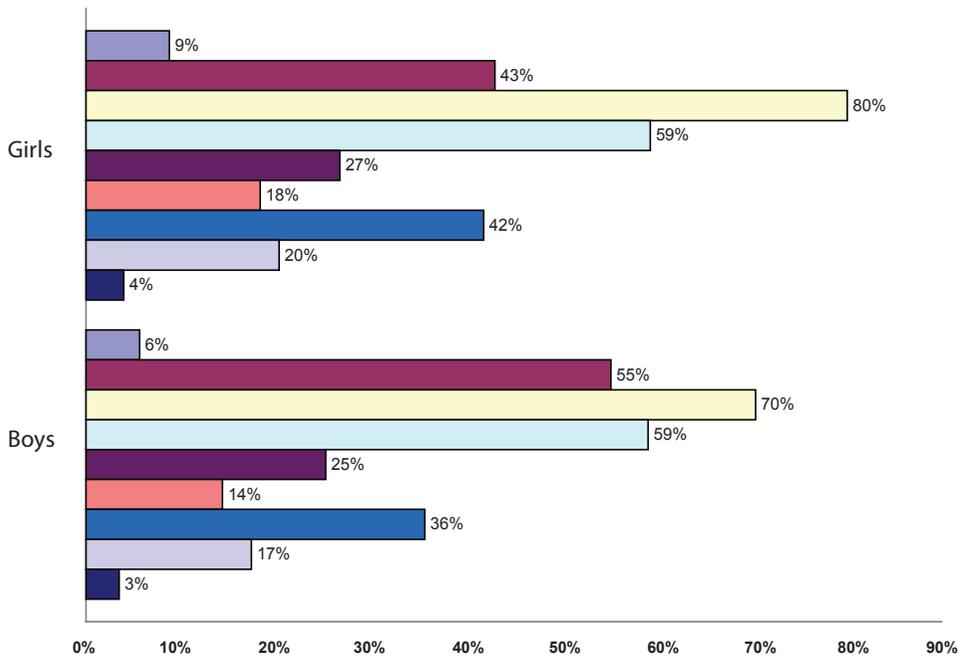
### 3. Available Assistance and Attitudes towards Victims and Perpetrators of Violence

Again, children would prefer seeking assistance from their parents or friends (the growth of the second indicator with maturing remains the same as in the previous study). At the same time, much more children are ready to go to the school psychologist. The lowest rate of such appeals in 2009 was observed among the youngest boys (16%), and the highest – among girls of 15-16 years of age (44%). In 2011 these values range from 36% (boys from the youngest age group) to 59% (girls of 12-14 years). The overall value of this indicator has increased from 10% to 21%. **In other words, one can observe mainstreaming and popularization of psychological**

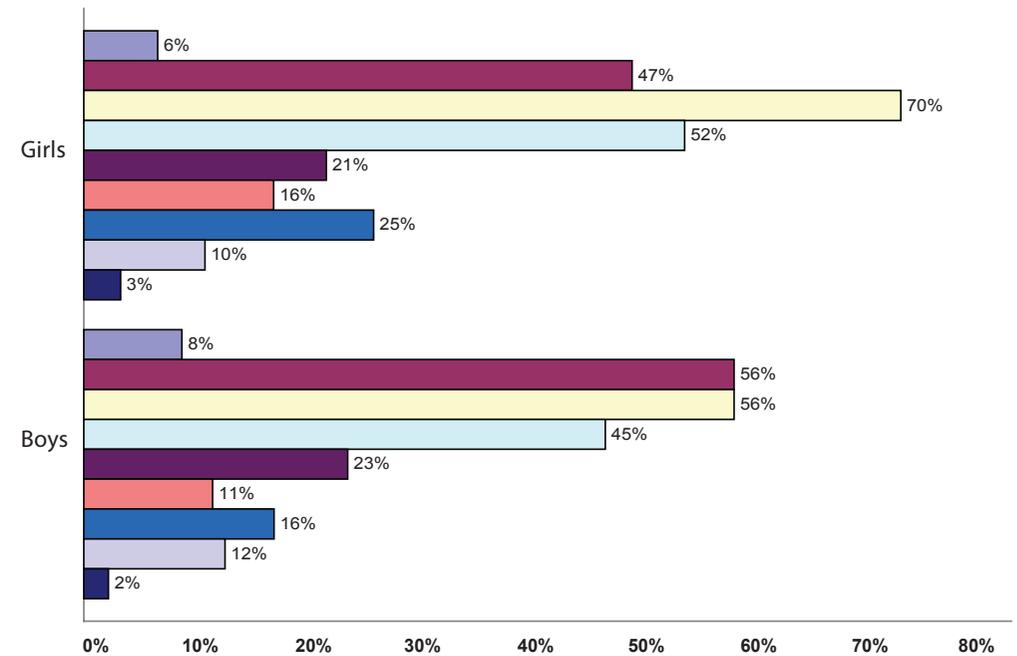
**assistance in schools and real steps taken to implement this mechanism of assistance. Most likely, it is related to the project's recommendations to focus these mechanisms on the provision of professional psychological assistance and on children's better understanding of its importance.** It is also worthy to note the increased readiness of children to seek assistance from their teachers. This indicator has dropped in only one age group (girls of 12-14 years), while increasing by 5% to 14% in all other groups. **And again, this is the evidence of the increased role of teachers and their improved capacity to help children in problematic situations.**

Who can you or your friends ask for assistance in order to get protected from violence? (9 – 11 years)

Results of children's survey, 2011



Results of children's survey, 2009

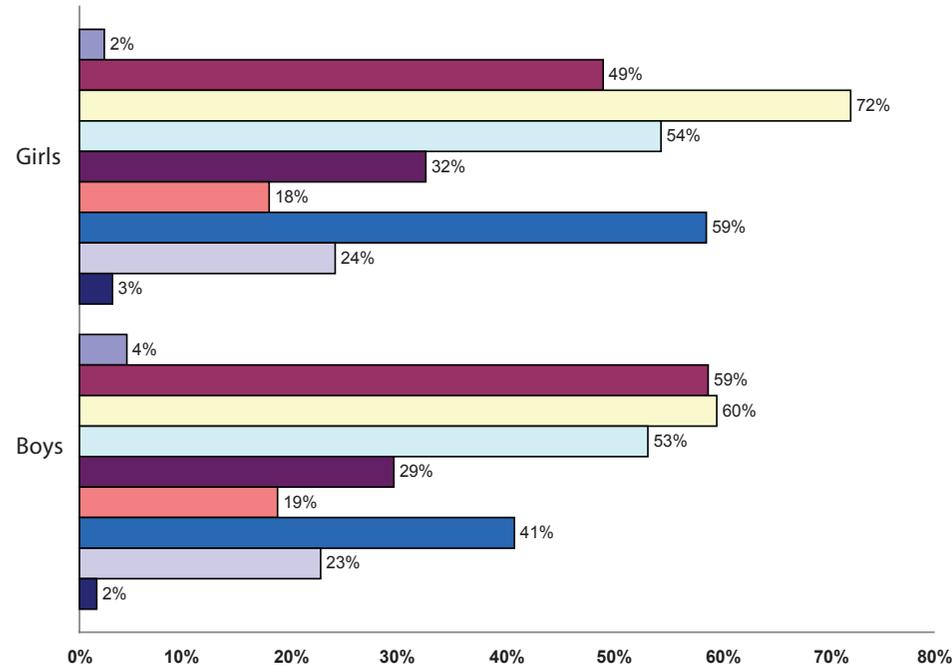


- - No one
- - Friends
- - Parents or other relatives
- - Teachers
- - Headmaster
- - School doctor
- - School psychologist
- - Social pedagogue
- - Other

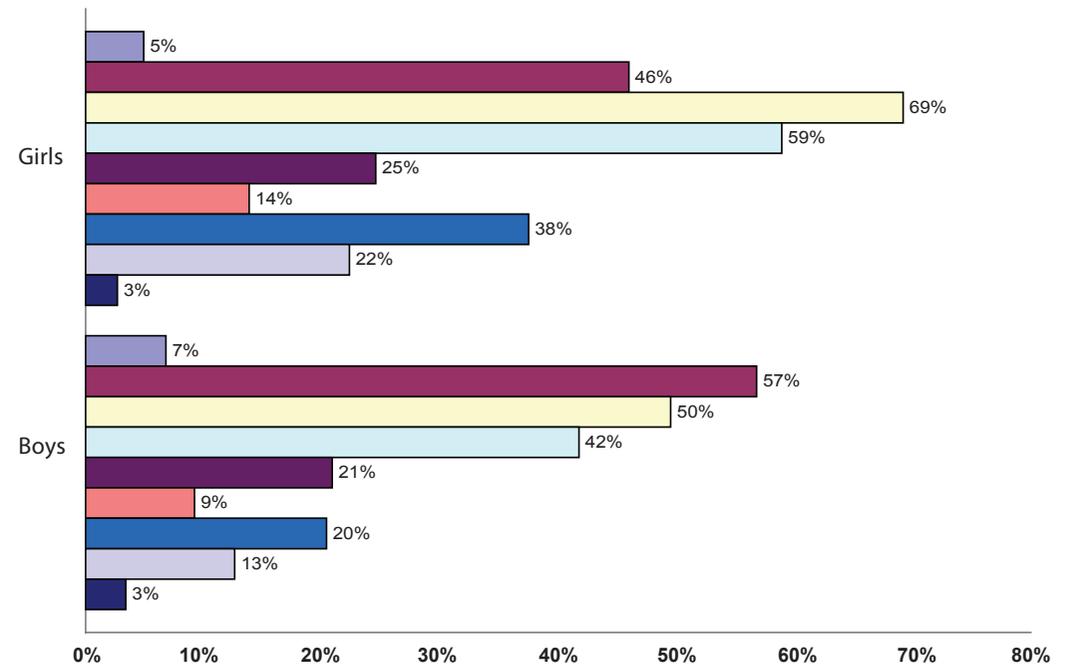
# 3. Available Assistance and Attitudes towards Victims and Perpetrators of Violence

Who can you or your friends ask for assistance in order to get protected from violence? (12 – 14 years)

Results of children's survey, 2011



Results of children's survey, 2009

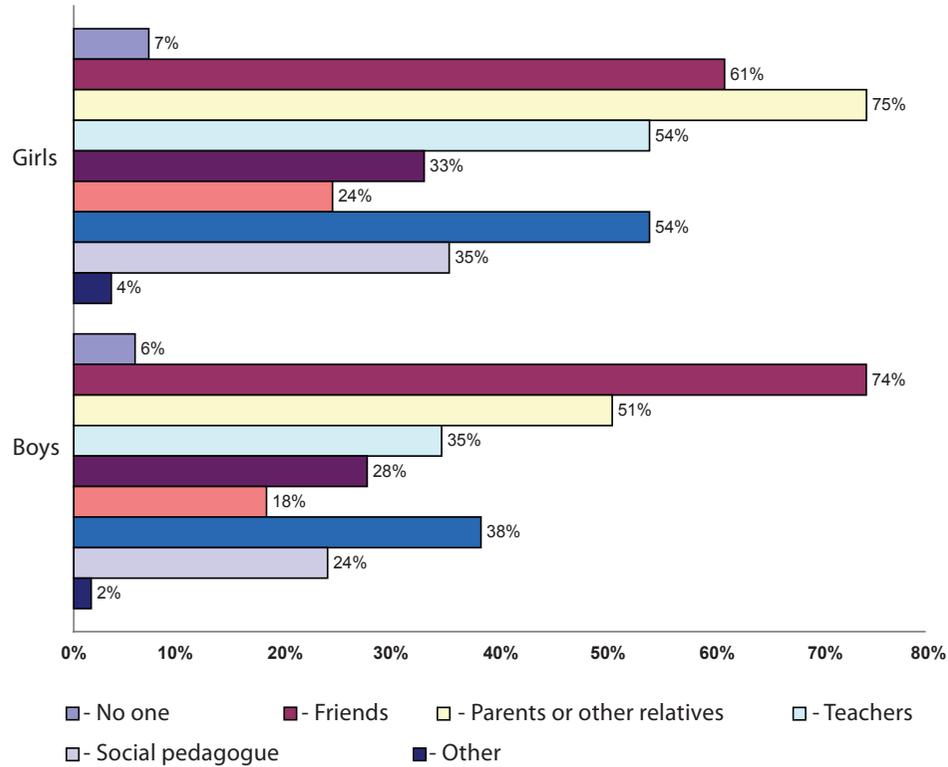


- - No one
- - Friends
- - Parents or other relatives
- - Teachers
- - Headmaster
- - School doctor
- - School psychologist
- - Social pedagogue
- - Other

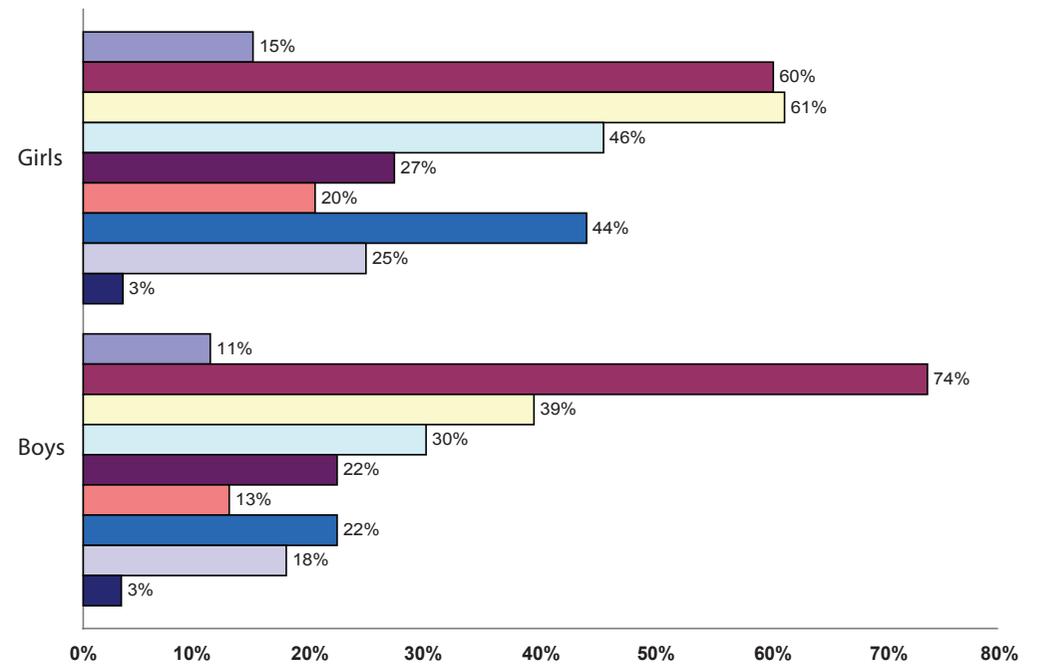
# 3. Available Assistance and Attitudes towards Victims and Perpetrators of Violence

Who can you or your friends ask for assistance in order to get protected from violence? (15 – 16 years)

Results of children's survey, 2011



Results of children's survey, 2009

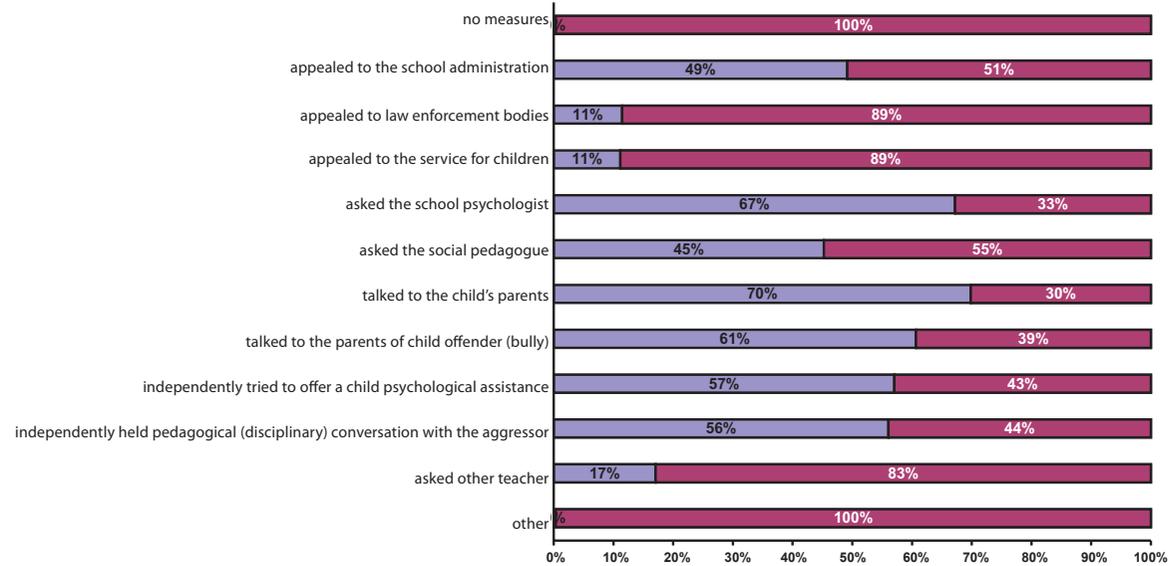


# 3. Available Assistance and Attitudes towards Victims and Perpetrators of Violence

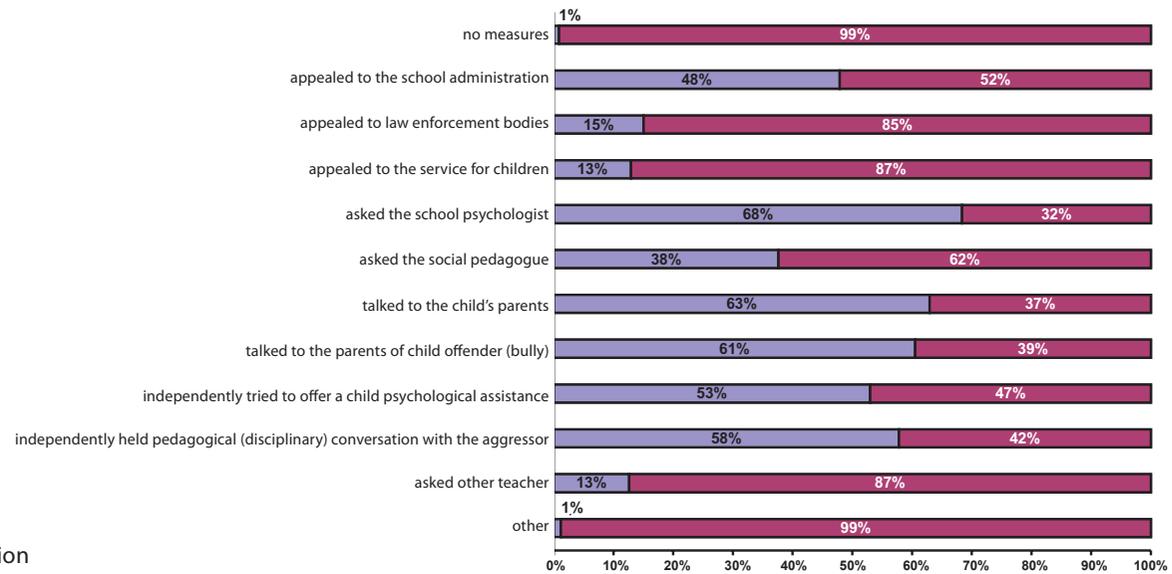
It is interesting to note that the list of possible teacher's actions in such situations did not change. They still try to either solve the problem on their own, or to hand it over to other school staff or parents.

## What measures did you take after learning about the cases of violence among children?

Results of the pedagogues' survey, 2011



Results of the pedagogues' survey, 2009



■ - selected this option

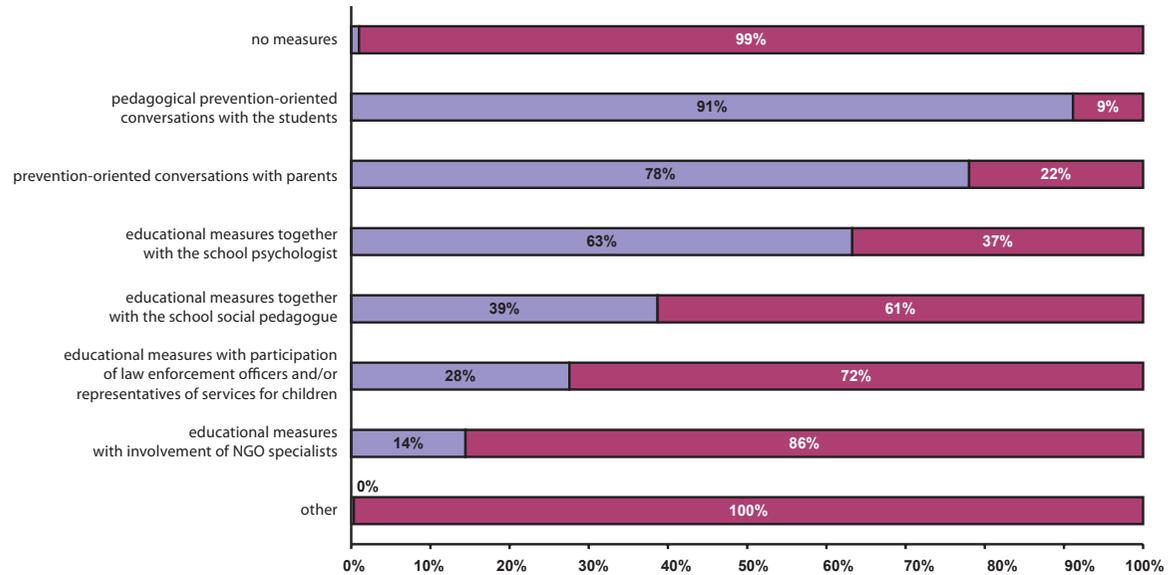
■ - did not select this option

### 3. Available Assistance and Attitudes towards Victims and Perpetrators of Violence

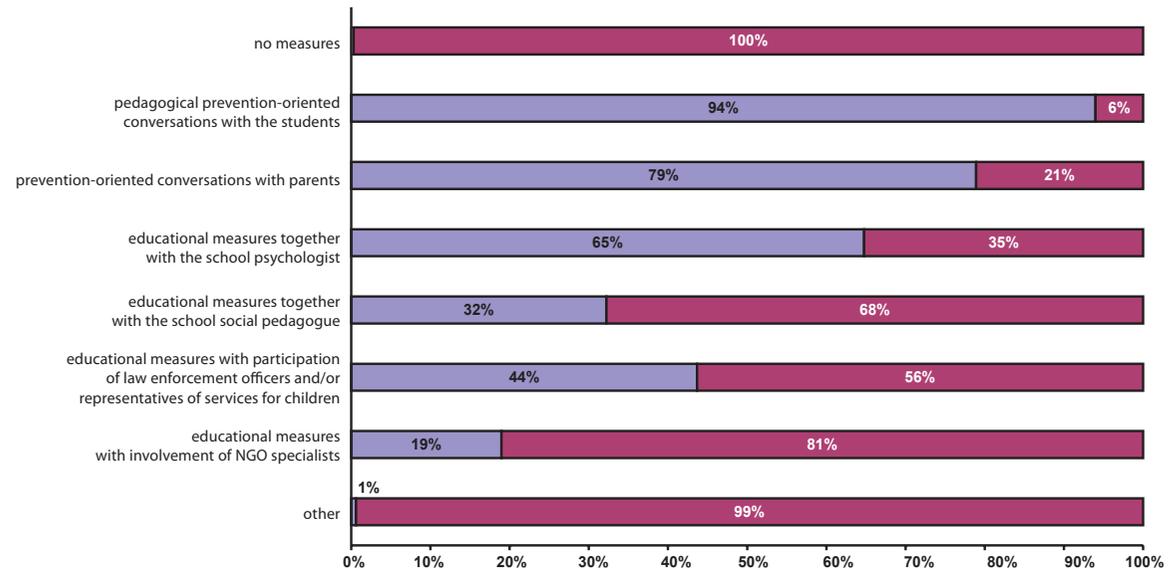
The set of tools applied by the pedagogues to prevent violence among children did not change either. Moreover, involvement of non-governmental organizations has reduced (from 19% to 14%); pedagogues are also less likely to rely on the assistance of the services for children and law enforcement agencies (from 44% to 28%). **This may be the evidence of possible isolation of attempts to resolve the issue without external help, regardless other people's profession, functions and expertise. On the other hand, it may suggest that pedagogues tend to rely more on their own skills and abilities that have developed during the project implementation.**

#### What measures did you take to prevent violence among children?

Results of the pedagogues' survey, 2011



Results of the pedagogues' survey, 2009



■ - selected this option

■ - did not select this option

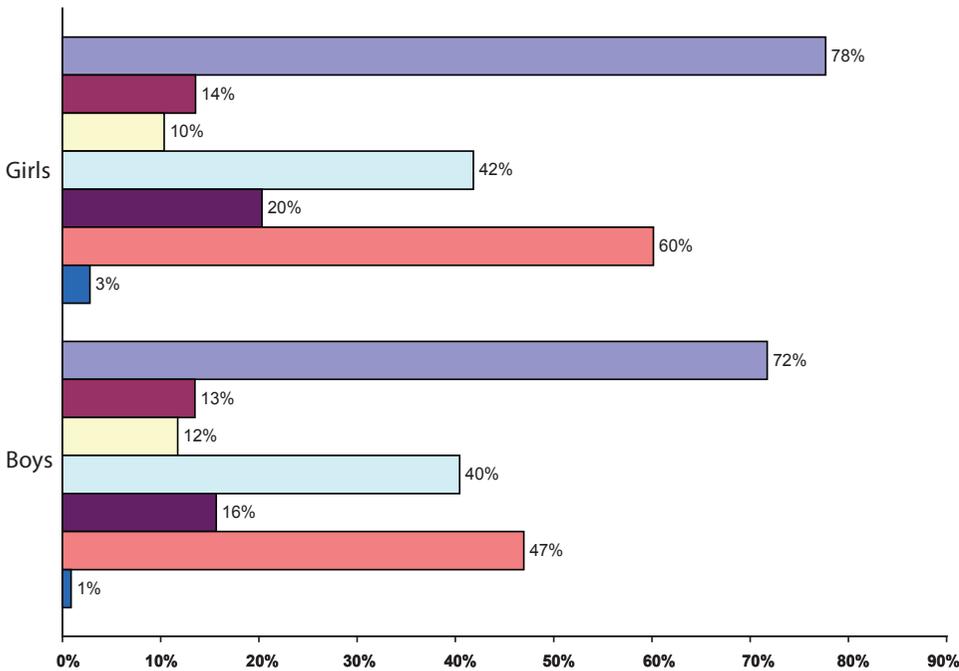
# 3. Available Assistance and Attitudes towards Victims and Perpetrators of Violence

The role of the school psychologist in informing children about the ways of getting protected from violence has increased significantly for all children – from 7% of boys of older age and to 19% of the youngest category of respondents. This is to confirm conclusions regarding school activities, based on the improved psychological assistance for children. The role of pedagogues in this process has increased significantly for the youngest respondents – by 16% (such increase was much lower in

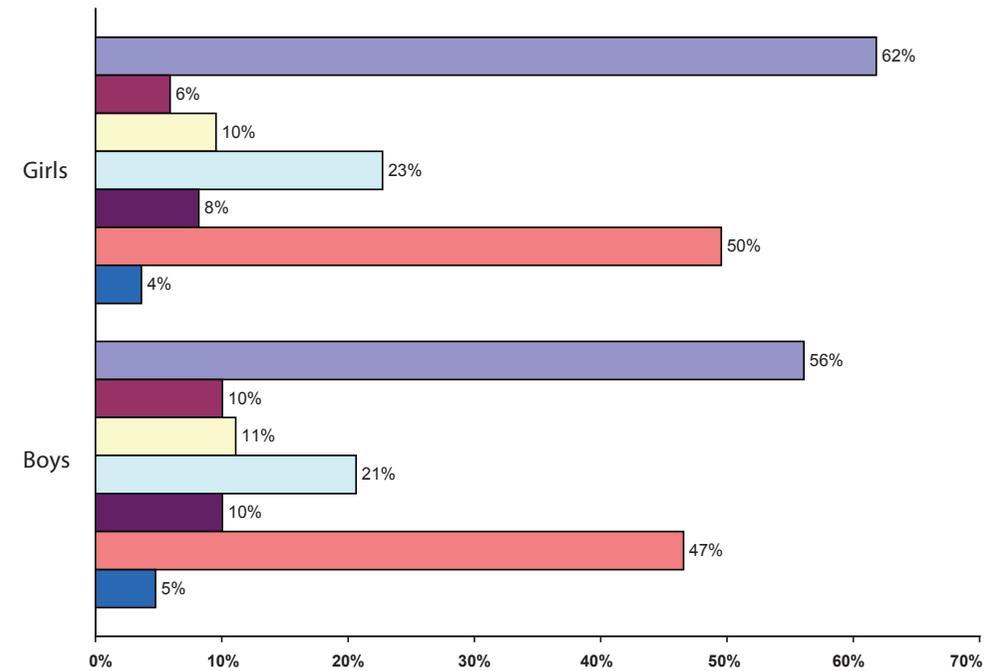
other age groups). Moreover, the significance of pedagogues in this area has even decreased by 5% in the group of girls of 12-14 years. Children also came to understanding that the social pedagogue was also capable of helping them in cases of violence (increase from 2% to 18%). **So, it is safe to say that internal school activities aimed at provision of efficient and reliable support to children through psychologists, teachers and social pedagogues is underway.**

If yes, whom do you get this information from? (9-11 years)

Results of children's survey, 2011



Results of children's survey, 2009

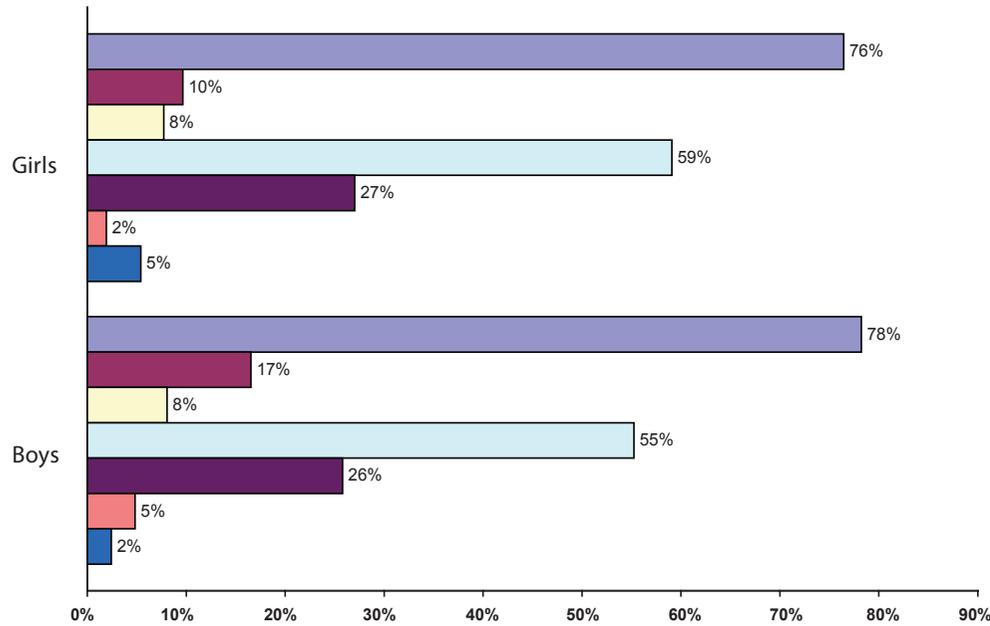


- - teacher
- - headmaster
- - school doctor
- - school psychologist
- - social pedagogue
- - parents
- - other

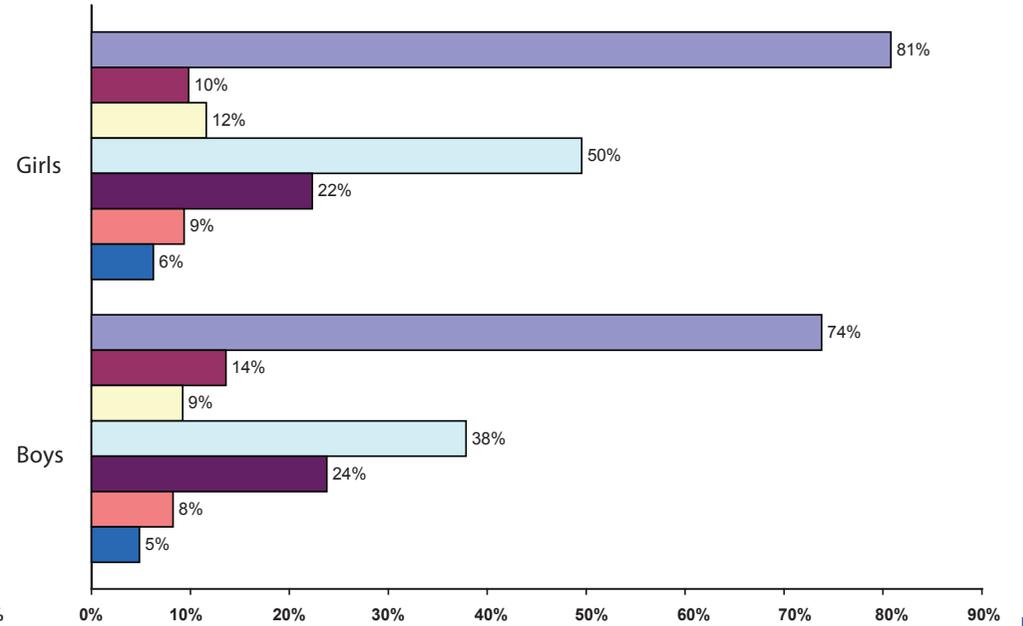
# 3. Available Assistance and Attitudes towards Victims and Perpetrators of Violence

Who tells students about possibilities to avoid violence, and about possible assistance from adults in such cases? (12-14 years)

Results of children's survey, 2011



Results of children's survey, 2009

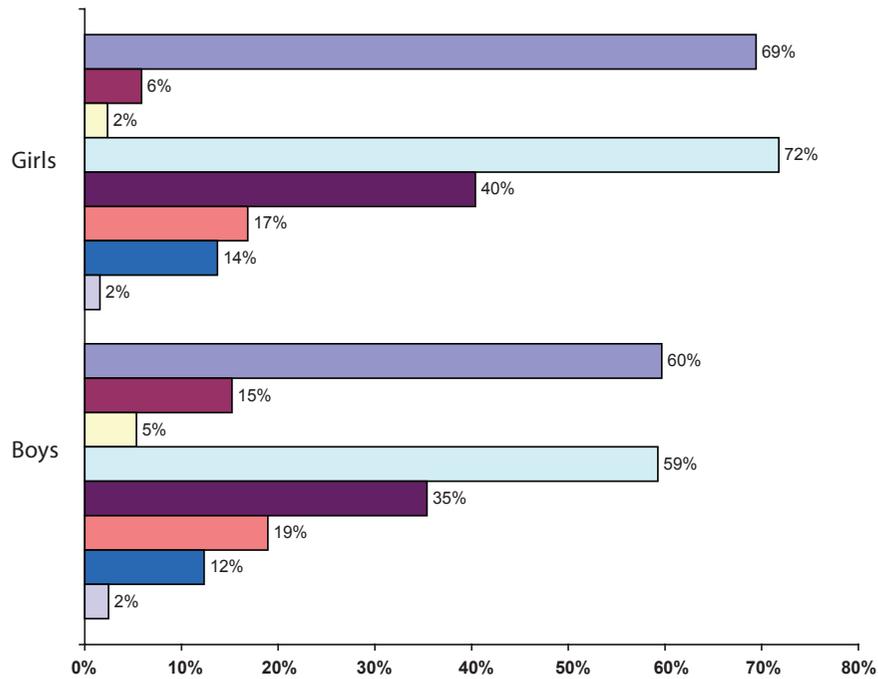


- - teacher
- - headmaster
- - school doctor
- - school psychologist
- - social pedagogue
- - other
- - parents

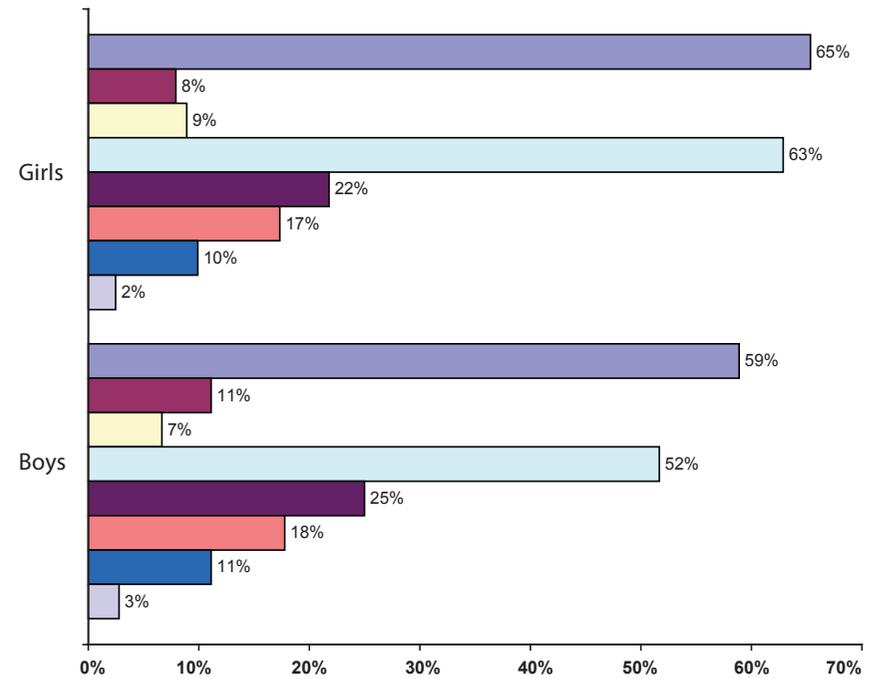
# 3. Available Assistance and Attitudes towards Victims and Perpetrators of Violence

Who conducts such work with students? (15-16 years)

Results of children's survey, 2011



Results of children's survey, 2009

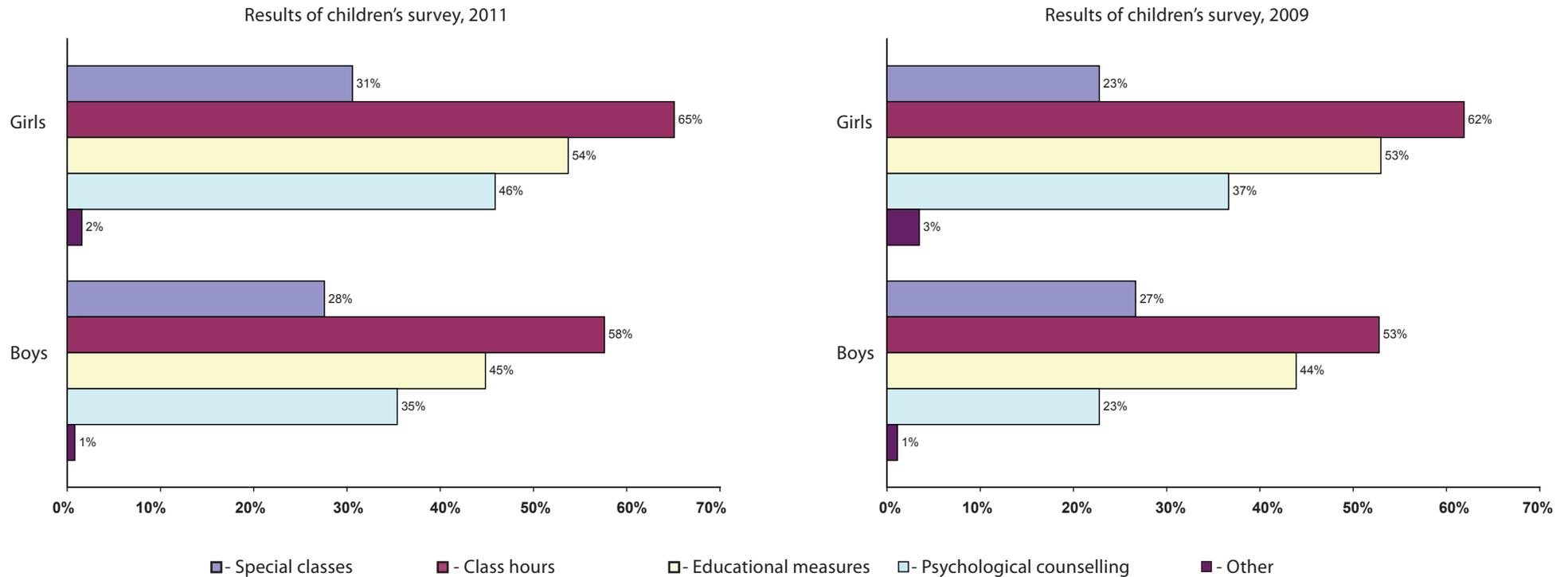


- - teacher
- - headmaster
- - school doctor
- - school psychologist
- - policeman
- - representative of social services
- - other
- - social pedagogue

### 3. Available Assistance and Attitudes towards Victims and Perpetrators of Violence

Nowadays students have much more special classes and psychological consultations on the topic. Special classes are much more popular with the girls, whereas psychological counselling was mentioned by all children.

How this work is conducted in the school? (15-16 years)



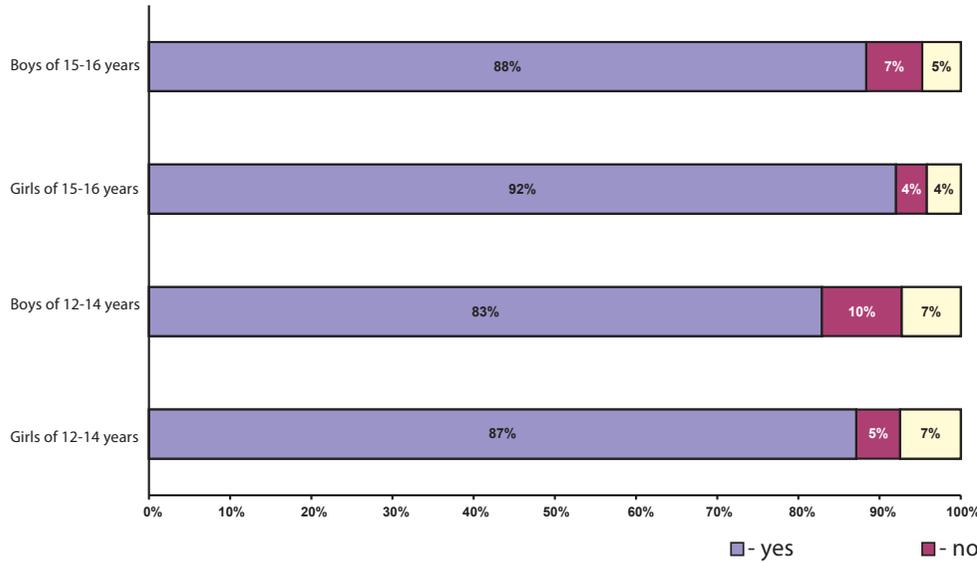
### 3. Available Assistance and Attitudes towards Victims and Perpetrators of Violence

The level of children’s awareness about the special legislation is traditionally considered as one of the outcomes of prevention work against violence. Therefore, students’ awareness remains high; it has even improved in some areas, but the actual knowledge of basics of the special anti-violence

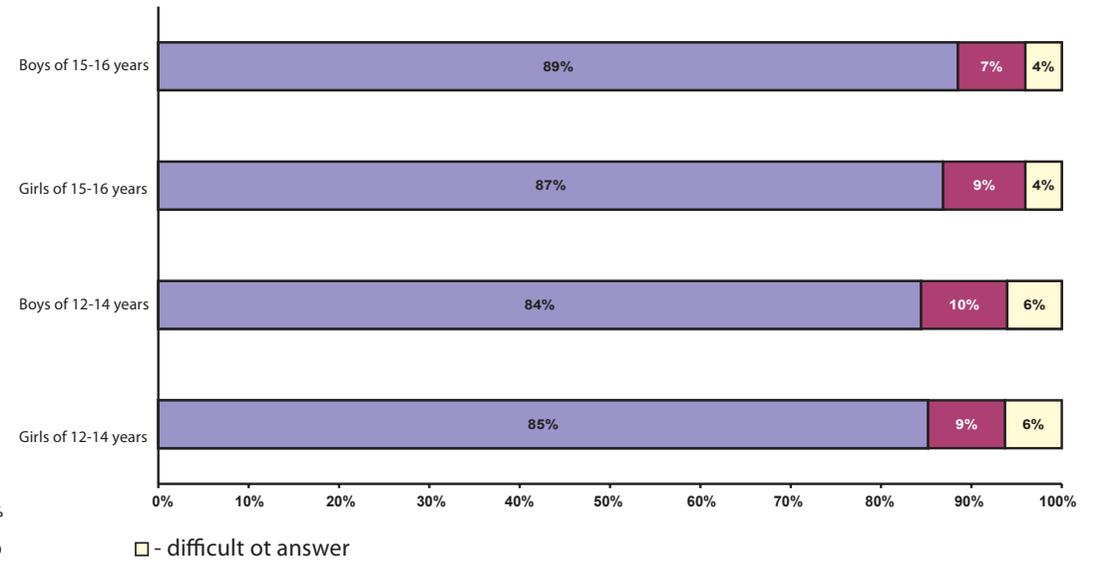
legislation was beyond the scope of the project. Here we should appreciate the work of teachers and school staff in promoting this knowledge among students.

**Do you know that there are laws in Ukraine that protect children against violence?**

Results of children’s survey, 2011



Results of children’s survey, 2009



# 3. Available Assistance and Attitudes towards Victims and Perpetrators of Violence

## CONCLUSIONS:

Both studies demonstrate that school-based work on the establishment of mechanisms to assist children in cases of violence and to provide them with relevant information is underway. These mechanisms encompass capacities of pedagogues, psychologists and social pedagogues.

These are only the first steps, however, so children still prefer to “settle accounts” on their own or try to involve their parents.

Quite disturbing is the fact of reduced involvement of external professionals (NGOs, services for children, police) in joint activities on multisectoral prevention of violence among children.

## RECOMMENDATIONS:

All previous recommendations should remain in force. They should focus on capacity building of school psychologists and teachers. Efforts should be made to develop and ensure ongoing review of the existing mechanisms of prevention of violence among children.

For example, there is the need to introduce mechanisms of analysing the risk of violence among children in every school.

Action plan is needed to address the issue of violence; it is necessary to set up a system to track cases of violence among children; to identify perpetrators (bullies); and to organize professional work with such children, both at the individual and group level. Involvement of professional psychologists is essential. Any conversation with the school bully should be based on human values. Parents of such children should not be ignored as well, but the best way to tackle the problem is to involve social services, especially if a family is in crisis. It is also necessary to work with the class, while any activities should be planned and implemented according to the general behaviour correction and assistance programme for children – aggressors.

It is also expedient to set up and upgrade school algorithm of response to cases of violence among children; to clarify possible measures, as well as responsibilities and competencies of a teacher and school administration; to identify the role and duties of school psychologists and social pedagogues within this algorithm depending on their availability, working experience and professional skills. The role of a teacher should be relatively limited: a teacher should provide only “primary psychological assistance”, and then refer a child to the professional. Both children-victims and perpetrators of violence should receive professional assistance, while teachers need to limit their attempts to address violence-related issues independently. This algorithm should take into account provisions of current legislation. In addition to internal

school resources, other professionals – staff members of services for children, officers of the criminal police for juvenile affairs, non-governmental organizations – should be involved as necessary.

School mechanisms of prevention and response to violence, as well as the system of assistance for children should be developed with active participation of children; their thoughts and opinions should be taken into consideration in order to increase children’s trust towards these mechanism, and to improve their targeting on real needs and expectations of children.

School psychologists and social pedagogues should become key links in the chain of actions, aimed at the school violence prevention. Therefore, violence prevention should be one of the main items in their job descriptions. This objective entails ongoing professional training in this area.

School mediation may serve as one of possible methods of school violence prevention. Mediation means resolution of conflict situations through reconciliation of the parties by finding optimal and mutually satisfactory options, taken into account common wish of both parties to find the way out. Such work will help to reduce the level of aggression in school environment; to find non-violent ways of settling conflict situations; and to remove any possibilities for conflict to grow into violence.

Speaking about the work with children disposed to aggression towards others, it is expedient to introduce school-based aggression substitution programmes – trainings on social skills development; individual detection and halting any manifestations of aggression; substitution of aggressive behaviour with accepting attitudes; development of civilized and human moral qualities. These trainings are widely used in other countries and currently piloted in Ukraine.

As parents remain the most relevant source of information for children, it would be valuable to involve them in the prevention work with children more actively. In other words, by working with parents on daily basis, it would be easier to communicate necessary information to children – e.g. on the methods of avoiding violent situations and on assistance, available to children in the school. This is particularly true for children of younger school age.

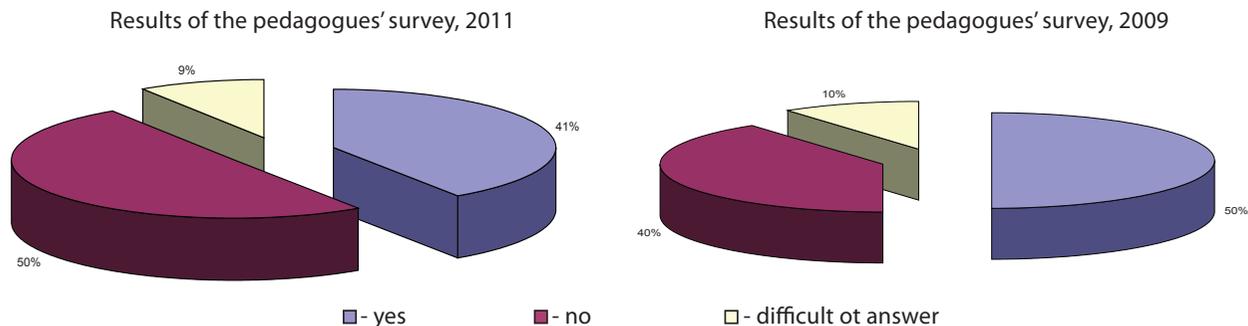
More team sports competitions should be organized in schools, since the lack of tactile communication between children often leads to aggressive behaviours.

More attention should be given to psychosexual education of children, especially regarding acceptable ways of expressing one’s personal likings.

# 4. Needs of Teachers and Children to Address the Issue

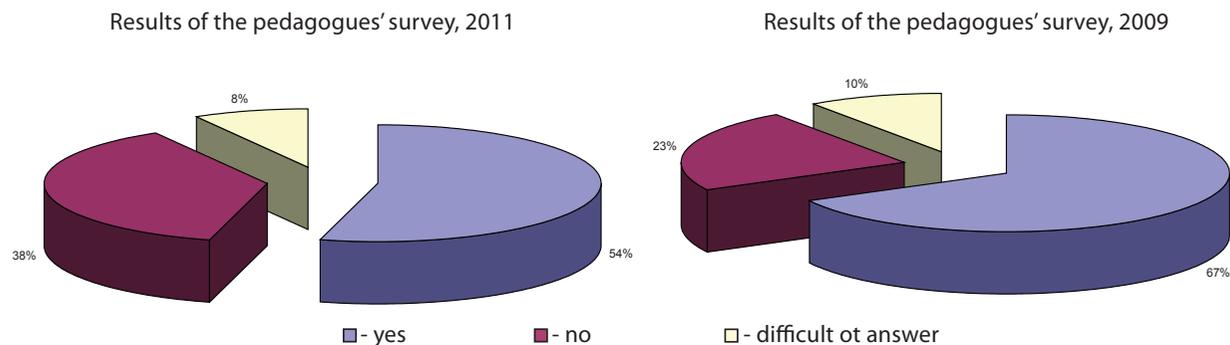
It is safe to say that the first round of the development of teachers' perceptions of the problem and ways of addressing it has been completed. The number of those who require additional information has reduced by 9%, **but it is still rather high. In other words, information is still necessary, but it needs to be taken to the higher level – development of specific mechanisms of action, taking into consideration peculiarities of the school and surrounding locality.**

## Do you need more information on where to go in case of violence among children?



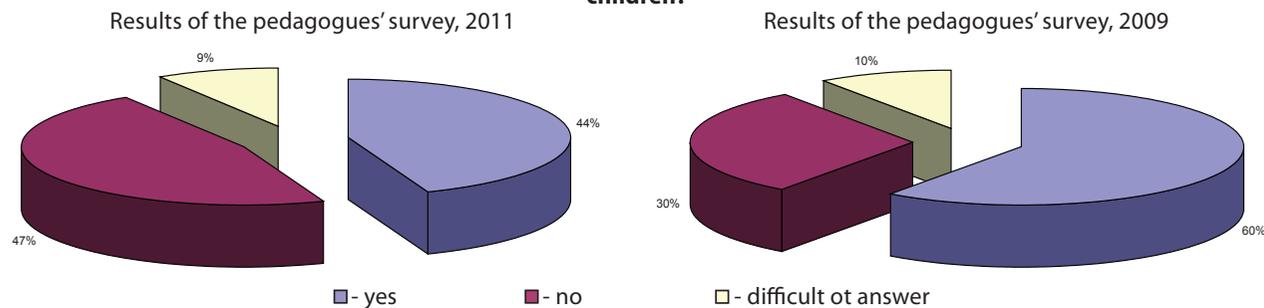
Information needs regarding teacher's own behaviour in cases of violence among children have also dropped by 7%.

## Do you need more information on how to act in cases of violence among children?



Significant reduction (by 16%) was observed in the teachers' need in additional information regarding organization of prevention work. So we were able to provide teachers with all necessary information according to their needs, while new needs and requests are yet to develop.

## Do you need more information on the organization of school activities aimed at prevention of violence among children?



# 4. Needs of Teachers and Children to Address the Issue

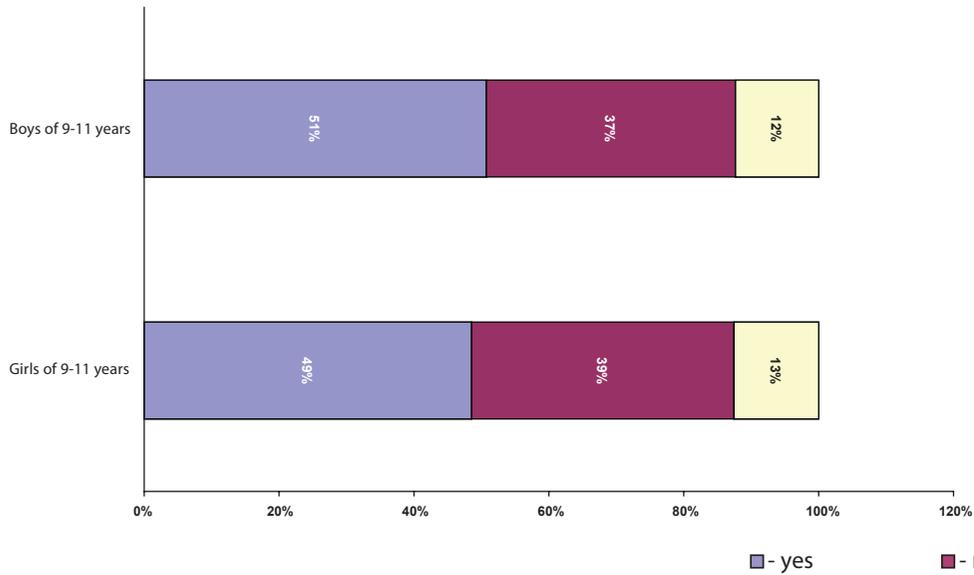
Such reduction of information needs can be considered as one of project's successes, but it is still not enough to cancel such information activities in the future.

At the same time, children's interest towards the problem and various ways of addressing it at the procedural level remains high, with slight reduction in middle and older age groups, and

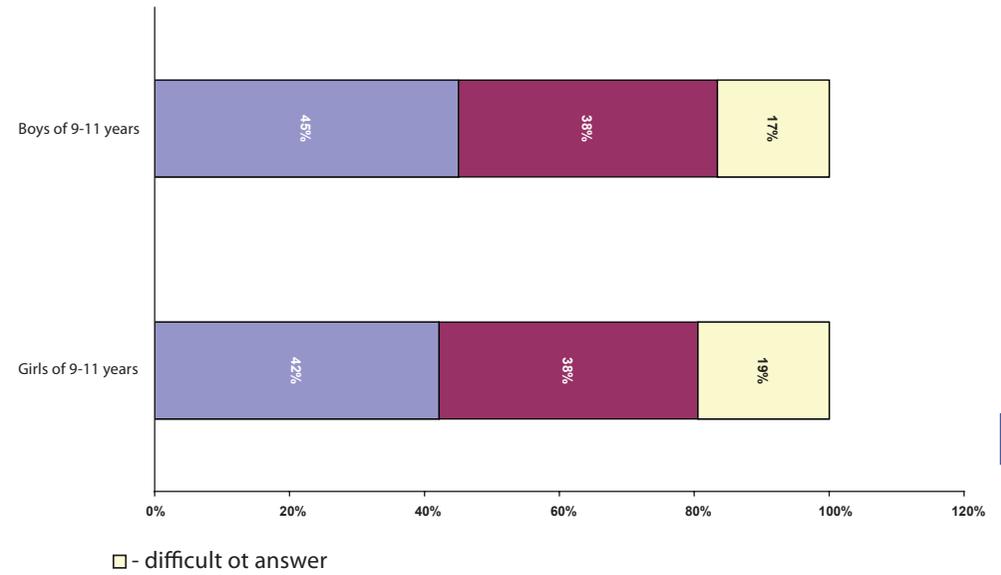
significant increase in the youngest age group. This may be the evidence of children's desire to resolve the issue at least for themselves.

## Do you need information of where to go in case of violence?

Results of children's survey, 2011

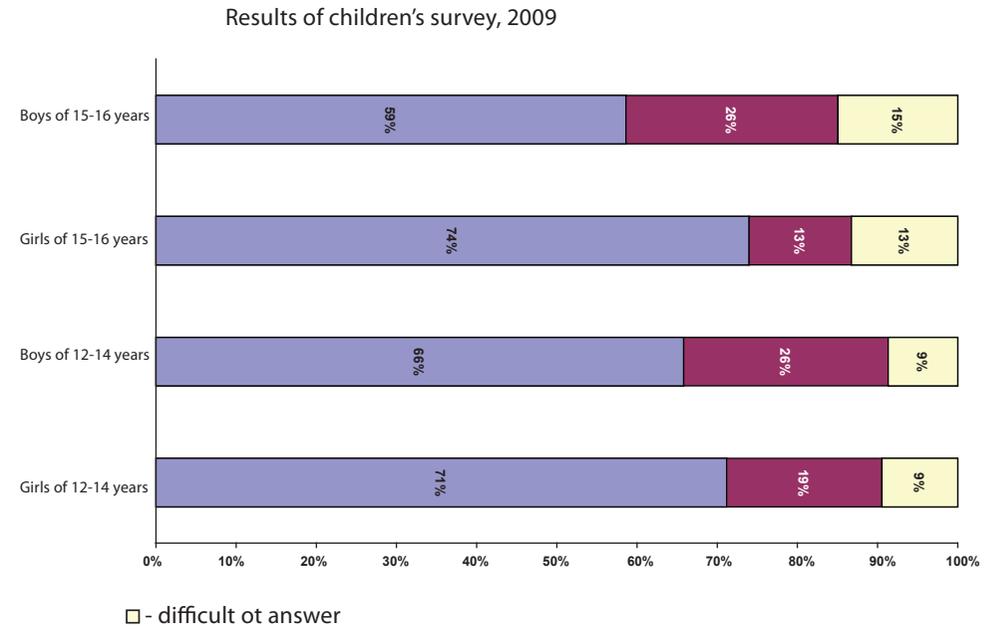
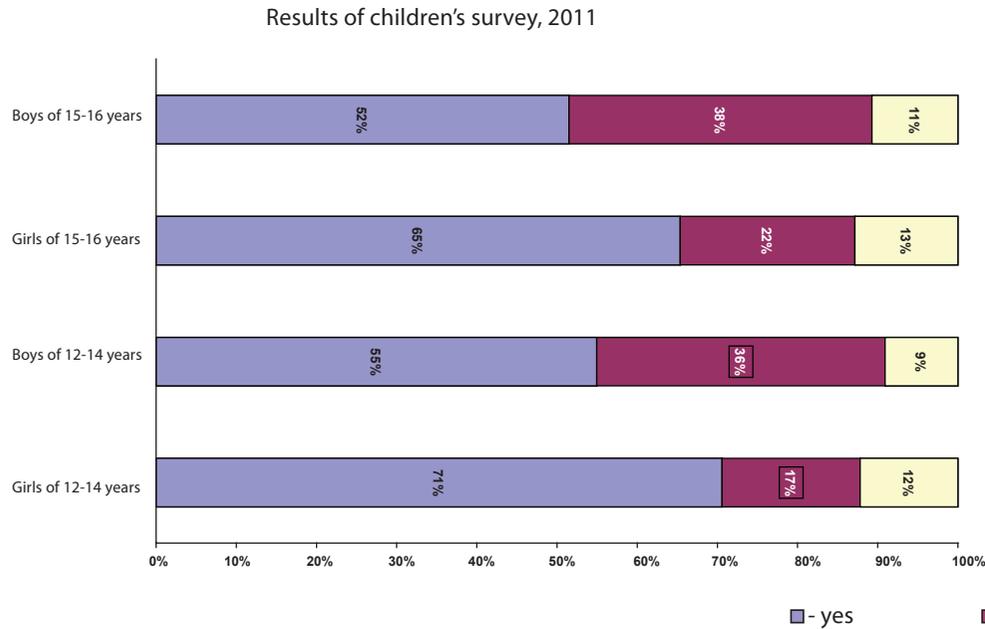


Results of children's survey, 2009



# 4. Needs of Teachers and Children to Address the Issue

Would you like to know more about where to go in case of violence against children?



## CONCLUSIONS:

Both children and pedagogues express their interest in continued work and in additional and/or new information on the mechanisms of addressing the issue of violence against children, and on their behaviour/actions in such situations.

It is obvious that the list of needs of both students and teachers, identified in the course of the previous study, remains urgent; it can serve as a guide for planning future work for all stakeholders.

## RECOMMENDATIONS:

It is necessary to draw attention of departments of education and the broad public towards the issue of violence among children in schools, to reveal its consequences, and to make the public familiar with the list of students and teachers' needs to respond to the problem.

It is also necessary to reform the system of educational and preventive measures against school violence (violence among children), taking into account the abovementioned needs of students and teachers. Pedagogues with service record from 2 to 10 years should become key players at the beginning of this process.

## QUESTIONNAIRE FOR THE SCHOOL STAFF

Dear Colleague! We kindly ask you to sincerely answer to the questions about violence in modern children's environment, specifically at school, where you work. The questionnaire is anonymous. We promise to keep your answers in secret! We hope that our common efforts will help children to make their life safer and better protected from violence.

1. Do you consider violence against children is an urgent problem?  
yes  no  difficult to answer
2. Do you consider violence between children is an urgent problem?  
yes  no  difficult to answer
3. Do you agree with the statement "Violence is any action that leads to physical and/or psychological damage of a person"?  
yes  no  difficult to answer
4. What do you refer to as violence? (you can choose several options, when needed)  
а - beating  
б - quarrel  
в - insult  
г - humiliation  
д - «labeling»  
е - comparing  
ж - deprivation of food  
з - damage of personal property of another person  
и - ignoring feeling and needs of another person  
к - nick names  
л - sexual harassment  
м - other (please, specify) \_\_\_\_\_
5. Do children you work with suffer from violence?  
yes  no  difficult to answer
6. If "so", please, select what kind of violence is that from the list below  
(you can choose several options, when needed)  
а - beating  
б - quarrel  
в - insult  
г - humiliation  
д - «labeling»  
е - comparing  
ж - deprivation of food  
з - damage of personal property of another person  
и - ignoring feeling and needs of another person  
к - nick names  
л - sexual harassment  
м - other (please, specify) \_\_\_\_\_
7. Where do children, to your opinion, fall victims of violence at most?  
(please, make a priority of the list below)  
 family  
 school  
 street  
 other locality (please, specify) \_\_\_\_\_
8. Who do you think commit violence against children? (please, make a priority of the list below)  
 parents  
 other children  
 adults who work with children  
 other adults (please, specify) \_\_\_\_\_
9. Did you notice any manifestation of violence between children in your school?  
yes  no  difficult to answer
10. If "yes", what manifestation of violence did you notice?  
(you can choose several options, when needed)  
а - beating  
б - quarrel  
в - insult  
г - humiliation  
д - «labeling»  
е - comparing  
ж - deprivation of food  
з - damage of personal property of another person  
и - ignoring feeling and needs of another person  
к - nick names  
л - sexual harassment  
м - other (please, specify) \_\_\_\_\_

# Annexes

11. Who committed the violence at most? *(please, make a priority of the list below)*

- same age children - individual children
- same age children - children in the groups
- elderly children - individual children
- elderly children - children in the groups
- others (please, specify) \_\_\_\_\_

12. How did you learn about these cases of violence?

*(you can choose several options, when needed)*

- a - from children themselves
- б - from the private file of the child
- в - from parents or relatives of the child
- г - from the friends of the child
- д - from the colleagues (teachers, administrative staff)
- е - from the school doctor/ nurse
- ж - from the school psychologist
- з - from unknown person
- и - you witnessed the accident yourself
- к - other (please, specify) \_\_\_\_\_

13. Do you think that the child victim of violence require for assistance?

- yes                       no                       difficult to answer

14. If "yes", in what cases?

\_\_\_\_\_  
\_\_\_\_\_

15. If "yes", who can the child victim of violence address to for the assistance in your school?

*(you can choose several options, when needed)*

- a - to no one
- б - to friends
- в - only to their parents, relatives
- г - to you or other teachers
- д - to the school administration
- е - to the school doctor/ nurse
- ж - to the school psychologist
- з - to the social pedagogue
- и - other (please, specify) \_\_\_\_\_

16. What services can this child receive in your school when s/he applies for the assistance?

*(please, specify)*

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

17. Do you think that the child who commits violence requires for the assistance?

- yes                       no                       difficult to answer

18. If "yes", in which cases?

\_\_\_\_\_

19. If "yes", who can assist the child committing violence in your school?

*(you can choose several options, when needed)*

- a - no one
- б - friends
- в - only parents, relatives
- г - you or other teachers
- д - to the school psychologist
- е - to the social pedagogue
- ж - this child can only be punished
- з - other (please, specify) \_\_\_\_\_

20. What exactly services this child can receive at your school? *(please, specify)*

\_\_\_\_\_  
\_\_\_\_\_

21. How are children at your school informed about the assistance available in the cases of violence?

*(you can choose several options, when needed)*

- a - in no way
- б - at the special educational classes
- в - at the meetings with psychologist
- г - at the meetings with social pedagogue
- д - via informational boards at school
- е - other (please, specify) \_\_\_\_\_

22. What measures did you take when you learnt about the violence between children?

*(you can choose several options, when needed)*

- a - no one
- б - referred to the school administration
- в - referred to the law enforcement office
- г - referred to the department on child affairs
- д - referred to the school psychologist
- е - referred to the school social pedagogue
- и - referred to the parents of the child victim
- к - referred to the parents of the child aggressor
- л - tried to provide psychological assistance to the child on your own
- м - tried to discuss this case with the child aggressor on your own
- н - asked for the assistance of another teacher
- о - other (please, specify) \_\_\_\_\_

# Annexes

23. What measures did you take to prevent violence between children?

*(you can choose several options, when needed)*

a - no one

б - awareness raising classes with students

в - awareness raising meetings with parents

г - awareness raising activities with participation of the school psychologist

д - awareness raising activities with participation of the school social pedagogue

е - awareness raising activities with participation of the law enforcement/ child affair department officers

ж - awareness raising activities with participation of the NGO activists

з - other (please, specify) \_\_\_\_\_

24. What activities do you think should be organized at your school to prevent violence between children and to provide assistance to children involved into such conflicts?

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25. What is needed for such activities to be implemented?

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26. Do you need for more information on where to go in the case of violence between children?

yes

no

difficult to answer

27. Do you need for more information on how to behave in the case of violence between children?

yes

no

difficult to answer

28. Do you need for more information on how to organize work in your school to prevent violence between children?

yes

no

difficult to answer

29. Your sex

male

female

30. What is your position at school and how many years do you work at this post

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**THANK YOU FOR COOPERATION!**

# Annexes

## QUESTIONNAIRE FOR CHILDREN OF 9 – 11 YEARS OF AGE

Dear friend! You are getting ready to the adult life, and we try to make it safer for you. Still, we need your help. So it is very important for us to know your attitudes towards the problem of violence among children.

1. Do you know what violence is?

yes  no  difficult to answer

2. Please, mark down the actions below that are "violent" for you

(you may select as many points, as you like):

- a) Beating
- b) Headnuts
- c) Kicks
- d) Insult
- e) Humiliation
- f) Name-calling
- g) Damaging other person's property
- h) Unpleasant touching of your body
- i) Taking away your food or money
- j) Silent treatment (ignoring other people)
- k) Other (please add your option) \_\_\_\_\_

3. Have you ever witnessed actions described in Clause 2?

yes  no  difficult to answer

4. If yes, please specify

- a) Beating
- b) Headnuts
- c) Kicks
- d) Insult
- e) Humiliation
- f) Name-calling
- g) Damaging other person's property
- h) Unpleasant touching of your body
- i) Taking away your food or money
- j) Silent treatment (ignoring other people)
- k) Other (please add your option) \_\_\_\_\_

5. If yes, then where did you see it?

- a) In the movies
- b) In TV programmes
- c) In the books
- d) At home
- e) On the streets
- f) In school
- g) Other (please add your option) \_\_\_\_\_

6. Have this ever happened to you?

yes  no  difficult to answer

7. If yes, then what has happened?

- a) Beating
- b) Headnuts
- c) Kicks
- d) Insult
- e) Humiliation
- f) Name-calling
- g) Damaging other person's property
- h) Unpleasant touching of your body
- i) Taking away your food or money
- j) Silent treatment (ignoring other people)
- k) Other (please add your option) \_\_\_\_\_

8. If yes, then where did it happen?

- a) At home
- b) On the streets
- c) In school
- d) Other (please add your option) \_\_\_\_\_

# Annexes

9. If yes, then how often during the last year?

- a) Once
- b) Several times per year
- c) Several times per month
- d) Almost every day

10. Has anything like that happen to your friends?

yes  no  difficult to answer

11. If yes, what has happened to them?

- a) Beating
- b) Headnuts
- c) Kicks
- d) Insult
- e) Humiliation
- f) Name-calling
- g) Damaging other person's property
- h) Unpleasant touching of your body
- i) Taking away your food or money
- j) Silent treatment (ignoring other people)
- k) Other (please add your option) \_\_\_\_\_

12. If yes, then where did it happen?

- a) At home
- b) On the streets
- c) In school
- d) Other (please add your option) \_\_\_\_\_

13. If yes, then how often during the last year?

- a) Once
- b) Several times per year
- c) Several times per month
- d) Almost every day

14. If you have witnessed violence in school among children, who usually did it  
(you can select several options as necessary)?

- a) Your peer
- b) Your peers (several children together)
- c) Older student
- d) Older students (several children together)
- e) Yourself
- f) Other (please add your option) \_\_\_\_\_

15. Do they tell you in the school about how to avoid violence, and who can help?

yes  no  difficult to answer

16. If yes, who gives you such information?

- a) Teacher
- b) Headmaster
- c) School doctor
- d) School psychologist
- e) Social pedagogue
- f) Parents
- g) Other (please add your option) Representative of social service

\_\_\_\_\_

\_\_\_\_\_

17. Who can you or your friends ask for assistance in order to get protected from violence?

- a) No one
- b) Friends
- c) Parents or other relatives
- d) Teachers
- e) Headmaster
- f) School doctor
- g) School psychologist
- h) Social pedagogue
- i) Other (please add your option)

\_\_\_\_\_

18. How these people can help you or your friends (please provide specific examples)?

\_\_\_\_\_

\_\_\_\_\_

19. Do you need information of where to go in case of violence?

yes  no  difficult to answer

20. Your age is \_\_\_\_\_

21. Your gender is

Male  Female

**THANK YOU!**

# Annexes

## QUESTIONNAIRE FOR CHILDREN OF 12 – 14 YEARS OF AGE

**Dear friend! You shall be entering the adult life soon, and we try to make it safer for you. Still, we need your help. So it is very important for us to know your attitudes towards the problem of violence among children.**

1. Do you know what violence against other people is?

yes  no  difficult to answer

2. Please, indicate, what actions below constitute violence for you

(you may select as many points, as you like):

- a) Beating
- b) Headnuts
- c) Kicks
- d) Insult
- e) Humiliation
- f) Name-calling
- g) Damaging other person's property
- h) Unpleasant touching of your body
- i) Taking away your food or money
- j) Silent treatment (ignoring other people)
- k) Other (please add your option) \_\_\_\_\_

3. Have you ever witnessed phenomena described in Clause 2?

yes  no  difficult to answer

4. Did anything like that ever happen to you?

yes  no  difficult to answer

5. If yes, what has happened (please select relevant letters from Clause 2)

a b c d e f g h i j k

6. If yes, then where did it happen?

- a) At home
- b) On the streets
- c) In school
- d) Other (please add your option) \_\_\_\_\_

7. If yes, then how often during the last year?

- a) Once
- b) Several times per year
- c) Several times per month
- d) Almost every day

8. Has anything like that happen to your friends in school?

yes  no  difficult to answer

9. If yes, what has happened (please select relevant letters from Clause 2)

a b c d e f g h i j k

10. If yes, then where did it happen?

- a) At home
- b) On the streets
- c) In school
- d) Other (please add your option) \_\_\_\_\_

11. If yes, then how often during the last year?

- a) Once
- b) Several times per year
- c) Several times per month
- d) Almost every day

12. Who usually commits violence in the school (you can select several options as necessary)?

- a) Your peer
- b) Your peers (several children together)
- c) Older student
- d) Older students (several children together)
- e) Yourself
- f) Other (please add your option) \_\_\_\_\_

13. Did you commit violence in school against other children?

yes  no  difficult to answer

14. Who can you or your friends ask for assistance in order to get protected from violence?

- a) No one
- b) Friends
- c) Parents or other relatives
- d) Teachers
- e) Headmaster
- f) School doctor

# Annexes

- g) School psychologist
- h) Social pedagogue
- i) Other (please add your option)

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15. How these people can help you or your friends (*please provide specific examples*)?

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16. Do they tell students in schools about possibilities to avoid violence, and who can help in such cases?

- yes                       no                       *difficult to answer*

17. If "yes", please, describe what they tell you.

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18. Who tells students about possibilities to avoid violence and about assistance that adults can offer in such cases?

- a) Teacher
- b) Headmaster
- c) School doctor
- d) School psychologist
- e) Social pedagogue
- e) Other (please indicate your option)

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19. Do you know that there are laws in Ukraine that protect children against violence?

- yes                       no                       *difficult to answer*

20. Would you like to know more about where to go in case of violence against children?

- yes                       no                       *difficult to answer*

21. Your age is \_\_\_\_\_

22. Your gender is

- Male                       Female

**THANK YOU!**

# Annexes

## QUESTIONNAIRE FOR CHILDREN OF 15 – 16 YEARS OF AGE

**Dear friend! You enter the adult life, and we try to make it safer for you. Still, we need your help. So it is very important for us to know your attitudes towards the problem of violence among children.**

1. Do you know what violence is?  
yes  no  difficult to answer
2. Do you agree with the definition "Violence means any action of one individual against the other that inflict damage to physical or mental health"?  
yes  no  difficult to answer
3. What types of violence do you know (you may select several options)?  
a) Physical  
b) Psychological  
c) Sexual  
d) Economic
4. Please, indicate, what actions below constitute violence for you (you may select as many points, as you like):  
a) Beating  
b) Headnuts  
c) Kicks  
d) Insult  
e) Humiliation  
f) Name-calling  
g) Damaging other person's property  
h) Unpleasant touching of your body  
i) Taking away your food or money  
j) Silent treatment (ignoring other people)  
k) Other (please add your option)  
\_\_\_\_\_
5. Have you ever witnessed actions described in Clause 4?  
yes  no  difficult to answer
6. If yes, then where?  
a) At home  
b) On the streets  
c) In school  
d) Other (please add your option)  
\_\_\_\_\_  
\_\_\_\_\_
7. Have this ever happened to you?  
yes  no  difficult to answer
8. If yes, what exactly has happened (please give specific examples)? \_\_\_\_\_  
\_\_\_\_\_
9. If yes, then where did it happen?  
a) At home  
b) On the streets  
c) In school  
d) Other (please add your option)  
\_\_\_\_\_  
\_\_\_\_\_
10. If yes, then how often during the last year?  
a) Once  
b) Several times per year  
c) Several times per month  
d) Almost every day
11. Has anything like that happen to your friends?  
yes  no  difficult to answer
12. If yes, what exactly has happened (please give specific examples)? \_\_\_\_\_  
\_\_\_\_\_
13. If yes, then where did it happen?  
a) At home  
b) On the streets  
c) In school  
d) Other (please add your option) \_\_\_\_\_  
\_\_\_\_\_
14. If yes, then how often during the last year?  
a) Once  
b) Several times per year  
c) Several times per month  
d) Almost every day

# Annexes

15. Who commits violence in schools in most cases (*you can select several options*)?

- a) Your peer
- b) Your peers (several children together)
- c) Yourself
- d) Older student
- e) Older students (several children together)
- f) Other (please add your option)

16. Did you commit violence in school against other children?

- yes                       no                       *difficult to answer*

17. Who can you or your friends ask for assistance in order to get protected from violence?

- a) No one
  - b) Friends
  - c) Parents or other relatives
  - d) Teachers
  - e) A headmaster
  - f) School doctor
  - g) School psychologist
  - h) Social pedagogue
  - i) Other (please add your option)
- 
- 

18. How these people can help you or your friends (please provide specific examples)?

---

---

19. Do they tell students how to avoid violence, and who can help in such cases?

- yes                       no                       *difficult to answer*

20. If "yes", please, specify what they tell you:

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21. Who conducts such work with students?

- a) Teacher
  - b) Headmaster
  - c) School doctor
  - d) School psychologist
  - e) Social pedagogue
  - f) Policeman
  - g) Representative of social service
  - e) Other (please indicate your option)
- 

22. How this work is conducted in the school?

- a) Special classes
  - b) Class hours
  - c) Educational measures
  - d) Psychological counselling
  - e) Other (please describe your option)
- 

23. Do you know that there are laws in Ukraine that protect children against violence?

- yes                       no                       *difficult to answer*

24. Would you like to know more about where to go in case of violence against children?

- yes                       no                       *difficult to answer*

25. Your age is \_\_\_\_\_

26. Your gender is

- Male                       Female

**THANK YOU!**

