ENABLE is a melting pot into which six considerably different organisations have brought together their highly complementary knowledge, experience and culture to reach a shared goal: combat bullying and foster better learning and leisure environments for children and young people.

The UK-based South West Grid for Learning, specialist in supporting schools to integrate technology responsibly, has developed much of the ENABLE content for teachers.

The Diana Award has, through the ENABLE Peer Supporter scheme, shared its expertise in helping young people take full and active roles in their communities.

The Croatian partner, Suradnici u učenju, is a teacher organization thoroughly versed in the intricacies of responding to teacher and pupil needs within the framework of the school curriculum.

For Adolescent Health, a Greek charity organization working with the Adolescent Health Unit attached the University of Athens, is recognized across Europe for its rigorous assessment practices. It has led the research tasks in ENABLE, scoping the terrain at the outset, and assessing the outcomes.

The Danish partner, Cyberhus, has ensured that at-risk youth remain at the heart of ENABLE, on an equal footing with all the other young people benefitting from the project. It has adapted every phase of the project to the needs of this target group, and trained other European helplines to draw on the ENABLE approach.

Belgium-based European Schoolnet, an aggregator of educational networks and leader of large-scale trans-national projects, has assured the coordination of ENABLE, using its vast networks to reach Ministries of Education and teachers working in schools in other countries of Europe and further afield.

ENABLE has received invaluable guidance from an international Think Tank comprising twelve leading researchers and educationalists, and has been supported by associate partners from industry and the civil sector.

ENABLE is a European project supported by the Daphne programme of the European Union.

Meet ENABLE’s associate partners, who have shared their experience and actively contributed to outcomes from start to finish:

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1 The Adolescent Health Unit is attached to the P. A. Kyniakou Children’s Hospital of the Second Department of Pediatrics of the University of Athens.
The ENABLE project can be summed up in three words: **youth, empowerment, resilience.** Whilst the underlying aim of the project is, as its name indicates, to enable young people to eliminate bullying, or at least reduce its impact, assessment findings paint a more nuanced picture. ENABLE has been proven to have broader positive effects on the social and emotional wellbeing of young people, and on the climate in classrooms.

Today a majority of European children, even in kindergarten, have at their fingertips more communication tools than the best-equipped journalist just two decades ago. With the touch of a key or an icon or the swipe of a screen, they can send photos and messages to anyone almost anywhere, and interact through a blend of on- and offline activities with a vaster range of ‘friends’ than any generation before them. This has blurred the division between learning and leisure environments, and considerably complicated the role of parents, teachers and school. Nevertheless, surveys and focus groups conducted with 11-14 years olds in class indicate that a majority of bullying begins in face-to-face situations that often rapidly turn into cyberbullying. This nevertheless varies considerably across the five partner countries in ENABLE, influenced by social, cultural and technological contexts.

**ENABLE, a three-pronged approach**

The ENABLE programme was designed in a holistic approach that includes pupils, their parents and carers, and school staff. It proposes two school-based training modules: social and emotional learning (SEL) and Peer Support training. It also provides resources for families, training material and webinars for teachers and campaign ideas that Peer Supporters can implement in their school. The programme has reached almost 16,000 young people in Belgium, Croatia, Denmark, Greece and the UK in 2016, through the work of almost 30 ambassador-teachers. The final “ENABLE 2 ACT” project conference was held in Zagreb in September 2016 and attended by 130 persons from 19 different countries, of whom at least 25% were under the age of 18. Together participants put forward a wealth of ideas for the sustainability of ENABLE, some of which will be implemented in the coming year.

**Where bullying takes place - ENABLE in-school survey**

- Social networks: 13.67%
- Mobile phone: 6.67%
- Media sharing platforms: 2.67%
- Gaming websites: 3.33%
- Don’t know / prefer not to say: 2.67%
- Sms, text or mms: 7%
- Instant messaging: 5.67%
- Other: 2.67%
- In person / face-to-face: 15.33%
- Other: 67.33%

Source: information gathered in February 2016 from 791 pupils involved in the SEL programme

**“We will never forget the experience. I was blown away with the number, variety and amazing knowledge of all those who attended. Honestly what a fantastic experience, thank you for inviting us and looking after us so well. You are all so lovely!”**

Liz Copeland, Deputy Head of a UK school, on the ENABLE 2 ACT conference.
ENABLE is an EU-funded project that aims to combat bullying and to contribute to the wellbeing of 11 to 14 year-old children. Initially, it was to be implemented in 5 countries (Belgium, Croatia, Denmark, Greece and the United Kingdom), however several other countries have joined en route. Already the approach is being adapted for other age groups and social settings. ENABLE encompasses a threefold strategy based on:

- Social-emotional skill development through a set of 10 lesson modules, which include lesson plans, slide presentations and resource sheets
- A Peer Supporter programme, initiated by a full-day training course that is followed up and supported by 10 short weekly sessions, campaign material and innovative ideas to help roll out ENABLE across the whole school
- A holistic approach involving pupils, school staff and families, built on solid research and with resources especially developed for parents and carers.

Social and emotional learning (SEL), as proven by academic research and teaching experience, yields strong benefits not only in combatting bullying but also in promoting positive behaviour and improving attendance. The 10 SEL modules build on empirical findings and previous SEL programmes and are designed to cover the four key areas of emotional intelligence:

- Self-awareness – SelfA
- Social awareness – SocA
- Self-management – SelfM
- Relationship management – RelM

While the most successful Peer Supporter schemes are student-led, it is essential that the group receives the relevant training and continued support and guidance from one or more member of the school teaching staff. Peer Supporters, who may volunteer to take on this role or be chosen by teachers, have an important part to play in reducing and preventing bullying, by:

- giving students, and especially the more vulnerable ones, someone their own age to talk to about problems,
- understanding the issues that exist among their peers in relation to bullying and behaviour, and reporting more serious incidents to staff members,
- running activities and campaigns for students, staff and parents/carers, promoting positive behaviour and attitudes, and encouraging people to take a stand against bullying,
- supporting students with the transition between primary and secondary school,
- helping schools review their policies and procedures around bullying and behaviour, and generally giving a voice to students.

In 2015-16, ENABLE has reached more than 100 schools across Europe, with more than 500 teachers and almost 16,000 pupils receiving training. Learn more about ENABLE resources and outcomes at [http://enable.eun.org](http://enable.eun.org), or contact info-enable@eun.org for further information.

### Implementing ENABLE

<table>
<thead>
<tr>
<th>ENABLE in figures</th>
<th>Direct reach to students</th>
<th>Trained Peer Supporters</th>
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<td><strong>TOTAL</strong></td>
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<td><strong>301</strong></td>
<td><strong>541</strong></td>
<td><strong>119</strong></td>
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¹ Implementation in Denmark was conducted by Cyberhus with at-risk children and teens via its online socio-educational club house, online forum and chat counselling service.
Schema illustrating the 3-phase implementation process and time-line

October 2014

March 2015

October 2015

September 2016

Scoping phase

Focus groups with youth, schools & families

SEL lesson modules & resources

Peer support & parent packs

Hackathon Webinars & badges

http://enable.eun.org/report

http://enable.eun.org/resources

Ambassador training

Hackathon (youth-led solutions)

BELGIUM
Schools: 11
Teachers: 45
Pupils: 1336

CROATIA
Schools: 68
Teachers: 309
Pupils: 2400

DENMARK*
Group chat: 9
with 159 teens
Users: 4418

GREECE
Schools: 17
Teachers: 28
Pupils: 1500

ROMANIA
Schools: 10
Teachers: 30
Pupils: 250

UK
Schools: 13
Teachers: 129
Pupils: 5834

*Focus on leisure environments, especially with more vulnerable teens

Final ENABLE conference
ENABLE eBook

ENABLE Challenge (youth-led solutions)
**ENABLING young people – empowerment through participation**

**ENABLE** initially set out to directly reach 5,000 11-14 year olds, including 1,000 considered to be “at risk”. The ENABLE approach places young people at the heart of the anti-bullying process by helping them to improve their own skills and question their attitude towards others, and by fostering a peer-advocacy climate in schools. More specifically, it aims to:

1. **foster socio-emotional development**, by increasing empathy and self-esteem through social and emotional learning (SEL) modules easily integrated into the curriculum;

2. **enhance young people’s self-awareness**, their ability to objectively reflect on their behaviour and how their actions impact on others (meta-cognition);

3. provide better routes to help for young people through a training module for education professionals, policy-making support for schools who have to deal with incidents often initiated beyond the school gates, and innovative digital tools that can lessen the impact of bullying.

**Shaping an inclusive programme**

In ENABLE, young people were involved every step of the way, within a multi-pronged, holistic approach. On the one hand, the project began in 2015 with an in-depth analysis of the social and cultural context, and how that can impact on bullying, and on the other hand with focus groups involving several hundred people across the 5 partner countries. In all 144 youth and 59 parents were involved, along with 121 teachers and 12 senior leadership. Change is a very slow process in education systems, and even more so if senior leadership are not onboard.

One striking issue about bullying is the vastly varying forms it takes and interpretations the same words and actions can have on different people and frames of mind, making a “one-size-fits-all-approach” useless. We hear from a Grade 6 child in Denmark, for example that it:

> Can be if you are left out or isolated. Maybe because everyone says no every time you ask to join but also if noone ever asks you to join.

and a Danish boy just one year older:

> If one is excluded from the digital community (example, always the same person who’s not being tagged on Instagram).

Draft versions of the resources were presented to pupils, parents and teachers during the focus sessions, and were greeted especially enthusiastically in Greece. One teacher graphically stated:

> Basically we teachers are floating in an ocean of info without a compass, which is the reason I personally am thrilled to have found out about ENABLE. I am going to implement this programme because I feel I found a compass AND a map!

Whilst equally enthusiastic, a Greek language teacher expressed her frustration too:

> Sadly, it is a must in the Greek Schools because it’s such an ego-centred system, and pupils/students are not given the opportunity to blossom in other ways specifically to become better citizens of tomorrow.
Over summer 2015, more than 130 young people from a dozen different countries (including Costa Rica, Egypt, the USA and Ukraine) joined the ENABLE Hackathon. They had to work in teams, analyse the bullying process with a registered adult mentor, and put forward their solutions to bullying. Some entries, especially from children with special educational needs, were simply extremely touching, illustrated testimonies. Others were sophisticated apps, for example, to warn off bullies and get rapid support (an anti-bullying bracelet) or to gather and disseminate up-to-the-minute anti-bullying information. This latter prototype has now been brought to market and is becoming available in several other European languages. Once again, the input was invaluable in informing teachers and shaping not only the ENABLE resource materials, but also further youth-led events.

And the winning team is...

David, Tim, Lukas, Hendrik, and their mentor Stephanie (Germany)

ENABLE Challenge
And the winner is...
Alexia, from Greece
Almost 800 young people participated in the pre-assessment in the first trimester, and a total of 606 from the UK, Greece and Croatia actually completed both the pre- and post-assessment. The low formal assessment participation is due to different national legislation regarding parental permission and varying term times and holiday schedules across the partner countries. Findings show three principal gains for young people having participated in the full 10 SEL learning modules. In the words of developmental psychologist Eleni Tzavela, from the Greek partner “For Adolescent Health”, which conducted the research across the project:

These changes are corroborated by teachers who, in the post-assessment teacher survey, repeatedly report a more friendly classroom climate. Notably in Greece, a significant drop from 24% to 9% was noted in endorsement of the statement *Spreading rumours or lies about other students is a significant problem in our school* (Q. 9).

**What young people have to say about the SEL modules**

One in five describe increased understanding of their own and mostly others’ emotions and issues:

- Now I can control my emotions... I have achieved dealing with relationships... I understand the emotions of others [UK]
- Understanding how others feel [Greece]
- Understanding “people” issues [Greece]
- I can recognise when someone is being bullied [Croatia]
- I understood what is bullying and how to deal with the victims [Greece]
- To understand bullying better and if someone needs me to how to deal with it [Greece]

...although fewer mention increased awareness of bullying issues

**Post assessment findings on gains of students participating in the SEL lessons**

- After the SEL lessons, students felt more in control of their behaviour, better able to identify and name their own emotions and their impact on others, and to generate solutions to everyday inter-personal problems. These skills are known to increase resilience and well-being, and protect against bullying involvement. These changes capture the SEL-focused skills enhancement perspective of ENABLE. In regards students’ reactions to witnessing bullying, telling a Peer Supporter surfaced as a newly-acquired reaction.
Most young people, especially teens, are strongly influenced by their peers, making peer learning a valuable platform for capacity building. ENABLE has harnessed peer advocacy as a platform for awareness raising, as a means of providing role models, and as a source of help and support for students encountering difficulties. The ENABLE Peer Support has been led by the Princess Diana Award, a charity founded by the UK government in 1999 as a legacy to the Princess of Wales’ belief that young people have the power to change the world for the better.

A successful Peer Supporter programme requires three key components, and these are all addressed within ENABLE:

1. A whole school approach;
2. Resources to support the work of Peer Supporters, including a “lead teacher” who can help on any issues they cannot handle alone;
3. Time, visibility and the creation of a peer-support culture within the school.

**Why social and emotional skill development is important in schools***

- **One in three children report self-control difficulties**, although approx. seven in ten children report being able to control themselves when upset.
- **40-57% of children report difficulties in differentiating negative emotions**, with highest rates found in Greece (57%); such difficulties can cause inter-personal problems and need to be addressed with emotional self-awareness training.
- **10% of students report a lack of empathic concern** (feeling sorry for others who are having problems), which is an indicator of cognitive empathy.
- **One in four students in the UK and Croatia report difficulties in understanding the emotions of others**, a number that drops to 15% in Greece.
- **74% of students in UK and Croatia report an urge to help others who are upset, leaving about one in four with no affinity towards helping behaviours.**
- **Approx. 40% of students in UK and Croatia and 25% in Greece were unaware of the fact that emotions influence their reactions**, which spells out a need for training emotional intelligence through programmes such as ENABLE.

*Responses from 791 children aged 11-14 in the ENABLE pre-assessment survey conducted in February 2016.*
Peer support outcomes

In all, 301 students were trained as Peer Supporters in the participating countries, and 209 of these participated in the pre- and post-assessment surveys. Findings in the pre- to post-assessment show peer support to be amongst the most impactful strands of the project. Trained Peer Supporters reported experiencing personal and interpersonal gains from their role. The most salient impact experienced was increased confidence, with the vast majority of Peer Supporters agreeing that their “confidence has grown” and that their “leadership and presentation skills have improved” (80-90% agreed/strongly agreed across countries). This increase is linked to being helpful to others and to experiencing amelioration in their own social and communication skills. Other students, draw benefit, too, as the findings show that all students, especially boys, are considerably more likely to report bullying incidents when a peer support scheme is running in the school.

What Peer Supporters have to say about ENABLE

Peer Supporters reported gains in confidence and community:

- I feel mostly it [being a Peer Supporter- has improved my confidence as well as well as creating a great sense of community among everyone who is improved. [Boy, 13, UK]
- My self-confidence has increased, my communication skills. It has helped me because I feel that I know how to help someone and I am not incompetent [Girl, 14, Greece]
- I feel that I help more and I talk to other students about their problems [Girl, 13, Croatia]

They also described interpersonal gains, particularly increased social participation and reduced social anxiety:

- I am not embarrassed to speak in front of strangers anymore. [Boy, 12, Croatia]
- I spend more time with other students [UK]
- I make new friends easier [Greece]

Increased understanding of their own and others’ emotions and issues was reported by about one in five peers:

- Now I can control my emotions... I have achieved dealing with relationships... I understand the emotions of others [Girl, 13, UK]
- To understand the emotions of others [Boy, 12, Greece]

A teacher in Belgium comments on the Peer Supporter programme:

- ...it has helped us learn a lot about each other... students about students, students about teachers and vice versa, and teachers about each other!
ENABLE initially aimed to work directly with 1,500 teachers in 35 schools. In fact the programme has now been integrated into more than three times that target: 109 schools in Belgium, Croatia, Greece and the UK, and another ten in Romania. In Croatia, a further 1,000 schools have been reached, most of which are planning to integrate the ENABLE programme into the school curriculum in the 2016-2017 academic year, either fully or selected parts only. 541 teachers are registered as having completed the ENABLE training for teachers, with an estimated 800 teachers reached through five eTwinning workshops and webinars. It is indicative that Italy and Portugal figure amongst the four top countries to visit and download from the ENABLE website, alongside the UK and Belgium.

ENABLE mainly reached teachers through a train-the-trainer-cascade model, beginning with face-to-face training sessions for 23 ENABLE Ambassadors over one and a half days. This training took place in conjunction with the Hackathon award event to ensure that input from young people was high in the minds of all. Training resources include presentations, webinars, questionnaires and a “Making it work” publication in English, Croatian, French, Dutch and Greek, all available at http://enable.eun.org; Romanian and Portuguese versions will shortly become available. A teacher survey was administered to a total of 43 teachers from 32 schools in three participating countries in April 2016, and 26 of these teachers took the survey again at the end of the programme in June.

Teachers’ feedback suggests that the training covers most of their needs. Important differences surfaced across countries in teachers’ perceptions of what parts of the programme were most impactful. One outcome reported by a vast majority of teachers was a more amicable climate in school, with a marked increase noticed in peer support and more students’ reporting bullying incidents when they occurred. At post-assessment, teachers generally considered the SEL programme moderately easy to implement despite timetable difficulties and challenges to engage certain students, more especially boys.

UK teachers report:

[Most helpful] were the workshops and the second educational meeting where clarifications for each course were provided.

I found to be very helpful the part of the material where it explains what is social and emotional learning, how the two programs could be combined and of course the courses and their activities are very informative.

And from a Belgian teacher:

We have seen and implemented a lot of anti-bullying programs already, some of them even very expensive ones, but ENABLE adds something new: the Peer Support. In combination with the SEL-modules, it is possible to make a difference!

Although a number of Greek teachers considered that the theoretical part of the programme was not really necessary for them, several shared their difficulties in fully implementing the programme in their schools:

The electronic applications [were least helpful] as there is no possibility to be used in [Greek] schools.

Teachers across all countries agreed that involving parents in the programme was a highly positive element, as parents were involved in focus groups, preparing the Hackathon and various other moments throughout the programme. The ENABLE parent pack is one of the most frequently downloaded resources, and has therefore now been extended into a 10-page printed pack in all language versions.
What teachers found most helpful

- Step by step approach
- Overview and outline of lessons
- The activities, resources and lesson plans
- Ideas for training pupils and delivery of the lessons
- Instructions on how to meet children’s needs
- Having access to an Ambassador or national coordinator who can help tailor the ENABLE programme to a school’s needs and identify links with the national curriculum

Challenges identified

- A lot of information to get through, session timings too strict
- Need to include training on coping strategies for Peer Supporters
- Encouraging all pupils/staff to come on board, and stay on board from one academic year to the next.
- Monitoring success
- Getting parents engaged
- Fitting it in with the national curriculum and existing initiatives
- Ensuring that teachers can get regular support from a national Ambassador / coordinator

Teachers views on the most impactful of the SEL training modules

Our initial lesson on empathy... It was quite an emotional journey for many and this really helped sensitise them to the importance of the scheme.

I think the peer support scheme is quite applicable in Primary Education in Greece as it facilitates children not only support their peers that face bullying but most importantly take action in changing the culture of their school towards bullying.

(Greek head teacher)

The SEL activities are appropriate for 11 to 12 year old pupils, though in Lesson 4 for example some photos of emotions are difficult to understand. Both the supplementary activities and the links that accompany the material are really useful and offer a great variety to the teacher to select.

(School counsellor)
Findings from the 2-year ENABLE project

**Students**
- Better control of behaviour, identification of emotions, relationship problem-solving
- More likely to report bullying (especially boys); Peer Supporters further facilitate reporting
- Peer Supporters report increase in confidence, self-efficacy, and personal and interpersonal skills

**Teachers**
- More friendly school climate, more amicable peer relations and increased peer support
- Improved knowledge of bullying, better able to handle issues in class
- Marked national difference in integration of SEL and peer support in school curricula, and perception of most impactful elements of ENABLE

**Other findings**
- Most popular downloads are Anti-bullying Parent / Carer Pack and the Resource pack for students, teachers, parents and campaigners
- UK, Italy, Belgium & Portugal are the top countries for web visits and resource downloads
- Most downloads of Lesson 4, considered to be a difficult but impactful module by many teachers
Since its creation in October 2014, the ENABLE team has created a rich repository of resources available at http://enable.eun.org/implementing_enable in English, Croatian, French, Greek and Dutch. A Romanian version will shortly be publicly available, and a Portuguese version is already underway. Check out the website to see the full range of ENABLE resources.

**For young people**

- A series of 10 lesson SEL lesson plan modules, with supplementary resources and activities for each lesson
- A Peer Supporter training and follow up plan, including resources and detailed instructions
- Peer reflection activities and a campaign pack to help Peer Supporters in their tasks
- A certificate and a badge to award Peer Supporters

**For teachers and senior school staff**

- An introduction to the aims and methodology of ENABLE, a description of the 10 SEL modules, and guidance for implementing the programme in schools
- A training pack for ambassadors and lead teachers about to introduce the ENABLE programme into their school, and a badge to reward them
- A series of webinars and a quiz for teachers wishing to learn more about social and emotional learning and peer support to tackle bullying
For parents, carers and others

The ENABLE report scopes the context in the 5 ENABLE countries and provides a comparative survey of anti-bullying projects across the world.

Useful tips for parents and families.

Bullying - perspectives, practices and insights, shortly to be published, brings together chapters from ENABLE team and Think Tank members, and from leading researchers and practitioners worldwide.
ENABLE’s six consortium partners have worked in the field with young people, teachers and parents every step of the way to adapt the programme to the educational, social and cultural requirements of their country. For each of them, ENABLE has represented a sharp learning curve.

A first example: from the outset, the ENABLE team agreed that improving the social and emotional skills of young people is the way forward to tackle bullying, hate speech, and even radicalization, at their roots. It nevertheless came as a surprise to learn from almost 800 teens from UK, Greece and Croatia in the pre-implementation survey that one in three did not know that emotions influence reactions and one in four reported no affinity towards helping behaviours. Would findings be similar from other countries, and if so, why are we neglecting this important area of education? Two decades ago, Jacques Delors\(^3\) defined the four pillars of education as learning to know, to do, to be and to live together. Can we afford to neglect the latter two pillars in today’s society?

A second lesson is linked to the great value of peer learning, and of our learning from children and young people. The Hackathon and the final conference were two “meta-moments” that have marked the path of ENABLE. Through the Hackathon, young people took us back into the bullying process and gave us their ideas on solutions. Several of these young people also relate their story through adults in the ENABLE publication ‘Bullying – perspectives, practices and insights’\(^4\), where we learn what it is like to be bullied when you have Down’s Syndrome, or have a parent in prison.

The second “meta-moment” was the final ENABLE conference, a flipped learning event held in Zagreb in September 2016. Almost a quarter of the 130 participants were teens. Twenty-three participants put forward their best anti-bullying ideas in the ENABLE Challenge award, more than a hundred participants worked in nine different teams to come up with the best roadmap for the future, and everyone at some point of the one and a half day event visited the Exploratorium to express their ideas through music, words, images or technology. Eleven-year old Eline, from Belgium, reported after having created a video with Croatian and Greek teens: “It’s strange, we all come from different countries and speak different languages, but we think the same about bullying, and how to react”. What a powerful lesson in tackling diversity and promoting European citizenship!

The ENABLE project has proven in many ways the great importance of taking a holistic, social-emotional skill-development approach if we are to tackle bullying and a number of other woes society faces today. It shows what can be achieved if only schools can harness the “power of peer” within a solid, nurtured Peer Supporter scheme. It also underlines the fact that social and emotional skill development needs to be implemented in a long-term, sequential approach, that parents need to be involved, or at least regularly informed, and that ambassadors play a crucial role both in providing training for teachers and in helping them understand how ENABLE can be integrated into the curriculum.

Benjamin Franklin once said “Children are great imitators... so why don’t we give them something great to imitate”. This is a lesson we have learnt repeatedly from the young people who have been reached through ENABLE. For parents, educators and others working in this field, it is certainly the first step in finding a positive way forward.

Janice Richardson
ENABLE co-founder and coordinator

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\(^{4}\) At press in October 2016