

Youth and cybercrime – *investigating problems finding solutions*

Janice Richardson, 18/06/2015



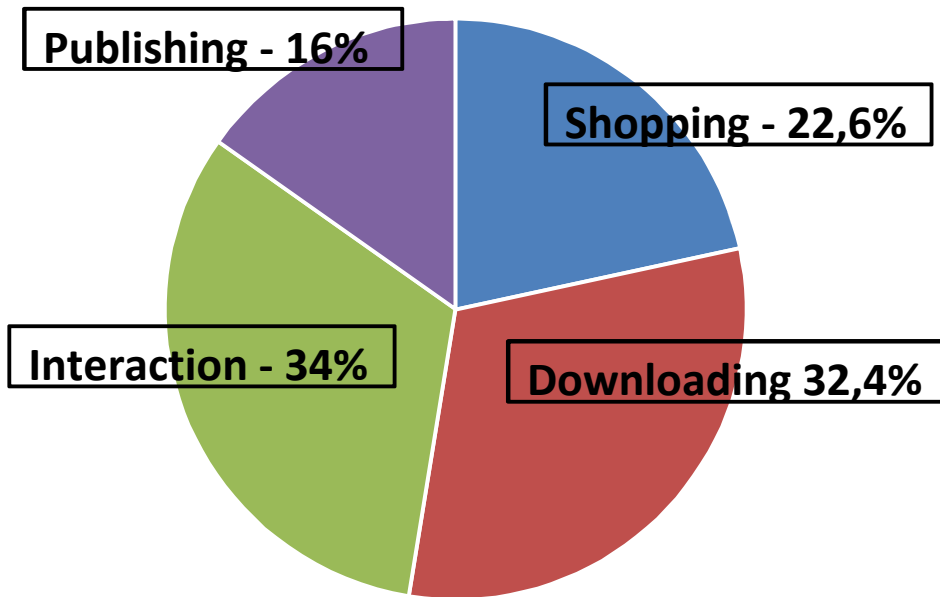
empower children. eliminate bullying.

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Youth involvement in cybercrime

Their online activities



Highest perceived risk

1. Computer virus
2. Online scam
3. Cyberbullying

Most serious cybercrime

1. Cyberbullying
2. Online scam
3. Computer virus

The victim... bullied or bully?

Journal of Youth and Adolescence, 2013 - Data collected over several decades from 400 men in Britain until their mid-50s (similar working-class backgrounds, most from two-parent families).

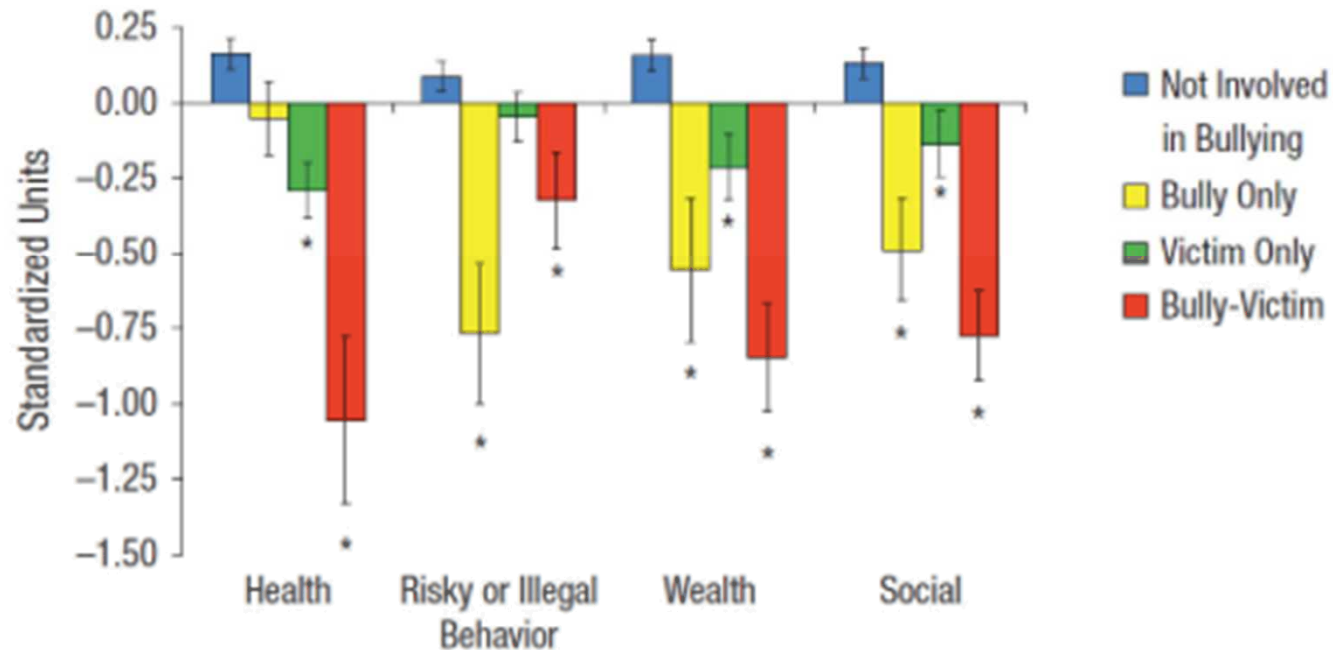
- Nearly half of the men who said they were bullies during their teen years engaged in some form of criminal activity — such as theft, burglary and assault — when they were adults,
- “These men were more likely to be repeat offenders and at a much higher rate,” study co-author Alex Piquero, a professor of criminology.

Olweus: also documented a connection between bullying and later criminality

- 60% of those who bullied in grades 6 and/or 9 had at least one criminal conviction by age 24;
- 35-40% had three or more convictions (as compared to a group of non-bullying boys).

Impact of bullying on future life

Childhood role in bullying and young adult outcomes



ENABLE - Network Against Bullying in Learning and Leisure Environments

a holistic school-based approach for 11-14 year olds, based on 3 premises

- **School as an eco-system:** impact of on- and offline behaviour
- **Development of social and emotional literacy (SEL)** as key to citizenship, wellbeing and resilience
- **Counteracting** consequences of neuroplasticity, online profiling and group-dynamic effects
- **Youth as an integral part of the solution:** auto-reflection, research, resource development, mentoring, problem solving

Needs-mapping through pre-assessment

Focus groups, digital diaries, and a 32-point self rating questionnaire:

- Questions 1-8 – How self-aware are you?
- Questions 9-16 – How socially-aware are you?
- Questions 17-24 – How do you manage your own emotions?
- Questions 25-32 – How do you manage your relationships?

Hackathon – reflecting with a mentor

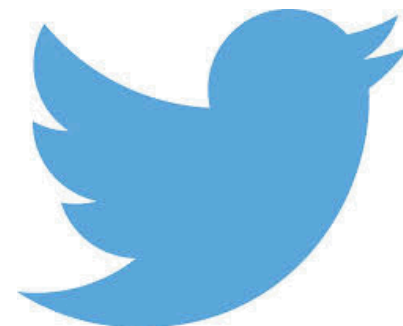
- **Increased motivation** through mentorship by industry
- **Guided analysis** of the inter-relational (bullying) process
- **Development of collaborative skills** by problem-solving within a team
- **Entrepreneurship opportunity**: winning entry will be developed professionally to release level
- **Creation of youth-built resources** for school learning

Project Key Facts

- Daphne III Programme – DG Justice
- Duration: 01-10-2014 until 30-09-2016
- Coordinated by **European Schoolnet** with five partners:
 - South West Grid for Learning (UK);
 - Princess Diana Award (UK);
 - For Adolescent Health (attached to the Adolescent Health Unit of a major hospital in Greece);
 - Partners in Learning (a Croatian association of teachers);
 - Cyberhus (Danish helpline).

Under guidance of an international **Think Tank**, and with the support of...

Associate partners – youth's favourite platforms



ENABLE – 24 months, 3 phases

Scoping: prevalence, risk factors, consequences... to shape subsequent phases



Creating tools/roll out: pre-assessment, hackathon, SEL & peer-training modules



Build on knowledge/experience: post-assessment, MOOC, certification of key actors, publication, dissemination activities

6,000 young people ages 11-14 years, 2,000 parents and at least 30 schools per country



7 ways you can contribute.

GET STARTED

Go to
www.eun.org/enable
to get started and add
your suggestions



Volunteer to take part in **ENABLE**
training for youth, teachers
and parents and become
a **certified trainer**

JANUARY 2016

INCIDENT REPORTING

Use the "Incident Reporting" template
at www.esafetylabel.eu to tell
us how you deal with bullying
incidents at school



Apply for mentorship in preparation for
your participation in the **EU-wide hackathon**

OCTOBER 2015



Build your own anti-bullying resources to
submit to the **ENABLE** resource competition

SUMMER 2015



Apply to become a **pilot class**
to work with our digital diaries or pilot
test social and emotional learning resources

MARCH 2015



Building resilience through
development of 21st century
literacy skills

ENABLE – a goal, a process

ENABLE aims to develop **social and emotional learning skills** as a means of **building resilience** in young people so that they can better understand and **become more responsible** and effective in their on- and offline social interactions.

Youth's role in shaping online behaviour...

- ✓ WWW for teens created by teens for teens
- ✓ focuses on reflection and introspection through activities
- ✓ WWW for educators created by teachers
- ✓ Contains lesson plans, worksheets & useful resources
- ✓ Slots into varied subject areas e.g. math, language



Contact

Janice Richardson, Senior Advisor

Janice.Richardson@eun.org

Info-enable@eun.org

Tel. +32 2 790 75 77

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