

## VIRTUAL MEETING TO PRESENT AND DISCUSS THE RESULTS OF THE FEEDBACKS PROVIDED FOR THE BULGARIAN AND SPANISH CASE STUDIES

### MINUTES of the Virtual meeting 26 March 2012 at 16.00 CET

The video of the meeting is available on this Internet address:

<http://flashmeeting.e2bn.net/fm/2ac82a-15118>

### Agenda

- Introduction to the Virtual Meeting (EuroED)
- Presentation of the Spanish Case Studies (UniSeville)
- Discussion on Spanish Case Studies (All partners)
- Synthesis of main results of the discussion (UniSeville)
- Presentation of the Bulgarian Case Studies (ZinevArt)
- Discussion on Bulgarian Case Studies (All partners)
- Synthesis of main results of the discussion (ZinevArt)
- Conclusion of the Virtual Meeting (EuroED)

### Participants

No.	Name of the participant	Country, Institution represented	Role in the project
1.	Bruno La Porta	BE, INFOREF	Project team member
2.	Christine Cloes	BE, INFOREF	Director of INFOREF
3.	Martine Prignon	BE, AEDE-EL	Teacher
4.	Zori Staneva	BG, Zinev Art Technologies	Project team member
5.	Teodora Gospodinova	BG, 138 Secondary school "Prof. Vassil Zlatarski"	Teacher
6.	Galia Bojilova	BG, 138 Secondary school "Prof. Vassil Zlatarski"	Teacher
7.	Joaquin Mora-Merchan	ES, University of Seville	Project team member
8.	Mamen Carmen Selma	ES, Colegio Compañía de María Jerez	Teacher
9.	Dimitris Alimisis	GR, Aspete	Project team member
10.	Nikos Marinopoulos	GR, Aspete	Project team member and teacher
11.	S.Armakolas	GR, Aspete	Tec. assistant
12.	Sophia Mitroulia	GR, Gymnasium Ag.Vasiliou	Teacher
13.	Nemis Felonis	GR, Lyceum	Teacher
14.	Irene Gianakopoulou	GR, Technical Institute	Teacher
15.	Anthi Karatrantou	GR, Technical Institute	Teacher
16.	Lorenzo Martellini	IT, Pixel	Project coordinator

17.	Adriana Battaglia	IT, Istituto di Istruzione Superiore Don Milani	Project team member
18.	Massimiliano Branchini	IT, Istituto di Istruzione Superiore Don Milani	Project team member
19.	Sara Pistolesi	IT, Istituto di Istruzione Superiore Don Milani	Project team member
20.	Marilia Strazzeri	IT, ISS Geymonat	Teacher
21.	Vida Motekaityte	LT, Kaunas University	Project team member
22.	Ruta Kukucionytė	LT, Kaunas University	Project team member
23.	Andreea Cleminte	RO, EuroEd	Project team member
24.	Elza Gheorghiu	RO, Vasile Alecsandri High School	Teacher
25.	Roger Murfin	UK, Wilsthorpe Community School	Project team member
26.	Mick Flower	UK, Wilsthorpe Community School	Project team member
27.	Ann Foxley-Johnson	UK, Springwell Community College	Teacher
28.	Helen Redhead	UK, John Flamsteed Community School	Teacher

## TECHNICAL MATTERS

Lorenzo (Pixel, IT) opened the meeting and make sure that all the partners do not have any technical issues. All the partners have been invited to test their connections, equipment to make sure that they can be heard during the virtual meeting. Also during the entire meeting Lorenzo intervened to assure that all the participants are logged in and do not have problems with the microphone.

## WELCOME OF PARTICIPANTS

Andreea (EuroEd, RO) welcomes all the participants for joining in the first transnational virtual meeting and reminding the topics that will be discussed (Bulgarian and Spanish case studies and the related teacher's comments). Also have been sent an invitation to all the participants to start a fast round table, where all the partners had the opportunity to present themselves and to introduce the teacher/s who will join the meeting.

All the partners introduce themselves and the teachers and had a short presentation on their role in the project (during these meetings each partner country should involve project team members and teachers who have been involved in developing the case studies and provided comments/suggestion on the school bullying situations collected).

## PRESENTATION OF THE BULGARIAN CASE STUDIES

Andreea (EuroEd, RO) gives the word to Zori Staneva (Zinev, BG) the Bulgarian project team member to present the case studies and the teacher's comments received.

Zori (Zinev, BG) start through a brief presentation of the each case study and of the highlights of the comments received. And at the end of the presentation, some statistics information on the number of

comments received for the Bulgarian case studies and the number of the comments done by the Bulgarian teachers to other case studies will be provided.

The first case study **“A case of hydrocephaly”** has been developed by teachers from two different education institutions in Bulgaria. The case is connected to the special physical aspect of the victim, who suffers from retention of liquid inside the brain and because of that the side of his head is bigger than normal. He had no problem, until the end of the 7<sup>th</sup> grade, nobody paid attention to his difference, but with the beginning of the 8<sup>th</sup> grade he had some classmates who started to call him with bag names. So, the cause is the lack of similarity with everybody else, health problems and no other issues have been mentioned as reasons for the bullying.

There are 3 comments received and the highlights and the most important parts of these comments are:

- From a teacher from Greece, who said “My recommendations to such events would be to come close to all parties and organize sensitization actions as well.” The parties’ being the bully, the victim and all the observers.
- A colleague from Spain mentioned that “to prevent and stop bullying and harassment, could minimize the risk factors of being an aggressor or a victim, of being a spectator and maximize the protective factors that enable personal competence, social and moral values.” So training in development of personal, social and moral values was promoted by the Spanish comment.
- Another highlighted comment come from Romania and what it was said in brief is that “in Romania such children are not integrated in the general education system. It seems that in the last years there are intentions to introduce/integrate the children with special needs among the other children without special needs, offering the possibility to have access to the same level of education and opportunities.” And what the Romanian teacher is recommended actually is: “individual counseling of the victim to identify the problem, group counseling with the class colleagues through development of empathy, individual counseling of the aggressor and counseling for the parents.”

The next case study which received 2 comments from the teachers from abroad is named **“Grandma takes care of me”**. This is the case connected with the particular case of friendship. The victim is a boy whose parents recent came from abroad, to stay with him and to take care of him. He has a friend, a girl (A) who remains and only took care only by her grandmother, so the case it that the both children developed a friendship on the basis of the fact that both their parents were away and suddenly the parents of the one of the two children return homes. And the situation between the children changed dramatically, she felt very jealous and that’s why she started bullying him.

So the 2 comments received, one from England and one from Romania mentioned the following: “In regards to the attendance issues for boy B he would have had a letter sent home from the attendance officer stating that if he doesn’t attend school he could be fined by the authority. We also have a point system for each of the Houses and they do gain points for attendance. This case study has proven that face to face meetings are often more effective than phone conversations and time prevailing I would much rather arrange meetings with the parents of both the victim and the aggressor.” I guess in the same time.

As far as the Romanian comments concerns, it says: “As strategy used to fight against violence in schools between children I think that suggesting every child to keep a diary in which to explain hard times they been through and what exactly happened will be a way to understand their feelings toward the situations they have been at a certain moment”. So keeping a diary of what is happening to you and sharing it for examples in anonymous boxes, is a good idea which have been given for this case.

The next case study which received only one comment, from England, is entitle **“Long term harassment towards a brother and sister”** it is the case connected with a particular case of bullying through children, an autistic boy and his older sister. The bullying started over the boy, but eventually, gradually as his sister tried to help him, the bullying swept over her, as well. They keep it hide it for a long time and it wasn’t reviled in school, but by their mother. She is the one who took some reaction to this case.

Anyway the highlight of the comment which was posted from England says that “Any student with learning difficulties in our school has the chance of working in our Inclusion Unit during break and lunchtime which

allows them to avoid any unnecessary confrontation when unsupervised. Our Inclusion staff would hopefully be able to pick up on any changes in a boy such as 'B' and hopefully be able to get some statements regarding the bullying from him." This is obviously a case which was very well hid by the tow children and the school was unfortunately unable, in our case, to understand the situation.

The next case with a very popular topic is named **"Cyber defamation"**. This case involves two girls from the tenth grade. Actually the case targeted 29 other girls from the same school, so the two girls found something bad to mention about the other 29 girls and posted as an article on MySpace.

So the comments which were received to this case study were posted by teachers from UK and Spain. The first comment from UK says: "My school have banned all mobile phones in school as students use these to access social networking sites. This takes away some of the schools responsibility for such incidents. It is clear that the issue of cyber bullying does not lend itself to a particular educational establishment, country or culture. This is a relatively new phenomenon but one which countless schools across Europe will no doubt encounter."

This comment was counter comments by the Bulgarian teacher, who said that the idea of banning mobile phones and social networks in schools, is good, as far as the students' rights are respected, as far is no legal issue behind the problem.

The Spanish comment mentioned: "I think it's important, especially given the rise of social networks in today's society, education (teachers, students and parents) about the importance of confidentiality in the network and how rumors spread even faster than in real life (in real life you have to tell the rumor "physically" to your "listeners", while in the network, hang up and after one hour you can have thousands of readers). Therefore, the responsible use of social networking is very important today. The school is easy to monitor, but at home it is up to parents who need to monitor internet use performing their children."

Zori (Zinev, BG) continued the presentation with the case study number 6, named **"The lying shepherd – or who's the bully here?"** This is a very strange case connected with the particular student who presented himself as a victim of physic bullying. However there were absolutely no proves for that. The form teacher fined no reasons for the student obsessive thought that he being physical bullied. So the student was actually bullying all his peers. A case of bully bullied.

One comment have been received, from England and said: "I think the school management have dealt with this extremely well in resolving it to the benefit of all involved. It is a complex and unusual case which I am sure was very difficult to get to the bottom of. There are a lot of sensitive issues surrounding this and it is important the school works cooperatively both with the new educational establishment and any further outside agencies in light of the possibility that the student in question is suffering from a potential psychological disorder." So the problem which was absorbed from the outside, from the teacher abroad, is probably that the student has a psychological disorder, a health problem which has to be solved.

The next interesting case which was commented by a teacher from Italy is called **"A case of violence described by Secondary school in Shumen"**. The case started during the summer and via Facebook. This is a real case described by the school. The bullying action cared out involved a girl from 8<sup>th</sup> grade (victim A), who was called for a conversation behind the postal office after classes and was physically bullied (hit) by a girl from other school (girl B). So B also took away A's mobile phone. The ground for this was connected with jealousy from a part of a third girl, a friend of the bully, who saw that A was trying to steal her boyfriend away.

So the highlight of the comment received is that: "The school regularly organizes interventions aimed at prevention and awareness education in law, civil coexistence and tolerance involving teachers from all disciplines that provide for the development in their program concepts designed to make it clear to students what is wrong and condemn all acts of violence and who uses them, for whatever reason you do it, does not behave in socially acceptable ways."

The next case study was commented by a teacher from Spain, was named **"Situational game - This could have happened to me"**. This is an analysis of a situational game presenting a game of direct physical



bullying, during a physical education period directed towards an unpopular boy, who was at first pushed outside and excluded from the game and later on physical abused by their classmates. He was abused by three other boys and none of his classmates haven't paid any attention to defend him.

So the comments received is interesting with the following: "Concerning the case of the text, it is clear that the physical education teacher "looks away" does not really know why, it seems as if unwilling to get into "kid stuff", when in this case is assault and harassment quite clear, and the humiliation of the boy victim. In this study we learned the need to observe the behavior of young people, their preferences when establishing groups of friends, by whom and who refuse are opting to join the group."

The next case "**A case of violence on behalf of a teacher**", was a peculiar case in which the teacher was blamed by the students for bullying all of them and mostly one child with health problems and manifest panic attacks every time the teacher raise her voice in the class.

3 comments have been received, two from Greece and one from Romania. The first comment from Greece says: "A first step towards solving the problem demands a sincere but not aggressive discussion among parents and the teacher. The main aim of the discussion is not to blame the teacher or to accuse him but to help him realize his mistake and correct his behavior for the good of their children. In the same spirit should the director of the school move at a similar meeting and discussion with this particular teacher."

The second comment from Greece says: "The root cause of such phenomena in Greece is the lack of adequate teachers' training, the lack of teachers' evaluation, the lack of psychological support-advisory service in school and the bureaucracy in public sector." So the colleague from Greece mentioned that the same is happened in their country and they are searching for the reason behind this.

The comment from Romania says: "Violence in school is never an option. It is not required, non – teachable and uninteresting. What is interesting is why a child or a teacher as an adult reaches that kind of pressure and follow the path war even if they know and understand the meaning of their consequences. Using violence is below all standards of a teacher. And of course violence has a lot of meanings. No person in the whole world can rely on his relaxation and willing to be nice all the time when the atmosphere in the classroom is very tense.

A contra comment have been sent from a teacher from Bulgaria, who shared the situation: "I agree with everything you said and I must say that I am happy and I do not fear that I shared this case with you, because I believe that violence exist in all countries and we need to be brave and share our experience to be able to solve and to prevent violence to appear again.

Another case is called "**A case of psychological and physical harassment on sexual grounds**". It is a very severe case of bullying which was presented. The case is connected with harassment of a boy (DP) and started when he was in 6<sup>th</sup> grade, so very early. The bully had various manifestations, including at the culmination moment – sexual harassment on behalf of a class-mate. Due to the exceptional cruelty demonstrated during the last bullying occasion the case goes to court.

This case study received many comments, 6, from England, Italy, Romania, Greece, mostly from Romania (3). The comments from England: "We also have a computer system called SIMS which allows all staff to log any bullying incidents allowing all members of staff access to upto date information." The comment from Italy: "This is a very serious case study and we have never seen a similar case in our professional life. We disagree with the way in which the situation was dealt. We think this is growing a number of legal and moral issues as the victim and the abuses seem to be in the same school. We think that this incident can't escalate in our school, because the suitable strong action would have been taken." Let's hope that the effect from the "I am not scared" project will lead to enabling each school and educational systems to implement such prevent measures as those mentioned by the colleague from Italy.

One comment from Romania: "I would probably put the aggressive child into the victim's shoes, just for a second, to feel what the victim feels, to reflect on his actions and behaviour. I believe that specialized courses would help these kinds of children."

Another comment from Romania: "In this particular case I think that the girl BS should have been advised to move to another school because her behaviour was a very bad example for the other students in the class."



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The girl mentioned was at the bottom of the first aggression towards the boy and she did not participate later on, but it is a fact that everything started from her.

The last case, which was comment by one teacher from Romania, is named "**Group bullying at a secondary school in Sofia**". This is the case of a shy, introverted and a very unpopular boy and two other group leader boys who broke the headmaster window and together with the rest of the class tried to blame the shy boy. This is the case of a long term exclusion and psychological harassment. In an attempt to defend himself and in a moment of strong aggravation, the boy pulls a small knife out of his pocket.

The comment received said: "In bullying situations it is crucial that the return to balance of rights and responsibilities is as quick as possible, because the negative effects of violence on the one hand and the feeling of hurting, misunderstanding, lack of love and appreciation can lead to grave effects especially when we consider the fact that we are speaking of young and very vulnerable minds. In this particular case the attempt of the return to balance came quite late and with unsatisfactory results."

## CONCLUSIONS OF THE BULGARIAN CASE STUDIES

Zori (Zinev, BG) presented some brief statistics information:

- 21 teachers from Bulgaria posted 60 comments towards the foreign case studies
- contra comments have been sent by the Bulgarian teachers
- 10 Spanish case studies have been commented with 30 comments
- the Spanish case studies were popular for the Bulgarian teachers
- 6 Romanian case studies have received 6 comments
- 7 UK case studies have received 8 comments
- 4 Lithuanian case studies have received 4 comments
- 8 Belgium case studies have received 9 comments
- 8 Italian case studies have received 9 comments
- 10 Greek case studies have received 11 comments

Zori give the words to Theodora Gospodinova (teacher, BG) for a quick hello and a brief statement of the Bulgarian teachers that were involved.

Theodora started her presentation by presenting her appreciation in participating in this project and being involved in dealing with this very serious problem (the school bullying phenomenon). She mentioned about the importance in discussing the comments produced by the teachers and sharing experiences, ideas. Thanks to the Club, Theodora mentioned that in their school a club have been set, with the purpose to fight against violence in school. The students are very eager to participate, they share ideas and it is important for the students because they become more and more involved and aware and it is important for them to share things with adults, especially with their parents.

Andreea (EuroEd, RO) thanked to the BG partners for the presentation of their case studies developed and of the comments received.



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## COMMENTS ON THE BULGARIAN CASE STUDIES

Andreea invited the partners to start the debates on the Bulgarian case studies and comments sent and give the words to Elza Gheorghiu (teacher from Romania) to present the point of views of the Romanian teachers on the BG.

Elza Gheorghiu (RO) started her presentation by defining the project as being interesting and very useful, because violence is everywhere and no measure we take, violence is still with us.

The points of views highlighted by the Romanian teacher were:

- Regarding the violent teachers – there should be no compromise in this situation, once a teachers has made a mistake in this respect and has been violent, physical violence, there is no place for him in the teaching world, there is no option, no other training. Students, who learn to become teachers, have to know from the very beginning, that there are other solutions to solve conflicts and their problems and violence is not the one.
- Speaking about bullies in the school world – in our school, the first thing that students, teachers and parents know is the Rules, rules which act as a general framework, and they have a palpable, physical appearance. It is under the form of a contract, which each parents, teachers and form teachers are obliged to sign on the beginning of each school year.
- Students are part of the rules and they are thought that they should discuss and tell about their problems. And the adult is in the certain position to help them.
- Appreciation on the educational buddy system - in which the students, especially the newcomers, because they are in most cases the short target and victims of bullying. So, in this system, they are helped by the old or the other students to integrate better in the new system. This system helps.
- The presence of a councillor is also beneficial. The councillor is in the position and in the authority to help parents, teachers, students, not only the victims, but also the bullies. In many cases also the bullies have the need of a special treatment. The counsellors have to listen the all sides and they have to create a very complex network, in which parents, teachers and students participated.
- Having in the school life extracurricular activities help the students and the general atmosphere in the schools. These activities help the students to know each other, to see what they are good at, highlight the positive aspects, and everybody, sooner or later, will find the place where to be the star and to be appreciated. Because, in fact, this is what bullies are looking for, appreciation and they want attention.
- Each case is a special case and need time, patience and reflection in order to find solutions. And as teacher we also need guidance and help from a special training.

Lorenzo (Pixel,IT) intervene after an disconnection of the EuroEd team to the meeting and took the opportunity that due to the few time left till the end of the meeting, to give the word to the partner from Spain to present their case studies and after that each partner to present their feedback.

## PRESENTATION OF THE SPANISH CASE STUDIES

Joaquin (University, ES) started his presentation by reminding that the Spanish partners organized the case studies in different categories, with distinguish between bullying due to ethnic cultural differences, homophobic and non-specific bullying. All of them were also distributed between direct, indirect and cyberbullying

Joaquin mentioned that was interesting to find similarities between case studies and comments from different countries and that different educational systems offer different solutions to the same problems.

In one of the first case, which is a kind of direct bullying due to the ethnic cultural differences; some teachers from UK, said that the solution for the Spanish educational system was a disaster, which have been agreed

also by the Spanish partners. Also have been mentioned how different parties in the case study, students, teachers, policy makers, counsellors, parents and head teachers offer a very different approaches to cope with the bullying at the school, but in the same time they agree in a very concerning perspective, that they do not try to prevent the problem, most of the time they try to react after the bullying event have already consummated. Spanish students said that the adult do not do anything when the bullying occurs, and that in some cases the teachers and parents only try to minimize the problems. This approach of the problem is hard to be understood because for e.g. all the stakeholders agree that bullying is a hard and a heavy impact phenomenon. The main highlighted aspect was that the solutions are mostly are intervention, not prevention.

Have been mentioned that it is important to follow how different case studies are more or less similar. For e.g. have been identified a lot of differences between the UK and Spanish educational system, in the way of how they reacts against bullying. And in opposite, a lot of similarities have been identified between the Spanish and the Italian, Greek or Romanian system; they usually agree with the analysis of the case study.

The main answers provided by the Spanish protagonists to the different case studies are:

- When the focus was on parents, it have been identified that they do not recognize the problem until is too late. Students do not ask the help to their parents. Also the parents do not know the schools measures on this kind of situations. It is very important to put in connexion the school and the families and to have more effective measures to deal with the school bullying and with the lack of the parents' involvement.
- When the focus was on teachers, it have been agreed that teachers react when the problem is really high. The most common measures are: mediation, send the case to the counsellors or development of punitive measures. The teachers do not show any implication in finding solutions.
- Regarding the management of the schools, they try to move the problem in the hand of the counsellors and of the teachers to solve the problem. And even if they recognize that some measures can have effect on the school policy, they don't do anything in this direction. In the same times they agree that they need to have more protocols when the bullying occurs. But it is a paradox because in the Spanish schools there is already a School Protocol, with measures to be developed when bullying happened. But in these cases the teachers do not know that this protocol exists, they are not able to apply for these sources.
- Regarding the counsellors involvement, have been establish that they are the only participants who knows how to behave in these cases. They are trained in this filed and they know what strategies they need to carried out in every case. Taking into consideration the counsellors points of views, they mentioned that usually they fell isolated, that they do not receive enough support to solve these problems.
- Students think that the adults don't do anything and they try to minimize the problems. Moving the victim out of the school is not a solution.
- The policy makers have different point of views, because they come from different approaches. The main idea was that the policy makers have to be pushed to get more involved in developing common and efficient strategies to solve the bullying problems.

## CONCLUSIONS OF THE SPANISH CASE STUDIES

Joaquin (University, ES) give the word to Mamen Carmen Selma (teacher at Colegio Compañía de María Jerez, ES) to present her point of view as teacher involved in developing the case studies. The Spanish teacher mentioned that in her school there not so many and difficult cases of violence, but still are not normal to have these kinds of events in schools. The aspects highlighted were:

- each school should have a Protocol, to deal with this problem;
- each teacher should know what to do when dealing with this problem;
- lecturers activities for students and teachers to have more information about bullying.



## DISCUSSIONS ON THE CASE STUDIES

Lorenzo (Pixel, IT) give the words to the Belgian partners.

Bruno (INFOREF, BE) mentioned that the Belgian teachers' comments weren't yet published on the project portal, but by this intervention will present a summary of them, mentioning the most important aspects:

- Common elements: regular situation with bullying on internet, most of the time between girls. Situation with anger, jealousy which induce misunderstanding, rumours and violence. The young people act instinctively, directly, the reflections come after.
- The divergent elements: according to our perception all the described situation do not correspond with the admitted common definition of bullying (repeated physical, verbal, pshicological violence committed by a bullied to his victims who cannot defend themselves; the bully act with the intent to harm). E.g. virtual bullying, a case of violence described by the Shumen school, Grandma takes care of me – in this situation the events are not recurrent, do not happened in a short period, they do not target a singular person. In Belgium we would qualify these as a man critical events or unsolved conflicts between young people which require intervention.
- The responses played by the schools: have been noticed that the adult played their role, it seems that the educative team, internal and external, have collaborated. This way the problems were easier to be solved. In Belgium the external actors, appear when the solution have been already tried righter by the parents or by the school. The conflict management is well establish in Bulgaria – meeting discussions whit all the parties, individual follow up discussions with the bully or the victims, proposing solutions and reflections for both parties.
- Recommendations: to be aware on the conclusions that is not good to focus on only one part of the problem, for e.g. the ICT, the parents who do not supervise or who work abroad. The rules charter as presented in one of the situation described, present the rights and not the duties. The importance of supervision have been also highlighted and the role of exercising role play games. And also the importance to request the help of the specialists.

Ann Foxley Johnson (teacher, UK) presented her point of view and appreciated the opportunity to work in these kinds of projects that can bring changes to the educational worldwide, the impact of bullying. Highlighted the importance of continuous raising awareness of different bullying scenarios. An anti-bullying policy is a solution in the UK schools, a policy written by students, school staff and parents, on what behaviour is accepted. Also positive role models – learning mentors in UK, in the other countries can be the counsellors and the peer counselling have impact. In UK there are many educational programs to deal with these problems and which will be useful to all the partners.

Helen Redhead (teacher, UK) discussed about the proactive role and on the aspect that the students a thought from the first day on the proper type of the behaviour and on what they have to do in school. Proactive measures are also visiting speakers; contacts with agencies; role plays; PSAG programs on social and health education, so each student have two one hour lessons of learning about emotional and social behaviour aspects. Students counselling, the parents' involvement and circle programmes where students join and discuss are also part of the anti-bullying strategy.

Marilia Strazzeri (teacher, IT) mentioned that unfortunately the Italian schools do not have a national protocol on bullying, but the Italian teachers have suggestions and useful strategies: teacher training is strongly needed, courses of sociology and physiology; students need to be well informed; corporate technics should be used in class (movies, discussions on the topic); network among teachers to share experiences; some of the teachers suggested police intervention in the classes, not for punish measures, but to explain to the students what is named active citizenship; intervention of computer experts in cases of cyberbullying, in order to explain to the students the proper use of the new technologies.



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Nikos Marinopoulos (teacher, GR) mentioned about one of the Bulgarian case studies, the one on “Long term harassment towards a brother and sister” that this case was a special one because the bullying incident lasted for approximately 3 years and nobody couldn’t notice anything during this period. It is very important that all the stakeholders have their ears and eyes opened to see clearly what is happening.

Lorenzo (Pixel,IT) intervene to announce that the meeting is close to the end and make sure that all the partners had the opportunity to present their point of views and invited the partner from Spain to present his conclusion.

Joaquin (University, ES) emphasize the necessity of this project and on trying to deliver a common strategy to deal with the problem. It was obvious from the case studies and the teachers’ comments that all of them are worried about the bullying problem, but is also clear that we have different ways to solve these problems. Joaquin mentioned that it is important to share the same common strategy and to have the same efficiency in solving problems in all countries, even if it is not the same in all the countries.

## END OF THE MEETING

Andreea (EuroEd, RO) thanked to all partners for their involvement and presentation of their case studies developed, teachers’ comments and point of views. And ended the meeting by announcing the next meeting date (23.04.2012) and the topics (presentation/discussions on the Belgium, UK and Greece case studies and the related teacher’s comments).



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