WIRTSCHAFTS UNIVERSITÄT WIEN VIENNA UNIVERSITY OF ECONOMICS AND BUSINESS

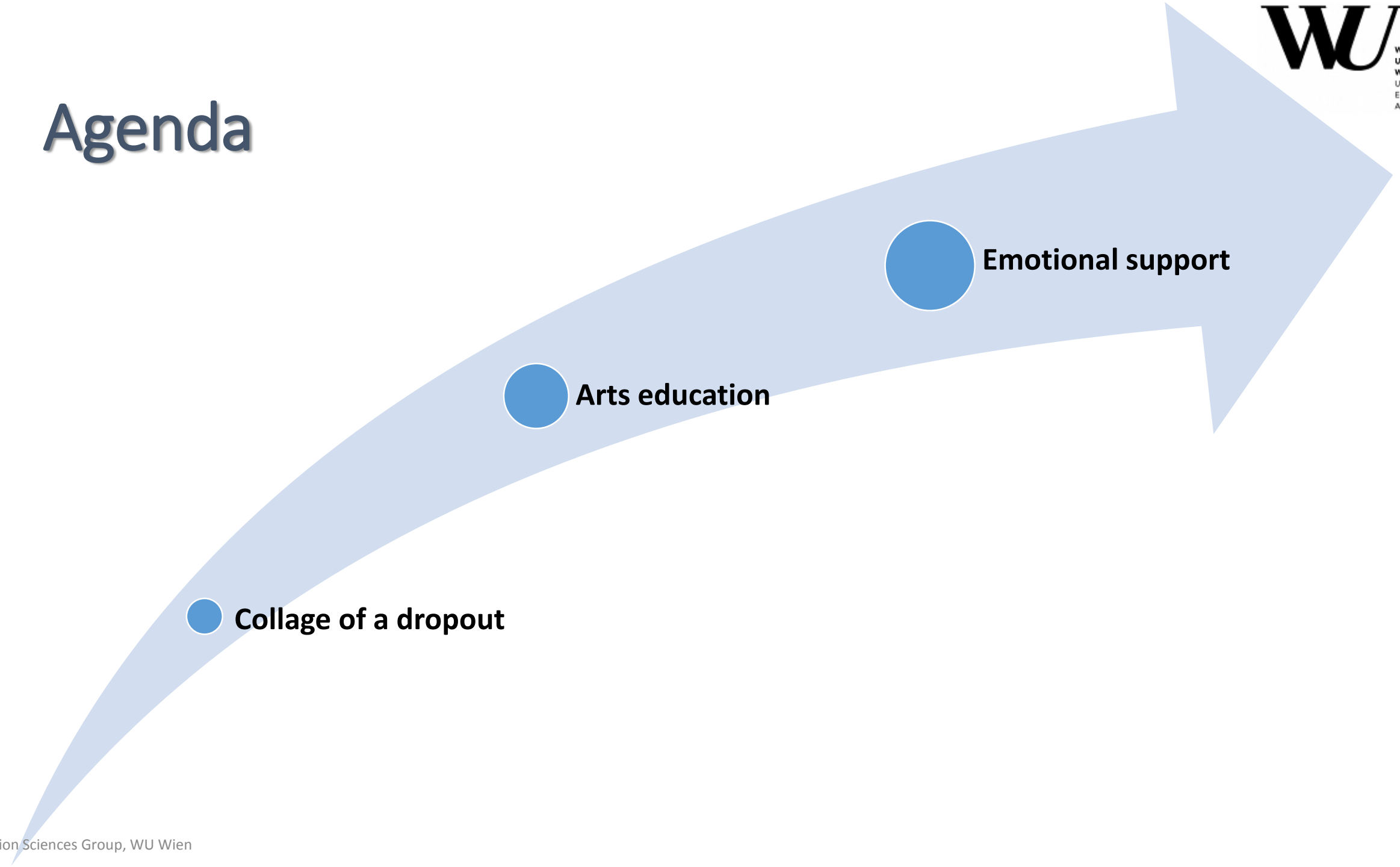
DCU LAUNCH OF REPORT ON INCLUSIVE SYSTEMS PUBLISHED BY THE EUROPEAN COMMISSION

September 20th 2017

Prof. Erna Nairz-Wirth
Education Sciences Group
Vienna University of Economics and Business

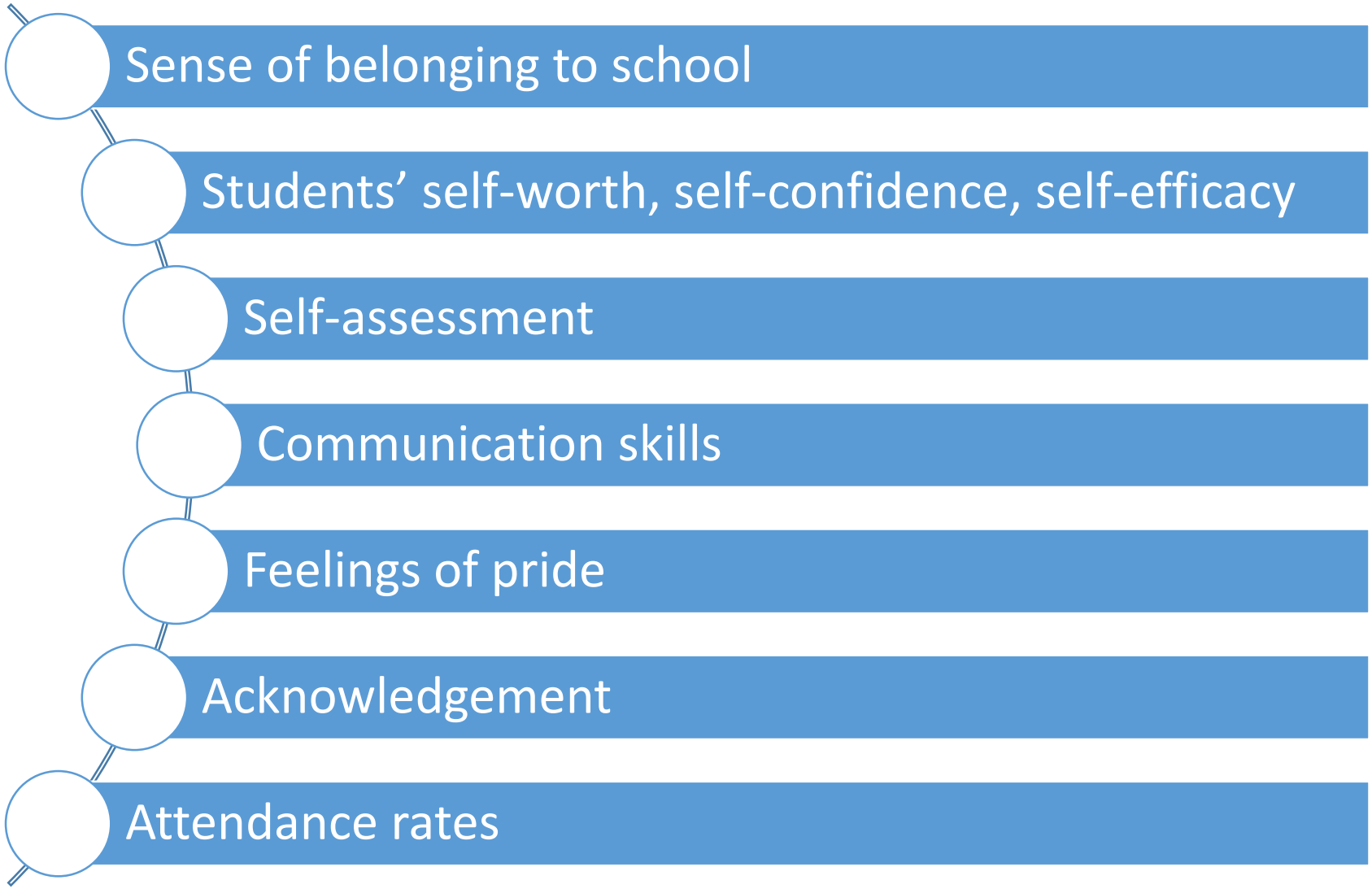
EFMD EQUIS ACCREDITED · AACSB ACCREDITED · ASSOCIATION OF MBAS ACCREDITED

Agenda



Collage of a dropout

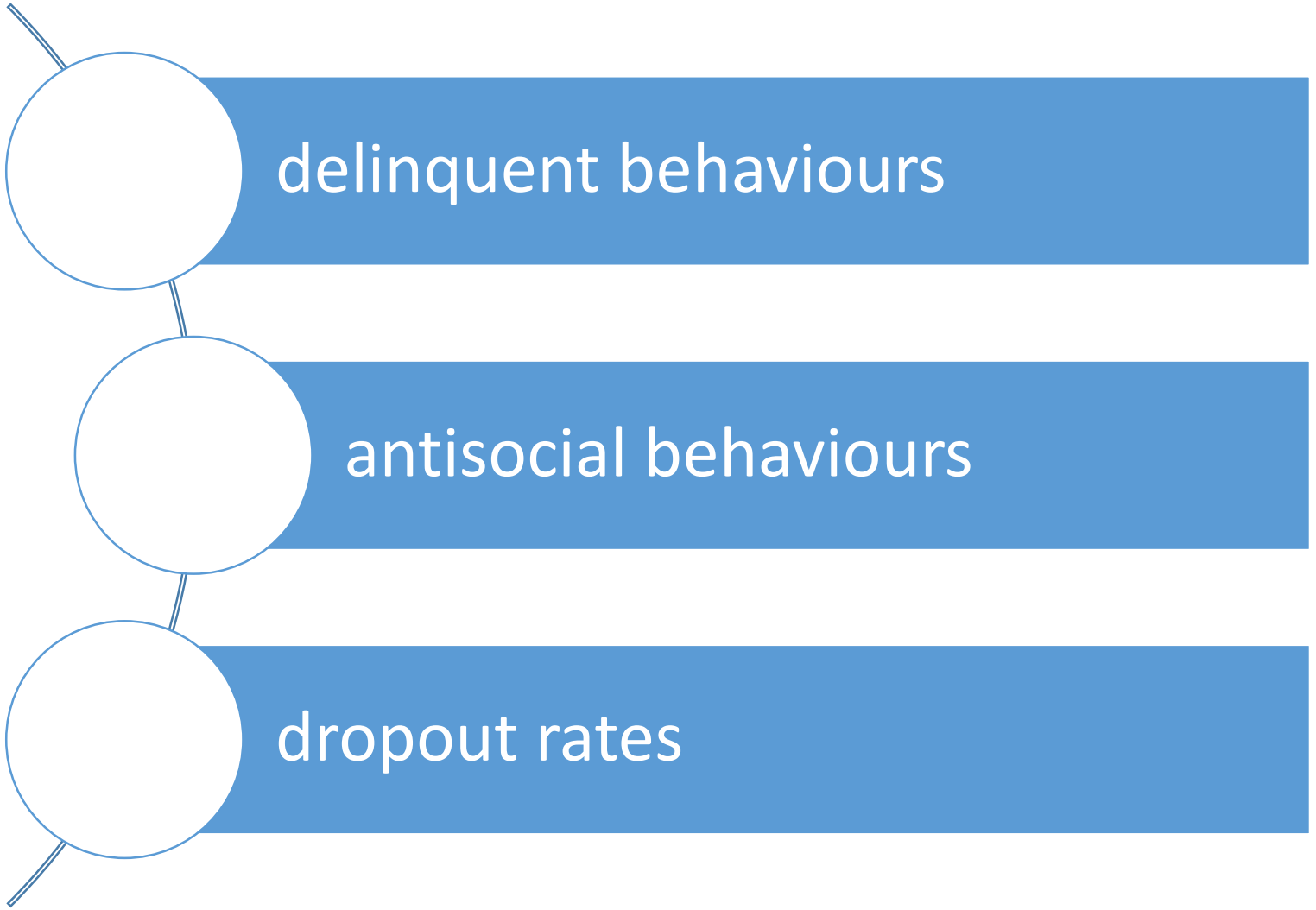
Arts education improves ….



© Education Sciences Group, WU Wien

Tweedie 2007; DICE 2010; Cooper et al. 2011; Bamford and Wimmer 2012; Lorenzi and White 2013; Winner et al. 2013; Tsevreni 2014

Arts education can decrease ...



Structural Indicators

© Education Sciences Group, WU Wien

DICE 2010; Bamford and Wimmer 2012

Structural Indicators

3.5. Promoting Arts Education for Inclusive Systems – Benefits for Marginalized Students	National Policy	• Specific strategy at national level for the arts to support marginalised groups in education. YES/NO • Specific fund at national level for targeting arts resources (e.g., musical instruments, visual arts materials, theatre visits, poetry books) at students experiencing poverty and social exclusion. YES/NO Parental Involvement in the Arts in Schools • Integrated strategy for the arts and parental involvement in large majority of schools nationally. YES/NO
	Schools	• Specific fund available in your school for targeting arts resources (e.g., musical instruments, visual arts materials, theatre visits, poetry books) at students experiencing poverty and social exclusion. YES/NO • Specific fund available in your school for targeting arts resources (e.g., musical instruments, visual arts materials, theatre visits, poetry books) for students with SEND. YES/NO Parental Involvement in the Arts in School • Integrated strategy for the arts and parental involvement in your school. YES/NO

back

© Education Sciences Group, WU Wien

Downes, Nairz-Wirth & Rusinaite 2017

Causes of dropping out (Case Ismail)

- weak economic capital
- bullying
- familial burdens
- feelings of shame
- sense of not belonging
- decreasing self-efficacy (due to experiences of failure)
- weak social capital (peers, community, network, professional support)
- failed transitions
- grade repetition

© Education Sciences Group, WU Wien

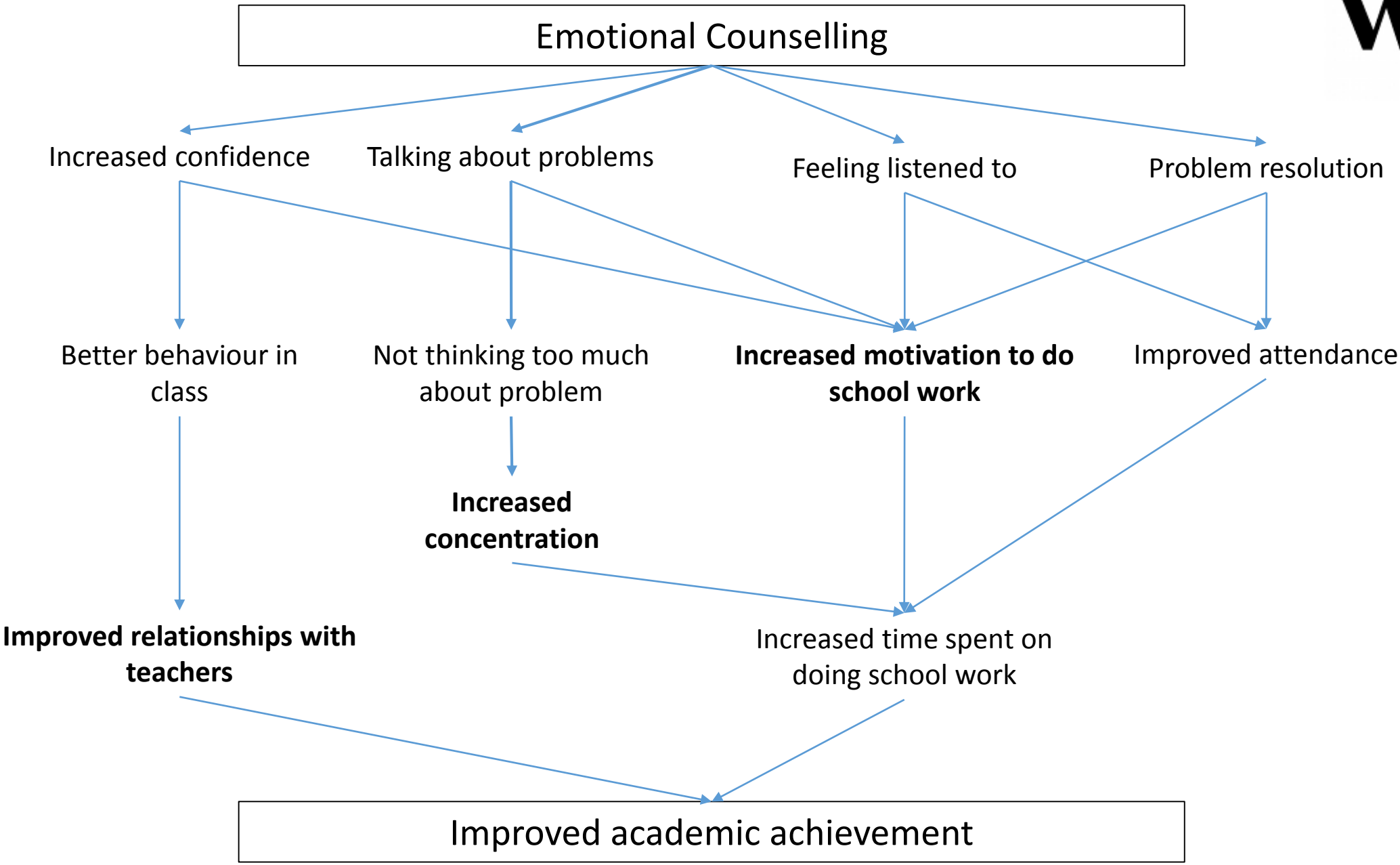
Nairz-Wirth, Gitschthaler & Feldmann 2014

Positive effects of socio-emotional counselling

- Increased concentration
- Improved relationships with teachers
- Increased motivation to attend school and/or lessons/increased attendance
- Increased motivation to do schoolwork/increased amount of schoolwork done
- Better performance in tests and exams
- Increased participation in class
- Better behaviour in class
- Increased confidence

© Education Sciences Group, WU Wien

Rupani, Haughey & Cooper 2012; Cooper 2009; Fox and Butler 2007



© Education Sciences Group, WU Wien

Rupani, Haughey & Cooper 2012: 510

Issues that can hinder young people's use of counselling

- Lack of confidentiality („you don't know whether or not they're gonna tell people")
- Fear of stigmatization („others may find out")
- Lack of trust („talking to a ‚stranger'")

Medium to long-term availability of the SAME emotional counsellor

to foster TRUST

© Education Sciences Group, WU Wien

Fox and Butler 2007; Cromarty and Richards 2009

Structural Indicators

5.3. Providing Emotional Supports in Relation to the School System for Early School Leaving Prevention	National Policy	• Universally available emotional counselling supports for students who seek them available in large majority of schools. YES/NO • More intensive targeted emotional counselling for students who need them available in large majority of schools or in structured links from schools to local health or social service. YES/NO
	Schools	• Universally available professional emotional counselling supports for students available in your school. YES/NO • More intensive targeted professional emotional counselling supports for students who need them available in your school or in structured links from your school to local health or social service. YES/NO Continuity of Emotional Supports • Medium to long-term availability of the same emotional counsellor (i.e., not high staff turnover) to foster trust available in your school. YES/NO

back

© Education Sciences Group, WU Wien

Downes, Nairz-Wirth & Rusinaite 2017

References

Ahtola, Annarilla; Niemi, Pekka (2013) Does it work in Finland? School psychological services within a successful system of basic education. In: School Psychology International 35 (2), p. 136–151. DOI: 10.1177/0143034312469161.

Bamford, A.; Wimmer, M. (2012) The Role of Arts Education in Enhancing School Attractiveness : a literature review, European Expert Network on Culture (EENC) Paper, February 2012.

Cooper, Mick (2009) Counselling in UK secondary schools. A comprehensive review of audit and evaluation data. In: Counselling and Psychotherapy Research 9 (3), p. 137–150. DOI: 10.1080/14733140903079258.

Cooper, L.; Benton, T.; Sharp, C. (2011) The Impact of Creative Partnerships on Attainment and Attendance in 2008-9 and 2009-10, Slough. https://www.nfer.ac.uk/publications/CPAB01/CPAB01.pdf.

Cromarty, Karen; Richards, Kaye (2009) How do secondary school counsellors work with other professionals? In: Counselling and Psychotherapy Research 9 (3), p. 182–186. DOI: 10.1080/14733140903083821.

DICE (2010) The DICE has been cast: A DICE resource research findings and recommendations on educational theatre and drama. http://www.dramanetwork.eu/file/Policy Paper long.pdf.

Downes, Paul; Nairz-Wirth, Erna; Rusinaite, Viktorija (2017) Structural Indicators for Inclusive Systems in and around Schools. NESET II report. Luxembourg: Publications Office of the European Union. DOI: 10.2766/200506

Fox, Claire L.; Butler, Ian (2007) If you don't want to tell anyone else you can tell her. Young people's views on school counselling. In : British Journal of Guidance & Counselling 35 (1), p. 97–114. DOI: 10.1080/03069880601106831.

Lorenzi, F.; White, I. (2013) Evaluation of the Fighting Words creative writing model. http://www.fightingwords.ie/news/dcu-report-fighting-words-model.

McKenzie, Karen; Murray, George C.; Prior, Seamus; Stark, Lynda (2011) An evaluation of a school counselling service with direct links to Child and Adolescent Mental Health (CAMH) services. In : British Journal of Guidance & Counselling 39 (1), p. 67–82. DOI: 10.1080/03069885.2010.531384.

Nairz-Wirth, Erna; Gitschthaler, Marie; Feldmann, Klaus (2014) Quo Vadis Bildung? Eine qualitative Längsschnittstudie zum Habitus von Early School Leavers. Endbericht. Wien: Abteilung für Bildungswissenschaft. https://www.wu.ac.at/fileadmin/wu/d/i/bildungswissenschaft/Forschung/Publikationen/qvb2014.pdf

Pattison, Sue; Rowland, Nancy; Richards, Kaye; Cromarty, Karen; Jenkins, Peter; Polat, Filiz (2009) School counselling in Wales. Recommendations for good practice. In : Counselling and Psychotherapy Research 9 (3), p. 169–173. DOI: 10.1080/14733140903169315.

Rupani, Pooja; Haughey, Nuala; Cooper, Mick (2012) The impact of school-based counselling on young people's capacity to study and learn. In : British Journal of Guidance & Counselling 40 (5), p. 499–514. DOI: 10.1080/03069885.2012.718733.

Tsevreni, I. (2014) The Empowering Role of Art in a Critical Pedagogy of Place, In: Children, Youth and Environments 24 (1), p. 138–157.

Tweedie, A. (2007) The Ark A cultural Centre for Children, ArkLink Initiative in Fatima Mansions, Dublin.

Winner, E.; Goldstein, T. R.; Vincent-Lancrin, S. (2013) Art for Art's Sake?, Organisation for Economic Co- operation and Development, Paris. http://www.oecd-ilibrary.org/content/book/9789264180789-en.

© Education Sciences Group, WU Wien