

Lund University, Education/Sida
Advanced International Training on Child Rights, Classroom and School
Management

Bullying in Bogotá's Schools: The case of
Carlo Federici School

Final Report

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FOREWORD

The Swedish International Development Cooperation Agency (Sida) in co-operation with Lund University has developed a Programme covering Child Rights, Classroom and School Management. The guiding principle in the course and the whole training program is the right to education of all children. The programme also tries to develop a child rights based approach in education. It is designed to give opportunities to compare and share experience with participants from other countries while taking into consideration the Convention of the Rights of the Child, Education for All and other internationally agreed declarations. A child rights based approach has the potential of contributing to the broader efforts of improving educational quality and efficiency, which is the goal of most developing countries.

The training programme consists of three phases. The first phase took place during 3 weeks in Sweden in May-June 2008. The main content of the first phase consisted of studies in the subject area, combined with visits to relevant Swedish institutions, including different schools. The training was aimed at stimulating the transformation of conventional top down approaches to teaching and learning to those that are participatory, rights based, learner friendly and gender sensitive. One of the objectives under this aim of the training was for the participants to develop skills, understanding and attitudes in favour of child rights based education at classroom and school level. By the end of this phase participants outlined a project work to be developed in their countries upon their return. As the members of the Colombia team, we decided to focus on **Bullying in Bogotá's Schools: The case of Carlo Federici School**.

The second phase consisted of a follow up seminar to present the progress in the development of the project work during 2 weeks in Zambia in October-November of 2008.

The third and last phase was a visit by our Mentor from Lund University in June 2009, when we together visited some key people in government and non-government organizations, reported the outcomes of our pilot project and appealed for support for the continuation of the activities initiated by the pilot project.

We would like to express our gratitude to my colleague Humberto Martínez, member of staff of the Ombudsman Office, and María Inés Cuadros, from the Secretary of Education, for their collaboration with Esperanza Valenzuela to develop our work on the prevention of bullying in the best conditions in the Delegate for Education. It was optimized because the competence of this office is directly with public schools in Bogotá.

A special thanks to Bogota's Ombudsmen, Francisco Rojas Birry, whom has facilitated the means to widen the Project of prevention of bullying by reinforcing our work with a professional in the field of psychology. In that same sense, two former student ombudsmen and one teacher are about to be commissioned, facilitating the direct approach to students.

Besides, institutional material has been produced to be delivered to students during the activities designed to prevent bullying. Press and Systems offices have collaborated in the photographic registry of the events and the actualization of the web page **persoedunet.com** in which students can consult different articles attached.

Work in Bogotá's Ombudsman Office

Given the training received in Lund's university, it was stated during the seminar in Zambia that the work to be done at Carlo Federici School had been included in the Delegate Of human Rights' Work Plan, and that the objective was to broaden the project to other instances working in the field of bullying.

It is necessary to highlight the work of the Delegate of Education, who has given high relevance to the Project of prevention of Bullying, broadening the action to more schools and working hands-on during the activities of coordination.

In February 2009, therefore, the campaign of the Delegate of Education reached **10 more schools**, which demanded the work with a psychologist and a teacher whose experience in this field was important.

Besides the broadening of the manpower added to the Project, institutional material such as notebooks, pens and magazines was provided to motivate students into active participation. Same wise, the work developed by the Delegate has allowed a direct approach within Bogotá's Schools, and in several occasions we've been asked for collaboration to go and present lectures on the issue of bullying.

It was also stated to the Director of the Theatrical Company of the Ombudsman Office, to stage a play on Bullying, to be a part of the process of awareness to students on the effects of Bullying. The Office will hire a writer whom has already met with some student's ombudsmen interested on the issue, and has started the production of a script based on what he has acknowledge. Also, a stage manager will be hired to set all the necessary settings.

We also acknowledge all the teachers and staff from Carlo Federici School, the students that participated and all those who gave a bit of themselves to improve the school's community, specially teachers María Eugenia Forero y Myriam Solorzano for their insights, useful thoughts and their work with children and parents; Coordinators Azucena Cuervo Vanegas and Manuel Fajardo, responsible for logistics and the organization of events; and arts teacher Martha González. We regret not to be able to mention all those who participated name by name. Nevertheless we extend to them our most sincere thanks.

Finally, we would like to give our most special thanks to our mentor, Professor Bereket Yebio, whose insights, accurate pinpoints and intellectual generosity gave us the will to continue working on this problem and the enlightenment to overcome troubles during the way. We feel very lucky to have had him guide us during the making of this project and owe him beyond recognition. We also remind with the utmost respect and gratefulness our teachers at Lund University: Ulf, Pere, Agneta and Bodil. To them our deepest thoughts of good will. Also to Richard Stenelo and Jessica Hansson a very special thanks for making our stay at Sweden and Zambia such a wonderful and unforgettable experience.

We are very grateful to Swedish International Development Cooperation Agency (Sida) for offering us the opportunity to this training.

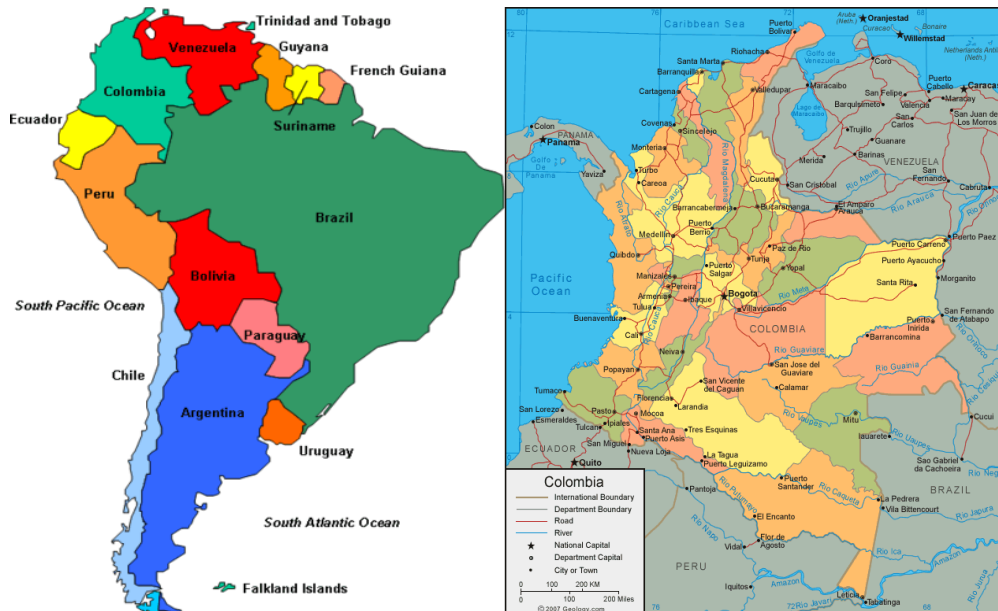
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1. LOCAL BACKGROUND OF THE STUDY

Colombia is the 26th largest nation in the world and the fourth-largest in South America (after Brazil, Argentina, and Peru), with an area more than twice that of France. It also has the third-largest population in Latin America after Brazil and Mexico, with 42'000.000 people.



Colombia has a long tradition of constitutional government, and the Conservative and Liberal parties, founded in 1843 and 1848 respectively, are two of the oldest surviving political parties in the Americas.

Colombia is very ethnically diverse. The interaction between descendents of the original native inhabitants, Spanish colonisers, African slaves and twentieth-century immigrants from Europe and the Middle East has produced a rich cultural heritage. This has also been influenced by Colombia's incredibly varied geography.

In 1968, answering problems like nutritional deficiency, the disintegration and instability of the family, and increasingly abandoned childhood, Colombia's Congress created the Colombian Institute for Family Welfare (ICBF in Spanish) in order to strengthen the integration and the harmonic development of the family, and to protect and guarantee children and adolescents' rights recognized on the Declaration of the Rights of the Child.

Colombian legislation, specifically the Children and Adolescence Code, states that is a right of the child to have his/her personal integrity protected against all forms of maltreatment or abuse committed by any person, and gives the responsibility to the school authorities of "guaranteeing the full respect children's life, dignity, physical and moral integrity within the school's connivance. Also, it is a duty of the schools to form children in the respect of the fundamental values of human dignity, human rights, acceptance, tolerance to differences between people, and to inculcate a proper manner of relating to others, especially to those who present disabilities, vulnerabilities or superior capacities.

In this same legal frame, it is also a mandate to protect children from all forms of abuse, physical or psychological aggression, humiliation, discrimination or mockery from other schoolmates and from teachers.

Also, it is mandatory to establish adequate mechanisms to dissuade correct and re-educate to impede physical and psychological aggression, diminishing behaviours, hate or humiliation toward children in general.

All of these legal frame of mandatory and necessary actions, are the basis and the ground in which Carlo Federici School will begin a process of change and adaptation of the school's environment and values surrounding the interaction between students, students and teachers, parents and school directives, resulting in a better practice of the rights they are entitled to enforce, and in an empowered community that rejects violence and promotes the introspection of constructive principles that lead to a better society.

Carlo Federici School has a problem with bullying and harassment among students of different levels. According to a survey answered by 217 students from grades 6 to 11 in which we were trying to deepen our knowledge of the problem of bullying, 48% answered they have been or are being victims of some form of bullying. In conversations with the school's Connivance Coordinators (teachers who perform everyday control, supervision and registry of the conflicts and issues concerning disciplinary actions among students), they affirm that is frequent to have students who keep silence about cases of bullying because they fear becoming victims themselves.

Bogotá is a city with many social problems derived, mainly, from the thriving economical development of construction and public works, and because many people in rural areas who are victims of the internal conflict are forced to leave the land; this situation has turned the city into a focal point that attracts people from all over the country searching for ways to survive, most of them settling in the outskirts and illegal neighbourhoods, and becoming a part of a larger melting pot. Within this context, the sub-district in which Carlo Federici is located is a high point of reception of these families, turning the school to variety and diversity. In this situation, students strive to regain or rebuild their identities and their identification groups, and turn to urban subcultures as a way to belong, building new identity ties with group were they feel accepted and that involves certain types of beliefs, not always positive and frequently driven towards hate to others who do not share their thoughts and feelings, and who become targets of intolerance inside the institution (*skinheads* do not like *emos*, *darkies* do not get along with *rasta*, etc.)

The Parent's Council agreed that bullying is a problem in the school. In many occasions they said their sons and daughters had been victims of bullying, and that they have had to suffer their changes in attitude, motivation, mood and academic performance, due to the child's discomfort and lack of interest in other activities. Children who suffer from this type of violence are often struck with depression; feel tied to express their feelings, beliefs and opinions on public topics, and their right to participate becomes clouded and inhibited. This situation has also a dangerous characteristic: it is silent, constant and accumulative. When undetected, a simple mock to a younger student, or an action that the teachers or parents may consider innocuous or playful or "children's stuff" may result in tragic outcomes like suicide, or in the killing of a bully that didn't know when to stop or that nobody ever tried to make introspect on his/her attitudes.

According to the study *Connivance and Security in Bogotá's Schools*, conducted by the Secretary of Education of Bogotá and the University of Los Andes, "in the world, the phenomenon of bullying and school harassment has been studied since the 70's. Since then, quantitative studies have been performed in diverse cultural contexts to observe the prevalence of the issue, as well as to measure the effect of interventions, detection and acting upon the cases that occur. This group of works has shown general characterizations of victims and aggressors, as well as significant contributions in the identification of risk factors in the individual, familiar, scholar, and socio-cultural environments, as predictive indicator of this behaviour.

About aggressors, it is know that they are physically stronger than their classmates, impulsive and enraged, showing little empathy with their victims. Usually, they do not show self esteem problems, but they show a strong necessity to dominate their pairs. In their relationship with adults, including

parents and teachers, they are defying and aggressive, and it's not unusual that they participate in conducts of vandalism, delinquency and drug use.

Abuse and misconduct in the school environment, occurs in the presence of certain psychopathological mechanisms, among them, the conformism or peer pressure, and a deficient inhibition facing violent situation, a climate of diffuse responsibility and a predisposition of gradual cognitive changes in perception of aggression, bullying and the victim.

About the characteristics of people at risk of becoming victims of aggression and bullying, their passive personality is mentioned, as well as their submissive, introverted and shy personality. They are anxious and insecure, usually they don't have a "best friend" amongst their pairs, and they relate better to adults. In occasion, they are depressive, and more driven to have suicide thoughts than their pairs."¹

Given this frame of ideas, the project is designed to address the issues raised both by the study and our own survey and interaction with the school community, from the perspective of one school at a lesser degree of coverage, in order to seek more direct answers to attack the problems identified with the City's Study. From this standpoint, the project aims to have children in Carlo Federici School be their own producers of a whole new set of rules that regulates bullying within them, discoverers of new and more effective ways to solve conflict, rejecters of violence in all forms, and to reach, as a community, better levels of solidarity guaranteeing a better quality of life for all resulting in a better education and school experience.

2. FORMULATION OF THE PROBLEM

Some values are being turned into anti-values due to the corruption of the regular social exchange of knowledge and power. Force, for example, has become a value of its own and children expect to gain some in order to participate from the monopoly of it. Hence, those who are powerless because of their lack of force, have to either be harassed by others who share the power and whom want to get benefit out of it (homework done, money, food, or targets of expression of their intolerances), or hide in the mist and disappear giving up their right of participation and freedom of expression.

Physical force exists as a referent for power, so children seek to gain more by any means available. Individually, a student who wants to gain the respect of others and who has been systematically harassed during some time, would try to obtain power using an icon that represents his/her possibility to be harmful, and that makes people think twice before "messing with them".

Although students are aware of the seriousness of certain actions and identify negative attitudes as grave (most in a high range), reality shows that in the lattice of significance in which children move at school another set of rules and ideals comes to play, one that is powerful and hidden from the manuals, books, speeches and parenting guides, and that because of its secrecy remains often undetected. Negative attitudes are often considered revolutionary and many forms of rebellion are considered acts of bravery and strength. In this perspective, in the school environment, those who break the rules (even the law) are subjects of admiration and gain respect for not complying with the authority of teachers and directives, the manuals of connivance or any other set of principles that pretend to organize behaviour around a set of imposed rules.

There're different kinds of bullies depending on the outcome they want to achieve. In terms of force, a bully who wants to inflict damage or pain would act more directly upon his/her victim; on the other hand, a bully who is more cerebral and who anticipates damage by planning and plotting treads and conspiracies, would be more selective of his/her spaces to act.

Individually, students that are often bullied tend to gain respect by means of becoming either a threat to others, or by gaining force in a race to even out the differences between their aggressors and themselves. This is clearly an anti-value that generates more violence. The solution would be to create

a different set of values in the students as a group, mainly solidarity as a way to socially denounce and reject certain activities of the bullies at school.

Carlo Federici School does not have an effective strategy to prevent and reduce the existent levels of bullying. This happens because there is not enough consciousness of the existence of this practice and its negative effects upon children. It's an issue that it is not well treated and it is often considered as a normal occurrence in the school life, without regarding it as a serious violation of children's rights. There is also a wide gap between the knowledge of the ideal behaviour of a person (related to values and civil rights) and the actual behaviour that appears in the surveys applied at school.

Aim and objectives

- To prevent bullying from happening within the school's environment
- To raise awareness within students, parents and teachers about the causes and consequences of bullying.
- To create a strong feeling of rejection to all violent practices within school.
- To apply our knowledge of the problem to other schools those have problems with bullying.

3. IMPLEMENTATION OF THE PROJECT

3.1 Defining the Task, Target group and Limitations

The groups of students that were interviewed were: children from classes 601, 801 and 1001 from both morning and afternoon sessions, covering age ranges from 10 to 17 years of age. In each course, an average of 40 students participated.

Likewise, the parents of these students were involved, all teachers and representatives of the students from the whole school, including the Schools' council, in a number of 60 people.

a) Target areas: The project will target articles 2, 12, 13 and 19 of the CRC

b) Target groups: Students and teachers in grades 5th to 11th, in three different age groups like this:

Age group	10-12	13-15	16-17
Morning shift	40 students 601's group (intervention group)	40 students 801's group (intervention group)	40 students 1001's group (intervention group)
Afternoon shift	40 students 601's group (intervention group)	40 students 801's group (intervention group)	40 students 1001's group (intervention group)

c) Stakeholders: Families, teachers, classmates and school staff

An important part of the work group was with the teachers of the different classes that were involved in the project.

In each shift, we worked with 100 parents from the classes of participating students, all the teachers in each shift (80) the Student's Council (60) and the Parents' Council (60). The

initial survey also included student from project Hermes for Conciliation and Mediation. Also, psychologist and Community councilman Iván Mendoza participated in the awareness to parents and the school's coordinator participated in the evaluation with Local Student Ombudsmen within her research for her doctoral thesis.

3.2 Choice of Methods – How we implemented the Project

“Programs of intervention and prevention of bullying have used a wide variety of strategies. Usually, the common factor is the global or systemic approach to address the issue. Proposal of intervention include the production of base lines to establish the situation of conflict in the school wondering about conducts like abuse, harassment, intimidation, and social exclusion, among other forms of bullying between pairs. Frequently, this kind of instruments are used as pre and post-tests, in order to measure the changes resulting from school's policies deployed to reduced the levels of bullying detected. These initiatives intervene in diverse educational environments simultaneously: the school (establishment of institutional policies to address the phenomena), the classroom (design and development of strategies for prevention), and the concrete cases that involve students, both victims and aggression, and sometimes the aggressor's stimulators and the protectors of the victims.

Another element from the global approach is the development of didactic material addressed to parents, students and teachers, with the purpose of modifying the beliefs and social conducts that favour the reproduction of abuse and bullying, develop cognitive, emotional and behavioural qualities, as well as to establish guidelines to detect and act when cases occur. Apparently, these didactic materials are a critical factor of success in this kind of intervention, particularly, those whose contents refer to procedures that teachers should follow in the case they witness bullying, or when they have merits to be investigated due to the presence of patterns of abuse and bullying.”³

From this point of view of the Study, the project designed a first instrument of diagnosis, intended to find motives, spaces, forms, characteristics, and the consequences associated with bullying as a practice they have witnessed and/or suffered directly.

The project used direct contact with students through focus groups; workshops and conferences, all intended to create sensibility around the issue of bullying as a problem, and something to be taken into account within the school's day-to-day.

Also the Project Hermes, supported by Bogotá's Chamber of Commerce, and designed to create better ways to solve conflict, fomenting dialogue and conciliation as appropriate mechanisms to interact between pairs and schoolmates, was brought on to participate in the project and to share their experiences.

The School Ombudsman, as a pivotal figure in the school environment and as a reference for children to aid the interaction with adults, is being called to participate and to become a change agent within the school.

To ensure the compliance with the Convention of the Rights of the Child, specifically, articles:

2, which expresses the need to “take all appropriate measures to ensure that the child is protected against all forms of discrimination or punishment on the basis of the status, activities, expressed opinions, or beliefs of the child's parents, legal guardians, or family members”².

19, which states that all “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 guardian(s) or any other person who has the care of the child.

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 of 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.”

3.3 Gathering of data

A survey was first designed as a diagnosis instrument and intended to seek more closely some insights from the students surrounding the issue of bullying in Carlo Federici School.

This instrument was designed by the team and revised by the school’s staff, and then applied to 217 students from six groups of grades 6 to 11, covering a range of ages between 12 and 18 years in all levels of secondary education.

10 different questions were formulated, in what we thought could be the main focus of attention for the discovery of the causes of bullying, the environments in which it takes place, the ranges of age in which it is most common and then measure how the different age groups suffer from this problem. In that sense, here we state an analysis of the findings, based on information given by the students themselves.

All questions except 8 and 10 were to be responded by assigning a grade from zero to five, 0 being the absence of the occurrence of what was asked for, 5 being a very high occurrence. Data is averaged by means of making more accessible the info in the tables; however, full data is available in order to keep record of those who gave the highest scores to certain motives of bullying, and to find out more about who they are in order to deepen the search in those areas. For example, in question No. 1, for these class of forty students, 1 out of 4 students gave the highest score to the motive “name or the last name”, one person answered 4, five answered 3, five answered 2, four answered 1, and 15 answered 0.

In order to make it more accessible to interpretation and to have a tendency on the data, it was decided to average these motives and to try to figure out, within a group as a whole, how certain social aspects of the interaction between students generate more tension as they grow up, and to have input for the forthcoming intervention with the planned activities.

Appendix 8.3. Shows a summary of the results gathered to build a baseline of information upon which we designed the intervention.

3.4 Focus Groups

From the analysis of the survey, the team developed a series of questions intended to deepen into certain aspects of the problems that resulted more common or significant in the answers given by the students. From each of the questions a series of topics are suggested and they will lead the discussions and the exchange of information during the following phases of implementation.

The activities that the team has designed to raise the awareness of the CRC and specifically the problem of bullying, will consider role playing and reflection upon issues that could often pass undetected or ignored by students, teachers and parents.

- Awareness talks to:
 - ✓ Parent’s Council with the participation of a representative of Fontibón locality’s councilman (a psychologist with experience on the subject)
 - ✓ Student’s Council
 - ✓ Parents from the selected target groups

- ✓ All six groups of selected students
 - ✓ Teachers
- Workshop – Role play

During the activities, participants were informed about the statistics and commentaries of students, to whom one of the reasons by which bullying is present is because teacher's "don't listen" to students when informed about harassment, and that they often use the answer "that's a kid's thing". When teachers actually do listen, they don't count with the necessary mechanisms to stop the bully and to have his/her conduct corrected.

This situation allows the bully to go on without direction, and can end in the continuance of the situation during large periods of time in which the victim goes along unprotected and generating feelings of anger, despair and solitude. Those bullies that actually get to sign commitments when called upon a school authority, simply don't comply given the lack of an adequate series of steps to follow one's behavior, and the intention of making an improvement in their relationships with other students fails to do the job.

The following case of a teacher that used a strategy to deal with a bully is worth mentioning:

A teacher notices that there's a bully in her class and identifies him. Then, she asks the other students to anonymously write what they thought about the bully as if they were writing him a letter. Then, she calls the bully's parents and handed him the letter in their presence. The reaction of the bully was of great surprise and that motivated him to change his attitude and to stop harassing his fellow classmates.

Some considered that the teacher's action constituted a harassment, but the great majority expressed that a confrontation and a social control was necessary to make an example, even more when a good result is taken into account.

Many other cases were discussed and the teachers arrived to the conclusion that when a bullying situation is present, the regular conduct stated in the school's Manual of Convivance must be followed, having a space to follow through the student's behavior and, if the violent activity continued, to send the case to the State's Family Protector, who's in the power to impose sanctions to parents and corrective measures to children according to what's stipulated by law.

Although our main concern was to raise an issue among students, parents and teachers, to begin conversing with them about feelings, needs, rights and order, the general feeling among them was that of concern. All groups we reached with our questions, or during the focus groups and activities, showed to be aware that there was a problem of undergoing violence, and were surprised that we were raising the issue with such concern. It seems to be that bullying isn't considered, within the school's "code of conduct" or "appropriate get-along" as a matter of concern, and more as if it was a natural happening during a child's scholar life.

Refer to Appendices 8.4. and 8.5. For outcomes of the focus groups with strategies of prevention and correction of bullying resulting from the activity.

3.5 Activities

3.5.1. Slide show designed to show our conclusions to students, parents and teachers¹.

Slide 1. What's Bullying? Bullying (also known as school harassment) is any form of physical, verbal or psychological mistreatment, by any means or tyrannical or threatening

¹ See http://es.wikipedia.org/wiki/Acoso_escolar. Our translation

attitudes against a student or a group of students chronically. It is a common phenomena very little considered by parents and/or teachers for being considered “kids stuff”.

Statistically, the kind of dominant violence is emotional, and is mainly performed in the school yard and in the classroom. The actors in most cases are children in their process of entering adolescence (12-13 y/o).

Slide 2. How does it manifest? It isn't a children's game. Bullying includes insults, exclusion, offensive messages, beatings and extortion, just to mention some of the characteristics. It takes different shapes according, mainly, with gender: In boys, is more usual that bullying turns into **physical aggression**; among girls, to **verbal aggression**; and both genders tend to **exclusion** as another form of rejecting someone given the conditions.

Slide 3. Why isn't bullying being attended? Bullying is phenomena very little commented among parents, whom don't give enough importance because they think it's 'kids stuff'. When asked about what kind of advise would they give to their children when bullied, the most common answers were: to ignore the aggressors, to not be weak, to defend him/herself and hit back. Parents also think that children must learn to defend themselves and to live. Teachers are also very passive due to their belief that it is just plain wining from kids.

Slide 4. How to detect bullying

Victim

- Gets home with his/her belongings damaged or broken
- Doesn't spend free time with other classmates after school hours.
- Doesn't want to have parties or birthday celebrations because he/she fears no one would attend.
- It's very timid, shy and corners him/herself
- Reacts by crying or retrieving, generally, when facing confrontation or conflict.
- Is hyperactive or nervous

If he/she is the aggressor

- Likes to make heavy jokes, denigrating nicknames and/or to humiliate people when they make a mistake.
- Uses to insult and hit other schoolmates
- If it's a man, usually, he is bigger and stronger than the others.
- If it's a girl, she's usually prettier, fitter and cares more about her image than the others.
- He/she doesn't feel remorse after hurting someone or when someone is hurt
- He/she could be cruel towards animals.

3.5.2. With parents: Conferences and workshops to get to know what bullying is, its causes, main characteristics, and ways to identify a potential situation of harassment, regardless of them being the parents of the victim or those of the bully.

3.5.3. With teachers: Conferences and workshops, like the parents', but aimed to additionally develop abilities to identify aggressive and/or passive children, through acquiring a certain set of skills to deal proactively with conflict and in-classroom problem solving. It is important for teachers to also be aware that bullying is not a problem that involves two children, but that it is a class and a school problem that involves a community and a set of values that either

permits it or rejects it. Hence, both the class and the school should be targets of participation in all activities aimed to deal with the problem.

3.5.4. With students: Talks and workshops for them to understand the problem, to develop skills in conflict solving, to develop social skills to defend themselves and, particularly, to gain the ability and power to denounce, as well as to tighten strings of solidarity among them to socially control bullies and harassers.

It is desirable that students also participate and create activities such as role-play games, artistic expression, short-story writing, etc., to help them construct their own set of principles against bullying, one which they will possess, respect and apply, given that it isn't imposed but built by themselves from their own experiences.

3.5.5. With the community: The whole school community should participate in the signing of an agreement in which everyone states their discontent and disapproval towards bullying and all other practices that endanger both the physical and the psychological wellbeing of children.

4. OUTCOMES OF THE PROJECT

4.1. Parents' Commitments

The following is the parents' commitments that were signed by all parents participating on the program:

PARENTS' COMMITMENT TO PREVENT AND FACE BULLYING

I _____ parent of a Carlo Federici Student, aware of the relevance and significance of Bullying, its existence at school, its grave consequences upon children that suffer it, and being responsible of the educational process of my child, commit to apply the strategies of prevention proposed by the school in the following terms:

- To dialogue with my child about the respect for the rights of his/her schoolmates such as their integrity, their dignity, their differences and their right to freedom of expression.
- To teach my child to talk kindly and courteously to their classmates and teachers, and to refer to them by their name instead of their nicknames (when they are intended to harm).
- To support and teach my child to solve conflicts by dialoguing, before the use of any kind of physical force.
- To denounce by writing and to support my child to denounce all forms of verbal or physical aggression, threat or harassment that my child witnesses and that comes to my knowledge.
- To be aware to identify in my child al signs of bullying, regardless of him/her being the bully or the victim.
- To accept that my indifference towards bullying allows its expansion.
- To promote in my child solidarity and the respect of difference.
- To promote in my child friendship and participation in study or artistic groups instead of gangs.
- To attend promptly all school calls to solve conflicts in which my child is involved.

Hereby I sign in Bogotá the ____ day of year ____

Signature

4.2. ROLE PLAY WORKSHOP AND WRITING OF THE DECALOGUE² AGAINST BULLYING

Senior students were gathered and reminded of the actions developed by the Team around the issue of bullying at school: Survey, focus groups, awareness talks to students, parents and both students and parent's councils.

In this intervention, a game of Role-play was performed in order to seek participation on the issue basing us in our findings during the awareness talks. At the end, students were asked to elaborate a Decalogue of actions of prevention and correction of bullying.

Groups were divided into 5 sub-groups each given a case of bullying which was dramatized. After the activity questions were aroused to discuss, such as:

- Identify who's the aggressor and who's the victim
- Analyze the behavior of the aggressor
- Express how would each of the participants feel if they were the victims of the harassment in every case.
- State a proposal and an alternative to which attitude must have the bullied student
- State an adequate option to eliminate these situations from school, indicating two ways to prevent them and two to correct them.

Case 1

Martha goes into the restroom where she finds her classmate Dora, who has pushed her and challenged to fight, because she saw her that day with her boyfriend during the break. Martha answered with a fist punch hard enough to make her nose bleed.

Case 2

Fernando has worn glasses since he was 5 years old. In his class several others do not address him by his name but with humiliating nicknames such as "nerd" and "four-eyed beast", and so on. Fernando rather not wears glasses than being humiliated.

Case 3

Paola, an 8 year old girl, comments to her teacher that a classmate hit her because she didn't let him copy her homework, and her hand resulted injured.

Case 4

Peterson, a 14 year old boy, is not allowed to join groups for teamwork, because the other students say he is gay.

Case 5

Several children from 5th grade have had their lunch Money taken, or whatever have bought at the school's store.

SCHOOL VIOLENCE DEBATE

² Although the word "Decalogue" actually mean 'ten ideas' or 'ten principles', its use in our work has been broader, coming up to as many principles as the students felt would like to have set as rules for their own connivance.

RESULTS FROM THE CASE ANALYSIS WORKSHOP WITH STUDENTS

Cases	Attitude that the victim must take when bullied	Prevention Options
<i>Case 1</i>	<ul style="list-style-type: none"> A. To avoid responding violence with violence B. To generate tolerant attitudes C. To talk, to clear up situations before acting D. To measure the consequences of taking physical action 	<ul style="list-style-type: none"> A. Participation and team work of the school's community in cases of violence or aggression. B. Learning about the good outcomes of dialogue C. To develop in students the capability to properly analyze conflict situations
<i>Case 2</i>	<ul style="list-style-type: none"> A. To bravely face aggressors. B. To give proper advise to school authorities. C. To show personal attitudes that reflect security 	<ul style="list-style-type: none"> A. Conferences and informative lectures about physical limitations, to create sensibility and counterweight ignorance.
<i>Case 3</i>	<ul style="list-style-type: none"> A. To face the aggressor to disempower him/her in front of other class/schoolmates B. To communicate the situation to the teacher or to other school authority C. To reject blackmail or threats 	<ul style="list-style-type: none"> A. Dialogues about personal responsibility regarding homework and school chores B. Improving the sense of responsibility in the youngest students so they take care of their work and duties.
<i>Case 4</i>	<ul style="list-style-type: none"> A. To seek assistance in the Orientation Office at school B. To go to the school authorities without delay C. To denounce without fear 	<ul style="list-style-type: none"> A. To promote workshops and lectures with students to develop the ability to tolerate each other B. To have respect for human dignity whatever choice of sexual orientation, religious belief, or any other choice a person has.
<i>Case 5</i>	<ul style="list-style-type: none"> A. To go to the teachers, Group Coordinators, and/or parents to seek orientation B. To denounce without fearing the aggressors C. To dialogue between aggressor and victim with a proper agent acting as mediator, seeking to achieve apologies and forgiveness. D. To seek professional help 	<ul style="list-style-type: none"> A. Follow-ups to the commitments from the aggressors. B. To Schedule awareness and sensibility workshops on the issue. C. To communicate to the aggressors parents the facts.

Refer to the appendix 8.2 to see de actual Decalogue – Code of Conduct

5. EVALUATION OF THE RESULTS OF THE PROJECT

We have not done any evaluation at the end of our intervention program. However, there have been ongoing process evaluations, with sufficient evidences for us to conclude the following:

All the objectives will be reached once strategies like the Decalogue proposed by the students, the parent's commitment, and the support from different institutions involved like the Localities' Mayor and the Secretary of Education are achieved.

Students' participation during the Mentor's Visit raised the knowledge and the consciousness about the importance of the implementation of the project to prevent Bullying. In other words, there's already awareness within students about the issue and the will to change their behavior towards a future. An evidence of this is the Decalogue that was built by them. Parents also signed an agreement to support their children in their will to change after a long debate on the problem.

During the focal groups that were implemented with the students, which were tape-recorded, stands out that there's a feeling of generalized rejection towards bullying and, because of it, participants raised proposals to face it in the future and fight it by including specific sanctions in the Connivance Manual and by committing to become more active towards the protection of the victims. Moreover, a will to denounce was shown, act which becomes an important weapon to take power from the bully.

Application of the Project in other schools is a fact, because the issue has become part of the Ombudsman Office's Policy as part of their strategy to prevent school violence, which will be extended, during 2009, to ten more schools, hoping to reach more and more during the upcoming years.

It is important to mention that fighting Bullying is a part of the Secretary of Education's Office, for which specific programs have been included like "Live Your School Good", and observatory of the city on the problem has been proposed. It is hoped that, in this programs, teachers and other Change Agents formerly trained by SIDA, along with personnel from the Ombudsman Office can participate. The Delegate of Education form the Ombudsman Office will be controlling the advances on the execution of these plans.

6. CONCLUSIONS AND RECOMENDATIONS

6.1. In general, from the activities we could observe:

- Students prefer and demand more spaces of dialogue among them, such as spaces of conciliation.
- More attention from teachers is demanded a means to feel security and the support of figures of authority.
- Students understand the importance of tolerance and respect towards difference.
- Students consider that verbal approaches and pacific ways are the best to solve problems.
- Students trust their teachers to come to their aid whenever bullied.
- There has been a lot of fear from the victims to denounce, because students associate this with treason, as if they had to protect the bully's identity even though they have been hurt by them.

6.2. Recommendations

As a result from the project implemented on Carlo Federici School, we find necessary:

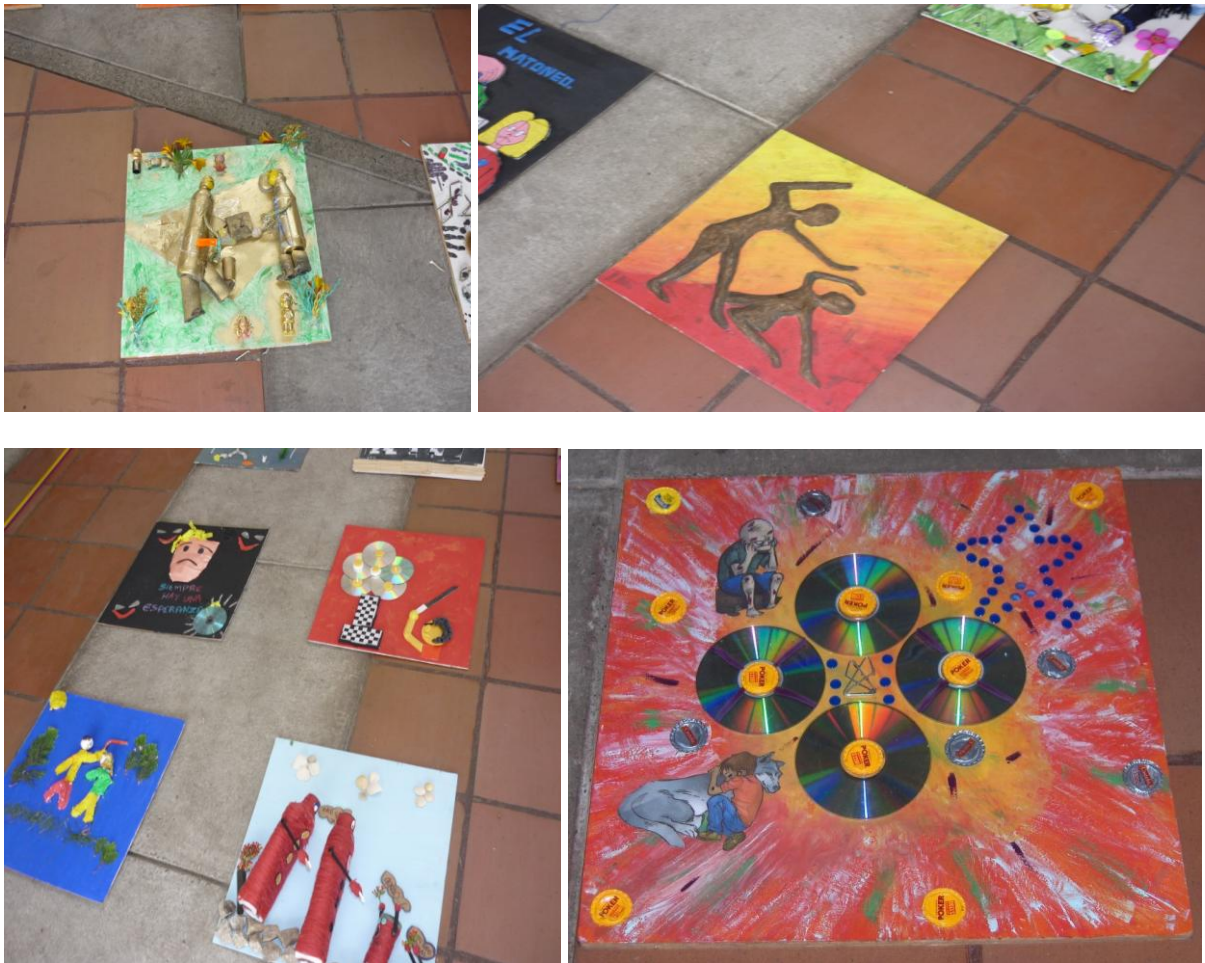
- To include all students, teachers and parents in awareness workshops on Bullying
- To extend the commitment to all stakeholders
- To socialize and apply for all stakeholders the Decalogue for the prevention of bullying which implies its inclusion in the Manual of Convivance by the School's Government.
- To raise resources both human and financial from the Secretary of Education and the Mayor's Office, in order to continue developing that task implemented so far in other schools of the District.
- To include this issue in the Human Rights Agenda of the Secretary of Education

7. LIST OF REFERENCES

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8. APPENDICES

8.1. Pictures of some of the art works exposed during the Mentor’s visit



8.2. Time table

Month/ week	November	December	January	February	March	April	May	June
1	Progress Report - Zambia	Students vacation/definition and	Students vacation		Workshop/role play activities “Put on his/her place”	Drawing/writing contest – grades 6 - 8	Activity: exposition of works and award winning ceremony – (speeches and testimonies from experts and/or winning students are desirable)	Writing of final report
2	Progress Report - Zambia		Focus groups/students	Focus groups/parents	Workshop/role play activities “Put on his/her place”		Students write their Rules of anti-	Writing of final report

							bullying:	
3	Modifications of the project with input from Zambia's seminar		Focus groups/students	Analysis of results from Focus groups and adjustment of activities	Workshop/students create their own rules to control bullying	Drawing/writing contest – grades 9-11	Students present the Rules to parents and commit to follow them	Writing of final report
4	Student's vacation		Focus groups/parents	Workshop/role play activities	Workshop/parents and teachers– how to identify, analyze, respond to and prevent bullying against their children		Posting of the rules in every classroom	Writing of final report

8.3. Findings from the survey

QUESTION	MAIN CHARACTERISTIC	THEMES TO DEVELOP DURING THE FOCUS GROUPS
QUESTION No. 1 – MOTIVES FOR BULLYING	The most common motives for being harassed are the name or the last name of the student, their physical appearance, and their cultural preferences.	<p>In what way is someone discriminated because of his or her name or last name? Is it because of their origin? Because of its particular sound or homophony? Because of its resemblance with someone socially disapproved? What other factors apply?</p> <p>What are the specific types of physical appearance that generate this behaviour? Concepts of beauty/ugliness? Resemblance to someone famous/disliked? Disability (glasses, canes, prosthesis)</p> <p>Which cultural tendencies or preferences is most a factor of bullying? Fashion Hairdo Belonging to an urban tribe (emo, punk, skinhead, rappers, rastas, etc) Religion Other</p>
QUESTION No. 2 – TYPE OF BULLYING	In all groups of age, verbal aggression appears as the most common type of bullying.	<p>What intention does the verbal aggression has? Humiliate in front of others Insult Provoke Diminish Calumniate Revenge To block someone's participation Others</p> <p>Physical aggression is a factor that, although lesser in intensity and frequency than the verbal kind, still appears in all groups of age. What intention does the physical aggression has? To intimidate Hurt Impose force To gain others respect Revenge To humiliate</p>

		<p>What intention does the rumours or the gossiping have?</p> <p>To generate rejection in others To exclude someone from school Revenge Humiliation</p>
QUESTION No. 3 – CONSEQUENCES OF BULLYING	<p>Consequences of bullying are one of the most difficult topics to analyze, since not all students are victims of such practices and those who are aren't always aware of their changes in behaviour. Nevertheless, those students who gave scores to these questions answered that lower grades and changes on behaviour are the most common side effects of bullying. All the answers had a medium rank of 1 or less, which means that just a few students suffer from consequences.</p>	<p>When students are bullied, what is the most common characteristic of the changes on behaviour?</p> <p>Depression Isolation Quietness Enragement Sadness Irritability Violence Other</p> <p>When a fact, are lower grades a sub-consequence of the prior changes of behaviour? Bullied students are depressed Bullied students aren't happy at school Bullied students think is not worth to have good grades in that school environment Bullied students do not look forward in the future with hopes and dreams Bullied students wish they were transferred to a different school, so they try to get out without telling Others</p>
QUESTION No. 4 – SCHOOL'S COUNTERMEASURES	<p>Most of the students that graded this question identify three actions taken by the school administration when it comes to countermeasures given their knowledge of a specific case of bullying.</p> <p>Here is needed to say that not all the cases are of the knowledge of the school board and the teachers, and that, if they do, not in all cases it seems like something to worry about. Differences in perspective of whether someone is really being bullied or just being part of a game are to be taken into consideration.</p>	<p>What effect does the citation of the bully's parents to school have?</p> <p>Fear of being punished/grounded Better communication between parents and children and, as a result, better behaviour from the bully. Parents are self-conscious about their relationship with their son/daughter and the consequences of it The parents take responsibility for their child's actions None</p> <p>What kind of sanctions does the school impose?</p> <p>Having to ask the victim for forgiveness Sign a statement compromising never to do it again Suspension from school for a few days Condition his/her quote for the next period Clean up/pick up garbage from the school grounds Do social work Stay after school in detention Other</p> <p>What effect de these sanctions have upon the situation?</p> <p>The student stops bullying others The student becomes more aggressive towards the victim The student becomes less aggressive towards the victim The student seeks different places to bully The student seeks different ways to bully Other</p>

		<p>When it comes to dialogue, what effect does it have?</p> <p>The bully understands the wrongness in his/her behaviour The bully is aware that he/she has a problem, and commits to change The bully pretends to change, but in reality he/she, doesn't The bully doesn't want to talk The bully denies the issue The bully doesn't change</p>
QUESTION NO. 5 – VERBAL AGGRESSORS	<p>This question wondered about who was the worst verbal aggressor in the school environment. Without further analysis, it is easy to state that amongst students the verbalization and the use of curse words and vulgarities is a regular way to interact, and that these words often become part of the daily language.</p> <p>Certain sets of words are considered innocuous because they represent no threat, or they are used among friends and close mates at school with no intention to harm. The question, of course, aimed at those expressions that are said to hurt others, offend, to diminish and to cause irritation, anxiety and often-violent reactions.</p>	<p>How do the victims react to attacks with certain insulting words?</p> <p>They feel bad and walk away They feel rage and respond with violence They don't care They feel insulted They feel vengeful Other</p>
QUESTION No. 6 - THREATS (by whom)	<p>Threats respond to the same pattern as verbal aggression does, in the sense that it's among classmates and schoolmates that happens. The difference lies upon the frequency of this kind of aggression, which does not surpass level 1 in all classes. Nevertheless, the leap from verbal attacks in the shape of insults, which in a sense aren't harmful, to the actual threat upon someone's humanity, is of considerable importance, and should be taken seriously by the school authorities.</p>	<p>1. What intention do threats have upon students that are victims of bullying?</p> <ol style="list-style-type: none"> To hurt physically To cause fear To generate respect among others To have control over others To make someone leave the school To make someone avoid certain spaces To make someone permit cheating To make someone help the bully against his/her will To avoid deletion Other <p>What kind of threat is most common?</p> <p>Hurt oneself Hurt someone loved Steal something from oneself Break or damage something liked Steal someone's homework or break schoolwork To tell a secret Other</p>
QUESTION No. 7 – ROBBERY (By whom)	<p>Although robbery is considered a felony, and doesn't necessarily address the issue of bullying, it is a very damaging practice that generates violence within the schools. The survey has considered that it is different to be robbed anonymously by a thief, than to be mugged and ripped from one's money, lunch, jewellery, cell phones, utensils and so on directly and chronically, within the context of harassment and bullying.</p>	<p>1. What kind of robbery is most common in the school?</p> <ol style="list-style-type: none"> Direct mugging (with intimidation) Direct mugging (without intimidation – planned and under covered by a group) Robbery of things when left alone Other
QUESTION No. 8 – THREAT WITH A WEAPON	<p>When considered, even a low number of threats with a weapon within the school boundaries is a serious offence, and needs</p>	<p>Who is most likely to bring a weapon to school?</p> <p>The bullies</p>

	<p>to be stopped by direct countermeasures. Weaponry, within the logic of the balance of the forces, is a rapid way to counterweight the lack of physical power, and within the set of values in school, could be considered as a valid way to gain respect.</p>	<p>The bullied Someone from a gang Someone random who wants to show off Someone threatened (as a mean of defense) Someone who wants to threat (as a mean to offend) Someone mentally unstable Someone coerced to provide weapons to a gang Other</p> <p>What effect does bringing weapons to school have among students?</p> <p>Fear Admiration Curiosity Rejection Respect Support Hate Other</p> <p>What is the most common kind of weapon brought to school?</p> <p>Guns Grenades Knives Chuckles Chains Explosives Any sharp object (cutter, scissors, needles, etc.) Other</p>
<p>QUESTION No. 9 – TIME AND SPACE FOR BULLYING</p>	<p>The answers to this question do not show a significant variation in terms of space, although an obvious closed space like the restroom is more likely to be a scenario for bullying. The reality that all school grounds are fit for bullying (included the classroom) raises some questions.</p>	<p>What type of bullying is being performed (physical/psychological)?</p> <p>In the classroom In the restroom On the way to school During the breaks Outside of the school grounds Other</p> <p>How important is the presence of figures of authority to inhibit bullies?</p> <p>What is the substantial difference between private/closed spaces and open/wider ones?</p> <p>If there is a typology of bullies, could they act preferring different spaces given their inclination?</p>
<p>QUESTION No. 10 – SERIOUSNESS OF ACTIONS</p>	<p>The classification of the seriousness of certain actions is highly graded in a scale from 1 to 5, being 1 very low and 5 very high. Most students share their feelings about certain attitudes and actions that consider not being dangerous or hurtful, like throwing water to a classmate or pushing him in the formation line. The attitudes that surround the grounds of vandalism and felony have the highest grades, like stealing, wounding someone or damaging the school's property on purpose. The attitudes that are not illegal, but that go against moral and ethical principles, like mocking people,</p>	<p>How do children interpret the seriousness of an action that isn't prohibited or illegal?</p> <p>In what media is more likely to be transmitted a message of right- doing/wrong-doing?</p> <p>How is authority interpreted in the school?</p> <p>What consequence do children think this actions leave on those performed upon?</p> <p>How do children perceive belonging to a gang?</p> <p>Children perceive education at school as a mean to</p>

	harassing and taking advantage of others are graded in the middle.	Be successful Make parents happy Have money Go to college Waste their time Become more intelligent Make friends Eat for free Belong to a group Develop their skills Other
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8.4. Decalogue Against Bullying

The following list is presented both in English and Spanish, because this is the way it will be displayed in the classrooms.

COMO PERSONA EVITO EL MATONEO AL AS A PERSON I AVOID BULLYING BY:

- Razonar sobre las situaciones vividas.
- *Reasoning about lived experiences.*
- Conocerme quien soy, pienso y siento.
- *Knowing who I am, what I feel and think.*
- Sentir que puedo contar con el otro.
- *Feeling that I can talk to others*
- Poder hablar tranquilamente sobre mis problemas.
- *Being able to talk quietly about my problems*
- Tener la capacidad de entender al otro y conciliar.
- *Having the capacity to understand others and to conciliate*
- Sentirme seguro en cualquier espacio.
- *Feeling safe in all spaces*
- Solucionar los problemas través del dialogo.
- *Solving problems through dialogue*
- Ser afectivo y respetuoso con el otro.
- *Being affectionate and respectful of others*
- Denunciar los actos que atenten contra mi integridad.
- *Denouncing all actions against my integrity*
- A reconocer las emociones propias y del otro.
- *Recognizing my own and other's emotions*
- Comunicarme directamente con la persona en conflicto.
- *Communicating directly to the person in conflict*
- Capacitarme en la aceptación de mis problemas y entender al otro.
- *Training myself in the acceptance of my problems*

- Entender que las consecuencias de los actos son positivas o negativas.
- *Understanding that the consequences of actions are both positive and negative.*
- Respetar la diferencia del otro en cualquiera de sus dimensiones.
- *Respecting the differences with others in any dimension*
- Ser solidario frente al irrespeto a los derechos humanos.
- *Being aware of the rights of others*
- No apoyar actos que pueden lastimar o dañar al otro.
- *Not supporting actions that can hurt or damage others*
- Reconocer quien hace el matoneo para poder orientar su comportamiento.
- *Recognizing who's the bully*
- Tolerar y entender en el otro lo diferente que es.
- *Tolerating and understanding others in their own way*
- Conciliar a través del dialogo para dar solución pacifica al conflicto.
- *Conciliating through dialogue to give pacific solutions to conflict*
- Buscar apoyo familiar en los conflictos escolares.
- *Seeking family support in school conflict*
- Poner límites en las relaciones o actos conflictivos.
- *Setting limits in relationships with others*

8.5. Strategies of prevention and correction

Strategies of prevention	Strategies of correction
Improving communication to improve the environment among classmates	To send the case to coordination and, if it is grave, to send it to the principal's office.
To dialogue to reach an agreement Accepting the values and other's defects	To perform a face-to-face or tell the aggressor his/her mistakes.
To abolish intolerance	To ask conciliation with the HERMES team If it's about a gossip, to find out first if the occurrence is real or not and initiate dialogue.
To abolish prejudice	To denounce the aggressor to the teacher for him/her to take measures. To make the annotation on the class' log
That teachers worry more for what happen to students and take action	To gather students that have a problem and solve it between them
To "be brave" and tell the teacher about the threat	That the aggressor apologizes publicly to the victim
To teach students from higher classes that they have to respect the smaller ones To reinforce the idea of not humiliating others because of their personality	