



CEDEFOP

European Centre for the Development
of Vocational Training



Education and Culture DG

Lifelong Learning Programme

Study visit group report

Group	355
Title	Implementation of prevention programmes in school life
Theme	Violence and prevention of children
City, Country	Vilnius-Lithuania
Type of visit	General Education
Group reporter	Davinder Dhillon



I. Findings

This section summarises the findings that the group makes while visiting host institutions, discussing issues with the hosts and in the group. You will be reflecting about the things you learnt during each day. But to put them together and give an overall picture, you need to devote a special session to preparing the final report on the last day of the visit.

In this section, it is important that you describe not only things you learnt about the host country but also what you learnt about the countries which you represent.

1. Summarising your impressions, please describe what in your opinion are the 3 most important things you learned during the visit.

It seems that the countries that were represented during this visit share the concern that it is difficult to implement prevention programmes through the teachers.

There is a feeling that teachers are too academically orientated in their approach and need to be trained to take on a more caring and holistic role in their daily contact with pupils. Teachers need to be equipped in communication skills to give daily input to contribute towards prevention responsibilities.

There is a need for a coordinated approach to deliver prevention programmes within schools. The policy makers need to involve schools and teachers more in the formulation and implementation of the programmes.

2. One of the objectives of the study visits programmes is exchange of good practices among the hosts and participants. Cedefop will select examples of good practices and disseminate them among former participants and wider public, including potential partners for future projects.

Describe each of the good practices you learn about during the visit (both from the hosts and from each other) indicating the following:

title of the project/programme/initiative /...	name of the institution that implements it (website)	Contact person (if possible), who presented the programme to the group	whom the project/programme/initiative addresses	what features of the project/programme/initiative make it an example of good practice
Non Formal Education in Lithuania	Vilnius Municipality	Jolanta Dambrauskaite	Students, Education System	It is very integrated in school life and offers a wide opportunity to involve students in the community and to highlight talents of students.

Vilnius District Police Headquarters	Prevention Division	Dalia Kedaviciene	Vilnius City and regions	Prevention strategy delivered sensitively rather than using a criminal approach only and it aims to fully integrate those referred within the community
Social Pedagogue	Vilnius Pilaites Secondary School	Virginija Ratiukiene	The students of the school	Full comprehensive programme of activities all year round with students, parents and teachers involved
OLWEUS bullying prevention programme	Ministry of Education and Science	Chief Officer of the Minister of Education – Special Needs, Prevention Programmes and Culture	All Lithuanian schools	18 months long term project. Works on 3 levels: school, class and individuals. Also involves parents. Comprehensive level of training package for deliverers. Early analysis indicate positive results
Social Pedagogue	Deputy Director of Sietuvos Secondary School	Neringa Cluksiene	Drop Out students	Very positive and inclusive approach towards the children and their families. Positive and motivating attitudes to reintegrating vulnerable children back into education
Vilnius Police Club for Youth and Children	Vilnius County Police	Tatjana Cerniavskiene	Resource for Children with Emotional, Behaviour; Social and Family Difficulties	Multidisciplinary approach involving peer support, the family, role modelling & creating a stimulating environment - very impressive

* You can describe as many good practices as you find necessary. You can add rows to the table.

3. The study visits programme aims to promote and support policy development and cooperation in the field of lifelong learning. That is why it is important to know what you learnt about such policies and their implementation during your visit. You are invited to describe your findings concerning the following:

3.1. common approaches, if any, that are met in all or some countries (both host and participants’) regarding the theme of the visit:

The growing attention for non formal education seems to be arising in all countries.

It would appear that bullying is a major concern in the host and some of the participants’ countries. Prevention programmes are therefore gaining ground in the educational policies across the participating countries (see below).



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- 3.2. common challenges that are faced by all or some countries (both host and participants') in their effort to implement policies related to the theme of the visit:

New common concerns that need specific prevention interventions such as cyber-bullying;
Low financial budgets to fully implement prevention programmes;
Older students are harder to keep motivated;
Teachers need to be aware of the importance of prevention programmes in classes and to make them feel responsible for their implementation.

- 3.3. effective and innovative solutions you have identified that the countries (both host and participants') apply to meet the challenges you mentioned in question 3.2

The Police Youth Club is a way forward to motivate older children;
The "Drop Out" project at Vilnius Sietuvos Secondary School was a very good and effective example of an intervention programme preventing future problems.
Cyber bullying intervention programmes require to be developed within the current bullying intervention programmes for a comprehensive and integrated approach.
The philosophy of Propojeni Sedlcany School in the Czech Republic (one of the participants was from this school), of mentoring/pairing older with younger pupils is similar to Lithuanian schools. Because of the interconnection between older and younger pupils, problems between pupils between the age groups are minimised.

- 3.4. policies and practices that can be further explored and possibly transferred to other countries:

The experience of the Police - working in a preventative role as well as punitive;
Encouraging healthy lifestyle messages through sensitive approaches rather than paternalistic approaches (see below).



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4. Creating networks of experts, building partnerships for future projects is another important objective of the study visit programme.

Please state whether ideas for future cooperation have evolved during meetings and discussions.

Belgium and Malta would be interested in creating an exchange in studying prevention programmes in each others countries.

Malta and Lithuania will explore the possibility of working together in the near future regarding the Police Club in Lithuania and how it can be implemented in Malta.

Denmark, Spain and Czech Republic have common approaches towards Special Needs Children and behaviour problems in schools.

The Special Needs Officer in Charge within the Ministry of Education indicated an interest in provision for such children in Brighton, England. There may be a possibility of linking expertise in this area.

The group suggest developing links with International Expo 2015 through the province of Navarra, Italy which is particularly involved in educational projects.