

ENABLE Press Pack

1. ENABLE: WHAT IS THE PROJECT ABOUT AND WHO IS INVOLVED?

WHAT IS ENABLE

ENABLE (European Network Against Bullying in Learning and Leisure Environments) aims to combat bullying in a holistic way, helping young people exercise their fundamental rights in the home, school, class and community. The project, co-funded by the Daphne Programme of the European Union, was officially launched in Athens in March 2015 and is being implemented in half a dozen countries across Europe. The aim is to reach at least 6,000 young people aged 11-14 years, empower 2,000 parents and teachers, and be integrated in 30 schools or even more.

ENABLE teams with leading researchers from across the world. The project is based on the premise that well-being in today's information and knowledge society calls for sound social and emotional skills, built through a deeper understanding and a responsible approach to online and offline social interactions.

See the [ENABLE brochure](#).

WHO IS INVOLVED

The ENABLE project is running under the leadership of European Schoolnet, who is working closely with selected organisations, each of them with complementary sound expertise and approach, highly active and committed in the fight against violence and bullying amongst young people.

EUROPEAN SCHOOLNET



European Schoolnet is the network of 30 European Ministries of Education, based in Brussels. As a not-for-profit organisation, we aim to bring innovation in teaching and learning to our key stakeholders: Ministries of Education, schools, teachers, researchers, and industry partners. Follow us on Twitter: [@eu_schoolnet](#) and on Facebook: [european.schoolnet](#)

FOR ADOLESCENT HEALTH



For Adolescent Health (FAH [youth-life.gr/index.php/el](#)) is a Greece based NGO. FAH has been funded and activated, having as a vision the promotion of adolescent health in Greece as well as in Europe and internationally. The activities of FAH have been focusing on all clinical, educational and research levels. There is also a significant aspect on charity actions regarding youth in need. [See ENABLE on For Adolescent Health website](#).

SOUTH WEST GRID FOR LEARNING



South West Grid for Learning, SWGfL ([www.swgfl.org.uk](#)) is an educational charitable trust that specialises in supporting schools and affecting lasting change, primarily through the positive use of technology and ICT. It has built an international reputation for developing multi award-winning educational online safety tools and



1 Facebook: [EnableEU Group](#)
Twitter: [#EnableEU](#)
Website: [http://enable.eun.org](#)
Contact: [info-ENABLE@eun.org](#)

resources as well as providing educational establishments with safe, secure and reliable broadband internet connections. [See ENABLE on the SWGfL website.](#)

DIANA AWARD



The Diana, Princess of Wales Memorial Award for Inspirational Young People (DA) aims to support the outstanding achievements of young people. DA has 13 years' experience of working with young people, supporting them to improve their personal safety whilst building confidence to take full and active roles in their communities. More recently The Diana Award has successfully organised an Anti-Bullying Programme, under government contract, to over 20,000 young people, parents and adults. [See ENABLE on Diana Award website.](#)

PARTNERS IN LEARNING

**Suradnici
u učenju
ucitelji.hr**

Partners in Learning is a teacher association dedicated to creating a positive and supportive environment in which education professionals can share their experience, get quality and current information, be innovative and creative and continue their professional development. Partners in Learning promote a proper and purposeful use of educational technology in all areas of education, lifelong learning of teachers and teaching and learning about responsible, appropriate and safe use of internet. [See ENABLE on Partners](#)

[in Learning website.](#)

CENTRE FOR DIGITAL YOUTH CARE



Center for Digital Youth Care (CfDP) has since 2004 worked to create, provide and guarantee professional help through digital media for

vulnerable people. The organisation is a non-profit organisation anchored in the Danish YMCA. The centre runs [Cyberhus.dk](#), which is an online socio-educational club house and online forum and chat counselling service for at-risk children and teens. In December 2008 Cyberhus was ranked among the 5 best European websites for marginalised young people (E-inclusion). [See ENABLE on the CfDP website.](#)

ASSOCIATE PARTNERS

FACEBOOK



Facebook operates as a social networking company worldwide. The company's products include Facebook mobile app and website that enable people to connect, share, discover, and communicate with each other on mobile devices and personal computers. For more information visit: www.facebook.com

VODAFONE



Vodafone is one of the world's largest telecommunications companies and provides a range of services including voice, messaging, data and fixed communications. For more information, please visit: www.vodafone.com



TWITTER



Twitter is a global platform for public self-expression and conversation in real time. It allows users to express themselves and create, distribute, and discover content. More information here: www.twitter.com.

ASK.FM



Ask.fm is the world's largest Q&A social network where more than 180 million members in more than 150 countries connect and engage by asking each other questions. Ask.fm is committed to materially improving the safety and trust of its global Q&A service with significant investment in technology and through appointment of global digital safety leadership. [Learn more here](#).

KASPERSKY LAB

KASPERSKY Lab is one of the world's fastest-growing cybersecurity companies and the largest that is privately-owned. The company is ranked among the world's top four vendors of security solutions for endpoint users (IDC, 2014). Learn more at www.kaspersky.com

2. THE ENABLE STRATEGY, APPROACH AND CALENDAR

STRATEGY AND APPROACH

The ENABLE programme is guided by the results of research and the Social and Emotional aspects of Learning (SEL) movement and features innovative “real-time” implementation and assessment practices using new technologies. Adaptable to national cultural and policy conditions, it is a systemic ecological approach that addresses all layers of the bullying ecology and the underlying mechanisms of bullying. The programme has a competence promotion approach with specific learning objectives based on SEL modules supplemented by components to develop cyber-skills.

ENABLE targets social and emotional skills, focusing on students, parents and teachers to improve relations between and across the groups that constitute the school eco-system. It also embraces the peer support scheme, with its starting point the assessment of the needs of children. Through the Peer Support scheme, ENABLE trains, educates and empowers young people to become Peer Supporters who then actively work to prevent bullying in their learning and leisure environments.

CALENDAR

OCTOBER 2015

- Ambassadors contact schools that will be rolling out programme and talk to senior leader teams at the schools to gain support.



NOVEMBER 2015

- Ambassadors let us know which schools they will be training - 2 per Ambassador
- Schools start planning the lessons in their schedules for Jan



DECEMBER 2015

- Ambassadors and schools work together to plan the lessons in, review lesson plans etc.



MARCH 2016

- Schools are teaching SEL lessons and implementing Peer Support scheme.

- Ambassadors support schools with implementation.



FEBRUARY 2016

- Schools teach SEL lessons.

- Schools train Peer Supporters.

- Schools implement Peer Support scheme.

- Ambassadors support schools with implementation.



JANUARY 2016

Roll the ENABLE programme out to 2 schools each.

- Schools carry out PRE-assessment review.

- Schools select Peer Supporters.

- Schools start to teach SEL lessons.

- Ambassadors support schools with implementation.

APRIL 2016

- Schools are teaching SEL lessons and implementing Peer Support scheme.

- Ambassadors support schools with implementation.

MAY 2016

- Schools carry out POST assessment review.



TO JULY 2016

- Schools share experience with other schools in their community and promote ENABLE.

- Schools take part in project evaluation.



3. MEET THE AMBASSADORS



Mhairi Hill (UK) is the eSafety Coordinator and Deputy Designated Teacher for Child Protection at Ballyclare High School, a Grammar school with approximately 1200 pupils situated in County Antrim, Northern Ireland. Self-respect, respect for others and tolerance of diversity are important aspects of the school ethos.

“We actively encourage our pupils to adopt leadership roles and hope that the ENABLE programme will develop a cohort of pupils skilled in supporting their peers.”



Lisa Fenton (UK) is a history teacher at Ballyclare High School in County Antrim, Northern Ireland. Recently, she has become involved in anti-bullying and e-Safety within school. She promotes life-long learning in a creative and caring environment.

“I hope to be an advocator of the ENABLE programme to empower children and eliminate bullying.”



James Down (UK) is the Specialist Support Team Manager and Child Protection Officer at the Milton Keynes Academy. He is an Anti-Bullying and Online Safety Trainer and Consultant. He supports parents, carers and professionals to promote and ensure the safety and welfare of young people on and offline.

“ENABLE will empower and inspire young people to promote positive wellbeing, by developing resilience within themselves and others.”



Catherine Davies (UK) is the Personal Adviser at Milton Keynes Academy, supporting vulnerable young people in building their resilience and improving their emotional well-being. Anti-Bullying Lead and Co-ordinator of the Academy’s Peer Mentor and Anti-Bullying Ambassador Programme.

“ENABLE will empower students to make positive changes in their schools, creating learning environments in which everyone feels safe, happy and confident.”



Carole Phillips (UK), criminologist, Churchill Fellow 2014, Student Support & Child Protection Officer, Head of Year 7, CEOP Ambassador, PSE educator in secondary high school, specialising in child protection online and offline, particularly bullying.

"Educating students and school staff on how to address bullying is a huge challenge which I am looking forward to".



Carl Casey (UK) is currently Head of Key Stage 3 and an Academic Mentor at a Manchester Secondary School. He has worked in education since 2013, having previously been a leader for several notable international retail companies.

"My hope for ENABLE: to embed a program that will change the way bullying is dealt with within our school and in turn empower our students."



Ann Foxley-Johnson (UK) is a dedicated anti-bullying educator and campaigner. She is leading her anti-bullying education project in Rotherham by delivering to all educational establishments in the area. Campaigning and raising awareness via education about the impact of bullying behaviour is a passion of hers.

"I believe all participants in ENABLE will develop empowered, resilient, confident individuals who can eliminate bullying behaviour in establishments throughout."



Alistair Black (UK) is the behaviour and attendance consultant for Trafford Council. One of his roles is that of Education Officer responsible for anti-bullying. He works with a wide range of primary and secondary schools supporting with policy writing, promoting good practice and developing current strategies.

"I am looking forward to implementing the ENABLE Project as I'm sure the wide range of cross curricular resources contained within the programme will have a positive impact on the young people involved."



Nicki Hewson Betts (UK) works in the behaviour and pastoral department of a secondary school in Rochdale, Greater Manchester.

"I am excited to be taking part in a far-reaching project. Through working in primary and secondary schools, I have seen first-hand how traumatising bullying can be for young people, but also how, when empowered, learners can change not only themselves but also their school environment. I look forward to seeing how this project

helps the young people that I work with every day develop their emotional literacy and their ability to be able to help others."



Ben Forte (UK) is the Director of Learning Commons at Devonport High School for Boys. He is an Ed-technologist always looking for exciting new ways to enhance learning using technology. Ben actively promotes the use of technology in schools has been all over the world doing talks and running workshops to help other schools embrace new technologies.

"I hope that ENABLE will give schools a firm grounding for establishing a solid anti-bullying policy and ethos. I hope with the help of other ENABLE Ambassadors we can reduce and even eliminate bullying!"



Daniel Shahin (UK) is Assistant Director of the Learning Commons & Educational Technologist @ DHSB. He works collaboratively across the whole school to develop learning & the environment across subject areas, real world learning, PSHEE, citizenship and pastoral care.

On ENABLE: "Working with my school and other schools to change their environment & culture, to improve the emotional well-being of students & eliminating bullying within the institutions using Peer Mentors."



Eleni Papamichalaki (Greece) works as a high school teacher in Greece. She holds a Master's Degree in EFL Teaching Methodology, is an accredited trainer for on-line safety, Intra-school violence and bullying. Over the last three years she has led information sessions for students, teachers and parents on relevant issues.

As a member of the ENABLE Team she expects to gain the skills and expertise to foster a new school ethos and culture against bullying through awareness, empowerment and education.



Konstantina Kotsi (Greece) is an EFL teacher and head teacher of the 6th State Primary School of Aghioi Anargyroi in Athens, Greece. She is a board member of the Panhellenic Association of State School Teachers of English and member of the Greek school network against bullying.

Konstantina expects to adapt the ENABLE material to the Greek reality aiming at supporting herself, her colleagues and pupils cope with bullying effectively.



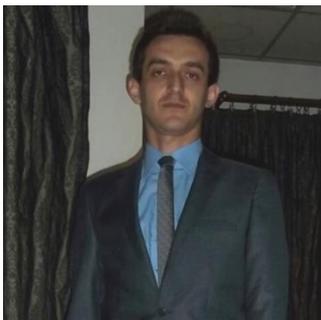
Antoniou Pantelis (Greece) finished his first MA degree in Reading University and his second one in IoE, University of London. He is working as a Primary teacher in a private school in Greece. At this time, Antoniou is also deputy head teacher in his school. He is a member of school's team against bullying and he has worked a lot in this area during the last 4 years.

“From the program I am expecting to help my students to feel secure and to be able to express their feelings. I want to strengthen them and to become able to solve their problems.”



Danijela Lokmer (Croatia) is a teacher of English and Italian language with 15 years of experience with teaching both children and adults. For the last 5 years she has been working with primary and secondary school children and she has given talks at conferences and workshops both in Croatia and abroad.

“I expect ENABLE project to help me understand the problem of bullying and to help children who are victims of bullying. I believe that the project will also improve the school discipline and behaviour of our pupils.”



Danijel Forjan (Croatia) is an ICT teacher in primary school Domovinska zahvalnost in city of Knin, Dalmatia. He is also a website administrator and CARNet (Croatian Academic And Research Network) administrator.

“From ENABLE I expect to implement anti-bullying strategies in different schools. Also to encourage and empower our students to make positive changes for themselves in school, local and wider communities.”



Ellen Stassart (Belgium) has worked as University researcher-lecturer, Deputy Director at the Flemish Government and as Chief Officer at Child Focus. She is currently President of the School Board and Representative in the school community (9 schools), since 8 years active as mother in the parent's association.

Expectations from ENABLE:

- Guide schools to find clear, tailored information for immediate use
- Contribute to a multidisciplinary approach involving schools, experts, parents and children
- Foster an open dialogue about bullying ensuring that parents have a voice and take on responsibility



Bo Hansen (Denmark) has worked as a pedagogue for 20 years, the last 6 years as consultant in youth crime prevention. He works primarily in schools with children and parents, and secondarily as a street worker.

“What I expect from ENABLE: a tool to minimize bullying, based on research and evidence.”



Monica Iorga (Romania) has been working in education as a teacher since 1999. She teaches history and civic education. During the years, she has been involved in many projects for promoting human rights and especially children rights, for increasing and improving the grade of participation of the students at the life of the school and of the community.

“Sharing ENABLE, I can spread values as tolerance, empathy, respect for yourself and for others, non-discrimination, very necessary in our private and public life so that we can have a normal life. So, let’s get ENABLE!”



Emma Grimes (UK) is a Secondary Mathematics teacher in Dyffryn Comprehensive, UK in her fourth year of teaching.

“As an active Form Teacher and aspiring Head of Year I am aware of the effects bullying has on pupils wellbeing and progress. This is the reason I applied to become an ENABLE Ambassador. I am looking forward to passing on the Knowledge gained to ensure bullying is minimised and that future generations are more equipped to deal with and combat any bullying issues that may arise.”



Trine Meyer Nielsen (Denmark) works at a school in Denmark with 370 pupils. She teaches 10 lessons a week in second grade and she is also the coordinator of the department for children who need extra support during their day in school.

Expectations from ENABLE: “I expect that the project will increase the attention about the work we already do about the subject bullying.”

4. Overview of Resources

LESSONS

The ENABLE team is preparing 10 lessons for teachers to use in the classroom. The lessons explore a range of Social and Emotional aspects of Learning (SEL) and the impact that a greater awareness of them may have on bullying. Depending on the lesson being taught these may include: Self Awareness (SelfA), Social Awareness (SocA), Self Management (SelfM), Relationship Management (RelM).

Each lesson has clear learning objectives and a key question, which are intended to be shared with learners at the beginning of each lesson. By the end of the programme students should be able to:

- Understand emotions and how they fit into social and emotional life
- Understand the impact that emotions can have on self and others
- Have a greater understanding on how relationships can be managed

PEER SUPPORT TRAINING RESOURCES

Peer Support schemes are based on the concept of a student body offering support to their peers in some way. Peer Supporters are responsible students, representative of the student population and wanting to make a difference in their school around a particular cause or issue. Peer Supporters commit to receive the necessary training and support to fulfil their role.

10 ENABLE Peer Support sessions have been designed to build on the knowledge students have gained from a 1-day ENABLE Peer Supporter training course. The sessions are intended to provide a progressive structure of simple and fun activities for the Peer Supporters to do each week which will help them make their school a safe and happy environment and give them the skills and knowledge they need in their role.

“MAKING ENABLE WORK” TOOLKIT

The “Making ENABLE Work” national toolkit provides key information about the ENABLE project, its strategy, approach, goals and the partners behind it. It also provides a comprehensive overview of all the above-mentioned resources dedicated to teachers, students and education leaders.

ENABLE REPORT ON BULLYING

The School Bullying Phenomenon and Anti-bullying Programmes: a research review is a comprehensive overview of bullying prepared by For Adolescent Health, Greece, with contributions from all ENABLE partners. Read the full report here: <http://enable.eun.org/report>

5. What ENABLE aims to achieve

The ENABLE project aims to achieve/contribute the following:

1. Interesting lesson ideas for teachers to incorporate social and emotional learning in the school programme
2. Less bullying incidents through improved social and emotional skills of pupils
3. Greater responsibility taken on by pupils in handling minor frictions before they scale up
4. A closer-knit school community, with generally accepted behaviour parameters and more involvement of parents
5. Personal development and certification opportunities for teachers to progress their career



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