



Human Rights and Democracy in Action

Pilot Projects on the Council of Europe Charter on Education for Democratic Citizenship and Human Rights Education

**Addressing Violence in Schools
through Education for Democratic Citizenship and Human Rights Education**

ROMANIA RESEARCH REVIEW

(Draft report)

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A. RESEARCH REVIEW

This review attempts to provide an insight into the concerns of Romanian research in the field of school violence. We have tried to identify targets of the research projects (suggested by the project coordinating country) under the general scheme of analysis (even when they were not explicitly formulated), the research methods used, the theoretical approach in terms of psychological, sociological and interdisciplinary paradigm and finally the main results obtained.

We identified a total of 11 studies (projects), but it does not mean they are all the projects completed between 2001 and 2016; hopefully we have included the most important ones. Projects are presented in chronological order. Unpublished works (PhD thesis) are included so as to illustrate the latest trends of school violence research in Romania.

1. Study by Laurențiu Șoitu, Cornel Hăvârneanu (coordinators)

a. **Title:** School Violence, European Institute Publishing House, Iași, 2001

b. **Objectives:**

1. Explain the causes and functions of school violence.
2. Identify the main responsible people (part of the system) for these attitudes and



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behaviours.

c. Theoretical approach: Although all the concepts in the literature are presented (school vandalism (Cohen, 1984), school violence, bullying (Olwens, 1991)), field investigations aim especially at teachers' and pupils' "aggressive behaviour".

d. Main findings:

It is noteworthy that one of the authors (L. Şoitu) links combating violence and promoting human rights education: "The child grows up in environments where indifference is the biggest enemy of education for tolerance, self-esteem and others, education for human rights and the environment" (page 5). The author argues in favour of the fact that civic education can be a form of education for tolerance: it promotes the identification and respect of otherness and diversity; forming of everyday skills to observe human rights; harmonization of the individuality to the group; it encourages assuming one's responsibility within the community; it encourages active tolerance oriented towards knowledge of the other and other cultures.

2. Study by Dorina Salavastru

a) Title: Violence in school. In A. Neculau, G. Ferreol (coordinators), *Violence. Psychosocial elements*, Polirom, Iaşi, 2003.

b) Objectives: the definition of school violence. It is more comprehensive than juvenile delinquency. The author states that "the British use the term bullying for both verbal abuse and threats (mental pressure) exerted by threats, insults, humiliations" (page 124).



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c) Findings: It refers to specific social causes of school violence: economic situation, weakness of control mechanisms, social inequalities, the crisis of moral values in society, improper work done by the people responsible for education, lack of cooperation of the institutions involved in the education process.

- Post - communist countries have particular issues;
- (Sudden) media liberalization;
- Lack of democratic exercise;
- Increase of the general freedom of movement;
- Weakening of state authority;
- Easy access to means of aggression (weapons);
- Economic and social circumstances cause some confusion among young people who begin to doubt the effectiveness of school.

Teachers should be given better training with regards to their approach on the "challenging classes"; they should be able to solve "challenging" students' problems.

Teachers are to: have a positive approach on each student (primary prevention), repair the effects of those violent behaviours students have already been exposed to by reporting the case to professionals and authorities (secondary prevention), direct support to students with violent behaviour (tertiary prevention).

Objectives of teachers training: careful study behaviour for a better understanding of the causes of violence; improve communication with violent pupils; identify conflicts through discussions with pupils; develop school-family partnerships; collaborate with professionals and network.

3. Jigău, M., Liceanu, A. , Preoteasa, L. (coord). **Institute of Educational Sciences – UNICEF Romania**



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Study

(ISE) – UNICEF Romania Study¹

a) Title of the research programme – url link - *Violence in School*, at www.unicef.org/romania/ro/Violenta_in_scoala.pdf

b) Duration of the programme : 2006

c) Funding institution(s), budget : UNICEF Romania

d) Implementing institution(s): ISE Bucharest

e) Objectives

- Rating extent of violence in schools;
- Identify situations of school violence and developing a typology of the phenomenon;
- Identify the generating causes of school violence;
- Develop a set of recommendations for teachers and parents in order to improve the phenomenon of school violence.

The investigation into forms of school violence aimed on the one hand to identify the perceptions of different actors with violence phenomena and, on the other hand to highlight its concrete forms.

f) Method (including whether it is a research or action programme or both)

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Research programme, aiming to serve as base for following policy measures.

- Opinion survey among school directors, school counsellors, pupils (students)
- Interviews (violent children, parents of violent children, teachers)
- Case studies

g) Theoretical approach (a few sentences on the discipline [psychology, social psychology, sociology, interdisciplinary approach] and the perception of violence adopted).

Large definition on violence in school: *it is more than juvenile delinquency*

- The main theoretical orientation is a psychological one
- Violence as social phenomena – institutional context: the tradition of school educator-student hierarchy, student-student remains a reality generating conflicts and manifestations of violence.

h) Basic findings – results

Analysis of school experiences in the initiation, implementation and evaluation of activities to prevent and combat violence phenomena led to the following conclusions:

- Schools rarely distinguish between the activities of prevention and assistance of students with displays of violence and do not develop coherent anti-violence programs, based on knowledge of the problems faced. Even where there is action on the issue of violence, it does not count on the effective involvement of those affected; they are least popularized among those that should be informed (authors, victims, students, potentially aggressive parents); attractive forms for students are not organized; it is limited to exposure documents or examples. In a few cases, school violence is defined as an institutional (social) problem.



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- In most cases, there are no partnerships or genuine cooperation at school level (between students, teachers, parents, and school management) or inter-institutional in defining violence situations, developing strategies for prevention and control, monitoring and evaluating their impact.
- Measures aimed at the prevention and controls of school violence phenomena are mostly formal and stereotyped. For example, there should be a school record or other documents since school was open. Regulations are a useful tool to prevent and combat violence, a formal means to “cover” the lack of initiative. Schools investigated fail to address “hidden” violence and do not have adequate means of assessing subjective violence (students’ feeling of insecurity).
- Sanctioning violent pupils is quite often disproportionate to the seriousness of the offenses and the boomerang effect often multiplies cases of aggressive behaviour of pupils considered problem students. Sanctioning is not intended as a form of prevention. In other cases, unpunished violence reach to influence other students often become role models.
- Control and security measures are based on prevailing police intervention or other representatives of the security and protection against those who rely on training teachers, students or advisers.
- Regarding violence occurring in school vicinity, schools management and teachers seem to pay attention to them only if it is manifest in school, getting to know the players in school vicinity that are potentially violent only after the violence occurred. Such an approach represents a major handicap in developing effective strategies to prevent school violence situations. The conservative attitude of teachers who are reluctant to extend their responsibility to respect the manifestations of violence is mentioned.



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Another important finding: the denial of school violence (or minimizing it), the idealization of the climate is specific for the South-eastern Europe.

- This study was important. Its text has been used by the Ministry of Education for the 2007 Strategy (see Policy Review)².

A guideline has been edited (2007) after this study³ (see Policy Review).

4. Study by Adrian Hatos⁴

- Title of the research programme:** *Violent youth, violent pupil categories or violent schools. Multilevel study of the phenomena of victimization with school teenagers*
- Duration of the programme:** 2006 -2007
- Funding institution(s), budget:** CNCSIS Romania

² *** Anexa la OMECT nr.1409/29.06.2007 cu privire la aprobarea strategiei Ministerului Educației, Cercetării și Tineretului cu privire la reducerea fenomenului de violență în unitățile de învățământ preuniversitar. MECT (n.d), <http://www.edu.ro/index.php/articles/8214>

³ Jigău, M. (coord.). PREVENIREA SI COMBATEREA VIOLENTEI ÎN SCOALA. Ghid practic pentru directori si cadre didactice. ISE, MEC, Institutul National de Criminologie și UNICEF, București: Ed. ALPHA MDN, 2006, at <http://www.ise.ro/prevenirea-si-combaterea-violentei-in-scoala-ghid-practic-pentru-directori-si-cadre-didactice>

⁴

http://iamnotscared.pixel-online.org/data/database/publications/73_06%20Studiu%20multinivel%20al%20fenomenelor%20de%20victimizare%20la%20adolescen%C8%9Bii%20%C8%99colari.pdf



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d. Implementing institution(s): Oradea University

e. Objectives

The impact of social status on the aggression applied to other colleagues; if bullying can be attributed to features of social communities.

f. Method

- Research only
- Based on a survey conducted on a sample of 2,000 students from Oradea (grades 9th -12th) in 21 schools.
- Uses mathematical models for analysis.

g. Theoretical approach

Exclusive approach of bullying. Sociological approach - beyond individual causes of violence against peers.

h. Basic findings – results

Factors at school level account for only 4% of total victimizer (perpetrator) scores. However they are not significant from a statistical point of view.

The most important explanatory factor is students' social composition expressed by the boys' weight



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and the percentage of those who have fathers with higher education.

The aggressive students are not marginalized (socially speaking), but on the contrary. They exercise their social power and reproduce it by becoming popular among colleagues and by increasing their self-esteem.

The more the new middle class students (in post-communism), the greater seems to be the pressure to get a position within the class and school social network by victimizing the weaker students. It is assumed that they are rather part of those whose fathers do not have higher education.

Victimizer behaviour is positively associated with school dissatisfaction. Any educational policy oriented towards increasing the students' affective involvement in school life may lead to a low number and decreased danger represented by the victimizers.

It is necessary to extend the concept of inclusive education at the level of relations between classes and social strata.

Victimization (bullying) is one of the many ways that reproduce social exclusion at the level of everyday interactions between students.

5. Study by Ina Maria Ropotică

a. **Title of the research programme – url link** *School Violence*, Renaissance Publishing House, Bucharest, 2009

b. **Duration of the programme:** 2003 – 2009

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c. Funding institution(s), budget: Personal Project staff

d. Implementing institution(s): Not applicable

e. Objectives

To draw attention to the realities of the education system and to the fact that violence is widespread and its reduction is not desired (tolerated).

f. Method

Opinion survey conducted in 51 middle schools and high-schools and 8 universities in 5 counties, 6,460 students, 1,504 students, 1,680 teachers and school counsellors.

g. Theoretical approach

It criticizes definitions used in other research (e.g. the ISE research) because "it does not include offenses against students" (page 55).

Students' violence "is the students' response to real or just imagined violence exerted on them by adults; it reveals a problem of adjustment and school control" (page 54).

h. Basic findings – results

The research revealed that violence in Romanian schools is widespread, being reported by subjects in all investigated schools. It identifies four forms of school violence (see table).



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Psychological violence is the most widespread. Students have reported massively economic violence (bribery).

Reporting on violence (%)

	by:		
	pupils	teachers	students
Psychological violence	93,01	92.19	92,22
Physical violence	67,72	51,19	6,71
Sexual violence	43,34	33,92	55,58
Economic violence	27,01	49,40	100,00

6. Study by Save the Children NGO (2013):

- a. **Title of the research programme – url link** - *Abuse and Neglect of Children. Nationwide Sociological Research* http://www.salvaticopiii.ro/upload/p0002000100000002_Studiu%20-%20abuzul%20si%20neglijarea%20copiilor.pdf
- b. **Duration of the programme** : 2013
- c. **Funding institution(s), budget**: Public funds
- d. **Implementing institution(s)**:

Save the Children (NGO) with the support of the Child Protection Directorate – the Ministry of Labour,



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Family, Social Protection and the Elderly.

e. Objectives

Current measure of violence against children, after ten years of awareness campaigns and seven years of legislative measures which prohibit violence against children. It is a measure of the consistent efforts made in the last decade. Measuring people's attitudes and perceptions on children abuse and neglect in family, school, group of friends, group proximity etc.; Measurement of phenomenon frequency from the children's perspective:

f. Method - Research programme

g. Theoretical approach

It defines itself from the title as a sociological study.

Violence against children represents the forms of mistreatment produced by parents or any other person in a position of responsibility, power or trust relationship with the child, which cause real or potential damage on the child's health and threaten the child's life, development, dignity and morality.

The focus is on violence produced by adults on children, first in family but also in schools or care institutions.

h. Basic findings – results



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- 7% of the children say they are abused (beaten) in school by their teachers, physical violence having double values in rural areas compared to urban, 2.3 times higher among Roma children (14% of the Roma children say they are beaten by teachers, compared to 6% represented by the Romanian children). The results are 5 times higher among boys than girls.
- 86% of the children complain of being scolded by teachers when they are wrong, 33% are offended and labelled at school by teachers. 75% of schools have problems with violence.

Conclusion: the frequency of emotional and verbal abuse committed by teachers in the name of "educational method" is extremely high, but it is decreasing.

Bullying:

In the school context, however, violent behaviour among children is extremely common. They decode correctly and easily recognize different forms of violence they face - verbal, emotional, physical, and differentiate between intentional violent behaviour and those acts without any intention to hurt. Unfortunately, they exclude from the category of "violence" the behaviour involving injury and light and / or moderate hitting ("pushing, slapping, hitting with hands or kicking with legs, insults"), where the intention to harm is very obvious, although:

- the frequency of these behaviours among children, occurring at school, in the school yard or in community is extremely high;
- these behaviours significantly increase the risk of children injury in educational and community contexts;
- these behaviours lead to and / or facilitate "bullying" cases in schools, where vulnerable children (solitary, perceived as different by their peers, lacking networks of social support) become victims, with serious negative consequences on the development of their socio-emotional and



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academic performance, which sometimes leads to refusal of education and the occurrence of mental health disorders (e.g. depression, anxiety);

- it favours higher tolerance for the various manifestations of school, community and family violence, as well as desensitization of children as witnesses to violence; there is a decrease in the intensity of children's emotional reactions and behaviour when they face violence in its various forms, as a result of their exposure to over-aggressive behaviours.

Regarding the reasons invoked by children to explain the occurrence of violent behaviours among them, they are in the order they are enumerated:

- violent behaviour is learned within the family context (the child is either a victim or a witness to domestic violence), most often from parents;
- lack of information and abilities among children to solve conflicts that may arise at school / in the community, in a different manner (skills for conflict resolution and problem solving); as for teachers, they turn to violence to "discipline", given that they "do not know other methods";

7. Study by Andreea-Diana Scoda (PhD Thesis)

a. Title "Verbal Violence in School", held at the Faculty of Psychology and Educational Sciences in Bucharest (unpublished - 2011).

b. Duration: 2006 – 2010

c. Objectives: analysis of verbal aggression, its forms of expression and causes in the Romanian education system and developing a set of recommendations to prevent and combat this phenomenon at the pre-university education.



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d. Method: Research programme.

e. Sample: 120 headmasters, 681 students (8th and 12th grade), 120 teachers from Bucharest Municipality and Ilfov County.

f. Theoretical approach: For the purpose of this research, verbal aggression at the level of pre-university education includes the following forms: from simple forms (such as nicknames, teasing, ironic attitudes) to more serious forms (such as insults, fights, insults, sometimes accompanied by discriminatory and / or marginalization attitudes). The meaning of verbal aggression was adjusted⁵ with a view to have a more thorough research on the one hand, and on the other hand, to validate the data obtained.

g. Findings: Over two-thirds of the headmasters surveyed stated that the phenomenon of verbal aggression is present in the school environment. The author highlights the existence of difficulties in adapting to school rules and regulations, as verbal aggression is one of the features specific to this type of behaviour.

In their view, pupils verbally aggressive have a higher weight in post-secondary education and much lower in middle education.

According to headmasters, the most serious form of verbal aggression is the one among pupils. "Teachers' verbally aggressive behaviour towards students" is less frequent.

⁵ Jigău, M. (coord.). *Violența în școală*. ISE, MEC și UNICEF, București: Ed. ALPHA MDN, 2006, http://www.unicef.org/romania/ro/Violenta_in_scoala.pdf



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Verbal aggression among pupils is manifested in many forms. "Name calling and teasing" are the most common type (8.3%). Other forms mentioned by respondents as frequent are: "the use of offensive language" (5% of respondents), "quarrels" (over 4% of respondents) and "insults between students" (over 1% of respondents). The headmasters surveyed also mentioned the following, but at a lower frequency: "vulgarity" and "physical aggression".

Many of those who participated in focus groups "incriminate" the way education is structured in school as the cause of manifestation of this phenomenon, respectively that the emphasis is on teaching and memorization, instead on focussing on implementation of projects that stimulate pupils' creativity and self-confidence.

8. Study by George Lucian Onofrei

a. Title: "THE UNPREDICTABLE WAY OF VIOLENCE"

b. Source: Public Security Studies (Studii de securitate publică), issue: 1 / 2013, pages: 116 126, on www.ceeol.com.

c. Objectives: Effects of violence patterns promoted in the media

d. Theoretical approach: Sociological orientation

e. Findings: Mass media are the main factors spreading antisocial attitudes among pupils... The more minors are exposed to violent programs, the more inclined to violent behaviour, fear and insecurity they are. (page 121).



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9. PhD thesis by Florentina Raducanu Vaduva

a. **Title:** Family As A Source Of Aggression And Violence At Primary School Pupils

b. **Duration:** before 2012

b. **Implementing institution:** Bucharest University

c. **Objectives:** to determine the causes of aggression and violent behaviours among young children (primary school).

d. **Method:** research programme

e. **Theoretical approach:** The author tries to define two concepts, violence versus aggression.

Violence is externalized aggression or the concrete manifestation of aggression ... Aggressiveness may be the cause of violent behaviour, but not any aggressive behaviour is to become violent.

Aggressiveness has a broader range of expression (page 12).

f. **Basic findings:**

After reviewing the many factors of school violence, from the individual factors to the social ones, the author states that "family is ... one of the most important factors ... of juvenile delinquency and behaviour disorders"(page 16).

The opinion survey conducted among teachers and parents shows that: 40% of the teachers consider



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that family is the main source of violence and aggression with small pupils, while nearly 60% of parents blame the media. Most teachers (56.7%) believe that in recent years parents have become more aggressive with their own children due to lack of time, intense professional activities, couple or financial problems. Most parents (about 2/3) have an authoritarian parenting style.

Conclusion: specialized agencies and school units' efforts to improve and combat aggressive and violent behaviour of young school children have not led to success as long as children live in a family environment full of aggression and violence. Some of the factors contributing to the maintenance of school violence are mentioned: busy school curriculum and dominating or even aggressive, violent teachers.

10. Study by Ioana Şandru

a. **Title:** Bullying, Scrib Publishing House, Bucharest, 2014

b. **Objectives:** The bullying phenomenon root causes.

Many people think that bullying is a common part of childhood, and sadly, it is. The research followed a general objective to know the specific of bullying phenomenon, to know if students and teachers were keen on the phenomenon and if they recognized it in their school.

c. **Research objectives** are:

- To identify the dimension of bullying phenomenon at adolescents
- Identifying bullying situations and typology of the phenomenon;
- Identifying the causes of bullying generators and effects on emotional and social development,



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well-being, life opportunities;

- To develop a set of recommendations for teachers and parents, psychologists, counsellors, in order to prevent bullying phenomenon in schools
- Promoting intervention strategies, an organizational culture in school / family / community where bullying is not tolerated.

d. Method: Research programme

The survey explored forms of bullying: direct, such as a threatening physical harm, and indirect, such as excluding someone or spreading rumours. The questionnaire is the first simple, reliable way for teachers to identify kids at risk and to measure the success of interventions aimed at reducing bullying in schools.

Local evaluations were conducted using self-reporting questionnaires online and interviews with key stakeholders at various levels, as well as feedback from students and teachers. Evaluation techniques have been also piloted with focus groups.

e. Theoretical approach:

Most good anti-bullying practices consist of awareness raising, training and education, while most of them are linked to other categories (capacity building, communications-outreach-networking, partnership development, policy change, and research). Several essential elements in good anti-bullying practices were identified through the collected practices. Many of them can lead to an actual change that contributes to anti-bullying, while some of them have an impact on policy concerning anti-bullying. All good anti-bullying practices are more or less innovative overall or in some aspects, providing useful knowledge about the Romanian perspective.

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f. Basic findings:

Clearly, the quality of the school system affects the level of violence that students experience in school.

The results confirm the suspicion of the boys and bullying in physical ways. Indeed, these research group boys are more likely to fall victims to physical bullying than girls and there is a significant statistical difference.

In terms of bullying and the psychological means of bullying total score, there are no statistically significant differences between boys and girls.

The more your child is more negative with both psychological bullying and bullying in general, the higher the scores are (40% of participants in this study reported no aggression within the school).

Educational policies that encourage a higher overall level of achievement with less variation would likely facilitate safer school environments as well as provide a better learning environment for all students.

Moreover, teachers and pupils become promoters for an anti-bullying campaign, while students and young people are engaged as volunteers (planning events, shows, awareness raising assembly etc.), and a team of young people helps professionals such as teachers and police to understand bullying and what young people would actually like in terms of support.

11. Accept Romania Research Programme

a. Title of the research programme – url link <http://accept-romania.ro/>

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The research programme is **entitled** "A Safe High-School For Everyone. Perceptions And Attitudes Towards LGBT Members In The Romanian Educational Environment" at <http://www.acceptromania.ro/wp-content/uploads/2016/03/Un-liceu-sigur-pentru-to%C8%9Bi-rezultate-cantitative.pdf>

b. Duration of the programme: March 2015 – April 2016

c. Funding institution(s), budget: financed by SEE grants (Norway) 2009 - 2014, as part of NGO Fund in Romania, www.fondong.fdsc.ro.

d. Objectives: to launch a challenge for the Romanian educational system, by suggesting a pilot research on students' attitudes towards LGBT members and homophobic violence in schools

e. Method (including whether it is a research or action programme or both): research and action programme

f. Theoretical approach (a few sentences on the discipline [psychology, social psychology, sociology, interdisciplinary approach] and the perception of violence adopted). Violence is seen in a broad sense including dissenting or critical attitudes, irony, verbal violence, bullying etc. It has rather a sociological approach.

g. Basic findings – results

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The study was conducted on a convenience sample of approximately 1,000 students from 10 high-schools in eight cities (different counties) of Romania. In addition, another group of LGBT students was surveyed, as well as 38 teachers.

Some of the **conclusions** aimed at school violence: 20% of respondents would not intervene or would even participate in violence against colleagues considered LGBT members. 11% of the high-school students have actually witnessed situations where a colleague was mocked at or bullied for his/her (alleged) sexual orientation. Only 5% of students would ask for a teacher's help in case of witnessing a situation like the one described above. 30% of students declared they "joked about their colleagues' sexual orientation". As for young LGBT members, 61% have been a victim or witnessed bullying, 96% consider that the terms "lesbian" or "gay" have a negative meaning which makes them feel stigmatized. 64% of these students mentioned that negative remarks against LGBT members are made during classes and 71% considered they did not feel safe in school, especially at the emotional level. The qualitative research high lightens homophobic stereotypes and attitudes spread among students.

B. REFLECTIVE COMMENTARY: CONCEPTUALIZATION OF SCHOOL VIOLENCE IN THE PARTNER COUNTRY

The literature on school violence is quite rich. There is interest in this matter, supported from the early 2000s until nowadays. Numerous doctoral dissertations on the subject have been written lately. Romanian research in the field of school violence has almost 15 years of existence. Some progress (conceptual and methodological) can be reported in this period; there are as well areas where research has not advanced and has not provided the needed educational solutions.



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From a conceptual perspective, one can notice the gradual overcoming of the model derived from social learning theory (Bandura Albert) according to which by socializing children learn aggressive behaviour, as they are either directly rewarded or they notice how others are rewarded for their aggressive behaviour. The model has biologizing roots, if one simplifies social (environmental) conditions which are often reduce to noise, heat, crowds (according to Stefan Bancu, Social Psychology, ...). Thus from the simple concerns for the "aggressiveness" of school children (Șoitu, 2001) there was a switch to research of bullying itself. But even now there are authors (see Răducanu- Văduva research) who simultaneously use both theoretical and ideological concepts, without understanding the theoretical and ideological dissimilarities.

Most studies have rather descriptive objectives - to identify possibly and possibly measure the intensity of school violence and to draw attention on the phenomenon that long has not been officially recognized. Explanatory objectives are less present.

The main orientation of research is the psychological one. Few studies in this period have adopted the sociological paradigm but then there have been difficulties in explaining the motivations of children violent behaviour (see Adrian Hatos' research). The interdisciplinary approach almost lacks completely.

The analyses on violence in Romanian literature address school aggression in all its forms. There is less concern to differentiate and treat separately (in exclusive research) the different forms of school violence: pupils' violence towards the education authority, bullying violence, teachers' violence. Maybe that's why there is no clear emphasize on the violence causes in the research done. Lately there has been a more specialized approach dedicated to verbal violence and bullying.

Most Romanian authors identify responsibility for school violence especially in areas outside the school: family, mass media, and macro social processes. No study of the inventory (with one exception



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- the 2001 study by L. Şoitu which does not seem to have had much echo in Romanian research⁶⁾ pursued the role of the educational content itself in favouring or in the lack of efficacy in preventing school violence. In other words, combating school violence through civic education and human rights is almost a completely new subject in Romanian literature.

C. METHODOLOGICAL FEATURES OF STUDIES ON SCHOOL VIOLENCE

Most studies are the result of individual initiative and very few involve institutions or are part of institutional research programs. Therefore we find very few long-term (longitudinal) studies.

Instead, most Romanian research is quantitative and extensive; it is based on surveys of hundreds or even thousands of respondents, to the detriment of qualitative case studies. When illustrating by means of case presentation, it is about people (especially difficult pupils). They do not analyze clear cases of organizations (schools, classes) or communities.

Many researchers of the subject have indicated that it may be difficult to overcome fears / cautious behaviour shown by respondents from the educational system to recognize the existence of violent behaviour, as many of them feel that school image can be affected this way. This means that many research results may be affected.

⁶⁾ It is true that this author addresses the matter only in a theoretical way, and does not research the subject empirically (see study presentation).