

# Preventing Bullying in Primary Schools at the Mediterranean Region

## Project Presentation

Erasmus+ KA220-SCH  
2024–2027 | 36 months

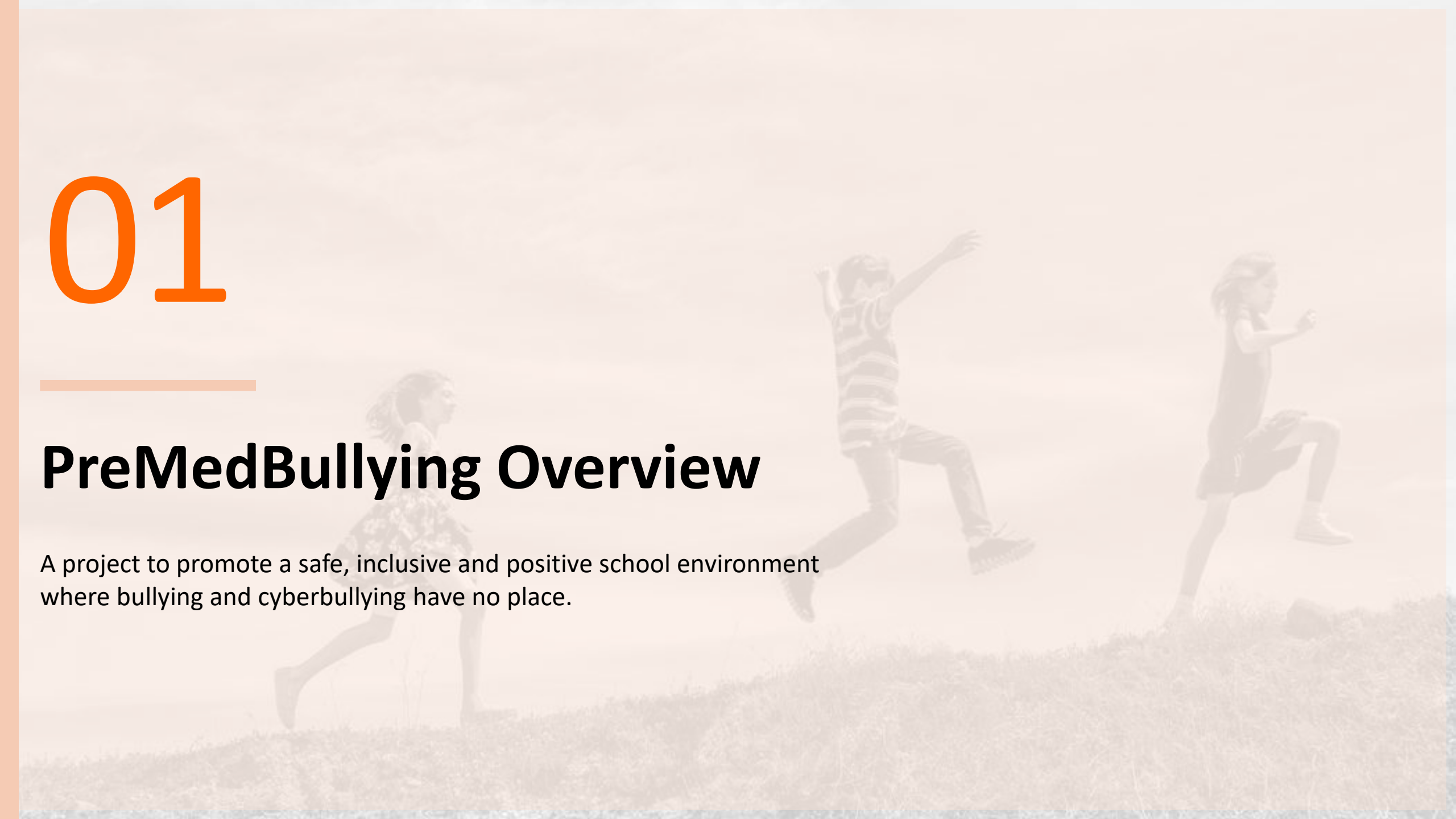


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## PreMedBullying Overview

A project to promote a safe, inclusive and positive school environment where bullying and cyberbullying have no place.

The background of the slide features a faded, sepia-toned photograph of three children running joyfully across a grassy field. The child on the left is a girl in a patterned dress, the middle child is a boy in a striped shirt, and the child on the right is a girl in a dark dress. They are all captured in mid-stride, conveying a sense of freedom and happiness.



### **PreMedBullying**

Preventing Bullying in Primary Schools at the Mediterranean Region

Erasmus+ KA220-SCH – Cooperation Partnerships in School Education

Project Duration: 2024–2027 (36 months)

Project Reference: 2024-1-EL01-KA220-SCH-000246861

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.

# Consortium

The project brings together six partners from Greece, Spain, Italy, Portugal and Croatia.

- National & Kapodistrian University of Athens, Greece (Coordinator)
- Universidad de Salamanca, Spain
- Smart Bananas soc. coop. a r.l., Italy
- Creative Thinking Development, Greece
- Arcola Research Portugal LDA, Portugal
- HIRO (Hrvatski Institut za Razvoj Obrazovanja), Croatia



# Why PreMedBullying Matters?

**Bullying and cyberbullying are not isolated behavioural incidents.**

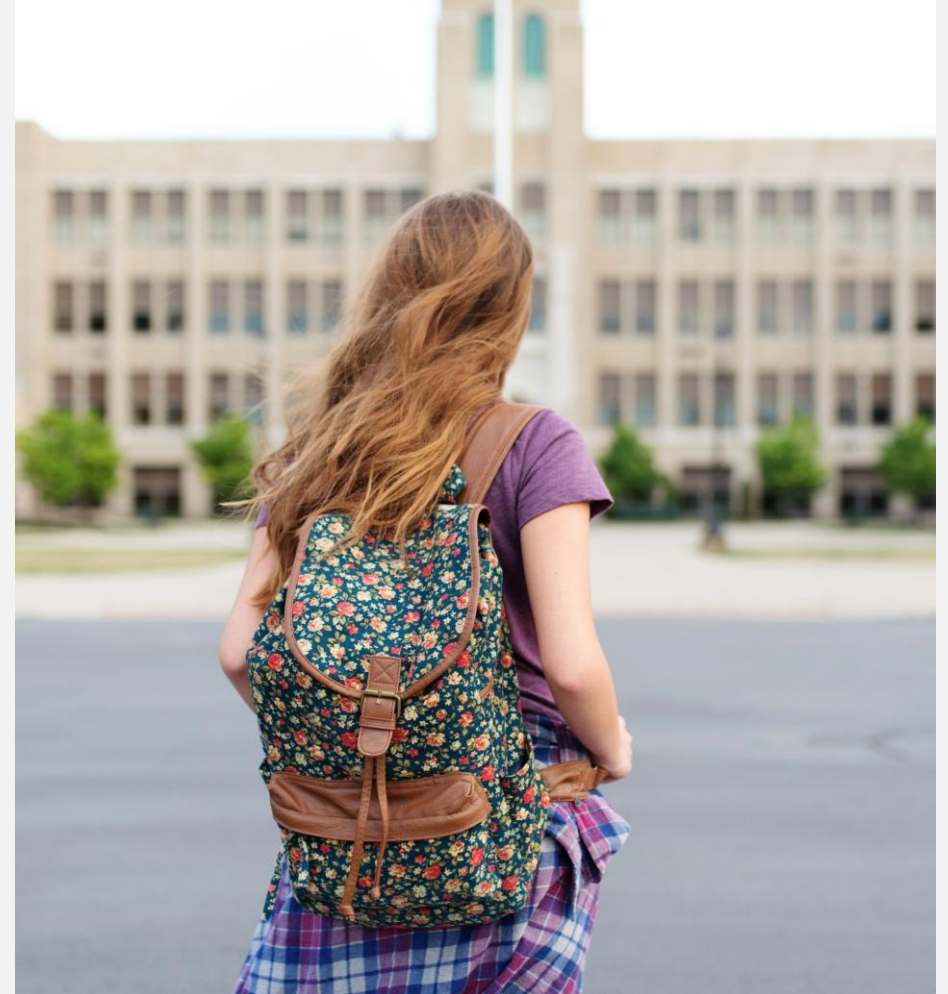
They are closely connected to broader challenges related to school climate, peer relationships, emotional development and social inclusion.

Primary school years are a critical stage in children's development. During this period pupils are still shaping:

- Emotional regulation
- Social identity and relationships
- Understanding of difference, power and responsibility
- Their sense of belonging within the school community

When bullying emerges at this stage, it can significantly affect pupils' wellbeing, learning experience and long-term development.

For this reason, prevention must start early and must involve the entire school community.



# Identified Needs

Research and school experience show that bullying and cyberbullying are linked to:

- Emotional distress and reduced wellbeing
- Anxiety and depression among pupils
- Reduced academic performance and motivation
- School disengagement and negative peer relationships
- Long-term mental health and social development risks

*At the same time, many schools lack structured mechanisms to address these challenges.*

## **Schools therefore need:**

- Clear and structured anti-bullying policies
- Life skills education that strengthens emotional and social competences
- Trained educators able to prevent and manage bullying situations
- Active engagement of parents and families
- School-specific strategies developed with the participation of the school community

*PreMedBullying is designed to respond directly to these needs.*

# The PreMedBullying Prevention Model

PreMedBullying addresses bullying and cyberbullying through an integrated prevention model that combines educational intervention, school policy development and community involvement.

The project operates through five complementary components:



➤ Together, these elements create a comprehensive model that helps schools move from reactive responses to long-term prevention.

# PreMedBullying Main Objectives

## The project aims to:

Develop a safe, inclusive, and positive school environment that prevents bullying and cyberbullying.

Promote life skills among pupils, teachers, and parents to strengthen resilience and emotional wellbeing.

Support school-specific, bottom-up strategies against bullying through community involvement.

Provide training and tools for teachers, psychologists, social workers, and parents.

Encourage active citizenship and European values like inclusion, democracy, and tolerance.

# Target Groups

The project adopts a whole-school and multi-actor approach to ensure sustainable change. Bullying cannot be addressed only at the level of the individual child. It requires coordinated action at multiple levels.

## Primary Target Group

- Pupils aged 10–12 in primary education

## Secondary Target Groups

- Teachers and educators
- School psychologists and social workers
- Parents, guardians and family members
- School communities and
- Policy makers



# Methodological Framework

PreMedBullying is implemented through a participatory and evidence-based methodology combining research, training and pilot implementation.

The project is based on:

- Participatory Action Research (PAR)
- Bottom-up development of school anti-bullying policies
- Life skills education as a preventive tool
- Collaboration between schools, families and professionals
- Pilot implementation and evaluation in partner countries

Through this process, participating schools develop their own **Anti-Bullying and Life Skills Development Policy Framework**, ensuring ownership, relevance and long-term sustainability.

# 02

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## Project Activities and Outputs

Key project activities and outputs that support bullying prevention and life skills development in primary schools.



# CORE INTERVENTION: LIFE SKILLS CURRICULUM

At the centre of the project lies a structured 16-hour Life Skills Curriculum for pupils aged 10–12.

The curriculum strengthens:

- Emotional regulation
- Empathy
- Conflict resolution
- Cooperation
- Responsible decision-making

The programme is adapted to local contexts and implemented in pilot schools involving approximately 180 pupils across partner countries.



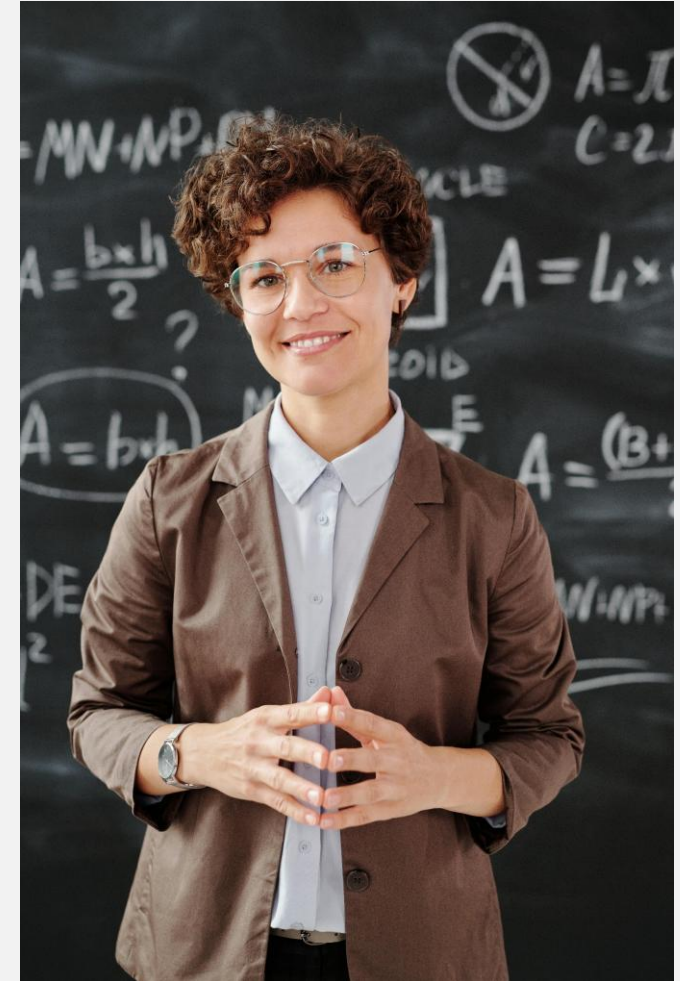
# TEACHER AND PROFESSIONAL TRAINING

Teachers are central to prevention.

PreMedBullying supports educators through:

- Training in Participatory Action Research
- Training in bullying and cyberbullying prevention
- Training in life skills facilitation methodologies
- Certified online training through a dedicated platform

Teachers are equipped with structured tools, intervention strategies and policy guidance to manage and prevent bullying incidents effectively.



# PARENT ENGAGEMENT AND COMMUNITY INVOLVEMENT

**Parents play a crucial role in prevention.**

The project actively engages families and communities through:

- Focus groups with parents
- Online self-assessment tools
- An Online Parents' Guide
- Self-Help and Mutual Help Communities

This component strengthens cooperation between school and home, reinforcing consistent support mechanisms for pupils.



# DIGITAL AND INNOVATION COMPONENT



PreMedBullying develops:

- An Interactive Online Platform
- Open-access training resources
- Interactive digital environment for sharing experiences and resources
- Digital spaces for collaboration and experience exchange

The digital infrastructure ensures:

- Accessibility
- Sustainability
- Cross-country cooperation
- Long-term availability of project outputs

# MAIN PROJECT OUTPUTS

## 1. Life Skills Curriculum for Pupils

16-hour programme adapted to local contexts.

## 2. Training Curriculum for Teachers and Professionals

On bullying, cyberbullying and life skills development.

## 3. Multi-Sensor Online Platform

For sharing experiences, stories and reflections.

## 4. Interactive Online Platform

- Open access training resources.
- Self-Help & Mutual Help Communities for teachers and parents.

## 5. Online Parents' Guide

Practical tips, signs of bullying and support strategies.

## 6. Comprehensive Toolkit

Summarising methods and tools developed in the project.

## 7. Policy Recommendation Paper

Proposals for national education authorities.

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## Impact and Added Value

How PreMedBullying creates change at individual, school and European level



# Expected Impact



## For Pupils

- ✓ Increased resilience
- ✓ Improved emotional awareness
- ✓ Stronger peer relationships
- ✓ Safer learning environments



## For Teachers

- ✓ Clear prevention framework
- ✓ Practical intervention tools
- ✓ Increased professional confidence



## For Parents

- ✓ Better understanding of warning signs
- ✓ Active engagement in prevention

# Expected Impact



## For Schools

- ✓ Sustainable anti-bullying policy
- ✓ Improved school climate
- ✓ Stronger institutional capacity



## For Communities

- ✓ Enhanced social cohesion
- ✓ Promotion of democratic values

# European Added Value & Sustainability

PreMedBullying strengthens:

- Cross-country cooperation among Mediterranean partners
  - Exchange of good practices
  - Inclusion and diversity in education
  - Development of key competences
  - Prevention of early school leaving
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- The project offers a transferable and scalable model that can be adapted across European education systems.
  - Through its digital platform and policy recommendations, the project ensures sustainability beyond its 36-month duration.



## FINAL MESSAGE

Bullying cannot be eliminated only by reacting to incidents. It must be prevented by:

- Strengthening life skills
- Transforming school culture
- Building collaborative systems

PreMedBullying works at three interconnected levels:

1. Individual competences
2. School systems
3. Policy frameworks

*Safe schools are created by communities, not by rules alone.*

# THANK YOU!





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