



Survey to guardians

Evaluation of the implementation of anti-bullying activities and methods aiming to prevent bullying by children and supporting socio-emotional skills in early childhood education and care

Welcome to respond to the survey!

We would like to hear what you think about the anti-bullying activities in your child's early childhood education and care (ECEC) or pre-primary education. The aim of the questionnaire is to survey your views on anti-bullying activities and cooperation with the personnel in matters related to bullying. This survey is implemented by the Finnish Education Evaluation Centre FINEEC.

The questionnaire consists of different statements. Select the answer that is closest to your own opinion or view. There are no right or wrong answers in this questionnaire.

We will use the questionnaire to examine especially how cooperation between guardians and personnel is realised as part of the anti-bullying activities. The aim is to survey guardians' views on the practices in ECEC and pre-primary education in general. Individual cases will not be discussed in the evaluation. Responding to the questionnaire is voluntary and if you wish, you can interrupt responding. The answers will be anonymous and it will not be possible to identify individual respondents from the reported results.

In this questionnaire, bullying means that the child is repeatedly hurt or subjected to something that makes the child sad. Bullying is carried out by one or more persons against whom it is difficult for the child to defend himself or herself.

Based on the answers, it will be possible to develop anti-bullying work in ECEC and pre-primary education. Antibullying work and activities cover the prevention of bullying, intervening in bullying and providing post-treatment, which means arranging appropriate support after a bullying situation. The prevention of bullying means supporting children's emotional and interaction skills, for example.

Guardians whose child or children participate in ECEC or pre-primary education can respond to the questionnaire. If you have more than one child in the same daycare centre or pre-primary education unit operating in connection with a school, you can respond to the questionnaire more than once.

Responding to the questionnaire takes around 10–15 minutes. You can respond to the questionnaire until 1 April 2024. The information will be processed in accordance with the privacy statement. [Read the privacy statement.](#)

Enquiries related to the assessment

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Background information

I am

- female
- male
- other
- I don't wish to say

My mother tongue is

- Finnish
- Swedish
- other

My highest level of education is

- Lower than comprehensive school or lower secondary school (for example, didn't finish comprehensive school)
- Basic education
- Matriculation examination
- Vocational upper secondary qualification, further vocational qualification or specialist vocational qualification
- Bachelor's degree
- Master's degree
- Doctoral or Licentiate degree

Municipality of residence *

My child's daycare centre or pre-primary education unit located in connection with a school (select from the

Note! Information specific to daycare centres and respondents will not be reported.

If the name of the daycare centre or pre-primary education unit was not on the list, write it here

Child's gender

- Girl
- Boy
- Other
- I don't wish to say

Child's age

- 1 year (born in 2023)
- 2 years (born in 2022)
- 3 years (born in 2021)
- 4 years (born in 2020)
- 5 years (born in 2019)
- 6 years (born in 2018)
- 7 years or older (born in 2017 or earlier)

Does your child receive special or intensified support?

- no
- yes
- I don't know

How often does your child experience the following challenges related to emotional and interaction skills?

	never occurs	rarely occurs	occurs occasionally	often occurs
challenges related to identifying own feelings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
challenges related to regulating own feelings or behaviour	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

never occurs

rarely occurs

occurs occasionally

often occurs

challenges related to identifying and understanding the feelings of others

challenges related to concentrating on or participating in shared activities

challenges related to forming and maintaining friendships

challenges in getting on with other children

ANTI-BULLYING ACTIVITIES IN EARLY CHILDHOOD EDUCATION AND CARE (ECEC) AND PRE-PRIMARY EDUCATION

In your opinion or based on the child's behaviour or what the child has told you, assess whether your child enjoys ECEC and pre-primary education.

completely disagree

partly disagree

neither agree nor disagree

partly agree

completely agree

My child has friends in ECEC/pre-primary education.

My child enjoys ECEC/pre-primary education.

The personnel help my child to form new friendships.

The personnel support my child's existing friendships.

Assess how you as a guardian have received information about the following matters from the personnel in your child's ECEC or pre-primary education.

The personnel in my child's ECEC/pre-primary education have given me information about

completely disagree

partly disagree

neither agree nor disagree

partly agree

completely agree

how bullying is prevented.

how cases of bullying are intervened in.

how cases of bullying are investigated and monitored.

how I can be involved in cooperation against bullying.

Assess how the activities preventing bullying in your child's ECEC or pre-primary education are visible to you as a guardian.

	completely disagree	partly disagree	neither agree nor disagree	partly agree	completely agree
Guardians are included in the planning of activities preventing bullying. (For example, planning how children's emotional and interaction skills are supported)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Guardians are asked to give feedback on the activities supporting children's emotional and interaction skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In my opinion, the personnel in my child's ECEC/pre-primary education constantly work to prevent bullying and to support emotional and interaction skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Bullying is discussed in ECEC/pre-primary education in a manner that is suitable for my child's age and level of development (for example, by talking or by using play and stories).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can trust that the personnel tell me about any bullying situations concerning my child.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	completely disagree	partly disagree	neither agree nor disagree	partly agree	completely agree
The practices related to preventing bullying have been agreed together with home and the ECEC/pre-primary education personnel.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The shared practices related to preventing bullying in my child's ECEC/pre-primary education are clear to me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I know what to do if my child is bullied or has been bullying others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
We often talk about children's friendships with the ECEC/pre-primary education personnel.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In my opinion, the work done to prevent bullying in my child's ECEC/pre-primary education works well.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would like to participate more in the development of anti-bullying work in my child's ECEC/pre-primary education.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Has your child been bullied during ECEC/pre-primary education?

- No
- Not bullied, but there have been individual conflict situations and rows.
- Yes, my child has been bullied (bullying has been continuous and repeated)
- I don't know

What kind of repeated and continuous bullying has your child faced?

- Exclusion from play and games and other activities
- Physical bullying (for example, hitting, kicking or pushing)
- Verbal name calling or mocking
- Non-verbal mocking or scorn (for example, gesturing or showing the middle finger)
- Tampering with property (for example, stealing or breaking things)
- Other, what? _____
- I don't know more specifically

Have you discussed the bullying suffered by your child with the personnel working with the group?

- No
- Yes

Have the personnel in your child's group intervened in the situation or offered help to resolve it?

- No
- Yes
- I don't know

Has your child bullied others during ECEC/pre-primary education?

- No
- Yes
- I don't know

What works particularly well in the anti-bullying work in your child's ECEC or pre-primary education?

How could anti-bullying work in your child's ECEC or pre-primary education be developed? What kind of wishes do you have?

Is any of the following methods used in your child's group in ECEC or pre-primary education?

See the Good!

- Not used or I don't know
- Is used, I don't find it useful
- Is used, I find it partly useful
- Is used, I find it useful
- Is used, I don't know if it is useful

Incredible Years

- Not used or I don't know
- Is used, I don't find it useful
- Is used, I find it partly useful
- Is used, I find it useful
- Is used, I don't know if it is useful

MiniVerso programme

- Not used or I don't know
- Is used, I don't find it useful

- Is used, I find it partly useful
- Is used, I find it useful
- Is used, I don't know if it is useful

Piki programme for bullying prevention for young children

- Not used or I don't know
- Is used, I don't find it useful
- Is used, I find it partly useful
- Is used, I find it useful
- Is used, I don't know if it is useful

Droplet intervention for the prevention of bullying and harassment between young children

- Not used or I don't know
- Is used, I don't find it useful
- Is used, I find it partly useful
- Is used, I find it useful
- Is used, I don't know if it is useful

SAGA model for supporting children's emotional and social development in ECEC

- Not used or I don't know
- Is used, I don't find it useful
- Is used, I find it partly useful
- Is used, I find it useful
- Is used, I don't know if it is useful

Some other method or methods, what?

What are your views on the above-mentioned methods used in your child's group in ECEC or pre-primary education?
