

GREECE

2A ORGANIZATIONS INVOLVED

The Hellenic Ministry of Education and Religious Affairs has developed awareness-raising programs for internet use, primarily targeting parents.

Other organizations involved in anti-bullying awareness-raising programs and interventions:

- The Adolescent Health Unit (AHU) has implemented the ARIADNE training program for educators and mental health professionals aiming to train them on adolescent internet use, misuse and addiction issues, and cyberbullying (<http://youth-health.gr/drastiriotites/programma-katartisis-ariadni/programma-katartisis-ariadni.1#.VNCCUi6gz4o>)
- The AHU has conducted national and European research (EU NET ADB) measuring cyberbullying (<http://www.eunetadb.eu/en/>)
- The Digital Awareness and Response to Threats (DART) has produced awareness material for students.
- The Prevention Observatory on School Violence and Bullying' (<http://paratiritirio.minedu.gov.gr/>) is a monitoring agency which involves on a systematic base school units by means of reporting relevant incidents.
- The newly found Koinoniko Sxoleio (<http://socialschool.gr/>) aims to tackle a variety of social and health problems, by implementing awareness raising campaigns.
- The Smile of the Child is an NGO promoting children's welfare. They have coordinated Europe's Anti-bullying Campaign Project.

The Association for the Psychological Health of Children and Adolescents (A.P.H.C.A.)

2B NATIONAL OR LOCAL PROGRAMS (PREVENTION AND INTERVENTION)

2B-1: STOP SCHOOL BULLYING

1. **Title of intervention:** "STOP SCHOOL BULLYING"
2. **Organization who carried out intervention:** Association for the Psychological Health of Children and Adolescents (A.P.H.C.A.)
3. **Time frame:** November 2011 to May 2012
4. **Program description (in brief narrative format describe aims and procedure):** A prevention program consisting of 11 weekly 90 minute workshops conducted in class by the class teacher based on a Teacher Manual. The workshops aim at increasing the understanding and awareness of the phenomenon of school bullying across the school, implementing a holistic approach by targeting students, educators and parents. The student workshop also aimed at developing strategies to manage instances of bullying in school. A second component of the program was the Parents Meetings.

5. Checklist of program elements

CLASSROOM

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

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

TEACHER

X **information for teachers**

PARENT

X **information for parents**

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

SCHOOL

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

school conferences (i.e. organization of school assemblies during which children were informed about bullying.)

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

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

6. **Age or grade:** Grades 4-6

7. **Sample characteristics** (number of classes or number of students): 20 schools, totaling 666 students, in the wider Athens area

8. **Informants used** children

9. **Sampling of population:** stratified random sampling

10. **Control group:** Yes (control schools received a 2-hour talk)

11. **Definition of the problem:** Olweus definition used in questionnaire

12. **Use of term bullying or cyber-bullying in questionnaire and definition** (if provided): Yes term used ΕΚΦΟΒΙΣΜΟΣ

13. **Measures used:** Olweus Bully/Victim Questionnaire

14. **Interviews:** none, written surveys completed in class

15. INTERVENTION

A. Theoretical approach and basis on previous intervention: Holistic approach, based on Olweus principles

B. KEY ELEMENTS of program: Class based workshops conducted by teachers and targeted at the whole class. The content of the workshops, described in detail in the Teacher manual (Tsiantis, 2011), included: discussing and signing class rules, discussions, group activities including drama and art.

16. **Type of analysis** (qualitative, qualitative or mixed-methods) quantitative

17. **Outcome measures:** prevalence of bullying and victimization incidents in school
18. **Duration/ intensity of intervention:** 11 weeks (November 2011 to May 2012)
19. **Evaluation:** A statistically significant **55.4% decrease** in victimization (measured by the number of victims) from pretest to posttest was documented for the experimental group, while the decrease was 23.3% for the control group. Similarly, a **55.6% decrease in bullying** was documented from pretest to posttest for the experimental group, while the decrease for the control group was 15.38%. No differences were observed for the combined (bully/victim) type.
20. **Full reference and URL of intervention:**

Tsiantis, A. C. J., Beratis, I. N., Syngelaki, E. M., Stefanakou, A., Asimopoulos, C., Sideridis, G. D., & Tsiantis, J. (2013). The Effects of a Clinical Prevention Program on Bullying, Victimization, and Attitudes toward School of Elementary School Students. *Behavioral Disorders, 38*(4).

Abstract available online

<http://scholar.google.gr/scholar?hl=el&q=The+Effects+of+a+Clinical+Prevention+Program+on+Bullying%2C+Victimization%2C+and+Attitudes+toward+School+of+Elementary+School+Students&btnG=>

Full text in dropbox

<https://www.dropbox.com/s/vn9dur7okapzyoj/Tsiantis%20et%20al.%20%282013%29.pdf?dl=0>

2B-2: ANDREOU, DISDASKALOU AND VLAHOU, 2007

1. **Title of intervention:** Andreou, Disdaskalou and Vlahou, 2007
2. **Organization who carried out intervention:** Department of Primary Education, University of Thessaly, Greece
3. **Time frame:** 2003-4 school year (December 2003 to May 2004)
4. **Program description (in brief narrative format describe aims and procedure):** The program was an experimental pre/post design with a control group. A curriculum-based intervention was implemented in primary schools, namely grades 4-6. The program was conducted in class by the teachers and included curricular activities structured in 3 intervention axes: 1) awareness raising, 2) self-reflection and 3) problem solving in bullying related situations.
5. **Checklist of program elements**

CLASSROOM

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

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

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

TEACHER

X **information for teachers**

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

X teacher training (i.e. present or absent)

6. **Age or grade:** Grades 4-6
7. **Sample characteristics** (number of classes or number of students): 10 classes in Central Greece, total 456 pupils (206 controls and 248 experimental condition pupils). 4th grade: 145; 5th grade: 162; and 6th grade: 147 students.
8. **Informants used** (Children self-reports, parents, teachers) children as self-reporters
9. **Sampling of population:** convenience sample of Central Greece (not nationally representative)
10. **Control group:** An experimental pre-test/post-test design was used. Controls were 206 students. Classes were assigned to experimental and control groups based on the teachers' willingness to participate.
11. **Definition of the problem:** The program was based on Salmivalli's (1999) program, which is structured around 3 axes
12. **Use of term bullying or cyber-bullying in questionnaire and definition** (if provided): Yes term "bullying" used (In Greek: εκφοβισμος - ΕΚΦΟΒΙΣΜΟΣ)
13. **Measures used:** Peer Victimization Scale, Bullying Behaviour Scale (Austin & Joseph, 1996)
14. **Interviews:** none, all information collected with written questionnaires.

15. INTERVENTION

A. Theoretical approach and basis on previous intervention: The program was based on the premise that the peer group exerts important power on shaping and maintaining bullying behaviors in school. The program aimed to use peer-group power towards changing *peer social roles*, and in particular aimed at analyzing and targeting **bystanders' behaviours** in bullying situations. Based on Salmivalli's work bystanders behaviors are conceptualized as social roles and are targeted.

B. KEY ELEMENTS of program: set of in-class curricular activities in 3 axes: 1) awareness raising; 2) self-reflection; 3) commitment to new behaviours

16. **Type of analysis** (qualitative, qualitative or mixed-methods) quantitative

17. **Outcome measures:** prevalence of bullying, victimization incidents at school; participant role behaviours (especially the "outsider" role); self-efficacy beliefs for aggression and for assertion; and positive interactions

18. **Duration/ intensity of intervention:** 4 weeks of two instructional hours each week, thus a total of 8 instructional hours

19. **Evaluation:** Reduction of "outsiders" behaviours (children remaining uninvolved and thus facilitating the maintenance of bullying behaviours), and enhancement of students self-efficacy for assertion and for intervening in bully/victim incidents. The program was more effective for younger (9 years) than older (>11 years) children. Additionally, gender X age effects were shown with older girls reporting more positive interactions after the intervention, compared to younger girls and boys. Long term effects were limited.

The intervention was evaluated as effective, with significant effect size calculated for bullying in the Farrington & Ttofi report (2010): Bullying: OR=1.75, CI=1.20-2.57; z=2.87, p=0.004, and for Victimization: OR=1.48, CI=1.01-2.16; z=1.99, p=0.047.

20. Full reference and URL of intervention:

Andreou, E., Didaskalou, E., & Vlachou, A. (2007). Evaluating the effectiveness of a curriculum based anti-bullying intervention programs in Greek primary schools. *Educational Psychology*, 27(5), 693-711.

Abstract:

<https://scholar.google.gr/scholar?hl=el&q=Evaluating+the+effectiveness+of+a+curriculum%E2%80%90based+anti%E2%80%90bullying+intervention+program+&btnG=>

Full text in dropbox:

<https://www.dropbox.com/s/r4z9fi0g1l2wfzq/Andreou%20et%20al%202007%20Evaluating%20anti%20bullying%20intervention%20in%20Greek%20primary%20schools.pdf?dl=0>



1. **Title of Project:** The 'Stop bullying' (<http://stop-bullying.sch.gr/>) project involves the "Development of training and educational information material and a training study program" which falls in Acts "Development and Operation of a Prevention and Control Network of School Violence Phenomena and Bullying" of the Priority Axes 1 and 2 of the Operational Programme "Education and Lifelong Learning", which is co-financed by the European Social Fund (ESF).
2. **Organization who carried out intervention:** Greek Ministry of Education and Religious Affairs
3. **Time frame:** 2014-2015 (June 2014 to July 2015)
4. **Addressed population:** The training programme will be realized on two cycles. The 1st cycle will address members of the Regional Prevention Action Group (RPAG) and members of the Coordinating Prevention Action Commissions (CPAC): a total of around 400 people. Trainees of the first cycle will act as trainers in the second round, which will address educators who are Members of Prevention Action Groups (MPAG): a total of around 16.000 people.
5. **Program description (in brief narrative format describe aims and procedure):** The project aims at the design and development of educational material both in print and digital format which will be used for different target groups' training and updating, such as: education officials, teachers, parents, students and the general community on issues related to the detection, prevention and dealing with school violence and bullying. In addition, the project involves conducting a training program addressing education managers and teachers, the design and development of methodology and tools in order to evaluate the phenomenon in Greek schools and to be applied to the consequent research study.
6. **Project Objectives:** The trainees are expected to:
 - understand the phenomenon of school violence and bullying and to be informed around relative issues,
 - learn about the implemented project and related actions,
 - become familiar with the practice and methodology of distance learning which they will implement both as trainees and as trainers at a later stage,
 - learn about the educational and training material created in the project and to become familiar with the tools they will be later asked to use,

- become familiar with the CTIP "Diophantus" platform which they will use both as trainees and trainers.

7. **Strategies:**

- ✓ Training Needs Analysis
- ✓ Development of the Training Program
- ✓ Development of Supporting Material
- ✓ Training of trainers
- ✓ Training conduction and assessment

2B-3: UNDERSTANDING SCHOOL BULLYING

1. Title of Project: "Understanding School Bullying" - Prevention and Intervention Program of School Bullying in Secondary Education based on Theory of Mentalisation.

2. Organization who carried out intervention: Association for the Psychological Health of Children and Adolescents (A.P.H.C.A.)

3. Time frame: 2012-2015 (implementation for the academic year 2014-2015 is under suspension)

4. Addressed population:

In order to achieve the program's objectives, the activities that will involve:

- students
- teachers
- parents
- communities of the participating schools.

The pilot implementation of the program (the academic year 2012-2013) included interventions in two secondary schools (junior high schools) in Attica: a) the 2nd High School of Chalandri, and b) the School of I.M. Panagiotopoulos. The academic year 2013-2014 the program was implemented in 10 secondary schools in Attica. Approximately 80 teachers and 1,500 students have participated in the intervention program. A certain number of schools, students and teachers had been used as a control group for better evaluation of the program.

5. Program description (in brief narrative format describe aims and procedure): The program is based on the theory of mentalisation which connects many different theories of psychological thought. The mentalisation plays a central role in human communication and interaction and helps in better understanding of human relationships.

The program follows the triune understanding approach to the phenomenon of bullying (the child as a bully- a child who is being bullied - observers) and gives importance at the child, the school environment, the family and the community. As a

result, the program seeks cooperation with parents of children who will follow the program.

The activities and workshops are implemented in the classroom, according to an educational handbook, which consists of a series of 14 workshops. The teacher is required to adopt the role of coordinator during these activities.

6. Project Objectives: The main objectives of the project are:

- Preventing and tackling bullying phenomena that occur in secondary education (Junior High Schools),
- Raising awareness about school bullying (definition, forms of bullying, effects etc.),
- Raising awareness of students and parents in order to recognize and respond to bullying incidents and to develop specific school policies in each school that participates in the intervention program,
- The improvement of interpersonal relationships inside and outside the school environment,
- The promotion of self-awareness and the development of empathy,
- Creating a positive psycho-emotional classroom environment which facilitates the expression of feelings, confidence and security among the members of the team,
- The investigation of the bullying phenomenon in junior high schools and the research on the needs of schools,
- Teachers training, in order to implement the prevention and bullying confrontation activities and
- Evaluation of the effectiveness of the program and publication of the outcomes.

7. Strategies:

The implementation of the program in schools includes:

- ✓ Conducting a research (to parents, teachers and students) in order to evaluate the program, by completing questionnaires in all phases of intervention (before training, after the intervention and after the implementation of each activity in the classroom),
- ✓ Participation in twelve-hour training by the Scientific Group of APHCA.
- ✓ Teacher supervision: Participation in regular weekly structured support meetings with the Scientific Group of APHCA, alongside the implementation of activities,
- ✓ Activities Handbook: Application of experiential activities with students in the classroom throughout the school year. It will also be given a file containing relevant printed material and the activities of the Handbook.

- ✓ parents Psycho-education: an informative lecture to the parents involved will be held by the scientific team of APHCA
- ✓ Certification: Teachers will receive a certificate of attendance, recognized by the APHCA.

UNDER IMPLEMENTATION PHASE “OBSERVATORY FOR THE PREVENTION OF SCHOOL VIOLENCE AND BULLYING”

Title of Program: “Observatory for the Prevention of School Violence and Bullying”

Organization who carried out intervention: Greek Ministry of Education

Time frame: 2013-today

Addressed population: teachers, parents, students, local community.

Program description (in brief narrative format describe aims and procedure): The Greek Ministry of Education operates the Observatory for the Prevention of School Violence and Bullying. The Observatory's mission is to design and implement actions for the prevention and addressing of school violence and bullying. It also aims at the identification, the study and the channeling of the management to qualified entities of school violence and bullying. For the development of its activities, the Observatory is supported by a Steering and a Central Scientific Committee.

Program Objectives:

- ✓ The design, support and supervision of the actions implemented in the educational community and at a national level regarding:
 - Information and raising awareness of the school community (students, teachers, parents) and the local community,
 - Activation of dialogue in schools on understanding the bullying phenomenon and the potential of the development of collective action in order to combat bullying,
 - Strengthening the school community on issues defending the rights of children (safety and security),
 - Prevention, social empowerment and resilience in-school and local level.
- ✓ The planning of a continuing teacher training and empowerment of teachers to undertake a more active role in issues related to the protection of children's rights and combating school violence and bullying,
- ✓ The school community guidance on the recognition of school violence and bullying incidents and the clarification of the actions that are needed to be done in order to manage such incidents,
- ✓ The development of support networks and the supervision of the agencies and organizations that cooperate with the Ministry of Education and have an

- active role in the protection of children's rights and in the prevention and confrontation of school violence and bullying issues,
- ✓ The implementation of studies regarding school violence and prevention of bullying,
 - ✓ Participation in scientific researches and committees of Ministry of Education or cooperating organizations with similar responsibilities,
 - ✓ The preparation and publication of annual report statistics about the progress of the school violence and bullying phenomena.

Strategies:

In the context of each Regional Directorate of Education, it is defined by the Regional Director a teacher of primary or secondary education as the Prevention Actions Coordinator. The Coordinator cooperates with the Regional Director, the school counselors and the school director of each school in order to implement bullying prevention actions. In addition, the Coordinator develops a network of partners in each region, seeking the participation of institutional, social and local agencies and organizations that specialize in preventing violence, psychosocial support in young children's rights, community mediation and social integration.

The Regional Director in cooperation with the Coordinator will inform the Observatory, located in the Ministry of Education, sending statistics in a monthly basis on the progress of the phenomenon. Whenever circumstances require, he/she will prepare an annual report for regarding the schools which are under his responsibility.

2C SYNTHESIS OF EVALUATIONS

Provide a summative paragraph on all interventions conducted locally: i.e. In Greece 5 prevention programs and 8 intervention protocols have been realized in the last 10 years. Results show that 5 of the programs were efficacious in ... while

*Draw conclusions of program elements/characteristics that were shown to be efficacious and elements that were not, in the specific country. Draw conclusions on existing programs and suggestions on elements that could be used in future programs, **linking these to local contextual needs and conditions.***

We want the synthesis to answer the question: what made these local programs efficacious/what did not, and what should future local initiatives include/exclude?

In Greece, although the phenomenon of bullying does exist, very few anti-bullying programs have been conducted, primarily due to lack of anti-bullying policy and funding in the 2000s. Some pilot programs were conducted in the early 2000s but these were either small-scale local initiatives (<100 children), or were small scale unfunded programs whose evaluations were not published. The first structured theory-based program was conducted in 2003-4 in 13 schools in Central Greece by the Department of Primary Education, University of Thessaly, Greece (Andreou et al., 2007). A second, large-scale funded program, STOP SCHOOL BULLYING (SSB) was implemented in 2010-11 in the wider Athens Area.

Both studies were conducted by academic departments and both were **prevention curricular-based programs** conducted in class over a limited timeframe (4 weeks in Andreou; 11 weeks in SSB) by classroom teachers and were shown to be efficacious in the short term in reducing bullying and bystanders' behaviors. The SSB program has not published long term efficacy results, while Andreou program's 6-month follow up indicates **limited long term effectiveness**, which is to be considered in conjunction to the lack of school-wide policy in Greek schools and lack of a reporting system for bullying incidents. Both programs included teachers' training, and the SSB program used a detailed manual for teachers.

The structure of the local educational system (centralized) and the lack of nation-wide anti-bullying policy **dictates policy development as a priority**. Moreover, lack of central organization/bodies that can undertake the national implementation of anti-bullying programs, leaves the task of program implementation and evaluation to academic departments, that can conduct theory-based localized smaller scale programs, with robust implementation fidelity and valid assessment procedures.

Future anti-bullying programs should include the promotion of positive interactions, instruction/teaching of problem-solving skills/strategies and should include a clear **published anti bullying policy and available reporting procedures**. Moreover, schoolteachers should be trained to implement program components.

Study number	Program name/ title of intervention	Year of program implementation (an duration -time frame)	Brief Description of program (<25 words)	Informants (children, teachers, parents)	Theoretical approach/ Program based on existing program X	KEY ELEMENTS	Outcome measures (what was targeted/ measured)	Evaluation Of program	EFFICACY Overall (yes/no)	url or reference
Greece 2B- 1	"STOP SCHOOL BULLYING"	November 2011 to May 2012	A prevention program consisting of 11 weekly 90-minute workshops conducted in class, plus Parents meetings.	children	Holistic approach, based on Olweus principles	Manualized classroom materials/ workshops conducted by the class teachers	prevalence of bullying and victimization incidents in school	A significant 55.4% decrease in victimization, and a 55.6% decrease in bullying	Yes , decrease in victimization and bullying in experimental group classrooms, compared to control classes.	<p>Tsiantis et al.(2013). The Effects of a Clinical Prevention Program on Bullying, Victimization, and Attitudes toward School of Elementary School Students. <i>Behavioral Disorders</i>, 38(4).</p> <p>Abstract available online http://scholar.google.gr/scholar?hl=en&q=The+Effects+of+a+Clinical+Prevention+Program+on+Bullying+Victimization+and+Attitudes+toward+School+of+Elementary+School+Students&btnG=</p> <p>Full text in dropbox https://www.dropbox.com/s/vn9dur7okapzyoj/Tsiantis%20et%20al.%20%282013%29.pdf?dl=0</p>

