

PreMed Bullying Project Management Plan (PMP)

WP 1: Project Management



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Abbreviations and Acronyms

EACEA	Education, Audiovisual and Culture Executive Agency
EC	European Commission
EU	European Union
GA	Grant Agreement

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1 Introduction

The *PreMedBullying* project, officially titled “**Preventing Bullying in Primary Schools in the Mediterranean Region**”, is a three-year Erasmus+ cooperation partnership that brings together institutions and organizations across five European countries. Its primary aim is to develop and promote a safe, inclusive, and supportive school environment that actively prevents and addresses bullying and cyberbullying through education in life skills, policy development, and community engagement.

This **Project Management Plan (PMP)** outlines the strategic and operational framework necessary for the effective coordination, implementation, and evaluation of the project. It serves as a living document to guide the consortium’s work throughout the project’s lifecycle, providing a structured approach to planning, monitoring, risk mitigation, communication, quality assurance, and reporting.

The PMP ensures clarity in roles, tasks, deliverables, and timelines, fostering transparency and shared responsibility among partners. It also incorporates inclusive and sustainable practices, integrating digital collaboration tools to enhance accessibility, minimize environmental impact, and support effective stakeholder engagement.

Ultimately, this document is designed not only to align all partners under a common implementation plan, but also to provide a reference point for continuous quality improvement and strategic decision-making in achieving the project’s vision: **building resilient school communities where bullying has no place.**

2 Project Overview

PreMedBullying is a three-year Erasmus+ project that aims to prevent bullying and cyberbullying in primary schools across the Mediterranean. By promoting life skills education, inclusive school policies, and active collaboration among teachers, pupils, parents, and professionals, the project empowers school communities to create safer, more resilient learning environments. Through participatory research, certified trainings, digital tools, and a strong support network, PreMedBullying supports schools in building a culture of empathy, citizenship, and wellbeing.

A project to promote a safe, inclusive, and positive school environment where bullying and cyberbullying have no place. PreMedBullying empowers school communities with the tools and knowledge to prevent and respond effectively through life skills education and collaborative strategies.

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2.1 Main Objectives

The PreMedBullying project aims to create safer and more supportive primary school environments across the Mediterranean region through a comprehensive, community-driven approach. Its key objectives are:

- To develop a safe, inclusive, and positive school climate that actively prevents bullying and cyberbullying through participatory policies and evidence-based practices.
- To promote life skills—such as empathy, communication, emotional regulation, and conflict resolution—among pupils, teachers, and parents, reinforcing personal resilience and emotional well-being.
- To support bottom-up, school-specific strategies by involving local communities, school staff, and families in the design and implementation of anti-bullying frameworks tailored to their unique needs.
- To provide practical training and tools for teachers, school psychologists, social workers, and parents, enabling them to respond effectively to bullying incidents and foster inclusive learning environments.
- To encourage active citizenship and European values, including inclusion, democratic participation, and cultural tolerance, particularly through collaborative learning and civic engagement activities.

2.2 Target Groups

The PreMedBullying project is designed to engage a wide spectrum of stakeholders involved in primary education and child well-being. Its impact relies on addressing the needs, roles, and responsibilities of each group, while encouraging collaboration across the school ecosystem and broader community.

- **Primary School Pupils (Ages 10–12):** As the main beneficiaries, pupils will participate in life skills training designed to enhance their emotional resilience, empathy, communication, and ability to cope with bullying situations. The age range of 10–12 is a critical developmental window for early intervention and positive social behavior formation.
- **Teachers and Educators:** Teachers are central to the prevention of bullying and the promotion of inclusive classroom environments. The project equips them with training, resources, and participatory methods to help detect, address, and prevent bullying while strengthening pupils' life skills.
- **School Psychologists and Social Workers:** These professionals provide emotional and behavioral support within the school setting. The project offers them tools and training to better support

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students, contribute to policy design, and guide interventions that promote mental well-being and social cohesion.

- **Parents, Guardians, and Family Members:** Families play a vital role in reinforcing values of empathy, respect, and safety at home. The project involves them through guides, workshops, and participation in school-community initiatives, encouraging open communication and early detection of bullying signs.
- **School Communities and Policy Makers:** PreMedBullying promotes a whole-school approach that actively includes principals, administrative staff, and local education authorities. By involving policy makers, the project aims to influence school-level and systemic change through evidence-based recommendations and shared best practices.

This comprehensive targeting strategy ensures that all key actors involved in children's education and well-being are reached, engaged, and empowered to contribute to a school culture where bullying has no place.

2.3 Key Activities

The PreMedBullying project implements a wide range of activities that directly engage school communities and contribute to the development of sustainable anti-bullying strategies. These actions are designed to foster participation, empower stakeholders, and promote long-term behavioural change through life skills education.

- **Focus Groups with Teachers and Parents:** Conducted in each partner country, these sessions gather insights into stakeholders' experiences, concerns, and expectations regarding bullying and cyberbullying. The findings inform the design of training content and policy recommendations tailored to the needs of the school community.
- **Online Self-Assessment Tools:** Interactive digital tools allow teachers and parents to reflect on their own life skills, attitudes, and roles in bullying prevention. These tools encourage self-awareness and serve as a foundation for individual development and informed engagement.
- **Training for Teachers in Participatory Action Research (PAR) and Life Skills:** Teachers are trained in PAR methodologies to help them co-design, implement, and evaluate bullying prevention actions within their schools. This empowers educators to take leadership roles in creating positive change.
- **Pilot Life Skills Training for Pupils:** Approximately 180 pupils aged 10–12 from participating schools will take part in life skills training sessions. These sessions aim to strengthen empathy, communication, and emotional resilience among students.

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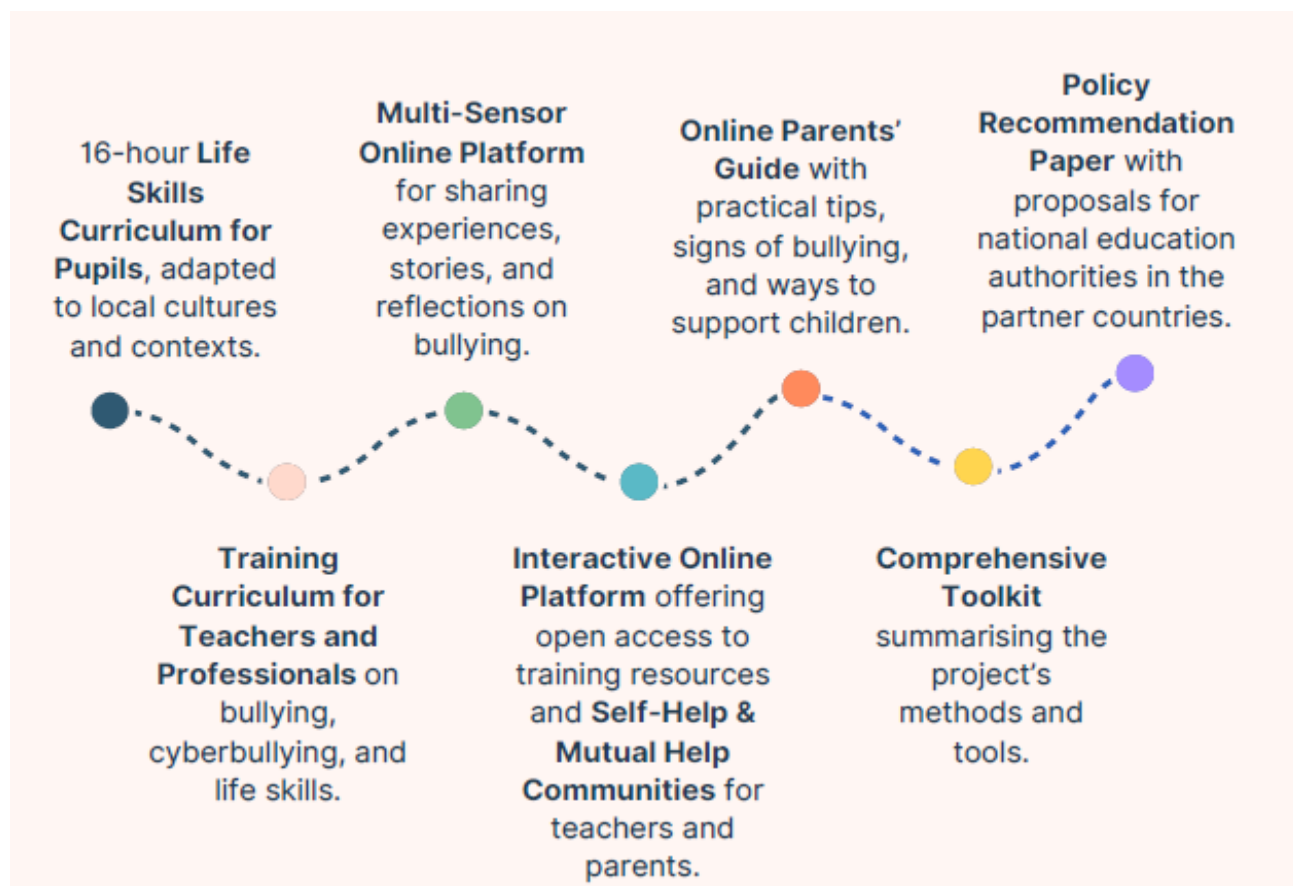
- **Development, Implementation, and Evaluation of a Framework for Anti-Bullying School Policy:** Based on findings from action research and training activities, a comprehensive framework will be developed to guide school-wide policies on bullying, cyberbullying, and life skills development. This framework will be tested and refined with input from schools.
- **Certified Online Training for Professionals:** A digital training programme will be offered to teachers, psychologists, and social workers through a dedicated e-learning platform. Participants will receive certification upon completion, reinforcing the quality and recognition of the programme.
- **Workshops and Events for Knowledge Exchange:** Local and transnational events will bring together educators, researchers, and stakeholders to exchange practices, share results, and co-develop ideas for future implementation.
- **Final Conference:** The project will conclude with a high-level conference where outcomes, tools, and policy recommendations will be presented to the broader educational community, including decision-makers at the national and EU levels.

These activities are interconnected and aligned with the project's mission to empower school communities, promote civic participation, and build a sustainable culture of respect and inclusion.

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2.4 Main Outputs



2.5 Partnership

The PreMedBullying consortium brings together a strong and multidisciplinary team of organisations from five European countries. Each partner contributes distinct expertise in education, research, training, digital innovation, and community engagement, ensuring a well-rounded and impactful implementation of the project.

- **National and Kapodistrian University of Athens (NKUA), Greece, *Coordinator***
 - As the lead organisation, NKUA oversees the overall management, coordination, and quality assurance of the project. With extensive experience in educational research and teacher training, it also contributes to content development and evaluation.

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- **Universidad de Salamanca, Spain, Partner**
 - A renowned academic institution, the University of Salamanca leads the participatory action research activities and plays a key role in shaping evidence-based anti-bullying frameworks grounded in school community insights.
- **Smart Bananas soc.coop. a r.l., Italy, Partner**
 - Smart Bananas brings expertise in digital learning design and content creation. It is responsible for developing the interactive toolkit and supporting the delivery of innovative and inclusive training materials for educators.
- **Creative Thinking Development (CRETHIDEV), Greece, Partner**
 - CRETHIDEV leads the dissemination strategy and ensures visibility, outreach, and stakeholder engagement. It also supports training activities and co-organises national and international communication campaigns.
- **Arcola Research Portugal LDA, Portugal, Partner**
 - Arcola Research contributes with expertise in policy advocacy, community-based research, and sustainability planning. The organisation helps translate project results into meaningful policy recommendations and supports the long-term exploitation of outcomes.
- **Hrvatski institut za razvoj obrazovanja (HIRO), Croatia, Partner**
 - HIRO will contribute its expertise in educational development, policy analysis, and training. The organisation will play an active role in the design and implementation of teacher training activities, particularly within WP3, and will support the evaluation and dissemination of project results.

Together, these partners form a collaborative and committed network that reflects the diversity and shared challenges of primary education across the Mediterranean region.

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3 Project Management Structure

3.1 Roles Identification

PreMedBullying project will adhere to a democratic and open partnership structure that encourages a high level of cooperation among project partners internally as well as externally with key stakeholders outside the project. In order to govern the partnership and make decisions, it will employ a participatory management style. The Management Plan will contain integrated project management; interaction amongst partners to enable for collaborative monitoring of progress;

3.1.1 Coordinator

The National and Kapodistrian University of Athens (NKUA) acts as the project coordinator for PreMedBullying. As the lead organisation, NKUA holds the primary responsibility for the overall coordination, administration, and successful delivery of the project.

Main Responsibilities:

- Oversees the contractual, financial, and technical implementation of the project;
- Acts as the official intermediary with the National Agency (IKY) and the European Commission;
- Ensures that project activities are carried out in accordance with the approved work plan, timeline, and budget;
- Coordinates partner contributions, monitors progress, and ensures the quality and consistency of all deliverables;
- Organises and facilitates consortium meetings and supports effective communication and collaboration across the partnership.

The coordinator plays a pivotal role in maintaining coherence between work packages, supporting partners, and addressing any risks or administrative issues that may arise during the project lifecycle.

3.1.2 Scientific Committee (SC):

The implementation of the project will be supervised by the coordinating partner and by a Scientific Committee. The scientific committee will be composed of all the partner coordinators. The SC, in cooperation with the project manager, will be responsible for strategic decisions, adjustments, and conflict

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resolution. The SC, besides its crucial involvement in decision-making and safeguarding of project success, will be involved in the management and monitoring of the project activities. The functions of the SC will be determined by the contractual obligations towards the EACEA. The SC will focus on monitoring progress in the following fields:

- To manage project progress, results, and quality;
- To create an environment where the project can succeed;
- To set the direction for the project and to approve key actions and deliverables;
- To approve the evaluation reports;
- To manage exploitation activities;
- To ensure that the appropriate resources required by the project will be available following the agreed Project Implementation Plan (project description);
- To take decisions when necessary throughout the life of the project;
- Reviews project strategy, approves deliverables, and monitors risks;

3.1.3 Project Manager

Main responsibilities:

- To provide leadership and direction to the partnership;
- To ensure that all key stakeholders will be committed to the project and adequately represented in the project's organizational structure;
- To ensure that project governance arrangements are put in place;
- To provide information to the project partners on the current and forecast status of the project;
- To monitor the progress of the project and identify and take action to deal with any potential or actual exceptions that might jeopardize the achievement of the project's objectives;
- To maintain a risk register and actively manage risks using resources and approaches within the limits of the project;
- To propose to the Scientific Committee recommendations for risk mitigation actions;
- To report progress to the partnership at regular intervals;
- To manage project stakeholders' relationships and communications;

3.1.4 Work Package Leaders (WPL):

The management responsibility for each WP is attributed to the appointed partner, who nominates an individual as WPL. The WPL is responsible for coordinating the work (Tasks) done by all the partners in the working package. The WPL submits the WPL progress reports (every 6 months) and presents the work

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package progress when required. WPL reviews all deliverables of the WP, and ensure deliverables are on time and of high quality. Specifically:

- Monitoring the progress of the WP against time and budget allocations ensures that the work package fulfils the objectives listed as milestones and deliverables;
- Alerting the project coordinator in the case of delay or default in the performance of the WP;
- Deliver progress reports to the coordinator;
- After consultation with the SC, preparation of proposals for the update of the work plan (if needed);

3.1.5 WP Task leaders (WPtL)

Each working package action (tasks) will be assigned to a Work Package task Leader (WPtL), reflecting the partners' expertise and maintaining a balance between partners. The WPtL will be responsible for acting on the WP, under the operational guidance of the WPL. Each WPtL will monitor the deliverables and will be responsible for the necessary resources within the WP. Their responsibility will be to assure the quality of the work within the specific action and manage deliverables within the project WPs. Additionally, the WPtL reports to the Work Package Leader on the progress and potential deviations from the work plan. These reports will be consolidated for discussion during the Project Scientific Committee meetings. Their inputs will also be used by the Work Package Leader to report on project progress.

The responsibilities of the WPtL:

- Responsible for implementation of individual tasks;
- To monitor the WP deliverable progress;
- To ensure the WP deliverable's quality;
- To ensure the timely connection with the other WP deliverables;

Table 1. Work Packages and Task Allocation

PROJECT NAMES plus TASK TITLES	WORK PACKAGE LEADERS/WPL
WP1: Project Management	NKUA
1.1. Preparation period	NKUA
1.2. Monitoring System	NKUA
1.3. Quality management	NKUA

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1.4. Project Evaluation	NKUA
WP2: Action Research and Anti - (Cyber) Bullying & LifeSkills Development School Policy	ARCOLA
2.1. Focus Groups with Teachers and Parents:	SMART BANANAS
2.2. On-Line Self-Assessment:	ARCOLA
2.3. F2F Training in Participatory Action Research and Life Skills	ARCOLA
2.4. Pupils pilot training on Life Skills	NKUA
2.5. Participative Action Research in School Settings:	USAL
2.6. Transnational Meeting No. 2/Virtual Activity	NKUA
WP3: Development and Delivery of Training Programme Against (Cyber) Bullying and LifeSkills Development	NKUA
3.1. Development of a Comprehensive Curriculum for Training Teachers and Allied Professionals	USAL
3.2. Platform Development for the Implementation of the Teachers' Training and Allied Professionals Programme:	NKUA
3.3. Implementation of Teacher's and Allied Professionals Training programme:	NKUA
3.4. Translation of the Training Curriculum	DOCUMENTA
3.5. Transnational Meeting No. 3/Italy	NKUA
3.7. On-line Meetings	NKUA
WP4: Self-Help and Mutual Help Online Communities	USAL
4.1. Multi-Sensor Platform Development	HIRO
4.2. Development of Parent's Guide	USAL
4.3. Launch of the Online Platform	HIRO
4.4. Transnational Meeting No. 4./Virtual Event	NKUA
WP5: Dissemination	CreThiDev
5.1. Dissemination Plan	CreThiDev
5.2. Face-to-Face Workshop	NKUA
5.3. Final Conference	CreThiDev

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5.4. OnLine Workshop	CreThiDev
5.5. Policy Recommendation Paper for Med Countries	NKUA
5.6. Toolkit	SMART BANANAS
5.7. Transnational Meeting No. 5/Greece (Final)	NKUA
5.7. On line Meetings	CreThiDev

3.2 Work Packages Brief Description

Table 2. Work Packages Overview

WP	Title	Lead	Start - End	Main Output
WP1	Project Management	NKUA	M1–M36	PMP, Reports, Internal Eval.
WP2	Action Research and Anti-(Cyber)Bullying Policy	ARCOLA	M2–M12	School Policy Framework
WP3	Development of Training Programme	USAL/NKUA	M12–M24	Certified Curriculum & e-Platform
WP4	Self-Help & Mutual Help Online Communities	USAL	M18–M28	Platform & Parent Guide
WP5	Dissemination	CRETHIDEV	M1–M36	Toolkit, Policy Paper, Events

3.2.1 WP1 Project Management

This work package ensures the effective, timely, and quality-based implementation of the project through coordinated planning, monitoring, and evaluation procedures. It sets up the foundations for collaborative project delivery, financial oversight, internal communication, and quality control.

3.2.1.1 Preparation Period

During this initial phase, the coordinator will set up all necessary management systems, communication structures, and documentation protocols. This includes refining the final project implementation plan, establishing internal procedures, allocating responsibilities, and setting up collaborative tools (e.g., Google Drive, mailing lists, calendars). Stakeholders and associated partners will be identified and mobilized, and the Kick-off Meeting will be organized to confirm the final timeline, deliverables, and roles.

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3.2.1.2 *Monitoring System*

A clear monitoring system will be implemented to ensure that all tasks and deliverables are completed on time and in alignment with project objectives. Partners will submit progress updates every six months, reporting on activities, challenges, and task completion. Regular communication (Zoom meetings, emails) will allow the consortium to assess the state of play and respond to emerging issues efficiently. Specifically, will:

- Determine which activities should take place in which phase.
- Estimate how long each activity will take
- Determine the order in which activities should be completed.
- Allocate people and materials.
- Allocate activities over time.
- Determine the (most important) and Monitor deadlines.
- Monitor the progress and adjust the schedules.
- Report on the actual timeline.
- Analyze why some tasks proceeded much more quickly or much more slowly than expected.

3.2.1.3 *Quality Management*

This task focuses on ensuring the quality of deliverables and outputs through predefined indicators, internal peer reviews, and checklists. A quality plan will be implemented with qualitative and quantitative criteria, supporting continuous improvement throughout the project lifecycle. Project quality management will be implemented at three levels:

- *Quality planning.* The **PreMedBullying** Quality plan will help the partnership to identify and define quality requirements, allowing them to establish the appropriate (process and outcome) evaluation approach needed. To facilitate quality planning, the project will be based on a clear definition of the goal of the project, the appropriate deliverables, the context that the deliverable must have, the partner responsible for them, how to measure whether or not they were successful, etc.
- *Quality assurance.* The **PreMedBullying** Quality Assurance will provide evidence to all the relevant project stakeholders that all quality-related activities are being done as defined and promised. Quality assurance will be using a system of indicators to determine whether or not the quality management plans proceeding acceptably. By using both qualitative and quantitative indicators

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(blended approach), the partnership will effectively measure project quality and verify the achievement of goals and identify the need for corrective actions.

- *Quality control.* Quality control will ensure that the deliverables meet the agreed standards based on quality, budget, and schedule. Quality control will help to adjust direction to prevent and eliminate unsatisfactory performance.

3.2.1.4 Project Evaluation

An ongoing internal evaluation will assess the efficiency and impact of project implementation, focusing on management, communication, and partner collaboration. Evaluation reports will reflect the performance and will include recommendations for improvement. All partners will participate in the evaluation process, ensuring transparency and shared responsibility. The **PreMedBullying** evaluation strategy will be implemented on two levels:

- Process evaluation

The process evaluation will help the project team monitor whether the project implementation strategy is being implemented as planned and whether it is achieving its goals. The process evaluation will be focused on the following factors:

- Fidelity. Consistency of the planned actions and tasks.
- Adaptations. Changes required for success in different cultural contexts (partners' countries)
- Reach. The degree to which target participants will engage with the project outcomes.
- Acceptability. The extent to which potential participants are willing to receive and engage in the project. Resources required to produce successful outcomes.
- Mechanisms of impact.
- Dissemination activities
- Personnel experience. The project team member's ability to complete the project.

The process indicators of the team's process and progress will be based on:

Needs Assessment:

- If the appropriate people are involved in identifying the needs of target groups;
- If a comprehensive analysis was conducted;
- If additional research methods provide more useful information;

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- If repeating a previously used method, but with more participants and information, provides more useful input;
- If more data is needed to identify the needs of participants;

Design:

- Content experts should review the training design before the programme begins development;
- If the participants' knowledge and skills gaps had been clearly identified;
- If the learning tasks are in sequence: from simple to complex, from easy to difficult;
- If achievement-based objectives have been designed, they can be readily evaluated;
- If an appropriate time frame had been created that allowed the accomplishment of the learning tasks,
- If you had planned a wide variety of teaching and learning techniques;
- If good resources and materials had been identified;

Development:

- If there is adequate input from content experts;
- If content areas need more examples, statistics, case studies, etc.;
- If the training activities meet the stated learning objectives;
- If the learning objectives need to be modified;
- If we build in adequate evaluation to assess the training process;

Project process indicators (quantitative):

- The number of workshops/trainings conducted;
- Workshops/training evaluation (satisfaction, interest, etc.);
- Transnational Meetings evaluation;
- Partner engagement;
- The number of supporting/sensitive activities that have been implemented;
- The level of media coverage achieved (website traffic, social media, etc.);
- The number of manuals or toolkits produced;

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- The number of good practises implemented;
- The number of conferences attended (participation);
- Level of participation between the partners (meetings, workload, attendance);
- Total work-days contributed by the members to project activities;
- The number of project groups or project group associations formed;
- level of dissemination between the countries (dissemination activities per country);

- Outcome evaluation

An impact evaluation will be conducted to learn whether the PreMedBullying project achieved the intended outcomes. The outcome evaluation will help the PreMedBullying project team to measure participants' immediate changes in knowledge, attitude, or behaviour based upon exposure to the project outcomes.

The scope of the outcome evaluation is:

- To refine the project outcome and make adjustments;
- To determine the extent to which plans were implemented;
- To improve the training/educational materials;
- To determine if client satisfaction can be improved;
- To find out which target group benefited most from the project;
- Reinforce the project's messages;
- Stimulate dialogue and raise awareness about Bullying in school settings;
- Use information from multiple evaluations to predict the likely effects of similar programs;
- Broaden consensus among partners about programme goals;
- Teach evaluation skills to project partner staff;
- Gathering success stories and good practices;
- With assistance, support organisational change and improvement;
- Forms of Evaluation;
- Pre-and Post-Test;
- Post-training participant feedback;

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- Interviews;

- Outcome Indicators (quantitative):

To assess the reach, engagement, and effectiveness of the project activities, the following measurable indicators will be monitored throughout the project lifecycle:

- **Participant Reach (Opportunity):** Total number of individuals who were exposed to project activities (e.g., trainings, workshops, platform use).
- **Participant Engagement Rate:** Number of participants who actively took part in project activities, expressed as a percentage of those reached.
- **Exposure Duration (Commitment):** Average duration of participant involvement in project activities (e.g., hours spent on training modules, workshops attended).
- **Completion Rate:** Number and percentage of participants who successfully completed the full training cycle or other core learning components.
- **Stakeholder Involvement:** Total number of external stakeholders (e.g., school representatives, policy makers, associated partners) engaged in the project, contributing to a supportive implementation environment.
- **Staff and Partner Engagement:** Number of staff members actively participating in project implementation and their involvement in internal change or capacity-building processes (e.g., hours logged, roles assumed).

To complement quantitative data, qualitative indicators will be used to capture personal, emotional, and psychosocial changes resulting from the project's interventions. These indicators focus on the depth of impact and long-term transformation among participants and stakeholders:

- **Behavioral Change:** Observable changes in participants' actions, habits, and attitudes (e.g., reduced incidents of bullying, increased peer support).
- **Participant Satisfaction:** Self-reported levels of satisfaction with the content, delivery, and usefulness of the project activities.
- **Knowledge and Skill Development:** Improvements in participants' knowledge base, practical competencies, and ability to apply life skills in real-world contexts.
- **Self-Concept and Self-Esteem:** Enhanced self-confidence, personal empowerment, and belief in one's ability to effect positive change.
- **Social, Coping, and Problem-Solving Skills:** Growth in interpersonal communication, emotional regulation, teamwork, and effective response to challenges.

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- **Mental Wellbeing:** Increased psychological resilience, emotional stability, and reduced stress or anxiety levels.
- **Awareness and Reflection:** Heightened awareness of bullying, empathy, and social responsibility through self-reflection and dialogue.
- **Attitude Transformation:** Positive shifts in perspectives toward inclusion, diversity, and civic responsibility within school communities.
- **Improved Targets Experience:** Enhanced satisfaction and empowerment of families, pupils, and other stakeholders involved in the school environment.
- **Quality of Life and Wellbeing:** Broad improvements in participants' day-to-day functioning, emotional fulfilment, and educational experience.
- **Sustainable Social Reintegration:** Evidence of long-term social inclusion, strengthened community ties, and the development of constructive interests and values.

3.2.1.5 *Financial Management: Budget Control and Monitoring*

The Coordinator (NKUA) is responsible for transparent and accountable financial management, including the disbursement of funds according to the Grant Agreement. Each partner must maintain detailed records and submit cost statements in line with Erasmus+ guidelines. A financial tracking file will be available on the shared Google Drive, and the coordinator will provide periodic financial updates. All partners are required to retain financial documentation for a minimum of five years following project completion, in compliance with audit requirements.

3.2.2 WP2 Action Research and Anti - (Cyber) Bullying & LifeSkills Development School Policy

WP2 aims to engage the school community (teachers, parents, and pupils) in participatory research activities that will shape the development of school-level anti-bullying policies and practices. It combines qualitative inquiry with practical interventions in life skills development to lay the groundwork for a comprehensive, inclusive, and sustainable framework for bullying prevention.

3.2.2.1 *Focus Groups with Teachers and Parents*

Focus groups will be conducted in each partner country with school staff and parents to explore perceptions, needs, and expectations regarding bullying, cyberbullying, and emotional wellbeing. Insights will inform the design of training materials and the policy framework.

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3.2.2.2 *Online Self-Assessment*

Participating teachers and parents will complete structured self-assessment tools related to their life skills, coping strategies, and roles in bullying prevention. These tools will raise awareness and help participants identify areas for personal and professional development.

3.2.2.3 *Face-to-Face Training in Participatory Action Research (PAR) and Life Skills*

Educators will be trained in PAR methodologies and life skills education through in-person workshops. The aim is to empower them to actively co-lead interventions and data collection within their school contexts.

3.2.2.4 *Pupils' Pilot Training on Life Skills*

Approximately 180 primary school pupils (ages 10–12) will participate in pilot training sessions focused on life skills (e.g., empathy, communication, self-regulation). The curriculum will be culturally adapted and evaluated for effectiveness.

3.2.2.5 *Participative Action Research in School Settings*

Teachers and pupils will collaboratively implement and reflect on life skills and anti-bullying practices in their schools using the PAR approach. This process will generate localized knowledge and guide bottom-up policy development.

3.2.2.6 *Transnational Meeting No. 2 / Virtual Activity*

Partners will meet (online or in-person) to review WP2 progress, share findings, and ensure alignment of national implementation strategies. It will also serve to coordinate the transition to WP3 activities.

3.2.3 WP3: Development and Delivery of Training Programme Against (Cyber) Bullying and LifeSkills Development

WP3 focuses on equipping educators, psychologists, and social workers with the necessary skills and knowledge to effectively prevent and address bullying and cyberbullying while promoting life skills. It involves curriculum design, digital platform development, training delivery, and cross-country collaboration.

3.2.3.1 *Development of a Comprehensive Curriculum for Training Teachers and Allied Professionals*

A structured training curriculum will be developed based on the outcomes of WP2. It will include both theoretical and practical components focused on bullying prevention, cyberbullying, and life skills promotion. The content will be tailored for teachers, school psychologists, and social workers.

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3.2.3.2 *Platform Development for the Implementation of the Teachers' Training and Allied Professionals Programme*

An online training platform will be created to host the curriculum. It will support asynchronous and interactive learning, resource access, and community engagement among educators across the partner countries.

3.2.3.3 *Implementation of Teachers' and Allied Professionals' Training Programme*

The training programme will be piloted with participating educators and professionals from the partner countries. The implementation phase includes certification and feedback mechanisms to ensure quality and impact.

3.2.3.4 *Translation of the Training Curriculum*

To ensure accessibility and inclusivity, the curriculum and platform materials will be translated into the official languages of all partner countries.

3.2.3.5 *Transnational Meeting No. 3 – Italy*

A face-to-face transnational meeting hosted in Italy will allow partners to assess the progress of WP3, discuss implementation feedback, refine the curriculum if needed, and ensure consistency across countries.

3.2.3.6 *Online Meetings*

Frequent online coordination meetings will be held to support WP3 implementation, monitor milestones, and resolve operational issues in real time.

3.2.4 **WP4: Self-Help and Mutual Help Online Communities**

WP4 aims to foster digital spaces for reflection, dialogue, and shared learning among school communities, particularly parents and teachers. Through a multi-sensor online platform, the work package will support self-help and mutual-help approaches in addressing bullying and strengthening emotional resilience.

3.2.4.1 *Multi-Sensor Platform Development*

An innovative online platform will be developed incorporating interactive features such as videos, reflective prompts, stories, and multimedia content. The platform will serve as a space where educators, parents, and pupils can access life skills resources and share experiences in a safe and supportive environment.

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3.2.4.2 *Development of Parents' Guide*

A user-friendly digital guide will be created specifically for parents, offering practical advice on identifying signs of bullying and cyberbullying, fostering resilience in children, and engaging constructively with schools. The guide will be available on the online platform and serve as a key resource for parental involvement.

3.2.4.3 *Launch of the Online Platform*

Once developed and tested, the platform will be officially launched across all partner countries. Awareness campaigns and short instructional webinars will accompany the launch to ensure broad reach and effective use by the target groups.

3.2.4.4 *Transnational Meeting No. 4 – Virtual Event*

A virtual transnational meeting will be held to present and evaluate the online platform's launch, gather partner feedback, and finalize user engagement strategies. This event will also serve as a mid-point check on WP4 deliverables and outreach.

3.2.5 **WP5: Dissemination**

WP5 is dedicated to ensuring wide visibility, transferability, and long-term sustainability of the project's results. Through a strategic mix of face-to-face, digital, and policy-oriented activities, this work package targets diverse stakeholders, including schools, parents, educators, policymakers, and the broader educational community across Mediterranean countries.

3.2.5.1 *Dissemination Plan*

A comprehensive Dissemination and Communication Plan will be designed early in the project to guide all visibility efforts. It will outline the communication channels, target audiences, visual identity, media tools, and partner responsibilities, ensuring consistency across countries.

3.2.5.2 *Face-to-Face Workshop*

National-level dissemination workshops will be conducted to present project results, gather feedback, and engage educators, school leaders, and community stakeholders in meaningful dialogue about bullying prevention and life skills development.

3.2.5.3 *Final Conference*

A high-level conference will be organized in Greece during the final phase of the project. It will serve as a platform for presenting the project's key findings, results, and tools to policymakers, practitioners, and educational authorities at national and European levels.

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3.2.5.4 *Online Workshop*

To ensure accessibility and inclusiveness, an online workshop will be organized for a broader audience, allowing virtual participation from those unable to attend physical events. It will present the project's digital tools, training resources, and success stories.

3.2.5.5 *Policy Recommendation Paper for Mediterranean Countries*

A strategic policy paper will be drafted with recommendations for education authorities in the partner countries. It will include proposals for integrating life skills and anti-bullying strategies into school policies, drawing from the project's participatory research and field experience.

3.2.5.6 *Toolkit*

A final Toolkit will compile all project methodologies, tools, training materials, and best practices. It will serve as a reference guide for other schools and education professionals aiming to replicate or adapt the PreMedBullying model.

3.2.5.7 *Transnational Meeting No. 5 – Greece (Final)*

The final transnational partner meeting will take place in Greece to review overall achievements, discuss sustainability strategies, and finalize reporting and evaluation processes.

3.2.5.8 *Online Meetings*

Throughout WP5 implementation, regular online meetings will be held to coordinate dissemination activities, monitor progress, and ensure alignment with the project's communication goals.

3.3 Timeline and Milestones

The PreMedBullying project is implemented over a period of 36 months, from September 2024 to August 2027, with a structured timeline that ensures smooth coordination, timely delivery of project results, and active involvement of all partners.

Due to the initial change in partnership, the Kick-off Meeting was held in March 2025 (Month 7), marking the formal launch of the project's coordinated activities. From that point forward, each phase of the project aligns with a set of key milestones designed to guide implementation and monitor progress.

3.3.1 Key Milestones

- Month 7 (March 2025): Kick-off Meeting in Athens, Greece – official launch of the project with all partners confirming roles, deliverables, and shared procedures.

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- Month 12 (August 2025): Completion of Focus Groups with teachers and parents – providing valuable insight into perceptions and needs related to bullying and life skills education.
- Month 18 (February 2026): Finalization of the first draft of the Educational and Training Materials for teachers, pupils, and parents.
- Month 24 (August 2026): Launch of the Interactive Online Platform – offering access to learning resources, collaborative tools, and self-help communities.
- Month 30 (February 2027): Implementation of Pilot Trainings in schools across partner countries with students, teachers, and professionals.
- Month 34 (June 2027): Submission of Final Evaluation Reports, summarizing project outcomes, effectiveness, and recommendations.
- Month 36 (August 2027): Hosting of the Final Conference – presenting project results, launching the policy recommendation paper, and discussing sustainability strategies with stakeholders.

This timeline ensures a logical flow from research and capacity building to digital innovation, dissemination, and long-term impact (Annex II).

3.4 Communication Plan

3.4.1 Internal communication management

Internal Communications Management sets the communications framework for this project. It will serve as a guide for communications throughout the life of the project and will be updated as communication requirements change. This plan identifies and defines the roles of project team members as they pertain to communications. It also includes a communications matrix that maps the communication requirements of this project and communication conduct for meetings and other forms of communication. The Project Manager will take the lead role in ensuring effective communications on this project.

Google/Zoom meetings: The meeting leader will distribute a meeting agenda at least 2 days prior to any scheduled meeting and all participants are expected to review the agenda prior to the meeting. It is imperative that all members will participate to each meeting on time. To define meetings, Doodle will be used to find the right date and time for all participants.

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Google Drive: A Google Drive account will be created where all team members will have access to the project documents (deliverables, reports, photos, etc.) and for document sharing.

Website: A Website will be Created and maintained for the project. The site must be aware of the project description, partner profile, progress of activities, etc., and provide access to all results when and when they are available.

Templates and Forms: To ensure consistency, clarity, and a strong visual identity across all project-related outputs, a set of official templates will be developed and shared with all partners. These will include:

- A deliverable report template aligned with the project's branding and EU visibility guidelines, to be used for all official outputs and deliverables submitted within the project framework.
- A PowerPoint presentation template designed for use in all dissemination events, meetings, training activities, and public presentations. This will feature the project's logo, color scheme, and visual identity elements to reinforce a unified image.

These templates will support both internal coordination and external communication, ensuring that all materials reflect the project's goals, maintain professional standards, and comply with the European Commission's visibility requirements. Partners will receive editable versions via the shared project folder and are encouraged to use them for all public-facing communication.

Internal mailing lists by function (admin, technical, etc.).

3.4.2 External communication management

The external communication strategy of the PreMedBullying project is designed to raise awareness, increase visibility, and promote the use of its outputs across Europe and beyond. It targets a broad range of stakeholders, including educators, parents, policymakers, civil society organisations, and the general public, through a combination of digital tools, events, media engagement, and sustainability-focused outreach.

3.4.2.1 Key Objectives

- Ensure high visibility and recognisability of the project and its outcomes.
- Build engagement among school communities, education professionals, and families.
- Promote the uptake and long-term use of project tools and resources.
- Support policy advocacy for anti-bullying strategies at national and European levels.

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3.4.2.2 *Main Communication Channels*

- Website: The official site (www.premedbullying.eu) serves as the primary hub for public communication, offering access to project news, outputs, training materials, and events.
- Social Media: Active accounts on Facebook and Instagram share project milestones, stories, media, and campaign messages. Partners collaborate in content creation and use common hashtags such as #PreMedBullying and #StopBullyingNow.
- Press & Media: Press releases, media coverage, and storytelling content (videos, podcasts, etc.) are produced to highlight milestones and increase public engagement.
- Events: Three major dissemination events are planned:
 - A Face-to-Face Workshop in Greece for educators and education authorities.
 - An Online Workshop to ensure broad European reach.
 - A Final Conference to present the results and share the Policy Recommendation Paper with stakeholders and policymakers.
- Promotional Materials: Brochures, newsletters, roll-ups, and branded presentation templates are developed and translated to support visibility. Materials are designed to be accessible and inclusive, prioritizing digital formats.

3.4.2.3 *Eco-Responsible Approach*

The project integrates sustainable practices by minimizing printing, using digital formats, and encouraging partners to adopt green communication methods.

3.4.2.4 *Sustainability and Long-Term Visibility*

- The website and social media pages will remain active for at least two years after the project ends.
- Results will be uploaded to European dissemination platforms such as the Erasmus+ Project Results Platform, School Education Gateway, and EPALE.
- The Toolkit and Policy Paper will support long-term use and systemic integration of the project's outcomes in primary education.

3.4.2.5 *Visual Identity and Branding*

The PreMedBullying logo and color palette (Primary Orange #FF6600, Soft Orange #FBB982, Blue #2F5972) create a consistent and recognisable brand. All external communication materials include the EU emblem, project number, partner logos, and required disclaimers in compliance with Erasmus+ visibility rules.

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This multifaceted communication strategy ensures that the project reaches its intended audiences, enhances its societal relevance, and creates a lasting impact on school communities across the Mediterranean region.

Finally, a **detailed Dissemination Plan** has been developed by the **Work Package Leader CRETHIDEV (Creative Thinking Development)**. This plan outlines the full dissemination strategy, including communication tools, timelines, partner responsibilities, and impact monitoring mechanisms. It serves as the guiding document for all external communication activities and ensures that the project's visibility, accessibility, and influence are sustained throughout its implementation and beyond. The plan is regularly updated and shared with all partners to support coherent, inclusive, and strategic dissemination across national and transnational contexts.

3.5 Risk Management

The risks of this project will be managed and controlled within the constraints of time, scope, and cost. All identified risks will be evaluated in order to determine how they affect this triple constraint. The project manager will determine the best way to respond to each risk to ensure compliance with these constraints. Once risks have been qualified, the project team must determine how to address those risks which have the greatest potential probability and impact on the project. Risk management in the PreMedBullying project will follow a structured framework that includes the following steps:

- Identification: Partners are expected to regularly report risks that may impact timelines, deliverables, or participation.
- Assessment: Each identified risk will be evaluated based on its probability and potential impact on the project.
- Planning: Mitigation measures and contingency plans will be agreed upon and recorded in the shared Risk Register.
- Monitoring: Risks will be continuously monitored, and the Risk Register will be updated accordingly.

The table below outlines key risks identified for the PreMedBullying project, their associated work packages, and the proposed mitigation measures. These risks are managed proactively by the Project Coordinator (NKUA) in close cooperation with the Scientific Committee.

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Table 3. Risks and Measures

Risk No.	Description	Related WPs	Proposed Risk-Mitigation Measures
1	Schedule Risk (Medium): Project activities may take longer than expected.	WP2	A comprehensive work plan was agreed upon during the Kick-off Meeting and will be updated regularly. Buffer periods are built into the schedule to accommodate minor delays.
2	Performance Risk (Medium): Project results may not meet expected standards.	WP1, WP2, WP3	Tasks are assigned based on expertise; internal evaluations and feedback mechanisms will ensure quality control.
3	Partner Motivation Risk (Low): A decline in commitment from partners could affect progress.	WP1, WP2, WP3	A participatory and inclusive management approach is followed. Regular engagement and transparent communication aim to sustain partner motivation.
4	Output Quality Risk (Medium): Risk of substandard or misaligned deliverables.	WP2	A robust evaluation and quality assurance framework has been established, with quality criteria clearly defined and regularly reviewed.
5	Unclear Roles and Responsibilities (Low): Risk of confusion around partner contributions.	WP1, WP2, WP3	Responsibilities were clarified and documented during the Kick-off Meeting. Ongoing communication and internal documentation ensure clarity.
6	Communication Risk (Low): Ineffective communication may hinder collaboration.	WP1, WP2, WP3	Bi-monthly online meetings, shared digital tools (Google Drive, mailing lists), and prompt follow-up messages ensure efficient coordination.
7	Partner Resignation or Withdrawal (High): A project partner may exit unexpectedly, affecting responsibilities and budgets.	WP1	The consortium has already managed a change of partner during the inception phase. In case of future resignations, a structured replacement process is in place. The Coordinator will consult with all partners and the National Agency to ensure continuity, reallocation of tasks, and budget adjustments.

This risk management procedure will remain active throughout the entire lifespan of the PreMedBullying project. All identified risks, mitigation actions, and response updates will be recorded in a **dedicated Risk Register**, which will be regularly updated and maintained by the Project Coordinator. The Risk Register will be uploaded to the shared **Google Drive (GD)** platform, ensuring transparency and accessibility for all

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partners. This dynamic document will serve as a live tool to support proactive decision-making, foster collaboration, and safeguard the successful implementation of the project.

3.6 Ethics

All project activities involving data collection from teachers, pupils, or parents will adhere to strict ethical standards, including informed consent, anonymity, and full compliance with GDPR regulations. Special care will be taken to safeguard the well-being and privacy of children and vulnerable participants. Ethics protocols, including consent forms, data collection procedures, and participant rights information, will be developed and monitored by the Scientific Committee.

3.7 Property Rights

All intellectual property rights resulting from project activities (e.g., training materials, policy frameworks, toolkits, online platforms) will remain the property of the consortium. These outputs will be made freely available under open access terms for educational and dissemination purposes, unless otherwise specified. Any commercial use of materials must receive prior written agreement from the partners involved in their development.

3.8 Inclusivity, Accessibility and Green Practices

The PreMedBullying project is committed to promoting inclusivity, accessibility, and environmentally responsible practices throughout its design, implementation, and dissemination phases. These principles are embedded into both the management strategy and the educational interventions of the project.

- **Equal Roles and Responsibilities:** All partners participate equally in project planning, implementation, and decision-making. Responsibilities are distributed based on expertise, capacity, and relevance, ensuring that each organisation contributes meaningfully to the project outcomes. This participatory approach reinforces ownership, diversity, and transparency across the consortium.
- **Online-First Design and Delivery:** To ensure broad access and flexibility, all project tools, training content, and collaborative processes are designed for online use as a primary format. This includes e-learning modules, virtual meetings, online workshops, and open-access dissemination materials. Digital tools also enhance the participation of geographically remote or resource-constrained partners and stakeholders.
- **Sustainable Materials and Travel:** The project follows a low-impact, environmentally responsible approach by minimising printed materials, using recycled content when printing is necessary, and prioritising digital documentation. Transnational meetings are limited to essential gatherings and

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are planned to be accessible by public transport where possible. The use of alternative travel methods (e.g. train over plane) is encouraged, particularly for short- to mid-distance routes.

- **Pre-Meeting Sustainability Memos:** Before each face-to-face meeting, the coordinator circulates a sustainability memo outlining suggested practices for eco-friendly participation. This includes guidance on avoiding single-use materials, promoting low-carbon travel options, and encouraging the use of inclusive, locally sourced venues and services.

Through these actions, the PreMedBullying project seeks not only to model responsible project management but also to raise awareness about inclusive education and sustainability within the wider school community.

3.8.1 Digital Tools for Collaboration and Learning

The PreMedBullying project embraces digital technologies to support effective collaboration, inclusive learning, and efficient project management. A range of online tools ensures that both consortium partners and target groups can engage with the project's content and communication channels regardless of location or resource constraints.

E-learning Platform: A dedicated online learning environment will host all training content, including interactive modules, instructional videos, downloadable resources, and discussion forums. This platform will allow educators, parents, and professionals to access materials at their own pace and contribute to mutual-help communities.

Google Drive: A centralised and secure Google Drive folder is used to store and manage project documents, including work plans, templates, reports, and dissemination materials. All partners have structured access to relevant content, promoting transparency and shared responsibility.

Skype, Zoom, and Doodle: Regular coordination meetings and virtual check-ins are organised using Skype and Zoom. Scheduling is streamlined via Doodle polls to accommodate diverse time zones and availability. These tools support agile decision-making and consistent engagement throughout the project.

Task-Specific Email Lists: Internal communication is supported by segmented mailing lists, structured around work packages and functional roles (e.g., coordination, dissemination, evaluation). This ensures targeted communication and minimises email overload for partners.

By integrating these tools, PreMedBullying enhances collaborative learning, supports flexible participation, and streamlines communication across a multilingual, multi-country partnership.

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3.9 Civic Engagement Strategy

Civic engagement is a core pillar of the PreMedBullying project, reflecting the belief that sustainable change in school culture requires the active participation of all members of the educational community. The project empowers pupils, educators, families, and stakeholders to co-create safer and more inclusive learning environments through shared ownership and collective action.

- **Focus Groups to Co-Create School Policy:** At the early stages of the project, structured focus groups with teachers, parents, and school professionals are conducted in each participating country. These discussions help identify challenges, priorities, and ideas that directly inform the development of anti-bullying strategies and life skills policies tailored to local school contexts.
- **Experiential Workshops Promoting Empathy and Participation:** The project offers life skills workshops that use experiential learning methods to foster empathy, emotional literacy, and constructive communication. These sessions are designed for pupils and educators, and support reflective practice and inclusive dialogue within the classroom and school community.
- **Community-Wide Dissemination and Involvement:** Through a range of dissemination activities—including national events, online workshops, social media campaigns, and school-based actions—the project promotes active participation by families, school leaders, education professionals, and the wider community. Stakeholders are invited not only to attend events but also to contribute to their content and planning.
- **A Whole-School Safe Community Approach with Shared Responsibility:** The PreMedBullying project promotes the concept of the school as a “safe community,” where responsibility for well-being and inclusion is shared among all members—students, staff, and families alike. This approach builds a strong, caring environment in which bullying is not tolerated and civic values such as respect, cooperation, and responsibility are embedded in daily practice.

Together, these strategies ensure that civic engagement is not a one-time effort, but an ongoing and embedded process that strengthens the impact, ownership, and sustainability of the project.

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4 Annexes

Annex I – Timetable

Annex II – Risk Monitor Register

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Annex I – Timetable

PreMedBullying Project																																															
START DATE																																															
Iεπιχειρησιακό 01, 2024							<-- Enter initial Start Date to populate timeline dates.																																								
Enter each Task Start and End Date per Project, below. Project Dates and # of Days will calculate automatically.							YEAR ONE												YEAR TWO												YEAR THREE																
PROJECT NAMES + TASK TITLES	PARTNER IN CHARGE	START DATE	END DATE	# of Days	YEAR ONE												YEAR TWO												YEAR THREE																		
					Y1Q1	Y1Q2	Y1Q3	Y1Q4	Y2Q1	Y2Q2	Y2Q3	Y2Q4	Y3Q1	Y3Q2	Y3Q3	Y3Q4	M1	M2	M3	M4	M5	M6	M7	M8	M9	M10	M11	M12	M13	M14	M15	M16	M17	M18	M19	M20	M21	M22	M23	M24	M25	M26	M27	M28	M29	M30	M31
WP1: Project Management	NKUA	1/9/2024	31/8/2027	782	TM1																																										
1.1. Preparation period	NKUA	1/9/2024	30/9/2024	21																																											
1.2. Monitoring System	NKUA	1/10/2024	31/8/2027	761																																											
1.3. Quality management	NKUA	1/10/2024	31/8/2027	761																																											
1.4. Project Evaluation	NKUA	1/10/2024	31/8/2027	761																																											
WP2: Action Research and Anti-Cyber Bullying & Life Skills Development School Policy	ARCOLA	1/4/2025	31/12/2025	197																																											
2.1. Focus Groups with Teachers and Parents	SMART BENEDES	1/4/2025	31/7/2025	88																																											
2.2. On-Line Self-Assessment	ARCOLA	1/4/2025	31/7/2025	88																																											
2.3. I2E Training in Participatory Action Research and Life Skills	ARCOLA	1/8/2025	31/10/2025	66																																											
2.4. Pupils pilot training on Life Skills	NKUA	1/11/2025	31/12/2025	43																																											
2.5. Participative Action Research in School Settings	USAL	1/11/2025	31/12/2025	43																																											
2.6. Transnational Meeting No. 2/Virtual Activity	NKUA	1/9/2025	31/10/2025	45	TM2																																										
WP3: Development and Delivery of Training Programme Against (Cyber) Bullying and Life Skills Development	NKUA	1/1/2026	30/11/2026	238																																											
3.1. Development of a Comprehensive Curriculum for Training Teachers and Allied Professionals	USAL	1/1/2026	30/6/2026	129																																											
3.2. Platform Development for the implementation of the Teachers' Training and Allied Professionals Programme	NKUA	1/2/2026	31/8/2026	151																																											
3.3. Implementation of Teacher's and Allied Professionals Training programme	NKUA	1/9/2026	30/11/2026	65																																											
3.4. Translation of the Training Curriculum	SOCCUMENIA	1/7/2026	31/8/2026	44																																											
3.5. Transnational Meeting No. 3/Italy	NKUA	1/3/2026	31/9/2026	22	TM3																																										
3.7. On-line Meetings	NKUA	at specific time milestones			Online Meeting																																										
WP4: Self-Help and Mutual Help Online Communities	USAL	1/9/2026	31/11/2027	109																																											
4.1. Multi-Sensor Platform Development	GSNISA	1/9/2026	31/12/2026	88																																											
4.2. Development of Parent's Guide	USAL	1/9/2026	31/12/2026	88																																											
4.3. Launch of the Online Platform	SMRITA	1/1/2027	31/1/2027	21																																											
4.4. Transnational Meeting No. 4/Virtual Event	NKUA	1/1/2027	31/1/2027	21	TM4																																										
WP5: Dissemination	CreINDev	1/9/2024	31/8/2027	782																																											
5.1. Dissemination Plan	CreINDev	1/3/2025	30/4/2025	43																																											
5.2. Face-to-Face Workshop	NKUA	1/5/2027	30/6/2027	43																																											
5.3. Final Conference	CreINDev	1/5/2027	30/6/2027	43																																											
5.4. Online Workshop	CreINDev	1/5/2027	30/6/2027	43																																											
5.5. Policy Recommendation Paper for Med Countries	NKUA	1/6/2027	31/8/2027	66																																											
5.6. Toolkit	SMART BENEDES	1/6/2027	31/8/2027	66																																											
5.7. Transnational Meeting No. 5/Greece (Final)	NKUA	1/6/2027	30/6/2027	22	TM5																																										
5.7. On line Meetings	CreINDev	at specific time milestones			Online Meeting																																										

[PreMed Bullying Project Management Plan (PMP)]

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Annex III – Risk Monitor Register

PreMedBullying project Risk Register									
 Erasmus+ Project: "Preventing Bullying in Primary Schools in the Mediterranean Region" - 2024-1-EL01-KA220-SCH-000246861									
Date: 29/6/2025									
Risk No.	Date identified	Related WP	Risk Owner	Risk Description	Likelihood	Impact	Risk Score	Action taken	Result
1	Schedule Risk (Medium):	WP2		Project activities may take longer than expected.			8	A comprehensive work plan was agreed upon during the Kick-off Meeting and will be updated regularly. Buffer periods are built into the schedule to accommodate minor delays.	In Progress
2	Performance Risk (Medium):	WP1, WP2, WP3		Project results may not meet expected standards.			0	Tasks are assigned based on expertise; internal evaluations and feedback mechanisms will ensure quality control.	
3	Partner Motivation Risk (Low):	WP1, WP2, WP3		A decline in commitment from partners could affect progress.			0	A participatory and inclusive management approach is followed. Regular engagement and transparent communication aim to sustain partner motivation.	
4	Output Quality Risk (Medium):	WP2		Risk of substandard or misaligned deliverables.			0	A robust evaluation and quality assurance framework has been established, with quality criteria clearly defined and regularly reviewed.	
5	Unclear Roles and Responsibilities (Low):	WP1, WP2, WP3		Risk of confusion around partner contributions.			0	Responsibilities were clarified and documented during the Kick-off Meeting. Ongoing communication and internal documentation ensure clarity.	
6	Communication Risk (Low):	WP1, WP2, WP3		Ineffective communication may hinder collaboration.			0	Bi-monthly online meetings, shared digital tools (Google Drive, mailing lists), and prompt follow-up messages ensure efficient coordination.	
7	Partner Resignation or Withdrawal (High):	WP1		A project partner may exit unexpectedly, affecting responsibilities and budgets.			8	The consortium has already managed a change of partner during the inception phase. In case of future resignations, a structured replacement process is in place. The Coordinator will consult with all partners and the National Agency to ensure continuity, reallocation of tasks, and budget adjustments.	In progress

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Preventing Bullying in Primary Schools at the Mediterranean Region

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