

Project Summary

The three year research project shows some remarkable results on the quantitative and the qualitative level regarding the social and emotional development of the pupils

All the participants (pupils, teachers, parents and the storytellers) profited in one way or another of the project.

Regarding the quantitative evaluation of the teacher tests LSL and SDQ shows that each country within their specific pupil's backgrounds scored where there were the most deficits.

Germany, Belgium, Denmark

The German and Belgian experimental classes are catering to pupils from socially deprived neighborhoods. The quantitative results showed improvements in the subcategories: social behavior, hyperactivity, social behavior with peers, introspective, self-control, empathy, social contact, social concept, social integration, behavioral problems and behavioral problems with peers.

The Danish school, a so-called free school catering to children from middle class families scored in the category social contact. The qualitative tests consisting of questionnaires for pupils and teachers support this result.

Greece

As there was no quantitative testing possible due to the situation of the pupils (all asylum seekers/refugees). The children came 3 to 6 months at the most. The reasons: change of status made them leave the country immediately or complications with the immigration office and missing/incomplete papers forced them to go from Athens to a camp. But the qualitative tests which were done by teachers, translators, some of the pupils and the storyteller with her excellent yearly reports showed they improved in self-worth.

A short summary of the teachers tests SDQ and SLS (Belgium, Germany)

(information about the tests you will find in the website)

All of the children in the classes were tested; unusual for a research project as normally only the pupils at risk are being evaluated. They are being evaluated through the SDQ. All tests were done 4 times during the project. The first before the storytelling started in the experimental class then always at the end of a school year. The control classes followed their normal curriculum.

The evaluation of the Belgium and German experimental and control classes, all together 66 children who were in the classes over the period of three years.

SDQ

These scores help to assess children’s behaviour and emotional health and identify whether they may need support. As soon as the overall difficulties or one of the subscales reaches the ‘conspicuous’ range, there is a need for closer observation. The same applies to the other areas (normal, borderline).

SDQ (Subscale)	Maximum value	Cutoff normal	Cutoff borderline	Cutoff conspicuous
Prosocial behaviour	10	6-10	5	0-4
Emotional problems	10	0-3	4	5-10
Behavioural problems	10	0-2	3	7-10
Behavioural problems with peers	10	0-2	3	4-10
Hyperactivity	10	0-5	6	7-10
Total problem score (all subscales except prosocial behaviour)	40	0-11	12-15	16-40

SDQ Subscale	Experimental class first test – last test	Control Class first test – last test
Overall problem value	6.29 – 5.34 positive development	10.47 – 11.05 negative development
Prosocial behavior	6.24 – 8.69 positive development	7.14 – 6.16 negative development
Hyperactivity	3.62 – 2.62 positive development	4.76 – 3.86 negative development
Emotional problems	0,69 – 0,79 positive development	2,68 – 2,24 positive development
Behavioral problems	0,93 – 0,76 very positive development	1,82 – 2,21 very negative/borderline
Behavioral problems with peers	1,12 – 1,38 very positive development	1,12 – 2,95 very negative/borderline problematic

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LSL

The social behaviour section of the LSL measures how well a child cooperates with others, abides by rules and resolves conflicts. It assesses the child's ability to act considerately and empathetically while respecting social norms.

Conflict behaviour is also assessed, i.e. whether the child avoids arguments or deals with conflicts constructively. This test procedure was also carried out for the project as an external assessment by the teacher. All subscales have a (positive) maximum value of 15 – the higher the value of individual subscales, the better.

Unlike the SDQ, no cut-off values or categorisations are made using the test battery.

The following table provides an overview for later understanding:

Subscale	Maximum value (positive)
Self-perception	15
Cooperation	15
Self control	15
Empathy	15
Appropriate self-assertion	15
Social contact	15

LSL Subscale	Experimental class first test – last test	Control Class first test – last test
Introspective	11,72 – 12,31 positive development	10,16 – 9,54 negative development
Cooperation	13,41 – 13,31 constant; high difference to controll class	10,86 – 11,65 improvement
Self control	12,41 – 12,55 constant; high difference to controll class	10,86 – 9,84 negative development
Empathy	13,66 – 13,48 constant; high difference to controll class	11,27 – 10,08 negative development
Self assertion	11,44 – 13,17 high improvement; high difference to controll class	10,47 – 9,95 negative development
Social contact	12,69 – 13,24 slight improvement; high difference to controll class	11,36 – 10,54 negative development

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Two problematic pupils (Germany)

One pupil from the experimental class (pupil no.21) and one from the control class (pupil no 4). Pupil no.21 also has a diagnosed ADHD problem.

Here only the categories are being listed where there is a development.

For more detailed information about the research and evaluation study (2021–2024) with partners in 4 countries and pupils from over 20 countries of origin look into the website www.children-of-sheherazade.de

SDQ Subscale	Pupil no.21 (exp. class) first test – last test	Pupil no.4 (control class) first test – last test
Overall problem value	13 – 8 very positive	6 – 4 very negative development to the category of noticeable to worrying
Prosocial behavior	5 – 8 very positive towards normal	6 – 4 very negative towards worrying
Hyperactivity	9 – 7 very positive development	6 – 3 very positive development
Emotional problems	1 – 0 very positive development to normal	4 – 7 very negative development
Behavioral problems	1 – 0 very positive development to normal	4 – 7 very negative development

LSL Subscale	Pupil no 21 (exp. class) first test – last test	Pupil no 4 (control class) first test – last test
Cooperation	10 – 15 highest points; high difference to pupil no. 4	10 – 7 negative
Empathy	10 – 15 highest points; high difference to pupil no. 4	10 – 5 very negative development
Social contact	10 – 11 very positive development high difference to pupil no. 4	12 – 5 very negative development