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Newsletter

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For more information:

www.endschoolviolence.eu

Project coordinator:



Project partners:



When children enter formal education, the provision of safe school environments is critical in protecting them from youth violence, and enabling them to learn and develop effectively. This evidence suggests that when schools are successful in crafting a climate of civility, one that reinforces the expectation that students and adults will maintain civil interactions, that climate helps to control students' aggressive behaviour.

The strategies for maintaining peaceful interactions must be positive; a punitive zero tolerance policy may remove the most troubled and troubling students without improving the overall school climate.

The overall goal for schools must be the two-sided process of reducing aggressive behaviour and promoting a peaceful, positive climate. The two should not be viewed as separate goals; achieving widespread improvement in behaviour at school is highly unlikely without a peaceful school climate.

Further, during youth, relationships with peers can take precedence over the influence of parents and other authority figures, and young people can be exposed for the first time to situations where violence may occur, such as psychological harassment, sexual interactions, drinking environments, illicit drug markets etc.

How young people cope with these challenges depends on the strength of their social and emotional skills, the family and social support they have around them and the cultural and social norms they have learned during childhood. Data are only readily available for violence resulting in death.



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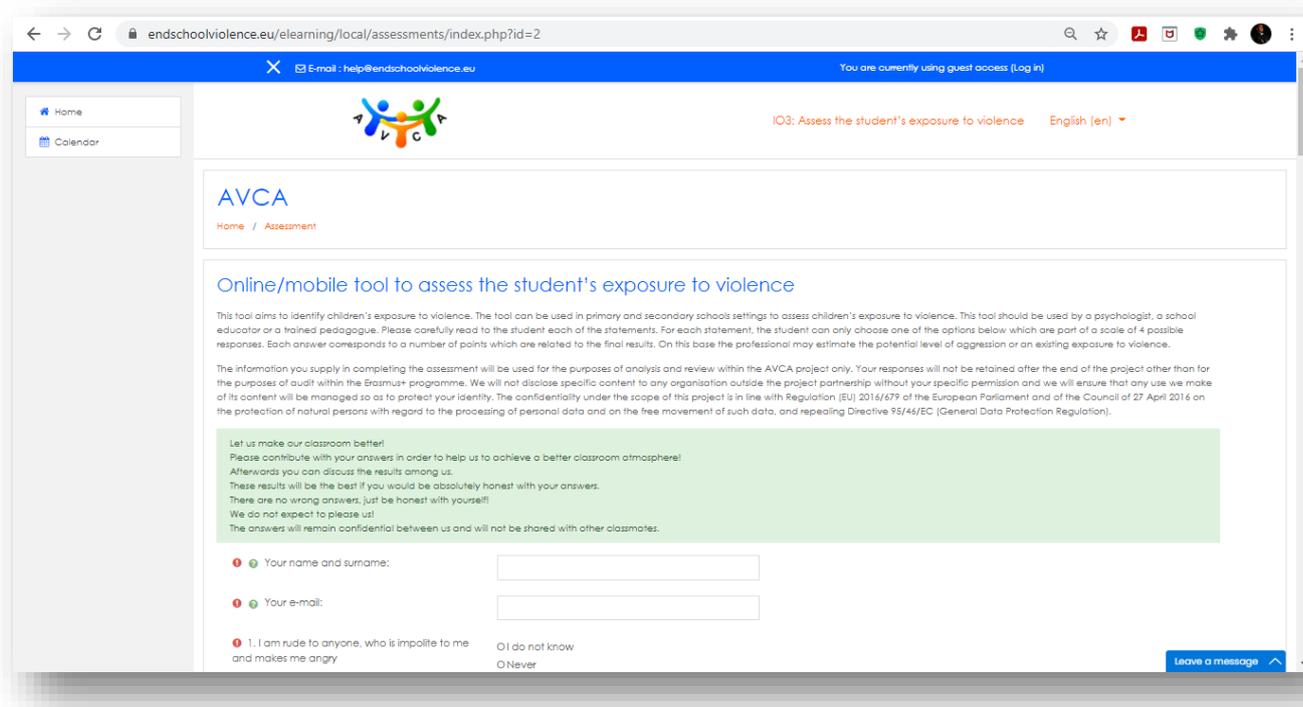
Newsletter

The project progress so far – Intellectual output 3 is ready

Our project aims to develop prevention programme for violence to protect students from violence via changing the value of the other. We plan to disclose risk factors and paths of development of different types and possible preventive pathways of violence in childhood and adolescence.

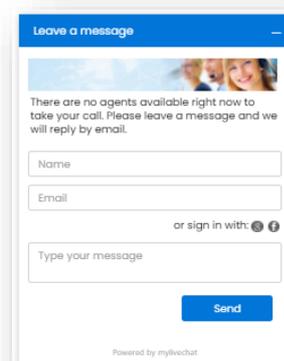
Our innovative solution is related to our intention for creation of online/mobile assessment tool for professionals to detect risks factors related to violence, which is now available in English, Bulgarian, Dutch, Slovenian and Greek language.

Visit: <https://endschoolviolence.eu/elearning/local/assessments/index.php?id=2>



It contains also an online/mobile resource portal for professionals with exercises, training courses, case studies, prevention exercises and activities to be used in group with students.

Information about how to use the tool is provided via: <https://endschoolviolence.eu/elearning/mod/page/view.php?id=14>



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Next steps – Intellectual output 4 is under development

Through training of the teachers with this output the students at mainstream schools should be given a developmentally appropriate role in constructing classroom rules of behaviour. Throughout the school year, teachers and students should spend class time building a sense of community with activities that include learning one another's personal preferences and interests, examining similarities and differences among classmates, establishing respectful rules of communication and sharing, and developing a classroom identity based on sharing and cooperation..

Considerable element of innovation is the fact, that the handbook provides classroom-specific strategies, which are just as important as whole school strategies for maintaining a civil, caring school climate. There is a consensus in the partnership that maintaining a civil, calm classroom climate requires active planning, preparation, and caring. Students should be given a developmentally appropriate role in constructing classroom rules of behaviour.

The draft version of the handbook is ready and it has the following 2 sections:

Section I. Risk factors for child's violent behaviour and violence manifestations - This section provides detailed information regarding the concept of violence, in order to enable the readers in distinguishing its different forms, such as anger, rebelling, violence and aggression. It also explains how personality traits, mental distress and problems in dealing with anger lead to violent behaviour and violence manifestation. Various contextual factors such as the physical and social settings (family, school, friends), mindset and attitudes (socially originated, etc.) and their impact on the violence are also explained. Additionally, the section provides information about professional support that needs to be sought, regarding aggression and violence assessment, as well as existing tools/ links to existing tools and literature for tools used for measuring child's predisposition to violent behaviour and manifestation.



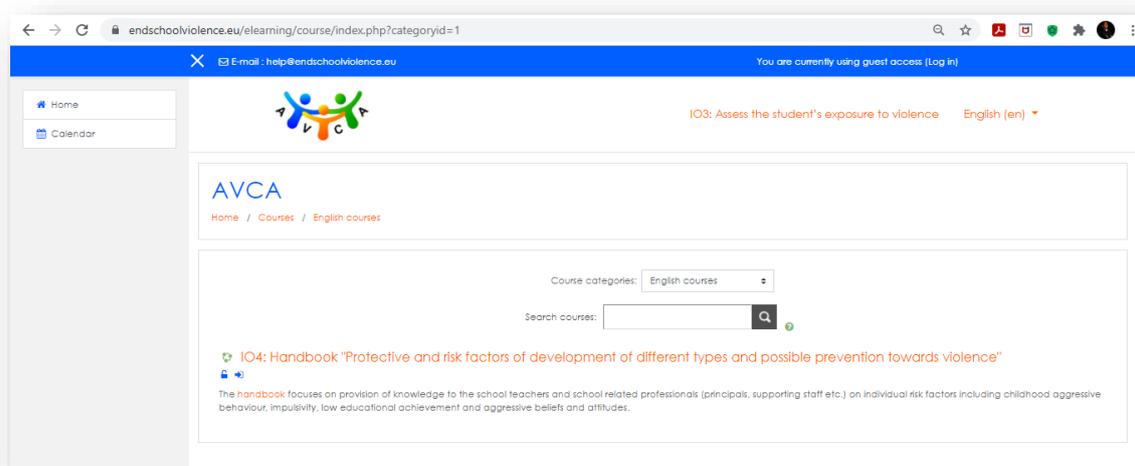


Newsletter

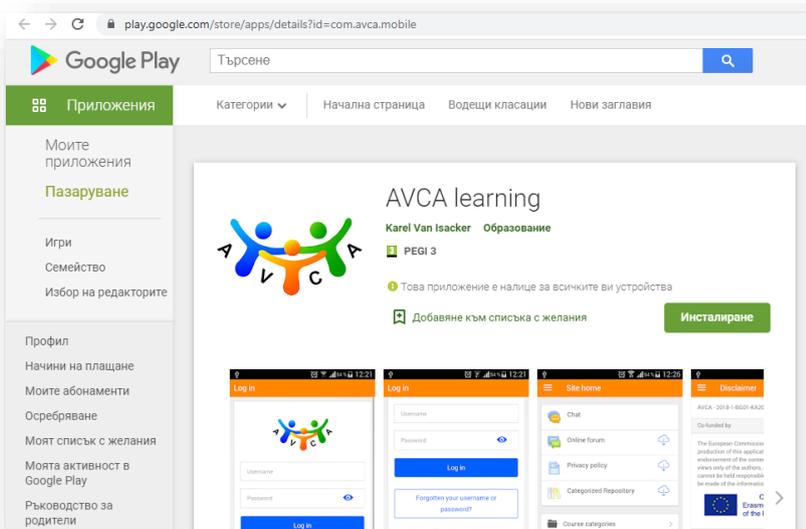
Section II. Prevention for child's violent behaviour and violence manifestations

This unit provides detailed definition of the term "prevention". It clarifies the problem (tendencies in manifestation of aggression in students – frequency, type of aggressive manifestation, profile of the aggressor, etc.), internal methods and procedures used, available resources, etc. The teachers received guidance on establishment of internal programmes (initiatives) for social development.

Check our website/portal regularly for more information at:
<https://endschoolviolence.eu/elearning/course/index.php?categoryid=1>



Now you may download our mobile application:
<https://play.google.com/store/apps/details?id=com.avca.mobile>



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Realised dissemination activities

Dissemination of the project concept during the MyPeerMentor event in Ankara, Turkey, 11 June 2019



Plovdiv International Fair in Social Economy - We distributed and introduced our project to people during the Plovdiv International Fair dedicated to the social economy, which took place between 28th and 31st of March 2019.



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Presentation at Conference Days "No Violence No Bullying No Silence", 3-4/8/2019, Athens, Greece



Parent-Teacher Meeting and NAB Discussion in Maribor, Slovenia



Dissemination of the project during PTCare Multiplier event in Bulgaria on care provision – 4 September 2019, Zlatograd



Second cycle of the trainings with mag. Jani Prgić took place on 2. October 2019, where educators, teachers and school representatives and NAB members were presented.



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<https://endschoolviolence.eu/category/news/>

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See you soon!



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