Structural indicators for good practice as part of a holistic and systemic approach for prevention of early leaving in VET

Dr Paul Downes

paul.downes@spd.dcu.ie

The Role of VET in Reducing Early Leaving from Education and Training.
Session 4: Monitoring and evaluation of policies
Cedefop Workshop, June 4 2014

Next slide/s outreach and triangle

SI - Outreach beyond information approaches (Yes/No)

The need for more proactive outreach strategies to marginalized groups than simply information based ones

Outreach to marginalised groups is a strong feature of Citizienne, Flanders:

- **Within communities**
*one can not expect all participants to come into a classroom
* 'home delivered' educational activities .
*efforts in providing education within the communities, decentralised all over Brussels (in mosques, sports clubs, pubs, etc.) (Vermeersch & Vandenbroucke 2010 in Downes 2014).

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*
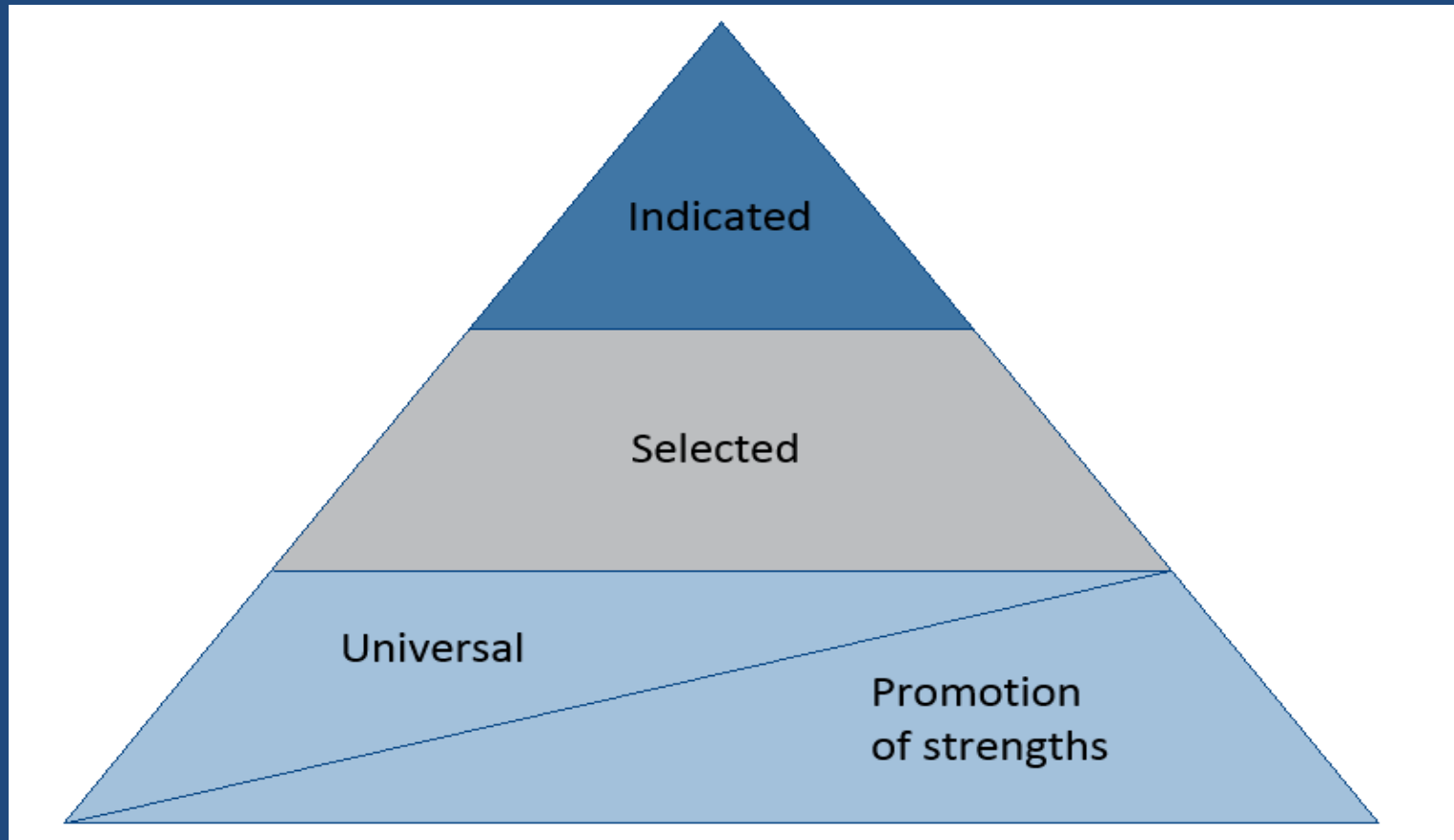
Next slides mental health

Universal Strategies

- **Preventing Grade Retention and Postponing Tracking (OECD 2007, 2010)**
- Manage school choice so as to contain the risks to equity.
- In upper secondary education, provide attractive alternatives, remove dead ends and prevent dropout.
- Offer second chances to gain from education.
- Identify and provide systematic help to those who fall behind at school and reduce year repetition.
- Strengthen the links between school and home to help disadvantaged parents help their children to learn.
- Respond to diversity and provide for the successful inclusion of migrants and minorities within mainstream education

- **Preventing Child Poverty and its Impact on Mental Health** (Kessler 2009, Annie E. Casey Foundation 2009, WHO 2003)
- **Social and Emotional Education (children, teachers)**

The Emotional-Relational Turn for ESL and Inclusive Systems: Selected and Indicated Prevention

Even apart from poverty related depression, emotional distress contributes to early school leaving: LONELINESS: Frostad et al. 2015 – intention to drop out

Quiroga et al. (2013) 493 high-risk French-speaking adolescents living in Montreal
*depression symptoms at the beginning of secondary school are related to higher dropout mainly by being associated with pessimistic views about the likelihood to reach desired school outcomes; student negative self-beliefs are in turn related to lower self-reported academic performance and predict a higher risk of dropping out.

Quiroga et al. (2013) "interventions that target student mental health and negative self-perceptions are likely to improve dropout prevention".

The downward spiral of mental disorders and educational attainment: a systematic review on early school leaving Pascale EschEmail author, Valéry Bocquet, Charles Pull, Sophie Couffignal, Torsten Lehnert, Marc Graas, Laurence Fond-Harmant and Marc Ansseau. BMC Psychiatry 2014 14:237

When adjusted for socio-demographic factors, mood disorders (e.g. depression) were significantly related to school dropout

Among anxiety disorders, after controlling for potentially confounding factors, social phobia was a strong predictor of poor educational outcomes

…as indicated by early school leavers themselves, were feeling too nervous in class and being anxious to speak in public, both representing symptoms of social phobia

The Emotional-Relational Turn for ESL and Inclusive Systems

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).

The Emotional-Relational Turn for ESL and Inclusive Systems : Bridging health and education (Downes & Gilligan 2007, Downes & Maunsell 2007)

Simply reframing school dropout as a health issue has the potential to bring new players into the effort — parents, health institutions, young people, civil rights groups — and to encourage public officials to think of the dropout problem as central to community health and as a long-term solution beneficial to population health (Freudenberg and Ruglis 2007)

- Common systems of supports (transition focus from primary to post-primary, multiprofessional teams for complex needs, language support needs, family support services and education of parents regarding their approaches to communication and supportive discipline with their children, outreach to families to provide supports, addressing academic difficulties).

- Common issues requiring an integrated strategic response, including the prevention of displacement effects of a problem from one domain to another, such as in suspension/expulsion which may make a bullying problem become an early school leaving problem.

- Common causal antecedents (negative school climate, behavioural difficulties, trauma)

Next slides multi d teams

-SI: Multidisciplinary teams not fragmented agencies (Yes/No)

The *Alliances for Inclusion* report (Edwards & Downes 2013) :
-16 examples from 10 European countries.

-Policy focus needed to go beyond multiple agencies -Need to minimise fragmentation across diverse services 'passing on bits of' the young person

-the multi-faceted nature of risk requires a multi-faceted response that needs to go beyond referrals to disparate services

-**Multidisciplinary teams not fragmented agencies (Yes/No)**

-**Sensitive to local territory issues in community-based location (Yes/No)**
-**Holistic initial assessment (Yes/No)**
-**An implemented strategy to promote Relational, Social Dimensions (Yes/No)**

Conceptual Foundations for Inclusive Systems and ESL

* A Focus on Promoting Inclusive Systems to Overcome System Blockage as well as a Prevention of ESL focus – Both/And

1. Key Principles for Inclusive Systems (Downes, Nairz-Wirth & Rusinaite 2017)

   1A. Beyond Individual Resilience to Systemic Focus

   1B. Inclusive Systems Bridge Health, Welfare and Education: Multidisciplinary Teams

   1C. The Emotional-Relational Turn for ESL and Inclusive Systems ('It's the heart stupid' Downes 2010, 2011): Beyond the OECD 10 Steps to Equity in Education 2007, 2010)

2. A Spatial-Relational Systems Focus: Overcoming Diametric Spatial Systems for Concentric Spatial Systems

3. Combined (Inclusive) System Supports for ESL and Bullying Prevention

**Overcoming System Blockages as Fragmentation, Resistance and Exclusion– linking health and education**

- **Multidisciplinary teams: Chronic need indicated prevention level**
- **Family support services and parental involvement**

The *Alliances for Inclusion* report (Edwards & Downes 2013) 16 examples cross-sectoral work from 10 European countries.
-A policy focus is needed to go beyond multiple agencies
-Need to minimise fragmentation across diverse services 'passing on bits the child' and family (Edwards & Downes 2013)
- Direct delivery multidisciplinary teams – not committee sitting

Territories

- Local rivalries across municipalities and schools an obstacle to sharing of good practice
- Local rivalries across agencies especially in a recession – to claim resources and credit for gains
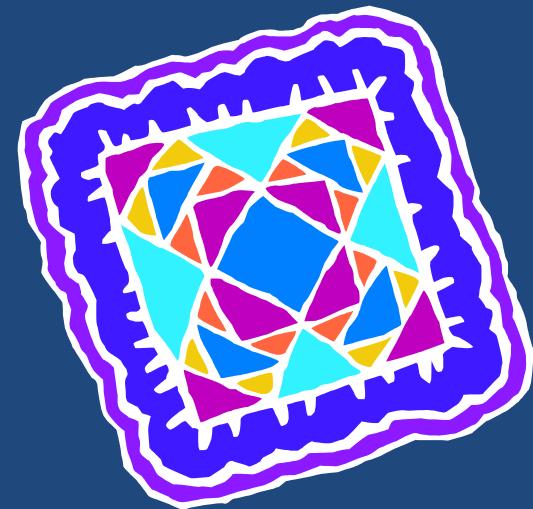
Multidisciplinary team 1 stop shop to Overcome Diametric Splits/System Fragmentation– Family Support Centres and Early Childhood Centres

Eurochild report (2011) Nordrhein-Westfalen state programme *Familienzentrum* has been launched by the government in order to develop up to 3,000 children's day-care facilities into family centres by the year 2012.

Between 2006 and 2012 approx. 3,000 of the total 9,000 child care centres in the German federal state of North Rhine-Westphalia (NRW) are being developed into certified "Familienzentren" (family centres).

Family centres are designed to bundle services for families in the local community. (Eurochild 2011)

Eurochild (2011) argue for such family support centres to be universally available

A Differentiated Approach to Involving Parents : Family Support Services for High Risk Chronic Need (Multidisciplinary teams Edwards & Downes 2013)

Systematic review by Lereya et al. (2013) involving 70 studies which concluded that both victims and bully/victims are more likely to be exposed to negative parenting behaviour, including abuse and neglect and maladaptive parenting.

Need lead agency to coordinate Services for migrants (Downes 2015)

Community/Youth Arts/LLL as Gateway forYouth to Access Multidisciplinary Teams (Downes 2015a)

- Common systems of supports (transition focus from primary to post-primary, multiprofessional teams for complex needs, language support needs, family support services and education of parents regarding their approaches to communication and supportive discipline with their children, outreach to families to provide supports, addressing academic difficulties).

- Common issues requiring an integrated strategic response, including the prevention of displacement effects of a problem from one domain to another, such as in suspension/expulsion which may make a bullying problem become an early school leaving problem.

- Common causal antecedents (negative school climate, behavioural difficulties, trauma)

Key Governance Principles for Quality for Inclusive Systems

Inclusive Systems in and around Schools: Key Principles (Downes, Nairz-Wirth & Rusinaite 2017)

1. *System wide focus*
2. *Equality and Non-Discrimination*
3. *Children's Voices, Participation and Other Rights*
4. *Holistic approach*
5. *Parental Participation in School, including Marginalised Parents*
6. *Differentiated focus on different levels of need for prevention and early intervention*
7. *Building on strengths*
8. *Multidisciplinarity as a multifaceted response for students with complex needs*
9. *Representation and participation of marginalised groups*
10. *Lifelong learning*

Next slides authoritarian teaching/school climate

Transition as Derivative Problem from a More Fundamental Systemic Problematic Area of School Climate

Recent concern with school climate as key to transition to secondary school (Madjar & Cohen-Malayev 2016) and central to preschool-primary transition (Cadima et al. 2015)

West et al. (2010) study of over 200 Scottish pupils – students with lower ability and lower self-esteem had more negative school transition experiences which led to lower levels of attainment and higher levels of depression. Also anxious students *experienced bullying*

System Mismatch where at least one system needs reform:
Transition as Derivative Problem from a More Fundamental Problematic System Area of School Climate or Environment
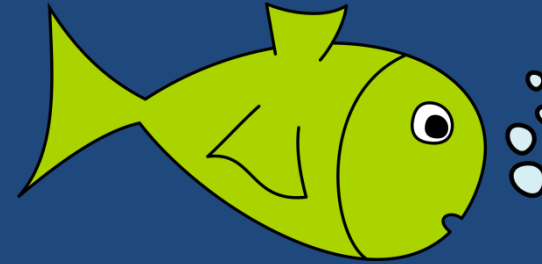
Fish out of Water – or Polluted River ?
Is the Transition the Problem or is it the School Environment ?
Systems framework of Bronfenbrenner (1979, 1995) – overlooks system blockage (Downes 2014)

Authoritarian School Climate

Bullying Environment

Poor Working Conditions for VET Placements (Cedefop 2016)

From Resilient Systems (Ungar 2005) to Inclusive Systems as Concentric Relational Space Challenging Diametric Spatial Systems of Blockage and Exclusion

A. Beyond Authoritarian Teaching and Discriminatory Bullying as Diametric Spatial Systems – Assumed Separation, Splitting and Mirror Image Hierarchies of US/THEM, GOOD/BAD, POWERFUL/POWERLESS

B. Beyond Suspensions/Expulsion as Diametric Structure of Exclusion

C. Diametric Splits as System Blockage in Communication – Transitions

D. Students Voices to Challenge Hierarchical Mirror Image Splits as System Blockages in Communication

A. **Beyond Authoritarian Teaching and Discriminatory Bullying as Diametric Spatial Systems – Assumed Separation, Splitting and Mirror Image Us/Them Hierarchies**

Teacher discriminatory bullying of students in a sample of 1352 immigrant and Roma students as part of a wider sample of 8817 students across 10 European countries (Bulgaria, Cyprus, France, Germany, Greece, Italy, Portugal, Romania, Slovenia, Spain) (Elamé 2013).

Classroom Climate and Discriminatory Bullying as Diametric Oppositional space and Diametric Mirror Image Hierarchy

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).

Authoritarian Teaching as Diametric Spatial System (Above/Below)
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;

Cefai & Cooper (2010), Malta review of qualitative research: 'the autocratic and rigid behaviour management approach adopted by many teachers in their response to misbehaviour. Their blaming and punitive approach was seen in many cases as leading to an exacerbation of the problem...It looks...that perceived victimisation by teachers was more prevalent and had more impact than victimisation and bullying by peers'

Authoritarian Teaching as Diametric Spatial System (Above/Below)
No sunlight ! (Downes & Maunsell 2007)

"I can't wait to leave, I would leave tomorrow if I had the choice because I get picked on by a teacher"

"No some[teachers] think they own the school"

Authoritarian Teaching as Diametric Spatial System (Above/Below)

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)

Reframing the problem through a focus on solutions:

- Issues previously treated separately, such as early school leaving and bullying prevention, can be addressed through common system responses for inclusive systems. (Downes & Cefai 2016)

School Climate, Teasing, Bullying
In a sample of 276 high schools, Cornell et al. (2013) found that risk of early school leaving increases if a student experiences an atmosphere of teasing and bullying even if s/he is not personally bullied.
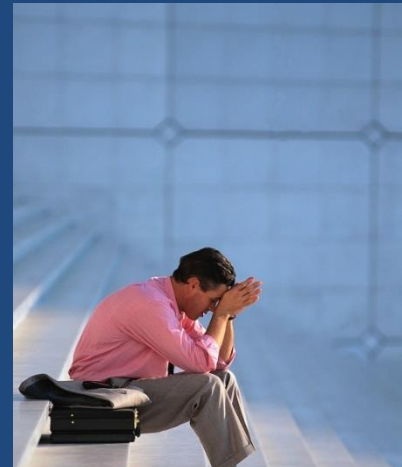
Cornell et al. (2013) " Notably, the increased dropout count that was associated with Prevalence of Teasing and Bullying was quite similar to the increases that were associated with FRPM [i.e., poverty] and academic failure".

Common system supports needed for bullying and early school leaving prevention (Downes & Cefai 2016)

A striking commonality of interests with regard to strategic approaches for bullying prevention in schools and early school leaving prevention:

- Direct and indirect effects of bullying on early school leaving relevant to perpetrators, victims

    - school absence,

    - negative interpersonal relations with peers and conflict with teachers,

    - low concentration in school, decreased academic performance,

    - negative school climate influences, lower school belonging, satisfaction, and pedagogical well-being, with the effects of bullying exacerbated for those already at risk of early school leaving.

- Common systems of supports (transition focus from primary to post-primary, multiprofessional teams for complex needs, language support needs, family support services and education of parents regarding their approaches to communication and supportive discipline with their children, outreach to families to provide supports, addressing academic difficulties).

- Common issues requiring an integrated strategic response, including the prevention of displacement effects of a problem from one domain to another, such as in suspension/expulsion which may make a bullying problem become an early school leaving problem.

- Common causal antecedents (negative school climate, behavioural difficulties, trauma)

- Teacher professional development and pre-service preparation focusing on developing teachers' relational competences for a promoting a positive school and classroom climate, including a focus on teachers' conflict resolution and diversity awareness competences

- Early warning systems.

From here, the rest of the CEDEFOP 2014 presentation

A *Systemic* Approach to Evaluation and Transparency: Structural Indicators

- STRUCTURAL INDICATORS OF A SYSTEM FOR TRANSPARENCY: YES/NO ANSWERS BY ANALOGY WITH UN RIGHT TO HEALTH (DOWNES 2014)

- Structural indicators (SIs): Generally framed as potentially verifiable yes/no answers, they address whether or not key structures, mechanisms or principles are in place in a system. As relatively enduring features or key conditions of a system, they are, however, potentially malleable. They offer a scrutiny of State or institutional effort (Downes 2014, see also UN Rapporteur 2005, 2006)

Structural Indicators – Factual, potentially verifiable responses

- Structural Indicators: A future framework for the OECD and EU Commission to consider (Downes 2014)

- SIs offer a *system* focus not simply an individual focus – a policy relevant focus
- Structural indicators (SI); yes and no-questions, something that can be changed (laws, spaces, roles and responsibilities, key guiding principles, potentially malleable dimensions to an education, training and/or community system)

A *Holistic* Approach – Not 1 Size Fits All

*A *Holistic* Approach – Addresses Why People are Reluctant to engage with Education and Training

*Different *kinds* of need for early leavers from education and training (ELET)

*Different *levels* of need for ELET: Long-term unemployed complex needs

- Not 1 ELET problem: ELET is a behaviour with a wide range of underlying motivations

-Beyond System Fragmentation: Clarity on which Prevention Levels the Service is Targeting

The three widely recognized prevention approaches in public health are:

UNIVERSAL, SELECTED and **INDICATED** prevention (Burkhart 2004; Reinke et al., 2009).

A *Holistic* Approach requires a *Differentiated* Approach

* *Universal* prevention (ALL) applies to educational and community-wide systems for all VET learners

• *Selective* prevention (SOME – GROUPS) targets specialized group systems for learners at risk of early school leaving/early school leavers with strong potential for reentry to VET
(see also Microlycee, France: Ecorys 2013 – colocation, common management structure/headship, specialist teachers but interaction with mainstream staff, same progression routes)

• *Indicated* prevention (INDIVIDUAL- INTENSIVE) engages in specialized, individualized systems for learners with high risk of early school leaving or ELET/chronic need/multiple risk factors
(Fairbridge, Middlesborough, Ecorys 2013 – learn by doing, fishing, canoeing, cooking, outdoor activities for learning – expensive)

– **ALL 3 prevention levels need to be focused on in a national strategic approach: Structural Indicators here mainly on INDICATED prevention level though also other levels**

*Focus here is on LONG-TERM UNEMPLOYED and VET for structural indicators in the context of the Youth Guarantee

*Specific focus to illustrate SIs is on SOCIAL-EMOTIONAL dimensions more than cognitive

The Sociale School Heverlee Centrum voor Volwassenenonderwijs vzw (SSH-CVO) also uses printed press (programme brochure, local newspaper, flyers, adverts, documents, etc.) and online tools (such as a website) to increase the access to their educational provision. Although this type of advertisement reaches the most people, a recent evaluation research by the SSH-CVO has shown the effects of this strategy are rather minimal (Vermeersch & Vandenbroucke 2010 in Downes 2014).

SI - Staff from target groups (Yes/No)

See Swedish Unga In across 6 sites for 'marketers' from ethnic minority groups for VET

-SI -Bridges/Colocation Nonformal and Formal Education (Yes/No)
An Cosán, Dublin (Downes 2014)

-The starting point is courses on Personal Development and Communication Skills, Basic Literacy and Numeracy.

-Caters for ethnic minorities who need to improve their English language skills, confidence or parenting skills.

-A second series of courses reflect the needs of the local community for training in leadership e.g. training for community drug workers and community development.

Steps to Progression

A **Differentiated** approach: Steps
to Progression

The third series of courses allow
people to access further education.

The fourth series of courses have,
as their immediate goal, retraining
or formalising skills for
employment
An Cosán supports participants 'to
plot out a career path' (Downes
2014)

A *Holistic* approach

SI -Mental health focus (Yes/No)

Poverty impacts on mental health - mental health impacts on early school leaving with consequences for ELET

- Mental health issues, including depression, anxiety, disruptive behaviour disorders, eating disorders, or post-traumatic stress disorder, can negatively impact on school success, as well as general well-being (Kessler 2009; World Health Organization 2003)
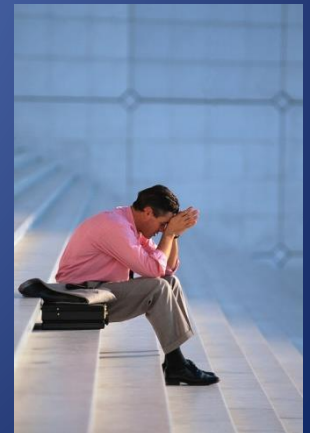
A *Holistic* approach
SI -Mental health focus (Yes/No)

Quiroga et al. (2013) based on a high-risk longitudinal sample (2000–2006) of French-speaking adolescents living in Montreal

* 493 participants (228 girls and 265 boys).

*depression symptoms at the beginning of secondary school are related to higher dropout mainly by being associated with pessimistic views about the likelihood to reach desired school outcomes

Quiroga et al. (2013) "interventions that target student mental health and negative self-perceptions are likely to improve dropout prevention".

A *Holistic* approach
SI -Mental health focus (Yes/No)

Even apart from poverty related depression, emotional distress contributes to dropout:
A troubling number of adolescents showing serious emotional distress and depression symptoms are at risk for school failure and dropout (Quiroga, Janosz, Lyons, & Morin, 2012; Thompson, Moody, & Eggert, 1994; Wagner, Kutash, Duchnowski, Epstein, & Sumi, 2005).

Emotional trauma (bereavement, rape, sexual abuse, bullying, family break up, sleep related problems) – supports needed to prevent early school leaving (Irish Parliament and Senate Report 2010) – Relevant also for ELET

A *Holistic* approach
SI -Mental health focus (Yes/No)

Early school leaving is a mental health policy issue impacting on aspects of ELET

Kaplan et al's (1994) North American study of 4,141 young people tested in 7th grade and once again as young adults which found a significant damaging effect of dropping out of high school on mental health functioning

- measured by a 10-item self-derogation scale, a 9-item anxiety scale, a 6-item depression scale and a 6-item scale designed to measure coping.

A *Holistic* approach
SI- An implemented strategy to promote Relational, Social Dimensions (Yes/No)

4 'Quick Wins' - Inexpensive
- Build in a social aspect – meet new friends   (LLL2010 sp3)
- Staff and students eat together/drink tea together (Ecorys 2013)
- Staff exchange between education sites – more than isolated individuals (Ecorys 2013)
- Festivals (Downes 2014)

A *Holistic* approach
SI- An implemented strategy to promote Relational, Social Dimensions (Yes/No)

A school principal from the Estonian national report:

"schools can create circumstances where unwanted students feel that they have to leave… and they do…" (Tamm & Saar 2010, in Downes 2011).

The secondary education system in Lithuania according to a school management representative:*"The attitudes towards students have to change and then they will feel better at schools. […] at the moment students are selected under the criteria „good" and „bad" and those who get the „bad" label do not want to stay at such school – they leave it"* (Taljunaite et al 2010, in Downes 2011)

A *Systemic* Approach
Sensitive to local territory issues in community-based location (Yes/No)

Beyond System Fragmentation: Anticipating Territoriality and 'Not Not Doing' Services

Territories
- Local rivalries across agencies especially in a recession – to claim resources and credit for gains

- Physical location of community service needs to be in a neutral community space (Downes & Maunsell 2007) for high risk groups

- No more than two agencies to limit fragmentation and provide shared goals focus – restructure agencies for greater focus (Downes 2013a)

A *Systemic* Approach –
Monitoring structural features
of a system
Structural Indicators of
Progressive Practice (EU,
national, regional and
institutional levels)

-Outreach beyond information
approaches (Yes/No)
- Bridges/Colocation Nonformal
and Formal Education (Yes/No)
- Staff from target groups
(Yes/No)
-Mental health focus (Yes/No)
-Strategy to distinguish
universal, selected and
indicated prevention (Yes/No)

References

Bruner, J. (1990). Acts of meaning: Four lectures on mind and culture. Cambridge, MA: Harvard University Press.

Burkhart, G. (2004). Selective prevention: First overview on the European situation. Lisbon: European Monitoring Centre for Drugs and Drug Addiction, EMCDDA

Downes, P. (2011). The neglected shadow: Some European perspectives on emotional supports for early school leaving prevention. *International Journal of Emotional Education*, 3 (2), 3-39.

Downes, P. (2011a). *Multi/Interdisciplinary Teams for Early School Leaving Prevention*: Developing a European Strategy Informed by International Evidence and Research. Research paper for European Commission, NESET (Network of Experts on Social Aspects of Education and Training).

Downes, P. (2013). Developing a framework and agenda for students' voices in the school system across Europe: From diametric to concentric relational spaces for early school leaving prevention. *European Journal of Education* , 48 (3), 346-362.

Downes, P. (2013a) Invited Presentation, Developing multi-agency and cross-sector synergies in and around education, 5th meeting of the European Commission, Directorate-General for Education and Culture (EAC), Thematic Working Group on Early School Leaving, Brussels, 28-29 January 2013

Downes, P. (2014). *Access to Education in Europe: A Framework and Agenda for System Change.* Dordrecht, Springer Verlag.

Downes, P. & Maunsell, C. (2007). Count us in: Tackling early school leaving in South West Inner City Dublin, An integrated response. Dublin: South Inner City Community Development Association (SICCDA) & South Inner City Drugs Task Force.

Ecorys UK (Day, Mozuraityte, Redgrave & McCoshan 2014)*Preventing Early School Leaving in Europe – Lessons Learned from Second Chance Education,* by. Published by the European Commission, Directorate-General Education and Culture(DG EAC).

Edwards, A. & Downes, P. (2013*). Alliances for Inclusion: Developing* Cross-sector Synergies and InterProfessional Collaboration in and around Education. EU Commission NESET (Network of Experts on Social Aspects of Education and Training). Foreword to report by Jan Truszczynski, Director-General of the European Commission's Directorate General for Education and Culture.

Kaplan, D.D., Damphousse, J.R. & Kaplan, H.B. (1994). Mental health implications of not graduating from high school. Journal of Experimental Education, 62, 105-123

Kessler, R. (2009). Identifying and screening for psychological and comorbid medical and psychological disorders in medical settings. *Journal of Clinical Psychology*, 65(3), 253–267.

Oireachtas (Irish Parliament and Senate) Joint Committee on Education and Science for their study on early school leaving (2010). *Staying in education : A new way forward – School and out-of-school factors protecting against early school leaving.* Dublin: Government Publications

Quiroga,C. V., Janosz, M & Bisset, S. (2013). Early Adolescent Depression Symptoms and School Dropout: Mediating Processes Involving Self-Reported Academic Competence and Achievement. *Journal of Educational Psychology, 105*, No. 2, 552–560

Quiroga, C. V., Janosz, M., Lyons, J. S., & Morin, A. J. S. (2012). Grade retention and seventh-grade depression symptoms in the course of school dropout among high-risk adolescents. *Psychology, 3,* 749–755.

Reinke, W.M., Splett, J.D., Robeson, E.N. & Offutt, C.A. (2009). Combining school and family interventions for the prevention and early intervention of disruptive behavior problems in children: A public health perspective. *Psychology in the Schools, Vol. 46(1), 33-43.*

Taljunaite, M., Labanauskas, L., Terepaite-Butviliene, J . & Blazeviviene, L. (2010). The access of adults to formal and non-formal adult education. Vilnius: Lithuanian Social Research Centre, Social Research Institute. National report for comparative report of Subproject 5 of LLL2010, Educational Disadvantage Centre, St. Patrick's College, Dublin.

Tamm, A & Saar, E. (2010). LLL2010 Subproject 5 Estonia Country Report. Tallinn: Institute of International and Social Studies / Department of Social Stratification, University of Tallinn. National report for comparative report of Subproject 5 of LLL2010, Educational Disadvantage Centre, St. Patrick's College, Dublin.

Thompson, E. A., Moody, K. A., & Eggert, L. L. (1994). Discriminating suicide ideation among high-risk youth. *Journal of School Health, 64,* 361–367.

United Nations Economic and Social Council. (2005a, February 11). Commission on HumanRights Economic, Social and Cultural Rights. Report of the Special Rapporteur on the right of everyone to the enjoyment of the highest attainable standard of physical and mental health.Paul Hunt.

UNITED NATIONS Economic and Social Council 3 March 2006 Commission on human rights economic, social and cultural rights. Report of the Special Rapporteur on the right of everyone to the enjoyment of the highest attainable standard of physical and mental health, Paul Hunt

World Health Organization (2003).*Caring for children and adolescents with mental health disorders: setting WHO directions*. Geneva, Switzerland: WHO.

WHO (2012). Social determinants of health and well-being among young people. Health Behaviour in School-Aged Children (HBSC) STudy: INTERNATIONAL REPORT FROM THE 2009/2010 SURVEY