Youth and cybercrime – investigating problems finding solutions

Janice Richardson, 18/06/2015
Youth involvement in cybercrime

Their online activities

- Publishing - 16%
- Shopping - 22.6%
- Interaction - 34%
- Downloading 32.4%

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

- Standardized Units
- Not Involved in Bullying
- Bully Only
- Victim Only
- Bully-Victim

Outcomes: Health, Risky or Illegal Behavior, Wealth, Social
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
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

- Vodafone
- Facebook
- Twitter
- ask.fm
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 to become a pilot class to work with our digital diaries or pilot test social and emotional learning resources.
MARCH 2015

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

Register for the final ENABLE conference and meet the international Think Tank who have accompanied ENABLE.
MARCH 2016

Building resilience through development of 21st century literacy skills.
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