

"LIVE WITHOUT BULLYING"

COFACE FAMILIES EUROPE
PEER REVIEW REPORT

OCTOBER 2017



Rue de Londres 17, 1050 Brussels
Tel: +322.511.41.79
Email: secretariat@coface-eu.org
Website: coface-eu.org
Facebook /COFACE.EU
Twitter @COFACE_EU

Brussels, 2017

About the author of the report

Elizabeth Milovidov is an American lawyer, a French law professor and a European eSafety consultant. She founded www.digitalparentingconsulting.com and provides support to governments and associations. From 2014-2016, she consulted for European Schoolnet, a European consortium of 30 Education Ministries on several internet-related projects, including the ENABLE (the European Network Against Bullying in Learning and Leisure Environments) project. She also has provided support to EU Kids Online, Internet Matters, UK Safer Internet Centre, Family Online Safety institute and many other key actors in online child protection.

She regularly intervenes as an independent expert on Children's Rights and the Internet and Digital Parenting for the Council of Europe and is currently an Expert Working Group member on Digital Citizenship Education as well as a member of the Drafting Group of Specialists on Children and the Digital Environment. She is an international speaker on Internet safety issues, leads parental workshops, writes on digital parenting, and coaches parents on best practices in the digital age through her website www.digitalparentingcoach.com and Facebook Group, The Digital Parenting Community.

A graduate of UCLA and UC Davis, she practiced as a litigator in California for four years before moving to France to work as General Counsel in two Internet Technology companies. She earned a Ph.D. in International Relations and Diplomacy from the American Graduate School (AGS) in Paris (dissertation: international adoption via Internet and photo listings).

She is a lecturer at several universities in France and Geneva and specializes in Law and Technology (IS-COM, Paris), Intellectual Property and Internet Law (INSEEC, Paris) and Children's Rights and the Internet (University of Geneva, Geneva).

Acknowledgments

KMOP Greece: Antonia Torrens, Vasiliki Artinopoulou, Christina Rassidakis, Vicky Antonopoulou, Vera Pratikaki, John Hatziris

Peers reviewers: Jean-Bernard Audureau, ASEGCO, Spain; Roza Dimova, CWPS, Bulgaria; Erika Coene and Annemie Drieskens, Gezinsbond, Belgium; María Ángeles Rodríguez and Julia Perez, UNAF Spain; Heli Vaaranen, Vaestoliitto, Finland; Sissi Potzinger, KfÖ, Austria; Silvija Stanic, Step by Step, Croatia; Melinda Balint, NOE, Hungary; Julien Léonard, UNAF, France; Ivana Hronova and Ivana Tykac, Women4Women, Czech Republic.

COFACE staff: Liz Gosme, Martin Schmalzried, Magdi Birtha, Florian Charron

"LIVE WITHOUT BULLYING"

COFACE FAMILIES EUROPE
PEER REVIEW REPORT

<u>EXECUTIVE SUMMARY</u>	6
<u>I. INTRODUCTION</u>	8
1. Peer Review Process	8
2. Peer Review Meeting	8
<u>II. SCHOOLS AND CYBERBULLYING: THE GREEK CONTEXT</u>	9
1. Online Counselling Platforms and Anti-bullying Programs	9
2. The Need for a Platform	10
3. The Key Elements of LWB	10
4. The Users of LWB	10
The Users of LWB – Children	10
The Users of LWB – Adults	11
The Users of LWB – Safety Considerations	11
5. The Educational Aspects of LWB	11
Educational Program for Teachers	11
Educational Program for Teenagers	12
6. The Professionals of LWB	12
<u>III. SCHOOLS AND CYBERBULLYING: THE EUROPEAN CONTEXT</u>	13
1. EU Academic Literature on Schools and Cyberbullying	13
What is Bullying and Cyberbullying?	13
What are the Percentages of Children Bullied in Europe?	13
What are the Effects of Bullying on Gender?	14
What is the Impact of Bullying in Schools?	14
2. EU Initiatives and Projects on Schools and Cyberbullying	14
An Overview – 10 European Countries	15
EU Ethical Considerations	17
3. LWB within the European context	17
Distinguishing Factors of LWB	17
Transferability of LWB	17
<u>IV. LWB - RESULTS AND RECOMMENDATIONS</u>	21
1. Results: Successes and Challenges	21
2. Recommendations	23
References and Resources	25
Online Resources	25
Appendix	26

EXECUTIVE SUMMARY

COFACE Families Europe (“COFACE”), coordinated a peer review of Live Without Bullying (“LWB”), a platform created by KMOP Family & Childcare Centre (“KMOP”) (KMOP is the Greek acronym for Kendro Merimnas Oikoyenias kai Pediou which translates to Family & Childcare Centre).

COFACE and KMOP organized and convened a two-day peer review meeting in Athens, Greece on September 14-15, 2017. The meeting was supplemented by an independent expert review initiated by COFACE and performed by Digital Parenting Consulting.

- Day 1 of the meeting (Thursday, September 14th) was dedicated to the LWB platform including a review by the independent expert and COFACE peers from other countries.
- Day 2 of the meeting (Friday, September 15th) was dedicated to the public and allowed for expert input on bullying prevention policies and measures.

Following the meeting, the independent expert was given additional time to complete the written review which was submitted to COFACE upon completion.

The COFACE peer reviewers and the independent expert commended KMOP for the development of the LWB platform to tackle bullying in schools and offered a few recommendations to further improve the scope, reachability and quality of the platform.

While a more detailed description of the reviewer’s recommendations can be found in section IV, LWB: Results and Recommendations, the following summary briefly highlights the key issues raised during the meetings.

Challenges

- Families clearly have a responsibility and role to play in preventing and addressing bullying. **But they also need support.**
- We talk a lot of respect of human rights, but **children are not very aware of their rights**, and neither are adults. This needs to be addressed.
- There is no common European definition of cyber-bullying. Moreover, the **boundaries are not always clear between bullying, teasing**. . .reality is always more complex than the theory, which sometimes makes it difficult to take action.
- Social and emotional learning were discussed, and the importance of teaching children about life skills, respect of others, diversity, and how to deal with their emotions, which led to discussions about the need to teach children about their **online** emotions.
- Nothing is black and white. There are pros and cons of technology. Technology can be very empowering, but not everyone is connected and a digital divide still persists today. There are pros and cons of anonymity. Anonymity is essential to protect the right to privacy, but it also depends on the purpose of anonymity use (e.g. to protect yourself versus to attack others). **Anonymity needs to be taught to children.**

Actions needed

- Technology is both part of the problem and part of the solution. The problem is not technology per se - it is the way we use the technology that is the problem. **We need to empower people to harness technology positively.**
- The **holistic approach** adopted by the “Live Without Bullying” platform is the ideal starting point, namely working not only with schools, children (victims, perpetrators, bystanders), teachers, but also with families, the media, the police, and others.
- Human rights need to be mainstreamed throughout education, as the starting point, **creating a human rights culture, linked to real-life experiences.**
- The best way to ensure maximum impact on reducing bullying/cyber-bullying is through a **mix of both targeted and general actions**: direct support to victims, parents, teachers, but also mediation services and general prevention programmes.
- Wider factors and forces at work: digitalisation, discrimination, culture, stereotypes, media, advertising, etc. **We need to build bridges with these stakeholders, including industry** (e.g. the creators of media platforms, technological devices), to make them understand they have a role to play in addressing bullying.

I - INTRODUCTION

An expert from Digital Parenting Consulting has been appointed to perform an independent review of the platform “Live Without Bullying” (“LWB”). As part of the mandate, the consultant was required to examine the practice and its implementation to date.

The independent expert was expected to recognize the strengths, weaknesses and ways to improve the platform that may have been overlooked by those working closely on the project. In particular, the independent expert was tasked to evaluate the Greek project in the context of other comparable or alternative platforms available in Europe with an eye towards any possible transferability of the Greek project to other European countries.

I.1 Peer Review Process

KMOP provided background documentation on the project, platforms and program related to online counselling and anti-bullying measures in Greece. The documentation included, but was not limited to presentation powerpoints, focus groups results, evaluation forms, video reviews by children and teachers, and program descriptions.

This review identifies and evaluates the key structure of the LWB platform and highlights key factors of European anti-bullying projects. The goal of the peer review was to collect, analyse and provide important information from the review of LWB in comparison to European policy, projects and initiatives in order for LWB to consider best how to continue implementation of their platform within Greece and beyond.

Prior to the peer review meeting on 14th-15th September in Athens, peer review were asked feedback on the following questions:

1. What examples have you seen regarding the importance of anonymity/technology in anti-bullying measures?
2. What best practices have you encountered in expanding children’s knowledge about their rights or what bullying means?
3. What program or policies have you identified

that educate children in life skills, such as communication tools, empathy and more?

4. What are some of the challenges that you believe an anti-bullying program may encounter?
5. What would be an indicator of success for an anti-bullying program?
6. Is there anything that you have seen in other European anti-bullying programs that will provide a benefit to “Live Without Bullying”?

I.2 Peer Review Meeting

The first day included a presentation on the KMOP platform “Live without Bullying” followed by a preliminary review by Elizabeth Milovidov. The discussion then focused on three key topics as a starting point for peer exchanges 1) take-up of different LWB services and the importance of anonymity and technology 2) human rights education to prevent bullying & expanding children’s knowledge about their rights/what bullying means and 3) importance of educating children in life skills, such as effective communication tools, empathy, recognition of feelings, the importance of expressing our feelings to others.

The second day included a public affairs event on bullying, involving the peer review participants, as well as key experts from Greece, media, politicians.

II - SCHOOLS AND CYBERBULLYING: THE GREEK CONTEXT

In Greece, anti-bullying policies and funding are becoming more available to support anti-bullying initiatives. The Ministry of Education has implemented acts of parliament in order to address school bullying nationwide with the goal of ending school violence and bullying. As a result, several anti-bullying programs and online counselling platforms, that address bullying in different manners, now exist in Greece.

II.1 Online Counselling Platforms and Anti-bullying Programs

The table below lists the **anti-bullying programs in process** in Greece:

Platform name	Brief description
National SOS HelpLine for children (1056)	National Helpline run by the NGO "The Smile of the Child" offers free counselling services to children, parents etc. about physical, sexual & psychological abuse, neglect, bullying and trafficking.
European Helpline for children (116111)	European Helpline operated by the Smile of the Child provides support to children and adolescents that face several forms of violence (physical, sexual and psychological abuse, neglect, bullying, smuggling & trafficking), as well as cases of missing children.
I can change without bullying	A holistic intervention offered by the Adolescent Health Unit (Children's Hospital in Athens and 2nd Unit of Paediatrics-University of Athens) that provides both face to face and telephone counselling support to children and adolescents facing bullying issues.
Stop School Violence	EPSYPE (Organization for the socio-psychological health for children and adolescents) aims at preventing and combating the bullying phenomenon. There are three free helplines available, for children, parents and teachers.

The table below lists the **online chat / counselling platforms** in Greece:

Platform name	Brief description
Helpline	This Helpline of the Greek Safer Internet Centre provides counselling services to help minors use internet safely and responsibly and some of the issues addressed include, grooming, cyberbullying, child pornography, and internet addiction.
BeStrong Chat	This counselling platform supported by the NGO BeStrong provides online psychosocial support to individuals affected by cancer as well as their families.

The table below lists the **completed anti-bullying programs** in Greece:

Platform name	Brief description
European Antibullying Network	European program aiming at coordinating anti-bullying actions and initiatives on the European level and develop partnerships across Europe.
BeStrong Chat	A network of public and non-governmental organizations, promoting research and best practices exchange, awareness raising and offering training services and support to teachers and educators.
I deal with Bullying	An anti-bullying program aimed at the training of secondary school students, so as to use effective methods on how to combat bullying.
Stop Bullying Network	A program implemented by the Ministry of Education and Religious Affairs according to the general context of the Ministry's initiatives towards the prevention and treatment of Bullying and School Violence.

II.2 The Need for a Platform

Bullying is a serious problem, not only in Greece, but also around the world. It is one type of youth violence that threatens young people’s well being and extends beyond the youth that are bullied, but also to the bullies and those who witness the bullying. The table below identifies the child actors and possible effects on children.

Actor	Possible effects
children who bully	<ul style="list-style-type: none"> abuse substances engage in earlier sexual activity get into fights risk of school failure, drop out of school become abusive adults towards family, spouses, and other children increased likelihood of adult criminality
children who are bullied	<ul style="list-style-type: none"> abuse substances engage in earlier sexual activity get into fights risk of school failure, drop out of school become abusive adults towards family, spouses, and other children increased likelihood of adult criminality
children who witness the bullying (bystanders)	<ul style="list-style-type: none"> abuse substances, increased mental health problems miss or skip school afraid to intervene and become associated with the bullied child (Rivers et al, 2009)

Source: ENABLE Summary report, p9. <http://enable.eun.org/report>

As the table demonstrates, no matter what role a child plays in the bullying environment, they are at a greater risk for negative experiences in school. Bullying in schools is particularly harmful because it can taint a child’s learning environment and as such, bullying must be addressed.

II.3 The Key Elements of LWB

In 2015, KMOP addressed the bullying problem in Greece by creating the online platform www.livewithoutbullying.com. The LWB platform provides help to schoolchildren using contemporary and innovative methods and has been running officially since January 2016.

Key elements of Live Without Bullying

- user-friendly tool for counselling
- staffed by counselling professionals
- ensures anonymity
- easily accessible via the Internet
- provides far-reaching e-education across Greece
- free to children and teenagers in Greece
- provides support and advice to educate and inform parents, carers and teachers via an e-library

II.4 The Users of LWB

LWB is designed to create an online community, where all members can share their experiences and beliefs regarding bullying and / or offer their support with respect and understanding. The community is composed of children and adults - students, parents, carers and teachers – who are able to get help, increase their awareness and exchange with others, while preserving their anonymity.

II.4.a The Users of LWB – Children

LWB is useful not only in protecting myself against bullying but also for helping my peers and friends avoid becoming victims. -- Student video evaluation.

In general, the children who use LWB are between 10-18 years old. The children may have suffered from bullying in the past, may be currently threatened by school or online bullying or may simply wish to be informed about the bullying phenomenon and how to prevent bullying. The children and young people

who use the platform may identify with the roles of those who bully, those who are bullied, and/or those who stand by.

It is important to note that other adolescent users of the LWB platform may have a completely different role other than those identified above. These adolescent users act as peer-to-peer supporters and are teenagers aged 15-18 years old.

More specifically, KMOP has trained a group of about 20 adolescents aged 15-18 years old so as to be able to offer written advice and support to peers in the sections of the "Narrative of little stories" and the "Be positive." Although this peer support activity has been tested as a pilot action, the feedback has been very positive.

II.4.b The Users of LWB – Adults

I believe that the major advantage of the training is its experiential and interactive nature. Adult-user video evaluation.

When a child is suffering from bullying either in school or online, the child does not suffer alone. Adults close to the child may also be affected and they may not know how to approach the situation.

The adult users of LWB may be parents or teachers who are in need of support and guidance in order to understand and help their child or student. The adult users are able to consult an open access online library (e-library) containing educative materials on bullying, advice on how to successfully manage bullying and recommendations on further assistance via pertinent videos, books and movies.

II.4.c The Users of LWB – Safety Considerations

Any online platform involving children and/or sensitive topics may cause concern for the users' security. For these reasons, the creators of LWB have made users' security and safety a top priority and have put the following safety measures in place.

Safety measures

Identities of the users are protected via anonymous registration.

Counsellor profiles are available so that a child can identify the counsellor that matches their needs.

Trained moderators (volunteer professional psychologists) oversee every aspect of the conversations between the users, regardless of the conversation being in private or public mode.

Messages that are exchanged through the platform are recorded, with the goal of user protection.

Authorities are informed of any incidents that occur in the online chat area.

II.5 The Educational Aspects of LWB

For the creators of LWB, education is the most effective way of dealing with every form of violence and bullying and as a result they created two educational programs within LWB: one for students in the secondary education stage and one for teachers.

II.5.a Educational Program for Teachers

The educational training of teachers is coordinated by KMOP and carried out by experienced psychologists and educational psychologists.

Program goal: teachers have the opportunity to clarify concepts, to acquire new skills of communication that will facilitate approaching children and be educated in modern models – methods of managing bullying.

Key elements of the educational program – teachers

Interactive nature

Allows teachers to manage incidents of bullying that arise in the school environment

Informs teachers on ways to make it easier for children to manage their conflicts

The 4-hour training session is applicable to teachers of all grades.

II.5.b Educational Program for Teenagers

The educational training of teenagers is coordinated by KMOP and carried out in the school units.

Program goal: raise awareness of teenagers so that they better understand the phenomenon of school bullying and how to manage it.

Key elements of the educational program – teenagers

Allows teenagers to better understand the nature of bullying, the different forms, the causes, the consequences and the probable reasons behind the victimization of a person

Provides a forum for teenagers to discuss the factors that prevent children who have been bullied from seeking help

Helps teenagers identify how to seek help and how to approach people who are trustworthy that can offer their support and guidance

Educates teenagers on the concept of assertiveness, the difference between passivity and aggression as well as how to strengthen assertiveness

Allows teenagers to practice their ability to set limits on themselves and on the others by employing real examples

The 2-hour session is available to secondary education stage adolescents.

II.6 The Professionals of LWB

The professionals providing counselling services to children and teenagers on the LWB platform are composed of two different types of counselling volunteers: Volunteer Supervisors and Volunteer Counsellors.

Volunteer Supervisors

licensed psychologist with a Bachelor's degree in Psychology

a psychologist with considerable experience in counselling, psychotherapy and work with children and teenagers

ability to offer counselling services via online technology

Volunteer Counsellors

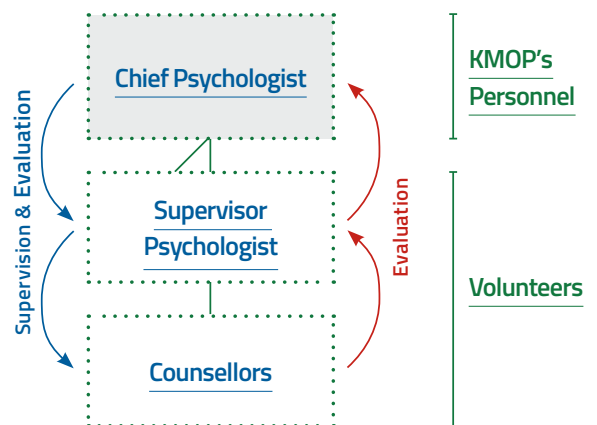
young graduates from social sciences (mainly psychologists, social workers and sociologists)

demonstrated ability to engage effectively with children/teenagers

capable of applying their recently acquired knowledge and training to live examples

able to offer counselling services via online technology

Organizational chart - LWB Volunteers



The above chart reflects the organizational structure between the different groups participating in the counselling services provision of the Live Without Bullying chat for children and adolescents

For both Volunteer Supervisors and Volunteer Counsellors, additional specialized training is available to further aid the volunteers to effectively deal with bullying incidents. A final note, the volunteers offer their services online and may be located across Greece.

III - SCHOOLS AND CYBERBULLYING: THE EUROPEAN CONTEXT

III.1 EU Academic Literature on Schools and Cyberbullying

Apart from Greece, other countries within the European Union have begun to tackle the issue of schools and cyberbullying and researchers across Europe have examined the bullying phenomenon from national and European angles. Key European researchers on internet use include EU Kids Online, EU NET ADB, and Net Children Go Mobile.

We can supplement those internet-use findings with health and well-being findings from Health Behaviour in School-Aged Children (HBSC), an international survey of adolescents in Europe.

The resulting academic literature is a wealth of evidence-based research providing key observations on the definitions of bullying and cyberbullying, the percentages of children bullied, the effects of bullying on gender and the impact of bullying in schools.

III.1.a What is Bullying and Cyberbullying?

Bullying is “repeated aggressions towards a relatively powerless peer” Olweus (1993) and more specifically, it is a “particularly vicious kind of aggressive behaviour distinguished by repeated acts against weaker victims who cannot easily defend themselves” Smith, Schneider, Smith, and Ananiadou (2004).

Cyberbullying is an “aggressive, intentional act carried out by a group or individual, using electronic forms of contact, repeatedly and over time against a victim who cannot easily defend him or herself” (Slonje et al., 2013). With the ubiquity of Internet and technology “cyberbullying can occur at anytime and any place through smartphones.” (Patchin & Hinduja, 2006).

No matter the definition of bullying or type of bullying, direct or indirect bullying, children’s rights are violated through these types of aggressions. (Stavriniades, et al., 2010).

III.1.b What are the Percentages of Children Bullied in Europe?

Several recent studies have identified varying percentages of children being bullied in Europe. With the exception of EU Kids Online, not all the studies examine the same countries and then follow-up years later.

In 2012, HBSC examined the health behaviour in school-aged children and found the following percentages with respect to cyberbullying (Currie et al., 2012):

- 13% of 11 year-olds had been bullied at school at least twice in the previous two months
 - 2% (Armenian girls)
 - 32% (Lithuanian boys)
- 11% of 13 year-olds had bullied others at school at least twice in the previous 2 months
 - 1% (Norwegian girls)
 - 35% (Romanian boys)

That same year, EU Kids Online (Haddon & Livingstone, 2012) examined internet use and concluded that increasing internet access brings both increased opportunities but also increased risks. With respect to children bullied, EU Kids ONLINE provided the following results:

- 6% of 9-16 year-olds have been sent nasty or hurtful messages online
- 3% of 9-16 year-olds have sent nasty or hurtful messages to others
- 19% had been bullied either online or offline
- 6% had been bullied online
- 12% had bullied someone else online or offline
- 3% had bullied someone online

As noted by researchers, the results may be under-reported, as most children do not report when they are bothered or upset.

Two years later, Net Children Go Mobile followed up on a 2010 EU Kids Online study and looked at children

and internet use in Belgium, Denmark, Germany, Ireland, Italy, Portugal, Romania, Spain and the UK. Net Children Go Mobile found the following:

- The percentage of children aged 11-16 years old who reported receiving nasty or hurtful (cyberbullying) messages (in the last 12 months) rose from 7% to 12% especially among girls.
- Among 13-14 year-olds, the rate of cyberbullying has increased from 8% (2010) to 15% (2013-14) in four years.
- Biggest increases are among girls and teenagers.

In 2015, EU NET ADB studied children in Greece, Spain, Poland, Germany, Romania, the Netherlands and Iceland and 21.9% of 14-17 year-olds have been bullied on the internet (Tsitsika et al., 2015).

And finally in 2016, the ENABLE project (European Network Against Bullying in Leisure and Learning Environment) investigated bullying in Belgium, Denmark, Greece, United Kingdom, and Croatia among 11-14 year olds.

- Flemish Belgium : 13-year-olds reporting the highest rates of involvement in bullying (43%)
- England, Denmark: 11-year-olds report lowest bullying rates
- Greece: 15 year olds report highest rate of bullying

A unified study that examines the same countries, the same age ranges and both girls and boys would be useful in order to truly understand the European percentages.

III.1.c What are the Effects of Bullying on Gender?

Bullying and cyberbullying may affect children differently. As reported 20 years ago, "girls may be more empathic and supportive of the victims, while boys may believe that victims 'deserved what happened to them'" (Rigby, 1997). These findings were confirmed 10 years later where studies indicated that "boys low levels of empathic responsiveness were associated with bullying involvement, while empathy was positively associated with assisting student victims" (Gini et al., 2007).

Boys are consistently found to "report more frequent involvement in bullying behaviour than girls especially in overt types of bullying." (Espelage and Holt, 2001; Nansel et al., 2001). Girls tend to engage in relational or indirect bullying (Salmivalli & Kaukiainen, 2004) whereas boys who engage in bullying behaviours sought acceptance of other boys (Olthof and Goossens, 2008).

And with respect to cyberbullying, girls are more involved than boys. (Tsitsika et al. 2015; Cross et al., 2015).

III.1.d What is the Impact of Bullying in Schools?

Whether a child is bullying, being bullied or watching other being bullied, there is an effect on the child's academic performance and attitude towards schoolwork and learning.

Although "perpetrators are generally found to have low academic achievement" (Nansel, Overpeck et al., 2001), both bullies and victims report lower school attachment than non-involved peers (Haynie, Nansel, Eitel, Crump, Saylor, Yu et al., 2001) and victimisation appears related to both high and low academic achievement. (Bishop et al, 2004).

The academic research indicates that the school environment can play a large role in the prevention of bullying. Students in schools with consistent enforcement of school discipline and availability of caring adults experienced lower levels of bullying and students who perceived their teachers and other school staff to be supportive are more likely to endorse positive attitudes toward seeking help for bullying (Eliot, Cornell, Gregory & Fan, 2010).

III.2 EU Initiatives and Projects on Schools and Cyberbullying

Many school-based intervention programs have been implemented in an attempt to reduce school bullying in Europe. The table below identifies some of the recent EU initiatives and projects:

EU initiative	Projects Program description
Daphne I	This program aimed to contribute to the protection of children, young people and women against all forms of violence (including violence in the form of sexual exploitation and abuse), by taking measures for the prevention of violence, providing support for victims of violence and by raising awareness in order to prevent future exposure to violence.
Daphne II	This program aims to prevent and combat all forms of violence against children, young people and women by taking preventive measures and providing support for victims. It also seeks to assist organisations that are active in this field and to encourage cooperation between them.
Delete-Cyberbullying	This project brought together eight partners from seven countries and provided policy and decision makers at EU and Member States levels with specific examples of prevention campaigns with positive impact.
Daphne III	This program also aims to prevent and combat all forms of violence, especially of a physical, sexual or psychological nature, against children, young people and women. It also aims to protect victims and groups at risk and strives to foster a high level of physical and mental health protection, wellbeing and social cohesion.
European Network Against Bullying	This program aims to develop a network to coordinate actions in order to address bullying at a European level. The project is implemented with the direct participation of 17 partners from 12 Member States of the European Union, representing 62% of the European population.
I Am Not Scared	This program aimed to determine best European strategies to prevent and address the bullying phenomenon. The purpose of the project was to involve vocational education teachers, directors, pupils, parents, counsellors and key policy makers in the field of education in a common reflection on the issue of school violence.
Comenius projects	This program aims to prevent and tackle bullying in schools, for example 'Bullying of adolescents: prevention and treatment methods in schools' aimed to analyse the effects of school bullying in Greece and Cyprus, as well as the investigation of methods for effective communication between adolescents, parents and teachers. It includes research studies involving both teachers and students, and joint training activities, seminars, workshops, lectures and workshops.
ENABLE (European Network Against Bullying in Learning and Leisure Environments)	This program aimed to contribute to the wellbeing of children by drawing on methodologies that have proven successful in tackling bullying to create a holistic, skill-development approach.
ARBAX	The Arbax program is a multilateral project, funded by a grant from the European Union Lifelong Learning Programme aimed to prevent against racial bullying and xenophobia.
European Cyberbullying Research Project	The project aims to analyze the forms of bullying linked to schools and social dynamics of pre-adolescents and adolescents, with emphasis on new strategies such as cyberbullying and their impact on pro-social behaviour among peers. The project also aims to create new tools for the evaluation of bullying and cyberbullying.
European Cyberbullying Intervention Project	The first objective of the project is to study the characteristics and distribution of cyberbullying in Europe (Italy- Emilia Romagna and Calabria- Spain, England, Greece, Germany and Poland) among adolescents of secondary school degree.
FearNot	This project highlights a virtual reality school through which children can simulate bullying situations and learn to solve the problem effectively.

III.2.a An Overview – 10 European Countries

There are several countries implementing anti-bullying initiatives and the table below identifies some of the programs of the COFACE peer review

members as well as the individual ENABLE member countries. Some of the anti-bullying initiatives have been covered under violence prevention in general.

EU initiative	Projects Program description
Austria	Special teaching units offered by external experts, e.g. from our “ Kinderschutzzentrum ” (Prevention of all kinds of violence against children)
Belgium	<p>Childfocus, part of the INSAFE network, has set up two websites in addition to their own (clicksafe.be): Webetic.be (French) and Veiligonline.be (Flemish).</p> <p>Stopcyberhate, a campaign, website and an app, set up in cooperation with the Federal Police and 103écoute, the helpline for children.</p> <p>Regional initiatives: Yapaka, the Brussels and Wallonia Federation portal covering cyberbullying prevention and online safety.</p> <p>Veilig online, the educational program from Gezinsbond and Child Focus now includes a training module for cyberbullying.</p>
Bulgaria	<p>Center of Women Studies and Policies has experience from 2 open discussions with children (12 -13 years old), planned in the regular program of the school as 45 minute sessions on cyber security, bullying and cyber bullying.</p> <p>Delete Cyber bullying project, coordinated by COFACE.</p>
Croatia	<p>For a Safe and Stimulating Environment in Schools was implemented under the slogan “Stop Violence among Children”.</p> <p>(Child Assault Prevention – CAP program) - universal prevention, for all children even for children that are not at risk of being bullied or other abuse.</p>
Denmark	<p>There are many local programs in Denmark and most focus on bullying prevention. Websites for bullying intervention: DCUM, eXbus and Mobbeland.dk (anti-bullying consultants).</p> <p>Three successful programs Free of Bullying, Tactile Back Massage (Taktil Ryg- massage) and Mobiles against Bullying (Mobiler Mod Mobning).</p> <p>NOTE: all schools must offer an online anti-bullying-strategy .</p>
Finland	<p>The Kiva program is an evidence – and research-based anti-bullying project at schools since many years. Kiva school means a “nice school” but it’s also a combination of two words, “against” and “bullying. ”</p> <p>950 schools are KiVa schools. Internationally KiVa exists in additional 17 countries, some of which distribute the method even further to new countries. The continuous meta analyses and reviews show repeatedly that KiVa is one of the most effective methods in reducing bullying.</p> <p>900 schools have joined the Nice School – anti-bullying program under Kiva.</p>
Hungary	Kiva anti-bullying program
Luxembourg	Kiva anti-bullying program
Spain	<p>TV Campaign 'Braves Wanted' ("Se buscan valientes").</p> <p>Competition on initiatives to combat bullying and cyberbullying by CEAPA (Spanish Confederation of Parents Associations)</p> <p>Programa TEI: peer tutoring</p> <p>Asociación No al Acoso (NACE) - Association No bullying: non-profit organization composed of psychologists, professors, lawyers and specialists in different areas.</p> <p>Program AVE: Its based on the idea that the only way to stop the spiral of abuse and psychological harassment is to prevent this process from being triggered.</p> <p>Lookschool is a Spanish initiative created to certify that a school meets the so-called “No Bullying Pro”, a protocol for prevention and intervention in cases of bullying similar to the finish KIVA and based on training and awareness of all the agents involved.</p> <p>Network 'School: a place for peace' ('Escuela: espacio de paz')</p>
United Kingdom	<p>There are many local program in the United Kingdom.</p> <p>ZAP (Kidscape in 2012-13)</p> <p>Anti-Bullying Ambassadors program (Diana Award in 2011)</p> <p>Roots of Empathy Program (Action for Children Scotland and Inspiring Scotland in 2010)</p> <p>All together now! (Save the Children Northern Ireland in 2006-2009) KiVa (Bangor University Wales)</p> <p>Ditch the Label (anti-bullying charity 2005)</p>

III.2.b - EU Ethical Considerations

Policy makers in the EU have worked considerably to protect children's rights, to ensure that programs involving children are ethical and appropriate for the program topic.

The Council of Europe has taken a stance and the theme "Violence in schools and bullying" was one of the strategic priorities of Council of Europe Strategy on the Rights of the Child 2012-2015. The Council of Europe promoted whole school human rights and citizenship education programs to tackle bullying and violence in schools. The Council of Europe adopted several measures to combat all forms of discrimination and violence, especially bullying and harassment.

Within each of the measures, ethical considerations such as child protection, child participation, data privacy, non-discrimination, inclusivity of disadvantaged and special education needs children were given top priority.

(See the Online Resource section for a listing of the pertinent Council of Europe measures.)

III.3 LWB within the European context

III.3.a Distinguishing Factors of LWB

The LWB platform was created to combat bullying in Greece, however there are distinguishing factors, which make this program unique.

LWB factors similar to other programs:

- Specific online service for cyberbullying
- Available across the country
- Inclusive of all children with access to Internet; (this may be problematic for children without online access)
- Easy access
- Confidentiality and anonymity

LWB factors different from other programs:

- Responds to the inability of the educational system to handle the increasing numbers of violence in schools
- Training includes the latest developments in neurosciences
- Free of charge to schools
- A true holistic approach with parents, educators and psychologists
- Online chats with trained youth counsellors to improve the quality of peer support
- Trained volunteer professional psychologists
- Trained volunteer psychology students and social workers

III.3.b Transferability of LWB

The transferability of the LWB platform to other European countries is an interesting concept, however there are several issues to be considered prior to a European roll out. Of course it is clear that this anti-bullying program must continue to be tested with impact, evaluation and assessment measures so that the effectiveness of LWB can be established before introduction into other countries. Evidence-based materials supporting the effectiveness of the LWB program would be welcomed.

Identified below is a listing of potential issues that were identified after review of the platform and its implementation.

Topic	Specific issue and LWB Response
Evaluation of platform	<p>The platform has been running for a short time. What issues have been identified and corrected? Would those issues be applicable to other European countries?</p> <p>LWB RESPONSE</p> <p>After a six – month pilot testing period (September 2015 – January 2016) we launched a brand new electronic system, able to track and record every live chat in the platform (user’ s involved, date, excel with the chat). We also added a sound to alert counsellors and supervisors that a live chat has started. We also automated the emergency procedure by adding an emergency button, which was time saving and eased the handling of those situations. We created an instant exchange message system between counsellors and supervisors while on duty that helped them communicate when in need (counsellors asked for support and supervisors gave advice/ guidelines). We also created an online form – filled in from the counsellors after every chat - in order to collect statistical data. All the above were time saving for all the team and released us from several back and forth communications and data entry. Moreover, we launched the non - instant messaging service (in pilot testing mode for the next 6 months) in order to expand our counselling services for children who were in need while being at school in the morning. In addition, the non – instant chat was the solution to the problem of bad internet connection that led many chats to stop.</p> <p>We changed the whole image of the project, as we wanted the platform to appeal equally well to all age groups but mostly to teenagers. After taking feedback from children and parents, we created brand new graphics and a new logo, more teen friendly and chat – centered.</p>
Data protection	<p>How long are recordings maintained? Where are they stored? If LWB is extended to other European countries, the data of those children should remain in the country of service.</p> <p>LWB RESPONSE</p> <p>Our plan is to maintain the chat records for at least 2 years a) for safety reasons, b) for having a physical record. In case of the transferability of LWB to other countries, we think that the data should remain in the country of service.</p>
Data destruction	<p>In what format do the volunteers take notes on the counselling sessions? How are the notes archived? At what point are they destroyed, if any?</p> <p>LWB RESPONSE</p> <p>The volunteers take notes in both ways: a) electronically, inside their personal profile at the LWB Platform, next to every chat, there is a space for notes and b) written personal notes about information they do not want to forget. The above notes are private and very useful when we meet our counsellors once a month in live counsellor supervisions, which take place at the offices of KMOP. The above are personal notes. For the needs of supervision and statistical data, they fill in an online report after every chat. Record keeping is very important for safety and quality assurance and evaluation reasons.</p>
Cooperation	<p>Create a digital roadmap strategy for EU integration where other European resources can be shared and updated;</p> <p>Exchange of results among psychology professionals across Europe, large coordination necessary but can be simplified online.</p> <p>LWB RESPONSE</p> <p>The idea of creating a digital roadmap strategy for EU integration where other European resources can be shared and updated, would be a fantastic idea in our opinion. Perhaps the chance we have now to disseminate this Greek project by the support of COFACE- Families Europe, could initiate discussions towards this direction.</p> <p>Regarding the exchange of results between psychology professionals, an option may be an annual online closed meeting.</p>
Cultural differences	<p>The LWB would have to be modified on a country-by-country basis in order to examine each successful implementation of the program.</p> <p>LWB RESPONSE</p> <p>Concerning the electronic platform, minor adjustments might be necessary. However, undoubtedly. We also agree that there are cultural and other differences in every country. It would be necessary to take them into account and make all necessary modifications in case of the LWB implementation in another country.</p>

Topic	Specific issue and LWB Response
Consent of the child	<p>Does the child have to consent to use the services? To be recorded? Will this be the same in other European countries?</p> <p>LWB RESPONSE</p> <p>Every child while subscribing to the LWB platform and before using the chat has to read carefully the terms of use and decide whether he/she wants to use the platform. As mentioned above, record keeping is very important firstly for safety reasons. The conversations of all children are recorded.</p>
Consent of the legal guardian	<p>Does the legal guardian of the child have to consent to use the service, even if the guardian is not legally obliged to know the content? Will this be the same in other European countries?</p> <p>LWB RESPONSE</p> <p>The consent of the parent/legal guardian is not asked in order for the children to use the platform. We know that in legal terms this is incorrect, however such a digital tool would lose its main strength, which is children's immediate possibility to seek for help anonymously at the time they feel sad and confused. The most common characteristic among bullying victims is that they are ashamed, reluctant and afraid to open up, especially to their parents. As it is known, one of the characteristics of childhood and adolescence is the need to live for the presence and the need to express themselves accordingly in real time. The platform gives children and adolescents a solution to this need.</p> <p>Another reason for not asking beforehand for the consent of their parents, is that in a great number of cases it would be better for the sake of the children, parents not to be involved, since they are going to deteriorate the position of the child if they intervene. On the other hand there are many cases where counsellors regard it useful to advise the child to seek for parental help. In any case, in every on-line discussion the counsellor asks at first the child if he/she has mentioned the bullying incident to the parent and depending on the answer the counsellor gets, he advises the child accordingly.</p> <p>Last but not least it is very important in Greece that KMOP has signed a Memorandum with the Ministry of Education in order to inform all schools over Greece about the existence of the LWB program as well as the trainings scheduled for 1st and 2nd grade High School children through the e-learning platform Coeus that KMOP has created. It is important for educators and parents to hear it.</p>
Parental responsibility	<p>Does the platform inform the legal guardian if the child has suicidal thoughts? Will this be the same in other European countries?</p> <p>LWB RESPONSE</p> <p>In case of suicidal thoughts, there is a three-step procedure to follow:</p> <p>Step 1: Investigation / Evaluation of the situation. The counsellors work on certain suicidal assessment protocol in order to evaluate the level of emergency. (Does the child really mean it? Is there a suicidal plan? Are there any attempts at the past?) Phrases such, as "I would rather die" etc. are very common among disappointed teenagers but this does not mean that they have suicidal tendency.</p> <p>Step 2: Meeting among the team (counsellor, supervisor, KMOP's representative) in order to decide if the emergency procedure will be activated.</p> <p>Step 3: Emergency procedure. The supervisor, activates the emergency button through which the Cyber Crime Unit is informed of the situation. The Cyber Crime Unit has the authority to find the address and the personal data of the child in danger and intervene. However, we should always take into consideration that it is a police force, meaning that we should be very certain that the child is in real danger. Otherwise, the intervention of the CCU might be more harmful.</p> <p>Once the CCU is informed, they take immediate action to find all the contact information of the child and of course to find the legal guardian.</p>

Topic	Specific issue and LWB Response
Legal liability	<p>What type of legal liability is available in Greece to protect the counsellors, volunteer psychologists? Will this be the same in other European countries?</p> <hr/> <p>LWB RESPONSE</p> <p>Unfortunately, there is not a legal framework referring to such cases in Greece. However KMOP has made a contract for these counsellors, according to which a list of rules, procedures and ethical points are described. If counsellors agree with these principles of work, then they are asked to sign the contract with KMOP</p> <hr/> <p>On the other hand, on-line discussions are anonymous but they are supervised by senior psychologists and recorded so as to control every possible failure of each counsellor to fulfil his/her tasks.</p>
Policy-makers	<p>Can the relevant Greek authorities liaise with their counterparts in other countries to demonstrate the success of LWB and the viability of the program in another country?</p> <hr/> <p>LWB RESPONSE</p> <p>We think that this could probably be a possibility in the future, when the LWB program will have been used in a great part of Greece and will have gained great recognition.</p>
Language differences	<p>Clear priority must be given to maintain the national language as the official language. Many excellent anti-bullying materials are available in languages other than English and they should be collated and circulated where appropriate.</p> <hr/> <p>LWB RESPONSE</p> <p>Yes we agree that all this excellent anti-bullying material in different languages should be collected and circulated where appropriate. The language barrier though remains. So a question could be if there could be a case of translation in English for example?</p>

IV - LWB - RESULTS AND RECOMMENDATIONS

IV.1 Results: Successes and Challenges

The richness of the LWB platform and the quality of the volunteer training are the clear successes of this project, however a listing of the key outputs of the entire initiative is helpful to visualize the completeness of the project.

Key outputs of LWB

Engaging website for youth to reflect on and counter bullying

e-libraries: There are two open-access online libraries, one for children and one for adults, with useful (and differing) information about school and cyber bullying

e-learning courses: online anti-bullying courses for middle school students and for teachers

Training material and training for volunteer psychologists, psychology students and social worker

Training sessions for parents/carers

Methods adapted for those who bully and those who are being bullied

Online chat counselling

LWB is a program that provides every opportunity to understand the motives behind bullying, to improve communication with the students who are being bullied and to deal with the children who bully.

LWB puts children at the heart of the program and provides valuable support in the form of qualified volunteers available online with the aim of reducing school bullying incidents.

The training methodology is well grounded as participants are introduced to two internationally acknowledged methods of providing support to students who are bullied (Robinson and Maines' Support Group method) and to students who bully (Pikas' Shared Concern method).

The course's ultimate goal is to train the teachers in effective communication skills necessary for building a climate of safety and trust in the classroom that will

not only inhibit the occurrence of bullying incidents but also will help in dealing with them quickly and efficiently.

Every anti-bullying program is faced with challenges and LWB is no exception. Some of the challenges / areas of further exploration for the LWB platform identified upon review include:

- Is it possible to extend the support training to the students so that they can contribute to a positive environment?
- Is social and emotional learning included in the training? Can it be specifically applied to the students?
- What is the specific action plan if police intervention is necessary?
- At what intervals is psychological training available to the counsellors who are listening to and treating child victimisation?

Other challenges identified by the COFACE peer members are listed below:

Country	Challenges
Belgium	Only evidence-based materials should be used in this program and it should be tested for its effectiveness prior to use. This platform and the program should only be implemented by experts as the impact of an anti-bullying program or even an exercise can be huge, and it is very important to have an expert guide the children in this process. Without professional support, some anti-bullying programs do more harm than good.
Bulgaria	Parents and teachers should be informed about the effects of the online communication on the children psychology and they should be taught to understand their child's life – online as well as offline. Parental education is very necessary in this program so that parents understand what their children are doing, listen to their children and gain confidence in their online parenting.
Croatia	One challenge is related to lack of communication and cooperation on anti-bullying policies between parents, schools or other systems included. Sometimes schools do not want to be involved in situations or problems related to bullying that happened outside the school. Considering the fact that bullying can happen everywhere and is not limited to just one environment or situation (especially in the case of cyberbullying), then it is clear that all the systems should be synchronized and cooperative.
Finland	There are challenges in understanding and staying aware of the new trends, issues, apps, games and uses of the Web in general. KiVa works continually to update the materials. For example, during the school year 2017 – 2018, new apps and web materials will be introduced to KiVa.
Hungary	A challenge for anti-bullying programs is to provide deep and long term solutions. There are also existing helplines and hotlines – are they used? There is very little information about well-functioning programs and this is a challenge for any new initiative. Another challenge is that very few young people participate in the decision-making process. And finally, criminal law is complicating the issue regarding the definition of bullying and cyberbullying.
Spain	The diversity of actors involved and their legitimacy in the matter. Other actors in contact with young people (social animators, psychologists, etc.) and "influencers" of the web must be involved.

IV.2 Recommendations

After the school year 2016-2017, the Live Without Bullying team performed an internal audit of the program, which was submitted to the Ministry of Education.¹ The following conclusions and recommendations for the program were identified:

Recommendations

- The educational program “I learn to live Without Bullying” has proved really helpful not only for the pupils who attended it but also proved helpful for the teachers.
- The original targets of the program were met, that is to help children with practical pieces of advice and tools, so as to develop their skills and become assertive, as well as to reinforce them for better handling bullying and other difficult situations.
- The answers that children gave after the training, showed that they felt more self-confident to handle alone difficult situations. The focus groups showed that the children made a very good use of what they have learnt. A number of them also managed to handle difficult situations and avoid a possible conflict among peers.
- After the evaluation, the findings demonstrated that children learn, understand and assimilate better through interaction, creative open dialogue and group work- which are the basic characteristics of this educational program-, in contrast with lectures and presentations without the interaction of the trainer and the children.
- There was a change of children’s attitude concerning bullying: before the training most pupils felt that it would be very difficult to react, since they did not know how to do it. After the training, they gradually changed their attitude and said that reacting against bullying seems feasible and natural. At the same time the findings demonstrated that children had developed their empathy, since according to their sayings they could better understand not only the children who were intimidated, but also the perpetrators.
- The findings indicated that children who were bystanders adopted a more friendly behaviour towards the children who were intimidated and became more alert so as to prevent bullying in a number of cases.

The following specific recommendations for the LWB platform are designed to encourage more active behaviour from the platform participants and to provide more opportunities to participate in the cyberbullying intervention.

Specific recommendations for CHILDREN

- Online evaluation forms for pupils
- Include younger children as research has shown, especially from Denmark, that social and emotional learning can be introduced as young as 3 years old
- Examine other peer support mechanisms, such as the Diana Award in the UK
- Examine what are the most successful techniques to get children and young people to report issues before they escalate
- Introduce an element of pupils teaching parents and teachers as it builds their capacity for metacognition, which in turn prevents escalation of bullying
- Understanding the importance of child to younger sibling sharing
- Periodically verify the continued protection of children's privacy, personal data, online reputation and the continued confidential nature of their correspondence by all LWB actors

Specific recommendations for TEACHERS

- Online evaluation forms for teachers
- Advise teachers to work in conjunction with parents
- Peer education between pupils is crucial, but peer education between teachers can also be efficient. At present there is no indication of how the action would become sustainable.
- Getting staff in child-minding and kindergartens to have quick short 'mentoring' chats with parents when they pick up their children is one of the most successful means of reaching and educating parents.

Specific recommendations for PARENTS AND CARERS

- Investigate possibility of workplace training for parents and carers
- What type of quick troubleshooting can LWB offer?
- What is the possibility of creating quick and easy downloadable guidance for parents? (As we have seen, they may not read documentation or follow training unless they urgently need to solve a problem)
- Advise parents/carers to work in conjunction with teachers
- Advise parents/carers to speak with other parents

Specific recommendations for THE PLATFORM

- Volunteer psychologists and volunteer counsellors: follow-up training, periodic check-in
- e-libraries: Ensure updated materials by subscribing to latest European news on bullying trends and anti-bullying measures
- e-learning courses: Ensure follow-up to online courses (less than 15% of people who sign up to online courses actually complete them if they are longer than 24 hours)
- Consider:
 - 1) an anti-bullying campaign should contain mediation strategies to resolve conflict – youth participation of solutions and socio-emotional competence,
 - 2) a complete approach with teacher training, curriculum assessment, ICT school organization (Janice Richardson)
- Consider that the top 4 reasons for the failure of anti-bullying initiatives are a lack of community awareness, lack of knowledge, lack of pedagogical resources, lack of funding (Janice Richardson) and then create a plan to overcome these deficiencies.

REFERENCES AND RESOURCES

- Bishop, J. H., Bishop, M., Bishop, M., Gelbwasser, L., Green, S., Peterson, E. (2004) Why we harass nerds and freaks: A formal theory of student culture and norms. *Journal of School Health* 74: pp. 235-251.
- Eliot, M., Cornell, D., Gregory, A., & Fan, X. (2010). Supportive school climate and student willingness to seek help for bullying and threats of violence. *Journal of School Psychology*, 48(6), 533-553.
- Espelage, D. L., Low, S., Polanin, J. R., & Brown, E. C. (2013). The impact of a middle school programme to reduce aggression, victimization, and sexual violence. *Journal of Adolescent Health*, 53(2), 180-186.
- Gini, G. & Pozzoli, T. (2013). Bullied children and psychosomatic problems: A meta-analysis. *Pediatrics*, 132, 720-729.
- Gini, G., Albiero, P., Benelli, B., & Altoè, G. (2007). Does empathy predict adolescents' bullying and defending behavior? *Aggressive behavior*, 33(5), 467-476.
- Haddon, Livingstone & the EU Kids Online network (2012) EU Kids Online: national perspectives. EU Kids Online, The London School of Economics and Political Science, London, UK. Available at: <http://www.lse.ac.uk/media@lse/research/EUKidsOnline/EU%20Kids%2011/Reports/PerspectivesReport.pdf>.
- Haynie, D., Nansel, T., Eitel, P., Crump, A.D., Saylor, K., Kai Yu and Morton, B.S. (2001) Bullies, Victims, and Bully/Victims: Distinct Groups of At-Risk Youth, *The Journal of Early Adolescence*, 21:29.
- Holt, M. K., Vivolo-Kantor, A. M., Polanin, J. R., Holland, K. M., DeGue, S., Matjasko, J. L., ... & Reid, G. (2015). Bullying and suicidal ideation and behaviors: a meta-analysis. *Pediatrics*, peds-2014.
- Kaltiala-Heino, R., Fröjd, S., & Marttunen, M. (2010). Involvement in bullying and depression in a 2-year follow-up in middle adolescence. *European Child & Adolescent Psychiatry*, 19(1), 45-55.
- Nansel, T. R., Overpeck, M., Pilla, R. S., Ruan, W. J., Simons-Morton, B., & Scheidt, P. (2001). Bullying behaviors among US youth: Prevalence and association with psychosocial adjustment. *Jama*, 285(16), 2094-2100.
- Olthof, T. & Goossens, F.A. (2008). Bullying and the need to belong: Early adolescents' bullying-related behavior and the acceptance they desire and receive from particular classmates. *Social Development*, 17(1), 24-46.
- Olweus, D. (1993). *Bullying at school: What we know about bullying and what we can do*. Malden, MA: Blackwell Publishing.
- Patchin, J. W., & Hinduja, S. (2006). Bullies move beyond the schoolyard a preliminary look at cyberbullying. *Youth Violence and Juvenile Justice*, 4(2), 148-169.
- Rivers, S. E., Brackett, M. A., Reyes, M. R., Elbertson, N. A., & Salovey, P. (2013). Improving the social and emotional climate of classrooms: A clustered randomized controlled trial testing The RULER Approach. *Prevention Science*, 14(1), 77-87.
- Salmivalli, C., Kaukiainen, A., Kaistaniemi, L., & Lagerspetz, K. M. (1999). Self- evaluated self-esteem, peer-evaluated self-esteem, and defensive egotism as predictors of adolescents' participation in bullying situations. *Personality and Social Psychology Bulletin*, 25(10), 1268-1278.
- Smith, P.K., Talamelli, L., Cowie, H., Naylor, P., & Chauhan, P. (2004). *Pro les of Non-Victims, Escaped Victims, Continuing Victims and New Victims of School Bullying*. *British Journal of Educational Psychology*, 74, 565-581.
- Smith, J. D., Schneider, B. H., Smith, P. K., & Ananiadou, K. (2004). *The effectiveness of whole-school antibullying programs: A synthesis of evaluation research*. *School Psychology Review*, 33, 548-561.
- Smith, P. K., Cowie, H., Olafsson, R. F., & Liefoghe, A. P. (2002). *Definitions of bullying: A comparison of terms used, and age and gender differences, in a Fourteen-Country international comparison*. *Child Development*, 73(4), 1119-1133.
- Stavriniades, P., Paradeisiotou, A., Tziogourou, C., Lazarou, C. (2010). *Prevalence of Bullying among Cyprus Elementary and High School Students*. *International Journal of Violence and School*, 114-128.
- Tsitsika A., Janikian M., Wójcik S., Makaruk K., Tzavela E.C., Tzavara C., Greydanus D., Merrick J. & Richardson C. (2015). Cyberbullying victimization prevalence and associations with internalizing and externalizing problems among adolescents in six European countries. *Computers in Human Behavior*, 51, 1-7.

Online Resources

[Bullying behaviours in Greece report](#)

[ENABLE report](#)

[HBSC International report from 2009, 2010](#)

[European Parliament, Cyberbullying in Schools](#)

[European Parliament, Think tank on Cyberbullying](#)

[Report of the Expert meeting "Tackling violence in schools" \(Oslo, 2011\)](#)

[Violence in schools - a challenge for the local community \(2004\)](#)

[Compass - a manual on human rights education with young people](#)

[Arbax, EU project against racial bullying and xenophobia](#)

[European projects to fight and prevent cyberbullying](#)

[Digital Media and children's rights, United Nations Committee on the Rights of the Child, Report of the 2014 Day of General Discussion](#)

[Olweus program page](#)

[Threat Assessment of Bullying Behavior in Youth \(Bulgaria\)](#)

[Michal Kolár's national anti-bullying program in Croatia](#)

[VERSO conflict management in education, Finland – mediation](#)

[Police in the social media, Finland](#)

[Council of Europe Charter on Education for Democratic Citizenship and Human Rights](#)

[Council of Europe, Human Rights Education](#)

[Directorate of Democratic Citizenship and Participation](#)

[Compasito manual on human rights education](#)

[Recommendation CM/Rec \(2010\) 7 of the Committee of Ministers to member states on the Council of Europe Charter on Education for Democratic Citizenship and Human Rights Education](#)

[Recommendation on Education against violence at school \(2011\)](#)

[Recommendation 135 \(2003\) on local partnerships for preventing and combating violence at school](#)

[Resolution 160 \(2003\) on local partnerships for preventing and combating violence at school](#)

[Resolution on education against violence at school](#)

APPENDIX

Executive Summary of the evaluation of the LWB project, sent to the Ministry of Education

This report concerns the presentation of the results of the educational program of KMOP, named: "I learn to live without bullying", which is delivered by KMOP in the framework of the Live Without Bullying project, for combating school and cyber bullying. The results emerged after evaluating the impact that this training had to the pupils that participated in the trainings, as well to the teachers that were present in the trainings. Specifically, the report includes the findings of the questionnaires that were filled in by the pupils and the teachers immediately after the trainings, as well as the findings from the focus groups which were realized two months after the trainings.

This procedure is followed every school year by KMOP, since the feedback from all these evaluations is used for helping us make the necessary adjustments to the program, so as to become even more efficient for the needs of the children.

The Ministry of Education has to be aware of this, since their permission for leaving KMOP to have access to the schools is asked before every school year.

Conclusions and recommendations that emerged for the program after the school year 2016-2017

The findings of the present report show that the educational program "I learn to live Without Bullying" has proved really helpful not only for the pupils who attended it but also for the teachers.

The original targets that had been set, that is to help children with practical pieces of advice and tools, so as to develop their skills and become assertive, as well as to reinforce them for better handling bullying and other difficult situations, have been met up to a great extent.

The answers that children gave, showed that after the training they felt more self confident to handle alone difficult situations. We have evidence for this finding, since the focus groups have shown that the children made a very good use of what they have learnt. A number of them also managed to handle very skillfully difficult situations and avoid a possible big conflict among peers.

Another finding which emerged after the evaluation, was that children learn, understand and assimilate better through interaction, creative open dialogue and group work- which are the basic characteristics of this educational program, in contrast with lectures and presentations without the interaction of the trainer and the children.

It is worth mentioning that as a whole it was noticed that there was a change of children's attitude concerning bullying. Before the training most pupils regarded that it would be very difficult to react, since they did not know how to do it. However, after the training, they gradually changed their attitude and said that reacting against bullying seems feasible and natural. (This was an amazing finding for us.) At the same time we realized that children had developed their empathy, since according to their sayings they could better understand not only the children who were intimidated, but also the perpetrators.

Last but not least, our findings so far show that even children who were bystanders adopted a more

friendly behavior towards the children who were intimidated and became more alert so as to prevent bullying in a number of cases.

As a whole, it could be observed that the outcome of this first year training was very successful and the feedback we have got shows the tremendous need for such trainings at schools.

