

## COUNTRY : FINLAND

### 2A ORGANIZATIONS INVOLVED

University of Turku, Finland (in charge of program development, trainings and research)

Ministry of Education and Culture, Finland (main funder)

Licensed partners and certified KiVa trainers in several countries. see more: [kivaprogram.net](http://kivaprogram.net)

### 2B NATIONAL OR LOCAL PROGRAMS (PREVENTION AND INTERVENTION)

#### 2B-1: KIVA SCHOOL

1. **Title of intervention:** KiVa school
2. **Organization who carried out intervention:** University of Turku, Finland
3. **Time frame:** First project started in 2006, program has been implemented nationwide in Finnish schools since 2009.
4. **Program description (in brief narrative format describe aims and procedure):**

**KiVa is an evidence-based program** to prevent bullying and to tackle the cases of bullying effectively. KiVa includes both universal and indicated actions. The universal actions, such as the KiVa curriculum (lessons, including online games), are directed at all students and focus mainly on preventing bullying. The indicated actions are to be used when a bullying case has emerged. They are targeted specifically to the children who have been involved in bullying as perpetrators or victims, as well as to several classmates who are challenged to support the victim; the aim is to put an end to bullying.

**The indicated actions** take place when bullying has come to the attention of school personnel. Each particular case is handled in a series of individual and group discussions between the school's KiVa team and the students involved. Several prosocial peers of the victim are challenged to provide support for the victimized classmate. The KiVa team consists of three teachers / school personnel and they work together with classroom teachers.

**For universal actions**, KiVa has three units of which Unit 1 and Unit 2 are currently available outside the borders of Finland. Unit 1 is designed for children of 6–9 years of age. Unit 2 is suitable for children of 10–12 years of age. Both units include 10 lessons, 90 minutes each. In addition, KiVa includes an extensive amount of material for teachers, students and parents including e.g. teachers' manuals, videos, online games, KiVa student and staff surveys, posters, vests and parent's guide. The lessons carried out by the classroom teacher, involve discussion, group work, short films about bullying, and role-play exercises. The contents of the lessons proceed from more general topics, such as emotions, the importance of respect in relationships, and group pressure, to bullying and its mechanisms and consequences. Several lessons concern the role of the group in either maintaining bullying or putting an end to it. The group exercises involve, among other things, brainstorming ways to support and help the bullied victims and practicing these skills.

KiVa is not meant to be a one-year project, but a permanent part of the school's antibullying work. There is an annual online survey to be filled out by the students and personnel of KiVa schools, providing feedback to schools regarding their situation.

5. **Checklist of program elements** (based on the Campbell Systematic Reviews by Farrington & Ttofi, 2009): check as relevant to program implementation

**CHILD**

**YES**  work with bullies (i.e. individualized work, not offered at the classroom level, with children involved in bullying.)

**YES**  work with victims (i.e. individualized work, not offered at the classroom level, with children involved in bullying.)

**YES**  videos and virtual reality computer games (i.e. use of anti-bullying videos or virtual reality computer games to raise students' awareness regarding bullying.)

#### **PEER**

**YES**  work with peers (i.e. formal engagement of peers in tackling bullying: peer mediation and peer mentoring.)

#### **CLASSROOM**

**YES**  classroom rules (i.e. use of rules against bullying that students were expected to follow.)

**YES**  curriculum materials (i.e. use of materials about bullying during classroom lessons.)

**YES**  classroom management (i.e. emphasis on classroom management techniques in detecting and dealing with bullying behavior.)

#### **OTHER CONTEXT**

**YES**  improved playground supervision (i.e. Some anti-bullying programs aimed to identify 'hot-spots' or 'hot-times' of bullying (mostly during playtime or lunchtime) and provided improved playground supervision of children.)

#### **TEACHER**

**YES**  information for teachers

**YES**  co-operative group work (i.e. cooperation among different professionals -- usually among teachers and some other professional groups, in working with bullies and victims of bullying.)

**YES**  teacher training (i.e. present or absent)

#### **PARENT**

**YES**  information for parents

**YES**  parent training/meetings (i.e. organization on behalf of the school of 'information nights/educational presentations' for parents and/or 'teacher-parent meetings' during which parents were given information about the anti-bullying initiative in the school.)

#### **SCHOOL**

**YES**  whole-school anti-bullying policy (i.e. presence of a formal anti-bullying policy on behalf of the school.)

**NO**  school conferences (i.e. organization of school assemblies during which children were informed about bullying.)

**YES**  disciplinary methods (i.e. punitive methods in dealing with bullying situations.)

**YES**  non-punitive methods (i.e. restorative justice approaches and other non-punitive methods in dealing with children involved in bullying.)

6. **Age or grade:** UNIT 1 for 6-9 year-olds and UNIT 2 for 10-12 year olds. Unit 3 for 13-15-year-olds has not been so successful and is available only in Finland.
7. **Sample characteristics:** KiVa has been evaluated in a large randomized controlled trial including 117 intervention schools and 117 control schools, altogether 28 000 students involved.
8. **Informants used** Children self-reports and peer reports. School staff.
9. **Sampling of population:** Altogether 234 schools representing all provinces in mainland Finland (and both Finnish- and Swedish speaking schools) were randomly assigned to intervention and control conditions.
10. **Control group:** Yes, in Finland there were 117 control schools (14 000 students) during the pilot phase.
11. **Definition of the problem:** The aims of the KiVa anti bullying program are to put an end to ongoing bullying, prevent the emergence of new bully-victim relationships, and minimize the negative consequences of victimization.
12. **Use of term bullying or cyber-bullying in questionnaire and definition** (if provided): Yes/no term used with following definition (local language and English translation)
13. **Measures used:** X, Y, Z questionnaires were used building a total of X items.
14. **Interviews:** none.
15. **Theoretical approach and basis on previous intervention:**

The KiVa anti bullying program is well grounded in research. KiVa is based on evidence that positive changes in the behaviors of peers reduce the rewards gained by bullies and consequently their motivation to bully (Salmivalli, Kärnä, & Poskiparta, 2010; P. K. Smith et al., 2012). KiVa focuses on enhancing the empathy, self-efficacy, and antibullying attitudes of bystanders, who are neither bullies nor victims. These bystander characteristics have been found to relate to defending and supporting victimized peers (Caravita, Di Blasio, & Salmivalli, 2009; Pöyhönen, Juvonen, & Salmivalli, 2010; Salmivalli & Voeten, 2004). In the KiVa antibullying program, this idea is translated into concrete tools that help adults, and children and youth themselves, to tackle bullying in a systematic way.

16. **Type of analysis:** quantitative surveys. KiVa data are longitudinal, containing three assessment points during a one-year period: the pretest, the evaluation after five months of intervention, and the evaluation after nine to ten months of intervention.
17. **Outcome measures:** Besides bullying and victimization, the data contain information about children's and adolescents' family structure, possible immigrant status, school and class atmosphere, school motivation and well-being, learning outcomes, peer acceptance and rejection, friendships, peer networks, self-esteem and generalized perception of peers, and social-emotional problems such as social anxiety, depression, and loneliness. Teacher reports included attitudes, self-efficacy, and efforts to tackle bullying, as well as information regarding their students (for example special educational needs). Furthermore, teachers were asked detailed data on the implementation of the KiVa program, enabling to study how the implementation varies across schools, which teacher- and school-related factors explain this variation, and how differences in implementation are reflected in program effects.
18. **Duration/ intensity of intervention:** One school year (9 months), 10 \* 90min lessons for children; 2 days training for selected teachers
19. **Evaluation:** In the randomized controlled trial, KiVa was found to reduce bullying and victimization significantly at primary school levels 1 to 6. In grades 7 to 9 the effects were more mixed, and they seemed to depend on gender (larger effects among boys). The largest effects sizes were in grades 3 and 4 (odds ratios 1.58 and 1.83 for victimization and 2.08 and 1.30 for bullying). These effect sizes correspond to approximately 20-30 percent reductions in victimization and bullying.

KiVa was shown to reduce each of the examined nine forms (physical, verbal, social exclusion, social manipulation, threatening, racist, material, and sexual victimization, and cybervictimization), the reductions varying between -20 percent (threatening) and -63 percent (material victimization).

Besides the positive effects on bullying and victimization, KiVa has been shown to increase school liking, academic motivation, and even academic performance among students in KiVa schools as compared to students from control schools. Furthermore,

KiVa reduces internalizing problems and negative peer perceptions and increases empathy, self-efficacy to defend the victimized peers, and constructive bystander behaviors.

The outcomes of the indicated actions, that is, discussions effectuated by KiVa teams, have been evaluated in a separate study. From among all cases that were tackled by KiVa teams during the randomized controlled trial, as many as 98 percent led to improvement in the victim's situation, and in 86 percent of the cases, bullying stopped completely.

During the broad dissemination of KiVa in Finland (2009-2011), the effects on bullying and victimization were somewhat smaller than those obtained in the randomized controlled trial.

#### **20. Full reference and URL of intervention:**

Salmivalli & Poskiparta 2012. KiVa Antibullying Program. International Journal of Conflict and Violence : Vol. 6 (2) 2012, pp. 294 – 302. [www.kivaprogram.net](http://www.kivaprogram.net)

### 2C SYNTHESIS OF EVALUATIONS

KiVa Programme is a comprehensive program with many elements required from a successful program. The program is based on years and years of research by prof. Salmivalli and her colleagues. The data gathered and analyzed is huge and a lot of academic research has been published both by Salmivalli's research group and her foreign colleagues. KiVa has proved to be successful also outside Finland according to the first evaluation results.

KiVa has shown us that bullying can be decreased notably - but not stopped fully.

According to the highly representative Finnish School Health Promotion Study conducted biannually, there is no clear decrease in bullying among 8th and 9th graders (14-16-year-olds). Further, the KiVa results have been not that good at grades 7-9. One problem seems to be that most targets of systematic bullying still do not report their harassment at school or at home, thus hindering effective intervention. Maybe adult-led methods (monitoring, rules & consequences, lessons) just don't work with teenagers that well. More emphasis on youth and parents involvement would be needed. And also more emphasis on decreasing the harm caused by bullying (professional and peer support).

Long-term progress remains to be seen. There is a lot of KiVa schools that are not committed to implementing the program fully (eg. giving out all the lessons, filling in annual surveys etc.) and there is no permanent structure to support schools, roll out staff trainings and so on. There is no use of having the best tools if you don't use them, right?