



האוניברסיטה העברית בירושלים
THE HEBREW UNIVERSITY OF JERUSALEM



Greenhouse of Context-Informed
Research and Training for Children in Need

Children's Risk, Well-Being and Protection in Diverse Multicultural Societies: A Context-Informed Perspective

Yochay Nadan

yochay.nadan@mail.huji.ac.il



האוניברסיטה העברית בירושלים
THE HEBREW UNIVERSITY OF JERUSALEM



Greenhouse of Context-Informed
Research and Training for Children in Need

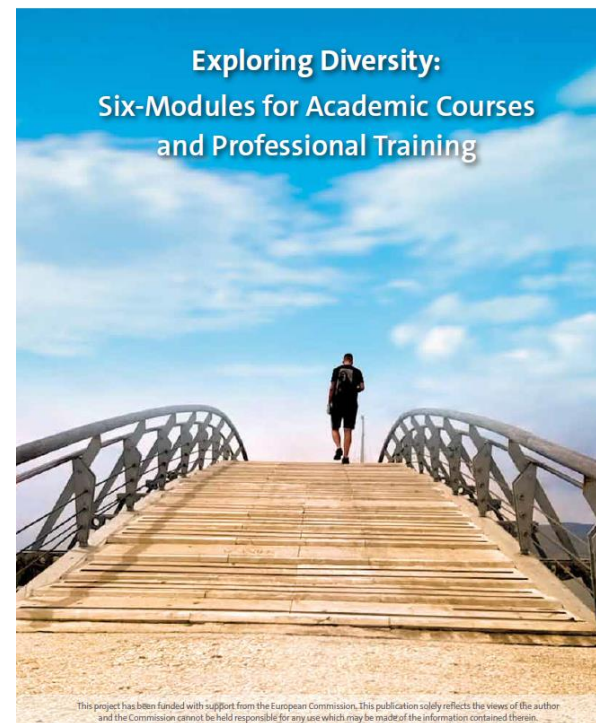
NEVET - Greenhouse of Context-Informed Research and Training



Leading studies which affect
policy and practice



NEVET's training team



The multicultural
kindergarten
at the Hebrew
University



האוניברסיטה העברית בירושלים
THE HEBREW UNIVERSITY OF JERUSALEM



Greenhouse of Context-Informed
Research and Training for Children in Need

Research Group



Ms. Lital Yona



Dr. Shelly Engdau-
Vanda



Mr. Yan Serdse



Prof. Dorit
Roer-Strier



Dr. Yochay
Nadan



Dr. Ibtisam
Marey-Sarwan



Dr. Netanel
Gemara



Ms. Rivki
Keesing

This research was supported by the Israel Science Foundation (Grant nos. 1935/15 and 1958/17)

Child Maltreatment:
Contemporary Issues in Research and Policy 10

Dorit Roer-Strier
Yochay Nadan *Editors*

Context-Informed Perspectives of Child Risk and Protection in Israel

“Risk” Discourse

Child
Neglect

Child Risk

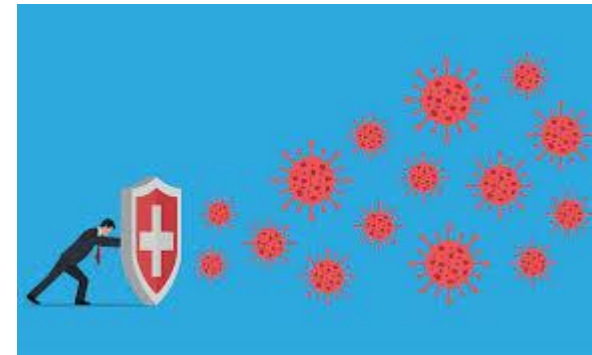
Child
Maltreatment

Child
Abuse

Child
Protection

Child
Well Being

Children
At-Risk





Methodology

- Qualitative, Constructivist Grounded Theory (Charmaz, 2014)
- Semi-structured interviews, photo-voice and drawing with children.
- Triangulation: parents, children and social workers
- Thematic analysis (Braun & Clarke, 2006; Corbin & Straus, 2015)



Community	Participants			Publications
	Parents	Children (ages)	Professionals	
Bedouin in the Unrecognized villages in the Naqab	50	30 (3–5)	15	Marey-Sarwan & Meir, 2020; Marey-Sarwan & Roer-Strier, 2017; Marey-Sarwan, 2019; Ponizovsky-Bergelson et al., 2020
Eritrean Refugees in Israel	19	21 (3–6)	12	Birger, 2020; Birger, Birger, Nadan & Ajzenstadt, 2020; Ponizovsky-Bergelson et al., 2020
Ethiopian Jews	50	30 (3–6)	30	Engdau-Vanda, 2020; Engdau-Vanda et al., 2020; Gatenio-Kalush et al., 2020; Nadan et al., 2018; Wahle et al., 2017
French Jewish immigrants	15	—	—	Bloomberg & Serdtse, 2020
Immigrants from the Former Soviet Union	40	29 (3–6)	16	Ponizovsky-Bergelson et al., 2020; Ulitsa et al., 2020
Impoverished Neighborhoods	30	—	15	Yona, 2020; Yona & Nadan, under review
Palestinians in East Jerusalem		15 (4–6)	25	Kovner, 2020; Kovner & Shalhoub-Kevorkian, 2018; Ponizovsky-Bergelson et al., 2020
Ultra-Orthodox	45	30 (3–6) 30 (10–16)	40	Bartl et al., 2020; Gemara & Nadan, 2020; Keesing et al., 2020; Nadan & Ganz, 2018; Nadan et al., 2019; Ponizovsky-Bergelson et al., 2020
<u>Total</u>	<u>249</u>	<u>185</u>	<u>153</u>	

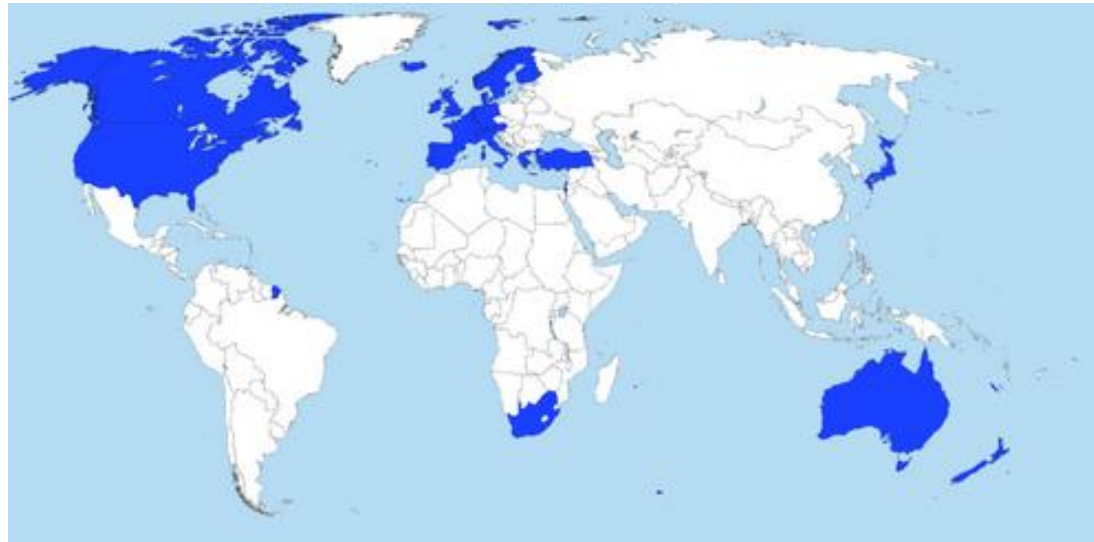
Risk and Protection as “Universal” Categories



Psychology Is WEIRD

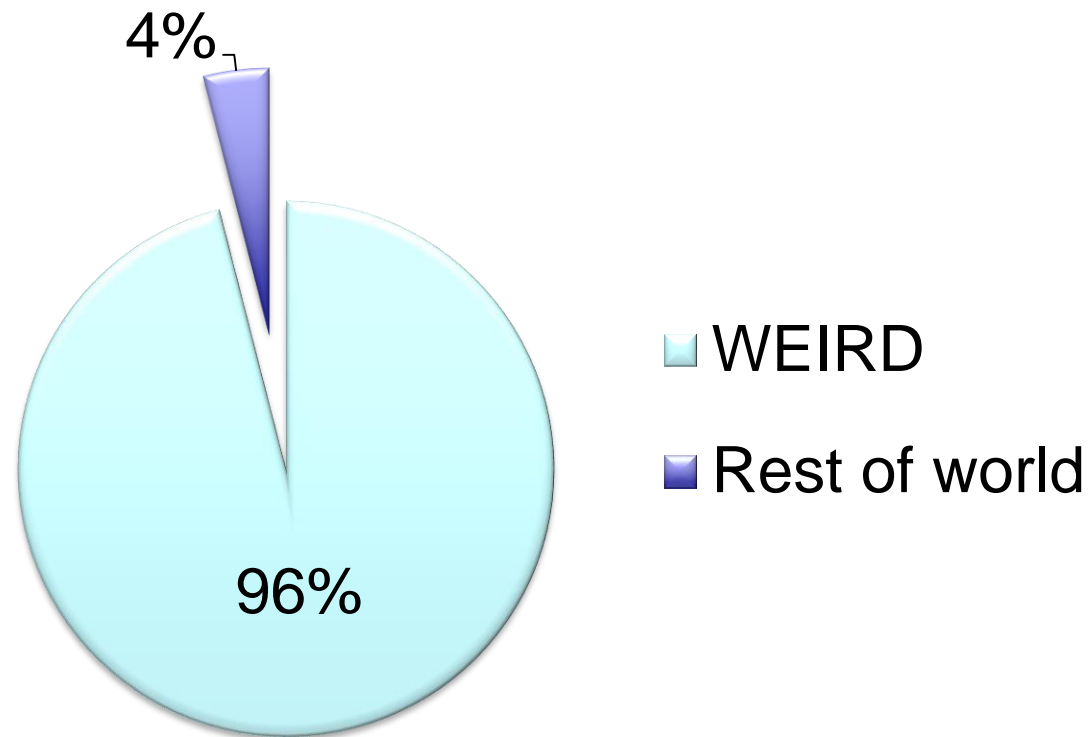
Most research can make sense of, and originate from, WEIRD societies:

Western
Educated
Industrialized
Rich
Democratic



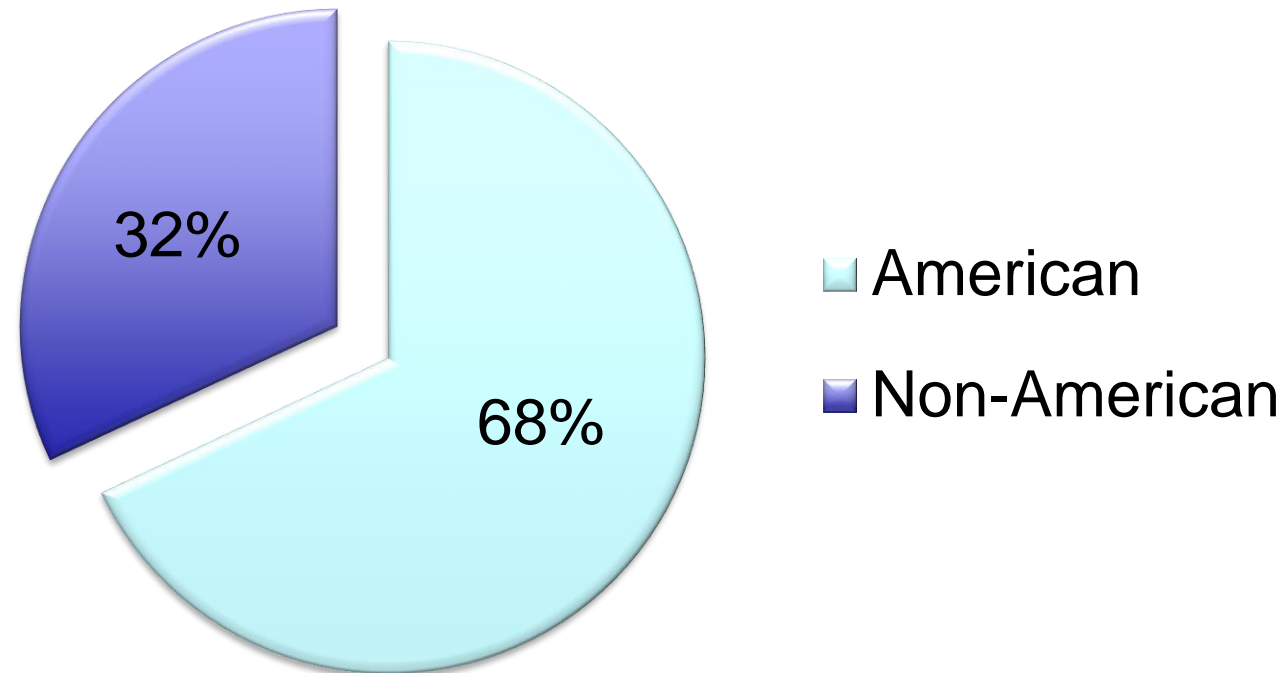
Psychology Is WEIRD

- 96% of psychology participants are from Western, industrialized countries.



Psychology Is WEIRD

- 68% of psychology participants are Americans



המחלקה
לפסיכולוגיה

האוניברסיטה העברית בירושלים
THE HEBREW UNIVERSITY OF JERUSALEM



בואו להשתתף במחקרים פסיכולוגיים בזמנכם החופשי

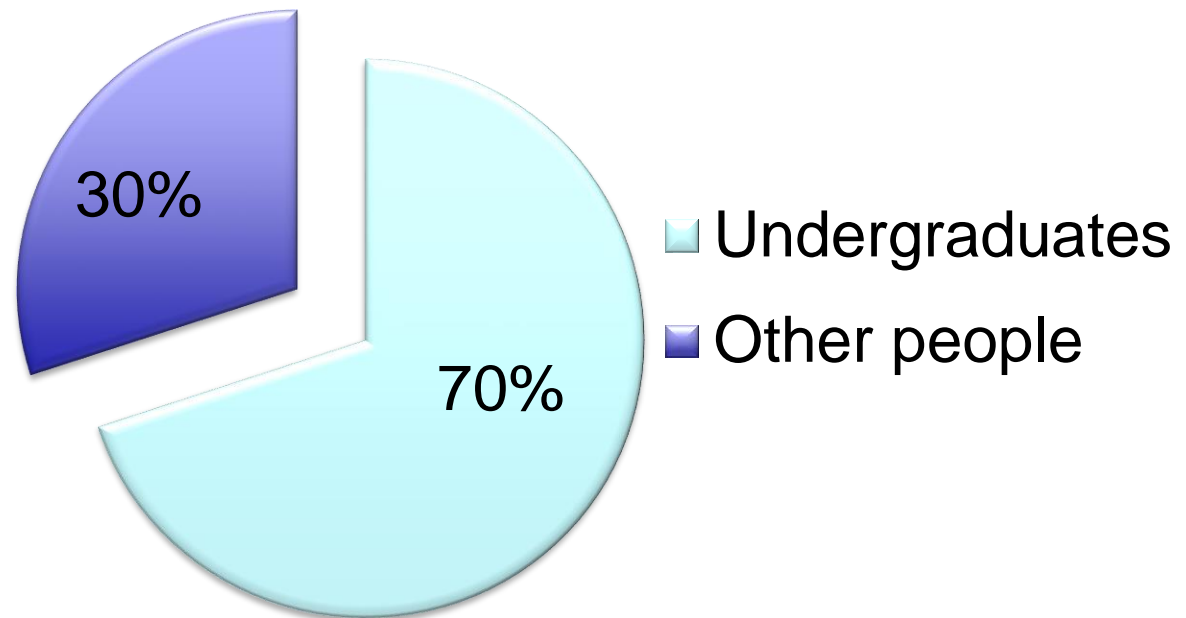
$$\text{שעה} \text{ 1} = \text{ש"ח} \text{ 40}$$



מסתבר שלתרום למדע זה גם משתלם!

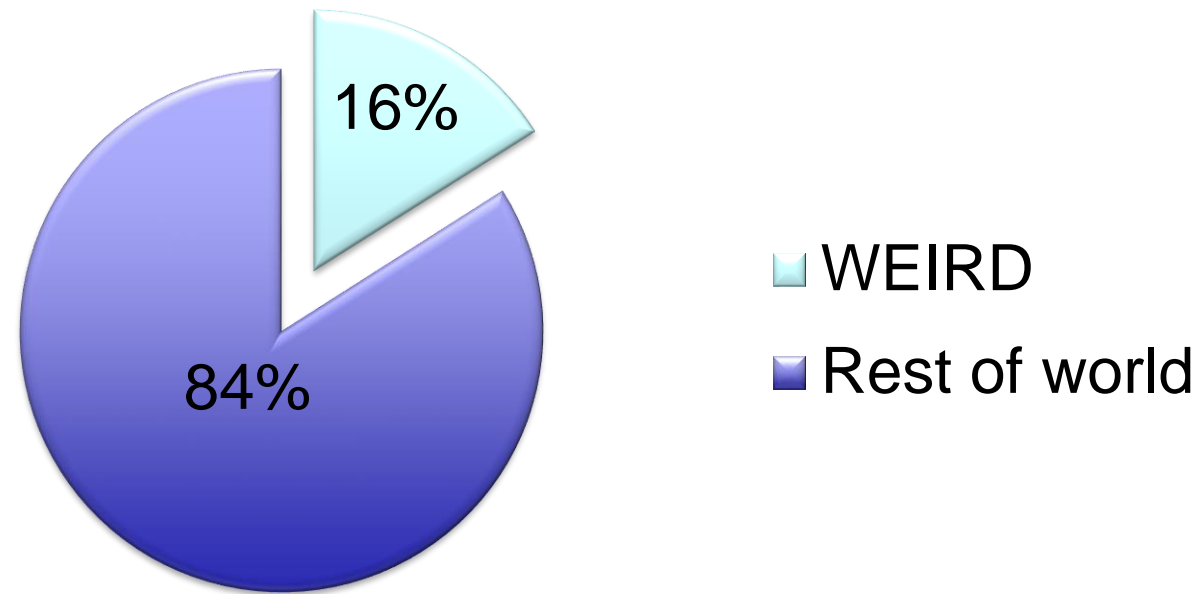
Psychology Is WEIRD

70% of participants are psychology undergraduates



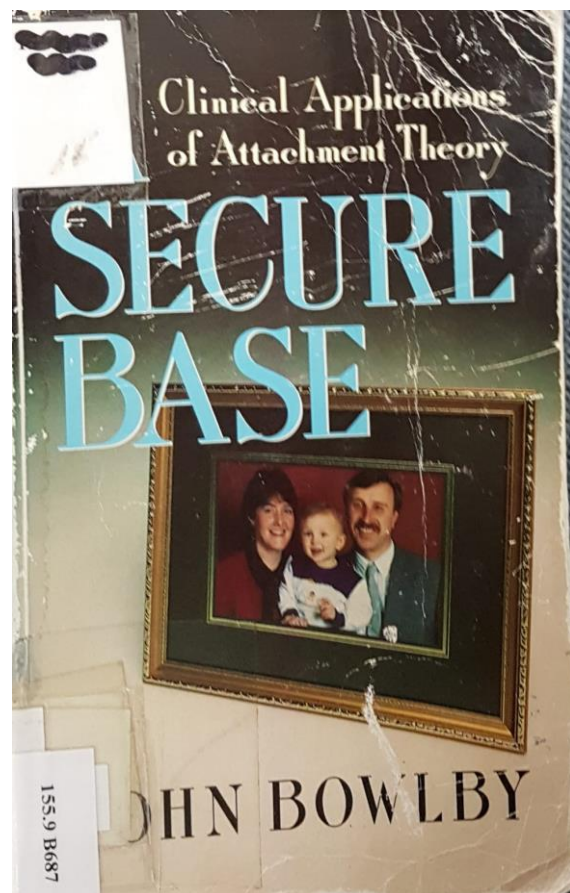
Psychology Is WEIRD

- But WEIRD countries only make up approximately 16% of world's population



Risk and Protection as “Universal” Categories







Different Faces of Attachment

Cultural Variations
on a Universal Human Need

EDITED BY
HILTRUD OTTO and HEIDI KELLER



Universality claim of attachment theory: Children's socioemotional development across cultures

Heidi Keller^{a,b,1}

^aFaculty of Human Sciences, Osnabrück University, 49074 Osnabrück, Germany; and ^bNevat Greenhouse of Context-Informed Research and Training for Children, The Paul Baerwald School of Social Work and Social Welfare, The Hebrew University of Jerusalem, 9190501 Jerusalem, Israel

Edited by Douglas L. Medin, Northwestern University, Evanston, IL, and approved July 25, 2018 (received for review November 21, 2017)

The first part of this paper reviews the basic tenets of attachment theory with respect to differences in cultural socialization strategies. In one strategy, infants have the lead, and the social environment is

In the first part of this paper, the basic tenets of attachment theory are reviewed with regard to cross-cultural variation. In the second part, ethical questions are raised related to the worldwide

PNAS

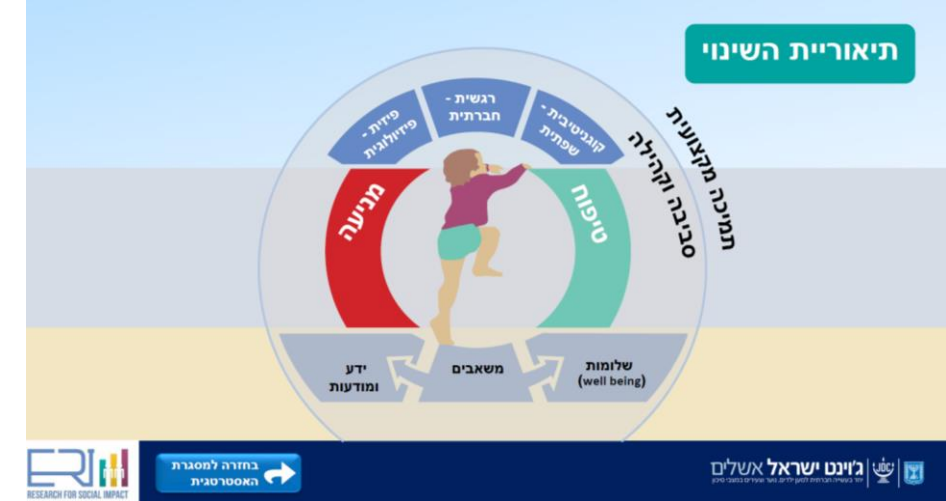
The Bedouin Community

“The First Thousand Days” in the Bedouin Society

Program Objectives:

- **Parent-Child Bond** – Help parents learn and develop the tools needed to provide the best care and strengthen their bonds with their children
- **Daycare Settings** – Significantly increase the number of young children in high quality daycare settings adapted to the unique cultural realities of Bedouin society
- **Community & Environment** – Develop a supportive community and a safe physical environment
- **Professionals** – Train early childhood professionals from within the community to create lasting change
- **Developmental Disabilities and Delays** – Expanding diagnoses of disabilities and developmental issues and improving quality of care for these most hidden and at-risk Bedouin children

<https://jewishfed.org/sites/default/files/JDC%20First%20Thousand%20Days%20one%20pager.pdf>



“The First Thousand Days” in the Bedouin Society

Parent-Child Bond:

Optimal interaction between parent and child takes place when the caring adult is sensitive to sensations, actions and abilities of the child, shows positive emotions toward the child and allows the child to learn from his or her experience through different parenting strategies: mediation, attention focus, verbalize meaning of experience and capacity development of abstraction.

The First Thousand Days in the Bedouin Society

Training Focus:

- Parental development
- The birth of a mother
- Basic concepts: interaction, mentalization and attachment.
- Models of child development
- Child-parent relationship development
- Parent-infant interaction, attachment, empathy and moral development
- Verbal and non-verbal communication

Sibling Supervision in the Ultra-Orthodox Community

The Ultra-Orthodox Community

Our reality is one of older siblings. There are a lot of siblings, and the older siblings take care of the younger siblings. It's clear that this exists, and it works, without a doubt. This reality – that my four year old son is downstairs [in the street, outside the apartment building] with his 11 or 10 year old sister and their eight year old sister, etc. – means a few more pairs of eyes watching the children (an Ultra-Orthodox social worker).

The Ultra-Orthodox Community

“When there are extremely large families, girls – big sisters – [become] an object as opposed to a subject. That is to say, they have a role. I don’t know how much personality there is behind the role. Many times, it is as if the personality is erased in the role. That is, the role of the big sister, and not her personality. She goes and takes, goes and brings home... It is not a role of ‘I like this and I’ll do it, my sister likes something else’ At least that’s how it appears.” [A non-orthodox social worker]



Professionals
from majority
group

The diagram consists of two blue arrows pointing towards each other, meeting at a central point. The left arrow points right and contains the text 'Professionals from majority group'. The right arrow points left and contains the text 'Parents from minority groups'.

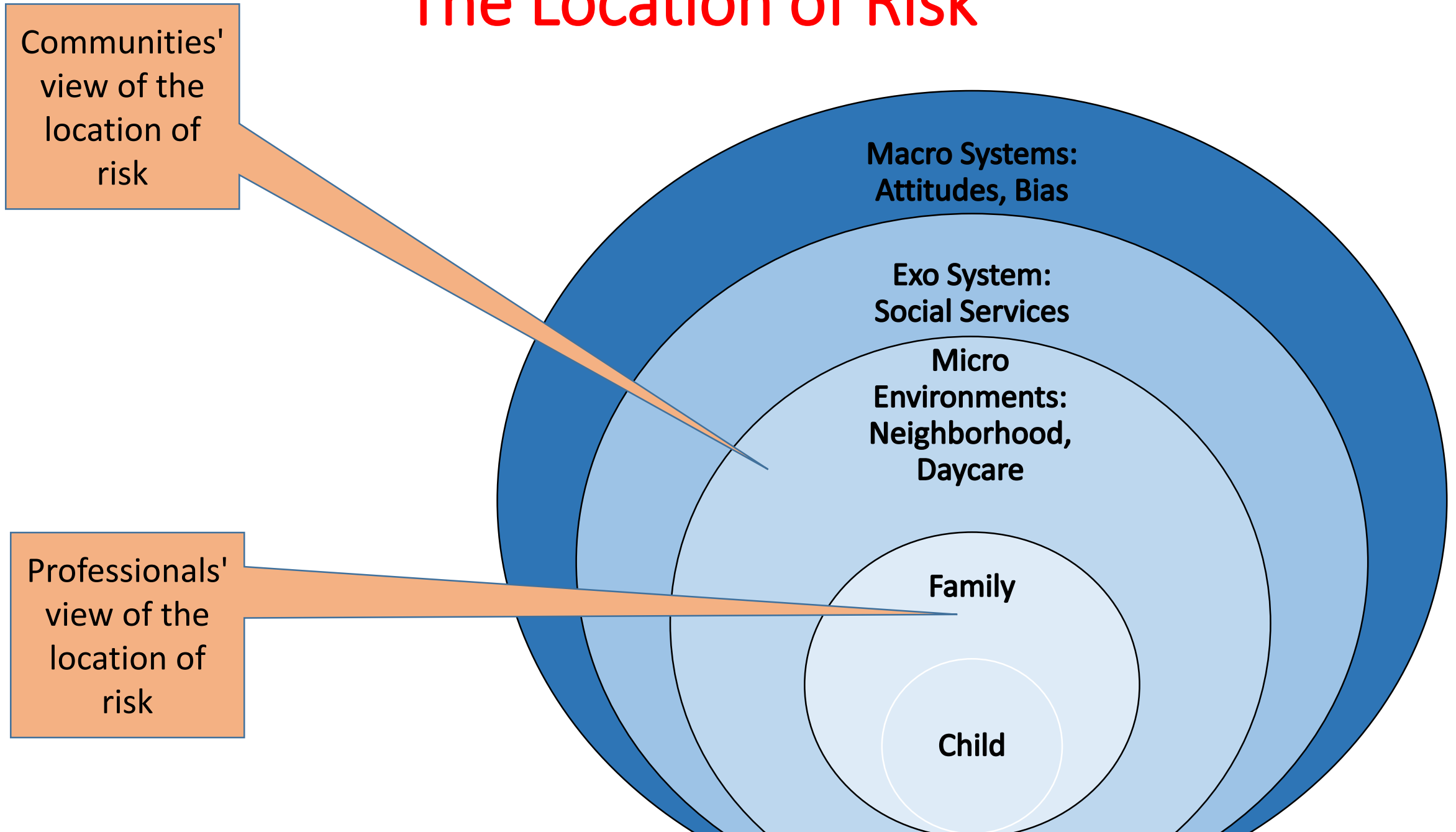
Parents from
minority
groups

The Ethiopian Community

The community perceives risk as coming from wider systems outside the family:

- The police
- The welfare system
- The education system
- The neighborhood
- Society at large

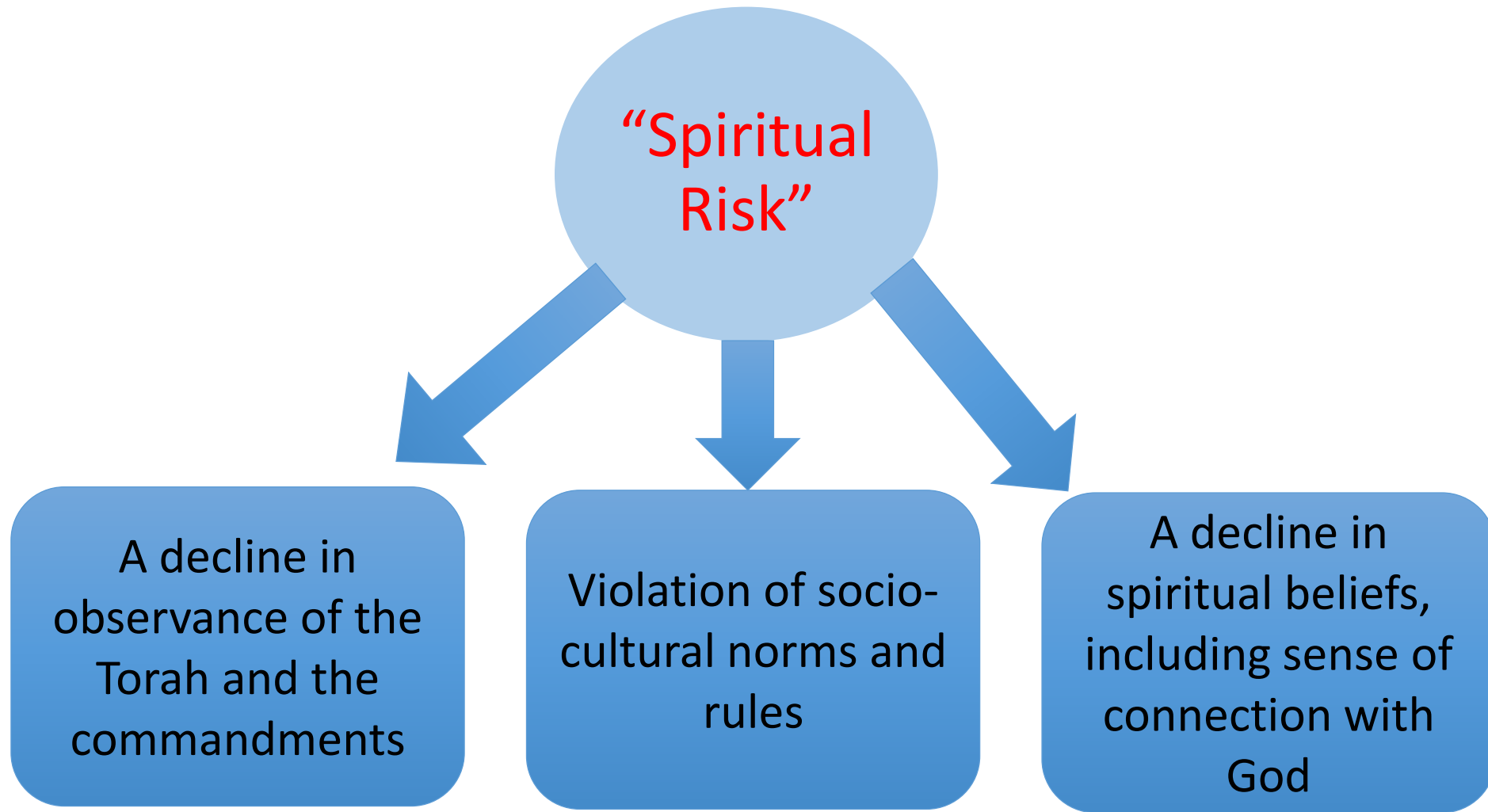
The Location of Risk



Religion and Spirituality



‘Here I drew G-d as he protects kids from bad people and wild animals’ (Ultra-Orthodox boy, aged four)





“Spiritual Risk”

“I would say that I’ve only heard ‘child at risk’ with regard to the orthodox community. It generally refers to a child who is at risk of going away from his orthodox roots...and often that comes with many other things that we would not approve of, like drugs and hanging out with the wrong crowd.”
(father of five)

Context-informed perspective

- Dialogue between the universal and the particular
- Adopting a stance of a learner
- Collaborative approach
- Exploring the unique intersectionality and social locations
- Developing critical reflexivity
- The never-ending story



האוניברסיטה העברית בירושלים
THE HEBREW UNIVERSITY OF JERUSALEM



Greenhouse of Context-Informed
Research and Training for Children in Need

Children's Risk, Well-Being and Protection in Diverse Multicultural Societies: A Context-Informed Perspective

Yochay Nadan

yochay.nadan@mail.huji.ac.il