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SCHOOL BULLYING
- A comparative approach -

ABSTRACT

The modest purpose of this paper is to elaborate the phenomenon of school bullying and to try to give an answer to questions that remain open over time because of the seriousness of this issue. A child is being bullied when he or she is exposed repeatedly over time to aggressive behavior that intentionally inflicts injury or discomfort through physical contact, verbal attacks, fighting or psychological manipulation. Besides finding the proper definition of bullying, we'll give a comparative approach to the etiology and phenomenology of bullying and answer why do some children bully and others not. Hence, the existence of power imbalances in a school community makes bullying possible but not everyone uses their greater power to bully someone. Also, essential for this phenomenon is its international and national normative framework and manners to prevent bullying in schools. We'll also elaborate school bullying in Macedonia through its policies, strategies, school protocols and programs for the protection of children from bullying and for reducing bullying in schools.

Key words: school bullying, violence, power, crime, legislative, prevention.

Defining school bullying

How bullying is defined and described is of great practical importance because it determines on what is our focus upon and ultimately what are we willing to do about it and how it might be prevented. Bullying might be described as systematic abuse of power so we can conclude that power is central to bullying. But we must underline that greater power may be a matter of perception and only seen as such by the victims, but is sufficient to upset the equality in power in the relationship. Physical size and strength are not the only factors that can cause imbalance of power.

However, school bullying is extremely hard to define with accuracy, mainly because of the many forms in which this phenomenon appears and mainly because it is very hard to distinguish bullying and other forms of aggressive actions.[1]

A child is being bullied when he or she is exposed repeatedly over time to aggressive behavior that intentionally inflicts injury or discomfort through physical contact, verbal attacks, fighting or psychological manipulation.[2]

In the process of defining bullying, there are definitions where school bullying is defined through its basic components. For instance, Chris (2004) states that the term *bullying* involves: 1. *Intent* (the intent may be deliberate, willful, conscious, premeditated, predetermined); 2. *Hurt* (to cause pain, stress, fright, upset, loneliness); 3. *Repetition* (it can happen once, more than once, again and again, persistent); 4. *Duration* (it can last over a period of time, or be longstanding); 5. *Power* (its crucial component, also can be described as pressure, strength); and 6. *Provocation* (in cases when the victims provokes the "bully").

Rigby (2003) recognizes the following basic components: desire to hurt + hurtful action + a power imbalance + an unjust use of power + (typically) repetition.[3]

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[1] Lee, Chris (2004): Preventing Bullying in school, A Guide for Teachers and Other Professionals, Paul Chapman Publishing , p.11;

[2] Manual: "Stopping Violence in Schools: A Guide for Teachers" is a UNESCO contribution in support of Education for All and the United Nations International Decade for a Culture of Peace and Non-Violence for the Children of the World (2001-2010) p.11;

[3] RIGBY, Ken, (2003): Stop the Bullying, A handbook for schools, Australian Council for Educational Research, p.6;

Hence, bullying begins when somebody (or a group of persons) wants to *hurt* someone or put that person under pressure. Such a desire is necessary but not sufficient condition for bullying to occur. The desire to hurt or pressure somebody may not be expressed in hurtful action, in which case bullying may not take place. Therefore, bullying, must involve a *hurtful action*. There may be actions of different kinds: physical or verbal or gestural, direct or indirect, or commonly a combination of these. *Power imbalance* involves an imbalance of power and can include teasing, taunting, and use of hurtful nicknames, physical violence or social exclusion.[4] Bullying is conceived as behavior that is not just or an *unjust use of power*. Hence we must always ask whether the hurtful use of superior power is justified or not. In addition, bullying actions are typically repeated.[5] One characteristic of bullying is that the perpetrator enjoys domination that is being demonstrated and the victim feels oppressed. The capacity to dominate others may be related to size, strength and fighting skills. This is likely to be more important among boys, especially in primary school when physical encounters are more common.

Nevertheless, of the basic components of bullying, we can describe as the systematic abuse of power. If the abuse is systematic – repeated and deliberate – bullying seems a good name to describe it.[6] Differences in power between individuals and between groups make bullying possible. Power may be defined generally as the capacity to produce an intended effect. It may be used or abused.[7]

It is common not to differ violence from bullying but these phenomenons are not the same. Violence is much broader term and is defined as *"the intentional use of physical force of power, threatened or actual, against oneself, another person, or against a group or community, that either results in or has a high likelihood of resulting in injury, death, psychological harm, maldevelopment, or deprivation."*[8] Bullying is a type of violence. According to the World Report on Violence against Children,[9] the main forms of violence are as follows: 1. physical and psychological punishment; 2. bullying; 3. sexual and gender-based violence; 4. external violence: effects of gangs, conflict situations, weapons and fighting.

Etiology of bullying

Reasons for bullying may vary, but however, the exact abuse of power will depend on the social and cultural context in which the abuse appears, for example in multi ethical schools, the abuse might derive from the dominant ethical group over the minority. Children might be more vulnerable in bullying if they live with some kind of disability, express a sexual preference different from the mainstream or come from a minority ethnic or cultural group or a certain socio-economical

[4] Manual: "Stopping Violence in Schools: A Guide for Teachers" is a UNESCO contribution in support of Education for All and the United Nations International Decade for a Culture of Peace and Non-Violence for the Children of the World (2001-2010) p.11;

[5] Olweus, D. (1993). Bullying at school: What we know and what we can do, Cambridge, MA: Blackwell. Olweus has argued that we should only include as bullying negative actions that are repeated, and thereby exclude relatively trivial "one-off" experiences. However, a single occurrence of bullying can sometimes be severe and even traumatising. While bullying typically involves repeated behaviour, common usage allows us to speak of bullying occurring on a single occasion.

[6] Peter K.Smith, Sonia Sharp (ed.): (1994): School Bullying: Insights and Perspectives, Routledge, p.2;

[7] RIGBY, Ken, (2003): Stop the Bullying, A handbook for schools, Australian Council for Educational Research, p.8;

[8] World report on Violence and Health, www.who.int/violence_injury_prevention/violence/world_report/en/index.html last access 25.09.2014 ;

[9] The World Report on Violence against Children was commissioned by the United Nations Secretary-General to provide an understanding of the nature, extent, causes and consequences of different forms of violence against children (physical, psychological, and sexual). It looks at five main settings in which violence takes place – the family, schools, care and residential institutions as well as detention facilities and prisons, in work situations, and in communities and on the streets. See in Manual: "Stopping Violence in Schools: A Guide for Teachers" is a UNESCO contribution in support of Education for All and the United Nations International Decade for a Culture of Peace and Non-Violence for the Children of the World (2001-2010) p.9 or in Прирачник „Запирање на насилството во училиштата: прирачник за наставници" УНЕСКО како поддршка на Образование за сите и Меѓународната декада на Обединетите нации за култура на мир и ненасилство врз децата во светот (2001-2010), p.5, also see World report on Violence and Health, www.who.int/violence_injury_prevention/violence/world_report/en/index.html last access 25.09.2014;

background.[10] For both the bully and the victim who is bullied, the cycle of violence and intimidation results in greater interpersonal difficulties and poor performances in school. Pupils who are bullied are more likely than their peers to be depressed, lonely, or anxious and have low self-esteem. Depression has been found to be a common symptom experienced by male and female victims of bullying.[11] Bullies often act aggressively out of frustration, humiliation, anger and in response to social ridicule.

Why do some children bully and others not?

As we have seen, the existence of power imbalances in a school community makes bullying possible. But not everyone uses their greater power to bully someone. Here are several reasons to the question *why do some pupils bully and others not*, and because we want to stay concise we'll end our numbering with the most frequent reasons:

First, they think that by bullying they are admired by others, they are able to get what they want, and they are less likely than others to be victimized. *Second*, they are aggressive and impulsive and they enjoy the submission of others.[12] *Third*, it seems like fun, especially when one is part of a group engaged in teasing someone. Also, a reason may be the fact that the bullies have relatively low levels of empathy, which results in a bully being unaffected by the evident distress of others.[13] Prejudice leads them to believe that some people deserve to be bullied, for example, people of a different ethnic group or of a different sexual orientation. A generalized hostility towards others has been engendered by negative experiences with parents and families, especially feeling unloved or over-controlled. *Fifth*, they have been influenced by aggressive roll-models, in real life (such as aggressive parents) or they have been over-exposed to violent content try mass-media. *Six*, the victim is perceived as having provoked the negative treatment, with their behavior. *Seven*, chronic boredom at school may result in bullying as a means of making life more interesting.

Some of these proposed explanations for bullying behavior relate to personality, others to the social context or to social and societal influences, nevertheless, each may contribute.

Phenomenology of bullying (Types of bullying)

In attempting to help clarify what bullying is, theoretic have offered types of bullying that seek to differentiate between its various types. Dividing bullying into different types is important because in that way we can become familiar with the ever-changing forms that in can take.

Aside from types that are elaborated below in this paper, at the very beginning it should be mention that bullying occurs into both direct and indirect forms. For instance, it is possible to bully without have a face-to-face contact with the victim. *Direct* bullying can be when one child is demanding money or possessions from another, or *indirect*, such as a group of students spreading rumors about mother, which is more subtle and usually involves a third party (exclusion or rumor-spreading).[14] Also there is the issue of intent, which divides bullying into "malign" bullying, which is premeditated and intended, and "non-malign" which is "mindless" and considered by the perpetrators to be harmless or just a game.

There are three basic types of bulling:

Physical bullying. Physical bullying is more than punching and kicking and can assume indirect forms, including taking possessions, damaging property or school work. In this type of bullying there is a physical manifestation of the bullying but no physical pain. Included in such forms of bullying is extortion, where threat of violence leads to the victim giving up money or possessions, and the threat of violence or gestures and body language that is intimidating.[15]

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[10] Manual: "Stopping Violence in Schools: A Guide for Teachers" (2001-2010) p.11;

[11] Dorothy L. Espelage, Susan M. Swearer, (ed.) (2004): Bullying in American Schools, A Social-Ecological Perspective on Prevention and Intervention, Lawrence Erlbaum Associates, p.18;

[12] RIGBY, Ken, (2003): Stop the Bullying, A handbook for schools, Australian Council for Educational Research, p.17;

[13] See Farley, R.L. (1999). Does a relationship exist between social perception, social intelligence and empathy for students with a tendency to be a bully, victim or bully/victim? Honours thesis, Psychology Department, The University of Adelaide;

[14] Rigby, K. (1996). Bullying in schools – and what to do about it, Australian Council for Educational Research;

[15] Lee, Chris (2004) : Preventing Bullying in school, A Guide for Teachers and Other Professionals, Paul Chapman Publishing , p.9;

Verbal bullying. This is one of the most common forms of bullying as it can have an immediate impact, often in front of an audience, with very little effort on the part of the perpetrator. Name-calling and offensive, threatening and insulting remarks are all forms that this can take and can be directed at or seek to create vulnerable groups. Sexual orientation, ethnic group and learning difficulties are all catalysts for those seeking power at the expense of others. The advent of bullying by mobile phone and computers provides new means by which verbal bullying can carried out away from the physical presence of the victim.[16]

Social bullying. This form of bullying incorporates deliberate exclusion from social groups or intimidation within the group. Like other forms it can be direct, with exclusion experienced by the victim, or it can be indirect, this is, carried out away from the victim and not experienced by them until they are informed of it or they attempt to join the group.

One of the most pernicious and contemporary forms of bullying has many names. Known as **techno bullying**, **cyber bullying** or **e-bullying**, it involves the use of the Internet, e-mail or communication via social networks to inflict hurt on others. For the purpose of this paper we'll address this phenomenon with the term *cyber bullying*. *Cyber bullying* is harassment through e-mail, social networks, cell phones, text messages, defamatory websites etc. Apart from psychological pain being inflicted at a distance, what renders it different from other forms of bullying is that the recipient might have never been known personally to the bully and it is, therefore, an indirect form. In this case, unless there is extensive engagement with the bully, the hurt inflicted may also never be known.[17]

It is important to remember that no single form is more hurtful that any other. Social exclusion may cause more pain and disempowerment that physical and verbal teasing can leave scars that last a lifetime or certainly beyond those resulting from physical bullying. The impact of bullying is not determined by its form but by the loss of social status, power and the hurt experienced by the victim.

How to prevent bullying?

How can schools best deal with the problem? There remains a need for schools to work out what, among many, are the best courses of action for them to take and what resources are available for them to carry out effectively. What to do about bullying in schools is an ever-expanding field, requiring constant monitoring as new ideas appear and new resources become available.

An anti-bullying policy is a generalized response to bullying. A general description of what the school will do to deal with incidents of bullying. For example, the severity and seriousness of the bullying will be assessed and appropriate action taken. This may include the use of psychotherapy practices, the imposition of sanctions, interviews with parents and, in extreme cases, suspension from school.[18] Developing and implementing an effective anti-bullying policy means creating policy that consists of few steps such as: define bullying behaviors,[19] refer to available model policies,[20] clearly outline reporting of incidents,[21] clarify investigation and disciplinary actions,[22] include assistance for victims of bullying, and include training and prevention procedures.[23]

UNESCO[24] provides 10 steps in the fight and the prevention of school bullying. The steps are as follows:

1. Advocate a holistic approach involving students, school staff, parents and the community;
2. Make your students your partners in preventing violence;

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[16] Ibid, p.10;
[17] Ibid, p.10;
[18] RIGBY, Ken, (2003): Stop the Bullying, A handbook for schools, Australian Council for Educational Research, p.27;
[19] See more in Susan M. Swearer, Dorothy L. Espelage, Scott A. Napolitano (2004): The Guilford Practical Intervention in the Schools Series, Bullying Prevention and Intervention Realistic Strategies for Schools, The Guilford Press, p.41;
[20] Ibid, p.42;
[21] Ibid, p.46;
[22] Ibid, p.47;
[23] Susan M. Swearer, Dorothy L. Espelage, Scott A. Napolitano (2004): The Guilford Practical Intervention in the Schools Series, Bullying Prevention and Intervention Realistic Strategies for Schools, The Guilford Press, p.41;
[24] See UNESCO Manual: "Stopping Violence in Schools: A Guide for Teachers": p.13-23;

3. Use constructive discipline techniques and methods;
4. To be an active and effective force to stop bullying;
5. Build students' resilience and help them to respond to life's challenges constructively;
6. To be a positive role model by speaking out against sexual and gender-based violence;
7. To be an advocate for school safety mechanisms;
8. Provide safe and welcoming spaces for students;
9. Learn violence prevention and conflict resolution skills and teach them to students;
10. Recognize violence and discrimination against students with disabilities, and those from indigenous, minority and other marginalized communities.

Finally, the right way to deal with school bullying is to formulate effective anti-bullying policy in schools,[25] to formulate effective anti-bullying strategies in schools,[26] (A complete anti-bullying policy should include directives for both countering strategies – dealing with any current incidents of bullying behavior in the school), and finally to formulate a preventative strategies.[27]

UN Convention on the rights of the Child

The issues of safety and security in schools, are basic rights and needs, and their absence may cause serious damage into the early developing stages of children. Safety in schools represents a basic assumption for the children to feel that they belong there and that there's nothing that can hurt their physical, moral and intellectual integrity. It is up to the grownups to make sure that their children aren't been bullied or are not bullies in school, and it is up to local governments to make sure that they are running appropriate policy for the security in schools and for prevention of school bullying.

This is not only a remark, but this is also an obligation given in the provisions of UN Convention on the rights of the Child.[28] The Convention on the Rights of the Child sets out legally binding standards to protect children's human rights. It is the most widely accepted human rights treaty and has been ratified by 192 States. The Convention emphasizes that all violence against children should be prohibited, including violence in the school environment.

Hence, in article 19 of the Convention it is stated that:

> *(1) States parties shall take all appropriate legislative, administrative, social and educational measures to protect the child from all forms of physical or mental violence, injury or abuse, neglect or negligent treatment, maltreatment or exploitation, including sexual abuse, while in the care of parent(s), legal guardians(s) or any other person who has the care of the child.*
>
> *(2) Such protective measures should, as appropriate, include effective procedures for the establishment of social programs to provide necessary support for the child and for those who have the care for the child, as well as for other forms of prevention and for identification, reporting, referral, investigation, treatment and follow-up of instances of child maltreatment described heretofore, and, as appropriate, for judicial involvement.*

Therefore, children have the right to be protected from being hurt and mistreated, physically or mentally and the governments are the ones that are called for ensuring that children are properly cared for and protected from violence, abuse and neglect.[29]

Article 28 reaffirms, "the right of the child to education … with a view to achieving this right progressively and on the basis of equal opportunity." In addition to the right to education, Article 28 also states that, **"States parties** shall take all appropriate measures to ensure that school discipline is

[25] See Mona O'Moore, Stephen James Minton (2004): Dealing with Bullying in Schools, A Training Manual for Teachers, Parents and Other Professionals, Paul Chapman Publishing, p.10;

[26] See, Mona O'Moore, Stephen James Minton (2004): Dealing with Bullying in Schools, A Training Manual for Teachers, Parents and Other Professionals, Paul Chapman Publishing, p.21-27;

[27] See Mona O'Moore, Stephen James Minton (2004): Dealing with Bullying in Schools, A Training Manual for Teachers, Parents and Other Professionals, Paul Chapman Publishing, p.27;

[28] UN Convention on the Rights of the Child, Adopted and opened for signature, ratification and accession by General Assembly resolution 44/25 of 20 November 1989 entry into force 2 September 1990, in accordance with article 49;

[29] See also: UNESCO: FACT SHEET: A summary of the rights under the Convention on the Rights of the Child, (For every child Health, Education, Equality, Protection ADVANCE HUMANITY) p.3;

administered in a manner consistent with the child's human dignity and in conformity with the present Convention."[30]

Normative framework in Macedonia

The Constitution of the Republic of Macedonia does not contain special provisions that refer to school bullying, but only provides protection and guarantees the right of life and the right of physical and moral dignity. Special protection for the family, the mothers, the children and the minors is provided and also it's the state responsibility to protects children without parents and parental care, and therefore the state is obligated to provide protection of disrupted relations and violence. Furthermore, our country has ratified the United Nations' Convention for the rights of the child, as well as the both optional protocols: Optional protocol of the Convention against child trafficking, children prostitution and child pornography, ratified in 2003 year and the Optional protocol of the Convention for the rights of the child against involvement of children in armed conflict, ratified in 2004 year.[31]

Law for protection on children[32] regulates the system for protection of children. Regarding violence, in Article 9 are prohibited all forms of sexual use and sexual abuse of children (children pornography, children prostitution), sales or trade with children, psychological or physical violence, harassment, punishment or other inhuman treatment, all types of exploitation, commercial use and abuse of children that mean breaking the basic human freedoms and rights and the rights of child. However, this law does not provide regulation of the institutional structure or specific mechanism for protection of children.[33]

The Family law[34] provides detailed and precise rights for protection of the members of the family and it prohibits all kind of violence in the marriage and family. It involves the defined grounds for revocation of parental right as: severe neglect in the performance of parental duties; abuse or neglect of a child, physical or emotionally violence over the child, sexual abuse of a child etc. The Law contains a special section on domestic violence that applies to all forms of violence and unstable marriage and family and describes violence as a phenomenon when a family member, by force, threat or intimidation, performs bodily injury, emotional or sexual abuse and material, sexual exploitation of the labor of another family member. Furthermore, there is a special section for custody of minors-victims of human trafficking, which clearly sets out the responsibilities of the Centre for Social Work and the appointed caregiver. The Family law elaborates the specific role and responsibilities of the Centers for social work in dealing with domestic violence, especially with the sexual abuse of children. In addition, with the amendments of the law of 2007 and 2008 the role of the civil society organizations that are registered to conduct activities in the area of social protection, was enhanced and with that the organizations were allowed to take measures that are specified in the Family Law, individually or in collaboration with the Centers for Social Work. The detailed procedures and mechanisms for cooperation in dealing with cases of domestic violence and sexual abuse of children are regulated by the Protocols for institutional cooperation.[35]

The Law for social protection[36], as a fairly new legal instrument introduced pluralist approach to social protection. For the first time, the system allows the civil society organizations that work in the field of social protection, to be registered in the MLSP, so that they are authorized to perform certain social services with partial funding by the Ministry. The law provides several types of social protection institutions: a day center for street children; center for victims of family violence; center for

[30] UNESCO Manual, p.25;
[31] See UN Global survey for the progress of the fight against violence against children, from Macedonia (2011): p.18;
[32] Law for protection of children (OFFICIAL GAZETTE OF RM No.98/2000, 17/2003, 65/2004, 113/2005, 98/2008, 107/2008, 46/2009, 83/2009, 51/2011, 157/2011);
[33] See UN Global survey for the progress of the fight against violence against children, from Macedonia (2011): p.19;
[34] The Family law - OFFICIAL GAZETTE OF RM No.86/1992, 9/1996, 19/2000, 29/2001, 38/2004, 60/2005, 33/2006, 84/2009, 112/2009, 67/2010, 157/2010);
[35] See UN Global survey for the progress of the fight against violence against children, from Macedonia (2011): p. 20;
[36] The Law for social protection - OFFICIAL GAZETTE OF RM No. 9 / 2009, 36 / 2011, 51 / 2011;

victims of human trafficking, therapeutic communities, small group homes and counseling, that provide various of services, such as daily and temporary care of people - victims, counseling services, legal assistance services related to nutrition, childcare, hygiene and cultural - entertaining activities.[37]

The Criminal Code[38] in 2008 introduced the general term of "victim" and, more specifically, the term "children - victims" as a result of the efforts to create a penal system for children. According to the law, a victim is any person who has suffered any damage, including physical or mental injury, emotional distress, property loss or other injury, or a person whose fundamental rights and freedoms were threatened as a result of a crime. Child victims are particularly concerned when it comes to crime - trafficking and sexual abuse, which imposes more severe penalties for the perpetrators of the crime when the victim is under the age of 14 years. The system for protection of children is strengthen with general obligation for all state authorities, institutions and other entities to report all crimes that they were informed about in any another way.[39]

The Law for primary education[40] prohibits physical and psychological harassment of the students in schools. For every teacher who abuses a child a fine is determined. The law obliges the Bureau for the development of education and the State Education Inspectorate to implemente expert supervision and inspections in schools but however, the law does not require obligation for schools to report cases of abuse. The parents or the caregivers are obligated to attend counseling, in cases of violent behavior of their child.[41]

The Law for secondary education[42] also prohibits physical punishment and psychological harassment of students. The Bureau for development of education and the State Education Inspectorate are authorized for supervisiion and inspection but the law does not provide the obligatory report of the violence. For the parents and the caregivers who have student with violent behavior, a consultation is provided.[43]

School bullying – the case of Macedonia

Past experiences show that the problem with school bullying in Macedonia for many years was ignored or the solution usually was involvement of professional security agencies that should "ensure" that the school is secure.[44] But experience showed that these solutions are superficial and do not treat the problem but they only postpone the fitting solution.

In 2010, UNICEF, together with the Ministry of education and science, started a program called *"Prevention and reducing bullying in schools"*, in order to strengthen the capacities of the educational system so it can better respond to bullying in schools. As an additional support was the project *"Schools designed for children",* with the purpose to promote peace, freedom, tolerance, equity, dignity and physical and mental health of the children.[45]

In 2009, UNICEF prepared a study for evaluation of bullying in primary schools. The purpose of this study was to see the perception of bullying among classmates and to get concrete information

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[37] See UN Global survey for the progress of the fight against violence against children, from Macedonia (2011): p.21;

[38] The Criminal Law - OFFICIAL GAZETTE OF RM No. 37/1996, 80/1999, 4/2002, 43/2003, 19/2004, 81/2005, 60/2006, 73/2006, 7/2008, 139/2008, 114/2009, 51/2011, 135/2011, 185/2011, 142/2012, 166/2012, 55/2013, 82/2013, 14/2014, 27/2014, 28/2014, 41/2014, 115/2014 and 132/2014;

[39] See UN Global survey for the progress of the fight against violence against children, from Macedonia (2011): p.21;

[40] The Law for Primary education - OFFICIAL GAZETTE OF RM No. 103/2008, 33/2010, 116/2010, 156/2010, 18/2011, 42/2011, 51/2011, 6/2012, 100/2012, 24/2013, 41/2014, 116/2014 and 135/2014;

[41] See UN Global survey for the progress of the fight against violence against children, from Macedonia (2011): p.22;

[42] The Law for secondary education - OFFICIAL GAZETTE OF RM No. 44/1995, 24/1996, 34/1996, 35/1997, 82/1999, 29/2002, 40/2003, 42/2003, 67/2004, 55/2005, 113/2005, 35/2006, 30/2007, 49/2007, 81/2008, 92/2008, 33/2010, 116/2010, 156/2010, 18/2011, 42/2011, 51/2011, 6/2012, 100/2012, 24/2013, 41/2014, 116/2014 and 135/2014

[43] See UN Global survey for the progress of the fight against violence against children, from Macedonia (2011): p.22;

[44] Блажева, А. и Чонтева, Ж. (2008). Спречување на насилството кај средношколците во Градот и градење меѓусебна доверба. Алгоритам Центар: Скопје;

[45] See http://umd.gov.mk/shtoe.aspx , last access on 02.10.2014;

about bullying in schools. For the purpose of this study, 1240 seventh graders from different regions were interviewed in order to show how they understand and define bullying and what do they suggest for reducing bullying. This study resulted with two publications: *Study for the initial situation for bullying in primary schools* and *Stop for bullying in schools – manual for teachers*.

The *Study for the initial situation for bullying in primary schools* is a unique document that shows bullying in numbers on the territory of the whole state. Also its unique feature is in the defining of bullying. Instead of using definitions for bullying from the Criminal code, in the study the definitions for bullying are given by the children. This kind of privilege for the children gives them an equal role in the dialogue for understanding the phenomenon and for wright perception on his complexity, as well as giving the right to participate in resolving the problem that concerns them. Definitions given by children show their perceptions about bullying are in a great way important for describing and understanding the problem with bullying.[46]

The results from the project *"Schools designed for children"* show that bullying is present in schools in every form of violent behavior. Here are data about how bullying is expressed in numbers in our country.

In 55 % children have reported that in their school there are few teachers that have assaulted them physically.

In 47 % children have reported that few teachers have insulted them in front of the whole class.

In 52 % children claim that there are at least few teachers that intimidate children in school.

In 18 % children often and repeatedly were insulted from classmates with shameful nicknames.

The *Study for behavior that addresses health problems among school children in Macedonia, 2008-09* gives the following results:

Children that sometimes were victim of bullying:

7 % of the girls and 14% of the boys at the age between 11 – 13 years:

5 % girls and 8 % boys on 15 years of age;

15% girls and 40 % of boys took a part in a fight in school.

The results from the *Study for the initial situation for bullying in primary schools* show the following types of bullying behavior in schools that appear on daily bases:

- Insults, mockery among classmates in 36 %;
- Fights between classmates in 29 %;
- Fights classmates from different ethnical backgrounds in 15 %;
- Destruction on school property (desks, chairs, windows, doors) in 15 %;
- Teachers insulting children in 11 %;
- Children insulting teachers in 9 %;
- Fights with students from other schools 11 %;
- Physical punishment on children by teachers 10 %;
- Intimidation, threats from outsiders in 9 %;
- Fights between girls and boys in 8% ;
- Intimidation and threats from the teachers in 8%;
- Carrying a knife by children in 8 %;
- Carrying a stick or a club by children in 8 %;[47]

This numbers are even more dramatic through the years and show a tendency to increase instead of decreasing. Hence, in 2012, 59 cases of school bullying were reported to the police, and the following year 2013 this number is almost duplicated, at a staggering amount of 103 cases reported to the police. In 85 cases the children use physical violence, in 9 cases they used hard objects, in 6 cases they used knife, in 2 cases guns, and in one case a pupil has been punched with a gun in the region of head. In 2012 there were 2 cases with fatal consequences and 11 serious bodily injuries.[48] But these

[46] More on these definitions see: Студија за иницијалната состојба со насилството во основните училишта во Македонија, Алгоритам Центар во соработка со тимот на Бирото за развој на образованието, p.9;

[47] The results of this study are integral part of the ***Strategy for reducing bullying in schools for the period 2012-2015, Ministry of education and science, (issued in September 2012) p.4-6;***

[48] Ministry of interior affairs of Republic of Macedonia, official cite, http://www.mvr.gov.mk/ShowAnnouncements.aspx?ItemID=11631&mid=1367&tabId=358&tabindex=0 last access on 05.02.2014;

are only the official numbers. For bullying it is common to have a bigger number in the "gray" area because many of the bullied are too scared to report that they have been a victim of bullying, sometimes because the bullies threatened them and sometimes because they do not believe in the justice systems, and sometimes both reasons may be the case.

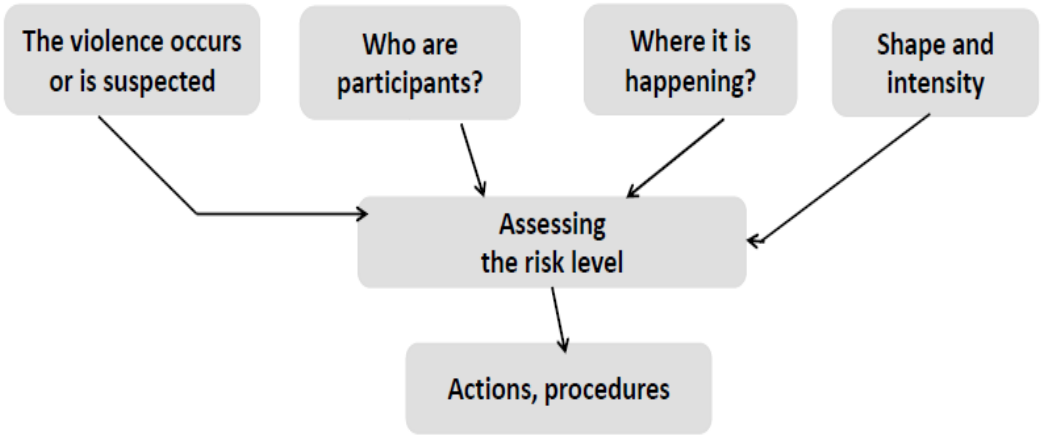
From the data listed above we can conclude that bullying represents a great deal of the live of school children and therefore our state and the local governments are obliged to have policies and programs that really threat this problem. Nowadays, every school has Protocol, Policy and Program.

Protocol for the protection of children from violence, bullying, abuse and neglect in school

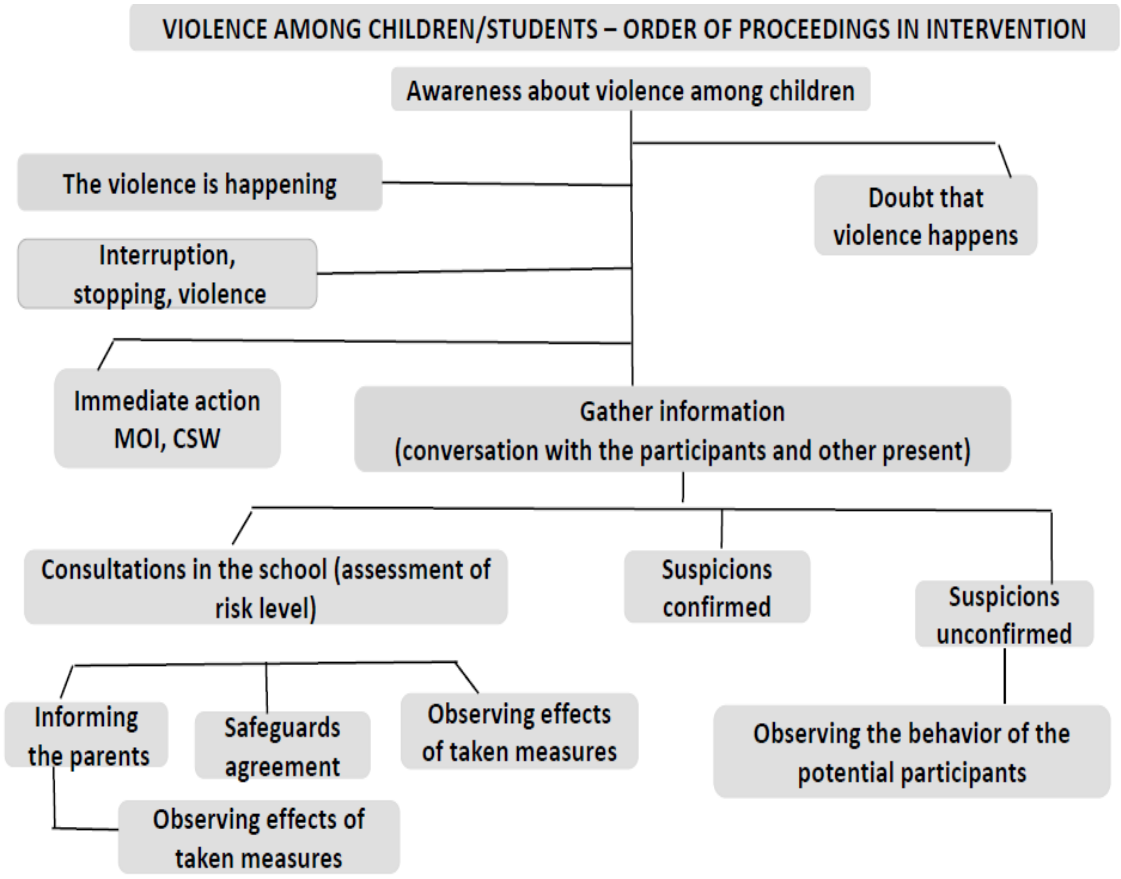
Every school has a special Protocol for the protection of children from violence, bullying, abuse and neglect in school. Besides the fact that primary and secondary schools are in the responsibility of the local government (municipality), these Protocols are the same for every school. They consist of sequences of procedures for intervention depending of the type of bullying.

There are several special intervention procedures:

1. Bullying between pupils (one to another or a group)

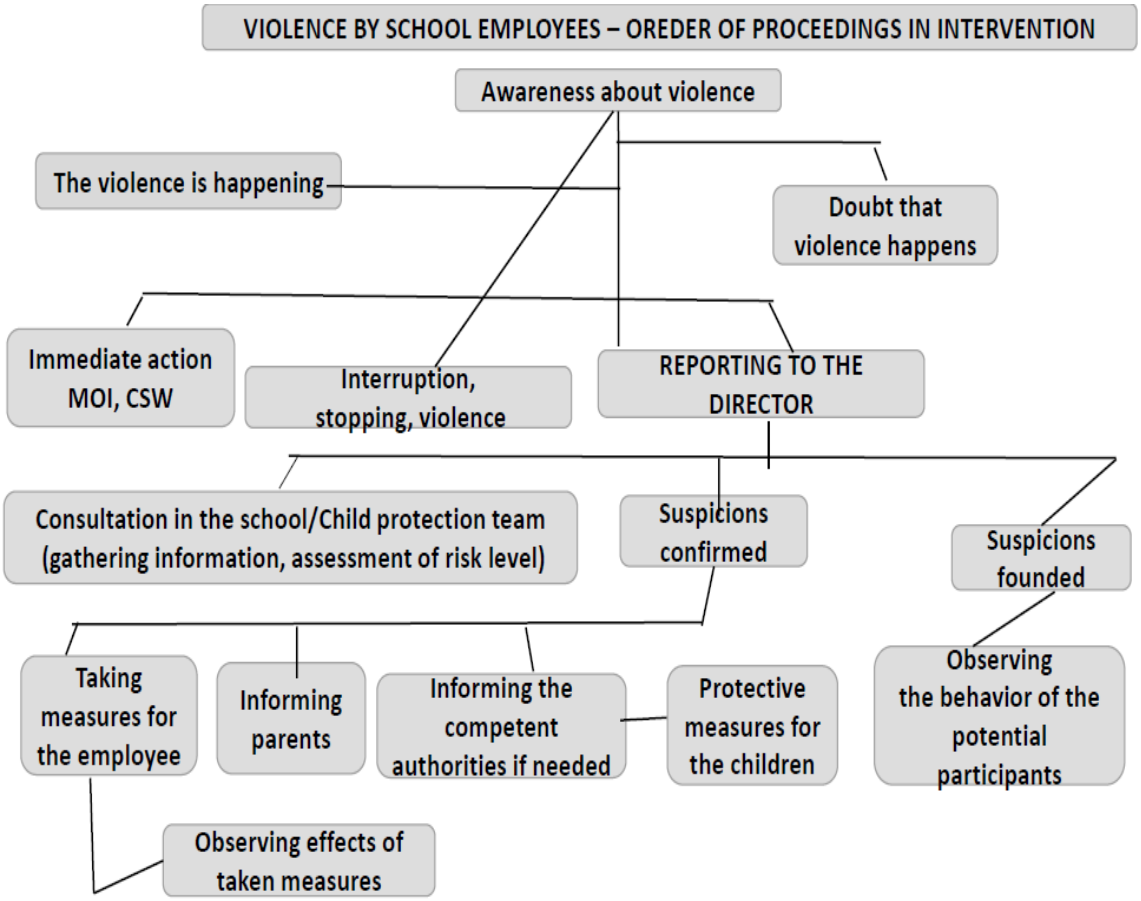


Source: ***Protocol for the protection of children from violence, bullying, abuse and neglect in school in Macedonia, p.1;***



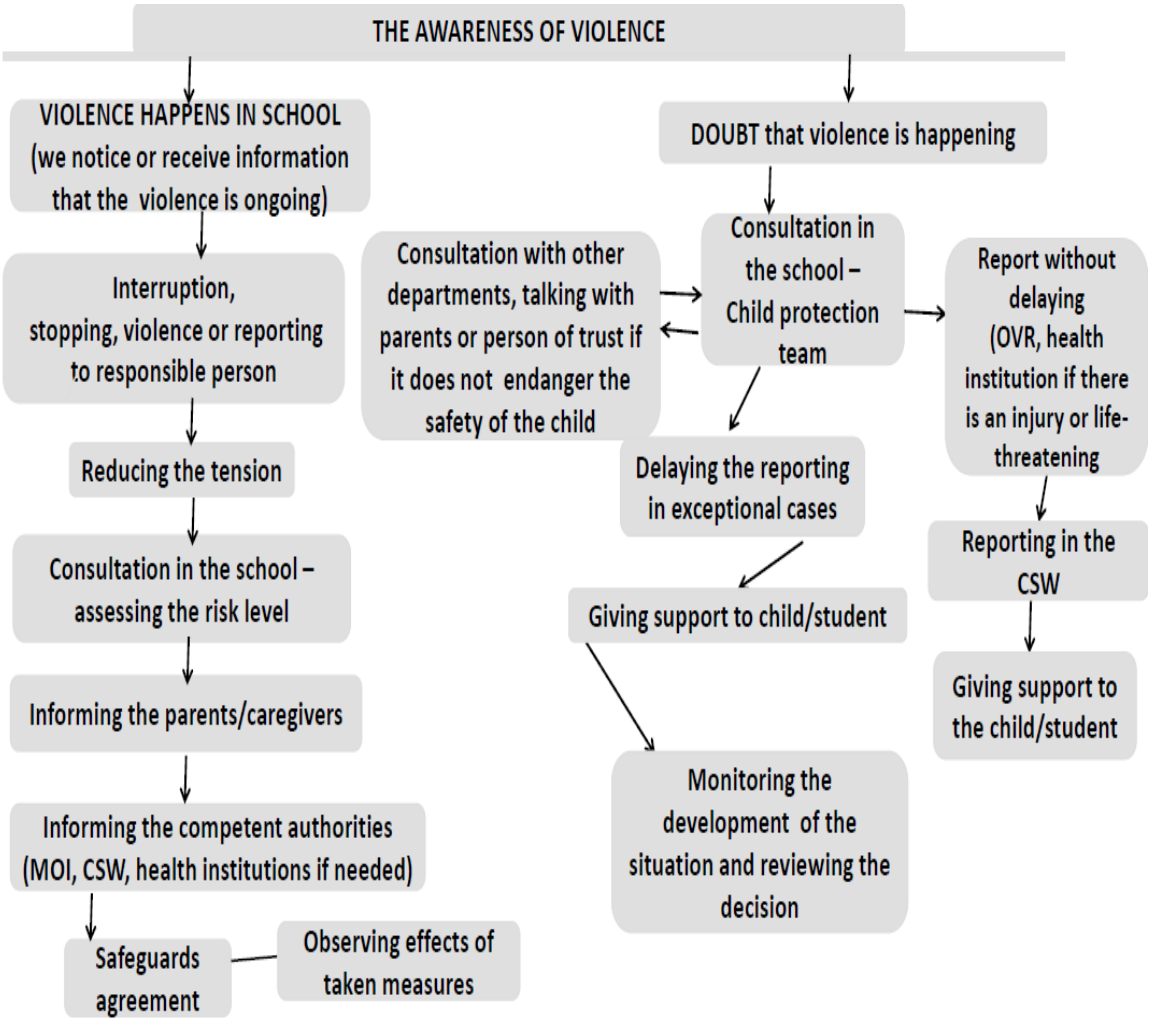
Source: ***Protocol for the protection of children from violence, bullying, abuse and neglect in school in Macedonia, p.4;***

2. Bullying from an employee in the school



Source: ***Protocol for the protection of children from violence, bullying, abuse and neglect in school in Macedonia, p. 5;***

3. Bullying from an adult who is not employed in the school



Source: ***Protocol for the protection of children from violence, bullying, abuse and neglect in school in Macedonia, p. 6;***

Policy and programs for reducing bullying in schools

As we've previously stated, in order to reduce the bullying in schools, the Macedonian Ministry for education and science - the Bureau for development of education of Republic of Macedonia,[49] in cooperation with UNICEF, launched a program for *Prevention of violent behavior in primary schools in Macedonia.* The primary goal of this project was to establish a national policy for prevention and intervention in cases of bullying in schools. According to this project, every primary school in Macedonia has to have a special School policy for reducing bullying and a special Program for reducing of bullying in schools. Both the school Policy and the Program for reducing bullying are unique for every school year but their contents is pretty much the same between schools. **School Policy**[50] consists of:

1. Assignments for the team for prevention,[51]

[49] The special cite for this project is http://www.beznasilstvo.mk/mk last access on 06.10.2014;

[50] For the purpose of this Paper we analyzed the school Policies and Programs on the following primary schools: PMS "Vanco Prke" municipality of Stip; PMS "blaze Konevski", municipality of Aerodrom, city Skopje; PMS "Johan Hajnrih Pestaloci, municipality of Centar, city Skopje; PMS "Mancu Matak" municipality of Krivogastani; PMS "Joakim Krcoski" municipality of Volkovo, city Skopje; PMS "Goce Delcev" municipality of Vinica; PMS "Naum Naumovski – Borce" municipality of Gazi Baba, Skopje; PMS "Straso Pindzur" municipality of Karbinci; PMS "Orce Nikolov" s.Injevo

[51] The members of the team are usually the Principle of the school, the pedagogue, the psychologist, one class teacher and one or two subject teachers;

2. Definitions of bullying (which behavior of children in considered to be bullying),
3. Prevention activities,
4. Intervention activities,
5. Suggestions.

The prevention activities usually include monthly activities of the Team for prevention such as informing the School Council for the policy of reducing bullying in schools, informing the Council of parents, meetings with parents, education of staff about bullying, education of pupils, and finally self-evaluation of the prevention for the previous year. The intervention activities include procedures of identification and treatment of bullying behavior in primary schools. Also every school has its "steps" for intervention in cases of bullying.

For the purpose of this paper, we analyzed random reports of self-evaluation of schools, and according to the data that we collected, in most cases pupils know what is bullying (70 – 80 %), know how to recognize when they are been bullied (70%), and they feel secure in their schools.[52]

The **Program for reducing bullying in school** consists of monthly activities that are in favor of reducing bullying and prevention of bullying. From the research that we have made, comparing the programs between different schools, we came to the conclusion that all of these programs can be formulated into few activities. The activities are: preparing for realization and realization of workshops for education and prevention of bullying for target groups: pupils, teachers and parents; collaboration with local media; insight in the box for anonymous files and complaints of bullying; and finally strengthening the duty shifts on school breaks.

Sadly to say, the policies and programs for reducing bullying in schools are more or less the same in every school in our country that leads to the conclusion that they have only took in care the formal part of this serious issue. The programs and policies should be a response to a situation identified as occurring at a particular school and should reflect the views of that school community. At the same time, it can be helpful to examine and discuss policies that have been produced at other schools and consider how relevant (or irrelevant) they are to one's own school. This practically means that having the same school policy in school in Tetovo (multi ethical municipality) and in Stip (municipality with 99% of the population from Macedonian nationality) is inappropriate.

From the research material, we came to the conclusion that the consequences from bullying can be listed into the following types:

a) Physical (bruises, scratches, cuts, damaged clothes, etc.);
b) Emotional (solitude, frustration, refusal to go to school, refusing to talk about problems, restlessness, aggressiveness, etc.);
c) Medical (loss of appetite, abdominal pain, headaches, night urination, etc.);
d) Educational (concentration problem, school absentees, etc.)

According to the relevant legislative, the school principal and the school board are responsible for the secure monitoring of teaching. The question what type of security for schools is the most appropriate, is solved different in every municipality depending of the finances of the municipality and problems with school security in that municipality. Hence, some local governments solve this problem with hiring special security agencies for the security in their schools,[53] some have an agreement with the local police station for daily patrols[54] and etc. Also, every school has a weekly schedule of teachers on duty that patrol on school breaks in the school hallways and yard.

[52] The data are from random self-evaluation reports on the following schools: Self-evaluation report on PMS Vlado Kantradziev, Gevgelija, period - 2009-2012, p.43; Self-evaluation report on PMS "Slavejko Arsov, Stip, period 2011-2013 p.6; Self-evaluation report on PMS "Vanco Prke" Stip, period 2012-2013 p.4; Self-evaluation report on PMS"Goce Delcev" Kavadarci, period 2012-2013 p.23-25; Self-evaluation report on PMS "Risto Suklev" Negorci, p.29-30; Self-evaluation report on PMS "Straso Pindzur" Negotino, period 2009-10, p.23-24; Self-evaluation report on PMS "Kiril I Metodij, Bitola, period 2012-13, p.59-60; Self-evaluation report on PMS "Debarca", Belcista, period 2012, p.31;

[53] Most of the municipalities in the Skopje, the municipality of Tetovo etc.

[54] These patrols are daily or weekly, and this kind of security is typical for municipalities with rare cases of reported violence or bullying (Stip, Kocani etc.)

Strategy for reducing bullying in schools for the period 2012-2015, Ministry of education and science, (issued in September 2012)

For the purpose of reducing bullying, the Ministry of education and science has developed a Strategy for the period of 2012 – 2015. The legal grounds for the Strategy are in the following legal acts and documents: The Constitution on Republic of Macedonia, the Law for primary education,[55] the Law for secondary education,[56] Law for social protection,[57] Law for the protection on children,[58] and the Law for local government.[59] Also the following capacities, acts, documents, programs are taken into consider: The capacity of the relevant institutions (Ministry of education and science, the Bureau for development of education, State Education Inspectorate, Department for the development of education on languages of the communities, Center for education and training, Pedagogical services in schools etc.); The program for preventing and reducing bullying in schools (in which were completed many trainings); Standards and Program "School designed for children"[60], The Program for Education for life skills,[61]National plan for action for the protection on children's rights in Macedonia 2005-2015, the Strategy for integrated education, Joint Protocol for intervention in cases of family violence,[62] Experiences of the Local Councils for the prevention of juvenile delinquency.[63] [64]

According to the strategy, violence is defined as: **Physical violence that** represents physical assault in any shape or form (kicking, hitting, assault, throwing things and objects, spiting etc.). **Psychological violence** represents violent behavior that hurts the filings and dignity of the victim. Psychological violence is threatening, insulting, humiliation, extortion, silence, isolation and etc. The consequences from psychological violence can be longer then ones from physical violence. Usually consequences are: low self-esteem, isolation, aggressiveness, unwilling to go to school, headaches, digest problems, loss of appetite, night urination etc. **Bullying** represents negative physical and / or verbal actions that have hostile intent, causing injury to the victim, usually are repeated, and include unequal use of power between the bully and the bullied. Studies show that pupils that have been a victim of bullying have more consequences in every aspect of their psychological, social, health and educational live and they are an easy target. **Sexual violence** involves types of behavior that hurt dignity and the sexual integrity with verbal and / or physical actions. It can be harassment that involves verbal and unverbal messages in sexual connotation, telling jokes regarding one's sexual orientation, physical touching and display of pornographic material, violation of the child's mental intimacy, homophobic comments and sexual contact. **Gender violence** origins from the gender inequality and socially constructed gender roles. It can be motivated from the desire to punish or humiliate the opposite gender, mostly girls, because of their gender or sexuality, or because of sexual interest or courage. This type of violence is used for intimidation, humiliation and discrimination. **Electronic violence –** involves violence trough the new technologies and mediums, and it can be done try sms, mms, web sites, social networks, pictures, video and audio recordings for spreading rumors, lies, insults or deprivation of privacy and dignity of the person, sending e-mails, sms, mms with hurtful contents and etc.[65]

[55] articles 3, 33, 53 and 64, Official Gazette No.103/08,33/10,116/10, 156/10, 18/11 и 51/11;
[56] articles 51 and 58-a Official Gazette of RM no. 44/95, 24/96, 34/96, 35/97, 82/99, 29/02, 40/03, 42/03, 67/04, 55/05, 81/05, 113/05, 35/06, 30/07, 49/07, 81/08, 92/08, 33/10,116/10, 156/10, 18/11 and 51/11;
[57] articles 19 and 93 Official Gazette of RM no. 79/09, 36/11 and 51/11;
[58] articles 2, 3-a, 9 Official Gazette, No. 98/00, 17/03, 65/04, 113/05, 98/08, 107/08, 83/09, 156/09, 51/11 and 157/11;
[59] article 22-1/8 Official Gazette, No.4/02;
[60] See http://bro.gov.mk/# last access 10.10.2014;
[61] See http://bro.gov.mk/?q=osnovno-obrazovanie last access 10.10.2014;
[62] See: http://nkt.mtsp.gov.mk/nkt/content/Documents/PROTOKOL_MKD.pdf last access 05.10.2014;
[63] See http://www.moi.gov.mk/DesktopDefault.aspx?tabindex=0&tabid=271 last access 05.10.2014;
[64] See Strategy (2012-2015): p.6-9;
[65] Strategy (2012-2015), p.6-7;

The main goal of the Strategy is reducing violence and fight against every type of violence, also to make a children's friendly environment and coexistence in schools, with the involvement and cooperation of all stakeholders in the educational process of the central, local and school level.[66]

The special goals of the Strategy are the following ones:

- Safety school environment (that includes safety in the physical surroundings, safe social surroundings and safe transport[67]);
- Strengthening the capacity for prevention of violent behavior (try involving educational contents about bullying in educational programs, curriculums, providing that the schools books do not include violent content etc.);
- Mechanisms for intervention in cases of bullying in school;
- Cooperation with institutions and organizations;

The concrete goals and action plan of the Strategy is the following one:

- Changes and amendments of the relevant legislative, regulations and protocols;
- Make reducing bullying in schools a special segment of the development planning;
- Schools to create curriculums, protocols and action plans for the prevention and reducing violence;
- Support for the schools in prevention and reducing bullying;
- Strengthening the role of the Municipality Council of the city Skopje in reducing violence;
- Establishing cooperation and coordination on the activities on all relevant institutions, organizations and agencies;
- Regular monitoring and evaluation on the implementation of the Strategy in order to improve it, when necessary;
- Establishing a system for sustainability of the implementation of this policy;

Case study – Mohamed Ali Jashari:

One of the most astonishing cases of violence in Macedonia, was the case with the student in the secondary school "Zdravko Cvetkovski" who lost his life during a fight in the school yard.[68] Muhamedali Jashari, tried to defend his classmate from being beaten from other students in the same school, so at one time one of three attackers hit Jashari with stone on his cheats, that hit was fatal to Jasharis's life. The accused students, at the time of crime where at age limit from 17 to 19 years of age. Jashari's family tried to convince the Prosecutions office and the public that in this case the crime in question is "murder", but the Prosecutor filed a prosecutor's act for serious bodily injury with fatal consequences. After two years of courts disputes the court ruled for decision: the first accused for the

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[66] For more see Strategy (2012-2015): p.10;

[67] The Ministry of education and science provides free transport for children that live in distance bigger than 2 km from their school

[68] See court hearings from: **07.05.2013 - 13 години затвор за Петар Маневски кој со удар од камен ја предизвика смртта на матурантот Јашари , 17.04.2013 - Одбраната и обвинителството со контра аргументи во завршните зборови — пресуда на 7 мај , 10.04.2013 - Рочиштето се одложи — завршни зборови на следниот главен претрес, 20.03.2013 - Сведочеше и последниот очевидец на кобната тепачка од пред 2 години во која матурантот го загуби животот , 20.02.2013 - Рочиштето се одложи, се очекува следниот месец да заврши доказната постапка , 23.01.2013 - Судење „Јашари": Оштетеното лице и очевидецот не се појавија во судот , 26.12.2012 - Судење „Јашари": Доколку немало дејство на било каков агенс во тој случај немало да се случи тоа, Дума го даде одговорот на клучното прашање , 19.20.2012 - Судење „Јашари": Сведокот тврди дека едно лице замавнало кон Јашари, но не може да го препознае , 26.09.2012 - Не видов кој замавна, но видов како Мухамед падна на земјата, се држеше за срцето, болно и силно викаше, тврди еден од очевидците , 06.09.2012 - Првообвинетиот е во бегство, сведочеше момчето кое Јашари го бранел , 06.07.2012 - Судењето се одложи поради отсутност на обвинетите , 11.06.2012 - Првообвинетиот го удрил Јашари со камен по градите, тврди сведок , 30.05.2012 – Никој не фрли камен кон Јашари, тврди второобвинетиот Стефан Гелов , 04.05.2012 - Ниту земав, ниту удрив некого со камен вели првообвинетиот , last access on 13.10.2014 ;**

crimes serious bodily injury with fatal consequences[69] and bullying with dangerous weapon in dispute or a fight[70] - 13 years of imprisonment, the second accused 4 mounts imprisonment and for the third accused the court stop the procedure. This case proved that violence in school is a serious issue and can have fatal consequences that are not only fatal for one's live but for the whole educational system as well.

Staidly to say, this was not an isolated incident in schools in Macedonia. There are many cases of reported school bullying in schools, and we can only presume about the number of non-reported incidents in which the bullied are too afraid to report. Other reported cases in the last period are: Case of school bullying in school "Kiro Burnaz" in Kumanovo, where a student (17 years of age) bullied his classmate (16 years of age) and threatened that he'll hurt her if she report to anyone.[71] Case of bullying in the school "Marija Kiri Sklodovska" in Skopje, where a teacher was stabbed with a knife, and few students were hurt in a violent event when a group of young people forcibly entered the school for a girlfriend dispute[72],[73],..[74] Also it is evidenced that the number of reported cases of bullying to the State Educational Inspectorate is disturbingly raised.[75]

Conclusion remarks and recommendations:

As we stated on the beginning of this paper, a child is being bullied when he or she is exposed repeatedly over time to aggressive behavior that intentionally inflicts injury or discomfort through physical contact, verbal attacks, fighting or psychological manipulation. Reasons for bullying may vary, but however, the exact abuse of power will depend on the social and cultural context in which the abuse appears, for example in multi ethical schools, the abuse might derive from the dominant ethical group over the minority. Children might be more vulnerable in bullying if they live with some kind of disability, express a sexual preference different from the mainstream or come from a minority ethnic or cultural group or a certain socio-economical background. The right way to deal with school bullying is to formulate effective anti-bullying policy. Therefore, we strongly suggest, in schools where there are frequent cases of school bullying, and especially in schools that are in multiethnic municipalities, to have a special agency that is safeguarding the school and the property of the school. General solutions for the best security system in schools is not appropriate for every school. Hence, in some schools one kind of security maybe sufficient, in other the same may be insufficient, while somewhere it can be over exceedingly and etc. Whatever type of security is chosen, the school principle should address to security that the care of the school security should be constant and present everywhere (indoors, outdoors, in school yard, in toilets and especially in the entrances and exits of the school). We also recommend more types of measures and sanctions (especially pedagogical measures for ones that have been in collision with the house rules of the school. If the municipality can afford it, then it is also recommended to have a surveillance supervision in school (cameras in the school halls, entrances and exits) or even metal detector in schools where it is noticed that is frequently an issue.[76]

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[69] Article 131 from the Criminal Code;

[70] Article 133 from the Criminal Code;

[71] For more see: http://www.kumanovonews.com/vesti/bez-pricina-maltretiral-skolska-drugarka , last access 10.10.2014;

[72] For more see: http://www.bbc.co.uk/macedonian/news/story/2011/02/110201_macedonia_school.shtml last access 10.10.2014;

[73] For more see: http://www.novamakedonija.com.mk/NewsDetal.asp?vest=10251391509&id=12&setIzdanie=23010 last access 10.10.2014;

[74] For more see http://www.vest.mk/DEFAULT.ASP?ItemID=03844C2BBD90FC47B5CF3AAF0EB121F1 , last access 10.10.2014;

[75] For more see: http://www.dnevnik.mk/?ItemID=C551FE712FDA80489DBFF313EF50C56D last access 10.10.2014;

[76] Recommendation like these are also given in: Студија за иницијалната состојба со насилството во основните училишта во Македонија, Алгоритам Центар во соработка со тимот на Бирото за развој на образованието, p.14;

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30. See http://bro.gov.mk/?q=osnovno-obrazovanie last access 10.10.2014;
31. See: http://nkt.mtsp.gov.mk/nkt/content/Documents/PROTOKOL_MKD.pdf last access 05.10.2014;
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34. For more see: http://www.kumanovonews.com/vesti/bez-pricina-maltretiral-skolska-drugarka , last access 10.10.2014;
35. For more see: http://www.bbc.co.uk/macedonian/news/story/2011/02/110201_macedonia_school.shtml last access 10.10.2014;
36. For more see: http://www.novamakedonija.com.mk/NewsDetal.asp?vest=10251391509&id=12&setIzdanie=23010 last access 10.10.2014;
37. For more see http://www.vest.mk/DEFAULT.ASP?ItemID=03844C2BBD90FC47B5CF3AAF0EB121F1 , last access 10.10.2014;
38. For more see: http://www.dnevnik.mk/?ItemID=C551FE712FDA80489DBFF313EF50C56D last access 10.10.2014;