



This Project is financed by the European
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Technical Assistance for Fight against Violence towards Children

Study Visit-1 (Frankfurt-GERMANY)

Report (Activity 1.2.2)

(Final Report)

June 2014





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Çocuğa Yönelik Şiddetin Önlenmesi Projesi
Technical Assistance for Fight against Violence towards Children



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Report

Study Visit to Germany

Period: 03 – 09 November 2013

Participants: 10 (1 high level manager from DG Special Education and Guidance Services, teachers from DG Special Education and Guidance Services and relevant experts from other project stakeholders)

Destination: Frankfurt –Germany

Technical Assistance for Fight against Violence towards Children

Date: 13.01.2014

Consortium:

IBF International in consortium with HIFAB, Norm Consulting, Early Years, YORET.





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1. Reasons for the Selection of the Study Visit and the Expectations

EU member Germany has a long-term experience on preventing and reducing violence towards children. In addition to these features, when it is compared to the other EU member countries, it has a huge population, education administration capacity which is “comparable” with our country.

Moreover, Germany is a country which comprises a Turkish population working, living, settling in this country, assessed especially at the level of millions and developed with mutual deep relations. Today and throughout the history, intense mutual diplomatic relations are also worth to be mentioned.

Therefore, at the end of this study visit, for benefiting from “policy development level”, for the participants will be informed about mentioned below:

- How Germany improves pilot models, implementation procedures, national action plans, administrative orders and laws at the education system and federal and national level,
- How an EU country functions from the Ministry level (national) to school level in practice on preventing and reducing violence at school.

In order to better understand the current situation on “violence in schools” and obtained systematic success in Germany, besides a back ground paper in Annex 8.1, important headings are summarized below;

- Definitions and concepts of violence in schools
- Prevalence of violence
- Violence types and their prevalence
- Gender based violence and findings
- School based differences
- Discussions on “Mutual Violence” concept
- Impact of media and studies with media
- Networking on Preventing and Reducing Violence and its benefits
- Intervention and prevention programmes; all the headings mentioned above are separately important, however when we approach in accordance with the component of the study visit, we can focus on “intervention and prevention programmes” heading more detailed;





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Since the late 1990s, the discussion on intervention and prevention programs regarding school violence has intensified. The discussion of school violence has become part of further training session for teachers and schools are generally more open to adopt intervention and preventions programs – earlier they were reluctant to adopt such strategies since this would give the impression that a particular school exhibits high levels of school violence. Today, several programs that address teachers are available in addition to programs that aim at an improvement of the organizational culture in a given school as a whole.

Also, school development has been seen as a factor reducing the prevalence of school violence.

With respect to the violence offenders, several programs have been developed ranging from professional **social workers at schools to networking approaches.** Anti-aggression trainings and confrontational programs (Pöhlker, 1999), coolness trainings and mediation programs. Detailed information about these issues is given at report annexes part 8.1.

2. Background of the Study Visit

The “Technical Assistance for Fight against Violence towards Children” aims to contribute to the protection of children against all forms of violence of a physical, emotional, verbal and psychological nature to attain high level of health protection, wellbeing and social cohesion in school settings.

The project objectives are outlined in 3 results:

1. Capacities of follow up and prevent services increased through developing policies for taking measures and promoting Counselling Services in schools
2. Violence towards children at schools reduced by developing a Model School "Life Skills for Students with Self Confidence" which is free from physical, verbal and psychological violence.
3. Preventing domestic and other forms of violence against children outside schools

The outcomes of the study tour will support the implementation of component 1





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2.1. Aim of the study visit:

The study tour was mainly focused on the “Policy Level”.

As Germany has a long lasting experience in reducing and preventing of school violence the participants will:

- Learn how Germany has developed laws, administrative orders and national action plans, implementation procedures and pilot models as well on the national and federal level.
- Get information how an EU country is practically working in reducing and preventing of school violence - from the Ministry level down to the (local) school level.

In order to better understand the current situation about violence in schools in Germany, a back ground paper is provided in Annex 8.1

The outcomes of the study tour will be an important input for different sub-activities of the project like recommendations on taking cooperative measures between relevant bodies in prevention of school violence, the formulation of a memorandum of understanding, policy recommendations and the revision of action plans.

2.2. Objectives of the study visit:

- To learn about the organisational structure of the Ministries of Education in general and how prevention measures are managed and administered within the national and federal levels.
- To learn from the national strategies and implementation procedures about prevention of violence in schools.
- To learn about the concrete measures on the federal level
- To visit different schools currently implementing projects on reducing and preventing violence in schools.
- To meet with school staff and social services involved in reducing and preventing violence in schools to assess how they are working directly with the students.

2.3. Expected Outcomes of the study visit:

By analysis and use of the information obtained from the Study Tour, participants will be able to:

- Understand how the national strategies in reducing and preventing of school violence have been developed and implemented.
- Understand how prevention measures are administered within the national and federal levels of the EU country.
- Understand how different local school models are functioning
- Contribute to the formulation of the memorandum of understanding, the policy recommendation paper and to the revision of the national action plan 2006-2001+
- Deliver of a personal study visit report, a template will be provided from the TAT





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3. Project Summary

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Project OCU	Ministry of National Education- Directorate General for Special Education and Guidance Services
Project Title	Preventing Violence Against Children Project (IPA)
Overall Objective	To contribute to the protection of children against all forms of violence of a physical, emotional, verbal and psychological nature to attain high level of health protection, wellbeing and social cohesion.
Specific Purpose	Developing policies for taking legal measures to prevent and follow up violence against children
Duration of the Project	Project Commencement Date: 25 March 2013; By this date, project duration is 24 months.
Budget and Source of the Project	Under the scope of IPA-1; 3.000.000 Euro
Contracting Authority	Central Finance and Contracts Unit
Pilot Provinces of the Project	10 Provinces: Erzurum, Elazığ, Malatya, Konya, Kayseri, Çorum, Diyarbakır, Gaziantep, Adana and Mersin
Project Partners / Stakeholders	Ministry of Justice, Ministry of Health, Ministry of Family and Social Policies- General Directorate for Child Services, Ministry of Interior Affairs –General Directorate of Security Affairs, NGOs.
Project rationale and fundamental reference documents	<ul style="list-style-type: none">• Convention on the Rights of the Child (CRC)• European Commission, European Strategy on Children Rights, 4 July 2006• 9th Development Plan of Turkey No: 5395 (2007-2013) Chapter 5.4.3• Child Protection Law 03.07.2005• MoNE, Preventing and Reducing Violence in Educational Environments Strategy and Action Plan (2006-2011+)
Project Components	<p>Component 1: In order to improve guidance and counselling services in schools by developing policies to take legislative measures, prevention and monitoring services capacities increased.</p> <p>This component focuses on the improvement of the institutional capacity of the MoNE and all structures involved in the fight against violence in education. The component will also include the Promotion of Counselling Services in the pilot schools and in this context, it will contribute to the Prevention studies in long term.</p> <p>Component 2: Developing a Model School "Students with Self Confidence and Developed Life Skills" which is free from physical, emotional, verbal and psychological violence.</p>





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This component focuses on reducing violence among and towards children at schools by developing a Model School "Students with Self Confidence and Developed Life Skills" which is free from physical, emotional, verbal and psychological violence and implementing the model in selected pilot schools.

All the following fundamental rights will be taken into consideration which take place in Convention on the Rights of the Children non-violence school model:

- Model schools are children-oriented.
- They are inclusive.
- They have gender equality and accept all the cultural accumulations.
- They are effective. So, the children learn and be educated at the schools.
- Model schools are protective, safe and healthy environments.
- They are characterized with the democratic participation.

Component 3: Preventing domestic and other forms of violence towards children outside the schools

This component focuses on increasing the awareness of parents, NGO members, non-teaching staff, teaching staff and students. Under the scope of this component, short films, posters, brochures advertising, awareness increasing studies will take place in order to be used in family training programmes and sensitivity studies.

Expected results

Result 1. Developing policies and increasing capacities for taking legal measures to prevent and follow up violence against children

Result 2. Developing a Model School with "Students with Self Confidence and Developed Life Skills" which is free from physical, emotional, verbal and psychological violence

Result 3. Increasing the awareness of parents, NGO members, non-teaching staff, teaching staff and students; preventing domestic and other forms of violence towards children outside the schools.





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4. Implementation of the Study Visit

The study tour was mainly focused on the “Policy Level”. Concepts for the study visits have been developed and discussed with partners. Main areas to be studied will be to learn about the organisational structure of the Ministries of Education in general and how prevention measures are managed and administered within the national and federal levels.

The group studied the experience of EU member country to draw lessons on;

- How Germany has developed laws, administrative orders and national action plans, implementation procedures and pilot models as well on the national and federal level.
- To get information how an EU country is practically working in reducing and preventing of school violence - from the Ministry level down to the (local) school level.
- Participants were introduced to the education systems of Germany and the latest reform developments in the country.
- The Study Visit was organised by IBF International in cooperation with IB (International Bund) Frankfurt. The visit took place according to schedule in the period 03-09 November 2013.
- The following programme was implemented:

5. Study Visit Programme and Organizations Visited

5.1. Study Visit Programme

Study Visit Programme on Reducing and Preventing Violence in German Schools		
Location: Rhein-Main-Region (Frankfurt - Darmstadt - Offenbach - Wiesbaden)		
Duration: 03.11.13 - 09.11.13		
Program	Morning	Afternoon
Sunday 03.11.2013		Arrival to Frankfurt airport, transfer to the hotel and check-in
Monday 04.11.2013	<ul style="list-style-type: none">• Visit to Hessen Ministry of Culture and Education Subject: Prevention of Violence and Democracy Training• Policy Making - “PiT Hessen – Prävention im Team” programme• Presentation by: Netzwerk gegen Gewalt e.V.	
Tuesday 05.11.2013	HKM-project “violence prevention and democracy training” programme (GuD)	Visit to a special education “integration” school: “ Frida Kahlo Schule ”;

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Wednesday 06.11.2013	Frankfurt field visit	Visit to German Lions e.V. organisation
Thursday 07.11.2013	Jugendamt Offenbach visit the organisation "Schooling without Violence (SMOG) e.V.": "Cool and safe" project	
Friday,08.11.2013	Presentation of Hessen buddy-programme	Presentation of Internationale Bund e.V.
Saturday 09.11.2013	Check-out and transfer to the airport	

5.2. Summary of Content of Meetings

Day-1 : Monday, 04. 11. 2013 Morning:

Visit to Hessen State Ministry of Culture and Education, Training on Violence Prevention and Democracy

First day visit of the Delegation was paid to the Hessen State Ministry of Culture: Integration and Violence.

Patric Adam, a specialist from the foreign languages unit, made a presentation about the German educational system, compulsory education, transfers between grades and school systems. Particular highlights of the presentation are:

- General compulsory schooling begins at the age of six years and involves nine years of full-time schooling
- Traditionally half-day schooling (lessons from 7.30 a.m. – 1 p.m.) After that, there are some activities under the supervision of teachers.
- Tendency towards full-day schools (7.30 a.m. – 4.30 p.m.)
- Presently approximately 46% of schools in Hesse are full-day schools
- Majority of schools are public schools
- Percentage of students at private schools less than 7%
- There are 16 states in Germany. Each state has different studies on education.
- Between the states, Council of Ministers meets 4 times a month to discuss and determine general educational policies.
- Recommendations are determined during these meetings.
- Compulsory education in Germany is 9 years.
- Full-time education practice is adopted.
- Teachers' wages are paid by the Ministry.





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- m) The equipment of schools is provided by municipalities.
- n) Standard programs issued by the Ministry of Culture are implemented at schools.
- o) There is a manager in each settlement (provinces) in Hessen who is responsible of schools. Also, there is a school principal in each school.

Germany made a serious attack after the year 2000 PISA shock;

PISA 2000: Germany 12 points under OECD-average

PISA 2009: Germany 2 points over OECD-average

Then, it's been decided to make a "Change from Input- towards Output-Governance"

Here are the items of this new approach which has helped Germany for a better education system;

- Education policies reflect on outcomes
- Learning processes are analysed from their final results - curricula are replaced by educational standards
- Schools gain more responsibility for their work and their results ("Autonomous Schools")

In sum, education authorities of Germany stated that, changes made in the system as "from input to output governance" provided better results in PISA results; this was the Germany's response to PISA shock.

It is worth to quote here an anecdote which was very helpful in terms of reflecting Germany's approach to prevention of violence; *"After a certain incident in 2002, the subject of violence in school environment was handled more carefully in Germany. After the event in which a 19 year-old student killed 16 people at school in 2002, German federal ministries handled the violence in school environments more carefully and the projects regarding the issue have been accelerated"*

A violence network consisting of all institutions/ministries dealing with violence has been founded in the state of Hessen, the region that we had visited within this framework.

All projects/work regarding violence are being carried out together and a policy consensus is established through this violence network. Although there is no such structure within the German central government, these issues are handled and solutions are sought during the federal ministry meetings, which are held four times a year and are hosted by the government.

Day-1 : Monday, 04. 11. 2013 Afternoon: "Network against violence" and Pit – Hessen Prevention in Team Program"

In the afternoon, Ms. Konstanze Schimid from "Network against violence e.V." made the **first presentation** on the "Network against Violence".

The network against violence is the violence prevention initiative of the Hessian state government and supported by the Hessian State Chancellery, the Hessian Ministry of the Interior and Sport, the Hessian Ministry of Education, the Hessian Ministry of Social Affairs, the Hessian Ministry of Justice, for Integration and Europe and the Hessian Council for Prevention.





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The network aims to contribute to the intensification of cooperation between all authorities involved in violence prevention, institutions, associations and initiatives.

Victim-centered prevention programs, such as the successful program "Prevention team Hesse" (www.pit-hessen.de), a project of the "Network Against Violence" or the action "Violence-See-Help" to strengthen the moral courage, whose implementation in city, municipality and county policies is supported by the network, actively supports the network against violence. They all are important approaches, their success has been proven

The second presentation of the afternoon visit was the "Pit – Hessen Prevention in Team Program."

PiT-Hesse is a violence prevention program that aims to strengthen potential victims to have alternate options for action in situations of violence and thereby realise preventive effects. It is based on team building and cooperation between schools, police and youth services. These teams carry out training with students and give fresh impetus and impulses to the personnel, organisational and conceptual development, particularly at schools and here is the highlights from the presentation;

- A project developed to prevent violence and the negative situations which may occur there upon.
- Target group of the project is teenagers and children.
- It is a program with a target that everybody should reach an agreement on the issue of violence.
- The program includes activities that educate students, teachers, parents and different segments of society such as: how to help someone who is exposed to violence, how and where to make a complaint about those who resort to violence (witnessing), how to determine risk elements in preventing violence etc.
- There are activities such as street plays, putting logos on the roads, dance activities etc. in order to raise awareness within the scope of the program.
- The program aims to make those who witness violence help the person who is being exposed to violence in any way they can and have great awareness of this issue.
- One of the biggest supporters of the program has been municipalities.
- The program has received enough support and drawn attention from the society.
- The program also includes trainings by people from different segments on cyber bullying, media effect, mobbing etc.

Day-2: Tuesday, 05.11.2013 Morning: Preventing Violence and Democracy Training Project

Second day started with a visit to "HKM Project Preventing Violence and Democracy Education Unit" which is administrated by an office take place in Hessen State Ministry of Cultural Affairs and the delegation learnt that, the department has been dealing with the subject since the year 1997.

Department works with the Democracy Education Institution. At the presentation, it is emphasized that, "democracy cannot be learnt theoretically, can be learned with practice". After the World War-II democracy courses became compulsory at the schools.





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Web site of the programme: www.gud.bildung.hessen.de and very useful information on HKM-project "Prevention of Violence and Democracy Training" (GuD) could be obtained from the site.

The introduction of Violence Prevention and Democracy Learning Project (GuD) was done by a non-governmental organisation. Main points of the presentation about the project were:

- a) It started with a work focusing on problem solving.
- b) The importance of democracy education in preventing the violence is stressed upon.
- c) A day is selected as the democracy day at schools.
- d) **KLASSEN RAT** system is established at schools. In this system, all classes meet once a week to discuss together and solve a problem they encountered during that week; at first led by a teacher and then independently. In later sessions, a student leads the meeting each week.

Through this method, the students:

- *Change their approach.*
- *Become unprejudiced.*
- *Develop their skills to listen to and understand each other.*
- *Gain the ability to show examples.*
- *Gain problem solving skills.*
- *Learn to develop projects.*
- *Learn to take responsibilities.*
- *Learn to express their expectations.*
- *Learn about the rules.*
- *Offer social activities and realise them.*
- *Be a bridge between parents and the school;*

As a result, it is concluded that;

"DEMOCRACY IS NOT A THING TO LEARN ABOUT BUT A SITUATION TO EXPERIENCE"

Day-2: (4 November 2013) Afternoon: visit to a special education (inclusive) school: "Frida Kahlo School"

Visit to "**Frida Kahlo Schule**", a school that provides special education services and visit was made in a warm welcome at the cafeteria administrated by the students. The students who need special education attend to this school. The students are provided both with the life skills which they will need in life and with a vocational education to find a job somewhere after they turn 18.





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There were 165 students and 64 teachers at the school. Students welcomed the delegation and they distributed the menus that they specially prepared. At the menus, there were both names and pictures of the foods and beverages. They received the orders by means of support staff. By the way, school director gave information about the functioning of the school and after that, children introduced themselves. School director emphasized that, in order to gain self-confidence, it is so important to give decision by themselves. He mentioned that the students in this school have the opportunity to stay until the age of 19.

After general briefing, the delegation had short tour at the school; visited classrooms in different levels, music room, ateliers prepared specially, rehabilitation pool, sport centre. It drew attention that, there were Turkish students in different level classrooms. Some of the families don't want to send their children to this school. In such cases, the teacher goes to school where the child receive education and tries to help him/her. School is financed by Hessen State.

The school has been designed for people with special needs and is well equipped. It is in a situation to be taken as a model when setting up a new school for special education.

Day-3: (6 November 2013) Morning: Frankfurt Field Visit

Morning o part of the day was devoted to a field visit at Frankfurt city. The delegation had the chance to see, observe and visit the historical and cultural places of the city and plus to be in contact with the real society. A civil society dialogue aimed even at this time-limited half-day tour. This had an impact to understand the social-daily life of an EU member country' city not only listening presentations at the seminar rooms. This tour was found very valuable and motivating by the delegation.

Day-3: (6 November 2013) Afternoon: "Youth Development Program Lions Quest "Growing Up"

The afternoon part of the day was devoted to a very attractive programme as it is called "Youth Development Program Lions Quest "Growing Up".

Lions -Quest "growing up "is a youth development program for 10 to 14 year old girls and boys. It is primarily taught in lower secondary education. So that teachers can implement the program professionally in class, they are trained practical by specially trained trainers in various seminars, supported and trained. Organizes and supervises the program is from the German relief organization Lions eV (HDL).

As in other organisations on the global level, overall activities of the organisation involve training programmes and projects towards teachers, children and parents. The organisation is self-supportive, by its aids. Most of the activities of the organisation towards fighting with violence towards children include drama courses for teachers, informative booklets for students and parents available in many languages.

In the 1970s, the program of the independent American foundation "Quest International" Under the name "Skills for Adolescence " was developed and is in cooperation with Lions Clubs

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International since 1984, today more than 50 countries used worldwide. In Germany, the program was under the name of Lions Quest "growing up" in a provisional version offered for the first time in 1994. With support from the University of Bielefeld (Prof. Dr. Klaus Hurrelmann and employees) was until 1997 a first reasonable adjustment of the full program of German social and educational conditions in an Edition of the Teacher's book "Growing up" instead. Since 2007, the third, completely revised edition of the collection of material with planning tools and templates for the lesson is present in the experience of the German schools from the multi-annual work were incorporated with the program.

The focus of the lesson with "growing up" is the plan for, and promote the social skills of students. These are strongly supported in strengthening their confidence and their communication skills, build contacts and positive relationships and maintain conflict and to address risk situations appropriately in their daily lives and constructive solutions to problems posed just puberty heaped with them to find. At the same time teaching this program wants to offer young people guidance in building their own, socially integrated value system. Thus, the concept of Lions Quest Rules "growing up" in the approach to life skills education a (life skills education), that of the current research, the greatest chance of success in the prevention of (self-) destructive behaviour (addiction and drug addiction, violence , suicide risk) will be awarded. Parents are actively involved in various ways in the work of their children with the program

A program structure is built which aims to teach life skills. German teachers/ Lions had this programme from USA. Target groups of the trainings for teachers are children and family, and its subject is life skills. They emphasized that, they received only programme framework and quality standards from USA and they made changes at the programme on the basis of their own culture and social characteristics.

The Programme consist of three elements:

- Teacher seminars and handbooks. 3298 seminars have been organized since 1994.
- Handbooks for students
- Seminars for parents

They teach self-confidence to children, to express their desires, and to learn how to say "no" to other children.

This training programme which is open for school administrations, and for all teachers who want to improve themselves, is paid one. Teachers have to pay 200 euros for these training programmes.

During the presentation by **Lions Quest**, the German Lions aid organisation, following points were covered;

- Why they carry out a training program as an NGO.
- A program is chosen in order to develop skills.
- There is mainly training for teachers.
- Teachers also conduct a social service.
- They work under clubs (Lions).
- Along with parents, teacher training is prior. Then the students.





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g) The students who go through the training;

- Improve their academic grades.
- Stay away from crime.
- Stay away from violence.
- Increase their confidence.
- Remove any adaptation problems.
- Get rid of any bad habits (drugs, smoking etc.).
- Value and understand other people's feelings and thoughts.
- Learn how to think.
- Learn to work in cooperation.
- Find alternative solutions.
- Have targets.
- Take responsibilities.
- Feel safe.

During the visit to this organization, there was very creative-attractive part as to have a demo on "role play" together with the participation of the delegation. By this way, it was more comprehensive and "understandable" about how the program is "implemented" and "what the NGO means by "developing life skills". The role play was mainly on teacher training.

Further to this visit, the **Youth Development Program: Lions Quest** programme managers and TAT team had several contacts for possible future cooperation either via İstanbul **Lions Quest** branch or with direct communications from Lions e.V. Wiesbaden sending short movie links, information.

The delegation had the idea that, Youth Development Program: Lions Quest programme could be beneficial to be taken as a model for further relevant project activities and also, trainers from the **Lions Quest** could be a source for upcoming trainings under the project.

Day-4: (7 November 2013) Morning: Visit of the Communal Youth Office in Offenbach

Visit of the Communal Youth Office in Offenbach; an organisation which carries out work under Offenbach Municipality of the state of Hessen focusing on youth. The education provided for teenagers in Offenbach, where the population in 118,000, and a project to prevent violence were mentioned during the visit.

An informative presentation made by the Mr. Mihael Kohl. This directorate has some studies for preventing violence. It is emphasized that, there are so many Turkish people in Offenbach and they are working with them. The programme as a concept which has a pedagogical dimensions and a philosophical process addresses to all state. It is emphasized that 13 schools have been supported financially and academically and this programme have been carries on since 2005. During the presentation, the questions have been answered sincerely.

The presentation was on the conceptual framework and toolbox for violence prevention developed in Offenbach. The multi-level approach has been incorporated at many schools in Offenbach. It makes clear that the prevention of violence at schools cannot be achieved without





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changes in the education system. Violence prevention and the development of the educating system and school development must be seen as a whole. The Cooperation School - Youth Services is to be taken into account

Main points of this presentation were:

- a) It is an organisation which carries out the project focusing on educational services for the youth and violence prevention with the cooperation of the municipality.
- b) The reasons of violence are sought within the mentioned project.
- c) Socio-cultural elements are emphasised in violence prevention.
- d) There are activities which suggest that there is always a positive way instead of violence.
- e) These are trainings about the attitudes and behaviours which can be shown against violence.
- f) In the name of a society without violence, there are activities such as plays and concerts supported with various social elements.
- g) It works in cooperation with the related segments of society like the municipality, parents, school and media, and carries out activities for violence prevention.
- h) Working on preventing violence to go hand in hand with teaching the culture.
- i) Important to list reasons which causes to violence. (Mobbing, being aggressive, damaging objects, stress, vandalism, violence to own body, psychological violence)
- j) Recommending different attitudes and behaviours against violence.
- k) "There is always a positive way".
- l) Important to plan and organise integrative social events (in the nature, in social areas, theatres, music, sports)
- m) Apart from preventing violence, this program also regulates the environment and puts forward new proposals.
- n) There is cooperation and common work among the Municipality, school, society, media and parents. Yearly 2000 people are accessed.
- o) The multi-level concept has found its way into numerous Offenbach schools.
- p) It makes clear that the prevention of violence in schools is not to be without a school change.
- q) Violence prevention and education and school development courses are not separable.
- r) The Cooperation School - Youth Services is thought along.





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Day-4: (7 November 2013) Afternoon: "Schooling without Violence (SMOG) e.V.": "Cool and Safe" Project

Second half of the day was devoted to the visit of the organisation "Schooling without Violence (SMOG) e.V. "SMOG" project was initiated in 1999 as a project of the police, the Youth Office and the State Education Office in the Vogelsberg region in Hessen.

Currently, "Cool and Safe" is a project financed by European Union and has 400.000 euro budget, about to develop "Schools without Violence".

This project, is led by a retired chief of police, provides students training at school with their teachers and their parents. The idea of this project belongs to police department. Basic aim is planned as to prevent violence before it happens.

Within this framework, a programme is established which emphasizes points to be considered for children, awareness rising for teachers and students and in case of a violence (before happens, at that moment happening and after exposed to violence).

Under the SMOG project, a training framework and its materials is developed including all levels of education-classrooms. These are;

- "PUNCHLESS" is the name of the programme for the kindergarten,
- "NOT WITH ME" for the classroom
- "PROTECTION FROM HARMFUL EFFECTS OF THE MEDIA" for the students
- "PEACEMAKING" for 8th class. In this programme a sport weighted process is planned.

At the programme which is called as SOKATAN STUDIO, some activities are planned especially for the students who drop out the school, drink alcohol and living as street children. These children are oriented especially to the music. They shoot videos and publish them at social networking sites. According to obtained data, they emphasize that, it is a good way for the self-expression of the children. Therefore, their self-confidence improves.

As it is stated in the interviews made with those children, they thank to this programme, they realized that the children come back to school and their home.

A user friendly software is prepared that each child can enter by having ID and password. Children find an opportunity to play online games and improve at the programme by giving correct answers to questions. When they give incorrect answers, it shows the correct one by animations, videos, in written or orally.

Web address of the programme is; www.coolandsafe.eu

On the other side, by establishing a software accessible to the public via internet, helps to raise the awareness of public. Current programme includes 4 modules:

1. Information on the body





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2. Dangers outside home (traffic, sport environments etc.)

3. Internet

4. Domestic and family environment

By these modules, it is aimed for increasing information and awareness level of the related people.

Here is a summary of the activities ongoing under the project which can be useful for to be reviewed during the “model school development” activity; there are trainings for protection, early warning and developing different behaviours during an act of violence with web-based visuals led by the cartoon character **Kangaroo**. Here is a list the main points as:

- We cannot assign a police for each and every child.
- Children can learn what is dangerous and what is not.
- Some problems can only be solved by the child themselves.
- Some problems can be solved with the support of teacher and contribution of parents.
- In some dangerous cases, the police may interfere.
- Children between the ages of 7-10 are very open to learning.
- They can be taught all the possible methods for staying away from danger on the way to school.

In sum, the “interactive” website <http://www.coolandsafe.eu> has been a very effective tool of education for SMOG Under this web site, there are 44 short clips and games; under the guidance of their parents children watch, play and make an “evaluation” on the possible ways of coping with bullying, violence, facing dangerous moments on the way to and back from the school. One important physical arrangement made under this project is very important to mention here;

- There are “**Help Bases**” established on the ways to schools. These are voluntary small business owners-shop keepers-; specific phone numbers (like Hotline) of such bases shared by either school administrations with the student as “help lines”; such selected “help bases” answer to any calls for help of the students in consultation with children’s parents, teachers and the police. If needed, those “help bases” people work with the children to get them home safely.

SMOG training modules are:

MODULE 1: Getting to know strangers

MODULE 2: Anticipating dangers from outside.

MODULE 3: My internet

MODULE 4: Approach to children at home and education

MODULE 5: Re-scoring and feedbacks





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Due to very constructive and cooperative approach of the project director, the NGO has many connections various governmental and non-governmental organizations. This helps to provide very useful interventions to a multifaceted problem—violence— by a multi-organizational cooperation.

The delegation is suggesting this cooperation spirit could be taken into consideration as a “functioning” strategy which may be kept in mind for activities in the current project.

Day-5: (8 November 2013) Morning: Question-answer sessions at the Headquarters of the Internationaler Bund (IB) e.V.:

The last day of the Visit devoted to collect information, receive presentations and having extensive question-answer sessions at the Headquarters of the **Internationaler Bund (IB) e.V.:**

It is worth to mention here that, IB has been taken part very actively and effectively both at organization, implementing of the study visit to Germany-Frankfurt and also as a very experienced NGO, provided extensive information regarding “violence” issues.

The Internationaler Bund (IB) e.V. is a non-profit organisation devoted to education and vocational training as well as youth and social work. The IB provided information about violence prevention in educational settings, introduced their program as called "Black-Red-Colored"

During the visit, the Düsseldorf based **Buddy** program was introduced by manager Martin Nanitch. Buddy program is implemented in German speaking countries like Austria and Switzerland and produced good results. The Buddy program is implemented in around 1200 schools in various states.

This programme is based on an implementation principle which gives opportunity to be moderator between students volunteer at schools and the students included in conflict.

Volunteer students have badges on their arms to show their commitment to this mission. When it seems necessary, they interfere the situations that they observe. The implementation is philosophically based on peer teaching.

Apart from being a violence prevention program, Buddy is also different from other programs with its “school development” feature. Programs for school developing and meeting their needs are in parallel. Social learning is also a priority. Buddy program is based on the idea that “everybody needs a friend” and its main point is learning through friends, creating right connections and finding solutions together.





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Fight is a part of life and it exists in every field. It exists at home, at schools, on the streets, between countries; in other words, it exists everywhere.

Buddy : **Friend**
: **Partner**
: **Companion**

Main points of the presentation of the Buddy program are:

- a) For students:
 - Care for each other,
 - Being there for each other,
 - Learning from each other,
- b) Tolerance (not being rude to each other, being sensitive).
- c) Teachers and school principals are the most important parts of the education.
- d) Main aim of the program is to present a sustainable program.
- e) Students' acting as mediators is an essential part of the education.

Klassenrat

For older students

Round table

Magic Circle

For younger students

Magic circle

- f) A fight at school is solved by the students.
- g) Students take responsibilities and are aware of these responsibilities.

Buddy Program has been assessed by DIPF (German Pedagogic Research Institute) and the University of Berlin.

Day-5: (8 November 2013) Afternoon: Question-answer sessions at the Headquarters of the Internationaler Bund (IB) e.V. (continued)

As the last and activity of the study visit, International Bund (IB) which is an institution in Frankfurt was introduced. IB, was founded in 1949 and is one of the biggest non-governmental organisations of Germany with its 1200 centres and more than 1200 employees. **Main vision** of IB: **IB is always there to help.** It functions only in Germany with 300 municipalities in 700 centres. Right now, they are serving 350,000 young people.

Presentation of buddy program in Hesse: in the summer of 2006, on the basis of a decision of the Hessian Ministry of Culture, it was agreed to offer the buddy Programme for Hessian





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Secondary schools. It was about "against violence at schools in Hessen". Organizationally, the buddy was affiliated with the policy program called as the "Violence Prevention and Democracy". Here are highlights on IB and its mandate;

TAKING CARE OF ----> EDUCATING ----- > BUILDING BRIDGES

TARGET GROUP OF IB: Children, teenagers, adults, families, older people, students, unemployed, socially disadvantaged teenagers, mentally and physically disabled, immigrants and foreigners.

SERVICE FIELDS OF IB: Promotion, elderly care and support services, education services, international cooperation, democracy and tolerance campaign (with Black and Red colours).

IB carries out various projects regarding above mentioned target groups and fields of service in many countries of the world and opens up project offices in many cities, which includes one in Istanbul in Turkey. IB conducts common projects nationwide in Germany with many foundations and organisations.

The violence prevention program of IB started in the year 2000 and is a democracy training project.

SCHWARTZ
ROT
BunT

Black and Red Coloured

There are 4 main points in BunT project. These are:

- Teaching about democratic life.
- Being free from prejudices.
- Preventing xenophobia.
- Preventing extreme right ideologies and violence.

Intercultural cooperation.

At the second part of the visit, short background and roles undertaken by Bund e.V. non-governmental organization have been presented. Related institution focuses on care and socialization of old people in need of nursing.

IB has a branch office in İstanbul, Turkey. They emphasized on their cooperation with Turkey.





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6. GENERAL FINDINGS AND EVALUATION SECTION

Since this study visit is the first one out of four which will be realized within the scope of the Project, this report includes only the first part of findings, results and recommendations that will be obtained from the 4 visits. With the realization of four study visits, TAT will prepare a comprehensive report as the annex of the last visit which will contain information on countries and “best practices”.

6.1 Main findings Related to Study Visit and Thematic Recommendations

6.1.1 Analysis of Study Visit (SV) Results with Regard to Turkish Situation:

- SV participants agree and emphasize that, conducting the study visit to Germany was a good selection correct decision.
- Participants of the SV repeatedly state that, obtained information and observations will contribute to the next steps of “Preventing Violence towards Children” Project. It is being evaluated that, some implementations in Germany (especially **Buddy Programme and Cool and Safe computer software**) may also be implemented in Turkey at the schools; Turkish cultural and legal regulations must be observed in such a case.
- Hospitality and interest of the German parties during the study visit, is highly appreciated.
- The presentations were well prepared and all the questions have been answered at maximum.
- Multi-ministerial composition of the group was very valuable for establishing a common framework and increasing the quality of inter-ministerial cooperation regarding violence-related activities in Turkey.
- Participants generally agreed on the idea that, making the necessary changes in the regulations on current Turkish legislation, as soon as possible for realising the processes of preventing and monitoring the violence against children.
- Participants had the chance to observe and reinforce once more the need for implement the planned activity under the current project as “developing model schools with “Students with Self Confidence and Developed Life Skills” which is free from physical, verbal and psychological violence.
- Several “good practices” have been observed during the visit regarding awareness raising through media, internet, projects etc. for prevention of all forms of violence against children in any environment, especially the domestic violence related ones.
- Participants collected useful information from the presentations that reflects the studies of NGO’s and the governmental branches which are highly experienced on the effects of violence at the schools settings.
- The basic characteristic of the observed projects were their “**sustainability**”. Many studies were initiated about preventing violence towards children in Turkey too. But a well-functioning cooperation and info sharing among those projects yet to be achieved.
- Germany’s declaration on fight against violence towards children should be taken as a model with keeping in mind the “cultural differences. In Turkey, the value of the





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family still constitutes a basis of the culture. During the planning stage of similar “violence” studies, the family part and parent trainings, methods that include the parents should be considered.

- Physical requirements/infrastructure of the schools are important aspects for creating “safer school” environments.
- Further trainings to the managers, teachers and even non-teaching staff at schools on violence is a must.
- Hessen was a very good choice in observing the good practices regarding how “cooperative measures taken between relevant bodies”, how to prepare and make it functional the contents of a Memorandum of Understanding between various related institutions”. Current project may benefit from these aspects for implementing similar activities. In Turkey, due to lack of such a structure, many institutions have carried out different projects at the same time, some of them similar and some are not. These projects were carried out independently and disconnectedly and therefore there were no unity in implementing them and the resources were used unproductively.
- The activities on violence against children should be conducted in cooperation of children, parents, teachers and school administration.
- As it was observed, there is a cooperation and cooperation among the Municipality, school, society, media and parents; the delegation agreed that, this sort of a cooperation could be advocated during the project activities in Turkey, for improving the coordination among related parties which works for fight violence against children.
- It is important to conduct projects that are long term and that will be efficient in the policy level rather than short term projects.
- Having a wide information network against violence will ensure fast data flow by easing the processes,
- Delivering training on fundamental issues such as democracy training starting from the preschool education and, providing prevention services before violence occurs will make a significant contribution.
- Since peer counselling systems are cost-efficient and highly effective, it may contribute to Turkey’s needs if such practices are increased.
- Increasing the communication among various groups of the society and distributing the responsibility, will be influential (like safe islands formed by craftsmen, NGO activities, etc.) in providing solution to child violence issue.
- In order not to be indirect victims of violence, in the pre-school period children should be taught well the official language.
- The cooperation between the State, NGOs and universities is on a high level in Germany and the auto control system is very well established. Almost all results of the activities are researched on by scientists and policies are always analysed.
- SV Participants proposing the following model-unit form Germany to be taken into consideration for Turkey; in Germany there is an institute which determines the educational quality in national level. The determined standards are sent to each state. In each state, there is a “Quality Assurance Centre” which provides the educational development. This centre consists of 3 main departments
 - Quality assurance
 - School development/School inspection
 - Teacher training
- **Network** project has been formed with the participation of Ministry of Culture, Ministry of Internal Affairs, Ministry of Justice, Social Ministry and project team. It is a national project. In 2002 approved as Action Plan by government and project started. The success of the Violence Prevention Project has been accomplished with the help of





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sustainability and support of all states, **which reveals the importance of cooperation among various governmental organisations and NGOs, institutions.**

- After World War-2, the Politics has been added to curriculum as a must course in Germany. The school activities have been structured around democracy and Democracy Day celebrations started in schools.

Here are the common aspects on the visited projects/various programs exist for preventing violence;

- In some projects, it is aimed to teach students something by “learn by experience” instead of giving a theoretical knowledge.
- Multicultural and intercultural approaches are adopted in order to embrace all children and make the program effective. For instance it is mentioned that in some classes there are students from 20 different countries.
- When the results of the meetings are evaluated as a whole, it can be seen that one of the important point is that there are studies on preventing the violence by creating safe environments that the children will be active. From this perspective it is important to create environments where students would socialize and feel success like theatre and sports.
- Several programs concerning mediation where students take responsibility are conducted frequently. It is known that mediation programs are conducted even in pre-school education and positive feedback is gathered.
- In addition to Ministry of Culture, there are several programs of non-profit organizations working hard in Germany on violence related issues.
- It is remarkable that programs are organized in a way that it enables to make changes, to adopt it according to specific regions.
- Volunteering is another remarkable point. As the programs for teachers and Buddy programs for students are based on voluntariness, it shows that those who are volunteer want to do something wholeheartedly and it is a desired one.
- Another remarkable point is that such programs are conducted with modest budgets.
- It is emphasized that in order to prevent violence, the school culture is important and for a democratic school it is necessary that adults should be role models and display appropriate behaviours; and family trainings are supported with parallel programs conducted.
- One point that is only observed in Buddy program is that school directors participate in the program in order to embrace the program.
- From this perspective and with regard to the examples in Germany case, it can be stated that the common points in Germany case can be good examples for policies, programs and activities for decreasing violence in Turkey.
- With regard to above mentioned “democracy training in the school” , it is worth to mention a case from Turkey;
 - Project for Prevention of Violence and Bullying and Democracy Training was implemented between 2002 and 2007. Teachers are delivered democracy training within the scope of the project. In this programme, the concept of democracy is not delivered as a single class, rather it is outstretched to the whole schedule, with the aim to ensure a democratic setting in the classroom. In the schools, studies on cultural exchange and creating a democracy culture had been conducted (from 1st grade to 10th grade); but in line with the observations made during the SV, some participants say that,





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the concept of democracy should be taught in schools starting from pre-school ages.

- Students may request and suggest new subjects to be included to the curricula, of which they have a consensus that they want to learn.
- SMOG programme was found by many participants as “the most effective programme introduced and a similar one should be implemented in Turkey”. This programme requires teaching 7-10 age group children to protect themselves from abuse and neglect as well as awareness raising (visual, audio) by games and playing. Therefore, it will be efficient to design similar modules in cooperation with Turkish MoNE.
- Violence against children is a subject that creates awareness in also Germany education system considerably. Both on the basis of ministries and NGO’s cooperation, long term studies were initiated and policies on solving these problems.
- Within the scope of the projects, awareness rising activities have been carried out made both for families and for the trainers.
- SV observations and results might be shared with the related education institutions (internal and external beneficiaries of the project)
- It is highly recommended to support and encourage the participation of local NGOs at the stage of implementing the current project.
- Observed “good practices” could be shared with relevant components of the current project, at possible workshops/ information seminars.
- During the SV, problem solutions regarding violence mainly focused at school level but for Turkey the “parents-family” dimension need to be more emphasised. “Values Education” for Turkish education system context, need to be discussed as an alternative approach.
- An “online information” system on violence observed during the SV; this program is looking useful and attractive for students. Possibilities to transfer or re-design this online tool for Turkey, is suggested by the participants.

6.2 Information to be shared with and Expectations from other Departments of MONE

- Information sharing about implemented/ongoing projects within the MONE /other Ministries’ units is needed; and necessary measures to be planned / taken in order to maintain sustainability when a project is over. SV participants suggesting the following MONE units to be informed about the SV results/observation;
- The Undersecretary
- Board of Education
- General Directorate for Basic Education
- General Directorate for Secondary Education
- General Directorate for Vocational and Technical Education
- Head of Strategy Development Department
- Legal Advisory Department
- It is also suggested all education departments should acting together on the issue of preventing violence at schools and creating a platform to share the local practices against violence; a local level coordination mechanism may be suggested by the current project..





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- MONE Legal Advisory Department should be kept informed for well-functioning of the existing legislation or for a possible legislative amendment/development on the matter (violence against the children).

6.3 Other issues, Findings and Thematic Recommendations

In general, the following points regarding the German educational system have been observed during the study visit to Germany:

- Development processes of children are monitored constantly and this becomes important in school selection,
- Parents and students play an important role in decision making processes,
- Education policies are examinable, especially by parents,
- Universities and scientists take part in monitoring and assessing educational progresses,
- The system is established in a way to reward teacher qualification and participation by teachers to voluntary or paid courses is quite common and quality levels of teachers rise day by day,
- Non-governmental organisations focus on their purpose of establishment and they realise many useful projects with low budgets,
- Cooperation between institutions is preeminent,
- Good practices are decisively sustained.
- It was also observed in this study visit that education is not only the business of the German Ministry of Culture. Therefore, in Turkey, there is also a need for well-coordinated cross-sectoral cooperation and conscious local administrators on a local level for prevention of violence at schools.
- Class counselling programs are beneficial. If the MONE add this lesson to the curriculum of the schools as a one hour class lesson it will be effective in preventing violence and constituting democratic school culture as seen in the institutions visited. Effective implementations can be seen when ministries train counselling teachers on such issue related.





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7. Annexes

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7.1 About the Country

7.1.1 About Germany

Federal Republic of Germany	
 Flag	 Coat of Arms
Capital and largest city	 Berlin 52°31'N 13°23'E
Official languages	German
Government	Federal parliamentary constitutional republic
President	Joachim Gauck
Area	357,021 km ² 137.847 sq mil
Population	81,799,600 (estimate)
Currency	Euro (€)
Time zone	CET (UTC+1)
Drives on the	right
Calling code	+49

Germany officially the Federal Republic of Germany is a federal parliamentary republic in [western](#)-central Europe. The country consists of 16 states and its capital and largest city is [Berlin](#). Germany covers an area of 357,021 square kilometres (137,847 sq mi) and has a largely temperate seasonal climate. With 80.6 million inhabitants, it is the most populous member state in the European Union. Germany is the major economic and political power of the European continent and a historic leader in many cultural, theoretical and technical fields.



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Map of Germany

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IBF in consortium with HIFAB, Norm Consulting, Early Years, YORET.





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7.2 About Hessen Region

Hesse Hessen	
State of Germany	
 Flag	
 Coat of arms	
Country	Germany
Capital	Wiesbaden
Government	
• Minister-President	Volker Bouffier (CDU)
Area	21,100 km ²
Population	6,016,481
Time Zone	CET (UTC+1)
• Summer (DST)	CEST (UTC+2)
Website	www.hessen.de

Hesse is both a cultural region of Germany and the name of an individual German state. The **cultural region of Hesse** includes both the State of Hesse and the area known as Rhenish Hesse (Rhein Hessen) in the neighbouring Rhineland-Palatinate state. The oldest city of the cultural region of Hesse, Mainz, is in Rhineland-Palatinate. The **State of Hesse** is part of the larger cultural region. It has an area of 21,110 km² and just over six million inhabitants. The capital is Wiesbaden. Hesse's largest city is Frankfurt am Main





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7.3 About Frankfurt Province



Frankfurt am Main commonly known as Frankfurt, is the largest city in the German state of Hesse and the fifth-largest city in Germany, with a 2012 population of 687,775. The urban area had an estimated population of 2,300,000 in 2010. The city is at the centre of the larger Frankfurt Rhine-Main Metropolitan Region which has a population of 5,600,000 and is Germany's second-largest metropolitan region. Since the enlargement of the European Union in 2013, the geographic centre of the EU is about 40 km east of Frankfurt.



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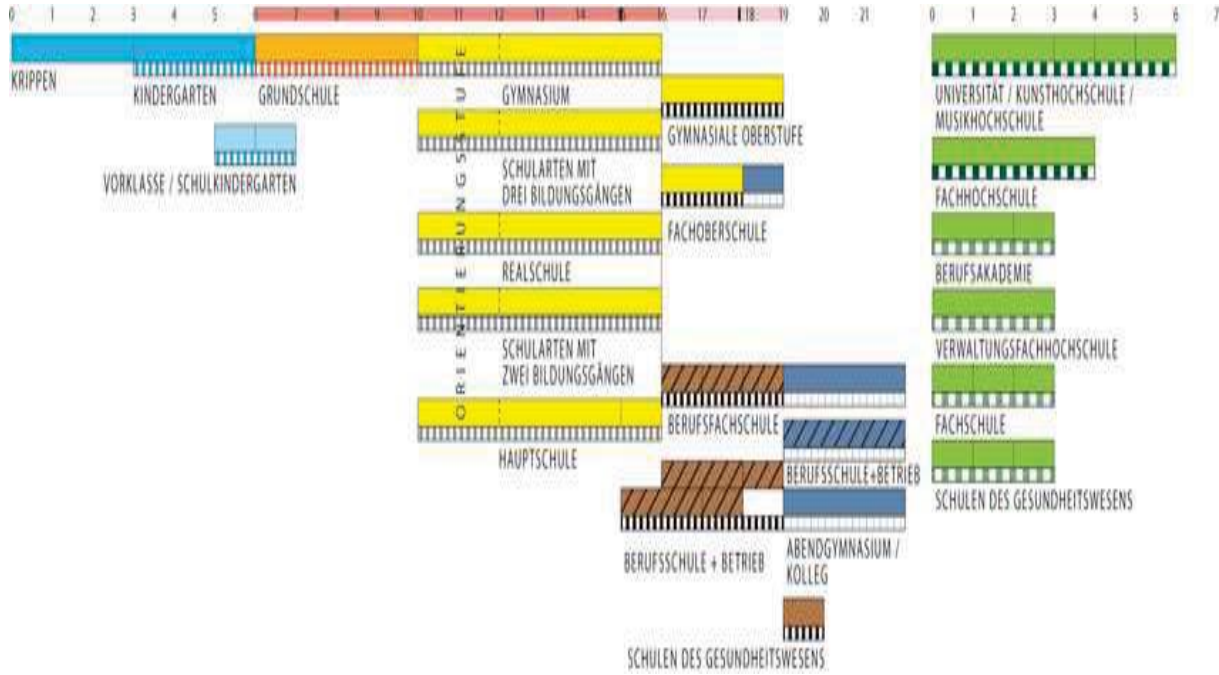
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7.4 EDUCATION SYSTEM AND EDUCATION MANAGEMENT IN GERMANY

7.4.1 The Structure of the German Education System 2012/13



In the Federal Republic of Germany responsibility for the education system is divided between the Federation and the Länder. The scope of the Federal Government's responsibilities in the field of education is defined in the Basic Law (Grundgesetz). Unless the Basic Law awards legislative powers to the Federation, the Länder have the right to legislate. Within the education system, this applies to the school sector, the higher education sector, adult education and continuing education. Administration of the education system in these areas is almost exclusively a matter for the Länder.

In addition to the division of responsibilities described above, the Basic Law also provides for particular forms of cooperation between the Federation and the Länder within the scope of the so-called joint tasks (Gemeinschaftsaufgaben).

Early childhood education and care is not part of the state-organised school system in Germany but almost exclusively assigned to the child and youth welfare sector. On the federal level, within the framework of public welfare responsibility lies with the Federal Ministry for Family Affairs, Senior Citizens, Women and Youth (Bundesministerium für Familie, Senioren, Frauen und Jugend – BMFSFJ), on the level of the Länder, the Ministries of Youth and Social



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Affairs and, in part, also the Ministries of Education and Cultural Affairs, are the competent authorities. As a rule, in the year in which children reach the age of six, they are obliged to attend primary school.

All pupils in Germany enter the Grundschule which in almost all Länder covers grades 1 to 4. Following the primary school stage, secondary education in the Länder is characterised by division into the various educational paths with their respective leaving certificates and qualifications for which different school types are responsible. Once pupils have completed compulsory schooling they move into upper secondary education. The range of courses on offer includes full-time general education and vocational schools, as well as vocational training within the duales System (dual system). The tertiary sector encompasses institutions of higher education and other establishments that offer study courses qualifying for entry into a profession to students who have completed the upper secondary level and obtained a higher education entrance qualification. As part of lifelong learning, continuing education is assuming greater importance and is increasingly becoming a field of education in its own right. In response to the vast range of demands made on continuing education, a differentiated structure has been developed.

There are pre-school institutions in Germany called Kindergarten for children aged 3-6. The states hold the whole responsibility of these institutions. In recent years, school and youth boards have been conducting researches on these kindergartens. Compulsory education that varies between 9-12 years depending on states starts at the age of 6 with primary school (Grundschule).

While the duration of primary schools is generally 4 years, this period reaches 6 years in some states. Currently duration of primary schools is 4 years in 12 states while it is 6 years in two states. In most of the states, the students are not given any school reports in the first two years and only an assessment is made. In these schools social activities such as swimming, bicycling, school camps are carried out apart from basic knowledge-skill and literacy courses. Core curriculum comprises of English, German, Maths and two science lessons. In order for students to be successful, they should get good grades in at least three of the compulsory lessons. All students take English as from 3rd grade, French as the second foreign language after 6th grade, and Latin or Spanish as elective courses in 7th grade.





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The examination set at 4th grade in primary school is guiding for the secondary schools children will attend. Together with their parents and teachers, children can decide on the school model they will follow by taking into consideration the grades they get in this examination, the average of the four main lessons in their primary school reports and the direction written in this report.

Following primary school, children may continue schooling at a Hauptschule (elementary school), Realschule (secondary school) or Gymnasium (High School). In many of the states Hauptschule and Realschule have been combined. After the primary school, grades 5 and 6 form an orientation phase.

In Germany, while low-level high schools provide 9-10 years of education in general, medium-level high schools provide 10 years of education and Gymnasiums provide 13 years of education. However, there are attempts to decrease Gymnasium down to 12 years. Gymnasium, which is totally designed to provide basic education for university and academic education, is the school of highest degree following primary education.

There are 93 Gymnasiums in Germany. The pupils to continue with these schools are generally selected from the ones with high grade point averages according to the examination set at the end of 4th grade. While education period of these schools vary from one state to another, they provide 13 years of education in average. Pupils who wish to enter university have to complete 13 years. Field selection is made in 10th grade. Pupils having completed this school can enter the university they want by taking the Abitur central examination on national level. It is obligatory that pupils who want to sit this examination receive education on least two foreign languages. Abitur is the highest high school diploma attainable in German secondary education system. This diploma, which makes college or university possible in Germany, is also recognized in other German-speaking countries and has been considered equal to local diplomas for university education. In Gymnasium-type schools, education-training is free of charge and there is no school uniform application.

In Gymnasium, general education is provided until 9th grade and almost all of the lessons are obligatory until this grade. Compulsory lessons include computer, biology, research, political views, history, music, physical training and religion. After 9th grade pupils are separated according to the fields they prefer and gain the right to elect lessons. However, most of the





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time, elective lessons are lessons that are selected by the majority. The basic difference of this school is that it teaches how to learn. After starting the school, pupils are educated on learning how to learn in the first week.

The pupils who have completed Hauptschule and Realschule can usually continue schooling in vocational schools. 5th and 6th classes of these schools have a special status. In these classes pupils are observed at the point where they make their decisions. The ones having successfully passed through the Realschule can attend the vocational high schools and colleges where they will gain expertise. The pupil having completed the Hauptschule practice and specialize by attending pre-determined apprenticeship courses. These pupils spend 3 days in workplaces and 2 days in schools. A working agreement is signed and the days when pupil will attend school is written in this agreement. When a pupil is absent from school, dialogue is established between the workplace and the school and the pupil is investigated in this regard. This is carried out within the framework of laws. There are two trainings for vocational school pupils. The pupils having completed their trainings here gain the opportunity to continue schooling at vocational high schools or universities by completing 13 years of education. The pedagogues of the schools help and provide guidance for pupils in selecting their lessons. Before starting universities, pupils have the opportunity to do internship in relation to the field they will select for three months in various companies and as a result of this, decide on the department they will study in universities.

The universities in Germany have an international prestige with their high educational standards in the country. According to THES-QS World Ranking of Universities criteria, 3 German universities were included in the first 100 universities in 2007 and 11 German universities were included in the list of first 200. In Germany, the ratio of pupils attending higher education is around 17%.





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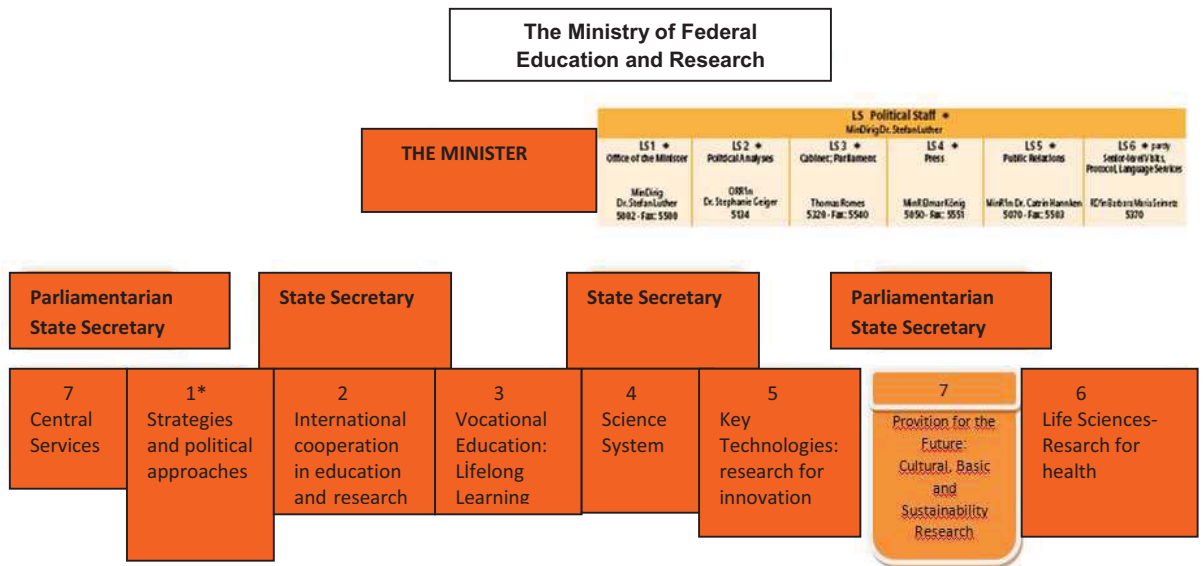
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7.5 Administration of the Education System in Germany

7.5.1 The Ministry of Federal Education and Research (Centralized Administration)

The Ministry of Federal Education and Research found in the federal government organization of Germany under the presidency of Angela Merkel was formed by combination of two ministries that operate in the field of education, research and technology in November, [1998](#). The Ministry concerned is located in Berlin, the capital of Germany.

Organizational chart of the ministry is given below;



The Ministry of Federal Education and Research comprises of 8 general directorates that have different duties and responsibilities. There are general directors in each department who are appointed politically. Continuation of general directorates in their offices depends on will of the minister. The Ministry where over 900 people work is generally responsible for vocational education, higher education and research.



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7.5.2 State of Brandenburg the Ministry of Education, Youth and Sports (State Administration)

The State of Brandenburg, has a population of over 2.530.000 people. Apart from The Ministry of Education, Youth and Sports, there are 8 more ministries in the state which are Internal Affairs, Justice, Finance, Economy and European Affairs, Infrastructure and Agriculture, Labour, Social Security, Woman and Family, Science, Research and Culture, Environment, Health and Consumer Protection. These ministries are located in Potsdam, capital of the state of Brandenburg.

<u>LEVEL</u>	<u>NAME OF THE INSTITUTION/ORGANIZATION</u>	<u>ABBREVIATION</u>	
The Highest-Level State Institution	The Ministry of Education, Youth and Sports	MEYS (MBSJ)	} On Government Level (Two stages)
Low-level State Institutions	6 (regionally organized) Education Directorates	Educ. Direct. (StSchÄ)	
<hr style="border-top: 1px dashed black;"/>			
Local Institutions	750 Legally Non-autonomous Schools Under the Patronage of Municipalities	Schools	} On Municipal Level

Administrative structuring in the state of Brandenburg is as follows:

As can be seen in the chart, Brandenburg is divided into 6 regions: Brandenburg a.d.H., Cottbus, Frankfurt/Oder, Eberswalde, Perleberg and Wünsdorf. Apart from the Ministry of Education, Sports and Youth located in the State Centre, there are education directorates affiliated to this ministry in 6 regions. The Ministry of Federal Education and Research has no authority and sanction power on the State Ministry. Schools are affiliated to the units in the region while directors are affiliated to regional officers. In other words, they are accountable for the state. The regional officer is assigned by the state. If we take a closer look at these structures, the organizational chart of the Ministry of Education, Youth and Sports are as follows:



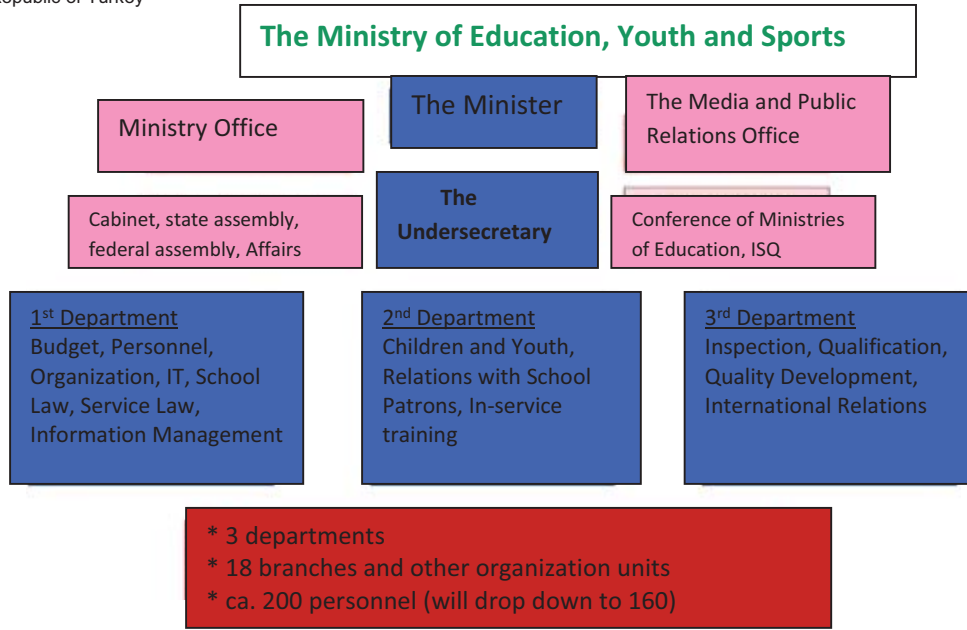


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The Ministry of Education, Youth and Sports is the leading ministry of the state. In organizational structure of the Ministry are an undersecretary affiliated to the minister, ministry office, media and public relations office, a unit dealing with cabinet affairs and the Standing Conference of Ministries of Education. Members of the standing conference comprises of ministers of education of 16 states. Duty of this conference is to search, develop common policy, identify education levels and quality standards, and enable education institutions to work together. While the Minister of Education, Youth and Sports are appointed every 4 years by the government, the undersecretary is permanent.

There are 3 departments and 18 branches in relation to these departments in the ministry. There are areas for which each department is responsible. For example, the responsibility for the following affairs lies with the 1st Department: budget, personnel, organization, IT, school law, service law and information management. The Ministry of Education, Youth and Sports have approximately 200 personnel but as the state has lots of debt, it is planned that this number be lowered down to 160 within 4-5 years.

Depending on the Ministry of Education, Youth and Sports, all or –depending upon state of the region- some of the units shown below operate in the education directorates located in 6 regions into which the state of Brandenburg is divided.



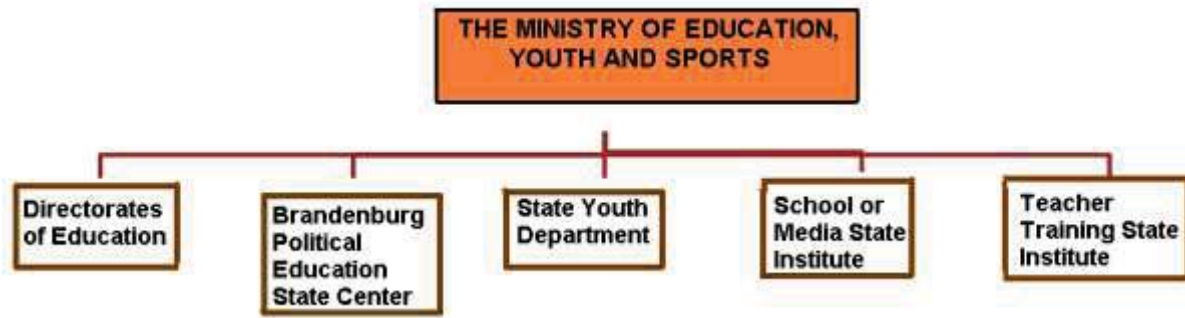


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***There is the Social Pedagogy Education Institute as the common institution of Brandenburg and Berlin.*

8. Background Paper Violence in German Schools¹

8.1 Origins of the current research on violence in schools:

The current line of research on violence at schools initiated in the early 1990s after an expertise mandated by the German federal government on violence in society stated that the knowledge regarding violence at schools – among other facets – was rather unsatisfactory. Also, several intensively violent incidences at German schools, that caught the attention of the media, and which raised questions from the general public as well as from the regional ministries of education on the extent of violence at German schools, contributed to increased research activities in this field.

Nevertheless, the evolving discussion on violence at schools in the early 1990s has not been new. Since the 1970s several studies have focused on school violence in single municipalities or individual schools and on certain facets of violence, especially vandalism. Prior to this phase of research, the problem has rather been addressed in the context of school discipline problems. Since the 1970s, the focus on pupils as violent perpetrators has characterized the research on violence at schools. While in other countries primary and secondary school students have been addressed as victims of school violence, in the German context they were predominantly seen as offenders. This specific focus has consequences for the selection of the theoretical models used.

¹ Source: „Violence at German Schools – Findings and Questions”; Fuchs Marek, 2010 in “International Journal of Violence and School” published by The International Observatory of Violence in School, Bordeaux





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Today, most theoretical reasoning is taken from the literature on juvenile delinquency and criminology (see section 3 for details).

The scientific discussion on violence at schools is not directly connected to the assessment of discipline problems during class hours or to school achievement research and also only loosely related to indicators on the students' health. So far, the majority of the studies assess violence at schools as youth specific delinquent behaviour which breaches general societal rules. Thus, school violence has been addressed as a serious social problem because if juvenile delinquency would penetrate key socialization institutions, like schools, it would endanger the continuance of basic societal norms and values. Also, the general public has feared that students who were raised in a violent school setting would adopt violent patterns and behaviours for future live.

8.2 Definitions and concepts of violence at school

Even though, the various scientific enterprises and public discourses on this topic make use of similar terminology ("violence at schools"), it should be pointed out, that violence at schools is a heterogeneous phenomenon in the German discussion. The research topics cover a wide range of behaviours: from intentional physical attacks including the use of weapons, gang violence and sexual assaults to less serious behaviours like beating and slapping, to relatively harmless kicks and puffs. In addition to physical violence against fellow students, various types of damage to property and vandalism at school as well as verbal aggression and other non-physical types of aggression are included in respective studies, like harassment, coercion, and mobbing.

The focus of the existing literature is predominantly on lighter forms of penologic behaviours as well as on behaviours below the threshold of the criminal law. Some studies make use of a definition by Lösel and colleagues (1999), others rely the bullying concept (Olweus, 2004); however, the majority of the studies have developed their own definitions and concepts. In part, this heterogeneity strengthens the validity of the findings: Even when using a multiplicity of concepts and instruments most studies report similar low levels of violence in German schools (indicating that these finding are not bound to the specifics of a particular study).





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In addition to the lack of a common concept and definition of violence at schools, there is no consensus regarding the definition of high intensity perpetrators who are responsible for most of the violent incidence in German schools.

However, in order to allow comparisons across states, regions and points in time a universal concept of violence in schools seems desirable.

Most studies focus on violence conducted inside the school limits; only a few include violent student behaviours on the way to school or at other places outside schools. Most definitions of school violence share the common component according to which violence leads to a physical or psychological harm or damage in a victim or object. The proper delineation of the physical or psychological damage is a key challenge for researchers interested in the incidence and prevalence of violence in schools. While a narrow concept of violence (e. g. with a focus on physical violence against fellow students) amplifies the risk that other serious violent phenomenon are excluded and neglected, a wider concept (e. g. one that includes psychological harm, verbal aggression and damage to property as well) implies the danger of a catch all concept that comprises almost every youth specific behaviour with little specificity.

Accordingly, some studies have overestimated the prevalence of violence because of a wide definition of the concept, while others who restrict their narrow concept to physical violence have neglected several violent behaviours which in turn lead to lower prevalence rates.

School bullying and other terminologies (which imply alternative theoretical concepts) have been used as well, however, predominantly in psychological research on violence in schools. In addition, a few projects and publications have adopted alternative perspectives. E.g., the German HBSC project has included several items on violence at schools and has linked the results of health indicators. Also the PISA study as well as the IGLU Study has included an item battery on violence at schools. However, both studies were predominantly designed as an assessment of competencies and thus, have reserved only small portions of the questionnaire for violence at schools.

In sum, the majority of the projects on school violence in Germany has adopted a rather extensive understanding of violence at schools and has focused on this phenomenon as a variety of juvenile delinquency.





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8.3 Theoretical concepts and disciplines contributing to the research

In the early phase of the current line of research since the early 1990s, most studies were concerned with the extent of violence at schools in order to complement the media flurry with empirical data on the prevalence and incidence of violence at schools. As a consequence, some of the early studies lacked ambitious theoretical concepts and proper methodology. Over the years, however, the methodological and theoretical approaches of the research enterprises have improved.

Currently, empirical research is mostly done in sociology, criminology and educational research. Criminology and sociological research focuses on the individual, contextual and societal causes of violence and includes violent incidences below the threshold of the criminal law. Also, this line of research has promoted a view on violence at schools that takes the students' families, their peer group, the socioeconomic background and the socio-economic characteristics of their living quarters into account. Heavily violent subgroups of students have been identified who are responsible for a large share of the recorded violence, e.g. male juveniles from disadvantaged social backgrounds.

However, these analyses have not been integrated into a comprehensive theoretical model. By contrast, educational research was mostly concerned with the impact of school climate as well as with prevention and intervention strategies. In the light of this latter research violence originates considerably within schools or is at least increased by poor organizational conditions and the neglect of a positive social climate within a class or school.

8.4 Methodological properties of research on violence in schools

Observational data of violent incidences is rarely used in this field. Instead, most studies rely on self-reports of students regarding violent behaviours and victimization. Even though this approach might lead to biased estimates of the prevalence and incidence of violence due to social desirability distortion or group dynamic processes during assessment in a class room setting, other approaches have proven to be even less reliable: Observations of violent incidences by teachers or other school personnel are limited to those violent behaviours that come to the attention of the observer. Also, the observation of violence is usually biased since the attention for violent acts and the threshold for noticeable events is heavily driven by





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individual levels of sensitivity and changing social norms. Thus, a comparison of observed frequencies of violent incidences over time is prone to multiple sources of error. Also, statistical data from insurance companies and local authorities regarding the number of violent incidences are usually not considered since the willingness of victims to report violent events to the police or to insurance companies is an unpredictable source of error related to this data. Most studies apply a survey design methodology asking violent and nonviolent students in a class room setting to fill in paper questionnaires. The surveys are usually administered by the principal or a teacher who gets detailed instructions regarding the selection of the specific class and the administration of the survey. However, doubts have been raised that teachers or principals interfere with the survey in order to make their school look either more peaceful or more violent than it actually is. Most studies focus on secondary schools, since violence at schools is usually discussed as a youth specific phenomenon. However, some studies were conducted in elementary schools as well; tertiary educational institutions have not been included so far.

In the early days of this line of research many projects were conducted swiftly under the pressure of dooming media coverage and the general public's perceptions of dramatic violent excesses at schools and also in order to satisfy the school administration's need for data on the prevalence and incidence of violence at schools. Thus, several projects were conducted with less than optimal sampling plans or were otherwise limited in terms of their methodology. Since then, the quality of the projects has improved. Today most studies are designed and conducted with diligence and attention to standard data quality indicators. Usually they achieve high response rates and they apply carefully designed disproportionally stratified cluster sampling plans in order to obtain representative samples of students for a given municipality or state.

Also the questionnaire design has improved. While in the beginning school violence was measured using a few selected indicators only, today the measurement of this concept is usually based on scales that are comprised of multiple indicators for each dimension measured. Nevertheless, the scales used today could benefit from a rigorous evaluation – the validity and the reliability of the items used are seldom assessed. Especially longitudinal studies that started out many years ago and still use their initial measurement instrument in order to allow for comparisons of the prevalence of violence at schools over time are questionable with respect to the quality of measurement instruments.





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As long as regional school authorities supported the research agenda on violence at schools, typically school principals were motivated to adhere to the researchers' requests to take part in the surveys, resulting in high response rate on the school level. Since principals asked their teachers to comply with the research requests and teachers encouraged students and parents to take part in the surveys most studies achieve high response rates on the individually level as well. However, with more and more surveys conducted in schools, the cooperation rate has dropped considerably. In recent years, schools got overwhelmed by research projects asking for permission to conduct surveys and other studies. In addition, another factor contributes to the declining response rates: In the past, parents' consent for underage students could be acquired passively – they were informed in writing and if they did not refuse on behalf of their children the students took part in the survey. However, recent studies had to actively seek written consent from parents which harms response rates significantly.

In addition to the considerable number of regional and local studies, representative samples for various states of Germany have been conducted. Also some longitudinal studies have been introduced. This provides reliable data concerning the long-term development of the prevalence rates. The most extended trend study in Germany covers 10 years (1994 to 2004) for the state of Bavaria.

Also, in recent studies sophisticated statistical models have been applied in the analysis. These models did not only consider the cluster design of the sample in the computation of standard errors but also took into account contextual effects and causes for the prevalence and incidence of violence in multilevel analyses. Even though, these multilevel model seem to be especially fruitful with respect to the development of advanced explanatory theories, the measurement procedures for contextual variables remain to be improved – this is one of the key methodological challenges since future studies will not only rely on responses from the individual students in order to determine the characteristics of the classes, schools, living quarters, neighbourhoods, but also on administrative data regarding these entities from external sources. Proper procedures that protect the privacy of respondents when matching contextual data to the individual survey responses are not yet fully developed.





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9. Key findings – the prevalence and incidence of violence in German schools

9.1 Prevalence:

The available literature documents a wide range of consistent findings regarding the prevalence of violence at schools in Germany. Generally speaking the prevalence of violent behaviours is rather low, at least far lower than expected based on the considerable attention devoted to this topic in the media and in the general public. Also, findings suggest no sustainable increase of the violence over the past 15 years – especially not for severe physical violence – which is also in contrast to the general public's perception.

By contrast, according to subjective perceptions of teachers and other school personnel the proportion of violent students and the intensity of their violent acts have increased. However, these subjective perceptions contradict not only results of the surveys in the student population mentioned above but also findings from an analysis of insurance data which suggests a decreasing prevalence of violence at schools over the course of 1993 through 2003.

9.2 Types of violence:

Using a wide definition of violence at schools that includes verbal aggression, bullying and vandalism in addition to physical violence, the majority of the students is somehow actively involved in violence at schools. Only about 15% of the students are not related to any kind of violence. However, this is predominantly due to the high prevalence of verbal aggression and rude language. By contrast, physical violence occurs less often – about 50% of the students refrains completely from physical violence This is especially true for serious violent behaviours; only about 5% are involved in serious fights or other forms of violent behaviour that have the potential to seriously harm fellow students. Nevertheless significant portions of the students participate in studio wrestling, show fights and other not so serious physical encounters.

9.3 Intensive Perpetrators:

Research has identified a small group of serious offenders that is responsible for the majority of the serious violent acts. The size of this group varies depending on the definitions applied. However, several studies have estimated this group to consist of 3% to 9% of German students.





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9.4 Gender:

Almost every study has pointed out, that male students are more violent compared to female students. This is especially true for physical violence; in the case of verbal aggression the difference is smaller, nevertheless it is still visible. Surely female students are not only involved as victims, however, the more serious the violence gets, the smaller their proportion among the perpetrators (Popp 2004; Fuchs et al. 2001; 2008). This is in part due to traditional masculine role stereotypes in the lower educational classes but also due to gender specific reactions to social change: Males more often exhibit physical violence when challenged in their traditional masculinity, e.g., by transformations in the educational system or on the labour market. Also, it has been assumed that violence is a mechanism among young males to restore their reputation and honour when it was damaged or impaired, e. g., by a verbal offense – especially among children and juveniles with immigrant background. Meuser (2008) proposed that physical violence is an integral component of male role play in order to establish and maintain hierarchies. Currently, the discussion of male and female students in the context of violence at schools has been reframed: Males are no longer seen as aggressive perpetrators only and females are no longer assumed to be victims. Instead, the specifics of violence conducted by female students have been analysed in greater detail.

9.5 Differences by school type:

The German educational system is a tracked system with respect to secondary schools. The lower and intermediate secondary school tracks lead to apprenticeships while the upper track secondary schools provide higher education entry qualification. Admission to upper track secondary schools is highly socially selective – children whose parents hold an academic degree have far better educational chances. Violence occurs more often in schools on the lower educational track, while the grammar schools and other types of upper track schools are less prone to it – even though they are not free from violence. Especially when it comes to physical violence, lower track schools show higher prevalence rates while for verbal aggression fewer differences occur. Several explanations for this effect are offered in the literature:

(a) It is assumed that higher track schools execute more control and thus leave less room for violent student behaviours.





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(b) By contrast, it has been argued that the composition of the student body in the lower track schools is characterized by a higher proportion of children and juveniles from disadvantaged socioeconomic backgrounds which in turn evokes higher levels of violence

9.6 Age:

Violence at schools is a passage – like many other forms of violence and deviant behaviors. Beginning at the age 12 the prevalence of violence at schools increases. It reaches its maximum around age 16; afterwards the rate drops slowly to a lower level (Meier & Tillman 2000; Fuchs et al. 2008). Only for a small portion of the violent students violence consolidates into an everyday pattern (Eckert 2000), most violent students refrain from violence once they get older and they leave school.

9.7 Reciprocal violence:

Typically, violence – especially physical violence against fellow student – is reciprocal. Those who attack others become victims themselves or have been prone to victimization before. Also, several studies have demonstrated a correlation of the number and the intensity of the violent behaviours conducted by students and the frequency and intensity of their victimization at schools.

9.8 Correlates, causes and explanations

Several studies have assessed the impact of individual characteristics of the perpetrator on the prevalence of violence at schools. In fact, most of the research has assumed a rather etiologic stand since they focused on these individual characteristics as key causes of violence at schools.

Following is a list of selected causes that have been associated with the occurrence of violent school behaviour:

9.9 Violence in the family:

Domestic violence has been identified to stimulate violence at school. This correlation has been demonstrated for aggressive patterns among the parents and also – even more pronounced – for parental violence against their children.





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9.10 Socioeconomic status:

Children of families in severely underprivileged socioeconomic conditions have been proven to be more violent than children raised in better off families. This is especially true for children whose parents are out of work or draw local welfare support. However, given the literature at hand it is not clear whether this effect results directly from the absolute socioeconomic disadvantage or whether the relative deprivation compared to better off class mates stimulates violent behaviours by these children.

9.11 Youth specific norms and cultures:

Several studies have demonstrated the impact of external factors, of violence intruding the school from the outside. In particular, the schools are increasingly faced with invading juvenile sub-cultures and norms. The clash of school specific and youth specific values, norms and cultures is perceived to be more severe since schools are opening up to the students free time activities.

9.12 Gangs and violent peer groups:

Several of the highly violent students are members of a violent peer groups. This has raised the question to what extent the interaction with a gang might stimulate violent behaviours at school. However, it should be noted that the causal direction is not yet confirmed – it might also well be that violent students chose to enter a violent peer group because they themselves are prone to aggressive behaviours.

9.13 Impact of the media:

Since the early days of the research on violence at schools, the consumption of or exposure to violent content in TV programs has been assessed. In recent years, online gaming and game pads have been included in the analysis. However, this research focuses on violence at schools as a consequence of violent media content is still in its infancies. Also, the respective studies have problems determining the causal direction. Given the research designs at hand it is hard to prove that the consumption of violent media content actually evokes individual violent behaviour. It might well be, that student who are violent because of other reasons are especially interested in violent PC games or aggressive online. This issue remains to be resolved in future research.





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9.14 Integration of immigrant students:

The prevalence of school violence among students with an immigrant background has been assessed in several studies. Overall the findings suggest a moderately higher prevalence rate of immigrant students with respect to vandalism; for other aspects of school violence heterogeneous findings exist. However, dominantly it is assumed that immigrant students – especially male students – are prone to higher prevalence rates of physical violence. The higher average degrees of domestic violence in these families, the higher likelihood of authoritarian family structures as well as a lack of social and economic integration have been identified as relevant factors contributing to the higher prevalence of school violence among juvenile immigrants. However, the key problem in this assessment is the lack of proper control variables in the analyses. Since autochthon and immigrant students differ with respect to multiple socio economic and individual characteristics, for a proper comparison the respective variables should be included in the analyses as controls. Like for the general crime rate, this is hard to achieve in the context of studies on school violence.

9.15 Macro social developments:

In addition to the micro social factors mentioned so far, several macro social processes and general societal developments have been identified to contribute to violence at schools.

(a) Among others it has been stated that juveniles in present day Germany gain more independency from adults compared to previous generations. They decide more independently on personal issues, such as dress code, free time activities, friends and peers and they possess significant amounts of money. Thus, the relative impact of the adult society on the norms and values on juvenile lifestyle declines and gives room for behaviours that are considered deviant by adults.

(b) Also, unemployment and poverty have led to social disintegration of certain subgroups in the population which in turn has caused uncertainty regarding social goals and behaviours. In light of this disintegration theory, violence has become a strategy that allegedly provides certainty when dealing with problems and challenges.

(c) Finally, anomaly theory has been applied to explain the occurrence of school violence. Based on this theory it has been proposed that students from less privileged families lack the resources and skills in order to achieve the social goals in terms of educational achievements, in terms of expensive displays and also more generally in terms of success in live. Because these students lack proper means and resources for achieving these societal goals they try to





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overcome the discrepancy using alternative strategies including violent patterns. In light of this theoretical approach school violence by juveniles would be a reaction to the mismatch of societal goals and resources available.

In recent years, a few studies have emerged that aim at identifying the impact of contextual properties on the prevalence and incidence of violence at German schools. In these studies it is assumed that perpetrators do not only act violently based on individual characteristics, instead violence evolves in interaction with the properties of the social environment and also with other individuals. For example, in a socially integrated setting a low intensity violent behaviour or provocation by one student might well be absorbed by fellow students who are not familiar with violent conflict solving strategies. By contrast, in a more violent social setting the very same behaviour might be answered by a violent response by another student which in turn will wind up the level of violence until excessive aggression occurs. Thus, the micro social context of the individual violent offenders is seen as a potentially boosting or alleviative factor. This view is supported by findings from the HBSC study which has demonstrated that violence and small crime is related to social disintegration in the neighbourhood and the living quarters of juveniles.

In this line of the research on contextual factor two relevant levels of the micro social context are differentiated:

(1) School climate: Most importantly, the social climate in class and in school is assumed to have a significant effect on the prevalence of violence. Also, given the gender specific differences in the individual propensity to act violently, it could be shown that classes with a high proportion of female students function as an absorbing context, reducing the likelihood of violent behaviours by both male and female individuals. Finally, it has been demonstrated that the proportion of students in a class who have experienced parental violence significant affects individual violence.

(2) Living quarter and municipality: In addition, properties of the wider school context were considered. It has been proven that the students' behaviour is affected by the overall presence of crime and violence in the surroundings of the school. Other aspects of social disintegration in the living quarters and municipalities – like the activities of the Youth Welfare Office, the support of local authorities for juveniles free time activities, and social neglect – have also been assessed.





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9.16 Intervention and prevention programs:

Since the late 1990s, the discussion on intervention and prevention programs regarding school violence has intensified. The discussion of school violence has become part of further training session for teachers and schools are generally more open to adopt intervention and preventions programs – earlier they were reluctant to adopt such strategies since this would give the impression that a particular school exhibits high levels of school violence. Today, several programs that address teachers are available in addition to programs that aim at an improvement of the organizational culture in a given school as a whole.

Also, school development has been seen as a factor reducing the prevalence of school violence.

With respect to the violence offenders, several programs have been developed ranging from professional social workers at schools to networking approaches. Even though, the Olweus program has been implemented at several schools (Olweus, 2004), it has not gained predominance like in other countries. In Germany, rather a wider range of trainings and programs has been used: Anti aggression trainings and confrontational programs (Pöhlker, 1999), coolness trainings and mediation programs.

9.17 Shortcomings of current research and future challenges:

So far, the research on violence at schools lacks a clear theoretical model. Even though a rational choice approach and also disintegration theory have been pursued in several studies, many research projects have limited themselves to a detailed and reliable description of the extent of school violence. A comprehensive theory based explanation that includes variables beyond gender, age, socio economic status and educational aspiration is not yet fully developed. The use of contextual factors in the explanation of violence at schools is currently the most promising approach, since it suggests that violence – like other societal problems, too – evolves within a micro social setting and might be affected by factors beyond the individual perpetrator's characteristics.

In addition, from an empirical point of view, many analyses conducted so far lack a proper modelling of the sample design typically being used in school based surveys. Due to cost





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constraints and lack of a reasonable sampling frame for simple random sampling, two stage cluster samples are usually drawn in order to collect survey responses from large numbers of students at reasonable cost: First, schools are drawn at random from a list (primary sampling units). Then, all students from the selected schools or a subsample of them (typically one or multiple classes within each school) are asked to fill in a questionnaire including self-reports on violence and victimization. This type of data requires analysts to consider design effects when estimating parameters and testing for significance. Since the sampling variance is used to determine standard errors, both, the size of confidence limits of point estimates and correlations as well as significance testing are affected by design effects larger than 1.0. Typically, the design effects of these cluster samples are in the range of 2.0 to 3.0 which has a dramatic effect of the variance estimation and on the effective sample size. Even though several studies already apply proper statistical modelling and testing this should be adopted as a standard procedure. This is especially valuable, since cluster samples also provide researchers with the opportunity to assess the effects of contextual factors on the prevalence of school violence.

In recent years many studies on school violence have been conducted in various parts of Germany. Unfortunately, most studies adopted their own concept of violence and thus make use of a questionnaire that does not allow full comparisons with other studies across geographic areas and point in time (see section 2 of this paper). Also, some studies have focused on special school types and have neglected others. Thus, the overview given in this paper is based on multiple studies with diverse theoretical approaches and methodological designs. This limits the scope and generalizability of results. Accordingly, a national study would be desirable that makes use of a comprehensive standard instrument for the measurement of violence at schools and that covers the whole territory and all types of schools. In addition, only a few studies have adopted a longitudinal approach, thus our knowledge regarding the development of violence over time is weak. Even though, some trend studies are available, they usually do not cover extended periods of time and typically just one state or even smaller areas.

Finally, not all prevention and intervention strategies adopted by schools underwent serious evaluation studies in the field. A key challenge for the proper selection of reasonable intervention programs is its reliable assessment in a German context – results of evaluations studies conducted abroad should not be assumed valid for the German context without further





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replication. Some evaluation studies do not even apply an experimental design or on a pre-post design. Other evaluation studies rely on subjective indicators, like retrospective satisfaction of participants with the prevention program. Thus, the research on the prevalence and incidence of violence at schools should be integrated with an evaluative approach of intervention and prevention programs.

P.S:

For better readability of this background paper, the indications of references, quotations and citations of experts, studies etc. have been skipped. The original document can be accessed: <http://www.ijvs.org/files/Revue-09/05.-Fuchs-ljvs-9-en.pdf>





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10. List of Participants

NAME AND SURNAME	DEPARTMENT	TITLE
Prof. Dr. Mustafa BALOĞLU	General Directorate of Special Education and Guidance Services	Director General
Dr. Hüseyin ŞİRİN	Board of Education	Board Member
Yaşar KOÇAK	General Directorate of Secondary Education	Group Head
Mehmet Fatih KÖSE	General Directorate of Special Education and Guidance Services	Project Director
Doğan Onur KÖKSAL	General Directorate of Special Education and Guidance Services	Project Co-expert
Derya Merve USLU	General Directorate of Special Education and Guidance Services	Project Co-expert
Fatih KAYNAR	General Directorate of Basic Education	MoNE Assistant Expert
Nurhayat CANATAN	General Directorate of Vocational and Technical Education	Specialist Teacher
Dilek DEMİR ASLAN	Ministry of Family and Social Policies, General Directorate of Child Services	Social Worker
Aslı COŞKUN	Ministry of Health, Presidency of Turkish Public Health	Child Development Specialist
Robert KROISS	TAT	Project Team Leader
Osman ADIKUTLU	TAT	Project Key Expert Training & Communications





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10.1 Photos from the Visit



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IBF in consortium with HIFAB, Norm Consulting, Early Years, YORET.



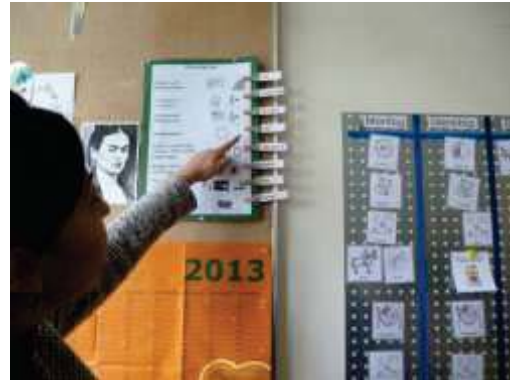


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10.2 List of Materials Collected & Contacted Persons

Materials obtained during Frankfurt study visit

- “Wake up Europe” A network for Equal Rights and Inclusion
- Demokratisch Handeln
- Das buddy-Programm
- Hessen Kinderrechte machen Schule 2
- Cool and safe – Handbuch fir Lehrkrafte
- Cool and safe – Arbeits- Spiel- und Ratselheft für Kinder
- Fragebögen zum Klassenrat – Hessisches Kulturministerium
- Merkmale demokrtiepadagogischer Shulen – Katalog
- Sürprizlerle dolu yıllar – Ana – Babalar için broşür Lion Quest Deutschland
- Was sie schon immer über ihr HDL wissen wollten – August 2013 – HDL
- Lichtblicke für kinder in Zimbabwe – HDL
- Antworten auf wichtige Fragen – Organspende
- HDL – Lions Foundation Germany
- Lions youth exchange – Building cultural bridges
- Democratie erfahrbar machen
- Gewaltpravention Im Internationalen Bund (IB)
- Violenceprevention on Schools
- Internationaler Bund’a kısa bir bakış
- Presentation des buddy-Programms im Rahmen des “study visit” in Hessen

LIONS QUEST Materials

- Yaşam Becerileri Eğitim Programı 5-8. Sınıflar
- Toplumsal Sorumluluk Öğrenimi
- Yaşam Becerileri Eğitim Programı- Okul Öncesi
- Yaşam Becerileri Eğitim Programı 9-11. Sınıflar
- Yaşam Becerileri Eğitim Programı 1-4. Sınıflar
- Lions-Quest “Erwachsen werden”
- Yetişkin olmak 1 Veli Mektubu Sınıfım
- Yetişkin olmak 2-Özgüveni artırmak
- Yetişkin olmak- Duyguları anlamak
- Yetişkin olmak-Arkadaşlık ilişkileri
- Yetişkin olmak-Benim yuvam
- Yetişkin olmak-Ben kendim için karar alırım
- Yetişkin olmak-Ben artık ne istediğimi biliyorum





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Visit cards obtained

- Erwin Maisch- SMOG
- Ingeborg Vollbrandt-Programmreferentin Lions-Quest
- Konstanze Schmidt- Geschäftsführerin
- Richard Schottdorf-Senior Consultant Labour Market and Social Development
- Patrick Adam- Europa Internationales, Auslandsschulwesen, Fremdsprachen Referent
- Dr. Michael Koch-Jugendamt
- Martin Nanzig- buddy E.V.
- Kurt Schiffler- Lions Quest- Erwachen Werden
- Oya Potur- Diplom- Sozialarbeiterin
- Songül Kayabaşı- Kultursensible Arbeit- Projektmanagement





This document has been produced with the financial assistance of the European Union. The content of this publication is the sole responsibility of the Consultant and can in no way be taken to reflect the views of the European Union.