



DAPHNE PROJECT

“Needs Assessment and Awareness Raising Programme for BULLYING in Schools”



The programme titled “Needs assessment and awareness raising interventions on bullying in schools” has been undertaken within the framework of the EU Daphne Programme ((Project No: JLS/DAP/2005-1-1040/YC) for the period of 2006-2008. The programme has been implemented and co-ordinated by the Association of Psychosocial Health for Children and Adolescents (APHCA) in Greece and another three EU partner countries - Germany, Cyprus and Lithuania. The project’s principal co-ordinator is Prof. J. Tsiantis. The 80 % of the programme is co-funded by the European Commission and the 20 % by the Greek State: Ministry of Health and Social Welfare.



▪ WHAT IS BULLYING?

A student is being bullied or victimized if he/she is being exposed repetitively and for a long time to negative acts (e.g., violent or aggressive behaviour) by some other student or a group of students. The term “bullying” is being used when a form of unequal power balance is developed in the relationship between students, where the student who is exposed to negative acts remains helpless and finds difficult to react and defend him/herself (Olweus, 1991, 1993, 1994). It is not called “bullying” when two students of equal power (physical, emotional or cognitive) disagree or fight. Bullying or victimization may take the form of direct or indirect violent behaviours such as:

A) VERBAL BULLYING, such as teasing, swearing, name calling, sarcasms, threats

B) PHYSICAL BULLYING or violence, such as hitting, pushing, kicking, or limiting the other student through physical practices

C) SOCIAL BULLYING such as the purposeful social exclusion or isolation of the child from participation into social/group activities of other students.

Epidemiologic studies in European and non-European countries have shown that approximately the 15 % of students aged between of 8 and 15 years have being bullied or victimized by their peers, especially in the school environment.

Specifically:

1. According to international data, 1 in 7 school-age children have been exposed to some form of bullying behaviour (Olweus, 1991, 1993, 1996).
2. Epidemiological studies in Greece have shown that 1 in 10 school-age children have been exposed systematically to bullying acts (Deligianni-Kouimtzi, 2005).
3. According to the World Health Organization (WHO, HBSC Study 2001), the percentage of students aged from 11 to 15 years who are victims of bullying in Greece reaches the 8.7 %, while students who bully others reaches the 7.45 %. According to the most recent study (Due at al., 2005) the percentages of students aged from 11 to 15 years who bully others in Greece reaches the 10.3 %.

AIMS OF THE PRESENT STUDY

The main AIMS of the present study are the followings:



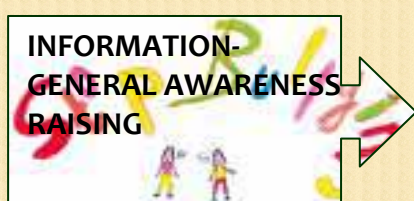
Early identification of bullying phenomena

Needs assessment and evaluation of knowledge, perception and attitudes in regards to bullying in schools.



Minimization of risk factors

Development of knowledge, coping skills and strategies



Provision of information to different target groups

Development of guidelines and recommendations

Community awareness raising

METHODOLOGY

The sample was comprised of 178 fifth and sixth grade students (94 boys and 84 girls), 111 parents (35 fathers and 76 mothers) and 18 teachers (3 males, 15 females). The mean age of students was 11.6 years. The study was conducted in 4 public elementary schools in the area of Athens.

The project comprises of 4 main stages:

- NETWORK OF SCHOOLS
- NEEDS ASSESSMENT
- PSYCHOEDUCATIONAL INTERVENTION
- EVALUATION OF INTERVENTION

A. A network of schools was developed after taking permission from the Paedagogical Institute-Greek Ministry of Education. Following phone contacts and informative meetings with school principals, a number of schools were selected to participate (i.e., 4 public schools-2 experimental/intervention and 2 control). Informative letters were sent to

parents – and parents' written consent was obtained for their child's participation in the project.

B. The needs assessment in regards to bullying was conducted with the use of QUALITATIVE and QUANTITATIVE m e t h o d s

QUALITATIVE m e t h o d s I N C L U D E D :

Focus-groups with: i) groups of 5th and 6th grade students separately and ii) with a group of teachers.

QUANTITATIVE m e t h o d s I N C L U D E D :

The administration of a battery of questionnaires in all target groups (students, teachers, parents) in participating schools. The battery consists of 1 core questionnaire: the Revised Olweus Bully and Victim Questionnaire (1996) - for students and teachers- and another 4 supplementary questionnaires, all adapted for the Greek study which assessed:

- a. extent of bullying
- b. attitudes, knowledge and values for bullying
- c. school climate and
- d. students psychosocial status

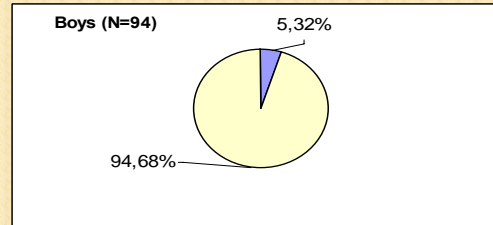
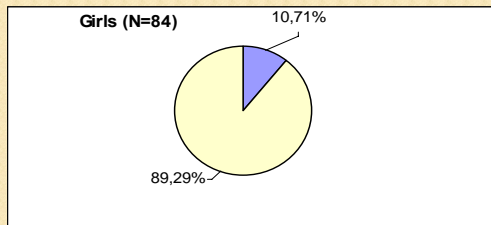
The same questionnaire battery was administered after the implementation of the intervention to evaluate its impact. The process of intervention was also evaluated with the administration of a participant's satisfaction questionnaire (developed by the Daphne team in Greece) to students and teachers.

RESULTS

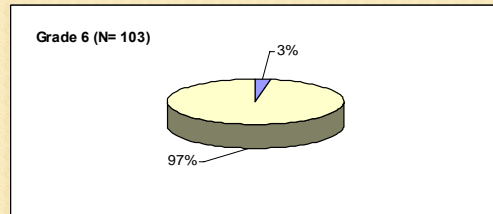
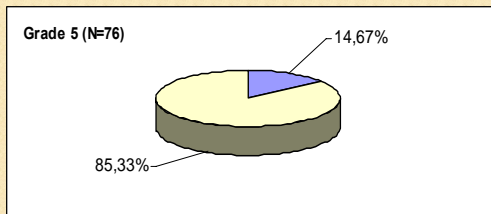
The extent of the problem: students-victims of bullying

↗ The percentage of students who were victims of bullying was 7.87 %

1. The percentage of girls who were victims (10.7 %) was two times higher than the percentage of boys (5.32%)



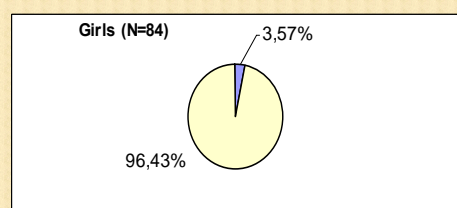
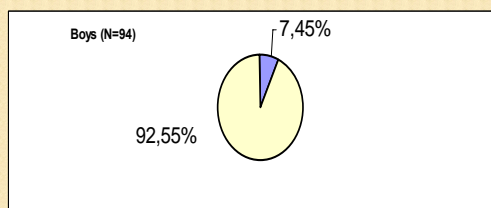
2. The percentage of students who were victims was higher in the 5th grade (14.67%) rather than in the 6th grade (2.91%)



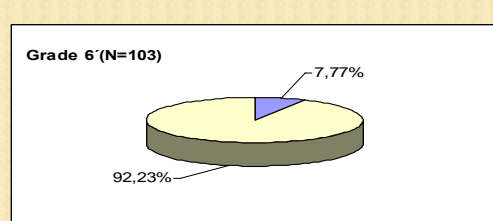
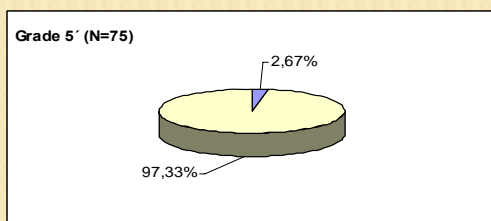
The extent of the problem: students-bullies

↗ The percentage of students who bullied other students was 5.61 %

1. The percentage of boys who were bullies (7.45 %) was two times higher than the percentage of girls- bullies (3.57 %)



2. The percentage of students who were bullies was higher in the 6th grade (7.76 %) rather than in the 5th grade (2.67%)



Management

1. The majority of the students (74.43 %) –more girls (85.6%) than boys (64.5%) – stated that they «try to help» the victim. A noteworthy percentage of students (15.34%), although they did not help, they «believed they should help»
2. Students who were involved in bullying either as victims or bullies, perceived that their teachers tried to intervene only in the 1/3 of bullying situations in the school setting. However, teachers stated that they helped in the majority of bullying cases (79.4%)
- 3.1. The majority of students who were victims tended to talk about the bullying situations first to their parents (62.5 %), and second to their peers (42.5 %). They rarely talked to their teachers (27.5 %), while the 1/4(20 %) of them they never talk to someone.
- 3.2. The majority of students who were bullies (56%) did not talk to someone for what they did. Only the 1/5 (22.2 %) of them talked to their parents and the 5.6 % of them talked to their teachers.
4. According to students' perception, parents, in their majority (61.54%), did not talk with the school to stop bullying phenomena.
5. Parents and Teachers would suggest the victim to adopt active coping skills to deal with bullying situations («to tell the bullies to stop», «to talk to his/her parent/teacher/friend» or «to walk away in a calm way»).
6. Most of the teachers (55.55%) believed that they «can» manage bullying situations. A few of them (38.9%) believed that «they are trained» to deal with bullying cases, while the vast majority of them (83.34%) stated that «they need appropriate training to prevent» the problem.
7. Teachers believed that they encountered difficulties more with «parents of bullies».
8. Teachers ought that «it is valuable» to integrate in their studies subjects related to: a) Discussion groups and ways to talk with victims, bullies and students who have witnessed bullying phenomena, b) prevention and intervention activities for bullying in the school setting, c) co-operation with parents.

These results are similar to findings from previous studies in Greece (Deligianni-Kouimzi, 2005), in Europe and worldwide (WHO, 2002, Olweus, 1993)

- C.** Psycho-educational intervention was implemented for students, teachers and parents in the 2 experimental schools.
- Four 1-hour long meetings were conducted with 2 groups of 5th and 6th grade students separately.
- Three 45-minute meetings were organized for a group of all teachers in each school.
- Finally, one informative meeting took place with parents of 5th and 6th grade students to discuss and provide information in relation to bullying.



INTERVENTION FOR STUDENTS



Formulation of intervention sessions with students was based on three main theoretical frameworks: a) psycho-dynamic theory, b) psycho-educational concepts, and c) group dynamics theory.

During the implementation of the intervention sessions the following tools will be used:

group techniques in relation to group cohesion and group work, slides with pictures, case vignettes, story completion techniques, students' drawings, definition and description of key words in relation to bullying and violence in schools, production of guidelines.

● General goals of the intervention activities were:

- development of knowledge and awareness on bullying phenomena
- emotional expression for bullying and violence in schools
- case analysis on bullying situations
- early identification of bullying phenomena
- sensitization in recognizing and responding appropriately to bullying behaviours
- enhancement of coping skills and strategies in relation to bullying



INTERVENTION FOR PARENTS



Formulation of intervention sessions with parents was based on two main theoretical frameworks: a) psycho-educational concepts, and b) cognitive behavioural theory.

The goals were to enhance parents' level of knowledge and raise awareness on bullying phenomena and their management.

During the implementation of the intervention sessions the following tools were used:

case examples discussion psycho-education



Formulation of intervention sessions with teachers was based on: a) psycho-dynamic theory, b) psycho-educational concepts, c) group dynamics theory, and d) cognitive behavioural theory.

The goals were for teachers to express their emotions and thoughts around bullying, increase knowledge and awareness on bullying phenomena and their management, as well as, be guided in developing preventive strategies with their class of students for bullying phenomena.

During the implementation of the intervention sessions the following tools were used:

case example discussion psycho-education production of guidelines
group techniques in relation to group cohesion and group work
discussion for the production of a work plan on bullying

CONCLUSIONS

1. Bullying is an existing problem for many 5th and 6th grade students in the participating schools.
2. The majority of students reported that they help or they want to help the victim, however, they prefer not to discuss the issue with adults (teachers and/or parents) since they think that the majority of them do not help.
3. Teachers thought that they can help to encounter bullying issues in the school setting, however, with relevant training in most cases.
4. Teachers recognized the need to have appropriate training in order to manage and prevent bullying situations in the school setting.

In June (the 21st) 2007, following invitation of the Standing Committee on Cultural and Educational Affairs of the Parliament of Greece, the co-ordinator of the project, Prof. J. Tsiantis, presented the following recommendations as part of a memorandum for bullying and delinquency issues in schools:

1. Operation of a telephone help-line which will provide directions, counselling and support in relation to bullying issues for all educational personnel in Greece.
2. Development of a school support system with specialized psychological support services for the psychosocial health of children and adolescents. The aim will be needs assessment, provision of support, crisis intervention and connection with community mental health services.
3. Development of a directive (Ministry of Education) for the provision of official practices for the assessment and management of bullying phenomena.
4. Development and implementation of short-term multilevel prevention and intervention programmes targeting different groups (students, teachers, parents) and/or incorporated in the school programme is considered as crucial.
5. Development and implementation of training programmes and awareness raising seminars for teachers and educational personnel of all school levels focusing on the following: a) coping skills and strategies to deal with students who have been exposed to bullying and violent behaviours and acts as victims or/and bullies in the school setting, b) ways to co-operate with parents, c) development of anti-bullying activities with students in the school classroom.
6. The issue of bullying and its management should be incorporated in the school curricula as a subject of psychosocial health.
7. Directive (Ministry of Education) for the promotion of anti-bullying day where the school communities in co-operation with parents and teachers' associations will develop social and educational activities against school violence.
8. Development of extended epidemiological studies focusing on students' and teachers' perceptions and attitudes about bullying.
9. Development and adoption of strategies such as systematic discussion groups, school councils on bullying, and school friendship unions which will incorporate creative activities in their programme is essential.
10. Provision of care and support for victims and bullies to a greater extent is considered as important.
11. Prevention and management of school violence should be incorporated as a subject in the academic curricula and training of teachers.
12. Development and implementation of anti-bullying prevention and awareness raising programmes for parents and the community

DISSEMINATION ACTIVITIES OF THE PROJECT ACCOMPLISHED BETWEEN 2006 AND 2008

- ↪ **18 October 2006:** Seminar on “Bullying in Schools” with educators of primary and secondary schools, by Th. Hatzipemos, Regional Training Centre, Filothei, Athens.
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- ↪ **9-11 November 2006:** Presentation titled “*Presentation of a European Programme on the Needs Assessment and Awareness Raising for Bullying in Schools*” (Diareme, S., Bibou, A., Assimopoulos, H., Giannakopoulou, D., Konida, E., Soumaki, E., Hatzipemos, Th., & Tsiantis, I.), The 3rd Panhellenic Symposium of Child Psychiatry in the General Hospital: The Child Psychiatry Emergency in General Hospital, Patra, Greece, 9-11 November, 2006.
- ↪ **April-May-June 2006:** Article titled: “The Phenomenon of Bullying and Violence among Students in Schools: Causes, Consequences and Management” A., Assimopoulos, Th. Hatzipemos, “Eneka Logou” Newsletter of the Association for the Psycho-social Health of Children and Adolescents (APHCA), Issue 13, April-May-June 2006.
- ↪ **April-May-June 2007:** Article titled: “The Inter-School Violence Phenomenon” Professor I. Tsiantis, “Eneka Logou” Newsletter of the Association for the Psycho-social Health of Children and Adolescents (APHCA), Issue 17, April-May-June 2007.
- ↪ **7 June 2007:** Memorandum to the ‘Standing Committee on Cultural and Educational Affairs: Parliament of Greece’, titled ‘*Bullying in Schools, Conduct Disorder, Delinquency Issues*’, submitted by Professor I. Tsiantis.
- ↪ **8-10 June 2007:** Symposium titled “*School Bullying*” (Co-ordinator: Tsiantis, I), The 5th Panhellenic Conference of Child & Adolescent Psychiatry – Violence, Child & Institutions: Interdisciplinary Approaches, Athens, 8-10 June, 2007.
- ↪ Presentations:
- ↪ “*Needs Assessment and Awareness Raising for Bullying in Schools: Objectives and Methods*”, Giannakopoulou, D.
- ↪ “*The Issue of Bullying in Schools: Preliminary Results from a Needs Assessment Study in a Sample of Schools in Athens*”, Diareme, S.
- ↪ “*The School Violence: Views from Students and Teachers*”, Dr Assimopoulos, H.
- ↪ “*Prevention and Awareness Raising Interventions for Bullying*”, Hatzipemos, Th., Soumaki, E.
- ↪ **8-10 June 2007:** Poster titled “*Violence in the School Setting*” (Konida, E., Soumaki, E., Assimopoulos, H., Giannakopoulou, D., Diareme, S., Hatzipemos, Th., Tsiantis, J), The 5th Panhellenic Conference of Child & Adolescent Psychiatry – Violence, Child & Institutions: Interdisciplinary Approaches, Athens, 8-10 June, 2007.
- ↪ **21 June 2007:** Presentation to the ‘Standing Committee on Cultural and Educational Affairs: Parliament of Greece’, titled ‘*Bullying in Schools, Conduct Disorder, Delinquency Issues*’, presented by Professor I. Tsiantis.
- ↪ **22 June 2007:** Newspaper article titled “Bullying in Schools”, “Ethnos” Newspaper, p. 44.
- ↪ **22 June 2007:** Newspaper article titled “Research Programme for Bullying in Schools”, “Adesmeutos Typos” Newspaper, p. 7.
- ↪ **24 June 2007:** Pr of. I. Tsiantis’ Interview on the issue of Bullying, at the “Central Magazino”, ‘Sky’ Radio Programme.

- ↪ **15th of July 2007:** Executive Summary to the ‘Standing Committee on Cultural and Educational Affairs: Parliament of Greece’, titled ‘*Bullying in Schools Conduct Disorder, Delinquency Issues*’, presented by Professor I. Tsiantis.
- ↪ **25-29 August 2007:** Symposium Presentation titled: “*Needs Assessment and Awareness Raising Interventions on Bullying: Preliminary Results from a Controlled Study with Students, Teachers and Parents in Greece*”, Symposium titled: “Recent CAP Research in Greece (Presenter: Soumaki, E., Chair: Prof. Tsiantis, J.). The 13th ESCAP International Congress, Florence, Italy, 25-29 August, 2007.
- ↪ **4-6 October 2007:** Round Table Presentation titled: “*Bullying-Victimization of Students in Schools: Presentation of a European Cross-national Study*” Round Table Titled: “Children and Families on Crisis: Preventive and Therapeutic Interventions” (Athens: Soumaki, E. Thessaloniki: Bibou, I., Chair: Prof. Tsiantis, J.), The 19th Panhellenic Conference of the Greek Association of Social Pediatrics and Health Promotion (co-organized by the Pediatric Clinic- of Children’s Hospital of Karditsa).
- ↪ **22 November 2007:** Press Conference titled: “*Child-Family in the 21st Century*”, Athens, Greece. Titled: “*Violence between students at school: Results from a Cross-national Program on School Violence and Bullying*”- Bibou, I., Glarentzou, E. (Member of the Center for Studies and Evidence of the Greek Federation of Teachers of Secondary Education), Mantas, L. (Secretary General of the Greek Federation of Elementary School Teachers), Moschos, G. (Assistant Ombudsman, In charge of the Cycle for the Rights of Children) Soumaki, E., Chair: Prof. Tsiantis, J.
- ↪ **24 November 2007:** Seminar on “School Violence” with educators of primary and secondary schools, by Th. Hatzipemos, Regional Training Centre, Ikaria, Greece.
- ↪ **October-November-December 2007:** Article titled: “The APHCA’s Participation in an International Conference on School Violence” by S. Diareme, in “Eneka Logou” Newsletter of the Association for the Psycho-social Health of Children and Adolescents (APHCA), Issue 19, October-November-December 2007.
- ↪ **December 2007:** Newspaper magazine article titled: “Violence among school children: an intra-country programme for the management of school violence and bullying” by E. Soumaki, “Augi” Sunday Newspaper, Issue 29, December, 2007.
- ↪ **October-November-December 2007:** Article titled: “Students’ Violence in Schools” by H. Assimopoulos & Th. Hatzipemos, in “Eneka Logou” Newsletter of the Association for the Psycho-social Health of Children and Adolescents (APHCA), Issue 19, October-November-December 2007.
- ↪ **Autum-Winter 2007:** Article titled: “The Bullying Phenomenon in Schools”, Assimopoulos, H., Soumaki, E., Hatzipemos, Th. In the “Newsletter of Educational Matters and Communication”, Issue 39, Autumn – Winter 2007, “I.M. Panayiotopoulos” Greek School.
- ↪ **17 January 2008:** Seminar on “Management of Bullying in Schools” with educators of primary and secondary schools, by Th. Hatzipemos, 2nd Regional Training Centre, Athens.
- ↪ **3 March 2008:** Advertisement article titled: “School Bullying: speak up-don’t be frightened”, Daphne Program and Association for the Psychosocial Health of Children and Adolescents (APHCA), In “**The Parliament Politics, Policy and People Magazine**”, Issue 262, 3 March 2008.
- ↪ **3 March 2008:** Presentation-Group Work titled: “Group work with adolescents for the understanding of school violence” by H. Assimopoulos & Th. Hatzipemos, “Hatzikyriakeio” Foundation, Piraeus.

- ↪ **5 March 2008:** Presentation titled: “Inter-School Violence”, by Prof. J. Thiantis. Program titled: “Training of Health Practitioners and Representatives of Social Organizations in the Promotion of Psychological Health Matters and Development of Psychosocial Skills Development, The 11th Program of Psychological Health Promotion, “Epiktitos” Program, Athens, Greece.

- ↪ **5 March 2008:** Presentation/ Seminar titled: “Bullying in Schools” for educators and mental health professionals, by Th. Hatzipemos, Prevention Centre of Municipality of ‘Peristeri’, Periteri, Athens.

- ↪ **15 March 2008:** Day Conference/Round Table Meeting titled: “Inter-School Violence, Prejudices and Psycho-Social Health”, Chair: Prof. J. Tsiantis. Presentation titled “Violence in Schools: A European Project of Needs Assessment and Awareness Raising on Bullying Between Students” by S. Diareme. Organization: Association for the Psychosocial Health of Children and Adolescents, Daphne Program, Municipality of Halandri (Counselling Centre of Preventive Medicine)-, Athens, Youth Centre of “Halandri” Municipality.

- ↪ **20 March 2008:** Presentation titled: “The EU intra-country Research Program: Needs Assessment and Awareness Raising Program for Bullying in Schools: The Greek Experience and Participation”, Presenter: Diareme, S. Conference titled: “The Bullying Behaviour for Students in Schools”, Nicosia, 20 March 2008.

- ↪ **21-22 March 2008:** Seminar on “Bullying in Schools” with educators of primary and secondary schools, by Th. Hatzipemos, Regional Training Centre, Samos, Greece.

- ↪ **Article in Press:** Assimopoulos, H., Giannakopoulou, D., Hatzipemos, Th., Soumaki, E., Diareme, S., & Tsiantis, I. (In press). The Bullying Phenomenon in Primary Schools: Students’ and Teachers’ Views. Journal: *Child and Adolescent*.

CONTACT DETAILS

GREECE:

PROGRAMME COORDINATOR:

J. Tsiantis, MD, DPM, FRC Psych, Prof. in Child Psychiatry Medical School, University of Athens, Scientific Director of APHCA (Association of the Psychosocial Health of Children and Adolescents), President of European Union of Medical Specialists (UEMS), Section of Child & Adolescent Psychiatry

ASSOCIATION FOR THE PSYCHOSOCIAL HEALTH OF CHILDREN & ADOLESCENTS (A.P.H.C.A.). Agiou Ioannou Theologou 19, Holargos, 155 61, TEL. 210 65 22396, 210 65 46524, Email: info@epsype.gr, webpage: www.epsype.gr

MEMBERS OF THE GREEK TEAM: H. Assimopoulos, PhD., S. Diareme, PhD., D. Giannakopoulou, PsychD, T.Hatzipemos, MSc, E.Konida, MSc, A.Sigala, E.Soumaki, MD.

PARTICIPATING ORGANIZATION: I. Bimbou, PhD, Assistant Professor of Psychology, Aristoteles University of Thessaloniki, Department of Education, 54 124 Thessaloniki, Tel. 2310 99 5082, 2310 99 5030, Email: bibou@eled.auth.gr

GERMANY

P.Paulus, Dr. Prof., & H. Witteriede, Ed. D Leuphana University of Lueneburg, Center for Applied Sciences, Wilscheubrucher Weg 84a D-21335,

Ph: +49-4131-677-7702, +49-4131-677-7717 Email: paulus@uni-lueneburg.de, witteriede@uni-lueneburg.de

CYPRUS

1. A.Paradisioti, Dr. Med., Child Psychiatrist
Mental Health Services, Child and Adolescence Psychiatry Sector, Makarios III Hospital, Nicosia, Cyprus, Tel. +357 22 405000, +357 22 31 5739, Email: aparadesiotou@mhs.moh.gov.cy
2. C.Giougouros, PhD., Educational Psychologist
Educational Psychology Service, Ministry of Education and Culture,
1434 Nicosia, Cyprus, Tel. +357 22 800806, Email: ctziougouros@moec.gov.cy

LITHUANIA

Prof. L.Bulotaite, PhD, & R. Povilaitis, PhD candidate
Department of General Psychology, Vilnius University, Universiteto 9/1 Vilnius LT-01513,
Ph: +370-698 88797, +370 682 11182, Email: laima.bulotaite@fsf.vu.lt, robertas.povilaitis@mf.vu.lt

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