



Study on the national situation of cyberbullying in in LITHUANIA

Authors: Soros International House, Gileta Kierienė & Kristina Kudriašova

Abstract: *The present report is a study of the impact of the cyberbullying and the intervention strategies at national level, with the aim to establish the profiles of the cyberbullying aggressor-victim, for a better identification of the signs of cyberbullying per age category and distribution channels. The report is analysing statistics, support strategies, issues faced and needs of the teachers in the new digital teaching era, selection of cases of cyberbullying, and best practices. This report is part of the TECPC project – Together Everyone can Prevent Cyberbullying, funded by the European Commission under the KA2 Erasmus+ Strategic partnership Digital Education Readiness Programme, ref.no. 2020-1-RO01-KA226-SCH-095269.*

Part 1 – Literature online review

1. The current situation of cyberbullying in Lithuania

Today's life seems hard to imagine without the internet and the activities on it. The internet is also becoming an arena where various humiliating behaviours take place. With the Internet and technology occupying such a large part of everyday life, bullying among children is changing context and moving from physical school spaces to virtual spaces.

It should be noted that according to various studies and surveys, more bullying occurs offline. According to the World Health Organisation's cross-national survey of school students ([Health Behaviour in School-aged Children | HBSC survey](#)) in 2017-2018, 25 percent of Lithuanian boys and 19 percent of girls experienced electronic bullying. This study interviewed a representative group of 11-15-year-old children. Among this age group, the prevalence of bullying at school or other physical spaces is slightly higher than in electronic ones – 29 percent of boys and 26 percent of girls experienced bullying, and 25 percent of boys and 14 percent of girls reported bullying others.

Lithuanian experts working with youth agree that the bullying issue in Lithuania is complex. Online classes didn't create but rather highlighted Lithuania's existing, ongoing issue of bullying. Since 1994 Lithuania has been listed among top 5 countries with the highest bullying rates in a [report from World Health Organization \(WHO\)](#). That is still the case in the latest report of 2020; one in three boys and one in four girls are experiencing bullying several times per week.

Also, bullying behaviour seen in the public and political spheres rubs off on teachers' and children's behaviour in schools.

But a slight decrease in bullying cases is seen in the most recent WHO report. A decrease that could be even bigger since the awareness towards bullying behaviour is growing, says social health specialist



Kastytis Šmigelskas, responsible for the WHO report in Lithuania. More awareness of what bullying behaviour is can result in more cases since students better recognize it.

The decrease in bullying cases in Lithuania was also revealed by two recent studies: the first carried out by Child Line Lithuania, the other conducted by [Telia Company](#).

A survey of teachers conducted by Child Line Lithuania showed that during online classes in 2020, teachers were less likely to notice humiliating behaviour than during school lessons, and also received fewer requests for help from their students due to bullying situations. Naturally, by not being able to meet each other, children were indeed less likely to experience bullying in physical space. Unfortunately, we do not have data available on how many children experienced cyberbullying during online classes. On the other hand, it is likely that for students it may be even more difficult to seek help during online classes because teachers are not directly accessible, so children need to find the right channel for them to seek help.

In spring 2020, [Telia Company asked 7,000 students](#) aged 10-18 in Norway, Denmark, Finland, Estonia, Lithuania, and Latvia, as well as Swedish students aged 16 to 18, about their experiences of studying from home. Despite challenges and substantial changes in habits that happened overnight, their overall experience has been largely positive:

- More than half of the children were satisfied with the overall experience of studying from home. Only 15% were dissatisfied.
- Most children felt safer (67%), happier (52%) and more relaxed (46%) as a result of studying from home. 45% agreed that their ability to solve school tasks independently has increased.
- 37% state that learning and results, as well as the ability to finish tasks in time (31%) have improved.
- Three out of four children find that the way of learning has changed, while six out of ten children learnt new communication tools and new study methods.
- Almost all state that they have had access to a computer. For most children the internet access has worked well, however the overall experience in digital learning is significantly lower among the 10% of children with poor internet connection quality.
- In open responses children noted that they would like to continue digital learning in the future, either integrated with regular classroom learning, when they are ill or as part of lifelong learning.

Children stated that there had been less bullying. However, going to school was described as more inspiring than studying from home – 36% stated that the latter tends to get boring and 29% described the new situation as tiring. While the hours of sleep and screen time increased, exercise and sports decreased for around half of the children during the period.

When it comes to online safety, around one in ten stated that they had been contacted by an unknown adult while studying from home; the share was larger in the Nordics than in the Baltics. The most common safety issue during the period of digital learning was phishing attempts followed by accidentally seeing material online, or receiving material that made the child uncomfortable.



2. The impact of the COVID-19 rapid shift to digital education on students and teachers at national level

Looking at global trends in cyberbullying in the face of the COVID-19 pandemic, there is a growing body of research and publications claiming that bullying reports have risen by almost 80 percent since the pandemic began, especially from vulnerable communities, ranging from people with varying racial backgrounds, LGBTQ, as well as children and young adults ([VPNmentor, 2020](#)).

It should be noted, however, that despite some specific cases, studies have dominated, the results of which show that cyberbullying numbers have nevertheless decreased. For example, the social platform Instagram shows a significant decrease in the number of bullying before and during quarantine (63% vs 57%) (Jain, Gupta et al., 2020). There is no clear answer as to why this happened, but it may be related to the fact that the Instagram platform is often used as a representative channel of self-comparison with others. As the global quarantine has changed the rules, no one could share spectacular views from their vacations, luxury restaurants, etc., and the opportunities for all users have levelled off a bit.

In accordance with the already mentioned Telia Company survey data on the online learning, almost one third surveyed students reported decreased level of bullying, two-thirds did not notice any significant change in this regard, and 7 percent thought the level of bullying had increased. When asked to identify the channels through which they experienced or witnessed bullying, children most often marked closed chat groups (35%), virtual classes, and social networks, both in private correspondence and in public posts (24% each).

Due to the COVID-19 pandemic, Lithuania, like most other countries, faced similar education challenges, such as:

- access to education;
- methods and coverage of distance education implementation;
- teachers' readiness for remote teaching;
- readiness of school administration for rapid change;
- the dilemma of extension or completion of the school year;
- ways of transition to the next level of learning / study;
- students' occupations;
- day care for children;
- feeding problems for students from low-income families;
- the extent of learning disabilities;
- learning gaps.

Halfway through the first wave of the quarantine (spring 2020), the following education problems related to socio-economic and health factors have emerged:

- physical and mental health of students, their parents, teachers;
- emotional well-being;
- social well-being;
- social and digital exclusion.



In Lithuania, as in many other countries, access to the necessary digital devices is not equally distributed across the population. In particular, students from socio-economically disadvantaged backgrounds who lack the means to access to these devices may be severely affected by the COVID-19 crisis, increasing learning inequalities as a result. Although in Lithuania, 96% of students reported having a computer they could use for schoolwork, which is higher than the OECD average (89%), in reality it turned out that in many cases these computers had to be shared with other members of the household.

[The Study](#) conducted by Lithuanian scientist during the pandemic revealed that during the quarantine, the youngest students (primary school) and the students with special educational needs were the most affected by cyberbullying. The relationship between cyberbullying and children's learning outcomes, motivation, relationships with parents and classmates was highlighted. The problem of the relationship between children and teachers has worsened – bullying of teachers, deliberate disruption of lessons became more frequent. The Study also revealed that the cases of cyberbullying during the quarantine could be more related to teasing and lack of digital etiquette. Both students and their teachers could be targeted as victims of cyberbullying. The aim was often to disrupt the course of the lesson, not to bully a teacher, although in most of cases, the teachers' reactions were sensitive.



3. The current situation on the National Policies and Strategies to support the prevention of / to fight against cyberbullying

3.1. The existent national policies and strategies

In Lithuania, all schools are obliged to have a program focusing on bullying prevention and developing social-emotional skills. In 2016, The Seimas (Parliament) of the Republic of Lithuania adopted the amendments to the Law on Education (No. XII-2685), in which:

- The concepts of bullying, cyberbullying and prevention program are defined;
- Established prohibition of any form of violence: students against students, employees of educational institutions against students, students against employees of educational institutions, employees of educational institutions against other employees of that institution, parents (guardians, caregivers) of students against students, teachers;
- Planned the provision of psychological assistance to students and teachers who have experienced or used violence;
- Defined the responsibilities and actions of the school administration in cases of violence (notification, provision of psychological assistance);
- It is planned to improve the qualification of pedagogical staff at least every 4 years in the field of development of students' social emotional competencies;
- Established an obligation to ensure the participation of each student in the prevention program;
- There is an obligation for schools to prevent violence and bullying in accordance with the recommendations approved by the Minister of Education and Science.

Lithuanian National legislation

Article 22 of the Constitution of the Republic of Lithuania protects everyone from arbitrary or unlawful interference with their personal and family life, from encroachment on his or her honor and dignity.

Pursuant to Article 22 of the Civil Code of the Republic of Lithuania (Book II), a photograph (part thereof), portrait or other image of a person may be reproduced, sold, shown, printed, and the person may be photographed only with his or her consent.

Lithuanian national legislation stipulates that no one should bully and be bullied:

According to the Law on Fundamentals of Protection of the Rights of the Child Art. 10, all forms of violence against children are prohibited (<https://e-seimas.lrs.lt/portal/legalAct/lt/TAD/TAIS.26397>).

Pursuant to Article 4 of the Law of the Republic of Lithuania on the Protection of Minors from the Negative Impact of Public Information, information that has a negative impact on minors includes information that promotes humiliating behavior; which is used for bullying against a person or group of people on the grounds of nationality, race, sex, origin, disability, sexual orientation, social status, language, religion, belief, opinion or other similar grounds. Article 6 prohibits the dissemination of information relating to



personal data, whereby, in providing data about a minor, his dignity is degraded and (or) his interests are violated (<https://e-seimas.lrs.lt/portal/legalAct/lt/TAD/TAIS.183129/iBGWCVRrop>).

Every child should receive help:

Pursuant to Article 6 of the Law on Education of the Republic of Lithuania, persons who have become aware of a public case of bullying in cyberspace have the right or must submit a report on the website www.draugiskasinternetas.lt (<https://e-seimas.lrs.lt/portal/legalAct/lt/TAD/17d94ea2976411e68adcda1bb2f432d1>).

3.2. The alignment of national policies at European level

Under the U.N. Convention on the Rights of the Child, schools have a **formal duty to protect children from all forms of violence**, both physical and psychological.

In 2015, the UN General Assembly adopted a resolution against bullying (<http://undocs.org/A/RES/69/158>). The resolution encouraged Member States to:

- take all appropriate measures to prevent and protect children, including in school, from any form of violence, including any form of bullying, by promptly responding to such acts, and to provide appropriate support to children affected by and involved in bullying;
- continue to promote and invest in education, including as a long-term and lifelong process by which everyone learns tolerance and respect for the dignity of others and the means and methods of ensuring such respect in all societies;
- generate statistical information and data disaggregated by sex, age, and other relevant variables at the national level, and to provide information on disability, with regard to the problem of bullying, as a basis on which to elaborate effective public policies;
- raise public awareness by involving family members, legal guardians, caregivers, youth, schools, communities, community leaders, and the media, as well as civil society organizations, with the participation of children, regarding the protection of children from bullying; and
- share national experiences.

In response to the above, Lithuanian Ministry of Education and Science has prepared a comprehensive strategy to prevent bullying, violence, and harassment in schools and educational institutions. The Ministry of the Interior, the Ministry of Justice, and the Ministry of Social Affairs and Health formulated the measures for strategy implementation.

The programme is based on the entries in the Government Programme on non-discrimination, on the right of every child and young person to physical integrity, and on zero tolerance for bullying at school.



4. Support strategies in the education sector

4.1. At formal level – school education sector

Support strategies in the formal level of the education sector in Lithuania are prepared by NAE – National Agency for Education, founded by the Ministry of Education, Sport and Science of the Republic of Lithuania. The mission of Agency is to take part in implementation of the State pre-school, pre-primary and general education policies, induce education institutions (except for higher education institutions) and other education providers to ensure quality of education by providing informational, counselling, qualification improvement and (self-)education environment building assistance, conducting education monitoring and education research, developing the education content, and coordinating its implementation. On the Agency's remote learning website, they provide current information that is useful in the process of online learning. Here are some of the available strategies.

Experts of the Internet hotline svarusinternetas.lt (EN: Clean Internet) of the Communications Regulatory Authority of the Republic of Lithuania share the prepared [Recommendations for parents and guardians on child safety on the Internet](#) and [Recommendations for teachers on Internet safety during distance learning](#).

In order to help educational institutions to ensure adequate protection of personal data by organizing distance learning, the State Data Protection Inspectorate has prepared a memorandum [Three Steps on Organizing Distance Learning](#). The memorandum presents 3 steps that can support the process of organizing and implementing distance learning.

Specialists of the Agency's Psychology Department have prepared [Recommendations for the prevention of violence and bullying through distance learning](#) for school leaders and educators.

The King Mindaugas Vocational Training Center shares and invites to use their educational virtual [video lessons](#). This is a series of hands-on video lessons for students in different classes and for everyone in general who wants to improve without leaving home.

4.2. At non-formal level – extracurricular activities

The purpose of non-formal education of children is to meet the needs of students for cognition, education, and self-expression, to help them become active members of society. Non-formal education programs for children have a long-standing tradition in Lithuania and are implemented by music, art, sports, other schools, freelance teachers, general education schools attended by children, and other education providers such as libraries, local community centres, various NGOs, etc. The competence acquired by a person through non-formal learning may be recognized as a part of a formal education program or qualification in accordance with the procedure established by the Government or an institution authorized by it or in accordance with the procedure established by higher education institutions. A long-term education program for children in music, art, sports, or another school may be recognized as a vocational training module.

The following are the legal acts and laws defining and supporting non-formal education in Lithuania:



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- [On the Minister of Education and Science in 2019. April 23 order no. V-460 “On the Approval of the Description of the Procedure for Non-Formal Financing and Organization of Children’s Education Projects”](#)
- [ON AMENDMENT OF THE LITHUANIAN HYGIENE STANDARD HN 20: 2012 “GENERAL HEALTH SAFETY REQUIREMENTS FOR THE IMPLEMENTATION OF NON-FORMAL EDUCATION PROGRAMS FOR CHILDREN.” 2018 June 15 No. V-696](#)
- [Concepts of non-formal education of children, approved by the Minister of Education and Science of the Republic of Lithuania in 2012. March 29 by order no. V-554](#)
- [Description of the general criteria for non-formal education programs financed from the state or municipal budgets, approved by the Minister of Education and Science of the Republic of Lithuania in 2011. July 5 by order no. V-1214](#)

Regarding distance learning in non-formal education, the same strategies that support formal education distance learning take effect.



5. Cases of cyberbullying

Title of the case	Hurtful YouTube video
Country	Lithuania
Actors involved	Child, hackers, RRT
When happened?	2019
Brief description of the case	A child made a video and uploaded it on YouTube. Someone else used the video to create another one that makes fun of the child. That is when the child contacted a helpline <i>Švarus internetas</i> (EN: Clean Internet) asking for help to remove the hurtful video.
Mention the interventions done, if the case	This helpline was set up by Communications Regulatory Authority of the Republic of Lithuania (RRT). Specialists working there contacted the child's family and explained how to inform social media sites about a violation through sharing of personal data and how to protect your account from hackers.
Impact, results achieved	The hurtful video was taken offline.
Link, if the case was public	https://www.delfi.lt/partnerio-turinys/archive/vaikus-butina-mokyti-saugoti-asmene-informacija-padekite-is-manes-tyciojasi-internete.d?id=82840561

Title of the case	Hacked Facebook account
Country	Lithuania
Actors involved	Child, hackers, RRT
When happened?	2019
Brief description of the case	A child contacted a helpline <i>Švarus internetas</i> (EN: Clean Internet) asking for help to regain control of his Facebook account. Hackers accessed the child's email account, and this way took hold of their Facebook account. Using this account, the hackers then started posting nasty messages and comments using the name of the child. The child tried deleting the posts and changing the password, but nothing worked.
Mention the interventions done, if the case	This helpline was set up by Communications Regulatory Authority of the Republic of Lithuania (RRT). Specialists working there contacted the child's family and explained how to inform social media sites about a violation through sharing of personal data and how to protect your account from hackers.
Impact, results achieved	The child regained control of their email and Facebook accounts and changed the passwords to more secure ones. The whole family were trained on how to protect their identity online better. The guilty party were never caught.
Link, if the case was public	https://www.delfi.lt/partnerio-turinys/archive/vaikus-butina-mokyti-saugoti-asmene-informacija-padekite-is-manes-tyciojasi-internete.d?id=82840561

Title of the case	Stolen Identity on a Social Network
Country	Lithuania



Actors involved	Chemistry teacher, students, the prosecutor's office
When happened?	2018 – 2019
Brief description of the case	Some students created a fake account on Facebook using their chemistry teacher's name and photos and used this account to send bullying messages to other teachers and students. These messages contained swear words, some were sexual in their nature.
Mention the interventions done, if the case	The teacher decided to go public with this case and a pre-trial case was started by the prosecutor's office on the grounds of Article 289 of the Criminal Code – misappropriation of the name of a civil servant or a person performing the functions of public administration. However, after the guilty students were identified, the pre-trial investigation was terminated basing this decision on the prosecutor's conclusion that the whole thing had been a prank.
Impact, results achieved	The teacher quit his job and at the time of when the article came out was looking for a different job not in the field of education.
Link, if the case was public	https://www.tv3.lt/naujiena/gyvenimas/patycias-kentusiam-klaipedos-mokytojui-dar-vienas-smugis-atsigauti-negali-iki-siol-n1027576

6. Best practices actions to support the prevention of / to fight against cyberbullying

Title of the practice	Campaign <i>Be patyčių</i> (EN: Without Bullying)
Country	Lithuania
Actors involved	The campaign organizers cooperate with schools, children and their parents, as well as a list of national and international organizations.
Link	https://www.bepatyciu.lt/ , https://internete.bepatyciu.lt , https://www.facebook.com/bepatyciu
Brief description of the best practice	<p>The campaign was initiated in 2004 by <i>Vaikų Linija</i> (Child Line) with the main goal of preventing violence and bullying. It aims to create a safer environment not only in educational institutions but also in the lives of adults, to draw attention to the importance of this problem and educate the public.</p> <p>Main objectives of the campaign:</p> <ul style="list-style-type: none"> ● to carry out educational activities aimed at school staff, pupils and their parents; ● to inform the public about initiatives in Lithuania and abroad, with the help of which the problem of bullying can be effectively solved; ● together with partners to change the prevailing attitudes of bullying in the society and to form attitudes unfavorable to bullying. <p>The campaign has a separate initiative against cyberbullying. Its website section has information for parents, schools, and children with the most important information and flyers on what cyberbullying is, how to</p>



	<p>recognize it, and what steps to take when experiencing or witnessing cyberbullying.</p> <p>The campaign organizes bullying-awareness months each year, online and face-to-face training sessions for parents, children, and educators. These events are shared on the campaign's Facebook page. The campaign's website contains numerous self-study materials.</p>
Why it is a successful intervention?	The organizers of the campaign have held numerous online and in-person workshops to help children and all those involved in possible bullying and cyberbullying incidents to recognize and act in these situations.

Title of the practice	<i>Vaikų linija (EN: Child Line)</i>
Country	Lithuania
Actors involved	The organization works with volunteers and cooperates with public institutions in Lithuania and international children's rights organizations.
Link	https://www.vaikulinija.lt/en/
Brief description of the best practice	<i>Child Line</i> was established in 1997 and provides free and anonymous help to the children and teenagers by phone and online. <i>Child Line</i> consultants listen to all the children's stories and try to find ways together to solve their difficulties, to encourage them to share their worries with the people they trust. If necessary, children are referred to other institutions. Currently more than 350 volunteering counselors provide emotional support to children and teenagers.
Why it is a successful intervention?	The consultants and volunteers in the organization have helped thousands of children and teenagers by providing them with a safe space, listening to their problems, and finding the answers together. The organization also participates and coordinates various campaigns, projects, and other initiatives to help stop all kinds of bullying.

Title of the practice	<i>Safer Internet</i>
Country	Lithuania
Actors involved	National Agency for Education (Agency) as coordinator, Communications Regulatory Authority of the Republic of Lithuania (RRT), <i>Vaikų linija</i> (Child Line); association <i>Langas į ateitį</i> (LIA)
Link	https://www.draugiskasinternetas.lt/en/about-safer-internet/
Brief description of the best practice	<i>Safer Internet Centre Lithuania: draugiskasinternetas.lt</i> is recent action under the Connecting Europe Facility (CEF Telecom) programme whilst implementing Safer Internet center's (SIC) generic services.



	The overall objective is to deploy services that help make the Internet a trusted environment for children through actions that empower and protect them online.
Why it is a successful intervention?	Nationally, the SIC have a mature and well-established, multi-stakeholder network, involving the public sector, private sector and civil society, therefore with the capacity to deploy services that help make the Internet a trusted environment for children (and citizens at large) through actions that empower and protect them online.

Title of the practice	<i>Jaunimo linija</i> (EN: Youth Line)
Country	Lithuania
Actors involved	<i>Jaunimo linija</i> is a public institution working with hundreds of volunteers
Link	https://jaunimolinija.lt/en/
Brief description of the best practice	<i>Jaunimo linija</i> (Youth Line) is one of the largest charities providing free emotional support by telephone and internet in Lithuania. It has been operating since 1991 and anyone who is in emotional distress, struggling to cope, or at risk of suicide can contact the charity 24/7, 365 days per year. <i>Jaunimo linija</i> volunteers are here to hear everyone out via free telephone line, email, or online chat. <i>Jaunimo linija</i> is a non-governmental, non-profit organization operating based on the support of private donators, businesses, and the state.
Why it is a successful intervention?	The charity has been offering support for the last 29 years with over 300 volunteers in 3 branches. At least 80 per cent of young people (16–30-year-olds) believe that <i>Jaunimo linija</i> can help them when facing emotional difficulties. Nowadays the organization answers 67 per cent of telephone calls and internet messages. According to 2020 data, experts evaluate 73 per cent of calls as successful and 70 per cent of those who contact the helpline feel better after a conversation. 85 per cent of the volunteers evaluate their performance and experience in the organization positively.

Title of the practice	<i>Sqmoningumo didinimo mėnuo BE PATYČIŲ</i> (EN: Bullying Awareness Month)
Country	Lithuania
Actors involved	Volunteers, public institutions in Lithuania and international children's rights organizations
Link	https://www.bepatyciu.lt/samongumo-didinimo-menuo-be-patyciu-2021/apie-iniciatyva/
Brief description of the best practice	What used to be <i>Veiksma savaitė be patyčių</i> (EN: Action Week Without Bullying), now is known as Bullying Awareness Month. Every March, <i>Vaikų linija</i> invites educational institutions, active non-governmental, state and business organizations to contribute to this initiative with their activities and ideas, as well as to organize and carry out activities for their communities to stop bullying and other degrading behavior.



Why it is a successful intervention?	The campaign creates its dissemination materials for printing and digital banners to include on websites. It organizes competitions, creates short animated films to be shown in schools. It also holds a conference to bring awareness to bullying and cyberbullying.
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Title of the practice	<i>Augu internete (EN: I Grow Online)</i>
Country	Lithuania
Actors involved	Telia, Vaikų linija, 15min, Už saugią Lietuvą, Unicef
Link	https://auguinternetė.lt/
Brief description of the best practice	This is an initiative started by a Lithuanian telecommunications company Telia. They are determined to make sure that the internet provides opportunities, not threats. To make the internet a source of knowledge, entertainment, and good emotions, not bullying, deception. To communicate online and improve together. The initiative aims to advise and educate parents, teachers, and anyone who is “growing up” on the Internet about its safety issues.
Why it is a successful intervention?	The initiative’s website contains a lot of information for parents and children, online lessons to children, video interviews, short texts on how to use various online tools safely.

Title of the practice	<i>Olweus software in Lithuanian schools</i>
Country	Lithuania
Actors involved	Numerous schools in Lithuania
Link	https://www.nsa.smm.lt/wp-content/uploads/2020/08/Olweus-programos-vykdymas-Lietuvoje.pdf
Brief description of the best practice	Olweus is a bullying (and cyberbullying) prevention program that has been used in Lithuania since 2008. It is a comprehensive approach that includes schoolwide, classroom, individual, and community components. The program is focused on long-term change that creates a safe and positive school climate. It is designed and evaluated for use in elementary, middle, junior high and high schools (K-12). The program’s goals are to reduce and prevent bullying problems among school children and to improve peer relations at school.
Why it is a successful intervention?	Many teachers and other school staff testify that since starting to use Olweus, around 50% of bullying cases have been prevented. The program has also been proven successful in the virtual classroom, when studying online.

Title of the practice	<i>Patyčių dėžutė (EN: Report Bullying Box)</i>
Country	Lithuania
Actors involved	Hundreds of schools in Lithuania
Link	https://patyciudezute.licejus.lt/en
Brief description of the best practice	<i>Patyčių dėžutė</i> is designed to help you quickly and completely anonymously report any acts of bullying that you experience or notice. You



	<p>can provide information not only about yourself, but also about your classmate, friend, teacher, or any other member of your school community who suffers from bullying or is a bully.</p> <p>Complete the report with details of the person who has been bullied and details of the bully, witnesses, the date, place, and time of the incident. You can also attach a screenshot of the cyberbullying to the report. The report will reach those who are responsible to solve bullying cases at your school. All the information is confidential, and you can be assured that it will not be publicly distributed or used for any other purposes.</p>
Why it is a successful intervention?	Schools have reported several cases of prevented suicides that were intended by children and reported.

Title of the practice	REAGUOK.LT – online training program on bullying prevention for schoolteachers
Country	Lithuania
Actors involved	Program created by <i>Create Lithuania</i> project managers, anyone can take the course for free and receive a completion certificate
Link	https://reaguok.vma.lm.lt/?lang=en
Brief description of the best practice	<p>The training is divided into 18 topics covering the main areas of bullying theory, each lasting about 30 minutes, depending on one's pace. Each topic is complemented by innovative visuals, games, tests, a questionnaire, and additional literature that makes it easier and more interesting to absorb the information and provides the learner with valuable experience and useful knowledge.</p> <p>The training is also complemented by short practical tasks during which educators can take self-tests. After completing the entire course of study and completing the required tasks, the educator takes a test covering the main theoretical material of the whole course.</p>
Why it is a successful intervention?	The training material is available to anyone free of charge.

7. Relevant links (resources)

- <https://svarusinternetas.lt/>
- <https://manoteises.lt/apie/manoteises-lt/>
- <https://www.bepatyciu.lt/>
- <https://internete.bepatyciu.lt>
- <https://www.facebook.com/bepatyciu>



- <https://auguinternete.lt/>
- <https://www.draugiskasinternetas.lt/en/about-safer-internet/>
- <https://jaunimolinija.lt/en/>
- <https://www.vaikulinija.lt/en/>
- <https://www.langasiateiti.lt/en/>
- <https://www.smm.lt/web/lt/smm-svietimas/patyciu-ir-smurto-prevencija1>
- <https://reaguok.vma.lm.lt/?lang=en>

Part 2 – Practical review

1. Methodology applied in the interview questionnaires research

In Lithuania, the first step of the practical survey was to start communication with potential associated partners - schools from different regions of the country, which was started as from October 2021. Although expressed great interest in the project topic, school principals and counsellors before engaging in the project wanted more specificity, i. y. they wanted to know the content of the questionnaires which were not yet finalised at that moment. As soon as we received the final versions of the survey questionnaires in mid-November, we did the translations immediately and started “the marathon” of the project presentations in the selected schools. After the live or virtual presentations during which the project in general and the questionnaires in particular were introduced to the schools, students and teachers / counsellors started filling the online questionnaires. The survey in Lithuania began in early December and lasted until the end of January. Some students completed the survey at home, others during the lessons. During the survey period, 75 completed questionnaires from students and 60 from teachers were collected. This result in Lithuania could be much higher, as a significant proportion of respondents could not complete it due to the excessive length of the questionnaire.

2. Target group

In Lithuania, as a result of the communication activities described above, the following schools were involved in the project activities as associated partners:

- [Vilnius Karoliniškių gymnasium](#) (urban area);
- [Veiviržėnų Jurgio Šaulio gymnasium](#) (rural area);
- [Vilnius Senvagės gymnasium](#) (urban area);
- [Kaunas Saulės gymnasium](#) (urban area);
- [Vilnius Saulėtekio School Multifunctional Centre](#) (school for children of national minorities with an artistic orientation).

At the beginning, interest in the project was expressed by a much larger number of schools, but most of them later dropped out due to excessive length of the survey questionnaires.

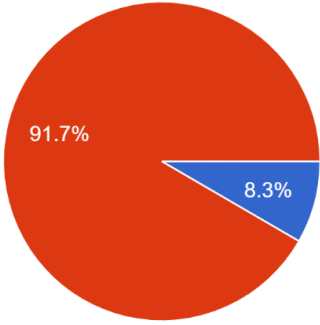
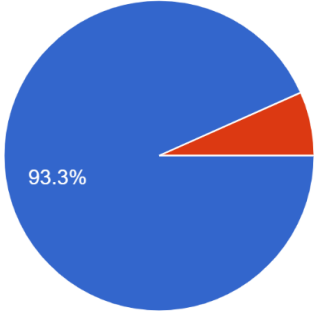


During the survey period December 2021 – January 2022, 75 completed questionnaires from students and 60 from teachers and counsellors were collected. The response rate in Lithuania could be much higher, as a significant proportion of respondents could not complete it due to the length of the questionnaire: the students reported it too long, as it took for them up to 60 min. to complete the survey, while their expectations were spending on this task no more than 30 minutes.

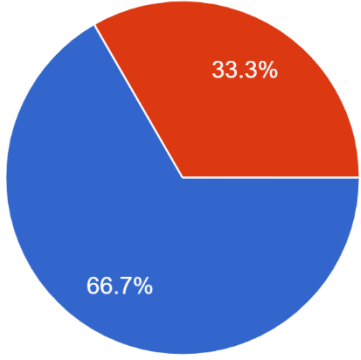
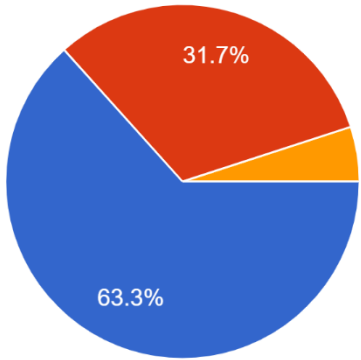
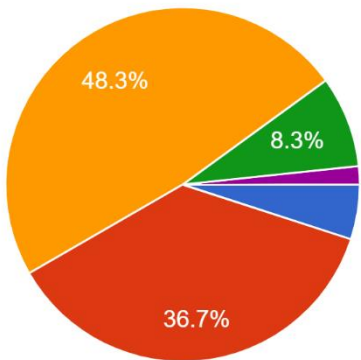
3. Summary of the results of the questionnaires:

The following is an overview of the results of the questionnaires collected in Lithuania.

Teachers:

<p>Profession:</p> <ul style="list-style-type: none"> • Counsellors 8.3% • Teachers 91.7% 	<p>60 responses</p>  <table border="1"> <caption>Profession Data</caption> <thead> <tr> <th>Profession</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Teachers</td> <td>91.7%</td> </tr> <tr> <td>Counsellors</td> <td>8.3%</td> </tr> </tbody> </table>	Profession	Percentage	Teachers	91.7%	Counsellors	8.3%		
Profession	Percentage								
Teachers	91.7%								
Counsellors	8.3%								
<p>I teach in a:</p> <ul style="list-style-type: none"> • State (public) school 93.3% • Private school 6.7% • Special education needs school 0% 	<p>60 responses</p>  <table border="1"> <caption>I teach in a Data</caption> <thead> <tr> <th>Teaching Location</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>State (public) school</td> <td>93.3%</td> </tr> <tr> <td>Private school</td> <td>6.7%</td> </tr> <tr> <td>Special education needs school</td> <td>0%</td> </tr> </tbody> </table>	Teaching Location	Percentage	State (public) school	93.3%	Private school	6.7%	Special education needs school	0%
Teaching Location	Percentage								
State (public) school	93.3%								
Private school	6.7%								
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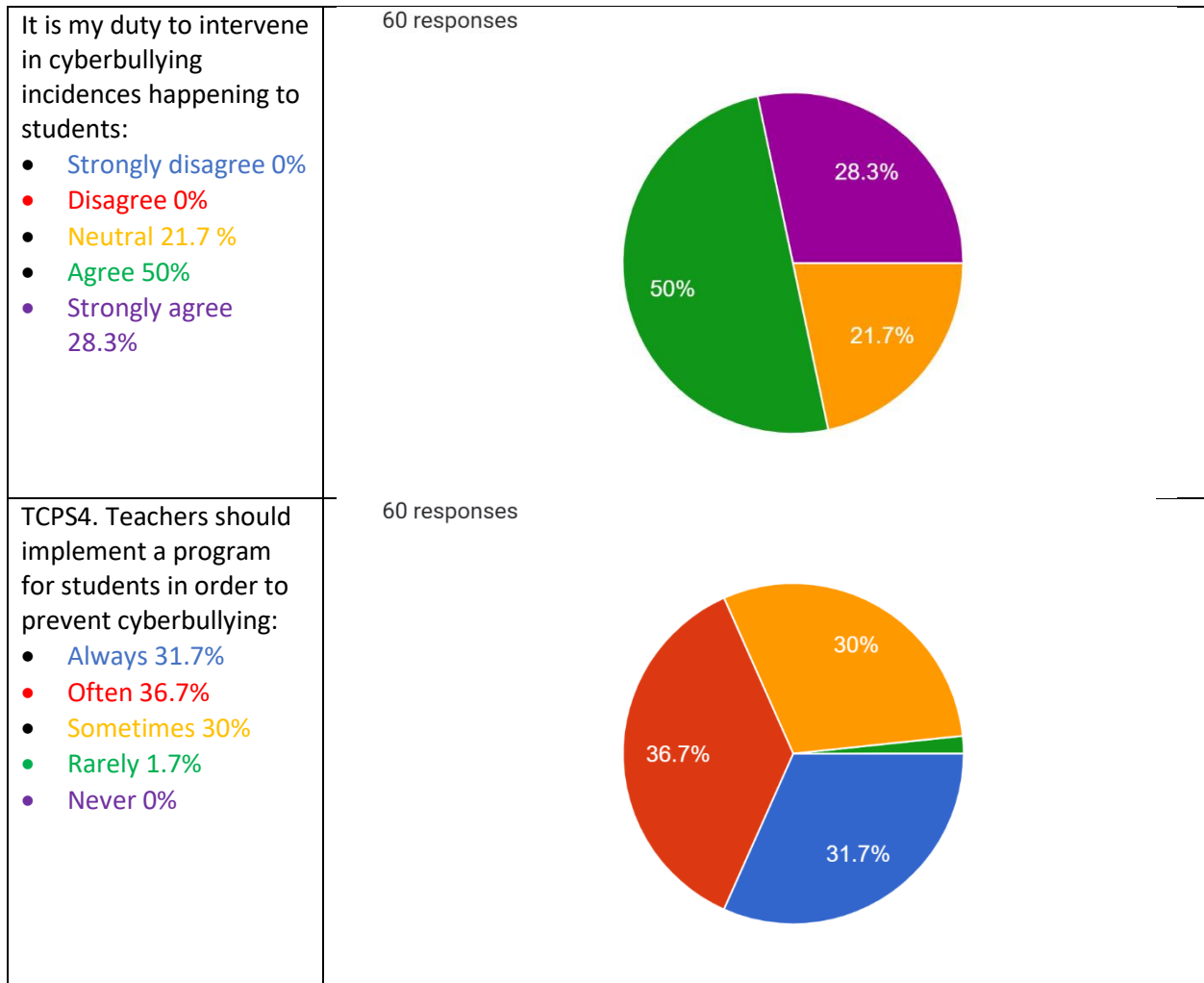
<p>I have attended antibullying training:</p> <ul style="list-style-type: none">• Yes 66.7%• No 33.3%	<p>60 responses</p>  <table border="1"><thead><tr><th>Response</th><th>Percentage</th></tr></thead><tbody><tr><td>Yes</td><td>66.7%</td></tr><tr><td>No</td><td>33.3%</td></tr></tbody></table>	Response	Percentage	Yes	66.7%	No	33.3%						
Response	Percentage												
Yes	66.7%												
No	33.3%												
<p>I teach students how to handle being bullied online:</p> <ul style="list-style-type: none">• Yes 63.3%• No 31.7%• Not my problem 5%	<p>60 responses</p>  <table border="1"><thead><tr><th>Response</th><th>Percentage</th></tr></thead><tbody><tr><td>Yes</td><td>63.3%</td></tr><tr><td>No</td><td>31.7%</td></tr><tr><td>Not my problem</td><td>5%</td></tr></tbody></table>	Response	Percentage	Yes	63.3%	No	31.7%	Not my problem	5%				
Response	Percentage												
Yes	63.3%												
No	31.7%												
Not my problem	5%												
<p>SCPT1. Cyberbullying is a problem in my school:</p> <ul style="list-style-type: none">• Strongly disagree 5%• Disagree 36.7%• Neutral 48.3%• Agree 8.3%• Strongly agree 1,7%	<p>60 responses</p>  <table border="1"><thead><tr><th>Response</th><th>Percentage</th></tr></thead><tbody><tr><td>Strongly disagree</td><td>5%</td></tr><tr><td>Disagree</td><td>36.7%</td></tr><tr><td>Neutral</td><td>48.3%</td></tr><tr><td>Agree</td><td>8.3%</td></tr><tr><td>Strongly agree</td><td>1,7%</td></tr></tbody></table>	Response	Percentage	Strongly disagree	5%	Disagree	36.7%	Neutral	48.3%	Agree	8.3%	Strongly agree	1,7%
Response	Percentage												
Strongly disagree	5%												
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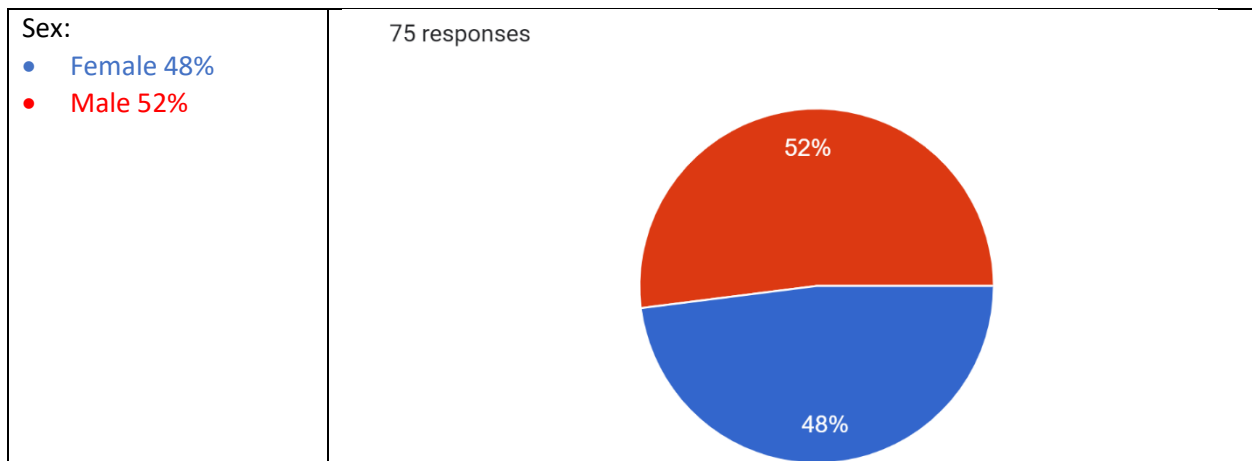
<p>SCPT3. I am concerned about cyberbullying:</p> <ul style="list-style-type: none">• Strongly disagree 0%• Disagree 8.3%• Neutral 25 %• Agree 53.3%• Strongly agree 13.3%	<p>60 responses</p> <table border="1"><thead><tr><th>Response</th><th>Percentage</th></tr></thead><tbody><tr><td>Strongly disagree</td><td>0%</td></tr><tr><td>Disagree</td><td>8.3%</td></tr><tr><td>Neutral</td><td>25%</td></tr><tr><td>Agree</td><td>53.3%</td></tr><tr><td>Strongly agree</td><td>13.3%</td></tr></tbody></table>	Response	Percentage	Strongly disagree	0%	Disagree	8.3%	Neutral	25%	Agree	53.3%	Strongly agree	13.3%
Response	Percentage												
Strongly disagree	0%												
Disagree	8.3%												
Neutral	25%												
Agree	53.3%												
Strongly agree	13.3%												
<p>SCPT4. I feel confident in identifying cyberbullying:</p> <ul style="list-style-type: none">• Strongly disagree 0%• Disagree 18.3%• Neutral 30 %• Agree 48.3%• Strongly agree 3.3%	<p>60 responses</p> <table border="1"><thead><tr><th>Response</th><th>Percentage</th></tr></thead><tbody><tr><td>Strongly disagree</td><td>0%</td></tr><tr><td>Disagree</td><td>18.3%</td></tr><tr><td>Neutral</td><td>30%</td></tr><tr><td>Agree</td><td>48.3%</td></tr><tr><td>Strongly agree</td><td>3.3%</td></tr></tbody></table>	Response	Percentage	Strongly disagree	0%	Disagree	18.3%	Neutral	30%	Agree	48.3%	Strongly agree	3.3%
Response	Percentage												
Strongly disagree	0%												
Disagree	18.3%												
Neutral	30%												
Agree	48.3%												
Strongly agree	3.3%												
<p>SCPT5. I feel confident in managing cyberbullying:</p> <ul style="list-style-type: none">• Strongly disagree 1.7%• Disagree 35%• Neutral 43.3 %• Agree 20%• Strongly agree 0%	<p>60 responses</p> <table border="1"><thead><tr><th>Response</th><th>Percentage</th></tr></thead><tbody><tr><td>Strongly disagree</td><td>1.7%</td></tr><tr><td>Disagree</td><td>35%</td></tr><tr><td>Neutral</td><td>43.3%</td></tr><tr><td>Agree</td><td>20%</td></tr><tr><td>Strongly agree</td><td>0%</td></tr></tbody></table>	Response	Percentage	Strongly disagree	1.7%	Disagree	35%	Neutral	43.3%	Agree	20%	Strongly agree	0%
Response	Percentage												
Strongly disagree	1.7%												
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Strongly agree	0%												

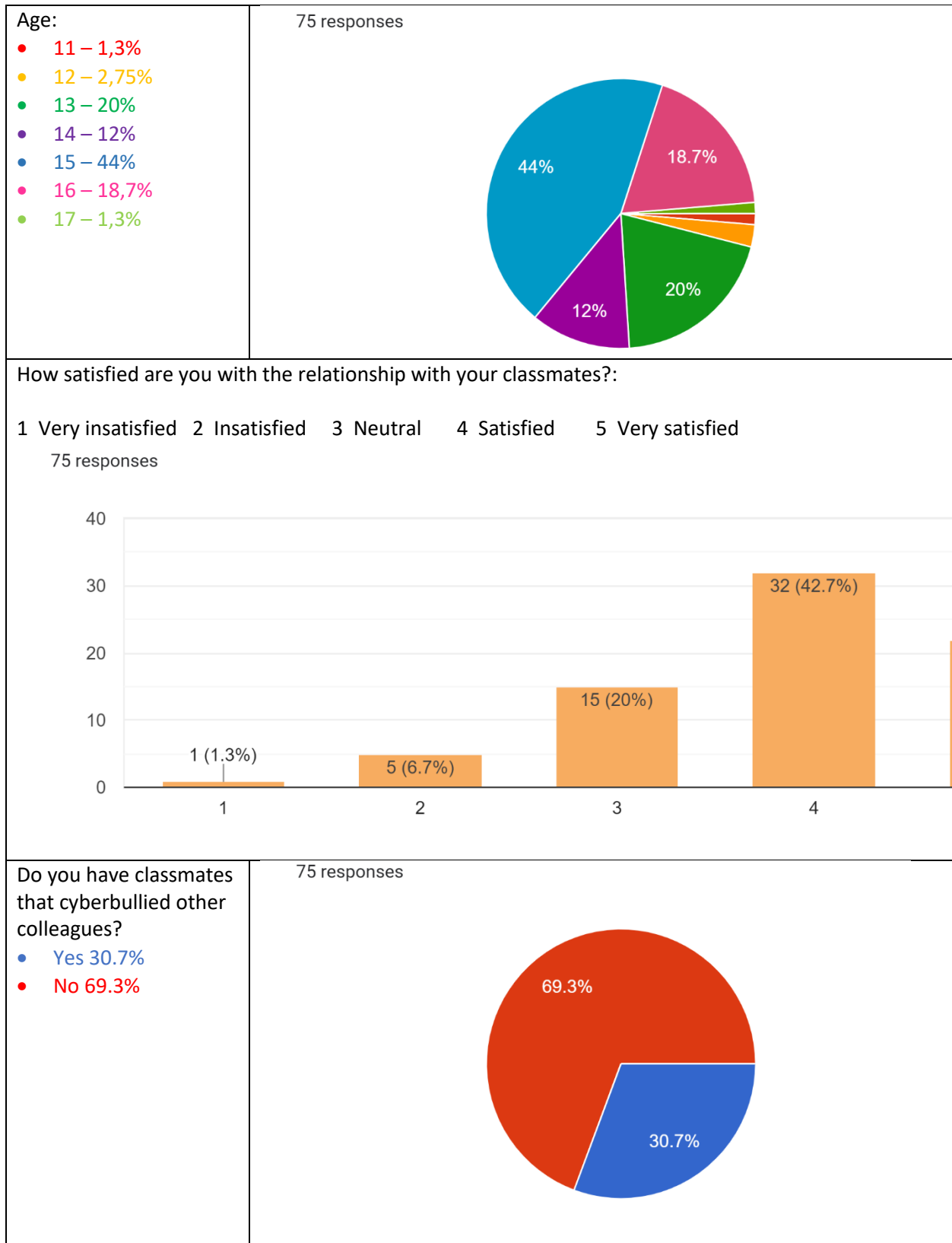


<p>SCPT7. Schools should develop policies on cyberbullying:</p> <ul style="list-style-type: none">• Strongly disagree 1.7%• Disagree 0%• Neutral 6.7 %• Agree 60%• Strongly agree 31.7%	<p>60 responses</p> <table border="1"><thead><tr><th>Response</th><th>Percentage</th></tr></thead><tbody><tr><td>Strongly disagree</td><td>1.7%</td></tr><tr><td>Disagree</td><td>0%</td></tr><tr><td>Neutral</td><td>6.7%</td></tr><tr><td>Agree</td><td>60%</td></tr><tr><td>Strongly agree</td><td>31.7%</td></tr></tbody></table>	Response	Percentage	Strongly disagree	1.7%	Disagree	0%	Neutral	6.7%	Agree	60%	Strongly agree	31.7%
Response	Percentage												
Strongly disagree	1.7%												
Disagree	0%												
Neutral	6.7%												
Agree	60%												
Strongly agree	31.7%												
<p>SCPT16. Schools should link with community resources to deal with cyberbullying:</p> <ul style="list-style-type: none">• Strongly disagree 0%• Disagree 0%• Neutral 15 %• Agree 55%• Strongly agree 30%	<p>60 responses</p> <table border="1"><thead><tr><th>Response</th><th>Percentage</th></tr></thead><tbody><tr><td>Strongly disagree</td><td>0%</td></tr><tr><td>Disagree</td><td>0%</td></tr><tr><td>Neutral</td><td>15%</td></tr><tr><td>Agree</td><td>55%</td></tr><tr><td>Strongly agree</td><td>30%</td></tr></tbody></table>	Response	Percentage	Strongly disagree	0%	Disagree	0%	Neutral	15%	Agree	55%	Strongly agree	30%
Response	Percentage												
Strongly disagree	0%												
Disagree	0%												
Neutral	15%												
Agree	55%												
Strongly agree	30%												
<p>SCPT21. I want to learn more about cyberbullying in my continuing education:</p> <ul style="list-style-type: none">• Strongly disagree 3.5%• Disagree 21.7%• Neutral 46.7 %• Agree 23.3%• Strongly agree 5%	<p>60 responses</p> <table border="1"><thead><tr><th>Response</th><th>Percentage</th></tr></thead><tbody><tr><td>Strongly disagree</td><td>3.5%</td></tr><tr><td>Disagree</td><td>21.7%</td></tr><tr><td>Neutral</td><td>46.7%</td></tr><tr><td>Agree</td><td>23.3%</td></tr><tr><td>Strongly agree</td><td>5%</td></tr></tbody></table>	Response	Percentage	Strongly disagree	3.5%	Disagree	21.7%	Neutral	46.7%	Agree	23.3%	Strongly agree	5%
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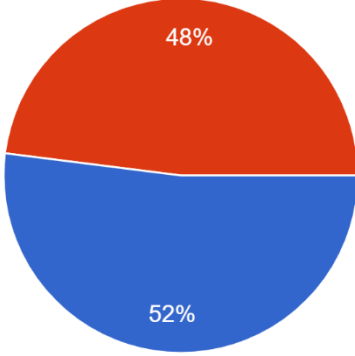
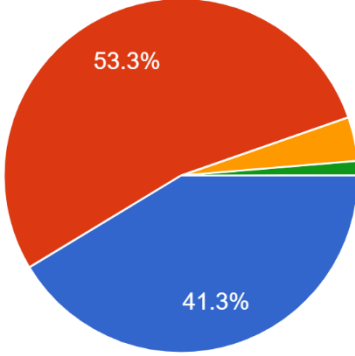
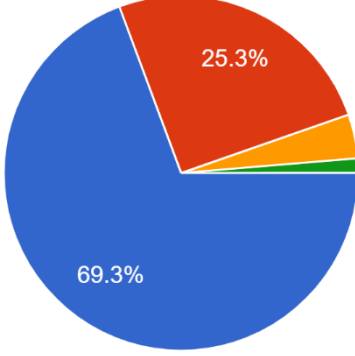


Students:

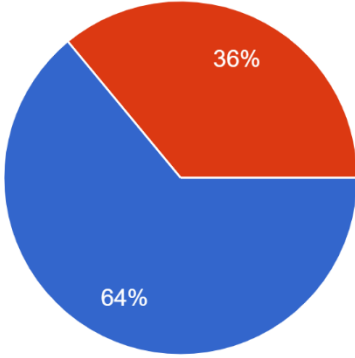
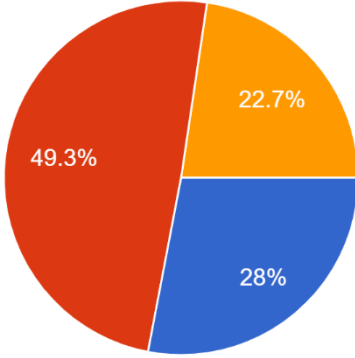


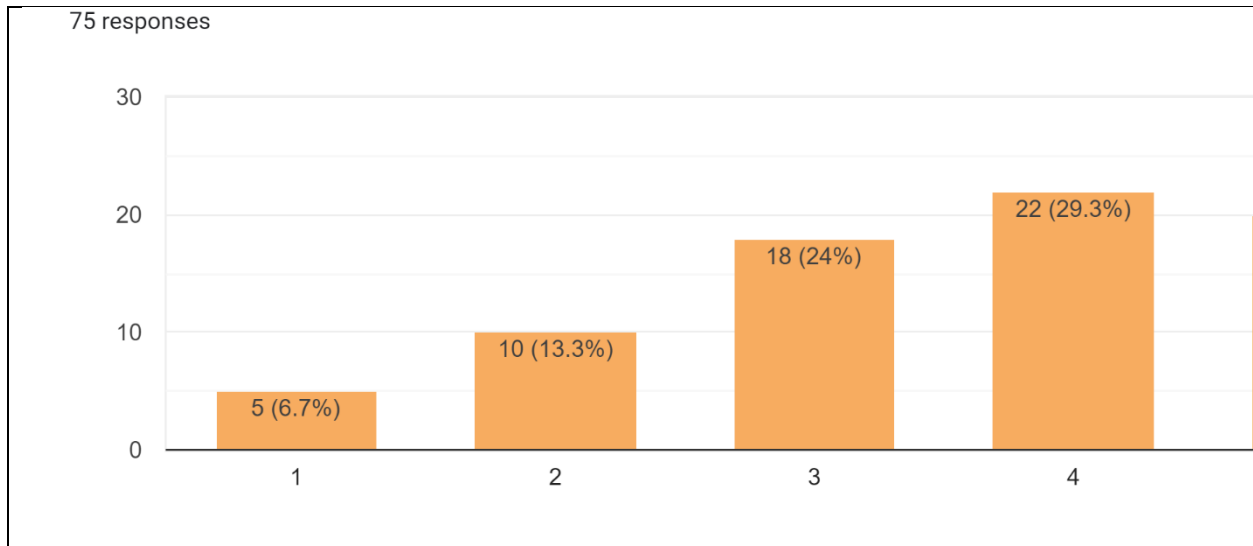




<p>Who are the most frequent victims of cyberbullying?:</p> <ul style="list-style-type: none">• Boys 52%• Girls 48%	<p>75 responses</p>  <table border="1"><thead><tr><th>Gender</th><th>Percentage</th></tr></thead><tbody><tr><td>Boys</td><td>52%</td></tr><tr><td>Girls</td><td>48%</td></tr></tbody></table>	Gender	Percentage	Boys	52%	Girls	48%				
Gender	Percentage										
Boys	52%										
Girls	48%										
<p>Have you ever been bullied online (e.g. via email, chatroom, cellphone)?</p> <ul style="list-style-type: none">• Never 41.3%• A few times 53.3%• Many times 4%• Very frequent 1.3%	<p>75 responses</p>  <table border="1"><thead><tr><th>Frequency</th><th>Percentage</th></tr></thead><tbody><tr><td>Never</td><td>41.3%</td></tr><tr><td>A few times</td><td>53.3%</td></tr><tr><td>Many times</td><td>4%</td></tr><tr><td>Very frequent</td><td>1.3%</td></tr></tbody></table>	Frequency	Percentage	Never	41.3%	A few times	53.3%	Many times	4%	Very frequent	1.3%
Frequency	Percentage										
Never	41.3%										
A few times	53.3%										
Many times	4%										
Very frequent	1.3%										
<p>Have you ever bullied others while online?</p> <ul style="list-style-type: none">• Never 69.3%• A few times 25.3%• Many times 4%• Very frequent 1.3%	<p>75 responses</p>  <table border="1"><thead><tr><th>Frequency</th><th>Percentage</th></tr></thead><tbody><tr><td>Never</td><td>69.3%</td></tr><tr><td>A few times</td><td>25.3%</td></tr><tr><td>Many times</td><td>4%</td></tr><tr><td>Very frequent</td><td>1.3%</td></tr></tbody></table>	Frequency	Percentage	Never	69.3%	A few times	25.3%	Many times	4%	Very frequent	1.3%
Frequency	Percentage										
Never	69.3%										
A few times	25.3%										
Many times	4%										
Very frequent	1.3%										



<p>Have you ever seen other kids being bullied online?</p> <ul style="list-style-type: none">• Yes 64%• No 36%	<p>75 responses</p>  <table border="1"><thead><tr><th>Response</th><th>Percentage</th></tr></thead><tbody><tr><td>Yes</td><td>64%</td></tr><tr><td>No</td><td>36%</td></tr></tbody></table>	Response	Percentage	Yes	64%	No	36%		
Response	Percentage								
Yes	64%								
No	36%								
<p>Have you ever report to an adult when you saw a kid being bullied online (messages, social media, email, chatrooms etc)?</p> <ul style="list-style-type: none">• Yes 28%• No 49.3%• I never saw a kid being bullied online 22.7%	<p>75 responses</p>  <table border="1"><thead><tr><th>Response</th><th>Percentage</th></tr></thead><tbody><tr><td>Yes</td><td>28%</td></tr><tr><td>No</td><td>49.3%</td></tr><tr><td>I never saw a kid being bullied online</td><td>22.7%</td></tr></tbody></table>	Response	Percentage	Yes	28%	No	49.3%	I never saw a kid being bullied online	22.7%
Response	Percentage								
Yes	28%								
No	49.3%								
I never saw a kid being bullied online	22.7%								
<p>PSDQ18. My parents helped me reflecting on the consequences of my actions by inviting me to talk about them: 1- Never, 2- Occasionally, 3 – Sometimes, 4 – Often, 5- Always</p>									



Conclusions

Key findings after the survey in Lithuania:

- 66.7% of teachers and counselors reported that they have attended antibullying training, and 63.3% teach their students how to handle being bullied online;
- Although a fairly large proportion (over 40%) do not consider cyberbullying to be a problem in their schools, as many as 70% are still concerned about it;
- More than half of teachers and counselors are confident in identifying cyberbullying, however only 20% feel confident in managing it;
- Teachers and counselors agree that schools and communities have to join forces dealing with cyberbullying;
- 58.7% of students had been cyberbullied. 25.3% of these students had been victims of cyberbullying more than once, 5.3% even more frequent;
- Even 64% reported that they have seen other kids being bullied online, however only 28% confirmed reporting it to an adult
- As many as 80% confirmed that they are having conversations about cyberbullying with their parents, who were helping to reflect on the consequences of their actions.