



KMOP DISCUSSION PAPER No.100

The phenomenon of Bullying in Greece

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The "Discussion Papers" series aims at widely disseminating the research results of KMOP's various activities, stimulating academic discussion and offering a forum for new approaches on contemporary social issues.

Table of Contents

Introduction	3
Part A: Findings from the Literature Review	5
Part B: Findings from the Needs Analysis	15
Results from Gap Analysis.....	15
Results from Interview for Stakeholders and Local Authorities.....	19
Results from Focus Group	36
List of topics for the “Blended Learning Modules for School Leaders, Teachers, School Staff and Parents”	41
Conclusions and Recommendations.....	42

Introduction

“Combat Bullying: A Whole School Programme” (ComBuS) is a project financed by the European Commission under the Justice Programme. The project is implemented by a consortium of institutions from six EU countries: Cyprus (coordinator), Greece, Italy, Ireland, Romania and Spain. The aim of the ComBuS project is to develop a whole school programme, the ComBuS Toolkit, that will empower students, teachers, school staff, school leaders, and parents to combat bullying and create healthy and safe school communities, using blended (F2F, online and mobile) methodologies, tools, and activities.

The current report has been developed in the frame of the Workstream 1 of the project titled “Needs Analysis and Literature Review” and presents the current situation as regards bullying in Greece. It is part of the transnational “Literature Review and Needs Analysis Report” which will constitute the basis for the development of the ComBuS Toolkit.

The report is divided into two parts. The first part presents five (5) Best Practice Examples which are related to the combatting of bullying in school. These best practices examples have been implemented or are currently implemented in Greece. The second part presents the results from the field research which was conducted in Greece, in order to collect the needs, the perceptions, the challenges and the expectations of the school leaders, the teachers, the school staff, the students and the parents in combating bullying. In particular, the second part presents:

- a) The results from a Gap Analysis, which was performed with 16 teachers coming from schools from greater Thessaloniki area. In particular, the participant to the survey teachers came from following types of schools:
 - Urban area schools
 - Rural area schools
 - Elite schools
 - Schools in suburbs
 - Public schools
 - Private schools
 - Schools with pupils from the majority population

- Schools with pupils from the minority population

The aim of this gap analysis was to investigate what school teachers consider as important in managing bullying in school and their level of satisfaction with the current anti-bullying approaches, measures and solutions. The questionnaires were sent through emails to selected schools.

- b) The results from interviews with stakeholders and local authorities, so as to investigate the nature and extent of bullying in schools and the capacity building needs in combating bullying. In total, 13 interviews with stakeholders and local authorities were carried out in greater Thessaloniki area (Region of Central Macedonia). In particular, KMOP interviewed 4 school directors, 2 school inspectors, 3 elected representatives of Municipalities who are responsible for education and schools of their area, and 4 professionals, including child psychologists and social workers working in Regional Directorates for Primary & Secondary Education of Central Macedonia and in psychosocial support services. All interviews were carried out face to face.
- c) The results from a focus group which took place in an Intercultural Primary School in Thessaloniki, on the 3rd Of March 2016. The focus group was attended by 5 students, 3 girls and 2 boys, aged 11-12 years and by 7 parents. It has to be noted that KMOP encountered difficulties in arranging a focus group in a secondary education school, so it was decided to carry out a focus group with primary school pupils of higher grades. The aim of the focus group was to gather pupils' information, views, opinions and comments as well as their parents' needs, perceptions, challenges and expectations in combatting bullying in schools and school communities.

Part A: Findings from the Literature Review

The following examples concern activities on combatting bullying in Greece and have been identified as best practices:

1. E-counselling platform “Live Without Bullying”
2. EU project titled “EAN - European Antibullying Network”
3. EU project titled “ENABLE - European Network Against Bullying in Learning and Leisure Environments”
4. Educational prevention Programme titled “the House of the Children”
5. Theatrical play for students titled “Case B”

P3, KMOP-GR

BEST PRACTICE 1	Identification data:		
	Type of document (article, book, report, white paper, decision, etc): Internal Report & website		
	Provider/author: KMOP		
	Date of issue: 2015		
	Source (URL, DOI, Publishing House, etc.): https://livewithoutbullying.com/		
	Please include the identified Best Practice in one (or more) of the categories below, by checking the afferent box(es) in column A (<i>you may check one of more boxes, as appropriate</i>);		
	Also please allocate a score to each category that you checked, based on the importance it has for ComBuS project (1 = lowest, 5 = highest) and write this score on the column B:		
	Category	Column A	Column B (importance)
	Causes of bullying	<input checked="" type="checkbox"/>	5
	Psycho-pedagogical profile of the pupil(s) generating the bullying	<input checked="" type="checkbox"/>	4
	Social profile of the pupil(s) generating the bullying	<input checked="" type="checkbox"/>	5
	Psycho-pedagogical profile of the pupil(s) suffering the bullying	<input checked="" type="checkbox"/>	4
	Social profile of the pupil(s) suffering the bullying	<input checked="" type="checkbox"/>	4
Bullying related to race or ethnicity, including religion and belief	<input checked="" type="checkbox"/>	4	
Bullying based on disability	<input checked="" type="checkbox"/>	4	
Bullying based on sexual orientation	<input checked="" type="checkbox"/>	4	
Bullying based around gender	<input checked="" type="checkbox"/>	4	
Bullying based on gender identity	<input checked="" type="checkbox"/>	4	
Cyberbullying	<input checked="" type="checkbox"/>	5	
Administrative and legal framework bullying-related in school	<input type="checkbox"/>		

	Involvement and engagement of the local community in bullying-related issues (the Church, parents associations, civic society, NGOs, etc.)	☒	5
	Best examples and lessons learned (i.e. anti-bullying methodologies, actions & activities, projects, case studies, programmes, etc.)	☒	5
	Pedagogical and didactical approaches on bullying	☒	5
	Total score:		62
	<p>Description of the identified best practice (approx. 15-20 lines):</p> <p>The e-counselling platform titled “Live Without Bullying” (www.livewithoutbullying.com) is an initiative of KMOP, aiming mainly at the empowerment of children and adolescents to face school and cyber bullying. It is the first time in Greece that an e-counselling platform is used, through which children have the ability to talk anonymously with trained counselors (mentors), in order to be helped to face incidents of bullying without being hurt. The programme is also addressed to adults, parents and educators, who wish to receive support and get informed about bullying, as well as to exchange opinions through a forum which is especially designed for them.</p> <p>The innovative character of the programme lies in the following:</p> <ul style="list-style-type: none"> • The peer to peer support methodology, through which the children -users-can receive counseling from young volunteers aged 15-18 years, as well as from volunteer students of Psychology and graduates of Psychology who have been trained by KMOP. • It is the first time that a digital on-line platform is used in Greece, so that all children aged 10-18 years are able to receive help anonymously and directly, by specially trained counselors in order get help about their reactions in bullying. 		
	<p>Please specify here what elements of the identified best practice can be used in the “<i>Blended Learning Modules for School Leaders, Teachers, School Staff and Parents</i>” which will be part of the WS2 ComBuS Toolkit (approx. 5 lines):</p> <p>The electronic platform elements could be used in the development and operation of the digital tools of the ComBuS</p>		

	toolkit.			
BEST PRACTICE 2	Identification data: Type of document (article, book, report, white paper, decision, etc): Website and project deliverables Provider/author: Partners of the project “EAN - European Antibullying Network” Date of issue: 2014 Source (URL, DOI, Publishing House, etc.): http://www.antibullying.eu/			
	Please include the identified Best Practice in one (or more) of the categories below, by checking the afferent box(es) in column A (<i>you may check one of more boxes, as appropriate</i>); Also please allocate a score to each category that you checked, based on the importance it has for ComBuS project (1 = lowest, 5 = highest) and write this score on the column B:			
		Category	Column A	Column B (importance)
		Causes of bullying	<input checked="" type="checkbox"/>	5
		Psycho-pedagogical profile of the pupil(s) generating the bullying	<input checked="" type="checkbox"/>	4
		Social profile of the pupil(s) generating the bullying	<input checked="" type="checkbox"/>	4
		Psycho-pedagogical profile of the pupil(s) suffering the bullying	<input checked="" type="checkbox"/>	4
		Social profile of the pupil(s) suffering the bullying	<input checked="" type="checkbox"/>	4
		Bullying related to race or ethnicity, including religion and belief	<input checked="" type="checkbox"/>	5
		Bullying based on disability	<input checked="" type="checkbox"/>	5
		Bullying based on sexual orientation	<input checked="" type="checkbox"/>	5
		Bullying based around gender	<input checked="" type="checkbox"/>	5
		Bullying based on gender identity	<input checked="" type="checkbox"/>	5
		Cyberbullying	<input checked="" type="checkbox"/>	5
		Administrative and legal framework bullying-related in school	<input checked="" type="checkbox"/>	5
		Involvement and engagement of the local community in bullying-related issues (the Church, parents associations, civic society, NGOs, etc.)	<input checked="" type="checkbox"/>	5
		Best examples and lessons learned (i.e. anti-bullying methodologies, actions & activities, projects, case studies, programmes, etc.)	<input checked="" type="checkbox"/>	5
	Pedagogical and didactical approaches on bullying	<input checked="" type="checkbox"/>	4	
	Total score:		70	
	Description of the identified best practice (approx. 15-20 lines): Funded through the European Programme Daphne III, the project titled “EAN - European Antibullying Network” addressed the need for a collective and organized response to bullying on			

	<p>a European level. The main objective of EAN project was the establishment of the European Anti-bullying Network, an active network of organisations working in and across Europe to combat the phenomenon of bullying and school violence by bringing together stakeholders working in prevention and intervention. The partnership is comprised of 17 partners from 12 EU Member States. The project targets teachers, parents and public services and entities, through a series of useful tools (including awareness campaigns at national and European level and an interactive application for Smart Phones) and resources (including a Good Practice Guide and Recommendations aiming at the development of a common European strategy against bullying), so as to support them in their fight against bullying.</p>
	<p>Please specify here what elements of the identified best practice can be used in the <i>“Blended Learning Modules for School Leaders, Teachers, School Staff and Parents”</i> which will be part of the WS2 ComBuS Toolkit (approx. 5 lines):</p> <p>Elements of both the Good Practice Guide and the Strategy Position Paper could be taken into account in the design of the ComBuS Toolkit activities. Also, the project’s interactive application for Smart Phones could also be considered in the design of the ComBuS mobile application.</p>

BEST PRACTICE 3	Identification data: Type of document (article, book, report, white paper, decision, etc): Project website and resource pack Provider/author: "ENABLE" project consortium Date of issue: February 2016 Source (URL, DOI, Publishing House, etc.): http://enable.eun.org/		
	Please include the identified Best Practice in one (or more) of the categories below, by checking the afferent box(es) in column A (<i>you may check one of more boxes, as appropriate</i>);		
	Also please allocate a score to each category that you checked, based on the importance it has for ComBuS project (1 = lowest, 5 = highest) and write this score on the column B:		
	Category	Column A	Column B (importance)
	Causes of bullying	<input checked="" type="checkbox"/>	5
	Psycho-pedagogical profile of the pupil(s) generating the bullying	<input checked="" type="checkbox"/>	5
	Social profile of the pupil(s) generating the bullying	<input checked="" type="checkbox"/>	5
	Psycho-pedagogical profile of the pupil(s) suffering the bullying	<input checked="" type="checkbox"/>	5
	Social profile of the pupil(s) suffering the bullying	<input checked="" type="checkbox"/>	5
	Bullying related to race or ethnicity, including religion and belief	<input checked="" type="checkbox"/>	5
	Bullying based on disability	<input checked="" type="checkbox"/>	5
	Bullying based on sexual orientation	<input checked="" type="checkbox"/>	5
	Bullying based around gender	<input checked="" type="checkbox"/>	5
	Bullying based on gender identity	<input checked="" type="checkbox"/>	5
	Cyberbullying	<input checked="" type="checkbox"/>	5
Administrative and legal framework bullying-related in school	<input type="checkbox"/>		
Involvement and engagement of the local community in bullying-related issues (the Church, parents associations, civic society, NGOs, etc.)	<input checked="" type="checkbox"/>	5	
Best examples and lessons learned (i.e. anti-bullying methodologies, actions & activities, projects, case studies, programmes, etc.)	<input checked="" type="checkbox"/>	5	
Pedagogical and didactical approaches on bullying	<input checked="" type="checkbox"/>	5	
Total score:		70	
Description of the identified best practice (approx. 15-20 lines): The project titled "ENABLE - European Network Against Bullying in Learning and Leisure Environments" aims to combat bullying in a holistic way, helping young people exercise their fundamental rights in the home, school, class and community			

	<p>(i.e. peer group). The project, which is co-funded by the Daphne Programme and is implemented under the leadership of the European Schoolnet and in partnership with five EU organisations, aims to reach at least 6,000 young people aged 11-14 years, empower 2,000 parents and teachers, and be integrated in 30 schools or even more. Using a unique approach that combines social and emotional learning (SEL) with Peer Support, the ENABLE team strives to provide school staff with the skills, knowledge and confidence that can help them establish an effective student Peer Support scheme in their schools and develop their students' social and emotional skills.</p>
	<p>Please specify here what elements of the identified best practice can be used in the <i>“Blended Learning Modules for School Leaders, Teachers, School Staff and Parents”</i> which will be part of the WS2 ComBuS Toolkit (approx. 5 lines):</p> <ul style="list-style-type: none"> • The SEL lesson plan modules, which have been designed so as teachers to implement them in class. • Peer training resources and courses for students, parents and other key influencers, so as to promote peer advocacy

BEST PRACTICE 4	Identification data:		
	Type of document (article, book, report, white paper, decision, etc): Website, educational material		
	Provider/author: COMPASS Prevention Centre		
	Date of issue: 2015, 2006		
	Source (URL, DOI, Publishing House, etc.): http://www.pyxida.org.gr/index.php/nea/234-to-spiti-ton-paidion-paei-sxoleio		
	Please include the identified Best Practice in one (or more) of the categories below, by checking the afferent box(es) in column A (<i>you may check one of more boxes, as appropriate</i>);		
	Also please allocate a score to each category that you checked, based on the importance it has for ComBuS project (1 = lowest, 5 = highest) and write this score on the column B:		
	Category	Column A	Column B (importance)
	Causes of bullying	<input checked="" type="checkbox"/>	4
	Psycho-pedagogical profile of the pupil(s) generating the bullying	<input checked="" type="checkbox"/>	5
	Social profile of the pupil(s) generating the bullying	<input type="checkbox"/>	
	Psycho-pedagogical profile of the pupil(s) suffering the bullying	<input checked="" type="checkbox"/>	5
	Social profile of the pupil(s) suffering the bullying	<input type="checkbox"/>	
	Bullying related to race or ethnicity, including religion and belief	<input checked="" type="checkbox"/>	5
	Bullying based on disability	<input checked="" type="checkbox"/>	5
Bullying based on sexual orientation	<input type="checkbox"/>		
Bullying based around gender	<input type="checkbox"/>		
Bullying based on gender identity	<input type="checkbox"/>		
Cyberbullying	<input type="checkbox"/>		
Administrative and legal framework bullying-related in school	<input type="checkbox"/>		
Involvement and engagement of the local community in bullying-related issues (the Church, parents associations, civic society, NGOs, etc.)	<input type="checkbox"/>		
Best examples and lessons learned (i.e. anti-bullying methodologies, actions & activities, projects, case studies, programmes, etc.)	<input type="checkbox"/>		
Pedagogical and didactical approaches on bullying	<input checked="" type="checkbox"/>	5	
Total score:		29	
Description of the identified best practice (approx. 15-20 lines):			
The educational prevention Programme titled “the House of the Children”, has been designed and is implemented by the Greek Prevention Centre “COMPASS”. The programme aims at the prevention of bullying in primary schools. It is carried out in			

	<p>schools, in the courtyard and classrooms, with the guidance of trained teachers, where children play and learn to make relationships and deal with difficulties in these relations creatively. Students learn to recognize the in-school violence, to assume their responsibility and actively to prevent it. The “House of the Children” includes an educational material for elementary school children and process issues associated with child aggression and its prevention. The material is based on the experiential approach and uses active learning activities appropriate for children of this age. It tries to offer a fantastic framework (“The Children’s House”), in which children will have the opportunity in a confidence and security to work out issues of their everyday lives. The material includes 13 modules, developed in 13 two-hour meetings with teachers. It has the ability to adapt according to the needs and characteristics of the group, but also the needs and the educational experience.</p>
	<p>Please specify here what elements of the identified best practice can be used in the <i>“Blended Learning Modules for School Leaders, Teachers, School Staff and Parents”</i> which will be part of the WS2 ComBuS Toolkit (approx. 5 lines):</p> <p>The educational material could be used in the development of the learning activities and the design of the experiential workshops for students.</p>

BEST PRACTICE 5	Identification data: Type of document (article, book, report, white paper, decision, etc): Website Provider/author: Papalangki Theatre Company Date of issue: 2015 Source (URL, DOI, Publishing House, etc.): https://www.facebook.com/papalangkitheatre/timeline?ref=page_internal		
	Please include the identified Best Practice in one (or more) of the categories below, by checking the afferent box(es) in column A (<i>you may check one of more boxes, as appropriate</i>);		
	Also please allocate a score to each category that you checked, based on the importance it has for ComBuS project (1 = lowest, 5 = highest) and write this score on the column B:		
	Category	Column A	Column B (importance)
	Causes of bullying	<input checked="" type="checkbox"/>	5
	Psycho-pedagogical profile of the pupil(s) generating the bullying	<input checked="" type="checkbox"/>	5
	Social profile of the pupil(s) generating the bullying	<input checked="" type="checkbox"/>	5
	Psycho-pedagogical profile of the pupil(s) suffering the bullying	<input checked="" type="checkbox"/>	5
	Social profile of the pupil(s) suffering the bullying	<input checked="" type="checkbox"/>	5
	Bullying related to race or ethnicity, including religion and belief	<input type="checkbox"/>	
	Bullying based on disability	<input type="checkbox"/>	
	Bullying based on sexual orientation	<input type="checkbox"/>	
	Bullying based around gender	<input type="checkbox"/>	
	Bullying based on gender identity	<input type="checkbox"/>	
	Cyberbullying	<input type="checkbox"/>	
Administrative and legal framework bullying-related in school	<input type="checkbox"/>		
Involvement and engagement of the local community in bullying-related issues (the Church, parents associations, civic society, NGOs, etc.)	<input checked="" type="checkbox"/>	5	
Best examples and lessons learned (i.e. anti-bullying methodologies, actions & activities, projects, case studies, programmes, etc.)	<input type="checkbox"/>		
Pedagogical and didactical approaches on bullying	<input type="checkbox"/>		
Total score:		30	
Description of the identified best practice (approx. 15-20 lines): “Case B” is an interactive theatrical play for students aged from 10 to 18 years addressing the phenomenon of bullying. The text of the play is based on an idea by Christos Tsavidis, but created during the rehearsal process by the Papalangki Theatre			

	<p>Company. Presented within the school classrooms, with the presence of the teachers, the play is based on a bullying case that concerned the public and the media during 2014. The show is a working hypothesis about the causes of the incident, while the already known facts are presented in an original way. Students are invited to perform roles, to create themselves the environment setting and decide on the end of the story. The aim of the play is to raise awareness about the bullying in an entertaining way. After the show, special training materials are distributed to the students, while they are encouraged to participate in further activities and discussions about the topic.</p>
	<p>Please specify here what elements of the identified best practice can be used in the <i>“Blended Learning Modules for School Leaders, Teachers, School Staff and Parents”</i> which will be part of the WS2 ComBuS Toolkit (approx. 5 lines):</p> <p>This interactive theatrical play could inspire the ComBuS project as regards the design of the experimental workshops and other in class activities.</p>

Part B: Findings from the Needs Analysis

Results from Gap Analysis

In total, 16 teachers participated in the Gap Analysis. The average of their teaching experience is about 16 years. 11 of the participants are secondary school teachers and the rest 5 are primary school teachers. The types of the school that the teachers belong to are distributed as follows:

Urban area schools	5 teachers
Rural area schools	2 teachers
Elite schools	2 teachers
Schools in suburbs	5 teachers
Public schools	14 teachers
Private schools	2 teachers
Schools with pupils from the majority population	8 teachers
Schools with pupils from the minority population	2 teachers

Importance rate for each of the issues below:

		<i>Not at all important</i>	<i>Not very important</i>	<i>Somehow important</i>	<i>Important</i>	<i>Extremely important</i>
1	Legal and administrative bullying-related framework in school	0%	12,5%	18,8%	43,8%	25%
2	Anti-bullying policies and strategies in school	0%	6,3%	0%	31,3%	62,5%
3	Pupils' level of awareness on bullying-related issues	6,3%	0%	0%	6,3%	87,5%
4	Teachers' level of awareness on bullying-related issues	0%	0%	0%	18,8%	81,3%
5	School staff's & school leaders' level of awareness on bullying-related issues	0%	0%	0%	25%	75%
6	Local community level of awareness on bullying-related issues	0%	0%	6,3%	25%	68,8%
7	Teachers' psychological skills on bullying	0%	0%	0%	25%	75%
8	Teachers' social skills on bullying	0%	0%	0%	43,8%	56,3%
9	Teachers' pedagogical skills on bullying	0%	0%	0%	31,3%	68,8%
10	Teachers' didactical skills on bullying	0%	0%	0%	43,8%	56,3%
11	Teachers' preparedness in managing bullying	0%	0%	0%	12,5%	87,5%

12	School initiatives, programs and measures for combating bullying	0%	0%	12,5%	37,5%	50,0%
13	Concrete actions and intervention to combat bullying in school	0%	0%	18,8%	31,3%	50,0%
14	Involvement of pupils in direct, practical and experiential anti-bullying and/or combating bullying activities	0%	0%	0%	18,8%	81,3%
15	Parents involvement in anti-bullying	0%	0%	6,3%	31,3%	62,5%
16	Local community support in combating bullying in school	0%	0%	31,3%	25%	43,8%
17	Use of information and dissemination materials to increase awareness and advertise on successful anti-bullying solutions	0%	0%	25%	37,5%	37,5%
18	Use of online & digital tools and of mobile applications to train teachers and pupils for pro-active approach and behaviour in combating bullying in school	0%	0%	6,3%	68,8%	25%
19	School budgetary investment in anti-bullying actions and activities	0%	0%	50,0%	31,3%	18,8%
20	Implementation of school-wide programs ("whole-school" programs) to dismantle bullying	0%	0%	12,5%	25%	62,5%
21	Decrease of bullying in school (through tangible results)	0%	0%	6,3%	12,5%	81,3%
22	Achievement of a healthy and safe school environment	0%	0%	0%	6,3%	93,8%

As it is obvious from the above table, most of the mentioned issues are considered extremely important and important by the teachers. In particular, the issues rated as extremely important include:

- Achievement of a healthy and safe school environment (93,8%)
- Pupils' level of awareness on bullying-related issues (87,5%)
- Teachers' preparedness in managing bullying (87,5%)
- Teachers' level of awareness on bullying-related issues (81,3%)
- Involvement of pupils in direct, practical and experiential anti-bullying and/or combating bullying activities (81,3%)
- Decrease of bullying in school (through tangible results) (81,3%)

Satisfaction rate on the issues below that describe the current situation in
teachers' schools:

		<i>Very dissatisfied</i>	<i>Somehow dissatisfied</i>	<i>Neutral</i>	<i>Somehow satisfied</i>	<i>Very satisfied</i>
1	Legal and administrative bullying-related framework in school	12,5%	31,3%	43,8%	6,3%	6,3%
2	Anti-bullying policies and strategies in school	6,3%	37,5%	12,5%	43,8%	0%
3	Pupils' level of awareness on bullying-related issues	6,3%	43,8%	12,5%	37,5%	0%
4	Teachers' level of awareness on bullying-related issues	6,3%	50%	12,5%	25%	6,3%
5	School staff's & school leaders' level of awareness on bullying-related issues	0%	43,8%	25%	18,8%	12,5%
6	Local community level of awareness on bullying-related issues	0%	50%	31,3%	12,5%	6,3%
7	Teachers' psychological skills on bullying	0%	25%	50%	18,8%	6,3%
8	Teachers' social skills on bullying	0%	25%	43,8%	25%	6,3%
9	Teachers' pedagogical skills on bullying	0%	31,3%	37,5%	25%	6,3%
10	Teachers' didactical skills on bullying	0%	31,3%	31,3%	31,3%	6,3%
11	Teachers' preparedness in managing bullying	0%	37,5%	37,5%	18,8%	6,3%
12	School initiatives, programs and measures for combating bullying	0%	18,8%	31,3%	37,5%	12,5%
13	Concrete actions and intervention to combat bullying in school	0%	25%	25%	31,3%	18,8%
14	Involvement of pupils in direct, practical and experiential anti-bullying and/or combating bullying activities	0%	43,8%	18,8%	25%	12,5%
15	Parents involvement in anti-bullying	12,5%	56,3%	6,3%	12,5%	12,5%
16	Local community support in combating bullying in school	6,3%	62,5%	12,5%	6,3%	12,5%
17	Use of information and dissemination materials to increase awareness and advertise on successful anti-bullying solutions	0%	62,5%	12,5%	12,5%	12,5%
18	Use of online & digital tools and of mobile applications to train teachers and pupils for pro-active approach and behaviour in combating bullying in school	25%	37,5%	12,5%	18,8%	6,3%
19	School budgetary investment in	12,5%	50,0%	18,8%	12,5%	6,3%

	anti-bullying actions and activities					
20	Implementation of school-wide programs ("whole-school" programs) to dismantle bullying	12,5%	37,5%	18,8%	25%	6,3%
21	Decrease of bullying in school (through tangible results)	6,3%	18,8%	50%	12,5%	12,5%
22	Achievement of a healthy and safe school environment	6,3%	12,5%	31,3%	25%	25%

As regards the level of satisfaction on the issues that describe the current situation in their school, the teachers are somehow dissatisfied for the majority of the mentioned issues. In particular, the issues they feel somehow dissatisfied include:

- Local community support in combating bullying in school (62,5%)
- Use of information and dissemination materials to increase awareness and advertise on successful anti-bullying solutions (62,5%)
- Parents involvement in anti-bullying (56,3%)
- Teachers' level of awareness on bullying-related issues (50%)
- Local community level of awareness on bullying-related issues (50%)
- School budgetary investment in anti-bullying actions and activities (50%)

Results from Interview for Stakeholders and Local Authorities

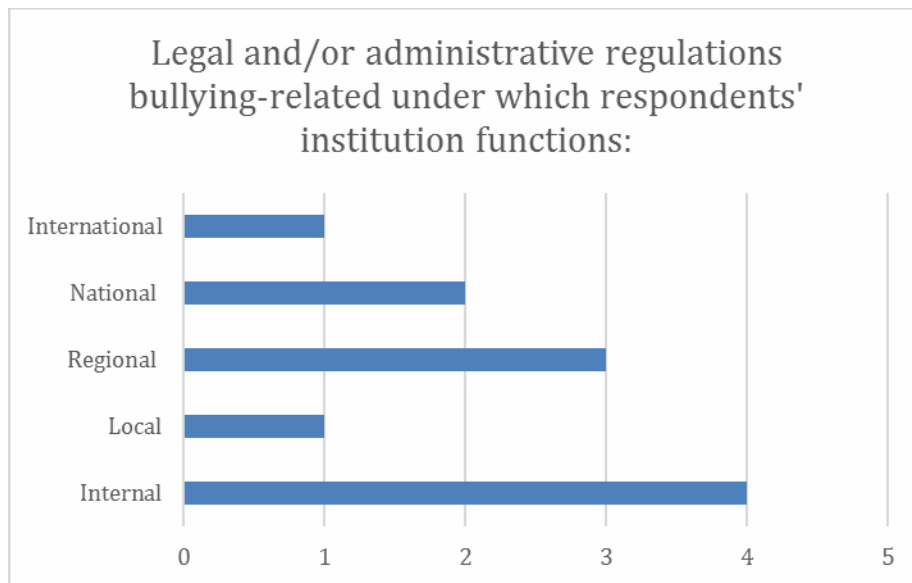
Stakeholders and Local Authorities interviewed	
School Directors	4
School Inspectors	2
Elected representatives of Municipalities, responsible for education and schools.	3
Professionals from local authorities/ communities	4
Total	13

SECTION 1: GENERAL ASPECTS

1.1. Are there any legal and/or administrative regulations bullying-related under which your institution functions?	
YES	NO
5	8

5 out of 13 of the respondents stated that there are legal and/or administrative regulations bullying related under which their institution functions. The positive answers were provided by the 2 school inspectors and 3 of the school directors.

1.2. If yes, are these legal and/or administrative regulations bullying-related: internal, local, regional, national, international?



These regulations are mainly internal (created/provided by the institution) and then regional and national.

Please name any legal and/or administrative regulations bullying-related under which your institution functions:

Some of the bullying related regulations named include:

- the establishment of a “Bullying Incidents Prevention and Management Team”, whose members are certified for their adequacy through distance learning training in the context of the action “Prevention and Treatment of Bullying and School Violence phenomena Network” Priority Axes 1, 2, & 3 of the Operational Programme “Education and Lifelong Learning”.
- Counselling Centre for young people
- Observatory for the Prevention of School Violence and Bullying, established by the Regional Directorates for Primary & Secondary Education of Central Macedonia.
- Some mottos which have been created by both students and teachers.

1.3. Who provides support and recommendations to your institution regarding bullying-related issues? (For School Inspectors and School Directors only)

The Observatory for the Prevention of School Violence and Bullying, established at Regional Directorates for Primary & Secondary Education of Central Macedonia provides support and recommendations along with the school counsellors. They do so, by recording incidents of bullying at schools, organizing a series of activities and also by providing relevant material for teachers, parents and students. Also, the Greek Ministry of Education, Research and Religious Affairs supports schools as regards bullying-related issues through actions carried out in the frame of Operational Programmes.

1.4. Does your institution provide support and recommendations regarding bullying-related issues to schools from your community? (For representatives of Local Authorities only)	
YES	NO
5	0

All 5 representatives of local authorities and organisations answered that their institutions provide support and recommendations regarding both the prevention and the combatting of bullying to schools from their community.

Please explain your answer.

The support provided concerns mainly counselling to students, parents and teachers by professionals with long experience on how to handle bullying cases. Other activities include the organisation of educational programmes at schools, especially those where bullying incidents occur most frequently, training programmes for teachers and raise awareness campaigns for bullying prevention.

SECTION 2: POLICIES AND STRATEGIES

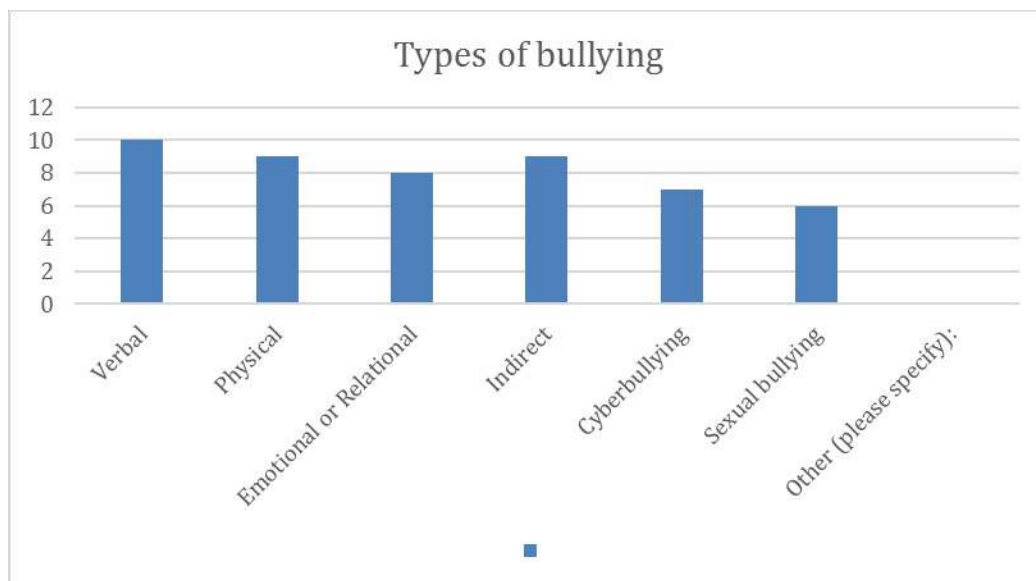
2.1. Does your institution have an anti-bullying in school strategy?

YES	NO
10	3

10 out of the 13 of the stakeholders and experts responded that their institutions have an anti-bullying in school strategy.

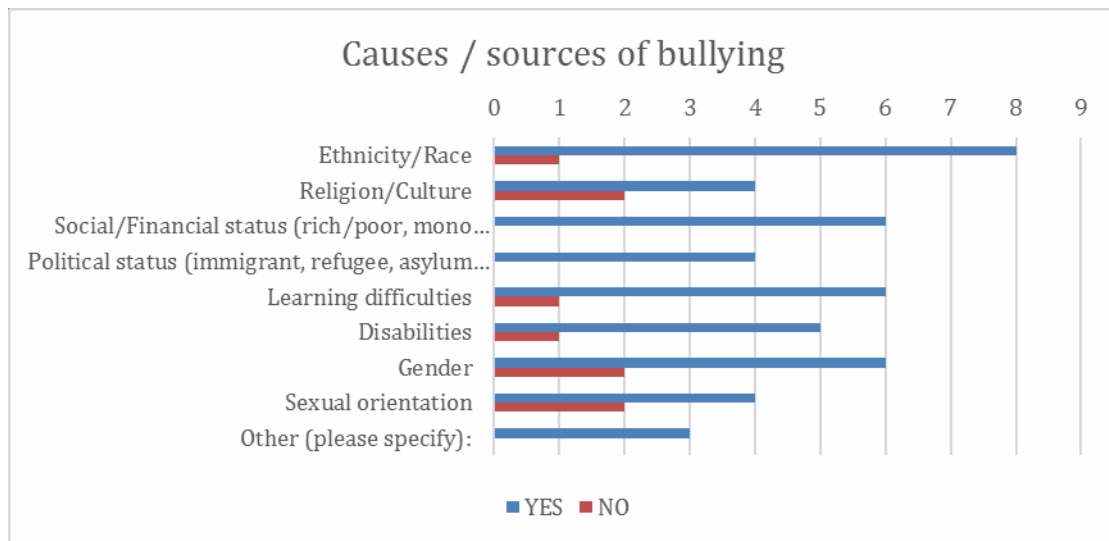
2.2. If yes, does your anti-bullying in school strategy specifically refer to:

(a) types of bullying



The types of bullying that the strategy specifically refers to concern all main types of bullying, starting from verbal bullying, then physical and indirect bullying follow, and after these come emotional or relational bullying, cyberbullying and sexual bullying.

(b) causes/sources of bullying



As regards the causes/ sources of bullying first they are related to ethnicity/ race, and then come social and financial status, learning difficulties and gender. Moreover, religion/ culture, political status and sexual orientation were mentioned by 4 respondents, while 3 people mentioned some unspecified causes.

(c) ways to identify bullying	
YES	NO
6	2

6 of the respondents replied that the anti-bullying strategy refers to ways to identify bullying.

(d) restrictive/punitive measures for those committing bullying	
YES	NO
5	2

5 of the participants mentioned that the strategy includes restrictive/ punitive measures for those committing bullying.

(e) recording of the bullying acts/behaviours/incidents	
YES	NO
8	2

8 of the respondents added that the anti-bullying strategy concerns the recording of the bullying acts/ behaviours/ incidents.

(f) reporting of the bullying acts/behaviours/incidents	
YES	NO
8	2

In addition, 8 of the respondents mentioned that the anti-bullying strategy they follow refers to the reporting of the bullying acts/ behaviours/ incidents.

(g) ways of providing support to bullying victims	
YES	NO
9	1

Finally, the anti-bullying strategy includes ways of providing support to bullying victims, as it was mentioned by the majority of the participants.

2.3. Would your institution be in favour of schools being required by law to record bullying in school acts/behaviours/incidents?	
YES	NO
8	2

Most of the participants (8) agreed that their institution would be in favour of schools being required by law to record bullying in school acts/ behaviours/incidents.

2.4. Would your institution be in favour of schools being required by law to report bullying in school acts/behaviours/incidents to an authority in charge?

YES	NO
7	2

7 out of the 13 participants replied that their institution would be in favour of schools being required by law to report bullying in acts/ behaviours/incidents to an authority in charge.

SECTION 3: TRAINING

3.1. Do schools / school communities need bullying-related training?

YES	NO
11	

The majority of the stakeholders who were interviewed agreed that the school and school communities need bullying-related training.

3.2. Does your institution provide bullying-related training to school teachers? (For School Inspectors and representatives of Local Authorities only)

YES	NO
3	3

Half of the respondents stated that their institution provides bullying-related training to school teachers.

3.3.a. Is there any bullying-related training provided to your school teachers? (For School Directors only).

YES	NO
3	1

3 out of the 4 school directors replied that it is provided bullying-related training to the teachers of their schools

3.3.b. If yes, who provides it?

The School Directors replied that the training is provided by the school counsellors and by the Observatory for the Prevention of School Violence and Bullying of the Regional Directorates for Primary & Secondary Education. In addition, one of them stated that the school teachers are also trained by staff of the community health centres as well as by the local office of the British Council in Greece.

3.3.c. How often is such training provided?

The School Directors mentioned that such training is provided once a year.

3.4. Are you aware of situations in which school teachers are demanding training related to bullying?

YES	NO
8	3

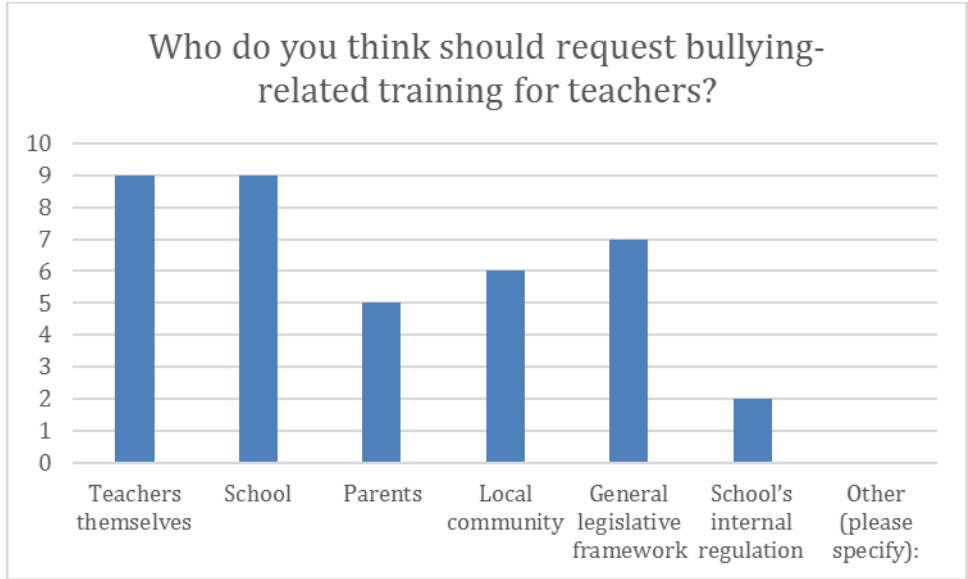
8 of participants stated that they are aware of situations in which school teachers are demanding training related to bullying.

3.5. Do you believe that bullying-related training for teachers is

necessary?	
YES	NO
11	

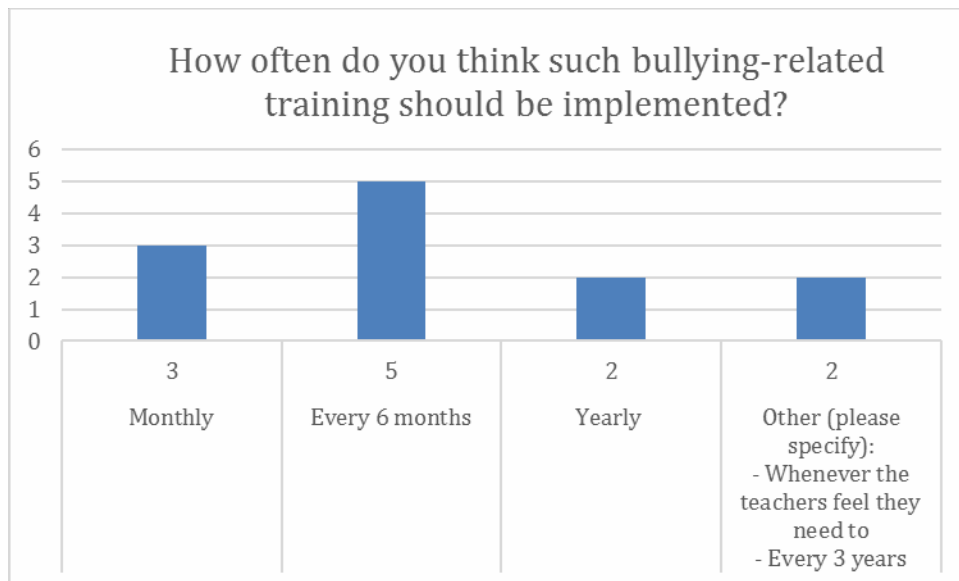
The majority of the respondents find that the bullying-related training for teachers is necessary.

3.6. Who do you think should request bullying-related training for teachers?



The stakeholders stated that first of all teachers themselves and school should request bullying-related training for teachers. Then, they think that such training should be requested by the general legislative framework, the local community and the parents. Two of them mentioned that the bullying-related training should also be foreseen in school's internal regulation.

3.7. How often do you think such bullying-related training should be implemented?



There is a variety of responses as regards the frequency that bullying-related training should be implemented. 5 respondents consider that such training should take place every 6 months, 3 of them believe that monthly training is required. Two of them agree that yearly training would be enough, one of them specified that this should take place whenever the teachers feel they need to and finally, one mentioned that this should be implemented every 3 years.

3.8. Teachers should have specific skills to manage/cope with bullying and to be able to combat bullying in school. In relation to these skills, what should be in your opinion, the major topics and issues to be approached during the bullying-related training of teachers?

All stakeholders provided a series of very interested responses as regards the topics and the issues should be included in the bullying-related training of teachers, which are summarised below:

- Understanding the concept of “bullying” and the difference between bullying and aggression.
- Training on all potential types of bullying, giving particular emphasis on cyberbullying.
- Features and roles of victimizer, victims and observers of bullying incidents.
- Children’s and teenagers’ emotional intelligence.
- Approaching a child – counselling skills.

- Training on how to approach and handle a victim of bullying, a bully and an observer of bullying.
- Training on how to approach and sensitise parents about the phenomenon of bullying.
- Training on prevention and early detection of bullying.
- Setting up discussions and implementing classroom activities against bullying in class.
- General psychological techniques and methods of cooperation.
- Techniques to positively express aggressiveness and relaxation techniques.
- Techniques and models for crisis management.
- Development of empathy.
- Development of students' critical thinking, so as to overcome any racist and old-fashioned stereotypes and to recognize the values of democracy, equality and respect to diversity.
- Specialised training, according to teachers' needs and each school conditions and requirements.

3.9. Who do you think should perform the teachers' training on bullying-related issues?



The majority of the respondents state that first of all the Ministry of Education should organise the teachers' training on bullying-related issues. After that, the stakeholders believe that the school through its own experts should

perform such training. Four of them consider that teachers' training should be organised by school inspectorates and two believe that this should be provided by external experts. One of the participants states that the 75 Prevention Centres for Addiction and Promotion of Psycho-social Health, which operate all over Greece, hold a very important role on the training of teachers on how to prevent and combat bullying in schools.

SECTION 4: PREVENTION AND RESPONSE

4.1. Is there any anti-bullying plan in school?	
YES	NO
9	4

9 of the participants stated that there is an anti-bullying plan in schools of their area.

4.2. Is there in your school/school community any prevention strategy for bullying in school?	
YES	NO
9	4

Moreover, 9 of the participants stated that there is a prevention strategy for bullying in school, in their schools of their community.

4.3. Is there in your school/school community any response strategy for bullying in school?	
YES	NO
8	5

As regards any response strategy for bullying in school, 8 respondents mentioned that it exists.

4.4. Is there any anti-bullying monitoring in school?	
YES	NO
6	5

6 stakeholders stated that there is anti-bullying monitoring in school, while 5 of them mentioned that there is no.

4.5. What are the difficulties that your institution faces/faced in identifying and managing bullying in school?

The stakeholders mentioned a number of difficulties that their institution faces/faced in identifying and managing bullying in school. First of all, a very important difficulty faced by many teachers and school staff is the insufficient knowledge about the phenomenon of bullying; this means that in many cases, they cannot precisely understand the difference between bullying and teasing, and as consequence they cannot handle such cases successfully. Moreover, there is a variety of reactions by the teachers as regards the treatment of bullying incidents; in particular, most of the teachers tend to apply punishments and just provide temporary solutions, which do not solve effectively the problem, while few teachers seek for a more comprehensive solution to the problem. Another huge problem has to do with the difficulty to track bullying incidents, as students, both as victims of bullying and as observers, tend to hide the problem, because they are not adequately convinced to or are afraid of reporting such cases. Finally, the stakeholders also gave emphasis to the fact that, while there are considerable public and private services which could support students who are bullied, these services are understaffed and this causes long waiting lists.

4.6. Is there any cooperation in your area/community between actors at different levels in preventing, identifying and responding to bullying in school?	
YES	NO
10	3

Most of the participants (10) replied that there a cooperation in their area and their community among actors at different levels in preventing, identifying and responding to bullying in school.

4.7. If yes, please list the institutions involved (e.g. Ministry of Education, Town Hall, Prefecture, Local Council, School Inspectorate, Police, schools, NGOs, child protection departments, etc.)

The institutions involved in preventing, identifying and responding to bullying in school are:

At local level:

- Counselling Centre for young people
- Social Services of Municipalities
- Police
- NGOs
- Nearby Schools
- Health Centres
- Prevention Centres for Addiction and Promotion of Psycho-social Health

At regional level:

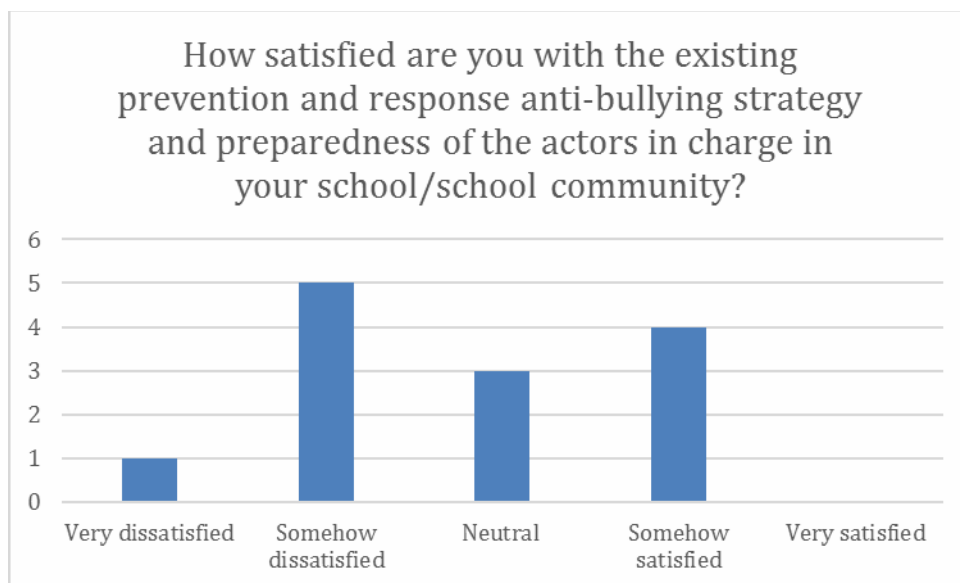
- Observatory for the Prevention of School Violence and Bullying of the Regional Directorates for Primary & Secondary Education of Central Macedonia.
- Regional Directorates for Primary & Secondary Education of Central Macedonia.
- School counsellors
- School inspectorates
- Child Guidance Clinics
- NGOs
- Psychiatric Hospitals

At national level:

- Greek Ministry of Education, Research and Religious Affairs
- Cyber Crime Unit of the Hellenic Police

- NGOs

4.8. How satisfied are you with the existing prevention and response anti-bullying strategy and preparedness of the actors in charge in your school/school community?



As regards the level of satisfaction with the existing prevention and response anti-bullying strategy and preparedness of the actors in charge in their school/school community, 5 of the participants declared that they are somehow dissatisfied and 1 of them stated that he/she is very dissatisfied; only 4 of them declared that they are somehow satisfied and none of them feels very satisfied. Finally, 3 of them are neither satisfied nor dissatisfied as regards this issue.

4.9. Would you agree with a whole-school program to combat bullying in schools?	
YES	NO
13	0

All respondents would agree with a whole-school programme to combat bullying in schools.

4.10. What can you recommend as general steps to be taken in order to improve/strengthen the anti-bullying approach in schools?

The respondents provided a number of interested recommendations as general steps to be taken in order to improve/ strengthen the anti-bullying approach in schools. First of all, they all agreed that the teachers and the school staff should be properly trained on how to handle and prevent bullying incidents. Then, they acknowledged that the formulation of a school prevention and handling policy would improve anti-bullying approach. The stakeholders also indicated the importance of discussing with and informing students about their rights, the rules of behaviour at school and the ways to deal with bullying. In addition, classroom intra- and extra-curricular activities could help students fully understand bullying and its consequences. Besides, it was highlighted that school psychologists should hold an important role in the prevention and the combatting of bullying in schools. Then, they emphasised that schools should promote the strengthening of bonds and the solidarity among students and at the same time to deal with isolation and marginalisation of students, especially those with disabilities, avoiding thus bullying incidents. Moreover, they all drew attention to the engagement of the parents, by raising awareness and training them about the bullying, during both individual and group meetings with them. In parallel, the involvement of schools in prevention programmes and activities, organised in the frame of national and European programmes, would be very beneficial. Finally, the respondents consider that the cooperation among all involved actors, i.e. students, school staff, parents, local community, service providers, authorities and stakeholders could improve and strengthen the anti-bullying approach in schools.

4.11. The report on the findings of this survey will focus also on Best Practice Examples (BPEs) in managing bullying in schools. If you are aware of such BPEs that you would like to share with us, please provide this information.

The following initiatives/ projects were identified by the respondents as best practice examples:

- Observatory for the Prevention of School Violence and Bullying, established by the Regional Directorates for Primary & Secondary Education of Central Macedonia. The Observatory aims at 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.

- Educational Prevention Programme “the House of the Child”, designed and implemented by the Prevention Centre “COMPASS”. The programme aims at the prevention of bullying in primary schools.
- School/ Peer Mediation Programmes developed by the Greek Children's Ombudsman.

Results from Focus Group

The focus group took place in an Intercultural Primary school and lasted about 1 hour and a half. Given that the event took place in their school both pupils and parents felt very comfortable. Before the discussion started, both pupils and parents were informed about KMOP activities and then about the ComBuS project and the Toolkit to be developed. Then the participants introduced themselves and expressed some general thoughts about bullying. All of them were very familiar with the concept and the types of bullying. The main ideas expressed by the participants are summarised below:

1. Have you ever witnessed a bullying incident in your school / the school of your child? Please describe it briefly.

Most of the students and parents replied that they have witnessed or heard about bullying incidents in their school. Two of the parents mentioned that their children were victims of bullying themselves; the first incident concerned physical and verbal bullying and the second had to do with verbal bullying, due to learning disabilities, in particular dyslexia.

2. Which type of bullying happened most often in your school / the school of your child?

The participants replied that the type of bullying which happens most in their school concerns mainly verbal bullying and then physical and emotional or relational bullying.

3. Which do you think to be the reasons for which a person is bullying someone else, like a classmate or schoolmate, for example?

Students believe that reasons that a person is bullying someone else is related to their family upbringing; they consider that the bullies are treated the same way in their house. They also believe that the bullies consider themselves as the most powerful, so they use their power to harm the other students. Similarly, the parents believe that the children who behave this way are victims of physical and/or verbal violence themselves. Moreover, parents believe that the bullies are persons who want and require the other students to pay attention to them and to be accepted as the leaders of the class.

4. Describe what you felt, what was your impression when you have seen a bullied person.

All students answered that they felt very sorry and very bad, when they have seen a bullied person. Some parents also added, that except of sadness for the bullied person, they felt extremely angry with the parents of the bully, as they consider that they are responsible for such behaviour. In addition, many of them were surprised or even shocked, as they thought that this could not never happen to the class of their children.

5. Which of the feelings that you had seeing a bullied person was the strongest?

Both students and parents answered that the strongest feeling was sadness. Parents also mentioned that one of the strongest feeling they felt was anger with the parents of the bullies.

6. What do you think (other) pupils should do when they witness a bullying incident?

All students agreed that they should report the bullying incidents to their teachers or the school director and avoid intervening themselves to solve the problem. Parents also agreed that the students should report such incidents to both their teachers and their parents, who should collaborate in order to put an end to such episodes. Moreover, some parents expressed the opinion that the children should find ways to discuss with each other and solve any issues which may lead to bullying expressions.

7. Do you think that teachers should intervene in a bullying incident? How? What should they do, how should they act?

The students replied that teachers should always intervene in a bullying incident. They should discuss with both the bully and bullied persons, to investigate and explain the reasons and then to try to find a solution in order to stop such incidents. Likewise, the parents agreed that it is teachers' obligation to immediately intervene and to notify the parents about this. In addition, parents consider that the teachers should ask the intervention of the school psychologists.

8. How the School Board should act/react in case of a bullying incident? To apply punishments, to temporary or definitively expel the pupil who bullied, to send him in a correction school, etc.?

The students mentioned that the School Boards should not apply any punishments to the students in case of bullying incidents, as they consider that the discussion and some counselling could help in the healing of the problem. On the other hand, parents consider that some mild punishments should be applied, so as the bullies to realise the consequences of their bullying behaviour. However, they agreed that punishments should not be followed by suspension and expulsion of the bullies, except of very extreme and long-lasting incidents.

9. Do your parents know that in your school there is bullying? What is their opinion on that, what do they think about? Would they accept to get involved, to help? (Question only for pupils)

All pupils responded that their parents are fully aware of the existence of bullying incidents in their school and they feel very sad about this. For this reason, their parents are actively involved in the combatting and the prevention of such cases.

10. What do you think it should happen or change in the current situation in order your school / the school of your child to become a safer place, to make pupils feel safer or stop bullying?

The pupils believe that they should keep be informed and sensitised about bullying and its consequences, so as to stop such incidents in their schools and feel safer. They also added that their parents should help them cope with such cases. As regards parents' opinions, they all gave emphasis on the cooperation among school staff, parents and children. All involved parties should be properly informed/ trained on how to handle with bullying incidents and how to reduce and even eliminate such cases. Again parents mentioned the importance of discussing with their children about their problems they may face in and out of school.

11. Does your school / the school of your child have places or ways pupils can report a threat or bullying?

All respondents answered that their school does not have some places or formal ways to report a threat or bullying. They just inform their teachers or school director.

12. Is somebody in your school / the school of your child monitoring bullying (a teacher, guardian, policemen, parent, special commission, etc.)?

Both students and parents replied that bullying is monitored by all teachers, the director, the school psychologist and the parents' association.

13. How do you perceive the persons in charge with monitoring bullying in school?

All participants stated that they perceive very positively the persons in charge with monitoring bullying in school. They are always very helpful and supportive to the students and their parents.

List of “Top 10 Ideas to Stop Bullying”

1. Both educational staff (directors, teachers and school staff) and parents should interact and intervene immediately once they witness a bullying incident.
2. The concept of bullying, its types and its consequences should be clearly defined and understood by children, parents and even teachers; in many cases, the term of “bullying” is confused with “teasing”.
3. The continuous training of the educational staff on anti-bullying is more than necessary.
4. Students should be kept informed about bullying and also to participate in anti-bullying activities in and out of class.
5. Parents have to be actively engaged and be informed, by participating in trainings and meetings organised by schools on how to handle such cases.
6. Educational staff and parents and parents' associations should cooperate in the combatting of bullying.

7. Parents should be very close to their children and discuss about everything with them.
8. Students should not be afraid and should be encouraged to report bullying incidents and at the same time schools should not conceal such incidents.
9. Students should also collaborate and discuss with each other, in order to stop bullying.
10. Local communities' actors should also be involved in the combatting of bullying.

List of participants' recommendations for bullying prevention

- Both teachers and parents should teach their children to respect one another, irrespective of ethnicity or race, culture, gender, social or financial status of their families.
- Teachers and school staff should always be alert and keep an eye on students during class hours and breaks, so as to prevent a bullying incident.
- Parents should be very careful on how to treat their children; they should avoid aggressive behaviour to their children, as children tend to imitate their parents and replicate such behaviours in the school.
- Parents should help their children develop good self-esteem and to be strong and positive.
- Schools in collaboration with parents and local authorities and communities' actors should organise raise awareness campaigns on the bullying prevention.
- Students should always notify their teachers and/or their parents when they feel that a bullying incident is about to start.

List of topics for the “Blended Learning Modules for School Leaders, Teachers, School Staff and Parents”

The following topics resulted from the Literature Review and Needs Analysis can constitute the background for potential curricular objectives for the “*Blended Learning Modules for School Leaders, Teachers, School Staff and Parents*” which will be part of the ComBuS Toolkit:

- What is bullying; types and causes of bullying; psycho-pedagogical and social profile of bullies and bullied persons; differences between bullying and teasing; consequences of bullying in the involved persons, in school, in families.
- Human rights and respect to diversity
- Pedagogical and didactical approaches on bullying
- Administrative and legal framework regarding anti-bullying in school.
- How to recognise and treat a victim of bullying.
- How to recognise and behave to a pupil committing bullying.
- How to behave to observers of bullying as well as to the rest school community
- How to use/implement in and out class activities related to anti-bullying
- Positive ways of expressing children’s and young people’s aggression
- How parents can support their bully or bullied children?
- How teachers, parents and children can contribute to the combatting and the prevention of bullying
- Organisations/ support services/ initiatives for the support of the victims of bullying, their families and their teachers.

Conclusions and Recommendations

As a conclusion, taking into account the desk research on the initiatives and projects on combatting and preventing bullying in Greece, it could be stated that many considerable efforts have been made to this direction. However, as long as the problem of bullying increases, it is obvious that these initiatives should be expanded and multiplied and to target even more students, teachers and schools and parents.

Besides, the gap analysis, where teachers rated the importance and their satisfactions as regards a series of issues which concern the current situation of bullying in their schools, revealed that special emphasis should be given on the following:

- Achievement of a healthy and safe school environment
- Pupils' level of awareness on bullying-related issues
- Teachers' preparedness in managing bullying
- Teachers' level of awareness on bullying-related issues
- Local community level of awareness on bullying-related issues
- Involvement of pupils in direct, practical and experiential anti-bullying and/or combating bullying activities
- Parents involvement in anti-bullying
- Decrease of bullying in school (through tangible results)

Similarly, the interviews with school directors, school inspectors, elected representatives of Municipalities and relevant professionals confirmed that the efforts to combat and prevent bullying should be intensified. They consider very important the implementation of an administrative and legal framework to record and report bullying incidents in school. They also highlighted the need for continuous capacity building of teachers and school staff on a great range of topics concerning bullying. Besides, they gave particular emphasis on the sensitisation and awareness of students together with the active engagement of their parents. They stressed the importance of cooperation among all involved actors as well as the raise of awareness of local communities.

The focus group discussion with students and their parents revealed that all involved actors, i.e. school, parents and students should work together to

combat bullying. Parents gave special emphasis on being close to their children, while students believe that it is very important to be fully informed about bullying, by participating in various activities.

Finally, all participants to the field study expressed the opinion that the ComBuS Toolkit could be very beneficial for students, parents, teachers, school leaders, and staff.



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