



European Network for Social  
and Emotional Competence

## 6th ENSEC Conference

Theme: **DiVerSiTy**

7–9 June 2017 | Stockholm, Sweden

*Prepare yourself for an exciting pre-summer conference on  
developing youth social and emotional competences with  
a diversity perspective in the Swedish-Finnish archipelago.*



**Programme & Information**



City of  
Gothenburg



Dear Delegates,

It is our very great pleasure to welcome you to the 6th ENSEC Conference.

ENSEC was founded by Professor Paul Cooper and Professor Carmel Cefai in Malta in 2007. Since then we have held successful conferences in Turkey, England, Croatia and Portugal. However, this is our first conference on a ship. We hope you will have a very pleasant conference and will enjoy both the formal and informal opportunities for discussions and networking, as well as the social programme.

The theme of the conference is diversity. Perhaps there has never been a more important time to address the complex issues that we all face throughout the world in this time of tremendous change and mass flight of people. Children and young people are particularly vulnerable and they are the focus of our conference.

Our international speakers will provide us with their diverse perspectives and there will be many opportunities to exchange views with delegates from all over the world. We would encourage you to join ENSEC, if you have not done so already. Membership is without charge and offers regular newsletters and opportunities to network with professionals from across Europe and afar.

The network is managed by the members for the members. There will be a member's meeting on 9 June at 13.30. Afterwards, the ENSEC Board Members will be available to answer questions about the network during the conference.

Welcome  
*ENSEC Board*



Professor **Carmel Cefai**,  
Director, Centre for Resilience  
and Socio-Emotional Health,  
University of Malta.



**Carmen Huser**, PhD candidate,  
Charles Sturt University, Faculty  
of Arts and Education,  
Australia/ Germany.



Professor **Helen Cowie**, PhD,  
University of Surrey, Faculty of  
Health and Medical Sciences UK.  
Director of the UK Observatory for  
the Promotion of Non-Violence.



Professor **Renata Miljevic**  
Ridicki, Faculty of Teacher  
Education, University of  
Zagreb, Croatia.



**Kathy Evans**, Senior Lecturer,  
University of South Wales,  
Newport, UK.



Professor **Celeste Simões**,  
University of Lisbon, Faculty of  
Human Kinetics, Portugal.

the positive outcomes were not maintained when the program is conducted in an after-school schedule.

Therefore it is possible to conclude that SEL program scheduling affects their effectiveness.

**G12 | B41-42 | Seminar Groups**  
**Host institution. Immigrants. Ethnic minorities.**

Subjective Theories of Early Childhood Personnel Regarding the Integration of Refugee Children and Their Families in Early Childhood Education Centers.

Maike Hoeft<sup>1</sup>, Timm Albers<sup>1</sup> and Sonja Abendroth<sup>1</sup>

<sup>1</sup>Institute of Educational Studies, Paderborn University, Paderborn.

**Chair:** Therése Skoog, Associate Professor of Psychology, Örebro University, Sweden.

The German state of Northrhine-Westphalia supports low-threshold educational offers, in which refugee children and their families are introduced to an institutionalized form of child day care. The aim of the project is to integrate them into the system of early childhood education. Therefore, the educational personnel in child day care facilities are confronted with the preparation of the process of integration and the support according to their individual needs. But what lays beyond the concept of integration and how does the educational personnel define a successful integration into the system of early childhood education? In the center of this project is the qualitative reconstruction of subjective theories of the educational personnel regarding the topic "Integration of refugee children and their families in a child care facility". This is important, because subjective theories are guiding the educational practice. Additionally, it is expected that based on up to 30 guided and structured interviews with the educational personnel and a qualitative content analysis, one can identify a response pattern that points out different subjective theories re-

garding the topic of this project. The expectation is that there are subjective theories which are rather characterized by an assimilated attitude regarding integration than an inclusive practice.

**G12 | B41-42 | Seminar Groups**  
**Host institution. Immigrants. Ethnic minorities.**

Socioemotional competences of adolescents living in host institutions.

Zélia Anastácio<sup>1</sup>, Milena Oliveira Bezerra<sup>1</sup>, Judite Zamith-Cruz<sup>1</sup>, Celeste Antão<sup>2</sup> and Maria Veiga-Branco<sup>3</sup>

<sup>1</sup>Institute of Education, University of Minho, Braga

<sup>2</sup>Enfermagem, Instituto Politécnico De Bragança, Bragança.

<sup>3</sup>Ciências Sociais E Gerontologia, Instituto Politécnico De Bragança, Bragança.

**Chair:** Therése Skoog, Associate Professor of Psychology, Örebro University, Sweden.

Several reasons like unfavorable socio-economic conditions, negligence and maltreatment has led to institutionalization of adolescents. Our research question is: What are the level of satisfaction and socioemotional competencies of adolescents living in host institutions? Research aimed to characterize satisfaction, self-esteem, assertiveness and resilience of institutionalized adolescents and to establish associations with personal factors. It was a transversal study following a predominantly quantitative methodology. We carried out and validated a specified questionnaire. For self-esteem, assertiveness and resilience we applied scales already validated. Our convenience sample included 114 adolescents (68 females; 46 males) living in eight host institutions, aged between 11 to 21 years (average 15.67). Statistical analysis of data was done to characterize the sample (descriptive analysis) and to establish associations between individual factors and dependent variables (t-test, correlations and non-parametric tests). Results indicated that in general teens are satisfied with the host institution, have a relatively low self-esteem (27.87), with girls having lower average than boys. Assertiveness tends

to be average (24.52) and higher for girls than boys. Resilience is also average (26.40), having girls lower mean than boys. Assertiveness revealed significant positive correlations with self-esteem ( $r=.234$ ;  $p=.015$ ) and resilience ( $r=.517$ ;  $p<.0001$ ). Institutionalization seems to be positive for these adolescents.

**G12 | B41-42 | Seminar Groups**  
**Host institution. Immigrants. Ethnic minorities.**

Understanding School Engagement of Immigrant, Ethnic Minority and Underprivileged Youth In Hong Kong.

Celeste Y.M. Yuen<sup>1</sup>

<sup>1</sup>Education Policy and Leadership, The Education University of Hong Kong, Hong Kong.

**Chair:** Therése Skoog, Associate Professor of Psychology, Örebro University, Sweden.

Change of student demography has been one of the key concerns in school engagement in Hong Kong, especially given that many teachers appear to be deficient in intercultural sensitivity. This study draws on the findings of 5247 6th – 12th graders, from 11 multicultural schools to examine the correlation between demographic variables and school engagement. A stratified sampling method was utilized to target schools with high concentrations of Chinese Immigrant Students (CIS), Cross-Boundary Students (CBS), Non-Chinese Speaking Students (NCS) and underprivileged Hong Kong mainstream Chinese Students (HKMCS). School engagement was conceptualized as a multidimensional meta-construct comprised behavioral, cognitive, and emotional domains (Appleton et al., 2008; Fredricks et al., 2004). Multiple regression was utilized to examine the predictive power of demographic variable, academic variable, and student group for school engagement. Significant student group differences were noted in all of the four aspects of school engagement: parents, friends, teachers and self.

Whilst the NCS reported the highest level of school engagement the HKMCS reported the lowest. Student ethnicity, religious faith, relationship with parents, sex and grade levels are significant factors contributing to positive school engagement. Resilient factors are delineated and implications for teacher professional development will be discussed.

**KEYNOTE 3**  
**17.00–18.00 | Auditorium**

**Peter K. Smith**

Emeritus Professor of Psychology, Goldsmiths, University of London, U.K.

**Cyberbullying in young people: An overview of its nature and impact.**

Cyberbullying is a lifespan phenomenon, but has been of special concern among adolescents and young people, in and out of school. The phenomenon is mainly one of this century, and (unlike traditional or offline bullying) has increased in recent years. The volume of research on the topic has also increased dramatically. I will review the main trends of this research and what we have found out, covering definitional issues, forms, prevalence, age and gender differences, other risk factors, and the negative consequences for all involved. I will conclude by considering the resources and interventions that are being developed to reduce cyberbullying, and any evidence for their effectiveness.