

## Abstract

<b>Title (provisional)</b>	Enhance positive social capital for developing inclusive and safe school communities (Be SO Caring)
<b>Programme and Call</b>	2016 Erasmus+ Programme, Key Action 2: Cooperation for innovation and the exchange of good practices – “Strategic partnerships in the field of education and training”
<b>Deadline</b>	<b>31/03/2016</b>
<b>Deadline to join partnership</b>	<b><u>21/03/2016</u></b>
<b>Project Description</b>	<p>This particular project aims at the inclusion of a whole school anti-bullying and anti-discriminatory policy and practice, with the collaboration among school personnel, parents, professionals and students. In particular addresses the necessity to strengthen the relationship between school, family and community (CRC, 2013) and freeing children from any kind of violence (Convention on the Rights of the Child, 2011) by developing a friendly and social caring environment at schools (CRC 2013).</p> <p>The above aims will be achieved by developing bottom-up strategies, activities and interventions to prevent bullying at the transition from elementary to secondary education using resources of the school community and a social capital approach. It is crucial to prevent bullying behaviors before they start, or as early as possible, because current evidence suggests that bullying impact extend well into adulthood. Emphasis will be given to the creation of conditions for effective learning, social inclusion, social capital, prevent dropout, conflict resolution, bullying, networking with community and family.</p> <p>The proposed intervention incorporates the prevention programs principles, as derived from the international experience. The characteristics of so called successful prevention and intervention programs converge to a) broaden the themes and practices apart from the problem of child bullying, b) discuss and estimate the views of children c) take into account and utilize the school's curriculum and needs, d) necessity of consent among participants e) have sufficient time to allow reflection and sharing of experience (Bibou - Nakos, 2008).</p>
<b>General objective</b>	<ul style="list-style-type: none"> <li>-<b>gain in-depth understanding</b> of anti-bullying strategies in partner countries and outline recommendations on features of good practices in school bullying,</li> <li>-<b>actively involve project’s participants</b> (i.e school teachers, parents and students) as equal partners in the identification of their strengths and weaknesses on the topic of school bullying and to propose ideas for addressing their needs based on their own suggestions,</li> <li>-<b>develop and implement</b> an intervention strategy in order to safeguard positive and inclusive school climate through bottom-up strategies and a social capital approach,</li> <li>-<b>develop a training module/package</b> (e-manual) as to maintain life long use and dissemination of the project outputs</li> </ul>

	- <b>raise awareness</b> among relevant stakeholders including front line officers, NGOs, students and parent's associations on the use of this particular methodology.
<b>Activities</b>	<p>research activities (literature review, quantitative &amp; qualitative research, design of a manual for the intervention and an evaluation tool for the intervention),</p> <p>-training activities (training course for implementing the manual, implementation of the manual with supervision in the field),</p> <p>-activities on mutual learning, exchange of good practices (literature review) and cooperation (policy recommendations on anti-bullying best practices, local workshops for consensus),</p> <p>-awareness-raising activities (organization and implementation of an international conference, leaflets for the international conference, project website, scientific articles and presentation in scientific conference, finalizing and exploited the e-manual, local debate workshop for the dissemination and exploitation of projects activities).</p>
<b>Target group</b>	<ul style="list-style-type: none"> <li>• School teachers, social workers, educational psychologists, pupils, parent's associations, policy makers</li> </ul>
<b>Activities</b>	<ul style="list-style-type: none"> <li>•</li> </ul>
<b>Partnership</b>	<ul style="list-style-type: none"> <li>• University of Nicosia, Dept of Social Sciences (Lead Applicant)</li> <li>• Technological Educational Institute of Crete, Department of Social Work (partner I)</li> </ul>
<b>Wanted partners</b> (at least 4 partners from 2 Countries)	Partners with experience in developing practices for inclusion of children from ethnic minorities and working with bullying within school environments.
<b>Project duration</b>	30 months
<b>Contact person</b>	<p>Christos Panagiotopoulos  +393467990025  +390755052666  <a href="mailto:panagiotopoulos.c@unic.ac.cy">panagiotopoulos.c@unic.ac.cy</a></p>