European Guide of Antibullying Good Practices

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1. INTRODUCTION

The phenomenon of bullying is becoming more widespread and intensive both in terms of age, and in relation to its different forms. For this reason it has garnered the interest of numerous organizations working in the field of child protection as well as of official policy making bodies of the European Union.

During the last period, projects, funded by the European Union under DAPHNE III program, have been or are being implemented. In the framework of these projects, significant research has been realized, revealing many aspects of the phenomenon. At the same time, best practices have been created in order to deal with it. However, all these actions remain separate from each other resulting in limited efficiency and lack of a central strategy to deal with the phenomenon at European level.

**Overall objective of the project:**

Processing, evaluating and using results and best practices of on-going actions against bullying in order to develop a common European strategy which will be implemented through the establishment of a European Anti-bullying Network.

The project aims to enlarge the efficiency of EU policies and activities in the framework of the Programme «Justice» which will be implemented during the following period, as well as to expand the European acquaints by forming relevant common policies.

**Beneficiaries:**

Direct beneficiaries of the project are the children - victims in their school environment as well as in the broader social context of the entire European Union, but also children involved otherwise in bullying (as perpetrators or observers).

Indirect beneficiaries are teachers, parents, government agencies and NGOs, who will gain a useful tool for addressing the phenomenon.

**Partnership Scheme:**

The partnership scheme has included almost all of the coordinator organizations of projects funded under the previous call of the programme DAPHNE. In this way, the most active
organizations in the field have joined their forces in order to ensure the best use of the latest findings of implemented actions and conducted researches.

In the project implementation, the organizations that participated as partners in previous DAPHNE projects are actively engaged as Associate Partners. Under this capacity, they will contribute decisively to the creation of the Network.

**Process:**

As part of the EAN project’s delivery plan a co-ordinated initiative was set to compile a system of good practice identification and information dissemination around implementation of projects promoting anti-bullying. The initiative aims to the development of a Guide of Good Anti-bullying Practices which will include good practices, tools and methodologies on anti-bullying that exist in European context. This goal was based on collecting, selecting and promoting these practices and will be succeeded through four implementation phases.

This initiative is designed to provide organisations active in the field of anti-bullying, organisations working with young people, schools, colleges, public and statutory bodies and the wider European community with information that supports improved programming to combat bullying. This activity’s objective was to collect updated information on good practices, tools and methodologies on anti-bullying, emphasizing on the last five years.

The goal of the collection of good practices is to make accessible the results and lessons learned from replicable initiatives developed through EAN partners and their networks, with a view toward promoting and implementing anti- bullying initiatives. The ultimate goal is to establish an integrated information management system able to identify and disseminate good practices on an on-going basis. Information about this initiative will be included into the overall information management of the European Anti-bullying Network.

The good practices are aimed at the following audiences:

- EAN partners and members
- EAN partners staff and wider networks.
- External audiences from public, private and voluntary sector organisations working with young people.
To this end, the objectives were to demonstrate that anti-bullying projects can be effectively undertaken, to demonstrate specific, recommended ways of doing so, and to share information on an on-going basis both within the European Anti-bullying Network membership and with external audiences.
2. METHODOLOGY

The development of the Guide of Good Anti-bullying Practices was a joint effort of cooperation between the project’s partners. The methodology used was discussed and developed during EAN’s partnership meetings. Taking into account various differences among the participant countries’ national policies, research evidence, and cultural variations, the creation of this Guide required a multi-level approach in order to extract scalable and effective good anti-bullying practices that could be used on European and national context. To this end, the methodology followed three phases:

i. The first phase included the creation of a comprehensive tool that would help partner organisations to search for good practices and provide efficient information.

ii. The second phase included the collection of good anti-bullying practices by WS2 partners and their elaboration by the scientific group.

iii. The final phase included the analysis and selection of good anti-bullying practices, which are included in this guide.

A first draft of all the collected good anti-bullying practices was presented during the 3rd project meeting in Palermo (September 2013). This guide describes only the selected good anti-bullying practices. Yet all collected anti-bullying practices are presented in Annex II.

2.1. Tools

Each partner filled the “EAN project – Good Practices Tool” in which each good practice example was described. Good practices were assembled in the following format, based on the “EAN project – Good Practices Tool”. The “EAN project – Good Practices Tool” consists of five Sections in an excel format (See Annex 1 of this report). Each section asks for different information on each good practice example. An “Annex” (in Word document format) was also filled. The Annex included an overview on each good practice example and relevant references (e.g. articles, books, websites, etc. published regarding each good practice). Good practices summaries included in the “Annex” were based on the data and information given in the “Tool”. Annex I presents the information and guidelines which were provided for the “EAN project – Good Practices Tool”.
2.2. Criteria for collection

During the 2nd meeting in Liverpool (15-16 May 2013), the partners, who constitute the respective working group, decided to cover geographically Europe as following:

- The Smile of the Child: Greece, Lithuania, Latvia, Estonia, Bulgaria
- Cooss Marche: Sweden, Spain, Italy, France, Germany
- MEH: UK, Ireland, Malta, Romania

Online search machines and relevant websites (e.g. National Ministries of Education, EU online resources, etc.) were used by work stream’s partners to find and collect good anti-bullying practices. The work stream’s partners collected and sent to the coordinator the good practices on anti-bullying on national level. Partners were motivated to search for good practices that are:

- Be simple and user-friendly.
- Describe the method used.
- Indicate what good practice criteria have been met, and how;
- Identify obstacles faced and how they have been overcome.
- Include some note of what would be different if the project had not been undertaken
- Demonstrate possibility of replication.

To this end, criteria to guide the identification of good practices were developed. The collection features practices that:

- make a specific contribution to anti bullying practices
- have an impact on policy
- are innovative, replicable, and sustainable.

Attention was also directed to projects emerging from partnership arrangements that involve inter-agency collaboration, that address discrimination and inequalities and that involve the participation of children and young people.

Overall, good practices can fall into the broad categories including:

i. training and education,

ii. awareness raising,
These practices, tools and methodologies may include, but not limited to, formal and informal programmes, initiatives, activities, actions, school regulations, organizations (e.g. NGOs), strategies, policies, curriculum, trainings, etc., that aim to prevent and/or tackle bullying.

2.3. **Elaboration**

The coordinator’s team based on certain criteria for elaborating and identifying the good practices. However, not all criteria need to be present in each selected example of good practice. Overall, the good practice should:

- Lead to an actual change that contributes to anti-bullying or breaks new ground for a particular target group (victims in their school environment as well as in the broader social context of the entire European Union, but also children involved otherwise in bullying (as perpetrators or observers).
- Demonstrate a link between the `good practice' and some visible or measurable change in bullying for the particular target group
- Have an impact on policy concerning anti bullying. This could include impact on legislation, regulations, or resource allocation.
- Demonstrate an innovative and replicable approach. In the context of this set of good practices, this implies the capacity to demonstrate what is new or unique about the initiative - either its product or process - and offer opportunities for the initiative to be replicated in other locations and/or contexts;
- Be sustainable. In this context through mainstreaming, funding or partnership.

Special interest exists in good practices that:

- Emerge from a partnership arrangement, involving a range of organisations.
- Are transferable.
- Address specific issues related to bullying (e.g. discrimination and inequalities).
- Are innovative

2.4. Selection of Good Anti-Bullying Practices

Criteria to guide the identification of Good Anti-Bullying Practices were developed during the 2nd methodology phase. Overall, various good anti-bullying practices were collected and sent by EAN WS2’s partners during the 2nd methodology phase. Most good anti-bullying practices are awareness raising and, training and education, while most of them is moreover linked to other categories (capacity building, communications-outreach-networking, partnership development, policy change, and research). Several essential elements in good anti-bullying practices were identified through the collected practices. Many of them can lead to an actual change that contributes to anti-bullying, while some of them have an impact on policy concerning anti-bullying. All good anti-bullying practices are more or less innovative overall or in some aspects, providing useful knowledge, information and skills to all interested parties.

Yet not all collected practices are included in the final Guide of Anti-Bullying Good Practices. Criteria for the selection of good anti-bullying practices were developed based on the elaboration of the collected practices. Hence, selected good practices for the Guide should:

1) Include comprehensive information: The Guide should include information that will justify why the chosen good practices are indeed good practices, since examples, which include incomplete information, may limit the Guide’s validity.

2) Include a planning (aims, suggested activities, etc.): this criterion is essential in order for a practice to be evaluated as Good Practice. Planning and organisation of the implementation and evaluation of a practice contributes to better results and expected goals’ completion.

3) Clarity in implementation: this shows that the Good Practice has specific aims which may in extent be evaluated in order to conclude its impact on bullying and policy change.

4) Include evaluation activities: in order to be accepted as a Good Practice, evidence should be available and present the practice’s impact on the target groups and effects regarding its goals.
5) Include dissemination activities: this contributes to the public’s or target groups’ awareness-raising regarding the Good Practice, while acknowledging the phenomenon and the need to be confronted and prevented.

6) Be effective, sustainable and scalable: these are important since this is a Guide that presents Good Practices on a European level, while expecting these Good Practices to be equally applicable on a European level. Innovation is a further advantage.

The practices that were not selected are mentioned in Annex III at the end of the Guide.

2.5. Methodology limitations

There are some methodology limitations regarding the collected data. The collection of good anti-bullying practices is based on secondary material identified and collected online by work stream’s partners. Work stream’s partners agreed on collecting anti-bullying practices only of the partnership countries. However, partnership countries were divided in sub-groups and, partners who constitute the respective working group, searched and collected anti-bullying practices according to the sub-group that they were in charge.

Hence, there may be important linguistic limitations, as well as limitations in the extent that the data is updated. Linguistic limitations are related to the language in which data are available. Not all information is available in English. Most information is most probably available in each country’s national language, and there is a chance that only part of them is translated in English, or even that the English versions are not up to date.
3. GOOD ANTI-BULLYING PRACTICES IN PARTNERSHIP COUNTRIES:

An Overview

Good Anti-bullying practices were searched and collected for all of the partnership countries. Below a brief description of each country’s good anti-bullying practices which were collected, is provided, along with a short description of the country’s national anti-bullying policy as found and described in the “Mapping of National Policies” performed in the context of the EAN project.

3.1. Bulgaria

Bulgaria is partner country in the good anti-bullying practice “ProSAVE”. National Anti-bullying policy in Bulgaria is implemented under the National Programme for Child Protection, funded and supervised by the Ministry of Education, Youth and Science (MEYS), which supports the ongoing reforms on protection and support of children and family and contributes to the coordination and implementation of relative policies. A Special Experts’ Commission under the auspices of the Council of Ministers works on gathering and analyzing statistics on issues related to violence, children and schools, and proposes actions, in cooperation with various NGOs and other national bodies and institutions. Moreover, a State Agency for Child Protection has been established under the Child Protection Act (on 1st of January, 2001). The Ministry of Education has a long-term strategy for dealing with violence, special education programs for children with problems relating to aggressive behavior and “pedagogical centers”. A School Programme for Prevention Aggression and Bullying is worked out on the base of Development Programme of Education, Science and Youth Policy in Bulgaria (2009-2013).

3.2. Estonia

One good anti-bullying practice was found, collected regarding Estonia. The practice is about a feature raising awareness film called “The Class”. “The Class" is the first and almost the only socially significant event connected with school bullying in Estonia. Overall, Estonian anti-bullying policy is presented in Estonian Research Infrastructures Roadmap (2010), prepared by the Ministry of Education and Research and Estonian Academy of Sciences. The plan aims in recording and studying school violence and bullying, and planning and
implementing actions and activities for the prevention of school violence and bullying. Various other strategies of the Estonia’s ministries were also taken into consideration.

3.3. France

The training method “Analysis of the decision-making process” was the good anti-bullying collected regarding France. On policy level, several ministerial circulars have been published in France regarding safety in schools and anti-bullying strategies. In April 2010, the national policy “The Prevention and Fight Against School Bullying” was elaborated during the “States General of security at school” held in Sorbonne. The strategy aims in measuring school climate and violence, training national education teachers and staff through a national system of support, strengthening the security plan facilities, giving meaning to school sanctions, reaffirming their educational dimension, and developing a specific program for schools of Iclair program. A variety of activities are held as part of the strategy, including surveys, trainings, networking, and many more.

3.4. Germany

Three good anti-bullying practices were collected regarding Germany; all of them implemented on national level. These practices are: "With courage against bullying" A Practical Guide about the project "School as a habitat - without bullying", the initiative “Fairplayer - against violence in schools and for the development of social skills!”, and the Project "Bullying Free School". Moreover, Germany is participating in the European project “Toolkit. Digital & Media Literacy Education”. Germany is divided into Länder. Research on German anti-bullying policies was not conducted due to tight time constraints that did not allow the study of all German Länder. However, anti-bullying policies and strategies have been developed in Germany.

3.5. Greece

The Greek working group collected ten good anti-bullying practices. Four of the practices are transnational and conducted in the frame of European Daphne programmes. These are: “Interactive educational tool against bullying”, “Art safe and conflict transformation”, “Empowering young people toward prevention of gendered violence through peer education”,

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and “Classroom activities for the prevention of bullying and violence among students”. The other six practices included two theatrical plays “The story of Victor and Mary” and “The Net Farm”, a prevention programme “Bullying preventing and dealing programme in junior high schools, based on the theory of mentalization”, an intervening tool “Interactive intervening strategies preventing school bullying”, and two education programmes “Schools of collaborative learning and prevention” and “School mediation: Educating students in managing violence and bullying”. Greece is also partner country in the good anti-bullying practice “ProSAVE”.

On policy level, an Observatory for the Prevention of School Violence and Bullying has been established since December 2012. The Observatory aims in recording and studying school violence and bullying, referring school violence and bullying incidences to accredited agencies, and planning and implementing actions and activities for the prevention of school violence and bullying. The Observatory operates under the auspices, funding and supervision of the Ministry of Education and Religious Affairs, Culture and Sports.

3.6. Ireland

Seven good anti-bullying practices regarding Ireland were collected. All practices are implemented on national level. These good anti-bullying practices are: the organization Anti-Bullying Center (ABC); three programmes – the “Stay Safe (CAPP programme)”, the “Cool School programme”, and the “OK programme”; and three initiatives – the “Blue Shield Campaign”, the “‘Stand Up!’ campaign”, and the “Childine line Ireland”. Moreover, on the national policy level, the Irish 2013 Action Plan on Bullying aims to identify priority actions that can encourage schools to develop anti bullying policies, to deepen the issue of bullying also outside schools, to reflect on the role of parents and the wider community on the issue of bullying, and to make a number of recommendations for consideration regarding bullying in the school environment and outside it. The Action Plan introduces several actions and activities.

3.7. Italy

Nine good anti-bullying practices were collected regarding Italy, all of which are implemented on national level. These practices are: “MOU between Telefono Azzurro and Ministry of Education”, “Telefono Azzurro App on Facebook”, Telefono Azzurro and "La

In Italy, the Ministerial directive n. 16/2007 on general guidelines and actions at national level for the prevention and the fight against bullying (“linee di indirizzo generali ed azioni a livello nazionale per la prevenzione e la lotta al bullismo”) introduced the National campaign against bullying (2007-present). Its goals include a) recording and studying school violence and bullying, b) developing general strategies at national level for the prevention and fight against bullying, c) providing useful information for the prevention and fight against bullying, d) coordinating and facilitating targeted interventions at the local level. Each Region has its own observatory, which is composed of academics, school members, local authorities, and civil society. In general, the campaign includes activities and actions, such as a toll free number, email address, website, the Regional Permanent Observatories on Bullying in the framework of the Regional School Boards, other European, national and regional projects and initiatives in the prevention and fight against bullying.

3.8. Latvia

None good anti-bullying practice was found. However, reader must have in mind the research limitations mentioned above. On policy level, Cabinet of Ministers’ Regulations No. 492 of November 20, 2001 “Procedures by which the Safety of Students is Ensured at Educational Institutions and Their Organised Events” state that the director is responsible for safety in an educational institution. Each educational institution in Latvia has to develop an internal rules procedure. The Inspectorate offers methodological assistance to specialists by organizing educational meetings and creative workshops on a regular basis for topics such as methods of positive discipline. In 2007, a conference was organized with the participation of students, pedagogues, parents, school directors and representatives from local governments and state institutions to discuss actions in creating child friendly schools and co-operation
opportunities. A methodological publication “Mediation in School” was published and distributed to pedagogues and students to help students learn peaceful conflict resolution. In 2008 also a training campaign was carried out for mediators in schools. Moreover, Latvias’ Parent forum, NGO “Education and support of Latvias’ Families” and NGO “Parents for Education” organised the Conference “Effective solutions for safe and respectful school” aimed in providing knowledge and skills on peer violence and anti-bullying programmes, and good practices and methods for effective bullying prevention; encouraging cooperation between policy makers, child care providers, school administration, parents and students in developing and implementing the whole school/whole society approach in tackling peer violence; raising public awareness about the phenomenon and encouraging public’s contribution in developing a safe and respectful environment for children.

3.9. Lithuania

Ten good anti-bullying practices were collected regarding Lithuania, all of which are implemented on national level. These include three videos (Anti-bullying week campaign's video "Bullying can and must stop", the Children's films "Myths About Bullying" and the Educational DVD “FI-NA-LLY”), three publications (“Cyberbullying and its prevention”, “How can I help my child? Answers to parents' questions”, and “Class without bullying”), brochures for children, parents, educational institutions on Prevention of cyberbullying, the guidance for teachers “The school can overcome bullying”, recommendations for children and adolescents “I can communicate without bullying”, and “Modern approaches in prevention of bullying and violence in schools: Conference reports” (2008).

recently, the national child abuse prevention and child support program for 2011-2015 aims in reducing the prevalence of violence against children and improving the legal protection of children in Lithuania. Actions and activities of the national program include the monitoring of violence against children, the organization of public education on violence against children and prevention, the improvement of professionals working with children by providing violence prevention training and support, the provision of services to children who are victims of violence and their families, and the expansion of international cooperation.

3.10. Malta

Four good anti-bullying practices were collected regarding Malta; all of them implemented on national level: the programme “Safe Schools Programme - Anti-Bullying service”, and the initiative “Kellimni.com”, the campaign “Celebrities for Kids - Anti Bullying Media Campaign”, and the “Online Petition: Anti CyberHarassment”. Malta is also partner country in the good anti-bullying practice “ProSAVE”. National anti-bullying policy for Malta, - the “Draft National Children Policy” (2011) acknowledges that bullying and CyberBullying are among the other dangers that children are facing. The protection of children is also enclosed in several laws under the Constitution of Malta. Several research and studies, multi-disciplinary training and enforcement mechanism, investment in structures to promote inclusion and diversity, and promotion of different tools to ensure inclusion at all sectors of society are included in actions and activities to prevent bullying.

3.11. Romania

“Anti-Bullying Campaign: No violence in schools, stop bullying” is the good anti-bullying practice which was collected regarding Romania. Romania is also partner country in the good anti-bullying practice “ProSAVE”, and “Toolkit: Digital & Media Literacy Education”. Moreover, Romania is participating in one more transnational practice “Toolkit: Digital & Media Literacy Education”. On policy level, the Romanian Ministry of Education, Research, Youth and Sports (MECTS) has released its national anti-bullying strategy Planul Privind Reducerea Fenomenului Violentei Scolare (2012-2013) and the implementation of the National Project: Tinerii țmpotriva violenței / Youth against violence (2011-2013). The strategy aims in monitoring school violence and bullying and implementing actions for the
prevention of school violence and bullying. The strategy includes activities such as studying the prevalence of the phenomenon and raising awareness actions.

3.12. Spain

Spain is partner country in four transnational practices. These are: “ProSAVE”, “Safe social media”, “PEAB - peer education against bullying”, and “Analysis of the decision-making process”. On policy level, the State Observatory School Coexistence operates in Spain along with several regional Observatories. The Observatory for School Coexistence of the Region of Murcia was established in 2006 by Comunidad Autónoma de la Región de Murcia. The Observatory for School Coexistence of the Region of Murcia collaborates with the State Observatory School Coexistence. The Observatory aims in developing a system for collecting and analysing information regarding coexistence in schools and school life, suggesting plans for the improvement of the behaviour in schools and the development of social skills to improve coexistence, providing trainings on prevention, conflict resolution and social skills for teachers, leading the educational community regarding school life, disseminating data and research and best practices on the action plans implemented. Not all Comunidades in Spain have such an Observatory. The policy of Murcia is innovative compared to others regional legislations.

3.13. Sweden

The Interactive theatre-based training method “Interactive Form/Design Theatre” was included in Swedish good anti-bullying practices. Sweden has been characterized as a country with long tradition in anti-bullying research and interventions and in creating a safe environment in schools (Svensson, 2001, 2003). This tradition characterizes not only Sweden, but Scandinavia in general. Sweden accepts no tolerance of school bullying and violence. Since 1994, law (amended in 1997) stated that every school needs to develop a concrete plan to tackle bullying and offensive behaviour. Different methods are used to prevent and tackle violence and bullying in schools, like the Æsterholm Model, the Farsta Method (book Mobbing i skolan (Bullying at school)), and the DARE program. However, probably one of the most famous nationwide and internationally and, most extensive package of measures (Svensson, 2001) on preventing and dealing with school violence and bullying, is the Olweus
Method of Prof. Dan Olweus. The National Agency for Education promotes and produces publications regarding the phenomenon, like ‘Don't abuse me’ and ‘Perspectives on bullying’.

3.14. United Kingdom

Eight good anti-bullying practices were collected regarding United Kingdom. All practices are implemented on national level, yet some of them are local/regional carried out not in all UK nations. UK’s good anti-bullying practices include three organizations (Beatbullying, Anti-Bullying Alliance, and Kidscape), the programme - online service “CyberMentors”, two initiatives (Anti-Bullying Week, and BullyBusters), the Classroom strategy “Circle time” and the Theatre and Film in Education Company “Action work”.

Overall, UK Anti-bullying policies and strategies are concrete and multi-level, providing safety regulations and good behaviour measures for all members of school community. All schools are required by law to have a behaviour policy, defined by each school itself, which should include measures for the prevention of school bullying. The English educational system is regulated by statutory obligations on schools with regard to behaviour, which establish clear responsibilities to respond to bullying in order to prevent and tackle the phenomenon. The Department of Education provides guidelines and advices for Head teachers and school staff to develop their own best practice for managing behaviour in their school. The Government’s approach to bullying, legal obligations and the powers schools have to tackle bullying, as well as the principles which underpin the most effective anti-bullying strategies in schools are presented in Preventing and tackling bullying. Advice for Head teachers, staff and governing bodies (2012). The aim is to help schools in preventing and responding to bullying as part of their overall behaviour policy. The Department of Education provides on-line resources and practical materials to teachers and schools for develop effective strategies. Moreover, several national programmes promote good health and behaviour, and provide whole-school approach to promoting social, emotional and behavioural skills. A range of anti-bullying interventions is used across the UK nations.
4. SELECTED GOOD ANTI-BULLYING PRACTICES

In this chapter, the selected good anti-bullying practices are described and elaborated in order to extract useful general elements and approaches that can describe any good anti-bullying practice. The conclusions of this elaboration are presented in the next chapter. Overall, sixty (60) good anti-bullying practices were collected from all the project’s participant countries. All the collected anti-bullying practices fall into these eight types:

i) **Audio-visual Anti-Bullying Practices examples:** includes good anti-bullying practices examples that are consistent and supported by audio-visual resources, like videos, DVDs, TV and radio shows, etc. Four such practices were collected and sent from partnership countries (See Annex II).

ii) **Awareness raising initiatives:** are very important and useful when a phenomenon needs to be spread and populated in the community and decision makers. Nine such practices were collected and sent from partnership countries (See Annex II).

iii) **Educational anti-bullying tools examples:** include several forms of formal and informal programmes, initiatives, activities, publications and trainings, which aim to prevent and/or tackle bullying. Such tools can also be found online. Twenty such practices were collected and sent from partnership countries (See Annex II).

iv) **Intervening anti-bullying strategies and tools examples:** include practices, tools and methodologies, which use several techniques and methods (e.g. arts, psychology and psychotherapy) in order to provide safe and useful ways of bullying prevention and response. Seven such practices were collected and sent from partnership countries (See Annex II).

v) **Organizations:** organizations that study the phenomenon of bullying promote anti-bullying programs and initiatives and support the members of the communities in preventing and tackling bullying, have established in many European countries. Four such practices were collected and sent from partnership countries (See Annex II).

vi) **Prevention programs examples:** include the development of practices, tools and methodologies, which aim in preventing violence and bullying in schools and/or other contexts where pupils interact. Six such practices were collected and sent from partnership countries (See Annex II).
vii) **Telecommunications and information technology:** Electronic and online anti-bullying resources consist of practices, tools and methodologies found on the Internet, as well as practices, tools and methodologies that can be implemented using technology (e.g. computers, online platforms, etc.). Such resources were also found during Work stream’s 3 “Mapping National Policies”. Four good anti-bullying practices of this type were collected and sent (See Annex II). Using telecommunications and information technology can provide high level of innovation, effectiveness, sustainability and scalability. Several websites which are specially created to provide information on school bullying and anti-bullying practices, statistics and research, were mentioned in many EU countries’ national anti-bullying policies reports and good anti-bullying practices reports. For example:

- The European Daphne programme "E-abc": [www.e-abc.eu](http://www.e-abc.eu)
- Campagna Nazionale contro il Bullismo (National campaign against bullying, Italy) [www.smontailbullo.it](http://www.smontailbullo.it)
- Anti-bullying website of the foundation “Centrs Dardedze” (Latvia): [www.dzimba.lv](http://www.dzimba.lv)
- The Friends website (Sweden): [http://www.friends.se](http://www.friends.se)
- Anti-Bullying Center (ABC, Ireland): [http://abc.tcd.ie/](http://abc.tcd.ie/)
- Childline Online website [https://www.childline.ie/](https://www.childline.ie/)
- Safe social media: [www.safesocialmedia.eu](http://www.safesocialmedia.eu)
- Anti-Bullying Alliance: [http://www.anti-bullyingalliance.org.uk/home.aspx](http://www.anti-bullyingalliance.org.uk/home.aspx)
- CyberMentors: [www.cybermentors.org.uk](http://www.cybermentors.org.uk)

viii) **Theatre-based practices and Theatrical plays:** Theatrical plays have been produced and used for raising awareness on bullying. Six such practices were collected and sent from partnership countries (See Annex II).

Moreover, these practices fall into several categories of anti-bullying practices: a) training and education, b) awareness raising, c) capacity building, d) funding and resource allocation, e)
communications, outreach, networking, f) policy change, g) partnership development. Each good anti-bullying may fall into more than one category. Annex II presents the lists of these categorizations including all collected good anti-bullying practices.

As described previously in the methodology, not all collected practices are included in the final Guide of Anti-Bullying Good Practices. Criteria for the selection of good anti-bullying practices were developed based on the elaboration of the collected practices. These criteria refer to the effectiveness, sustainability and scalability of each practice, its planning and evaluation, its clarity in implementation, the existence of dissemination efforts, and, overall, the comprehensiveness of the collected information. The practices which were not selected are mentioned in Annex III at the end of the Guide. Below the selected good anti-bullying practices are described. These practices were evaluated based on the criteria for the selection of good anti-bullying practice, and show high levels of effectiveness, sustainability and scalability, as well as innovation.

4.1. Action work (- United Kingdom and abroad)

Action work is a theatre and Film in Education Company, produced in 1990. It is a production of anti-bullying road shows, anti-bullying films, anti-bullying shows, anti-bullying workshops and training and provision of anti-bullying resources and activities, aiming to promote empowerment and reduce bullying and violence in schools, to raise awareness and motivate schools to launch anti-bullying strategies. Dr Andy Hickson is founder and Director of Actionwork. It is a member of the Anti-Bullying Alliance (ABA), the Society for Intercultural Education and Research (SIETAR), the International Anti Bullying Coalition (IABC) the Association of Children's and Young People's Theatre (ASSITEJ) and London Drama (LD).

Its work aims at young people, schools, colleges, local authorities, government departments, charities, youth services. It includes creative anti-bullying workshops: the concept of bullying is explored on many levels utilising a fusion of styles including role-play, games, improvisation and discussion; tour of national anti-bullying roadshow: multi-part package made up of films, presentations, quizzes, interactive workshop elements, lights, prizes sound and some dedicated anti-bullying resources; and film making: film projects engage young people in a very active way and helps them produce high quality films, using this process is also possible to reach young people at risk of exclusion.
Every school that books the Roadshow will be given a one-hour anti-bullying lesson plan to help teachers follow-up ActionWork visit. So far, evaluation shows that 67% of students felt they learned something about bullying and over the 81% had a good time. Over 88% of teachers felt that the show was either good or excellent and over 89% thought the show was either good or excellent (ActionWork's Silent Scream Roadshow, 2007). Dissatisfaction of some teachers was related to the language, story ending, and poor sound quality during some show (ActionWork's Silent Scream Roadshow, 2007). This initiative is disseminated via Facebook, YouTube, and websites.

AntionWork is a creative way to deal with bullying through arts. ActionWork produced the world's first anti-bullying festival and Britain's first national anti-bullying conference for young people. Each year they tour the national anti-bullying roadshow all over the UK and abroad. Actionwork is the official anti-bullying resource centre for the Glastonbury Festival. Actionwork has produced anti-bullying films for the Government and for the Anti-Bullying Alliance. In addition Actionwork has carried out research on anti-bullying accreditation for schools and Local Authorities and academic research on anti-bullying peer support. The organisation has been in existence for a number of years and seems very sustainable. Its movies, show tour, and creative workshops can be transferred to different thematic and geographical areas. The main issues, which would need to be addressed, are the language barrier and funding.

**Evaluation: high level of innovation, effectiveness, sustainability and scalability.**

4.2. **Analysis of the decision making process (France)**

“Analysis of the decision making process” is a training method started in 1989 and refined in the years to follow. It is a French method, commonly used in different French settings and exported to other EU countries through different European projects. Prof. Robert Michit, who is also partner of the ATTEMPT project, created it. The French staff supported him in the use of the method in the schools. It can be used with whatever target group. It was successfully used both with adults and children; better in face-to-face situations, but effective even with groups.

This training method aims to make the participant understand the decision making process at the bases of educational acts/behaviours, by using case studies and analysis. It consists of a free telling of an event, a second telling with questions to gather more details and a final
phase where the decisions are identified and analysed. The method has been evaluated immediately after the end of the training session, using a structured questionnaire, which the trainees completed by themselves and gave back to the project staff for analysis. The results presented highly appreciation for the capacity of the method to raise awareness, to see yourself by outside and to analyse your actions from a different perspective.

Leaflets and mails to involve schools, teachers and parents; publication of the method description in the project web site; and workshop with live performance of the method at the final conference in Berlin, were used to disseminate the method. The method is also illustrated in the project web site. “Analysis of the decision making process” is innovative and highly effective, as it uses reason to understand causes and effects of the phenomenon of bullying. The method makes the decision-making process emerge. The decision-making process influencing our daily actions is analysed in depth, with particular attention to the reflexion and the emotional reactivity it involves. Once learned and practiced, it can be easily used. All the method can be transferred to other geographical and social contexts. However, a good training and an expert supervision is needed for the acquisition of the method; once acquired, you can easily learn to master the method and to use it whenever a need emerges, whatever the situation is.

**Evaluation: high level of innovation, effectiveness, sustainability and scalability.**

4.3. **Anti-Bullying Alliance (UK)**

Anti-Bullying Alliance (ABA) is an organization - coalition of organisations and individuals working together to stop bullying and create safe environments for children, established by the NSPCC and NCB in 2002. It includes organizations such as Argos, Films Creatives, Restorative Thinking, and many more. Anti-Bullying Alliance Academic Network (ABAAN) works to develop anti-bullying policy and build the evidence base for effective practice. ABA works in partnership with academic institutions including the University of Cambridge and Goldsmiths College. It is financially supported by Government grants and Fundraising.

ABA is addressed to young people, parents and carers, teachers and professionals, and local authorities. ABA brings together over 100 organisations into one network to stop bullying and create safe environments through: partnership building, policy development, building the evidence base for effective practice Information sharing, development of skills and knowledge to address bullying. It aims to develop a consensus around how to stop and
prevent bullying, to influence policy, to develop and disseminate best practice, to make sure that teachers, youth practitioners, parents, carers, children and young people have the skills and knowledge to address bullying effectively.

ABA 'A' Team of youth consultants are young people (15-22) acting as ABA ambassadors, preparing youth led conferences, helping professionals such as teachers and police to understand bullying and what young people would actually like in terms of support. Volunteers and fundraisers are also involved. ABA offers training through workshops suitable for local authority staff, school staff, youth workers and professionals working with children and young people; Consultancy aiming help to assess policy and practice, mapping out areas for improvement, providing a step by step guide for change, consulting with students and other service users, evaluating new strategies; and Collection of resources, school toolkits for teachers, guides for parents and carers, available online.

Evaluations were carried out using interviews with key stakeholders at various levels throughout the Alliance’s networks, including Local Authorities and schools and desk based research of key ABA documents to assess 4 fields of ABA's work: organization structure and network; quality of ABA research; programmes for children and young people; ABA communication and dissemination events (Department for Education & Skills report Anti-Bullying Alliance Evaluation, 2007). Findings show that the ABA programme of work is broadly aligned to DfES stated policies and priorities.

ABA website produces news and updates on anti-bullying work. The Anti-Bullying Alliance coordinates and participates in various campaigns to raise awareness of bullying throughout the year. The biggest campaign is Anti-Bullying Week coordinated by them each November. ABA also takes part in Safer Internet Day each February and in April 2013 launched the 'Give us a break!' campaign to raise awareness of bullying of children with autism as part of National Autism Month. Resources related to anti-bullying policy and practice, advices for young people, parents and carers are also available on ABA website.

The network collects and provides resources for anti-bullying actions and policy development, providing updated information about anti-bullying work. The network of organizations has the advantage to foster collaborations for the common objective of counteracting bullying and to expand the range of interventions, sharing and exchanging good practices and strategies strengthens anti-bullying work and provides always new tool to approach bullying, through trainings, courses, review of policies. It is sustainable as it is seen
as UK government main stakeholder in relation to driving and implementing policies. Results of ABA work, interventions and strategies can be transferred to different thematic and geographical areas. In principle the idea is not that difficult to replicate however the difficulty lies in having the right infrastructure, political will, policies and strategy in place. This would be more difficult in countries where there was a regional governmental structure.

**Evaluation:** high level of innovation, effectiveness and sustainability, medium scalability.

### 4.4. Anti-Bullying Campaign: No violence in schools, stop bullying (- Romania)

“Anti-Bullying Campaign: No violence in schools, stop bullying” is an awareness raising campaign initiated by Schools and NGOs and bullying prevention charity, in cooperation with the Ministry of Education, Research, Youth and Sports (MECTS). The campaign is funded by Government grants; Fundraising, Comenius/ Grundtvig grants. The campaign is addressed to young people aged 11-17 who are being bullied; children, young people, schools, youth providers; parents and carers, teachers and professionals, and local authorities. It works in partnership with ISE, and educational institutions for research to raise awareness through prevention for children and young people in schools and colleges. Moreover, teachers and pupils become promoters for an anti-bullying campaign, while students and young people are engaged as volunteers (planning events, shown, awareness raising assembly etc.), and a team of young people is helping professionals such as teachers and police to understand bullying and what young people would actually like in terms of support.

The campaign includes trainings for professionals, counsellors and teachers, parents, youth workers and other professionals working with young people; mentor training to schools and youth organizations - Teacher Training Center. The training is based on workshops suitable for local authority staff, school staff, youth workers and professionals working with children and young people. Anti-bullying teaching resources, lesson plans and assemblies, parents’ and cares’ resources, guides and advices, are available online, as well as online learning resources (Videos, games, etc.).

Local evaluations were conducted using self-reporting questionnaires online and interviews with key stakeholders at various levels, as well as feedback from students and teachers. Evaluation techniques are also piloted with focus groups. All evaluations are conducted by the Ministry of Education, Research, Youth and Sports (MECTS) and the School Inspectorate, as part of the Romanian national anti-bullying strategy Planul Privind Reducerea Fenomenului
Violentei Scolare (2012-2013). Results show that most anti-bullying staff provided good support, and the training at CCD (Teacher Training Centre) was sufficiently good, developing good problem-solving skills, while training was considered useful from the participants. Moreover, there was reduction of bullying. The majority of schools are aware of anti-bullying actions, reporting incidents of bullying to school staff either as victims of bullying or as witnesses of incidents of bullying.

The campaign is disseminated via press releases, online resources, videos, material from schools, and Facebook pages. A brochure, video, and poster are also available. The campaign is effective as schools participating in anti-violence and anti-bullying campaign exchanged good practices and strategies strengthens anti-bullying work and provided new tool to approach bullying, through trainings, courses, review of policies. There is a national programme to transfer it to other EU countries and therefore the sustainability will be increased. There is not any deadline or specific funded period. Because it identifies and develops best practice for many different actors within the bullying arena it is sustainable. Peer support scheme, support through social networking, trainings, and resources for teachers can be transferred to different thematic and geographical areas. The national policy is only available in Romanian. The translation of the resources in English can help in transferring the resources to other European countries, or comparing with other European countries' relative policies.

**Evaluation: high level of innovation, effectiveness, sustainability and scalability.**

### 4.5. Anti-Bullying Center (ABC, Ireland)

The Anti-Bullying Center (ABC) in Ireland was established in 1996 by its Founder & Co-Ordinator, Prof. Mona O'Moore. ABC deals with research from which are developed resources to prevent and tackle bullying. The whole school community is its target group. Its goals include research into the multi-level and multi-factorial nature of bullying behaviour, the creation of greater awareness and understanding of bullying behaviour, the promotion of ways and means by which bullying behaviour may be prevented or reduced, and the provision of advice, guidance, counselling and resource materials for researchers, parents, schools and organisations seeking to counter bullying behaviour. To this end, ABC provides research advice and survey assistance for individuals, schools and organisations examining the extent and nature of bullying; counselling services for both the victim and the bully; in service and
staff development days for schools and organisations; day conferences and workshops for pupils, parents, and teachers.

Scientific staff and researchers from the Trinity College Dublin, and the Dublin City University support ABC. Trinity College Dublin affiliated staff is: Lian McGuire and Murray Smith (Administration & Research), Genevieve Murray, Claire Healy, and Marion Flanagan (Workshop Co-ordinators), Stephanie Loughman, Niall Crowley, and Ann Frey (Psychologists / Counsellors), Marja Wilmer (Occupational/Art Therapist), and Paula Greevy (Theatre in Education). Dublin City University affiliated staff is: Dr. James O’Higgins Norman (Director), and Dr. Irene Connolly, Claire English, Gerard Farrell, Dr. Cathy Fowley, Claire Healy, Lian McGuire, Dr. Majella McSharry, Prof. Mona O'Moore, Dr. Geraldine Scanlon, and Murray Smith (Researchers). The organization is financially supported by college grants and funding received for surveys or talks given.

In general, the centre deals with evaluative studies. A national-wide study of bullying behaviour in Irish schools carried out by O’ Moore during 1993-94, prior the centre’s establishment. The results were presented to the International Conference on Research into Bullying Behaviour in Schools, which was held on October 19th, 1996, in the University of Dublin, Trinity College, as well as in journal publication (O’ Moore, A.M., Kirkham, C. & Smith, M., 1997). ABC conducts evaluation studies using questionnaires, surveys, and statistical data. All the evaluation results can be found in ABC’s website: http://abc.tcd.ie/publications.html. A resource reference library is also open to the general public via the centre’s website.

ABC centre is innovative and effective. Its guidance and resources are based on scientific evidence through academic research. ABC Centre was also commissioned to submit a report on scientifically evaluated good practices at EU level: A review of scientifically evaluated good practices of preventing and reducing bullying at school in the EU Member States (2004). Moreover, the involvement of academic institutions specialized in the field in the creation of effective resources in tackling the bullying can be transferred to different thematic and geographical areas.

*Evaluation: high level of innovation, effectiveness, and sustainability, scalability.*
4.6. **The Anti-bullying week (- Lithuania)**

The social action “Anti-bullying week” was initiated since 2010 by Child Line. More than 1000 educational institutions (schools, kindergartens, NGOs) take part in the anti-bullying week each year from 60 out of 60 municipalities. The anti-bullying week consist of several activities: usually we invite schools to organize their own plans for the “Anti-bullying week“ and different social actions in their own community, Child Line and Child Line’s partners organize public lectures, events for parents, teachers, children, round table meetings involving policy makers, professionals and representatives from school communities. The initiative aims to promote friendly, tolerant, and respectful relationships without bullying and violence among children and adults in both the real and virtual worlds. Raising public awareness on the problem of bullying was implemented by intensive communication with the media by organizing various events and publishing information. During the “Anti-bullying week” Child Line was mentioned as “Safer Internet” program’s Helpline to increase notoriety of the project and student’s awareness.

In 2010, “Anti-bullying week” started with governmental managers and non-governmental organizations representatives meeting in which bullying and violence problems in schools were discussed. This meeting was initiated by the President of Lithuania Dalia Grybauskaitė. The memorandum “Childhood without bullying” was initiated by Education and Science Ministry of Lithuanian Republic and it was signed during this meeting (http://www.smm.lt/memorandumas/). One of the most memorable events took place on 26th of March when Students Parliament of Lithuania and Students Union of Lithuania organized flashmob performances. Children from all schools (about 600) participated in the “Anti-bullying week“ where they were encouraged to make human siluet using school group of people at the same time (the same hour of the same day) by razing their hands and saying: “Life without bullying!”

In 2011 there were free-of-charge movie’s reviews; public lectures; “Bullying can stop“ contest which included drawings, video-films and songs. About 1,5 thousand participants took part in these activities. Inspiring flashmob idea was repeated also by our partners and schools.

In 2012 “Anti-bullying week” started with an event-discussion „World of entertainment without despise. Family without humiliation. Business without bullying. Media without abuse. Politics without harassment. Is it possible to have a dignified country? “ There were a lot of advertising posters hanging in 7 cities of Lithuania which reflected the social
advertising idea „Angry words hurt“. For the first time there was big celebrities’ involvement in taking action and speaking about bullying problem publicly. Politicians, actors, basketball players, singers, TV reporters, movie directors took part in this week by sharing their view about bullying problem. During the “Anti-bullying week” Child Line was receiving calls all day and all night.

The social action “Anti-bullying week” in 2013 was organised together with 35 partner-organizations from governmental, non-governmental and business sectors. The competition “Bullying OR Friendship” was initiated through posters and films in order to encourage students to stop and think about the bullying problem and to stand for the victim. To make the idea of the “Anti-bullying week” more understandable for children and adolescents during the week were initiated inclusive youth activities: dance flashmob in the one of the biggest shopping centres, hip hop classes for young people that promote positive (not aggressive) competition, grafitti classes, parades, concerts, free film shows and discussions, photo sessions, etc. During “Anti-bullying week” 1130 educational institutions from all over Lithuania participated: kindergartens, pre-schools, primary and secondary schools, gymnasiums.

**Evaluation: high level of innovation, effectiveness, and sustainability, scalability.**

**4.7. Anti-Bullying Week (- United Kingdom)**

Anti-Bullying Week is an awareness raising initiative organised annually (in November) since 2004, by the Anti-Bullying Alliance (ABA) in England, by NIABF in Northern Ireland, by RespectMe in Scotland and by the Welsh government in Wales. ABA members such as Stonewall and Changing Faces produce distinct resources in support of the week. Random House Children's Publishers UK (RHCP) help ABA to raise awareness of the issue of cyberbullying through a writing competition for children and young people in schools and colleges in England.

This UK event aims to raise awareness of bullying of children and young people, youths’ involvement in promoting anti-bullying. It aims to ensure all children and young people are equipped to recognise and challenge bullying behaviour wherever it happens - whether face to face or in cyberspace, and to equip schools, colleges and youth service leaders with resources to encourage youth led anti-bullying initiatives and the positive use of new technologies. Students and young people are involved as volunteers (planning events, shown, awareness
raising assembly etc.), as well as schools and youth providers (encouraging young people in the involvement of anti-bullying writing competition, fundraising, etc.). The week has a different theme every year. The event includes assemblies, workshops, events, movies, writing competition.

Evidence (Department for Education & Skills report Anti-Bullying Alliance Evaluation, 2007) suggests that the majority of schools is aware of anti-bullying week and is recognising the week in some way. Anti-bullying week had a noticeable and significant impact in terms of the volume of ‘telling’, i.e. pupils reporting incidents of bullying to school staff either as victims of bullying or as witnesses of incidents of bullying. However, the distribution of resources to schools was not optimal; some schools did not receive them at all or in time to allow the school to action it. Dissemination efforts include Campaigns, Media involvement, and Posters.

The awareness event provides young people the opportunity to understand bullying issues through the involvement of them in activities in which they reflect how to fight bullying (writing completions, shows, assemblies, workshops etc.). Anti-Bullying week is considered an important event to highlight ways of preventing and responding to bullying. It is a way to reflect on bullying with students through their direct involvement. The event is promoted at national level. This has become well established and part of the school year, however resources need to be sustained for school in order for it not to lip from the mainstream. This would be replicable as an idea on a small scale however in order to replicate on a national or regional level, the issues highlighted above would also be needed to overcome.

Evaluation: high level of innovation, effectiveness, sustainability, medium scalability.

4.8. **Artsafe and Conflict Transformation (- Greece)**

“Artsafe and Conflict Transformation” is a European methodological intervening tool against bullying, which has been developed and applied during the Project “Artsafe and conflict transformation”, in the frame of the European Union Program DAPHNE, which has been co-financed by the General Secretariat for Youth and its partners from Italy, Germany, Spain, Portugal, Ireland and Greece. The tool is available in English, Italian, Spanish, German, Irish, Portuguese, and Greek. It aims to the prevention and transformation of bullying phenomena by raising independence of young people, developing social skills, as well as to the prevention and the management of bullying conflicts which arrive due to nationality, sex, religion, social
status and disability issues. This tool can be used by teachers together with the students and by the team coordinators in order to manage the bullying phenomenon.

The tool has been evaluated in 2008 during a Working Meeting between teachers, special scientists and executives of organizations that deal with bullying issue between young people, under the coordination of GENATHLON centre (GENATHLON has also been in charge of informing about it) and the approval of the Department of Health Education and Environmental Education of the Ministry of Education (archive no: 142614/G7/5.11.08). Twenty seven persons participated in the Meeting, among whom twenty were teachers, five were special scientists and two of them were the coordinators/writers of the Greek tool. The results were positive, showing high levels of expansion of youth autonomy, social skills development, utilization of the tools in different frames and utilization of the tools in a different way so that their needs can be better served.

Overall, the tool can be characterized as innovative and effective, as it provides training of kids of the same age as a radical innovation and experimental learning through art, recognizing negative feelings and integrating them in everyday life in a creative way. Bullying is not directly mentioned. The emphasis is given to the participation of the kids. The tool includes an analytical presentation and optimum methodology, with a big variety of exercises with various complexity levels. However, some activities correspond to a certain kind of culture, and there is absence of instructions of management for the case where some kids deny participating. Moreover, adults’ presence might be needed during the application.

Generally speaking, the tool has been evaluated as extremely helpful and innovative, especially for Greece, where it is the first time that something like this is applied. The whole tool can be transferred and used for different kind of bullying cases and in different geographical areas. This practice is based on art, which actually facilitates its implementation in all countries. Yet its guide may need to be translated.

*Evaluation: high level of innovation, effectiveness, scalability, and sustainability.*

**4.9. Beatbullying (- United Kingdom)**

Beatbullying is an organisation established in the UK in 1999 by its current CEO Emma-Jane Cross and became a registered charity in 2002. It has many Sector Partners: School Councils UK, Brook, NUS, VNinspired, RaceOnline2012, CEOP, Barnardos, P3, National Self-Harm Network, National Autistic Society, Young Carers, Young Minds, Straight Talking Project,
Princess Royal Trust for Carers, Anti-Bullying Alliance, Action On Hearing Loss; and is scientifically supported by New Philanthropy Capital (NPC). Goldsmiths University, C4EO, Centre for Charity Effectiveness at Cass Business School, and University of Sussex. The organisation is financially supported by Jubelee Mentors, Cabinet Office, Social Action Fund, Nominet Trust, NESTA, Children in Need, Ajahma Charitable Trust, Dulverton Trust, The Worshipful Company of Leathersellers, Venture Partnership Foundation, Hedge Funds Care.

Beat Bullying is addressed to young people, parents and carers, teachers and professionals who want training or resources or to host a mentoring programme. It offers training and resources to young people, teachers and professionals working with young people to prevent bullying. Mentor training to schools and youth organisations is also offered. It aims to devise bullying prevention strategies for young people and by young people. Volunteers are recruited by an application form and criteria online. Guides and advices are also available on the website.

BeatBullying programmes are and have been independently evaluated by institutions and organisations such as New Philanthropy Capital, Sussex University and the Department for Education. BeatBullying is disseminated by using online resources, Campaign, Written evidence submitted by Beatbullying, BeatBullying you tube channel, Guides, and Learning resources available online. The website offers a range of resources, materials for professionals and advices for parents some of them supported by videos. Anti-bullying resources for teachers include icebreakers and informal activities to make young people understand bullying issues and to deal with the different types of bullying.

Beatbullying resources and lesson plans are considered in "Preventing and tackling bullying. Advice for head teachers, staff and governing bodies" published by the Department of Education and they are recommended also on UK schools website, e.g.

http://www.saintmaries.wigan.sch.uk/antibullying.html. This is a national organisation which is recognised as a centre of bet practice. Because it identifies and develops best practice for many different actors within the bullying arena it is sustainable. Its Trainings, resources for teachers can be transferred to different thematic and geographical areas. Challenges would include having established policies and strategies within the country, and the educational sector; having enough resources to make the website useful. Translation would be a very challenging hurdle.

Evaluation: high level of innovation, effectiveness, and sustainability, medium scalability.
4.10. **BullyBusters (- United Kingdom)**

Bully Busters is an Anti-Bullying Helpline/website to support bullied young people and parents in dealing with bullying. It established in September 2004 in Merseyside (UK), by Local Solutions (Bullybusters Project Co-ordinator: Kayte Walsh), in cooperation with Liverpool Echo, Greater Merseyside Local Education Authorities, Safer Merseyside Partnership, and TUC. Knowsley, Liverpool, Sefton and Wirral Local Authorities financially support the initiative.

The BullyBusters website contains information and practical advice on bullying, there are contact details for the free helpline and email us via online form. The website provides a message board allowing to confidentially voicing feelings and experience related to bullying. Bullybusters staff works also with parents, carers and professionals on how to tackle bullying. Overall, it aims to provide support for victims of bullying and their families. Bullybusters is widely disseminated via website and media involvement.

Statistical data - online survey carried out from 1st September to 18th December, 2004, showed that following the formal referrals Bully Busters has received positive feedback from the LEAs for each area on the outcome of most of the cases investigated. The helpline received the majority of calls from parents and relatives of the victims. They are receiving more calls from pupils now than at the outset, but they do not always want to identify themselves.

Bulbybusters helpline and website are useful for the children and parents. The message board is a different way to share personal opinions and experience around bullying. Bullybusters service received positive comments and its local dimension is a useful tool to tackle bullying. Since it was launched in 2004 the ECHO-backed charity estimates it has helped more than 100,000 Merseyside bully victims and their families. It is currently funded. Its local dimension in helping parents and pupils through helpline and online services can be transferred to different thematic and geographical areas. This is very transferable on a local level; it is also very inclusive as it offers specialist services for deaf people including a typetalk helpine for parents.

*Evaluation: high level of innovation, effectiveness, sustainability and scalability.*
Child Line (- Lithuania)

Child Line (“Vaikų linija”) is a national non-governmental and non-profit organization delivering a free counselling and psychological support service for children and teenagers in Lithuania via toll free harmonized European number 116111, and via internet (www.vaikulinija.lt) by writing letter to Child Line, getting support from peers during discussions in the Child line’s web site or looking for the useful information about their problems in it. Child Line has three main offices which are located in the three largest cities of Lithuania: Vilnius, Kaunas, and Klaipėda. In addition to its main activity of providing emotional support, Child Line also aims to influence decision-making and the state policy on children’s key problems by organizing nation-wide campaigns, conferences, events and seminars and via stakeholder participation. Child Line is a long-term member of Lithuanian emotional support association and has been a member of Child Helpline International for over 10 years (CHI – the global network of 173 Child helplines in 142 countries from all over the world).

Child Line is counselling and giving emotional support for children and adolescence (till 18 years old) and ensures child’s anonymity, information’s confidentiality and free of charge emotional support. If child is dealing with problems he can’t solve, has difficulties with friends, teachers or parents, experiences an abuse, bullying, feels lonely and wants to talk – he can contact Child Line and get emotional support and comprehension he/she needs. If child is in a great danger (his life is in danger or he immediately needs medical help), since 2011 Child Line can directly transfer the call to emergency number 112 and contact police, ambulance or firefighters. Child Line cooperate with Children rights protection and adoption service and can directly transfer the call: a) if child is experiencing violence at school or home and wants direct actions from his environment; b) if he sees that other child in his surroundings experience violence; c) wants to know specific legal or social information where child can get more specific information or initiate direct actions for solving the problem. During the last 3 years Child line transferred more than 1400 calls to Children rights protection and adoption service and about 30 calls to emergency service.

Child Line answer more than hundreds of thousands calls every year. Last year (2013) Child Line answered 177,916 calls, which mean about 500 calls per day, and more than 600 letters. Emotional support for children and adolescents is provided by properly trained counselors (mostly volunteers). The quality of the service is systematically monitored and supervised by observing the counselors work, by revising answers to children letters, by organizing
permanent case analysis or other refresher trainings and seminars. The value of Child line’s help is assessed by children positive comments and the huge number of contacts (the amount of calls is usually larger than Child Line can answer).

The biggest group of children from which Child Line gets most of the calls is 11-15 years old teenagers. Child Line has received 177916 calls during 2013, most common problems were: relationship with friends, bullying, relationship with parents, child abuse, and wide list of other subjects. Bullying is one of the biggest problems in children lives and in the calls they are making. This problem reaches Child Line through calls and internet contacts. Usually children talk about how they experience bullying in they every-day life and Child Line’s counselors listen to a child, provide emotional support, and look for possible solutions when they are needed. Since the bullying problem is quite big in Lithuania, Child Line is taking initiative and organizes “Anti-bullying week” and runs the campaign called “WITHOUT BULLYING”.

Child Line initiated national wide campaign “Without bullying” in 2004. The campaign aims are: increase public attention, raise awareness on the bullying topic and educate children, parents, workers of educational institutions about effective prevention of bullying. The activities of the campaign during 10 years were implemented at various levels as the best possibility to reach the audience and make a change in the society. With the help of the campaigning of NGOs, positive involvement of media and celebrities involvement, the society became sensitized to the topic, the phenomenon of bullying became increasingly recognized by general society, politicians, professionals and the search for effective methods to address the problem started. Every year 20 numer of sponsors and around 1000 schools participate in this campaign. This campaign is most recently seen in society during “The Anti-bullying week” through the media, in national TV reports, our partners’ initiatives and school participations. Child Line created a web page specially for this campaign with huge amount of information about bullying, recommendations for children, parents, video material and publications about bullying topic and it’s prevention (www.bepatyciu.lt). Also all the news about the campaign and interesting information about bullying can be observed in this campaign’s facebook account (www.facebook.com/bepatyciu).

Moreover, Childline has published numerous awareness-raising and educational publications. The publication “Cyberbullying and its prevention” was published by Chidline in 2012. The manual contains information on electronic bullying: what we can call the phenomenon of electronic bullying, how often and in what ways it gets. It also describes the recommendations
for children, parents, and educational bodies. The publication is mainly addressed to parents and teachers, and is available in both paper and electronic form. The publication was disseminated to the general public. „Cyberbullying and it’s prevention“, published in 2012 (the electronic version of the book in Lithuanian) is available in the internet:


The publication for parent “How can I help my child? Answers to parents' questions” was published by Chidline in 2011. The publication aims to provide expert answers to parents’ questions related to the topic of bullying. Questions and answers are grouped by themes, such as how to help a child experiencing bullying, how to respond to the child's aggressive behavior, and how to talk with children who have become the observers of bullying. The book is based on e-mails with questions sent by parents. The publication was disseminated and is available in paper form. All answers and questions in the book are published in Child Line’s webpage:

http://www.vaikulinija.lt/ieskantiems-pagalbos/tevams/naudinga-informacija/#sidebar

The publication „We are creating school without bullying“, published in 2007, is about bullying forms, signs, consequences. This publication is for teachers, parents and even children to get more knowledge how to react in bullying situations, highlights the importance in noticing this problem in society. This book was wide spread during Child Line’s training sessions or other “Without bullying” campaign activities. The electronic version of the book in Lithuanian is available in the internet:


Additionally, an educational DVD “FI-NA-LLY” was released in 2010 by Chidline. The DVD puts together useful information about bullying and its identification methods, instructions and recommendations for teachers on how classes about bullying should be conducted for children of all ages. Information in the DVD is presented by the form of guidelines and video lectures. The DVD was disseminated and is available in DVD version. During Child Line’s campaign “Without bullying” about 200 copies of this DVD was given to teachers.

Child Line has organized various trainings about effective bullying prevention for children, teachers, parents during all campaign’s “WITHOUT BULLYING“ period. In these training seminars people were taught how to recognize bullying phenomenon, how to distinguish it from another deviant aggressive behaviour and how to react correctly in “here and now”
situations. In trainings for school's workers teachers and school staff were taught essential principles how the bullying prevention should be conducted in school, what the school's administration should do, how each one of the classes educator should work with his class and what should do each school worker if he notices or suspects bullying situation going on. There was conducted over 300 trainings in all districts of Lithuania. Usually trainings took form 2 hours till 2 days long training period.

*Evaluation: high level of innovation, effectiveness, sustainability and scalability.*

### 4.12. Childine line Ireland

Childine line Ireland is an initiative that aims to empower, support, and protect young people. It was created and is offered by ISPCC (The Irish Society for the Prevention of Cruelty to Children) with the help of professionally trained ISPCC staff and volunteers. Childine line Ireland includes a Childline’s phone service 24 hours a day, a Childline Online chat service and text talk support, outreach to schools / youth clubs via talk about Childline, the ISPCC, specific issues like bullying or children's rights, participation in fundraising events like the Childline Concert and Holly Days.

Childine line Ireland is based on statistical data prior to its implementation. Further evaluation of this initiative is offered by ISPCC - Childline using statistical data. Results show an increasing need for Childline and for children to be listened to in Ireland. Childline responded to 541,629 contacts from children last year to its range of services. Throughout 2012 there were a significant number of contacts from children talking about Mental Health issues with 21% of Online contacts and 8% of phone contacts relating to this area. Great concern is raised as the number of contacts relating to Abuse and Violence is high with 15% of Online contacts and 14% of phone contacts relating to abuse and violence. Childline Statistics for 2012 can be found online in [www.ispcc.ie](http://www.ispcc.ie).

Childine line Ireland is spread via Facebook, Twitter, Press releases via ISPCC website, and media. The Childline Online website [https://www.childline.ie/](https://www.childline.ie/) and a Brochure are also available. This initiative is innovative as it is based on and includes live online support via web, phone call and text service. It is effective as it seeks to empower and support children using the medium of telecommunications and information technology. Such practices of live online support via web, phone call and text service can easily be transferred different thematic and geographical areas. However, trained staff is required.
4.13. **Circle time** (- United Kingdom)

Circle time is a creative approach and classroom strategy used to consider a wide range of issues affecting the whole school community. It is widely offered by Jenny Mosley Consultancies. Their circle time model and trainings are considered good examples of effectiveness. This practice is aimed at young people. Introduction of the model at teacher training level, lesson plans and guidelines are available online. Circle time is part of PSHE programme and it is promoted by different specialist organizations.

It is based on assessment by OFSTED and various studies, e.g. a report on the use of Circle Time in Wiltshire Primary Schools (1998), a report on the use of Jenny Mosley’s Whole School Quality Circle Time Model in Primary Schools in the UK (1999). Moreover, the Department of Education conducted evaluation surveys of schools. Results show that all surveyed schools gave circle time a positive rating in preventing bullying; even though some schools found circle time time-consuming; and others had a problem with space.

Circle time is an interactive way to consider a wide range of issues such as bullying. Circle time underpinned many schools’ anti-bullying work and helped developed their students’ social skills. Circle time could be used both proactively to embed a clear anti-bullying message and reactively to discuss the impact of a bullying incident after it had happened. Circle time could also be an effective reporting system and another opportunity for staff to listen to the concerns of their students. It is currently funded. Its model of interaction with students can be transferred to different thematic and geographical areas; yet, translation and training of resources is required.

*Evaluation: high level of innovation, effectiveness, scalability, sustainability.*


This manual was produced as part of the official program of the international European Research Program DAPHNE III, started in 2011, which was coordinated by the Association for the Psychological Health of Children and Adolescents (Greece) and further consisted of
three more partner countries, - Cyprus, Lithuania and Poland. The overall objective of the program was bullying prevention through conversation and development of social contacts. The practice aims mainly at elementary school teachers, students, and parents. The ultimate goal is the protection of children’s rights.

The manual contains theoretical knowledge about the bullying phenomenon, methods and instructions, as well as detailed presentation of 11 experimental workshops that can be implemented by the teachers in cooperation with the students. Each workshop’s duration is 90 minutes and each time focuses on a different aspect of bullying. Meetings with the parents are also part of the program. The total duration is 22 hours and it is being implemented within the school curriculum during the flexible zone.

According to the manual, the workshops include an introduction to the program, contract signing, discussions about bullying and violence in school, its consequences and the roles of the involved parties, awareness and solidarity, being different, bullying and violence management, and program evaluation. The manual and program include activities on active listening, conversation, free thinking, role playing, and artistic creation. All activities aim in understanding, sensitizing, and preventing bullying and violence in school, and in developing psycho-pedagogical interventions in order to order to manage incidents of bullying and violence in school.

The program has been applied as a pilot in schools of Athens and Evros prefecture. Evaluation results showed that students’ victimization was decreased, while both teachers and students obtained more knowledge related to violence issues. The successful application of the tool involves the regular training of teachers and mental health specialists who intent to use it. The tool can be transferred and used for different kind of bullying cases and in different geographical areas. It has already applied in Lithuania and Poland, however it is not clear if the manual is translated and in which languages.

**Evaluation: high level of innovation, effectiveness, sustainability and scalability.**

4.15. **Collaborative games (- Italy)**

“Collaborative games” is a training method developed in 2002, by the Psycho-pedagogy Department of the University of San Paulo (Brazil) which promoted the use of games for educational purposes. In 2007 it was imported in Europe, nowadays used in different domains. COOSS used this technique in different domains (duration of a session: 4 hours). It
is implemented by Dr. Marcelino, mathematician and expert in collaborative games, in cooperation with COOSS and University of Urbino (as project staff). Psychologists from COOSS and University of Urbino, already contracted for the project purposes, acted as facilitators during the training. Parents and teachers were invited to participate as trainees, recruited by the head of the selected schools. A special price of 500 euros was required by the expert for the two training days. These costs were covered by the ATTEMPT project.

Collaborative games aim to make you reflect, through tailored games, on attitudes, negative/wrong behaviours, relational failures, with the aim to improve them. Strategy and collaboration are developed. After a short explanation of the collaborative games aims, the trainees were invited to play the games the trainer had selected for the project purposes. A carpet-like chessboard was posed in the pavement and they played moving on it. A debate followed, mainly facilitated by the psychologists. The game stands for life and the specific problem; the chessboard for the field of action. Moving on the chessboard to win, you operate strategies which might reveal wrong and counterproductive. The expert in collaborative game has been previously informed on the project purposes, on the problem at the basis of the conflictual relations between parents and teachers, on the questionnaires results. On the basis of this information, the expert selects 2 among the hundreds of games available.

Evaluations are conducted immediately after the end of the training session, using a structured questionnaire which the trainees complete by themselves and return to the project staff for analysis. So far, results showed high scores with respect to the method effectiveness; trainer competence; acquired knowledge; changed attitude towards trainers/teachers and children/students; more prepared to face possible bullying episodes; involving and touching method. This practice was disseminated via leaflets and mails to involve schools, teachers and parents; publication of the method description in the project web site; workshop with live performance at the final conference in Berlin. A brochure in Italian to illustrate the method, and a web site are also available.

“Collaborative games” is an innovative method, as games involve emotions, personal relations and the opportunity to have fun: they activate both cognitive and emotional aspects. A wide range of games exist, which can be adapted to the different educational settings and objectives. They reach a high level of participation and commitment: people like playing, and this method uses games to learn. A great part of these games can be autonomously managed by teachers or adults, once their function is learnt. Nonetheless, when it is an expert to propose them, a high level of participation and a greatest ease in their management guarantees
higher effects. All the games can be used for different educative purposes and adapted to different thematic and geographical contexts. The challenge is to select the most appropriate game for the problem to be faced.

*Evaluation: high level of innovation, effectiveness, sustainability and scalability.*

### 4.16. CyberMentors (- United Kingdom)

CyberMentors is a programme - online peer mentoring service launched in March 2009 by BeatBullying, UK bullying prevention charity. It has been implemented nationally in 81 local authorities in England and in Wales. CyberMentors is in partnership with the Child Exploitation and Online Protection (CEOP). CEOP is dedicated to eradicate the sexual abuse of children. CEOP supported the CyberMentors programme from the outset in shaping the reporting procedures and working with them on the referrals process. Barclays Capital, Bridgepoint, Children In Need, City Bridge, Comic Relief, Department for Education, The Dulverton Trust Hillingdon Community Trust, Kent County Council, London Councils, London, Development Agency, NESTA, Nominet Trust, Schroder Foundation, Taylor Family Foundation, The City Bridge Trust, United St Saviours Venture Partnership, Foundation, Vfund The Walcott Foundation financially support CyberMentors.

The service aims to offer advice and guidance for young people who are affected by both cyber and offline bullying, and to empower young people in having the ability to guide and support each other. CyberMentors are trained young people helping bullied peers on a safe social networking site for peer mentoring. People over 18's can volunteer and train as senior mentors. Young people experiencing bullying and cyberbullying can log on and get immediate support from another young person. CyberMentors are trained by BeatBullying staff and are also supported by trained and BACP (British Association for Counselling & Psychotherapy) accredited counsellors. Pupils are generally selected through schools or elect themselves to become CyberMentors (volunteering). Regarding selection of schools, this is generally done on the basis that an anti-bullying workshop will be of value to them. BeatBullying work closely with the nominated contact in the school (e.g., learning mentor), who has extensive contact with the children selected.

The main CyberMentors training programme is for young people aged 11-18 and consists of exercises, group work, games, role play and discussion around bullying and cyberbullying. Day 1 focuses on what bullying is, confidentiality, boundaries, child protection and skills.
needed for mentoring, and day 2 is all about online mentoring and learning how to use the website. There is training also for those who has previous experience in mentoring, for Senior Cybermentors (18-25), professionals working with young people and parents. The service is available for Young people aged 11-17 who are being bullied or who are worried about someone else, who have survived bullying, or who want to be cybermentors.

There is also a sister programme of Cybermentors programme, MiniMentors, addressed to children from primary schools (5-11) It aims to help primary school children learn the importance of looking after themselves and respecting each other. Children learn how to include others in activities, how to encourage friendships and how support each other also online (http://www.minimentors.org.uk/). Research prior implementation included a survey commissioned to question young people about their experience and understanding of cyberbullying, completed by 2,094 secondary school pupils from November 2008 to February 2009 (BeatBullying, 2009).

Research and evaluation of the service has been carried out by partners: University of Sussex and New Philanthropy Capital (NPC). Evaluations include Post-workshop evaluations; Self-reporting questionnaires online, via CyberMentors platform to measure the mentoring activity; Feedback from Beatbullying Young People’s Advisory Group (YPAG) to ensure that work is youth-led, evaluation techniques are piloted with focus groups. Researches include “Evaluation of the Beatbullying peer mentoring programme” (Brighton: University of Sussex and University of Brighton (2010), and “The use and effectiveness of anti-bullying strategies in schools” (London: Department of Education (2011).

Evaluation and research results show that: i) Most anti-bullying staff thought the Beatbullying website well supervised and safe and that advice and support was available at all times. Beatbullying provided good support; ii) Cybermentors thought the training was good. The website was safe, Beatbullying website provided good supervision and most students felt well supported; iii) Cybermentors developed good problem-solving skills; iv) Research carried out in conjunction with the University of Sussex in 2010 measured reductions in bullying and a number of further negative indicators in schools which had the CyberMentors programme embedded. From the report commissioned by the Department of Education emerged that: schools rated the Beatbullying training as good and very good although staff had felt marginalised when unable to attend a workshop. The Beatbullying website was safe and well supervised and Beatbullying staff provided good support for the students – although the filter was sometimes too sensitive and restrictive and also had some safeguarding issues. Take-up
was slow in schools, although many had no accurate idea of how the scheme was performing as data was controlled by Beatbullying. Cybermentors dealt mostly with relationship issues although a few had mentored suicidal mentees. Students liked Beatbullying’s national and global high profile – however some staff felt the charity had become too big and struggled to provide ongoing support.

Dissemination efforts include Press releases, Videos, and a Document for schools and LA. CyberMentors is innovative and effective as, it is a School peer mentoring programme adapted to the current digital age, using the social networking model. Schools participating in the CyberMentors Peer Mentoring Scheme reporting a 60 per cent increase in the levels of reporting of bullying and child-on-child violence, consequently reducing bullying by an average of 43 per cent over a twelve-month period. Teachers and educational professionals are recording fewer incidents of bullying and an increase in the levels of reporting following BB’s work. 73 per cent of teachers reported a positive change in pupil behaviour, while 88 per cent indicated a more positive involvement in school life for their pupils. There is a growing recognition of the value of peer support strategies in the case of bullying, not just for those who actively use the service, but for those who act as mentors and the wider school itself (Cfr. No place for bullying, Ofsted, 2011). Considering the potential impact of peer support within school settings, and the increase in the use of the internet and new or digital technology, CyberMentors is an innovative example of how to engage children and young people in response to issues that affect their own lives.

This is a widely used initiative which has been effectively evaluated and therefore has been sustained. There is a project to transfer it to other EU countries and therefore the sustainability will be increased. Its Peer support scheme, and support through social networking can be transferred to different thematic and geographical areas. BeatBullying launched on-the-ground peer mentoring programmes in seven European countries over the next 18 months, with EU and other funding.

Evaluation: high level of innovation, effectiveness, sustainability and scalability.
4.17. **Fairplayer - against violence in schools and for the development of social skills! (Fairplayer - gegen Gewalt an Schulen und für soziale Kompetenz!, Germany)**

“Fairplayer - against violence in schools and social skills!” was initiated by Prof. Dr. H. Scheithauer, Thorsten Schöntaube, Heike Dele Bull, Detlef Braun, Stephan Rusch, and Frank Lenk, in Bremen in September 2003. The initiative was further supported by Banana Design GmbH | Advertising and Publishing, BIPP | Bremen Institute of Education and Psychology, BFV | Bremen Football Association e.V., BSAG | Das Unternehmen für Mobilität in Bremen, Lemon8 Media GmbH | Agency for emotional brand presentation, The Bremen Police operates a private Victims emergency telephone, Radio Bremen | The media company for Bremen and Bremerhaven, Sat.1 Regional | Das Regionalfenster für Bremen und Neidersachsen, Bremen Sparkasse, Unfallkasse Free Hanseatic City of Bremen | Partners for the prevention of accidents, Werder Bremen | The club, the league and cup double with 111 years of history. The Fairplayer initiative was founded with the goal to do something about violence in schools and the impact of violence and to strengthen skills of young people. It aimed to promote long-term actions, more tolerance, inclusion, fair play and, above all, courage among children, adolescents and young adults for more cooperation.

An evaluation of fairplayer is available in the fairplayer.manuall which, however, is only in German. Within the evaluation period (2004-2009) it can be seen that fairplayer initiatives are great violence prevention tools as they adapted to the interests and the culture of the young people (e.g. anti-violence songs by famous bands which are fairplayer ambassadors, the fairplayer logo etc.). The results show a 50% decrease in bullying. Additionly, social competences were improved among the young people. Teachers reported on an observed increase in civil courage among their students and that they are more willing to accept others who are different. Due to the publication of the fairplayer manual there has also been an increase in broadcasting about bullying on TV and more reports on the phenomenon of bullying and anti-bullying initiatives in German newspapers and magazines. Moreover, Fairplayer won the European Crime Prevention Award. Fairplayer manuals can be found online. Fairplayer strategies, trainings, manuals can be transferred to different thematic and geographical areas.

*Evaluation: medium level of innovation, high effectiveness and sustainability, medium scalability.*


“Forum Theatre for the training of teachers and parents” is a European Project started in 2012, as pilot at local level, involving 3 different schools in 2 Italian regions: Marche Region - Jesi and Ancona; Emilia-Romagna region: Riccione. It is coordinated by psychologist, internal to the staff, for the conduction of the debate, in cooperation with the Theatre company for the theatre based training, as well as close cooperation with the University of Urbino staff (project partner) and the school heads. The schools were selected according to the interest following invitation by mail to join the project. Parents are also involved as volunteers to participate to the training on invitation of the teachers of the selected schools. The theatre company was subcontracted for a total of 4000 Euros (including preparation and 3 rehearsals in the 3 schools). This was a Daphne programme funded project.

The practice is addressed to parents and teachers of 11-14 years old children (around 15 parents/teachers x group). “Forum Theatre for the training of teachers and parents” aims to enhance trainees to find alternative solutions to a given problem. It is a half day practice, for a total of 7 hours per school. The actors perform a scene, exaggerated in the negative attitude of the teacher towards the parent, then the audience is asked what was wrong and invited to take the place of the actor and change the scene according to their behaviour and style. After a few changes, a debate starts and mediated by the psychologist. The project is based on the results of a questionnaire which was submitted in the selected school to 30 parents and 30 teachers, to identify the reasons why, in case of bullying episodes, they tend to accuse each other instead of cooperate and unify their forces to solve the problems. The actors scenes were then designed on the questionnaires results.

After 5 months from the end of the training (for technical reasons, to have the video ready in its final form), children were shown the video of their parents/teachers “Forum theatre” and filled a simple questionnaire about what they liked, disliked, and appreciated of their strategies. The evaluation was carried out by the same psychologist who had lead the training. The results showed that parents and teachers highly appreciated the experience; they would like to have opportunities of internal training like this to promote positive relationships between adults and solve some bullying problems of their children; children said that collaboration among adults would help them to trust them more in case of bullying events. An organizational difficulty regarding finding a day suitable for all the adults concerned was the only identified problem. To facilitate it, organizers added a babysitting facility and a buffet for lunch, so to have teachers remaining after their lessons.
Dissemination efforts included leaflets and mails to involve schools, teachers and parents; publication of the video, subtitled in English, both in youtube and in the project web site; announcement of the video availability in the YES Forum newsletter; Final conference in Berlin, with participation of people interested at different levels in bullying. Bilingual brochure, video, and a web site are also available.

“Forum Theatre for the training of teachers and parents” is a very innovative practice as it gathers parents and teachers to force them to face the bullying problem from the same perspective: their duty to support and help children. Forum theatre has the great advantage to use a leisure technique to face problematic issues. It has the power to make people collaborate, participate, interact, debate, meditate, even enjoy themselves. If at the beginning of the training session the participants were rigid and suspicious, at the end of it they were relaxed, satisfied and closer to each other. For further implementation, it is expected to be able to reiterate the experience with internal school staff, as the technique can be used by non-professionals, either. The practice can be transferred to different thematic and geographical areas. Whenever a conflictual situation is at stake, the forum theatre can be used to represent it and find solutions against it. Forum theatre is a branch of the "theatre of the oppressed", which serves the social purpose to denounce oppression and to find a way to combat it. The challenge is to use internal resources, instead of professional theatre companies, to perform the scenes. In fact, when the problem is well identified, it is not difficult to create a proper performance, provided that you are available, as non-professional, to act in front of an audience. If there are financial resources available, the participation of a professional theatre company guarantees a stronger effect.

**Evaluation:** high level of innovation, effectiveness and scalability, medium sustainability.

### 4.19. Interactive Educational Tool for Managing School Bullying (- Greece)

“Interactive Educational Tool for Managing School Bullying” is a cross media educational tool, which is available in various languages of the Euro zone countries (English, Italian, Greek, Bulgarian, Latvian, Estonian and Lithuanian). The Tool was developed in the frame of European Daphne programme "E-abc", coordinated by the NGO “The Smile of the child". It was officially launched in January 2013 and put at the disposal of the school community. It aims to introduce and explain the phenomenon of bullying, raising emotional awareness of children in connection to the bully, the bullied child and the observer, and ways of responding
to the incidence. The practice aims mainly at teachers and students, but it was also used by other professionals who integrated it in their work e.g. mental health specialists. The preparation and creation of the tool costed 15.000 euro and it was funded in the frame of DAPHNE programme.

The tool was designed in order to be used by a group of students of secondary education, under a teacher’s coordination but it also gives the opportunity to be utilized individually by one child. The basic element of its identity is the interactivity and the ability to intervene in the story. It presents two bullying stories, - one in a school and the other in an internet environment. The child-users may initially choose which story they will watch, the school or the internet bullying. Then they are given the opportunity to choose the perspective via which they are going to watch the story, i.e. between the perspective of a child who bullies, who is bullied and the child who observes. Then the hero/heroine of the story chosen is introduced and the story evolves. Finally, the child-user must select the outcome of the story among the structured options (which have been formed on the basis of European Research on school bullying coordinated by The Smile of the Child). The tool is accompanied with a manual specially designed for teachers.

This specific tool is characterized by rapid audio and image changes and the stories are embodied by children – actors in natural spaces. The naturalness of the actors and the space, the rapid changes in sound and image, the reality of the scenario and the ability of identifying and "control" of history, make it pretty attractive for use by children. The tool can be found in the website www.e-abc.eu and is available online. According to the data obtained from the website www.e-abc.eu but also from The Smile of the Child already 584 teachers and mental health specialists have expressed interest in implementing the tool on their premises. The tool was presented at the 18th Annual International Conference of the Association of Psychology and Psychiatry for Adults & Children, at the 3rd National Interscientific Conference "Telematics Applications in Mental Health" and the European Conference on Online/Cyber Bullying. The tool is also presented in scientific journals, like the International Journal of Pedagogy (forthcoming).

Overall, the Tool includes training, case study, manual and guidelines. The evaluation of the tool's impact differs from country to country; such procedure it was not included in the project's duration, thus, it is up to the NGOs that implement it to further evaluate its impact etc. In Greece, there was a follow up after the first 3 months of implementation and a second evaluation will end in September 2013, while in October 2013 the tool will be evaluated by
teachers. Evaluation methods include questionnaire, interviews, and statistical data. In general, all teachers are thrilled with this program. This anti-bullying practice is very innovative as there are no other known cross media educational tools, in which is possible to select character and the end of the story. The tool is available to be reached and used by professionals as it can be found online, while the whole tool can be transferred and used for different kind of bullying cases and in different geographical areas. It is translated in 6 European languages, while professionals in other countries may use the English version.

Evaluation: high level of innovation, effectiveness, sustainability and scalability.

4.20. Interactive Interventions to Prevent the Phenomenon of School Bullying (-Greece)

“Interactive Interventions to Prevent the Phenomenon of School Bullying” are intervening strategies of school bullying prevention based on the technique of narrative psychotherapy, and coordinated by the NGO "The Smile of the Child". “The Smile of the Child" has an extended experience (of 18 years) in this field through the daily practice of its Psychologists and social workers. The tool aims in introducing and explaining the phenomenon of bullying, raising emotional awareness of children in connection to the bully, the bullied child and the observer, ways of responding to the incidence. By specially designed and structured bullying stories the scientific personnel of the Association “The Smile of the Child” conducts interactive interventions of prevention at primary and secondary schools around Greece, with the permission of the Ministry of Education and in consultation with the principal of each school unit. The interventions are made in a classroom level (depending on the dynamics of the school can be done in a class level). The practice aims mainly at teachers and students, but it was also used by other professionals who integrated it in their work e.g. mental health specialists. There was no cost for the preparation and implementation of this practice.

The mental health specialist introduces himself to the children and starts narrating the story of a child (who is at an equivalent grade school to the school where the intervention takes place). The story is held in a classroom and continues at the school yard and mainly describes the verbal and physical aggression experienced by the hero of the story. In a hypothetical environment, the mental health specialist talks to the child who is experiencing bullying (the specialist embodies both roles). Through the hypothetical dialogue, the term bullying is clarified with the concepts of repeatability and imbalance power. Then the hero asks the
mental health specialist “why me?”. At this point the children who attend will give their own interpretations. What is expected to hear about is Diversity, Power imbalance, Sensitivity, Isolation.

Then the story is carried in the classroom where the mental health specialist embodies himself, the child who experiences bullying and the bully while the children of the group are the children - observers, their classmates. At this point the bully is introduced and through dialogue the children interpret his/her behavior and vote if they want him/her to stop. While the bully is introduced, he is at the same time threatening and mocking the kid who is bullied and the expert is based on the reactions of the children that time (laughter, fear, anger) and again through dialogue the emotional state of the kid who is bullied, is detected. At the end the children give advice to each of the heroes but at the same time place and show their own part in the birth, evolution and ending of the story.

Evaluations of this practice are carried out after each intervention by the teachers, using an evaluation letter. Thus far, results show positive, emotional awareness about bullying. There was no known problem. Overall, all teachers are thrilled with this program. It includes live conversation with students based on a story, while students become also psychologists and protagonists of the stories. This practice is not funded, yet the interventions are available for all schools in Greece, and Greek schools of Europe and Africa. The intervention is carried out in Greek, but it can be transferred to other countries if the material is translated.

Evaluation: high level of innovation, effectiveness, sustainability and scalability.

4.21. ITALIAN L2:STUDENT = SCHOOL: FAMILY (ITALIANO L2: ALLIEVO= SCUOLA: FAMIGLIA, Italy)

This project is funded by the ESF - POR Marche 2012-2013 realized in the Municipality of Ancona, with the involvement of 3 comprehensive schools and 1 and IIS. The project is coordinated by COOSS MARCHE ONLUS, in cooperation with IIS VOLterra ELIA - IC GRAZIE TAVERNELLE ATS partners with educational and scientific co-ordinating role.

The project provides acquisition of certification CILS, second language, for foreign students aged 11-16 years. The aim is to promote the social and school integration of foreigners and their families through support actions. Italian language course was offered from January to May 2013, along with support Measures: social secretariat and cultural mediation from
February to May 2013; workshops on health (Bullying) from April to May 2013; Cineforum (Bullying and social integration) April-May 2013.

The project involves public bodies (Region), schools, students and their families. 100 Italian and foreign students aged 11-16 years, attending different Schools (IC Grazie Tavernelle, IC Cittadella Centro, IC Novelli Natalucci e IIS Volterra Elia) participated in the project’s activities. School managers, Italian Language Teachers, Cultural Mediator, Educator expert on bullying, Psychologist/Psychotherapist, Educator expert on health, are involved in the project in different roles according to their expertise. A Linguistic Mediator further supports the Cultural Mediator for family interventions. Analysis of the intervention needs and the priorities of the schools is required prior implementation, in order to achieve the focused support: meetings, tabs to fill out.

Evaluation was carried out. The phases of evaluation and monitoring were crosswise to project duration (from January to May 2013). The monitoring was carried out by the coordinators of the 4 schools involved, with the coordinator of the partner leader, using interviews and statistical data (n. students enrolled in the examination, n. students participating in the measures, etc.). The evaluation is also conducted observing and weighting: LANGUAGE COURSES, CILS - SECRETARIAT / CULTURAL MEDIATION, LABORATORIES AND CINEFORUM. School evaluation on the satisfaction with the support measures activated (managers, coordinators and teachers) was also held.

At the conclusion of the project, a public event is realized to present the results of the activities. The brochure of the project "Bello bullo e ballo b0" is distributed in schools and available by all students, families and teachers. It is also inserted in COOSS facebook page. Handbook of teaching Italian language L2 for level A1, A2, B1 and B2 for students and teachers - CD Rom A1, A2, B1 and B2 for listening practice is also distributed to students and teachers, as well as material for the next steps. The brochure on bullying "bello bullo e ballo b0" is characterized by a typical local linguistic expression, easily recognizable and able to capture the attention of the beneficiaries of the project of each age group.

This project is innovative and effective as it combines educational activities, aimed at the language certification, with integration activities, ludic - recreational, develop situations of socialization in the school context and set up spaces for intercultural and intergenerational dialogue. All actions performed are replicable and adaptable to other school and territorial contexts.
Evaluation: high level of innovation, effectiveness, sustainability and scalability.

4.22. Kidscape (- United Kingdom)

Kidscape is an organisation established in 1985 by child psychologist Michele Elliott, aiming to provide individuals and organisations with practical skills and resources necessary to keep children safe from harm. Kidscape staff and trainers equip vulnerable children with practical non-threatening knowledge and skills in how to keep themselves safe and reduce the likelihood of future harm. It is supported by Volunteers for Youth2Youth who are recruited from schools and colleges in the Borough of Ealing. Recruitment takes place two to three times a year, when the Outreach Worker arranges for recruitment posters to be mailed to a wide range of schools, colleges and other youth organisations.

Kidscape offers several services and activities, like a Helpline offering support and advice to parents of bullied children; the Youth2Youth service, young people who are worried, confused or just need to talk can contact trained volunteers of Y2Y by telephone, email, skype or online chat; confidence building sessions and assertiveness course (ZAP) for children who are bullied; booklets, literature, posters, training guides and educational videos on bullying, child protection, and parenting; national comprehensive training programme on child safety and behaviour management issues; advice for Parents & Carers, Professionals and Young People themselves.

Kidscape research and survey on training is available online. Evaluation includes the ZAP training course – survey, which is carried out within 3 - 6 months after the course. Results showed reduction of bullying, while training considered useful from the participants. Dissemination efforts include website, media involvement, the Helpline Youth2Youth, run by young people, and information and advice for parents, carers, professionals, young people available online.

Trainings run by Kidscape are considered effective and the peer support on Y2Y is a useful way to help young people which have difficulties to talk with adults. Trainings run by Kidscape are considered effective and the peer support on Y2Y is a useful way to help young people which have difficulties to talk with adults. Kidscape is currently funded. Its assertiveness training can be transferred to different thematic and geographical areas. The main issue will be language and quality assurance of delivery and content.

Evaluation: high level of innovation effectiveness, sustainability and scalability.
4.23. **Online Petition: Anti CyberHarassment (- Malta)**

“Anti CyberHarassment” is an online petition (available in Maltese and English) initiated by Anti Cyber Harassment Alliance with the support of members of the Maltese Parliament in 2013, in an effort to raise awareness on the need of legislation against cyber harassment. The Anti-Cyber Harassment Alliance (Malta) is a coalition of individuals, which aims to raise awareness about and encourage legislation against cyber harassment and cyber stalking. The Alliance is proposing new laws to deal with the issues of cyberstalking and bullying. In view of this, the Alliance organised a series of public events to create more awareness about the issue. The petition targets to the general public of all ages. Dissemination efforts include petitions and campaigns, as well as media involvement mainly via social network group. So far statistical data on participation show that to date 2,602 people has signed the petition.

This petition is innovative as there is an overwhelming concern nationwide that Maltese children would be victims of bullies online. Its effectiveness lies to the fact that 2,300 persons have signed the petition which calls for policy change and the introduction of a law that makes cyber stalking and cyber harassment a criminal offence. Awareness to public in general and to policy makers creates pressure on legislators and policy makers to implement a law to make cyberbullying a crime, which makes this good anti-bullying practice sustainable. Blogs, website and social network are our everyday life, it is imperative to have laws to safeguard readers, especially young and vulnerable people. The petition is scalable by using online platforms, yet challenges would include building the required framework for surveillance and to have the necessary resources to maintain it long-term.

**Evaluation:** high level of innovation, effectiveness and sustainability, and medium scalability.

4.24. **PEAB - peer education against bullying (Spain, Italy, United Kingdom)**

“PEAB - peer education against bullying” is a training approach developed in 2007-2009; in schools of 3 different countries accepted to host the project experts, during their curricular activities, to work with the students at antibullying peer-education initiatives. The peer methodology was decided at consortium level (ES, IT, UK), but each country developed different materials according to the children ideas and selected communication tools. Coordinators of the 4 partners involved are: COOSS and University of Urbino for Italy, BAOBAB for Spain and University of Sheffield for UK. Their role was to guarantee the same
methodology and comparative results. Psychologists from COOSS and from the University of Urbino were involved for the work in the schools in Italy; equally, trainers and psychologists from Baobab and University professors from Sheffield.

Peer education as an approach aims to allow children to develop communicative and behavioral strategies to face peer violence episodes, to look for the adults’ support, to acquire consciousness of one’s own aggressiveness or submissiveness and to reflect upon the consequences given behaviors might have on the others. It deals with bullying, bully, victim, and witnesses. Guided by their teachers and by a team of experts, the children selected the contents they wanted to deal with, chose the material they liked most among different communicative possibilities (painting, movies, cartoons, music, etc.) and created the “messages” for their schoolmates. The project included discussion with children, group work for the creation of the peer material, video-recording of the different sessions for later selection and inclusion in a DVD.

Children aged 8-14. 300 children per country were involved in the survey, and around 30 children per country in the project activities. A long and detailed survey had been carried out beforehand, involving 300 children per country, through a structured questionnaire, whose results were used for structuring of the peer activities. One day was dedicated to the follow-up event, 4-6 months after the end of the activities in the schools (technical time to prepare the DVD). The follow-up session involved 30/35 children per country in the evaluation of the DVD, to assess its perceived utility, usability and effectiveness. The follow-up involved the same psychologists and project staff who had worked with the children. The results showed that children appreciated that messages were delivered by peers, using communication channels they are used to. All disliked written and documentary texts, or too talkative parts (as in debates), but appreciated the role play, the performances and the scenarios presented. When children deliver messages to their peers using their most favourite channels, the message is easier to understand and stronger in its impact. “Empathising” and “sensitising” are the prevailing feelings expressed after watching the DVD.

Dissemination efforts for this practice includes brochures, presentation of the project to national seminars and conferences, production of videos distributed at national levels, uploading of the project description and material in the "Smonta il bullo” campaign against bullying (www.smontailbullo.it) promoted by the Italian Ministry of Education, a final conference in Urbino, attended by 400 persons, broadcasted by the local TV RAI3. Guidelines for teachers and parents, as well as the peer-material children prepared for their mates, are
included in the DVDs that were distributed in occasion of the final conference and are available on request.

“PEAB - peer education against bullying” is innovative and effective in making the children the real protagonists of the education to their peers. Children demonstrated high motivation in working at bullying-related topics; giving them the opportunity to freely express themselves can result in incredibly effective messages for their peers. The approach can be transferred to other geographical and social contexts. Working with children at these topics should become a normal curricular activity: a periodical supervision of a psychologist to the teachers, to support them in case of difficulties, would make them feel safer and more competent in the work with their children.

**Evaluation:** high level of innovation, effectiveness, sustainability and scalability.

4.25. **ProSAVE (Bulgaria, Greece, Italy, Malta, Romania, Slovenia and Spain)**

ProSAVE is a European project developed with the contribution of partner organizations from Bulgaria, Greece, Italy, Malta, Romania, Slovenia and Spain, actively operating in the education field. Partner organisations are Centro Studi e Formazione Villa Montesca - Primo Circolo Didattico “San Filippo” Città di Castello - Grup Scolar Tehnic de Transporturi Cai Ferate Iasi (Romania) - Association “Roditeli” (Bulgaria) - Spanish Confederation of Education Centre (Spain) - Families for Life Long Learning (Malta) - University of Ljubljana, Faculty of social sciences (Slovenia) - Ellinogermaniki Agogi (Greece). The project is funded by the European Union (Daphne III).

The main objective of ProSAVE is creating and applying a set of innovative measures based on prosociality to prevent the phenomena of ‘social violence’ amongst peers (in particular that kind of violence which is not punishable by the penal code: ostracizing or ignoring peers, not inviting them to join groups or activities, spreading lies or rumours, exclusion, isolation, name calling, teasing hurtfully, intimidation, making verbal or gestural threats, taunting, psychical harassment and molestation, verbal insults…all that can produces victims, bullying and social discrimination). The partnership consider prosociality a powerful tool to promote universal human values such as: socialization, sharing, cooperation, respect, acceptance of diversity as an added value, peace, psychological wellbeing, unity, quality communication, empathy. ProSAVE intends to develop a European cooperation to organize practical paths towards the realization of a new, proactive and strong “educating community”, promoting a greater
contact among schools, families and territory to re-launch the social dynamics of this community, to enhance the sharing of a common framework of values, and to raise awareness about the culture of legality, ethics and solidarity. The project intends to extend this process from the local to the European dimension to meet the need of inclusion and peace emerging in our time and to promote the values of brotherhood helping children to face violence.

The project goals are realized through the direct involvement of social actors; first of all the school, basically primaries, in coding the peace list of rules but also organizing experiences with parents, other indirect educators and policy makers, and making all of them become protagonist of such a process. Brochures, posters, pictures and videos are used for the project’s dissemination. Public’s opinion and support, dissemination of the tools between education authorities and schools support the project. It can be pointed out a relevant effectiveness of the project at various levels. A significant decrease of the trends towards social violence was observed in the classes of schools where the project methodology was implemented and experimented while cohesion, co-operation, empathy, moral values, sense of responsibility were increased, together with the level of school wellbeing (this was demonstrated by the implementation of a scientific assessing system as the Moreno sociogram). ProSAVE had a meaningful effectiveness also on the actors of education and on the social sectors involved, in fact launching the “educating caring community” as an educational context integrated with school-extra school allowed the promotion of prosocial values, enhanced the level of responsibility of being educators (especially for the so called non formal educators), enhanced the level of motivation of the teachers. Attitudes and behaviour in primary school can be transferred to different thematic and geographical areas. ProSAVE gave life to a European Peace code network that has disseminated a series of initiatives based on Prosociality which are the base of “active citizenship”. The creation of such national and international networking allowed the extension of the prosocial process from the local to a European and global dimension (through the European Peace Code Network), thus creating a "cosmopolitan global community" to practice and promote the values of universal brotherhood helping children to face peer violence.

Within the same methodology developed and applied in ProSAVE it is embedded the continuing involvement and addressing of the target groups and of the relevant stakeholders. The Educating Caring Communities and the European Network created in the framework of the project operate as a follow up with a stable co-operation between the schools involved in the project and new invited primary schools across Europe. The partners of ProSAVE
continue offering courses and workshops to teachers and trainers based on the materials and experience realized through the project and to present the project results at international conferences and workshops, and to involve educational institutions, local, regional and national education authorities. It was created also an online Open Community, a communication system with the main purpose to coordinate the prosocial networks composed by members of the ECCs (http://www.era-edu.com/csfvm/ProSAVE/community/), an online space where sharing experiences, ideas, opinions about Prosociality. The members are different civil organizations with diverse expertise and experience (educational, social, civic...), external experts, teachers. Its objective is to facilitate the networking of civil organizations in a European Civil Network with broad membership of different civil organizations with diverse expertise and experience, that way contributing to the valorization and sustainability of project results: everyone (interested individuals, NGOs, Schools, Experts and teachers....) can subscribe it and post messages or comment the other user’s posts. ProSAVE gave life also to an interactive model of analysis of Prosociality, based on the Moreno sociogram and on the drawing of the class, friendly presented as a PC Game. It is a free and multilingual software created following the importance, pointed out during the experimentation phase, to evaluate and measure the level of prosociality of the class (periodically during the school year) in order to have a clear view about the progress achieved. It is a very easy and friendly tool, web based, to be applied by the teachers to facilitate the analysis and measurement of the prosociality. In the PC game children have to choose different behaviors in different situations. The software can automatically present an analysis of the results useful to provide a first feedback about the implementation of the prosociality path in class. The software is available at www.era-edu.com/csfvm/ProSAVE/game

Evaluation: high level of innovation, effectiveness, sustainability and scalability.

4.26. School Mediation. Educating Students in Managing Violence and Bullying. (- Greece)

“School Mediation. Educating Students in Managing Violence and Bullying” (2010) is a book written by Prof. Vasso Artinopoulou (Professor of Panteion University of Social and Political Sciences and expert in the fields of school bullying and restorative justice), in cooperation with PhD students Iro Michael and Christina Kalavri. The book includes Information material regarding the institutional framework of social mediation, research on school violence, school
bullying and cyber-bullying in Greece, and the models of school mediation. It introduces the practice of school mediation, which focuses on the self-regulation ability of the school community through students trained to act as peer mediators in conflicts between peers. The book was based on and presents the implementation of school peer mediation at Ionidios Experimental High School, and the training of 40 primary school teachers on peaceful school disputes resolution and mediation at the Educational School of Crete. The program implementation was evaluated using structured questionnaires before and after the program implementation. The results show that there was a positive change of the students’ communication skills, increase of their awareness status and empathy cultivation.

This is a specialized program requiring the training of teachers and students in the practice of school mediation. The book is found across the market in Greece. This is the first book on school mediation in Greek, which includes both theoretical and practical evidence. After this book publication, school mediation programmes and initiatives developed in many regions/areas of the country. However, such initiatives are yet sporadic and need further development. School mediation programs are easy and low-cost to implement, are highly acceptable by pupils, and engage all members of the school community. The whole method can be transferred and used for different kind of bullying cases and in different geographical areas. The book is written in Greek. Yet similar books and guides can be found in other languages across Europe and abroad. A school mediation guide may be written as part of this or future EAN initiatives.

Evaluation: high level of innovation, effectiveness, sustainability and scalability.

4.27. Stay Safe (CAPP programme, Ireland)

The Stay Safe (CAPP programme) is a programme launched in Ireland in 1991 by Cherry Orchard Hospital (Dublin) which administrates the Child abuse Prevention Programme (CAPP). Patricia Shanahan is its national Co-ordinator, while the programme is further supported by teachers and principals, research team, clinicians, statutory child protection agencies, mental health professionals, community health care workers, family doctors, and public health nurses. The programme aims to give children the skills necessary to enable them to recognize and resist abuse/victimization and teach them that they should always tell about any situation which they find unsafe, upsetting, threatening, dangerous or abusive. To achieve its goals, the programme seeks to enhance children’s self-protective skills by participation in
lessons on safe and unsafe situations, bullying, inappropriate touch, secrets, telling and stranger danger.

A pilot study and evaluation was conducted prior to its implementation. The programme was also evaluated 3-months after the implementation of the training, using questionnaires for children, parents and teachers. Deirdre MacIntyre (Eastern Health Board and Child Abuse Prevention Programme, Dublin, Ireland) and Alan Carr (Department of Psychology, University College Dublin, Belfield, Dublin) were evaluation’s coordinators. Results showed that there was significant improvement in knowledge, skills, and self-esteem in children, as well as improvement in knowledge and attitudes in parents and teachers. The program’s dissemination efforts included resources and guidance available on line publications and handbooks, in its website: http://www.staysafe.ie.

Stay Safe is innovative and effective as it enhances children’s self-protective skills, through lesson plans and multi-media approach to enhance learning and concept acquisition (videos, audio materials e.g songs). This education programme helps children to build their personal safety and confidence. It includes an educational pack and resources which need to be translated in order to be transferred in other geographical areas. Trained staff is a further challenge if the programme is to be transferred abroad.

**Evaluation: high level of innovation, effectiveness, sustainability, and scalability.**

### 4.28. The Youths' table (Il Tavolo dei Ragazzi, Italy)

“The Youths' table” was established from 2012/2013 and operated in Emilia Romagna Municipalities of Castelfranco Emilia, San Cesario sul Panaro, Nonantola, Ravarino, Bomporto, Bastiglia. Voli Group is coordinating the program in cooperation with Societă Dolce, Le Pagine, Comune di Castelfranco Emilia, Comune di San Cesario sul Panaro, Unione del Sorbara. Youth Centers operators and Street outreach operators are involved. The program is funded by the Public Administration.

“The Youths' table” aims to consolidate and establish a steady communication link between Youth Centers of several neighboring municipalities, to encourage direct participation of young people in care and management of their educational spaces, in each individual territory and in relation with local communities. The goal is to develop legality, participation and active citizenship. Information, fact sheet, experiences documentation, and meetings (e.g. monthly meeting of the representative of the Youth Center) are included in the program. The
project is based on previous educational and re-creative experiences on the involved territories.

Leaflets and mails to involve youth and local administrations; publication of the method description in the project web site; meetings and documents for the Administrations' representatives are used for the project’s dissemination. All the material produced (candidates, election results, minutes of meetings, documents, photos, videos, interviews) has been and will be uploaded to the website. Final document/sheets (arguments, ideas, criticisms and proposals) that emerged during the Childrens’ Table could be available to the Administrations and stakeholders in order to be involved in the definition and implementation of Youth and Social Policies.

Evaluation and monitoring is crosswise to project duration. The monitoring is carried out by the coordinators of the youth centers involved, with the coordinator of the partner leader, using interviews and statistical data (n. young people enrolled in the project, n. young people participating in the measures, etc.). The evaluation is conducted observing and weighting youths’ satisfaction. The evaluation with the public administration is on the satisfaction with the support measures activated (managers, coordinators, social workers, teachers).

“The Youths' table” is innovative as it gathers youths, social workers and Administration to actively involve them to face the youth issues and needs from the same perspective: their duty to support and help youths. It is a very interactive method, with a strong impact in the audience/participants and long-lasting effects, making the youth an active protagonist of the local life. It promotes active participation and citizenship of young people, sharing of results, initiatives, programmes with the public administration and the community. All the aspects can be transferred to other geographical and social contexts. Working with youth at these topics and with these participative methods should become a normal activity in the territory.

Evaluation: high level of innovation, effectiveness, sustainability and scalability.

4.29. Toolkit. Digital & Media Literacy Education (Italy, Germany, Austria, Romania)

“Toolkit. Digital & Media Literacy Education” was produced in 2011-2013 in four countries: Italy, Germany, Austria, Romania (Region: Italy - Sicily; Germany - Turingia; Austria - Vienna, Romania - Bucarest, Muntenia), as part of a Project funded by EU funding programme, DG Justise - Daphne III - 2007 - 2013 programme (Total funds: € 692.628,36.
Toolkit is an output of the project Virtual Stage Against Violence. The project was coordinated by CESIE - Centro Studi ed Iniziative Europeo. Partner organisations were Università degli Studi di Palermo; tvv - Thuringer Volkshochschulverband e.V.; dieBerater - Gemeinnützige; Salvati Copiii - Save the Children Romania. An expert from University of Palermo worked on the research, as partner in the project. Toolkit has been developed by an Italian pedagogist, selected with a public call. It aims to contribute to the reduction of media violence on children and young people, and to raise the awareness of children, young people and parents on the negative aspects of media.

The project included a Manual with practical activities, evaluation grids for teachers and students, training course for teachers, test in all partners’ countries. A Research was conducted in all partners’ countries in order to identify the Internet uses and behaviors, to observe the role parents play within the family in supervising/controlling the online activities of their children, in the end to identify teachers’ private and professional Internet uses, as well as their ideas about introduction of media literacy activities in their classrooms. The results of research have been processed by University of Palermo. Research results have been used by pedagogist for implementing the toolkit. The toolkit was disseminated in the implementation framework, to the general public, to decision- and policy- makers, and the media, using manual, toolkit, brochures, poster, photo, and video. A web site has been developed, where all project’s products are available to be downloaded.

Toolkit has been tested by teachers in different schools in all partners’ countries. After the end of training course for teachers, activities have been implemented in schools, with groups of 15-20 young people per group and in all partners’ countries. The toolkit has been presented to many other schools and, in Palermo, 6 of them have decided to adopt it as cross-tool in the didactic curriculum. Results showed: a) Austria: positive outcomes achievable whenever schools open themselves and cooperate with educators and experts coming from outside; youth are quite familiar with digital media and the Internet, they did find some activities quite challenging as they brought them to new uses and ideas about media technologies; b) Germany: the need to involve teachers that already have a sound background in the use of digital media in the classroom; the toolkit is a guide, adaptations and implementations are to be done in order to increase its methodological cogency and educational validity; c) Romania: children seldom have the capacity and knowledge to take full advantage of the opportunities offered by new media technologies and at the same time to be aware and responsible about their risks and dangers; toolkit was highly appreciated in Italy; teachers
reported good outcomes in terms of students' motivation, participation and interest in carrying out the activities, and also with regards to the competencies acquired; the activities allowed teachers to accomplish the requirements suggested by the EU 'Lisbon Strategy' with regards to the key-competencies necessary for living in the 'knowledge-society'; discussion and work group were important for developing relational and communicative competences.

The Toolkit was innovative because youth could develop a critical way of learning but using the same tool they use everyday surfing the web. It means they discovered a new way to use a familiar tool. It contributes to spread in schools a cross-tool and to allow youth to face issues that usually are no in the curricula. The Toolkit is downloadable, thus always available. It is adapt to be used in different contexts, formal and non-formal. The five key topics are relevant in the European educational context. As it is related to the digital world, it has no boarders. However, it is challenging to make it an official tool, recognized by the national institutions of education.

**Evaluation: high level of innovation, effectiveness, sustainability and scalability.**

### 4.30. Training of teachers and non-teaching staff (- Italy)

Training of teachers and non-teaching staff was held by Telefono Azzurro, in coopareation with Ministry of Education, Ufficio scolastico regionale per il Lazio, in Rome in 2009. The practice was funded by Ufficio scolastico regionale per il Lazio and the cost was 25 000 euro. The goal is to train not only teachers but also non-teaching staff in the schools, aiming in creating a school-wide environment that discourages bullying and raise awareness of training staff to recognize and respond to bullying. Psychologist, educators, school staff are involved in the training. It includes training, lessons, and fact sheets.

An evaluation was carried out by Telefono Azzurro immediately after the training, using questionnaire and statistical data. Good results were produced in terms of learning achievements and non-teaching staff satisfaction. The training was disseminated in implementation framework, to the general public and media. Fact sheets for non-teaching staff on how to deal with bullying cases were produced. The innovative aspect of this practice is that is revolved to the non-teaching staff in the schools. Advantage is that also non-teaching staff of schools have the instruments to recognize and deal with bullying. The practice could be implemented also in other cities, regions of Italy.

**Evaluation: high level of innovation, effectiveness, sustainability and high scalability.**
5. CONCLUDING REMARKS: Essential good practices’ elements

Most good anti-bullying practices are awareness raising and, training and education, while most of them are moreover linked to the other categories (capacity building, communications-outreach-networking, partnership development, policy change, and research). Specifically for each good anti-bullying type:

- **Audio-visual Anti-Bullying Practices** are widespread around the world. They can be durable and easy to transfer. Yet, the productions of such films, TV series or videos usually need to be undertaken by producers and production companies and require some financial support. Such good practices can ideally be used as supportive actions in integrated anti-bullying programs and policies, and other initiatives.

- **Awareness raising initiatives** can also be found online. They can be produced as part of European Daphne programs or on national level. Such initiatives usually show positive effects, while they use whole-school approaches along with community involvement. They can be durable and easy to transfer, even though they may need some financial support. Such good practices can be used as supportive actions in integrated anti-bullying programs and policies.

- **Educational anti-bullying tools examples** can be durable and easy to transfer. Many of these educational tools are produced as part of European Daphne programs or by organizations specified in the respective fields. Such tools usually require some financial support, while evaluations are essential in order to prove their effectiveness. Moreover, trained personnel are also usually needed to implement them. Educational tools good practices can be used independently and adjusted to specific contexts, and/or as supportive actions in integrated anti-bullying programs and policies.

- **Intervening anti-bullying strategies and tools examples** can also be found online. They can be durable and easy to transfer. Such good practices can be used independently and adjusted to specific contexts, and/or as supportive actions in integrated anti-bullying programs and policies.

- **Organizations** can be good anti-bullying practices, since they provide an organizational and supportive frame for anti-bullying actions and a supportive system for the community. They can be durable and easy to transfer. Yet they require some financial support, as well
as evaluation reports which must show their role and practical effectiveness of their actions and operations.

- **Prevention programs examples** can be general prevention programs or specify in the prevention of specific forms of violence (e.g. gendered violence, etc) or in specific prevention methods. Prevention programs can also be found online. Many of these programs are produced as part of European Daphne programs. They can be durable and easy to transfer. Such good practices can be used independently and adjusted to specific contexts, and/or as supportive actions in integrated anti-bullying programs and policies.

- **Telecommunications and information technology** are found both as a type of good anti-bullying practice and as dissemination tool. In the current digital era, the use of telecommunications and information technology can provide major professional support, since they are easily accessible, user-friendly, and widespread to more and more children, adolescents, adults, professionals, as well as public services. They can be durable and easy to transfer, yet they need financial support.

- **Theatre-based practices and Theatrical plays** are not so durable, since it is unknown how long they can be performed. However, they can easily be transfer to other countries. Just like audiovisual practices, theatre-based practices require professional support, as well as some financial support. Such good practices can ideally be used as supportive actions in integrated anti-bullying programs and policies, and other initiatives.

Overall, essential elements in good anti-bullying practices are:

- **Active participation**: almost all anti-bullying practices presented in this guide are grounded on the active participation of their target groups. Students, teachers, and parents are active throughout the practice implementation.

- **Whole-school approach**: many of the anti-bullying practices were using a whole-school approach in order to produce more effective and widespread results, while they actively engaged target groups in joined efforts to accomplish the anti-bullying goals.

- **Networking, a whole-community approach**: almost all anti-bullying practices are based on a whole-community approach. Networking seems to play important role both in supporting the practice implementation through volunteering, as well as in the financial support of the practice. Interested parties can provide essential support in order for an anti-bullying practice to be durable and more effective.
➢ **Scientific support:** most of anti-bullying practices were supported by universities’ staff, scientific staff of public or private organizations, NGOs, and researches. This can provide a useful knowledge, concrete background and on-going support for a successful application.

➢ **Research:** research prior the implementation, as well as evaluation and follow-up research during and after the practice implementation are important in order to produce sufficient evidence of the practices’ effectiveness. Moreover, problems and obstacles can be identified and improved. Most anti-bullying practices include both forms of research.

➢ **Dissemination efforts:** good anti-bullying practices’ dissemination efforts usually include: Press releases, online resources, Videos, Document from schools, Facebook pages, brochures, posters, events, and YouTube channels. The production of the practices’ material in English and more languages confers a further advantage.

Almost all of good anti-bullying practices can be evaluated as highly innovative, effective, sustainable, and scalable. This work stream’s objectives to demonstrate that anti-bullying projects can be effectively undertaken, to demonstrate specific, recommended ways of doing so, and to share information on an on-going basis both within the European Anti-bullying Network membership and with external audiences, can be achieved through this good anti-bullying practices guide. Many of them can lead to an actual change that contributes to anti-bullying, while some of them have an impact on policy concerning anti-bullying. All good anti-bullying practices are more or less innovative overall or in some aspects, providing useful knowledge, information and skills to all interested parties.
ANNEX I

Information and guidelines for the “EAN project – Good Practices Tool”

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<tr>
<th>Section</th>
<th>About</th>
<th>How to fill</th>
<th>Notes</th>
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<tbody>
<tr>
<td>A - Identity</td>
<td>Basic information of each good practice</td>
<td>should be filled according to the collected data of each good practice</td>
<td>In case that there are not information/data available on one or more questions, you should write &quot;Unknown&quot;</td>
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<td>B - Organisation &amp; Implementation</td>
<td>Information on data regarding the planning and organisation, and the implementation of each good practice</td>
<td>should be filled according to the collected data of each good practice</td>
<td>In case that there are not information/data available on one or more questions, you should write &quot;Unknown&quot;</td>
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<td>C - Evaluation</td>
<td>Information on data regarding the evaluation or follow-up of each good practice</td>
<td>should be filled according to the collected data of each good practice</td>
<td>In case that there are not information/data available on one or more questions, you should write &quot;Unknown&quot;</td>
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<td>D - Dissemination efforts</td>
<td>Information on data regarding the dissemination efforts of each good practice</td>
<td>should be filled according to the collected data of each good practice</td>
<td>In case that there are not information/data available on one or more questions, you should write “Unknown”</td>
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<td>E - Opinion</td>
<td>Opinion on special issues regarding each good practice</td>
<td>should be filled according to your opinion or other reliable and valid sources on each good practice</td>
<td>All questions should be answered.</td>
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ANNEX II

“Collected Good Anti-Bullying Practices Categorization and Types”

Overall, the good anti-bullying practices which were collected are categorized as follows:

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<thead>
<tr>
<th>Category</th>
<th>Good Anti-bullying Practice</th>
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<td>AWARENESS RAISING</td>
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<td>• Action work</td>
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<td>• Anti-Bullying Alliance</td>
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<td>• Anti-Bullying Campaign: No violence in schools, stop bullying</td>
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<td>• Anti-Bullying Week</td>
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<td>• Anti-bullying week campaign’s video &quot;Bullying can and must stop&quot;</td>
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<td>• Artsafe and Conflict Transformation</td>
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<td>• Blue Shield Campaign</td>
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<td>• Brochures for children, parents, educational institutions. Prevention of cyberbullying</td>
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<td>• Celebrities for Kids - Anti Bullying Media Campaign</td>
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<td>• Children's films &quot;Myths About Bullying&quot;</td>
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<td></td>
<td>• Cyberbullying and its prevention</td>
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<td>• Educational DVD “FI-NA-LLY”</td>
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<td></td>
<td>• Empowering young people to prevent gendered violence through peer tutoring education</td>
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<td>• Fairplayer - against violence in schools and for the development of social skills!</td>
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<td>• Forum Theatre for the training of teachers and parents</td>
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<td>• How can I help my child? Answers to parents’ questions</td>
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- Safe social media
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### POLICY CHANGE
- Anti-Bullying Alliance
- Anti-Bullying Campaign: No violence in schools, stop bullying
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- Artsafe and Conflict Transformation
- Celebrities for Kids - Anti Bullying Media Campaign
- Cool School Programme
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- Online Petition : Anti CyberHarassment
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### RESEARCH
- ANNUAL SURVEY Indagine conoscitiva sulla condizione dell'Infanzia e dell'Adolescenza in Italia

### TRAINING AND EDUCATION
- Anti-Bullying Alliance
- Analysis of the decision making process
- Anti-Bullying Campaign: No violence in schools, stop bullying
- Anti-Bullying Center (ABC)
- Artsafe and Conflict Transformation
- Beatbullying
- Circle time
- Class without bullying
- Classroom activities for the prevention of bullying and violence between students. Teachers’ manual for elementary schools
- Collaborative games
Moreover, all the collected anti-bullying practices fall into these eight types:

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ANNEX III
Good Anti-Bullying Practices – Not included in the Guide

1) ANNUAL SURVEY Indagine conoscitiva sulla condizione dell'Infanzia e dell'Adolescenza in Italia (- Italy)
The annual research started in 2000 leaded by Telefono Azzurro, in cooperation with Eurispes. The total cost is 60,000 euro including survey, book, and development of the app. The practice is not funded. School staff submits the questionnaire to the students, while data analysis is carried out with the help of member of the Italian Scientific community. The goal is to study and monitor the phenomena that occur during childhood and adolescence, using a national representative sample of schools. Despite the financial obstacles, the research results highlight new trends and new findings. Research results are disseminated in schools, to the general public, to decision- and policy- makers, and the media. Manual, App, videos, documents, Telefono Azzurro's website, Eurispes' website are all included in the dissemination efforts. It is the only research on national level focused on developmental age and after 12 years became principal point of reference for the scientific community and general public.

Evaluation: high level of innovation, medium effectiveness, and scalability, unknown sustainability.

2) Anti-bullying week campaign's video "Bullying can and must stop" (Veiksmo savaitės BE PATYΘΙΨ reklamos kampanijos klipas "Patyhos gali ir turi liautis" (- Lithuania))
The voluntary created video is designed for children and teenagers who witness bullying, based on Information from national surveys' about bystanders' passive role in bullying. The video was released in 2013 by Chidline, in cooperation with Anti-bullying week initiative's partners. The clip is disseminated through (social) media. The video is very innovative as it is the first social advertising in Lithuania on the topic of bullying bystanders’ role. None evaluation is available.

Evaluation: high level of innovation, unknown effectiveness, unknown sustainability, medium level scalability.

3) Blue Shield Campaign (-Ireland)
The Blue Shield anti-bullying campaign was launched in March 2013 by the Irish Society for the Prevention of Cruelty to Children (ISPCC) in Ireland, to offer practical support to
children, parents, schools and communities through resources and the development of a comprehensive toolkit for all schools, in order to raise awareness of the issue of bullying and how to tackle it. The Shield My School Programme tool, - a self-assessment tool, includes an action plan for schools to record the outcome of their evaluation, their proposed actions, time-frames and review schedule. A new dedicated bullying support service and online resources (available to download free of charge) can be found via www.ispcc.ie and www.childline.ie. The campaign is based on previous statistical data and surveys. However, none evaluation is available so far. The initiative is supported by celebrities, media’s involvement, leaflets, posters etc. This initiative can be effective as its resources are available online, while media involvement aims at awareness-raising.

**Evaluation: medium level of innovation, unknown level of effectiveness, unknown sustainability and medium scalability.**

4) **Brochures for children, parents, educational institutions. Prevention of cyberbullying (Lankstinukai vaikams, tėvams, ugdymo atstovybiams. Elektroninės patyrimų prevencija (- Lithuania)**

The brochures were published by Chidline in 2012 with the financial support by Netherlands embassy in Lithuania. The leaflets contain specific recommendations on how to deal with electronic bullying. They are addressed to children, parents, and educational institutions. This is an informative material. None evaluation is available. The brochures were disseminating to the general public. It can be transferred to other geographical areas, if it is translated.

**Evaluation: medium level of innovation, unknown effectiveness and sustainability and medium scalability.**

5) **Celebrities for Kids - Anti Bullying Media Campaign (-Malta)**

Celebrities for Kids - Anti Bullying Media Campaign (CfK) was initiated in 2013 by the NGO Celebrities for Kids which is promoting child safety and well-being, and championing children rights. CfK's anti bullying campaign (available in Maltese and English) targets the general public (all ages), and aims to increase awareness of bullying and cyber bullying. The experts in child safety field teamed up with celebrities to convey the anti-bullying message, using the media and site visits. None evaluations has been carried yet since the campaign is quite recent. Media Involvement and fact sheets are involved in the dissemination efforts. Its effectiveness, innovation, and sustainability are based on the high accessibility to media and
the participation of top local celebrities, which may result desired impact on young people and public in general, reaching out a good number of followers.

Evaluation: high level of innovation, unknown effectiveness, high sustainability and scalability.

6) Children's films "Myths About Bullying" (Vaikų sukurti filmai „Mitai apie patyčias“ (- Lithuania)

Children's films "Myths About Bullying" was released in 2010 by Chidline, with the financial support of the Netherlands embassy in Lithuania. Movie scripts were created by children and adolescents during Childline’s implemented "Anti-bullying week". The films were disseminated to the general public. None evaluation is available.

Evaluation: high level of innovation, unknown effectiveness, unknown sustainability, medium level scalability.

7) Class without bullying (Kuriame klasė be patyčių. (- Lithuania)

Class without bullying is an electronic publication which was published by Chidline in 2010 with the financial support of the European DAPHNE program. Its authors are Jurgita Smiltė, Jasiulionė, Robertas Povilaitis, Marina Mačionienė, and Ivona Suchodolska. The publication is intended for class teachers and other school staff. It includes guidance on how to talk to children about bullying phenomenon, bullying causes and consequences, as well as how children react to bullying and how they can contribute to creating a safe school. The publication contains information on parents' involvement in preventive activities, the possible assistance. Each chapter is presented of theoretical knowledge, reflective section of ideas and practical exercises for all ages, which may be performed in conjunction with the students during the class meetings. The booklet is accompanied prepared worksheets that you can print out and use the sessions with the children. The tool was disseminated and is available is DVD form. It can be transferred to other geographical areas, if it is translated.

Evaluation: medium level of innovation, unknown effectiveness and sustainability, medium scalability.

8) Cool School programme (- Ireland)

The Cool School Programme was launched in Ireland in 2000 by the HSE Dublin North East's Child Psychiatric Service, in cooperation with HSE Dublin North East Health promotion Unit, and In-Career development service of the Department of Education and Science. It is further
supported by scientific personnel. The Cool School Programme aims to provide a support service for schools to facilitate implementation of the Irish Department of Education and Science Guidelines on Countering Bullying in Primary and Post-Primary Schools (1993). The programme implements a whole school approach to policy development, teacher training, development of materials, a web site and group therapy for those victimized by bullying and individual intervention for those who use bullying behaviour. A number of publications are also available. The programme includes lesson plans, video materials and a series of advice booklets; information, training and materials for teachers and therapeutic groups for bullied students or young people with difficulty in socializing with their peers.

The Cool School Programme (2000) unpublished report on the Extent of Bullying in Second Level Schools in the North Eastern Health Board Area was sent to the North Eastern Health Board prior the programme’s implement. None evaluation study is available. The programme’s dissemination efforts include booklet, guidance, and information, available online for free. The Cool School Programme is innovative as it is based on a holistic school environment approach led by Psychiatirc services rather than educationalists. Its workshops, training, and resources could be transferred to establish an Anti-Bullying Programme in school. Yet, material needs to be translated and further support of qualified scientific staff is also required.

**Evaluation:** high level of innovation, unknown effectiveness and sustainability, medium scalability.

9) *Empowering young people to prevent gendered violence through peer tutoring education* (- Greece)

“Empowering young people to prevent gendered violence through peer tutoring education” is a formal program developed by the European Anti-violence Network in the frame of the DAPHNE II I European Program of the Directorate General for Justice of the European Commission (with the co-financing of the European Union). The program was officially launched at the disposal of schools in Athens during the academic year 2011-2012. The program aims at the prevention of gendered violence among teenagers, providing them a safe place for the exploration of their attitudes and tolerance toward violence, promoting equality and the rights of the two sexes. The practice aims mainly at teachers, students and parents. It includes research on the attitudes of young people, teachers’ training workshops on the prevention of gendered violence through implementing primary prevention of violence interventions in the educational context, a series of experiential workshops with both male
and female students through the method of peer tutoring, and students’ exhibitions for the artistic activities of students aiming to present the results of the program and their diffusion in local educational communities (students, teachers, parents). The workshops were designed upon research and reality depiction. The program includes instructions (manuals) for teachers as well as an informative material for teenagers. The program has been successfully completed and the results will be announced on the website. All the material can be found in: http://www.medinstgenderstudies.org/ and http://www.antiviolence-net.eu. The program is innovative enough as it includes interactive workshops based on role playing and the use peer methods. The program seems very successful and effective, since the workshops were implemented based on the research, there was a visualization of the child’s reality, and it was very interactive. The tool can be used in different geographical regions. Yet there should be a thorough research about the possible existence of surveys in each country that could lead to the creation of equivalent scenarios.

**Evaluation: high level of innovation, unknown effectiveness, sustainability and scalability.**

10) **I can communicate without bullying** (Moku bendrauti be patyðiψ. (- Lithuania))

“I can communicate without bullying” was published by Chidline in 2008 with the support of Childline’s psychologists and the financial support of the Ministry of Education. Its authors are Robertas Povilaitis, and Jurgita Smiltλ Jasiulionλ. The publication includes recommendations for children and adolescents about bullying situations and their solution: why it is necessary to follow the rules, what to do if you are being bullied or the observer, how can you help and where to go for help. The publication was disseminated and is available online. None evaluation is available. It can be transferred to other geographical areas, if it is translated.

**Evaluation: medium level of innovation, unknown effectiveness and sustainability, medium scalability.**

11) **Interactive Form/Design Theatre** (- Sweden)

“Interactive Form/Design Theatre” is an interactive theatre-based training method which aims to enhance different subjects, and increase audiences to cope with relational and behavioral solutions. It started to perform in Sweden in 1993, by TP-Theatre, an organization of professional actors, performing for educational and social behaviour purposes; in cooperation with The Gotheburg community, violence against women and children, Conferences etc., as well as close collaboration with the local schools, and other project partners, especially the
University of Urbino. It was funded by the ATTEMPT project (Daphne programme). The cost for one day training/performance can be estimated for 2100 €. The practice is mainly addressed to schoolchildren, but later was expanded for a wider audience such as decision makers and politicians.

The “script” "IDT" Interactive Design Theatre content is created jointly by the performers and audience on a chosen topic. Importantly, the final event always ends in the worst possible way. In part two, same scene is performed again, during which the middle status character encounters a problem, and the audience attempts to find solutions of the direct problem. The actor/tress performs the suggestions from the audiences’ thoughts, knowledge and understanding. Evaluations have been conducted by the same actors/staff who had been involved in the performance and training, using questionnaires and discussions with parents, teachers and students, which showed positive results and a healing effect. A problem was to find a suitable date for both parents and teachers. Regarding dissemination efforts, a EN-subtitled trailer was produced and shown in many different meetings with politicians, decision makers, directors/headmasters and organizations working against bullying. It was uploaded in Youtube and in the ATTEMPT website. Articles were published in the Gothenburg community Newsletter. A bilingual brochure, video, and web site are also available.

“Interactive Form/Design Theatre” is a very interactive method, with a strong impact in the audience and long-lasting effects. This good practice already existed and was widely used before the project funding. It was mainly sustained with local funds, either from educational and social public departments. All the technique within IFT and IDT can be transferred and used in other contexts, but undoubtedly the professionalism of the actors play a main role in sorting and has the high expected effect. Moreover, the need for a professional theatre company, as well as experts in social problems, requires the allocation of financial resources to deploy this technique, which is undoubtedly a strong impact. It is also challenging how to generate the bullied situation-research, impact, thoughts and knowledge to be sharing within the performances, and also the lack of knowledge from the audience to find a solution that they may deal with every day.

**Evaluation: high level of innovation and effectiveness, medium scalability and sustainability.**

12) Kellimni.com (Malta)

"Kellimni.com” is an online support service based in Malta. It is a joint effort between SOS Malta, the Salesians of Don Bosco, Aġenzija Zghazagh and Aġenzija Appoġġ, under the
guidance of Child Helpline International, initiated in 2012. Kellimni.com is aimed at children and young people who want someone to listen to them and who can provide assistance. It provides support service via email, one-to-one chat and forum. The services focus mainly on children and adolescents, providing them with targeted online support through www.kellimni.com. On the website are available also, videos, games and general information. It doesn't deal only with bullying but with a range of issues that affects adolescents. None evaluation was found. Yet, despite no official statistics exist, the real time chat time bracket has been extended. The posts registered on the forum show that young people are asking questions related to bullying.

The website (available in Maltese and English) provides useful tools to support young people through information, chat, forums where they can express their worries. Dissemination efforts include Printed Material; Posters, Website, Promotion in youth fairs and in schools. Kellimni.com is innovative as a counselling service being offered online, user friendly and has attractive artwork. This initiative can be effective enough as it gives to young people the opportunity to voice their concerns, express and realize their rights through channels of communication that are comfortable and easily accessible to them. Its website design and support on line can be transferred abroad. Yet, its adaptation to each national context is necessary, as well as continues training and recruitment of volunteers.

*Evaluation: high level of innovation and sustainability, unknown effectiveness, medium scalability.*


2008 (- Lithuania)

“Modern approaches in prevention of bullying and violence in schools” are conference presentations of conference held in 2008, financially supported by the European DAPHNE program. Presentations are addressed to the society. They were disseminated and are available online. All the material can easily transferred to other geographical areas.

*Evaluation: medium level of innovation, unknown effectiveness and sustainability, high level of scalability.*

14) *MOU between Telefono Azzurro and Ministry of Education (- Italy)*

MOU between Telefono Azzurro and Ministry of Education was signed in 2010, aiming to the development of new strategies to promote children and adolescents well-being in schools. The MOU was disseminated to the schools, to general public, decision and policy makers and
the media. It can be found in Telefono Azzurro's website. This practice can be very effective as it creates a formal network.

*Evaluation: high level of innovation, unknown effectiveness, sustainability and scalability.*

15) *OK programme* (- Ireland)

The OK programme (Our Kids School Anti-Bullying Programme) created in 2011 by National Anti-Bullying Coalition (NABC) in Ireland. It is a multilevel programme aiming to empower the whole school community to recognize and resolve bullying behaviour, by providing training for every member of the whole school community, using a No-Blame, No-Anger approach. It includes methods such as survey of all members of the Whole School Community, training modules to all groups within the community, consultation with each group within the whole school community to ascertain the needs of each group in terms of support and interventions, an on-site Our Kids Team created and trained with regard to their roles in the programme, review of Anti-Bullying Policy & Critical Incident Policy, an our Kids Accreditation awarded on an annual basis on completion and evaluation. The OK Programme is spread online via social media, and a brochure.

The OK Programme is innovative because it includes a survey of every member of the whole school community, which in turn provides a customized map of the school's specific needs. This program can be effective since it involves the whole community. The program can transferred to different thematic and geographical areas very easily as it tailors to the needs of each school. However, trained staff is required, as well as involvement of businesses as sponsors as a good way to involve the community.

*Evaluation: high level of innovation, unknown effectiveness and sustainability and medium scalability. This good practice is an excellent example of whole-school and community approach, yet evaluation is needed.*

16) *Program “Prevent and Confront Bullying In Secondary Schools, Based On the Mentalization Theory”* (- Greece)

The Program “Prevent and Confront Bullying in Secondary Schools, Based on the Mentalization Theory” aims at preventing and dealing with bullying incidents occurring in high schools. It is designed by the Association for the Psychological Health of Children and Adolescents, and applied in Greek junior high school on the classroom level, while the
teacher coordinates the workshop activities. Its goals include the introduction and explanation of the phenomenon of bullying, raising emotional awareness of children in connection to the bully, the bullied child and the observer, and ways of responding to the incidence. The program is based on the mentalization theory which combines many different theoretical approaches of psychological thinking. The program focuses on the child, the school context, the family, as well as the community. An activities manual consisting of a series of 11 workshops on topics related to school bullying and the theory of mentalization is used as a tool, as well as a folder with relevant literature (books and articles on bullying). The program also includes activities such as focus groups of teachers and students, a three-day training course for teachers, and group support meetings (tutelages) for teachers. The program is possible to raise awareness of the school community on school bullying, increase knowledge of the teachers in relation to the phenomenon of school bullying and ways to prevent and deal with it, promote communication and coordination skills, and interpersonal skills. Training and support by mental health professionals is offered throughout the program implementation. The tool has no geographical limits, as it can be translated and piloted.

Evaluation: high level of innovation and scalability, unknown effectiveness and sustainability.

17) Project "Bullying Free school" (Projekt "Mobbingfreie Schule", Germany)
Project "Bullying Free School" was carried out in Berlin for the school year 2011/2012. The class developed a solid foundation to be a viable community in the future. Since the school year 2012/2013 the school psychologists on violence prevention and crisis intervention provide training for members of the emergency team. The two-year modular training curriculum includes among others also a module on bullying in school. To implement the project week, teachers receive special training. The project includes and disseminated an Anti-Bullying suitcase: practical, proven guidance for a project week against bullying (including cyber bullying aspect), four films, a comprehensive manual and Information materials for parents. None evaluation is available yet. The project was further disseminated to teachers and educational professionals at the conference "Bullying Free School" on 16 May 2013.

Evaluation: medium level of innovation, unknown effectiveness and sustainability and medium scalability.

18) Safe Schools Programme - Anti-Bullying service (- Malta)
“Safe Schools Programme - Anti-Bullying service” program is organized and funded by Directorate for Education Services, Ministry of Education since 2000. It strives to initiate, support and co-ordinate the efforts of schools in anti-bullying programmes to ensure a safe and caring environment conducive to learning and well-being, and supported by counsellors, psychologists, guidance teachers, psycho therapists, social and youth worker. The Anti-Bullying Service work in collaboration with the Heads of Schools, Teachers, School Councils and Parents are actively involved. The program target school children and their families, aiming to provide a safe school environment for all pupils and students of compulsory school age; raise awareness of the issue of bullying; initiate, support and co-ordinate the efforts of schools in anti-bullying programmes to ensure a safe and caring environment conducive to learning and well-being; formulate and implement strategies to respond to the issue of bullying behaviour through school level anti-bullying programmes. It involves intervention, prevention and training, manual, guidelines, and national Policy. The Anti-Bullying Unit provides advice, understanding and support in developing whole-school responses to bullying and promotion of pro-social behaviour, and strives to co-ordinate the efforts of a school level anti-bullying programme.

A study has been carried out by EPASI in Europe (Charting Educational Policies to Address Social Inequalities in Europe) between January 2007 and February 2009 i.e 9 years after the set up of the National Policy for good behaviour in schools. No results were recorded except for 2004, which present the number of schools visited during a year (2004) and the number of new individual referrals in the same year (174 new cases). The program is disseminated via online resources, school visits, and websites with project description. The programme is innovative as it took a holistic schools approach and was led by Psychiatric services rather than educationalists. The idea of an anti-bullying unit which deal with a range of services related to bullying seems very effective. The service was supposed to act also as a link between schools and other student services or professional agencies within and outside the Education Division. A service that deals with bullying in different ways can be transferred to different thematic and geographical areas. This is an ongoing service and funded by the Student Service Department Ministry of Education. Yet, the availability of its resources is a challenge and requires a good number of human resources.

Evaluation: high level of innovation, effectiveness, medium level of scalability and sustainability.
19) Safe social media (- Italy and Spain)

“Safe social media” a transnational international project of Italy and Spain, coordinated by Associazione Davide.it Onlus (– Project leader, Italy – Venaria Reale (TO), in cooperation with Cece - Confederacion Española de Centros de Enseñanza, Spagna (– Madrid), InterMedia Consulting (Partner of the project - Italy, Rome). The project is funded by the European Union (Daphne III). Its overall goal is to reduce exposure to violence for children and adolescents through an Educational Program in the use of Social Media. The project will develop an Educational System in order to encourage teens to a responsible use of social media in the school and at home. It includes training in schools, aiming to parents, children/teens and educators, as well as a questionnaire prior the implementation on the lifestyle of the teens in the media. Through an analysis of the data, a report on lifestyle of teens will be produced for educators, parents and NGO’s. different meetings will be offered for parents, educators, etc. to present the results of the report and some advices.

A database has made available on the Internet, and includes more than 400 technical papers, scientific research reports, guides safe use of new technologies and media articles. None evaluation is available so far. Brochures, posters, pictures and videos are used for dissemination of the project. This project is innovative and an unprecedented effort in Europe to gather in one place (virtual) main references, knowledge and tools developed on the world of social media. Social Media Safe offers a database to support the implementation of evidence-based social intervention, which may prove effective in the short term as well as the long term (as it has in other areas such as business management and public health). Tools and strategies regarding the best uses of internet for children and teenagers can be used from other countries.

*Evaluation: high level of innovation, sustainability and scalability, unknown effectiveness.*

20) Schools of cooperative learning and prevention (- Greece)

“Schools of cooperative learning and prevention” is an educational program approved by the Ministry of Education, and supported by the Aristotle University of Thessaloniki. The practice is designed and piloting in Greece by the Association of Collaborative learning. The program aims at enhancing coexistence and cooperation within the school community, defined by the quality of the relationships and the cooperation of the members of the school community (students, teachers, parents). As part of the pilot program, a scientific committee has been established. The program pays attention on the way teaching is conducted at school rather than what the child is taught. The class operates as a “social hive”, where all children
are viewed as equal and will learn acting within a community and active citizenship. Hence, teaching should be based on the revival of community values such as equality, solidarity, cooperation, fellowship and humanitarian values. Its methods are inspired by the Freinet pedagogical methods. It includes activities such as meetings between teacher-parents-psychologists, active participation of each student in the learning process, collaboration between students – teacher – local authorities, psychological reinforcement, organization of cultural activities, the school garden, cross- thematic activities, newspapers, radios, drama involving life experiences, and art therapy.

The program has its own website: http://synergatiki-mathisi.blogspot.gr/. Yet none evaluation was found. Overall, the program is highly innovative as it promotes a whole-school, whole-community approach starting from the very basics of education. The whole program can be transferred and used in different kind of bullying cases and in different geographical areas. The program is already implemented in other countries (i.e. Finland).

**Evaluation: high level of innovation and scalability, unknown effectiveness and sustainability.**

21) ’Stand Up!’ campaign (Ireland)

‘Stand Up!’ campaign is an awareness raising initiative launched in March 2011 by BelongTo group in Ireland, in cooperation with ASTI (Association of Secondary Teachers in Ireland), TUI (Teachers' Union of Ireland), NAPD (National Association of Principals and Deputy Principals), IGC (Institute of Guidance Counsellors), JMB (Joint Managerial Body), LOOK (Loving Our Out Kids), ISSU (Irish Second-level Students' Union) and IVEA (Irish Vocational Education Association). The campaign is further supported by the Department of Education and, volunteers and activists. The initiative aims to draw attention to homophobic bullying and what students can do to prevent it. "StandUp!" in Youth Services and Youth reach Centres provide educational packs included a Cover Letter, Background Information, Educational Activities for use with young people, a DVD and Discussion Guide and a Stand Up poster, while "StandUp!" in schools provide information and activities packs. Videos are also included. None research prion its implementation nor any evaluation study are available. “StandUp!” dissemination efforts include social media, tv and radio interviews, articles, a guide and a Stand Up poster, Videos on Youtube, and information and activities packs for "StandUp!" in schools. The campaign is also supported by celebrities. The campaign is innovative as it is aimed at creating positive understanding of LGBT young people and their issues through fun and educational activities to increase awareness, build supportive links and
reduce the incidence of bullying. This initiative may be effective as its resources are available online, while media involvement aims at awareness-raising.

**Evaluation: high level of innovation, unknown effectiveness and sustainability, medium scalability.**

22) *Telefono Azzurro App on Facebook* (- Italy)

Telefono Azzurro App on Facebook was initiated by Telefono Azzurro and Facebook in 2013 in Italy. Telefono Azzurro and Facebook IT department were involved. The goal was to offer children and adolescents another channel through which they can contact Telefono Azzurro and receive help in case of cyber-bullying and other risks related to the use of Internet. The initiative was based on the annual survey implemented with Eurispes. Telefono Azzurro is further monitoring the access to the chat. Since the activation of chat Telefono Azzurro managed 129 cases. However, in order to use the chat an adolescent need to download the app on his/her Facebook profile and this is not very comfortable. The initiative was disseminated to the general public and media, and via Telefono Azzurro website. The innovative aspect is the app itself. Telefono Azzurro receives report through the app so the practice can be effective and, advantage is that children have another way of contacting Telefono Azzurro. Similar Apps can be created.

**Evaluation: high level of innovation, medium effectiveness and scalability, unknown sustainability.**

23) *Telefono Azzurro and "La Baracca Theatre": "Offside. A history of bullying"* (- Italy)

"Offside. A history of bullying" is a theatre-based raising awareness initiative carried out in 2008 in Italy by Telefono Azzurro in cooperation with La Baracca Theatre, Comune di Bologna. The practice was funded by Mediafriends Italia. The goal was to develop a theatre play on bullying and then, starting from the main scenes of the play, to create a training kit for teachers to be used with primary and secondary schools. Teachers, educators, and actors were involved in carrying out the initiative, while volunteers were involved to present the kit in the schools during the dissemination phase. A theatre play and a kit for teachers with activities to be implemented in schools with children and adolescents were produced.

The initiative was based on the annual survey implemented with Eurispes. The initiative was disseminated to the general public and media, using dvd with scene from the theatre play and activities to be implemented by teachers in classroom. None evaluation was further carried out. The innovative aspect of this practice is to talk about bullying through theatre play.
Children learn about bullying through creating a theatre play, a fun way of learning. The organisation of the play can be transferred in other cities, regions of Italy.

*Evaluation: high level of innovation, unknown effectiveness and sustainability, medium scalability.*

24) Telefono Azzurro and Nickelodeon: "Mission Antibullying: who speaks, wins" (- Italy)

"Mission Antibullying: who speaks, wins" is an awareness raising initiative by Telefono Azzurro in cooperation with Nickelodeon, started in 2012 in Italy. The practice was funded by Nickelodeon. The main goal was to raise awareness in the schools regarding bullying. Teachers and volunteers were involved as trainers in the school. Poster, booklets for children and parents, and dvd with Spongeboob episodes on bullying were used for the initiative’s purposes. The initiative was based on the annual survey implemented with Eurispes. The initiative was disseminated in schools and to the general public and media, using cartoons, brochures and posters, booklets for teachers and parents. None evaluation has been conducted yet. The innovative aspect is that children can learn about bullying at home through fun instrument like cartoon, while is also widespread via one of the favorite Italian channels of children.

*Evaluation: high level of innovation, unknown effectiveness, sustainability and scalability.*

25) “The Class” movie (- Estonia)

“The Class” movie was released in 2007 by Amrion (Production Company) and Eesti Televisioon (ETV). The movie deals with bullying and violence in schools, presenting the story of a mass shooting at a school. Actors starring in the movie were ordinary high school students and their families. The movie is very realistic, as it was made after the real story of shooting in the Finnish schools. In 2010, three year after the movie release, a TV series was produced that extends the plot of the film. The film has gained immense popularity, has been widely discussed in the media and social networks on the Internet. Yet none evaluation were conducted.

*Evaluation: high level of innovation, unknown effectiveness, unknown sustainability, high level scalability.*

26) The Internet Farm (- Greece)

“The Internet Farm” is a theatrical play, based on the homonymous children's book targeting cyber-bullying. The theatrical play was created under the auspices of Ministry of Education
and Ministry of Hellenic culture and further supported by the companies: Google and Saferinternet.gr. It was launched in summer 2013 and performed in 10 Greek cities. The two authors of the play Kormas Georgios and Samara Veronica are in charge of the scientific supervision of the play. The play aims mainly at kindergarten and elementary school teachers, parents and students, and is free of charge. In the story, which takes place in a farm, feature Nikolas, Niki, a wise owl and their loyal friend Hercules. Through the play, the audience is informed in an amusing and interactive way about the dangers of the internet and cyber-bullying. The play and its content is presented on the website www.saferinternet.gr. It is difficult to evaluate the real positive changes in connection with the theatrical play, since no evaluation measurements have created. Overall, this practice is innovative enough as it uses an attractive and child-friendly method (theatre) to raise awareness on cyber-bullying. This theatrical play has performed only in Greece. However, it can be used in different geographical regions after adapting the script taking into consideration how each country perceives bullying.

**Evaluation: high level of innovation, unknown effectiveness and sustainability, medium scalability.**

27) *The school can overcome bullying. (Mokykla gali aveikti patyðias. (-Lithuania)*

“The school can overcome bullying” was published by Childline in 2008 with the support of Childline's psychologists and the financial support of the Ministry of Education. Its authors are Robertas Povilaitis and Jurgita Smiltλ Jasiulionλ. It consists of Guidance for teachers on bullying as a phenomenon, the consequences for the victim, and the perpetrators of school psychological climate and the prevention of bullying in school. Provides practical tips on how to monitor, respond to, and what steps to take. The publication was disseminated and is also available online. None evaluation is available. It can be transferred to other geographical areas, if it is translated.

**Evaluation: medium level of innovation, unknown effectiveness and sustainability and medium scalability.**

28) *The story of Victor and Maria* (- Greece)

“The story of Victor and Maria” is a theatrical play addressing bullying. The play is written by Aggelopoulos Tasos, a Greek professor of the Aristotle University of Thessaloniki-Greece, who is also the director. It aims to raise awareness about the bullying and its participants (the bully, the bullied child, the observers); to answer to current challenges and the overall
difficult economic conditions. The play is presented within the school classrooms by the Experimental Stage of “Art”. It is only played from one school to another and from classroom to classroom, while the children watch the performance sitting on their desks with the presence of a teacher. It is an original story created during which two actors recount in a playful way and by changing multiple roles, a case of harassment in school, suggesting at the same time ways of dealing with it. At the same time, the performance constitutes a way to become familiar with the theatrical process since it is based on techniques of the theatrical play and of the dramatization (Fictional depiction). Even though the performance immediately attracts the interest of children, it is difficult to evaluate the real positive changes in connection with the theatrical play, since no evaluation measurements have been created. Overall, this theatrical play is pretty innovative and can be effective as it is performed in the classroom with the participation of children, attracting the interest of children and successfully raises awareness on bullying. This theatrical lay is performed only in Greece. However, it can be used in different geographical regions after adapting the script taking into consideration how each country perceives bullying.

**Evaluation: high level of innovation, unknown effectiveness and sustainability and medium scalability.**

29) “With courage against bullying” A Practical Guide about the project "School as a habitat - without bullying" ("Mit Mut gegen Mobbing" Ein Praxisleitfaden zum Projekt „Schule als Lebensraum – ohne Mobbing“, Germany)

“With courage against bullying” A Practical Guide was developed in 2012, as part of the Bavarian project "School as a habitat - without bullying". The brochure is intended as a practical guideline for school management and teachers provide quick access to the bullying issue and enable a competent dealing with incidents of bullying and exclusion based on case studies and prevention and intervention. It gives answers to key questions about bullying, introduces some exemplary cases and recommends concrete measures for prevention and intervention, like conversation process, policies and programs as well as ideas to find individual solutions. None evaluation is available yet. The practice was disseminated via the practical guide, and online. It can be transferred to other geographical areas, if it is translated. **Evaluation: high level of innovation, unknown effectiveness and sustainability, medium scalability.**
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