Report on journal articles

Analysis of articles and publications by members of EurofamNet

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CONTENT

This report is based on the analysis of the articles/publications by members of the COST Action CA18123: The European Family Support Network. A bottom-up, evidence-based and multidisciplinary approach.

It includes recent research published by Cost Action members in international academic journals, book chapters and conference proceedings in 2022-2023. These academic outputs reflect the contribution of the Cost Action members to the EurofamNet and showcase good practices, theoretical and practical implications of the research being conducted by the network. In January- April 2023, all MC and WG members were asked to submit the relevant data regarding their research publications via the Cost Action Intranet https://eurofamnet.eu/home. The report was prepared based on the data submitted. Its preparation was discussed during the Management Committee Meeting of the COST Action CA1812, which took place on 3-5 July 2023, in Madrid, Spain. The first version of the report was prepared in June 2023. All the participants had the chance to provide feedback, suggest changes and to add information. The revised version of the report was prepared in July 2023.

This report is based on the third wave of data collection from the EurofamNet members. Previous reports derived from the first and second data collection waves of EurofamNet members' publications can be consulted here: https://eurofamnet.eu/sites/default/files/toolbox/compendium-outputs/wg5_ReportJournalArticles.pdf?=2022-03-07 and here: https://eurofamnet.eu/sites/default/files/toolbox/compendium-outputs/WG5_ReportJournalArticles_2.pdf, respectively.

Overall, 70 articles published by Cost Action members in peer reviewed journals have been included in the report as well as 12 books, 6 book chapters and 3 conference proceedings. The publications are relevant to the scope of research and aims of the Cost Action.

One topic of investigation was adverse childhood experiences and trauma informed care, a whole system organisational change process which emerged from the seminal Adverse Childhood Experiences (ACE) study, establishing a strong graded relationship between the number of childhood adversities experienced and a range of negative outcomes across multiple domains over the life course. There was preliminary evidence for the efficacy of trauma-informed approaches in improving the mental and emotional well-being of children served by community-based child welfare services, as well as their potential for reducing caregiver stress and improving placement stability.

Among important topics for investigation were child-to-parent violence in adolescence, in particular the psychosocial characteristics that contribute to the emergence of child-to-parent violence in adolescence, identification and characterization of family interventions targeting

child-to-parent violence, in order to enable a better comprehension of child-to-parent violence, and to improve the existing family support policies.

One of the articles deals with school failure in contexts of exclusion, a challenge for peace culture. The researchers have analysed the networking, education, resilience and inclusion brought about by a socio-educational network that has operated in a context of extreme social exclusion. Specifically, they looked into the situation of school failure experienced by children and adolescents in this context, in order to establish links with the culture of peace.

Children's well-being is one of the themes examined in journal publications. In the last decade, there was substantial growth in children's well-being investigations, which made considerable progress in understanding the correlates, antecedents, and consequences of children's well-being. The researchers aimed to gain more insight into the current state-of-the-art in the field of children's well-being and to have an integrated overview of the recent scientific progress in this area of research.

Members of EurofamNet network published on the collaborative leadership of a network-based approach that seeks to subvert the social inequality suffered by people who live in extreme exclusion. An interesting issue under investigation was conceptualization, reasons, attitudes, and consequences of sexting among adolescent. Sexting has become another form of intimate communication in the digital society in which we live, not only for adults but also for adolescents. The researchers explored adolescents' perspectives on the definition of sexting, reasons for engaging, or not, in it, attitudes towards this phenomenon and its possible consequences. In addition, the researchers looked into cross-cultural examination of the sexting motives and attitudes.

Given the negative consequences associated with sexting experiences, researchers, practitioners, and policymakers have called for more thorough research on sexting. Research on sexting behaviour has primarily used quantitative methods. In recent years, mixed methods research has gained prominence in the field of sexting. However, to date, no systematic review of mixed methods studies on sexting has been conducted. The researchers aimed to review empirical mixed methods studies on sexting.

In addition, the researchers examined social ecological approach to sexting behaviour to help youth avoid the negative consequences of engaging in potentially harmful sexting behaviours, the multiple systems that surround young people should work together to provide young people with the skills necessary to make good choices about their sexual behaviours.

Another important issue investigated is digital social ecology for children's birth family relationships. The use of digital communication technology by children residing in out-of-home care or adopted from foster care has mainly been approached hesitantly and from a risk

paradigm. The Covid-19 pandemic catalyzed many digital and social work intersections, including practices used for birth family contact where in-person visits were supplemented or replaced with 'virtual' contact via digital devices. While technology-mediated contact is characterised as 'virtual', the relationships it facilitates and emotions it generates are very real within children's social ecology.

In addition, the researcher investigated digital technology use and negative online experiences as predictors of life functioning. Also, researchers looked into participatory action research protocol for reproductive justice. Despite the last few decades' advances towards social and gender justice, reproductive decisions are still a source of oppression for many minority women and girls.

European Family Support is the focus of many journal articles written by members of the EuroFam network, dedicated to furthering our understanding of family support across Europe. The researchers looked into family support programmes in terms of analysis of quality standards. Since the well-known publication of the Society for Prevention Research about standards for evidence related to research on prevention interventions, a rigorous evaluation is considered one of the main requirements for evidence-based programmes. Despite their importance, many programmes do not include evaluation designs that meet the most widely agreed quality standards.

One of the areas of investigation is psychotherapy. One of the goals of research in the field of psychotherapy is to improve knowledge about processes and outcomes of psychotherapeutic treatments. Researchers and professionals have been discussing the best methods for evaluating the effectiveness and efficiency of psychotherapeutic treatments for many years.

Some journal papers are focused on education, in particular the effect of blogging on the pre-service teacher and student training process; learners' perceptions of peer assessment; transforming multilingual students' learning experience through play; using educational digital storytelling in postgraduate education; equality, diversity, and inclusion (EDI) policies; research on redesigning teaching, learning, and assessment in the digital era; research on implications of sustainable development in higher education; research on practices for advancing diversity and inclusion in higher education; research on language teacher identity.

Families as an ex ante assessment tool of laws and regulations is another theme of investigation. Family intervention and support actions within state, regional and local plans are also in the scope of investigation. The important effort that is being carried out by the public administrations to articulate family intervention and support actions within state, regional and local plans and strategies must be linked to innovation and improvement processes aimed at promoting the quality of services and programs for children and families. In this sense, there is

a clear consensus between institutional managers and researchers on the need for family intervention actions to be practical and evidence-based programs.

Other issues that have been raised in journal articles were family language policy in the minority and migration contexts and families, relationships and societies, family support programmes with informed evidence, students' intercultural awareness and cross-cultural communication. Another interesting issue raised in the journal article was health satisfaction of emerging adults who experienced the loss of a parent in childhood and adolescence as well as fatherhood policies, paternity leave and occupational inequalities.

Practices within bilingual families was in the scope of investigation. The theoretical aspect features family language policies and strategies, identity and its types, globalisation forces, bilingualism, and multiculturalism. The research aimed at highlighting the reasons behind parents' ideological decision, more specifically, on how these bilingual families manage and adapt their language policies. The study shows how families control their chosen strategies. Research revealed in which languages children prefer to speak if they have been raised in multilingual environment. The results demonstrated that parents prefer to use a one parent–one language approach and they are led by their intuition and desire to speak in their own mother tongue with their children. It was found that bilingual reading to children during their first years contributes to their ability to speak in both parents' mother tongues.

Positive parenting and evaluation of programmes is one of important research themes. The prevention science has endorsed standards for evidence related to research on programme evaluation. However, some controversies persist regarding its application in the provision of family support under the European Positive Parenting initiative. The researchers dealt with four main aspects in all programmes: description, implementation, evaluation, and impact/sustainability. The findings provide guidelines for improvement and addressing challenges to reinforce quality assurance in child and family services.

In addition, researchers on the strength of parenting support preventing severe problems through the triple P Positive Parenting Program. Triple P aims to prevent problems in the family, school and community before they arise and to create family environments that encourage children to realise their potential. Tripe P aims to equip parents with the skills and confidence they need to be self-sufficient and to be able to manage family issues without ongoing support.

Another important issue raised in research articles is the relationship between mindful attention and family quality regarding the families of people with autism spectrum disorder. Analysis of the relationship between mindful attention and family quality. In families of individuals with autism spectrum disorder (ASD), the added difficulties they face may influence their perception of family quality of life (FQoL). It is important to identify factors which foster their perceived wellbeing and are susceptible to intervention.

Relationship between parental behaviors and affective well-being in primary school children is a very important area of research. In particular, the authors examined the relationship between perceived maternal and paternal parental behaviors (support and restrictive control) and affective well-being (positive and negative affect) in children.

Resilience and education at the margins of society is another topic of research. Resilience is a concept that in recent years has become a reference for socio-educational action. This concept is not without controversy. Its traditional conception is being reviewed by various researchers who question whether resilience is understood exclusively as a person's capacity to overcome adversity. Resilience has become one of the recurring words in the praxis of pedagogy and social education.

The role of self-esteem and body-esteem in sexting. The researchers implemented the Sexting Behaviours Scale, the State Self-Esteem Scale and the Body-Esteem Scale for Adolescents and Adults. The results show that young men engage in sexting behaviour more often than girls, and that the exchange of sexually explicit content is most frequent between intimate partners. The obtained results indicate that preventive intervention aimed at strengthening a positive self-image could reduce the frequency of sexting amongst students.

The results on sexting coercion study and publication showed that sexting coercion among young adults are relevant to educational programmes given recent evidence of the prevalence of sexting coercion victimisation and sexting coercion perpetration among youth in romantic relationships. The findings suggest that those who engage in sexting coercion use a social learning mechanism that should be considered when developing educational interventions to prevent sexting coercion.

Exploring the need for specialist mental health services for care experienced and adopted children is an important direction of research. In particular, researchers elicited the views of fostering and adoption stakeholder groups regarding the mental health needs of children and young people and their families. The researchers dealt with social exclusion, marginalized populations, socio-spatial and temporal horizons as well as social support, coping with bullying behaviour.

Support program regarding birth parents and their children in non-kinship foster care is another topic for investigation. Despite the important impact that contact with birth parents during non-kinship foster care can have on a child's well-being, there are few psychoeducational programs aimed at improving the quality of visits. The aim of the program visits is to improve parents' emotional, communication, and parenting competences.

Some journal articles were based on the analysis of international organizations' websites regarding skills in family support. Using the method of web-content analysis three interconnected

maps of bodies in the field were developed, highlighting a general profile of the organizations, and a wide range of important professional skills of family support workforce were specified and ranked. Frequency analyses and contingency tables were carried out. The results show that most of the organizations in the field do not present a plain definition of skills framework listed generally or in a separate document; multidisciplinary approaches to family support skills are not yet common practice; and evaluations of skills or references to a standard framework are limited.

Supporting involved fathering of young children is another important topic explored in journal publications. Contemporary literature on parenting support programmes advocates for greater engagement of fathers and a stronger evidence base of the programmes' effectiveness. Qualitative data provide insight into perceived programme benefits for fathers and their children as well as suggestions for programme improvement.

Members of EurofamNet explored trauma-sensitive practice regarding supporting face-to-face birth family contact after adoption from care. There are recent calls to consider face-to-face birth family contact for more children adopted from care. Given that the threshold for this authoritative intervention is significant harm, post-adoption contact should be sensitive to the possible impact of early childhood trauma, and be adequately supported. Findings suggest that visits are a context in which trauma-effects may surface, and social workers supporting contact should be sensitive to this possibility. The authors suggest a systemic approach to helping all parties prepare for, manage and de-brief after contact, attending to both adult-to-adult and adult–child interactions.

Maternal health services are also the topic of investigation. Nearly 1 in 5 women worldwide will develop mental health problems during pregnancy or within the first year postpartum. Despite these numbers, the provision and integration of quality mental health services into a comprehensive package of maternal health services remains inadequate and under realised across the EU. The first 1000 days of a child's life are crucial for their neuro-cognitive development as well as their physical, emotional and social development. This begins during fetal development and depends largely on the health of the mother.

Besides, migrant families and their physical health are explored in the journal article. Refugee mothers are not just at an elevated risk of developing mental health issues due to barriers to healthcare, as pointed above, but also face high rates of exposure to sexual violence. Another important issue raised is single mothers within the European Union. Despite the growing number of families headed by a single parent, single parents remain one of the most vulnerable groups when it comes to poverty, housing and energy deficits, and health challenges. The researchers analysed the situation of lone mothers in the countries of the EU via the work of grassroots organisations. Universal access to maternal healthcare in the European Union has been investigated to ensure healthy development, support for children and access to quality

healthcare during pregnancy, childbirth and the postpartum period are crucial. Parental participation and community family support is another interesting topic under investigation.

The book chapters in edited volumes investigated the issues of conservative governments and social policy; disrupting invisibility, the case of precarious female academics; exploring the minoritized voices of women in finance in the post-Covid-19 era; policy and practice for multilingual educational settings; research on language teacher identity. Conference proceedings were focused on the impact of Covid-19 on female early career academics' experiences and why women cannot advance in professional roles in finance.

The research was conducted in various countries such as Albania (2), Belgium (7), Bosnia and Hercegovina (10), Croatia (4), Cyprus (5), Estonia (2), Ireland (10), Italy (5), Moldova (1), Netherlands (1) Portugal (1), Serbia (15), Spain (18), Switzerland (2), UK (21).

Regarding methodology, biographical methodology was used to carry out the research, using the cross-account model. The researchers implemented action research, systematic review, systematic search, screening and review procedures, a narrative synthesis, a cross-sectional empirical study, a mixed and multi-informant methodology. Some of the techniques for collecting information were focus groups, interviews and observations. The data were processed using Atlas.ti software. In some papers, the biographical method, materialised through the cross-narrative model, was the research methodology used.

A mixed-method approach was used, with qualitative phase and quantitative phase, focus groups, interviews and questionnaires were implemented; quantitative scientific research, three approaches are described: randomized controlled research, mood enhancement by psychoanalytic and cognitive therapies, and meta-analysis, a cluster analysis of programmes; a thematic synthesis of the qualitative data and a narrative review of the quantitative; mixed-methods systematic review. Some researchers implemented case study as a research methodology, the main data collection techniques were: focus groups, semi-structured interviews and observations. Statistical analysis, multiple regression analyses were used in some papers. Some papers were based on content analysis of international organizations' websites.

Journal (peer-reviewed) articles (70)

Adoption and Fostering Journal, Archives of Psychiatry and Psychotherapy, Apuntes de Psicología Journal (2), Análisis y modificación de conducta Journal, British Journal of Social Work (3), Calitatea vieții [Quality of Life], Central European Journal of Paediatrics (3), Child and

Family Social Work (2), Children and Youth Services Review (4), Društvena istraživanja : časopis za opća društvena pitanja, European Journal of Social Work (3), First Years First Priority Campagne Eurochild, Families, Relationships and Societies, Foreign Language International Journal, Healthcare Journal, Human Behavior and Emerging Technologies, International Journal of Environmental Research and Public Health, IAFOR Journal of Cultural Studies, IAFOR Journal of Education (2), International Journal of Developmental Disabilities, International Journal (IJTEPD), Journal of Children's Services (2), Journal for the Humanities and Social Sciences, Journal for Multidisciplinary Studies of Childhood, Journal of Sociolinguistic Studies, Journal Gestión y Análisis de Políticas Públicas, Journal of Family Studies (2), Journal of Psychology and Behavioral Science, Journal of Sexual Aggression, Journal Revista de Investigación Social, Journal Revista de Paz y Conflictos, Journal Revista Internacional de Educación para la Justicia Social, Journal School Leadership and Management, Journal Vie Sociale, Krugovi detinjstva (Circles of Childhood), Mediterranean Journal of Clinical Psychology (2), Probation Journal, Psicología Educativa Journal (3), Psihologijske Teme, Resilience and Education at the Margins of Society, Quality of Life, Radovi Zavoda za znanstveni rad Varazdin, Relationships and Societies, Research on Social Work Practice, Revista Fuentes Journal, Rivista Italiana di Educazione Familiare, Social Work and Social Sciences Review (3), Societies Journal (2), Social Policy (3), Studia Psychologica Journal, Social Sciences, Teaching, Learning and Teacher Education, Telematics and Informatics.

Among the topics/themes covered in journal publications are:

Accompaniment, Holism and Longitudinality

David Herrera (University of Malaga, Spain) together with Padilla-Carmona, M.T. and J. González-Monteagudo published the paper *Socio-pedagogical accompaniment, holism and longitudinality: keys from a good Practice with a young offender* in *Revista Fuentes Journal*, 2020, 22(1). https://doi.org/10.12795/revistafuentes.2020.v22.i1.05

This article is distilled from a research carried out around the exceptional case of Omar, a young offender who became an educator of minors mainly due to the youth rehabilitation process imposed on him by the Spanish justice system. The focus of this paper is on exploring some of the essential keys to that good practice. The biographical methodology was used to carry out the research, using the cross-account model. The main sources of information were: a) Omar and seventeen other key figures (the judge in the case, the deputy director of the detention centre, his tutor on probation, his foster mother in Spain, etc.). b) His files in the Juvenile Court and in the Juvenile Justice System. And c) a broad photographic record,

fundamentally, of his experience in the detention centre. The analysis focuses on: 1) the socio-pedagogical accompaniment carried out, 2) the holistic character of the intervention, and 3) its longitudinality. And it focuses on the intervention developed by the social worker at the detention centre, which was the cornerstone of the whole youth rehabilitation process (not just the order of which she was officially a part). The conclusions specify: 1) Why socio-pedagogical accompaniment is very appropriate for this type of cases. 2) That the individual can be more easily transformed if his or her circumstances are appropriate. And 3) that intersectionality must be coordinated throughout the process.

Action research: children/adolescents with difficulties and/or conflictive situations in the family

Victoria Hidalgo (University of Sevilla, Spain) together with Hidalgo, M. Pilar, Lorence, B., Sánchez, A., Maya, J., Quintero, M. A. y Rodríguez-Carrasco, C. R published the paper *Sistematización del programa preventivo para menores en situación de conflictividad en el ámbito familiar en la comunidad* in the *Apuntes de Psicología Journal*, 2022, 40 https://doi.org/10.55414/ap.v40i3.141

This article describes the action-research process carried out to redefine and design a program for children and adolescents with difficulties and/or conflictive situations in the family. The design of the NAYFA program has been carried out following the quality standards of evidence-based programs and through a collaborative process between policymakers, professionals and researchers. The SWOT technique was used to identify the main strengths and weaknesses of the previous actions carried out in different Andalucía provinces. The results revealed an important lack of systematization that an attempt has been made to solve by defining, through a collaborative process and in accordance with the most agreed quality criteria, the key components of the new program: theoretical and methodological foundations, recipients, objectives, contents, implementation conditions and evaluation design. The high degree of agreement of professionals and managers with the proposed characteristics can contribute to the implementation of the program being carried out with fidelity to the original design and, thus, favour its effectiveness.

Adverse childhood experiences: Trauma informed care (TIC)

Mandi MacDonald (Queen's University, Belfast, United Kingdom) together with Lisa Bunting, Lorna Montgomery, Suzanne Mooney, Stephen Coulter, David Hayes and Gavin Davidson published the article *Trauma informed child welfare systems-a rapid evidence review* in the *International Journal of Environmental Research and Public Health*, 2019, 16:3 https://doi.org/10.3390/ijerph16132365

Trauma informed care (TIC) is a whole system organisational change process which emerged from the seminal Adverse Childhood Experiences (ACE) study, establishing a strong graded relationship between the number of childhood adversities experienced and a range of negative outcomes across multiple domains over the life course. To date, there has been no systematic review of organisation-wide implementation initiatives in the child welfare system. As part of a wider cross-system rapid evidence review of the trauma-informed implementation literature using systematic search, screening and review procedures, twenty-one papers reporting on trauma-informed implementation in the child welfare system at state/regional and organisational/agency levels were identified. This paper presents a narrative synthesis of the various implementation strategies and components used across child welfare initiatives, with associated evidence of effectiveness. Training was the TIC implementation component most frequently evaluated with all studies reporting positive impact on staff knowledge, skills and/or confidence. The development of trauma-informed screening processes, and evidence-based treatments/trauma focused services, where evaluated, all produced positive results. Whilst weaknesses in study design often limited generalisability, there was preliminary evidence for the efficacy of trauma-informed approaches in improving the mental and emotional well-being of children served by community-based child welfare services, as well as their potential for reducing caregiver stress and improving placement stability.

Bottom-up approach to language policy and planning

Anastassia Zabrodskaja (Tallinn University, Estonia) together with Tlepbergen, Dinara and Akzhigitova, Assel published the paper *Bottom-up approach to language policy and planning in Kazakhstan* in *Societies Journal*, 2023, 13(2). https://doi.org/10.3390/soc13020043

National and world news is constantly accompanied by inter-group dramas which are permeated by the dynamics of language use and attitudes. Conflicts can arise between the state insisting on an official language and the family and community who may support the preservation or revitalisation of heritage languages. Kazakhstan is an example of how languages (official Kazakh, the language of communication Russian and international English) coexist peacefully. Language policy and planning depend on the ability and willingness of individual members of the speech community to adopt a language. Language planning is often seen as a top-down, government-controlled activity. This paper shows that language planning can also be carried out from below. Here, we analyze the main initiatives of grassroots movements in promoting the status of the Kazakh language and the emergence of new bottom-up approaches facilitated by the Internet and present sociolinguistic survey results regarding the roles, importance and prestige of languages for the people of Kazakhstan. The focus of the study reported in this article is to monitor the transformative character of bottom-up approaches to language-policy study in

Kazakhstan. Journal Rank: CiteScore - Q2 (General Social Sciences). "The present study analyzed the nature of the bottom-up language policy in Kazakhstan. As a result of our research, we have consistently addressed the objectives set in the context of bottom-up language planning in Kazakhstan, such as: The main initiatives of grassroots movements in promoting the prestigious status of the Kazakh language were considered; The efforts of language activists and the noticeable changes taking place in the language situation were analyzed; The attitude of respondents to the policy of multilingualism and the transition of the Kazakh language to the Latin script was studied; The development of the language in the Internet space of the Republic of Kazakhstan was scrutinized.

Children's participation in practice: Child protection and welfare systems

John Canavan (University of Galway, Ireland) together with Tierney, E., Rodriguez, L., Kennan, D., Devaney, C., Brady, B., Forkan, C., Cassidy, A., Malone, P. and McGregor, C. published the paper *Children's participation in practice: comparing the views of managers and practitioners in an early intervention and prevention* in the *Journal of Children's Services*, 2022, 17(1), 73-93. http://dx.doi.org/10.1108/JCS-04-2021-0014

Participation is the active involvement of children and young people in decision-making regarding issues that affect their lives. It is crucial in the context of child protection and welfare systems and how they respond to the needs of children and young people. The purpose of this paper is to report on the evaluation of child and family participation in an early intervention and prevention programme implemented by the Irish Child and Family Agency. It provides an analysis of a comprehensive, "whole organization" approach to understand how participation is embedded in policy and practice.

This paper reports on a comparative qualitative case study of the perspectives of managers and practitioners about participation practice, identifying the facilitators and barriers, as well as their perspectives of the sustainability of participation within the agency and its partners. The authors draw on two complementary, theoretically informed studies evaluating participatory practice within the Agency using qualitative interviews with participants.

Overall, managers and practitioners had a positive attitude towards participation and identified examples of best practices. Facilitators included training, access to resources and the quality of relationships. Challenges for meaningful participation remain, such as the need to engage, hard to reach populations. Differences were identified regarding how embedded and sustainable participation was.

This paper provides a critical understanding of participation in practice and how to embed a culture of participation in child protection and welfare.

Child and Family Social Work programmes and interventions

Sara Serbati (Univerity of Padova, Italy) published the paper Filling the gap between theory and practice: challenges from the evaluation of the Child and Family Social Work interventions in the European Journal of Social Work, 2020, 23 https://doi.org/10.1080/13691457.2018.1504751

The article proposes a theoretical reflection about the evaluation field of Child and Family Social Work (CFSW) programmes and interventions. It focuses on the relationship between ways for producing knowledge through evaluation and whether and how such knowledge influence practice. In the past years, several reports have highlighted the gap between knowledge of effective treatments and practices delivered. The article aims to discuss the features of an evaluation process seeking to build a bridge between research and practice displaying the logical process by which evaluation knowledge should be rearranged in order to change practice. The value of the effort of evaluation in making generalisations and rules for helping people operate efficiently and effectively is considered. But from this view, misunderstandings about the use of the meaning of 'science' are identified. The author introduces a broader understanding of the 'knowledge' to be investigated by evaluation, no longer intended only as 'what works' (external evidence), but also as processes able to produce a change in people's decision-making (internal evidence) that happen within reflective and dialogical contexts (communicative evidence). These reflections are looking for a knowledge more appropriate to the CFSW field, able to improve and change practice and to ensure access to quality services.

Child-to-parent violence in adolescence

Victoria Hidalgo (University of Sevilla, Spain) together with Lorence, B., Arias-Rivera, S., Pérez-Padilla, J., Maya, J., Lago-Urbano, R. Baena-Medina, S., Rodríguez-Carrasco, C. published the paper *Protocolo de investigación del proyecto "Violencia filioparental en la adolescencia: detección, perfiles psicosociales y estrategias de acción"* in the *Análisis y Modificación de Conducta Journal*, 2023, 49 https://doi.org/10.33776/amc.v49i179.7595

The research Protocol of the project "Child-to-parent violence in adolescence: detection, psychosocial profiles and strategies of action" (Plan Estatal 2021-2023) is presented. The first general objective of the project is to study the psychosocial characteristics that contribute to the emergence of child-to-parent violence in adolescence. A cross-sectional empirical study with a mixed and multi-informant methodology is proposed. Different educational centers at a national level will collaborate on the randomized selection of the families. The second objective aims to contribute to the optimization of the professional practice in the work with families in child-to-

parent violence situations. This study plans to identify and characterize family interventions targeting child-to-parent violence in Spain. An expert panel will be constituted for the work on the improvement of professional practices with these families. This project expects its conclusions to enable a better comprehension of child-to-parent violence, and to improve the existing family support policies.

Child protection: Children' needs

Paola Milani (University of Padua, Italy) together with Claire Chamberland published the paper *Reference points to modernize practice in child protection* in the *Journal Vie Sociale*, 2021, 2-3 (n° 34-35), https://www.cairn.info/revue-vie-sociale-2021-2-page-141.htm?contenu=resume

The dominant paradigm seen in Western child protection systems, which has risk assessment at its core, is being questioned. Analyzing children's needs is at the heart of an alternative approach that has emerged at the dawn of the twenty-first century, offering several advantages, especially with regard to the spirit of collaboration between families and professionals. Subsequently, this article outlines a proposal for an innovative approach to vulnerable children that is broken down into three conceptual reference points: a reference framework for analyzing children's developmental needs; an approach that best engages parents and children in the intervention process; and finally, the importance of a partnership between the stakeholders around the family. The author then describes two social initiatives that are inspired by the three reference points identified, with one in Italy and the other in Quebec. Finally, the essay's conclusion addresses the similarities between the AIDES and PIPPI programs—as well as their respective unique features—the training of professionals, and the complementary nature of risk- and needs-based approaches.

Children's well-being

Ljiljana Kaliterna Lipovcan (Ivo Pilar Institute of Social Sciences, Croatia) together with Maja Tadic Vujcic, Andreja Brajsa-Zganec published the paper *Children's well-being: exploring the current state-of-the-art in conceptualization and measurement* in the *Psihologijske Teme*, 2022, 31 https://www.ffri.hr/psihologija/en/psychological-topics.html

In the last decade, there was substantial growth in children's well-being investigations, which made considerable progress in understanding the correlates, antecedents, and consequences of children's well-being. In order to gain more insight into the current state-of-the-art in the field of children's well-being, this paper aims to present an integrated overview of the recent scientific progress in this area of research. First, we elaborate on the main theoretical

conceptualizations of children's well-being, including hedonic and eudemonic approaches. Second, we explore the challenges of assessing children's well-being, with a focus on different measurement approaches as well as the developmental aspects of assessing children's well-being. Finally, we present patterns of findings on the associations between children's well-being and basic demographic variables, as well as conclusions and implications for future research.

Children's participation in practice: Early intervention and prevention

Carmel Devaney (University of Galway, Ireland) together with Edel Tierney, Leonor Rodriguez, Danielle Kennan, Bernadine Brady, John Canavan, Cormac Forkan, Anne Cassidy, Pat published paper *Children's participation in practice: comparing the views of managers and practitioners in an early intervention and prevention* in the *Journal of Children's Services*, 2022, 17. https://doi.org/10.1108/JCS-04-2021-0014.

Participation is the active involvement of children and young people in decision-making regarding issues that affect their lives. It is crucial in the context of child protection and welfare systems and how they respond to the needs of children and young people. The purpose of this paper is to report on the evaluation of child and family participation in an early intervention and prevention programme implemented by the Irish Child and Family Agency. It provides an analysis of a comprehensive, ''whole organization'' approach to understand how participation is embedded in policy and practice. This paper reports on a comparative qualitative case study of the perspectives of managers and practitioners about participation practice, identifying the facilitators and barriers, as well as their perspectives of the sustainability of participation within the agency and its partners. The authors draw on two complementary, theoretically informed studies evaluating participatory practice within the Agency using qualitative interviews with participants. Overall, managers and practitioners had a positive attitude towards participation and identified examples of best practices. Facilitators included training, access to resources and the quality of relationships. Challenges for meaningful participation remain, such as the need to engage, hard to reach populations.

Children, youth and forced migration

Nevenka Zegarac (University of Belgrade, Faculty of Political Sciences, Serbia) together with Burgund Isakov, A., Markovic, V. published paper *on Children, youth and forced migration* in the *Journal for the Humanities and Social Sciences*, 2023, 16(1), 38-68. https://www.ish.si/wp-content/uploads/2016/06/AMEU-ISH_Monitor_1-2022.pdf

In order to respond to the growing needs of migrant families with children, and especially unaccompanied children, who were travelling on the Western Balkan route, social workers and other field workers and child protection officers had to acquire new knowledge and develop specific competencies in a relatively short period of time. Although Serbia is mainly a country of transit, migrant children, who have been staying in Serbia for a longer period of time, have experienced challenges in access to services due to language barriers, overstretched capacities and insufficient coordination. The aim of the paper is to describe and reflect on the process used to develop a design, which ensures migrant children are consulted throughout the process and are the co-creators of a social work curriculum responding to their vulnerabilities. In order to gain insights on the views of children on the move regarding competencies of the workforce in both the government and NGO institutions, a consultation process was introduced with both unaccompanied and accompanied children in Serbia. The methodology of consultations was designed as interactive and safe for children 1 Anita Burgund Isakov is associate professor at Faculty of Political Sciences, University of Belgrade. Email: anita.burgund@gmail.com 2 Violeta Markovic is Teaching Assistant at Faculty of Political Sciences, University of Belgrade. Email: violeta.markovic@fpn.bg.ac.rs 3 Nevenka Žegarac is full professor at Faculty of Political Sciences, University of Belgrade. Email: nelazegarac@gmail.com Monitor ISH (2022), XXIV/1, 38–68 Izvirni znanstveni članek Original scientific article39 Consultation with Children on the Move – Lessons Learned in Creating a Child-friendly Research Process to express their views and experiences. Results indicate that children should be key participants in the co-creation of knowledge in matters that concern them, and it is necessary to develop, test and evaluate the ways in which we can best understand their experiences, points of view and perspectives and incorporate them into knowledge for action. The text deals with the presentation and consideration of the methodology of studying the experience of children on the move on the migrant Western Balkan route in a child-friendly manner, and is therefore relevant to the goals of the Action.

Collaborative leadership: Subversion of marginalisation

David Herrera (University of Malaga, Spain) together with Juárez, J. y Ruíz-Román, C. published the paper Collaborative leadership to subvert marginalisation. The workings of a socio-educational network in Los Asperones, Spain in the Journal School Leadership and Management, 2020, 40 (2-3) https://doi.org/10.1080/13632434.2019.1699525

This article analyses the collaborative leadership of a network-based approach that seeks to subvert the social inequality suffered by the residents of Los Asperones (Málaga, Spain), where approximately one thousand people live in extreme exclusion. The network is made up of various socio-educational associations, schools and social services. The main techniques for

collecting information were focus groups, interviews and observations. The sample was representative of all the groups living in the area and of the network members. The data were processed using Atlas.ti software. The results show the foundations, strategies and key challenges of the existing collaborative leadership in the network. The foundations include the commitment shared by the various agents involved; the recognition of the value of the other, and the pre-eminence of the 'we' perspective over the 'I' perspective; symptomatic of a move from an 'ego' leadership to an 'eco' leadership. The main methodological strategies employed were: trust, communication, co-responsibility and shared time and space. The lack of time and political dependencies were identified as the major challenges that could weaken or hinder the success of the network's collaborative action.

Conceptualisations of Family Support in Europe

Carmel Devaney (University of Galway, Ireland) together with Christiansen, Ø., Holzer, J., MacDonald, M., Matias, M. and Salamon, E. published the paper *Child, parent or family? Applying a systemic lens to the conceptualisations of Family Support in Europe* in the *European Journal of Social Work*, 2022, 26. https://doi.org/10.1080/13691457.2022.2146308

This paper considers how Family Support is conceptualised in the European context with respect to its primary beneficiaries. The central question considers the focus of concern in a child welfare system and what it means when Family Support is focused on children, on parents, or involves the family unit as a whole. Informed by a body of relevant literature reviewed as part of a wider project, Family Support is seen as more often conceptualised as being targeted toward parents as the primary service user, and to a lesser extent described as being tailored toward children or whole families. This approach to Family Support provision is somewhat at odds with a systemic understanding of families, which is foundational to much social care and child welfare work, and which takes account of the multi-layered relationships between individuals within families, and between individuals, families and their social world. Applying an ecological systems perspective, this paper critically discusses the consequences for the involved stakeholders and the implementation of services at different system levels when support and interventions are targeted at the child, the parents or at the family as a whole.

Conceptualization, reasons, attitudes, and consequences of sexting among adolescent

Kristina Sesar (University of Mostar, Bosnia and Hercegovina) together with Monica Ojeda, Arta Dodaj, Rosario Del Rey published the paper *Some voluntarily and some under pressure": Conceptualization, reasons, attitudes, and consequences of sexting among adolescent* in the *Telematics and Informatics*, 202, 27, 5. https://doi.org/10.1016/j.tele.2022.101891

Sexting has become another form of intimate communication in the digital society in which we live, not only for adults but also for adolescents. Therefore, this study aims to explore adolescents' perspectives on the definition of sexting, reasons for engaging, or not, in it, attitudes towards this phenomenon and its possible consequences. Focus groups conducted with 57 adolescents aged 15–19 in Bosnia and Herzegovina and Croatia highlight sexting as a complex phenomenon in which consent is central to understanding it. Adolescents point to sexual gratification and pressure as the most frequent reasons for sending erotic-sexual content, and harming another person and ending a relationship as the most frequent reasons for forwarding without consent. Most of the attitudes reported towards sexting are rejectionist or neutral but, in fact, they are in line with the logic of positive attitudes. Moreover, they denote a high awareness of the possible consequences, both positive and negative. These findings substantially expand knowledge for addressing sexting in psychoeducational programmes by considering the perspective and experience of adolescents' own voice.

Cross-cultural examination of the sexting motives and attitudes

Kristina Sesar (University of Mostar, Bosnia and Hercegovina) together with Arta Dodaj and Tihana Novak published the paper *A cross-cultural examination of the sexting motives and attitudes: Bosnia and Herzegovina vs. Croatia* in *Human Behavior and Emerging Technologies*, 2022. https://doi.org/10.1155/2022/7606949

Many sexting studies conducted in the Western cultures have shown that the percentage is higher in less traditional cultures. However, the generalizability of this phenomenon to non-Western cultures has not been extensively researched. The purpose of this study is to examine and explain cross-cultural differences in sexting behavior among subjects from Bosnia and Herzegovina and Croatia. A mixed methods approach was used. The first, qualitative phase included focus groups with two groups of high school students from Bosnia and Herzegovina and Croatia (N = 57), aged 15 to 19. In the second, quantitative phase, questionnaires were sent to 440 young adults with an average age of 21 years (SD = 3:8). From the interviews with the young people, nonconsensual sexting was perceived as less beneficial. Sexting was viewed as a double standard. The quantitative study revealed gender and country differences in attitudes toward sexting and motives for sexting. Positive attitudes toward sexting were found to predict different forms of sexting motives in both samples. In the sample from Bosnia and Herzegovina, age was found to predict sexting with instrumental motives and body image reinforcement motives. Gender, on the other hand, was found to be predictive of instrumental sexting motives in the Croatian sample and body image reinforcement sexting motives in the Bosnia and Herzegovina sample. This study illustrates the value of cross-cultural approaches combined with mixed methods as a design to study sexting behaviour.

Culture and parenting: Migrant parents' perspectives

Carmel Devaney (University of Galway, Ireland) together with Carmen Kealy published the paper Culture and parenting: Polish migrant parents' perspectives on how culture shapes their parenting in a culturally diverse Irish in the Journal of Family Studies, 2023,1. https://doi.org/10.1080/13229400.2023.2216184

While it is now widely acknowledged that child-rearing practices vary culturally, there has been little research or consideration on how cultural difference is experienced by Polish immigrant parents in Ireland. This paper reflects on how culture is experienced by migrant parents and shapes Polish migrant parenting in the Irish context. It draws on findings from a qualitative study which elicited Polish migrant parents' perspectives on the norms that shape parenting and their parental experiences, while residing in a culturally diverse neighbourhood in Ireland. Findings highlight that no single theoretical framework accurately captures Polish migrant parenting, which is a complex, multidimensional and dynamic phenomenon. Instead, insight is required into migration experiences, the influence of childhood, family relationships and obligations, as well as employment and parenting styles, all of which are underpinned by specific cultural norms and values, to better understand parental challenges in the adaptation to their post migration environment.

Digital social ecology for children's birth family relationships

Mandi MacDonald (Queen's University, Belfast, United Kingdom) together Amy Conley Wright, Amanda Taylor-Beswick, Kathryn Gillespie and Susan Collings published the article *Digital relationality, rights, resilience: conceptualising a digital social ecology for children's birth family relationships* in the *British Journal of Social Work*, 2022, https://doi.org/10.1093/bjsw/bcac140.

The use of digital communication technology by children residing in out-of-home care or adopted from foster care has mainly been approached hesitantly and from a risk paradigm. The Covid-19 pandemic catalyzed many digital and social work intersections, including practices used for birth family contact where in-person visits were supplemented or replaced with 'virtual' contact via digital devices. While technology-mediated contact is characterised as 'virtual', the relationships it facilitates and emotions it generates are very real within children's social ecology. Digital ubiquity in social life and the rapid pace of technological change presents significant ethical and practical tensions. To help social workers navigate this complexity of 'contact-in-reality' and facilitate safe, ethical use of digital communication technology for birth family contact, we connect an understanding of the dynamics of birth family contact with literature on children's use of digital technology and ecological concepts of person-in-environment to offer a digital social ecology heuristic for social work practice. Three key aspects cut across all systems and

levels, referred to here as the three Digital R's: digital relationality; digital rights; and digital resilience. Future research is needed to understand how these dynamics play out.

Digital technology use and negative online experiences as predictors of life functioning

Ljiljana Kaliterna Lipovcan (Ivo Pilar Institute of Social Sciences, Croatia) together with Andreja Brajsa-Zganec, Marina Kotrla Topić, Marija Dzida, Tihana Brkljacic, Toni Babarovic published paper *Digital technology use and negative online experiences as predictors of life functioning in Croatian primary school children* in the *Radovi Zavoda za Znanstveni Rad Varazdin*, 2022, 33. https://hrcak.srce.hr/radovi-zavoda-za-znanstveni-rad-varazdin

This research aims to explore the relationship between different domains of life satisfaction (LS), time spent in different activities using digital technology (DT) and negative online experiences in children aged 9 to 12 years in Croatia. Participants were 168 elementary school pupils who filled out a paper questionnaire providing data on LS, different DT activities and negative online experiences. Results point to gender differences for engagement in some types of DT activities and negative online experiences. Furthermore, while there are some aspects of DT use that can to some extent be related to lower LS in certain domains (e.g., time spent watching YouTube and using social networks), there are some aspects of this use that can be viewed as beneficial for LS (e.g., time spent corresponding with friends). The suggested model for predicting LS based on different activities using DT and negative online experiences was statistically insignificant.

Developing a participatory action research protocol for reproductive justice

Lucía Jiménez (University of Sevilla, Spain) together with Belén Soto-Ponce, Manuel García Ramírez published the paper *Romani girls matter: developing a participatory action research protocol for reproductive justice* in *Healthcare Journal*, 2023, 11 https://doi.org/10.3390/healthcare11050755

Despite the last few decades' advances towards social and gender justice, reproductive decisions are still a source of oppression for many European Romani women and girls. This protocol aims to propose a model to empower Romani women and girls' reproductive decisions, inspired by Reproductive Justice—the recognition of women and girls' ability to make safe and free decisions about their bodies and reproduction. Through Participatory Action Research, 15–20 Romani girls and their families, two Romani platforms, and key agents from a rural and an urban context in Spain will participate. They will (1) contextualize Romani women and girls' inequities, (2) build partnerships, (3) implement Photovoice and advocate for their gender rights,

and (4) assess the initiative's related changes, using self-evaluation techniques. Qualitative and quantitative indicators will be collected to assess impacts among participants, while tailoring and assuring the quality of the actions. Expected outcomes include the creation and consolidation of new social networks, and the promotion of Romani women and girls' leadership. For this, Romani organizations must be transformed into empowering settings for their communities, spaces where Romani women and girls assume responsibility of the initiatives, being these tailored to their real needs and interests, and guaranteeing transformative social changes.

European family support

David Herrera (University of Malaga, Spain) together with Frost, N., Zegarac, N. published the *Introduction: European family support network (EurofamNet)* in the *Social Work and Social Sciences Review*, 2020, 21, (2) https://journals.whitingbirch.net/index.php/SWSSR/article/view/1406

This Special Edition of SW&SSR is dedicated to furthering our understanding of family support across Europe. The work springs from an informal group of scholars, practitioners and policy makers who met initially under the auspices of UNESCO in Paris in 2015. The group kept working and growing since then, creating the European Family Support Network. The network developed an application to the EU COST programme: this application (using the acronym: EurofamNet) was approved in 2018, and has funded a number of workstreams which involve representatives from 36 countries across the continent (they can be viewed on the website: https://eurofamnet.eu/).The planning of the COST application involved the group thinking about basic concepts, shared values and undertaking some comparative work. The statement and the four articles in this special issue represent the early fruits of this work. The European Family Support Network (EurofamNet) has worked as an effective community of practice. The group were pleased that we shared values, approaches, a common set of concepts and, most of all, a determination to promote effective family support.

Evaluation of psychotherapy

Kristina Sesar (University of Mostar, Bosnia and Hercegovina) together with Arta Dodaj published the paper *Methods used for evaluation of psychotherapy treatment. Evaluation of psychotherapy* in the *Archives of Psychiatry and Psychotherapy*, 2022, 4. https://doi.org/10.12740/APP/151881

One of the goals of research in the field of psychotherapy is to improve knowledge about processes and outcomes of psychotherapeutic treatments. Researchers and professionals have

been discussing the best methods for evaluating the effectiveness and efficiency of psychotherapeutic treatments for many years. This paper aims to give an overview of the specifics of quantitative and qualitative research methods, by noting the advantages and disadvantages of these methods in the evaluation of psychotherapeutic treatments. Within the quantitative scientific research, three approaches are described: randomized controlled research, mood enhancement by psychoanalytic and cognitive therapies, and meta-analysis. The most common collection methods (observation, interview, other verbal techniques and visual approaches to data collection) and data analysis (comprehensive process analysis, consensual qualitative research and grounded theory) are described within a qualitative scientific methodology. Finally, an approach related to integration of qualitative and quantitative methodology, as well as this related with application of case studies in the evaluation of psychotherapeutic treatments are described. Scientists and professionals in the field of social sciences should use both quantitative and qualitative research methods, separately or in combination, depending on the goal and problems of the research.

Evidence-based family support programs in different socio-cultural contexts

Ana Uka (University College Beder, Albania) together with Elisabeth Stefanek, Daiva Skučienė, Carmen Schneckenreiter and Georg Spiel published the paper *Child outcome measures used in evidence-based family support programs in different socio-cultural contexts: A scoping review* in the *Children and Youth Services Review*, 2023, 152. https://track.authorhub.elsevier.com/?uuid=78d769e4-2ac3-40b4-a0da-5e1f849fd783

This scoping review aims to identify instruments of child outcomes (e.g., emotional, and social development) assessed in evidence-based family support programs and how quality of the instruments is related to different populations (i.e., clinical, families at risk, general population). A literature review was carried out which considered instruments of children outcomes measured in evidence-based family support programs and 77 articles were selected. The most used interventions were Triple P (23 studies), Incredible Years (13), and Parent Management Training (13) conducted mainly in Europe (35) and (North-)America (25. Thirty studies were conducted with clinical populations, 22 studies with families at risk and 22 studies with general populations. The most used instruments with parents as respondents were Eyberg Child Behaviour Inventory (ECBI, Eyberg, 1999) (32) followed by the Strengths and Difficulties Questionnaire (SDQ, Goodman, 1997) (25), and the Child Behaviour Checklist (CBCL, Achenbach, 1991) (19). The most used instrument with children/adolescents as respondents was the Child Depression Inventory (CDI, Kovacs, 1985) (5) studies and for teachers or other professionals the Teacher Report Form (TRF, Achenbach, 1991) (9). Regarding psychometric properties, information provided by the authors was sparse. Out of all reported instruments, one

third of the studies did not report any information regarding CA, one third yielded mixed findings, and one third reported good psychometric properties. Furthermore, it became evident that information regarding the CA were incomplete or missing especially in clinical and families at risk populations.

Further research is needed to investigate why there is a bias in reporting psychometric properties as it might be that instruments might be less reliable in the clinical or at-risk population and thus it is not reported in the studies. This paper is based upon work from COST Action CA18123 European Family Support Network (WG3), supported by COST (European Cooperation in Science and Technology). www.cost.eu. This study was carried out in accordance with the European Cooperation in Science and Technology Association policy on inclusiveness and excellence, as written in the Memorandum of understanding for the implementation of the COST Action "The European Family Support Network. A bottom-up, evidence-based and multidisciplinary approach" (EurofamNet) CA18123.

The effect of blogging on the pre-service teacher and student training process

Sviatlana Karpava (University of Cyprus, Cyprus) published the paper *The effect of blogging on the pre-service teacher and student training process* in the *English as* a *Foreign Language International Journal* (EFLIJ) (formerly Asian EFL Journal), 2023, 27/3 https://www.academics.education/eflij The effect of blogging on the pre-service teacher and student training process. English as a Foreign Language International Journal (EFLIJ) (formerly Asian EFL Journal), September 2023 Main Edition (27/3) https://www.academics.education/eflij/

Families as an ex ante assessment tool of laws and regulations

Pablo García Ruiz (iCMedia, Belgium) together with Pablo Redondo published the article *El impacto normativo en la familia: realidad, retos y propuestas* in the *Journal Gestión y Análisis de Políticas Públicas*, 2023, forthcoming https://revistasonline.inap.es/index.php/GAPP/article/view/11017

In Spain, since 2009, the regulatory impact analysis report must accompany preliminary draft laws and draft regulations. Law 26/2015 also introduced the obligation to carry out an analysis of their impact on families. However, this is not being carried out adequately. The main reason for this is the absence of a methodological guide with clear guidelines on the sources, techniques and procedures to be used. There is a need for assessment of procedures and instruments that ensure the validity and reliability of the analyses. This article studies the introduction and development in Spain of impact analysis as an ex ante assessment tool. It

presents the current situation regarding its application at the level of the General State Administration and in several Autonomous Communities, reflecting the disparity of criteria and the confusion when carrying out this type of assessment. And, finally, it proposes guidelines for carrying it out properly. This article studies the introduction and development in Spain of the analysis of impact on families as an ex ante assessment tool of laws and regulations. It presents the current disparity of criteria when carrying out this type of assessment, and proposes guidelines for enhancing its design and implementation.

Family support and positive parenting: training programs for professionals

Sanja Polić Penavić (Faculty of Political Science, University of Belgrade, Republic of Serbia) together with Miljana Marić Ognjenović and Nevenka Žegarac published the paper *Family support and positive parenting: training programs for professionals in social welfare system* in the *Social Policy*, 2022, 2-3. https://doi.org/10.22182/sp.232022.2.

Family support and positive parenting is significant for improvement of parental resources and competencies necessary for raising children, education, health protection, welfare protection, and rights protection. The main purpose of this article is identification and the analysis of accredited training programs that are related to family support and positive parenting, and are available to professionals in social welfare system of Republic of Serbia in order to assess availability of expert's modern knowledge on positive parenting in social welfare system in Republic of Serbia. Programs are mapped from catalogue of accredited training programs on family support, which can be found on platform of Republic Institute for Social Protection. Programs are chosen by random sampling method. It has been analyzed 15 of 37 program summaries by using desk analysis.

This work gives a display of family support and positive parenting concept, and indicate on significance of professionals training for application of these concepts in practice. This work also analyzes legal normative frame that defines training programs as one of possible forms of professional development. It has shown that training programs are mostly focused on family as a whole, while its' focus on parenting is less – well represented. Realization of training programs is conducted in groups, and their duration is different as well, between 6 to 40 hours. For majority of analyzed programs, we lack transparent data on methods that are used for knowledge and skills transferring to professionals, used training techniques, and monitoring. Data on a number of trained professionals and used evaluation studies on program effects, are not actually available. Given data are discussed in the light of modern theoretical approaches and research, and they give us guidelines for improvement in this scope of work. The conclusion is that training programs offer a wide range of general knowledge and skills for working with families, while specific knowledge and skills for provision of support and strengthening parental competencies

for positive parenting are modest. In order to organize and provide quality support to family and parental competencies, it is necessary to develop new training programs that will offer professionals modern knowledge and a repertoire of specific skills.

Family support as a right of the child

Nevenka Zegarac (University of Belgrade, Faculty of Political Sciences, Serbia) together with Patrick Dolan and Jelena Arsic published the paper *Family Support as a right of the child* in the *Social Work and Social Sciences Review*, 2020, 21, 2, pp. 8-26. https://journals.whitingbirch.net/index.php/SWSSR/issue/view/160.

This paper considers Family Support as a fundamental right of the child. It examines the relationship between the well-being of the child as the core concept of contemporary legal and welfare systems and family as a vital institution in society for the protection, development and ensuring the overall well-being of the child. Considering the fact that international legal standards recognise that children's rights are best met in the family environment, the paper analyses what kind of support is being provided to families by the modern societies in the exercising of children's rights and with what rhetoric and outcomes. Family Support is also considered as a specific, theoretically grounded and empirically tested practical approach to exercising and protecting the rights of the child. Finally, international legal standards are observed in the context of contemporary theory and practice of Family Support, while the conclusion provides the implications of such an approach. This Special Edition of SW&SSR was dedicated to furthering our understanding of family support across Europe. The work springs from an informal group of scholars, practitioners and policy makers who met initially under the auspices of UNESCO in Paris in 2015. The group kept working and growing since then, creating the European Family Support Network. The network developed an application to the EU COST programme: this application (using the acronym: EurofamNet) was approved in 2018, and has funded a number of workstreams which involve representatives from 36 countries across the continent (they can be viewed on the website: https://eurofamnet.eu/).

Fatherhood policies: Paternity leave, occupational inequalities

Stephan Köppe (University College Dublin, Ireland) published the paper *Ireland's paternity leave: Sluggish benefit take-up and occupational inequalities* in the *Journal of Family Studies* https://doi.org/10.1080/13229400.2023.2179527

Ireland used to be a laggard in implementing modern fatherhood policies compared to its European neighbours. In 2016, it was one of the last EU countries to introduce paid paternity

leave and three years later parental leave. These reforms indicate that Ireland is moving away from the US model of fatherhood to a social investment state closer to the Swedish model of shared parenthood. With the introduction of Paternity Benefit the Irish government aimed to achieve a take-up of about 46–61%, which is used as a yardstick to evaluate its success. First, this article assesses paternity leave take-up comprehensively through four different rates based on administrative and aggregate data. Overall, take-up had been increasing initially, but levelled already after four years at the lower government target. This is puzzling as countries with similar reforms reported a constant increase and higher take-up over time. Second, drivers for the low take-up are discussed. Specifically, occupational and class inequalities are key factors as only 55 percent of the male workforce have access to occupational top-ups in addition to the relatively low statutory benefit. Without increasing benefit generosity, take-up will stabilize at the rather modest levels in comparison to other European welfare states.

Family support programmes: Analysis of quality standards

Lucía Jiménez (University of Sevilla, Spain) together with Victoria Hidalgo, Beatriz Rodríguez Ruiz, Francisco J. García Bacete, Raquel-Amaya Martínez-González, Isabel López published the paper *The evaluation of family support programmes in Spain. An analysis of their quality standards* in the *Psicología Educativa Journal*, 2023, 29 https://doi.org/10.5093/psed2023a9

Since the well-known publication of the Society for Prevention Research about standards for evidence related to research on prevention interventions, a rigorous evaluation is considered one of the main requirements for evidence-based programmes. Despite their importance, many programmes do not include evaluation designs that meet the most widely agreed quality standards. The aim of this study was to examine the evaluation processes of fifty-seven Spanish programmes identified in the context of the COST European Family Support Network. The obtained results provide a fairly positive picture of the quality of programme evaluation standards, although more designs that include a control group, follow-up evaluations assessing long-term effects, and the evaluation of child and indirect outcomes are needed. The results are discussed from a comprehensive and plural perspective of evaluation which, in addition to methodological rigor, considers the usefulness, feasibility, and ethical rigor of evaluation research.

Family intervention and support actions within state, regional and local plans

Victoria Hidalgo (University of Sevilla, Spain) published the paper Procesos de innovación y mejora en el ámbito de la intervención familiar. El papel de las y los profesionales en la

incorporación de buenas practices basadas en la evidencia in the Apuntes de Psicología, 2022, 40 https://doi.org/10.55414/ap.v40i3.1420

The important effort that is being carried out by the public administrations to articulate family intervention and support actions within state, regional and local plans and strategies must be linked to innovation and improvement processes aimed at promoting the quality of services and programs for children and families. In this sense, there is a clear consensus between institutional managers and researchers on the need for family intervention actions to be practical and evidence-based programs. This article reflects on the central role of professionals for the incorporation of evidence-based best practices in the field of family intervention, concluding on the need to identify and promote the workforce skills in family intervention to guarantee the quality of family care services.

Family language policy in the minority and migration contexts

Sviatlana Karpava (University of Cyprus, Cyprus) published paper Family language policy in the minority and migration contexts of Cyprus: The issues of heritage language (incomplete) acquisition in the Journal of Sociolinguistic Studies, 2023, in the Special Issue on Family as A Language Policy Regime: Agency, Practices and Negotiation. https://journal.equinoxpub

Families, relationships and societies

Harriet Churchill (University of Sheffield, United Kingdom) together with Esther Dermott and Tina Millar published the paper *Families, relationships and societies: a decade of scholarship and agendas for the future*. [Editorial] in the *Families, Relationships and Societies*, 2023,12 https://bristoluniversitypressdigital.com/view/journals/frs/frs-overview.xml?tab_body=latest-issue Editorial introduction for Special Issue. Review of a decade of scholarship in family studies, relationships studies and sociology. Some articles consider the pandemic and its impacts and implications for children, families and family support.

Family support programmes with informed evidence

Sofía Baena (Loyola University of Andalucía, Spain) together with Orte, C., Pérez-Padilla, J., Maya, J., Sánchez-Prieto, L., Amer, J. and Lorence, B. published the paper *An integrated analysis of the impact of Spanish family support programmes with informed evidence* in the *Psicología Educativa*, 2023, 29. https://doi.org/10.5093/psed2022a7

A description is made of the quality of Spanish family support programmes, based on their impact, dissemination, scaling up in communities, and sustainability; 57 implemented programmes with informed evidence were selected by EurofamNet. Most of the programmes were shown to make a positive impact, using quantitative methodologies, and they were manualized, while about half of them defined the core contents and included professional training. From a cluster analysis of programmes with scaling up, those with a high and moderate level of systematization were identified, based on the existence of defined core contents, implementation conditions, institutional support, professional training, and reports of findings. The highly systematized programmes were characterized by a greater use of mixed methodologies, their scientific dissemination through different means, and their inclusion in services. A programme quality analysis is proposed, taking an integrated approach that relates the programme's impact with its design, implementation, and evaluation of sustainability.

Health satisfaction of emerging adults

Kristina Sesar (University of Mostar, Bosnia and Hercegovina) together with Vida Vasilj and Anita Lauri Korajlija published the paper *Health satisfaction of emerging adults who experienced the loss of a parent in childhood and adolescence* in the *Central European Journal of Paediatrics*, 2022, 18 https://doi.org/10.5457/p2005114.329

The aim of this research was to evaluate the physical and mental health of emerging adults who lost a parent before the age of 18, and to examine the predictors of satisfaction with physical and mental health. Materials and Methods − The subjects who participated in this study were emerging adults (18-29 years of age) from Bosnia and Herzegovina and Croatia. For this study, the equivalent pairs method was used - participants who had experienced the death of a parent were matched with those who had not experienced such a loss in relation to the variables of sex, age, and socioeconomic status, comprising a sample of 29 pairs, i.e., 58 subjects - 50 women and 8 men. The research was conducted via an online questionnaire. Participants completed the Psychosomatic Symptoms Questionnaire, CORE-OM questionnaire for evaluation of general psychopathological difficulties, and were asked to rate their satisfaction with their physical and mental health. Results − The results show no statistically significant difference between the two groups in the levels of satisfaction with physical health, the presence of physical symptoms, and the presence of general psychopathological difficulties. A statistically significant difference was found between the groups in the level of satisfaction with mental health - those who had experienced the loss of a parent reported lower satisfaction with their mental health. The experience of the loss of a parent explained their mental health satisfaction level, above the results of the standardized measures of mental health. Conclusion − The results indicate the need for assessing levels of satisfaction with mental health beyond the assessment

of levels of general psychopathological symptoms when working with adults who experienced the early death of a parent.

Incarcerated mothers' experience of adversity heard using participatory mixed-method research

Carmel Devaney (University of Galway, Ireland) together with Sinead O Malley and Michelle Millar published the paper *Incarcerated mothers' experience of adversity heard using participatory mixed-method research* in the *Probation Journal*, 2023, 1. https://doi.org/10.1177/02645505221143335.

This article is based on mixed-method participatory research with incarcerated mothers in Ireland. It draws on this research which aimed to profile imprisoned mothers, hear their experiences of motherhood and mothering and examine their available supports. An overview of relevant literature on motherhood, incarceration, trauma and addiction in the context of incarceration is presented, followed by a detailed outline and discussion of the participatory methods used. Participants were involved in the design and implementation of the research, but not the data analysis and reporting. Prominent themes highlighted in the lives of participants include trauma, addiction and mother–child separation. Rich accounts of child and adult trauma, associated addiction and criminality and voluntary and enforced separations from their children are described and discussed. The article concludes with a reflection on the key issues that arose for participants and considers how these might be responded to in the future.

Learners' perceptions of peer assessment

Eleni Meletiadou (London Met University, UK) published the paper *Learners' perceptions of peer assessment: Implications for their willingness to write in an EFL context* in the *International Journal* (IJTEPD), 2022 https://www.igi-global.com/gateway/article/295539

Mixed methods research on sexting

Kristina Sesar (University of Mostar, Bosnia and Hercegovina) together with Arta Dodaj and Krešimir Prijatelj published the paper *A review of mixed methods research on sexting* in the *Mediterranean Journal of Clinical Psychology*, 2022, 10. https://doi.org/10.13129/2282-1619/mjcp-3551

Given the negative consequences associated with sexting experiences, researchers, practitioners, and policymakers have called for more thorough research on sexting. Research on sexting behaviour has primarily used quantitative methods. In recent years, mixed methods

research has gained prominence in the field of sexting. However, to date, no systematic review of mixed methods studies on sexting has been conducted. The purpose of this article is to review empirical mixed methods studies on sexting.A thematic synthesis of the qualitative data and a narrative review of the quantitative data were conducted in accordance with standardised templates by study design (PRISMA guidelines). Ten databases were searched and eleven peer-reviewed articles from 2014 to 2022 that met the inclusion criteria were identified. Qualitative and quantitative results were organized into three themes: the nature and extent of sexting, motivation for sexting and the consequences and outcomes of sexting. This mixed-methods systematic review shows that sexting is widespread among youth, there are various reasons for involvement in it and it can have both positive and negative consequences. The results of this study may be helpful to both practitioners working with youth and policy makers to better understand the phenomenon of sexting.

Parenting support program: Non-kinship foster care - child's well-being

Lucía González Pasarín (Universidad de Málaga, Spain) together with Isabel M. Bernedo and Miguel A. García-Martín published the paper *A qualitative study about changes that parents experience through a pilot parenting support program to improve the quality* in the *Children and Youth Services Review*, 2023, 148. https://doi.org/10.1016/j.childyouth.2023.106871

Despite the important impact that contact with birth parents during non-kinship foster care can have on a child's well-being, there are few psychoeducational programs aimed at improving the quality of visits. The purpose of this study was to analyze the perceptions of changes in birth parents who have completed the first program of this kind to be developed in Spain, here in its pilot application. The aim of the program Visits: a context for family development is to improve parents' emotional, communication, and parenting competences, and it comprises a total of seven sessions: six individual sessions that take place in the hour prior to consecutive scheduled visits with the child, and one group session involving all participating birth parents. A total of five families began the program, and three mothers completed all seven sessions. We conducted semi-structured interviews with mothers before and after the intervention so as to explore their perceptions regarding changes in their parenting competences and the quality of visits with their child. These data were complemented by participant-observer notes taken by one of the researchers during program sessions. Through content and semantic network analysis of interviews, we were able to identify changes in relation to five aspects of contact visits following participation in the parenting program. The results suggest that the program has the potential to enhance the parenting competences of birth mothers, to improve parent–child interaction during contact visits, and to encourage collaboration between the birth and foster families. These preliminary

findings support the utility of the program for improving the quality of contact visits between birth parents and their children in non-kinship foster care.

Parent instruments used in evidence-based family support programs

Oriola Hamzallari (Aleksandër Moisiu University, Albania) together with Koraljka Modić-Stanke, Elisabeth Stefanek and Georg Spiel published the paper *Parent instruments used in evidence-based family support programs in different sociocultural contexts: A scoping review* in the *Children and Youth Services Review*, 2023, *Family Support in Europe: Theory, Policy and Practice*. https://www.sciencedirect.com/journal/children-and-youth-services-review/about/call-for-papers#family-support-in-europe-theory-p

Quality of parenting is a critical aspect of children's development and plays an essential role in supporting children's well-being and mental health. Family support programs are widely used in different socio-cultural contexts and implemented in different formats to help parents raise the quality of their parenting experiences. But for practitioners and stakeholders to know which family support programs are (most) useful for obtaining desirable outcome(s) in a certain socio-cultural context each program must be evaluated, which heightens the importance of choosing the appropriate instrument(s) - both in line with the goal of program and sensitive and reliable enough to be used in a particular socio-cultural context. This scoping review aims to identify instruments of parental outcomes used in evidence-based family support programs and compare the use of these instruments, their quality of standards (psychometrical properties, multi-informant, multi-method) in different cultural contexts and different populations (i.e. general, families at risk, clinical), and is in line with the position of the European Family Support Network (EurofamNet) for evidence-based family support evaluation strategies (Almeida et al., 2022). This scoping literature review considered instruments of parental outcomes measured in evidence-based family support programs reported in SCOPUS, Web of Sciences, and PsychINFO database, with publishing year between 2000 and 2022. Total of 67 articles written in English fitted the eligibility criteria, reporting mainly on studies conducted in Europe, North America and Australia. Twenty-four studies were conducted with clinical populations, 22 studies with families at risk and 21 studies with general population. Instruments for parenting behavior were reported in 37 studies, followed by attitudes (17), mental health (17), and self-regulation (11). Regarding psychometric properties information provided by the authors was sparse. Within 67 articles, instruments varied in the frequency and socio-cultural context they were used. Out of more than 195 times instruments of parental outcomes were reported, only two thirds reported Cronbach's Alpha (CA) for the studied sample and one third did not report any information regarding CA. Furthermore, it became evident that information regarding the CA were incomplete or missing especially in clinical and families at risk population. Reasons for observed

bias in reporting psychometric properties should be more thoroughly studied and scholars are encouraged to report on the psychometric properties of the instruments used in the evaluation of family support programs in different socio-cultural settings since it is plausible that instruments proven reliable and valid in one context (e.g. general population) might be less reliable in another (e.g. at risk and/or clinical population). Using multi-informant and multi-method methodology to lessen bias of the results, was reported approximately in less than a third of the studies. The findings are relevant in developing new methodology approaches in improving instrument quality standards in evidence-based family support programs. The work is relevant for milestones and WG3 deliverables, writing an academic paper in evaluation tools for evidence-based family support programs.

Peace culture: School failure in contexts of exclusion

David Herrera (University of Malaga, Spain) together with De-Oña, J.M. published the paper *School failure in contexts of exclusion. A challenge for peace culture* in the *Journal Revista de Paz y Conflictos*, 2021,14(2). http://dx.doi.org/10.30827/revpaz.v14i2.21687

This article is the result of research that has analysed the networking, education, resilience and inclusion brought about by a socio-educational network that has operated in a context of extreme social exclusion. Specifically, these pages analyse the situation of school failure experienced by children and adolescents in this context, in order to establish links with the culture of peace. Using the Case study as a research methodology, the main data collection techniques were: focus groups, semi-structured interviews and observations. And the numerous sources of information: in addition to all the entities that make up the socio-educational network; children and families targeted by their actions; and other influential agents in the reality under study. The results delve deeper into the most significant difficulties and conflicts that weigh these children down in the school environment, where they find themselves alienated. In the compulsory stages, academicism has distorted the work of education, in pursuit of stratification of the population, using school mechanisms to certify it. The right to education for all without exception must be guaranteed by virtue of equal opportunities and the overcoming of determinism. And it requires the transformation of the social culture of the environments of origin, particularly of families, with respect to the value of education as a means of evolution and progress. Providing this population with a less hostile (more peaceful) environment and improving their living conditions would contribute to a cultural advancement that would facilitate their academic and life development.

Practices within bilingual families

Anastassia Zabrodskaja (Tallinn University, Estonia) together with Seppik, Regina published the paper *Language practices within the mixed Spanish-/Italian-/French- and Estonian-speaking families in Tallinn* in the *Societies*, 2022, 12(4). http://dx.doi.org/10.3390/soc12040115

This phenomenological study examined six mixed families living in Tallinn who are composed by French-/Italian-/Spanish-Estonian native speakers, who have at least one child who is being raised simultaneously with the combination of French-/Italian-/Spanish-Estonian and who all appeared to follow the one parent one language strategy as family language policy. The semi-structured interviews were conducted with parents. The theoretical aspect features family language policies and strategies, identity and its types, globalisation forces, bilingualism, and multiculturalism. The research aimed at highlighting the reasons behind parents' ideological decision, more specifically, on how these bilingual families manage and adapt their language policies. The study shows how families control their chosen strategies. Research revealed in which languages children prefer to speak if they have been raised in multilingual environment. The results demonstrated that parents prefer to use a one parent–one language approach and they are led by their intuition and desire to speak in their own mother tongue with their children. It was found that bilingual reading to children during their first years contributes to their ability to speak in both parents' mother tongues. Data showed that bilingual children living in Tallinn prefer to speak Estonian while having competency in both languages.

This study revealed that parents were content about their children being bilingual. This study contributes to the body of literature regarding family language policy (FLP) among bilingual families in Estonia. It helps communities understand the needs and nature of bilingual families of different ethnic backgrounds to ensure they integrate better and smoother into society. These results also enrich research on globalisation and multiculturalism, since the above-mentioned ethnicities have never been studied in an Estonian setting. This study has certain limitations: it is based on the views of only six participants, which makes measurement more difficult. In addition, participants may provide responses that the researcher is waiting for them to give or present themselves in a way that makes them look better. Still, the study is important for the expats living in Tallinn, as there is a large community of expats in Estonia. Researching FLP patterns among multilingual families who live in Tallinn will influence current and future expatriates. This article contributes to the FLP field in overall as it is still an understudied sociolinguistic concept and any new research helps to explore it more. The topic is important for locals as well, because the result might contribute to creating a friendlier and more welcoming environment for expatriates living in Estonia.

Positive parenting: evaluation of programmes

Lucía Jiménez (University of Sevilla, Spain) together with María José Rodrigo, Victoria Hidalgo, Sonia Byrne, Isabel Bernedo published the paper *Evaluation of programmes under the positive parenting initiative in Spain: Introduction to the special issue* in the *Psicología Educativa Journal*, 2023, 29 https://doi.org/10.5093/psed2022a5

The prevention science has endorsed standards for evidence related to research on programme evaluation. However, some controversies persist regarding its application in the provision of family support under the European Positive Parenting initiative. This Special Issue aims to map the expansion of preventive family support programmes in Spain and to contrast the quality of the evidence against the prevention standards according with the European Family Support Network. Members of the Spanish Family Support Network made up of entities in several sectors identified 57 programmes implemented in Spain and filled in a formative evaluation sheet for each programme. The articles in this issue analysed the results of four main aspects in all programmes: description, implementation, evaluation, and impact/sustainability. The findings will inform the scope and variety of support provided and the quality of programmes in Spain, providing guidelines for improvement and addressing challenges to reinforce quality assurance in child and family services.

Positive parenting program: Parenting support

Cecile Winkelman (Families Foundation, Netherlands) published the strength of parenting support preventing severe problems through the triple p positive parenting program in First Years First Priority Campagne Eurochild, 2020 online https://firstyearsfirstpriority.eu/across-europe/?_country=the-netherlands

Triple P aims to prevent problems in the family, school and community before they arise and to create family environments that encourage children to realise their potential. It has had more than 940 trials, studies and published papers, including more than 320 evaluation papers and over 160 randomised controlled trials, and is used in more than 25 countries9. It is based on social learning, cognitive behavioural and developmental theory as well as research into risk factors associated with the development of social and behavioural problems in children. Tripe P aims to equip parents with the skills and confidence they need to be self-sufficient and to be able to manage family issues without ongoing support.

Positive parenting support program of non-governmental organizations

Sanja Polić Penavić (Faculty of Political Science, University of Belgrade, Republic of Serbia) together with Miljana Marić Ognjenović, Nevenka Žegarac published the paper *Implementation*

of the positive parenting support program of non-governmental organizations in Novi Sad and Belgrade in the *Circles of Childhood - Journal for Multidisciplinary Studies of Childhood*, 2023, 10. https://www.krugovidetinjstva.edu.rs/index.php/home/article/view/53

The aim of this paper is to map and analyze the programs of support for positive parenting, which are implemented within the non-governmental sector in the local communities of Belgrade and Novi Sad, in order to assess the availability of modern family support programs. A search on the platforms of UNICEF, MODS, CPD, and SOS Children's Villages Serbia mapped eleven programs, which were analyzed using desk analysis. Based on the indicators used, the results show that the non-governmental sector in these local communities provides positive parenting services aimed at strengthening and developing parenting competencies, and includes skills to encourage parent/foster a career-child relationship, education, and discipline, recognizing and responding to the child's needs, as well as stimulating the child's development. The programs are mostly implemented in a group of parents / foster careers lasting several weeks, contain an educational and experiential part, and are based on teaching, while more intensive interventions are often not used. Data on the effects of the program and the number of users are mostly missing. Based on the obtained results, it can be concluded that within non-governmental organizations, efforts are being made to develop and improve the skills of positive parenting, which is in line with social policies and the importance of positive parenting for the best interest of the child. However, there is a lack of program evaluation and continuous monitoring to develop evidence-based practice.

Positive parenting support program of non-governmental organizations

Nevenka Zegarac (University of Belgrade, Faculty of Political Sciences, Serbia) together with Marić Ognjenović, M., Polić Penavić, S. published the paper *Presentation of the implementation of the positive parenting support program of non-governmental organizations in Novi Sad and Belgrade* in *Krugovi Detinjstva* (*Circles of Childhood*), 2022, 10/02; DOI: 10.53406/kd.v10i2.5356 http://www.krugovidetinjstva.edu.rs/index.php/home/issue/view/7

The aim of this paper is the mapping and analysis of positive parenting support programs implemented within the non-governmental sector in the local communities of the cities of Belgrade and Novi Sad in order to assess the availability of modern support programs for children and families. By searching on the platforms of UNICEF, MODS, CPD, SOS-Children's Villages Serbia, a total of eleven programs were mapped, which were analyzed using desk analysis. Based on the indicators used, the results were obtained that the non-governmental sector in the mentioned local communities implements positive parenting services, which aim to strengthen and develop parenting competencies, and include skills for encouraging the parent/guardian-child relationship, education and discipline, recognizing and responding to the

needs of the child, as well as stimulation of the child's development. The programs are implemented in a group of parents/guardians for several weeks, contain an educational and experiential part and are based on teaching, while more intensive interventions are often not used. Data on the effects of the program and the number of users are missing. Based on the obtained results, it can be concluded that non-governmental organizations strive to develop and improve the skills of positive parenting, which is in line with social policies and the importance of positive parenting for the best interest of the child. However, there is a lack of program evaluation and continuous monitoring to develop evidence-based practice.

Practices with families and children towards social inclusion

Paola Milani (University of Padua, Italy) together with Tracchi M., Serbati S., Bolelli K., Moreno D., Zanon O. published the paper *La formazione dei professionisti che accompagnano famiglie e bambini nei percorsi di inclusione sociale* in the *Rivista Italiana di Educazione Familiare*, 2020, 2, 91-111. https://doi.org/10.13128/rief-943

Looking at key theoretical and methodological aspects of the training targeting territorial service professionals involved in the "RdC03" research (Citizens' income 0-3: interrelationships between income, parenting and development of children aged 0-3 years), the article focuses on a specific observation tool and the methodological and training proposal for its use. By contextualizing the educational observation and its three related dimensions (of everyday life, dialogical and relational), the paper opens up a reflection upon relational and communicative competences which, despite having their own specificity in the role embodied by educators, can become a shared operational tool that all educational, social and socio-health professionals employ in their practices with families and children towards social inclusion.

Practitioners' participation in creating the practice-research encounter

Sara Serbati (University of Padova, Italy) together with Moe A., Halton C. and Harold G. published the paper on *Pathways for practitioners' participation in creating the practice-research encounter* in the *European Journal of Social Work*, 2019, 22 https://doi.org/10.1080/13691457.2019.1582008

Several major evaluation reports agree that while we know much about interventions that are effective, little use is made of them to help achieve important outcomes for children, families, and adults. Practice-Research uses locally based research and/or evaluation in an attempt to fill this gap. Not understood as a specific research method, Practice-Research is intended as an evolving meeting point between practice and research, and a matter of negotiation between its

stakeholders. Central importance is given to practitioners' participation. The article will present and discuss three European experiences that realise Practice-Research in different ways. The aim of the article is to define and analyze differences and commonalities among the three experiences, in order to outline strategies for developing a fruitful encounter between practice and research. Particular emphasis is placed on interaction and discussion, providing opportunities for people to change and gain meaning through interacting, offering opportunities for practitioners to discuss and reflect on the practices and research results.

Protective support and supportive protection: critical reflections on safe practice

Carmel Devaney (University of Galway, Ireland) together with Caroline Mc Gregor published paper on *Protective support and supportive protection: critical reflections on safe practice and safety in supervision* in the *Social Sciences*, 2022, 11 https://doi.org/10.3390/socsci11070312

This paper was based on a framework for practice and supervision based on 'protective support and supportive-protection' (PS-SP) that can be used to discuss and plan for practice in a way that maximises the capacity of workers in child protection and welfare (CPW) services to provide support and protection simultaneously. The framework is underpinned by a long-established assumption about social work in child protection and welfare as a socio-legal practice of mediation in the social. The PS-SP framework was initially developed within an ecological context with a focus on networks and networking. In this paper, we developed this framework further, framing practice supervision using four functions of supervision (management, support, development, and mediation) and including a fifth component on safety. We did this alongside a review of related considerations around safety in supervision in general and in child protection and welfare in particular. While noting the important contribution of this work, we identified ongoing gaps for supervision focused on safety when considered within an ecological context. Bearing in mind the well-evidenced stress, challenges, and vicarious nature of child protection and welfare practice, we argued the importance of a wider framework based on PS-SP for supervision and support to manage this complexity with a particular emphasis on 'safety' as a contribution to this. To illustrate our framework and discussion, we referred to a case study throughout. This case study is drawn from a high-profile child abuse inquiry in Ireland over a decade ago. This case was chosen as it demonstrates the complex interplay of needs for support and protection over extended time. We considered how the PS-SP framework may be used in the present (hypothetically) regarding such a case scenario.

Relationship between mindful attention and family quality

Victoria Hidalgo (University of Sevilla, Spain) together with Herrera, E., Baena, S., Trigo, E. published the paper Families of people with autism spectrum disorder. Analysis of the relationship between mindful attention and family quality in the International Journal of Developmental Disabilities, 2022, 68 https://doi.org/10.1080/20473869.2022.2122248

Background: In families of individuals with autism spectrum disorder (ASD), the added difficulties they face may influence their perception of family quality of life (FQoL). It is important to identify factors which foster their perceived wellbeing and are susceptible to intervention. Our aim was to explore the association between mindful attention and FQoL in these families controlling their perceived social support. Method: Ninety-six parents of people with ASD were evaluated using the Mindful Attention and Awareness Scale (MAAS), the Support Questionnaire for Parents with Children with Disability, and the Spanish Family Quality of Life Scale for families with underage members with intellectual and developmental disabilities. Results: Multiple regression analyses revealed that high levels of mindful attention positively predicted FQoL after controlling the influence of social support. Conclusions: Practical implications are discussed in terms of family support interventions. We conclude that mindful attention interventions may be useful for families with children and adolescents with ASD to improve their FQoL.

Resilience and education at the margins of society

David Herrera (University of Malaga, Spain) together Ruiz-Román, C. published the paper *Resilience and education at the margins of society* (coord. special issue) in the *Pedagogía Social Revista Interuniversitaria*, 2022, 41 https://recyt.fecyt.es/index.php/PSRI/article/view/95499

Resilience is a concept that in recent years has become a reference for socio-educational action. This concept is not without controversy. Its traditional conception is being reviewed by various researchers who question whether resilience is understood exclusively as a person's capacity to overcome adversity (Ruiz-Román, Juárez and Molina, 2020). If resilience is understood exclusively as a quality that is ""in"" the person and not as a process generated ""between"" people, the responsibility for overcoming or not overcoming adversity will fall on the person, while the social environment will be exempt from any responsibility or criticism (Ruiz-Román, Velasco and Juárez, 2022).

The individualistic conception of resilience disposes the person to carry out heroic actions, to develop titanic efforts... which, although more than meritorious, sometimes denote a lack of backing and social support (also from systems, structures, norms and other social mechanisms). Overcoming adversity alone is not the same as overcoming it in company. It is always easier to face difficulties with support. People are stronger together. Since our origins as a species (Arsuaga and Martínez, 1998), human beings have lived in community as a mechanism for

survival and coping with adversity. For this reason, the individualistic tendency to see resilience as something exclusively personal is dangerous, because it leaves us defenceless in the face of adversity, because it leaves us outside the shelter of the group, and because it excuses the group from its responsibility to create community.

It is therefore easy to understand that the individualistic conception of resilience conflicts with the idea of social justice and with a model of society where people become co-responsible for their peers and the community in which they live. Only if resilience is understood as something that must be generated in community can resilience be understood as an ethical and interesting model for the praxis of pedagogy and social education (Vilar & Riberas, 2020).

This monograph aims to delve into the meaning of resilience, as well as the community approach that it must inevitably have from an educational perspective. Resilience has become one of the recurring words in the praxis of pedagogy and social education. However, as with the word education, it is a word that is used indiscriminately to refer to other processes. Indeed, when we talk about education, we are not always talking about processes that we can really consider educational. Sometimes we use the word education to refer to processes of uncritical primary socialisation or even indoctrination, which in no way could be considered educational processes (Esteve, 1983).

The role of self-esteem and body-esteem in sexting

The aim of this research was to examine the relationship between sexting, self-esteem and body-esteem. Subjects and Methods − A total of 707 subjects participated in this study of which 138 were male and 551 female students from Bosnia and Herzegovina (N=395), and the Republic of Croatia (N=294). They completed a modified version of the Sexting Behaviours Scale, the State Self-Esteem Scale and the Body-Esteem Scale for Adolescents and Adults. Results – The results show that young men engage in sexting behaviour more often than girls, and that the exchange of sexually explicit content is most frequent between intimate partners. Persons who engage in sexting behaviour achieved lower results on the Self-Esteem Scale and higher results on the sub-scale of Body-Esteem Attribution. The results of binary logistic regression analysis show that sex is a significant predictor of receiving and/or forwarding semi-nude and/or nude photographs and video recordings. The relationship status was a significant predictor of receiving semi-nude and/or nude photographs and sending semi-nude and/or nude photographs and video recordings. Self-esteem was shown to be a significant predictor of

sending semi-nude or nude photographs, whilst body-esteem attribution was shown to be a significant predictor of all forms of sexting behaviour. Conclusion − The obtained results indicate that preventive intervention aimed at strengthening a positive self-image could reduce the frequency of sexting amongst students.

Sexting coercion

Kristina Sesar (University of Mostar, Bosna and Hercegovina) together with Arta Dodaj published the paper *Sexting coercion within romantic context: a test of Akers' social learning theory* in the *Journal of Sexual Aggression*, 2023. https://doi.org/10.1080/13552600.2023.2182377

Prior research has mainly focused on why individuals are engaging insexting. However, little is known about sexting in intimate relationships, particularly sexting coercion. This study examined sexting coercion using social learning theory in a sample of young adults who had experience with a romantic relationship (N = 315, aged 14–28 years, 67.94% female). Individuals completed the sexting coercion scale and the social learning scale online. The results showed that over 33% of the respondents reported being victims of sexting coercion in an intimate relationship, while about 28% of them had perpetrated sexting coercion. The results suggest that sexting coercion in an intimate relationship is significantly predicted by differential association, differential reinforcement, and imitation. The findings of this study highlight the importance of exposing youth to evidence-based preventive educational interventions on sexting from the earliest age, based on the constructs of social learning theory. The findings of this study of sexting coercion among young adults are relevant to educational programmes given recent evidence of the prevalence of sexting coercion victimisation and sexting coercion perpetration among youth in romantic relationships. The findings suggest that those who engage in sexting coercion use a social learning mechanism that should be considered when developing educational interventions to prevent sexting coercion.

Sexting categories

Kristina Sesar (University of Mostar, Bosnia and Hercegovina) together with Arta Dodaj published the paper *Sexting categories* in the *Mediterranean Journal of Clinical Psychology*, 2020, 8. https://doi.org/10.6092/2282-1619/mjcp-2432

Sexting has recently become a relatively widespread and devastating problem among youth, and its complex nature and consequences are increasingly arousing the interest of current scientific and professional practice. Although researchers have made substantial efforts to

provide the definition of the sexting there is no general consensus among them on the meaning of the sexting. In this review, we proposed a simple theoretical framework of sexting that seeks to refine the operationalization of sexting from previous research. Following a systematic review of sexting research from Sesar, Dodaj and Šimić (2018) which postulated a theoretical model of sexting, as well as previous researchers, we suggest that sexting behaviour has four forms: relational sexting, reactive sexting, forced sexting and violent sexting. We define this operationalization of sexting by focusing on the motivation for sexting and underlying sexting elements (such as the content of sexts etc.). This paper describes all forms of sexting behaviour proposed and closes by encouraging future researchers to investigate our understanding of sexting behaviour.

School as an element of the well-being of adolescents in foster care

Nevenka Zegarac (University of Belgrade, Faculty of Political Sciences, Serbia) together with Pucarević, B. and Skrobić, Lj. Published the paper on *School as an element of the well-being of adolescents in foster care: discrimination as a challenge* in the *Facta Universitatis Series: Teaching, Learning and Teacher Education*, 2020, 4, 1, https://doi.org/10.22190/FUTLTE2001075P.

The aim of this paper is to present the importance of school as an element of the well-being of adolescents who grow up in foster families, with a special emphasis on discrimination in the school environment. Experiencing discrimination in the school environment can be a serious obstacle to establishing the well-being of adolescents, which has also been confirmed by this research. Applying qualitative methodology, namely the focus group discussion, the data from 129 participants was collected. The research includes adults' perspectives, those of foster parents, case managers, fostering advisers, as well as the especially important perspectives of the adolescents themselves. Due to facing discrimination and other challenges in the school environment, these young people need support, which is sometimes absent. The warning result is that children sometimes suffer from discrimination by adults, who are supposed to be the source of support, is of special importance. The results obtained can provide the basis for creating and establishing cooperation between schools, foster families and professionals from the social protection system, as well as the advancement of teaching and non-teaching staff's competences. As the ultimate aim, the results could contribute to improving the position of adolescents in foster care in the school environment. Paper present the importance of school as an element of the well-being of adolescents who grow up in foster families, with a special emphasis on discrimination in the school environment, which provides the basis for the development of family support services that can be provided by the school.

Skills in family support: content analysis of international organizations' websites

Nevenka Zegarac (University of Belgrade, Faculty of Political Sciences, Serbia) together with Mariana Buciuceanu, Vrabie Nina, Mešl Tadeja Kodele published paper *Skills in family support: content analysis of international organizations' websites* in the *Quality of Life (Romania)*, 2023, 34, 1. https://revistacalitateavietii.ro/journal/article/view/2023-1-02

The study is part of a comprehensive research project launched within the framework of COST Action "The pan-European Family Support Network: A bottom-up, evidence-based and multidisciplinary approach" (EurofamNet, code CA18123). In this project, an exercise of mapping international organizations on skills qualification in family support has been developed. The aim of this study was to examine the profile of organizations and analyze their web-provided content to identify, describe and catalogue available data on basic professional skills, promoted, developed, and applied in family support work. The final sample includes 88 international and European organizations working with families with children and youth in various fields (psychology, social work, health, law, etc.) identified by the snowball technique. Using the method of web-content analysis three interconnected maps of bodies in the field were developed, highlighting a general profile of the organizations, and a wide range of important professional skills of family support workforce were specified and ranked. Frequency analyses and contingency tables were carried out. The results show that most of the organizations in the field do not present a plain definition of skills framework listed generally or in a separate document; multidisciplinary approaches to family support skills are not yet common practice; and evaluations of skills or references to a standard framework are limited.

Specialist mental health services for child care experienced and adopted children

Mandi MacDonald (Queen's University, Belfast, United Kingdom) together with Stephen Coulter, Suzanne Mooney and Lesa Daly published the article *They shouldn't have to ask: Exploring the need for specialist mental health services for care experienced and adopted children* in the *Adoption and Fostering Journal*, 2022, 46:2 https://doi.org/10.1177/03085759221094357

This article reports on an original study designed to elicit the views of fostering and adoption stakeholder groups regarding the mental health needs of children and young people and their families. This includes: young people themselves; adoptive parents; foster carers; professionals who routinely refer to mental health services (including Social workers, nurses, Education Welfare Officers and Family Support Workers); professionals providing mental health services (including CAMHS, Social Work, Nursing, and Primary Care Psychology); and Senior Service managers. The site for the study was counties Louth and Meath in the Republic of

Ireland. Focus group methodology was employed to ascertain participant views. The focus group data was analysed thematically by the research team. The study is contextualised within the relevant literature in Ireland, the United Kingdom and internationally.

Key findings include: the reported need for a universal offering of mental health services to this population; the importance of an attachment and trauma informed approach, incorporating a 'whole family' perspective; the struggle for many families to access timely and appropriate services causing frustration, and at times destabilising placements; tension in the professional systems between an urgent need for crisis response versus the development of longer-term therapeutic support; the widespread recognition of poor levels of communication and collaboration between existing services; and an aspiration to see a dedicated therapeutically focused service open to all foster and adoptive children and their families. The findings are illustrated by direct quotations from study participants and discussed in light of the literature. Existing models of good practice for providing integrated mental health services are noted and the barriers to significant change noted. The aspiration of many participants for universal access to specialist longer-term mental health services that support the 'ordinary care' setting, alongside quick access to CAMHS settings is supported and a range of recommendations made."

Social exclusion: Marginalized populations, Socio-spatial and temporal horizons

David Herrera (University of Malaga, Spain) together with Cabello, F., Rascón, M.T. published the paper *Socio-spacial and temporal horizons of margination: The case of Los Asperones* in the *Andamios Revista de Investigación Social Journal*, 2019, 16(41) http://dx.doi.org/10.29092/uacm.v16i41.729.

This article aims to contribute to the analysis of the socio-spatial and temporal horizons that operate in the dynamics of social exclusion of certain marginalized populations. To do this, we take the case of the Malaga neighborhood of Los Asperones (Spain), a territory whose flows are marked by physical and symbolic boundaries that mark a territory geographically sterilized with respect to the rest of the city and to a rejected population that (des)-waits for an exit of its situation, and is debated between the inertia, the despondency and uncertainty. It is a story constructed by those who suffer the consequences of a society that stigmatizes them, and creates borders -visible and invisible- that hinder the possibility of developing resilient attitudes.

Social support: Coping with bullying behaviour

Kristina Sesar (University of Mostar, Bosnia and Hercegovina) together with Arta Dodaj and Nataša Šimić published the paper *Coping with bullying behavior: The role of Eysenck's*

personality dimensions and arousability trait in the *Journal of Psychology and Behavioral Science*, 2021, 9. https://doi.org/10.15640/jpbs.v9n2a6

The objective of this study was to investigate the relationship between Eysenck's personality traits, trait arousability and coping strategies with bullying behaviour. This study was conducted among 372 elementary school children from Bosnia and Herzegovina. Personality dimensions were explored by the Junior Eysenck Personality Questionnaire. Arousal level was assessed by the Arousal Predisposition Scale, and coping strategies with bullying behaviour by the Self – Report Coping Measure. The results showed that Neuroticism and Tendency to dissimulation had significant correlations with traitarousability. Significant correlations were also found between all subscales of coping strategies and self-report arousal measure. Arousal predicted a significant proportion of variance of all examined coping strategies. Social support seeking and externalizing strategies were significantly predicted by Psychoticism and Tendency to dissimulation, while internalizing strategy by all examined personality dimensions. These findings are discussed in terms of how personality dimensions and arousability are associated with various coping strategies.

Social ecological approach to sexting behaviour

Kristina Sesar (University of Mostar, Bosnia and Hercegovina) together with Arta Dodaj published the paper *Social ecological approach to sexting behaviour* in the *Central European Journal of Paediatrics*, 2021, 17. http://doi./10.5457/p2005-114.303

Objective − The aim of this paper was to collect and summarize findings regarding the factors associated with sexting experiences and their correlates, under Bronfenbrenner's socio-ecological theory. Methods − We reviewed the literature in the field of sexting to show how numerous factors that have been found to influence sexting behaviour can be included within a social-ecological framework. Electronic literature searches were conducted between May and June 2021 in the following databases: EbscoHOST (PsycINFO, PSychArticles), ERIC, Google Scholar, ResearchGate, ScienceDirect, SCOPUS, and Web of Science. Conclusion− This model seems to be a good framework for systematizing the results of research in this area, and can be used as a guide for future research on sexting. We encourage researchers to expand or redefine the proposed determinants of sexting in a theoretically more satisfactory way, as well as to explore it empirically. To help youth avoid the negative consequences of engaging in potentially harmful sexting behaviours, the multiple systems that surround young people should work together to provide young people with the skills necessary to make good choices about their sexual behaviours.

Support program: Birth parents and their children in non-kinship foster care

Lucía González-Pasarín (University of Malaga, Spain) together with Isabel M. Bernedo Miguel Ángel García-Martín published the paper *A qualitative study about changes that parents experience through a pilot parenting support program to improve the quality of contact visits in non-kinship foster care* in the *Children and Youth Services Review*, 2023, 148. https://doi.org/10.1016/j.childyouth.2023.106871

Despite the important impact that contact with birth parents during non-kinship foster care can have on a child's well-being, there are few psychoeducational programs aimed at improving the quality of visits. The purpose of this study was to analyze the perceptions of changes in birth parents who have completed the first program of this kind to be developed in Spain, here in its pilot application. The aim of the program Visits: a context for family development is to improve parents' emotional, communication, and parenting competences, and it comprises a total of seven sessions: six individual sessions that take place in the hour prior to consecutive scheduled visits with the child, and one group session involving all participating birth parents. A total of five families began the program, and three mothers completed all seven sessions. We conducted semi-structured interviews with mothers before and after the intervention so as to explore their perceptions regarding changes in their parenting competences and the quality of visits with their child. These data were complemented by participant-observer notes taken by one of the researchers during program sessions. Through content and semantic network analysis of interviews, we were able to identify changes in relation to five aspects of contact visits following participation in the parenting program. The results suggest that the program has the potential to enhance the parenting competences of birth mothers, to improve parent–child interaction during contact visits, and to encourage collaboration between the birth and foster families. These preliminary findings support the utility of the program for improving the quality of contact visits between birth parents and their children in non-kinship foster care.

Supporting the family and positive parenting

Nevenka Zegarac (University of Belgrade, Faculty of Political Sciences, Serbia) together with Polić Penavić, S., Marić Ognjenović, M. published the paper *Family support and positive parenting: training programs for professionals in the social welfare system*, *Socijalna Politika (Social Policy)*, 2022, 23, 25-44. https://doi.org/10.22182/sp.232022.2

Supporting the family and positive parenting is important for improving the resources and competences of parents for raising, educating, protecting the health, well-being and rights of children. The aim of the work is to identify and analyze accredited training programs related to family support and positive parenting, which are available to social care professionals in the

Republic of Serbia in order to assess the availability of modern knowledge about positive parenting among social care professionals. The programs are mapped from the catalog of accredited training programs on family support on the platform of the Republic Institute for Social Protection random. 15 out of 37 training programs were analyzed using desk analysis. It has been shown that the training programs are mainly focused on the family as a whole, while parenting issues are poorly represented. Most of the analyzed programs lack transparent data on the method of imparting knowledge and skills to professionals, the training techniques used, and monitoring. Data on the number of trained professionals and evaluation studies on the effects of the program are currently not available. The conclusion is that the programs offer a wide range of general knowledge and skills for working with families, while the specific knowledge and skills for providing support and strengthening the competence of parents for positive parenting are modest. The findings are discussed in the light of contemporary theoretical approaches and research, and guidelines for improvements in this area are provided.

Support to the family and positive parenting: training programs for professionals

Nevenka Zegarac (University of Belgrade, Faculty of Political Sciences, Serbia) together with Penavic Polic, Sanja, Marić Ognjenović, Miljana published the paper *Support to the family and positive parenting: training programs for professionals in the social protection* in the *System Socijalan Politika (Social Policy)*, 2023, 2-3, 25-44. https://www.ips.ac.rs/magazines/socijalna-politika/

Supporting the family and positive parenting is important for improving the resources and competences of parents for raising, educating, protecting the health, well-being and rights of children. The aim of the work is to identify and analyze accredited training programs related to family support and positive parenting, which are available to social care professionals in the Republic of Serbia in order to assess the availability of modern knowledge about positive parenting among social care professionals. The programs are mapped from the catalog of accredited training programs on family support on the platform of the Republic Institute for Social Protection random. 15 out of 37 training programs were analyzed using desk analysis. It has been shown that the training programs are mainly focused on the family as a whole, while parenting issues are poorly represented. Most of the analyzed programs lack transparent data on the method of imparting knowledge and skills to professionals, the training techniques used, and monitoring. Data on the number of trained professionals and conducted evaluation studies on the effects of the program are currently not available. The conclusion is that the programs offer a wide range of general knowledge and skills for working with families, while the specific knowledge and skills for providing support and strengthening the competence of parents for positive parenting are modest. The findings are discussed in the light of contemporary theoretical

approaches and research, and guidelines for improvements in this area are provided. The aim of the research was to identify and analyze accredited training programs related to family support and positive parenting, which are available to social care professionals in the Republic of Serbia in order to assess the availability of modern knowledge about positive parenting among social care professionals, so it is highly relevant to Action.

Skills in family support: Content analysis of international organizations' websites

Mariana Buciuceanu-Vrabie (National Institute for Economic Research (NIER), Moldova) together with Nina Mešl, Nevenka Zegarac, Tadeja Kodele published the paper *Skills in family support: content analysis of international organizations' websites* in the *Calitatea Vieții [Quality of Life]*, 2023, 34, 1. https://revistacalitateavietii.ro/journal/article/view/2023-1-02

The study is part of a comprehensive research project launched within the framework of COST Action "The European Family Support Network: A bottom-up, evidence-based and multidisciplinary approach" (EurofamNet, code CA18123). In this project, an exercise of mapping international organizations on skills qualification in family support has been developed. The aim of this study was to examine the profile of organizations and analyze their web-provided content to identify, describe and catalogue available data on basic professional skills, promoted, developed, and applied in family support work. The final sample includes 88 international and European organizations working with families with children and youth in various fields (psychology, social work, health, law, etc.) identified by the snowball technique. Using the method of web-content analysis three interconnected maps of bodies in the field were developed, highlighting a general profile of the organizations, and a wide range of important professional skills of family support workforce were specified and ranked. Frequency analyses and contingency tables were carried out. The results show that most of the organizations in the field do not present a plain definition of skills framework listed generally or in a separate document; multidisciplinary approaches to family support skills are not yet common practice; and evaluations of skills or references to a standard framework are limited.

Supporting involved fathering of young children

Ninoslava Pećnik, Koraljka Modić Stanke, Ana Tokić Milaković (Social Work Study Centre, Faculty of Law, University of Zagreb, Croatia) published the paper *Supporting involved fathering of young children in croatia: evaluation of the "growing up together fathers' club"* in the *Društvena Istraživanja : Časopis za Opća Društvena Pitanja*, 2022, 31. https://doi.org/10.5559/di.31.3.01

Contemporary literature on parenting support programmes advocates for greater engagement of fathers and a stronger evidence base of the programmes' effectiveness. This study examines the outcomes of the parenting support programme ""Growing Up Together Fathers' Club"" conducted through four weekly workshops with fathers of young children. A pre-post intervention comparison of self-reported data from 238 fathers who completed the programme in 25 sites throughout Croatia revealed an increase in parental self-efficacy, positive involvement with the child and attempted understanding of the child's perspective, and a decrease in harsh parenting and violence to the child after the programme. Participants' educational level did not moderate the results. Qualitative data provide insight into perceived programme benefits for fathers and their children as well as suggestions for programme improvement.

Strengths-based approach in family support with young people and their parents

Carmel Devaney (University of Galway, Ireland) together with Bernadine Brady, Rosemary Crosse, Rebecca Jackson published the paper *Realizing the potential of a strengths-based approach in family support with young people and their parents* in the *Child and Family Social Work*, 2022, 28. https://doi.org/10.1111/cfs.12978.

This paper on a strengths-based approach (SBA) to practice is based on empirical research with stakeholders involved in an intensive support programme for young people at risk and their parents in Ireland. The Youth Advocate Programme (YAP) model provides wraparound support to respond to their needs by focussing on their competencies, their coping skills, and building networks of community-based supports. The model includes parents or carers in the suite of support offered by Advocates. A strengths-based approach to practice has been discussed for some time in academic literature and practice guidance. However, it tends to be considered primarily in relation to social work practice, and there is ongoing ambiguity as to what it actually involves in day-to-day engagement with individual family members. Insightful, rich accounts of strengths-based approaches as part of routine practice provided by young people, parents, and practitioners form the basis to this paper, and detail how these approaches support the development of hope-inspiring relationships and promote positive change. Relevant literature and research situates the debate on the experience of using SBA, the wider challenges faced by families, the impact of SBA in practice on those receiving the support service, and its potential for use in the wider continuum of children and family services.

Students' intercultural awareness and cross-cultural communication

Eleni Meletiadou (London Met University, UK) published the paper Unlocking the potential of using playmobil pro to develop postgraduate students' intercultural awareness and cross-cultural communication in the IAFOR Journal of Cultural Studies, 2023 https://iafor.org/journal/iafor-journal-of-cultural-studies

Strengthening prevention, early intervention and family support

John Canavan (University of Galway, Ireland) together with Malone, Patrick published the paper Strengthening prevention, early intervention and family support: A conceptual framework for studying system change in British Journal of Social Work, 2022, 52 (3), 1192-1212. http://dx.doi.org/10.1108/JCS-04-2021-0014

All states grapple with the challenges of protecting children and ensuring their development. For minority world states, whilst there is a longer history of established systems focused on the protection and welfare of children, transformation and change are ever-present characteristics of such systems—reflecting the ongoing pursuit of greater effectiveness in meeting the needs of service users. Recent trends suggest an increased focus on prevention and family support amongst child protection systems, with some national and regional states re-organising services in this direction. Alongside these central policy and practice reforms, academic literature has emerged to support those considering and planning for system change and improvement in child protection. In this article, we first propose a conceptual framework for studying system change in child protection, building on the work of Coffman and Wulczyn, but incorporating three further orientations: system culture and climate; implementation science; and leadership. Secondly, using Ireland's experience of developing and strengthening the prevention and family support dimensions of its child protection system as a case study, we assess the value of the framework and possible revisions to it for future use.

Theoretical and conceptual frameworks of family support

David Herrera (University of Malaga, Spain) together with Frost, N. and Devaney, C. published paper Understanding contemporary family support: Reflections on theoretical and conceptual frameworks in the Journal Social Work and Social Sciences Review, 2020, 21(2). https://journals.whitingbirch.net/index.php/SWSSR/article/view/1420

Family Support is a transdisciplinary field made up of practices and knowledge from different areas, theories and approaches. This article strives to contribute to the development of this complex epistemological foundation by undertaking a review of the main theoretical frameworks. The relationship between the practice and theory of Family Support is analysed in

the paper. A review of the 'state of the art' is undertaken, exploring both the role of wide-ranging social theory, and more specific psycho-social theories. Practical examples are provided to ground the analysis. Finally, the article proposes an integrated model proposed providing a critical and versatile approach to understanding different realities. Cross-national joint construction is encouraged to advance Family Support as both a theory and to provide a framework which guides both practice and policy.

Transforming multilingual students' learning experience through play

Eleni Meletiadou (London Metropolitan University, UK) published the paper *Transforming multilingual students' learning experience through the use of lego as a serious play* in the *IAFOR Journal of Education*, 2023 https://iafor.org/journal/iafor-journal-of-education/volume-9-issue-4/

Trauma-sensitive practice: Supporting face-to-face birth family contact after adoption from care

Mandi MacDonald (Queen's University, Belfast, United Kingdom) published the paper Supporting face-to-face birth family contact after adoption from care: learning for trauma-sensitive practice in the British Journal of Social Work, 2021, 51:3 https://doi.org/10.1093/bjsw/bcaa121.

There are recent calls to consider face-to-face birth family contact for more children adopted from care. Given that the threshold for this authoritative intervention is significant harm, post-adoption contact should be sensitive to the possible impact of early childhood trauma, and be adequately supported. This article draws on adopters' reports of face-to-face contact with birth relatives, and their evaluation of social work support to suggest an approach to practice informed by principles of trauma-informed care. Twenty-six adoptive parents participated in focus groups, and seventy-three completed a web-based questionnaire, all from Northern Ireland where face-to-face post-adoption contact is expected. Findings are structured thematically around principles of trauma-informed care: trusting relationships; physical and emotional safety; choice and control; and narrative coherence. Most families had a social worker attending contact, and help with practical arrangements. Less common but important practices included: deliberate consideration of children's perspectives; safeguarding their emotional well-being; and facilitating communication outside of visits. Findings suggest that visits are a context in which trauma-effects may surface, and social workers supporting contact should be sensitive to this possibility. This article suggests a systemic approach to helping all parties prepare for, manage and de-brief after contact, attending to both adult-to-adult and adult–child interactions.

Using educational digital storytelling in postgraduate education

Eleni Meletiadou (London Metropolitan University, UK) published the paper Using educational digital storytelling in postgraduate education: Enhancing multilingual students' writing skills in the IAFOR Journal of Education, 2023 https://iafor.org/journal/iafor-journal-of-education/volume-10-issue-2/article-6/

Website publications (8)

Among the topics/themes covered in website publications are:

Critical role of governments in supporting parents and families

Agata D'Addato (Eurochild, Belgium) published *Family and parenting support as part of the solution for fighting child poverty and promoting child well-being* in the OECD Forum Network, 2023. https://www.oecd-forum.org/ The full link is: https://www.oecd-forum.org/posts/family-and-parenting-support-as-part-of-the-solution-for-fighting-child-poverty-and-promoting-child-well-being

Article on the critical role of Governments in supporting parents and families, but also in creating an ecosystem of policies and services empowering children and their families, making reference to the EurofamNet WG2 conceptualisation on child and family support as a multi-level multi-dimensional framework that sets out a way forward to develop family support policy, provision and practice within a participatory approach for family welfare, children's rights, gender equality and social justice.

Evidence-based family and parenting support evaluation strategies

Ana Almeida (Universidade do Minho, Portugal) together with Orlanda Cruz, Ana Catarina Canário published Evidence-based family and parenting support evaluation strategies: The position of EurofamNet, EurofamNet Toolbox Academic Outputs, 2022. https://eurofamnet.eu/sites/default/files/toolbox/academicoutputs/WG3_EurofamNetPositionEvaluationStrategies.pdf This is one of the WG3 outputs and is available in different languages. It is available as an academic output and also as a policy brief.

An integrated approach to childcare services from a children's rights perspective

Johanna Schima (Make Mothers Matter, Belgium) Make Mothers Matter published *An integrated approach to childcare services from a children's rights perspective* published *Contribution to an EU call for evidence*, 2022, n.a   https://makemothersmatter.org/an-integrated-approach-to-childcare-services-from-a-childrens-rights-perspectiv/

To act in the best interests of the child, accessible, affordable, quality, non-segregated and inclusive early childhood education and care (ECEC) needs to be provided. In addition to high quality, affordable and accessible childcare centres, we also recommend, "family centred" solutions (such as Leihomas or "borrow a grandmother" and child minders), as they allow parents to choose from a variety of options based on their needs. This is fundamental to allow women to better conciliate work and family life and to reduce the gender gaps in employment, income, and pension.

Maternal health services

Johanna Schima (Make Mothers Matter, Belgium) published *Why maternal mental health matters* (Contribution to a Call for Evidence, EU Commission), n.a, 2023, n.a https://makemothersmatter.org/why-maternal-mental-health-matters/

Nearly 1 in 5 women worldwide will develop mental health problems during pregnancy or within the first year postpartum. Despite these numbers, the provision and integration of quality mental health services into a comprehensive package of maternal health services remains inadequate and under realised across the EU. The first 1000 days of a child's life are crucial for their neuro-cognitive development as well as their physical, emotional and social development. This begins during fetal development and depends largely on the health of the mother.

Migrant families: Physical health

Johanna Schima (Make Mothers Matter, Belgium) published *Our member in Romania acts for Ukraine mothers and children, Report Website*, 2022, n.a https://makemothersmatter.org/our-member-in-romania-acts-for-ukraine-mothers-children/

In terms of the impact on physical health, our member in Ukraine (Mame Pentru Mame) reports that the Ukrainian mothers they are helping, are in urgent need of pregnancy follow-ups, delivery and breastfeeding support. But it isn't only the physical health of mothers and children that is affected. Their mental health and wellbeing is compromised too. Refugee mothers are not just at an elevated risk of developing mental health issues due to barriers to healthcare, as pointed above, but also face high rates of exposure to sexual violence.

Single mothers within the European Union

Johanna Schima (Make Mothers Matter, Belgium) published *Single mothers within the European Union* https://makemothersmatter.org/single-mothers-within-the-european-union/ 2022.

Despite the growing number of families headed by a single parent, single parents remain one of the most vulnerable groups when it comes to poverty, housing and energy deficits, and health challenges. The report analyses the situation of lone mothers in six countries of the EU (Finland, Croatia, Czechia, Spain, Italy and Hungary) via the work of grassroots organisations.

Universal access to maternal healthcare in the European Union

Johanna Schima (Make Mothers Matter, Belgium) published *Ensure universal access to maternal healthcare in the European Union*. makemothersmatter.org/wp-content/uploads/2022/12/Ensure-universal-access-to-maternal-healthcare-in-the-European-Union.pdf

Make Mothers Matter and the European Public Health Alliance (EPHA) joint paper on ensuring universal access to maternal healthcare in the European Union. The paper calls for the Child Guarantee to include universal access to maternal healthcare, as the health of the mother and the health of the child are intrinsically linked. A child's first 1000 days sets a foundation for their mental and emotional health in addition to their physical, cognitive and social development. To ensure healthy development, support for children and access to quality healthcare during pregnancy, childbirth and the postpartum period are crucial.

Workforce skills in family support

Nevenka Zegarac (University of Belgrade, Faculty of Political Sciences, Serbia) with Burgund Isakov, A, Nunes, C. and Antunes, A. published the paper *Workforce skills in family support: a systematic review* in the *Research on Social Work Practice*, 2021, 31(4), 400-409. https://journals.sagepub.com/home/rsw Skills used in the practice of family support workforce are implemented in different settings and frameworks. The conceptual assumptions and epistemological frameworks of diversity are a challenge. Various paradigms of intervention, different sectors, and disciplinary involvement indicate the need to systematize and clarify knowledge in the field.

Using preferred reporting items for systematic reviews and meta-analyses guidelines, a systematic review was conducted, including qualitative, quantitative, and mixed-method studies on skills in the practice of family support.

The literature was collected in an exhaustive search of several databases, where a set of 8,489 papers was selected. The workforce skills described were the qualities of the professionals, technical skills, and specific knowledge.

Most of the studies were literature reviews, did not define specific skills, had very small samples, and had issues with bias. We discuss implications for practice in social work as well as the gaps to be covered in further research of family support.

Books (12)

Among the topics/themes covered in the books are:

Action-research programme that provides intensive intervention for families facing child neglect

Paola Milani (University of Padua, Italy) published the book *Neglect and vulnerabilities of families, professionals, and researchers in the P.I.P.P.I. Programme*, 2021, Vulnerable children and families in child protection https://www.research.unipd.it/handle/11577/3456518

P.IP.P.I. (Programma di Intervento Per la Prevenzione dell'Istituzionalizzazione; Programme of Intervention to Prevent Institutionalization) is an action-research programme that provides intensive intervention for families facing child neglect. Its acronym is inspired by the resilience of P.IP.P.I. Longstocking as a metaphor for children's ability to cope with life's adverse situations. The programme was founded through a collaboration between the Ministry of Labour and Social Affairs and the Laboratory of Research and Intervention in Family Education (LabRIEF) at the University of Padua, with the aim of meeting two main objectives of the social protection system in Europe, in relation to the EU2020 strategy: 1. to decrease in out-of-home placement of children. 2. to fight against poverty and social exclusion. These two objectives are in line with European Recommendation 2006/19 on "creating the conditions for positive parenting" and Recommendation 2013/112, which proposes "investing in children to break the cycle of social disadvantage".

From 2011 to 2018, the Ministry funded seven institutions in an average of 50 participating municipalities (the city and its conurbations) every year. Each implementation of the in loco programme lasts 24 months. It provides for the participation of ten target families, at least four multidisciplinary teams, two coaches who are specially trained in the programme's method, and

a managerial executive. In the first four implementations, carried out from 2011 to 2016, the Ministry provided national funding for the programme in 120 municipalities, belonging to 18 Italian regions, with 1361 children living in 1091 families. Seventy municipalities participated in two or three institutions. The data presented in this chapter relate to the fourth implementation (2015-2016). These data concern the national level as well as the in-depth group presented below. The team is currently carrying out the seventh implementation (2018-2019). The general target of the programme is to foster investment in services for families facing child neglect, promoting innovation and harmonisation of intervention practices with families of children aged from birth to 11 years old, in different geographical areas and in the different organisational systems in Italy at a regional level. By targeting situations of child neglect, the aim is to reduce the risk of violence against children and to improve the relevance of out-of-home placements for children through the coordination of social, health, educational and school sectors, the justice system, and civil society support networks, particularly by considering the point of view of parents and children in the analysis and response to needs (Serbati, Ius and Milani, 2016).

Child neglect is conceived as: "a significant failure or lack of response to a child's needs that are recognized as fundamental on the basis of current scientific knowledge or, in the absence of such knowledge, a lack of consensus about it, social values adopted by the community to which the child belongs" (Lacharité, Ethier and Nolin, 2006, p. 387), whereas vulnerability is a potential situation which, on the one hand, concerns us all as human beings, and which, on the other hand, does not concern individuals as much as the relationships between individuals and social contexts (Soulet, 2013). In any case, children and families in situations of vulnerability and neglect can also find answers in action mechanisms that are not strictly related to the field of child protection (Vinay and Zaouche Gaudron, 2017). The phenomenon of child neglect in particular remains a grey area that is still rather unknown in Italy: neglect is the primary cause of out-of-home placements, most of the problems that concern health and social services and the school increasingly refer to this phenomenon, but we have not yet developed empirical knowledge on the phenomenon nor on the interventions that are able to respond to it in an appropriate way. Indeed, a government computerised system on children subject to child protection is still in an experimental phase. The latest national data only date back to 2014 (MLPS, 2014), but the fact that neglect is the cause of 37 % of child placements in the country and that the second cause – parental substance abuse – accounts for "only" 9 % of placements, underscores the growing importance of this phenomenon.

In this chapter, Paola Milani and her colleagues present the results of an action research: the Programme of Intervention for Prevention of Institutionalization. This program is based on intensive intervention with families with negligence issues. Specifically, they focus on how various professionals involved in the program describe family situations during the pre-

assessment phase and look at the representations in play. They also address the complexity of the researcher/professional relationship and its implications for the research.

Advancing the well-being of adolescents in foster care

Nevenka Zegarac (University of Belgrade, Faculty of Political Sciences, Serbia) together with Krnjaic, Zora published the book *Advancing the well-being of adolescents in foster care: From action-oriented research to better policies and practices*. Beograd: Fakultet političkih nauka univerziteta u Beogradu, Centar za istraživanja u socijalnoj politici i socijalnom radu, 2019. http://www.fpn.bg.ac.rs/wp-content/uploads/Advancing-the-Well-Being-of-Adolescents-in-Foster-Care.pdf?jezik=lat

The well-being of children and adolescents for this study has been operationalized through meaning, positive emotions, engagement, relationships, perseverance, optimism, accomplishment connected with the four parties in the fostering network: the child, the birth family, the foster carers and the fostering agency. In order to harmonize the existing knowledge with the researching factors that contribute to the well-being of adolescents in foster care, differences between adolescents from foster care and those from general population were considered together with perceptions, evaluations and aspirations of the foster adolescents themselves, as well as perceptions of important and responsible adults in their lives in order to assess favorable and unfavorable aspects of the current fostering system in Serbia.

Equality, diversity, and inclusion (EDI) policies

Eleni Meletiadou (London Met University, UK) published the edited volume *Handbook of research on exploring gender diversity, equity, and inclusion through an intersectional lens*, IGI Global Publishers, 2023 https://www.igiglobal.com/book/handbook-research-exploring-gender-equity/313592

Organizations worldwide have introduced equality, diversity, and inclusion (EDI) policies to address the inherent disadvantages experienced by employees with diverse social identities in different national contexts. EDI policies are present to address the inherent disadvantages and inequalities experienced by a diverse workforce. The Handbook of Research on Exploring Gender Equity, Diversity, and Inclusion Through an Intersectional Lens reports on current challenges that organizations face in terms of gender diversity management and provides crucial research on the application of strategies designed to increase organizational change and support and integrate diverse individuals, including physically disabled individuals, women, and people of color, into organizations. Covering key topics such as mental health, tolerance, and a

sustainable workforce, this major reference work is ideal for managers, business owners, administrators, government officials, policymakers, researchers, scholars, academicians, practitioners, instructors, and students.

Parental participation and community family support

Harriet Churchill (University of Sheffield, United Kingdom) together with Helen Dunn published edited volume *Parental participation and community family support: Family support hubs in Northern Ireland and Family Hubs in England*. Edited book collection, 2023. http://www.lavoisier.eu/books/note.asp?ouvrage=4888257

Critical review of two UK approaches to developing and integrating community family support services via Family Support Hubs in Northern Ireland and Family Hubs in England. Critical review of two UK approaches to developing and integrating community family support services via Family Support Hubs in Northern Ireland and Family Hubs in England. Includes discussion of family support services and adaptions to, and challenges for, delivery during and since Covid-19.

Protection of children in migration: a rights-based approach

Nevenka Zegarac (University of Belgrade, Faculty of Political Sciences, Serbia) together with Perišić, N, Burgund Isakov A., Lončarević, K. and Markovic, V. published the book *Protection of children in migration: a rights-based approach and workbook protection of children in migration*. Beograd: Fakultet političkih nauka and Unicef, 2021. https://www.fpn.bg.ac.rs/49286

The handbook "Protection of Children in Migration: A Rights-Based Approach and accompanied workbook "Protection of Children in Migration: Child-Centred Practice" elaborates theoretical, political and professional concepts and their application in the multidisciplinary field of protection of children in the migrant and refugee population from the perspective of the child's rights and using a child-centred approach. The purpose of the workbook is to help students, as well as professionals, practitioners in assistance professions and paraprofessionals to prepare for real-life situations, circumstances and contexts in which the rights of children in migration are threatened. Various aspects of the protection of children in migration require developed competencies and integrated knowledge and skills related to issues of vulnerability, risk, trauma, and resilience, as well as knowledge of international standards and guarantees for children's rights protection in the field of refugees and migration, and how they are applied in national legislation. Knowledge of migration management, gender-based violence, and the application of

mechanisms and professional actions in child protection are an essential component of the competencies required for work in this field.

Early childhood development: The protection of children from abuse and neglect

Nevenka Zegarac (University of Belgrade, Faculty of Political Sciences, Serbia) together with Marija Mitković Vončina Milica Pejović pulished the book Be the hand that loves and the word that guides, Društvo za dečju i adolescentnu psihijatriju i srodne struke Srbije DEAPS, 2023. https://www.unicef.org/serbia/media/23461/file/Budi%20ruka%20koja%20voli%20i%20re%C4 %8D%20koja%20sokoli%20priru%C4%8Dnik.pdf

The manual was created by professionals with many years of experience in the field of early childhood development, as well as the protection of children from abuse and neglect, who have gained experience and are applying it them within three systems - social protection, health and education systems. Right on comprehensive observation of the child's personal development and his development within the family of the nucleus, that is, of the general system, helped to design and create this manual. Prevention of violent parenting practices and the fight for quality parenting as a whole - that's it a topic in which a lot of effort and creative efforts are invested in our country. Many programs, campaign, parenting school, education of patronage services and experts from different sectors is dedicated to that goal. Research data, however, unequivocally indicate that patterns of non-violent educational practices in parenting are maintained in the population despite their application preventive programs. That data, as well as additional information that helps experts to understand the importance of the topic and the basis on which the project and the preventive model were created which is presented in this publication, are shown in the introductory part of the Manual. Manual, then, it gives guidelines for the work of experts from different sectors with parents on a positive parenting, through a new model that relies on five key units - messages, that is what the parent should provide, why and how to observe and review their own practices (with special reference to transgenerational influences), which parenting practices are harmful so the parent should skip them, and what positive alternatives should he apply and, on finally, how and from whom a parent should seek additional support and help in parenting.

In addition to the above units that form the basis of this preventive model, the Manual also provides information on specific aspects of caring for children with disabilities and adolescent care. Finally, the manual provides a detailed elaboration concerning the general ones knowledge and skills of experts in communication with parents, and that through observing the construction and maintaining a good relationship between experts and parents, then the most important topics and dilemmas which are interesting for parents, as well as possible obstacles in cooperation between parents and expert.

Measuring impact of the child participation assessment tool outcome indicators

Roberta Ruggiero (Centre for Children's Rights Studies, University of Geneva, Switzerland) together with Gerison Lansdown published the book *Measuring impact of the child participation assessment tool outcome indicators and guidance for data collection*, Council of Europe, 2023. https://rm.coe.int/cpat-outcome-indicators-final-version/1680abaa7d

The Council of Europe Child Participation Assessment Tool (CPAT) was developed to provide governments with indicators against which they could assess their progress in implementing Article 12 of the Convention on the Rights of the Child. However, its ten indicators only address the measures that are needed to build a conducive environment for child participation. In other words, the foundational elements necessary to facilitate and support children's participation were the focus.

It purposefully omitted outcome indicators that would track actual changes in children's perceptions of the fulfilment of their right to be heard. Member States believed that including outcome indicators, before they had the chance to put the necessary structures and procedures in place for the right to be heard, was premature.

Since it was published in 2016, 13 governments have undertaken the process of assessing their level of compliance with the CPAT tool.1 They each engaged in a year-long process involving wide-ranging consultations with professionals, NGOs, government agencies and departments and children and young people themselves. The process culminated, for each government, in a report and action plan to implement any necessary measures to enhance their compliance. Most of the participating governments have engaged in a subsequent commitment to act on the findings and strengthen the participatory environment to enable children to be heard on all matters of concern to them. There is now a growing demand for the creation of an instrument that States can use to start evaluating the results of that work to measure changes in children's experience of participation. This will enable the introduction or strengthening of measures to improve existing strategies and maximize the initial investment. Accordingly, the Council of Europe (CoE) has engaged in a process to develop a set of outcome indicators to supplement the CPAT.

Research on redesigning teaching, learning, and assessment in the digital era

Eleni Meletiadou (London Met University, UK) published the edited volume *Handbook of research on redesigning teaching, learning, and assessment in the digital era*, IGI Global

Publishers, 2023 https://www.igi-global.com/book/handbookresearch-redesigning-teaching-learning/312575

Recent evolutions, such as pervasive networking and other enabling technologies, have been increasingly changing human life, knowledge acquisition, and the way works are performed and students learn. In this societal change, educational institutions must maintain their leading role. They have therefore embraced digitally enhanced learning to provide increased flexibility and access for their students. The Handbook of Research on Redesigning Teaching, Learning, and Assessment in the Digital Era provides insights into the transformation of education in the digital era and responds to the needs of learners of any context and background through relevant studies that include sound pedagogical and content knowledge. Covering key topics such as hybrid learning, media, remote learning, and social media, this major reference work is ideal for administrators, policymakers, academicians, researchers, scholars, practitioners, librarians, instructors, and students.

Research on implications of sustainable development in higher education

Eleni Meletiadou (London Met University, UK) published the edited volume *Handbook of research on implications of sustainable development in higher education*, IGI Global, 2022 https://www.igi-global.com/book/handbookresearch-practices-advancing-diversity/279952

Research in the field of education for sustainable development (ESD) is of growing concern to meet the needs of the diverse student populations in various higher education institutions. People around the world recognize that current economic development trends are not sustainable and that public awareness, education, and training are key to moving society toward sustainability. Although ESD continues to grow both in content and pedagogy and its visibility and respect have grown in parallel, education officials, policymakers, educators, curriculum developers, and others are called upon to rethink education in order to contribute to the achievement of the goals of sustainable development in higher education. The Handbook of Research on Implications of Sustainable Development in Higher Education provides insight regarding the implications of ESD for teaching, learning, and assessment in higher education and demonstrates the value of adopting an ESD lens by broadening and strengthening the evidence base of the impact that this can make for students, educators, and society as a whole. Covering key topics such as assessment, globalization, and inclusion, this reference work is ideal for university leaders, administrators, policymakers, researchers, scholars, practitioners, academicians, instructors, and students.

Research on practices for advancing diversity and inclusion in higher education

Eleni Meletiadou (London Met University, UK) published the edited volume *Handbook of research on practices for advancing diversity and inclusion in higher education*, IGI Global Publishing, 2023 https://www.igi-global.com/book/handbookresearch-practices-advancing-diversity/279952

Equality, diversity, and inclusion are at the forefront of current discussion, as these issues have become an international concern for politicians, government agencies, social activists, and the general public. Higher education institutions internationally face considerable challenges in terms of diversity management of both their students and staff, which limits the success of individuals, institutions, and the sector as a whole. The Handbook of Research on Practices for Advancing Diversity and Inclusion in Higher Education reports on current challenges that higher education institutions face in terms of diversity management and provides crucial research on the application of strategies designed to increase organizational change and support and integrate diverse individuals, including physically disabled individuals, women, and people of color, into higher education institutions. Covering a range of topics such as cultural intelligence and racial diversity, this reference work is ideal for researchers, academicians, practitioners, scholars, policymakers, educators, and students.

Research on language teacher identity

Sviatlana Karpava (University of Cyprus, Cyprus) published edited volume *Handbook of research on language teacher identity*, IGI Global. https://www.igi-global.com/book/handbook-research-language-teacher-identity306966

Systems change in child protection and welfare

John Canavan (University of Galway, Ireland) together with Devaney, C., Mc Gregor, C. and Shaw, A. published the book *Understanding systems change in child protection and welfare*. Publisher Routledge, 2022. https://www.routledge.com/Understanding-System-Change-in-Child-Protection-and-Welfare/Canavan-Devaney-McGregor-Shaw/p/book/97803

This book provides an account of the experience of a multifaceted system-change programme to strengthen the capacity of Ireland's statutory child protection and welfare agency in the areas of prevention, early intervention and family support.

Many jurisdictions globally are involved in system change processes focused on increasing investment in services that seek to prevent children's entry into child protection and welfare systems, through early intervention, greater support to families, and an increased emphasis on rights and participation. Based on a four-year in-depth study by a team of University-based researchers, this text adds to the emerging knowledge-base on developing,

implementing and evaluating system change in child protection and welfare. Study methodological approaches were wide ranging and involved a number of key stakeholders including children, parents, social workers and social care workers, service managers, agency leaders and policy makers. Since the change process involved an agency-university partnership encompassing design, technical support and evaluation, the book also contributes to understandings of the potential and limits of such partnerships in the child protection and welfare field. Uniquely, the book gives voice to the experience of both agency personnel and academic in the accounts provided.

It will be of interest to all scholars, students and practitioners in the areas of child protection and welfare." 000 Focused on a four-year in-depth study by a team of University-based researchers, this text adds to the emerging knowledge-base on developing, implementing and evaluating system change in child protection and welfare, with a particular focus on prevention, early intervention and family support. Study methodological approaches were wide ranging and involved a number of key stakeholders including children, parents, social workers and social care workers, service managers, agency leaders and policy makers.

Book Chapters in Edited Volumes (6)

Among the topics/themes covered in chapters of the edited volumes are:

Conservative Governments and Social Policy

Harriet Churchill (University of Sheffield, United Kingdom) published the chapter *Troubling social policy during turbulent times: Children and UK Conservative Governments since 2015*. In H. Bochel and G. Daly (Eds) (Forthcoming 2024) *Conservative Governments and Social Policy, Bristol: Policy Press*.

A critical review of recent UK Conservative Party Governments and their reforms related to children, parents and families. The chapter includes a critical review of the UK Government's response to the COVID19 pandemic in terms of support and protections for children/youth, parents and families.

Disrupting invisibility: The case of precarious female academics

Eleni Meletiadou (London Met University, UK) published book chapter Disrupting invisibility: The case of precarious female academics in the UK in the edited volume Handbook of research

on handbook of research on exploring gender equity, diversity, and inclusion through an intersectional lens, IGI Global publishing, 2023 https://www.igi-global.com/book/handbook-research-exploring-gender-equity/313592

Exploring the minoritized voices of women in Finance in the post-Covid-19 era

Eleni Meletiadou (London Met University, UK) published chapter 'Can you hear me?': Exploring the minoritized voices of women in Finance in the post-Covid-19 era in the Handbook of research on exploring gender equity, diversity, and inclusion through an intersectional lens, 2023 https://www.igi-global.com/book/handbook-research-exploring-gender-equity/313592

Policy and practice for multilingual educational settings

Sviatlana Karpava (University of Cyprus, Cyprus) together with Mikaela Björklund and Siv Björklund published the chapter *In search of DLCs among multilingual young adults in Cyprus and Finland*. In Siv Björklund and Mikaela Björklund (Eds.), *Policy and practice for multilingual educational settings: comparisons across contexts. Bilingual education and bilingualism*: Multilingual Matters, Bristol https://doi.org/10.21832/BJORKL2989 https://www.multilingual-matters.com/page/detail/?k=9781800413009

Research on language teacher identity

Sviatlana Karpava (University of Cyprus, Cyprus) published the chapter *Professional Identity of Prospective EFL Teachers in Cyprus*. In S. Karpava (Ed.), *Handbook of research on language teacher identity* (pp. 1-17). IGI Global. https://www.igi-global.com/book/handbook-research-language-teacher-identity/306966

UN convention on the rights of the child

Roberta Ruggiero (Centre for Children's Rights Studies, University of Geneva, Switzerland) published the book chapter *The right to freedom of thought, conscience and religion*. In Z. Vaghri et all. (Ed.), *Monitoring state compliance with the UN convention on the rights of the child*, 2022, 25. https://link.springer.com/chapter/10.1007/978-3-030-84647-3_9

Article 14 of the Convention attributes to children the fundamental civil right to freedom of thought, conscience, and religion. As is the case for other autonomy and participation rights in

the Convention, namely Articles 12 through 17, it represents a significant evolution for the recognition of children as an autonomous subject of law (Brems, 2005, p. 1).

It recognises the rights and duties of the parents, but in addition, it attributes them a 'guiding role.' Article 14(2) echoes Article 5 and reiterates the paradigm shift of the Convention, based on the respect for the responsibilities, rights, and duties of parents,Footnote 1 to provide, in a consistent manner consistent with the evolving capacities of the child, 'appropriate direction and guidance in the exercise by the child's rights as recognized in the CRC' (Brems, 2005).

Conference Proceedings (3)

Among the topics/themes covered in conference proceedings of the edited volumes are:

The impact of Covid-19 on female early career academics' experiences

Eleni Meletiadou (London Met University, UK) Daughters of a lesser God: The impact of Covid-19 on female early career academics' experiences of precarity with regard to work. CIPD website, 2023

https://www.cipd.co.uk/learn/events-networks/applied-research-conference/2023-papers

Violence against children in migration

Nevenka Zegarac (University of Belgrade, Faculty of Political Sciences, Serbia) together with Marković, V i Burgund Isakov, A. published paper *Violence against children in migration on the Balkan route: securitization over children's right*s. In the Social justice in post-communist societies; Proceedings of The Regular International Conference of the Association for Political, 2022. http://www.upns.rs/sites/default/files/2022-09/SPSA%202022%20Abstracts.pdf

Children in migration on the Balkan route are, in addition to other threatening circumstances, exposed to all basic types (physical, psychological, sexual) and numerous other forms of violence, in countries of origin and during travel. This paper examines the experiences of children in migration on the Balkan route from the point of view of children's rights, where part of the research results that are part of a wider project are presented, ""Violence against children on the Balkan migration route - solutions through advocacy and research"". The project was developed in cooperation with Save the Children NWB and the Center for interdisciplinary studies of the University of Sarajevo, with the support of the Initiative for sexual violence research (SVRI). The research was conducted on the territory Bosnia and Herzegovina and Serbia, which

are a transit zone on the way to the West Europe. The purpose of the study is a closer understanding of the characteristics of violence against children in migration in Serbia and BiH and factors that contribute to violence and/or protection of migrant children. The research included 48 children, 10 of whom were girls, aged from 13 to 19 years. The findings indicate that children in migration are in a variety of situations and circumstances, denied numerous rights, from all three large groups: to protection from violence and exploitation, ensuring conditions for growth and development and participation. They are often denied the right to participate in matters that concern them and are theirs point of view is rarely recognized and considered. This indicates underdeveloped mechanisms for the application of international regulations in the field of children's rights in migration and non-compliant, even opposing agendas of child rights and restrictive governance migration in the policies of the European Union. The text deals with the position of children in migrations on the Western Balkan route and their exposure to violence from the point of view of children's rights, and is relevant for EurofamNet Action.

Why women cannot advance in professional roles in finance

Eleni Meletiadou (London Metropolitan University, UK). *Let's break the mould, let's shake the world: Why women cannot advance in professional roles in finance*? CIPD ARC, 2023 https://www.cipd.co.uk/learn/events-networks/applied-research-conference/2023-papers