

Socio-emotional education in promoting migrant education

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Cedefop 2017 – Early Leaving from VET – *Selfreflection Tool*

Downes, P. (2015). *Early School Leaving Prevention and Engaging Parents from Ethnic Minority and Migrant Backgrounds: Key Issues and Guiding Principles Across 9 European City Municipalities*. European Union, European Regional Development Fund, Urbact Secretariat, Paris

The Paris Declaration 2015

Strengthening the key contribution which education makes to **personal development**, social inclusion and participation, by **imparting the fundamental values and principles which constitute the foundation of our societies** ;

2 _ Ensuring inclusive education for all children and young people which combats racism and discrimination on any ground, promotes citizenship and teaches them to understand and to accept differences of opinion, of conviction, of belief and of lifestyle, while respecting the rule of law, diversity and gender equality ;

How can 'imparting' 'fundamental values' avoid accusations of a new colonialism ??

1. The Empirical Argument – Strengths, Promise and Gaps – but not only an empirical issue of what works !

Need clarity on public policy goals of SEE

2. Differentiated System Levels for Emotions in Education generally and for migrants

3. A Universal CrossCultural Spatial Protolanguage of Assumed Connection as Compassion and Trust

4. Cautionary Notes – e.g, Cultural Colonialism

5. Key Questions for the Future

1. A Holistic Curricular Focus on Social and Emotional Learning (SEE) for Bullying Prevention: Emotional Awareness and Students' Voices



A study of more than 213 programs found that if a school implements a quality SEL curriculum, they can expect better student behaviour and an 11 point increase in test scores (Durlak et al., 2011).

The gains that schools see in achievement come from a variety of factors—students feel safer and more connected to school and academic learning, children and teachers build strong relationships.

Durlak et al. (2011) highlight a range of SEE benefits indirectly related to bullying and school violence, for outcomes on SEE skills, Attitudes, Positive Social Behaviour, Conduct Problems, Emotional Distress and Academic Performance.

Durlak et al (2011) classroom teachers and other school staff effectively conducted SEE programs so these can be incorporated into routine educational activities and do not require outside personnel.

Sklad et al.'s (2012) meta-analysis of recent, school-based, universal programs concentrated on ones that promote development rather than prevent specific problems such as bullying.

-SEE programs showed statistically significant effects on social skills, antisocial behaviour, substance abuse, positive self-image, academic achievement and prosocial behaviour.

SEE - Not the same as civic or religious education !

Downes (2010) SEE across curricular areas: empathy in history, language and emotion in English, conflict role play in drama etc.

STORY AND BULLYING PREVENTION: AN EMOTIONAL LITERACY APPROACH

Aber et al. (2011):The 4Rs Program: Reading, Writing, Respect, and Resolution

- The 4Rs Program is a universal, school-based intervention that integrates SEL into the language arts curriculum for kindergarten through Grade 5.
- * Evolving from the previous stand-alone conflict resolution program that was RCCP, the 4Rs uses high-quality children's literature as a springboard for helping students gain skills and understanding in several areas including handling anger, listening, cooperation, assertiveness, and negotiation.

After 2 years of exposure to 4Rs, in addition to continued positive changes in children's self-reported hostile attributional biases and depression, positive changes were also found in children's reports of aggressive interpersonal negotiation strategies (i.e., their tendency to select aggressive responses in conflict situations), and teacher reports of children's attention-deficit/hyperactivity disorder (ADHD), social competence, and aggressive behaviour



Aber et al., (2011)

'Our findings to date contribute to the growing evidence that primary prevention strategies designed to address children's social–emotional as well as academic learning **can be effectively integrated and become part of standard practice in classrooms and schools**. Further, our findings suggest that doing so can significantly improve the quality of key aspects of children's social settings such as **the quality of their classroom interactions with teachers and peers, and reduce the risk of aggressive behavior, depression, and ADHD**, three of the most ubiquitous forms of psychopathology associated with exposure to trauma and violence.'

Empirical argument – widespread potential benefits of SEE but:

- Predominantly US based studies (see also Durlak et al.'s 2016 Handbook)
- Little focus on migrant or Muslim populations
- No differentiation focus on different kinds and needs of migrants
- Need research with children's voices
- Need research with migrants including Muslim voices regarding SEE and their leadership of SEE
- Risk of pre-packaged programmes not tailored to different cultures or individuals – different levels
- Older students may react against being programmed (Downes & Cefai 2016)
- 10 principles for inclusive systems (Downes, Nairz-Wirth & Rusinaite 2017) – students and minority voices into curricular resources ?
- Recognition in bullying research that not sufficient to 'age-up' materials (Downes & Cefai 2016)

Students' Voices – A Clear Gap in the EU Council and Commission Documents (2011) on Early School Leaving Prevention

EU Commission Thematic Working Group on early school leaving report (2013):

“Ensure children and young people are at the centre of all policies aimed at reducing ESL. Ensure their voices are taken into account when developing and implementing such policies.”



Article 12 (1) of the UN Convention on the Rights of the Child which declares: 'States Parties shall assure to the child who is capable of forming his or her own views the right to express those views freely in all matters affecting the child, the views of the child being given due weight in accordance with the age and maturity of the child'

*Children's voices largely absent from US research as they have not ratified the UN Convention on the Rights of the Child



2. Differentiated System Levels for Emotions in Education generally and for migrants

Key Guiding Principles (Downes Nairz-Wirth & Rusinaite 2017)

Holistic - Recognises the social, emotional and physical needs, and not simply the academic and cognitive ones, of both children/young people and their parents

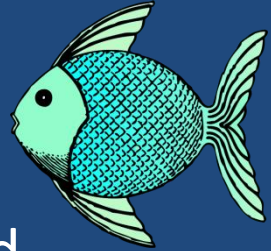
Systemic - Beyond individual resilience to **inclusive systems**

Differentiated – not one size fits all



Inclusive systems - Beyond Rutter's (1987) resilience in adversity (poverty, early school leaving, bullying, trauma) as Superman or Wonderwoman ! (Downes 2017)

Cultural Cognitive Bias: Individual Foreground Perception Neglects Background System Conditions

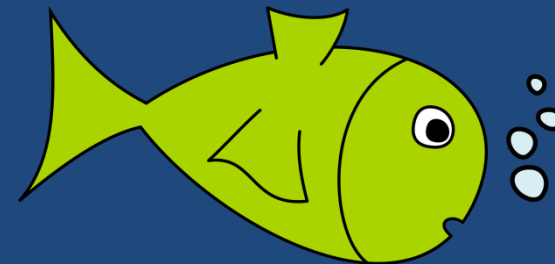


Masuda and Nisbett (2001) presented realistic animated scenes of fish and other underwater objects to Japanese and Americans and asked them to report what they had seen.

*The first statement by American participants usually referred to the focal fish ('there was what looked like a trout swimming to the right') whereas the first statement by Japanese participants usually referred to background elements ('there was a lake or pond').



*Japanese participants made about 70 percent more statements about background aspects of the environment.



Foreground – Child

Background system - School

Holistic Systemic Issues: Percentage of Socioeconomically Disadvantaged Students who Agree/Disagree with the Following Statements: School Belonging and Feeling Like an Outsider (PISA 2012) (OECD 2012)

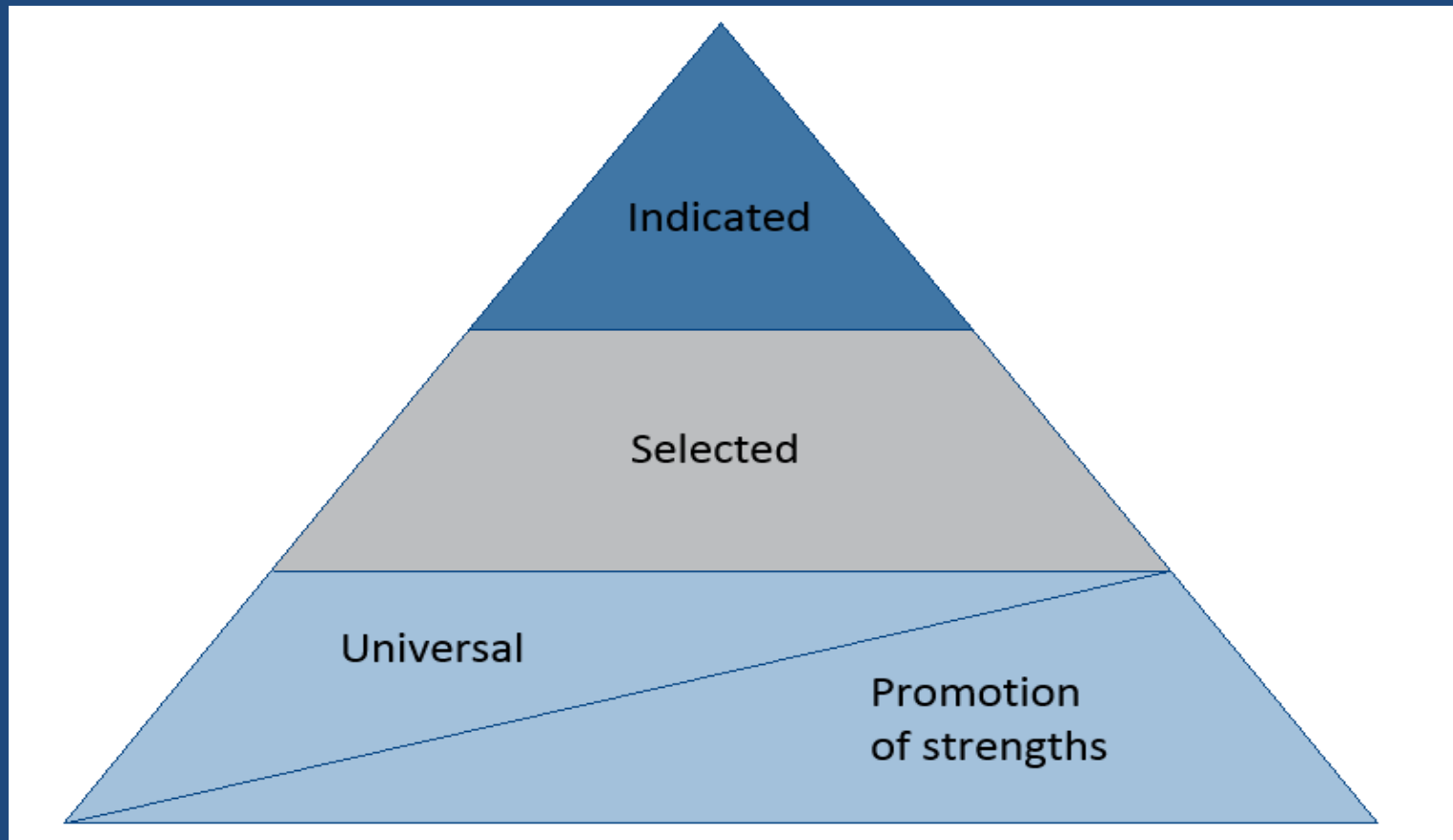
Countries	I feel like I belong at school, % Agree (S.E)	I feel like an outsider (or left out of things at school), % Disagree (S.E)
Austria	82 (1.6)	89.9 (1.1)
Belgium	63.5 (1.6)	88.4 (1.0)
Czech Republic	73.6 (1.9)	80.5 (1.6)
Denmark	69.3 (1.6)	90.3 (1.0)
Estonia	78.2 (1.8)	90.0 (1.3)
Finland	80.5 (1.1)	89.2 (1.0)
France	38 (1.7)	73.2 (1.8)
Germany	83.8 (1.6)	89.7 (1.4)
Greece	87.8 (1.2)	83.9 (1.4)
Hungary	83.5 (1.1)	85.6 (1.6)
Ireland	76.7 (1.5)	91.6 (1.0)
Italy	75 (0.9)	89.3 (0.6)
United Kingdom	74.9 (1.5)	86.9 (1.1)
OECD Average	78.1 (0.3)	86.2 (0.2)

Differentiated Strategies in Place - for Meeting Individual Needs at Different Levels of Need/Risk for Transition

Universal – *All*

Selected – *Some, Groups, Moderate Risk*

Indicated – *Individual, Intensive, Chronic Need*



Levels of need – SEE is not to replace supports for trauma

The OECD's *10 Steps to Equity in Education* (2007, 2010) omitted a key range of dimensions with regard to prevention of early school leaving, namely, emotional-relational aspects (Downes 2010, 2011, 2017).

Social and Emotional Education of Students Requires Social and Emotional Education of Teachers !!

WHO (2012) Modifications that appear to have merit include:

- establishing a caring atmosphere that promotes autonomy;
- providing positive feedback;
- **not publicly humiliating students who perform poorly;**
- identifying and promoting young people's special interests and skills to acknowledge that schools value the diversity they bring



In the EU Commission public consultation 'Schools for the 21st century', classroom management strategies were raised as an issue needing to be better addressed by teacher initial education.

Downes' (2004) student centered research in Ballyfermot, Dublin, 12 focus groups and 173 questionnaire responses from secondary students:

“Have anger management courses for teachers” (female, focus group):

“The teachers shouting at you. That makes me really, really down” (Age 13, F)

“If the teachers didn't roar at you” (Age 13, F)

“Have an equal teaching system and sack ignorant snobby teachers...very harsh teachers usually make me stay out of school” (Age 16, M)

No sunlight ! (Downes & Maunsell 2007)



Classroom Climate and Bullying: Discriminatory Bullying

Elamé's (2013) 10 country European study regarding 'the fundamental importance' of teacher influence on discriminatory bullying

-Those immigrant and Roma students who think the teacher exhibits similar behaviour towards 'native' and immigrant and Roma children in the class are those bullied least in the last 3 months.

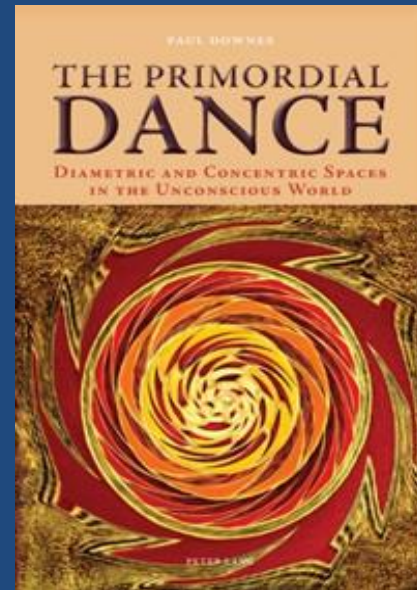
In contrast, 'those who declare that their teacher favours native children over immigrant/Roma students are more vulnerable to suffer some form of bullying.

Specifically less than half (48 %) of the 123 [immigrant/Roma] children [across the 10 countries] who sense bias in the teachers' attitudes towards native classmates declare to have never been subjected to violence' (Elamé, 2013).

3. A universal crosscultural spatial protolanguage of assumed connection - facilitated by restorative practice questions for compassion

Downes, P. (2012). *The Primordial Dance: Diametric and Concentric Spaces in the Unconscious World*. Oxford/Bern: Peter Lang.

Downes, P. (2017). Reconceptualising Schopenhauer's *Compassion* through Diametric and Concentric Spatial Structures of Relation. *Enrahonar: An International Journal of Theoretical and Practical Reason*, 60, 81-98.



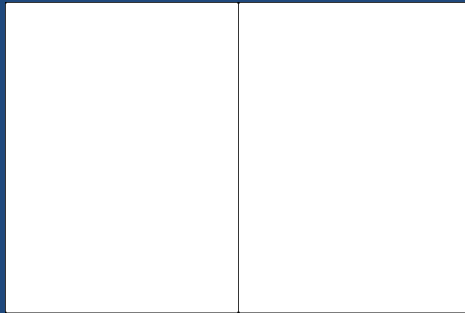


Fig. 1 Diametric Dualism

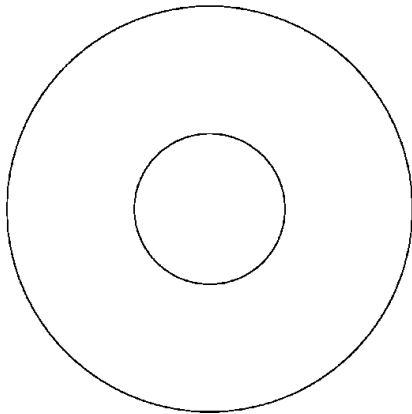
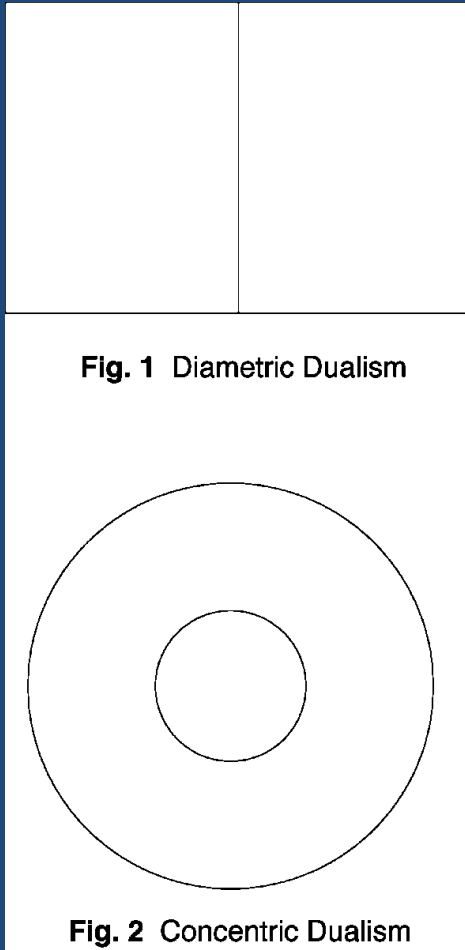


Fig. 2 Concentric Dualism

A diametric spatial structure is one where a circle is split in half by a line which is its diameter or where a square or rectangle is similarly divided into two equal halves (see Fig. 1).

In a concentric spatial structure, one circle is inscribed in another larger circle (or square); in pure form, the circles share a common central point (see Fig. 2). (Lévi-Strauss 1962, 1963, 1973; Downes 2012)



A Spatial Protolanguage

- 1) First entailment of the relative differences between concentric and diametric spaces: **Assumed connection and assumed separation**
- 2) Second entailment of the relative differences between concentric and diametric spatial relation: **Symmetry as unity and mirror image inverted symmetry**
- 3) Third entailment of the relative differences between concentric and diametric spaces: **Foreground-background interaction versus non interaction**
(Downes 2012)

Restorative practice (Holtham 2009) - a mixture of Rogerian empathy/congruence and cognitive constructivist approaches

Why don't you tell me in your words what happened that day ?

Can you tell me what you were thinking about at the time?

Who do you think was affected by your actions and how do you think they were affected ?

How do you suppose X (victim) is feeling about all this ?

If you had to do it again what would you do differently ?

Who was harmed and how were they harmed ?

Holtham (2009) - A generic reflection questionnaire – *emphasis is on experience not imparting values:*

What happened ?

Who did it affect ?

How did it affect me and the others ?

What was going on just before the incident happened ?

What was I thinking just before and during the time of the incident ?

Why do I think I behaved the way that I did ?

Did I feel a loss of power before or during the incident ?

What do I lose out on when something like this happens ?

If I had to do it again, what would I do differently?

Conceptual Issues

- Clearly distinguish from citizenship education and ethics
- Distinguish health promotion, stress prevention role for SEE from therapy (Downes 2003)
- SEE in all official curricula in EU – dosage effect – intensity of it on curriculum – examination of this is vital
- SEE not SEL
- Health promotion principles – organic bottom up versus generic prepackaged programmes
- SEE Competences not simply skills ?

3. Cautionary notes for SEE

The cultural conformity and social control concern

- people's personalities are treated in prescriptive, normative terms of success – Fromm's (1957) personality packages
- Boland (2015) highlights that in the 2015 OECD report on social and emotional skills, social and emotional skills (SES) are never defined.
- Boland (2015) asks, 'how is "success" being defined and by whom?': (p.85)

- ‘Unsurprisingly, OECD defines successful life outcomes as a rise in socio-economic level and access to the labour market: “A successful student becomes one who is conscientious, socially able and has self-control (OECD, 2015 p. 70). Elsewhere, being respectful is mentioned as a factor in helping improve assessment scores (ibid, p. 76). All this seems to add up to an image of the successful student as an ideal employee and a keeper of the status quo, someone who does not challenge or rock the boat. The graphics throughout the publication illustrating skill development reinforce this; they show a baby crawling, a toddler, a youth and finally a man with a briefcase’ (Boland, p.85)’

A misunderstanding of the benefits of introversion and the need for sensitivity towards cultural differences

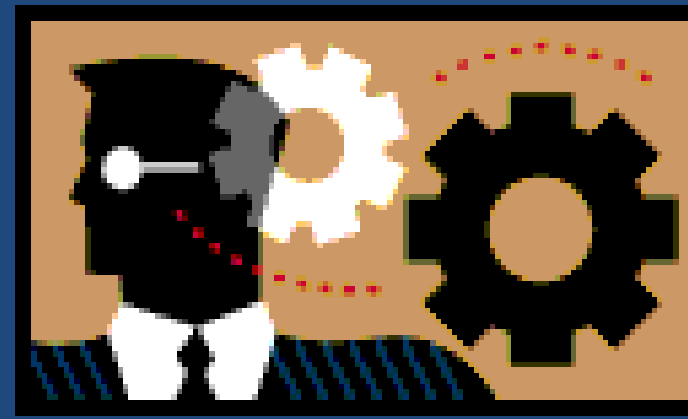
In contrast to the OECD report (2015) which takes a one-sided focus on promoting extraversion, Jung sought to develop both polarities of human experience – introversion which was a drawing of energy from within, and extraversion as a drawing of energy from the external world.

This points to the need for social and emotional education to also focus on promoting introverted dimensions of selfhood and to go beyond a prescribed 'happiness' or superficial extolling of 'optimism'.

What is frequently overlooked in accounts of extraversion, drawing from Jung (1921), is that Jung characterised extraverted thinking as 'programmatically', as lacking in conviction as it drew only on the fluctuating outside world. In contrast, Jung perceived introverted thinking as 'rational'. Again regarding love as a capacity in the individual, Jung characterised extraverted love as preference rather than deep emotional connection, in contrast to the powerful emotional connection and stability of introverted emotion (Downes 2003).

The privacy of the individual is being subverted by the powerful gaze of the state through an emotional well-being agenda

Ecclestone (2007) accentuates the need for vigilance regarding power relations that disempower people, through either condescending attitudes of professionals or a construction of a dependency culture where people are treated as not being able to live independently of professionals. This issue of encroachment of State power upon individuals and families



Need to Avoid a Deficit Labelling of Muslim Culture and of Migrants

A new deficit labelling in terms of 'emotional vulnerability' (Ecclestone 2007, p.455) is occurring; this labelling takes place within a framework of 'individual pathology' (Ecclestone 2007,p.467)

- Attachment judgments by teachers and early childhood education professionals
- Confidentiality and multidisciplinary teams (Downes 2004, 2011, Edwards & Downes 2013)



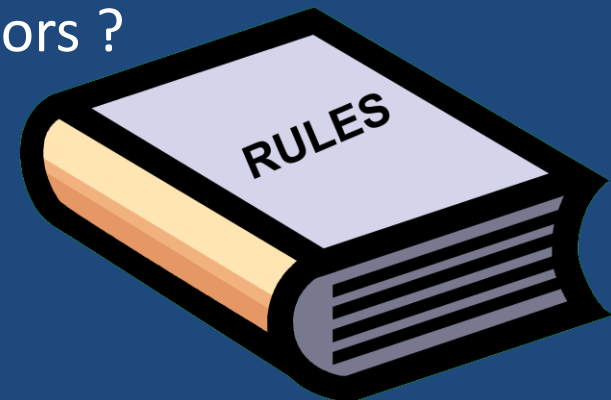
Western colonisation: The 'business bias' (Boland 2015) concern

Boland (2015) continues on OECD 2015:

'This is not a report which offers a vision of social progress towards a more equitable and human-based future. Rather, it advocates skills which are found to leverage productivity at a time of financial uncertainty while maintaining the social status quo, which is that the needs of the global economy are paramount. That social and emotional skills help lead to personal well-being is attractive, but what is stressed most in the report is that they help the economy' (p.86).

Policy issues

- Proportionality argument – large range of significant benefits and economically efficient
- Commission School Policy WG on Quality and Governance - a SEE focus on transitions ?
- Initial teacher education reforms needed ?
- Role for supporting leaders and innovators ?



Key Questions

What elements of SEE may be objectionable to Muslim students ?

How to stop migrants being treated as 'the other' (Said 1978) in school and through SEE ?

How to develop Muslim voices into SEE curricular materials ?

How to shift focus from inculcating values to promoting experiences of assumed connection for compassion and trust ?

How to develop a better research agenda to include migrants, especially Muslims experiences, needs and voices ?

What does a strengths based, culturally sensitive, child centred SEE look like beyond restorative practice and input of migrants students voices into curricular materials ?

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