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Manual

THE DEVELOPMENT OF A CULTURE OF PEACE AND NON-VIOLENCE AS BASIC VALUES IN THE EDUCATIONAL SYSTEM IN THE REPUBLIC OF NORTH MACEDONIA

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INTRODUCTION

Violence is a more dimensional phenomenon, which means that it needs to be seen in a broad social context, and not as an isolated phenomenon. Violence is a serious problem in schools, but it is also a serious social problem. With its devastating effects and consequences, from a moral, physical and material point of view, it poses a great social danger.

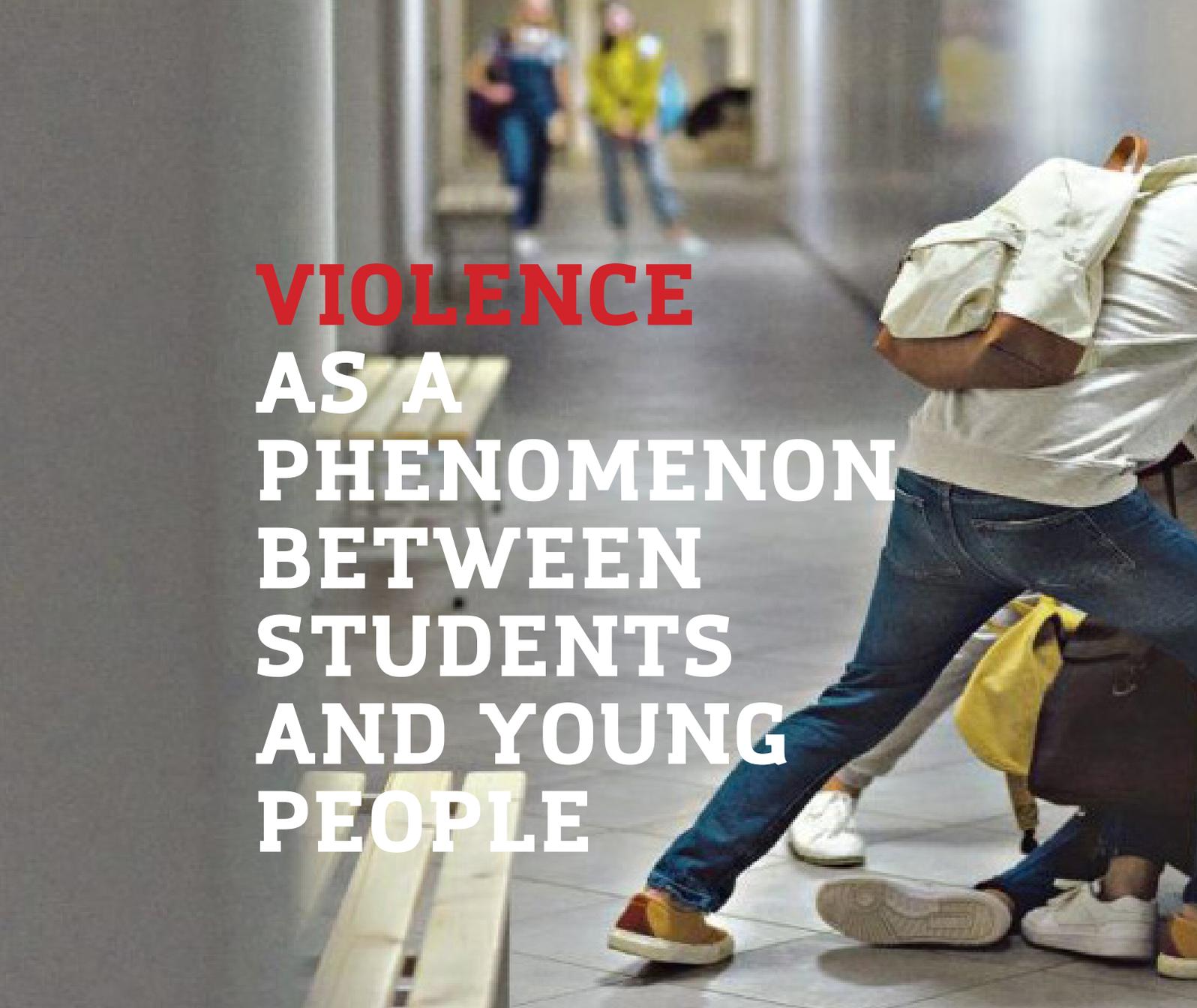
Working in the field of peacebuilding and non-violent behavior, is a multidirectional and multidimensional process that requires the implementation of organizational changes in schools and society, through activities that will sensitize and activate young people to take an active role in nonviolent transformation and conflict prevention, both in their schools and in the environment in which they live.

Violent behavior is often determined by irrational factors. Ethnic, gender, sex, and social stereotypes as well as prejudices are often behind the violent behavior of students. The likelihood of violence occurring among individuals and groups is as high as negative stereotypes and prejudices.

The results of numerous researches show that in the interest of prevention of violent behavior and building a culture of peace, it is necessary to design programs and projects for confronting students, accepting diversity and overcoming stereotypes.

We also see that gender inequality and the prevalence of violence against women and girls in our society, exacerbate the problem. The pressure on many students to accept the dominant gender norms and perceptions is often strong. Young people, often girls, who are unable or unwilling to accept these norms, are often punished with violence and bullying at school.

The education system, i.e., the schools, are an extremely important part of the process of recognizing and reporting cases of violence. Schools are institutions whose main activity is upbringing and education, where in addition to teaching staff there are also professional associates with professional competencies, capacities and mechanisms (For example: through their involvement in teams for protection of children from violence) can make early detection of violence against children, to recognize the risks of violence, are in order to prevent different types of violence.



VIOLENCE AS A PHENOMENON BETWEEN STUDENTS AND YOUNG PEOPLE

<https://bpinfo.rs/u-os-desanka-maksimovic-u-backoj-palanci-rasulo-direktorka-sve-gura-pod-tepih>

In and out of schools, students may be exposed to a variety of forms and types of peer violence, as well as adult violence. How serious is the occurrence of violence among children and young people shows the fact that violence leaves consequences for children who are victims of violence, but also for those who commit violence, as well as for those children who attended events where there is violence. Virtually everyone feels the consequences.

In addition to the initial cause and the number of participants, violence can also vary according to the form it takes or the space in which it occurs (eg phys-

ical, verbal, ie violence or alternative aggression aimed at harming one's relationships or social status, sexually, cyberbullying, etc.), but also because of the basis on which it occurs, such as socioeconomic status, appearance, origin, race, ethnicity, sexual orientation, gender, gender identity and expression, etc. Age also affects the intensity of peer violence, ie research shows that its frequency and prevalence decreases with the age of children.

School violence is often defined as the occurrence of violent behavior that occurs at school. Although violence can occur in different places and in different



The World Health Organization defines violence as:

„Deliberate use of physical force or power against oneself or another person, or against a group that leads, or may lead to injury, death, psychological injury.“

circumstances, it is most common in the school building and yard, but also on the way from school to on the way to school. School violence most often occurs in toilets, hallways, gyms and other areas that are outside the supervision of teachers. But it is not uncommon for the same thing to happen in the classroom in the presence of other children who unfortunately rarely make efforts to stop it, or come to the aid of the victim.

Passive observers of peer violence are often unaware that their behavior supports the perpetrators of violence as well as their helpers, who need an audi-

ence for violence, because they believe that without an audience there is no good performance. On the other hand, the presence of the audience increases the suffering of the victims. By their inactivity, they support violent behavior and deepen the suffering of victims.

The role of observers of violence is a very important issue that is not discussed enough. Albert Einstein also warned long ago that “this world is a dangerous place to live, not because of people who do bad things, but because of those who do nothing about it.”

The instigators are the largest group of children who observe violence from a safe physical or digital distance and treat it indifferently, while not taking any position. They are neutral spectators, emotionally detached from what is happening, acting from the position of “it is not my job” or “it is not my problem”.



<https://www.slobdnaevropa.org/a/crna-gora-nasilje-djeca/29691455.html>

They could do much to help victims of school violence situations by calling on teachers for help or trying to stop the perpetrators. They could also play a particularly important role in cyberbullying by writing that some malicious comments are untrue, the photos

are fake and of course reporting violence. Unfortunately, there is a large number of students who usually do not get involved at all, but only calmly observe the violence that takes place in their environment.

METHODOLOGY

The project “Development of a culture of peace and non-violence as basic values in the education system in the Republic of North Macedonia” was implemented by the policy research association Analytica Think Tank in the

period from September 2021 to February 2022. It was financially supported by the Canadian Fund for Local Initiatives from the Embassy of Canada for the Republic of North Macedonia, the Republic of Serbia and Montenegro.

The main goal of the project is to create a culture of peace and respect, strengthening democratic values as core values in the education system in the Republic of North Macedonia. Through education and the establishment of friendly relations between students of different ethnic, religious, gender and social background, to ensure the promotion of human rights, democracy and non-violent culture, as key elements in the process of democratization of our society. Building transparent and stronger cooperation among young people within the school and the community, between teachers and students, as well as between all relevant stakeholders in the education system.

Within the project "Development of a culture of peace and non-violence, as basic values in the education system in the Republic of North Macedonia" was conducted anonymous and voluntary research in three high schools in the city of Skopje, in SUGS "Zdravko Cvetkovski", SUGS "Zefljush Marku" and SUGS "Shaip Yusuf". The instrument used for the research is a 25-

item survey questionnaire, designed by the project team as part of the first planned activity. Most of the questions in the questionnaire are of closed type, ie. the student is given the opportunity to choose one or more answers from the offered options, but at the same time he has the freedom to add his own answer and to explain it.

The survey was conducted in the period from September, on a representative sample of 305 respondents.

The purpose of this research was to investigate and determine the types of violence to which high school students are exposed and their frequency, as well as the perception of forms of violent behavior by school peers in relation to gender. Further identify the role of teachers in the prevention and action in case of violent behavior in schools, but also other actors in the education system such as the psychological-pedagogical service, competent institutions and parents.



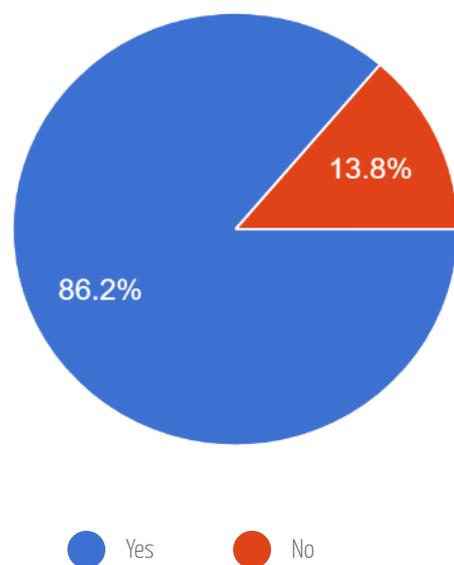
HYPOTHESES

- It is assumed that students do not have enough knowledge to recognize forms of violence. It is further assumed that boys are more likely to be victims or participants in physical violence, while girls are more likely to be victims of psychological and gender-based violence.
- It is assumed that the number of children is significant, who as a result of violence that occurs in schools, as a consequence have a disorder in the psycho-social development of the person. The most common forms of these disorders are psychological, emotional, economic, social and sexual in nature.
- It is assumed that there is a need for application of new methods of work, as well as joint engagement of all stakeholders in the educational process, which will contribute to preventing the occurrence of violence in schools, as one of the most common and major causes of deviant behavior.

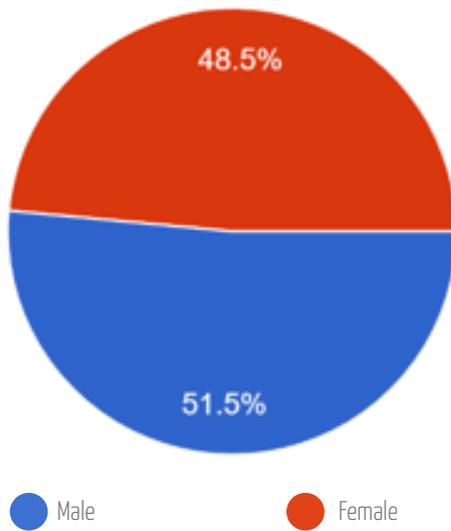
ANALYSIS OF THE IMPLEMENTED SURVEY QUESTIONNAIRE

The survey questionnaire was conducted on a sample of 305 students in 3 high schools in the city of Skopje. Based on the answers to the first two questions, it can be seen that the response of boys and girls is almost identical, which can be interpreted as an indication that boys and girls are equally interested in the obvious problem of violence, which is present in their environments where they are educated. The choice of schools in which the survey was conducted is also adequate, ie it is about schools with mixed ethnic composition, where children from many different ethnic communities meet who, in addition to being educated together, with their participation in the survey show a desire for dismissal. to the problem that affects everyone, and that is dealing with violence.

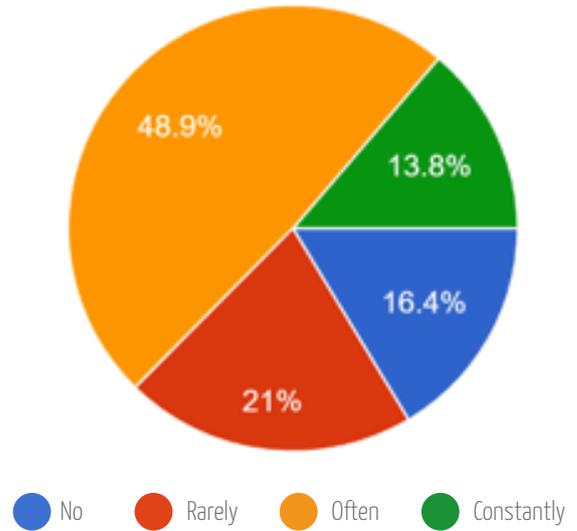
1. Do students of different ethnicities study in your school?



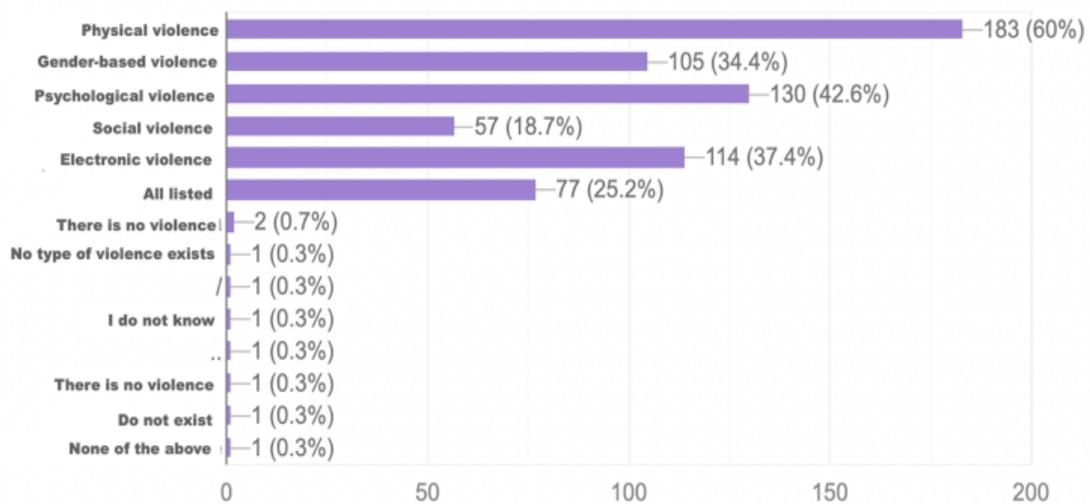
2. What gender do you belong to?



3. Is there violence in your school?



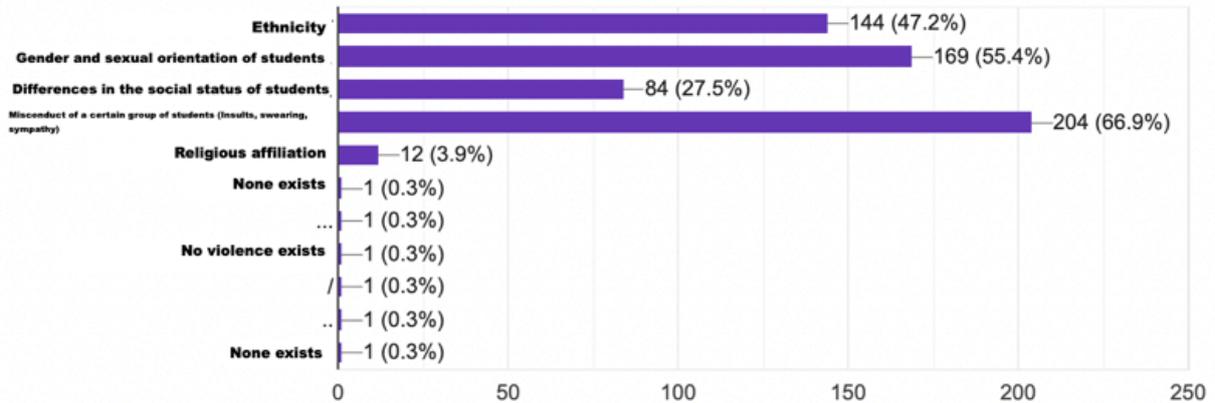
4. What type of violence do you recognize in your school?



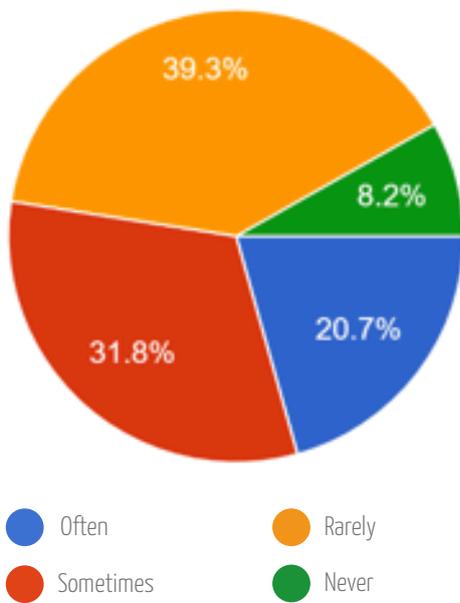
The two graphs (no.3 and no.4) give a devastating picture of how much and in what form violence occurs. As many as 62.7% of respondents confirm that violence is frequent or persistent in the school environment, 21% believe that violence occurs rarely, while 16.4% believe that there is no violence in their schools. Students identify violence in many forms. Most of them recognize the physical violence which is by far the most visible, further according to the students in a high percentage is present psychological and elec-

tronic violence, while social and gender based are less visible and covert forms of violence. But this does not give us precise information in identifying gender-based violence because gender-based violence can be psychological, physical and / or sexual and refers to the imposition or assertion of unequal power between the sexes. It is applied in order to actively emphasize gender inequalities, stereotypes and socially imposed roles, which shows that additional and specific analysis is needed with a special focus on this issue.

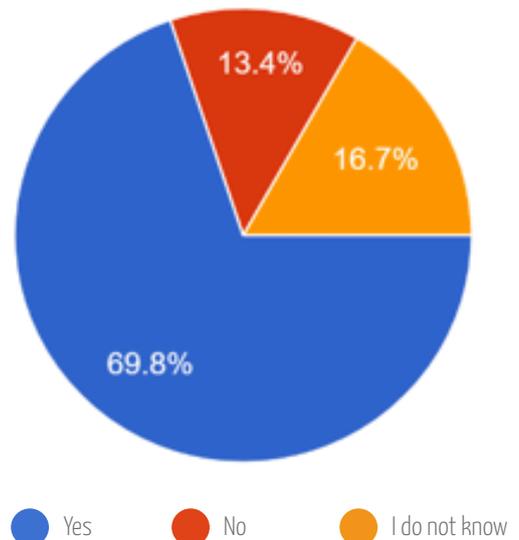
5. In your opinion, what are the most common causes of violence between students in your school?



6. Do you communicate / make friends with students from other ethnic groups?



7. Do you think that you need additional education for recognizing and reporting different forms of violence?



Graph No. 6 shows a large division in communication between students in ethnically mixed schools. It can be seen that the establishment of communication between students from different ethnic groups is still influenced by ethnicity. A number of other studies precisely focused on this problem indicate that ignorance of differences, ingrained stereotypes and prejudices are the cause of this phenomenon and that overcoming it requires more comprehensive efforts in working with children, both by teachers and parents, and other social actors.

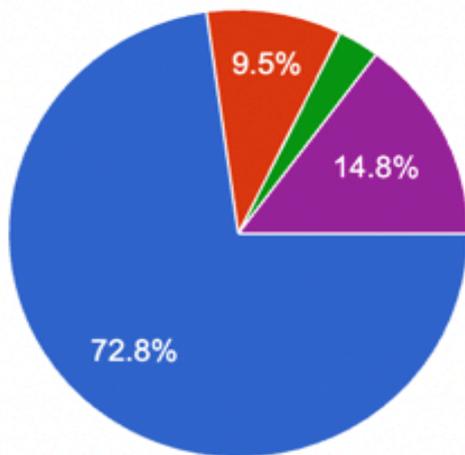
And from here, more precisely from graph no. 5 we can see that ethnicity as well as gender and sexual orientation are a very common cause of violence, after the inappropriate behavior of students. What students mean by inappropriate behavior was discussed at the seminar with the teachers as well as with the students during the workshops.

In short, inappropriate student behavior in practice encompasses a variety of segments of physical, psychological, social, and gender-based violent behavior, expressed toward another student or group of students in order to demonstrate dominance over others. In practice, schools try to prevent student misconduct by setting a code of conduct and imposing pedagogical measures.

The answers to this question clearly indicate the need for further education of students to recognize the forms of violence, but also to provide clear guidelines on how to report violence in schools. As already

mentioned in the text above, there is a large number of students who witness violent behavior in their schools, but do not report it for a number of reasons, including not knowing who to report to or how to report while remaining anonymous registrants. In a series of studies, students point out that they often recognize violence around them, but do not report it because they are afraid that they will become the next victim of violence and that their safety will be endangered.

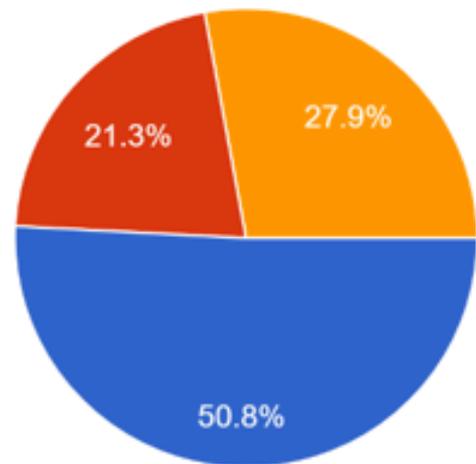
8. Do you think that the teachers devote enough time to educating students about prevention and dealing with violence



- Yes, mostly in class and extracurricular activities
- No
- Yes, in the classes in the question
- No they do not dedicate at all
- No, they do not dedicate time

The school climate, the attitude and commitment of the teaching staff and the psychological-pedagogical service, as well as the school policies for prevention and protection from violence, affect how students perceive violence, their behavior, the level of aggression, as well as their sense of belonging and school safety.

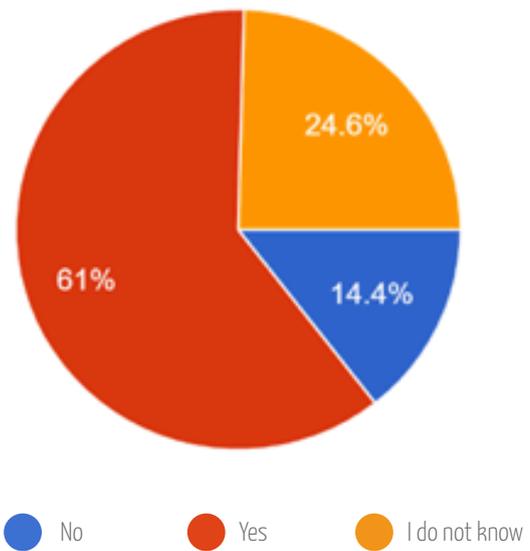
9. Does the pedagogical-psychological service (professional service) conduct appropriate workshops and counseling for students who cause violence in school?



- Yes, they give regular counseling
- No, it imposes measures provided by the law on secondary education
- I am not informed

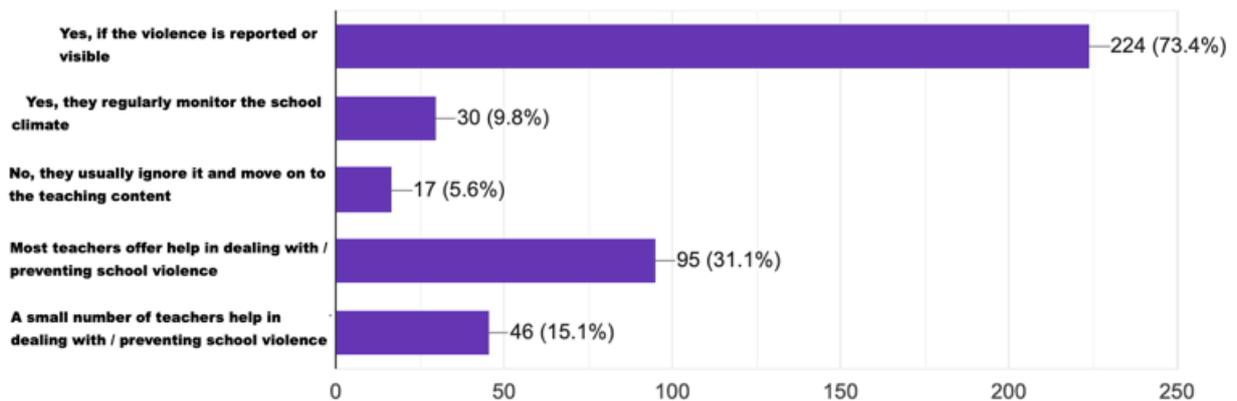
Hence, tackling and preventing violence can not be effective without the involvement of these key stakeholders and the wider school community. School psychologists and pedagogues should play a key role in the process of improving the school climate, according to theoretical postulates, professional services, based on their expertise and competence, as well as their role in the school and school environment, are most called upon to take a "leadership role". in preventing and combating all forms of violence between students.

22. Do teachers devote enough time to talking to students with inappropriate behavior?



From the answers we can see that the involvement of the teaching staff in the education of students in order to develop skills for dealing with violence in schools is quite high and this is confirmed by 82.3% of respondents, while 14.8% believe that they are not included enough and 2.9% think they are not included at all.

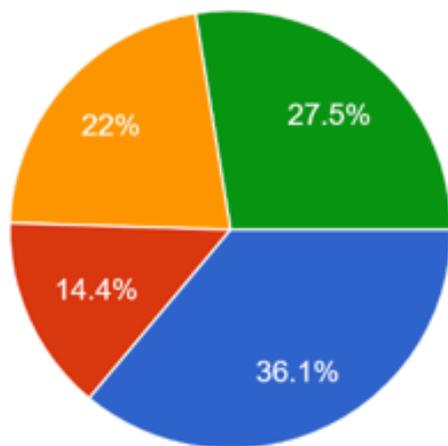
10. Do the teaching staff and the professional service exercise control and help in dealing with cases of violence?



We obtained identical results on the basis of question no.10. The purpose of this was to emphasize the importance of reporting violence by students as well as the visibility of it. It is noticeable that if the violence is visible or reported, the teaching staff is involved in resolving it, which is extremely important in creating a pleasant and safe atmosphere.

We can also note as in the previous conclusion that certain forms of violence are more explicit and visible, while others are covert and greater efforts are needed to identify them. The answer that the school services most often react to those forms of violence that are visible, additionally points to the need for additional education of the actors in the school to identify and deal with the hidden types of violence.

11. Is there a code of conduct for violence in the school, and is it followed by students and teachers?

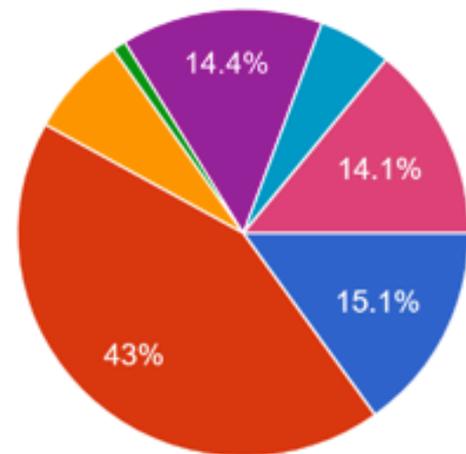


- Yes, there is a code but it is not followed
- No, there is no code of conduct for violence
- Yes, there is a code and it is followed
- I have no information

In almost all schools there is a code of conduct as well as a code of conduct for violence. However, it is not recognized or presented to students in the way it should be. Therefore, the most common answers are that there is a code and it is not respected or students have no information about its existence.

The next question is dominated by the answer that most of the violence is stopped by the teachers in the school, which again points to the great role of the teaching staff in creating a safe school environment. 15.1% of the respondents indicate that the violence is stopped by other students who are not direct participants in the violent act and 14.4% by the school security.

13. Which of the following actors in school most often stops violence?



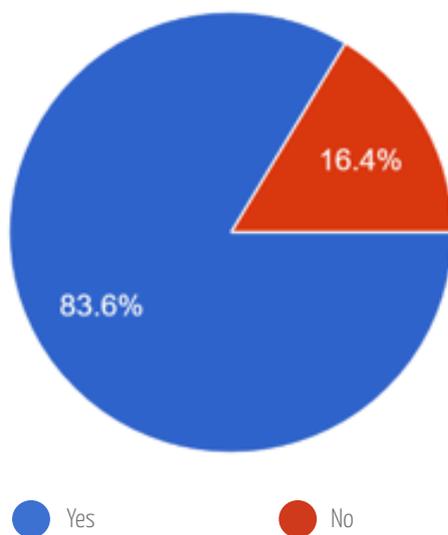
- Other students (not participating in violence)
- Professional service
- Teachers
- Parents
- School security
- School principal
- All of the above

Prevention of violence in schools is a set of measures and activities aimed at creating a safe, secure and protected environment, developing and nurturing an atmosphere of cooperation, respect for diversity, constructive communication and following certain rules of conduct within the educational system. activities, developing skills for recognizing and responding effectively to situations of violence.

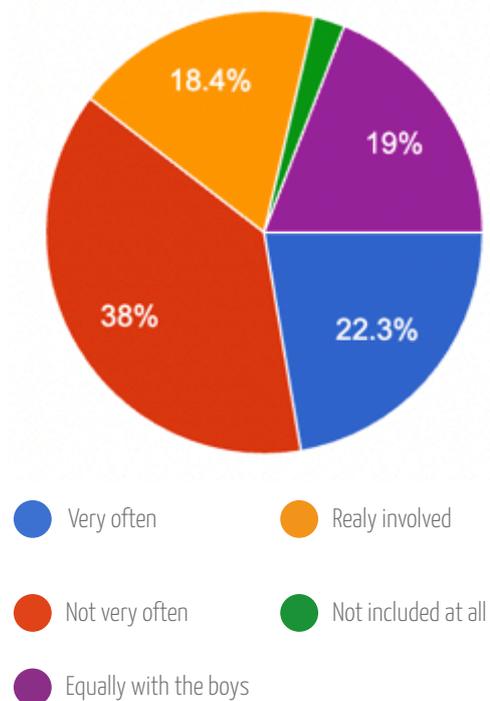
In practice, schools practice three levels of violence resolution

- 1** Situations at the first level, which occur between children / students, and are resolved independently by the teacher / class teacher;
- 2** At the second level teacher / class teacher in cooperation with the Team for protection of children from violence;
- 3** At the third level, in addition to the Team, involvement of other institutions / services for protection of children from violence.

16. Do you think girls are more frequent victims of gender - based violence at school?



17. To what extent are girls involved in activities aimed at promoting a culture of nonviolent behavior?

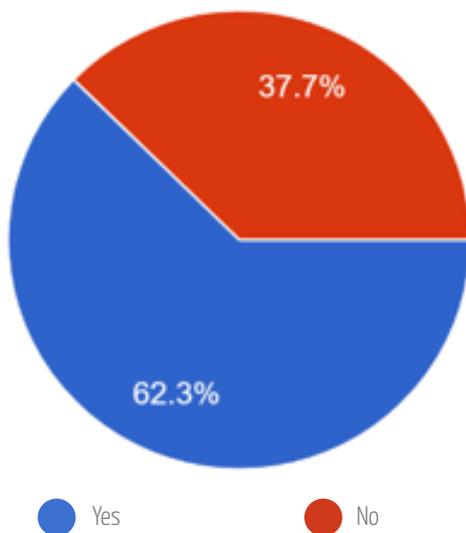


A high 83.6% show that girls are the most frequent victims of gender-based violence in schools. Gender-based violence as well as gender equality are still one of the most burning topics in our community, even in schools. The concept of gender equality in the Republic of Northern Macedonia is still a field that needs to be worked on. Namely, women and girls still face inequalities in terms of opportunities for educa-

tion, employment, wages, marriage rights, resource distribution, rights and power. Gender roles in our society still largely follow the traditional forms and values, which unfortunately do not nurture gender equality, but on the contrary are full of discrimination and stereotyping of the role of women. Nurturing this culture places girls in a subordinate and submissive position in the community. As a result, women and

young girls are often exposed to violence, but also the silence of the same that on the other hand encourages the perpetrators to continue their culture of behavior, and victims of violence gain trauma and consequences in the mental and physical health, but also with crises in one's own identity. The culture of male dominance in our society is a key explanation for the high rate of gender-based violence against women and young girls. Also, a culture of self-confidence of men and boys, the effects of gossip at school but also a culture of seeking guilt and guilt in women victims of gender-based violence, discourages them from speaking publicly on the subject, seeking help, support and protection.

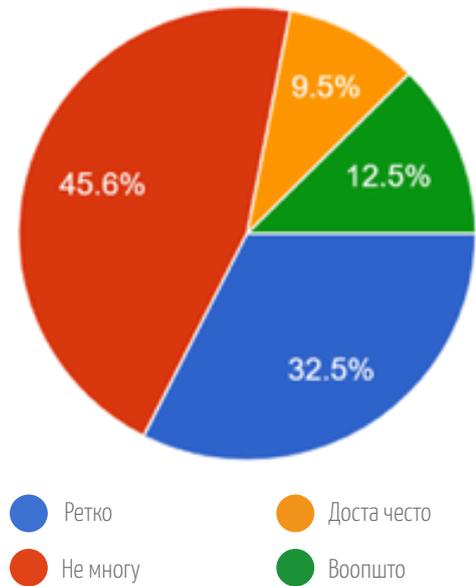
18. Have you been a participant in any kind of violence committed against another student?



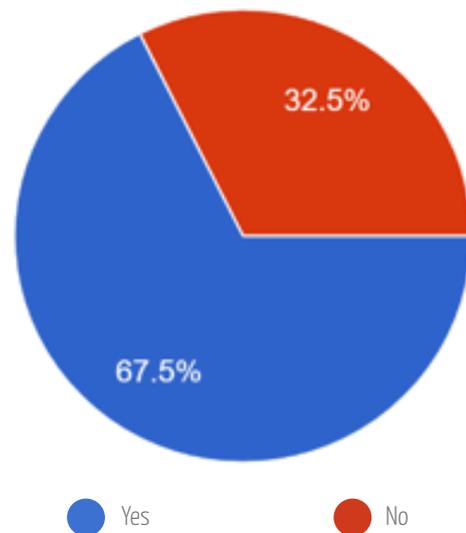
When we talk about our society, we can add that gender-based violence is treated as a taboo topic, there is a lack of education, low health culture and help and support for young girls. There is also a very low level of formal response to victims of gender-based violence, although it is present in schools and beyond.

From the answers to these two questions we can see that a high 67.5% of the surveyed students were

24. Дали во вашето училиште се работи за родово базирано насилство?

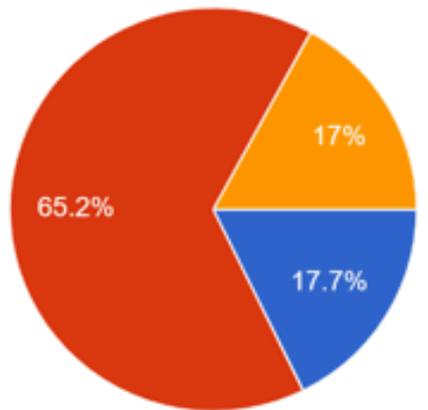


19. Have you been a victim of any kind of violence?

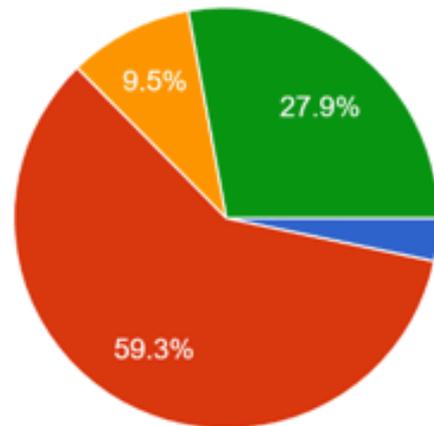


victims of some form of violence, but also a high 62.3% of them were / participated in the implementation of violence against other students. This once again confirms the hypothesis of a "circle" of victim / perpetrator. Both the victim and the perpetrator need help and support from professionals, because all practices show that it is very easy for a victim of one type of violence to occur in a future situation or opportunity to become a perpetrator

20. Are parents sufficiently involved in resolving students' violent behavior?

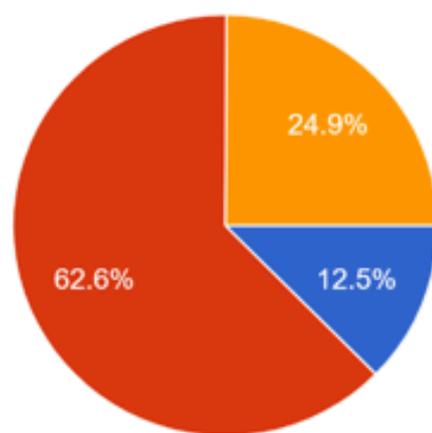


21. To what extent do parents cooperate with the pedagogical - psychological service in resolving violent behavior of students?



From the answers received to questions 20 and 21 we can see that students point to low cooperation and involvement between parents, teachers and professional services in schools. During the seminar realized as the second activity within this project, this issue was discussed with the present teachers. The teachers also point out that the involvement of the parents is small and insufficient, even though they are properly and timely informed about all the events in the school. Also, the new policies in the education system require timely and electronic information of the parents for each student through the inclusion of the parents in the electronic diary. Teachers pointed out that parents are most interested in their children's success, and much less in the school climate and extracurricular activities that aim to stimulate students' creativity, develop skills in them, and create a safe and healthy environment.

25. Do you think that the City of Skopje and other competent institutions are sufficiently involved in the process of resolving and preventing violence in schools?



Continued and healthy co-operation between parents and schools is especially important to prevent violent student behavior. This should go in the direction of informing each other about any atypical behaviors that will be detected in the student, whether it is

violence or some other problem. Building healthy people starts at home and continues at school. Therefore, the functionality of these factors is both individual and combined, and is of great importance for the prevention and annulment of violence.



DIFFERENT CLASSIFICATIONS OF VIOLENCE

Physical violence means the use of physical force against another child, ie a victim, which is most often manifested by hitting, slapping, shooting, plucking hair, pushing, pressing, drowning, cutting. Physical violence means the intention to injure another person. Physical violence is intended to establish control over another person, to punish him or her, or to inflict physical injury or pain on him or her.

Physical violence can have a fatal or non-fatal outcome and refers to:

- Any corporal punishment and all forms of harassment, cruel, inhuman or degrading treatment or punishment;
- Physical abuse by an adult and other persons;
- People with developmental disabilities can be subject to physical violence, especially girls



Emotional / psychological violence is one of the most subtle forms of violence against children, indirectly present in almost all other forms of violence. At the same time, psychological violence is the most common type of violence and means when someone insults, ridicules, criticizes, blames, threatens, humiliates, belittles. Psychological violence is such behavior that leads to a momentary or permanent threat to the dignity of the child. Psychological violence, as enshrined in the Convention on the Rights of the Child, is often described as psychological harassment, verbal abuse, and emotional abuse.

Social violence is behavior in which the child is excluded from the group of peers, as well as from various forms of social activities.

The forms of social violence in schools, ie behavior and abuse are divided into three levels:

- The first level of social violence can be bullying, ridicule, exclusion from a group or joint activity, favoring diversity and gossip.
- The second level can be ignoring, not engaging, not accepting, manipulating and exploiting.
- The third level can be intimidation, isolation, a group of children bullying individuals or another group, organizing closed groups aimed at hurting other children.
- So social violence in schools occurs between peers, when someone is excluded from group activities, gossip, when lies are told about a child or other children are persuaded not to hang out with a particular child.

Victims of social violence are children who are isolated from society, ignored by others, exposed to gossip and discrimination.

Peer violence (bullying) Peer bullying is a set of intentional unwanted actions and incitements, inciting a hostile environment in order to hurt or cause discomfort to a person. Peer violence can be accompanied by elements of physical, psychological, cyber, emotional and other forms of violence. Peer violence is violence in which the student is permanently and often exposed to negative actions by one or more students, who deliberately want to hurt, humiliate or ridicule him.

Cyberbullying involves writing and sending messages over the Internet or cell phone. The messages are intended to injure, harass or cause any other harm to the child who cannot be protected from such action. They also appear in the form of text and video messages, photos or phone calls.

There are two types of violence through cyber-detective attack and through an intermediary. A direct attack occurs when a student:

- Sends harassing messages via cell phone, email or chat
- Steals or changes the password of another student's e-mail or chat nickname
- Posts private messages or untruths to another student
- Sends disturbing pictures via e-mail, MMS and mobile phone
- Sends viruses to email or mobile phone
- Sends pornography or unsolicited messages via email, social networks or mobile phone
- He falsely presents himself as another person

Intermediary assault is the most dangerous type of cyberbullying because it often involves malicious adults.

THE ROLE OF THE SCHOOL IN PREVENTION AND PREVENTION OF VIOLENCE

The school, which in practice is a place where children organized together spend most of the time during the day, needs to take the primary role in preventing and protecting children from violence (<http://opd.org.rs/resurs-paket/materijali-razno/edukativne-brosure/Nasilje%20u%20skoli.pdf>) (2)

Schools can achieve the best results if they create and nurture an atmosphere of respect, understanding and tolerance. Only in a school where there is a pleasant atmosphere, and all actors are protected and respected, and the problems that arise are solved through the use of non-violent methods, can provide an appropriate environment for the implementation of the educational process equally accessible to all children.

The role of the teacher

The teacher and the student spend a long time together during the day, so the teacher can give an appropriate statement about the student's behavior in school. In addition to the educational component, the teacher has a large role in building and educating the student's personality. This means encouraging positive behavior and combating negative behavior in the student. In order for the teacher to detect the positive and negative behavior of the student, he should constantly monitor it. Furthermore, in order to successfully deal with aggressive students, the teacher should have daily cooperation with the school professional service and other colleagues. It is also of great importance for the teacher to possess certain skills that he will apply according to the character of the students. Some of these skills are: effective teaching, communication with students, pragmatic and focused class management, problem-solving skills.

The role of the professional service

The pedagogical-psychological service is involved in the process of writing protocols for protection from violence. It also establishes cooperation with parents and encourages their greater involvement in school activities. The service regularly counsels and applies non-violent methods to resolve situations of violence. At the same time, he works with all students in the violent situation (the victim, the perpetrator and the witnesses of the event). Collaborates with other institutions and organizations on cases of violent behavior and their involvement in measures for prevention and education on violence. The service keeps records of each case of violence.

The role of the parents

Cooperation between parents, the school and the community is essential to meet the learning needs and better functioning of students. If the school involves parents or guardians, a sense of shared responsibility will be nurtured. Open communication and support from parents help to create a positive climate for students in solving their problems. Positive strategies, such as setting up resource centers for parents or sending good news letters at home, develop trust between parents and the school.

It is important that parents and teachers work together to reduce violence in schools, and all parents, not just those whose child suffers from violence and is abused. When parents and teachers work together to teach and teach children to respect each other, to make everyone feel valuable, important and powerful then we can say that we have achieved the goal.

Healthy and safe environment

Reducing and eradicating violence from schools is a long process that requires great commitment on the part of teachers, psychologists and parents. It is very important, above all, to raise awareness of the seriousness and frequency of this phenomenon among young people, and to accept the fact that violence is present in schools, in various forms. A further step would be to strengthen the capacities of the teaching staff and services in the schools in recognizing the forms of violence, especially when it comes to emotional / psychological, gender and electronic violence, as more subtle forms of violence and to develop creative methods and techniques for solving conflicts and violence prevention. Sometimes, the signs of violence are not so obvious, but teachers who spend a lot of time with students may notice if one of the students withdraws, does not want to socialize and communicate with other students, or is not at all feels safe in the school environment. If the teacher confirms that there is violence in the school, he should not immediately resort to punishing the perpetrator, it is necessary to initially initiate a conversation with both parties involved in the violence, to include the psychological-pedagogical service, the parents / guardians of the participants in order to discover the real reasons that led to violent behavior, and how to prevent such occurrences in the future.

Workshops and programs for capacity building and skills of students

Workshops and implementation of educational programs on topics of inclusion, tolerance and respect need to be organized by the education system and schools in order to contribute to creating a pleasant climate without violent behavior. To process topics from everyday practices that students will build a culture of understanding of the needs and differences of the other, will affect the awareness of respect for each individual and his differences and values. To find appropriate mechanisms from the professionals and competent institutions for integration of such contents that will enable prevention of violence in the contents provided by the formal educational plan and program.

Preparing students for situations and events outside of schools

Many years of experience show that violent behavior in children often occurs outside of school, such as on the street, in parks or other public places where students spend their free time. Developing a culture of nonviolent behavior and friendly interpersonal relationships is based on tolerance, understanding and respect. schools.

PRACTICAL TIPS AND RECOMMENDATIONS

- The rules of conduct of students, teachers and parents in the school should be clearly written and displayed on the bulletin board in the school, in accordance with the school rules.
- In schools it is necessary to work on creating a positive climate in which it will be emphasized that there will be no tolerance for any form of violence.
- Students need to be able to participate in updating the rules in the school, because in that way they will participate and better understand and respect them.
- It is important to establish an open and fair relationship between students, teachers and parents because it helps reduce violence in schools. Good and quality relationships help reduce violence.
- It is necessary for the professional service to work on the development of students' emotional intelligence, ie to understand the feelings of other students and thus to develop empathy that will contribute to reducing violence in school.
- The perpetrator should not be immediately punished and punished with the most severe punishments and measures. It is necessary to work with him, to provide him with help and support in order to overcome the problem that led to violent behavior and to change such behavior.
- Schools need to conduct more frequent surveys to assess the school climate, because such information and data will help them to be informed in a timely manner about developments among students, which in turn means timely taking appropriate measures to prevent violence.
- It is important to talk to parents and have them actively involved in resolving student violence. Also participate in preventing violent behavior and identifying the causes that lead to and incite violence.
- It is necessary to work continuously on the development of social and communication skills in students.
- It is necessary to continuously invest in the personal and professional development of the teaching staff and professional services in the schools, in order for them to acquire and develop greater skills and competencies that would contribute to the creation of a better school climate.



- 1.** Take a holistic approach with students, school staff, parents and the community.
- 2.** Make your students partners in preventing violence.
- 3.** Use constructive disciplinary measures and methods.
- 4.** Be an active and effective force for stopping violence.
- 5.** Build endurance in students and help them respond constructively to life's challenges.
- 6.** Be a positive example by loudly opposing sexual and gender-based violence.
- 7.** Advocate for safety mechanisms at school.
- 8.** Provide safe places and places where students will be welcomed.
- 9.** Learn violence prevention and conflict resolution skills and teach students.
- 10.** Observe the violence and discrimination of students with disabilities and against those belonging to social, minority and other marginalized communities.

