Social and emotional competence of pupils in inclusive classes in Croatia

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Social and emotional competence of pupils is one of the indicator of inclusion quality

Belonging, safety, trust, closeness

Sense of self-worth, acceptance

Creating positive social and emotional atmosphere in the classroom

Creating a positive school environment that provides all pupils with a feeling of acceptance and belonging, encourages friendship and mutual understanding is one of the key features of inclusion quality.

SELF-MANAGEMENT
Managing emotions and behaviors to achieve one's goals

SELF-AWARENESS
Recognizing one's emotions and values as well as one's strengths and challenges

SOCIAL AWARENESS
Showing understanding and empathy for others

Social & Emotional Learning

RESPONSIBLE DECISION-MAKING
Making ethical, constructive choices about personal and social behavior

RELATIONSHIP SKILLS
Forming positive relationships, working in teams, dealing effectively with conflict

The research is focused on three social and emotional competencies:

Self-management

The ability to successfully regulate one's emotions, thoughts, and behaviors in different situations — effectively managing stress, controlling impulses, and motivating oneself. The ability to set and work toward personal and academic goals.

- Impulse control
- Stress management
- Self-discipline
- Self-motivation
- Goal-setting
- Organizational skills

Social awareness

The ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. The ability to understand social and ethical norms for behavior and to recognize family, school, and community resources and supports.

- Perspective-taking
- Empathy
- Appreciating diversity
- Respect for others

Relationship skills

The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. The ability to communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed.

- Communication
- Social engagement
- Relationship-building
- Teamwork

Differences between high quality inclusive classrooms and low quality inclusive classrooms in Croatia
QUANTITATIVE AND QUALITATIVE DATA

High quality inclusive classrooms	Low quality inclusive classrooms
✓ **excellent level of readiness** of schools to accept children with disabilities ✓ **good to excellent** material conditions ✓ **larger number of experts** in a school team ✓ **teachers are more satisfied** with the support received from experts ✓ **teachers are more satisfied** with their work environment and consider it as inspirational ✓ **larger number of teachers** are included in additional trainings ✓ **teachers provide** more individualizations ✓ **communication with parents** is mostly demanding, but manageable ✓ **the acceptance** of children with disabilities by peers ✓ **the acceptance** of pupils who have **other cultural and linguistic affiliations** ✓ **teachers provide** social and emotional support to pupils	✓ **good to very good level** of readiness of schools to accept children with disabilities ✓ **smaller number of experts** in a school team ✓ **insufficient** didactic materials and spatial conditions for work ✓ **lack of trainings** in different methods of teaching and adjustments ✓ **SENCO give their support** when the IEP is developed ✓ **parents do not accept** their children's disabilities ✓ **parents are not sufficiently engaged** in cooperation with teachers **or are overly engaged** and exert pressure

Aim

- To explore differences in social and emotional competence between students in high- and poor-quality inclusive primary classes.

- The study is part of the project:
- *Evidence Based Education: European Strategic Model for School Inclusion (EBE EUSMOSI)*
- *coordinator: prof. Annalisa Morganti, University of Perugia, Italy*

SAMPLE

- From initial sample (N= 120) of inclusive classes we have selected highest and lowest inclusive quality classrooms/schools (N=22)

- Selection criteria: high/poor results on the *Rating scale for the quality of inclusive processes promoted by schools* in March 2016.

- accept participation:
  - 17 teachers of 3rd grade
  - 304 pupils, 3rd graders, 8-9 years old
    - 270 typical pupils
    - 34 pupils with disabilities

Pupils with disabilities	
	Frequency
Learning disability	3
Reading disability	11
Writing disability	2
ADHD	9
Dyscalculia	1
ID	2
Motoric impairment	2
PSA	1
Visual impairment	2
Hearing impairment	1
Conduct disorder	1
Speech and language disorder	4
Mixed conduct and emotional disorder	1

EUSMOSI

Erasmus+

Measuring instruments

- The second version of the *Rating scale for the quality of inclusive processes promoted by schools*
  - 40 items concerning inclusiveness at the school level and inclusiveness at the classroom level
  - 6 objective indicators for inclusion quality in Croatia

Child's self-estimation of social and emotional skills:

- **Questionnaire on child's tolerance** (Cvitković, Wagner Jakab, 2008) self estimation of appreciating diversity and respect for others - other children's behavior and appearance Social awareness

- **Contentment with peer relations at school** (Žic, 2001) – self estimation of closeness and belonging to peers community of the class - Relationship skills
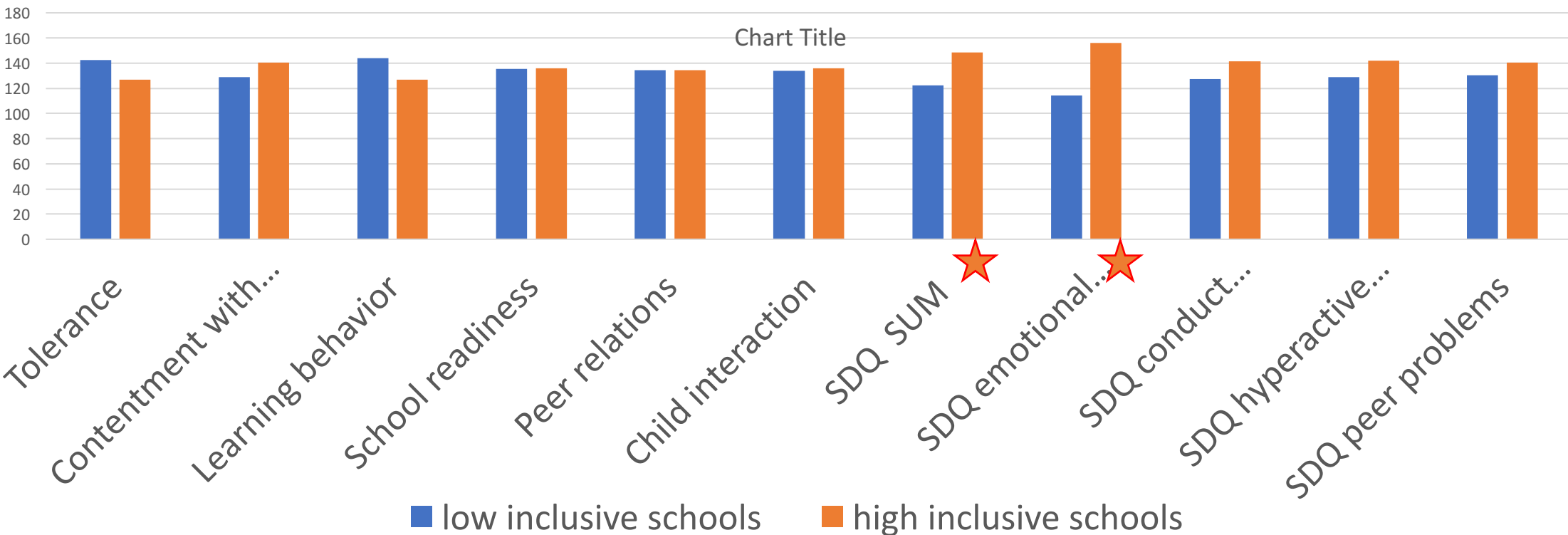
Teachers' estimation

- **Learning Behaviour Scale** (LBS) (Bierman, Domitrovich et al., 2008) assessing attitude toward school work, motivation, attention (self-management skills).
  - The higher score indicated more competent learning behaviour.

- **School Readiness Questionnaire**, adapted version from the Head Start REDI Programme (Bierman, Domitrovich et al., 2008) reflected self-regulation, compliance, learning motivation and involvement (self-management skills).
  - The higher score indicated better learning engagement.

- **Peer Relations Questionnaire**, adapted version from the Child's Behaviour Scale (Ladd & Profiler, 1996) assessing children's acceptance and exclusion by peers (relationship skills).
  - The higher score indicated worse acceptance by the peers.

Erasmus+

Teachers' estimation:

- **Child Interaction Scale** (Crick & Grotpeter, 1995; Crick, 1996) was used to assess relational aggression.

  - Sample items were 'This child spreads rumors or gossip about some peers.' and 'When mad at a peer, this child ignores the peer or stops talking to the peer.'

  - The higher score indicated poorer interaction.

- **The Strengths and Difficulties Questionnaire** (SDQ; Goodman et al., 2010) is a behavioural screening questionnaire for estimation of self-management (impulse control, stress management, self discipline), and relationship skills

  - The version with 20 items was used, including five item subscales: Emotional symptoms; Conduct problems; Hyperactive Impulsive; Peer problems.

  - The higher score indicated the stronger presence of a behavioural problem.

Differences in social and emotional competence between highly and poorly inclusive schools - **typical children (N=268)**(Mann Whitney U test)

Chart Title

low inclusive schools   high inclusive schools

Categories (x-axis): Tolerance, Contentment with…, Learning behavior, School readiness, Peer relations, Child interaction, SDQ SUM, SDQ emotional…, SDQ conduct…, SDQ hyperactive…, SDQ peer problems

Teacher estimated that pupils in high inclusive classes have more emotional problems such as (headaches, worried, unhappy, fears, low self-confidence)

Typical girls in high and low inclusive classes
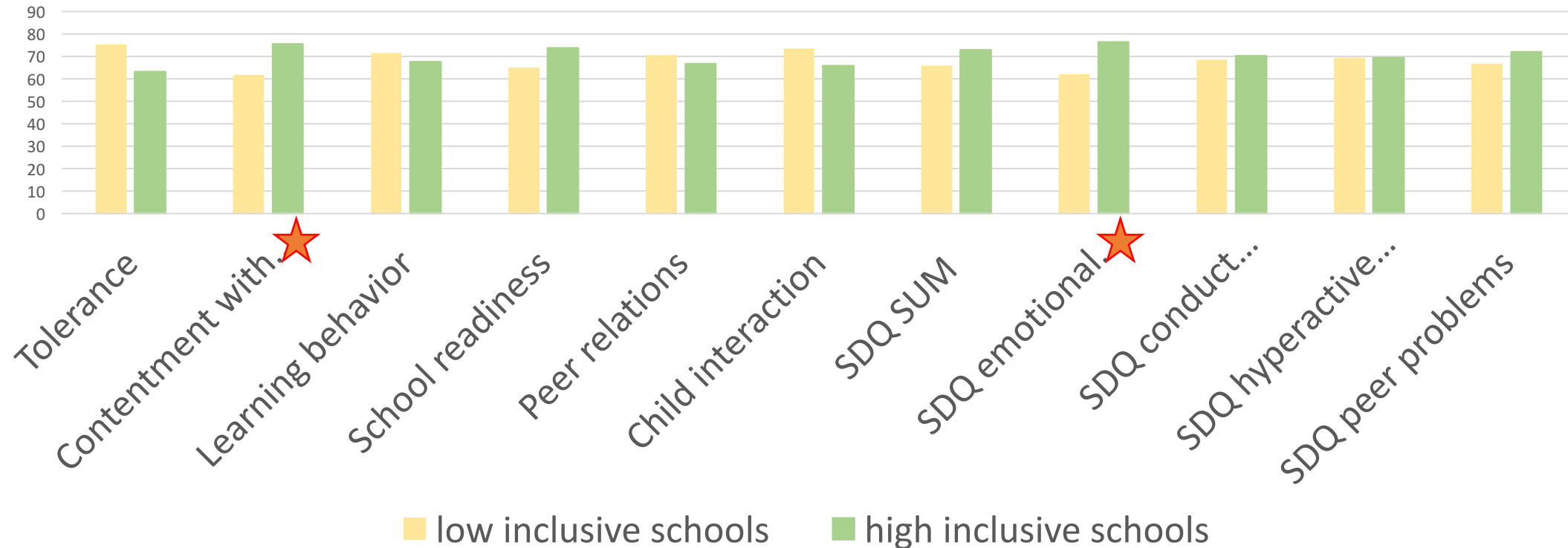
Girls in high inclusive classes are more contentment with peers relations (belonging, closeness) at school than girls in low inclusive classes.

Their teachers estimate that they have more emotional symptoms (headaches, worries, unhappy, fears, low self-confidence) than girls in low inclusion classes.

Typical boys in high and low inclusive classes
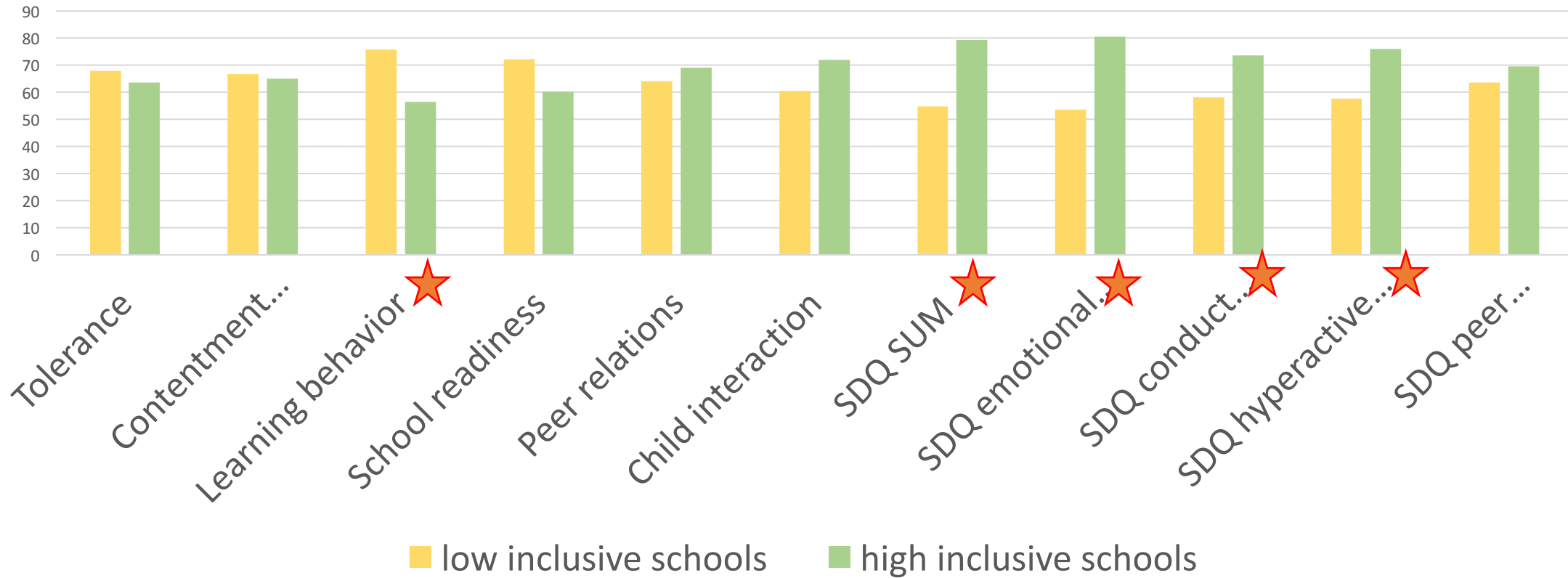
Teachers estimated that typical boys in high inclusive classes have more problems in **learning** (attention, motivation, impulsivity) **social** (lie, steal) and **emotional** (headaches, worried, unhappy, fears, low self-confidence) behavior than boys in low inclusive classes.

No significant differences in social and emotional competence between high and low inclusive classrooms - **children with disability (N=34)** (Mann Whitney U test)
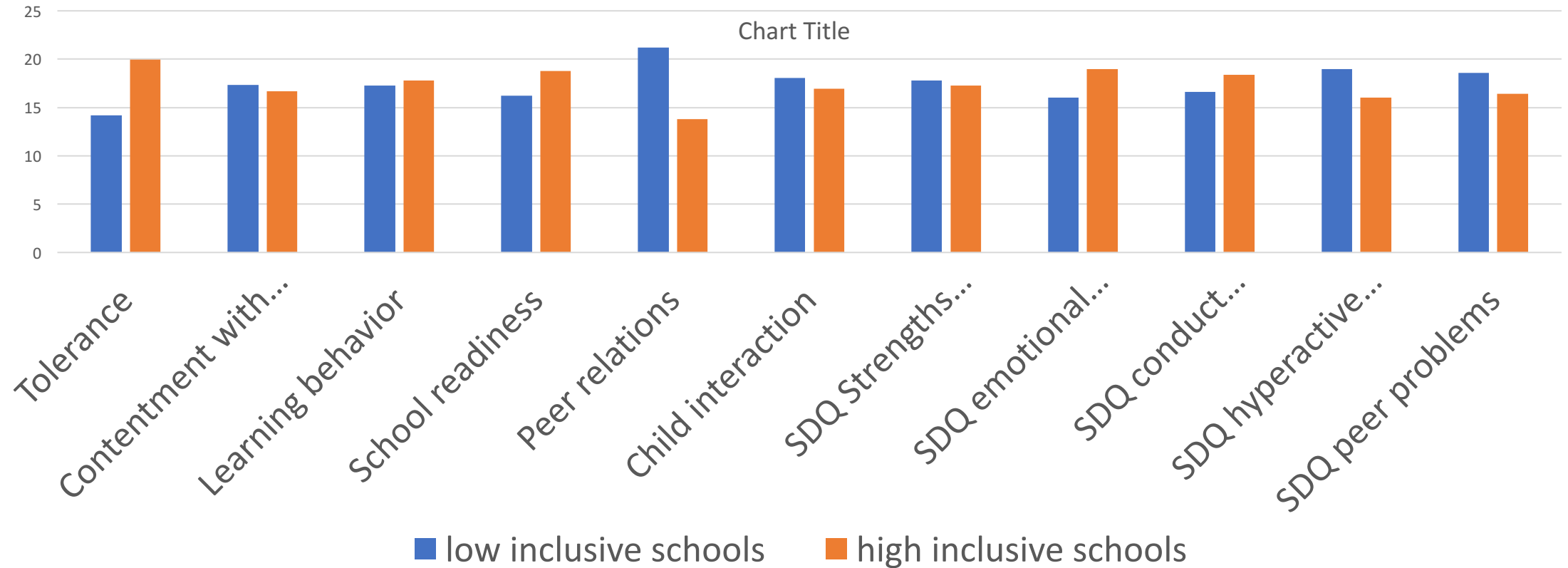
Differences between children with disabilities (N=17) and typical children(N= 135) in **LOW INCLUSIVE** schools
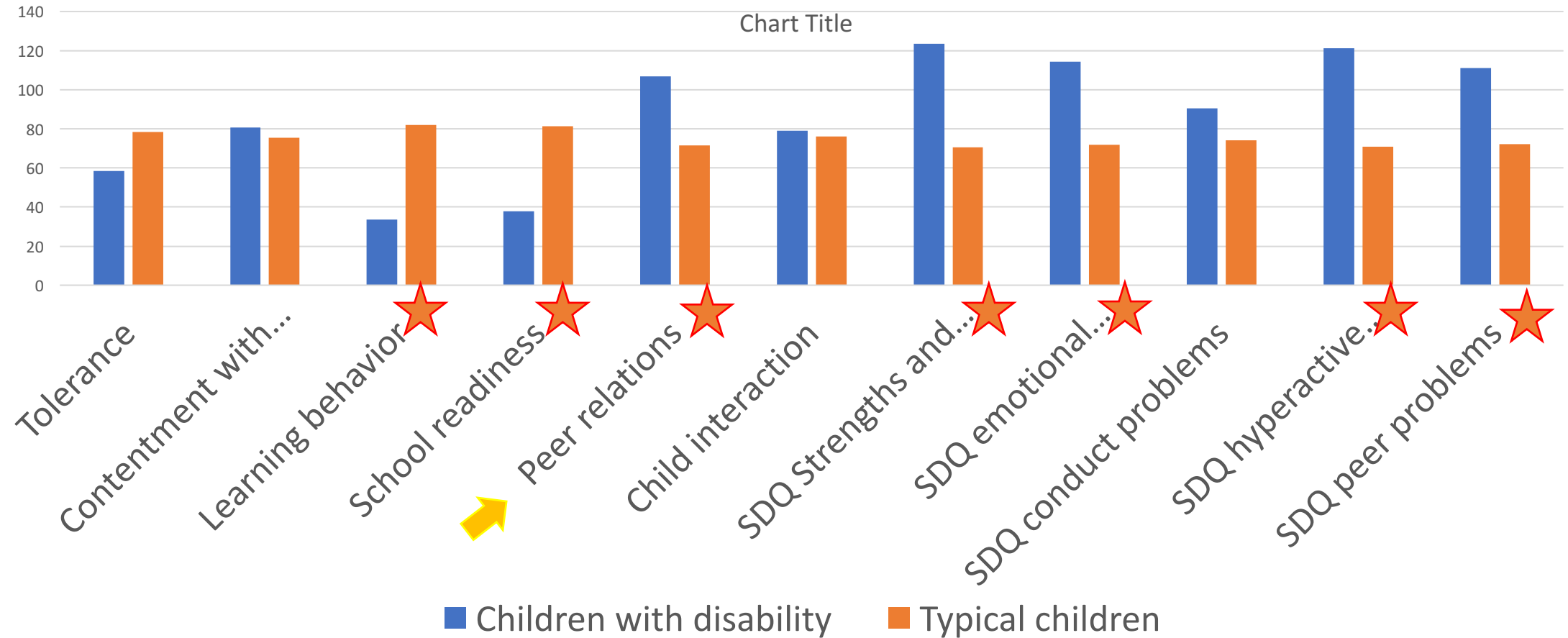
Teachers estimate that children with disability have statistically less developed self-management and relationship skills than typical children.
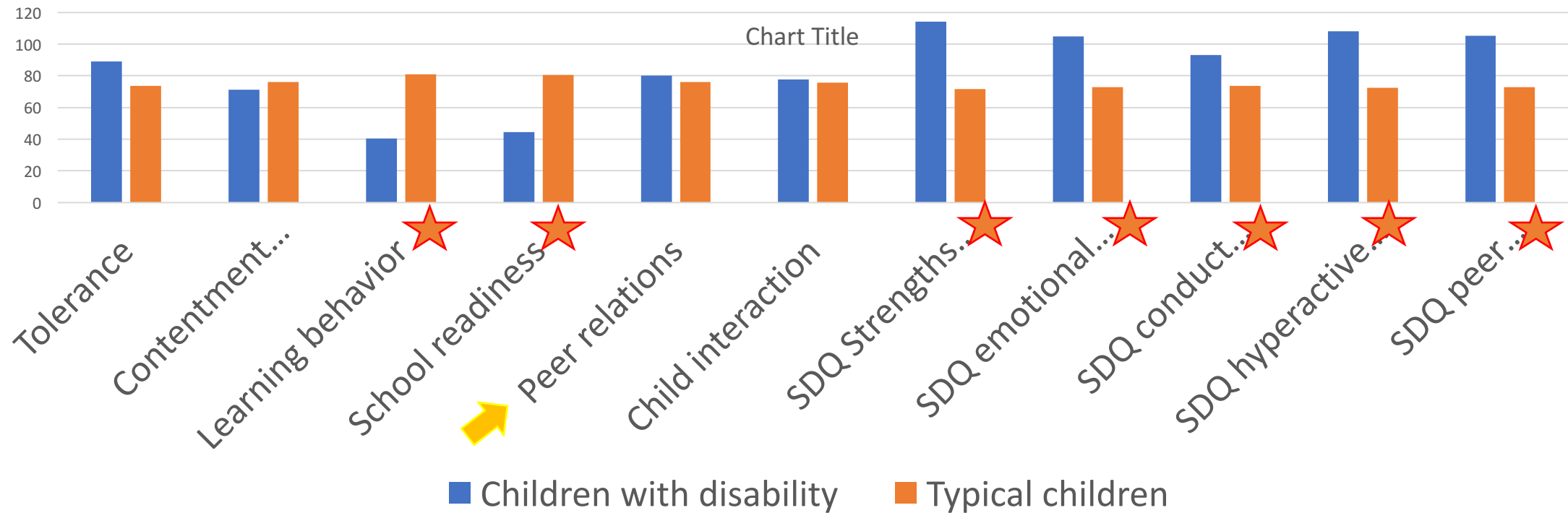
Differences between children with disabilities (N=17) and typical children (N=135) in **HIGHLY INCLUSIVE** schools

According to teacher estimations there is now differences between children with disability and typical children in peer relations (acceptance by peers).

Conclusion

- Development of social and emotional competence of pupils should be more in the focus of the school activities.

- Girls in high inclusive quality classes estimate better relationship skills- regarding filing of togetherness, closeness and belonging.

- Teacher estimate more problems in learning, social and emotional behavior for boys in high quality inclusive classes than boys in low inclusive classes

- In highly inclusive schools teachers are probably more sensitive, so they better perceive pupils' problems in regulation of emotions, thoughts, and behaviors in different situations. They have stressed out that they provide social and emotional support to their students.

- Children with disabilities are better accepted by peers in high inclusive classes – it has been also emphasized by teachers from high quality inclusive classes in qualitative analyses.

- There are many differences between children with disabilities and typical children – we still have a lot to do regarding inclusion quality.
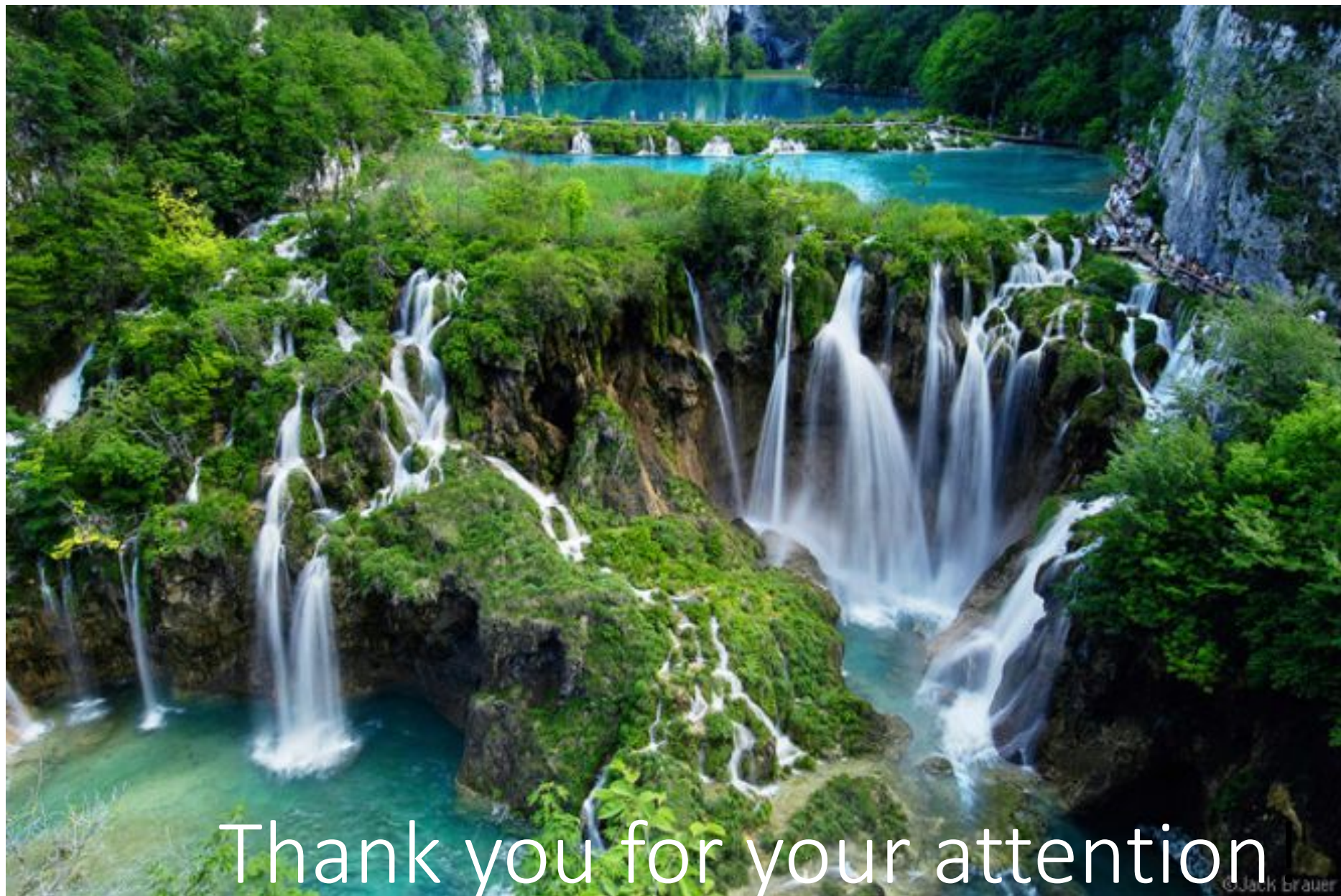
Thank you for your attention

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Slide 1

6th ENSEC Conference

Theme: DiVerSiTy

7–8 June 2017 | Stockholm, Sweden

Measuring and empowering Meta-Emotional Intelligence in adolescents
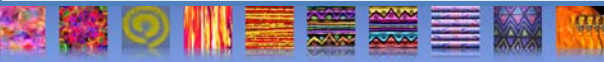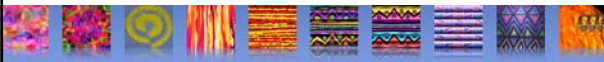
Antonella D'Amico

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MetaINTELLIGENZE CENTRO STUDI INTERNAZIONALE / ONLUS

Slide 2

Measuring MetaEmotional Intelligence:

IE-ACCME

The IE-ACCME test

Slide 3

Measuring Emotional Intelligence: the background

Models and assessment tools of EI differ greatly:

ABILITY MODELS → Mayer and Salovey (1997) define EI as a set of cognitive skills measurable using performance tests such as the MSCEIT (Mayer, Salovey,& Caruso Emotional Intelligence Test, 2002)

TRAIT OR MIXED MODELS → Other theoretical proposals (Bar-On, 1997; Goleman, 1995; Petrides & Furnham, 2003) consider EI to be a combination of traits, competencies and acquired skills measurable using self-report methodologies.

Slide 4

Measuring Emotional Intelligence: the background

WHICH TEST?

- Validation studies demonstrate that both performance tests and self-report scales own good reliability and construct validity.

- However there are many problems of convergent validity of EI tests, since individuals' scores in performance and self-report tests are often poorly or not at all related (i.e. Brackett & Mayer, 2003; O'Connor & Little, 2003).

- Similarly, there are problems with predictive validity: Zeidner, Shani-Zinovich, Matthews, and Roberts (2005) demonstrated that individual differences in EI, and ultimately the predictive validity of the construct, depend on the test you use.

Slide 5

Measuring Emotional Intelligence: the background

WHY CHOOSE ONE IF YOU MAY HAVE BOTH?

The best way for measuring an Intelligence is to measure it as an ability, using performance test

but
psychologists are also interested in knowing self perception of people about their own emotional skills

moreover
we should understand if differences among ability tests and self report scale depends on the different methodology used, or on the different underlying theoretical model.

Slide 6

The IE-ACCME test

IE-ACCME

- For these reasons, I realised the Italian test IE-ACCME (Intelligenza Emotiva: Abilità, Credenze e Concetto di sé Meta-Emotivo, D'Amico, 2013)

- It was developed on the basis of the four branches model of emotional intelligence by Mayer & Salovey's model (1997)

- It includes both self-report and performance measures.

- It is addressed to people from 10 to 18 years of age.

The IE-ACCME test

COGNITIVE DIMENSIONS

BELIEFS ABOUT EMOTIONS	SELF CONCEPT ABOUT EMOTIONS	ABILITY TEST	SELF EVALUATION OF PERFORMANCE
Perception Facilitation Comprehension Management	Perception Facilitation Comprehension Management	Perception Facilitation Comprehension Management	Perception Facilitation Comprehension Management

METACOGNITIVE DIMENSIONS
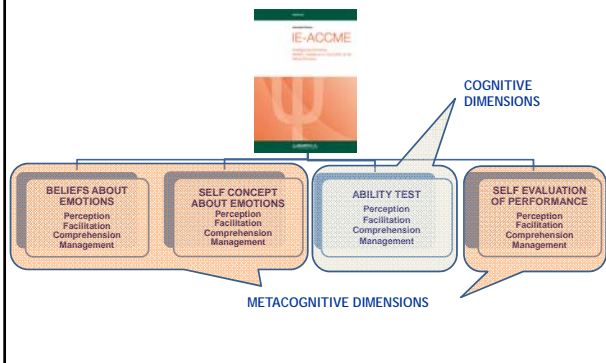
BELIEFS ABOUT EMOTIONS (CE SCALE)

It includes 16 items exploring individuals' beliefs about emotions, i.e. about their role in perception or in facilitating thought or about the human abilities of understanding and managing emotions in daily life.

- *Only positive emotions help to cope with the life.*
- *Evaluating the situations, it is possible to find the best way of behaving with others.*

5 POINTS LIKERT SCALE

SELF-CONCEPT ABOUT EMOTIONS (CME SCALE)

It includes 20 items exploring individuals' self-perception about their own skills in the recognition of emotion in faces and pictures, in the use of emotion in thinking, in the understanding of emotional lexicon and emotional transformation, and in the management of emotional problem solving situations.

- *If I have to cope with difficult tasks, I know which emotions could help me.*
- *I'm able to identify the emotions that derive from particular phyisical sensations.*

5 POINTS LIKERT SCALE

EMOTIONAL ABILITIES (AE SCALE)

The scale, inspired by the *Salovey, Mayer and Caruso Emotional Intelligence Test* (2002) includes 8 tasks requiring individuals to identify emotions in faces and pictures, to match physical sensations to emotional states, to understand emotions, and to manage intra-personal and inter-personal problem solving situations.

Scoring options:
- **General Consensus score (1123 Italian adolescents, 10-19 years of age)**
- **Expert Consensus score (40 Italian psychologists, researcher and clinicians)**

PERCEPTION (Faces and Pictures)
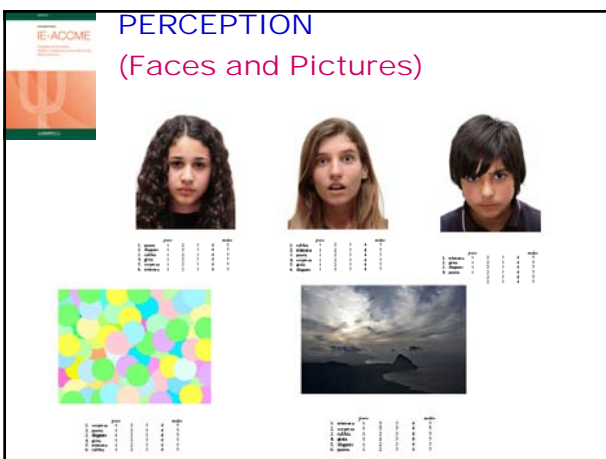
FACILITATION

USE (FU)

Please indicate which one, among the following positive and negative emotions, may help you in coping with a very difficult scholastic task:

Happiness	Fear	Excitement	Surprise	Anger	Anticipation

SENSATIONS (FS)

Please indicate which emotion you could associate to each of the following physical sensations.

COLD:

Anger	Disgust	Fear	Sadness	Anticipation	Excitement

UNDERSTANDING

TRASFORMATIONS (CT)

You have just shared your personal affairs with your best friend, you are very confident in him.

Happiness	Excitement	Sursprise	Fear	Anticipation

You have known that your friend told to others your personal affairs.
Which emotions do you feel now?

Anger	Sadness	Surprise	Disgust	Fear

BLENDING (CM)

The *SHAME* is a mixture of:

Sadness	Surprise	Anger	Excitement	Disgust	Fear

MANAGEMENT

PERSONAL (GP)

Sometimes you think that your aspect may not please others. Your friends seem more handsome than you.

INTER– PERSONAL (GI)

Your parents keep you from attending to a party that you care for. You may understand their reasons but you are very angry with them. They must understand that they cannot limit your freedom.

For both tests, two answers have to be provided:

SELF REPORTED BEHAVIOR:
- In a similar situation, _what do you usually do?_

DECLARATIVE KNOWLEDGE:
- In a similar situation, _what do you retain should be done?_

The IE-ACCME test structural validity

CONFERMATIVE FACTORIAL ANALYSES	GFI	AGFI	CFI	NFI	RMSEA
Beliefs about emotions	1.00	1.00	1.000	.999	.001
Self Concept about Emotions	.998	.990	.979	.962	.033
Emotional Abilities	.930	.923	.942	.854	.023

EMOTIONAL INTELLIGENCE

- PERCEPTION — FACES, IMMAGINES
- FACILITATION — USE, SENSATIONS
- UNDERSTANDING — BLENDS, CHANGES
- MANAGEMENT — PERSONAL, INTER-PERSONAL

IE-ACCME TEST: SCALES' RELIABILITY

RELIABILITY	Test-retest			Cronbach alpha
	BELIEFS ABOUT EMOTIONS	SELF CONCEPT ABOUT EMOTIONS	EMOTIONAL ABILITIES	EMOTIONAL ABILITIES
Perception (faces)	.14	.58**	.58**	.83
Perception (immages)	.39**	.59**	.32**	.80
Facilitation (sensations)	.52**	.66**	.46**	.74
Facilitation (use)	.52**	.57**	.46**	.47
Understanding (blends)	.70**	.61**	.12**	.84
Understanding (changes)	.60**	.40**	.31**	.40
Personal management	.53**	.55*	.62**	.48
Inter-personal management	.08	.49**	.48**	.77

IE-ACCME TEST: INTERCORRELATIOS AMONG SCALES

EMOTIONAL ABILITY TEST	SELF EVALUATION OF PERFORMANCE	BELIEFS ABOUT EMOTIONS	SELF-CONCEPT ABOUT EMOTIONS
Perception (faces)	ns	.08*	.08*
Perception (immages)	.14**	.01	ns
Facilitation (sensations)	.06*	.03	ns
Facilitation (use)	ns	.07*	ns
Understanding (blends)	ns	.05	ns
Understanding (changes)	.13**	.10*	ns
Personal management	.18**	.12*	-.11**
Inter-personal management	.31**	.16*	.08*

IE-ACCME TEST: RELATIONSHIP WITH AGE

	Beliefs about Emotions	Self Concept about Emotions	Emotional Abilities	Self evalutation of performance
Perception (faces)	-.12**	-.09*	ns	-.15**
Perception (immages)	ns	-.08*	ns	-.19**
Facilitation (sensations)	.23**	ns	ns	-.12**
Facilitation (use)	.28	-.06*	ns	ns
Comprehension (blends)	ns	.07*	.12**	-.07*
Comprehension (changes)	-.13**	-.13**	ns	-.12**
Personal management	-.11**	.08*	ns	-.08**
Inter-personal management	ns	ns	.13**	-.14**
Personal management DO			ns	
Inter-Personal management DO			.17**	
Personal management DO/cons			-.15**	
Inter-Personal management DO/cons			ns	

Slide 1

IE-ACCME TEST:
GENDER DIFFERENCES

	Beliefs about Emotions	Self Concept about Emotions	Emotional Abilities	Self evalutation of performance
Perception (faces)	F	F	F	ns
Perception (immages)	ns	F	F	ns
Facilitation (sensations)	F	ns	F	F
Facilitation (use)	F	M	F	ns
Comprehension (blends)	F	M	ns	ns
Comprehension (changes)	ns	M	F	F
Personal management	ns	M	F	ns
Inter-personal management	ns	ns	F	F
• **Personal management** DO			F	
• **Inter-Personal management** DO			F	
• **Personal management** DO/consensus			F	
• **Inter-Personal management** DO/cons.			F	

Slide 2

IE-ACCME PROFILES

Beliefs	111
Emotional Self Concept	79
Ability	135
Self evaluation of performance	111

Maria

14 years old girl

She shows a non homogeneous profile in IE-ACCME scores.
- scores in the beliefs' scale are very high
- emotional self concept is very low
- score in the ability test are very high
- self-evaluation of performance is adequate

General
This profile indicates a **discrepancy among performance at abilty test and perceived emotional abilities in everyday life.** It is quite usual in females.

Restitution
Please reflect on your scores: which is the origin of discrepancy among profiles?
❖ Low metacognition or underestimation of your abilities?
❖ Low levels of emotional self concept, self esteem, or emotional self efficacy?
❖ Low confidence in your ability to manage actions and emotions? (ansiety, anger, impulsivity). What else?)

Slide 3

IE-ACCME PROFILES

Beliefs	65
Emotional Self Concept	116
Ability	65
Self evaluation of performance	94

Paolo

14 years old boy

He shows a dis-homogeneous profile in IE-ACCME's scores.
- very low scores in beliefs' scale
- very high self-concept scores
- very low scores in the ability test
- performance in ability test is overestimated

General
The principal problem is probably the **low metacognitive level about emotions**: misconceptions about emotions and difficulties in processing emotional information is not accompanied by a good level of self awareness.

Restitution
❖ Which is the origin of your beliefs about emotions? (i.e.: Do you really think that the emotions are not correlated to physical sensations? Why?)
❖ You think to have high abilities in managing emotions. Could you tell me some situations in which your abilities have been usefully used? Are you able to read emotions in people's faces?

Slide 4

The IE-ACCME test:
from Emotional intelligence to MetaEmotional Intelligence

• Thus, times are ready for going beyond the concept of emotional intelligence and propose a more extensive and inclusive concept, defined here as meta-emotional intelligence.

• Meta-emotional intelligence, is intended as a multidimensional construct that arises from individuals' beliefs and experiences about emotions, self-concept about emotional abilities, emotional performance and self-evaluation of performances.

Big discrepancies among perceived abilities and actual emotional abilities, reveal low MetaEmotional Intelligence

Slide 5

Improving MetaEmotional Intelligence
The method MetaEmozioni

MetaEMOZIONI

Slide 6

MetaEMOZIONI
The aims

MetaEmotion is an original psycho-educational based on the four branches Mayer & Salovey's model (Perception, Facilitation, Understanding, Management)

It is aimed at developing Meta-Emotional Intelligence

During the training, IE-ACCME scores of adolescents are used in order to guide them to reflect about theirs beliefs and experiences about emotions, their emotional self-concept and their emotional abilities.

Then, adolescents are involved in a series of experiences and exercises aimed at improve their ability and to find way to overcome their difficulties in particular areas of emotional intelligence.

MetaEMOZIONI
The steps

- Assessment of emotional beliefs, self concept and abilities
- Self-monitoring of emotional state
- Activities for improving emotional and metaemotional abilities
- Final metaemotional balance of competence

MetaEMOZIONI
The testing phase

1: Assessment

IE-ACCME

Beliefs	111
Emotional Self Concept	79
Ability	135
Self evaluation of..	111

- **High discrepancies among scales reflect low Meta-emotional Intelligence**

MetaEMOZIONI
The treatment phases

TESTING AREA (Beliefs, Emotional Self-Concept, Abilities, Self-evaluation of performance)	INTERVENTION AREA
Face Perception	Face recognition and non verbal expression of emotions area (face, gestures, aptic)
Image Perception Sensations	Affective Synaesthesia area (colors, shapes, sounds and music, taste, smell, touch, multisensorial integration)
Blends Change	Emotion undersanding area (semantic- lexical level; experiential level, situational level).
Personal Management Interpersonal Management Using emotions	Emotion regulation area (coping styles, thinking styles, perspective taking, consensus analises, assertive style, generatin emotion for facilitating thought)

GRAZIE!

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Närhälsan

Effective components of two social learning models for promoting resilience and social and emotional development in children

VÄSTRA GÖTALANDSREGIONEN

Disposition

- Mental Health – Problem Behavior

- Theoretical Foundation

- The Models – Family Check-up and PALS/PBIS

- Examples of Core Components

- Exercises

What are mental health problems?

Mental symptoms/mental suffering that interferes with:

- emotional well being
- optimal development
- participation in daily activities
- Relationship quality

VÄSTRA
GÖTALANDSREGIONEN
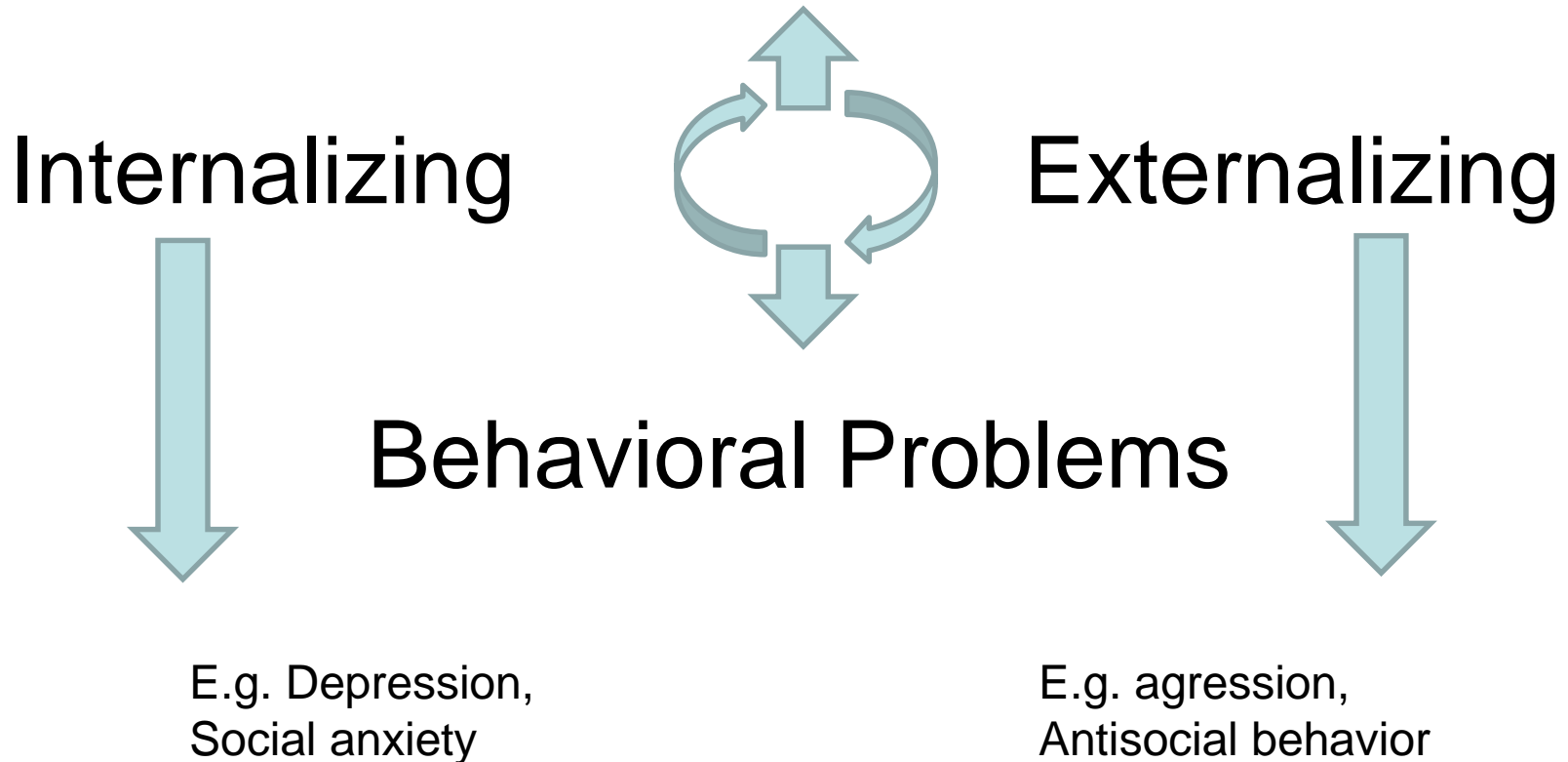
The Cascade Model
Developmental outcomes of early problem behavior and family management as a countervailing force

Närhälsan

Academic deficits, peer rejection, early peer clustering

Early Childhood
Defiance, Poor Self-Regulation

School failure, deviant peer clustering and contagion

Childhood
Reactive and Proactive Antisocial Behavior

Adolescence
Drug Use, Sexual Promisculty, Serious Problem Behaviors

**Family Management, Support, Structuring
And Monitoring Peer Environments**

Dishion et al., 2016).

VÄSTRA GÖTALANDSREGIONEN

Theoretical Foundation

- Developmental ecological theory (Bronfenbrenner; Gabarino), Social Learning Theory (G.Patterson)

- Evidence based family management training:
  - PMTO (Parent Management Training, University of Oregon)

- Social Control Theory (Hirschi) and Attachment Theory

- Evidence based practice:
  - PBIS (Positive Behavior Intervention and Support, University of Oregon)

VÄSTRA GÖTALANDSREGIONEN

Ecology of Children's Behavioral Health and Well-being
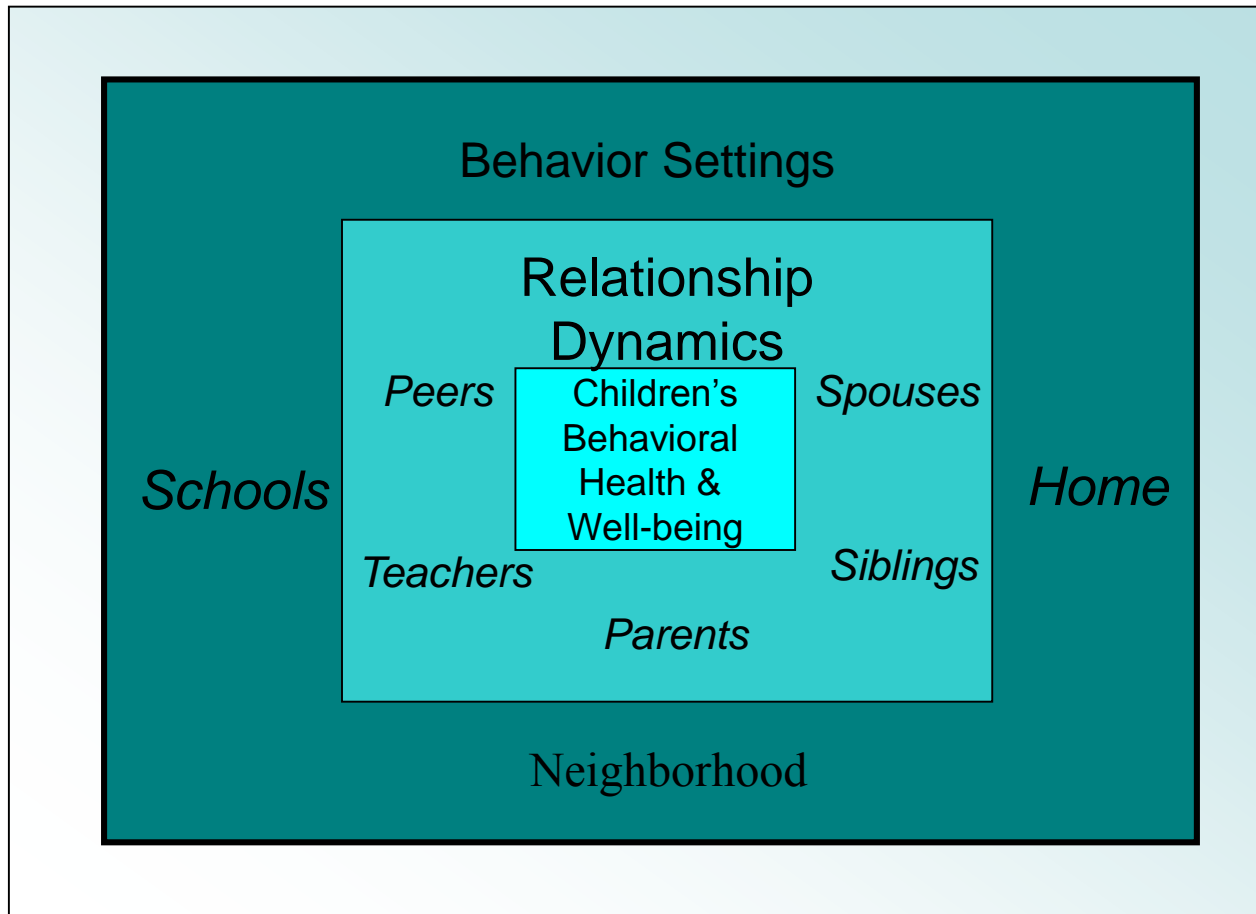
Contextual sensitivity

Social maladjustment and emotional suffering can vary between contexts. Information from multiple sources.

Youth with challanges in all contexts = high risk group.

Närhälsan

The Coercive Cycle

Parent/Teacher withdraws, escalates

Child escalates

Parent/Teacher reacts emotionally
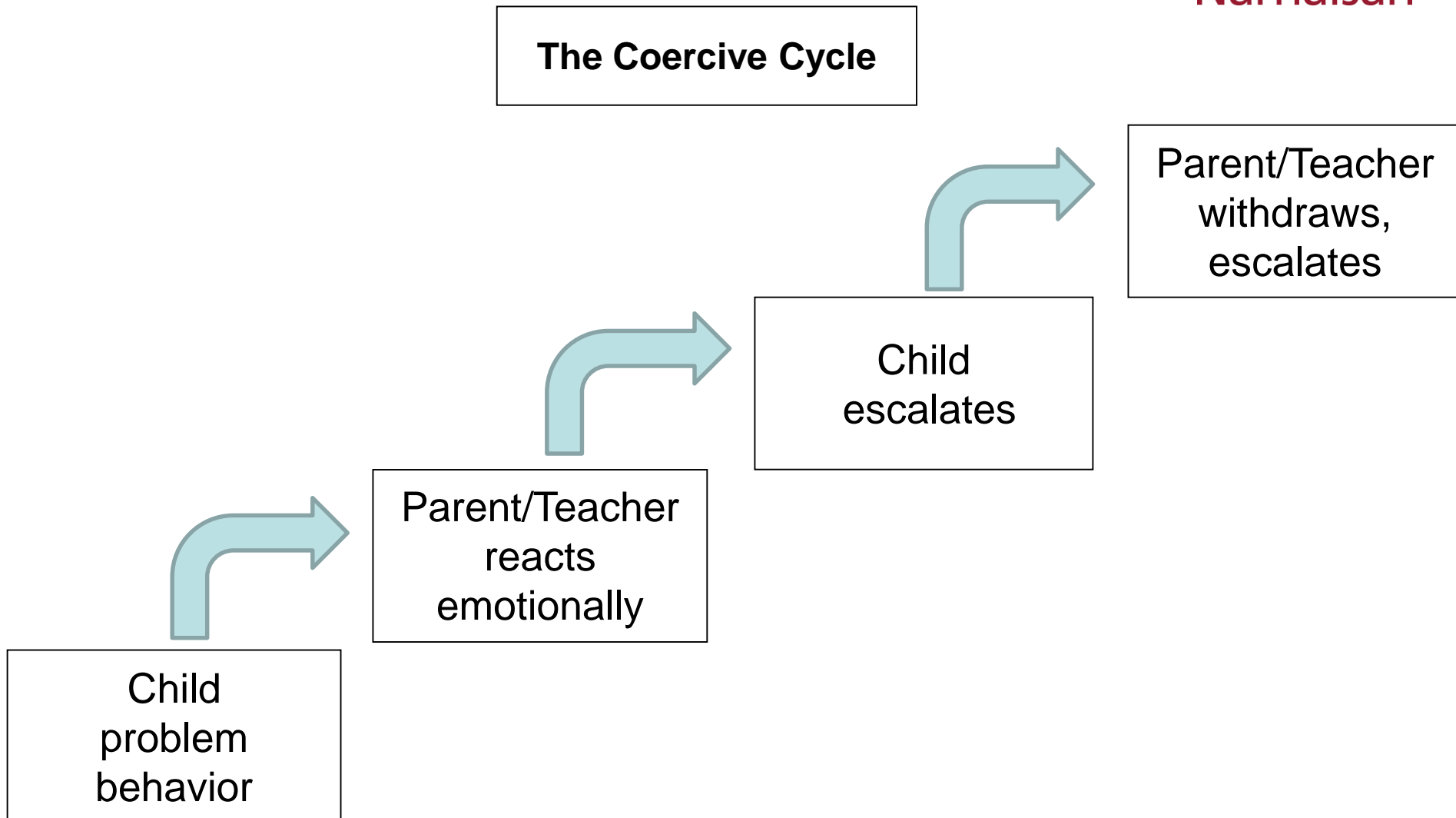
Child problem behavior

Patterson, 1982

Managing behavior
Breaking the cycle

Learning new strategies
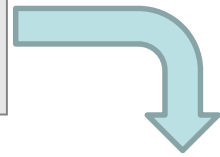
Parent/Teacher responds differently

Child problem behavior

Child de-escalation or reduction
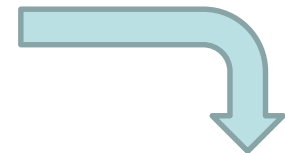
Parent/Teacher stays engaged

Patterson, 1982

VÄSTRA GÖTALANDSREGIONEN

Family Check-up

PALS/PBIS
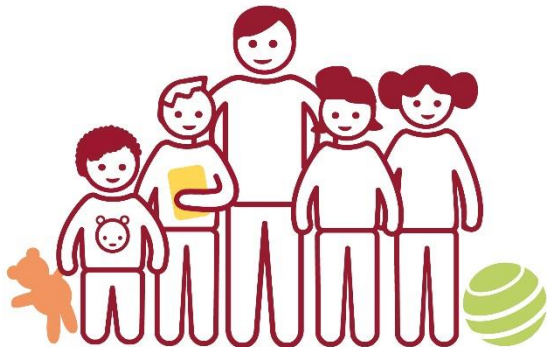
Family interventions EPC

School interventions

VÄSTRA GÖTALANDSREGIONEN

Family Check-up - overview

Menu:

Family Check-up :

Initial contact ➡ **Family Assessment** ➡ **Feedback session**
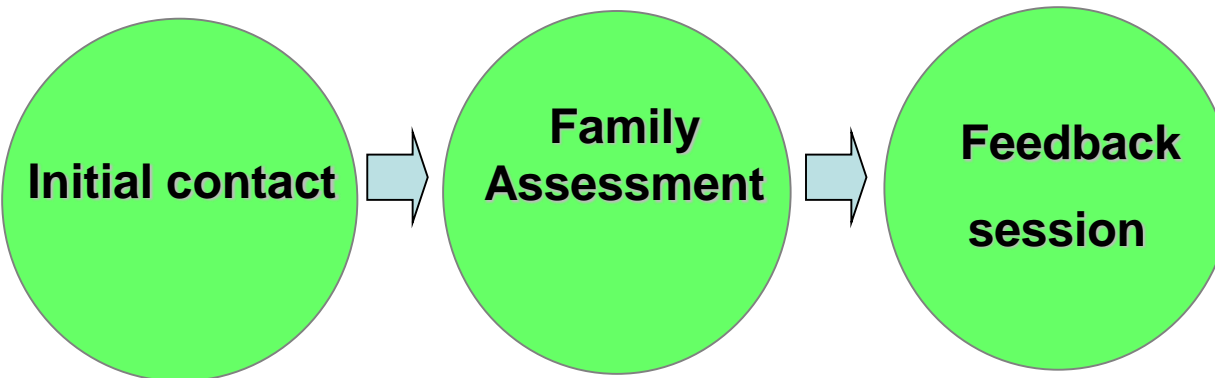
Everyday Parenting Curriculum - Family management training

Individual parenting sessions tailored to meet family goals

Continue practicing on their own.

Other relevant interventions for the family

VÄSTRA GÖTALANDSREGIONEN
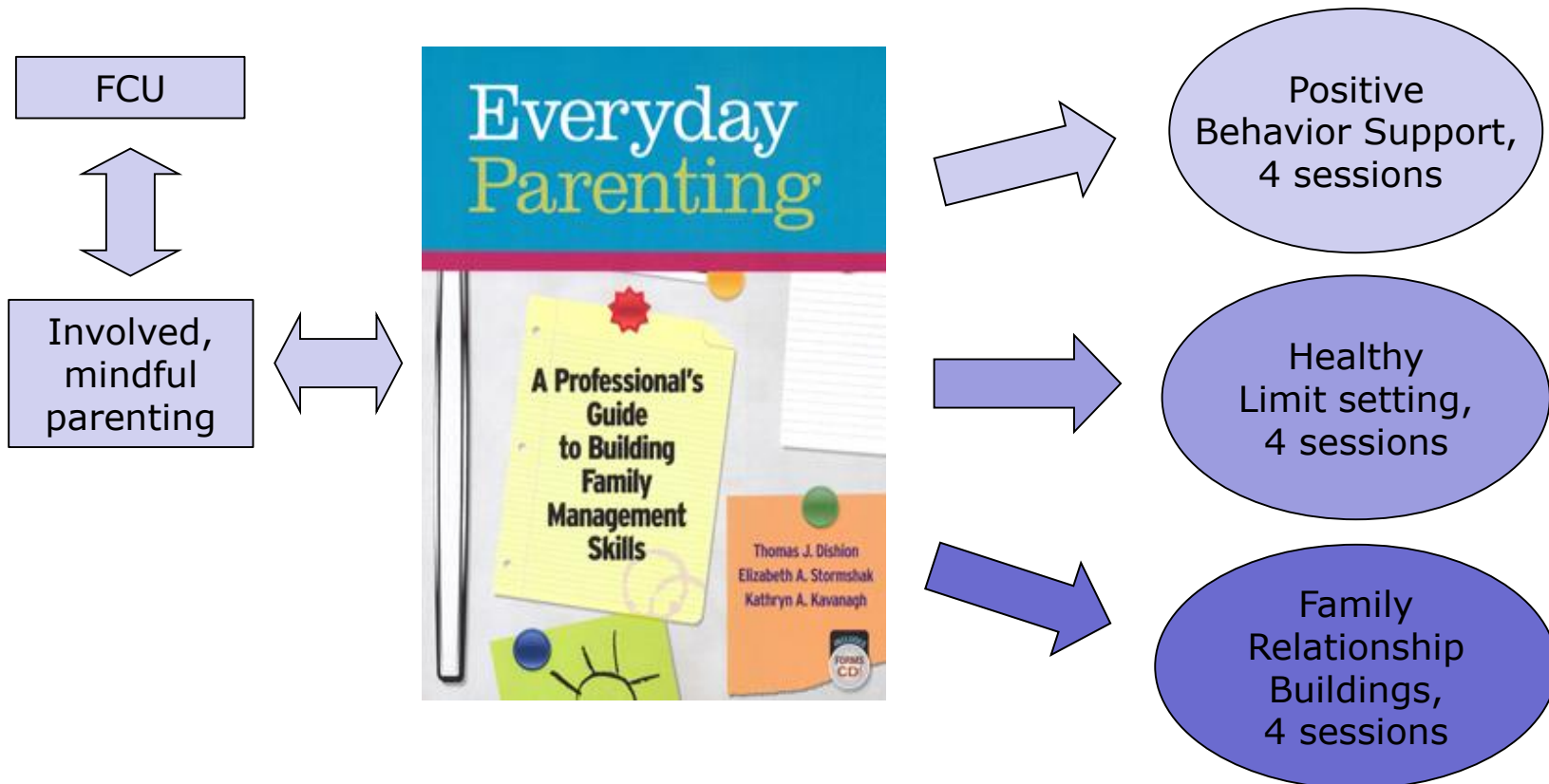
PBIS - overview

Assessment:

Identification of risk- and protective factors for Development of problem behavior at the individual school

Implementation team
at the individual school

Rules and routines in the school setting (different areas). Training of social skills.
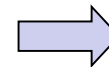
Positive behavior support
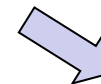
Problem solving, limit setting, consequences

Classroom management

VÄSTRA GÖTALANDSREGIONEN
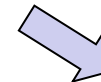
Interventions for Everyday Parenting and PBIS

- Positive behavior support

- Monitoring

- Proactive strategies

Positive behavior support

Effective request - training

- Be specific

- Be calm and kind

- As few words as possible

- Indicative

Monitoring

Aktivt lyssnande

Please find your partner and make a pair. One of you, tell the story of your journey to the conference . Pair member number two is listening, only using the following skills:

- Look at your partner

- Paraphrase what your partner says

- Nod your head, say uh-huh

- Summarize what your partner said

When you're finished, please switch roles.

Proactive strategies - planning

Proactive strategies – training

Case – 4 year old girl

Imagine you are this girls parents:

- Which proactive strategies can you use to minimize the risk that this girl will destroy the evening and "going to bed" – situation?

VÄSTRA GÖTALANDSREGIONEN

Närhälsan

MED HUNDRATALS MOTTAGNINGAR runt om i
Västra Götaland är hjälpen inte långt borta. För oss
är din hälsa den enda vinsten – **narhalsan.se**

VÄSTRA
GÖTALANDSREGIONEN

Children's demonstration of their competences and agency in research participation

Carmen Huser
PhD candidate, School of Education, Charles Sturt University, Australia
Supervisors: Prof Sue Dockett, Prof Bob Perry

Dr Amy MacDonald
Senior Lecturer, School of Education, Charles Sturt University, Australia

Room AUS, 8 June 2017, 6pm-7pm
ENSEC Conference, Stockholm 2017

Outline of symposium

- Why involve children in research?
- Transformation in research designs, methodologies and methods
- Ethical considerations
- Creating conditions that empower children in research
- Unintended consequences – inadvertently creating conditions that disempower children in research
- Lessons learned & discussion

Why involve children in research?

"Why study children?...To find it out. And to keep finding it out, because if we do not find it out, someone will make it up. In fact, someone probably has already made it up, and what they make up affects children's lives; it affects how children are viewed and what decisions are made about them. Finding it out challenges dominant images. Making it up maintains them."

(Graue & Walsh, 1998, p. xvi)

Why involve children in research?

- Shift from research *on* to *with* children (Christensen & Prout, 2002)

- Recognition of children's agency, competences and rights (James & Prout, 1997; Mayall, 2002)

- UN Convention of the Rights of the Child – Article 12: to be heard in matters concerning children's lives (United Nations, 1989)

Transformation in research designs, methodologies and methods

- Child-friendly vs. participant-friendly methods

- Ethical symmetry principle (Christensen & James, 2002)

- Methodological and ethical decisions build a union

- Participatory methods reflect a theoretical frame based on children's rights and agency (Holland, Reynold, Ross, & Hillman, 2010)

Study 1: Children's perspectives of play

A qualitative study exploring what children's own understandings of play are, contributing to an adult-dominated field;

and in what ways they participate in such research, how they make choices about their participation, consent and dissent.

Study 2: Children's representations of their mathematical experiences and understandings

A qualitative study conducted with children transitioning to primary school, exploring how children can represent their mathematical experiences and understandings, and how these developed and changed during the children's first year at school.

Ethical considerations

- Benefits/ risk of harm
- Payment/ compensation
- **Access/ relationship**
- **Consent/ assent**
- **Confidentiality/ anonymity/ privacy**
- **Recognition/ feedback**
- **Ownership**
- **Social responsibility**

Access/ relationships

- Other gatekeepers (principals, educators, parents/caregivers) to seek consent first in order to get access

- Time to get to know each other

- Creating mutual trust

- Roles of researcher: support teacher; play partner

Consent/assent – appropriate procedures

•Active agreement & personal choice (Thomas & O'Kane, 1998)

•Being informed: information is communicated in ways that children can understand and make sense of their participation without simplifying and losing sight of the competent child (Alderson, 2008; Einarsdóttir, 2007)

Consent/assent – the right to being unsure

• Formal procedures (signed consent, verbal assent) & children's nonverbal assent (Cullen, Hedges, & Bone, 2009; Harwood, 2010)

• 'Provisional', flexible assent possibilities with ongoing re-negotiability (Dockett et al., 2013; Flewitt, 2005; Gallagher, 2015)

Children's consent strategies

strategy	example
Verbal consent	"You can share all of the videos"
Nonverbal - nodding	I: "Hudson, do you want to tell us a bit more?" Hudson nods.
Conditional consent	"I wanna share this video with you today."
Initiating as consent	"Can we have another chat?"

Children's dissent strategies

strategy	example
Verbal dissent	"Done with our chat."
Nonverbal –shaking head	I: "Is that ok that Olinda and Mary are here?" Elsa shakes her head.
playing	Scarlett runs towards Sophia and they start a chasing game.
Ignoring researcher question	I: "Are there different kinds of play you play inside?" Sophia: "What are these buttons for?"
Leaving the conversation	Sienna: "Can I go outside? Come Zara, let's go outside." Sienna and Zara leave.
Not elaborating issue	I: "What happened here in the end?" Ethan: "Stink"
Singalling end of chat	Chloe: "Let's close the computer now."

Confidentiality/ anonymity/ privacy

- Decisions about choosing pseudonyms (Dockett et al., 2011)

- Importance of their own names for children (Conroy & Harcourt, 2009)

- Presence of others during data generation

Recognition/ feedback

- Co-constructing meaning
- Listening back to recorded conversations
- Involving children in data generation & analysis

Ownership

Children have the right to see the data collected and to have the work returned to them at the end of the data collection process

Social responsibility

- Respect for each child as having a unique and valued experience of the world

- Acknowledging children as social actors with understandings that we can learn from

- Analysing data in ways that honour children's knowledge

Creating conditions that empower children in research

Demonstrating agency

Children demonstrated their agency through representing views through a range of expressive forms/child-initiated participation processes:

- verbally explaining play processes

- body performance

- playing

- constructing/ performing for audience or through taking ownership of data

- requesting to listen to recorded conversations

Children influencing and taking ownership of conversation

- Managing the conversation and video-control; whose turn is it to play the video?

- Seeking information about data generating procedures and conduct

- Playing as participation: making participation enjoyable

- Being able to have choices: leave chat, continue

- Requesting to watch the 'chat'-video

Children's representations of their mathematical experiences

„Finding it out" – not assuming what children recorded on a photograph, why children took these photographs, and what mathematical concepts they aimed to capture

Instead:

Letting children explain!

Unintended consequences – inadvertently creating conditions that disempower children

Disempowering children in research

- Management behaviour - overseeing opportunities to engage with children or to follow up on their comments
- Communication with stakeholders (parents, educators)

Educator presence disempowers

Are you supposed to be here?

You have to miss out next time.

That is a bit sad that you go outside.

Move away.

Could you girls pack up.

Carmen wants to go home.

Lessons learned

- My research agenda vs. children's participation agenda

- Right to participation includes right to non-participation – options to opt out anytime (even physically)

- Being in the moment with the children

- Being open to uncertainty, aware of ambiguity, sensitive to children's expressive means

Lessons learned

- Children are capable and competent participants in research processes – and they have powerful experiences and understandings to share

BUT -

- Issues of representation, interpretation, and power affect the ways data is viewed and used

"Finding it out is labour-intensive… One must go out and look and listen and soak and poke and then do it all again…Truly finding it out requires researchers to look in avoided places and in unfamiliar ways… Doing research with young children is as complex, rewarding, and messy, as living and working with them. It takes a keen eye to their needs… It requires attention to the special circumstances that allow children to show us their worlds."

(Graue & Walsh, 1998, pp. xiv-13)

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Contact details

Any questions?
Feedback is welcomed.

Thank you for your attention.

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Diversity, teacher education and early school leaving

Carmel Cefai, Reni Dimova, Ozden Bademci, Figen Karadayi

Co-funded by the
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The project EMPAQT

- Supported by **Erasmus+** program, Key Action 3: **Forward-Looking Cooperation projects**

- Project ref. No: 564547-EPP-1-2015-1-BG-EPPKA3-PI-FORWARD

- 3-year project, implemented from January 2016 till December 2018

- **Forward-Looking Cooperation Projects** are projects proposed and managed by a partnership of **key stakeholders** aimed at *identifying, testing, developing, assessing* <u>new innovative approaches</u> in the fields of education, training and youth, that have the potential of becoming mainstreamed and giving input for improving educational and youth policies

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EMPAQT project partners

- **Trakia University,** Department of Information and In-service Teacher Training (BG)

- Center for Creative Training Association (BG)

- *Institute of Education Sciences (RO)*

- AFP Patronato San Vincenzo (IT)

- *Muğla İl Milli Eğitim Müdürlüğü (TR)*

- **Maltepe University**, Research and Application Centre for Street Children (TR)

- **University of Malta**, Centre for Resilience and Socio-Emotional Health (MT)

- *Regional Department of Education-Silistra (BG)*

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Rationale of the EMPAQT project

- The EMPAQT project's mission is **to address the premature drop-out** from school (ESL) through **supporting teachers' professional development**

- The project embarks **to set up a teachers' training course**, built in two parts – a theoretical *(face-to-face training)* and a practical *(implementation)* one. While the first part will offer knowledge on suitable pedagogies, the second one envisages integration of classroom pilots and continued experts' tutoring as integral part of the teacher training

- In addition to the methodologies and tools, which will be tested and adapted, the partners will **draw conclusions relevant for policy makers in education**, that will be shaped in context-specific **policy roadmaps**.

Europe Education & Training 2020 *indicators*

The Europe Strategic framework – Education & Training 2020

sets target on education to be reached by 2020 among which

- the rate of early leavers from education and training aged 18-24 should be below 10%

- At least 95% of children (from 4 to compulsory school age) should participate in early childhood education

- fewer than 15% of 15-year-olds should be under-skilled in reading, mathematics and science

- at least 40% of people aged 30-34 should have completed some form of higher education

- the share of employed graduates (aged 20-34 with at least upper secondary education attainment …) should be at least 82%

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Early school leaving – a complex phenomenon

- Reasons: personal, social, economic, educational

- They exist in various combinations…
    - Socio-cultural effects on early school leaving: discrimination and exclusion on the basis of gender, class, religion, ethnicity, sexual orientation and disability
    - Psycho-social problems resulting from neglect, deprivation, abuse, peer victimization, substance abuse
    - Socio-economic conditions leading to early school leaving, neo-liberal policies in education, marketization of education, poverty

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SCHOOLS and Early school leaving

- **Schools** have a crucial role for preventing and tackling ESL

- **Teachers** are the most important in-school factor affecting student outcomes *(ref. ET2020 Working Group on Schools Policy – Work program)*

- **Teachers are the driving agents** behind the process of creating learning environments that foster equity and inclusion, enhance the relevance of the school education with a view to raising pupils' aspirations, stimulating their motivation to learn and address adequately the difficulties of the students at risk of ESL in spite their complex nature *(EMPAQT application)*

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Early school leaving 2008-2015 EU+

(¹) All countries: break in time series in 2014 (switch from ISCED 1997 to ISCED 2011).

(²) Target: less than 10 %.

(³) 2015 data with low reliability.

(⁴) Target: less than 9 %.

(⁵) Target: less than 7 %.

(⁶) Break in time series in 2015.

(⁷) No target in National Reform Programme.

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Young people neither in employment nor in education and training (NEET),
EU-28, 2002–15 (% of population aged 18 to 24)

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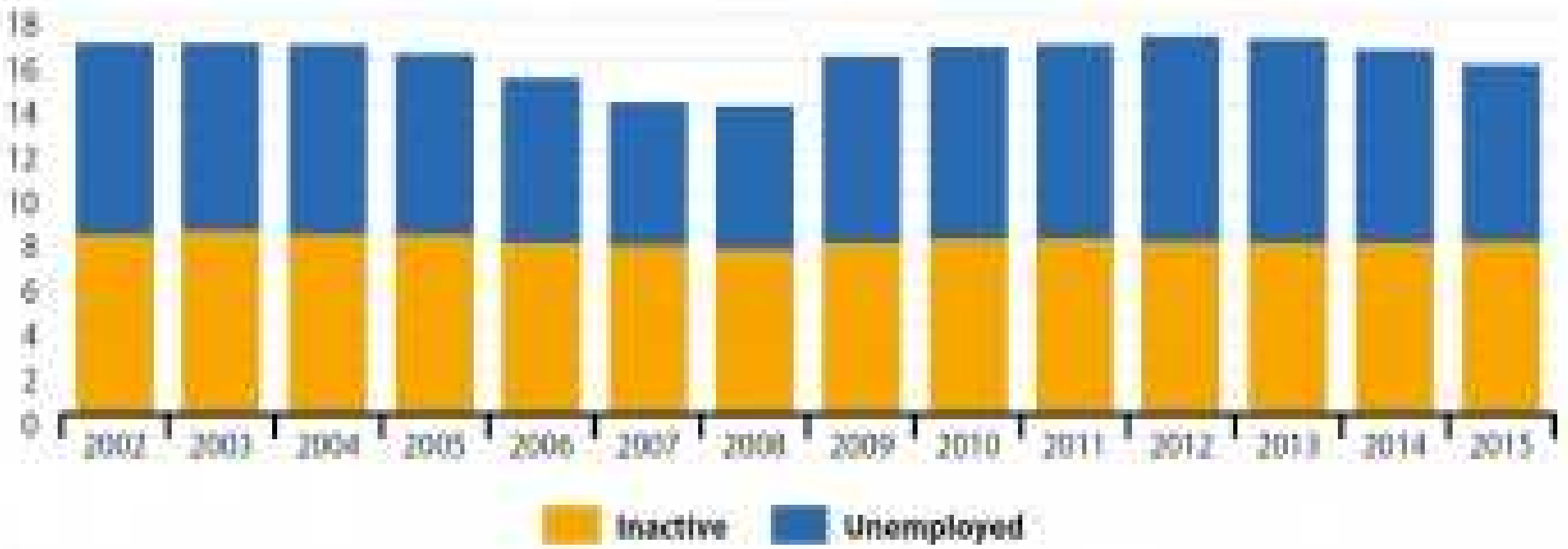
Levels of educational attainment (Eurostat 2016)

- ***less than primary, primary or lower secondary level of education*** (ISCED 2011 levels 0–2) considered as a low level of education;

- upper secondary or post-secondary non-tertiary education (ISCED 2011 levels 3 and 4) referred to as an intermediate level of education;

- tertiary education (ISCED 2011 levels 5–8); referred to as a high level of education

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NEETs (Eurostat 2016)

- In 2015, the NEET rate for young people aged 20–24 in the EU-28 was 38.1 % among those with a low level of education, compared with 13.6 % among those with an intermediate level of education. So, people with a low level of education in the EU were almost *three times* as likely to be *neither in employment nor in education and training* as those with an intermediate level

- NEET rates in most of the EU Member States for people aged 20–24 with a low level of education ranged between 20 % and 50 % in 2015. With some countries showing "record" rates - Italy (52.3 %), Bulgaria (71.9 %)

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NEET implications

- On a personal level, these individuals are more likely to suffer from poverty and social exclusion

- At a macro-economic level they represent a considerable loss in terms of unused productive capacity and a considerable cost in terms of welfare payments

- Societal disengagement
  - NEETs are less interested and less engaged in politics (lower disposition to vote)
  - NEETs have lower level of institutional trust
  - Lower rate of general social participation

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NEETs –
The cost
for the
European
economy

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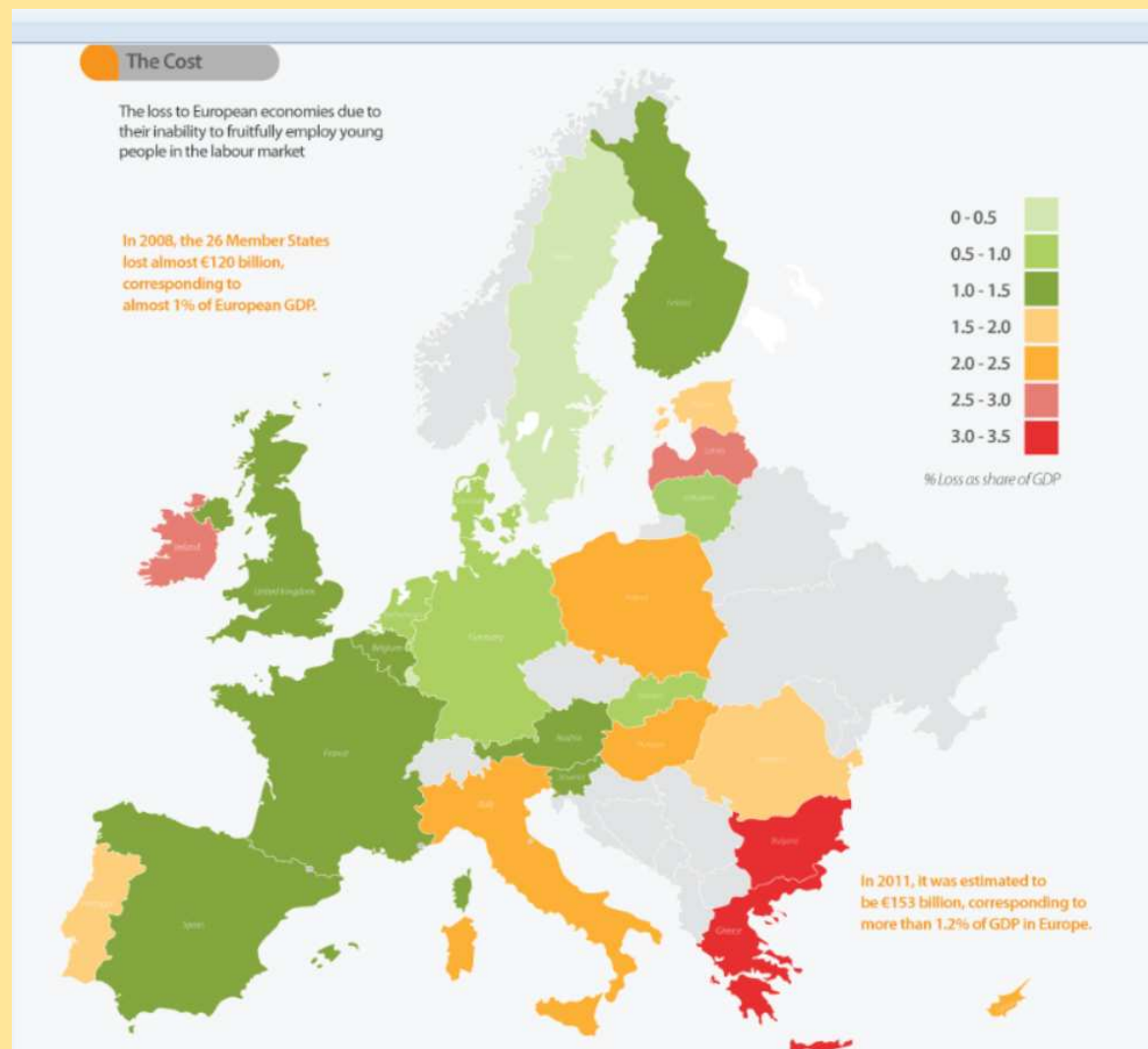
The vicious circle

- ESL is a complex phenomenon caused by: personal, social, economic, educational factors

- Early school leavers are more likely
  - to suffer by unemployment, poverty and social exclusion
  - to raise a generation of youngsters who are not interested in education and not motivated to search an employment

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Europe 2020 indicators – education (Eurostat, 2016)

- ESL is tightly connected with most of the other ET2020 indicators:
  - Higher involvement rate and higher quality of **pre-school education** influences positively educational attainments at school and lowers the number of ESLs
  - Improving the achievements of the youngsters in **reading, maths and science**, increases the chance of 15-year olds to continue their education and to complete it
  - Increasing the number of youngsters who graduate from high-school increases the chance of later **participation in formal or non-formal education** and for expanding the share of adults participating in lifelong learning

- Reducing the rate of ESL raises the chances of the young people at the labour market and lowers the number of unemployed and inactive young people

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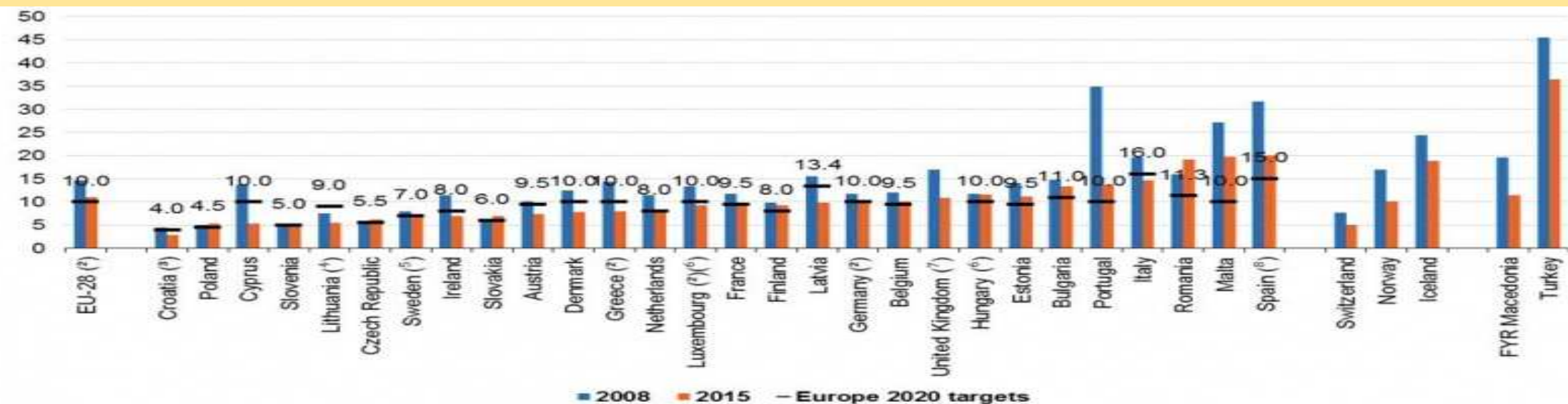564547-EPP-1-2015-1-BG-EPPKA3-PI-FORWARD

OBJECTIVES OF THE SURVEY

Teachers' needs surveys developed

- to define their personal, methodological needs in mastering communication and coaching skills for intervention to prevent ESL

Students' needs surveys developed

- to identify and understand students level of trust for different key-role persons in school, personal issues and challenges they face in their personal and school lives

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Method

-Exploratory survey conducted in middle and high schools in partner countries.

-Statistical analysis carried out.

Procedures

-Surveys conducted electronically in partner countries at the end of 2015-2016 school year

-The survey was backed-up with instructions, to introduce its purposes and aims fully and completely.

-The prototype was developed in EN, translated in each and every partner country language.

-CCTA handled the shaping of all electronic inquiry tools,

Demographics of the Survey Participants

Demographics	Bulgaria	Italy	Malta	Romania	Turkey
Teachers' age	20-29 6 % 30-39 15% 40-49 45% 50+ 34%	Most of the respondents are above 30 years old, with a peak on the interval 50 +years old	20-29 31 % 30-39 30 % 40-49 31 % 50+ 8 %	Most of the respondents are above 30 years old, with a peak on the interval 40-49 years old	20-29 14 % 30-39 40 % 40-49 35% 50+ 11 %
Teachers' gender	Female 85% Male 15%	Female 52% Male 48%	Female 73% Male 27%	88% Female 48% Male	Female 39% Male 61%
Teacher Total Number	147	105	71	261	212
Students' age	12 to 16 years	13 to 17 years	13 to 15 years	15 to 20 years	15 to 20 years
Students' gender	45% Female 55% Male	61 % Female 39 % Male	66% Female 34% Male	59% Female 41% Male	52% Female 48% Male
Students Total Number	250	109	67	73	401

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Analysis and Results

- Descriptive Statistics and Group Differences Results conducted for Teachers Data and Students Data separately

- Mean values and standart deviations of the responses of teachers and students for each item included in the questionnaire were obtained

- To understand the differences among countries based on each item three, different tests (One-Way ANOVA, The Kruskal-Wallis Test, and Welch's F Test) were used. One-Way ANOVA was used under the assumption of normality and homogeneity of variance. The Kruskal-Wallis Test was preferred when the data violate the assumptions of normality (with or without the violation of homogeneity of variance) of One-Way ANOVA. Similarly, Welch's F Test was used when the data violate just the assumption of homogeneity of variance.

- Dunn-Bonferroni pairwise comparisons used for country comparisons of man values

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TEACHERS' FINDINGS

Table 1. Descriptive Statistics for the items of ("*I feel satisfied with my job when my students…*")

	Turkey (*n* = 212)		Bulgaria (*n* = 147)		Italy (*n* = 105)		Malta (*n* = 21)		Romania (*n* = 261)	
	M	*SD*	*M*	*SD*	*M*	*SD*	*M*	*SD*	*M*	*SD*
1st item	**3.82**	.45	3.46	.87	3.58	.55	3.66	.48	3.70	.53
2nd item	3.79	.49	**3.74**	.67	**3.76**	.47	3.81	.40	**3.87**	.41
3rd item	3.55	.68	**3.29**	.94	3.51	.56	3.67	.48	3.79	.45
4th item	3.59	.62	3.54	.84	3.67	.53	**3.86**	.36	3.66	.51
5th item	3.61	.64	3.63	.75	3.05	.66	**3.29**	.71	**3.49**	.64
6th item	**3.50**	.71	3.54	.83	**2.99**	.70	**3.29**	.64	NA	NA

1. listen to me actively.   4. show respect to me   *(1) highest value*

2. ask questions and discuss   5. academically successful   *(5) lowest value*

3. good relations with me   6. assignments properly

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Table 2. Descriptive Statistics for the items of ("*The challenges that I encounter as a teacher in relation to my students include…*")

	Turkey (*n* = 212)		Bulgaria (*n* = 147)		Italy (*n* = 105)		Malta (*n* = 21)		Romania (*n* = 261)	
	M	*SD*	*M*	*SD*	*M*	*SD*	*M*	*SD*	*M*	*SD*
1st item	2.51	1.00	3.18	1.00	3.66	.60	3.10	.70	3.87	.42
2nd item	2.79	.91	3.49	.89	3.68	.53	3.29	.78	3.63	.58
3rd item	2.58	.94	3.20	.93	3.34	.73	2.86	.65	3.58	.62
4th item	2.68	.94	3.18	.95	3.52	.69	2.90	.62	3.93	.31
5th item	2.63	.99	3.09	.96	3.46	.69	3.24	.83	3.66	.62
6th item	2.58	1.00	3.52	.85	3.83	.45	3.29	.64	NA	NA
7th item	2.51	1.03	3.27	.99	3.42	.78	2.52	.93	NA	NA

1. understanding my students' needs.   2. engaging some of my students to the class.   3. solving the conflicts/crisis between students.

4. working in a cooperation with the parents   5. handling the disrespectful behaviors of my students.   6. increasing motivation of my students to learning.

7. working in cooperation with my colleagues.   *(1) highest value*   *(5) lowest value*

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Table.3 Descriptive Statistics for the items of ("*The primary cause for conflict with my students is…*")

	Turkey (*n* = 212)		Bulgaria (*n* = 147)		Italy (*n* = 105)		Malta (*n* = 21)		Romania (*n* = 261)	
	M	*SD*	*M*	*SD*	*M*	*SD*	*M*	*SD*	*M*	*SD*
1st item	3.03	.94	3.00	1.05	3.05	.74	**3.33**	.86	2.71	1.04
2nd item	2.05	.87	2.31	.96	2.05	.85	1.57	.68	2.10	.91
3rd item	2.94	.87	**3.10**	1.00	**3.14**	.60	3.09	.62	**3.19**	.79
4th item	1.97	.93	**1.79**	1.01	**1.54**	.73	**1.43**	.68	**1.56**	.83
5th item	**1.75**	.92	2.17	.95	1.69	.79	1.90	.77	1.61	.81
6th item	**3.07**	.91	2.69	.99	2.33	.93	2.24	.94	2.54	.89

1. lack of discipline and respect on the students' part.

2. generational differences.

3. lack of motivation on the students' part.

4. lack of motivation on my part.

5. lack of abilities to handle conflicts on my part

6. academic inadequacy of the students.   *(1) highest valu*   *(5) lowest value*

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Table 4. Descriptive Statistics for items of '' I would try to overcome conflicts with students by… ''

	Turkey (n = 212)		Bulgaria (n = 147)		Italy (n = 105)		Malta (n = 21)		Romania (n = 261)	
	M	SD	M	SD	M	SD	M	SD	M	SD
1st item	**3.66**	.54	3.18	.99	3.26	.77	3.29	.64	3.62	.62
2nd item	3.56	.59	**3.48**	.90	**3.50**	.67	**3.52**	.51	**3.77**	.48
3rd item	3.61	.59	3.30	.95	3.34	.65	3.29	.64	3.68	.54
4th item	3.44	.68	2.82	.96	2.31	.91	3.24	.62	3.08	.79
5th item	3.44	.64	3.20	.98	3.29	.68	3.29	.46	3.58	.68
6th item	2.62	.93	2.78	.98	2.19	.81	2.76	.89	1.59	.85
7th item	3.15	.71	2.90	1.02	2.44	.80	3.00	.71	2.57	.96
8th item	3.26	.66	3.22	1.00	3.01	.79	3.14	.65	3.46	.66

1. _adapting_ the regular _curriculum_ to my students' level.

2. creating _a supportive and tolerant_ atmosphere in class.

3. _talking_ to my students and learning about their _problems_.

4. assuring my _authority in class_.

5. developing my conflict _negotiation abilities_

6 referring them to the _school management_.

7. referring them to the _school counsellor_.

8. _informing the parents_.

(1) highest value   (5) lowest value

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Table 5. Descriptive Statistics for ("the factors that increase teachers motivation as...")

	Turkey (n = 212)		Bulgaria (n = 147)		Italy (n = 105)		Malta (n = 21)		Romania (n = 261)	
	M	SD	M	SD	M	SD	M	SD	M	SD
1st item	**3.82**	.41	**3.80**	.59	3.38	.70	**3.76**	.44	**3.73**	.52
2nd item	3.66	.54	3.58	.81	3.31	.74	3.67	.48	3.67	.59
3rd item	3.76	.51	3.35	.93	**3.49**	.67	3.48	.51	3.56	.61
4th item	3.55	.64	**3.38**	.92	**3.01**	.75	3.14	.65	**3.42**	.68
5th item	3.59	.65	3.50	.91	3.41	.69	**3.00**	.89	3.69	.57
6th item	**3.42**	.82	3.78	.60	3.22	.84	3.48	.75	3.64	.68

1.   being <u>appreciated for</u> the work
   (by the students, school management, parents).

2. my paperwork <u>load being reduced</u>

3. the <u>students</u> turning out to be <u>more interested</u> in subject matter.

4. the <u>students</u> obtaining <u>good grades</u> in subject matter.

5. having more <u>competence</u> about my job.

6. being <u>paid more</u>.

(1) highest value

(5) lowest value

Table 6. Descriptive Statistics for ("*I feel competent about …*")

	Turkey ($n = 212$)		Bulgaria ($n = 147$)		Italy ($n = 105$)		Malta ($n = 21$)		Romania ($n = 261$)	
	M	SD	M	SD	M	SD	M	SD	M	SD
1st item	**3.81**	.43	**3.81**	.59	3.66	.50	**3.90**	.30	**3.93**	.27
2nd item	3.72	.47	3.09	.97	**3.03**	.66	3.52	.60	3.58	.59
3rd item	3.41	.62	3.16	.98	3.48	.59	3.14	.65	3.62	.56
4th item	3.56	.56	3.14	.98	3.39	.60	3.14	.57	3.62	.53
5th item	3.52	.56	3.19	.97	3.50	.50	3.33	.48	3.65	.51
6th item	3.41	.59	3.00	.98	3.30	.59	3.19	.60	3.71	.50
7th item	**3.27**	.67	3.30	.94	3.30	.65	3.19	.60	3.62	.59
8th item	3.32	.62	3.11	.99	3.30	.64	**2.81**	.60	3.48	.60
9th item	3.54	.58	3.15	.96	3.36	.56	3.10	.70	3.79	.47
10th itm	3.44	.59	**2.99**	.97	3.30	.55	3.05	.59	3.61	.57
11th itm	3.53	.57	3.14	.99	3.46	.56	3.24	.62	3.65	.57
12th itm	3.54	.53	3.35	.94	3.50	.57	3.48	.51	3.74	.48
13th itm	3.59	.55	3.40	.91	**3.68**	.49	3.43	.51	3.87	.38
14th itm	3.58	.56	3.11	.98	3.56	.59	3.71	.46	3.87	.35
15th itm	3.36	.63	3.17	.99	3.40	.67	3.05	.67	**3.69**	.53

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Table 6. Descriptive Statistics for ("*I feel competent about …*")

1. the subject I am conveying

2. obtaining high performance with children on the subject matter

3. adapting my teaching methods for children with poor academic results

4. motivating students

5. understanding the students' difficulties

6. addressing the needs of students

7. taking action when bullying occurs among students

8. dealing with unexpected things at school

9. empathizing with students' emotions

10. identifying students' emotions

11. regulating my emotions in classroom

12. communication skills in relation with my students, their parents and my colleagues

13. building/maintaining meaningful/respectful relationships with students

14. setting up a role model to my students

15. setting up good collaboration with parents

Table 7. Descriptive Statistics for ("*Students are more engaged in learning when...*"

	Turkey ($n = 212$)		Bulgaria ($n = 147$)		Italy ($n = 105$)		Malta ($n = 21$)		Romania ($n = 261$)	
	M	*SD*	*M*	*SD*	*M*	*SD*	*M*	*SD*	*M*	*SD*
1st item	3.76	.48	3.41	.89	**3.71**	.45	3.67	.48	3.79	.45
2nd item	3.49	.69	**2.69**	.86	3.14	.67	3.33	.66	3.41	.66
3rd item	3.75	.50	3.73	.68	3.57	.60	**3.90**	.30	**.384**	.40
4th item	3.55	.63	3.19	.96	3.49	.59	3.38	.67	3.55	.62
5th item	**3.20**	.81	2.81	.90	**2.71**	.79	**3.10**	.89	**3.24**	.68
6th item	**3.77**	.47	**3.60**	.80	3.09	.79	3.62	.59	3.81	.44
7th item	3.47	.68	3.14	.95	3.10	.71	3.19	.51	3.65	.57
8th item	3.49	.68	3.07	.95	2.73	.79	3.19	.68	3.43	.70

1.when they develop good relations with their teachers. **2.** when they obtained good grades **3.** when their families are supportive and encouraging **4.** when they develop good relations with their peers/friends **5.** when their families' have a good socio-economic background **6.** when they have educational aspirations **7.** when they attend extra-curricular activities **8.** when they take part in any out of school activity

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Table 8. Descriptive Statistics for ("Students with low academic performance generally…")

	Turkey ($n = 212$)		Bulgaria ($n = 147$)		Italy ($n = 105$)		Malta ($n = 21$)		Romania ($n = 261$)	
	M	*SD*	*M*	*SD*	*M*	*SD*	*M*	*SD*	*M*	*SD*
1st item	2.80	.86	2.83	1.02	2.52	.81	2.76	.77	2.96	.81
2nd item	**2.39**	1.03	2.86	1.04	2.42	.82	**2.38**	.74	**2.59**	.94
3rd item	**3.39**	.68	2.99	1.00	3.03	.66	**3.38**	.59	3.22	.74
4th item	3.07	.72	2.82	.98	2.72	.62	3.00	.77	3.15	.73
5th item	3.21	.69	3.16	.98	3.08	.69	3.19	.68	3.54	.59
6th item	3.33	.68	**3.48**	.92	**3.34**	.74	**3.38**	.74	**3.63**	.59
7th item	2.81	.83	**2.64**	.91	**2.31**	.75	2.62	.80	2.97	.78

1. come from economically disadvantaged families, **2**. come from ethnic minorities, **3.** come from families with problems, **4.** have familial responsibilities (working, caring siblings, etc.), **5.** have learning difficulties, **6.** have no interest in learning, **7.** have health issues,

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Table 9. Descriptive Statistics for ("Preventing early school leaving (ESL) is the responsibility of...")

	Turkey ($n = 212$)		Bulgaria ($n = 147$)		Italy ($n = 105$)		Malta ($n = 21$)		Romania ($n = 261$)	
	M	*SD*	*M*	*SD*	*M*	*SD*	*M*	*SD*	*M*	*SD*
1st item	2.80	1.00	3.03	.98	3.19	.77	3.14	.73	2.97	.90
2nd item	3.15	.74	2.87	.96	3.08	.80	2.95	.67	2.89	.83
3rd item	**3.40**	.70	**3.86**	.52	**3.51**	.61	**3.90**	.30	**3.84**	.42
4th item	2.72	.90	2.76	1.00	2.90	.88	2.95	.97	2.78	.95
5th item	2.81	.93	2.71	1.03	2.68	.93	2.76	.89	2.78	.98
6th item	2.52	.99	2.60	1.06	3.09	.83	**2.62**	1.02	2.83	.96
7th item	**2.70**	.87	**2.39**	.92	**2.58**	.84	2.76	.94	**2.39**	.97
8th item	NA	NA	3.22	.95	2.77	.82	3.24	1.00	3.20	.83

1. government **2.** different support organizations from the community **3.** families **4.** school management **5.** school counsellor **6.** teachers
7. Peer group **8.** depends primarily on the student

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Table 10. Descriptive Statistics for ("Early school leaving is caused by…")

	Turkey ($n = 212$)		Bulgaria ($n = 147$)		Italy ($n = 105$)		Malta ($n = 21$)		Romania ($n = 261$)	
	M	*SD*	*M*	*SD*	*M*	*SD*	*M*	*SD*	*M*	*SD*
1st item	2.81	.90	2.93	1.02	3.03	.80	3.52	.60	2.87	.83
2nd item	**2.74**	.94	2.41	.87	2.69	.74	**2.67**	.97	**2.51**	.84
3rd item	3.44	.68	**3.56**	.86	3.29	.53	**3.81**	.40	**3.61**	.58
4th item	3.16	.80	3.11	.99	2.71	.74	3.05	.86	3.48	.65
5th item	3.11	.82	**2.35**	.90	**2.47**	.71	2.86	.65	2.63	.90
6th item	**3.50**	.64	2.86	1.02	**3.36**	.56	3.52	.60	3.40	.69

1. cultural factors **2.** school related factors **3.** family related factor **4.** economic factors **5.** peer factors **6.** individual factors

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Table 11. Descriptive Statistics for ("What are the strategies that your school employs to prevent early school leaving?")

	Turkey ($n = 212$)		Bulgaria ($n = 147$)		Italy ($n = 105$)		Malta ($n = 21$)		Romania ($n = 261$)	
	M	*SD*	*M*	*SD*	*M*	*SD*	*M*	*SD*	*M*	*SD*
1st item	2.89	.89	3.10	.99	2.69	.90	2.67	.91	3.17	.93
2nd item	2.82	.97	2.46	1.04	2.89	.91	2.67	.80	2.90	1.01
3rd item	3.14	.81	2.76	1.09	2.93	.88	2.62	.67	3.08	.93
4th item	3.25	.72	2.88	1.01	2.88	.82	3.49	.56	3.26	.84
5th item	3.31	.76	3.26	.97	3.24	.73	3.00	.71	3.65	.63
6th item	3.25	.78	3.05	1.01	3.02	.73	2.81	.81	3.29	.81
7th item	3.31	.69	2.94	1.03	3.44	.60	3.00	1.00	3.46	.75
8th item	3.00	.88	2.74	1.10	2.83	.90	2.52	.93	2.85	1.13
9th item	2.70	1.11	2.74	1.20	2.07	.93	1.81	1.03	2.61	1.20

1. Supporting teachers with regular in service training **2.** Mentoring and coaching from experts/agencies/volunteers outside the school during the school year **3.** Studies done at school level to understand better students' needs/difficulties **4.** Improving counselling services at school **5.** Strengthening home-school liaison **6.** Improving school ethos **7.** Addressing psychological needs of students **8.** Additional funding **9.** Increasing teachers' salaries/incentives

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Table 12. Descriptive Statistics for ("Please rate, according to your own experience within the school/class:")

	Turkey ($n = 212$)		Bulgaria ($n = 147$)		Italy ($n = 105$)		Malta ($n = 21$)		Romania ($n = 261$)	
	M	*SD*	*M*	*SD*	*M*	*SD*	*M*	*SD*	*M*	*SD*
1st item	2.88	.79	3.22	.76	3.15	.69	**3.48**	.51	3.17	.75
2nd item	2.80	.81	**2.72**	1.09	**2.87**	.79	**2.38**	.86	**2.39**	1.00
3rd item	**3.41**	.56	**3.40**	.72	**3.28**	.64	3.19	.60	3.39	.66
4th item	**3.21**	.71	3.33	.78	3.03	.80	3.43	.75	**3.48**	.67

1. Students with emotional, social and behavioral difficulties receive adequate support **2.** I am given the support, such as resources and training that I need to teach students with special needs **3.** I am able to effectively teach the number of students assigned in my classes **4.** I discuss teaching methods and strategies with other school staff members

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STUDENTS' FINDINGS

ТРАКИЙСКИ УНИВЕРСИТЕТ СТАРА ЗАГОРА

ЦЕНТЪР ЗА ТВОРЧЕСКО ОБУЧЕНИЕ

ies INSTITUTE OF EDUCATION SCIENCES

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Table 1. Descriptive Statistics for the items of 15 ("*I enjoy coming to school when…*")

	Turkey ($n = 401$)		Malta ($n = 67$)		Italy ($n = 109$)		Bulgaria ($n = 469$)		Romania ($n = 73$)	
	M	*SD*	*M*	*SD*	*M*	*SD*	*M*	*SD*	*M*	*SD*
1st item	3.23	0.94	3.18	0.80	**3.40**	0.68	3.23	1.02	**3.38**	0.78
2nd item	**3.51**	0.77	3.41	0.80	3.37	0.63	**3.37**	0.97	3.42	0.71
3rd item	3.45	0.85	3.55	0.74	3.11	0.77	3.29	1.03	**3.44**	0.76
4th item	3.36	0.90	**3.77**	0.43	3.38	0.76	3.33	0.99	3.41	0.91
5th item	**2.81**	1.16	**2.14**	1.21	**2.72**	1.15	**2.42**	1.29	**3.38**	0.89
6th item	2.92	1.08	3.14	0.77	2.87	1.04	2.99	1.12	NA	NA
7th item	3.20	0.98	3.32	0.65	3.21	0.91	3.11	1.12	NA	NA

1. when I have done my homework, **2.** when I have my favorite class, **3.** when my favorite teacher has a class, **4**. when my friends are at school, **5.** when my boy/girl friend is at school, **6.** when I am well dressed, **7.** when extracurricular activities are taking place

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Table 2. Descriptive Statistics for the items of 19 (“*These help me to have a sense of belonging at school:…*”)

	Turkey (*n* = 401)		Malta (*n* = 67)		Italy (*n* = 109)		Bulgaria (*n* = 469)		Romania (*n* = 73)	
	M	*SD*	*M*	*SD*	*M*	*SD*	*M*	*SD*	*M*	*SD*
1st item	**3.58**	0.78	**3.82**	0.40	**3.55**	0.60	**3.55**	0.85	**3.89**	0.36
2nd item	3.29	0.94	3.05	0.72	3.15	0.59	3.08	1.04	2.93	0.86
3rd item	3.05	1.03	2.82	0.96	2.09	1.09	2.12	1.12	2.21	0.94
4th item	3.33	0.95	3.36	0.85	3.25	0.72	3.21	1.07	3.38	0.89
5th item	3.10	0.99	2.77	0.87	2.69	0.96	2.70	1.08	2.75	0.98
6th item	3.32	0.98	3.45	0.80	3.45	0.50	3.16	1.03	3.51	0.65
7th item	3.03	1.06	2.91	0.68	3.00	0.88	2.66	1.18	2.70	1.09

1. Friends, **2.** Teachers, **3.** School counsellor, **4.** Family, **5.** Other persons at community level, **6.** Academically doing well at school, **7.** The fact that there are some/a lot of children with the same ethnic/religious/class background

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Table 3. Descriptive Statistics for the items of 20 ("*These help me to do academically better at school:…*")

	Turkey ($n = 401$)		Malta ($n = 67$)		Italy ($n = 109$)		Bulgaria ($n = 469$)		Romania ($n = 73$)	
	M	SD	M	SD	M	SD	M	SD	M	SD
1st item	3.44	0.89	3.59	0.59	3.37	0.79	3.12	1.01	3.07	0.84
2nd item	3.50	0.86	3.32	0.95	3.43	0.69	3.34	1.00	3.49	0.73
3rd item	3.23	1.00	2.73	0.83	2.27	1.08	2.16	1.12	2.37	1.03
4th item	3.52	0.85	3.50	0.80	3.53	0.55	3.49	0.93	3.74	0.60
5th item	3.23	0.92	2.91	0.87	2.95	0.79	2.71	1.10	2.64	1.03
6th item	3.59	0.79	3.68	0.48	3.53	0.69	3.59	0.85	3.85	0.36
7th item	3.09	1.06	2.86	0.89	2.89	0.97	2.43	1.17	2.63	1.10

1. support from friends, **2.** support from teachers, **3.** support from school, **4.** support from family, **5.** support from other persons at community level, **6.** myself, **7.** support beside the regular classes

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Table 4. Descriptive Statistics for the items for ("If you get in conflict, what will the reason be?....")

	Turkey ($n = 401$)		Malta ($n = 67$)		Italy ($n = 109$)		Bulgaria ($n = 469$)		Romania ($n = 73$)	
	M	*SD*	*M*	*SD*	*M*	*SD*	*M*	*SD*	*M*	*SD*
1st item	**3.16**	1.05	2.45	1.01	**2.17**	0.91	2.31	1.02	**2.73**	1.07
2nd item	3.30	0.96	**2.64**	1.05	1.79	0.94	**2.32**	1.02	2.45	1.00
3rd item	**2.45**	1.21	**1.68**	0.84	**1.39**	0.61	1.87	0.97	**1.68**	0.88
4th item	NA	NA	2.73	0.99	2.09	0.91	**1.69**	0.97	2.38	1.04

1. Personal disagreements **2.** Other students are aggressive **3.** I am aggressive **4.** I am stressed at school

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Table 5. Descriptive Statistics for the items of 23 ("*The teachers I like most have the following features:…*")

	Turkey ($n = 401$)		Malta ($n = 67$)		Italy ($n = 109$)		Bulgaria ($n = 469$)		Romania ($n = 73$)	
	M	SD	M	SD	M	SD	M	SD	M	SD
1st item	**3.71**	0.71	**3.82**	0.40	3.57	0.60	**3.62**	0.83	**3.84**	0.41
2nd item	3.51	0.84	3.50	0.80	3.41	0.60	3.32	0.99	3.77	0.51
3rd item	3.57	0.81	3.45	0.91	**3.67**	0.53	3.51	0.88	3.63	0.67
4th item	3.46	0.90	3.18	1.18	3.41	0.68	3.27	1.02	3.58	0.74
5th item	3.49	0.89	3.45	0.74	3.29	0.74	2.84	1.13	NA	NA

1. Understanding, **2.** Have a good sense of humor, **3.** Respect me, **4.** Fair (both in terms of evaluation and relationship with the students), **5.** Do not evaluate me on my academic performance only

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Table 6. Descriptive Statistics for ("My teacher/teachers use at class methods, such as;)

	Turkey ($n = 401$)		Malta ($n = 67$)		Italy ($n = 109$)		Bulgaria ($n = 469$)		Romania ($n = 73$)	
	M	SD	M	SD	M	SD	M	SD	M	SD
1st item	**3.15**	1.02	**3.45**	0.67	**3.46**	0.67	**2.89**	1.10	**3.53**	0.69
2nd item	2.70	1.11	2.86	0.71	2.42	0.74	2.88	0.95	2.74	1.01
3rd item	2.79	1.12	2.77	0.75	**1.51**	0.75	**2.31**	1.04	2.19	1.08
4th item	2.87	1.12	2.45	0.80	2.33	0.84	2.69	0.90	2.64	0.93
5th item	**2.44**	1.21	2.45	0.80	1.95	0.84	2.67	0.98	**2.12**	1.12
6th item	2.40	1.20	**2.27**	0.83	1.94	0.79	2.60	1.01	2.18	1.09
7th item	NA	NA	3.32	0.78	2.19	0.92	3.05	0.97	3.40	0.80
8th item	NA	NA	2.36	0.79	2.24	0.92	2.32	1.12	2.88	0.93

1. Understanding, **2.** Have a good sense of humor, **3.** Respect me, **4.** Fair (both in terms of evaluation and relationship with the students), **5.** Do not evaluate me on my academic performance only

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Table 7. Descriptive Statistics for ("According to me, reasons due to which students do not do well at school include:…")

	Turkey (*n* = 401)		Malta (*n* = 67)		Italy (*n* = 109)		Bulgaria (*n* = 469)		Romania (*n* = 73)	
	M	*SD*	*M*	*SD*	*M*	*SD*	*M*	*SD*	*M*	*SD*
1st item	3.13	1.02	3.05	0.84	3.15	0.68	2.43	1.09	3.15	0.86
2nd item	3.28	0.86	**3.55**	0.51	**3.39**	0.55	**2.81**	1.02	**3.51**	0.69
3rd item	**2.91**	1.04	2.91	0.92	2.71	0.85	2.57	1.02	2.73	0.87
4th item	3.31	0.89	3.23	0.81	3.05	0.74	2.59	1.02	2.84	0.91
5th item	3.09	1.01	3.41	1.01	3.19	0.70	2.72	1.05	3.22	0.87
6th item	3.24	0.92	3.27	0.83	3.15	0.68	2.52	1.03	3.10	0.85
7th item	**3.36**	0.93	**2.77**	1.23	**2.81**	1.02	**2.29**	1.18	**2.67**	1.23

1. Teacher related factors,**2.** Personal factors**3.** Economic factors, **4.** Peer factors, **5.** Family related factors,**6**. School related factors,**7.** Discrimination

Table 8. Descriptive Statistics for ("When in trouble or have personal difficulties/challenge I turn to:"………)

	Turkey (n = 401)		Malta (n = 67)		Italy (n = 109)		Bulgaria(n = 469)		Romania (n = 73)	
	M	*SD*	*M*	*SD*	*M*	*SD*	*M*	*SD*	*M*	*SD*
1st item	**3.30**	1.03	2.91	0.97	2.75	1.01	**3.32**	1.00	**3.55**	0.78
2nd item	3.18	0.92	**3.41**	0.67	**3.10**	0.88	3.14	0.96	3.33	0.75
3rd item	2.69	1.11	1.77	0.87	1.75	0.80	2.41	1.06	2.10	1.06
4th item	**2.22**	1.18	**1.41**	0.80	**1.10**	0.38	1.87	1.08	1.75	1.06
5th item	2.56	1.17	1.55	0.80	1.19	0.57	**1.68**	1.01	**1.66**	1.02

1. Teacher related factors,**2.** Personal factors**3.** Economic factors, **4.** Peer factors, **5.** Family related factors,**6.** School related factors,**7.** Discrimination

Table 9. Descriptive Statistics for ("When I have difficulties/challenges at school I turn to:")

	Turkey (n = 401)		Malta (n = 67)		Italy (n = 109)		Bulgaria (n= 469)		Romania (n = 73)	
	M	SD	M	SD	M	SD	M	SD	M	SD
1st item	**3.34**	0.99	2.86	1.08	2.85	0.94	**3.21**	1.04	**3.62**	0.68
2nd item	3.12	0.99	**3.45**	0.86	**2.96**	0.93	3.08	0.97	3.23	0.86
3rd item	2.91	1.09	2.45	1.18	2.29	0.91	2.86	1.09	2.89	1.07
4th item	2.37	1.17	1.41	0.80	1.13	0.39	2.06	1.16	2.00	1.13
5th item	2.64	1.16	1.55	0.80	1.23	0.59	1.80	1.08	1.75	1.02

1. Teacher related factors,**2.** Personal factors**3.** Economic factors, **4.** Peer factors, **5.** Family related factors,**6.** School related factors,**7.** Discrimination

Table 10. Descriptive Statistics for ("When I am not at school I usually:"…..)

	Turkey ($n = 401$)		Malta ($n = 67$)		Italy ($n = 109$)		Bulgaria (n = 469)		Romania ($n = 73$)	
	M	SD	M	SD	M	SD	M	SD	M	SD
1st item	**3.18**	0.97	**3.45**	0.80	**3.16**	0.82	**3.16**	0.94	**3.32**	0.85
2nd item	2.84	1.04	2.32	1.13	2.49	1.07	2.70	1.08	2.99	1.06
3rd item	2.83	1.20	3.50	0.74	2.41	0.86	2.85	1.02	3.11	0.98
4th item	**1.97**	1.20	**1.41**	0.80	**1.17**	0.42	**1.49**	0.95	**1.92**	1.15

1. Teacher related factors, **2.** Personal factors **3.** Economic factors, **4.** Peer factors, **5.** Family related factors, **6.** School related factors, **7.** Discrimination

Table 11. Descriptive Statistics for ("I take part in out of school activities such as:")

	Turkey ($n = 401$)		Malta ($n = 67$)		Italy ($n = 109$)		Bulgaria ($n = 469$)		Romania ($n = 73$)	
	M	*SD*	*M*	*SD*	*M*	*SD*	*M*	*SD*	*M*	*SD*
1st item	**2.43**	1.26	**2.32**	1.21	**2.00**	1.23	**2.36**	1.26	**2.16**	1.21
2nd item	2.29	1.23	2.05	1.17	1.55	1.08	1.68	1.07	1.62	1.06
3rd item	1.90	1.18	1.82	1.22	1.44	1.00	1.77	1.15	1.64	1.03
4th item	1.84	1.15	1.86	1.08	1.35	0.73	1.80	1.13	1.81	1.09
5th item	1.85	1.15	1.73	1.08	**1.09**	0.44	1.60	1.02	1.59	1.07
6th item	**1.81**	1.15	**1.45**	0.96	1.17	0.50	**1.36**	0.85	**1.49**	0.93
7th item	2.01	1.18	1.91	1.23	1.21	0.61	1.54	1.00	1.59	1.04
8th item	2.00	1.18	1.77	1.19	1.29	0.77	1.86	1.15	1.55	0.97
9th item	NA	NA	1.64	1.00	1.15	0.52	1.48	0.93	1.66	1.06
10th item	NA	NA	1.82	1.10	1.26	0.60	1.84	1.09	2.00	1.07

1. Sports **2.** Music **3.** Dance **4.** Foreign language **5.** Science **6.** Modelling (avio, boat etc.) **7.** Theatre **8.** Art **9.** Religious **10.** Volunteering

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Table 12. Descriptive Statistics for ("Doing well at school is related to:...")

	Turkey ($n = 401$)		Malta ($n = 67$)		Italy ($n = 109$)		Bulgaria ($n = 469$)		Romania ($n = 73$)	
	M	*SD*	*M*	*SD*	*M*	*SD*	*M*	*SD*	*M*	*SD*
1st item	3.49	0.87	3.18	0.91	3.30	0.57	3.06	1.07	3.63	0.68
2nd item	**3.56**	0.81	**3.27**	0.94	**3.49**	0.50	**3.34**	0.96	**3.74**	0.50
3rd item	3.39	0.91	3.05	0.90	3.31	0.52	2.99	1.03	3.40	0.76
4th item	3.43	0.92	3.14	0.99	3.17	0.69	3.25	1.00	3.51	0.65
5th item	3.34	0.91	2.64	1.09	3.03	0.73	2.82	1.00	2.89	0.94
6th item	**3.24**	0.97	**2.50**	1.14	**2.38**	1.02	**2.30**	1.11	**2.79**	1.13

1. Familial factors **2.** Individual factors **3.** School related factors **4.** Teacher related factors **5.** Peer factors **6.** Social factors

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Table 13. Descriptive Statistics for ("Students who leave school earlier:…")

	Turkey ($n = 401$)		Malta ($n = 67$)		Italy ($n = 109$)		Bulgaria ($n = 469$)		Romania ($n = 73$)	
	M	SD	M	SD	M	SD	M	SD	M	SD
1st item	2.79	1.18	2.36	0.95	2.91	0.75	2.79	1.08	3.18	1.01
2nd item	2.42	1.20	2.09	0.81	2.73	0.85	2.61	1.01	2.66	1.02
3rd item	3.05	1.07	2.82	0.85	3.27	0.56	2.82	1.05	3.26	0.90
4th item	2.88	1.15	2.91	0.97	3.08	0.64	2.77	1.07	3.21	0.93
5th item	2.81	1.12	2.55	1.01	3.20	0.62	2.76	1.06	2.95	0.96
6th item	2.97	1.10	3.09	1.02	3.36	0.67	2.95	1.11	3.51	0.85
7th item	2.89	1.13	2.82	1.05	3.16	0.76	2.72	1.12	3.16	1.04
8th item	2.53	1.19	2.64	0.95	2.82	0.82	2.43	1.09	2.29	1.18
9th item	2.84	1.14	2.86	0.99	3.18	0.51	2.54	1.07	2.81	1.13
10th item	2.82	1.14	2.91	1.02	2.93	0.80	2.54	1.05	2.74	1.17
11th item	2.65	1.20	1.91	0.92	2.18	1.06	2.64	1.17	3.03	1.08
12th item	2.43	1.19	1.73	0.94	1.74	0.99	1.96	1.13	1.85	1.18

1. From economically disadvantaged families **2.** From ethnic minorities **3.** From families with problems **4.** Have familial responsibilities **5.** Have learning difficulties **6.** Have no interest in learning **7.** Do not have supportive parents **8.** Have conflict with law **9.** Have a difficult relationship with teachers **10.** Have a difficult relationship with other students **11.** Tend to get married **12.** Are involved in politics

Table 14. Descriptive Statistics for ("In order to reach your goals in life, you ought to…")

	Turkey ($n = 401$)		Malta ($n = 67$)		Italy ($n = 109$)		Bulgaria ($n = 469$)		Romania ($n = 73$)	
	M	SD	M	SD	M	SD	M	SD	M	SD
1st item	**3.72**	0.69	3.68	0.57	3.62	0.54	**3.74**	0.71	**3.95**	0.23
2nd item	3.61	0.76	3.55	0.60	**3.72**	0.45	3.33	0.95	3.85	0.36
3rd item	3.63	0.75	**3.91**	0.29	3.55	0.50	3.62	0.80	3.88	0.37
4th item	**3.39**	0.85	**3.18**	0.91	**3.05**	0.74	**3.24**	0.98	**3.40**	0.74
5th item	3.44	0.81	3.23	0.75	3.06	0.78	3.31	0.95	3.55	0.71
6th item	NA	NA	3.73	0.55	3.68	0.58	3.71	0.72	3.82	0.45

1. Have education **2.** Work a lot **3.** Have support from your family **4.** Have luck **5.** Have good economic conditions **6.** Strive for your goals

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Table 15. The rate of the support…. Entirely (1)- not at all (4)

	Turkey ($n = 401$)		Malta ($n = 67$)		Italy ($n = 109$)		Bulgaria($n= 469$)		Romania($n = 73$)	
	M	SD	M	SD	M	SD	M	SD	M	SD
1	**1.95**	1.17	**1.64**	0.90	1.75	0.87	1.83	1.21	**1.64**	1.03
2	2.35	1.03	2.14	0.71	**2.42**	0.86	**2.01**	1.04	2.18	0.93
3	2.16	1.13	**2.00**	1.11	1.84	0.95	**2.52**	1.14	2.12	1.07

1.   The rate of the support you have from family

2.   The rate of the support you have from your teachers

3.   The rate of the support you have from your teachers

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Discussion and Conclusion

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Teachers

- satisfied when they are appreciated for their work and students do well in class

- engaging students in class and increasing their motivation is the biggest challenge

- lack of motivation and adequacy of students are the main source of conflict

- feel competent about what they are conveying

- creating a supportive and tolerant atmosphere in class is the most important factor in overcoming conflicts

- family is the most important factor to prevent ESL.

- understanding students' needs, counselling services and home-school relationships should be improved, to prevent ESL

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Students

- enjoy coming to school when they have done their homework and have a favourite class
- sense of belonging to school related to friends.
- support from school considered to be the least important factor for increasing academic performance
- getting in a conflict related to personal disagreement or other students' aggressiveness.
- like teachers most who understand them
- low performance is realted to personal factors
- challenges occur due to teacher related factors
- don't take part in out of school activities if they do that is mostly sports .
- ESL is due to individual factors and lack of interest on the part of students
- education is the most important factor to be successful in life

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Teacher education for ESL

- The training programme seeks to provide practising teachers with the tools to prevent early school leaving through classroom practice

- More specifically they will develop their skills in creating inclusive, caring and culturally response classroom communities with particular focus on relationship building and active student engagement and participation

- The modules are skills-based and interactive, with participants learning through experiential and problem-based learning situations

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Module 1   INTRODUCTION

This module will be divided in three main components

- Part one will introduce early school leaving within a European perspective in view of the Europe 2020 target and discuss both the causes and consequences of ESL. It will also discuss the role of the classroom teacher in preventing ESL

- Part 1 will also introduce the teacher education in ESL framework and describe its main components, including the three modules making up the training programme.

- Part 2 seeks to encourage classroom practitioners in engaging in continuous self reflection on their practice as part of their education in preventing ESL

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Module 2 RELATIONSHIPS

During this module participants will develop the skills in building caring and supportive relationships with all students in their intercultural classrooms, focusing on the following skills:

- Empathy

- Conflict management

- Classroom management

- Bullying prevention

- Emotional regulation

- Facilitating social and emotional learning through classroom climate

- Teaching diverse and intercultural groups

- Working with parents and carers

- Values (optional)

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MODULE 3 ENGAGEMENT

During this module participants will develop the skills in motivating and actively engaging all students in the learning process, focusing on the following topics:

- Making the curriculum meaningful for the students

- Teaching and learning in the digital era aspects

- Critical pedagogy

- Coping with the challenges of the profession

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Defining empathy …

- Empathy is NOT sympathy as it doesn't denote "approval" or "pity"

- It is a condition of "understanding"; understanding as a "sensitive awareness of the way the process of education and learning seems to the student

- Hence, instead of focusing on our experiences of teaching, we must focus on students' experiences of learning (trying to appreciate their perspective, feel and think along with them)

- It is not a noun to achieve, but rather, a continual effort necessitating humility.

- empathy cannot exist without imagination, without using what we hear and see to attempt to create a sense of students' situations

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em·pa·thy

noun \ˈem-pə-thē\

the action of understanding, being aware of, being sensitive to, and vicariously experiencing the feelings, thoughts, and experience of another of either the past or present without having the feelings, thoughts, and experience fully communicated in an objectively explicit manner

SEE THEIR WORLD

APPRECIATE THEM AS HUMAN BEINGS

JUDGEMENT

4 ELEMENTS OF EMPATHY

UNDERSTAND FEELINGS

COMMUNICATE UNDERSTANDING

CC Michael Sahota 2012

The importance of empathy

- Various studies have shown that students tend to perform better academically when their teachers are empathic

- Empathic behaviour often manifests itself in teachers' caring relationships with students

- Importance of teacher support for adolescents' social-emotional wellness; strong links between perceived teacher support and adolescents' life satisfaction were identified

- Empathy can potentially foster openness, attentiveness, and positive relationships

- Empathy promotes increased sensitivity to diverse cultures

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TASK 1 – Case study followed by whole-group discussion:

Case-study:

- A former teacher (Teacher A) of a school boy in primary informed the future teacher (Teacher B) about this student:

    Teacher A: "He resists writing"

    Teacher B: "he doesn't feel successful at writing yet"

- The student managed to write consistently throughout the year whilst being taught by Teacher B

- Conclusion: This student's success could be attributed to the **attitude change** that this second teacher's comment inspired. She assumed that students want to do well, but she also recognized that student experience in school is complex, as are the behaviours we find undesirable and uncooperative. This teacher approached this student's refusal by imagining what he hadn't yet come to experience— success as a writer— and that imaginative leap shaped how to relate to the student.

- **Discussion:** What triggered the attitude change in Teacher B?

    Have you ever experienced a similar situation?

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Putting empathy into practice... cultivating empathy

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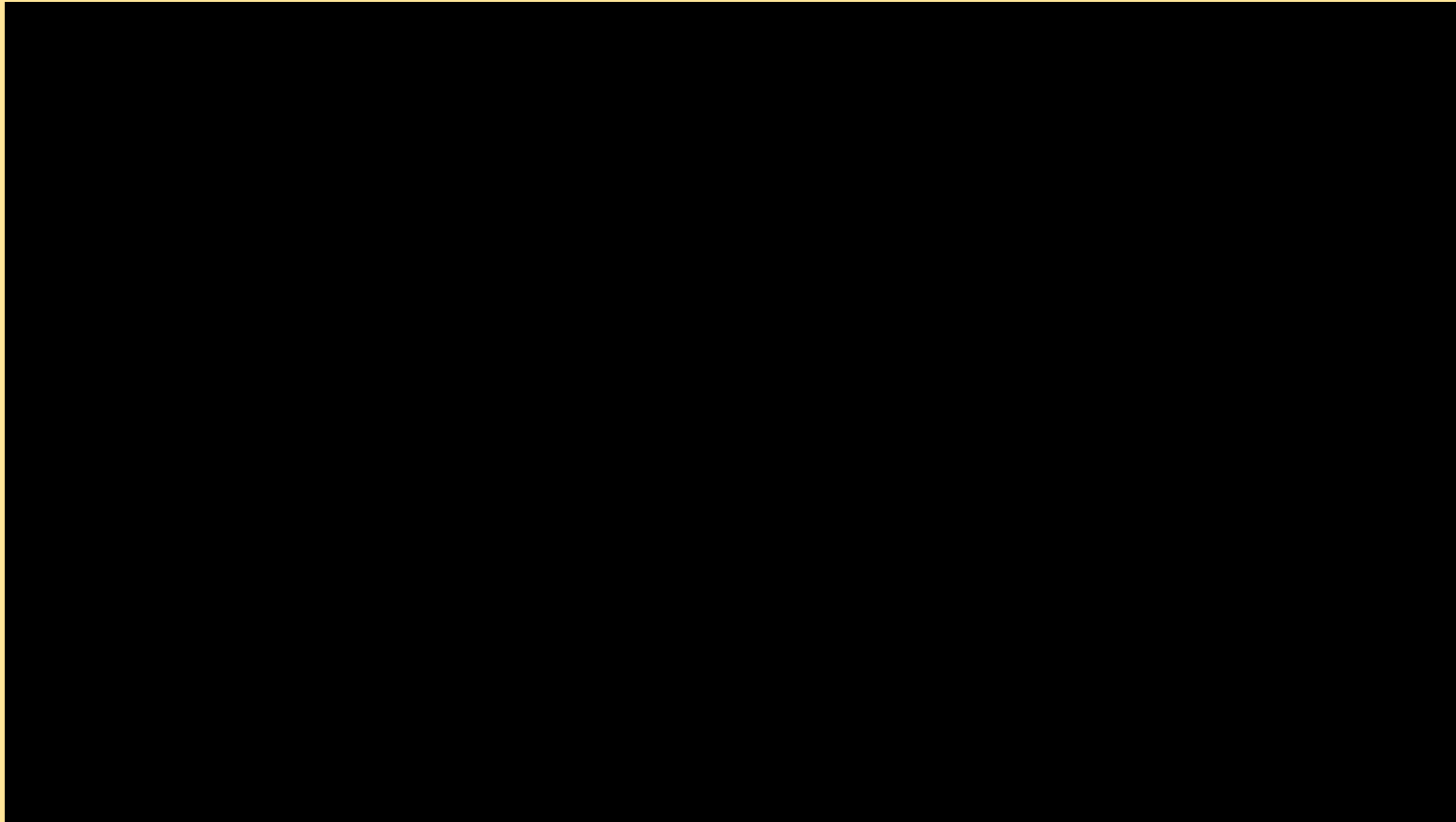
TASK 2 – Video Discussion

- **<u>Answer the following questions in groups of 3/4</u>:**

1. **From a scale from 0 (highly ineffective) to 10 (extremely effective), how effective was this exercise in fostering empathy amongst students?**

2. **Mention something from the video that caught your attention (if any)**

3. **In which subject lessons can this exercise be implemented?**

[If time permits, share your views with the rest of the groups]

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Being over-empathic …

- Being over-empathic can be counter-intuitive

- Regulating how much empathy we feel by believing that empathy is something that we can change is important

- Too much empathy might not naturally help people do the right thing, or might lead to teacher burnout

- It is important to know when to empathise and to assess the motives of people who try to stir our emotions with a critical light.

Seeing others in distress will make us feel for them – and may even motivate some of us to help reduce their suffering. But recent psychological research suggests this is not always the case.

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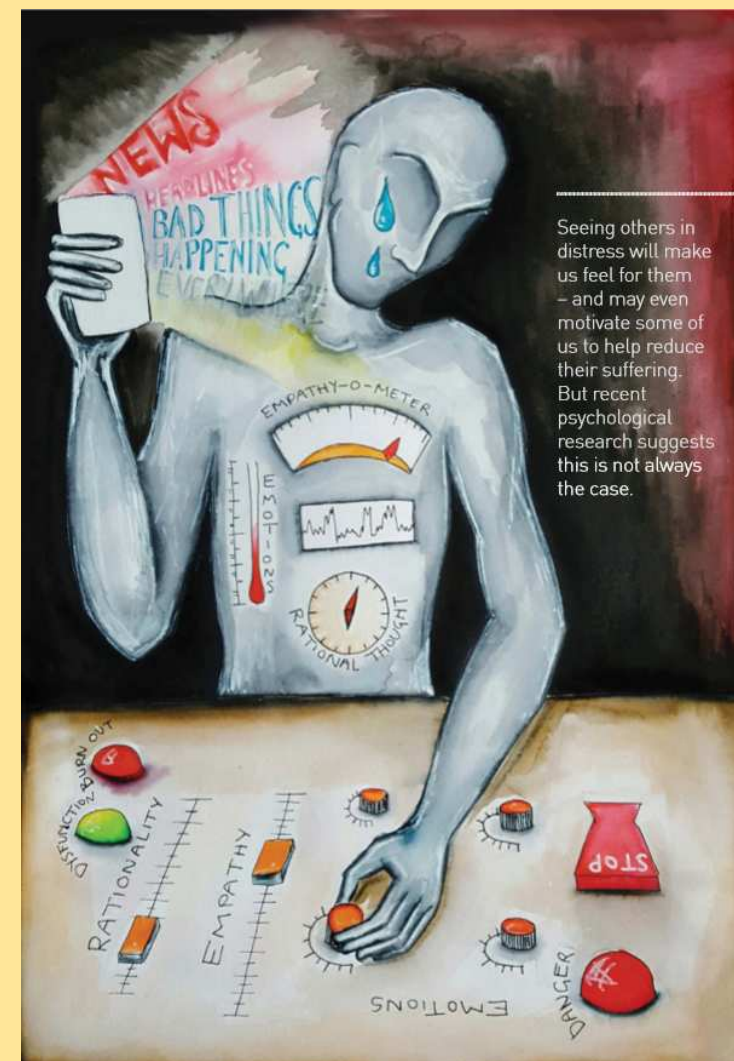
Concluding thought: empathy can change the world!

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Co-funded by the
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564547-EPP-1-2015-1-BG-EPPKA3-PI-FORWARD

Suggested Readings

- McAllister, G. & Irvine, G.G. (2002). The role of empathy in teaching culturally diverse students – A qualitative study of teachers' beliefs. *Journal of Teacher Education, 53*(5), 433-443.

- Suldo, S.M., Friedrich, A.A., White, T., Farmer, J., Minch, D. & Michalowski, J. (2009). Teacher Support and Adolescents' Subjective Well-Being: A Mixed-Methods Investigation. *School Psychology Review, 38*(1), 67-85.

- Wender, E. (2014). The Practice of Empathy. *English Journal, 103*(6), 33–37.

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Piloting 2017-2018

- Training of 100 secondary school teachers from the partner countries (c 20 teachers from each partner)

- Teachers will integrate these skills in their classroom practice according to their own needs and contexts over a number of weeks, and are provided with mentoring and coaching

- Training and classroom piloting will be evaluated through teacher implementation diaries, classroom monitoring reports and feedback questionnaires

- Policy recommendations for module integration with the national teacher training plans will be issued following the evaluation.

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Further information

EMPAQT
http://empaqt.eu/

ENSEC 2017 Paper Presentation

Understanding School Engagement of Immigrant, Ethnic Minority and Underprivileged Mainstream Youth in Hong Kong

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6 - 9 June 2017

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Powering
Education
點亮教育原動力

Introduction

- Change of student demography has been one of the key concerns in school engagement in Hong Kong
  - Immigrant and minority students and low-income students are the fastest growing groups in schools
  - They record fewer enrolments and higher dropout rates than their local affluent peers
  - They struggle either with English Language or Chinese Language; they are also weak in Liberal Studies
  - They tend to have negative life outcomes which lead to risk behaviours

Objectives

- To examine the predictive power of demographic variable, academic variable, and student group for school engagement in Hong Kong

- To investigate the significant factors contributing to positive school engagement
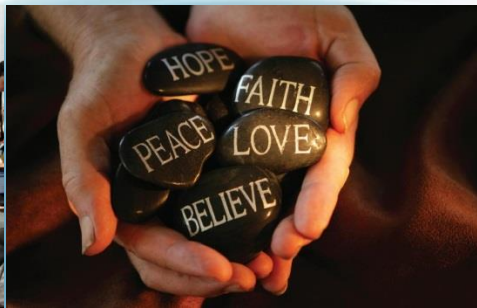
Methodology

Integrated Questionnaire Survey

Semi-structured Interviews with Students

Sampling

5847

QUESTIONNAIRE

11 Multicultural Secondary Schools

Non-Mainstream Students No Less Than 30%

5247 Samples

6th – 12th Graders
12-19 Years Old

Chinese Immigrant Students (CIS) **24.9%**

Cross-Boundary Students (CBS) **9.0%**

Non-Chinese Speaking Students (NCS) **22.8%**

Underprivileged Hong Kong Mainstream Chinese Students (HKMCS) **43.3%**
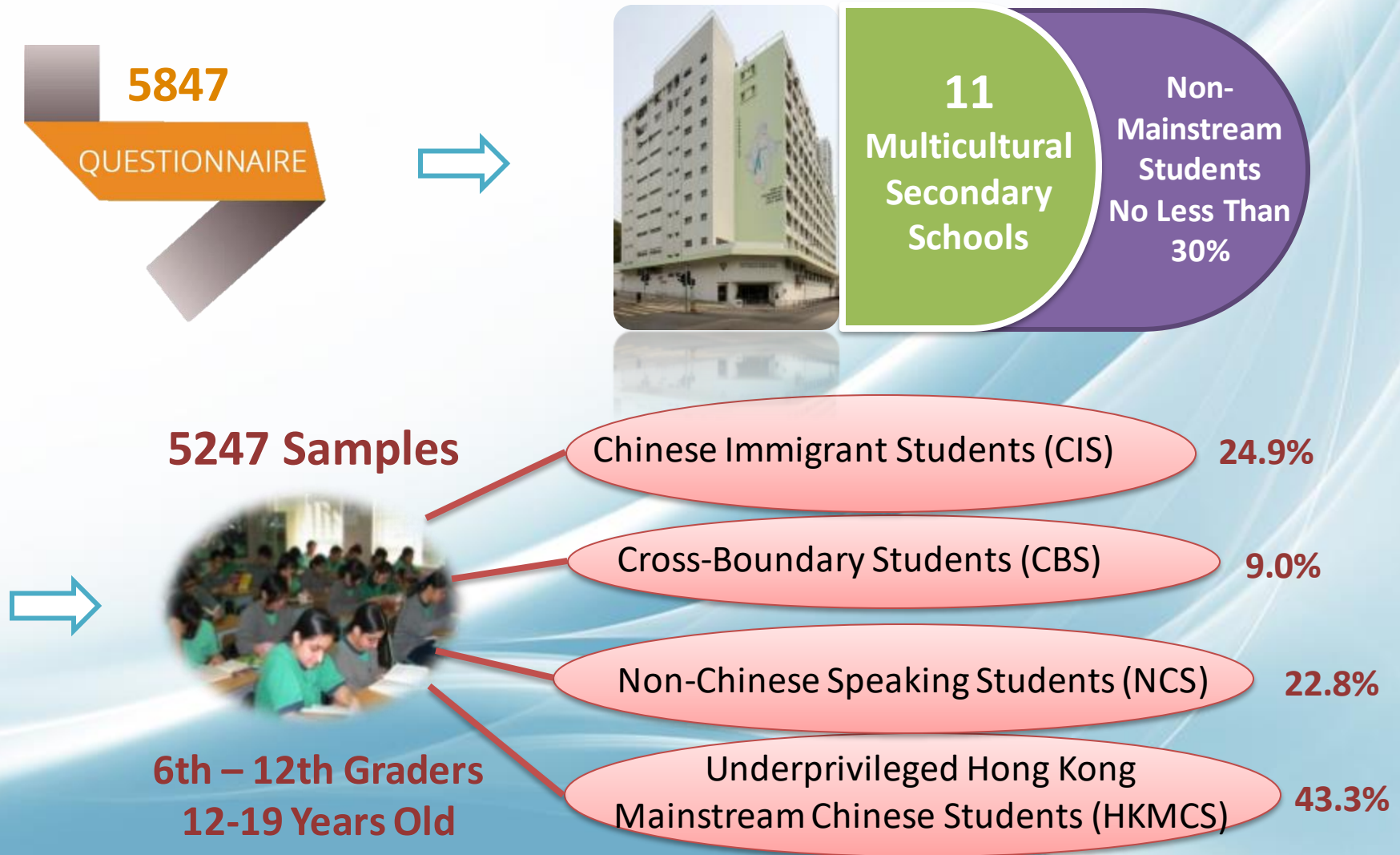
Table 1: Participants and their demography (independent variables)

		HKMCS	CIS	CBS	NCS	Total
Gender	Boy	61.6%	51.3%	55.2%	56.5%	57.3%
	Girl	38.4%	48.7%	44.8%	43.5%	42.7%
Grade level	Junior	53.8%	48.4%	66.9%	59.7%	55.0%
	Senior	46.2%	51.6%	33.1%	40.3%	45.0%
Religious faith	Non-religious	71.2%	76.9%	80.1%	6.3%	58.8%
	Religious	28.8%	23.1%	19.9%	93.7%	41.2%
Text-book assistance	Recipient	43.9%	52.7%	36.3%	42.2%	45.0%
	Non-recipient	56.1%	47.3%	63.7%	57.8%	55.0%
Father's education level	≤ Secondary	85.9%	87.3%	81.2%	62.4%	80.4%
	≥Post-secondary	14.1%	12.7%	18.8%	37.6%	19.6%
Mother's education level	≤ Secondary	88.0%	91.5%	86.4%	63.2%	83.0%
	≥Post-secondary	12.0%	8.5%	13.6%	36.8%	17.0%
Chinese	≤ Average	70.0%	53.7%	45.0%	61.4%	61.7%
	≥ average & very good	30.0%	46.3%	55.0%	38.6%	38.3%
English	≤ Average	74.0%	73.5%	64.2%	35.9%	64.4%
	≥ average & very good	26.0%	26.5%	35.8%	64.1%	35.6%
Mathematic	≤ Average	71.0%	48.1%	45.9%	69.5%	62.6%
	≥ average & very good	29.0%	51.9%	54.1%	30.5%	37.4%

Measurement

Cognitive

Behavioral

Affective

School Engagement
(A Multidimensional Meta-construct)
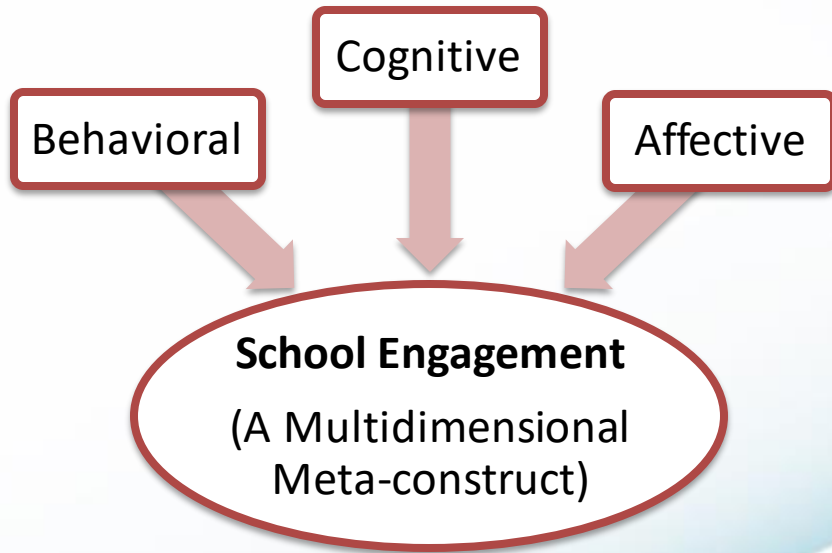
(Appleton et al., 2008; Fredricks et al., 2004)

2 items were deleted due to weak factor loading

19 items

- Parental care (4)
- Peer support (4)
- Teacher support (4)
- Self-efficacy (7)

(6-point Likert scale from strongly disagree to strongly agree)

Powering

Measurement

- Multiple Goodness-of-fit Indices

- Confirmatory Factor Analysis (CFA):

χ^2 (148)= 3920.579, p < 0.001, CFI = 0.949, TLI = 0.941, RMSEA = 0.055, SRMR = 0.039

✔ Acceptable reliability statistics
 (Cronbach's alpha ranges from 0.729 to 0.880)

✔ Significant (p<0.001)
(Ranging from 0.532 to 0.832)

✔ Adequate measurements of the latent constructs

Findings

- NCS: mostly religious; Chinese: mostly non-religious

	NCS	**Chinese**
Religious	93.7%	19.9% -28.8%

Recipients of text-book assistance (proxy for family SES)
- HKMCS: subsidy recipients — highest → underprivileged

	HKMCS	**NCS**	**CIS**	**CBS**
Subsidy Recipients	43.9%	42.2%	52.7%	36.3%

- Parental education level: NCS higher; Chinese lower

	NCS	**Chinese**
Post-secondary Or Above	$>$ 1/3	$<$ 1/5

Descriptive Analysis

Student Groups

Significant predictor

Parental care

Friends support

Teacher support

Self-efficacy

high

School Engagement

- NCS
- CBS
- CIS
- HKMCS

low

Descriptive Analysis

Table 3: Mean (out of 6.00) and S.D. of four aspects in school engagement by student groups

		HKMCS	CIS	CBS	NCS	Total
Parents	Mean	3.37	3.44	3.58	4.11	3.57
	S.D.	1.09	1.00	1.04	1.03	1.09
Friends	Mean	4.15	4.30	4.45	4.79	4.36
	S.D.	1.17	1.07	1.01	1.07	1.14
Teachers	Mean	4.03	4.22	4.33	4.66	4.25
	S.D.	1.17	1.06	1.06	1.20	1.17
Self	Mean	3.97	4.17	4.25	4.49	4.16
	S.D.	0.96	0.84	0.83	0.87	0.92

Parents: $F(3,5232)=140.467, p<.001, \eta^2 = 0.075$
Friends: $F(3,5228)=89.158, p<.001, \eta^2 = 0.049$
Teachers: $F(3,5205)=80.564, p<.001, \eta^2 = 0.044$
Self: $F(3,5210)=88.043, p<.001, \eta^2 = 0.048$

- Parents: largest effect size
- NCS: Parents usually talked to them about their school life, care for their future career, and attended school activities
- HKMCS: Parents did not engage their school life so much
- Friends: highest mean → Adolescents appreciated the companion of peers
  → Peers' impact: maybe most important
- Parents: lowest mean

Correlated Analysis

Table 4: Pearson correlations between student demographic and school engagement

Student Group	Parents	Friends	Teachers	Self
Grade (Senior)	-0.159***	0.005	-0.090***	-0.070***
Gender (Boy)	0.004	-0.160***	-0.035**	-0.067***
With religious faith	0.236***	0.142***	0.158***	0.171***
Textbook assistance recipient	0.005	0.024*	0.031**	0.004
Father's education level (≥Post-secondary)	0.143***	0.053***	0.066***	0.098***
Mother's education level(≥Post-secondary)	0.126***	0.062***	0.047***	0.096***
Chinese Language(≥ average & very good)	0.108***	0.139***	0.109***	0.260***
English Language (≥ average & very good)	0.183***	0.182***	0.168***	0.281***
Mathematic results(≥average & very good)	0.072***	0.081***	0.107***	0.270***
Chinese Immigrant Students (CIS)	-0.069**	-0.030**	-0.013	0.004
Cross-Boundary Students (CBS)	0.003	0.024	0.020	0.031**
Non-Chinese Speaking Students (NCS)	0.267***	0.205***	0.193***	0.191***

Multiple Regression Analysis

- Software: MPlus 7.0.
- Comparative Fit Index (CFI): 0.90 or above (Bentler 1992; Kline 2010)
- Root Mean Square Error of Approximation (RESEA): 0.07 or less (Hu and Bentler 1999; Browne and Cudeck 1992)

Good fit of the structural model to the data

grade level   religious faith

gender   family SES

Demographic Variables

School Engagement

Academic Variable   Student Group

English   Chinese Mathematics
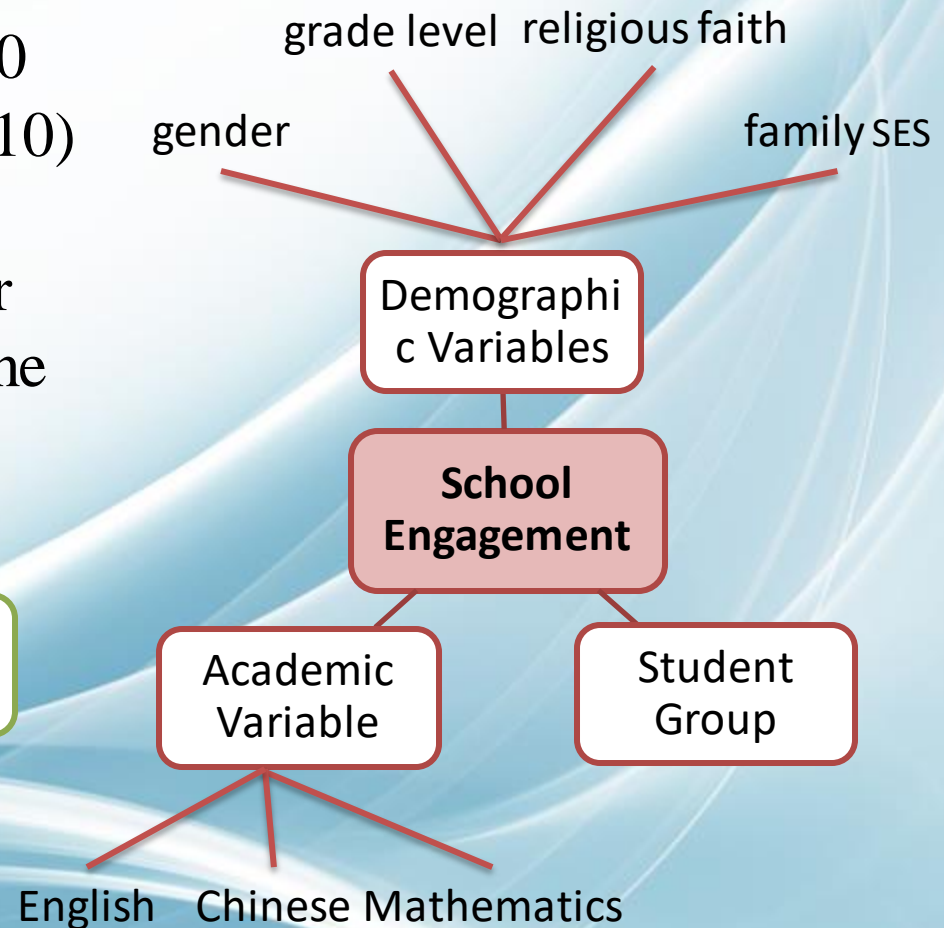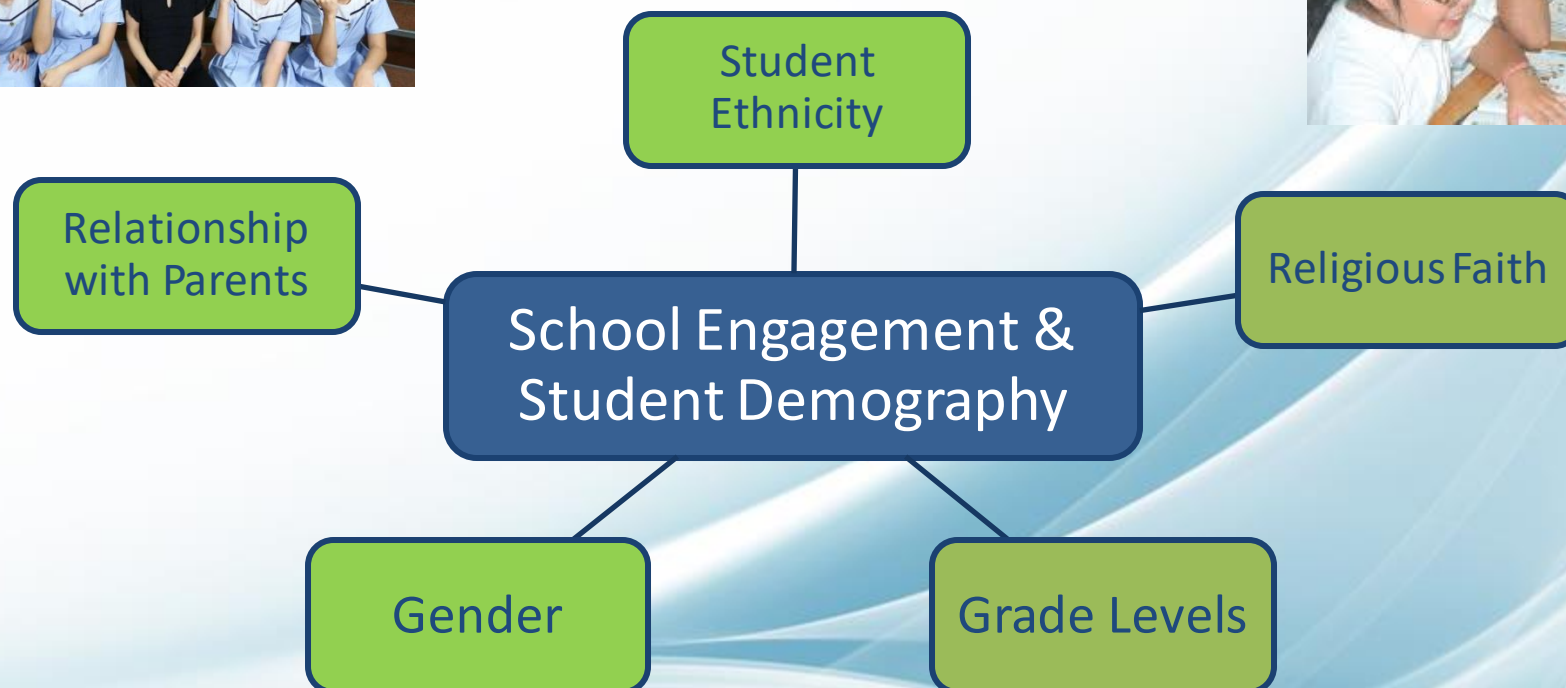
Discussion

o Senior grade students have less level of school engagement may due to pressures on high shake examination in Hong Kong.

o Forming learning buddies to foster mutual support

o Mentoring newcomers with student ambassadors to build resilience

o Unlocking the keys for motivating immigrant and minority students to learn by addressing their differentiated needs

o Raising teachers' expectations and professionalism in responding to equity and quality in education

o Enhancing home-school collaboration

Recommendations

- Spiritual health as a strategy to mediate negative life events

- Advocate resilience training in school curriculum to make a balanced lifestyle

- Enhancing life and value education across the curriculum

- Establishing an effective model of whole person development

- Collaborating with tertiary institutions to provide a spectrum of extra-curricular activities – to widen the horizons of life education for senior form students.

Thank you for listening

Effects of SEL education on children's socio-emotional competencies across Europe: results of EAP_SEL project

Charli Eriksson (professor emeritus, School of Health Sciences, Örebro University, Sweden)

Annalisa Morganti (PI, Italy), Josipa Mihic, Miranda Novak (Croatia) & Brenda Heinrichs (Penn State University, USA)

The EAP_SEL Consortium

Background

- Social-emotional competence in early childhood is multivariate, composed of skills and knowledge that are integrated across the emotional, cognitive, and behavioral domains of development.
- SEL curricula have been shown to improve academic achievement and positive behavior while reducing subjective distress and conduct problems
- One critical issue is the application of evidence-based program from efficacy studies proven programs into **real life contexts**.
- Despite the evidence-based SEL program, intervention outcomes have been compromised by sporadic and inconsistent **implementation**

Background

- The **aim** is to present the outcomes and results of experimental studies of SEL curricula in five European countries as part of the project Assessment Protocol for Children's SEL (EAP_SEL)

- The project represents a cross-European effort to implement an evidence–based social and emotional skills curriculum in public schools, through the collaboration of 5 countries in an effort **to test the effectiveness of SEL interventions** within the context of different EU countries (Italy, Croatia, Sweden, Slovenia and Switzerland).

Intervention/programs in
Croatia, Italy, Slovenia, Switzerland

- **PATHS** (**P**romoting **A**lternative **T**hinking **S**trategies) is one of the best-validated and most successful social-emotional learning curriculum for children.
- delivered by regular school teachers on average twice a week to each school class,
- structured into lessons and provides a detailed manual and teaching materials [how to identify and label feelings, recognize that other children have feelings; problem solving, communication skills as well as prosocial skills children; help establish a caring and supportive learning community across the school day].

2017-06-16

Intervention/programs in
Sweden

- **SET** (**Social and Emotional Training**) originates from Sweden and has the potential to operate effectively as a health-promoting intervention during the school period
- School teachers administer SET twice a week, (45 minutes throughout the school year).
- Detailed manuals (399 concrete exercises) guide the program for the teachers and a workbook for students [self-awareness, managing one's emotions, empathy, motivation, and social competence].

Research questions

1. Is it possible to training teachers to implement the SEL programs in different countries?

2. Is it possible to use a set of outcome measures or assessment scales to monitor the development of SEL?

3. Is it possible to prevent some of primary school children's problems by implementing different versions of social-emotional skills curricula?

Methods

- The **design** was a randomized intervention study with repeated assessment in intervention and control classrooms
- Five countries – 10 intervention and 10 control classes in each country
- Longitudinal study of children in 1st and 2nd school classes
- Teacher assessment of 10 students each class
- Standardised measurement instruments

DESIGN OF THE EXPERIMENT IN EAP_SEL					
	start	1st Grade	6 months	2nd Grade	18 months
Intervention group	01	PATHS/SET	02	PATHS/SET	03
Control group	01	-	02	-	03

Teacher Assessment of Students (10 each class)
[Strength and Difficulties questionnaire (SDQ, Child Activity Scale,
Child Interaction Scale, Child Behavior Questionnaire
Academic Performance Questionnaire]
School Climate (teacher self-report)
[Collective efficacy, Burnout Positive feelings, Professionalism]
Measures of Implementation
[Paths Teacher Ratings, SET observations in classrooms]
Student Demography

Teacher Assessment of Students

Strength and Difficulties questionnaire (SDQ)

Child Activity Scale,

Child Interaction Scale,

Child Behavior Questionnaire

Academic Performance Questionnaire

Measurement Scales

Scales	Sample items	Cronbach's α
Strength and Difficulties Questionnaire - Total scale	3-point Likert scale ranging from "not true" to "certainly true".	
Emotional symptoms (SDQ-ES)	"Often complains of headaches, stomach aches or sickness"	α=.62 - .83
Conduct problems (SDQ-CP)	"Steals from home, school, or elsewhere", "Generally well behaved, usually does what adults request"	α=.63 - .83
Hyperactive Impulsive (SDQ-HI)	as "Restless, overactive, cannot stay still for long" and "Thinks things out before acting" (reversed)	α=.83 - .92
Peer problems (SDQ-PP)	"Picked on or bullied by other youth", "Rather solitary, prefers to play alone"	α=.82 - .86

(SDQ, Goodman et al, 2010)

Measurement Scales

Scales	Sample items	Cronbach's α
Child Activity Scale (CAS)	4-point Likert scale ranging from "not at all" to "very much".	α=.93 - .95
Inattention	"Is easily distracted" , "Has trouble following directions"	
Hyperactivity	"Has trouble waiting her/his turn", "Does physically dangerous things without thinking".	
Child Interaction Scale (CIS)	six response options ranging from "almost never" to "almost always".	α=.91 - .96
Learning Behavior Scale (LBS)	a 3-point Likert scale ("most often applies" to "does not apply") "Responds in a manner that shows attention", "Shows little determination to complete a task, gives up easily."	α=.84 - .91

Measurement Scales

Scales	Sample items	Cronbach's α
Academic performance	Reading and Pre-literacy skills, Mathematic Skills and Overall Academic	α = .93 - .99
Child Behaviour Questionnaire (CBQ)	6-point Likert scale (ranging from "almost never "to "almost always")	
Emotion regulation	"Controls temper when there is a disagreement", "Accepts things not going her/his way"	α=.59 - .91
Prosocial behaviour	"Shares with others", "Is helpful to others"	α=.69 - .93
Aggression		α=.91 - .95
- Oppositional behaviour	"Ignores or refuses to obey adults", "Breaks things on purpose".	
- Physical aggression	"Threatens to hit or beat up other children", "Physically attacks people".	
Withdrawn/depressed behaviour	"Avoids playing with other children", "Sad, unhappy"	α=.68 - .83

Participants
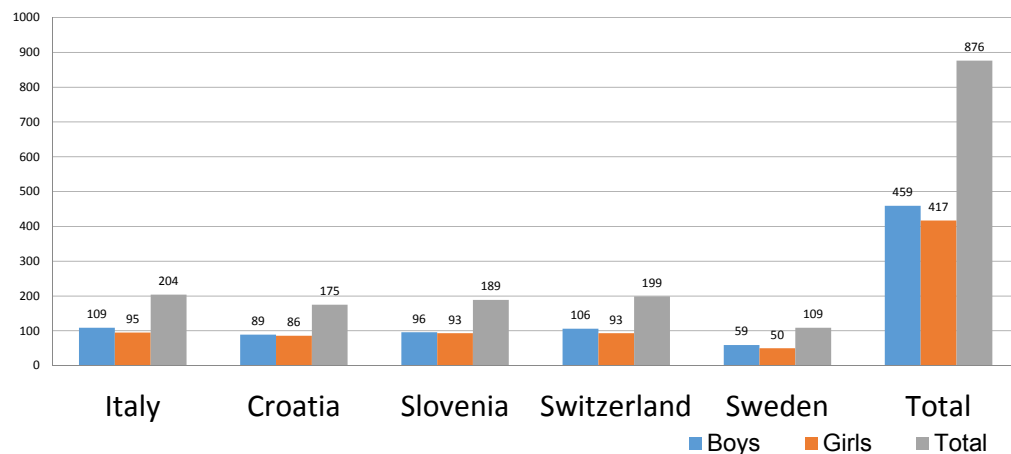
Statistical analysis

- Paths countries: a multi-level analysis was used, HLM (Hierarchical Linear Model) were run using teachers as clustering unit (SAS). Longitudinal mixed models were used with random intercepts for teachers and random intercepts and slopes for children nested in teachers, using time points 2 and 3. A model that included the child's initial level for the response, the country (design variable), and gender was adequate. The adjusted means at Time 3 will be used to show the results at country level.

- The Swedish data analyses followed a similar strategy (SPSS), using ANOVA, and a multivariate model using general linear modelling, including the initial value of response, gender, treatment, time, and treatment-by-time interaction.

Results

- **Research Question 1**: Is it possible to training teachers to implement the SEL programs in different countries?
- One important result was the mainly positive feedbacks gathered from teachers in all partner countries. Many of them reported how working with SEL programs helped them not just in their daily practice and while dealing with their pupils, but also how the program worked on themselves, how to get to know and manage their own emotion.

Results

- **Research Question 2**: Is it possible to use a set of outcome measures or assessment scales to monitor the development of SEL?
- The scales had adequate psychometric quality, as indicated by Cronbach α.
- However additional measures are needed that can be used by the children themselves. Such a method development part was included in the EAP_SEL project.

Results

- **Research Question 3**: Is it possible to prevent some of primary school children's problems by implementing different versions of social-emotional skills curricula?

Overall estimates of covariates for Strength and Difficulties - Total scale

Effect	Country	STRENGTH AND DIFFICULTIES: TOTAL PROBLEMS Estimate	STRENGTH AND DIFFICULTIES: TOTAL PROBLEMS StdErr	Significance
Intercept	_	7.18	(0.81)	
INITIAL	_	0.68	(0.02)	<.0001
country	Italy	-0.32	(0.58)	0.7268
	Switzerland	-0.51	(0.65)	
	Croatia	0.15	(0.60)	
	Slovenia	0.00	.	
gender	_	0.98	(0.28)	0.0005
time	_	-0.16	(0.23)	0.0177
trt	_	2.04	(0.47)	<.0001
time*trt	_	1.17	(0.35)	0.0010

Significance at time 3

Difference in rate of change

9

Hyperactivity and inattention

	PATHS	SET
Child Activity Scale: total	*p=.003*	-
Child Activity Scale: Impulsive/Hyperactive	*p=.008*	
SDQ: Hyperactivity/ Inattention		*(p=.061)*
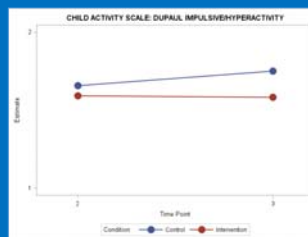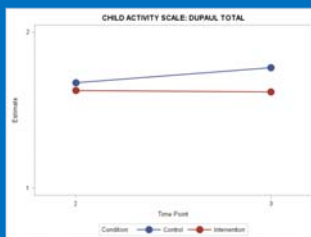
Social problems and behavior

	PATHS	SET
SDQ Peer Problems	*p=.010*	
Child Interaction Scale	*p=.033*	
CBQ Prosocial Behavior		*p=.014*
CBQ Social Competence Scale		*p=.008*
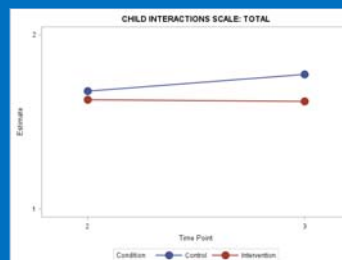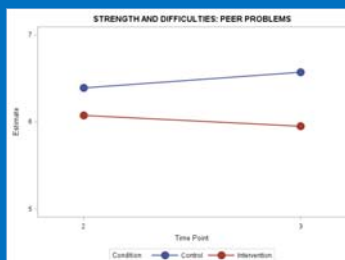
Problem Behavior

	PATHS	SET
SDQ: Emotional Symptoms	p=.036	
SDQ: Conduct Problems	p=.003	p=.033
CBQ Emotional Regulation		p=.003
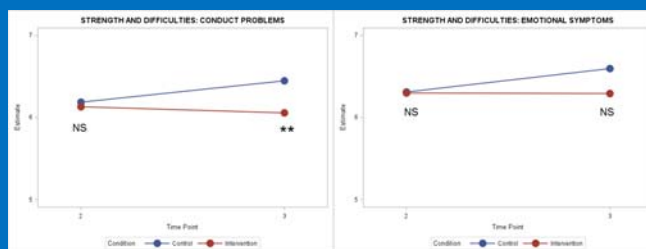
Academic Measures

	PATHS	SET
Learning Behavior Scale	(p=.098)	p=.004

Country-specific results

Hyperactivity and Inattention

	Cro	Italy	Slo	Swi
CAS: total				***
CAS: Impulsive/Hyperactive				**
SDQ: Hyperactivity/ Inattention				***

Academic measures

	Cro	Ita	SLo	Swi
Learning behavior Scale	(*)			

Social Problems

	Cro	Italy	Slo	Swi
CIS		**		
SDQ Peer Problems	*	**	*	

Problem Behavior

	Cro	Ita	Slo	Swi
SDQ Emotional symptoms		*		
SDQ Conduct problems				

Research questions

1. Is it possible to training teachers to implement the SEL programs in different countries?

 YES

2. Is it possible to use a set of outcome measures or assessment scales to monitor the development of SEL?

 YES

3. Is it possible to prevent some of primary school children's problems by implementing different versions of social-emotional skills curricula?

 YES , but

Further analysis

- **Implementation of the SEL programs**

- **Analysis of possible moderators:**

- Moderating factors: Was the program more effective among certain groups of children?

- Possible mediating of Collective efficacy, Professional Burnout, Professional Positive Feelings and Professionalism measured by teacher self-reports at three points in time

-

Might SEL programs affect mental health at the population level? Contribution to a roundtable discussion

Charli Eriksson, Professor em.,
Public Health Sciences,
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Three concerns

- 1. Behavioral programs - focus on the individual – towards choice, change , mastery

- 2. Knowledge gaps implementation and going global – research challenges

- 3. Need for systems thinking and actions

Framework for Positive Youth Development

Why Research on Intervention Methods

- Why research?
- Good intentions are not enough

- Therefore:
- Evidence-based interventions is needed
- And
- Translation into practice
- But (25 years of implementation research M Doda)
- "If they don't like it, they don't do it"

RE-AIM model

- A planning and evaluation framework used to conceptualize the public health or population-based impact of an intervention

Glasgow et al
Am J Public Health,
1999; 89: 1322-7.

- **Reach**
  - Participation rate and representativeness of participants
- **Effectiveness**
  - Effects on primary and multiple outcomes of interest (including negative outcomes)
- **Adoption**
  - Participation rate and representativeness of setting
- **Implementation**
  - Extent to which intervention is delivered as intended
- **Maintenance**
  - Long-term effects of intervention and extent of continuation of intervention

A type III error = evaluating an intervention that has not been adequately implemented

Implementation Science

Effects

Performance assessment (Fidelity)

Coaching

Political support

Competence Drivers

Organization Drivers

Facilitative administration

Training

Integrated and compensatory

Selection

Decision support data system

Leadership Drivers

Technical   Adaptive
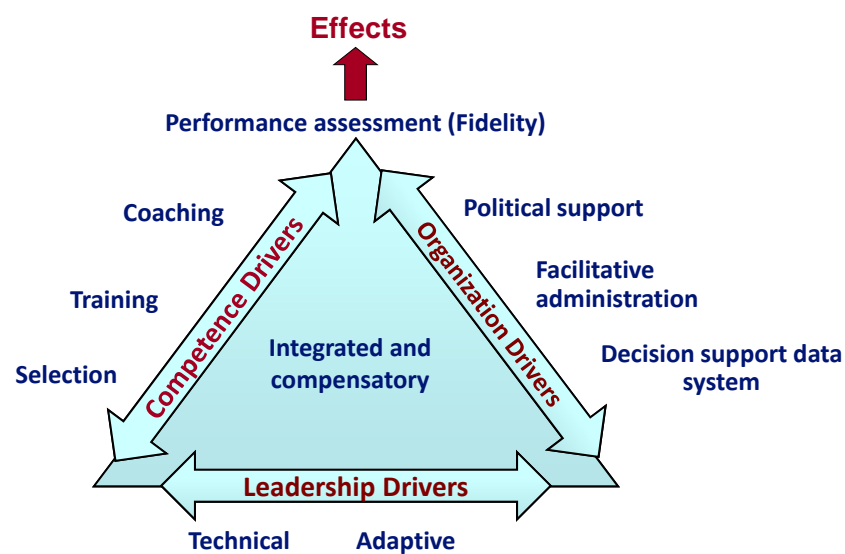
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2. Knowledge gaps

Stages of research and evaluation

problem definition	solution generation	innovation testing	intervention demon-stration	intervention dissemi-nation	programme management

epidemiology and demography

community needs and analysis

social behavioural organisational research

intervention theory

assessment of outcome

understanding of process

assessment of cost and benefits

performance monitoring

What is the problem?	How might it be solved?	Did the solution work?	Can the programme be repeated / refined?	Can the programme be widely reproduced?	Can the programme be sustained?

Key research questions

---

2. Knowledge gaps

Stages of research and evaluation

Present Public Health Research

problem definition	solution generation	innovation testing	intervention demon-stration	intervention dissemi-nation	programme management

epidemiology and demography

community needs and analysis

social behavioural organisational research

intervention theory

assessment of outcome

understanding of process

assessment of cost and benefits

performance monitoring

What is the problem?	How might it be solved?	Did the solution work?	Can the programme be repeated / refined?	Can the programme be widely reproduced?	Can the programme be sustained?

Key research questions

KNOWLEDGE MANAGEMENT CYCLE

Organise, develope, intervene

Effect and Process Studies

10 %

Evidence without capacity is an empty shell

DEVELOP KNOWLEDGE

Plan | Do | Evaluate

Research integrated Work-proces

Implement | Publish

SHARE KNOW-LEDGE

USE KNOW-LEDGE

Evidence-proces

Judge | Review | Collect

REFLECT ON KNOWLEDGE

Let us do this together

- Best packages or formulas
- Best principles of professional quality

Disseminating research findings

- A review of 28 approaches showed that these were underpinned by at least in part by one or more of three theoretical approaches:

- Persuasive communication
- Diffusion of innovations theory
- Social marketing
- Wilson et al. *Implementation Science*, 2010, 5:91.

6

Diffusion of innovations (E. Rogers, 2003)
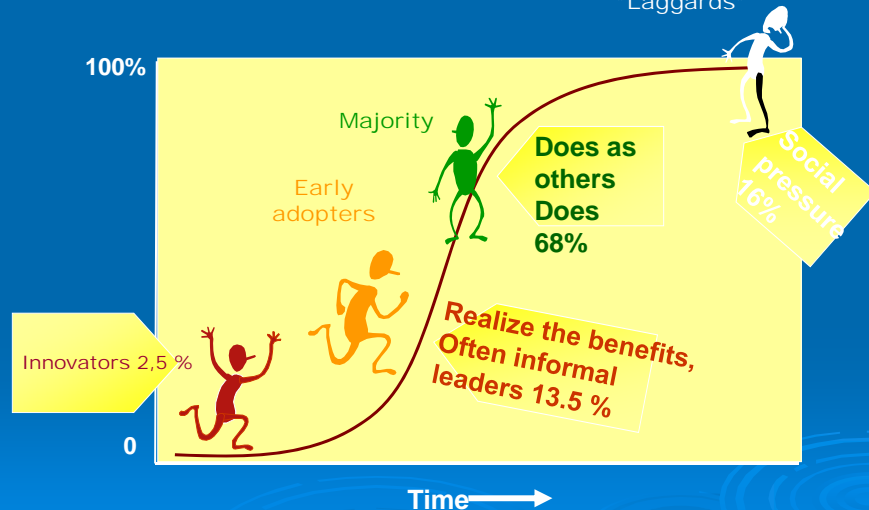
3.

The River –
a human being has fallen into the river

- Rescue   Medical Care

- Construct a Bridge   Prevention

- Learn how to swim   Health Promotion

- Change the river   Physical planning + Politics

Importance of contextual factors
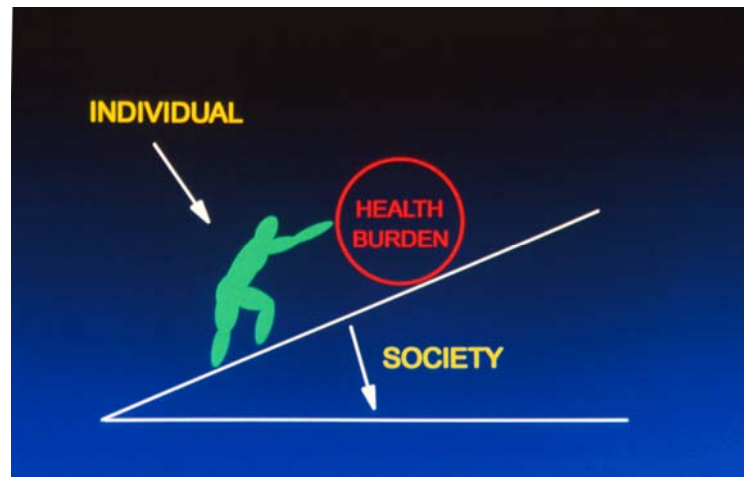
Main determinants of health

Source: Whitehead & Dahlgren, 1991

Mediating Outcomes/ Results	Healthy Lifestyle	Effective Care, Protection and Service	Supportive Environment
Output of Public Health Work	Health Literacy	Social Action and Influence	Healthy Policy and Organisation
Public Health Work	Information, Education, Communication	Social Mobilisation	Advocacy Political work

HEALTH   death, disease, disability
quality of life, participation, equality

Population level effects

Health promotion =
health education x healthy public policy
or
education x social mobilization x public policy

CULTURAL PERSPECTIVES ON PARENTING, TRAIT EI AND PSYCHOLOGICAL HEALTH IN TAIWANESE CHILDREN

Ching-Yu Huang, PhD
Bournemouth University
07 June ENSEC 2017

Presentation outline

- **Background**
  - - Child Emotional Intelligence (EI) and mental health outcome
  - - Role of parenting
  - - Chinese culture-specific parenting practice
- **Current study**
- **Method**
- **Results**
- **Discussions and implications**

Definition of Emotional Intelligence(EI)

EI
- ••The ability to understand emotions in ourselves and others

Gardner (1983)
- ••Intrapersonal intelligence
- ••Interpersonal intelligence

Salovey & Mayer (1990)
- ••1. Understanding feelings
- ••2. Managing feelings
- ••3. Self-motivation
- ••4. Handling relationships
- ••5. Empathy

(Trait) EI and socio-emotional outcomes

Life satisfaction

Happiness

Adaptive coping styles

Peer relationship

Social-emotional competence

(Chamorro-Premuzic, Bennett & Furnham, 2007; Frederickson, Petrides, & Simmonds, 2012; Mavroveli, Petrides, Sangareau & Furnham, 2009; Palmer, Donaldson, & Stough, 2002)

Anxiety
Depressive symptoms
Negative mood

Absence from school

Peer, behavioural, emotional and hyperactivity problems

(Andrei & Petrides, 2013; Schutte & Malouff, 2011; Martins, Ramalho, & Morin, 2010; Russo et al. 2012; Mavroveli, Petrides, Rieffe, & Bakker, 2007; Mavroveli et al., 2008; Petrides et al., 2004; Russo, Mancini, Trombini, Baldaro, Mavroveli, & Petrides, 2012)

Parenting and children's EI &mental health outcomes

Authoritative parenting	Authoritarian parenting
+Emotional understanding (Alegre & Benson, 2007)	-Emotional understanding (Pears & Moses, 2003)
+Emotional knowledge (Bennett, Bendersky, & Lewis, 2005)	-Emotional regulation (Morris, Silk, Steinberg, Myers, & Robinson, 2007)
+Emotional regulation (Eisenberg, Cumberland, & Spinard, 1998; Eisenberg et al., 1999)	+ Problematic behaviors and depressive symptoms (Dallaire et al., 2006; Sheehan & Watson, 2008)
+Self-esteem and mental health outcome (DeHart et al., 2006; Steinberg & Morris, 2001)	

However… these findings were from Caucasian population…

Child outcomes differ across different cultures

- In South Asian, East Asian, African American and Caribbean families: strict & controlling/ authoritarian parenting are associated with positive child outcomes (e.g. Chao, 1994; Deater-Deckard, Dodge, & Pettit, 1996; Steward et al., 2000; Schroeder, Bulanda, Giodano, & Cernkovich, 2010;)

- In different cultures, the meaning and implications of parenting styles may be different.

Chinese parenting

- Chinese socio-cultural contexts:
- filial piety- to honor and obey one's parents

Encourage modesty

Maternal Involvement

Chinese Parenting

Parental Protection

Directiveness

Shaming

5 Chinese parenting dimensions (Wu et al., 2002)

The current study

- **Aim:** clarify the associations and pathway in which **parenting styles,** (including Chinese parenting style) and children's **trait EI** may influence **children's mental health symptoms**.

- **Hypotheses:**
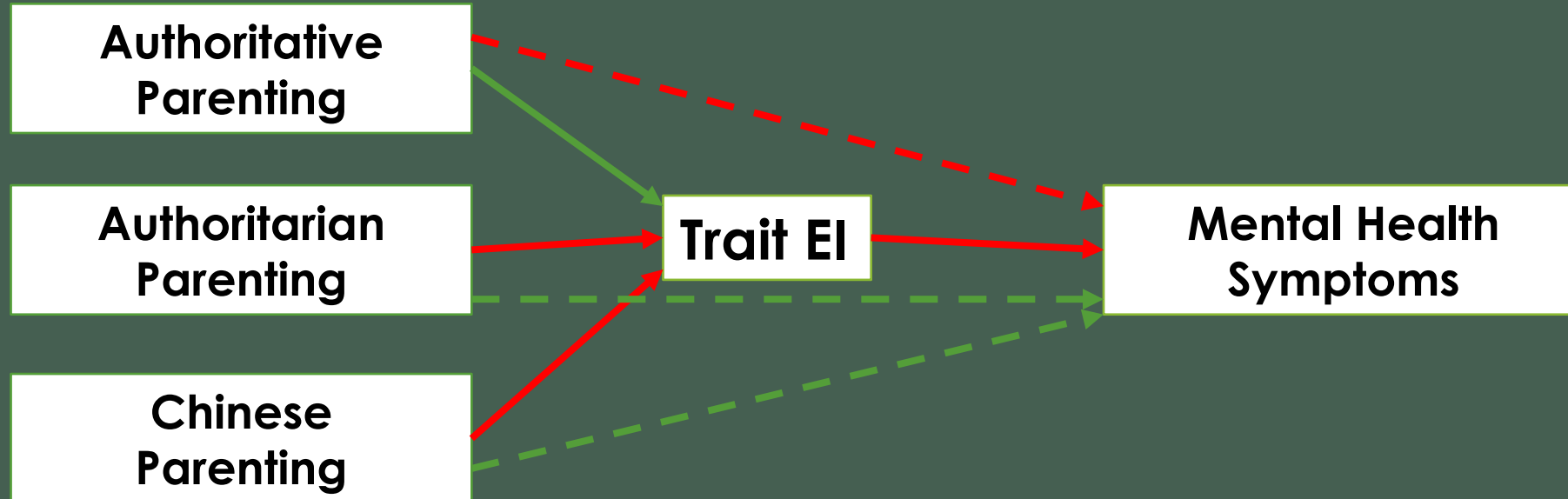
Method

- **Participants:** 675 (Mean age = 10.4 years, SD = 0.50) Taiwanese fourth-graders, 310 boys (45.9%), 356 girls (52.7%), and 9 unidentified (1.3%)
- And their primary care-giving parent (Mean age = 39.7 years, SD = 5.38); 182 (27%) fathers and 493 (73%) mothers.

Measures

- **Parents:** Parenting Style and Dimension Questionnaire, PSDQ (Robinson, Mandleco, Olsen, & Hart, 2001; Wu et al., 2002)

Authoritative	••Warmth ••Reasoning ••Autonomy granting
Authoritarian	••Physical coercion ••Verbal hostility ••Punitive/non-reasoning
Chinese parenting	••Encourage modesty ••Shaming ••Protection ••Directiveness ••Maternal involvement

- **Children:**
- 1. Brief Emotional Intelligence Scale (BEIS-10; Davies, Lane, Devonport, & Scott, 2010)
  - Appraisal of one's own emotions
  - Appraisal of others' emotions
  - Regulation of one's own emotions
  - Regulation of others' emotions
  - Use of emotions.
- 2. *The Brief Symptom Rating Scale (BSRS-5,* Chen, Wu, Lee, Liao, & Lee, 2005 *)*
- 5 items for screening: anxiety, hostility, depression, interpersonal sensitivity, and additional symptoms

Results

- Descriptives

	Means	SD	Min	Max
Authoritative parenting	3.85	0.62	1.53	5.00
Authoritarian parenting	2.02	0.55	1.00	5.00
Chinese parenting	2.94	0.45	1.61	4.80
Child trait EI	3.73	0.54	1.70	5.00
Mental Health symptoms				
Anxiety	0.70	0.92	0	4
Hostility	0.86	1.00	0	4
Depression	0.56	0.86	0	4
Interpersonal sensitivity	0.77	1.02	0	4
Additional symptoms	0.50	0.88	0	4
BSRS-5 total score	3.37	3.76	0	20

- Correlations

	1.	2.	3.	4.
1. Authoritative parenting	---			
2. Authoritarian parenting	**-.260*****	---		
3. Chinese parenting	**.130****	**.279*****	---	
4. Trait EI score	**.109****	**-.102****	-.016	---
5. Psychological symptoms	.004	**.117****	**.122****	**-.174*****

*$p < .05$, ** $p < .01$, *** $p < .001$, 2-tailed.

Results

• **Hierarchical Regressions**

	Model 1		Model 2		Model 3	
Independent Variables	β	Beta	β	Beta	β	Beta
Step 1						
Parental age	-.067	-.097*	-.058	-.084*	-.058	-.085*
Parental education	.026	.008	-.008	-.002	-.029	-.009
Family monthly income	.033	.013	.075	.030	.086	.035
Step 2						
Authoritative parenting			.028	.005	.084	.014
Authoritarian parenting			.568	.084*	.513	.076
Chinese parenting			.770	.094*	.809	.099*
Step 3						
Child trait EI					-.822	-.134**
Model summary	R^2= .009		R^2= .029		R^2= .047	
	$F (3, 623) = 1.917$		$F \Delta (6, 620) = 4.207**$		$F \Delta (7, 619) = 11.557***$	

Results

- **Path analyses**
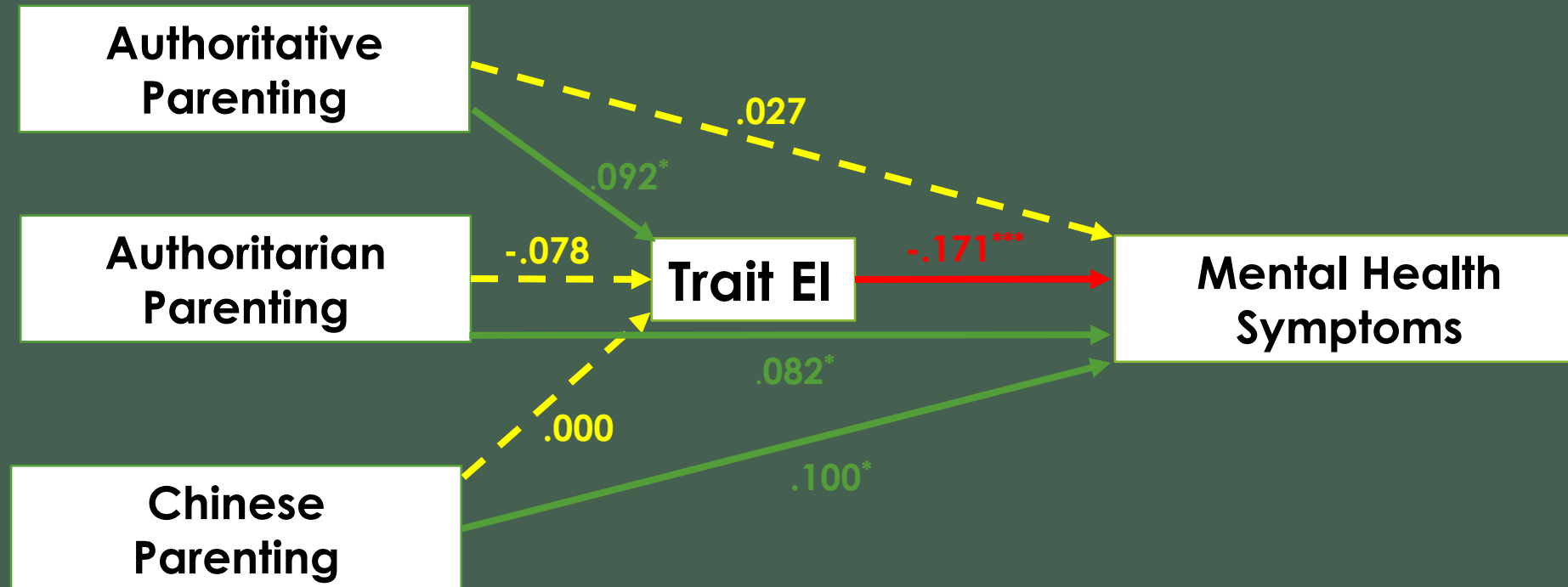
Discussions
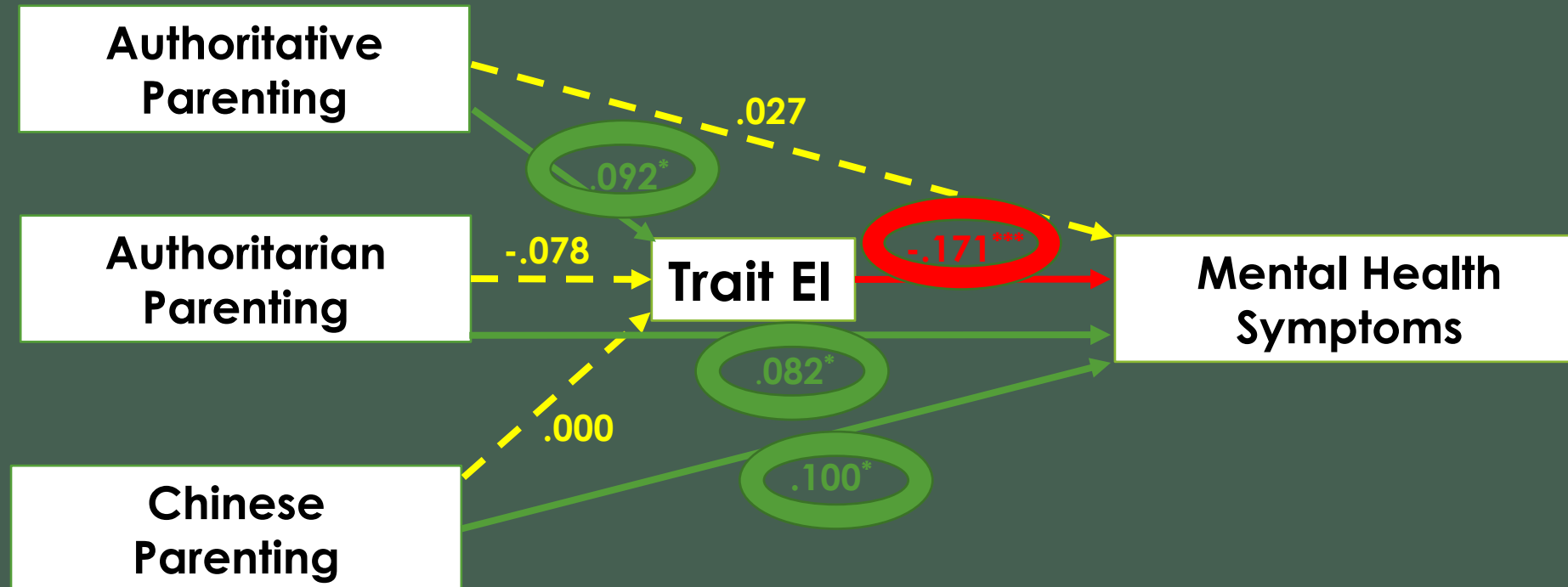
Implications

- Like their Wester counterparts, Taiwanese children' mental health is also negatively affected by authoritarian parenting→ reflecting the social-cultural change in education and upbringing in Taiwanese societies.

- Traditional Chinese parenting style may have unexpected negative influence on children's mental health outcome.

- Taiwanese Children's EI did not buffer the negative effect of authoritarian and Chinese parenting.

Conclusions

- Parents have important influence on children's emotional wellbeing, knowing the positive and negative influences of different parenting practice can help us promote the best practice in parents to foster positive child development.

Any questions?

Thank you very much!

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Risk Factors
Children
  -Birth History
  -Family History
  -Illness
  -Gene
Parent
  - Health (ACE)
  -Intimate Partner
Violence (IPV)

Mediators

Resilience
Parental Relationship
Quality
Peer Relationship Quality
Harsh/negative parenting

Dependent Variables

Psychological Health
Physical Health
Social Intelligence
Internet Addiction
Substance Abuse
Gene (telomere
length)
Behavioral Problems

**Independent
Variables**

Violence in
  - Family
  - School
  - Community

Moderators

Emotional Intelligence
Positive parenting
Gene (5-HTT)

NTU
CHILDREN AND FAMILY
RESEARCH CENTER
國立臺灣大學中國信託慈善基金會兒少暨家庭研究中心

6th ENSEC Conference
7-9 June 2017

OXFORD BROOKES UNIVERSITY

Emotional Well Being as part of Initial Teacher Training.

Dr David Colley

- Senior Lecturer in Special Educational Needs and Inclusion, Oxford Brookes University, UK.

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- Chair, Social Emotional and Behavioural Difficulties Association (SEBDA UK) (www.sebda.org)

- *Emotional and Behavioural Difficulties* Research Journal

Sebda | Promoting the social and emotional well being of children and young people

Diversity
and emotional difficulties

The emotional well being of our children and young people:

- 1 in 10 children in the UK have a diagnosable mental health disorder – that's roughly 3 children in every classroom (i)

- Suicide is the most common cause of death for boys aged between 5-19 years, and the second most common for girls of this age (v)

- At least 1 in 12 young people self-harm. Girls are more likely to self-harm than boys. (vi)

youngminds.org.uk/about-us/media-centre/mental-health-stats

ALL BEHAVIOUR IS COMMUNICATION …

- Most school UK support staff have been assaulted by pupils (2017): One in five is attacked at least once a week, survey for the GMB union reveals, as police report 50% rise in incidents.

- 'He ran at me with an axe': teachers on facing violence in schools (2016)

- Almost 900 pupils suspended from UK schools each day for violence (2011)

- www.theguardian.com/education

How can we improve the emotional well being of our children in school?

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- Culture

- Curriculum

- Environment

- Partnerships

- Shared vision

- Funding and support

- Training &

- Initial Teacher Training content

Emotional Well being as part of Initial Teacher Training in the UK

- Carter Review (DfE UK 2015)

- 1e) **Child and adolescent development** should be included within a framework for ITT content.

- 1f) **Managing pupil behaviour** should be included in a framework for ITT content

- Opportunity

- Consortium for Emotional Wellbeing in Schools

- Training beginning teachers in the emotional development of children and attachment theory

- 2011: 18 presentations to DfE

- 2016 **A framework of core content for initial teacher training (ITT)** stated that training should **"***emphasise the importance of emotional development such as attachment issues and mental health on pupils' performance, supporting trainees to recognise typical child and adolescent development, and to respond to atypical development***"**

18 presentations to the DfE…

What do trainee teachers need to know?

- All learning is emotion-based

- Emotional development is a symbiotic process where the physical, cognitive, social and the environmental interact in constant reciprocity and exchange.

- Positive relationships and emotional well being are closely interlinked; positive relationships are characterised by trust, humour, play, acceptance and empathy.

- 60% of children will have the required emotional bonds that lead to success (in relationships, school, work) and 40% will not. – Sutton Trust 2014

- Unmet emotional needs = disaffection, disengagement, disruption

- Preparing to work with children experiencing social, emotional and mental health needs requires training and reflective practice

Chapter 1: Models of emotional development

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- How well regulated are you?

- What are emotions?

- How emotions develop (stages)

- Emotional competence (self awareness; self management, social awareness; relationship management; decision making)

- Introduction to key Psychological models of emotional development (Psychodynamic; Behaviourist; Cognitive Behaviourist; Humanistic; Systemic)

Additional Chapters

- Attachment theory

- Lessons from neuroscience

- Emotion regulation and Resilience building

- Nurture group intervention

- The Trauma Continuum

- Multi agency working

- Preparing to teach children who are 'in care'

- Social Pedagogy

- Eternal Verities

- The voice of young people

Attachment and Emotional Development in the Classroom

THEORY AND PRACTICE

Edited by David Colley
and Paul Cooper

Foreword by Barry Carpenter

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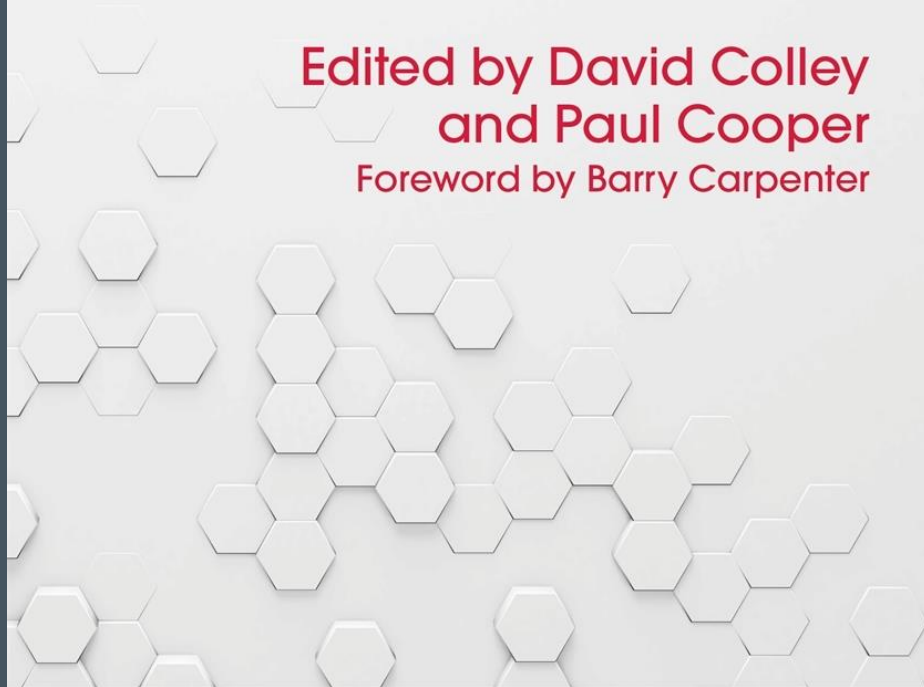
Thank you!

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SET Implementation in Palestine 2012 - 2017: Promoting Valuing Differences towards Conflict Transformation

Diana Samaan, Ramzi Kandalaft, Raed Khatab/ Palestinian Bible Society

Introduction

➢ 93% of Palestinian children report feeling unsafe and vulnerable to attack, injury or arrest
➢ Many children lack the basic essentials for healthy development: a safe home, security, education, sound nutrition and recreation
➢ A whole generation of Palestinian children are at risk due to the colonial occupation (not merely humanitarian crisis).
➢ SET exercises and approach is used as a base in the curriculum for all the ways we use in our activities the promote Valuing Differences towards Conflict Transformation.

Political Background

➢ Since the Second Intifada in 2000, the Opt is still subjected to military occupation, mass arrests, movement restrictions, and killings in the West Bank, Gaza and East Jerusalem.
➢ The occupied Palestinian territories is divided into Bantustans, by a separation wall and a system of checkpoints considered by most as open-air prison, especially Gaza.
➢ The Palestinian is faced with conflict on a daily basis, and this conflict is seen at different levels: political level: the Israeli – Palestinian Conflict; different Palestinian political parties and various religious groups; different backgrounds: refugee camps, North West Bank, Central West Bank.
➢ Long term consequences of the Israeli occupation is the erosion of the Palestinian civil society and a sense of normalcy.
➢ Direct costs of conflict: human deaths, expenditure, destruction of land and physical infrastructure.
➢ Indirect costs of conflict: migration, humiliation, growth of extremism and lack of civil society.

Conflict Transformation

Conflict transformation is a process of engaging with and transforming the relationships, interests, discourses and, if necessary, the very constitution of society that supports the continuation of violent conflict.
(Hugh Miall (2004), p. 4)

Project Objectives

Primary Impact: Educators & Youth
• Increasing educators' appreciation and valuing differences within the Palestinian schools.
• Strengthening educators' acceptance to individual and group differences
• Strengthening communication skills among educators
• Increasing youth's acceptance & understanding towards the other gender

Secondary Impact: Pupils & School Environment
• Decreasing physical and verbal violence in schools.
• Strengthening communication skills among pupils
• Fostering pro-social role models for pupils

Outcomes

• Valuing differences will become part of the Palestinian education system / schools
• Participating schools testify to less physical and verbal violence.
• Participating youth show more acceptance and understanding toward the other gender.
• Participants acquired new communication skills towards the "other, and are practicing it.
• Participating educators are better role models (leading examples) for the children they work with.

Evaluation Method

Mixed Quantitative & Qualitative methods
• Quizzes (Assessment of Knowledge)
• Pre & Post Questionnaires (Application of Knowledge via drama sketches)
• Semi-Structured Group Interview
• Self report Questionnaire

Areas of Implementation: Formal Education

Educational Counsellors under Ministry of Education, Palestine
• 318 counsellors in 7 different Directorates spread over the whole of the West Bank area.
• Counsellors trained over 1 school year, where the assignment is to apply SET exercises from the manual on the children they work with.
• Each counsellor works with all children of 1 – 2 public schools.
• SET exercises by these counsellors were applied on at least 11,130 children from Grades 1 – 11) over 1 school year.

SET Course for University Students
* SET Course given to Special Education students (mild symptoms) during 3 consecutive years, totaling 60 students.

Areas of Implementation: Informal Education

Youth from different local organisations:
• 140 youth from different local organisations
• SET combined with Summer Camp Leadership Training and / or Puppeteer Training

Publication:
• DVD "Children News" with 15 episodes based on SET exercises.

Mass Audience:
• 140 weekly TV episodes for children on Palestine Broadcasting Channel.
• 12 bus stops located in different area in the West Bank. Each with 5 pictures with Valuing Differences messages & SET exercises. Every 4 month change pictures.
• The Social Media Bus (#Smbus) – community initiative, where 53 participants, each one is impactful in the community in different media ways – such as facebook, vlogs, blogs, TV stations, radio stations, journalists. We are there as puppeteers to deliver community messages to the children in the children language through the puppets.

Impact & Quotes

• "But the SET manual is the most commonly used program from trainings, among the counsellors in the schools," Elham Ghnaim (Head Division of Counselling, MOE General Directorate.

• Ministry of Education General Directorate would like that the same SET training to be given to the rest of the 10 directorates. This shows that they are seeing the impact of it, and would like to spread it.

PEER SUPPORT, CONVIVENCIA AND BULLYING PREVENTION

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ENSEC

The term ***Convivencia*** is a Spanish word that expresses the dynamic and interactive concept of living harmoniously in human groups, the art of living together. In English it could be translated as Coexistence.

Peer-to-peer support programs have proven effective in solving problems of CONVIVENCIA and in preventing situations of bullying

Peer-to-peer support programs are included within the also called Peer Support Systems

We are going to present a new model called **Helping Team**

The **Helping Team** work on the idea of a team, a group that works together for the same activity and provides mutual help

They are an example of collective action against some situations of conflict or abuse

We explored the effects of the implementation of a Peer Support Program:
  •To improve school *convivencia* (coexistence)

  •We want to verify it's possible to have an influence on the reduction of bullying rates in peer groups,

  •Possible changes in the perception of the different forms of abuse

  •Their contribution in modifying the actions of the profiles, especially in victims

  •The satisfaction of the different sectors of the educational community on its implementation.

PARTICIPANTS

Four hundred and thirty-eight students in grades 1º through 4º ESO completed an confidential survey examining their experiences with traditional bullying. Also included were measures of school well-being, *convivencia (coexistence)* and satisfaction with the project.

STUDENTS	BOYS	GIRLS	Total
WITH HELPING TEAMS	122 (51,4%)	119 (48,6 %)	241 (55,02%)
WITHOUT HELPTING TEAMS	108 (54,9%)	89 (45,1%)	197 (44,98%)
Total	230 (52,52%)	208 (47,48%)	438 (100%)

ENSEC

- The prevalence of bullying in the groups was made through the INSEBULL(Avilés y Elices, 2007) Questionnaire on abuse of peers

- Self-report of satisfaction with the Program

- Respondents were asked:
  - Different items about bullying (students)
  - Level of satisfaction about the effectiveness of the Program (student, teachers and families).

Assessment of students, teachers and families

	Students of support teams	Student service users	Families of support teams	Teachers not directly involved in the Program	Teachers responsible for the Program
Program identification	▪	▪	▪	▪	
Suitability of training	▪				▪
Frequency and types of bullying	▪				
Consequences, effects (in the student, in the group)	▪	▪	▪	▪	▪
Assessment of the support team	▪	▪			
Assessment of the effectiveness of the intervention	▪	▪			▪
Continuity the program	▪	▪	▪	▪	▪

ENSEC

We found significant differences in the improvement of CONVIVENCIA

About convivencia, How are you at school?	HELP		Total	Valor-p
	No	YES		
All right	153 (80,1%)	222 (92,5%)	375	
Neither good nor bad	29 (15,2%)	18 (7,5%)	47	<0,01
Bad, I'm not well	9 (4,7%)	0 (0%)	9	
Total	191	240	431	

ENSEC

Bullying prevalence rates are not significantly different when respondents are involved either as aggressors or as victims.

However, they are significantly different when they value them as bystanders

How often did bullying occur in your school during the last quarter?	HELP		Total	Valor-p
	No	YES		
Never	32 (17,3%)	89 (37,9%)	121	
Less than five times	75 (40,5%)	89 (37,9%)	164	
Between five and ten times	46 (24,9%)	23 (9,8%)	69	
Between ten and twenty times	7 (3,8%)	8 (3,4%)	15	<0,01
More than twenty times	6 (3,2%)	12 (5,1%)	18	
Everyday	19 (10,3%)	14 (6%)	33	
Total	185	235	420	

ENSEC

The students that are close to the Helping Teams are more sensitized to bullying situations

There is a greater awareness of effective responses to dealing with bullying

Students are talking more to teachers more to communicate their *convivencia* issues

There are more victims telling their peers about the problems they are having related to bullying.

More students are asking adults for help to solve bullying cases

Students are more aware of their emotions when they occur and they are also able to recognize provocations when it happens to them

ENSEC

satisfaction
about the
effectiveness
of Program

Students Support Teams

* 72% believe that it has helped them to improve communication with others.
* 69% to be in "someone else's shoes"
* 91% believe that being part of the Helping Team has changed their way of thinking, acting and analyzing situations:

-'Now I see my colleagues better and what happens to them',
-'I feel that I am able to help my colleagues better ,
-'I listen to others better'
-'I am able to put myself in someone else's shoes

69% of the students have intervened to help on occasion:
- Colleagues personal problems,
 -Adding children who were alone
-Conflicts between colleagues.

ENSEC

satisfaction about the effectiveness of Program

Students that used the program

-3% asked for help,
-65% did not ask for help but they would asked for, if they needed it,
-32% would never do it.
-These results are similar in each of the three educational levels.

-64% of the students think that it is positive to have a HelpingTeam in their classroom,
-None consider it negative
-36% answered that they did not consider it neither positive nor negative.

ENSEC

satisfaction
about the
effectiveness
of Program

Families

69% believe that joining a Helping Team has been a positive experience for their child

16% consider that it had no effect and the rest, didn't answer.

33% believe that they have helped their child to improve their training as a person.

25% to be more sensitive to the difficulties of others.

Another 25% to think more before acting.

ENSEC

satisfaction
about the
effectiveness
of Program

Teachers

90% of respondents believe that these programs are useful in the medium term to improve convivencia.

63% detect positive aspects in the development of this program
22% have abstained
13% have found negative issues

61% of teachers, believes that it has beneficial effects for all students,
27% believe that only in the students of the Helping teams
7% believe that it has no effect.

ENSEC

The HelpingTeams have contributed to create a climate very significant of awareness against abuse and in favor of convivencia

The Program contributes in the aggressors to the awareness of their actions

The victims communicate what happens to them the most in the school where the Program is developed

Developing Support Programs helps students to reflect on all forms of bullying that occur in school, including those that may be more hidden or unnoticed, and that are not less serious or harmful. It is social bullying, exclusion or discrimination.

ENSEC

THANKS

ENSEC