



MANIFESTO AGAINST BULLYING

- binding cooperation for an improved learning and childhood environment

2005 - 2007

FOREWORD

The first Manifesto against Bullying was signed on 23 September 2002. By signing it the parties pledged to work towards a common vision of zero tolerance for bullying. This was an ambitious goal, but so it should and must be. Bullying must not take place! If children and young people feel bullied or harassed, adults must intervene.



Changing attitudes takes time. It is encouraging to read that Rogaland Research has reached the conclusion that work on the Manifesto seems to have led to a positive development. However, the researchers point out that a time span of two years has not been enough to achieve the vision of the Manifesto. The researchers have also examined the prevalence of bullying over time, and indicate that recent surveys show that after a long period with an increase in bullying the trend has now turned. The prevalence of bullying has been reduced, especially among boys.

The challenge we now face is to maintain our commitment at the same level. To this end we have signed a new Manifesto for the period of 2005-2007. The work will encompass children's and young people's learning and childhood environments in kindergartens, schools, day-care programmes and leisure activities. Speaking personally, I consider that combating bullying is a question of values. It is ultimately a matter of human dignity and equality. So we will not focus merely on efforts directed towards bullying itself, but also on preventive measures and cooperation between the various sectors.

The most important work and commitment against bullying and for a good learning and childhood environment must be done in the arenas frequented by children and young people. It is therefore important for us to motivate and aid local efforts against bullying. It is important that all employees in schools and kindergartens, parents and staff in day-care programmes and other leisure activities work actively to prevent bullying. It is our wish that children and young people themselves participate actively in the work against bullying and for a good social environment.

I call on all parties to continue their commitment to the work against bullying!

A handwritten signature in black ink that reads "Kjell Magne Bondevik".

Kjell Magne Bondevik
Prime Minister of Norway



Manifesto against Bullying - 2005-2007

- binding cooperation for an improved learning and childhood environment

We, the coalition government Bondevik II, the National Parents' Committee for Primary and Lower Secondary Education (FUG), the Norwegian Association of Local and Regional Authorities (KS) and the Union of Education, Norway, all commit ourselves to working to ensure that all children and young people have a good physical and psychosocial environment in kindergartens, in schools, in day-care programmes and other organised leisure activities.

We will work to ensure that children and young people are not exposed to offensive words or actions such as bullying, discrimination or exclusion.

A good environment is of decisive importance for the personal, social and educational development of children and young people.

Active participation on the part of children and young people is essential for the prevention of bullying.

We emphasise:

- that clear leadership is a prerequisite for preventing and dealing with bullying
 - that for the work to succeed it is essential for it to be rooted locally
- that parents are to be included in the work to create a good environment in schools, day-care programmes and kindergartens
 - that the exercise of good leadership and management at all levels contributes to ensuring the rights of children
- that the effects of working for a good environment are enforced by our measures being coordinated and long-term

KS
Halvdan Skard

The Union of Education
Helga Hjetland

The National Parents' Committee for
Primary and Lower Secondary Education
Loveleen Rihel Brenna

Prime Minister
Kjell Magne Bondevik

THE MANIFESTO AGAINST BULLYING 2002-2004

On 23 September 2002 the first Manifesto against Bullying was signed by KS, the Union of Education, the National Parents' Committee for Primary and Lower Secondary Education, the Ombudsman for Children and Prime Minister Kjell Magne Bondevik on behalf of the Government.

In this period the parties to the Manifesto have agreed on a common goal: zero tolerance for bullying. In addition the parties have focused on leadership - both group leadership, school leadership and leadership in kindergartens. Work in connection with the Manifesto has focused especially on the responsibilities of adults in kindergartens, schools, homes and leisure environments.

The Manifesto against Bullying (2002-2004) has been evaluated by Rogaland Research (Tikkanen, T. og A. Junge: "Realisering av en visjon om et mobbefritt oppvekstmiljø for barn og unge", Rogaland Research 2004).

Development has been led in a positive direction.

The researchers' conclude that the Manifesto work seems to have led development in this area in a positive direction. At the same time they are of the opinion that a time span of two years is too short to achieve the Manifesto parties' common goal and vision of a childhood environment free from bullying.

In their report the researchers among other things point out that

- the Manifesto has been most successful in raising awareness about bullying.
 - measures and programmes have first and foremost been directed towards schools.
 - almost 800 schools have adopted either the Olweus programme against bullying and anti-social behaviour in schools or the Centre for Behavioural Research's anti-bullying programme, ZERO. Evaluations have shown that these programmes are effective and reduce the frequency of bullying in the schools that use them systematically.
 - it seems to be the primary schools that have the most thorough knowledge of the Manifesto. This is also where there has been most activity in the Manifesto period.
 - parents have become more closely involved in local cooperation and in improving the social environment of children and young people in general.
 - work against bullying has received further authority through the new section 9a in the Education Act concerning the physical and the psychosocial school environment. This section obliges schools to work systematically to achieve a school without bullying.
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The prevalence of bullying in the period – the negative trend has turned

After a long period in which bullying in schools has increased, the latest surveys show that the trend has turned. The prevalence of bullying is reduced, especially among boys.

The researchers' proposals for continued efforts against bullying:

- The work should carry on and should be implemented nearer the end-user.
- The effect of the various measures should be evaluated, and the development should be monitored by regular surveys of the childhood environment.
- Efforts against bullying should more strongly include the development of the working environment in schools and kindergartens.
- Emphasis should be laid on raising competence, in teacher training amongst others.
- Emphasis should be laid on increased parental involvement.
- Emphasis should be laid on involving lower secondary schools more.

Everybody has the right to a learning and childhood environment without bullying

The Children's Convention, the Framework Plan for Kindergartens, the Education Act, Regulations about Environmental Health Safety in Kindergartens and Schools and the Equal Opportunity Act determine the obligations and rights connected to the learning and childhood environments of children and young people.

The United Nations' Convention on the Rights of the Child was ratified by Norway in 1991 and incorporated in Norwegian legislation in 2003. Clauses in the Children's Convention deal amongst other things with each child's right to development, care and self-fulfilment. It focuses especially on developing respect for the child's personality, cultural identity, language and values. Bullying may impair this development.

The Framework Plan for Kindergartens designates binding objectives for kindergartens, demands for quality in the daily social interaction in the kindergarten and five areas of knowledge which all kindergarten children must experience during the kindergarten year. In close cooperation with parents, the kindergarten is to give pre-school children favourable conditions for development and activity. The kindergarten is to provide the children with an environment that ensures individual and group care and support, stimulation, development, learning and moral guidance.

Section 9a of the Education Act and the Learning Poster both state that all pupils in primary and secondary education have a statutory right to a good physical and psychosocial environment that promotes health, well-being and learning. All pupils have an individual right not to be harassed by offensive words and deeds such as bullying, violence, racism and discrimination. This means that all school employees have a duty to ensure

that pupils are not exposed to such words and deeds. They also have a duty to react if they get to know or harbour a suspicion that pupils are subjected to such actions. The Act awards pupils and parents a high degree of user participation and the right to lodge complaints. School owners (municipalities and counties) are obliged to ensure that each primary or secondary school has passed a set of school rules and regulations, cf Sections 2 -9 and 3-7 in the Education Act. These regulations are to provide rules about the pupils' rights and duties, rules governing behaviour and which measures the school will be empowered to apply to a pupil who breaks the rules, as well as corrective measures which may be used if the regulations are breached.

Regulations about Environmental Health Safety in Kindergartens and Schools etc. are founded in the Act concerning Municipal Health Services. These regulations aim to ensure that the environment in kindergartens, schools and other institutions promote health, well-being and good social and environmental conditions - in addition to preventing illness and injuries.

Section 8a in the Equal Opportunities Act states that it is illegal to harass anyone sexually. Employers and leaders of organisations or educational establishments are responsible for preventing and seeking to avoid sexual harassment in their areas of responsibility.

OBJECTIVES

The parties to the Manifesto will work actively, both together and independently towards their defined target groups, to ensure that children and young people are not exposed to offensive words or deeds such as bullying, violence, racism, discrimination or exclusion.

The Ministry of Children and Family Affairs (BFD) aims to

- increase competence in preventing and dealing with bullying
- develop the social competence of children and young people
- increase awareness of the importance of work concerning values and attitudes
- strengthen children's and young people's participation in kindergartens, schools and organised leisure activities

The Ministry of Health and Care Service (HOD) will in cooperation with the **Directorate for Social and Health Services** strive to

- increase competence concerning the importance of good physical and mental health
 - increase competence about preventing and dealing with bullying
 - increase children's, young people's and parents' awareness of the importance of working with values and attitudes
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The Ministry of Education and Research (UFD) aims in cooperation with the Directorate for Primary and Secondary Education to

- safeguard the pupils' rights to a physical and psychosocial school environment that promotes health, well-being and learning
- increase the schools' competence in preventing and dealing with bullying
- increase awareness of the importance of work concerning values and attitudes
- increase the schools' competence so that all members of the staff appear as clear adults and leaders
- facilitate children's and young people's active participation and involvement
- encourage parents to involve themselves in the work for a good school environment
- contribute to the use of the national quality system as an instrument to strengthen the learning environment of schools
- contribute to Nordic and international cooperation

The National Parents' Committee for Primary and Lower Secondary Education (FUG) will contribute to

- parents accepting the responsibility for preventing bullying
- disseminating information about the rights and duties of pupils and parents
- making parents aware of their own importance and responsibility for creating a good learning environment
- giving ideas and suggestions as to how homes and schools can cooperate against bullying
- adults providing good networks for giving children and young people well-being and security in their daily lives
- adults becoming aware of their role as models for children and young people

The Norwegian Association of Local and Regional Authorities (KS)

will contribute to increased awareness about bullying by

- informing the political and administrative authorities in municipalities and counties about the Manifesto work
 - discussing the topic in meetings, at seminars and conferences and in member networks
 - including the topic in the competence development courses offered to members
 - assisting kindergartens, schools and day-care programmes to allow their staff to succeed in the work against bullying
 - disseminating information to parents in cooperation with FUG
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The Union of Education, Norway, will contribute to

- teachers in kindergartens and schools accepting responsibility for preventing and taking action against bullying
- kindergartens and schools being prepared both in knowledge and strategies in order to act on bullying and to cooperate on preventing it
- increasing the competence of the individual teacher and pre-school teacher
- kindergartens and schools emphasising that all the teaching staff must act together and as supports for each other
- kindergartens and schools emphasising cooperation with parents
- adults in kindergartens and schools appearing as clear and positive role models
- making the rights of parents, children and young people generally known

MEASURES

In 2005-2007 the parties to the Manifesto will follow up their efforts from the first Manifesto period. Work on values and attitudes were linked with work on preventing and counteracting bullying and other problematic behaviour. Pupils have now been given a statutory right to a good school environment that promotes health, well-being and learning. The parties to the Manifesto will act to ensure that all children and young people have a good physical and psychosocial environment in kindergartens, schools, day-care programmes and other leisure environments, where they are not to be exposed to offensive words or deeds such as bullying, violence, racism, discrimination or exclusion.

The most important work and commitments against bullying and for a good learning and childhood environment must take place in the arenas most frequented by children and young people. It is vital that all parents, leaders and employees in kindergartens and schools, as well as staff in day-care programmes and other organised leisure activities, work actively to ensure that bullying does not take place. We therefore wish to motivate and assist local commitment against bullying.

Local work

The parties to the Manifesto will severally and collectively support local and regional actors. Our objective is an increased effort locally and regionally. The parties will systematically gather information about local activities. The County Governors, the counties and the municipalities are central mediators between national and local initiatives in the Manifesto against Bullying.

Information and press relations

Emphasis is laid on contact with local newspapers to publicise work done locally in kindergartens, schools, day-care programmes and other organised leisure activities for children and young people. The parties to the Manifesto will have an active relationship with the media in order to market good local examples the parties are involved in or become acquainted with.

Joint measures

The parties to the Manifesto will work together in order to

- follow up Section 9a in the Education Act concerning the pupils' school environment and the work done by schools on school environment committees
- follow up regulations concerning environmental health safety in kindergartens and schools
- focus on the responsibility of kindergarten and school owners for creating a good learning and childhood environment
- focus on the adult role
- emphasise cooperation with homes
- increase the competence of employees and leaders in kindergartens and schools
- stimulate colleges to use practically oriented development work and knowledge development in teacher trainings
- stimulate the use of the Pupils' Inspectors, www.skoleporten.no, the Teachers' Survey and the Parents' Survey
- gather and disseminate experiences from binding local cooperation against bullying
- gather and disseminate local examples of how children, young people and parents participate in the work against bullying

Individual measures of the parties to the Manifesto

With respect to the kindergarten sector and organised leisure activities the Ministry of Children and Family Affairs will

- safeguard social competence as an important area in the revision of the Framework Plan for Kindergartens
 - follow up children's right to participation
 - encourage kindergartens to use the brochure about bullying
 - disseminate information to parents in kindergartens concerning the regulation for environmental health safety in kindergartens and schools
 - follow up research and development work concerned with social competence
 - support work run by voluntary organisations for children and young people and by leisure clubs
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- spread information about the Ministry of Children and Family Affairs' internet gateway www.Ung.no which provides public information designed for young people
- create meeting places and conferences about leisure time measures and childhood environments for children and young people
- follow up relevant joint measures

The Ministry of Health and Care Service (HOD) will in cooperation with the Directorate for Social and Health Services and the Directorate for Primary and Secondary Education strive to

- increase knowledge in health care centres and school health services concerning measures to promote good psychosocial and physical learning and working environments for pupils
- follow up the joint project called "Mental Health in Schools"
- contribute to improving the competence of health care centres and school health services in preventing and dealing with bullying
- disseminate information about "Health Promoting Schools" to lower and upper secondary schools
- follow up joint measures

In cooperation with the Directorate for Education with regard to the education sector, the Ministry of Education and Research will

- prepare guidance material on drawing up school regulations
 - continue and disseminate experiences from the projects on values
 - stimulate work against racism and discrimination (cf the Strategic Plan for Equal Education in Practice and Plan of Action against Racism and Discrimination)
 - prepare guidance material about the role of adults in schools
 - implement a model for the learning environment and problem solution ("the LP-model) and the programme called "Positive Behaviour, Supportive Learning environment and Interaction in Schools" (PALS)
 - implement programmes against bullying (Olweus and ZERO)
 - follow up "Mental Health in Schools"
 - disseminate "Care!" - a package of measures combating bullying in upper secondary schools
 - establish and coordinate an international OECD network about bullying and violence in schools
 - follow up relevant joint measures
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Towards parents, the Parents' Executive Committee (FAU) and municipal Parents' Committees (KFU) the FUG will

- contribute so that parents form networks for parents with children in the same group or on the same level
- contribute to clarifying expectations and joint responsibilities between homes and schools
- give lectures about parents' tasks and responsibilities
- give parents advice and help
- disseminate relevant information and material including "Stop Bullying - Good Advice for Parents"
- follow up relevant joint measures

Towards municipalities and counties KS will

- develop instruments to ease work for an improved school environment
- use the School Owner's Prize to encourage systematic work for a good physical and psycho-social environment
- inspire active preventive work through the Bergen Conference and KS' conferences on education
- through our work on employer development and programmes for elected politicians address the importance of a good working environment for all and the municipal responsibility which is a prerequisite for succeeding in this field
- follow up relevant joint measures

Towards leaders of kindergartens, head teachers and teachers the Union of Education will

- continue to develop professional ideals for teachers
 - encourage the use of the brochure "Cooperation between Schools and Homes"
 - encourage the use of the programme "Diversity and Dialogue (MOD) against Bullying" and the other MOD programmes
 - disseminate information about the Union of Education's development project "Local Work against Bullying"
 - follow up relevant joint measures
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