

Handbook for Citizens:

A Bystander Doesn't Have to Stay Passive – Strategies for Preventing Violence



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This Manual was developed with the aim of strengthening professional support for trainers of intervention training of young leaders in implementing activities and raising awareness of bystanders in preventing various forms of violence, under the title “Bystander Intervention Training Manual for Youth Leaders”, with the support of the Step by Step organization and UNFPA.

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Review

The Manual “Handbook for Citizens: A Bystander Doesn’t Have to Stay Passive – Strategies for Preventing Violence”, authored by Šejla Bjelopoljak, PhD, and Adna Sokolović, BA, includes thoroughly researched and practically developed methods that bystanders can apply to prevent violence and harassment. Its content is organized into seven chapters, which gradually introduce the reader to the concept of bystander intervention, types of methods and tools for risk identification, all the way to specific real-life scenarios.

Core topics include:

- ▶ Different types of interventions: direct, indirect and distraction methods.
- ▶ Tools for assessing situations, such as identifying risks and understanding personal boundaries.
- ▶ Tactics known as the “5Ds,” including distract, delegate, document, delay and direct.
- ▶ Concern for the emotional well-being of bystanders.
- ▶ Adapting interventions to different contexts - from schools and workplaces to digital spaces.

The authors of the Manual present statistical data on violence, bullying, sexual harassment and other forms of discrimination, emphasizing the need to educate society about the responsible role of bystanders. The Manual stands out for its wealth of practical tools and clarity of presentation, making it extremely useful for a wide audience. The integration of concrete scenarios and real-life examples adds value, especially in the context of educating young leaders. The Manual offers numerous examples and guides for action, making it a practical resource for education in schools, non-governmental organizations and the wider social context.

How can specific groups use this Manual?

1 Teachers, pedagogues, psychologists and school staff

- ▶ The Manual is extremely useful for educational institutions that face challenges, such as peer violence, discrimination and cyberbullying.
- ▶ It provides practical guidelines for developing a proactive approach and educating students about bystander intervention.

2 Young leaders and students

- ▶ It helps young people to identify situations in which they can act, thus empowering them to become upstanders in their communities.
- ▶ It offers methods that are adapted to their everyday experiences, including conflicts in schools and digital environments.

3 Parents and families

- ▶ Parents can use this Manual to educate their children about nonviolent communication and encourage responsible behavior when witnessing conflicts.
- ▶ It helps families develop awareness of the important role of each individual in creating a safe social environment.

4 NGO workers and activists

- ▶ For organizations dealing with human rights, gender equality, violence prevention and education, the Manual is a valuable resource for training and workshops.

5 Employers and workplace teams

- ▶ Employers can use it to develop workplace safety policies and to educate employees on interventions in the event of harassment or conflict in the workplace.

6 General public

- ▶ It is useful for any individual who wants to understand how to safely react in situations of violence, whether in a public space, at home, at work or online.

Finally, this Manual: (a) educates on the importance of transforming passive bystanders into active interveners, which contributes to reducing tolerance for violence and discrimination, (b) offers specific techniques, such as distraction, documentation and delegation, which are easy to apply and adaptable to different situations, (c) helps readers recognize their own responsibility and power to act in situations that require intervention. It emphasizes the importance of self-care, offering strategies for coping with post-intervention trauma and stress, (d) given that it covers a variety of situations – from school conflicts to professional environments and digital platforms – the Manual is flexible and widely applicable.

In conclusion, this Manual is a valuable resource for anyone who wants to contribute to a safer, more inclusive and empathetic society. Its practicality, clarity and universality make it an important tool for education and social change.

Banja Luka, 26 November 2024



Reviewer:
Prof. Ivana Zečević, PhD

1. Introduction to Bystander Intervention



All that is necessary for the triumph of evil is that good men do nothing.
(Edmund Burke)

What's worse than harassment related to personal identity? When it comes to any characteristic such as race, skin color, religion or immigration status, gender presentation or sexual orientation; physical size, age or disability, and the like, worse than bullying in public is being surrounded by bystanders who see it happening but do nothing about it.

In recent history, we have witnessed a rise in disrespect, harassment, and hate violence. Different types of violence happen in different settings, some being wide scaled like wars and armed conflicts and some being small scaled and individual. According to global statistics in 2023, **Celaya in Mexico was ranked as the**

world's most dangerous city with a homicide rate of 109.4 per 100,000 inhabitants. The six cities with the highest murder rates worldwide are all in Mexico. The list does not include countries where war and conflict exist (WorldAtlas, 2023). In Europe, Latvia and Lithuania had the highest homicide rates in 2021 and on the global scale El Salvador was the world's most dangerous country to live in in terms of murder rate at the time (Eurostat, 2023). In 2022, Asia and Oceania were the world region with the highest number of conflicts, with 53 registered violent crises and one full-scale war (Statista Research Department, 2023). The situation with the large-scale conflicts and wars has changed in the recent years with the Ukraine-Russia

war as well as the Israeli-Palestinian war, which are still going on and changing statistics of the war victims from one day to the next. Statistical data on the armed forces which are growing as the global security is deteriorating shows that funding and the economies have shifted from investing in peacebuilding to "safeguarding" by strengthening countries' defense. As of January 2024, China had the largest armed forces in the world by active duty military personnel, with about 2 million active soldiers, and four other countries - India, the United States, North Korea, and Russia - rounded out the top five largest armies (Einar H. Dyvik, 2023).

World statistics also show that a frequent form of harassment and violence is bullying, happening in offline and online spaces. **According to UNESCO, it is thoroughly reported that bullying is one of the most pervasive forms of school violence, affecting 1 in 3 young people. A study report revealed that more than 30% of the world's students have been victims of bullying.** (UNESCO, 2020).

UNICEF reports that globally, half of students aged 13-15 report experiencing peer-to-peer violence in and around school (UNICEF, 2021) and according to UN Women, more than 246 million children are exposed to gender-based violence in or around schools every year (UNESCO & UNWomen, 2016). Online space is also a space of violence, and in 2022 Statista reported that around four in ten internet users worldwide experienced cybercrime (GenDigital, 2023) and during the third quarter of 2023, around 37 percent of videos removed from YouTube were deleted due to child safety reasons and around 28 percent due to the harmful or dangerous content (Google, 2023).

According to the fact-checking platform *Istinomjer*, there is no uniform statistical data on the number of cases of peer violence in Bosnia and Herzegovina. According to the data published by the "Kap" Association in 2019, every third child in the BiH Federation was a victim of some form of peer violence. The Association conducted year-long research in primary and secondary schools in BiH, and analyzed

around 6,000 questionnaires. More than 2,000 children answered positively to the survey question asking them whether they had been victims of peer violence, 702 of them did not seek help from anyone, and 64 contacted the police. (Izmirlić, 2023).

According to the 2018 report "Violence Against Women Prevalence Estimates", 1 in 3 women experienced domestic violence globally. Domestic violence is often linked to sexual harassment. Some statistics of the countries in Europe, according to Statista in 2020, show that 66 percent of women in Sweden reported that they had been victims of sexual harassment by men in their lifetimes, with more than half of female respondents in Germany and Britain reporting that they had been sexually harassed (Statista Research Department, 2024).

The fact-checking platform "Raskrinkavanje" has reported that "between 2020 and 2023, 139 cases of femicide were recorded in Serbia, Montenegro and Albania. There is no official statistical data on femicide in Bosnia and Herzegovina", nor is femicide legally recognized as a separate criminal offence. However, media report and extensive research conducted on this topic over the past years clearly show that it is an extremely frequent crime. According to the data presented by human rights and gender equality expert Adnan Kadribašić, around 40% of all murders in Bosnia and Herzegovina are femicides. (Salkanović, Šehović, Cvjetičanin, 2023).

Drug use and abuse remains a problem in many parts of the world, varying from country to country as the legislation and approaches vary. According to Statista, in 2021, the estimated number of illicit drug users worldwide was around 296 million. Furthermore, among these users, 39.5 million could be considered "problematic drug users" or categorized as having a drug use disorder (Statista Research Department, 2024).

From 2017 to 2021, the average number of suicides in BiH remains the same - it varies between 250-400. In 2021, 375 people committed suicide in Bosnia and Herzegovina, of which 93 were women and

282 were men. (Agency for Statistics of Bosnia and Herzegovina, 2023).

It is estimated that 703,000 people die by suicide worldwide each year. Over one in every 100 deaths (1.3%) in 2019 was the result of suicide. The global suicide rate is more than twice as high among men than women. Over half (58%) of all deaths by suicide occur before the age of 50 years old. A previous suicide attempt is the strongest risk factor for death by suicide. Globally, suicide is the fourth leading cause of death in 15-29-year-olds (IASP, 2021).

Time, space and societies in which we live show that most of us have been a “bystander” at some point in our lives.

A bystander is “a person who does not become actively involved in a situation where someone else requires help” (Clarkson, 1996) and as such can be understood as a passive bystander who stays on the side, does not intervene or provide help, even when someone needs it.

But the role of a bystander can be very powerful. If consciously implemented, it can provide first aid, prevent conflict or some form of violence, or react in other situations where intervention is necessary. With this publication, we aim to educate and inform those who need to respond to a harmful and/or violent situation from the bystander role, without harming themselves or others to whom they are providing support.

We want to offer ways to not only be a bystander, but to understand responsibilities and opportunities and the role of action by implementing different bystander interventions in case of need.

When we intervene, we not only reduce the trauma of harassment for the person who is injured (indeed, harassment can cause trauma!), but we are also slowly breaking down the culture of harassment and replacing it with a human dimension that includes support and understanding.

When someone witnesses and ignores a prejudiced attack, whether through choice or ignorance of the discriminatory nature

of the situation, they can appear to be condoning or reinforcing the offender’s behavior and add to the alienation of the targeted individual. These individuals are referred to as “bystanders”. An upstander is an active bystander who recognizes acts or utterances of injustice and takes a stand by interrupting and challenging situations that normalize a discriminatory and potentially violent situation (adapted from Nelson et al., 2011; Grantham, 2011; Parrott et al., 2020). Violence and aggression, whether macro or micro, encourage discrimination based on any characteristic, including age, ethnicity, gender, race, religion, sexual orientation, or some combination of these, or something else. **A bystander is an individual who observes or witnesses a situation of discrimination or violence committed by a perpetrator towards a victim, and has the opportunity to either condone, intervene, or do nothing** (Rodenhizer-Stämpfli et al., 2018; Barnyard, 2011, as cited in Henson et al., 2020).

This Manual describes ways to encourage individuals to respond to prejudice and speak out against discriminatory words or actions at the moment they occur. We can motivate a society of bystanders who will make anti-discriminatory behavior a social norm and create a safer, more inclusive society. With that in mind, we want to motivate bystanders to take initiative which we refer to as a **bystander intervention**.

Bystander intervention is not the same as “the bystander effect”. Bystander intervention involves a bystander becoming an upstander in discriminatory/emergency situations. The “bystander effect” refers to the psychological phenomenon where individuals are less likely to help or intervene due to the ambiguity of the situation, the inhibiting presence of multiple bystanders (diffusion of responsibility), and the social influence of other people’s inaction (Henson et al., 2020); Madden & Loh, 2020; Jenkins & Nickerson, 2019; Bystander, 2006).

On the other hand, **bystander intervention** implies that bystanders are not passive bystanders, but those who take specific actions to help the victim or diffuse the happening or potentially harmful situation.

1.1.

The Bystander Role in Promoting Safety and Preventing Harm

To promote the change from passive bystander to upstander, we need to motivate and educate bystanders to give them the ability and confidence to confront different types of violence. Bystander education is crucial for that to happen. Gabriella et al. (2021) and McMahon et al. (2021) suggest that it is important to create and conduct **bystander intervention education, training and programming**.

In that sense, different authors suggest important segments from which bystanders can benefit. Nelson et al. (2011) points out **knowledge and awareness of discrimination and the harm it can inflict, the desire to educate the perpetrator(s) and social norms that do not tolerate racism** as factors that play a big part in understanding the role of the bystander in the promotion of safety and prevention of harm. Parrott et al. (2020) and Muja et al. (2021) mention **self-confidence and the intention of an individual to intervene successfully in a discriminatory situation, also known as the bystander self-efficacy** as a factor of making decisions in harmful situations. These factors vary from culture to culture as well as from individual to

individual. Personal limitations and values are the starting position from which the bystander firstly reacts or does not react in the harmful situation. Menolascino & Jenkins (2018) share the importance of **affective empathy, which involves empathic concern and sharing another person’s feelings or emotions**, describing it as an important value and skill needed to respond appropriately in order to help the victim(s), and as per Gulker et al. (2013), it is important that **members of non-marginalized groups confront perpetrators of discrimination**. According to Jenkins & Nickerson (2019), an important skill of the bystander, required for bystander intervention, is **assertiveness** which can help diffuse the harmful situation, promote non-violent communication and a space for dialogue and problem solving.

Overall, the role of the bystander is of great importance because it adds to creating a safe space where individuals can feel protected and supported. It helps promote positive values, prevents violence and makes it possible to live a life according to human right principles.

1.2.

Ethical Considerations and Responsibilities of the Bystander

Many of us can identify with the hesitation that comes when we are observing an aggressive or violent situation. Identifying these barriers is one of the first steps

towards a shift from a bystander to an upstander.

Ethical considerations should be taken into

account when a bystander takes or does not take action. Kawakami et al. (2019) mention **ignorance or interpretation of a situation as discriminatory or biased** as an important factor of those who take action. Personal views of the situation can get in the way of those who are expected to act according to ethical and moral values. Deconstructing, questioning and reflecting on personal attitudes and values are therefore important so that social distance does not deepen and that individuals can recognize their role and importance, as well as their social responsibility to act in situations of violence. Liebst (2019) highlights **social relations with victims of discrimination or prejudice** as a factor that can either strengthen the sense of responsibility and the need to act or make the bystander escape from the situation and leave it to chance. Hynes-Baraz (2021) in that sense also talks about the position of an individual inflicting harm or violence and **that individual's status of perceived power** as well as about the **fear of reprisal** against both the victim and the bystander who is taking action. **Avoidance of conflict and perceiving one's actions or knowledge that they are ineffective to intervene**, according to Nelson et al. (2011), are important factors to take into consideration when discussing potential actions to be taken by the bystander as they affect the level of action to be taken.

- ▶ **Notice the Event**
- ▶ **Interpret It as a Problem**
- ▶ **Assume Personal Responsibility**
- ▶ **Know how to Help**
- ▶ **Implement the Help – Act!**

These steps can contribute to breaking down barriers that prevent the bystander intervention and encourage ethical consideration and responsibility in aggressive or violent situations.

Social norms that are tolerant of discrimination or marginalization play a big role in understanding ethical and moral grounds as well as responsibilities for taking action, according to Nelson et al. (2011). These social norms could be perceived also through social values – it is important to ask what a certain culture and the community value. Does the population share and have common values or do personal values prevail over the collective values of the group and the values of the community? When asking such questions, we can understand that ethical grounds and the level of responsibility can differ, and thereby models of bystander action also differ. Kawakami et al. (2019) and Gulker et al. (2013) note that one of the obstacles for bystander interventions are **that potential conflicts are not taken seriously and that complaints are not addressed, especially those raised by marginalized groups or when conflict happens among them**.

The most important thing every bystander should always have in mind is that **bystanders have a responsibility to do what they can**. As individuals and groups, we have both personal and social responsibilities – this means that we should take care of both ourselves and others.

Every person can follow these steps in order to provide help when witnessing a problematic or potentially problematic situation:

2. Types of Bystander Intervention

With the term “bystander” we denote a person who is present in a particular place and is in a “situation” to which he or she does not respond proactively. This may mean that a person is observing or witnessing something that is happening, but is not directly involved in the action or situation. **Methods of bystander intervention have a unique purpose and they can be employed depending on a**

situation and context, the level of comfort and knowledge of the bystander and the potential impact on the bystander safety and well-being. We will closely describe below different types of bystander methods, possible interventions and give examples of problematic situations with possible resulting impacts of employing bystander methods to resolve or diffuse them.

2.1. Direct Methods

One of the bystander intervention methods are **direct methods**. These methods involve engaging directly with the situation and individuals involved to address harm or

prevent escalation. They imply immediate action and are often based on direct communication with those involved – the offender, the victim, or both.

2.1.1. Confronting the Situation or the Person Causing Harm

One of the direct methods is **confronting the situation or the person causing harm**. This involves directly addressing the harmful behavior demonstrated by

the person causing harm, and requires the bystander to approach the person causing harm and to communicate disapproval or concern about the situation and their actions

at that time. Bystanders can confront the person causing harm verbally or nonverbally with the aim of halting or preventing the harm from continuing or escalating. It is important to underline that confronting the situation or person causing harm can imply a retaliatory act or inspire more violence against the victim, the bystander or even other people who present in the situation. Because of this it is important to always act in a delicate way avoiding putting anyone at risk. It is also important to assess one's own

ability to act and understand what could be the consequences of us taking or not taking action in such a situation.

Example: *If someone is making an offensive remark about a particular person or a group of people, the bystander using this method could say: "I don't think that these comments are appropriate. I think everyone should be treated with respect, both here and elsewhere".*

2.1.2.

Offering Support to the Person at Risk

Another method is **offering support to the person at risk** of harm. In this case, bystanders can stand by the individual at risk of harm, providing support and encouragement. Well-being of a person at risk is extremely important and help provided to that person would be to create a safe space for the person to open up, build strength that can lead to reducing the

negative impact of the harmful situation. Bystanders can provide support to the victim, empathize with them and make the victim not feel alone and isolated.

Example: *The bystander using this method could approach the person being verbally harassed and ask: "Are you okay? Is there anything I could do to help?"*

2.2.

Indirect Methods

Other types of bystander intervention are **indirect methods**. These involve seeking help from others or encouraging and insisting on authorities (institutions or individuals) to address the problematic situation. Indirect methods can be used when it is too difficult, ineffective or unsafe to act directly to prevent harm. It is also a better option of action when it is useful to involve others, creating a network or community to foster the power of support.

2.2.1.

Reporting the Situation to an Authority Figure

One of the indirect methods involve reporting the situation to authority figures and to seek assistance from the person who has the ability to address the situation in an effective manner. This is the way to ensure that that appropriate action is taken to prevent or mitigate any possible harm. It can be useful to use this method when it is unsafe or ineffective to directly confront the person inflicting harm.

Example: *If someone is in a situation that endangers him or her (or another person) in any way and judges that any other intervention would be inappropriate, the bystander will dial the number of the available supervisor who navigates him/her through the situation. If that doesn't help, the bystander calls the police or the first response unit.*

2.2.2.

Enlisting Help from Others

Another indirect method is **enlisting help from others**, which involves mobilizing a group of people to collectively address the situation. This method recognizes the strength in numbers and leverages the power of a collective response to intervene effectively.

Example: *f there are tensions or symptoms of socially unacceptable behavior of an individual or group, it is necessary to identify coalitions, alliances, power struggles, difficulties in understanding communication within the group. Using the example of adults/parents in this case at the school may look like this:*

- ▶ *"I'm glad you were able to find the time to come to this meeting today, given that I know how much you work and how little time you have".*
- ▶ *"I can notice that you are upset at this question, I see that you worry a lot".*
- ▶ *"I fully understand your agitation and concern... Your child's behavior, however, is not unusual at his age".*

2.3.

Distraction Methods

The third type of bystander intervention are **distraction methods** which involve diverting attention from the harmful behavior or situation to diffuse tension and prevent escalation. These methods use techniques that shift the focus away from the negative actions, such as reframing. It is possible to use them when a person who is causing harm is just seeking attention, expressing selfishness or anger. Reframing

should not be used for loss, established violence, suicide and depression. Distraction is a subtle and creative way to intervene. The aim here is simply to derail the incident by interrupting it. The idea is to ignore the harasser and engage directly with the person who is the target. Don't talk about or refer to harassment. Instead, talk about something completely unrelated.

2.3.1.

Using Humor to De-Escalate the Situation

One of the distraction methods is to use humor to de-escalate the situation, which involves injecting levity into a tense or harmful situation to de-escalate it. This can shift the focus away from the harmful behavior and diffuse the tension.

Example: If the bystander is witnessing a heated argument, he or she could say something lighthearted using humor to ease the tension and divert attention. The joke should be based on the part we like.

- ▶ **Person A:** "I think we disagree on this issue, and I really think it would be best if everyone went their separate ways".
- ▶ **Person B (using humor):** "Well, at least we'll have more room in the hallway, right?"

In this example, person B uses humor to relieve the tension and create a small distance from the seriousness of the situation. This humor is not offensive or aggressive, but is intended to cheer up and show that the situation can also be viewed from a different angle. This approach can help de-escalate tensions and facilitate further conversation.

2.3.2.

Diverting Attention Away from the Harmful Behavior

Another distraction method is **diverting attention away from the harmful behavior**, which involves redirecting the focus of those involved away from the harmful behavior. This can help defuse the situation by preventing it from escalating further.

Example: In case of a violent situation, the bystander in the public space can:

- ▶ Pretend to be lost. Ask for the time. Pretend to know the person being harassed. Talk to him/her about something random and take attention off the harasser.
- ▶ Get in the way. Continue what he/she was doing, but could come between the harasser and the target.
- ▶ Accidentally on purpose spill his/her coffee, change the subject or make a commotion.

3.

Recognizing and Assessing the Situation

3.1.

Identifying Signs of Potential Harm

Sometimes harm can be invisible or hard to identify. **Not all harmful situations create visible marks or consequences and therefore it is important to identify the signs of potential harm in order to prevent it.** For bystander intervention it is a crucial skill required for effective action. This allows the bystanders to respond appropriately and within the context of the situation. Some of the signs of potential harm could be:

- ▶ Using offensive language against an individual or a group, which can be defined as verbal abuse;
- ▶ Pushing, hitting, constraining or other types of physical aggression that can be defined as physical violence;
- ▶ Making discriminatory comments against an individual or a group, which are based on prejudice and stereotypes or on race, gender, sexual orientation, religion etc.;
- ▶ Excluding individuals from group activities, isolating them from the community;
- ▶ Being manipulative or coercive to gain control over a person;
- ▶ Intense arguments and conflicts that can escalate rapidly.

Being attentive to these signs helps the bystanders intervene before the situation worsens and support those at risk.

3.2.

Evaluating the Level of Risk and Urgency

The level of risk is determined by different approaches. They are explained through an understanding of the theories on the motivation for taking action:

Theories of altruism and prosocial behavior:

- ▶ Theories of altruism and prosocial behavior provide different perspectives on why people intervene as bystanders in dangerous situations.
- ▶ Under this approach, danger can trigger intervention as a way to reduce own anxiety or the victim's stress.

Theories of altruistic and prosocial behavior explain the facilitating effect of danger on bystander intervention, either as a means of reducing the intervener's own distress (Dovidio et al., 2006) or as a means of reducing the distress of the victim (Batson, 2011).

Reducing bystander's distress:

- ▶ The bystander can intervene to reduce his or her own anxiety caused by a dangerous situation.
- ▶ This perspective suggests that the intervention is motivated by the desire to avoid one's own discomfort or distress.

Reducing victim's distress:

- ▶ This theory suggests that danger may trigger intervention as a way to reduce the distress of the victim.
- ▶ Intervention may be aimed at assisting the victim to ease his or her condition or prevent further injury.

Rational choice theories emphasize self-interest, and propose a similar effect with bystanders being more likely to intervene

in high than low danger situations, because of the perceived high personal costs on nonintervention when someone is exposed to serious threats (Fisher et al., 2006) or an opposite effect: Increased danger will reduce the willingness to intervene because bystanders acknowledge their intervention may harm themselves (Krueger & Massey, 2009; Shotland & Stebbins, 1983, Lindegaard, M. R., Liebst, L. S., Philpot, R., Levine, M., & Bernasco, W., 2022) In the above-mentioned study, authors Lindegaard et al. (2022) ask a question - does a danger level affect bystander intervention in real-life conflicts?! Having studied evidence from CCTV footages, they concluded that the odds of bystander intervention are 19 times larger when conflict parties display targeted aggression than in the absence of aggression. This corresponds to the motive of altruistic and prosocial behavior, but also to the need for an urgent response.

Rational choice theory:

- ▶ This theory suggests that danger may trigger intervention as a way to reduce the distress of the victim.
- ▶ Intervention may be aimed at assisting the victim to reduce her distress or prevent further injury.

Assessing the level of risk and urgency is natural for determining the appropriate intervention strategy. Many factors, such as potential physical injuries, emotional stress or escalation, should be considered before taking action. Some of these factors include the presence of weapons and physical violence, the well-being and emotional state of those involved and the bystander, the context, location and the possibility of preventing harm.

An opposite effect of danger:

- ▶ The opposite perspective suggests that an increased level of danger will reduce the will to intervene as bystanders realize that their intervention can harm themselves.
- ▶ Fear of possible consequences can be an obstacle to intervention, even when the danger is high.

Risk and urgency assessment:

It is emphasized that risk and urgency assessment is a natural component of the procedure of determining an appropriate intervention strategy. Factors such as potential physical injury, emotional stress, escalation of the situation, presence of weapons and context must be taken into

account before action is taken. A study by Lindegaard et al. (2022) shows that “serious forms of aggression were not more likely to provoke bystander intervention than minor forms of aggression”. This finding runs counter to the idea that increased danger boosts the motivation to intervene because nonintervention might be perceived as a too high cost in serious danger situations. It also runs counter to the idea that increased danger reduces the bystanders’ motivation to intervene for fear being harmed themselves in the act of intervention”. Therefore, it is hard to assess the reasons for which bystanders choose to intervene or not to intervene as the set of factors play a role in the situation where intervention is needed.

the situation. **Recognizing their own boundaries and limitations can empower bystanders to make right decisions and act in the best interest with big effects.** In this way, bystanders can play one of the most important roles in preventing harm and creating a safe environment, thereby building a supportive and empathetic community.

3.3.

Understanding Personal Boundaries and Limitations

Understanding personal boundaries and limitations is a critical aspect of effective bystander intervention. The Green Dot Strategy examined decades of bystander research and brought together information into three main categories of influences that can reduce the likelihood of an individual intervening in a potentially high-risk situation: **personal barriers, peer influences, and bystander dynamics.** (Brady, 2013)

- 1 **Personal barriers** are eased through our personalities and are considered as the inner thoughts and feelings we experience when faced with inappropriate behavior or potentially high risk (Edwards, D.2009).
- 2 **The Green Dot Strategy** recognizes the powerful influences of our peers as another barrier that prevents bystander intervention. Increased anxiety can occur in bystanders, especially in adolescent age,

because our peers perceive our actions negatively (Banyard, 2011). The Green Dot recognizes prevention at the community level by emphasizing the importance of having a critical mass of individuals in every environment and expressing complete and visual intolerance of violence (Brady, 2013).

- 3 **Bystander dynamics** are factors that influence our decisions to intervene in a wide range of situations at the societal level. These dynamics have their own levels and include: diffusion of responsibility, assessment and model of assistance. (Brady, 2013)

Bystanders should always consider their own **safety, emotional capacity and their expertise** before acting and handling situations of harm, because their interventions sometimes could compromise their own safety and victims’ safety by escalating, rather than deescalating,

4. Taking Action – All 5D's Tactics

The moment a bystander moves from observing to action he or she becomes an upstander and a proactive individual. In order for the action to be meaningful and impactful, every bystander who intervenes should have a tactic of action.

Hollaback! 5D's

NGO Right To Be (formerly Hollaback!) created a set of simple and safe tactics that it called the 5D's. They are now known as "Hollaback! The 5D's of Bystander Intervention". These are:

- 1 **Distract:** Indirectly diffuse the situation by interrupting the harassment and supporting the target (e.g. commotion, small talk, etc.).
- 2 **Delegate:** Ask a third party for assistance in intervening, preferably an individual in a position of authority.
- 3 **Document:** If it is safe to do this and if someone is already helping the target, take notes or records a video of the discriminatory situation (the target permits engagement in the situation).
- 4 **Delay:** Side with someone who has been discriminated against/harassed (e.g. by providing support, assistance, etc.).
- 5 **Direct:** If everyone is physically safe, speak firmly and clearly against the harassment/discrimination that is happening (the priority is to help the target in the harassment debate).

Each of the recommended ways of action offers an immediate solution to the situation of violence that can be helpful and can prevent further harm.

The 5 Point Formula

Lehigh University adapted "The 5 Point Formula" from University of Massachusetts, Amherst Health Services, Virginia Alcohol Safety Action Program, and The BACCHUS Network, imagined as a script that can support the structure of how to confront the attacker or the victim in the case of potential harm or the situation of violence. The formula consists of:

- 1 **I Care:** Let the person know you care and that because of the significance of the relationship and/or situation you need to discuss something very important. Both starting and ending the discussion with an emphasis that you are doing this out of genuine concern, caring and respect for the person, sandwiches the difficult feedback between strong positives. Choose words you are comfortable with and fit your style.
- 2 **I See:** Report/Review actual events with a person, as you perceive them. Remember you are evaluating the behavior, not the person. Try to limit your statements to observable, irrefutable facts. The more you have, the better.
- 3 **I Feel:** Tell the person your own feelings using "I statements" to reveal your feelings.
- 4 **I Want:** Tell the person what you would like to see happen.
- 5 **I Will:** Specify what you will or will not do. Only set ultimatums if you can, and will, stick to them.

Five Intervention Styles

Adapted from Jeff Janssen's Team Captain's Leadership Manual and the DiSC© Behavioral Assessment "Step Up! Intervention Styles" offer a way to better understand your own style in approaching and taking action in a certain situation of harm. Human behavior is complex and intervention styles will depend on situations and roles. Everyone is a mix of all styles, but most people have tendencies toward one or two styles.

Shark (D)

- ▶ **Approach to intervention:** Dominant; Results oriented. Get it done. Likes to take charge and be in control. Intervention is more direct.
- ▶ **Strengths:** Direct, confident, strong willed, driven, forceful, competitive, assertive, pushes group to achieve, expresses opinion; performs well under pressure and in clear - cut emergencies.
- ▶ **Weaknesses:** Can be insensitive, impatient, blunt, sarcastic, aggressive, and make situations worse; can be viewed as arrogant/'know it all'; don't give much thought to intervention method; prefers 'winning' over compromise.
- ▶ **Can intervene more effectively by:** Warmth, patience, empathy, humility, tact, and having consideration of others' ideas.
- ▶ **When intervening with a Shark:** Sharks and driven by power, authority and success. Address issues directly, efficiently and focus on the desired results; support your concerns with facts; avoid challenging their perceived authority; focus on resolving the problem rather than being 'right'; avoid repeating yourself or giving too many details; avoid taking their candor personally.

Fox (I)

- ▶ **Approach to intervention:** Influential; People oriented. Get buy in/ approval. Likes to inspire and be recognized for their contribution. Intervention is more direct.
- ▶ **Strengths:** Social, enthusiastic, energetic, optimistic, persuasive, charming; can mobilize a group and fight through group think and pluralistic ignorance.
- ▶ **Weaknesses:** Impulsive, disorganized, lack of follow through; can rely solely on gut feelings; not great listeners; can be outspoken and monopolize conversation.
- ▶ **Can intervene more effectively by:** Focusing on details, patience, listening more, following through, being more objective, and confronting problems.
- ▶ **When intervening with a Fox:** Foxes are driven by social recognition, group activities and friendly relationships. Be encouraging, respectful, positive, and collaborative; recognize and solicit their contributions and ideas; present new approaches; let them talk and have them be part of the solution; show how actions will gain favorable attention and approval; don't let them lose face or steal their limelight - make it clear it's about the issue, not them as a person.

Teddy Bear (S)

- ▶ **Approach to intervention:** Steady; Team oriented. Work together. Like to be systematic, collaborative and accommodating; don't want to offend others. Intervention is more indirect.
- ▶ **Strengths:** Calm, patient, stable, even tempered, practical, good listener, team player, amiable, empathetic, understanding, and humble.
- ▶ **Weaknesses:** Overly accommodating; indecisive; passive; tendency to avoid change; can prioritize relationships, avoiding conflict and need to be liked over confronting a problem; gives in to peer pressure; can perceive costs as greater than rewards.
- ▶ **Can intervene more effectively by:** addressing issues quickly and directly, taking initiative; showing self - confidence and courage, speaking up and taking a stand for what they believe in; taking a more active leadership role.
- ▶ **When intervening with a Teddy Bear:** Teddy Bears are driven by the desire to maintain stable environments, appreciation, collaboration and opportunities to help. Be relaxed, supportive, sincere, and cooperative; express interest in them; show them you care about resolving the issues; be direct without being confrontational or aggressive; respect traditions, procedures and systematic practices; don't rush them - given them time to process the info; don't be critical or demanding.

Turtle (C)

- ▶ **Approach to intervention:** Conscientious; Detail oriented. Do it right. Want intervention to be the best it can be. Intervention is more indirect.
- ▶ **Strengths:** Analytical, precise, systematic, cautious, diplomatic, tactful, will give careful consideration to intervention; high concern for quality.
- ▶ **Weaknesses:** Slow to act. Can be overly critical; tendency to overanalyze; can be blunt; misses important times to intervene early; can fall into pluralistic ignorance trap; rationalizes inaction as "none of my business"; thinks/hopes someone else will do something.
- ▶ **Can intervene more effectively by:** acting more quickly; acknowledging others' feelings and needs (perspective taking); cooperating with and involving others; looking beyond data, not getting bogged down with details; being more direct with interventions.

When intervening with a Turtle: Turtles are driven by opportunities to use their expertise, gain knowledge, and impact the situation with quality intervention. Be logical, organized and accurate when intervening. Support your position with logic and facts; minimize emotional language; give them space and time to process information; allow personal space and independence; stay away from forceful tactics - be patient, persistent and diplomatic.

Owl

- ▶ **NOTE:** All styles can be an owl by best using their strengths and responding appropriately and effectively to the situation.
- ▶ **Approach to intervention:** Holistic; Situation oriented. A more complete intervener; driven by achieving the best outcome; uses an inclusive, complete approach.
- ▶ **Strengths:** A resourceful and creative problem solver; selfless and don't care who gets credit; adapts their style to fit behavioral/ situational needs of others.
- ▶ **Weaknesses:** Need to gain experience in certain circumstances.
- ▶ **Can intervene more effectively by:** Continuing to hone skills in various and diverse situations.

The 5 Core Questions

Last but not least tool that can be helpful in assessing the situation, one's own capacities and the possibility to intervene are "The 5 Core Questions":

- 1 What is the goal?
- 2 Discuss the five decision-making steps:
 - ▶ Notice the event (At what point would you notice it?)
 - ▶ Interpret it as a problem/emergency (What are the red flags?)
 - ▶ Assume personal responsibility (What could you do?)
 - ▶ Have the skills to intervene (What knowledge/skills are necessary?)
 - ▶ Implement the Help – Step UP! (What are direct and indirect ways to help?)
- 3 What could you do to make the intervention safe, early, and effective?
- 4 Costs/rewards – What are the benefits of intervening? What are some costs? What are some costs of NOT intervening?
- 5 Perspective taking – How would you feel if you were the "victim"? What would you be thinking? What would you want others to do for you?

4.1.

Real-Life Examples and Bystander Scenarios

Real-life examples of harmful situations and bystander interventions can help us to better analyze the possible scenarios in which a bystander can find themselves. Focusing on specific types of violence: **bullying, sexual harassment, domestic violence, substance abuse and risk of suicide**, we offer bystander scenarios based on real-life examples.

We encourage the reader to take a look at the given visuals and scenarios, pause the reading and think about what they would do if being in the position of a bystander. Each scenario gives examples of different approaches to situations that could lead to the potential solving and peaceful resolution.

4.1.1.

Intervention to Address Peer Violence

According to the American Psychological Association (APA) Dictionary of Psychology, "*bullying* is a form of aggressive behavior in which someone intentionally and repeatedly causes another person injury or discomfort. *Bullying* can take the form of physical contact, words, or more subtle actions. The bullied individual typically has trouble defending himself or herself and does nothing to 'cause' *the bullying*. *Cyberbullying* is verbally threatening or harassing behavior conducted through such electronic technology as cell phones, email, social media, or text messaging".

Psychologist Olweus suggests that for a bullying intervention program to be successful, schools must do the following:

- ▶ Place primary responsibility for solving the problem with the adults at school rather than with parents or students.
- ▶ Project a clear moral stand against bullying.
- ▶ Include both system-oriented and individual-oriented components.
- ▶ Set long-term and short-term goals.
- ▶ Target the entire school population, not just a few problem students.
- ▶ Make the program a permanent component of the school environment, not a temporary remedial program.
- ▶ Implement strategies that have a positive effect on students and on the school climate that go beyond the problem of bullying.

Two real-life examples of bystander intervention

Scenario 1:

A student in elementary school is exposed to physical violence by an older student on a daily basis. An older student hits him and forces him to give him his pocket money. The victim is afraid to report the violence because he is afraid of revenge and isolation from his peers.

Suggested bystander interventions:

- 1 Distract:** The next time you find yourself as a bystander, go approach the victim. **If you are a student, ask him:** “Can you come and help me with my homework? I really need help.” or “Hey, do you happen to know where I can find materials for the next class? Would you be kind enough to come with me and help me find it?” or “Look at this video that I just saw! It’s wild!” **If you are a teacher, say:** “Students, what do you think about having a lecture outside today?” or “Hey, thank you for recommending that book the other day, it is great, have you finished it?” If you are a parent try: “Could you show me the way to the sports hall? My daughter is waiting for me there.”
- 2 Delegate:** Seek help from the adults if you are a student (teachers, pedagogue, psychologist, administration or parents). If you are a parent, make sure to seek help from the school administration and pedagogical and psychological service. Think about including government institutions, if needed, like social services.



- 3 Document:** Make a picture/video that you could use as a proof of the situation and only use it as such! Write down who was present in the situation as other bystanders - they can serve as witnesses.
- 4 Delay:** To delay, you can ask/say: “What is happening? How are you feeling? What can I do for you?” or “Can I bring you anything, food or water? Is it okay if I bring help?”
- 5 Direct:** If it is safe enough for the victim and yourself, try confronting the perpetrator. Say: “I am witnessing this for the second time. What you are doing is not okay. You are hurting him and this must stop.”

Scenario 2:

In sports class, you are divided into groups for volleyball practice. One group does not want to accept a Roma girl. They call her vile names and insult her.

- 1 Distract:** Ask the group: “What is the tactic you use for this game?” or: “This rivalry is high, how about we take it to the field”.
- 2 Delegate:** Share what is happening with a teacher and ask the teacher to intervene and take charge and address the situation.
- 3 Document:** Write up the names of the group that would insult the victim. Include the vile names. Record the sound, but possibly avoid the video as all actors are underage and could pose problems if used in a wrong way.
- 4 Delay:** Ask the group to wait for the teacher to divide groups.
- 5 Direct:** Support the victim by picking her to your group. Say: “She has the best skills for smashing. We want you in our team, we have better chances to win.”



4.1.2.

Intervention in the Context of Sexual Harassment

Intervening in the case of sexual harassment is essential to protect the victim, provide support and prevent further abuse. We arrange every form of action with the victim of violence so that we can choose the steps we need or should not do. Below are suggestions on how to resolve the situation if the victim agrees.

- ▶ The most important thing is to ensure the safety of the victim. If you are currently in a dangerous situation, call an ambulance or local police to ensure quick action.

Example: If someone shares their experience of sexual harassment with you, you can say something like, “I trust you. You’re not alone in this. I understand how hard it is for you.”

- ▶ Listen and trust the victim. It is important to support the victim and trust him/her. Listen to his/her story without judgment and do not doubt his/her sincerity. The story he/she shares is his/her truth.

Example: You may ask yourself, “What do you want to do? Do you want to talk to someone? Should I help contact the relevant authorities?”

- ▶ Encourage the victim to report the incident to the relevant authorities, such as the police or school/business authorities. If the victim wants it, you can offer to help them file a report.

Example: You can say, “You have the option to report the incident to the relevant authorities, seek legal help, consult a therapist, or contact organizations that provide support to victims of sexual violence.”

- ▶ Recommend that the victim seek legal help. This may include contacting lawyers, victims’ rights organizations or victim support centers.

Example: You can offer an escort, provide information on how the application was filed, or offer to contact legal aid together.

- ▶ Recommend that the victim seek medical attention, if necessary. These include injury screening, STD testing and possible contraception, if applicable.

Example: You can advise: “It is important to seek medical attention to check for possible injuries and undertake the necessary testing for SEXUALLY TRANSMITTED DISEASES (STD).”

- ▶ Adjust the support to the victim. Respect the victim’s wishes and boundaries. If the victim does not want to take some steps, support their decision.

Example: If a victim decides that she does not want to report the case to the police at that point, respect their decision and offer other forms of support.

- ▶ Encourage the victim to turn to experts for support and counseling.

Example: You may suggest that you contact victim support centers, psychologists, psychotherapists, or organizations specialized in victim assistance.

- ▶ Encourage conversation about sexual violence in your social environment to raise awareness and work on prevention.



Two real-life examples of bystander intervention

Scenario 1:

In public transport, a man inappropriately touches a woman in front of him. You notice that she is aware of it but looks scared to react in public.

- 1 Distract:** Approach the woman and pretend that you know her. Say: “Hey, we haven’t seen each other in such a long time. How are you?”
- 2 Delegate:** Ask a person next to you to react, explaining that you don’t feel safe enough to do so.
- 3 Document:** Take a picture of the abuser. If it is too “obvious” and you fear further escalation, write down the description of the abuser, what time it happened and the number of the vehicle in which it happened. Try to provide as much information as possible. You can offer it to the victim as the information to be shared with the authorities.
- 4 Delay:** Try to stand between the abuser and the victim. Ask the victim if she is okay, what she would like to do and if she wants you to react in a specific way.
- 5 Direct:** Be vocal about what is happening if the victim is okay with that. Say, “What you are doing is sexual harassment, sir, if you do not stop immediately I will call the police.”

Scenario 2:

A group of your friends during a school break sends explicit and unwanted messages to a boy you go to class with. He is sitting on the stairs alone, visibly upset.

- 1 Distract:** Find a thing that will interest your friends more than harassing the boy, like a video or a hot topic about your favorite famous person.
- 2 Delegate:** Go approach the boy's closest friend and ask for help. Make a strategy on how to approach the situation - one can intervene directly and confront the abusers, while another one can offer help to the boy. Include the adults (teachers, pedagogue or psychologist) if the victim agrees.
- 3 Document:** Discreetly take a picture of the content and the abusers, making sure that the victim's identity is safe. Use these materials only to seek further help and as evidence. Ask the victim to keep screenshots of the messages as evidence.
- 4 Delay:** Wait to come home to ask your parents for help, while protecting the identity of the victim.
- 5 Direct:** Confront your friends. State your values and boundaries. Say: *"As I remember, our group's value is respect. What you are doing is not showing respect for our classmates. It is a form of abuse. I am not sure if I want to stay in such an environment and I think I might report this to our school management"*.



4.1.3.

Intervention in Domestic Violence Situations

The bystander intervention in domestic violence situations plays a key role in protecting the victims, providing support and preventing further abuse. Here are a few steps a bystander can take in case of domestic violence:

- ▶ First of all, the bystander should ensure the safety of the victim. If the victim is at risk, calling local police can be the first step to ensure emergency intervention.
- ▶ It is important to stay calm so you can intervene reasonably and effectively.
- ▶ Do not engage directly in physical confrontations. Avoid physical confrontation with the abuser in order to avoid further danger to everyone present.
- ▶ Distress call: If you are a witness to violence, call local police so that experts can respond quickly.
- ▶ Provide a safe place for the victim.
- ▶ Provide emotional support. Listen to the victim, trust the victim and show understanding for the difficult situation the victim is going through.
- ▶ Do not blame the victim. Instead, focus on support, safety and security.
- ▶ Encourage the victim to seek professional help. Recommend that the victim contact local humanitarian organizations dealing with victims of domestic violence, which provide counseling, legal assistance and safe shelter.
- ▶ If possible and safe, try to record relevant details such as date, time, location and description of the event so that this



information can be used later in legal proceedings.

- ▶ Encourage the victim to file a report. If the victim is ready, support the victim's decision to report violence to the relevant authorities.

It is important to keep in mind that the safety of everyone involved in the process is paramount. If the situation becomes dangerous, give up and call local authorities for help.

Two real-life examples of bystander intervention

Scenario 1:

In the apartment below, you hear an adult person shouting, loud banging and a child crying over a long period of time.

Try using “The 5 Core Questions” to assess the situation.

- 1 What is the goal?** Your goal is to find the best way to respond to the situation. Your need is to protect the child and the others who might be in the room where the violence is happening. As you are not in the room, your task is to collect as much information as you can by observing and noting in order to be able to seek help.
- 2 Go through the five decision-making steps:**
 - ▶ **Notice the event** - Note down when you heard the first signs of the violence - banging, crying, voices (count the voices to find out how many people there are in the room, how long it has lasted, whether you noticed right away or you were distracted before and heard when it became too hard to not notice...)
 - ▶ **Interpret it as a problem/emergency** - A child and possibly other people are in the closed environment and might not be able to leave that space, therefore, the risk for serious injuries and consequences is higher. Your responsibility is important - how fast do you react?
 - ▶ **Assume personal responsibility** - You list all the possibilities for your actions - going to the door and knocking to distract and potentially enter the room to directly confront the abuser or give support to the victim(s); calling police or social services to seek institutional support; informing and calling other residents to create a group response...
 - ▶ **Have the skills to intervene** - You assess your skills and knowledge of what are you capable of doing the best and what would give the results. (e.g. you are not so strong therefore you don't feel safe to confront the abuser alone, but you have group chat with the number of residents with whom you hang out - you decide first to inform them and then to ask for help)
 - ▶ **Implement the Help – Step UP!** - Other residents respond and you approach the situation together: a group goes to the apartment to intervene directly, one person calls the police and others offer space for the victims as a shelter once they get out of the abusive situation.
- 3 What could you do to make the intervention safe, early and effective?** First, ensure your own safety and call the local police if the situation seems dangerous, inform others, provide shelter, reach out to the victim with empathy and compassion to encourage the victim to feel safe and supported.
- 4 Costs/Rewards** – What are the benefits of intervening? What are some costs? What are some costs of NOT intervening? - Benefits: security of the victims, gives others the confidence to speak up, personal satisfaction in providing help and saving a person from the potential harm, influences others to change their behavior. Costs: your own safety is put at risk, retaliation or attack in the future by the abuser; Costs of NOT intervening: victims could suffer serious injuries that can end up even with death, abuser perpetuates abusive behavior and continues violence, abuser is not held accountable.

- 5 Perspective Taking** – How would you feel if you were the “victim”? What would you be thinking? What would you want others to do for you? - Possible feelings could be fear, isolation, being trapped in the situation and space. Shame, guilt could arise too, with a fear of being judged by others. Possible thoughts that could arise could be about the ways to protect yourself, on how to escape the situation. Thoughts on self-blame could arise too. Possible expectations from others could be understanding, support, shelter providing, reacting fast and helping without judgment and with belief in what has happened.

Scenario 2:

You witness a physical confrontation between your parents in the living room. Your parents do not notice you are there.

- 1 Distract:** Seek help from the victim parent - pretend that you are hurt by a friend or that you just now found out about a low grade you got in school.
- 2 Delegate:** Call your grandparents to share what is happening and ask them to come and help.
- 3 Document:** Find the phone of your parents or yours if you have it and record the situation.
- 4 Delay:** Ask a friend or family if they have ever been in such a situation and what they did, ask them to help you learn how to react the best.
- 5 Direct:** If you feel safe, react directly - confront the parent abuser and help shield the parent victim. You can do so by just coming into the room and hugging the victim parent.



4.1.4.

Bystanders' Intervention in the Substances Abuse Situation

Bystander intervention in a situation of drug abuse can be key to providing support and assistance to a person facing an addiction problem.

Bystanders can be educated about the signs and symptoms of drug, alcohol and other substance abuse to better understand the situation. A bystander can participate in drug and alcohol abuse prevention education to reduce risks and raise awareness of this important topic. **For that it is important that the bystander pay attention to physical, emotional and social signs that indicate possible abuse.**

Example: Notice behavioral changes such as loss of interest in hobbies, changes in appearance, or a decline in academic/business scores.

Bystanders can openly and sympathetically initiate a conversation with the person about their behavior and possible drug abuse. It is important to provide support and express concern for their health and well-being. Offering support to the person and offering understanding for their challenges and difficulties they are facing is very important.

Example: Tell the person that you are there for him/her and that you want to help find solutions to his/her problems.

Beside personal and individual support, bystanders should aim to encourage a person to seek professional help - meaning doctors, therapists, counselors or organizations that provide support for addicts.

Example: Suggest a person to contact a doctor or a therapist who specializes in drug addiction (in Bosnia and Herzegovina, this support system is provided through the institutes, centers and alcoholism and drug addiction treatment communities).

Bystanders should avoid condemning and stigmatizing a person who abuses substances. Instead, it is important to provide support and help find resources for recovery. Do not blame the person for his or her situation, but focus on working together to solve the problem. Ask the person what change he or she wants for herself to examine options of the support system. Offer concrete assistance in

finding resources, driving to treatment or participating in activities that support a healthy lifestyle, accompany the person to a clinic, therapist, or support group.

Bystanders can encourage a person to think about the possibilities of change and support them in the recovery process. They can talk to the person about their goals and help them identify steps toward healthier living. One way is to define the benefits and risks of the changes that the recovery process brings.

In this case it is also important for bystanders to be aware of their own safety and boundaries. If the situation becomes dangerous, bystanders should contact specialists for help.

It is important to keep in mind that drug abuse intervention requires compassion, patience and support. A person struggling with addiction should be treated with respect and dignity preserved.



Two real-life examples of bystander intervention

Scenario 1:

During a night out with friends, one of your friends orders an alcoholic drink even though she is underage. The waiter brings her a drink.

- 1 What is the goal?** Understand why your friend is drinking alcohol even if it is illegal for her. Emphasize to the waiter that the person is underage and that it is illegal to serve minors alcoholic drinks. Offer support and help if needed.
- 2 Discuss the five decision-making steps:**
 - ▶ **Notice the Event** - Observe what is happening - your friend is ordering an alcoholic drink and the waiter is bringing it to her.
 - ▶ **Interpret it as a problem/emergency** - The red flag in the situation is that the person is a minor and should not order or be served an alcoholic drink, but she is.
 - ▶ **Assume personal responsibility** - As a friend, you can ask: "Is everything okay? I haven't seen you drink alcohol before. This is quite a change. What is the reason for this occurrence?"; As a customer, you can find a waiter when your friend is not nearby so it would not create an embarrassing situation for her. Inform the waiter that your friend is underage. There is a possibility that the waiter did not assume or figure out that the person is a minor.
 - ▶ **Have the skills to intervene** - You should be informed about the minimum legal drinking age and at what ages it is prohibited. You should be sympathetic towards your friend and show understanding for her.
 - ▶ **Implement the Help – Step UP!** - Make a conversation with a friend, dive into reasons behind ordering the drink. Ask the waiter or waitress to retrieve the drink from your friend and bring a non-alcoholic beverage. Make sure to call on laws regarding alcohol drinking.

3 What could you do to make the intervention safe, early and effective? - As a friend, you can offer space to talk and discuss the situation, and act before the consumption starts.

4 Costs/Rewards – What are some rewards of intervening? What are some costs? What are some costs of NOT intervening? - Rewards: Your friend does not start drinking at an early age, you respond as a responsible citizen and remind the workers of what their obligations are. Costs: Your friend can get mad at you, you can get the label of not being “fun” as a teenager and that can affect your friendship. You can experience backlash also from the worker. Cost of NOT intervening: Your friend is a potential substance abuser. The bar faces legal consequences by performing illegal acts.

5 Perspective Taking – How would you feel if you were the “victim”? What would you be thinking? What would you want others to do for you? Potential feelings: frustration, guilt, shame. These could be caused by family problems, low self-esteem, depression, anxiety, struggle to gain control of the life at the moment with the need to “escape” the reality; also peer pressure, thinking that it is fun since it is forbidden, feeling rebellious... Possible thoughts: “I can’t function without alcohol”, “It helps me cope with my situation”, “It is fun, and I enjoy myself with it, it makes me relaxed and more friendly”, “I don’t really like it, but all the friends started doing it, so I want to too”. Expectations from others: understanding why I am using it, compassion, support by seeing that it is wrong but without judgment. A friend is there to encourage my other qualities and help me focus on what to improve without taking substance.

Scenario 2:

A group of your classmates have started experimenting with drugs, and one person is starting to show signs of addiction.



Try “The 5 Point Formula”

- 1 I Care:** Hey Andrew, would you like to go out with me to get some fresh air and take a walk? You are one of my closest friends, and I would like to talk to you about something very important.
- 2 I See:** I’ve noticed recently that you have started mowing the weed very often. You’ve changed your behavior since hanging out with the street gang, before you used to spend your time playing basketball, but now you spend your time in the hallways smoking marijuana. You even started to miss college lectures.
- 3 I Feel:** I am worried about you - I feel like it could create problems for you. Honestly, I am a little scared that you could start using some stronger drugs.
- 4 I Want:** I understand that these are your decisions, and I only want what is best for you, so I would be happy to see that you reduce consumption. If you need to just talk or if something is bothering you, you can always come to me. But also, our psychologist at the faculty, she is great! She can help you. You are great in your field of interest, I would be sad to see you miss out on some good things in your life because of a bad decision.
- 5 I Will:** I would be more than happy to come with you to see the psychologist. I want to be there for you and support you when you are ready to take action. You are very important to me, and I cannot help but tell you what I see and feel. I worry, I hope you understand.

4.1.5.

Suicide Prevention Intervention

When a bystander suspects that someone is experiencing suicidal thoughts, planning, or potential realization, it is important to act immediately to provide help and support to the person. Here are the steps a bystander can take in such a situation:

- **Stay calm:** It is important to maintain peace so that you can intervene soberly and effectively.

Example: Breathe deeply to stay calm and clear in thinking.

- **Talk:** It is crucial to open a dialogue with a person who shows signs of suicidal ideation. Ask questions that show concern and understanding.

Example: “I’ve noticed that you may experience some challenges. I want to talk about it and help if I can.”

Examples of questions: “How do you feel? Do you have thoughts of serious self-harm? What is troubling you? In what situations do these thoughts arise? How do you overcome these situations with thoughts? What would be helpful/supportive in this situation?”

- **Listen carefully:** Give a person space to express his feelings and thoughts. Listening without judgment can be extremely important.

Example: Actively listen to what a person shares and express sympathy, e.g. “I understand that it is difficult for you and that you are struggling”.

- **Do not promise secrecy:** If a person shares suicidal thoughts, especially if they accompany planning, it is important to inform responsible adults, especially if it is a child. The promise of complete secrecy can make it difficult to provide proper assistance.

Example: *In these situations, it's best to include people who can help you. "I want to help you, and not including them would mean I didn't help you. We can go through this together."*

- ▶ **Ask about the plan:** If a person is expressing suicidal thoughts, ask if he or she has thought about a specific way to hurt himself or herself.

Example: *"Are you thinking about causing a serious harm to yourself?" "Do you have a plan?"*

Example question: *"Do you have a specific plan for how you could do this?"*

- ▶ **Encourage contact with mental health professionals:** Encourage the person to turn to mental health professionals, such as a psychologist, psychiatrist or counselor.

Example: *"I recommend talking to a therapist or psychiatrist who can provide professional help."*

- ▶ **Offer an escort or help in seeking help:** If possible, offer to accompany the person to a mental health professional or call an ambulance if the situation is urgent.

Example: *"I can take you to a therapist or call an ambulance together if you think it's necessary."*

- ▶ **Involve other people:** If it is a child or adolescent, notify parents, guardians, teachers, or other relevant adults.
- ▶ **Stay with the person:** If the situation is acute and if there is an immediate danger, stay with the person until professional help arrives.
- ▶ **Do not leave the person alone:** If the situation seems urgent and there is a real danger, call local emergency services or take the person to the nearest hospital.

- ▶ **Follow the instructions of a mental health professional:** If the person is

already undergoing treatment, follow the instructions of a specialist and help the person stay for treatment.

- ▶ **Provide support for yourself:** Meeting a person who is experiencing suicidal thoughts can be a very emotional experience. Seek support from your friends, family or mental health professionals.

It is important to understand the seriousness of the situation and act quickly to provide the person with the necessary help and support. If there is an imminent danger, do not hesitate to call local emergency services.

Two real-life examples of bystander intervention

Scenario 1:

Your friend is showing signs of depression, withdrawal and talks about self-harm. You've noticed that she has started carrying sharp objects with her and you can see marks of self-harm on her arm.

Try "The 5 Point Formula"

- 1 **I Care:** Nina, would you sit next to me during the lunch break? We always have such good talks together, and I love spending time with you. I have been thinking about you a lot in the past period.
- 2 **I See:** I've been noticing that you are withdrawing from the group and that you are talking less. You've joked a few times about how it would be interesting to inflict pain to yourself. Are you thinking about inflicting serious harm to yourself? I've seen today some sharp objects in your bag while it was on the desk.
- 3 **I Feel:** I am worried about you. How are you feeling? I am scared of what could happen.
- 4 **I Want:** I understand that it is a difficult period for you, and that you are struggling. Maybe it's best to include someone who can help. I want to help you, and not including someone experienced for me would mean I didn't help you. We can go through this together.
- 5 **I Will:** I could arrange a session for you with the local therapist. I can accompany you to her office. You don't have to go through this alone. What else would be helpful in this situation? I will stay with you and take action when you need me to. You can overcome this, you are strong and you are not alone.



Scenario 2:

You find a letter from your friend in which he expresses feelings of hopelessness and in which you recognize suicidal thoughts. He has been withdrawing from social activities for quite some time, he has no interest in school and spends most of his time at home.

Try using “The 5 Core Questions”

- 1 **What is the goal?** - Your goal is to help a friend, provide support and involve a professional who can help your friend feel better.
 - 2 **Discuss the five decision-making steps:**
 - ▶ **Notice the event** - When you find the letter, you connect withdrawal from the group of friends and the lack of interest in school with his suicidal thoughts. The letter shows that there is a big problem.
 - ▶ **Interpret it as a problem/emergency** - Red flags are his expressions of hopelessness which he addresses in the letter. This requires immediate attention and action.
 - ▶ **Assume personal responsibility** - As a friend, you feel a responsibility to act. You think it would be best to inform his parents and a school psychologist about the letter.
 - ▶ **Have the skills to intervene** - You feel like professional help is needed and that you lack these skills. You can offer a space for listening and emotional support but not much beyond that.
- Implement the Help – Step UP!** - You decide that the best thing is to inform the school psychologist. You talk with them about what you should do next. You plan together how to approach the situation.



- 3 **What could you do to make the intervention safe, early and effective?** - You don't make a hesitant action as it can lead to a hasty reaction from your friend and that would be counterproductive. You try to remove all hazards or objects for potential self-harm when around your friend. You initiate more socializing to keep an eye on your friend be with him.
- 4 **Costs/Rewards** – What are some rewards of intervening? What are some costs? What are some costs of NOT intervening? Rewards: saving your friends' life, providing the support they need, preventing long-term mental health issues. Costs: creating discomfort for your friend, a strain on your friendship and an emotional scar for yourself by witnessing the situation. Costs of NOT intervening: potential loss of your friends' life, mental health that worsens, guilt for not taking action.
- 5 **Perspective taking** – How would you feel if you were the “victim”? What would you be thinking? What would you want others to do for you? - Possible feelings: despair, hopelessness, pain, struggle, heaviness of not seeing a way out of problems. Thoughts: “I cannot do this anymore”, “I am alone and unseen”, “No one would miss me”; Expectations from others: support, understanding, being seen, having people express their care and take action.

It is important to note that the implementation of these steps may vary depending on the specific situation and circumstances. The safety of bystanders, victims and other persons present should always be paramount and should always be guided by caution. It is especially important to pay attention to the psychological harm that can be caused by any form of violence and when implementing the 5D's methods of bystander intervention, it is necessary not to forget to involve professional psychosocial, psychological and/or psychotherapeutic support.

5. Self-Care and Emotional Well-Being of Bystander Who Intervenes

Bystanders often encounter difficult and stressful situations. An important part of taking care of others is to remember to take care of yourself. Being exposed to different types of abuse, harm and harassment can cause secondary trauma in bystanders and it is important to be able to recognize what impact the intervention makes on the bystander and his or her emotional well-being.

Bystanders can feel **anxiety, fear, sadness and/or burnout** which need to be addressed properly so that the harmful situation would not create a lasting effect on the bystander. Support through empowerment (peer groups and supervision) can further support bystander capacity to cope with challenges without burning out. It is important to create space that will normalize the feelings and acknowledge that accepting them is the first step in addressing them properly.

Structured approach to peer groups or supervisors

Example: A “one-session approach” is an approach that focuses on achieving the goals of counseling work in a single session, rather than through a lengthy counseling or therapeutic process. It can be applied during peer group work or supervision as a structured process. The basic steps of the process through “one single session” are:

- 1 Introduction and establishment of trust:** The moderator begins the session by greeting the present and establishing a positive relationship of trust with the bystander. It is important to create a safe and supportive environment.
- 2 Setting goals:** The moderator and the bystander talk together about the goals they want to achieve during one session. Goals can be concrete (e.g. addressing a particular problem) or general (e.g. understanding one's own emotions).

- 3 Understanding the problem:** The moderator actively listens to the bystander in order to understand the problem he or she is facing. Questions are asked to get a clearer picture of the situation.
- 4 Development of strategies and techniques:** The moderator helps the bystander develop specific problem-solving strategies and techniques. This may include tips, exercises, breathing techniques, or other techniques that are relevant to a specific problem.
- 5 Understanding your own resources and strengths:** The moderator helps the bystander to recognize their own resources, strengths and coping strategies that they already possess. This can help boost self-confidence.
- 6 Work towards changing perspectives and beliefs:** A moderator may try to change the negative beliefs or perspectives that a bystander may have about himself or herself, his or her abilities or the situation.
- 7 Planning actions:** The moderator and bystander jointly develop concrete steps that the bystander can take to solve the problem or improve its condition.
- 8 Verification of achievement of the goals:** The moderator and bystander jointly assess the achievement of the goals set at the beginning of the session. This step allows reflection and ensures that the goals are achieved.
- 9 Conclusion and evaluation:** The moderator ends the session by saying thank you and expressing support to the bystander. It is important for the bystander to feel that he or she has achieved something important during the session and recognized his or her values.
- 10 Recommendations for further steps:** The moderator and other peer group members can make recommendations for further steps that the bystander can take to continue working on his or her goals, if necessary.

It is important to note that “one single session therapy” can be a useful approach for certain situations and challenges for the bystanders, but it is not suitable for all situations. Some problems may need to be processed through a longer process of peer or supervisor support.

5.1.

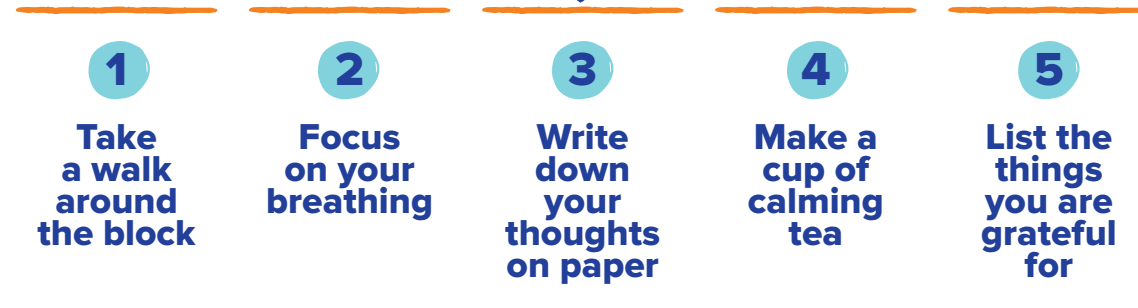
Developing Self-Care Strategies for Dealing with Stress and Trauma

Self-care is an important part of dealing with stress and trauma. Taking time to wind down and to think about what are the needs of oneself as a bystander can play a pivotal role in rude actions in the harmful situations. It can help keep a positive attitude when facing challenging situations and it can create a space to continue to help

others without great impact on one's mental and physical health and well-being.

“Right To Be” (formerly Hollaback!) gives 5-minute self-care exercises that can be helpful in a situation in which you are busy with others:

5-minute Self-Care Exercises



Engaging in mindfulness exercises, meditation, walking, writing and creating a calming space can help manage stress and ground oneself in the moment. This can reduce anxiety and support emotional balance. Physical activity can release endorphins which enhance mood and give a good boost to overall well-being. Having hobbies can serve as a therapeutic outlet and can help unwind and destress when needed.

Here is one exercise that can help with reduction of stress and anxiety:

Exercise of imagination:

- 1 Imagine a situation that hit you or a person that made you feel insecure.
- 2 Notice how you felt in your body. What emotion is that? Where is it in the body?
- 3 Now imagine asking that person, "What is your good intention of this behavior?"
- 4 Thank that person in your mind for the answer and even if he or she does not respond.
- 5 Finally, "take that person by the hand" to the door and ask him or her out.
- 6 Close the door behind the person.
- 7 Breathe in – exhale (3x) and notice how you feel now.

This exercise can be done independently by anybody in any situation where the person feels upset.

Some of the tips for self-care that the "Right To Be" mindful exercises also suggests are:

- ▶ **Assess your immediate safety:** Do what you can – whether that's reporting, writing a supportive message, or just clicking "I've Got Your Back" – but give yourself permission to say no when you need to. At times when you don't feel as resilient, be kind to yourself and allow yourself to take a break. You can change your email notification settings in your account profile if you need to take some time off.
- ▶ **Be Mindful of Your Own Triggers:** While it's always helpful for a victim of online harassment to get support from someone who's been in their situation, take care to look out for your **triggers** – those things that are particularly upsetting for you and might bring up memories of injustice or trauma you have experienced. Each help request is tagged with the nature of the harassment (e.g. racism, transphobia, misogyny), so you can focus on reading only the content you are best equipped to deal with.
- ▶ **Share Your Feelings:** You don't have to take everything on by yourself. Talk to a partner, friend, family member, therapist, or advocate, and know that your feelings are valid, whatever they are.
- ▶ **Take Steps to Prevent Burnout:** As we all know, prevention is the best cure. Take action to stop burnout before it happens and nip it in the bud. Work self-care into your schedule and make plans to meet

friends or do something fun and relaxing. Keep a journal or a note on your phone listing all the positive things you see, do, or notice and read over it when you start to get bogged down in negativity. Do something today that your future self will thank you for!

- ▶ **Supporting Others Can Be a Form of Self-Care:** It can feel overwhelming to be up against a culture of online harassment and the larger systems of oppression that

sustain it, but playing your part in changing this culture can be self-care in itself. Through the small acts of reporting and documenting abuse, or sharing kind words of support to a stranger, you're helping the victim take back control of the situation and you're creating positive cultural change. So, while it's important to switch off when you need to, keep in mind the huge importance of what you're doing, and let that energize you to continue the fight!

5.2.

Seeking Support from Peers, Mentors, and Mental Health Professionals

Just one close person, such as a friend or family member, can be an important protective factor for a person's mental health, especially when this number of people is increased. This factor can manifest itself in the form of support, understanding and assistance in difficult situations. Gayle et al. researched in their study the role of close relationships in mental health care. The study looked at more than 1,500 adults in the United States of America and examined the role of close relationships in predicting depressive symptoms. The results of the study showed that close relationships, such as friendships and relationships with family members, were associated with a lower likelihood of depressive symptoms in the subjects. Also, they found that *the quality of relationships is more important than quantity, i.e. that better relationships were stronger predictors of protection against depressive symptoms*. This study points to the importance of close relationships as a protective factor for mental health, which is important to keep in mind in the context of the prevention and treatment of mental disabilities (Gayle et al., 2018).

Connecting with other intervening individuals or with mentors, and even with the victims who based on their experience now educate others about the importance of the bystander intervention, can be important for taking action, sharing viewpoints and discussing possibilities. This can lead to the creation of support networks, such as "Be a Man Club" that can foster a culture of action and rethinking of narratives and behaviors, which are important in creating a sense of belonging, understanding and erasing the sense of "being the only one to act". Seeing that others also think and act similarly gives motivation to not fall into the bystander effect, but to use bystander interventions as a means to prevent harm.

5.3.

Establishing Personal Boundaries and Knowing When to Step Back

Understanding one's own emotional capacity is crucial to bystander interventions. While interventions are important, understanding when the situation can be too much to handle, overwhelming and cause emotional or physical harm to the bystander is also one of the key factors in knowing when to step back. Setting clear boundaries helps avoid burnout, anxiety and stress, ensuring that a bystander takes care of themselves first, and only then supports the victim of harassment.

Even if it can be hard to step back as we can feel guilt of not acting in accordance with our values, bystanders need to grant themselves permission to withdraw from certain situations if they are too hard to handle. **By recognizing the potential impact of interventions, practicing self-care, seeking support, and establishing boundaries, bystanders can maintain a healthy balance between helping others and caring for themselves.**

Remember that you are better equipped to support others when you are emotionally resilient and well-supported.

Types of boundaries and examples:

- ▶ Physical space, bodily autonomy
- ▶ Verbal boundaries
- ▶ Acceptable/unacceptable behaviors
- ▶ Social injustice, bias, discrimination
- ▶ Domains of life
- ▶ Benefits of clear boundaries
- ▶ Setting expectations
- ▶ Risks of not maintaining boundaries

Strategies for setting and maintaining boundaries:

- ▶ Recognize a challenge
- ▶ Prepared phrases
- ▶ Practice them
- ▶ Agreements within your group
- ▶ "I" statements, "it" statements, "you" statements
- ▶ Cite a personal policy
- ▶ Don't overexplain (it's not a negotiation)
- ▶ Broken record strategy
- ▶ Buy more time to answer

These examples show how the bystander can recognize and set personal boundaries to preserve their emotional and physical well-being in a variety of situations. It is important to understand that setting boundaries is not selfish, but necessary to preserve one's own well-being so that they can later devote themselves to proactive support for others.

6.

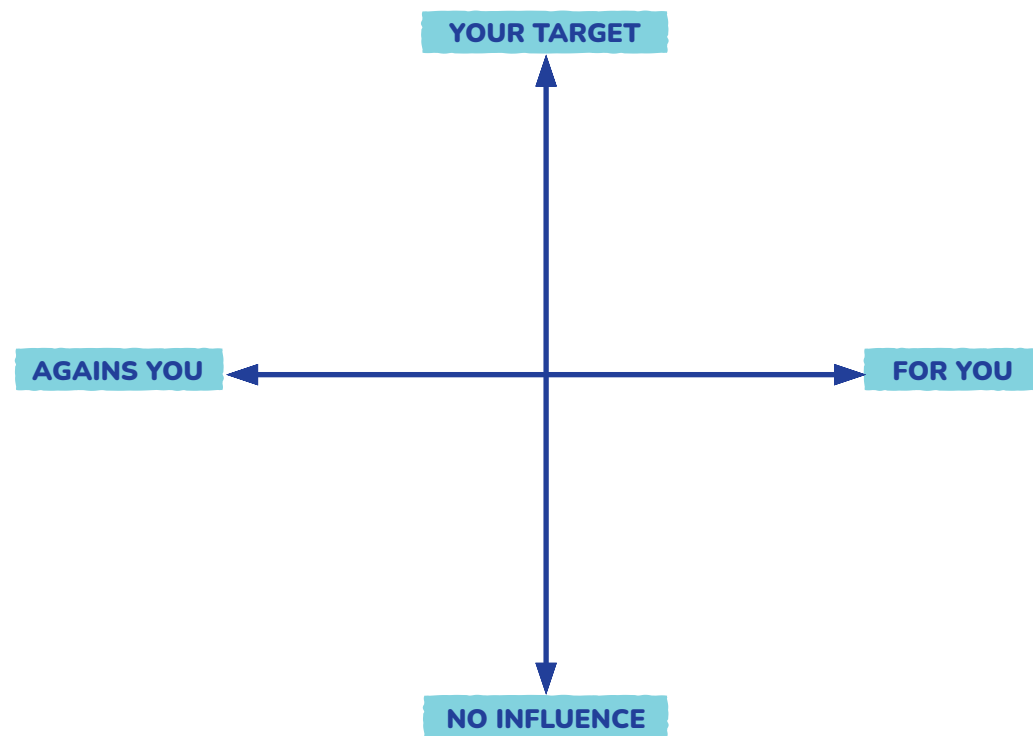
Building a Bystander Intervention Support Network

6.1.

Identifying Allies and Partners in the Community

When building the support network, it is crucial to identify allies and partners in the community. Activities that can help with that is the "Map of Power".

By using the "Map of Power", you can easily see who could be your supporters, who would work against you, who you think you should target to get support, and who has no influence. The four poles, of course, have their interconnections and a decision on networking can be made on that basis.



6.2.

Creating a Peer Support System Among Youth Leaders

Empowering young people to take leadership positions can create a space for easier development of networks and peer support systems. A good example of such peer support is the Association for Secondary School Students in Bosnia and Herzegovina. Working with such organizations can help push mentorship programmes to the peer-to-peer education and open dialog on the challenges and obstacles, but also on the positive outcomes of the bystander intervention.

6.3.

Facilitated Collaboration with Local Organizations and Authorities

Working with institutions can be extremely beneficial for bystander interventions. Collaboration with authorities can provide space and resources to implement activities of bystander intervention modules. Also, partnering with local organizations can increase the programmes as it gives an opportunity for networking and better resource allocation, strategic planning and working together on the same topic to bring change.

Bullying	Sexual Harassment	Domestic Violence	Substance Abuse	Suicide
Police	Police	Police	Police	Police
Center for Social Work	Center for Social Work	Center for Social Work	Center for Social Work	Center for Social Work
School pedagogue, teacher, student service (schools and faculties use protocols related to the Secondary Prevention Programme, Protocol on Violence Involving Children and Protocols on Child and Youth Safety)	Center for Mental Health Hospital Institute of Psychotherapy (provides free psychotherapy sessions under supervision)	Center for Mental Health Hospital Institute of Psychotherapy (provides free psychotherapy sessions under supervision)	Center for Mental Health Hospital Institute, Alcoholism and Addiction Treatment Center or Community Institute of Psychotherapy (provides free psychotherapy sessions under supervision)	Center for Mental Health Hospital Institute of Psychotherapy (provides free psychotherapy sessions under supervision)

1 **Table:** Institutions and organizations to be advised for each type of harassment

6.4.

Raising Awareness and Promoting Bystander Intervention within the Community

To promote bystander intervention within the community, a bystander should first try to understand how the community works and functions. This is fundamental so that the campaigns and interventions can reach the communities and that the communities understand the importance of the bystander intervention. Social media platforms, as well as other local and national, and even regional newspapers and web portals, should be used as a means of promotion and awareness raising. In this way, there is a possibility to encourage community members to take part in bystander intervention training, the bystander intervention, and to provide resources for learning how to safely intervene in harmful situations.

7. Adapting Bystander Intervention Strategies to Different Settings

7.1.

Implementing Bystander Intervention in Schools

Implementing the bystander intervention in schools is crucial for fostering a safe and respectful learning environment. The bystander intervention equips students and staff with the tools to prevent bullying, harassment, and other negative forms of behavior, promoting a culture of empathy and support. There are different ways in which schools can implement the bystander intervention and here we will give some recommendations for good practice.

Training Programmes

Schools can introduce comprehensive training programmes that educate students, teachers, and staff about bystander intervention techniques, such as this manual. These programmes should teach individuals to recognize signs of distress, intervene appropriately, and seek help when needed. An integral part of the work of students and/or adults involved would be **peer groups and supervision**.

Common to these support models is a structured process that follows:

- 1 Hypothesis about the behavioral symptom (the reason for socially unacceptable behavior): assumptions are made regarding the analyzed situation.
- 2 Asking systemic questions to understand the causes of behavior, which would potentially be addressed to the perpetrator/perpetrators.

The purpose of hypotheses and previously asked questions lead to the cause of someone's dissatisfaction before we react to the consequence. By eliminating the causes, we respond to the direct needs of the perpetrator and prevent future unacceptable behaviors.

Integration into Curriculum

The bystander intervention concepts can be integrated into the curriculum to teach students about empathy, respect, and the role they can play in maintaining a positive atmosphere. Discussions, role-playing activities, and real-life case studies can help students understand the importance of speaking up against misconduct. Here's how bystander can be developed based on critical thinking and values, and how it affects the development of generic responses:

► Development of critical thinking:

Situation analysis: Bystander who develops critical thinking learns how to carefully observe situations and understand their dynamics, often recognizing signs of potential problems.

Evaluation of risks and benefits of intervention: Critical thinking helps bystander understand the possible consequences of intervention or inaction, and assess the best course of action.

► Impact of values:

Development of the moral compass: Values such as empathy, solidarity, justice and human rights are becoming key drivers of bystander's actions.

Community responsibility: Bystander learns that it is important to recognize your role in preserving shared well-being and security.

Universal responses:

- Universal application of principles: Critical thinking and values allow bystander to develop universal principles of behavior in different situations. This includes recognizing and responding to potentially dangerous situations, regardless of the circumstances.
- Readiness for action: Bystander develops the ability to react quickly but thoughtfully, taking into account circumstances and possible consequences.
- Interdisciplinary approach and connecting with different subjects: Combining teaching content in different subjects (e.g., language, social sciences, law) helps bystander gain a diverse perspective and understand different aspects of the problem.
- Use of extracurricular activities: Participating in extracurricular activities like acting clubs can help bystander develop empathy and understanding of different roles and perspectives in situations that require intervention.
- Analysis of political and social systems: Accessing the analysis of political and social systems allows bystander to understand the impact of the environment on situations that require intervention.

The importance of teamwork:

The development of bystander also includes understanding the importance of collaborating and communicating with other members of the community in order to respond effectively to situations that require intervention. This interdisciplinary approach ensures that bystander develops a comprehensive understanding and competence to act in a variety of situations that require attention and intervention.

Peer Leadership Programs

Methodology of "Critical Thinking and Values Clubs", developed by CEI Step by Step, is an example of peer leadership programmes that can be seen as a space to foster bystander intervention culture, develop skills and competences in order for children and youth to act as bystanders. Critical Thinking and Values Clubs are excellent spaces for thinking about different topics, encouraging discussions, conducting debates and supporting mutual education. Here are some examples to illustrate how these Clubs can be useful:

- **Current events:** Club members can analyze and discuss current events, issues or challenges occurring in society or everyday school life.
- **Ethical issues and moral dilemmas:** Members can consider different ethical and moral situations, develop an understanding of different perspectives, and learn how to make informed decisions in such situations.
- **Debate on controversial topics:** The Club can organize debates on issues that challenge different views and opinions. This helps members develop argumentation skills, understand opponents' attitudes, and communication skills.
- **Analysis of laws and policies:** Club members can consider and analyze different laws, policies and regulations, understand their impacts on society, and think about possible improvements.
- **Reflecting on values and their impact:** The Club can explore different values that shape society and individuals, understand how these values influence decisions and behaviors.
- **Inclusion and diversity:** Clubs can be a platform to talk about important issues of inclusion, diversity and respect for human rights. These conversations involve examining the needs of the school or some other system, thinking about actions that remove identified barriers that prevent individuals or groups from being more efficient and better involved.

These Clubs are a great way to encourage independent thinking, develop communication skills and build understanding of complex social issues. They also enable students to actively engage in their education and contribute to the community, influencing the design of the community tailored to all citizens.

7.1.1.

Engaging with School Administrators and Teachers

Collaboration with school administrators and teachers is extremely important in order for bystander intervention to be effective in the school setting. Raising the importance of bystander intervention before the school management gives an opportunity to organize training sessions not only for students but also for teachers and administrators as they, in addition to teachers, play an important role as bystanders in the school environment. It is important to educate teachers about their role in preventing bullying or any other harmful behaviors. They also play an important role in creating a safe environment for students who are victims to seek help or for students who are bystanders to approach and ask for help in acting appropriately to help the victim. By emphasizing that teachers are role models for students, they can learn how to identify signs of potential harm and intervene appropriately.

Existing regulations in schools play a key role in ensuring a safe and supportive environment for students. However, it is important to constantly think about advancing these regulations in order to better cope with potentially problematic situations. Here's some general information about existing regulations in Bosnia and Herzegovina and how we can improve them:

- ▶ **Anti-bullying policies and violence reporting protocols:** Most schools have anti-bullying policies that are intended to prevent and address the problem of bullying among students. These policies were created on the basis of legal provisions and obligations of the schools.
- ▶ **Safety protocols:** Schools usually have safety protocols that include emergency procedures, such as fires, natural disasters or other emergencies.

- ▶ **Education laws:** Each canton/entity has its own laws governing education, including the rights and obligations of students, teachers and schools.

Anti-discrimination and inclusion

- ▶ **policies:** These policies aim to ensure that all students are treated equally and fairly, regardless of their race, gender, religion or other characteristics.
- ▶ **Psychological support and counseling:** Many schools have teams that provide emotional support to students facing difficulties or problems.

Schools can mainstream bystander strategies into existing policies and programmes to create a comprehensive approach to bystander intervention. Schools can update anti-bullying policies to explicitly encourage students to report incidents and intervene when they witness harm. Bystander intervention can also be included in peer mentoring programmes, fostering a culture of support and empathy.

Good practices - Collaboration with programmes, such as "Be a Man Club":

Programmes, such as "Be a Man Club" can be extremely useful in creating a safe space to talk about problematic situations. Philosophy behind Be a Man Clubs is that boys should be understood not as obstacles to peace and gender equality, but rather as critical allies in promoting non-violent, healthy relationships and communities. If students learn about violence and about how to question dominant gender norms, and if they have a chance to practice these new ideas and skills in safe spaces, then there will be a greater likelihood that they will internalize this information which will, over time, result in more gender-equal, healthy, and non-violent lifestyles. As group norms begin to change, the programme helps foster a more tolerant, accepting environment at the school level. (CARE, 2018) Through such programmes, students

have the opportunity to discuss their experiences, ask questions, and seek advice from their mentors or peers. This type of support can help prevent problems and provide resources to solve problems when they arise.

7.2.

Implementing Bystander Intervention in the Workplace

Incorporating workplace bystander intervention strategies helps create a professional environment without discrimination, harassment and toxic behavior. Employees at all levels can contribute to fostering a culture of respect and responsibility.

Examples of creating space for bystander intervention implementation in the workplace:

- 1 Training of employees on bystander intervention by organizing workshops to train employees to identify and suppress inappropriate situations in the workplace.
- 2 Creating a safe working environment by implementing policies and measures that promote safety and respect among school employees, and encouraging their active participation in preserving that environment.
- 3 Encouraging open communication by creating space (e.g. employee network or union) that ensures that employees feel free to express their concerns and report inappropriate situations or behaviors that threaten safety and well-being of a workplace.

- 4 Cooperating with competent institutions, local authorities, security centers and other relevant organizations to provide support and resources for the implementation of interventions.

- 5 Creating clear reporting mechanisms which ensures that employees feel comfortable reporting the incidents they witness. Whistleblower protection should be put in place to protect those who report inappropriate behavior from negative consequences.

7.2.1.

Collaborating with Employers and Human Resource Departments

Bringing bystander intervention to the workplace involves cooperation between employees, employers, and HR departments. This collaboration can encompass a range of activities and initiatives aimed at improving the work environment, employee safety and preventing inappropriate behavior in the workplace.

Example: Cooperation with employers and human resources departments may include conducting education on the prevention of sexual harassment in the workplace, developing employee protection policies, and cooperating in conducting internal investigations in cases of suspected abuse.

In addition, this collaboration may include the development of programmes to raise awareness of employees about the rules of conduct, respect for colleagues and create a safer and more comfortable work environment. In addition, initiatives may be implemented to foster a culture of mutual respect and cooperation among employees.

It is important to establish open communication with employers and human resource departments to identify specific challenges and needs of the work environment and develop tailored strategies to advance employee safety and well-being.

- ▶ Public spaces like parks, transportation hubs, and shopping centers can offer **workshops that teach bystander intervention techniques**. These sessions can empower participants to intervene in situations that require assistance confidently.
- ▶ Planning and implementing activities that help **bring community members together can heighten the chances for people to be active bystanders** - their sense of belonging and responsibility to support someone that they might know fosters the supportive environment for both victims and bystanders.

It is important that people understand that their voice and actions matter in solving the problem, urging help to come and, in the end, to save the victim and take the victim out of the harmful situation.

7.3.

Implementing Bystander Intervention in Public Spaces

As in any other place, acting in the case of harassment can be different for individuals in the public spaces. The fear of being blamed for violence, of getting stuck in police and legal processes are some challenges that stop people from taking action. Not knowing what to do in such situations is another barrier that bystanders often face. At other times, pressure to act in a socially acceptable manner can push individuals to intervene even if they are not skilled or equipped to. But as public spaces are shared by diverse communities, bystander intervention becomes essential for maintaining a safe environment.

There are few strategies that can help individuals to take part or to organize themselves in the public space to raise awareness on why is it important to be an active bystander in public spaces:

- ▶ **Awareness raising campaigns** are a great way to educate a wide population about bystander intervention through posters, videos, and social media content. The campaigns can focus on small actions and their impact, share already established procedures that ensure safety of bystanders, or advocate for such procedures to be adopted by the governing institutions.

7.3.1.

Understanding the Unique Challenges of Intervening in Public Spaces

Understanding the unique challenges of intervention in public settings is about identifying specific difficulties encountered by bystanders in situations where anonymity is often present and people may be hesitant to intervene because of fear or uncertainty.

This example illustrates how training programmes can be focused on specific situations in public spaces, and how bystanders can learn to recognize, respond and intervene in such circumstances to contribute to a safer and more comfortable environment for all users of public space.

Training programmes for bystander intervention in public spaces aim to educate individuals on how to quickly assess the situation, how to maintain their own safety, and how to choose appropriate methods of intervention in the specific context of public space.

Example: The community center organizes a workshop on bystander intervention for participants who frequently use public transport. This workshop covers a number of aspects, including recognizing signs of harassment in public spaces, practicing non-confrontational methods of intervention, and educating participants on procedures for incident reporting to the relevant authorities.

7.3.2.

Working with Local Authorities and Community Organizations to Improve Public Security

Collaborating with local authorities and community organizations is key to enhancing public safety through bystander intervention. This implies working with local authorities and community organizations to advance public safety. This includes joint efforts and activities aimed at creating a safer environment for all citizens. This may include working with local police, civil society organizations, local boards and other relevant institutions to develop programmes, initiatives and policies that promote the security and well-being of the community.

This collaboration can cover various aspects of public security, including **crime prevention, emergency response, surveillance of public spaces and other relevant initiatives. Neighborhood watch programmes, community patrols, and safety awareness campaigns can provide opportunities for bystanders to contribute to a safer environment.**

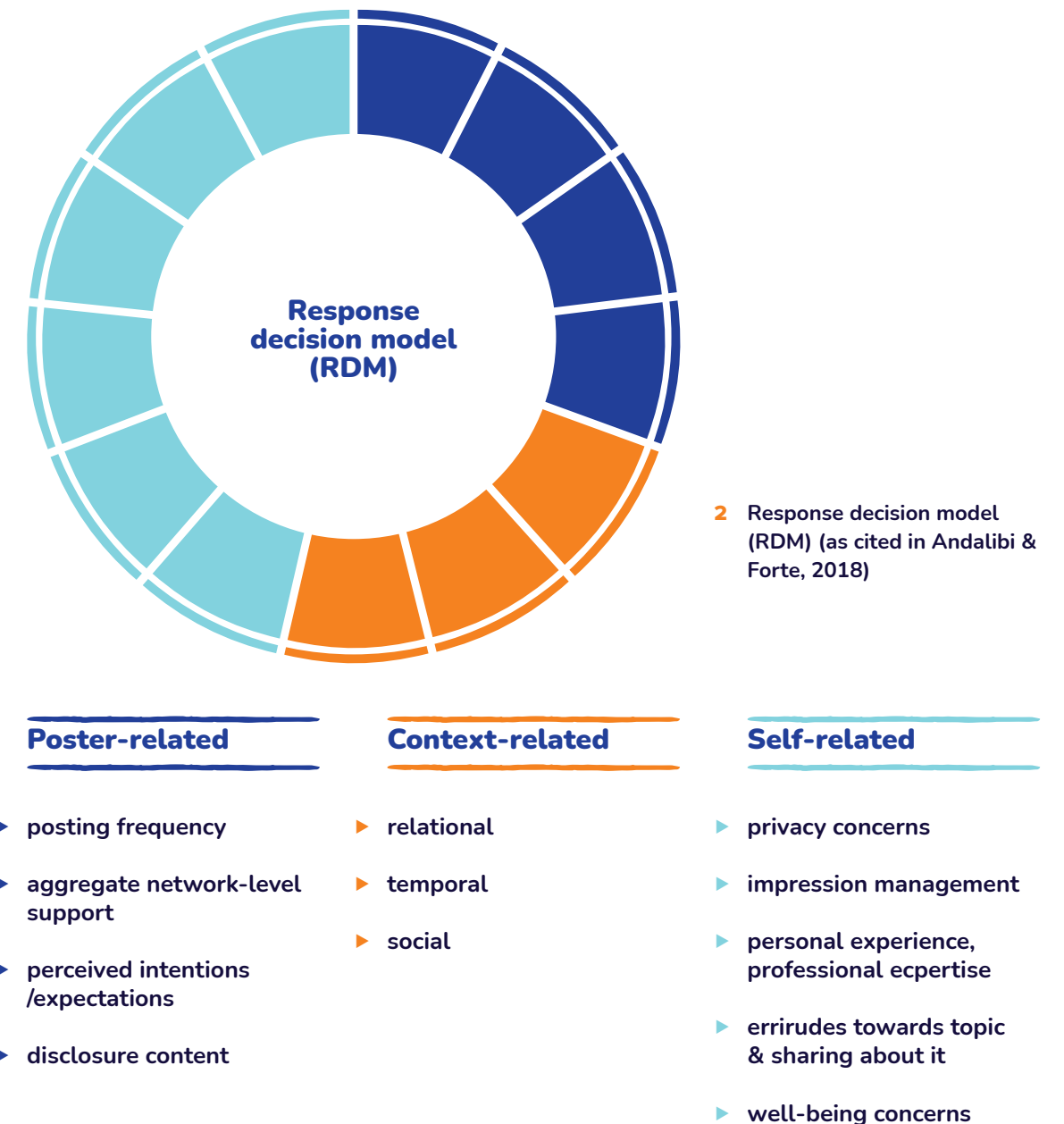
Example: A neighborhood association partners with local law enforcement to create a community watch programme. Bystanders are trained to observe and report suspicious activities, creating a stronger sense of safety within the community.

Adapting bystander intervention strategies for different settings involves tailoring approaches to suit the specific needs of each context. This means that it is not one strategy that applies to all situations, but it is important to understand and take into account the specific circumstances, environment and the needs of each situation.

By fostering collaboration, education, and awareness, bystanders can play a pivotal role in creating safer and more respectful spaces. This implies that the active involvement of bystanders through collaboration, education and awareness raising can be crucial in creating an environment that is safer and that respects each other's rights and dignity.

of potential witnesses); (b) timing (i.e. victimization can be witnessed as it occurs, or some time later); (c) intervention scope (i.e. the ways in which a bystander can intervene varies online compared to offline), and (d) in nature (e.g. of the victim, perpetrator, act)".

Model that corresponds with these challenges is the **response decision framework**, developed by Andalibi and Forte (2018) to describe how users of social media respond to sensitive or socially stigmatized disclosures more broadly.



Davidović et al. (2023) found another striking finding in their study - the range of potential interventions that bystanders can take online vary in complexity, effort/ risk, and level of visibility. According to the

authors "with the RDM (Andalibi & Forte, 2018), participants often used different levels of privacy (e.g. "liking" rather than commenting) to alleviate some of their concerns (e.g. impression management

7.4.

Implementing Bystander Intervention Strategies in Digital Environments

The digital bystander intervention involves an active role of a person, organization or tool in monitoring the digital environment in order to identify and address situations that may jeopardize the safety, well-being or integrity of users online. This includes identifying and countering various forms of online threats, harassment, harmful behavior or other issues that may arise in

the digital space.

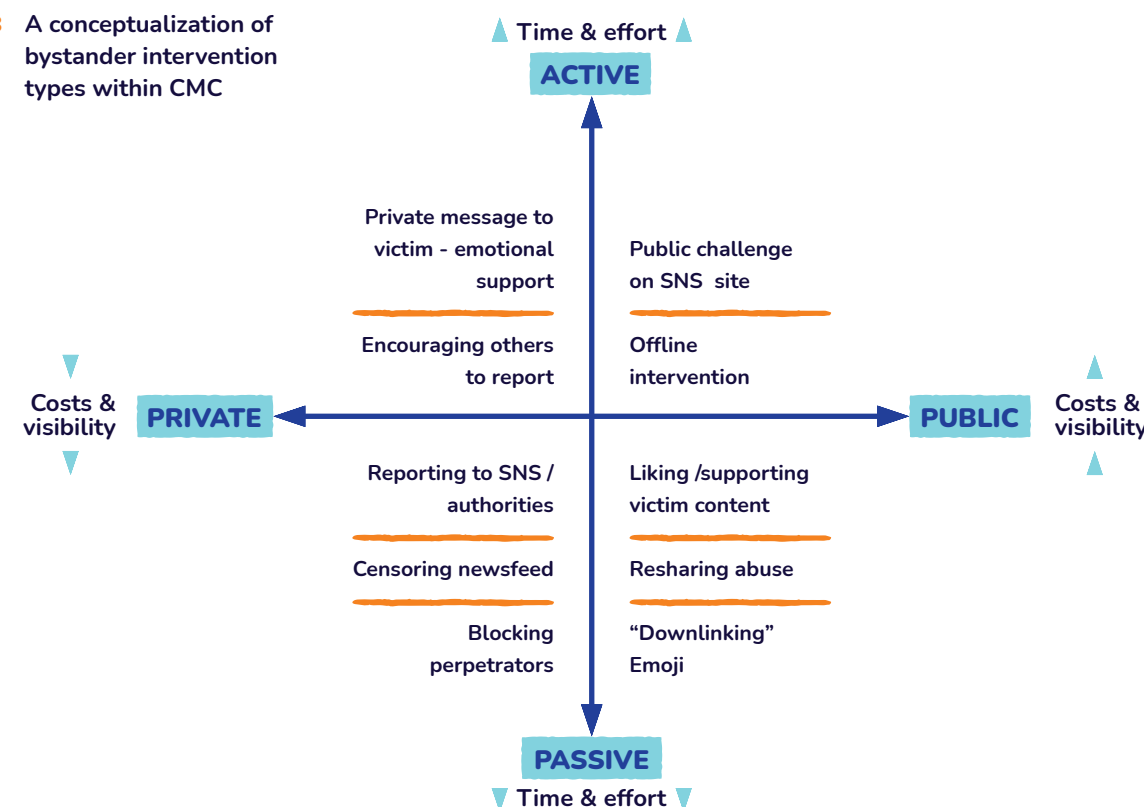
Davidović et al. (2023) stresses that "at first sight, many of the same processes that underpin bystander intervention in offline settings operate in similar ways in CMC. However, it could be argued that bystander intervention online differs from that offline in terms of: (a) scale (of victimization,

concerns). Not all of these interventions had an “offline” equivalent (e.g. “disliking” abuser’s comments, for example, to show a lack of support), perhaps suggesting that online environments can offer new and innovative ways for bystanders to intervene” (Davidović et al. 2023). Mirroring findings in the cyber-bullying literature, a strong preference for “indirect interventions” was found, such as reporting the abuse to Social Network Sites (SNS) or supporting victims (Dillon & Bushman, 2015; Fischer et al., 2011). However, they found that online bystanders often remove and avoid opportunities to notice the abuse in the first place (e.g. tailoring and censoring their

newsfeed). According to the original BIM, awareness of an incident is a prerequisite of bystander intervention (Darley & Latané, 1968). Such avoidance behaviors could be described as coping mechanisms rather than active interventions, to deal with the high volume of online harassment that young adults have become so accustomed to and are being bombarded with at all times.

With that in mind, they suggest a move away from binary conceptualizations of bystander intervention toward a continuum made up of a spectrum of behaviors.

3 A conceptualization of bystander intervention types within CMC



Digital bystanders can intervene by **identifying and preventing cyberbullying, monitoring online activities of certain groups (e.g. children and adolescents), authenticating content, providing support to the victims of online threats, exploring online communities and forums, processing reports of inappropriate behavior or taking online safety consulting.**

Importance of bystander training and education in equipping young adults with the skills, resources and competences to intervene in this context seem crucial. Connection of socio-technical factors underline the importance of focusing on the space and way in which bystanders intervene today - not only in the offline world but also in the online space that also needs to be a space of respect, safety and freedom.

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