

Box 5.1.

Anti-bullying programme in Finland – KiVa

KiVa is a Finnish national school-based anti-bullying programme. The KiVa programme consists of 10 lessons (2 x 45 minute sessions) and assignments conducted over the course of one school year. Students in targeted classes have KiVa lessons once or twice a month. The lessons consist of discussions about bullying and respecting others, how to function in a group, and different kinds of exercises and group work. The lessons and themes are complemented by the KiVa computer game, where students go into a virtual school to practice anti-bullying actions and are given feedback on their actions.

The goal of the KiVa classroom programme is to educate students about their role in stopping bullying. Instead of encouraging bullying or passively allowing it to happen, students show that they do not condone it by supporting their victimised classmate.

KiVa is based on three main elements:

- **Prevention: to keep bullying from happening**
Preventive actions, such as the KiVa curriculum, are directed at all students and focus on preventing bullying. Student lessons and online games are concrete examples of these kinds of actions and form the backbone of KiVa.
- **Intervention: tools to tackle bullying**
Interventionist actions in KiVa are targeted specifically to children and adolescents who have been involved in bullying. The goal is to provide schools and students with solution-focused tools on how to put an end to bullying.
- **Annual monitoring**
KiVa offers tools to monitor the situation in schools through annual online surveys for both students and staff. These provide schools with information on how to improve their anti-bullying work.

Source: (University of Turku (Finland), 2021[14])

Student-teacher relations

SSES measures relations between students and teachers by asking respondents how often they had the following experiences at school during the past 12 months: Most of my teachers treated me fairly; I got along well with most of my teachers; and Most of my teachers were interested in my well-being. The students responded on a four-point scale ranging from “never or almost never” to “once a week or more”. Based on responses to these three items, a scale of student-teacher relations was created.

In SSES, most students in both age cohorts indicated good student-teacher relations. On average across all three items, 79% of students in the older cohort reported that “most of [their] teachers treated [them] fairly”, “[they] got along well with most of [their] teachers” and “most of [their] teachers were interested in [their] well-being” at least a few times a month in the 12 months prior to the survey (Table A5.12). About the same share of students in the younger cohort (78%) made similar claims. Yet, about 22% of students indicated they never/almost never had these experiences or that they experienced it only a few times a year.

The prevalence of positive student-teacher relations varies across cities. Fewer students report positive relations with their teachers in Houston (United States), with only 70% of younger and 73% of older students reporting having positive interactions with their teachers at least a few times a month during the 12 months prior to the survey. In contrast, more students in Helsinki (Finland) (85% of younger students) and Suzhou (China) (83% of older students) reported regular positive student-teacher interactions (Table A5.12). Students’ perceptions of their relations with their teachers evolve as they age and gain maturity. In most cities, older students more frequently reported that they get along well with most of their teachers whereas younger students more frequently reported that most of their teachers were interested in their well-being. This suggests relationships that evolve, moving from a more caring relationship with 10-year-olds to a more peer-to-peer relation between teachers and 15-year-olds.