



Modeli odgovora na odgojno-obrazovne potrebe djece izložene riziku socijalne isključenosti u ustanovama RIPOO

Models of Response to Educational Needs of Children at Risk of Social Exclusion in ECEC Institutions



Ovaj je rad financirala Hrvatska zaklada za znanost projektom IP-2019-04-2011

This work has been fully supported by Croatian Science Foundation under the project IP-2019-04-2011

FOSTERING COMPASSION: EXPLORING KINDERGARTEN EXPERIENCES FROM THE EYES OF CHILDREN AT RISK OF SOCIAL EXCLUSION

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THE PRESENTED RESEARCH WAS CONDUCTED WITHIN RESEARCH PROJECT MODEL OF RESPONSE TO EDUCATIONAL NEEDS OF CHILDREN AT RISK OF SOCIAL EXCLUSION IN ECEC INSTITUTIONS (MORENEC), FUNDED BY THE CROATIAN SCIENCE FOUNDATION **AIMED TO:**

- EXPLORE THE PREVALENCE OF CHILDREN FACING SOCIAL EXCLUSION RISKS (RSE).
- IDENTIFY VARIOUS CATEGORIES OF RISKS THEY ENCOUNTER.
- EXAMINE THE ENVIRONMENT WITHIN EARLY CHILDHOOD EDUCATION AND CARE (ECEC) ESTABLISHMENTS.
- ASSESS THE APTITUDE OF EDUCATORS IN ENGAGING WITH CHILDREN AND FAMILIES DEALING WITH RSE.
- **DELVE INTO THE VIEWPOINTS OF CHILDREN REGARDING THEIR ENCOUNTERS WITHIN ECEC INSTITUTIONS.**



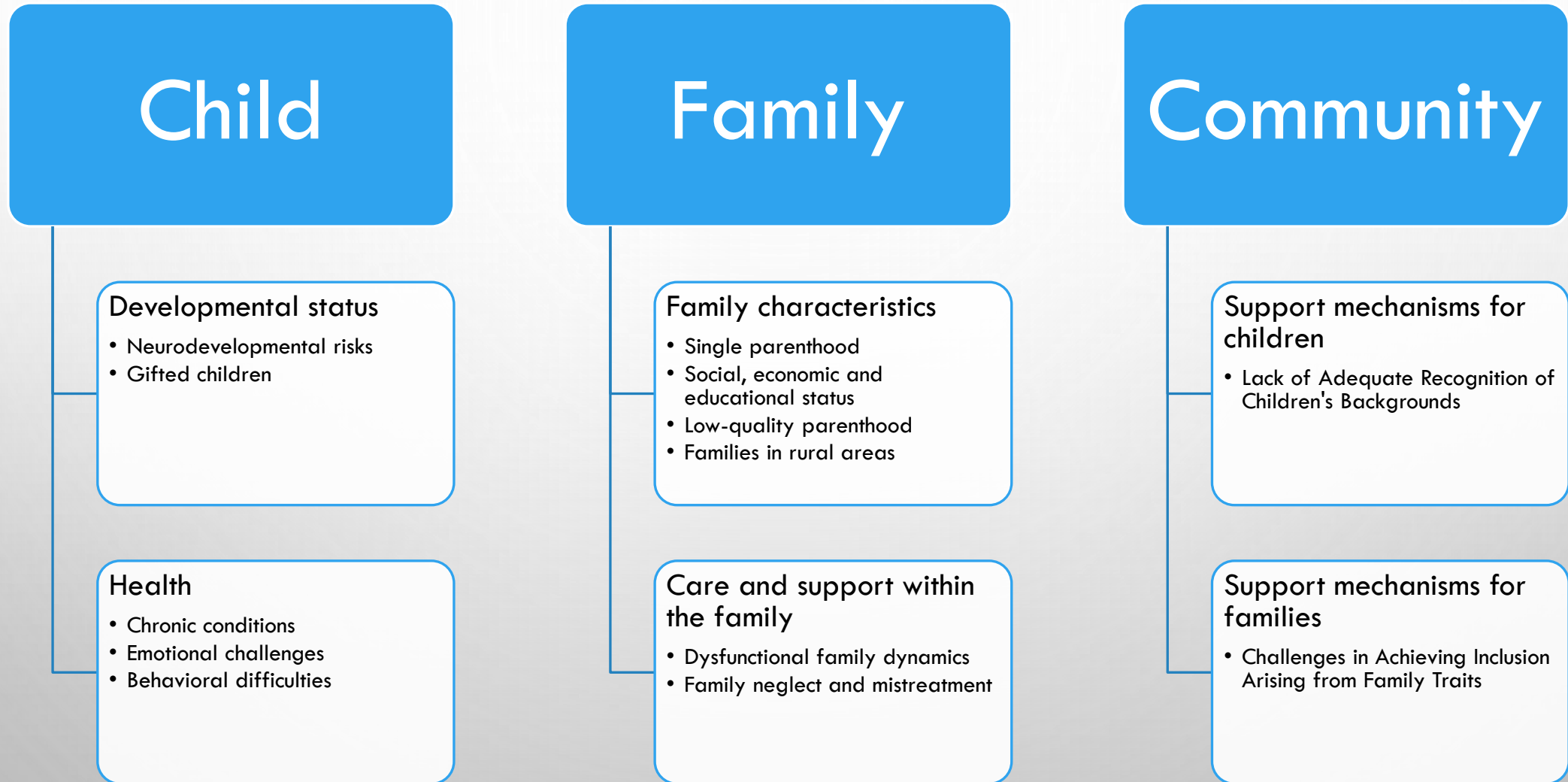
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WHAT DRIVES SOCIAL EXCLUSION IN OUR SOCIETY?



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UNVEILING THE UNKNOWN: WHAT DOES OUR INITIAL RESEARCH UNCOVER? (I)

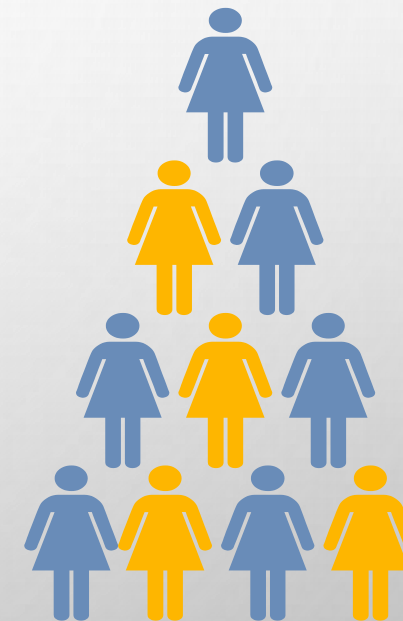
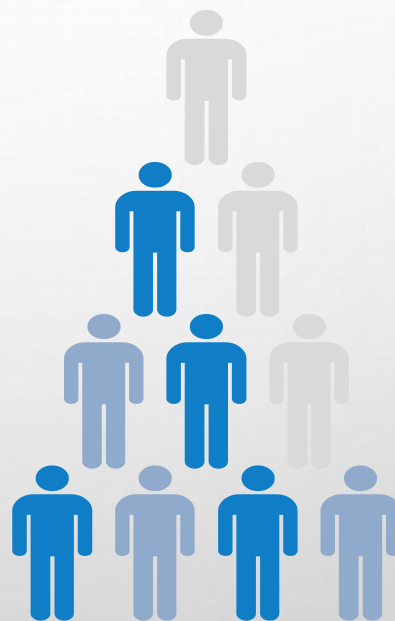
GENERAL SAMPLE

10% OF CROATIAN ECEC SETTINGS

535 TEACHERS

3500 PARENTS

3500 CHILDREN



UNVEILING THE UNKNOWN: WHO ARE THE CHILDREN IN THE RISK OF SOCIAL EXCLUSION IN CROATIA?

21,1% - ONE CATEGORY OF RISK

8.7% - TWO CATEGORIES OF RISKS

4,5% - THREE+ CATEGORIES OF RISKS



EXPLORING THE PERSPECTIVES OF CHILDREN AT RSI ON THEIR EXPERIENCES IN ECEC SETTINGS

- RESEARCH **WITH** CHILDREN
- QUALITATIVE RESEARCH METHODOLOGY
 - SEMI STRUCTURED INTERVIEWS
- SAMPLE
 - 43 CHILDREN 5-7 YEARS OLD
- THE ETHICAL CODE OF RESEARCH WITH CHILDREN (RH, 2020)





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THEMES ARISING FROM INTERVIEW ANALYSIS

TOPICS	CODES
Child's self-perspective	Strengths (what she/he is good in) Position in society
Family relationships	Support from close individuals (grandmother, grandfather, brother)
Social Interactions and Assistance	Support from educators Peer support Peer status Conflicts Problem-solving situations
Fundamental values	Perception of justice Classroom rules

CHILDREN'S SELF-PERCEPTION

- CAN A CHILD IDENTIFY THEIR STRENGTHS WHEN...

"IS THE TEACHER HAPPY BECAUSE SHE HAS YOU IN HER GROUP?"

CHILD: I DON'T KNOW."

"HAS A TEACHER EVER PRAISED YOU?"

CHILD: NO!

HAS A TEACHER SAID: WELDONE?"

CHILD:"NO!"



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CHILD'S PERCEPTION ON LIFE DYNAMICS

“CHILD: I AM VERY HAPPY WHEN I CAN PLAY FOOTBALL WITH MY FRIENDS, AND I AM VERY HAPPY WHEN WE GO ON A TRIP.

(EXCELLENT. AND WHEN YOU ARE NOT SATISFIED?)

CHILD: WELL, WHEN MY FRIENDS USUALLY MAKE ME ANGRY AND THEN I, NO, GET ANNOYED AND THEN ME, AND THEN THE WHOLE CYCLE IS DISTURBED.

(CYCLE?)

CHILD: YES.

(WHAT CYCLE?)

CHILD: THE CYCLE OF MY LIFE.”

FAMILY RELATIONSHIP

- “PARENTS USUALLY DO NOT COME TO THE KINDERGARTEN.”
- “I LIKE TO GO TO MY DAD’S WORKING PLACE WITH MY MOM. I LOVE THAT”
- “MY GRANDMOTHER CALLED ME MY SUN, AND MY MOTHER CALLED ME MY HEART.”



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SOCIAL INTERACTIONS AND ASSISTANCE

- PERCEIVING THE PEER STATUS
 - “I HAVE JUST ONE FRIEND!”
- CONFLICT SOLVING
 - “ IF I HAD A MAGIC WAND, I WOULD ENCHANT THEM INTO FROGS!”
 - “WHEN CHILDREN ARE FIGHTING I TELL THE TEACHER!”



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FUNDAMENTAL VALUES

- PERCEPTION OF JUSTICE
 - “IT IS NOT FAIR TO GIVE 3 CANDIES TO SOMEONE, AND JUST 1 TO ANOTHER ONE”
- RULES
 - “THAT WE SHOULD NOT FIGHT, THAT WE SHOULD NOT PUSH EACH OTHER, THAT WE SHOULD NOT THROW GARBAGE NEXT TO GARBAGE, THAT WE SHOULD THROW IT IN THE BASKET. NOT TO FIGHT EACH OTHER. AND WE ONLY HAVE 9 RULES, AND HOW MANY HAVE I LISTED NOW?”



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RESULTS

- CHILDREN FROM THE SAMPLE ACKNOWLEDGE:
 - (POOR) QUALITY FAMILY RELATIONSHIPS,
 - (UNHEALTHY) ADULT BEHAVIORS,
 - (NEGATIVE) CONSEQUENCES FOR CHILDREN.
- IT CAN BE DEDUCED FROM THE CHILDREN'S STATEMENTS THAT THEY ARE EXPOSED TO VARIOUS FORMS OF DISCIPLINE, WITH FAMILY RELATIONSHIPS BEING A CONTRIBUTING RISK FACTOR.



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CONCLUDING CONSIDERATIONS

- THE EVIDENT POOR QUALITY OF FAMILY RELATIONSHIPS SERVES AS A PIVOTAL ELEMENT, CONTRIBUTING TO A CASCADE OF ISSUES.
- CHILDREN ARE SUBJECTED TO VARIOUS FORMS OF DISCIPLINE THAT MAY NOT BE CONDUCIVE TO THEIR EMOTIONAL AND PSYCHOLOGICAL GROWTH.
- CHILDREN CAN NOT DEFINE TEACHERS' PERCEPTION OF THEM.



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