

1. SUMMARY,

CONNECT fi 006 Conference "*From Ripples to Waves*" Tackling Violence in Schools, 28.-29.11.2001, Brugge, Belgium

The Conference was an integral part of the CONNECT fi 006 project "Mental health promotion of children and young people and combating violent behaviour of girls and boys" and also the final conference of this project network funded by the EU Commission DG Education and Culture for the years 2000-2001.

The conference brought together representatives from the 14 European Union Member States, the European Commission, the World Health Organisation jointly with the experts of the other International organisations and NGOs, to share the results of the Connect fi project and to discuss and elaborate the themes of violence prevention and mental health promotion.

The conference had three goals:

- To represent the results of the two years project to the policy making level
- To seek possibilities to disseminate the results in Europe
- To exchange information with other Networks and Institutions

These three goals were approached

- By distributing the main output of the project: The Proposal for an Action Plan to Combat Violence in Schools
- By representing the results of the Connect fi partner institutions and task force groups
- By organising the country tables exhibition to exchange information and ideas in the field of research, materials and manuals

Before the Conference official opening, the Lodewijks Colleges Choir and Orchestra welcomed the participants with music performance.

Mr João De Santana Correia, European Commission DG Education and Culture, Ms. Eva Biaudet, Member of the Finnish Parliament, Mr. Bernt Gentges, Minister of education and training, culture and tourism of the German speaking Community, Belgium, Mr. Pierre Hazette, Minister of secondary and special education of the French Community, Belgium set up a scene by highlighting several crucial issues.

Mr. Santana addressed in the name of Commission of the European Communities welcoming message to the conference. He outlined that behind the reflections of the two conference days, will be found the suffering of the victims very often locked up in a destroying silence. There is also the distress of the parents and the teachers, who wonder how to intervene and how to prevent, knowing that the best prevention is an education.

He then described the background of the conference. Based on an initiative of the European Parliament, the CONNECT programme was launched in 1999 with the aim of promoting synergy and links in the area of education, training and culture through

combining innovation, research and new technologies. Six CONNECT projects combating violence in schools were co-financed by DG Education and Culture, from which the CONNECT fi project features specifically the promotion of mental health in schools which was also one of the themes for the Finnish EU Presidency in the end of 1999.

Mr. Santana emphasised that in the fight against violence in schools a multisector approach is important and it concerns different actors: teachers, parents and pupils themselves. Also the other personnel in education, which works directly within the establishments (Administrative staff, supervisors, etc). Lastly, external personnel, such as the psychologists, psychopédagogues, social workers, professional assistants of health or the mental health.

Mr. Santana highlighted that the conference was on education as well on the promotion of the mental health in schools, which is an innovative concept. The conference is willing to identify the proposals likely to stimulate the determination of the persons in charge of the public policies implied in the fight against violence in schools and to set up an effective processes of intervention and prevention. Also the recommendations of policy which are proposed for debate and which should be able to be presented to the persons in charge in the Member States.

This conference is also on Europe and on a space of co-operation that we create, a space of co-operation significant in education and in public health which allow the meeting and the joint work of professionals who are today present.

Lastly, he said, this conference is also on you, on your professional in your respective fields and on your willingness to contribute with some answers. To intervene on violence in schools is to protect the victims and to look after them. It also means sanction the attackers.

Concluding his address he highlighted that the safety at school and the fight against violence in schools has been present in the European concerns last years. He recalled the work of Dutch EU Presidency 1997 and the conclusions of the Council and work which was undertaken thereafter with the initiative " Violence in Schools ", and in the Connect projects.

He also mentioned the Finnish presidency which placed the promotion of the mental health to the agenda, contributing more widened approach of the phenomena. Commission programs such as Socrates, the European programme of co-operation in education also supported activities in this matter in the framework of the Comenius. Finally he mentioned the European Network of Health Promoting Schools, financed jointly by the Commission (program of public health), WHO and the Council of Europe

Following the impulse given by the European Council of Lisbon into 2000, a work on the objectives of the education systems was started. Part of this work relates to the quality of education and basic skills and competencies, as social skills.

The six networks to combat violence in schools will have their final conference in

Lisbon, Portugal on 6.-7.12.2001 in which the results and the policy recommendations of each Network will be represented and the future co-operation and dissemination of good practices will be discussed.

Ms. Eva Biaudet started her presentation by saying that violence is present in our lives, even in the promoted corner of the world as Finland is. New York, Afganistan, Northern Ireland effects our lives and our children's lives. If the adults are not knowing the difference between right and wrong how does this affect our children? Are we adults prepared and guide our children and young people in this new world?

Ms. Biaudet thank the European Commission DG Education and Culture to provide means for Finnish Centre for Health Promotion to build a bridge between health and education sectors and to prevent school violence by promoting mental health.

Ms. Biaudet stressed that there is a need for school policy, which takes into consideration also the mental, physical and social resources at school. The concept of whole school which is presented in the Connect Finland Action Plan is as simple as it is brilliant. The earlier the prevention and intervention of violence can start the less negative behavioural patterns are set. The earlier the intervention the lighter the action can be.

The whole school ethos invites all adults to share the responsibility of a favourable environment. Together we create an atmosphere favourable for conflict solving, crisis management, partnership supporting social skills. In this whole school world parents needs to be included and valued.

Ms. Biaudet highlighted that there is a need for school policy, which takes into consideration also the mental, physical and social resources at school. The Connect fi Proposal for an Action Plan to Combat Violence in Schools presents the policymaker and the programme planner with the map of the different levels of promotion and interventions that could be considered when attempting to prevent violence in schools and promoting whole school wellbeing. The important message is also given to the needs for teacher education. Both initial and in-service teacher training need greater emphasis placed upon the development of life skills, empathy and the capacity to cope with stress and change.

Ms. Biaudet also outlined that now it is time for collect information on best intervention models and positive mental health processes. Comprehensive data on violence prevention and mental health promotion systems and activities, would eventually give us a unique set of data with a real interface between policy, practice and everyday life of European citizens, European children. We would have the means to create resources for the development of education and health policy, research and practices.

She went on by underlining that the Action Plan will hopefully be the concrete tool kit that is needed in everyday life working in our schools. It can lower the initial step for intervention, it will hopefully show how to create the multiprofessional support network which enables the teachers and other adults in school living and working around the pupils for early action.

Minister Gentges stated in his opening presentation that it was Netherlands who highlighted the safety at school in their EU Presidency in 1997. And it was Finland that laid stress upon the fact that Mental Health Promotion should be pushed forward in all schools in the EU in 1999. He was honoured within the framework of Belgian Presidency to witness and share the views about the urgent need to combat violent behaviour of teenagers and younger children in schools all over the Europe.

Minister Gentges mentioned how all societies have a continuing interest in the way their young people are prepared for citizenship and how they learn to take part in public affairs. In most countries considerable number of people tend to attribute problems such as violence, unemployment and criminality to those who are different, without the deeper understanding of the root causes of the issues. The question of what effective citizenship means and the role of formal education in building a civic culture is important, not only for governments and policy makers but also for the public in general.

The quality of education and training is considered in all Member States to be a concern of the highest political priority. High levels on knowledge, competencies and skills are considered to be the very basic conditions for active citizenship, employment and social cohesion.

Minister Gentges also outlined that broad school policy is needed, which takes into consideration also the mental, physical and social resources and conditions at school.

Closing his address Minister Gentges said that the Ministers of Education both in National and European level should combine efforts to deal this problem effectively. He also stated that Belgium is ready to follow the steps taken by the Connect fi-project.

Minister Hazette emphasised the importance, before any action, to understand the phenomena.

Young people gain more freedom, more rights, among them the right to question inherited values and images. One of the issues concerning us today is the role of the teacher, which is not granted anymore. The question is, is it a danger for a quality education?

He then went on emphasising the democracy in schools. School is a place to learn to live in democracy. All the actors of school life and policy makers, have to make the values understandable. The knowledge, which is understandable in its goals and useful in citizen life, should be transmitted.

Establishing democratic structures within the school evolves on the one hand, the non-calling into question of the external laws - although they are imposed within the establishment - the rules and the set targets and on the other hand, the learning of the democratic debate (freedom of expression, association and action) and the learning of the democratic mechanisms (the democratic compromise).

The education to the democratic values goes at first through the recognition of the

existence of the other, then through the awareness that the society has the function and the collective responsibility of promoting and ensuring the “living together”, and finally through the learning of the association, the participation of everyone and the solidarity (recognition of a value of any human being contribution).

Keynote presentation

Professor Rosario Ortega-Ruiz, from the University of Sevilla, said at first that in his presentation she will give some ripples and some waves. Her intervention is called the cosmopolitan and ecological approach.

Professor Ortega-Ruiz first outlined how different sectors have different worries. Mental health sector is worried on prevention of ill addiction, quality of life, sense of wellbeing, autonomy to manage their lives etc. School system is worried on lack of discipline, motivation, academic results and school drop out, bullying etc. Legal system is worried about criminality, juvenile social exclusion, delinquency.

Thinking of intervention there is a need in more interdisciplinary dialogue to clarify how to take school mental health and legal worries. How to build a bridge between mental health and legal system, complexity of training and educational systems. How to make the health and legal systems aware of the limited resources in schools.

Prof. Ortega-Ruiz went on explaining how students, teachers and family also have different kind of worries to face school violence. Students are worried about bullying and academic pressure, teachers are very worried about lack of discipline and bad social climate. Families are worried about the risks of damage and drop out.

Next Prof. Ortega-Ruiz introduced one of the Spanish intervention models called ANDAVE. It is an institutional project which the regional government has taken a decision to carry on. The project goes on in secondary school level.

The aim and the goals for this project are to improve the school climate and interpersonal relationships in school. The task is to give an educational strategy and psycho educational instrument, to diagnostic analysis, intervention and improvement of the violence and bullying problems.

The project has five types of action. 1) elevate of the whole community, all the society with the information. 2) Direct attention just working with bullies and victims and children in risk 3) Training (inspectors, directors, counsellors and teachers) 4)Production of material and tools to give resources for teachers and 5) Investigation

Some results: only few amount of pupil are unsatisfied in school. 7% of children have never been involved in bullying. But 25% are involved in school bullying sometimes and few amount is very high affected. Boys are more bullies and girls are victims. From the victims point of view the bullies are most of the time the group of boys or secondly the group of boys and girls. Boys can bully alone but not girls so often.

In the primary evaluation level more data is needed about the relationships between society, family, teacher and students. Second evaluation level there is a need for data

on institutional capacity of the intervention in terms of human and material resources. On the third evaluation level there is a need for data on nature and characteristic of the problem of violence and to clarify it also in between psychological and scientific area.

Closing her presentation Prof. Ortega listed some needs. There is a need for big and deep changes in school culture. This means rethinking of curriculum and new meaning of learning instruction. There is a need for co-operative curriculum and also practice democracy and dialogue and in the classroom sharing the power and the control, the meaning of the rules. There is a need also to practice the whole school policy, if you are out you do not feel involved.

More dialogue is needed for health, school and legal systems. The schools can provide with dialogue of different sectors emotional and social skills education, civic education. Both health and legal systems must provide to the schools references, concepts, more time and resources to build a cosmopolitan mentality of citizen free of violence.

More connection is needed for economical resources and political interventions in three area to evaluate the capacity of the programme to be useful in relation with the human and material resources.

Presentation on CONNECT fi: The project / The Proposal for an Action Plan to Tackle Violence at School

Project Manager Ulla Salomäki from Finnish Centre for Health Promotion, highlighted the process of mental health promotion in school, which was started during the Finnish EU Presidency on 1999 when the Conference *From Ripples to Waves* 1st International Conference on Mental Health Promotion in Schools was organised. When organising the conference the proposal for the EU Commission DG Education and Culture was created in the same time. In the Ripples Conference and in the Connect proposal the pupils active participation was a key element.

In the Connect fi project the schools could participate in 1) One Day Work for UNICEF Fund raising campaign to help the victims of Violence in Kosovo and 2) Non Violent Week at School -awareness raising campaign. During the two years project was also organised three International Conferences and two International Workshops.

Three task force groups were formed in the beginning of the project. 1) The Action Plan Expert group, which aim was to write the proposal for an Action Plan to Combat Violence in Schools, 2) The Policy group which aim was to keep the mental health promotion of children and young people in the Public Health EU-presidency agenda and the third group was 3) The Broadcasting School Wellbeing group to give visibility to the projects results in different countries.

Ms. Salomäki outlined the Ministerial support for the project, which have been very strong from the beginning of the project. Next she spoke about the Co-operation in the European projects. She said that co-operation is not self-evident and it is usually idealised. Co-operation needs to be taken care of. The European dimension is an other key word for the EU projects which she wanted to point out. English was chosen to be the project language but in practise the project have had 9 languages spoken in the projects + the language of educators and the language of health people.

After that Ms. Salomäki outlined that the work of the Action Plan Expert Group has been a good experience both from the co-operation and in European dimension point of you. The Framework for Action in the document provides policy makers and the programme planners with a map of the different levels of promotion and interventions. All levels should be considered when attempting to prevent violence and promote wellbeing comprehensively in schools. In the document is also a message for teacher training and the Connect fi Network policy recommendations are listed in the end of it.

Closing her presentation Ms. Salomäki outlined that the document, which is an outcome of the Connect fi project, will be distributed through several channels to the school policy level in Europe; through the Ministries, through the EU Council of Education, through the Socrates Committee.

Commentary on the Proposal for an European Action Plan to Combat Violence in Schools: WHO Perspective

Ms. Magdalena Cerdá thanked the CONNECT-fi project, and Ulla Salomäki, for inviting her to take part in the development of the Connect fi Action Plan to Combat Violence in Schools.

Ms. Cerdá outlined that WHO is leading global action to prevent violence as a major threat to public health. WHO considers violence in schools to be a significant problem in its own right, and a manifestation of an even greater challenge: violence itself. The WHO supports the proposal for an action plan, and recognises violence against children and adolescents as a public health concern which it is committed to preventing in the school, the home and all other settings where pupils are exposed to risks for violence.

Ms. Cerdá then outlined that the CONNECT fi Action Plan helps build government awareness of the magnitude and determinants of violence in schools, and provides them with a framework to address the problem of violence through a comprehensive mental health promotion approach. The plan provides a catalyst for policymakers to integrate violence prevention within national and regional educational policies, and to

invest in comprehensive violence prevention programmes at the school level on a nation-wide basis. Moreover, it raises the need to invest in further research about the nature of violence in countries, and about the importance of evaluation of existing and future prevention approaches.

WHO has participated in the development of this plan, notably by facilitating access to resource materials and experts in the field, and by providing technical support in the use of the public health framework to structure multi-level prevention strategies. Ms. Cerdá expressed that it has been a profound learning experience for her to participate in the production of a living document, which grew in scope and depth throughout the year, expanding the concept of violence to include its many manifestations and dynamics, increasingly incorporating different perspectives on violence prevention, integrating experiences from new institutions, and strengthening the evidence base of its content.

Ms. Cerda went on by stating that if the plan should be adopted by the European Commission, it will prove to be a breakthrough in concerted regional action to prevent violence in schools. Countries will require technical support to incorporate violence prevention into educational policy, and school-level administrators and practitioners will need to receive training in order to adequately operationalize, implement and evaluate the recommendations embedded in the Action Plan.

Moreover, by carrying out pilot prevention projects in selected sites, and investing in the evaluation of their outcomes and impact, practitioners will be able to test the effectiveness of recommended prevention strategies, and will be able to further build upon the existing knowledge base about school-based violence prevention in Europe.

Ms. Cerda highlighted that the Action Plan represents a good example of regional action that should be replicated in other regions. A first priority seems to be to adapt such a plan in the Eastern European region. WHO is willing and interested in lending its technical expertise and global experience to test the relevance of such an Action Plan in different regions, and to use an adapted Action Plan as an element to develop regionally-appropriate youth violence prevention policies and programmes. A collaborative effort between a global agency and a strong regional body such as the European Commission can provide the needed force to move such an initiative forward.

Belgium EU-Presidency Conference findings

Ms. Christine De Coninck at first expressed her gratitude for being invited to take part in the important mission. In her presentation she wanted to show the relation between the Proposal for an Action Plan to the Belgium EU Presidency Conference on Cross Curriculum Themes, held in Brussel a month earlier. She also mentioned the other conference organised in Liege in the beginning of the Belgium EU-Presidency on Study Guidance and Counselling in Relation to Social Cohesion.

Ms. De Coninck also pointed out that the educational philosophy at the core of this proposal must be underpinned by the whole school approach. This philosophy and the need of policy of implementing the cross curriculum themes like health education,

citizenship, competencies as social and emotional skills, were also an issue of the European Conference on Cross Curriculum Themes..

Ms. De Coninck said the pre conference questionnaire was sent to the Ministeries of Education to evaluate the cross-curricula themes implementation in the EU Countries. The results were discussed in three workshops in the conference 1) National curricula 2) Implementation 3)Evaluation

Key issue of the conference was can we find progress of the cross curriculum themes in a ways they are meaningful for pupils, teachers, parents and others? Is it possible to report on these assessments so that it is possible to have as much credibility as subject assessments? Do we think that development of technologies will facilitate a break from the dominance of traditional subjects?

Ms. De Coninck concluded her presentation indicating that the conference findings were directly linked with the European Policy Agenda Concerning the New Basic Skills and Future Objectives of Education and Training.

Video Presentation on "Non Violent Week at School" -awareness raising campaign

Ms. Randi Talseth, Director of the Association Adults for Children from Norway, briefly described the way Non Violent Week was held in Norway. Since the World Mental Health day was on the same week, the activities were carried around this theme. Mental Health Promotion has a high level priority in Norway until 2006 and lots of funds were provided for activities. There had been lots of initiatives during the week, the Government gave good amount of money for the projects. The Government invited NGO's and also 200 pupil's organisations to the meeting, who were very active during the week.

The week was titled diagnosis human being. It was focused a lot to the friendship, belonging, self esteem, coping skills etc. The activities were: seminars at schools for girls and boys and parents with the themes mentioned, campaign with different leaflets in co-operation with students organisations, interactive internet services which will be evaluated, studies about attitudes towards mental health. The start of the peer programme in schools.

Mr. Roger Heck, the school inspector in the Ministry of Education in Belgium German speaking Community briefly described the NVW –campaign in their community. The campaign was introduced to Minister Gentges on September 11th, about the same time with the New York terrorist attack. The campaign was timely and all the schools in German speaking Community joined it.

Promotion of Children and Young Peoples Mental Health in Europe

Dr. Bob Jezzard opened the session by presenting the chronology of the action on promoting mental health. European Council Resolution June 1994, European Commission Communication April 1998, European Council Conclusions November

1998, Resolution of the European Parliament March 1999, Joint conclusions from WHO/ European Commission meeting April 1999, European Conference on Promotion of Mental Health in Tampere - October 1999, European Council Resolution - November 1999.

European Council Resolution considers that there is a need for enhancing the value and visibility of mental health and to promote good mental health, in particular among children, young people, elderly people and at work.

The Council of the European Union invites Member States to give due attention to mental health and to strengthen its promotion in their policies; to collect good quality data on mental health and actively share it with other Member States and the Commission; to develop and implement action to promote mental health and prevent mental illness and promote exchange of good practices and joint projects with other Member States; to stimulate research on mental health and promotion.

The Council of the European Union invites the European Commission to consider incorporating activities on the theme of mental health in the future action programme for mental health.

To develop and implement, as part of the Community health monitoring system, a component for mental health and to produce a report on mental health; to analyse the impact of Community activities on mental health, for example in the fields of education, youth policy and to consider, after consultation of the Member States, the need to draw up a proposal for a Council recommendation on the promotion of mental health.

The report of the European Mental Health Promotion Network includes A description of 197 programmes in 17 European countries for children up to 6 years.

Dr. Jezzard indicated themes emerging for children and young people. A higher status is required for mental health promotion and prevention measures in childhood if prevalence figures in both childhood and adulthood are to be reduced. Measures to prevent mental health problems starts early. All agencies, sectors and aspects of a child's life should be included in effective action. The origin of mental health problems is complex and interactive. Hence multiple interventions are required. Both risk factors and protective factors need to be addressed. Progress need to be made towards a greater understanding of determinants for mental health.

Dr. Jezzard also had a message to the educational sector; education policies should include universal mental health promotion in schools common problems should be addressed early, support teachers, educational programmes for teachers, dissemination of 'the whole school approach', increase programmes on social and emotional literacy.

To conclude Dr. Jezzard said there has been waves in the field of Mental Health Promotion of Children and Young People. In a Helsinki meeting January 1999 there were 4 people interested in child and adolescent mental health promotion. After that, starting from the From Ripples to Waves 1st International Conference on Mental Health Promotion at School, a growing amount of conferences and workshops have

been organised to deal this issue in connection of public health, school and education or violence prevention. The conferences have been held in Helsinki, Tampere, Lisbon, Nantes, Kuopio, Vienna, Aosta, Montpellier, Brussels, Brugge.

Ms. Anne Sheridan presented the Mental Health Promotion at Irish Schools. Also in their initiatives the whole school approach was outlined. The white paper on health education which was presented 1990's and which was followed by the educational act on 1998 paved the way at national level for introduction to social and personal health education at schools.

Ms. Sheridan went on telling that in the North Western part of Ireland the social and personal health education at school has longer history, in which the health sector has provided means and resources for schools to teach the subject. At the moment the department of education has come behind the work and now it is grounded with the partnership of health and education sectors.

After this Ms. Sheridan described the Australian project Mind Matters, which is an holistic programme on mental health promotion at school. It has the curriculum teaching and learning aspect which include positive class climate, attractive teaching strategies, personal skills curriculum, pastoral care, meaningful relationship, positive feedback etc

Ms. Sheridan then went back to Irish programmes describing the projects Life skills minds and Mental health matters, which is an combination of SPHE and Australian project Mind Matters.

The aim of the programme is to promote mental health of 15-18 years old to identify a range of coping skills and strategies, to raise awareness of feelings and emotions and to deal with them positively, rational thinking skills to control negative emotions, to raise awareness of informal and formal services support and the peer attitudes towards mental health. The focus is on positive mental health as a resource of everyday life, so the aim is not to make pupils to understand the mental illness and problems. The module consists of 10 sessions.

Ms. Sheridan also presented the Mental Health Matters project by the Irish Mental Health Association. The teacher training module and material was created and also activities for parents will be created by the end of this year.

Under the Connect fi project was created an Anti-bullying project which aimed to raise positive ethos and environment at school and awareness and attitudes about the themes at school level, which was done by cross curricular approach. Teachers and pupils active participation was essential part of the project as well the peer mentoring system. Materials were also created in co-operation with Young people were also produced, for instance an informative, teenage friendly calendar on positive mental health promotion.

Mr. Michael Katschnig representing Vienna Board of Education, presented the school based efforts in tackling violence and psychosocial needs in Vienna. He outlined that their efforts belong to the secondary and tertiary prevention area in the Framework for Action.

A special support system has been developed since 1976 in the Department for Compulsory Education of the Vienna Board of Education to support children with special psychosocial needs (age 6-15). Among them there are many pupils with violent behaviour. Great efforts have been undertaken to prevent these children from early segregation and to support them in their regular schools.

The main aspect is the attempt to understand in a non-judgemental way the destructive and antisocial tendencies and to deal with them in a therapeutic relationship. Support is given by specially trained schoolteachers (counselling teachers and psychagogues).

Mr. Katschnig highlighted that a very important part of this work is the professional discretion and the clients freedom of consultation. Continual team conferences and continual clinical supervision enable the counsellors to reflect upon the different interventions.

Closing his presentation Mr. Katschnig said that over a period of years experience has shown that this work prevents problem children and children with emotional difficulties from early segregation and helps these children to develop a better mental health. If segregation is unavoidable, the Viennese school system offers these children special classes for a period of time.

Ms. Julia Texeira representing Portuguese partner, PUERI, which organised the first Connect fi Conference in the project with a theme "Violence and mental health promotion of children and young people." In the conference was discussed the violence in the family, in social environment, in media and in schools.

Violence Prevention and Democracy in Schools

Dr. Martine Bantuelle, representative of the Connect fi French speaking Belgium partner institution Educa Santé, described the actions taken in their community. The Minister of the French Community of Belgium has by Order imposed on each school the organisation of a *Conseil de Participation* ("Participation Council") where the representatives of the different school protagonists sit and where the *Projet d'établissement* (establishing Project) will be debated. These both concepts refer us respectively to the form (democratic structures) and the sense (democratic values). The learning of democratic mechanisms materialises by the implication of the students in activities which favour the democratic values development.

Dr. Bantuelle then went on describing the project called "Chantiers publics" which is an experimental work-group gathers a group of young who meet school difficulties round a joint project of musical creation. During one week, each student writes a song which he or she sets to music, presents to the audience and records on CD. The success of this project requires the voluntary participation of the young, their immersion into the project, the participation formalisation by a contract and the individual and collective creation. The conditions for succeeding depend on the support offered by the adults, on their capacity for listening, dialoguing,

communicating, adapting themselves to the young and their availability to stimulate the expression and the blossoming of the young.

The project gives convincing outcomes: capacity for surpassing a barrier thanks to the group solidarity, making contact to achieve a common task, managing one's time and space, finding a balance in the different moments by calling on the existing resources, making a dream come true and escaping from one's daily life and asserting oneself in one's difference. In a longer term (6 months) it appears that the young get out of their isolation and try to overcome their shyness, they act by calling on solidarity

Mr. Jens Hidebrand represented the Connect fi Germany partner institution, The School Board of the District of Lahn-Dill and Limburg-Weilburg. He described the activities in Germany in the Connect fi project titled: First steps to improve school climate.

There are 6 proven subjects of violence-prevention which may lead to a better class- and school-climate: 1)Strengthening the self-confidence of children and youths by systematic and resource oriented strategies 2)Cultivate dealing with violence, ensure the solution of conflicts and mediation 3)Setting of limits, ensure possibilities of intervention 4)Education of health, healthy food, healthy body 5) Encourage perception and motion 6)Notice the quality of teaching

Mr. Stephan Minton, from Ireland described the Anti-Bullying Model conducted by Dr.Mona O'More and her team at the Anti_Bullying Research and Resource Centre, Trinity College, Dublin.

In this pilot study, thirteen teachers in the county of Donegal participated in a training programme in order to develop the expertise required to co-ordinate anti-bullying programmes for teachers, pupils and parents up to 3 schools, thus comparising " the professional network". Eleven of these thirteen trained teachers each held an in-service day for teachers and an after school meeting for parents, and acted as an advisor / support to schools in relation to bullying problems thereafter. In total, 197 teachers in 42 schools were trained by the professional network.

Mr. John Lahif, from Moreno Institute of Education described briefly the Social, Personal and health Education in Ireland, which is part of the curriculum, supports the personal development, health and wellbeing of young people and helps them to create and maintain supportive relationships.

The Education Act (1998) emphasises that schools should promote the social and personal development of students and provide health education for them. The Department of Education has approved a new syllabus for Social, Personal and Health Education in Post-primary schools, at Junior Cycle level. SPHE is being introduced in all schools on a phased basis from September 2000. This will build on the experience of all children at Primary level.

Dr. Miroslav Vassinova represented Italian Connect fi partner institution European Centre for Bioethics and Quality of Life. She described activities in the Aosta Valley Autonomous region, The International Expert Consultation Meeting to Prevent

Violence among Children and Young people was organised in September 2001. The partner institution has also written with national and international professionals and experts The St.Vincent guidelines to prevent violence among children and young people.

Conclusions of the day

Ms. Ana Magranner, Director of the CONNECT Initiative from the European Commission DG Education and Culture, concluded the day by stressing the fact that Connect fi project was the only project among 92 Connect projects which aimed to create collaboration between education and health sectors. It was not meant in the original initiative but showed a flexibility from the European Community to accept the proposal to Combat Violence in Schools by Promoting Health and Mental Health.

The Connect Initiative was an initiative of the European Parliament implemented by the European Commission. 15 million Euros was provided between 1999-2001. The objectives were to create and foster links between Community programmes: Education, culture, training, innovation, research and new technologies. It was an open door to culture and creativity: heritage, theatre, fine and visual arts and music.

The Connect provided means of better knowing and understanding each other. To strengthen dialogue and fight against violence in schools, also to trigger sense of European citizenship among young people.

Ms. Magranner thanked the three Belgium Communities to be present in the conference and also the presence of the World Health Organisation.

Ms. Magranner also outlined the Amsterdam Treaty, which calls different policies into collaboration. Violence prevention is as well a matter of school, family, health as social sectors. They all should work together.

6 Connect Networks Combating Violence in Schools were the only projects which created a Network inside of a Network. They will have a final conference in Lisbon in December, to present their results.

In the future the Connect concept is sustained in the new Socrates, Leonardo da Vinci, Youth, Culture 2000 programmes and in their joint actions.

Keynote presentations

Ms. Martine Vermeulen, represented the Queen Fabiola Foundation for Mental Health Promotion. She emphasised that the society's competition context is violent but aggression is a natural component of the society.

She defined the difference between violence and natural aggressiveness. Violence is the absence of rules or impossibility to solve a conflict by speaking. Aggressiveness is a natural reaction and anger is a temporary reaction to aggressiveness. Cruelty is to make other people suffer and to negate their pain; people are treated as an object.

Destructiveness is a death impulse leading to annihilation. Violence among children and young people is a parallel phenomenon to the adult society.

Ms. Vermeyleylen then defined the signs of violence. General signs are vandalism and depression. With children tiredness, lack of learning motivation, fights, punishments. With teachers the signs are: lack of understanding of school's life, no taken responsibility, fear of school, family relations degraded. Lack of communication was the cause for violence Ms. Vermeyleylen wanted to point out.

Then she described a curative programmes called SIREP, in which the children are school violence mediators. S = Stop to calm down, I= identify the problem, R= look for solutions, E = evaluate the solutions, P = plan how to transform the idea into action.

Parent's role is to carefully choose the behaviour to adopt: ignore the crisis if no damage, restructure the environment to avoid further conflict, give orders to recall the rules, negotiate and propose choices and finally to support children to find solutions by themselves.

She went on advising how to deal the violence with children: gather information, clarify the problem by speaking about it, brainstorming for solutions, evaluating the ideas, making an agreement and sign it, finding applications delays and then evaluating the results.

Ms. Vermeyleylen concluded her presentation saying that we should create space for communication and dialogue: in schoolyard councils, class councils, school councils. Working meetings between adults should be promoted and to understand that fight against violence is also fight against under performing at school. The rules have to be created and discussed together. Parents should be partners in education.

Mr. François-Gérard Stolz, from the Ministry of Education in French speaking community reported the Ministry's survey on violence in schools in the French speaking community.

When Minister Hazette entered into function on 1999 he noticed there was a lack of information on violence in schools. To analyse the phenomena and gather statistics and information Mr. Hazette decided to make a survey about the victimisation in schools. The questionnaire was sent to all the pupils and teachers.

The first noticeable result of the survey is that main form of violence is verbal violence. The feeling of violence is proportional to the feeling of lack of safety, but the lack of safety is not necessary consequent to concrete violence acts.

The unfriendly environment in school and problems among the school staff was also reported: burned out symptoms of teachers; absenteeism and bad image of the school in it's actors mind, as well as in the environment. Also lack of communication, sharing of problems was reported to be a big concern.

Mr. Stoltz outlined that the pupils are more depressed and unsafe than teachers. Important is also what happens outside of the school in community, in families in society..

He then went on analysing that the later pupils are in their studies the more vandalism and violent behaviour is observed. Those pupils usually come from poor socio-economic background and are generally from foreign origins.

Mr. Stoltz concluded his presentation by stating that there is too heavy hierarchical structure of secondary schools in Belgium. The socio-economic elite gathers in some elitist schools whereas the less advantaged ones gathers in their own areas: the result is a concentration of critical elements in those areas, of course this concentration doesn't serve the quality of the Education. Nevertheless reality is less dark than what mass media assert.

Connect fi Policy Recommendations

Dr. Merja-Maaria Turunen red the Connect fi Network Policy recommendations and the Connect fi Policy group's discussion paper in Brugge Conference on Mental Health Promotion of Children and Young people. Both papers are included to this proceeding.

Panel Discussion, Future perspective on violence prevention and mental health promotion in school

Dr. Vivian Barnekow-Rasmussen, a consultant for Health Promoting Schools in WHO-European region Copenhagen Denmark, highlighted the possibility for co-operation in the European Network of Health Promoting School (ENHPS) which is a Network launched (1991) by the three international agencies in Europe – the European Commission, the WHO Regional Office for Europe and the Council of Europe.

Along with three leading organisations, dozens of European countries and hundreds of schools have formed the ENHPS to create within schools environments conducive to health. Working together to make their schools better places in which to learn and work, pupils and school staff take action to benefit their physical, mental and social health. In the process, they gain knowledge and skills that improve the outcomes of education.

Dr. Barnekow-Rasmussen closed her presentation by giving information on coming ENHPS Conference in Egmond aan Zee, the Netherlands, 25-27 September 2002. The title of the Conference is Education and Health in Partnership.

Ms. Marja-Liisa Niemi, Counsellor for Education in the Ministry of Education in

Finland outlined that school is one of the best forums to handle and solve the problems before they turn into violence. In each of the Connect-fi involved countries nearly one fifth of all inhabitants is attending school every day. The school aged children and young people stay at school approximately nine to twelve years of their entire life.

She then went on stressing that we should realize that school is not operating apart from other structures and contexts of real life. Many unfavorable developmental processes have already taken place before children enter the school. Children and young people spend lot of time at school, this time can be used in a much more comprehensive and systematic way to add to the wellbeing of children and young people than it has so far been used.

Ms. Niemi congratulated the work done in Connect fi project and asked from the audience how to proceed? How to make sure that after this final project meeting all the excellent ideas, innovations, documented information and best practices will be adopted? She highlighted the need to proceed both at the European and at the national level and also, while effecting upon the policies and practices we need to proceed at all levels of prevention.

At the European level, it is important to share the experiences and continue the work using the different Joint Actions and Programmes (e.g. Socrates Programme). To fire the mental health promotion to the agendas of the Education Council, Healt Council and Youth Council of the European Union shall be the long-term target needing much work at the national and cross-national level of partner countries.

At the national level, discussing, disseminating, implementing and developing the spirit and the recommendations of the Action Plan and the Policy Group's Proposals will be the corner stone from which we support and influence the national policies, strategies, legislation and decisions promoting wellbeing and mental health. Health in all policies is the strategy accepted by the European union and member countries. The horizontal work with all ministries contributing to the wellbeing of children and young people (e.g. ministries of health, education, social affairs, environmental affairs and foreign affairs) will be very important in all countries.

For school, there are three major fields of actions, where the mental health promotion and violence prevention can be carried out effectively. These are the teacher training, the national core curriculum and the subjects taught at school.

Ms. Niemi also outlined how qualified training provides the teachers themselves with means to strengthen their own self-esteem, capacities and wellbeing as a member of school staff. On the basis of the evaluation, the reforming of the teacher training has been introduced

Core curriculum at national level is an important measure to guarantee, that the targets of education stated in the political decisions and strategies chosen are disseminated to all appropriate levels and groups contributing. The core curriculum expresses the conscious educational philosophy chosen, objectives of instruction and the subjects to be taught.

Closing her presentation she outlined that the subjects to be taught can on their own part add to the wellbeing of children and young people. She gave an example of Finland who has introduced a health education as an independent subject this year. When passing the amendments of the school laws (compulsory school, secondary vocational and the general secondary school laws) the parliament very clearly expressed the targets of the new health education: It must give knowledge, skills and support for the development of social skills, positive personal development and self-esteem, healthy nutrition and management of every day duties in addition to the biomedical information about health.

Closing the conference

Dr. Harri Vertio, the director of Finnish Center for Health Promotion, closed the conference by thanking the partners of the Connect fi project for their work, the EU Commission for their support and supervision throughout the project years and Ministries of Education in three Belgium Communities. A special thanks were addressed to Mr. Gerard Wulleman for his practical support to the Finnish Conference organizers.