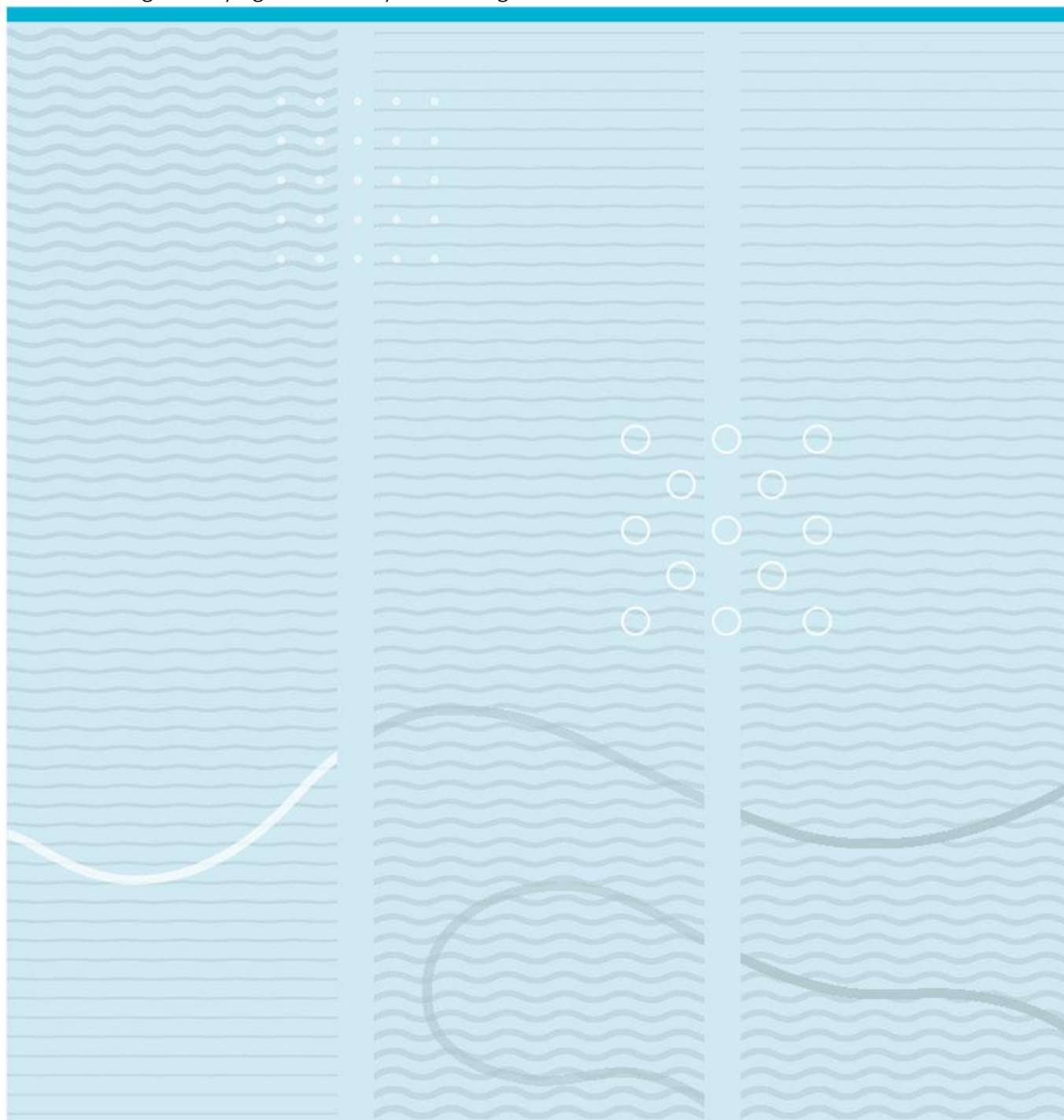


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The phenomenon of bullying in Ukrainian schools

Understanding of bullying and the ways of dealing with it



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This thesis is worth 45 study points

Summary

The problem of bullying is quite widespread throughout the world, but in Ukraine in-depth study of this problem began not so long ago. After the terrible story of bullying in Odessa in 2018 this problem began to receive more attention in Ukraine and already in 2019 a law on bullying was adopted. Therefore, it was very interesting for me to consider how Ukraine is fighting the spread of this phenomenon. That is why this master's thesis is aimed at studying the phenomenon of bullying and how it is combated in Ukrainian schools. After recognizing the problem of bullying in schools, the state of Ukraine established measures against bullying, including the adoption of the law on bullying, the introduction of fines, and the creation of an anti-bullying manual. The work is described within the framework of the theories of dignity and central human capabilities. Also, a thematic analysis of the literature and semi-structured interviews with teachers in Ukrainian schools were used in the course of the work. The literature analysis allowed to describe the concept of bullying in terms of theory and to identify factors influencing its prevalence. Also during communication with teachers of Ukrainian schools to identify the application of these methods in practice. It is one thing to introduce a law and write a manual, but it is more important how all the innovations are applied in practice. It was also revealed whether the newly introduced anti-bullying methodology was being used in schools. The question is whether all these innovations are effective and whether they help stop the spread of this problem in modern society.

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1. Introduction

1.1 Introductory context

Intimidation, bullying, emotional and even physical influences in school can cause great problems. The problem of aggressive hooligans is the most actual for school collectives in which the child remains face-to-face with peers, not all of whom are well brought up. Conflicts at school can lead to emotional traumas.

I'm interested in this particular issue, as my background is a teacher and during my practice I saw some examples of bullying in schools. And the responsibility of adults is to provide safe and secure conditions for the growth and development of children. Creating safe environments includes preventing children from being bullied. UNESCO research claims that not only is this vital for learning, preventing bullying also has a direct impact on the children's future lives. Adults fail to protect children exposed to violence children may lose faith in any other adult. This may lead to self sufficiency and insubordination. Other children may react with self-harm. They think they are small and weak, and they grow up in this victim position. This often leads to alcohol, drug addiction or other self-destructive behavior (UNESCO, 2019).

Despite of the frequent, though anonymous, complaints of bullying, the Ukrainian government has not previously taken any steps to address the problem of bullying (La-Strada,2013). Previous inactions by the Ukrainian government with respect to bullying of children raise doubts as to whether the active struggle to address this problem in society has really begun now, or whether all plans are simply beautifully spelled out in various publications, but in practice children continue to face the kind of violence and discrimination that bullying in school is. Unfortunately, Ukraine does not have a wide range of developments on bullying in schools. Only in recent years Ukrainian society has seen the problem of bullying and taken steps in its fight. It is impossible to check whether all those steps were involved, but I hope that conducted interviews will make the situation clear.

1.2 Research questions and aims

In this thesis my focus is on bullying in Ukrainian secondary schools, and the impact of the anti-bullying legislation and framework of 2019. My research questions are:

- How does the Ukrainian government intend to confront the spread of bullying in

schools and are the legislation and methodology recently adopted effective?

- What are teacher's experiences and understanding of bullying?
- How is the anti-bullying frameworks adopted in schools, and how does it influence

teacher's practices?

The relevance of this research is determined by the emerging awareness and recognition of bullying as a common and urgent challenge in Ukrainian schools. In the era of struggle for human rights, particularly children's rights, creating safe and secure learning environments for children is vital for the physical and moral health of the younger generation, and on their lives in general. Studies show that in the Ukraine the number of bullying incidents has increased (ZMINA, 2019). Yet, many cases are silenced or considered a norm of children's life (ZMINA, 2019). Society believes that violence is rare and limited to individual cases in which only socially disadvantaged citizens (children in single-parent families, children of parents with addictions, disadvantaged schools, etc.). However, this is not the case, violence exists in all categories of population and layers of society, regardless of socio-economic, racial, cultural, demographic aspects (Sobolevskaya, 2019). Moreover, because of the maintenance of social stability, it is not accepted to talk about such problems in Ukrainian society, as many people tend to keep silence about cases of bullying between children in schools or not to attach particular importance to it.

The aim of this thesis is an in-depth study of bullying in Ukraine, and the adaptation of recently adopted anti-bullying frameworks in schools. I inquire about teacher's perceptions and understanding of bullying, their familiarity with the new anti-bullying framework, and how they work to prevent bullying.

1.3 Outline of the thesis

The master's thesis is divided into seven main chapters.

✚ The first chapter presents the introductory part, the purpose of the research, the research questions and the structure of the work.

✚ The second chapter describes the situation of bullying in Ukraine and this phenomenon in general.

✚ The third chapter presents the concepts of dignity and central capabilities of a person, and their relation with bullying.

✚ The fourth chapter provides a methodological part, ethical aspects of the research, the process of data collection and data analysis.

✚ The fifth chapter analyzes the methodological manual on bullying, the differences

between public and private schools, and how these differences affect the prevalence of bullying.

✚ My findings and analysis of interviews with school teachers are presented in the sixth chapter.

✚ The seventh chapter concludes with the findings of the study.

2. Background

2.1 The situation of bullying in Ukraine

Bullying is not a new problem both for the whole world and for Ukraine in particular. Until recently, the situation with the spread of bullying in Ukraine was carefully silenced (ZMINA, 2019). No great importance was attached to this problem, moreover, there was no point in the Ukrainian legislation that would define bullying and appropriate punishment for it. It can be concluded from this that bullying at school was not considered a significant problem, and cases of bullying that occasionally flashed on TV screens seemed more like an exception to the rules. This changed in 2018, when the Ukrainian parliament voted to introduce a law on anti-bullying. The law came into force in January 2019 (ZMINA, 2019).

What prompted the Ukrainian parliament to amend the legislation was an increased awareness of bullying as a real problem of Ukrainian society. In 2017, within the framework of the "End The Violence" program with the support of UNICEF, a survey found that bullying is very widespread in Ukraine. It was found that 67% of children had a bullying problem, 24% were victims of bullying, and 48% of children kept quiet about what happened (BBC, 2017). After the UNICEF survey in 2017, Ukraine began taking the first steps to address the problem of bullying, but these were also insufficient. In 2017, a project was created to counteract and prevent bullying in educational institutions (Prometheus, 2017). This course is designed for 80 academic hours and is free of charge and can be taken by anyone with further certification. Also a website was created with a large amount of information about bullying, tips on how to avoid conflicts and act in moments of bullying and also some advices and recommendations of a psychologist (Stop Bullying, 2017). As this course was not required for training, the impact and significance of the site is difficult to assess.

Despite the high statistical indicators of the survey, the government did not take decisive action, The Ukrainian legislature became concerned with bullying in Ukrainian schools only after a group of girls beat up and robbed their classmate in a Odessa in the summer of 2018, crippling the child's life (ZNAJ.UA 2018). The publicity of the event caused the government to take action. At the beginning of 2019 the definition of "bullying" was introduced in the Ukrainian legal field. This happened with of the adoption of the so-called anti-bullying legislation (Kyiv Post, 2019). The law outlines ways to prevent and counter bullying. This law is part of the Administrative Code of Ukraine, more precisely, Article 173⁴. It defines bullying as the acts of participants in the educational process, which consist of psychological, physical, economic, sexual violence, including the use of electronic communications, committed against a minor or a minor or by such a

person with respect to other participants in the educational process, which could have resulted in or caused harm to the mental or physical health of the victim (The Code of Ukraine on Administrative Offences, Article 173⁴).

The anti-bullying law is divided into two parts - punishment and prevention (Kyiv Post, 2019). The anti-bullying legislation works mainly as a punishment tool – in terms of bringing perpetrator to justice. The administrative responsibility for bullying and concealment of this phenomenon is established. Responsibility for unlawful acts lies with adult children or parents of underage students (The Code of Ukraine on Administrative Offences, Article 173⁴). The punishment provides for a fine - 850-1700 UAH or community service for 20-40 hours. If a group of people violated the law or it happened again within a year, the penalty will be 1700-3400 UAH or community service for 40-60 hours (The Code of Ukraine on Administrative Offences, Article 173⁴). In my opinion, the offenders do not take such punishment very frightening and serious. Thus this law has no special effect on the improvement of the situation with decreasing bullying. The legislative provisions work only in terms of prosecution, bypassing the issues of prevention and work with victims of bullying (ZMINA, 2019). The law does not address the process of creating a conflict-free school environment. Instead of finding ways of peaceful conflict resolution, which requires effort and time, they use methods of solving them through law enforcement and judicial authorities. It seems to me that a fine as a form of punishment is the least conducive to correction. It in no way resolves the underlying causes of conflict and aggressive behaviour and does not prevent it. Rather, it may even contribute to causing a new conflicts. I would claim that the law has the potential to have opposite effect, instead of solving problems – create new ones.

Bullying is not a situational phenomenon what happens just once. Being born in a children's group, it affects all participants, and brings a lot of the consequences. The main focus on preventing this phenomenon is – identifying and aligning discriminatory attitudes. The anti-bullying legislation works only as a punishment tool of bringing to justice. Ukrainian legislation work only with prosecution, bypassing the issues of prevention and work with victims of bullying. This has a negative impact on the process of creating a conflict-free school environment. Because instead of finding ways of solving conflict, government use methods of law enforcement and judicial authorities. It seems to me that a fine as a form of punishment is the least conducive to correction. It in no way resolves the premises of the conflict, does not prevent it, moreover, it can cause a new one. In my opinion to fight bullying in schools the government should pay attention to the tools to prevent bullying. As it is better to work ahead of such unpleasant situations. But also, it is important to review the punitive measures against bullying. Such measures should be introduced so that bullies are afraid to hurt other children again.

In addition to the law on bullying, the Ukrainian government began working on an anti-bullying program and over the past two years several methodological publications were published. In 2019, UNICEF Ukraine published a methodological compendium “Addressing cases of bullying in education facilities: systematic approach” with a system of developments on bullying prevention in educational institutions. This compendium includes exercises, recommendations, examples of conversations and actions that relate to the prevention of bullying in schools, as well as recommendations for actions if bullying did happen. The manual states that this system of rules and recommendations should be used in schools, but it is not specified if it is mandatory. Accordingly, there is no information as to whether these recommendations have been tested in practice (Andreeenko, Melnychuk & Kalashnik, 2019). Therefore, in the course of the study I believe it is necessary to conduct an interview in order to understand how Ukraine deals with the problem of bullying in practice.

In 2020, together with the Ukrainian organization La-Strada, with financial support from the European Union, UNICEF Ukraine produced another guide, "Preventing and Responding to Violence: The Activities of Educational Institutions" which describes the concept of bullying, its possible causes and consequences, provides examples of how to act in bullying situations, and indicates possible options for various training sessions for parents, teachers, and children on bullying. What sets this manual apart from the previous one is that it provides a list of schools that use this publication's recommendations on preventing and combating bullying of children in school (Andreeenko, Anosova & Baidik, 2020, p.169-178). This list is small; there are only two schools that have introduced mandatory workshops and training lessons on bullying. We do not know if these educational institutions really carry out such preventive actions in practice, or the whole fight against bullying is limited by such methodological guidelines (Andreeenko, Anosova & Baidik, 2020). This manual describes actual cases of children being treated with problems of bullying at school for one reason or another (Andreeenko, Anosova & Baidik, 2020, p.41). As described in the manual, since 2013 the only National Children's Hotline in Ukraine has been working in the public organization "La Strada-Ukraine". It is the complaints of children who contacted the hotline that have become examples in this manual.

An interesting point in the study of Ukrainian developments in bullying for me was that psychologists in Ukraine paid attention to the research of the Norwegian psychologist and scientist Dan Olweus, who developed a special program, where they work not only with victims and aggressor, but also all those who are even indirectly related to bullying (Andreeenko, Anosova & Baidik, 2020). In particular, Ukrainians have taken into account Olweus' principle of working with observers, those children who see bullying but are left out. Also, the principle that it is not

necessary to punish the perpetrators, but vice versa: to encourage peaceful communication and a positive atmosphere between children. The program is comprehensive, but it highlights the school level, communication in the classroom, and the child's personal harmony with themselves (Olweus, 1973). It seems to me that this is a positive moment because Olweus' work is considered to be very significant and his research and discoveries have improved the atmosphere in schools in Norway. His developments on the issue of bullying are very valuable, so in the future research, the basis for revealing the bullying problem in all its aspects, the main source will be Olweus' book "Bullying at School" (Olweus, 1973).

2.2 The concept of bullying

The concept of bullying is quite new. From the everyday definition this word has been transformed into an international term and contains a number of social, psychological, legal and pedagogical problems. Professor of Psychology at the University of Bergen Dan Olweus, in his book "Bullying at School" defines bullying thus :

“A person is being bullied or victimized when he or she is exposed, repeatedly and over time, to negative actions on the part of one or more other persons. The meaning of the expression negative actions must be further defined. It is a negative action when someone intentionally inflicts, or attempts to inflict, injury or discomfort upon another-basically what is implied in the definition of aggressive behavior (Olweus, 1973b). Negative actions can be carried out by physical contact, by words, or in other ways, such as making faces or obscene gestures or refusing to comply with another person's wishes.” (Olweus, 1993, p. 9).

Olweus describes the causes of bullying, factors of influence, types, behavior of children when bullying occurs, as well as methods to prevent the emergence of this phenomenon in society, in this case in school environments among children. He holds that certain negative circumstances in the child's social environment stimulates aggression. Also, since the early 1990s, the author has devoted serious attention to the development of preventive and anti-bullying measures and measures against bullying and anti-social behaviour, resulting in the testing and evaluation of the “Olweusprogramme”. It seems to me that the definition of bullying by Olweus is very similar to the interpretation of bullying in the Ukrainian legislation, the only thing that the Ukrainian Law on Bullying specifies the actions that are considered bullying, when Olweus only describes them as "negative actions". That's why I took the definition of bullying by the Scandinavian scientist Dan Olweus as a basis for my work (Olweus, 1973).

Bullying is not to be confused with ordinary conflicts. These concepts are distinguished by

the fact that the conflict is an open confrontation between the two sides, which may be accompanied by the use of force, both physical and psychological (Olweus, 1973, p.9).

But as a rule, people enter into a conflict approximately equal in strength of spirit, resistance. But there is a significant and important difference for the notion of bullying. In order to use the term bullying and to call it a certain case, there must be a balance of forces between the sides. After all, as typically a child who is being bullied is unable to resist the bullies and protect himself. It is the inability to defend oneself that generates a one-time mockery in the long process of bullying the weaker kids. Conversely, the long process of bullying has a devastating effect on a child's psyche and life in general, generating fear of the world, insecurity and inability to communicate with people (Olweus, 1973, p.10).

Olweus also distinguishes between direct and indirect bullying. This type of direct bullying includes open attacks on a weaker child by another student or group of students. Usually direct bullying includes actions of more physical character and open verbal attacks on a weaker kid. Indirect bullying includes the abuse of a child that is characterized by isolation and the purposeful exclusion of the child from the collective. Indirect bullying can often include gossip, rumors, conspiracies, and slander (Olweus, 1973, p.10).

If we look at, examine, and compare these types of harassment, indirect bullying is a more sophisticated and common form of abuse. Since the bully does not act directly, not in the forehead, but through hidden actions, which in turn lead to very difficult situations with dire consequences. It also seems to me that the type of indirect bullying is a little more dangerous than direct bullying, as it can be seen not immediately. After all, it is easier to notice the open forms of aggression towards the weaker child, and this allows the surroundings to identify the problem in a shorter time. This may help to protect the child who is being bullied. But in the case of indirect bullying, the difficulty is that it is very hard to identify this problem at an early stage, only if the victim does not want to share it. But, as the practice shows, many abused children simply keep silent about the fact that they are being bullied by more powerful children. And just in this case, the danger is that the fact of bullying opens at a fairly late stage. It is obvious that indirect bullying requires more time, because spreading rumors and gossip, for example, requires a lot of scale. Although in the age of modern life, due to the use of digital technologies and social networks, information diverges with the speed of light (Udemy, 2021).

Interestingly, more girls than boys are inclined to indirect bullying (Udemy, 2021). Girls are more likely to spread various false rumors and gossip. We all studied at school, and in my personal experience I can say that often it is girls who are inclined to such hidden hostility, spreading various rumors and making up false stories. When boys show their aggression in a more open way in turn.

It seems as if the girls approach the issue of bullying more ingeniously. Though, of course, we cannot say that girls tend to have one type of bullying, and boys use another. But, if we look at the reality of life, in my opinion, such correspondence distribution still happens (Udemy, 2021).

One of the central questions in understanding the phenomenon of bullying is what provokes some children to hurt the weaker ones and why victims become exposed to bullying. Clearly, there are certain criteria for bullies and victims that are involved in bullying situations. In his work "Bullying at school: what we know and what we can do", Norwegian psychologist and scientist Dan Olweus provides detailed characteristics of children that are abusers and victims.

In general, children who suffer from bullying from stronger classmates are very calm, sensitive, and cautious in their words and actions. As a rule, these children are insecure, have low self-esteem, are closed in themselves, and have no friends. It is as if they "hermits" live their lives and avoid communicating with other children. Also, children that look like victims often consider themselves to be losers, stupid, unattractive, and not worthy of good treatment. They do reproduce uncertainty and show weakness, which in turn provoke abusers to actions with which they confirm their superiority. After all, abusers can perfectly well interpret the information that the weak can not give back and respond to the unfair behavior in their direction. This type of victim is what a Norwegian scientist calls passive or submissive victims. This is an example of a victim who would simply swallow the resentment and tolerate abuse without being able to resist the bullying. The key point is that such children are not able to defend themselves because of psychological problems, as they do not consider themselves worthy of good care. It is impossible to say that the abusers are provoked by the fact that the victims are calm and stable, rather they allow themselves certain liberties, knowing that the weaker child simply can not respond to the same and will not take revenge (Olweus, 1973, p.31). Also, according to Olweus, if we talk about boys' victims, they are quite often bullied because of good and close relationships with their parents, particularly their mothers. I think we have all heard the phrase "mom's son," and I think it also works as a trigger for the bullying process. Although if we look at this issue in more detail, parental care can become both a cause and a consequence of bullying (Olweus, 1973, p.33).

The second and clearly smaller group is provocative victims who demonstrate ambiguous behavior, according to Olweus. Because children with such non-standard behaviors often suffer from misunderstandings about how to behave in a particular situation, they may have anxious and aggressive reactions to different situations. That is, by their unusual dissimilarity they engage the abusers, which in turn can provoke a bullying process in the school environment (Olweus, 1973, p.33).

Children who are being bullied among peers are not emotionally stable and often have

problems of a certain psychological character. Self-confidence, inadequate and incorrect expression of emotions are indicators of a child's unhealthy psychological development. Unfortunately, in our modern world many children suffer from inadequate assessment of themselves and in addition receive confirmation of their false guesses from others, particularly classmates. In my opinion, our society suffers from a huge number of problems that arise in connection with the imposition of labels and stereotypes on people. In this context people and children in particular, cannot adequately assess and perceive themselves.

As a rule, abusers show aggressive behavior towards others, especially towards those who cannot resist them. They also have a desire to dominate others, exalting their strength and superiority over others. Impulsivity and lack of regret for the victims can also be attributed to the abusers' characteristics. It is also worth paying attention to the fact that the abusers have quite high self-esteem and self-confidence, which fundamentally distinguishes them from the victims (Olweus, 1973, p.34). Abusers and victims are two completely different categories of people, but both with an unhealthy perception of themselves and others. This sick perception simply moves in a different direction, which at the crossroads generates the phenomenon of bullying, which is one of the key problems of our modern society.

There is a theory among many psychologists that abusers hide internal uncertainty and vulnerability behind a mask of aggression towards other weaker children (Bezpyatchuk, 2018). But Olweus does not support this theory, citing his research as an example, which showed that abusers do not suffer from insecurity and have a high enough self-esteem. At the same time, however, the Norwegian psychologist and scientist does not exclude the fact that bullying can still be caused by the abuser's internal problems, which he tries to hide under the surface of aggressive behavior, as it is simply impossible to check everyone (Olweus, 1973, p.34).

It is impossible to exclude the fact that the child's psyche is greatly influenced by the atmosphere at home and the relationship between parents and each other and with the child, respectively. It is possible that children that are exposed to violence at home become bullies for weaker peers in school. It is obvious that it is difficult for children to resist violence at home because of the difference in strength between parents and children. And, accordingly, they understand that weaker classmates will not be able to respond in the same way that bullies cannot counteract home violence against parents, for example. For me this option is absolutely possible because I think, children who suffer in the home atmosphere and cannot respond to their offenders take their offenses and anger out of school on weaker children (BBC, 2019).

Since we have touched upon the topic of possible psychological sources that are the basis of the bullying, consider the list presented by Dan Olweus. The Norwegian psychologist focuses on

three things that can push a child to behave quite aggressively towards weaker children. The first reason that the scientist writes about is a strong need of bullies to dominate, control, and subordinate others to themselves. The psychologist emphasizes that bullies always want to keep everything under control, demonstrate their strength and superiority, as if it were a vital necessity for them. On the second place the Norwegian psychologist still mentions the atmosphere in the family, because unhealthy relationships with parents can become a trigger for hostile behavior towards others, in particular, weaker schoolchildren. After all, the first thing that children see in their lives is how communication in the family happens, so this model is the main basis for building a child's behavior in the other environment. Moreover, in this context, it is absolutely possible that due to such behavior the abusers achieve a moment of revenge for their own suffering. The next possible cause that could push a child to bully others is the moment of benefit that the abusers receive as a result. For example, bullies can force victims to give them pocket money or provide any items that the abusers want, like alcohol, cigarettes, or expensive stuff. Also, by intimidating and bullying weaker children in school, hooligans increase their authority, which of course cannot but gladden their self-esteem. In addition, this way bullies indirectly intimidate their potential victims, showing what can happen to them if they disagree (Olweus, 1973, p.35).

In defining the phenomenon of bullying, Dan Olweus pays much attention to the role of physical strength, especially in cases of bullying between boys. In this way, he explains the relationship between physical strength and popularity. After all, physical power is important enough to determine the popularity of a boy, for example. Because no one will start mocking the stronger one, because he can give back and respond to the bullying. Another thing is a physically weak boy who is not popular among classmates and naturally, is not insured from bullying in his direction. And if the child is also smart, in good relations with parents, it can be an additional factor causing bullying (Olweus, 1973, p.35).

However, in the context of physical strength, a Norwegian scientist excludes a group of girls, because the popularity of girls also plays a huge role, but it does not depend on physical strength (Olweus, 1973, p.36-37). In my opinion, girls start to bully each other based on other factors, including the appearance of the girl and the fight for the boy's heart. After all, if we look, the bullying among girls is actively manifested in the teenage period. It seems to me that this moment plays the role of a trigger among bullying between girls. Of course, the part of the physical strength factor also takes place, because the physical manifestation of bullying among girls is also a very common problem, but still, as girls are very graceful nature, they rather compete with each other for a place to be the most beautiful, desired and popular. For example, if some girl finds out that another girl is in love with a popular school boy that she likes, then she starts to spread rumors

and gossip about the competitor. Thus, in pursuit of her benefits there is a slow destruction of the other person.

It is impossible to say that the bullying may occur at one point from nowhere. Certainly, such inclinations cannot appear suddenly, something should push the child to develop aggressive behavior. In the context of this question, Dan Olweus draws attention to the following points. The first moment is parents' attitude towards the child, how warm and kind they are to the child, whether they show their love to the child. After all, children who do not see love and warm attitude from their parents can not develop such feelings and transmit them to the world. Accordingly, children who have not received love from their parents are more inclined to express aggression towards others (Olweus, 1973, p.39). The next point is that parents do not always attest to hostile behavior towards other people. After all, parents must explain to the child what is bad and what is not. But very often due to different factors parents condescend to unhealthy manifestations of aggression of their children that can lead to serious consequences later on (Olweus, 1973, p.39). The third moment which can influence occurrence in the child of aggressive inclinations is application of forceful methods of discipline by parents. When it is normal for a parent to use force in upbringing of a child, then the boundaries of allowed behavior are also blurred for a child who simply cannot realize that such behavior is unacceptable. Of course, in upbringing it is very important to establish clear boundaries for the child's behavior, but this should not be done by the use of hard physical force. Also, one point that is impossible to control is the innate temperament of the child. A child with a "hot" temperament is more inclined to any manifestations of aggression than a calm child. Certainly, the effect of this factor is much less than the above mentioned moments, but still it is also very important to take into account (Olweus, 1973, p.40).

There are also secondary factors that affect children's psyche no less and the development of a propensity for bullying in particular. One of the main factors that play a huge role are television and social networks. In virtual reality, children may encounter all kinds of information, including scenes of violence. There is often no filtering of information on the Internet and television, resulting in unhealthy rules and norms of communication. This can provide a platform for children to learn the wrong behavioral pattern for shaping their worldview and becoming individuals. It would seem that now in the era of modernity we are all used to using innovative technologies, but for some reason no one thinks that every day we are hammered into our heads with different kinds of information that can hurt in the direct meaning of this word. But if an adult is still able to filter out any received information and adequately decide for himself what to accept and what to sift out; then the child on his way of becoming a person simply absorbs everything as a sponge, not understanding that a lot of information that is presented is destructive, both for the child and for his

environment.

Dan Olweus mentions this factor in his book, but does not develop this point properly (Olweus, p.45). Although it seems to me that everything that swings the influence of copper on our lives and in particular on the spread of the phenomenon of bullying is more global. After all, people are so accustomed to "swallowing" everything that is brought to us, recklessly believing in the truth of what they see or hear, that the framework of normal life in society is simply erased. Perhaps the media impact factor is not considered in the context of the phenomenon of bullying, but it seems to me that this is a huge mistake. Television, Internet and various media factors are a tool of indirect influence on people, without noticing that people tend to change their thoughts and behavior after a certain period of prolonged use of media resources. The same applies to movies, serials, TV shows and even cartoons. In most cases, now the screen broadcasts violence, murder, bullying. And for teenagers there is still a very peculiar moment of imitation of someone. Often children choose an idol and copy its habits, manner of communication, and behavior. And let's be honest, not always these are positive heroes who fight against evil. Very often the idol is the villain who holds everyone in fear and uses force and violence against others and usually children follow this line of behavior because it is an example of wrong "authority" and force. And to be popular and authoritative, isn't that what teenagers dream about in their environment? I think this is a significant and powerful reason why children have a tendency to be violent. It would seem that everything is very simple and the answer lies on the surface, but as a rule, this moment is not given due attention, digging more into the features of the child's temperament, environment and upbringing. But the responsibility for the influence of this factor falls more on the shoulders of parents, as it is their task to be interested and somehow "correct" what their child lives and is interested in, what films they watch and what music they listen to.

Also, modern songs also broadcast a model of unhealthy relationships between people, violence, and suffering. And these are the songs that are at the peak of popularity and from which the modern generation is a fan. Again, it is a question of how such media files pass a kind of control and get into the network. It also puts into question the policy of states, as to run the song in the mass and open use is not so easy. As for the role of the school, there is likely to be some kind of restriction in the use of phones, tablets and computers with Internet access. For example, when I was at school we were forbidden to use phones on the sidelines of the school and this gave us more opportunities to communicate with each other. It is clear that now it is quite difficult to do this, especially when we practically switched to online education in the realities of our time and if a grain of violence has already begun to form in a child, this method can't eradicate it. But nevertheless, it may become at least a small step in the fight against bullying in schools, in my

opinion.

Of course, we can't single out any of the reasons to turn a blind eye to the other factors. It is very important to pay attention to all the reasons, because in the fight against one factor you can miss the chance to really solve the bullying problem. It requires a comprehensive work on this issue, which includes working with parents, maintaining a healthy atmosphere in the school by teachers, holding seminars, lectures and workshops with children about bullying, possible work with psychologists in addressing this issue. Such initiative should also come from the authorities of the country, because without strict control of this issue it is simply impossible to solve this problem. And I am very glad that the government of Ukraine began to take certain steps to prevent bullying at school, because children are the future of the country.

The consequences of bullying are really very serious and can have a very serious impact on the future of the child, both on the future of victim and abuser (Olweus, p.49). The lives of both are in danger, as both receive some psychological bullying, just in different directions. The victim then finds it very difficult to make contact with people and, in general, social life can simply be torture for the victims. At the same time, abusers may also suffer from an inappropriate behavioral pattern that leads to the continuation of an asocial path. It is not worth saying that the abuser is bad, because it is also a child with a certain trauma who also needs help and support. Putting the blame on the abuser, we knowingly take away the child's chance for correction, for becoming on the right path in life. For some reason, not many people talk about it, because we are used to divide life into black and white, into bad and good. But it seems to me that in the context of this question it is very important to accept that both sides are victims in some sense, because they have a distorted normal behavior that leads to such situations. But it is especially scary when bullying leads to suicide (Olweus, p.47). Many children who are bullied are so helpless that suicide is the only solution for them. For some reason, victims do not tend to share their problem with someone and ask for help. And in the fight alone they find only one solution, and this is the terrible reality of our life. I think the problem is that children do not develop trust in adults and this is also a kind of problem, because sharing a problem with someone is more difficult for them than committing suicide and it is really scary. And I think this is a point that many researchers and psychologists, Olweus among others, are missing. He considers the bullying more from the psychology of personality, digging in the traumas of childhood and the influence of temperament on the future of the child. But I think it is also very important here to pay attention to social psychology, in the context of people's relationships with each other and teenagers in particular, as Heinemann does (Roland, p.17).

Paul Heinemann, a Swedish school doctor, approaches the triggering mechanism of the bullying problem from a different angle. Firstly, he is more inclined to believe that bullying is a

group and collective phenomenon rather than a problem of particular individuals. He describes the process of bullying as follows: when a new person comes into a group or collective that lives its life, he is some irritant and then the collective does everything to get rid of the irritant, in the context of bullying it could be a new student for example (Roland, p.16). He links this theory to the research of zoologist Konrad Lorenz (Roland, p.17), who in turn described the mechanism of innate natural instincts of animals and birds. This approach is that, according to the laws of nature, animals turn against one of their group, one who is in some way different from everyone else. Of course, in some ways this theory has some validity if apply it to the issue of bullying in schools, such as militia against the new kid in class, the child with health problems, the child from a poor family. But that approach misses so many of the factors that contribute to a child's bullying behavior that we described earlier. This includes the temperament of the child, the atmosphere in the family, and the influence of the media and modern technology. And the Swedish doctor says that absolutely anyone can get into trouble and become a victim of bullying (Roland, p.17). He believes that people adjust to the circumstances and the so-called herd instinct is triggered when people are unable to assess the situation and just blindly follow others without evaluating the correctness and propriety of their actions towards others. Of course, there is some truth in this, because often people in order to survive in a certain society need to adapt to the conditions that society dictates, but then again, we cannot use this rule in every situation. In my opinion, a child who grows up in a psychologically healthy family, who has the right ideas about the norms of communication can stand up for himself if the opportunity arises, or will be brave enough to share the problem with the adults. But as a rule, as we said before absolutely physically and psychologically healthy children are not exposed to violence, bullying usually happens to children who are different in some way. And it won't necessarily be some negative difference, like health problems, for example. It can happen to a very smart child who loves to learn. He will definitely be different from others and children will bully him more to use him for their own purposes, to get better grades, for example. So it cannot be said that this approach accurately reveals and describes the mechanism of bullying, but it certainly cannot rule out social interaction. Especially children, because of their not fully formed personality, cannot assess what is right or wrong. Or because of various traumas their assessment of what is right and what is wrong is a bit distorted and they have an erroneous perception and understanding of this or that situation. Then, in this case children follow more authoritative classmates, the crowd, without analyzing the situation.

Bullying is not an individual problem, it is a problem of our society as a whole. If people did not turn a blind eye to what is happening, because many children and even adults are witnesses of this phenomenon, but choose the strategy "do not interfere". And this happens in a circle until the

problem touches you. It is this human cruelty and indifference that generates the bullying. It seems to me that in society the boundaries of what is allowed have long ago erased and it is easier for people to "close their eyes" to what is happening around them, living in some of their world. People by their detachment simply "untie their hands" to others to behave as they wish, without paying any attention to the norms of behavior and life in society. If some people try to keep silent, then there is also another group of people who support such phenomenon as bullying only to be "on a high ground" with supposedly authoritative individuals, particularly in school. Being in the company of tough guys adds status and in some sense protects from the same fate of the victim.

In my opinion, the uneducated modern society plays a huge role about this phenomenon. Here the connection is very simple, if we were not afraid to talk about bullying, then there would be some training in this topic, certain measures would be taken to combat the manifestation of this phenomenon of unhealthy behavior in relation to others. And as it seems to me, a whole chain of interrelationships of all causes with each other is drawn here, and as a result, a closed circle appears, which seems simply impossible to break.

Therefore, it is very important and interesting to consider what measures the Ukrainian government introduces in the context of this problem, because in my opinion the problem is global and needs a comprehensive approach to combat it. How certain innovations and programs are applied in Ukrainian schools and whether it brings any results. Government can do a lot, introduce fines and various bills, but if there is no result from them, what is the point? Initially, it is necessary to study the problem in the context of all aspects so as not to miss important points. But, only a comprehensive approach can lead to a positive result.

It is curious to note that Ukrainian researchers prioritize slightly different causes of bullying between children in school. For example, scientists from the Ukrainian Institute of Extremism Research in the paper "Stop School Terror. How to Stop Child Abuse?" they identify three main groups of causes of bullying (UIER, p.17). The first group includes external factors, such as the influence of family and very close environment, which have a direct influence on shaping the example of behavior for a child, who without a doubt absorbs everything he or she sees or hears as an example. To the second group the Ukrainian researchers refer distinctive features of children which can become a trigger for others in displaying aggressive behavior. This could include, for example, the fact that the child is an excellent student, or, on the contrary, misses school. Or if the child is quite active in the school environment, or, on the contrary, it could be a closed child who has little contact with others, and thus attracts additional influence. The third group of factors causing bullying between children includes personal characteristics of the child. This group could include health problems, the financial situation of the family, for example (UIER, p.17). Olweus

simply describes the causes of bullying and focuses more on psychological factors and the influence of the school environment. While Ukrainian researchers have expanded the range of causes of bullying and formed the groups described above. In this study it is the great attention to inequality between children in one way or another. Here we are talking not only about horizontal, but also vertical equality. That is, inequality not only in terms of finances, status, but also in terms of physical, psychological, educational level, place of residence, skin color. Any difference between children can become a trigger for the emergence of bullying, because our humanity is characterized by inequality of opportunity in general, which triggers the mechanisms of other global problems, such as bullying. The problem of inequality is very common in today's society, but because children, especially adolescents, are very hypersensitive, such differences can cause them an inferiority complex (UIER, p.17). After all, children do not perceive their difference as a highlight, but as a defect, and all this happens because of the "standards" imposed by society. The mechanism of the children's psyche works in such a way that they perceive inequality as injustice, and it can work in two directions of hierarchical relationships. For example, the top scorers may bully the underachievers or the rich over the poor, but at the same time the mechanism of aggression may be directed in the opposite direction when the poor abuse bullies the rich and the truant over the diligent children (UIER, p.18). Although it seems to me that in the context of bullying the more powerful bully the weaker, no matter in terms of strength or intelligence. But then again, this can be seen from different angles, where for example a two- year-old can consider his poor academic performance a big mistake, or can turn the situation around and say that he is so good that he doesn't need to be. After all, the perception of the situation very much changes the essence of what is happening and very often you can turn your pluses into minuses and vice versa. In addition, in this context of bullying it is very important to understand the atmosphere in the classroom and in the school. After all, the learning environment of the school is in some ways also an important consideration when we talk about bullying. If school administrators and teachers overlook signs that there is unhealthy "communication" between children and one another, they automatically allow bullying to seep into the school's territory. Often schools do not want to take responsibility for what is happening within the walls of the educational institution, they turn a blind eye and then attribute all the terrible consequences of bullying to problems in the education of children. But teachers can also be a trigger in the context of bullying, for example, by dividing students into their favorites and not. This can also encourage other children to behave aggressively. But also, teachers often simply turn a blind eye to incidents of bullying because they don't want to take responsibility. That's why training on bullying and its prevention should be given not only to children, but also to teachers and, ideally, parents as well. We need to talk about this problem, because if this

phenomenon is heard, then there will be a better chance of contributing to its eradication from our society.

It is impossible to argue with the fact that bullying causes enormous psychological trauma to children, and not only to the victims. Absolutely everyone suffers: bullies, victims, and even witnesses. Bullies go off the normal line of life and often go down a slope, becoming criminals in the future. Victims suffer from depression, closeness to society, and fear of living life to the fullest. Witnesses are also greatly affected because they are left with a lifelong fear of expressing their opinions, they feel guilty about being indirectly complicit in the bullying, and they are tormented by their conscience, which in turn can also lead to very serious consequences (Krivtsova, 2011). The psychological wounds and consequences are so great and dangerous that they affect all areas of life, and without additional help, children are often simply unable to cope with the burden of these events and traumas. And it is really very scary. But why doesn't anyone talk about the impact of bullying on children's physical health?

Of course, in the context of this question, there is the aspect of using force on the victims, which is certainly one of the manifestations of aggressive behavior toward others and leads to horrific consequences that cripple the lives of the victims. But bullying can also affect victims' physical health indirectly. For example, when a child is bullied for a long time, fear can cause stomach cramps and loss of appetite, which in turn leads to serious health problems. Bullying also causes children to have heart palpitations, heart rate and blood pressure to rise, which in turn can also lead to serious cardiovascular problems. Stress can also lead to problems with the child's thinking apparatus, memory, as well as affecting the child's immune system. And if the immune system is weakened the child is more susceptible to viral and infectious diseases and health problems in general, as the body's resistance to disease is reduced (Krivtsova, 2011). If we look at the whole spectrum of the impact of bullying on children's health and lives, it seems to me that the seriousness of the problem increases and the spread of this phenomenon cannot be ignored.

It is no coincidence that the study focuses heavily on Scandinavian research on bullying, especially the work of Dan Olweus (Olweus, 1993). For one thing, his work on studying and combating bullying is well known and has been quite successful in its effectiveness around the world. In addition, I have noticed that Ukrainian scientists are using the research of Scandinavian scientists in their anti-bullying work. As mentioned earlier, in Ukraine the problem of bullying was not publicized until recently, and clashes and conflicts between children were considered the norm and just a stage of adapting to the school environment and new rules. Yet, as described earlier in this paper, some of these conflicts have led to very bad results, traumatizing children and have received a lot of publicity around the world. Understandably, Ukrainian society was not prepared for

such a development, and perhaps that is why scientists in Ukraine turned to the already existing findings of Scandinavian scientists. Especially the scientists in the developments against bullying in Ukraine use the explanation of what bullying according to Olweus is, the reasons for its occurrence, types and consequences (UIER, 2017). Although a small difference is that the Scandinavian scientists consider more psychological reasons of bullying, while in Ukraine one of the first reasons of bullying is the material situation of the child. It is quite logical because the economic situation in Ukraine is far from being ideal or at least from the standard of living in Scandinavian countries. Of course, psychological reasons for bullying in Ukrainian schools are also present and Ukrainian scientists also write about it. In my opinion Ukrainian scientists have taken the basis of Scandinavian theoretical developments in combating bullying at school and adapted them to the development of the problem in Ukrainian society. In addition, based on these theoretical findings, Ukrainian scholars have created a methodology for working with children and teachers in schools that could help combat bullying (UIER, 2017). We will look at whether this methodology works and whether it is used in schools in practice in the following sections of this paper.

2.3 Differences between public and private schools

As it is known in the educational system as a whole there is a division of schools into public and private, which in my opinion also affects the issue of bullying in general, its spreading and methods of struggle. After all, public and private schools operate at different pace and under different conditions, which certainly affects the problem of bullying. That is why I propose to look in more detail at how private and public schools work and, based on the differences, to consider how it might affect the issue of bullying.

Public Schools

The first and main feature of public educational institutions is that they are financed and controlled by the local or national government and provide their services to students free of charge since they receive funding from taxes, which go to the state (School Advisor, 2021). Accordingly, it can be seen that such schools are directly controlled by the state and the curricula are prescribed and broadcast by the Ministry of Education in Ukraine. The admission of students to public type schools is done by selecting children by address of residence, including addresses which are subject to the district where the school is located. In public schools, then, there is no so-called "filter" for the admission of children to study, respectively in one class there can be children from different families, the distinction of which can cause bullying as we identified earlier. Also children from

dysfunctional families can get to such schools because, as a rule, if the address of the child's residence fits the area of the school, the school administration has no right to refuse the family to accept the child to study. The curriculum in all public schools is based on a single standard and is regulated by the Ministry of Education, so there is no place for amateur activities in public schools (School Advisor, 2021).

The Department of Education standards in all public schools provide for subjects of a humanities, mathematical, and naturalistic type. In regard to the topic of this thesis, from middle school onward, children are introduced to social character subjects such as law and ethics. In these sciences children should be taught how to communicate with each other and what rights they have. One lesson per week is allocated for such subjects, which raises some doubts about the effectiveness of these subjects. From my personal experience in the Ukrainian public school I can say that social subjects are almost neglected in educational institutions. Knowledge of the rules of communication in society is no less important than the ability to read and count. Also in the educational program under the standards of the Ministry of Education public schools allocate an additional hour per week to study subjects of educational areas, elective courses, individual consultations and group classes. This hour is often used for so called educational hours with lectures and seminars about communication with each other and social norms of life in the society. How public schools use this hour and for what purposes, is a relevant question, because in the program of the Ministry there is a clause which says that the school management has the right to decide what to use extra educational hours. In interviews with teachers, I will seek to find out first-hand how schools manage the extra hours for the education of children (Ministry of Education and Science of Ukraine, 2021).

One of the state standard textbooks in the study of ethics is Danilevskaya and Pometun's Ethics manual (Danilevskaya & Pometun, 2005). The content of this textbook includes topics on good and evil, human dignity, moral standards of behavior in society, and much more. I highlighted these topics as they directly affect the issue of bullying of children in schools. By distinguishing between the concepts of good and evil children are able to filter their statements and actions, and knowledge about human dignity keeps them from humiliation. One hour a week is not enough time to develop in a child a correct and dignified line of behavior of a citizen of his country, who lives in harmony with society and the surrounding world. But in any case it is better than nothing and basic knowledge about the elementary norms of proper behavior is laid down to children, building in their minds the understanding of what is good and what is bad. Of course, such a lesson is not a panacea in the fight against bullying because children also have a life beyond school and it is very difficult to control what information they let into their consciousness. But at least we

can be sure that in any public school children will have a minimum percentage of education in the field of social life. Schools, subject to the government and the Ministry of Education have no right to change anything in their curriculum, so at least in ethics lessons children receive a certain base of knowledge which, at least indirectly, but refers to the concept of bullying and why it is bad (School Advisor, 2021).

One of the standardized textbooks on the law "The Law" by Pometun and Rameh (Pometun & Rameh, 2009). This textbook seems superficial. In the content of this textbook there are generalized concepts of human rights, the meaning of what it means to be a citizen of one's country, what a crime is, what it leads to and what the punishment may be. All of the information is quite condensed and focuses more on the concept of what means to be a citizen of one's country. At the end of the textbook there is the Universal Declaration of Human Rights, the UN Convention on the Rights of Children and the Constitution of Ukraine. The inclusion of these documents is important, because they reinforce the theoretical information about people's rights with real working documents. These documents contain a certain standard, which regulates the actions of people in one way or another. It seems to me that still using one lesson per week to teach the basics of law in combination with ethics is a good springboard to explain to children what is good and what is bad. It also seems to me that the combination of such educational programs is still a source of certain knowledge that can keep our society from such a rapidspread of bullying.

From personal experience in public school, the extra hours allocated to schools at their own discretion were used for educational hours. Educational talks were held once a week, paired with ethics lessons, during which we were told how to communicate with each other, how not to act, and what is the key to healthy and positive relationships in society.

Private Schools

The main and in fact the most decisive difference between private schools and public schools is that the government and the Ministry of Education have no influence on private schools because they are controlled by a private body and financed partly or completely by the education of children (School Advisor, 2021). It is also important to note that due to good funding from parents, private schools are provided with good infrastructure facilities and modern technology. Private schools regulate their own curriculum, which is decided by the school board, so private schools not only have a different curriculum than public schools, but also their plans differ from each other. In other words, each private school is like a separate state with its own rules and laws, so it is quite

difficult to track the fight against bullying in such schools, because their plans differ significantly from state standards. Very often the curricula of private schools can vary as much as the parents of the students want, because good funding must meet the expectations of parents. Accordingly, we can conclude that most likely children from wealthy families study in private schools, as children from ordinary average families are not able to pay for such an education for their children.

At first glance it may seem that private schools in many ways ahead of public schools because they have more opportunities and parents can choose a school for their child depending on their desires and preferences. A disadvantage with regard to bullying, is that in private schools it is impossible to trace the expansion of this problem and how it is dealt with, because private schools do not fit under state control, accordingly, we can immediately conclude that the government program to combat bullying, which has acquired national importance is not applied in private schools. And we can't say that the problem of bullying doesn't exist in private schools, just that somewhere it's more pronounced and somewhere it's hidden. Because as we described earlier, bullying between teens has many causes and they don't depend on the type of school. In the differences between schools at this stage we can only highlight the financial status of families, because it is clear that in private schools to pay for the education of children gathered sufficiently wealthy parents and therefore between children theoretically bullying cannot arise against the background of differences in financial status. But again, this is just a guess, so perhaps more detailed information can be obtained in the course of communication with the teachers from different schools.

Certainly, there are differences between private and private schools, and they are quite visible. But can we say that this in any way affects the level of education as a whole; I think not. First, either way, schools provide students with a basic package of knowledge necessary for further education. Of course, the curriculum of private schools may be different from the curriculum of public schools, but the parents themselves choose in what direction they think their child should go and it is entirely their responsibility. After all, the choice of school is entirely on the conscience of the parents. Therefore, as for education in general, it is impossible to give preference to any one particular type of school.

2.4 How the differences between public and private schools affect the prevalence and control of bullying

But if we look at the difference between public and private schools in the context of bullying, then in my opinion the difference in the functioning of these two types of schools can be problematic. This is because all public schools have a single standard curriculum, which is controlled by the Ministry of Education of Ukraine and the school management has no right to make adjustments to this curriculum only if it does not apply to additional hours of training, which are allocated by the Ministry and their distribution is carried out by the directorate of each particular public school. But the basic curriculum remains unchanged and in the course of our study we can at least approximately trace even without communication with teachers whether there are subjects in the school curriculum, which at least indirectly relate to the topic of bullying. For example, as we found out earlier state schools in Ukraine have an ethics subject in the curriculum, for which approximately one hour a week is allocated.

Furthermore, if we focus on public schools, another important point is that the government is able to control the application of anti-bullying programs in schools. To begin with, the anti-bullying programs presented by the Government of Ukraine, which we will discuss in more detail below, can be applied only in public schools, because in fact the government cannot have a significant impact on private schools, while public schools must comply with the innovations and standards of the Ministry of Education of Ukraine. Therefore, in the context of our study we can trace the process of combating bullying in public schools. While private schools, while having many advantages over public schools in the context of the educational process as a whole, are a big mystery for us in studying the issue of bullying and combating it.

Certainly, frequent schools provide many options for schools with different focuses, whether it will be humanities or math and more. The parents can find a variety of schools where they can choose exactly what they think suits their child, and this is certainly a huge plus. Private schools often do not follow the hackneyed state textbooks, preferring the latest printing techniques even in basic mathematics (School Advisor, 2021). Also, as a rule, private schools make innovative subjects and clubs in the curriculum, which in many cases and attracts parents who are able to pay for the education of their child, because there is no need to hide that private schools need good funding, which comes mostly from parents. But if we consider private schools in the context of the problem of bullying, private schools remain as if under a dark screen, because it is very difficult to check the curriculum of such a school if you are not its employee. Accordingly, we cannot say whether the subject of ethics is present in private schools and whether elementary educational hours are held in

such schools, and if so, in what forms. Also, the anti-bullying programs introduced at the state level will not necessarily be applicable in private schools, because initially the focus is on public schools because they are influenced by the Ministry of Education, which is not the case with private schools. It is the so-called independence of private schools that prevents us from seeing how bullying is combated and prevented. The only way to get a glimpse into the work of private schools against bullying is to talk to teachers and representatives of these types of schools, if that is possible during an interview.

In this study it is possible to trace the process of combating bullying in public schools. Private schools, while having many advantages over public schools in the context of the educational process as a whole, are a big mystery for us in studying the issue of bullying and combating it.

3. Dignity and Capabilities

3.1 Bullying and the dignity of a child

One of the key concepts in the study of human rights is that of human dignity. Dignity is a relevant concept when discussing bullying and the prevention of bullying. Bullying violates a person's comfort and reduces their sense of value. A person, from the very beginning, is an independent and valuable unit that deserves to be treated accordingly. Bullying degrades a person and in this case a child, and therefore violates their dignity.

As an example and one of the most influential understandings of dignity I will use the interpretation of this concept by Kant (Kant, 1993). Kant developed three basic concepts of reason, will and duty and their action within the metaphysics of morality, from which people can derive the supreme principle of morality, which will help them guide not only all their reflections, but all their actions (Kant, 1993). For Kant, human beings, as sentient beings by their own nature, possess the deepest foundations of morality and that is why they possess an intrinsic value (Fasoro, 2019). Outside of a human being as a reasonable acting force there are no practical notions about moral good, as there is no being who could give this concept a reasonable definition and apply it everywhere - except human beings. A rational being is a being who, on the basis of his or her own inner convictions, determines what it is the universal moral law. Human value is undeniable. It is not a thing that could be bought or sold, nor is it something of relative value, which depends on prevailing market conditions. Kant's statement regarding sentient beings makes it possible to see "the value of such a way of thinking as dignity and to put dignity infinitely above any price which cannot be compared to it at all without encroaching upon its holiness" (Kant, 1993, p. 41). According to Kant, to possess human dignity means to be a person, unique, involved in true morality and able to make the maximum of his behavior an objective law of will for all other people. The basis of human dignity, according to Kant, is the autonomy of the will, and "the only appropriate expression for the evaluation that a rational being must give to that dignity is the word 'respect' (Kant, 1993, p.45).

In the context of bullying the notion of dignity is relevant, because in committing this kind of "violence" against a person, in particular a child, its value and significance is underestimated. In my opinion, it is important to understand that every child is unique, valuable and special.

Kant's conception of human dignity is not uncontested. Michael Rosen in his work 'Dignity: Its History and Meaning' emphasises that the use of human dignity is rather diverse and that

philosophers have so far done very little to explore the reasons for such a confusing use of an important concept. Rosen's critique also touches on Kant's conception of human dignity (Rosen, 2012, p.7). Rosen says that in Kant's work the concept of dignity appears only sixteen times. The German word «Würde» has a wide range of meanings. In particular this word can denote a position of honour, so this concept does not exempt dignity from the old interpretations (Rosen, 2012, p.19). Overall, according to Rosen, contrary to widespread opinion, dignity in Kant is just one of the manifestations of value. Despite such objections, Kant's concept of dignity is influential in formulating an understanding of the inner worth of a person, which demands respect from others.

Kant develops his understanding of dignity based in human reason, and holds as a consequence that the humanity of a person is respected when treating them not as a means to an end, but as an end in itself. Avishai Margalit's ideas about human dignity goes beyond this, and contrasts dignity with humiliation. In his work "Human Dignity between Kitsch and Deification" he puts forward thoughts about the humanistic moral basis of human dignity. According to him, this concept is not based on a divine beginning. This theory is formed from humanity as a whole, where people themselves are the measure of all moral things (Margalit, 2011). That is, respect for people and their dignity is determined only by the fact that people themselves are the source of dignity and respect, not dependent on God's image, nor on a specific human capacity such as human reason. However, the author argues that this theory has a huge problem - finding a measure that would make all people worthy of respect without exception. Because according to the author, the presence of a person in the biological genus is not recognized as an important trait for determining dignity. And it is the search for this measure that is the main problem, because the search for a universal feature that could equalize absolutely all people seems to be very difficult. But the author supports the idea that a person deserves respect and worthy treatment just by belonging to the human race, where the differences of faith, skin color, etc. are not important (Margalit, 2011).

This is the kind of versatility that Kant and Margalit appeal to me. Of course there are a lot of questions in their approach, but the idea of human dignity is very close to me. If we talk about their concepts in the context of bullying, it can be deciphered as follows: children belong to the human race, they are a value from birth, so they deserve to be treated with respect and not bullied. Bullying in this case violates all the canons of this decipherment of human dignity.

3.2 Bullying in the Context of Central Human Capabilities by Martha Nussbaum

In discussing human dignity, it is important to look beyond the meaning of the concept and its philosophical explanation. It is also necessary to consider how this concept is realized in life and

works in the real world. In many ways the dignity of human beings is reflected in the quality of their lives. This is not only a list of material goods that people need for a comfortable life. It is also abstract, but such important things in society as respect, a good attitude to each other, empathy, kindness, sincerity, openness, helpfulness also regulate the human relations of people with each other and indirectly build a framework of acceptable actions in relation to each other. What it means to have dignity is that one not only has the material goods for a comfortable life, but one also feels comfortable and safe, on an equal basis with other individuals in society.

Martha Nussbaum suggests the basis for determining the quality of a person's life in her work "Creating capabilities: the human development approach" (Nussbaum, 2011). She holds that a person's quality of life should be determined by certain scale of measurement or a list of its basic capabilities. But in order to talk about such concepts and notions globally there should be some universal scheme which would define in what the quality of human life is expressed and measured, which in turn defines such a notion as human dignity.

Martha Nussbaum is an American philosopher, specialist in ancient philosophy, professor at the University of Chicago, member of the American Philosophical Society and corresponding member of the British Academy. The list of human capabilities that constitute a decent human life described in her work is not static and it is likely that, certain items and their significance can vary. In the context of bullying the list presented is quite universal, especially some of its items. Quality of life is one of the measures of human dignity. This applies to both the material and spiritual aspects of dignity.

Nussbaum's work (Nussbaum, 2011), describes what she considers to be the ten basic human capabilities that determine the quality of human life. The concept proposed by Nussbaum is a universal framework, listing ten human capabilities necessary to live a life in dignity. (Nussbaum, 2011, p. 33-34)

1. In the first place is the concept of life (Nussbaum, 2011, p.34), which is characterized by the fact that man is worthy to live a full life from beginning to end, from birth to death, and no one has the right to interrupt this life prematurely, neither the person himself, nor other people around him. After all, life in all its manifestations is a great miracle, and we must appreciate and cherish it.

2. The next point of this concept is the health of the body (Nussbaum, 2011, p. 34). This point is that man must have a roof over his head, proper nutrition. This item at first glance describes more benefits, which depend on the material component of man, but in this context, material benefits work to maintain the basic needs of man, which help to survive. This point is closely related to the first point, because if a person does not have a place to live, does not have adequate

and useful food, a person breathes polluted air - all this can lead to short-term death, which also violates the first point.

3. The author goes on to describe such a point as body integrity (Nussbaum, 2011, p. 34), which entails that a person can move freely while being insured against violent actions by other people. In the context of Martha Nussbaum's work, this point focuses more on sexual violence and anything that can harm a person's reproductive function. Although I think it is also important to note here that psychological violence, which is not emphasized here, is also very important. Human health consists of both physical and psychological components, and psychological traumas inflicted on a person can be no less dangerous than physical violence.

4. Nussbaum highlights the feelings of imagination and thought as the next point (Nussbaum, 2011, p. 34). In her understanding, a person will act "humanly" on the basis of their feelings and ability to think. In addition, education is an important aspect of this point. According to the author, all human feelings and arising images, associations and thoughts must be corrected by a good education, which consists not only in the ability to read and write, but also in a deep study of various sciences, culture, philosophy and others. I fully agree here, because education ennobles a person, and then he has an understanding of the basic truths of life, which are the foundation of a good and decent life. In the context of bullying, this point is very important and we will look at it in more detail later.

5. In the next place the author describes the importance of such a point as emotions (Nussbaum, 2011, p. 34). Nussbaum points out that we must return to our nature. She addresses the fact that people should be natural and open to each other. This is primarily good for the individual because, psychologically speaking, the accumulation of emotions is detrimental to one's psyche and health. Psychosomatics can cause a number of diseases, which in turn go against the previous points. Also in my opinion, the openness of people will solve the problem of understatement, and then it will be easier for people to live in society. Of course, I would say the key point here is that the expression of one's own emotions should in no way infringe on the dignity of another person, for then this point simply contradicts the notion of a decent life, which is one of the indicators of human dignity.

6. Next, the author reveals the meaning of practical reason (Nussbaum, 2011, p. 35). In my opinion, this point is very important, especially in the context of a study on bullying. After all, the concept of practical reason is that a person is able to form a view of the good and think critically about it. Speaking of bullying, this means that the child is able to determine whether or not his actions toward others are acceptable. And I think that just this moment is very important, because understanding, what is good and what is bad, forms a model of human behavior, in the context of

work, the behavior of a child. Of course, we cannot exclude the influence of society, but for this purpose, as I described earlier, the family first of all and the school community should become a worthy example of behavior for the child.

7. The next but not least important point in Nussbaum's concept is the notion of affiliation (Nussbaum, 2011, p. 35). This point is particularly relevant for the study of bullying, because it manifests itself in the following aspects. Firstly, affiliation expresses itself in the ability to live in society with other people, to show care and empathy for them. Also, this aspect shows itself in the development of self-respect and living with others as equals. This point excludes all types of discrimination on various grounds and denotes the importance of educational institutions in developing these feelings in children. In the context of bullying this is one of the most important points as I describe in more detail later.

8. The author goes on to describe the ability to live in harmony with the environment (Nussbaum, 2011, p. 35). If more people paid attention to the world around them, humanity would be able to avoid a number of global environmental problems.

9. The next point is a person's ability to play, enjoy leisure and free time (Nussbaum, 2011, p. 35). In general, this is an important point that a person needs in order to recover and is directly dependent on the above points.

10. The last item on Nussbaum's list of capabilities is control over one's environment (Nussbaum, 2011, p. 35). This item manifests itself in several ways. Firstly it shows itself in the ability to freely participate in political life, using the right of freedom of speech, freedom of thought. Secondly, it includes the ability to seek employment on an equal footing with others and to own property. This point directly affects the quality of human life and in particular the integrity of the human body. After all, if there is work and shelter, a person will be able to live life to its fullest while maintaining health and strength of spirit.

Martha Nussbaum considers all ten human possibilities of her concept to be important. In the context of bullying, I find it relevant to highlight some points that relate directly to the problem. I think there are especially three points that Martha Nussbaum makes in her conceptualization that should be prioritized. These are: senses, thought and imagination; practical reason, and affiliation. These three points are very closely related to each other and even flow from each other. Moreover, if we consider these points in the context of bullying, they help us to identify this phenomenon in terms of an attack on human dignity and a violation of human rights, in this case the rights of the child.

Senses, imagination, and thought are all things that exist in a person on an instinctive level. It is very important to manage and use these elements correctly, especially in communication

with other people. The constitution of order in society and the peaceful coexistence of people is the key basis a good quality of life. Nussbaum consequently stresses the importance of educational institutions in the context of this point. In her view this is where the process of learning not only the sciences but also how to use the gifts that nature has given us takes place. It is in educational institutions that the process of cultivating that which we have from birth, but must learn to use for its intended purpose, takes place. The author does not describe this idea in great detail, but it seems to me that it has its place. In my understanding, however, the primary cultivation and teaching of how to express one's feelings, think through one's actions and act morally, takes place in the family. It is in the first years of life that a child soaks up everything from his close environment and forms a certain behavioral pattern. (See above p.59). And then it is in the educational institutions where the processing of what is already laid down at the subconscious level of the child takes place. Education and formation takes place in the context of the family first and foremost (Sobolevskaya, 2019). Certainly, the influence of school is very great and it is during the educational process that children form a worldview, a certain model of behavior, but this happens only on the basis of what has already been received in the family. When thoughts and feelings are put in order, practical reason comes into play. It is on the basis of formed thoughts and the ability to express their feelings that children begin to comprehend what is good and what is bad, where there is good and where there is evil. Of course, we cannot divide the world into black and white, but at least children form a framework of acceptable behavior and attitudes toward others, boundaries of what is allowed is created, and clear limits are built for each individual. The stage when children form a model of behavior based on what they have seen in the family and then at school is very important. After all, the practical mind starts its work already on a certain previously formed basis and it is this that determines how the child will behave in the future. From childhood children should be taught and shown what acceptable and non acceptable behaviour, and to indicate the boundaries of the permitted. If boundaries are washed away in our society there are more and more global problems, like bullying in this case.

On the basis of such boundaries, affiliation and belonging takes place. It is at this stage that children can use this knowledge in practice on the basis of understanding their thoughts and feelings, understanding what is good and what is bad in relation to others. It is revealed in empathy, help, support. Or on the contrary – in indifference, aggression and anger. I think it is at this stage that we can see what foundations have been laid before in the child, what values have been instilled in him or her and the process of his or her formation as a personality. Also at this stage the child gets an understanding of what self-respect is and why other people should not be allowed to violate his or her dignity and rights. At this point, Martha Nussbaum again draws attention to the

importance of educational institutions, because they help to instill in children the concepts of friendship, empathy, and helping one another. This is certainly true, but again, we cannot ignore the fact that these values begin to form in children long before they go to school. Again, the school is working with a certain base that has already been formed with the child before, and this is very important. This does not absolve the responsibility of either the school or the parents. I just want to draw attention to the fact that it is very important what values are formed in the child and in the family from birth and further on in school (Nussbaum, 2011, p. 34-35).

These three aspects of Martha Nussbaum basic human capacities are relevant in the context of this study, because, first, this theory correlates with the above-described approach to bullying from a psychological perspective. The points that are key to the issue of bullying, namely senses, thoughts, practical reason, and affiliation, are some of the basic terms of psychology that describe the psychological state of a person. Our actions are ultimately guided by how we feel and the values and behaviors that have been instilled in us since childhood. And the responsibility for this lies with parents and the family in general, as well as with school. The concept is directly related to human dignity because it describes those things that form dignity and that can violate it if they are not respected. For example, showing disrespect and humiliation to others violates Nussbaum's concept of belonging, accordingly also a dignified life, which in turn violates human dignity itself. The same happens at school during bullying, by humiliating someone there is an attack on the dignity of the person.

While some may argue that the capabilities approach is not relevant in the context of bullying I am convinced that it is. First, the human capabilities approach reveals the concept of human dignity in terms of its application in real life. As a rule, attention is drawn to the problem of bullying when its consequences have gone very far. This may be the case in Ukraine. Having discussed the relationship between the capability approach and a life in dignity, I now turn to how these concept are developed n the context of education.

3.3 The Concept of Martha Nussbaum in the Context of Education

In her paper “Education and Democratic Citizenship: Capabilities and Quality Education” (Nussbaum, 2006), Martha Nussbaum discussed education on a democratic basis and its importance in the life of each individual and of the country as a whole. Her idea is that a democratic education manifests itself in the development of three important capacities, which in turn form a decent and just society. The author argues that it is in the course of education, with the right focus, that children

develop the right outlook on life, which in its formative stage forms the worldview of a democratic and harmonious society as a whole. But at the same time, she draws attention to the mandatory development of the three potentials of the human person, which are inherent in nature. This is the first point of contact between her theory of the central capabilities and the development of a democratic society. So, let's consider Martha Nussbaum's presentation of the three human capabilities, which she considers to be the basic foundation for the functioning of a society. Where the basis for this are mutual understanding, mutual assistance, support, and tolerance for one another (Nussbaum, 2006).

The first principle of a democratic society, according to Nussbaum, is the ability to think critically and reflect on the information one hears and sees (Nussbaum, 2006, p.388). A key aspect of this ability is that one is able to analyze all information logically and make decisions regardless of external factors. This ability is also characterized by a lack of blind faith in anything and an acceptance of authoritarianism. In the training of this ability lies the logical verification of the correctness of facts and the accuracy of judgments. In real life, a person of such a behavioral style will not blindly follow everyone and in advance exclude the development of the so-called "herd instinct", when people are influenced by others and are not able to really assess what is happening and make a certain decision after weighing all the pros and cons and considering all the facts and all the information received. In the context of bullying, the lack of development of this ability can characterize children who follow the aggressors' lead and adopt their behavior, making fun of others and thereby showing their "superiority. Alternatively, children who turn a blind eye to bullying among their classmates, friends, and peers may fall into this category, shutting themselves off from what is really going on. According to Nussbaum's idea such human capacity can be developed in the course of education, which consequently leads to the formation of a democratic society with the absence of so many global problems. But initially, children's education in some way takes place at home before they go to school. Therefore, the role of parents in this aspect is not excluded. Martha Nussbaum also points out that it is important for people to listen and hear each other, and to have a constructive dialogue. She explains this by the fact that during a dialogue, people listen to all the information, but accept and perceive only what, in the course of logical reflection, has become correct for a person in the context of this or that situation. Besides, after the process of thinking and deciding what is right and what is wrong, the person directly takes responsibility for his/her position and supports it, at that, without humiliating and ignoring others' opinions. And again, it is precisely the ability to engage in dialogue that develops in children during learning, so it is simply impossible not to mention the role of education here. Martha Nussbaum describes this ability:

“The idea that one will take responsibility for one’s own reasoning, and exchange ideas with others in an atmosphere of mutual respect for reason, is essential to the peaceful resolution of differences, both within a nation and in a world increasingly polarized by ethnic and religious conflict. Tucker was already a high school graduate, but it is possible, and essential, to encourage critical thinking from the very beginning of a child’s education. The girls in Bihar had this experience. Their entire education developed their critical and self-critical capacities. This freedom is of particular urgency for women, who are so often encouraged to be passive followers of tradition” (Nussbaum, 2006, p.389).

The second part of Martha Nussbaum's puzzle of a democratic society is the ability to see oneself as an equal with others and to treat others with respect and care. She pays particular attention to the relationships between people of different nations and religious views (Nussbaum, 2006, p.389). This clause describes all people as equals and excludes discrimination and degradation of human dignity regardless of culture, creed, age, color or sex. And again, she draws attention to the importance of education, because only during the educational process on the way to form the world view of a child is possible to put in him a lot of knowledge and information about people in general, talk about different cultures and nations, while instilling love and respect for them. Perhaps if schools spent more time learning about different nations, with an emphasis on the fact that this does not distinguish people from each other, perhaps there would be fewer problems in our society, such as bullying. After all, as we saw earlier, bullying in schools often happens because of cultural or linguistic differences. Or because of differences in appearance, say because of a different skin color. In my opinion, bullying in this way comes from the illiteracy of our society to some extent. After all, if children learned more about other cultures and nations in schools, and at home, with an absolute understanding of equality with them, perhaps this would save the modern world from a lot of global problems. Nor does this ability preclude the study of one's nation in more detail.

In Ukraine I would include the problem of strata of the population, because in the country, there are significant socio-economic differences. Very often parents choose for their children more expensive private schools if possible while automatically excluding their children from so-called "poor families" (Sobolevskaya, 2019). It is precisely because of the differences in material status that bullying can occur at school. Children from poorer families may lose in status, as they may not afford certain brands of clothes and gadgets. This may result in bullying at school. Vice versa: a child from a wealthy family can be bullied because he stands out from the crowd. Little attention is paid in the educational process and in the curriculum to learning about other cultures and nations and the specifics of their lives.

4 Methodology

While writing this master's work we faced the following research questions: what is bullying, what affects the spread of this phenomenon in our modern society; what is the situation with bullying of children in Ukrainian schools; and what the Ukrainian government is doing to combat bullying among children. Accordingly, based on the above-mentioned research questions, I used methods of thematic analysis of relevant literature on bullying and also used the method of qualitative research in data collection using semi-structured interviews.

4.1 Thematic analysis of relevant literature

To begin our study it was very important to explore the concept of bullying and for this I used the approach of the Scandinavian psychologist and researcher Dan Olweus. In addition, insufficient amount of information among Ukrainian scientists about bullying of children prompted us to search for relevant and suitable information among foreign researchers. Moreover, Ukrainian researchers applied in their work the work of Olweus of differences in the mentalities of Scandinavians and Ukrainians did not stop Ukrainian scientists to take the work of Olweus as a basis for their own work schools (Andreeenko, Melnychuk & Kalashnik, 2019). Olweus' work helped to understand not only the concept of bullying, but also the factors and causes that contribute to it, which is also an interesting factor. In fact, in the subsequent analysis of the methodological manual of Ukrainian scientists on anti-bullying it can be noted that, again, the basis for their work they took Olweus' work, but with their own adjustments. Because of the differences in Ukrainian mentalities, the factors that influence bullying are slightly different and rather add to Olweus' general list. We also studied materials from Ukrainian researchers, in particular, statistics of bullying situations among children in schools, a new anti-bullying law, and a manual with guidelines on how to fight bullying in Ukrainian schools (Andreeenko, Melnychuk & Kalashnik, 2019). A review of the literature listed above on bullying helped us discover the meaning of the phenomenon, the factors and reasons for its occurrence and prevalence, and led us to the idea of conducting an interview. You can write a lot of things, but it is very important to look at how we work on this issue in real life.

Also during the work I identified the need to analyze the literature on human dignity, because in situations of bullying and harassment there is an attack on human dignity, particularly the dignity of children. In my opinion, this concept is automatically included in the topic of bullying because they are inextricably linked in the context that all people are born equal to each other and

wrongful actions towards another person destroy and break the dignity of the other. Also speaking about human dignity it was accepted to consider it from the point of view of the ten human capabilities of which Martha Nussbaum writes, because in my opinion violating or infringing on one of these capabilities we automatically violate human dignity in general, which is one of the key points of this master's work (Nussbaum, 2011). The analysis of this relevant literature provided a good theoretical basis for our study, revealing a number of different points, questions, and inconsistencies that we tried to find out in interviews with school teachers, who, in turn, revealed many points for our work.

4.2 Practical guide

An analysis of a methodological guide to combating bullying is also part of the study. The guide presents working cases for preventing bullying in schools. These techniques are designed for children as well as for parents and teachers. The methods for students focus more on teaching children about bullying and how to build normal relationships in society based on principles of humanity and morality. Techniques for parents also focus on familiarizing them with bullying and how to prepare and protect their children in the context of bullying. As for teachers, the techniques presented are more focused on the issue of building a safe school environment, which directly borders on the issue of dignity and affiliation (Andreeenko, Melnychuk & Kalashnik, 2019). Indeed, if a child feels safe at school it will give him/her a feeling of being accepted at school as he/she is without violating his/her dignity. Accordingly, the child will show that kind - to other children. Therefore, the analysis of the methodology was needed to identify such aspects in the study of bullying.

4.3 Interviews

Conducting semi-structured interviews was one of the most important and key moments in writing the master's work, because with the help of live communication can reveal the real picture of what is happening. For the interview it was decided to choose communication with school teachers, as the topic is quite sensitive and it would be very difficult to build a conversation with children. Communication with parents could also be problematic because I think parents even if they face the phenomenon of bullying, but not directly, but in the context of our study it is very

important to identify how bullying is dealt with from the inside, in the heart of the problem, i.e. in the school. Therefore, it was a good decision to conduct interviews with school teachers, because they can witness bullying and tell us what measures are actually used to deal with the problem and whether there is any training for children about bullying. It was also very important for us to find out if the anti-bullying manual presented by the Ukrainian government after the anti-bullying law was passed is actually being used in schools.

Conducting interviews was a necessity in the course of writing a master's thesis, because live real communication with people allows us to learn about the issues of interest from the source, so I think the information obtained during the communication is very valuable for us and gives an opportunity to answer a number of research questions. We felt it was important to talk to school teachers for our work on bullying, because, firstly, they witness school events every day, and secondly, teachers are representatives of the educational process and are responsible for teaching children, and in this case, the topic of bullying. Teachers are also a great option for discussing bullying because they can answer us one of the big questions, whether schools are actually actively addressing the phenomenon of bullying.

For the interview we selected teachers from a huge range of schools, including public and private schools, city and village schools. It was not interesting to talk to teachers from only a few schools because the information we received could be repetitive, so it was much more interesting to get versatile answers and to cover a large number of schools, thereby covering a large territory of Ukraine, because bullying needs to be addressed not locally in the places where it happens, but globally ahead of the spread of the problem. The participants in our project were teachers from my own school and their acquaintances from other schools, as well as my colleagues. On the one hand the search for participants was not difficult because everything happened in the form of a snowball, making arrangements with some teachers they advised others and it came out as a chain of connections. But on the other hand, when searching for participants, a problem appeared - many people refused to participate because the topic of bullying is quite sensitive, so we were not able to collect a huge amount of information. But in the meantime, I think the information we received was very valuable because it gave us an opportunity to answer a lot of interesting questions during the work.

I recruited teachers, using snowballing as sampling method.

Participant number	Gender	Experience as a teacher	Private or public school	Village or city
1	Woman	29	public school	city
2	Woman	40	public school	village

3	Woman	25	public school	city
4	Woman	11	public school	village
5	Woman	15	private school	city
6	Woman	30	public school	city
7	Woman	15	public school	village

Challenges

I was aware that conducting interviews with teachers could involve some challenges. Knowing that teachers would be careful not to discredit their school, I was considering their reliability. Ever since the Soviet Union people have had no real freedom of speech and had to control all their words and actions. People could be reluctant to take part in interviews in fear of losing their jobs or not to get in trouble. I did encounter these issues during the course of the interviews. Initially it affected the fact that the recipients did not consent to the recording of our conversations, for fear that their words might end up anywhere. They all gave written consent to the interviews, being informed of my obligations as a researcher in securing anonymity (See in the annex no.1). Despite this, the interviews were not recorded. Therefore, I had to ask the recipients several times during the conversations in order to accurately record all the answers. Further, I paid careful attention to each person's behavior during the interviews, in order to understand how open they. I was aware that some teachers likely withheld something or did not feel safe expressing themselves freely. This was expressed in their behavior: they looked away, began to talk a lot, but not on the subject, diverting my attention from the main question, pausing before their answers, clearly thinking about what they had to tell me. This behavior of some of the participants clearly let me know that the information they provided was either partial or dishonest. Most often this behavior was evident in questions about whether they had witnessed bullying in the school where they worked. Despite confidentiality and anonymity, and that I did not ask them to reveal their place of work, they were clearly uncomfortable. Still, one question that can be answered with one hundred percent accuracy after interviews with teachers is that the methodological manual proposed by the Ukrainian government is rarely used in schools, at least in those schools whose teachers I was able to talk to.

Originally my plan was to interview more teachers to cover a wider range of schools. The covid19 pandemic and the travel restrictions and other infection prevention measures

adjustments were necessary. Due to the limited ability to communicate with people, it was very difficult to recruit participants and to agree to communicate with them. Further due to the insecurity described above, some prospective participants ended up cancelling the meeting. Nevertheless I find that the number of informants and the variety of schools they represent give a good picture of the situation.

4.4 The ethical dimension

The issue of harassment is very sensitive, so we had a very serious task, first in selecting the category of interviewees, and second in selecting the right questions. As I mentioned earlier, we did not interview children, because if they had been bullied, witnessed or participated in bullying, more questions from us about it could have traumatized them even more. It would have been very unwise to take on that responsibility, and the children are not yet able to fully appreciate the problem, so we decided to talk to the teachers about it.

But it was also very important to correctly formulate questions even for teachers that would not in any way infringe on their personal boundaries. Therefore, the questions did not consist of personal information, information that could identify an individual, about childhood and family. The questions were clearly worded only in order to reveal to what extent the phenomenon of bullying in schools is widespread in Ukrainian schools, and how this problem is really being dealt with. Because the topic is quite sensitive, all responses were anonymized.

Also, due to the influence of the Soviet Union era, not all teachers agreed to sign a written agreement to conduct interviews, so I had to agree to a verbal agreement on the condition that I could delete all materials at any time if respondents wished (Protanskaya, 2018). Another problem was that none of the respondents agreed to record their answers, so I had to transcribe the answers of the participants during the interview and immediately after to make sure that all the answers were authentic.

5. Analysis of the documents

5.1 Analysis of a practical manual of Ukrainian scientists on dealing with the phenomenon of bullying

Introductory part of the anti-bullying program guide

After the adoption of the law on administrative penalties and the introduction of fines for bullying others, a movement to eliminate bullying in schools has slowly begun in Ukrainian society (The Code of Ukraine on Administrative Offences, Article 1734). Schools have educational hours and certain subjects that address the issues of social and moral behaviour. The recognition of the problem of bullying at the national level contributed to the writing of a manual for educational institutions, which is aimed at teaching both teachers and children what bullying is, how to deal with it and how to prevent it from happening.

The methodological handbook entitled " Addressing cases of bullying in education facilities: systematic approach " was published in 2019 with the support of the NGO "La-Strada", the Children's Fund "UNICEF" and approved by the Ministry of Education of Ukraine (Andreeenko, Melnychuk & Kalashnik, 2019). In this part of my theses, I analyse the methodological manual with all the methods presented to combat bullying.

The introduction to the Anti-Bullying Toolkit describes the reasons for creating the toolkit. The authors attribute the creation of this project to the very rapid increase in bullying in schools over the past several years.

Among the reasons for the creation of this manual is the initiative of parents and teachers, who during the 2019 survey on bullying revealed the idea that effective actions that can reduce the spread of bullying in the educational environment are systematic educational activities on non-violent behavior with each other, creating quality anti-bullying prevention programs, and creating an anti-bullying policy in educational institutions. It was after the questionnaire in 2019 and the above results, especially the initiative of parents and teachers to introduce anti-bullying programs, that it was decided to create this methodological manual (Andreeenko, Melnychuk & Kalashnik, 2019, p.5).

In the introduction to this manual, the decisive role in combating bullying is given to the school. While the description also mentions the role of parents and the government, the main emphasis is placed on the school. But in my opinion, the school alone can't fix what, for example, was formed at home for years. In my opinion, the responsibility should not be shifted between the school and the parents, but should be shared. Parents should be responsible for how they raise their children and what moral values they instill. The school should create a safe school environment in which the child will feel confident. According to the authors, this manual will help to establish a safe educational process by attracting the attention of educational institutions and children themselves, who are the key link in cases of school bullying (Andreeenko, Melnychuk & Kalashnik, 2019, p.5).

If we talk about the structure of the manual itself, it is divided into three sections: the first section presents educational materials for children from grades 1 to 11 inclusive; the second section describes educational methods for the administration, teachers and employees of educational institutions; and the third section is devoted to the disclosure of features of domestic legislation on anti-bullying. Particular attention is paid to the analysis of legislative acts in the field of education, the interpretation of the concept of "bullying" and the role of the educational institution in the prevention of this phenomenon (Andreeenko, Melnychuk & Kalashnik, 2019, p.5). Therefore, later in the paper we will look in more detail at some of the presented techniques that scientists suggest in combating bullying in schools in Ukraine.

The first chapter of the practical guide

The practice manual is divided into three parts and the first section is devoted to practices to deal with bullying for children. In this section, the practices are divided by age and the exercises presented begin at the preschool age of the child. In a nutshell, working through the problem of bullying with children of preschool and primary school age is the study of "correct" behavior with each other on the basis of games, watching cartoons. For example, for kids there are exercises like "how a smile can show a good attitude toward others and build friendly relationships", "people are each other's mirror" (this exercise focuses on the ability to express emotions and feelings, as well as to treat the feelings of others with understanding and care), "good and evil" (how good and bad deeds appear and what consequences they entail). On the example of simple cartoons, fairy tales, games, children are taught to communicate with each other in a friendly atmosphere, not suppressing each other, and to treat everyone with care and understanding, regardless of any differences (Andreeenko, Melnychuk & Kalashnik, 2019). I think that through such exercises, children learn to develop critical thinking in themselves, realizing how to act appropriately with

others, how to establish communication. Such exercises also develop a sense of affiliation by showing children how to deal with others in order to be treated with dignity in return.

The techniques presented for children are presented in a very light and unobtrusive way. By playing and watching kind cartoons or reading fairy tales, children learn the basis of important human values whose development prevents bullying. It is important to understand that bullying is so prevalent in today's society that combating it with further victory cannot fit into a few educational sessions with children. A few workshops will definitely not completely solve the problem of bullying between children, but they are a first step toward solving the issue.

The next part of the first section, describes techniques for working with adolescents.. In the course of our research it is very interesting what practices are offered for work with teenagers, because puberty period is one of the crisis periods in child development from the point of view of psychology need a special approach that can involve the child in the subject without imposing the ideology of the issue in general (Skripchenko, Dolinska & Ohorodniychuk ,2013).

Children in their teens tend to perceive information from the world around them with hostility, even from the older generation, so we need to see what approach Ukrainian scientists offer during the work of the anti-bullying program. I also want to note that many teenagers have not encountered the study of bullying before, because the anti-bullying methodology came out only in 2019 (Andreeenko, Melnychuk and Kalashnik, 2019). Consequently, attention needs to be paid to how scholars propose to fill the gap in the study of the topic of bullying for adolescents. Certainly, it is possible to assume that children partially studied this issue in ethics, law classes and additional educational hours, whether scientists of Ukraine paid attention to this point in the development of this anti-bullying project. That is why I propose to consider several practices presented in the methodology, which, according to Ukrainian scientists, can to some extent combat the problem of bullying in schools.

Example 1:

(The example is taken and translated from “(Addressing cases of bullying in education facilities: systematic approach” by Andreeenko V.L., Melnychuk V.A. & Kalashnik O.A. (2019), p.28 – 31).

Training for students in 5-11 grades called "Preventing Child Abuse"

The purpose: to acquaint students with the concept of violence and its types; to develop skills of safe behavior in order to prevent violence.

Time: 45 min.

Lesson plan:

1. Greeting of students and pupils
2. Discussion "The concept of violence"
3. Discussion "Types, manifestations, consequences of violence"
4. Discussion "Rules of behaviour to avoid violence or in a situation of violence"
5. Discussion "Where to seek help?"
6. Farewell.

How to proceed:

Greeting of students and pupils

Discussion "The concept of violence"

Purpose: development of the concept "violence".

Moderator/host: Are you familiar with such situations: a fight between peers; parents slapped the child in the face; an adult raised her voice and yelled at the child; a teacher/teacher pulls/ pulls an ear; an older brother or sister takes away funds; a child, begging in the street and has nothing to eat, is not dressed according to the weather?

What do you think is applied to a child in these situations? (violence and abuse).

Moderator provides a definition of violence: Violence can be defined as the action or inaction of one person toward another, which causes damage to health, both physical and mental, humiliates feelings of honor and dignity.

Questions for discussion:

- How does the word "violence" make you feel?
- Who can suffer from violence? (Anyone can suffer from violence. It can be women or men, boys or girls.)
- Why are children vulnerable to violence? (Because they do not always know what violence is and how it is manifested. They even think that such behavior is normal. So it can be difficult for them to understand that they are being violent, or that they are being violent towards those around them. Often children witness violence between adults. Children also suffer from violence because they do not have the skills to resolve conflicts peacefully. Even small conflicts can lead to violence. Children often do not know who to turn to for help.)
- Where can violence occur? (Violence can happen anywhere. More often than not, violence happens during a live interaction. It can be in an educational setting, at home, on the street, with friends/peers, etc. It can also be on the Internet, where gossip, personal photos, etc. are shared. And "bullying" can also occur over the phone: threatening phone calls, texts, etc.).
- What are the characteristics of violence against boys and girls? (It is believed that

physical violence is more typical for boys. Like they solve all cases with their fists. For girls, it's psychological violence. Because they can gossip and untruthful information about each other. But these are just stereotypes (misconceptions). However, guys can also suffer from any kind of abuse (e.g. - girls can commit fights and guys can gossip). Likewise, guys can also be abusers and the abuser.

Discussion "Types, manifestations, consequences of violence"

***Purpose:** to give knowledge about the types, manifestations and consequences of violence.*

Moderator:

There are the following types of violence as psychological, physical, sexual, economic. How can you tell if a child is being abused?

If a boy or girl is subjected to: verbal insults, threats, humiliation, harassment, intimidation and the like; abusive gestures, rough treatment, punishment, instilling fear through stories, actions, gestures, looks, yelling, cruelty, it harms pets then it is **psychological violence**; slapping, kicking, pushing, pinching, whipping, biting, beating, and also illegal imprisonment or being left in danger, etc., **physical violence**; deliberate deprivation of housing, food, clothing, other property, money and documents or the ability to use them, abandonment or guardianship, obstruction of necessary treatment or rehabilitation services, prohibition to work or conversely forced to work, etc., are manifestations of **economic violence**; any actions of a sexual nature, including in the presence of a child, coercion to an act of a sexual nature with a third person, as well as other offenses against sexual freedom or sexual inviolability of the person are manifestations of **sexual violence**.

Moderator: I suggest that you band together into four groups. Each group gets a story from the life of a child (based on children's requests to the National Children's Hotline). You need to work through the story, identify:

1. type of violence and list by what signs / manifestations you have identified the type of violence
2. who suffers from violence
3. who commits violence
4. consequences of violence for the child, suffers from violence
5. who can give recommendations for a way out of a situation of violence.

Discussion "Rules of behavior to avoid violence or in a situation of violence"

***Purpose:** To develop rules of safe behavior.*

Moderator: In order to avoid violence or to know how to act in situations of violence, it is

necessary to follow safety rules. We suggest that you work in pairs and choose from the list of suggested rules to follow. Also, please add the rules that you think are necessary. You have five minutes to do this exercise. Each pair will then chain together to name one rule.

Discussion " *Where to seek help?*"

Purpose: To inform pupils and students about the work of organizations that can help a person suffering from violence.

Moderator: I will give you information about where you can turn to if you or one of your friends/friends, relatives or acquaintances suffers from violence. Among the services you can turn to in such a case are:

- Law enforcement
- Social services - Children's services
- Non-governmental organizations
- Helplines and hotlines
- Hospitals, etc.

Attention to the moderator! It is advisable to prepare postcards for each student and each female student or one to place in the classroom corner with current local information to whom / where you can turn in a situation of violence. Provide information about the National Children's Hotline, telephone 0800500225 or 116 111 (free) within Ukraine (Monday through Friday from 12:00 to 16:00). The hotline provides information, psychological and legal advice on combating child abuse, exploitation and protection of children's rights and interests.

Farewell (If there are informational materials, the moderator will hand them out.

The example of a lesson for adolescents on bullying is in a workshop format and covers all the basic elements of a discussion on bullying. But it is also unclear whether there is enough time in the workshop to discuss bullying, especially if the children have not studied the issue before. A certain amount of time is allocated for each section of the workshop, but is it really possible in practice to follow the time frame so clearly? Also, the example does not indicate the number of participants in the workshop, because there is a huge difference when discussing an issue in a large or small group. Although during the seminar the participants are divided into three groups, but still it counts the number of people. The children were invited to describe what they thought was

violence and bullying with a further fixed term from the facilitator. In the workshop the children are also invited to become familiar with the types of violence and the rules of conduct that can prevent unpleasant situations from occurring. Children had real life examples to familiarize themselves with what violence and bullying are, to identify the causes and, most interestingly, to suggest ways to avoid and solve the situations. It seems to me that real-life examples can give a full understanding of the fact that this problem is quite serious and it can affect everyone, especially those who are not sufficiently aware of this issue. Also, as we may have noticed, the children were given a list of organizations where they can go if they are in a violent situation. Very often children can be afraid to share their problem with their loved ones and it is much easier for them to contact the hotline, the number of which was also provided during this workshop from the anti-bullying program(Andreeenko, Melnychuk & Kalashnik, 2019).

Overall, this example of a lesson with children in the context of bullying and violence is very informative and can be assumed to be effective. It is undoubtedly only possible to fully evaluate the effectiveness of the proposed methodology in practice.

Example 2:

(The example is taken and translated from “(Addressing cases of bullying in education facilities: systematic approach” by Andreeenko V.L., Melnychuk V.A. & Kalashnik O.A. (2019), p.33 – 37).

The purpose: to familiarize students with the concepts of bullying, types of bullying, zero tolerance for bullying (violence and bullying in children are unacceptable), and to familiarize students with the mechanism of response and treatment in bullying situations.

Time: 45 – 90 min.

Lesson plan:

1. Greeting of students and pupils. The purpose and tasks of the class
2. The Tale of the Staple (see in the annex no.4)
3. Introduction to the concept of "bullying," "types of bullying
4. Rules of the children's team to avoid bullying. Recommendations "Where/Who can I go for help in a bullying situation?", "How to avoid bullying?"
5. Collective discussion in groups
6. Summary of session
7. Wrap-up of the session.

How to proceed:

Greeting of students and pupils Discussion: The Tale of the Staple

Purpose: To form a negative attitude toward mockery, bullying, to develop a tolerant attitude toward others (the inadmissibility of bullying in a child's environment).

The moderator distributes a paper clip to all pupils and female pupils : I will now tell you a story about a paper clip. During my story you will need to follow me to make certain shapes with the paper clip. At the end of the tale, the leader/presenter will make an association of Staple's condition with the effects of bullying on the child.

Questions for discussion:

- Can we bring Staple back to the way it was?
- Why not?
- How has the harassment affected Staple's condition?

Discussion: “ Introduction to the concept of bullying, types of bullying ”

Purpose: to define the concept of bullying, parties/participants of bullying, its types, manifestations, consequences.

Moderator: We like to be loved, to be treated politely, to be addressed by name... How do you feel when you or someone around you is called a nickname, humiliated?

Questions for discussion:

- Have you ever observed a situation where a child is "chosen" (a so-called scapegoat), who differs from others in appearance and behavior, and this child is constantly neglected and nicknamed, pushed, picked on, damaged personal things, etc.?
- How do you feel about this situation?
- How do you think a child who has been "chosen" to be a scapegoat feels?

Moderator invites you to review the United Nations Children's Fund (UNICEF) "Take Out Bullying" videos and discuss the question.

Discussion questions:

- What types of bullying did you see in the videos? How did you identify it?
- Who are the participants / parties to bullying?
- What types of bullying do you think are more common among children? Why?
- Who can get caught up in bullying and become the "black sheep"?
- Who do you think can "bully" (be a "Bully")?
- Why is bullying considered an act of violence?
- Is the most important human/child rights principle of "respect for the individual"

respected in a bullying situation?

- What rights of the child are violated in bullying situations?

Discussion “*Rules of the Children's Collective to avoid bullying. Recommendations "Where/who to go for help in bullying situations?", "How to avoid bullying?"*”

Purpose: to develop rules to avoid bullying in children's group; to form knowledge about the need to seek help in bullying situations; to develop recommendations on how to cope with bullying; to familiarize with the activities of the National Children's Hotline (NCCH) to promote the idea of NCCH as a safe and comfortable environment for receiving services.

The moderator gathers the students into three groups (may be in rows, if the students are seated at their desks) and announces the tasks (hands out the written tasks to each group on an A4 sheet of paper).

Group 1. Make and write the rules of the children's group for preventing and combating bullying.

Group 2. To write the recommendation “Whom/who can I call for help in a bullying situation?”

Group 3. Make and write recommendations "How can you resist or avoid bullying?”

The groups have 10 minutes for this task. Then the moderator asks the representative or representative of each group to present the group's work to the students/students. Ten to fifteen minutes are allotted for the presentations.

Discussion “*Collective discussion of group work*”

Purpose: to present and discuss group work, to exchange impressions.

Discuss the questions:

- How do you see the potential for mediators and School Consent Services (SCS) to counteract bullying?

Possible answers:

- Mediator can identify bullying situations; listen confidentially and refer to the appropriate person / institution

- Conducting educational and informational and prevention work (for participants in the educational process)

- Conducting themed events (flash mobs / actions, acting out situations, thematic weeks, etc.)

- Expand the SCS as a student self-government structure
- Create an expert group on bullying among children

Attention to the moderator! Participants and participants should note that there is no mediation in situations of violence and bullying between the perpetrator/bully and the victim.

Mediation is a tool to prevent bullying and to promote non-violent behavior. What do you think are/can be other possible ways of addressing bullying situations at the school (trust boxes, emails, etc.)?

Summary of session

Purpose: to clarify and consolidate the information received during the lesson, to exchange impressions.

Questions for discussion:

- What is bullying?
- Who are the parties to bullying?
- Who can suffer from bullying?
- What types of bullying are there?
- What is economic bullying?
- What is physical bullying?
- What is psychological bullying?
- What is cyberbullying?
- Who is a bully?
- Who should I contact in a bullying situation?
- What is the phone number for the National Children's Hotline?
- What advice can you give about how to deal with bullying?
- What advice can you give about how to avoid bullying?

Wrap-up of the class

Purpose: To promote a positive conclusion to the lesson.

As we can see this interactive activity is presented in a similar form as the first example, but with the additional use of a fairy tale which reveals the detrimental effects of mistreatment on a common paper clip, but in this case children have the opportunity to draw a parallel with the detrimental effects of bullying on children's lives. In my opinion the introduction of the issue of bullying in this case is built in a very interesting, unconventional but understandable way. As in the first example, the main purpose of the lesson is to introduce children to the problem of bullying in general, its causes, types, effects and ways of dealing with it.

Overall, the methods are very interesting, because they are new to Ukrainian society in the fight against bullying in schools. But in my opinion they are a bit underdeveloped. First of all, the limitation in time and the strict adherence to time limits for each section of the seminar make the whole process a little crumpled. After all, it is possible to spend more time on one part of the discussion and then there won't be time left for the others. Also, there are no clear recommendations about the number of participants. The number of participants can also affect the timing of each part of the seminar, because the methods are built so that all participants have the opportunity to express themselves. Also, some of the techniques are aimed at revealing the concept of dignity, while the term itself is not specified in the manual. In my opinion, such small points should be taken into account.

In general, I can conclude that absolutely all of the techniques presented in this anti-bullying methodology are aimed at familiarizing children, in our case teenagers, with the topic of bullying in general. During interactive sessions and workshops, children are offered to study what bullying is, what causes it, what kinds of bullying exist, what consequences bullying causes to children and what methods can be used to deal with this problem. It is also positive that in the lessons children are also presented with real cases of bullying that have been reported to the National Bullying Hotline. It seems to me that as a first step towards combating bullying of children in schools, the presented methods are very well and informatively constructed, while also including basic information that is presented in a very simple and easy form. It seems to me that if such techniques were actually used in schools, perhaps the worldwide problem of bullying could be reduced. After all, such sessions build children's awareness that what they do to others can have really damaging and scary consequences. But we will only be able to confirm or deny the actual use of these techniques during interviews with teachers of Ukrainian schools, and then we will probably have a clearer picture whether these techniques exist only on paper or whether they have been actively used in practice in Ukrainian schools.

Seminars for parents and teachers

The second section of this manual provides a list of techniques for working with parents and teachers on the issue of bullying. As we described earlier, the work to address bullying cannot be one-sided and consists only of working with children and teachers. Many of the factors that contribute to bullying come from the family, because before school children live in a certain environment and soak up behaviors like sponges. So as we have found out, it is silly to put all the responsibility on schools while covering up parenting failures. Therefore, work with parents regarding this problem should also be done, because if parents are sufficiently aware of this issue, they can also work through this point at home from their side. Lectures and workshops at schools for children are certainly a good thing, but if they were reinforced by conversations with parents at home, perhaps the results of the fight against bullying would be more comforting. So it is very important to inform parents about bullying and I think it is a huge plus that the Ukrainian government has added techniques to work with parents about bullying.

The workshop for parents about bullying in general (Andreeenko, Melnychuk & Kalashnik, 2019, p.43 – 49), lasts 90 minutes and includes general information about what bullying is, its causes and triggers, consequences of bullying, types and punishments that bullying entails. Parents are also presented with statistics from the United Nations Children's Fund (UNICEF), which explains the relevance of this interactive session not only for children, but also for parents. What is more interesting, theoretical information about the phenomenon of bullying is presented based on the research of the Norwegian scientist and psychologist Dan Olweus (Andreeenko, Melnychuk & Kalashnik, 2019, p. 46). In general, the seminar is quite simple and contains basic information about bullying, which is the basis for the study of this issue. But at the same time there is a question how and under what conditions school administrators should conduct such seminars, because certainly not all parents share the view that bullying is really a very common problem of the modern world, which leads to serious consequences and has a very negative impact on the lives of children. It is clear that it is impossible to force all parents to attend such seminars, but it is very interesting how schools solve this issue, because this information is not specified in the manual. Perhaps there will be an opportunity to clarify this point during interviews with teachers.

As for anti-bullying work with teachers (Andreeenko, Melnychuk & Kalashnik, 2019, p.49 – 56), a training on bullying is presented for pedagogues of educational institutions, which as well as for parents describes the concept of bullying in general, factors of influence, causes, types and consequences of bullying on the physical and mental health of children. Of course, normative legal acts related to the phenomenon of bullying are presented, as well as information about the penalties

which are allocated in accordance with the law of Ukraine. Also a very important point is that the training raises the question of what measures can be applied at school to avoid and reduce the development of bullying among children. Specifically, during the training teachers are invited to contribute ideas to the following questions:

-What should students / teachers / parents / staff know / be able to do to prevent bullying and how to respond to it?

- What internal documents should be developed / finalized / amended in the school?

- What are the educational opportunities? (Annual work plan; topics of social hours, clubs, etc.),

- What opportunities for the educational process (electives, subjects, interdisciplinary links, etc.)

- What opportunities for self-governing authorities? (Andreeenko, Melnychuk & Kalashnik, 2019, p.53),

It might seem at first glance that seminars for parents and educators are not very important, but in order to teach and explain the problem and the importance of bullying to children, we need to build this knowledge in adults first. After all, as we described earlier, in Ukraine bullying has been discussed only recently and there is not much research about it, so there cannot be much knowledge and information about something which has not been considered a problem for a long time.

6. Interviews and discussion

6.1 Analysis of interviews

In the analysis of the interviews I liked for the teacher's understanding of bullying, how they work to prevent bullying and whether they use and are familiar with the recently passed bullying prevention program. In analysing their responses I looked for concepts what are used in the thesis such as dignity, central capabilities, role of school/parents etc. (See example of coding in annex no. 5) The answers of our respondents were very interesting, informative, and gave us a variety of answers to the global questions of this research. Also, the teachers' answers during the interviews revealed a very powerful connection to the theoretical framework we used for this work. Therefore, I propose to consider these aspects below:

Empathy and Dignity

First, catches my eye is the notions of human dignity and the equality of people with one another that some of the teachers mention. This confirms the correctness of the theoretical framework we have chosen for our master's thesis and is very pleasantly surprising. I think, the notion of dignity which they represent matches to the theoretical framework of the thesis. It seems to me that the concept of dignity is an absolute and they do not divide children by any characteristics of dignity. Also, from the teachers' words about human dignity, I can conclude that their thoughts are similar to Margalit's concept that we are all equal from birth, regardless of any differences, because human beings are equal in dignity (Margalit, 2004). Only a few teachers mentioned the concept of dignity, but, for example, respondent number three said "everyone has their dignity which should not be violated, everyone has personal boundaries that should not be broken." (See example of coding in appendix no. 5). The respondent number five emphasizes that "all children are equal and no one has the right to hurt others." (See example of coding in appendix no. 5). According to teachers' responses, we can conclude that they do not divide children in the class and treat everyone equally, although they mention the fact that the difference between children from well-to-do families and not so well-to-do families behave differently and this factor can be a trigger for the development of bullying in the school environment. Earlier we mentioned the fact that children from families where abuse is the norm are more likely to be aggressive among peers than children from families where there is a more peaceful family environment. The family model

plays a huge role in the formation process and was mentioned by almost all participants in our project, but none said they treated the children differently based on any differences. On the contrary, many respondents emphasized the need to show equality to all children and be an example to them, so that they, in turn, would treat everyone equally without exception. Of course, it seems to me that in many educational institutions, even at the school where I work myself, I can notice that teachers very often choose their favorites and treat them more loyally. As a rule, the choice falls on the child not according to his family and material status, but more because of the personal qualities that appeal to the teacher. Although it is also possible that when a child feels the absolute support of the teacher, the child can do anything, including hurting others. Such an option cannot be ruled out, but I did not see such a correlation in the teachers' responses. Of course, I do not think that any of the teachers would admit to this, but during our conversation during the interview their answers in the context of not sharing children seemed to me quite sincere and honest: they answered without hesitation, without looking away, which indicates that people answered openly and did not try to hide anything. However, some participants answered some questions rather strangely and cautiously, which, by the way, we have already described before.

10 Central Capabilities by Martha Nussbaum

Many teachers in their responses mentioned and emphasized the importance of developing children's feelings, emotions, and thoughts. They also mentioned the development of critical thinking through which children can filter what is good, what is bad, analyze everything that happens and make decisions based on the values that have been instilled in them. They also talk about the importance of belonging, which reveals its importance in the ability to empathize with other people, the ability to put yourself in another person's shoes. All of these concepts are relatable to elements of human capabilities put forward by Martha Nussbaum (Nussbaum, 2011). She described the importance of developing these capabilities in the process of learning at school (Nussbaum, 2011). And at this point there is a difference with the words of teachers, who also say that it is necessary to develop feelings, critical thinking, and affiliation in children, but do not say that this should be done during the educational process, thus making it seem as if they have absconded from any responsibility. But at the same time, teachers place great emphasis on the fact that it is parents who should first of all invest their children with basic human values, develop in them respect, empathy, and understanding for people. For example, respondent number two says "before school children absorb everything that happens at home"(See example of coding in appendix no. 5). Of course, many of the participants emphasize in their responses that there should

be a cohesive teamwork between parents and the educational institution in the development of human values in children, but again, such awareness is not present in all teachers. For example, respondent number seven says “It is necessary to set an example for children to instill in them kindness, compassion, and understanding for others.”(See example of coding in appendix no. 5). I'm inclined more toward the option that there shouldn't be a transfer of responsibility. Parents and schools should work together. Parents at home should instill moral values, while teachers, should create a safe school environment so that children feel that no one can hurt them and violate their dignity, which is absolute.

The role of parents

And at the same time, the role of parents borders on the fact that the lack of parental attention and gaps in parenting can be a factor in bullying, which is also an interesting point. After all, when we look at the factors and causes of bullying according to the Norwegian scientist Olweus (Olweus, 1993), we can see that the psychologist does not include insufficient parental attention to children in the list of factors for the phenomenon of bullying. But almost all teachers emphasized that the role of parents is very important as well as from the side of bullying prevention, because according to them children who received a sufficient amount of love, attention will not be aggressive towards others or will not become a victim of bullying (Skripchenko, Dolinska & Ohorodniychuk, 2013). It is very interesting, because from the answers of our interviewees, the family can be both the cause of a child's tendency to be a bully, and one of the tools to solve this problem, because parents can influence their children. This point was very interesting to me and I want to note that I agree with it, because earlier we also noted that before school life children are influenced by family and this is when the foundation is laid for how a child will behave at school with peers.

On the one hand, when teachers emphasize the role of parents in the issue of bullying, it might seem that by doing so they remove responsibility from the school perhaps indicate that the school can't really influence the children. On the one hand, if we look at the developmental psychology of the individual, we can see that children at an early age, up to six years old, absorb information like sponges, so when they come to school it is very difficult to change their attitudes and behaviours (Skripchenko, Dolinska & Ohorodniychuk, 2013). That is why teachers emphasize that parents must understand very clearly from an early age the fact that at an early age children lay all the foundations of behavior and it is parents who are examples of behavior and manifestation of moral norms and rules. Accordingly, the initial responsibility lies with the parents and I fully agree

with this. Even from my own experience of teaching I can say that it is very strange to hear when parents send their child to school with absolute lack of basics of correct behavior, but want the school to make an ideal obedient student of their child with perfect behavior. It doesn't happen that way, if the wrong grain of norms and rules of behavior is embedded in a child in the family, it cannot be eradicated. In my interactions with teachers, I have not seen the message that they are shifting all responsibility to the parents. Rather, teachers emphasize that the work should be a team effort, not excluding the responsibility of both sides, parents and school. Teachers can oppose the attitudes learned at home, but it's much more effective when parents and teachers work in the same direction, setting an equally good example for the children. Then I think children will have an understanding of how people in their environment behave and what kind of behavior should be adopted. Certainly, teachers have an impact on children and as far as I understood from communication with them they do try to be an example for children, but first of all children look at the people closest to them, their parents. In Ukraine a huge role is given to parents if we talk about the issue of bullying in particular, because according to the respondents it is parents who lay the foundation of the child's behavior. But for example Olweus draws attention to the role of parents and the fact that they should also be involved in the process of working with children in the context of bullying, but he does not describe the family as one of the factors in causing bullying. For example, respondent number six states that "First of all, because aggression, attitude towards others, being well-mannered, the ability to give in - these are the qualities that children imitate to a large extent from their families." (See example of coding in appendix no. 5). It shows that Scandinavians and Ukrainians have such different mentalities that it makes a difference when we talk about bullying. This means that we cannot generalize factors and causes of bullying for all, ways to deal with it, but have to work on the specific issue based on the context of its development in a particular society (Olweus, 1993).

Socio-economic factor

Also, if we analyze the factors mentioned for bullying among children, we can add socio-economic status to the well-known Dan Olweus' reasons, such as differences in mental and physical ability, desire to gain authority, and desire to show strength, according to teachers' responses (Olweus, 1993). Indeed, many teachers emphasize in their responses that differences in social and material status are among the most common causes of bullying in schools. Because of the political and economic situation in Ukraine, this factor is present, because the position in society and money decide a lot that is why people are so eager to get rich. And on the basis of clearly noticeable

differences on the basis of these criteria bullying really occurs. But it is no longer the schools and parents who should be asked to address this issue, but the state, which develops such an unspoken division of people into classes.

Also, the situation in Ukraine was greatly affected by the military conflict with Russia, people began to rapidly migrate across the country and even beyond its borders, which of course led to an increase in unemployment and status in society (Yakovlenko , 2017). These moments are very sharply and negatively perceived in our society and create aggression in people, let alone children. Children from low-income families are very often bullied because their financial situation is not as stable as that of most children. Refugee children are also repeatedly bullied because the situation in Donbas has stirred up all of Ukraine and instilled hatred in people for each other, looking for the guilty party (Yakovlenko , 2017). People have forgotten that they are fellow countrymen, that they are equal and fighting for the same things. This chaos has divided people, and the picture of what is happening has become the norm for children and planted in them a seed of aggression and hatred for one another, which of course is a negative factor in the growth of the problem of bullying.

In today's world, unfortunately, our society is built on the fact that it is money that gives a certain power and inspires self-confidence. Many people position themselves from the point of view that the amount of money determines their opportunity for a decent life and the corresponding attitude to themselves. It is this axiom that instills fear, uncertainty in ordinary people and takes away the understanding that having money does not take away their opportunity for a decent life in society (Sobolevskaya, 2019). It is this erroneous view that contradicts the understanding of dignity as such, that people are all equal because they exist and all the additional factors surrounding people do not change the fact of having dignity and thus the right to proper treatment of themselves (Margalit, 2004). Plus it is this misunderstanding that contradicts all the basic central capacities of the human being that Martha Nussbaum described. After all, she does not place the right to live with dignity on the scale of any conditions that, when accepted, we deserve to be treated with dignity (Nussbaum, 2011).

Professional ethics

Professional ethics in the teaching profession determines how teachers should act in relation to children, colleagues and parents. Teachers are educate the future generation of the country and their professional end ethical conduct influence their students. Since the time of the Soviet Union, it was believed that teachers were the transmitters of the public civic ideology in the spirit of which educational work and the formation of the worldview of students were built (Protanskaya, 2018, p.

2). It was believed that the quality of education, the goals and practices of education determine the identity of a nation, its success and popularity in the world. Conversely, what else, if not the shortcomings of education and the upbringing of producers, could explain the poor quality of goods and services, the high accident rate, the unreliability of unreliability of communications? (Protanskaya, 2018, p. 3).

I think the opinion of teachers in this regard has not changed because many respondents during the interview drew attention to the fact that teachers should carry high moral values, be an example for children, because it depends on teachers in particular what kind of future generation will grow up with what values, attitudes and morality. After all, the future generation is a reflection of the country as a whole, so the entire educational process should be built on the foundation of high moral and spiritual foundations, which teachers should convey to children. That is why, in my opinion, many participants in our project emphasized the teacher's example to the children in their responses. Through the example of their teachers, children become accustomed to a certain behavior, a respectful attitude towards themselves and others. If this is also transmitted in the family, children adopt the correct line of behavior within humanity and will not be inclined to aggression towards others in any of its manifestations (Protanskaya, 2018, p. 5).

But here a very important point is that the “professional ethics of the teacher is based on his comprehension of his mission, responsibility and professionalism in education, education and upbringing of his students, pupils. Consciousness of duty, which constitutes the ethical the ethical basis of the teacher's moral position, and the authority of his or her profession maintained in society determines its impact on the future and the place nation's place in the world.” (Protanskaya, 2018, p. 7).

Only teachers who sincerely love their work and understand the responsibility of their profession can truly be an example of high human moral values. I think, many teachers work only because they need a steady income, not because they truly see teaching as their vocation. In Ukraine, the teaching profession is highly devalued and teachers are forced to work, accordingly they do not put great value in the role of the teacher, only as a source of income (PROSHKOLU, 2021). And again in this matter I think a significant role played by the socio-economic situation in the country, because if the attitude towards important and meaningful professions was different, in this case the teaching profession, then the result of teaching would be different. But I can conclude from the responses of many respondents to our study that caring and conscientious teachers who really care about what they do, who love children and want to share the best with them still exist

Differences in public-private schools

Also, not many teachers mentioned that it's great to bring up important topics like bullying, for example, in the context of lessons like ethics and law. But then what to do about the difference between public and private schools? As we described earlier, public schools are controlled by the government and accordingly follow the same curriculum that is approved by the Ministry of Education. And subjects like ethics and law are automatically included in the educational process. But then how to deal with private schools if their program is approved by the school board and, accordingly, the curriculum may differ from institution to institution. Accordingly, it is impossible to check whether all private schools have such subjects, and if so, why, and if not, how do they fill this gap in the education of children, as I think. Because these subjects are very important in my opinion as they give children basic knowledge about important issues such as rights and duties, morals and norms of behavior. Although again there is a question, if we are talking about the importance of explaining to children what is good and what is bad, then we need to start at an early age, and law and ethics subjects are introduced only in secondary school. What then replace them in elementary school and how this important information is delivered to children, there is no mention of this point.

It seems to me that although not many teachers have mentioned this point, it is just as important as the previous ones. Parents who send their children to school should be assured that their child will develop fully in school and learn different subjects and things that are especially important in life. Of course, this raises the question of the parents' choice of school and their understanding of what they want their child to learn. Again, the aspect of the difference between schools comes back to the role of parents. In my opinion, all the aspects and factors mentioned by the teachers during the communication are very important and should be taken into account, especially when we talk about the process of shaping the consciousness of the future generation of our country.

The interviews revealed a lot of points which, in my opinion, are new in the context of analyzing the phenomenon of bullying in Ukraine: the role of parents (as a problem of the occurrence of bullying) and the socio-economic situation in the country. These factors help to analyze the problem of bullying from a completely different perspective of this phenomenon, which in the future can be the first step to combat bullying. Also, the result of the communication with teachers absolutely helped us to find out that the methodological manual on anti-bullying presented by the Ministry of Education of Ukraine is not used in practice in schools (Andreeenko, Melnychuk & Kalashnik, 2019).

Overall, I think we got a lot of interesting and valuable information from the number of interviews we conducted. Of course, it would have been great if we had had the opportunity to talk to more people, but with quarantine, limited time and a sensitive topic, I am very happy with the result we got.

7. Conclusions

One of the main research questions was how the Ukrainian government deals with bullying in schools and whether the bullying law and the anti-bullying guide are effective. The study found that the law on bullying is quite new and the punishment for bullying is limited to only administrative penalties, which is insufficient in my opinion. The methodological manual presented by the government is not used in schools of the teachers I interviewed. Whether this is the case in general, my study can't answer, but it is possible to presume that its use is not yet widespread. This raises the question of why it was formed if it is not used in practice. Although in the manual there are quite good seminars and workshops for children, teachers and even parents on anti-bullying. This point leads me to the conclusion that the state is not effectively addressing the problem of bullying in schools. The reasons are difficult to ascertain. It would be possible for schools to introduce the program in regular schedule, making use of the few spaces there are for teachers to work independently.

Next, it was important to find out if teachers face bullying at work, how often, and how they deal with it. To answer this question, interviews with teachers were very useful, because during the communication a number of interesting points were revealed. Many teachers, in my opinion, tried to hide the fact that bullying happens at work, they avoided the question or tried to change the subject. But many responded honestly that the problem exists, although it does not happen every day. Teachers do not have a lot of freedom to come up with seminars to address bullying, but many admitted to using educational hours or informally talking to children about the topic after school. It was also found that schools (at least in the public schools) have ethics and law subjects that also address bullying. In general, I can say that the fight and prevention of bullying in schools is ongoing, but whether it is one hundred percent effective is still a question. In my opinion, the methods presented go along with Martha Nussbaum's research on central human capabilities (Nussbaum, 2011). The techniques which are presented for children are based on real examples and include work with various media materials. For example, children are asked to watch a fragment of a kind cartoon or film. I think that children develop their feelings and critical thinking about how they should treat others using concrete examples of communication in this way. And, accordingly, the children get the idea that if they treat others well, they will be treated well in return.

Also in the study was the question of how the anti-bullying framework is adopted in schools and how it affects teachers' practices. But as described earlier, schools only have educational hours with children about bullying, dignity, and appropriate communication with each other. There are also discussions of such issues in ethics and law classes. This is the end of the spectrum of anti-

bullying activities. It is true that some teachers emphasized that they try to get the children together after school hours, so that the children spend more time with each other, thereby establishing communication. But again, this approach is possible if the teacher is a supervisor. It's disappointing that teachers don't have a lot of freedom to choose how to work against bullying. They are put into a kind of framework from which the introduction of any additional means to combat bullying is practically impossible.

In general, we can conclude that the problem of bullying does exist in Ukrainian schools. It is being dealt with, even if not one hundred percent, but the state and schools are trying to prevent the growth of this phenomenon. Perhaps because bullying was not recognized as a problem at the state level recently, the government needs more time to introduce certain measures to combat it.

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Annexes

Annex 1: Letter of Consent – Bullying in Ukrainian schools

Are you interested in taking part in the research project

” The phenomenon of bullying in Ukrainian schools ” ?

This is an inquiry about participation in a research project where the main purpose is to understand how widespread bullying is in Ukrainian schools and how the Government of Ukraine deals with it. In this letter I will give you information about the purpose of the project and what your participation will involve.

Purpose of the project

The problem of bullying is a global problem of the modern world, but in Ukraine people started to talk about this phenomenon not so long ago. Therefore, the task of this master's thesis is to study how widespread this problem is in Ukrainian schools and how bullying is treated. Therefore, conversations with teachers are an excellent method for understanding the real picture of this situation.

Who is responsible for the research project?

University of South-Eastern Norway is the institution responsible for the project.

Why are you being asked to participate?

Teachers know school life from the inside, so I think it is important to communicate with teachers from different schools to understand how this phenomenon is combated not only locally but also in different schools across Ukraine.

What does participation involve for you?

If you choose to take part in the project, this will involve that you take part in the interview. It will take approx. 45 minutes. The interview includes questions about bullying in general and your own experience if you are ready to talk about it. I will record the interview (if you agree) and will take notes.

Participation is voluntary

Participation in the project is voluntary. If you choose to participate, you can withdraw your consent at any time without giving a reason. All information about you will then be made anonymous. There will be no negative consequences for you if you choose not to participate or later decide to withdraw.

Your personal privacy – how we will store and use your personal data

We will only use your personal data for the purpose(s) specified in this information letter. We will process your personal data confidentially and in accordance with data protection legislation (the General Data Protection Regulation and Personal Data Act).

During the research, only I and my supervisor will have access to your personal data. Unauthorized people will not have access to your answers because they will be anonymized in the first place and will be stored on an encrypted server.

What will happen to your personal data at the end of the research project?

The project is scheduled to end 30.04.2021.

After the end of the project, the anonymized data will be stored in an encrypted repository for possible further research. Access to the data will be given to me and my supervisor, as agreed before, no outsiders will be able to access the data provided.

Your rights

So long as you can be identified in the collected data, you have the right to:

- access the personal data that is being processed about you
- request that your personal data is deleted
- request that incorrect personal data about you is corrected/rectified
- receive a copy of your personal data (data portability), and
- send a complaint to the Data Protection Officer or The Norwegian Data Protection Authority regarding the processing of your personal data

What gives us the right to process your personal data?

I will process your personal data based on your consent.

Based on an agreement with University of South-Eastern Norway, NSD – The Norwegian Centre for Research Data AS has assessed that the processing of personal data in this project is in accordance with data protection legislation.

Where can I find out more?

If you have questions about the project, or want to exercise your rights, contact:

- University of South-Eastern Norway via my supervisor, Lena Lybæk (lena.lybaek@usn.no) or you also can contact me (viktorija-1997@ukr.net). For student projects you must include contact details for the supervisor/the person responsible for the project, not just the student.
- NSD – The Norwegian Centre for Research Data AS, by email: (personverntjenester@nsd.no) or by telephone: +47 55 58 21 17.

Yours sincerely,
Viktoria
Morhulets

Consent form

I have received and understood information about the project “The phenomenon of bullying in Ukrainian schools” and have been given the opportunity to ask questions. I give consent:

- to participate in the interview
- for my personal data to be stored after the end of the project for next studies

I give consent for my personal data to be processed until the end date of the project, approx. 30.04.2021.

(Signed by participant, date)

Annex 2 : Interview Guide for Teachers

Interview guide for teachers

- + Our questionnaire is anonymous. However, you may identify yourself by name:

- + Gender :
man or
female

- + How many years have you been working as a teacher?

- + Bullying in a teen environment is:

- + How do you understand that bullying occurs in class?

- + Why do you think bullying appears?

- + In the school where you work there were moments of bullying:
yes or
no (give examples)

- + How often is bullying experienced at school where you've been working? Is your school the safe place for students?

- + How do you work to prevent bullying? Have you applied it at school?

- + At the school where you work teachers are trained to prevent bullying : yes
no (give examples)

- + At the school where you work are there any conversations and workshops about bullying with children ?
yes
no (give examples)

- + In your opinion, what is the way to deal with the phenomenon of bullying:

Annex 3 : Interviews of teachers about bullying

Interviews

№ 1

✚ Woman

✚ 29 years old

✚ The abuse of each other, which manifests itself both physically and psychologically.

✚ When children's behavior, communication in the school environment and in general changes. When there are tensions between children.

✚ I think one of the key factors of bullying is to some extent poor parenting. Especially in the modern age when many parents are very busy with work and their worries the children get some extra freedom compensated by the lack of love from their parents. That is why children simply lose the example of what is good and what is bad, which parents should initially set.

✚ Personally I have not faced with such incidents, and our school is quiet, at least I have not heard about frequent bullying situations. But there was a situation with one boy, he used physical force to take away children's things and money. The school administration involved a psychologist and parents to address the issue, but as I remember the parents were very reluctant to contact, did not admit the guilt of the child and because it was impossible to solve the problem, because I think in these issues there should be teamwork between the school and parents. But since the parents flatly refused to do anything and work to rectify the situation, the school management decided to expel this child.

✚ In my opinion, the most important thing I can do is to be an example to the children. After all, willingly or unwillingly, children pick up both good and bad qualities of those around them, including teachers. And a teacher with high spiritual values cannot inculcate in a child a predilection for bad things, in this case for violence against others. And of course, if I suddenly witness bullying, I have no right to stay away! It is my duty to make sure that this kind of situation does not happen in a child's environment.

✚ Unfortunately, we do not have bullying training at school. But every year teachers are sent to in-service training, where teachers have to go through training on different topics, and it takes 30 hours in total. Unfortunately I do not remember whether there was a training on preventing bullying or not, I did not pay attention. After all, there is a huge list of trainings for teachers and we have the opportunity to choose the ones we are more interested in. So I don't rule out the possibility of there being training on bullying as well.

✚ I have not heard about separate seminars and workshops, but I do know that educational hours are held with students where important topics are raised. But these hours are conducted by the class teachers and accordingly they choose the topic of the conversation. It seems to me that if the class teacher feels and understands the problems of his class, then the topics will be raised accordingly.

✚ In my opinion the best way to prevent bullying is not to let it happen! Only love and high spiritual values revive something good in the hearts of children. As I said it should be a teamwork: first of all parents should love their children unconditionally and be a good example to them and then during the school years the teachers join this team, especially the form masters with whom children spend much time, who should also be an example of a person with high spiritual values. Both parents and educators must understand that we have a responsibility to shape our society.

№ 2

✚ Woman

✚ 40 years old

✚ Bullying as I understand it is physical and psychological violence against other children that occurs over a long period of time. It is very important not to confuse bullying with conflict, because conflicts happen on the basis of contradictions, but are resolved quickly enough, which does not entail a long period of time. Bullying, on the other hand, is usually not a one-time incident but becomes a negative pattern.

✚ In my opinion bullying can be recognized when the behavior and general perception of children changes, when their behavior becomes strange, when children become intimidated, unsure of themselves. Also, the role of the classroom teacher in this matter is huge, because knowing the normal daily atmosphere in the classroom it is very easy to notice any changes. It is better to sound the alarm at the slightest change and figure out what is going on than to wait until the situation reaches its peak. That's why I think you need to be very careful to monitor any changes in children's behavior - they can be alarm bells for big problems.

✚ From my experience over the years, I can say that many of the problems that also manifest themselves in the school environment come from childhood, from the family, from not enough proper parenting. The germs of even such a problem as bullying appear at an early age and just gain momentum during adolescence. And that is when everyone screams that it is the school's

fault. Of course the school environment also affects and changes children's behavior, because every day children spend a lot of time at school, but it doesn't change the fact that before school children absorb everything that happens at home. So in my opinion one of the main factors is what was and is the upbringing of children. And all the other factors such as differences in status and appearance, for example, are additional, because everything comes from the family.

✚ For all the time I worked at school I did not encounter bullying. Conflicts, yes, there were. But as I said it is very important not to confuse conflict with bullying and it is very important to respond to it on time and help children to sort out some misunderstandings, because I think that unresolved conflicts can escalate into some kind of anger towards another person and this can become the impetus for bullying between children. That's why at our school we always react to conflicts that arise between children and come to a compromise in the course of a constructive dialogue. Conflicts are inevitable because we are all different and at the junction of these differences misunderstandings can arise which are important to discuss and eliminate in time. After all, bullying doesn't come out of nowhere, it's like a chain reaction, something comes out of something and so on in a circle. So it is very important not to miss every moment in communicating and educating a child.

✚ As a school principal, I have several hours a week at my disposal that I can set aside for conversations with the children on certain topics. I feel that the school should provide a safe environment for the children. I want the children to communicate normally without provoking each other to do anything that might harm anyone. That is why every week we have a lesson or two (depending on the program and the number of extra hours available) on different topics, including bullying, internet bullying (which has become even more common with the modern use of social networks), human dignity, basics of communication with each other, a safe school environment. Also at such lessons teachers during the conversation introduce real life situations, because unfortunately sometimes the realities of modern life are horrible, but using concrete examples, and most importantly, based on their consequences, children understand what a particular action may lead to. I really hope that such constant dialogues with the children on such important topics will help to sow the seed in their heads of what is good and what is bad.

✚ Unfortunately, there are no specific courses or workshops for teachers on bullying. But in 2019, after the bullying law was passed, the Ministry of Education sent us a packet of information about bullying in school, what it is, how to recognize bullying, what to do in such cases and how to deal with it. First of all this information raised our awareness of the problem, plus this information is used in conversations with students to make them aware of the problem.

✚ Unfortunately, we do not have a separate subject on bullying, as it is not presented in the curriculum prescribed by the Ministry of Education. But in our school we have such subjects as law and ethics which touch upon the topic of violence, bullying, humiliation of others and the basics of proper communication in society, including the school environment. Also, as I mentioned earlier, we have extra hours in our curriculum that we spend on conversations with children in a friendly setting in the form of dialogue (not in the form of lessons, so that children feel more free and relaxed). And on the list of these conversations there is a topic about bullying. I think it is a very big problem today and it is growing very fast, so our job as educators is to do everything we can to give kids enough information to keep them out of such situations in life.

✚ The best way to deal with bullying is to prevent it. It is very important that parents pay proper attention to the education of their children and of course the hard work of the school staff. Children spend a lot of time in the school environment and the task of the school is to smooth out all the angles between children, to teach them to listen to each other, to communicate even if they have disagreements. It is important to teach children how to talk and how to find compromises and to be an example for them! After all, you can't teach a child anything without using this or that information in practice.

№ 3

✚ Woman

✚ 25 years old

✚ The way I see it, bullying among teenagers is bullying over a long period of time whether it be psychological or physical.

✚ Besides the fact that I am a teacher, I am also a class teacher and knowing my class, the normal behavior and communication of children, I always pay attention to any changes in the atmosphere of my class and for me this is the first call that there may be some problems. After all as a rule bullying, especially at the initial stage does not have any evident form and happens quietly, and then after some time we see the consequences of long-term bullying. Therefore, it is always important to pay attention to minimal changes in the team. It's better to be reinsured once more, than to have no opportunity to correct the situation later.

✚ In my opinion there are many reasons for bullying such as jealousy, financial status, differences in appearance or intelligence. But the reasons are very superficial and the root cause is a lack of love and a lack of nurturing. If we take a look, it is precisely children with pronounced childhood traumas who either bully others to compensate for their pain, or become victims because

of their insecurity and inability to fight back. After all, all of these elementary bases are laid down in the family since childhood, and only then do they begin to manifest themselves when the children get to their peers. In addition, I believe that in today's world the problem of bullying has only gotten worse, especially because of the rapid development of technology. Children have gained access to a huge amount of information which is simply unfiltered and thereby the boundaries and frameworks of what is good and what is bad are erased in children.

✚ Yes, unfortunately in the school where I work there have been cases of bullying, and even more unfortunately not once. I should say that conflicts have always been between children, and this is normal, such situations happen, but are quickly resolved through dialogue and a normal calm conversation. But now children have become more violent, more embittered, and ordinary differences of opinion or personal animosity towards a person can lead to bullying. So unfortunately it happened in my class...Bullying was over a new girl who came to my class, she was from a well-to-do family and very capable, good at school. It was these moments that hurt a group of girls who started bullying her. It started with name-calling, turning the whole class against the new girl, declaring a boycott...and even continued with physical abuse: She could have been pushed, hit...but it was more of a psychological crush... I really regret that I did not notice the situation earlier, but initially the bullying started online, then the kids were gossiping among themselves, and I only found out about this situation when the kids were not afraid of my presence and started to call a new girl names and take her things away from her. After that I tried to talk to the girl but she was silent about everything and then I decided to involve parents in hope that they have enough trust relationship and I was right. After confirming that such a problem does exist in our class, first I had an educational conversation with the children, not on the specific example of the situation of a new girl, because I did not want to embarrass anyone, but I tried to explain them that there are impermissible norms of communication, everyone has their dignity which should not be violated, everyone has personal boundaries that should not be broken. The next thing I did was to call the parents of the offenders and the victim to school, because we need to work together to solve the problem...and how sad that the parents of the offenders did not go into contact, they did not recognize the problem and insisted that their children are the best. Undoubtedly children are the best for their parents, but I believe that turning a blind eye to the negative manifestations of their child will not help to solve the problem. It ended up that the new girl began to fight back bullies, made friends and became no longer interested in them. But it was very painful and unpleasant to realize that there was such a problem in my class and even more unpleasant to realize that parents don't want to take any responsibility for their children. But after this situation, I try to keep a closer eye on the children in my class.

✚ As much as I dislike saying it, I don't consider the school where I work to be a completely safe environment for kids. Of course bullying doesn't happen every day, but I've heard of at least two almost similar situations in my classroom, but these are just the ones I've heard about in the last few years. It's just important to understand that until recently, bullying was not considered a problem and was compared to the normal conflicts that are normal in children's adjustment to the school environment. But there is a huge difference between bullying and regular conflict and I am glad that they have started to talk about it openly, which will help to combat the phenomenon.

✚ Personally, especially after the incident, I try to have conversations with students about important topics, including bullying, dealing with each other, human dignity, mutual help and understanding. Most of the time I try to be open ended so that kids don't think of it as a lesson that they have to go to in order not to discourage them from engaging. We often have tea parties at the end of the week with the students and touch on important topics, this format helps to build a more trusting relationship with the children and not put them off.

✚ We did not have any special seminars or training on bullying. The only thing is that after the bullying law was passed in 2019 we received a packet of general information about bullying that we had to read and then introduce to the children during educational hours.

✚ As I said before, the maximum is that we discuss important topics, including bullying, with the children during the educational hours. We did not have any additional seminars. Also, there are subjects like law and ethics in the curriculum presented by the ministry of education which deals with human dignity, how to behave properly with each other and what punishments there can be for bullying others. In fact it would be great if there were additional sources of work with children on bullying but unfortunately schools have a clear plan of what and when to teach and teach children and we can't deviate from this course.

✚ I think it is very important to make people more aware of the problem of bullying. It is not enough just to pass a law and spell out what administrative punishment awaits the perpetrator. Not everyone understands what bullying is, how it differs from conflict and the most important thing is how to recognize bullying in order not to let it reach the critical point. I think people should speak more about this problem and give more information so that people are ready for it, so to speak, they know their enemy personally and understand how to fight it.

№4

✚ Woman

✚ 11 years old

✚ Bullying is bullying that occurs as a result of poor parenting, poor pedagogy and uncontrolled use of the internet.

✚ In an environment where bullying occurs, children seem to isolate themselves from others, they don't respond well to contact, and they close themselves off. I think it's also very common to see things being damaged, which can also be a sign of this problem.

✚ Bullying occurs because children are not taught to accept into their environment those who differ in appearance, social status. Also, many children have an exaggerated desire to gain authority among their peers and try to do so without realizing that this can be harmful to others. Computer games also have a strong influence on children, they make them more cruel, angry and erase the boundaries of what is allowed.

✚ Bullying has always been there, even when I was at school. But back then it wasn't called that and didn't get as much attention. Now bullying is also present in schools because children feel impunity and continue to bully others, which translates into prolonged verbal abuse and humiliation, for example. I think a lot of schools have it, although not everyone admits it.

✚ I think some kids suffer from bullying, but most likely it happens secretly and at least no one at school knows about it. Although in general our school is very calm and there are a lot of very good friendly teams.

✚ In all schools from first to eleventh grades we conduct educational events with children on bullying, on how to create a friendly team, that everyone, without exception, is equal and deserves respect. We have these trainings every few weeks or so, depending on the hours available in the program, which can vary.

✚ At our school, a psychologist and a social pedagogue provide training about bullying for teachers and talk about what it is, the signs, what causes it and how to deal with it. Two such trainings for teachers are planned for the school year (in the first semester and in the second semester). There are no other special seminars or workshops planned.

✚ As I said earlier at our school we have been telling children since the first grade what bullying is during kindergarten hours and children know the correct algorithm of actions to avoid getting in such a situation, not to provoke it and in the extreme case how to get out of it peacefully.

✚ The first and most effective step is acceptance and recognition of the problem, because denying the problem of bullying will only make it worse. It is also very important to educate children and adults about bullying and provide enough information to make them aware of it. It is also important to teach children that we are all equal and that differences cannot be a trigger for bullying. And importantly, we need to use the law on bullying, talk about it and also make it

clear to children that they will be punished for unlawful actions against others. Children need to feel that this is serious and impunity is a thing of the past.

№5

✚ Woman

✚ 15 years old

✚ Bullying is humiliating and insulting others in order to get the person out of psychological equilibrium.

✚ By the behavior of children, their communication with each other it is very easy to recognize that bullying is taking place. As a rule, bullies behave very brazenly and lewdly in relation to the victim and even in the classroom will slip some phrases or barbs. So if you closely monitor the general atmosphere in the classroom, it is very easy to recognize the problem of bullying.

✚ Because of lack of proper upbringing, influence, parental attention, because of possible childhood traumas very often children have a desire to assert themselves, to increase their self-esteem and very often it happens through humiliation of others, the weaker, unfortunately.

✚ At the school where I work now I have not heard about bullying, but at my previous place of work I encountered such a problem. A group of teenagers were bullying an orphan boy who was adopted by the principal of the school. Teasing from the other kids was translated into verbal barbs because the boy didn't have a normal, full family. Moreover the boy was not very good in school and could not fight back so the taunts went on for a long time. I know the school administration responded to the situation but unfortunately I don't remember how it all ended.

✚ I have not heard more about bullying at my previous place of work, of course they were silenced because they did not talk about bullying openly, but at my current place of work I certainly have not heard about such incidents.

✚ It seems to me that various conversations and seminars on this issue should be conducted by the class teachers, psychologists and social pedagogues. Of course, if I see a moment of bullying or just an attempt at it, I will spare no time and have an educational conversation about how there are unacceptable things in behavior toward other children, and that insulting and humiliating others is punishable.

✚ At my previous place of work there were no educational seminars on bullying with teachers, and I have just recently started working there and unfortunately there have been no such seminars during my work.

✚ Now as far as I know class teachers from the very first grade hold educational hours and discussions with children about bullying, about how to build a good and friendly atmosphere in class, that all children are equal and no one has the right to hurt others.

✚ I think that first of all it is necessary to start with a good education of their children, first of all parents must talk to their children about important things that will be with them their whole life because normal communication between people is the key to a healthy functioning of society. Plus in schools from the very first grade there should be conversations about bullying, its negative impact, how it destroys life and what its consequences can be. It is very important to make children aware of this problem in order to protect them from its effects.

№6

✚ Woman

✚ 30 years old

✚ Bullying is systematic insults, humiliation.

✚ If a child is bullied, you can see it in his behavior: his motivation to learn decreases, he doesn't want to go to school, he hides during the breaks or tries to be near the teacher, runs away from the last lessons, becomes anxious.

✚ Lack of empathy in people.

✚ There were cases of bullying, but short-term. It is important to detect it in time, get involved and do preventive work. In 8th grade the pupils systematically insulted their classmate (they threw rags at him, locked him in the classroom, called him bad names...) But it was found out that he provoked his classmates for such actions, made outrages in the classroom and told the teachers that other guys did it.

✚ At the school where I work, this is a rare phenomenon because the school administration and the entire staff works in a very active mode, we constantly have interesting activities, involve as many children as possible in various activities (during the breaks children draw, prepare for competitions, spend "Funny break", the older students are cooking smaller, create videos, etc.).

✚ Regular trainings on different topics are conducted with pupils, the aim of which is the ability to communicate, to accept each other, to respect each other, to be able to say no!

✚ Yes. A memo for teachers has been developed where the algorithm of actions when bullying is identified is written. A seminar was held with teachers. There is a psychological service which monitors this issue.

✚ Children are familiar with the concept of bullying but, as I wrote, it is more effective to have training and work through situations rather than talking about them.

✚ It is a complicated issue.... First of all, because aggression, attitude towards others, being well-mannered, the ability to give in - these are the qualities that children imitate to a large extent from their families. Our task is to raise empathic people who are able to empathize. By the way, the school staff together with psychologists from the Institute of Psychology have been working on the topic of "empathy" for the second year in a row.

№7

✚ Woman

✚ 15 years old

✚ Bullying is systematic bullying that takes the form of verbal abuse, gossip and even physical abuse.

✚ When bullying happens in a teenage group, the behavior of children changes, the victims can be recognized by the fact that they become more intimidated, they also look for different reasons not to come to school.

✚ I think bullying comes from the lack of development of human values in children, which leads to their excessive cruelty towards each other.

✚ Yes, unfortunately there are cases of bullying, but not often. There was a time in my colleague's class when a group of kids were bullying a new boy because he was from a poor family and could not afford much. Children called the boy names and threw his things around. Fortunately the incident was noticed at an early stage and the bullying of the child was stopped. Work was done with all parties involved in bullying and their parents as well. I think that to a large extent due to the parents' involvement in this problem it was possible to solve it, because a lot comes from family and upbringing.

✚ In general, our school is good and the general atmosphere is very friendly. Class teachers are working on solidarity between children and trying to build the right relationship between the children, but unfortunately sometimes bullying occurs.

✚ I personally have educational discussions with my class about bullying, relationships, empathy, and support for one another. We have had these educational hours throughout the school since the first grade. Personally, I also add extracurricular meetings with the children, we go on walks, picnics, and have informal conversations on important topics. Also, I think spending time together outside of school builds cohesion even more.

✚ Yes, we have seminars with teachers about bullying and giving general information, especially the flow of information increased after the law on bullying was passed in Ukraine. Also, when there are new things or there is more information, teachers are always given the information so we can properly communicate that to the children.

✚ Yes, as I mentioned before, we have educational talks with children, including on bullying. There are also sometimes movie nights after school where the children watch good cartoons and films which help to develop understanding and empathy towards each other.

✚ I think it is very important to talk to children about values and to instill in them from childhood the correct understanding of human relationships that form a healthy society. It is necessary to set an example for children to instill in them kindness, compassion, and understanding for others. If you start with these basic things, I think the problem of bullying will not be so obvious.

Annex 4 : Tale of a Staple

Tale of a Staple

Instruction: During the story, the presenter/leader makes certain appropriate figures out of a paper clip, and the students and pupils repeat after the moderator.

1. Once upon a time there was a little squeaky girl. She was a very lively, cheerful and sociable girl. (Just a paper clip)

2. One day her classmates gave her an offensive nickname. And she had the question, "Why?" (Question Mark)

3. Another time she found her briefcase in the school bathroom and was very upset. (Lower smile)

4. After school ended, Fiddler went out for a walk in the courtyard, where other girls started picking on her, insulting her and giving her a kicking. (Exclamation point) and Fiddler thought, what should she do? Who would protect her? (Question mark)

5. She often remembers a time when no one hurt her and wants things to be like they used to be.

Try to make the paperclip he way she used to be.

Annex 5 : Coding of teachers' answers

Data extract	Participant №	Coded for
<p>“In my opinion, the most important thing I can do is to be an example to the children. After all, willingly or unwillingly, children pick up both good and bad qualities of those around them, including teachers. And a teacher with high spiritual values cannot inculcate in a child a predilection for bad things, in this case for violence against others.”</p>	1	<p>senses, imagination, thought (10 Central Capabilities, Nussbaum)</p>
<p>“Also at such lessons teachers during the conversation introduce real life situations, because unfortunately sometimes the realities of modern life are horrible, but using concrete examples, and most importantly, based on their consequences, children understand what a particular action may lead to. I really hope that such constant dialogues with the children on such important topics will help to sow the seed in their heads of what is good and what is bad.”</p>	2	<p>practical reason (10 Central Capabilities, Nussbaum)</p>
<p>“Of course the school environment also affects and changes children's behavior, because every day children spend a lot of time at school, but it doesn't change the fact that before school children absorb everything that happens at home. So in my opinion one of the main factors is what was and is the upbringing of children.”</p>	2	<p>role of parents (different from Olweus)</p>
<p>“I did not want to embarrass anyone, but I tried to explain them that there are impermissible norms of communication, everyone has their dignity which should not be violated, everyone has personal boundaries that should not be broken.”</p>	3	<p>concept of dignity</p>
<p>“Also, there are subjects like law and ethics in the curriculum presented by the ministry of education which deals with human dignity, how to behave properly with each other and what punishments there can be for</p>	3	<p>public-private schools (differences)</p>

bullying others.”		
“It is also important to teach children that we are all equal and that differences cannot be a trigger for bullying.”	4	equality
“Also, many children have an exaggerated desire to gain authority among their peers and try to do so without realizing that this can be harmful to others.”	4	authority (Olweus)
“In our school from first to eleventh grades we conduct educational events with children on bullying, on how to create a friendly team that everyone, without exception, is equal and deserves respect.”	4	equality
“Now as far as I know class teachers from the very first grade hold educational hours and discussions with children about bullying, about how to build a good and friendly atmosphere in class, that all children are equal and no one has the right to hurt others.”	5	equality, affiliation (10 Central Capabilities, Nussbaum)
“Our task is to raise empathic people who are able to empathize.”	6	affiliation (10 Central Capabilities, Nussbaum)
“First of all, because aggression, attitude towards others, being well-mannered, the ability to give in - these are the qualities that children imitate to a large extent from their families.”	6	role of family (different from Olweus)
“There are also sometimes movie nights after school where the children watch good cartoons and films which help to develop understanding and empathy towards each other.”	7	affiliation (10 Central Capabilities, Nussbaum)
“It is necessary to set an example for children to instill in them kindness, compassion, and understanding for others.”	7	affiliation (10 Central Capabilities, Nussbaum)
“There was a time in my colleague's class when a group	7	socio-economic

of kids were bullying a new boy because he was from a poor family and could not afford much.”		status
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