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# Renyo

Re-engaging young offenders with education and learning

# Training Session 4 (Theory)

## Purpose of Engagement

This session addresses:

- The theory about engaging learners
  - What is engagement?
  - What is the relevance of engagement?
- The impact of our context on engaging learners
  - What are the contextual differences?
  - How might challenges be worked through?

# Education & Learning

States have an obligation to respect, protect and fulfil the right of *all learners* to education.

(UNESCO, 2014)

# Education & Learning

Education plays a key role in building equitable and peaceful societies, and also in building sustainable social and economic development.  
(UNESCO, 2010)

# Education & Learning

Every learner matters and matters equally. (UNESCO, 2017)

## Article 14

### Right to education

1. Everyone has the right to education and to have access to vocational and continuing training.
2. This right includes the possibility to receive free compulsory education.
3. The freedom to found educational establishments with due respect for democratic principles and the right of parents to ensure the education and teaching of their children in conformity with their religious, philosophical and pedagogical convictions shall be respected, in accordance with the national laws governing the exercise of such freedom and right.

(European Convention, 2000)



# Learning

Knowledge & skills acquisition is a powerful determinant of health and wellbeing.

(Janosz, 2012)

Engagement in education is strongly related to health promoting behaviours.

(Carter *et al.*, 2007)

# Learning

- In the European Union, 15% of young people aged 18 to 24 leave school with only lower secondary school education.
- In some European countries this rises to 30% (UNESCO EFA, 2010)

Underachieving 15 year old students across Europe in Maths, Reading & Science in 2015 – 20.8% (Eurostat, 2019)

# Learning: The need for change

- We need to be open to consider that learners' difficulties can arise from aspects of the educational system itself...

(UNESCO, 2017)



# Group Task

What are the challenges to engaging learners in your own context?

- 1: Record these in groups on the flipchart paper*
- 2: Look at the other groups' ideas*
- 3: Summarise common challenges & contextual challenges (Trainer to scribe).*

# Engagement & learning

- A prerequisite for effective educational initiatives (Deakin-Crick, 2012, Case & Haynes, 2015) and academic success (Fredricks, Filsecker & Lawson, 2016).

# Engagement & learning

Dropping out from school is a process of disengagement (Rumberger & Rotermund, 2012).

# Disengagement & offending

Close links between disengagement from education and offending.

(Hirschfield & Gasper, 2011)

9 out of 10 incarcerated young people have dropped out of school.

(Little, 2015 cited in ahmed Shafi, 2017)

# Engagement

Engagement: the contextual active dispositions of the learner

- Interest
- Effort
- Concentration. (Newmann, 1992)

# Engaging learners

Engagement increases as learners perceive that the setting is meeting their needs for:

- Autonomy
- Competence
- Relatedness

(Connell, 1990)

# Engagement - Autonomy

How a person can be themselves, shape and direct their own behaviours.

(ahmed Shafi, 2017)

# Engagement - Competence

A person's belief related to how effective they are or could be.



# Engagement - Relatedness

Being connected or belonging.

Eg: When students perceive their teachers as supportive of their needs and autonomy, their engagement rises (Jang, Kim & Reeve, 2016)

# Causes of disengagement

Self-esteem / self-image

Self-efficacy – ‘the belief in one’s capabilities to organise and execute the course of action required to manage prospective situations’  
(Bandura, 1995 p.2)

School / learning context (Shernoff, Ruzek, & Sinha, 2017) – ie: not in-learner deficit.

# Re-engagement

In order to impact engagement positively, we need to take a person-centred approach (Janosz, 2012), which is context specific and research informed (Lawson, 2017)

The development of positive self-esteem needs warm relationships between learners and teachers. (Lawrence, 1996)

# Challenges

*What do we do about these challenges?*

*How might we address these challenges with:*

- *The resources we have?*
- *Creative thinking?*
- *Other approaches?*

*1: Record these in groups on the flipchart paper*

*2: Summarise common ideas & context-relevant ideas (Trainer to scribe)*

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