

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

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# Agenda



● **Collage of a dropout**

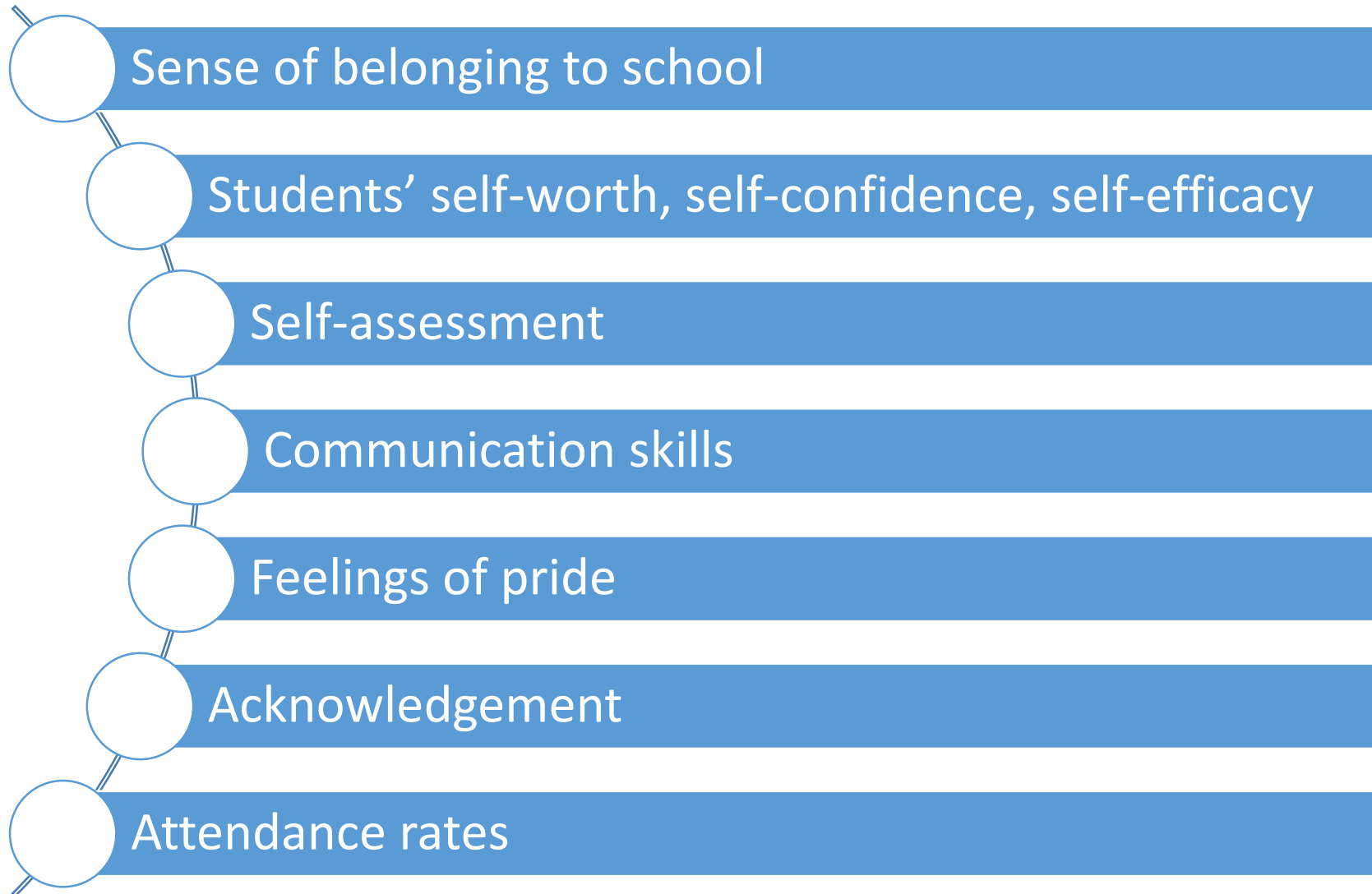
● **Arts education**

● **Emotional support**

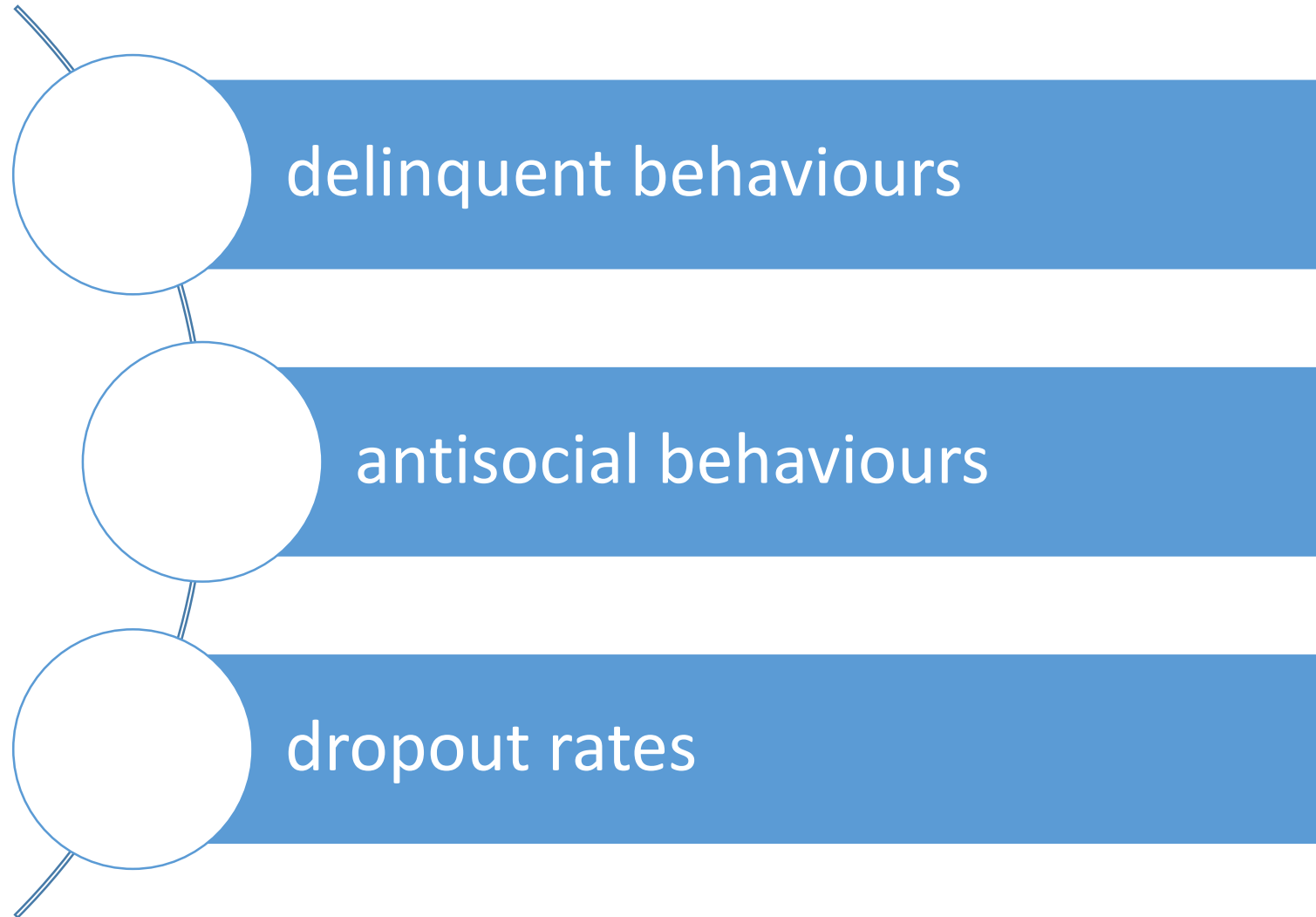
# Collage of a dropout



# Arts education improves ....



# Arts education can decrease ...



# Structural Indicators

3.5. Promoting Arts Education for Inclusive Systems – Benefits for Marginalized Students	National Policy	<ul style="list-style-type: none"> <li>• Specific strategy at national level for the arts to support marginalised groups in education. YES/NO</li> <li>• 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</li> </ul> <p>Parental Involvement in the Arts in Schools</p> <ul style="list-style-type: none"> <li>• Integrated strategy for the arts and parental involvement in large majority of schools nationally. YES/NO</li> </ul>
	Schools	<ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> </ul> <p>Parental Involvement in the Arts in School</p> <ul style="list-style-type: none"> <li>• Integrated strategy for the arts and parental involvement in your school. YES/NO</li> </ul>

# 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)

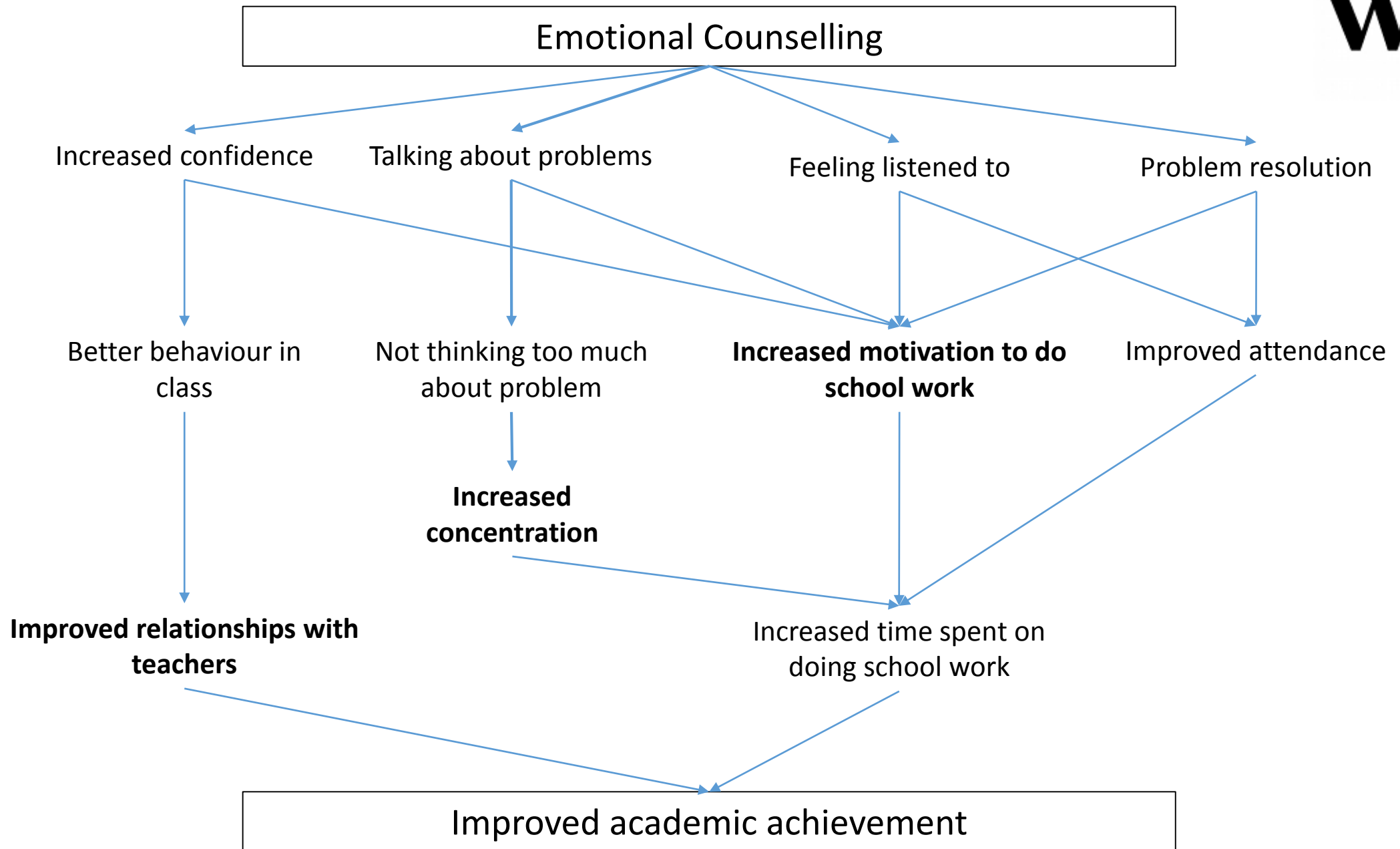
failed transitions

grade repetition

# 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





# 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

# Structural Indicators

5.3. Providing Emotional Supports in Relation to the School System for Early School Leaving Prevention	National Policy	<ul style="list-style-type: none"> <li>• Universally available emotional counselling supports for students who seek them available in large majority of schools. YES/NO</li> <li>• 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</li> </ul>
	Schools	<ul style="list-style-type: none"> <li>• Universally available professional emotional counselling supports for students available in your school. YES/NO</li> <li>• 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</li> </ul> <p>Continuity of Emotional Supports</p> <ul style="list-style-type: none"> <li>• 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</li> </ul>

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