



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.

Scientific committee and Organising committee

Scientific committee

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

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.

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

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

Dr **Birgitta Kimber**, Conference coordinator, Department of Clinical Sciences, Division of Child and Adolescent Psychiatry, Umeå University.

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

Siggi Olafsson, Conference coordinator, Centre for School Development, City of Gothenburg, Sweden.

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

Therése Skoog, Conference coordinator and Associate Professor of Psychology, Örebro University, Sweden.

Organising committee

Kathy Evans, Senior Lecturer, University of Wales.

Dr **Birgitta Kimber**, Conference coordinator, Umeå University, Sweden.

Siggi Olafsson, Development manager and Conference coordinator, Centre for School Development, City of Gothenburg, Sweden.

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

Therése Skoog, Conference coordinator and Associate Professor of Psychology, Örebro University, Sweden.

Per Aulin, Partner/Organiser, Centre for School Development, City of Gothenburg, Sweden.

Maria Holmström, Research administrator, Örebro University, Sweden.

Camilla Segerlind, Event Coordinator, Örebro University, Sweden.

Åsa Granlund, Event Coordinator, May–December 2016, Örebro University, Sweden.

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 Hoeft¹, Timm Albers¹ and Sonja Abendroth¹

¹Institute 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.

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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

