



Co-funded by
the European Union

CARE: SOCIAL DEATH AWARENESS INITIATIVE

Baseline Mapping Report of Social Death Awareness

ENGLISH VERSION OF REPORT

OCTOBER 2024



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ENDORSEMENTS

As a small business owner, I fully support this report for highlighting critical gaps in social death awareness that can impact the well-being of employees and communities. The insights it provides will help businesses like mine understand the importance of fostering a more inclusive and supportive work environment. This report is a valuable resource for promoting social cohesion and reducing the risks of social isolation in the workplace, contributing to both employee satisfaction and long-term business success. I highly recommend it to any organization looking to enhance its social responsibility efforts.

- *Iacovos Loizou, non-profit company, Sensible Works.*

The Social Death Baseline Mapping Report explores social death using quantitative research to assess public awareness, symptoms, diagnosis, and intervention opportunities. Expert feedback indicates a lack of consensus on the definition and insufficient societal understanding of social death, suggesting the need for further research, particularly in Latvia. The report recommends increasing public awareness but notes that focusing broadly on socio-psychological issues is essential due to their complexity. It proposes integrating education about these topics into school programs, not to train in diagnosis, but to develop empathy and the ability to recognize and support those facing psychological hardships. Encouraging students to understand emotional states and seek professional help when necessary is vital to enhancing societal psychological well-being.

- *K.Zakis, Master of Engineering Degree in Mechanical Engineering Technology with specialization in Quality Assurance and Management, Professional Master's Degree in Occupational Health and Safety, Professional master's degree in psychology.*

The survey, at this stage of the project, correctly focuses on the societal actors who can recognize and react to the phenomenon of social death. The results quite clearly show the level of awareness of the target groups regarding social isolation and social death. The high degree of confidence that social death is preventable is justified and a positive sign that can be used to turn this optimism into action based also on the results of the project. The survey is a good basis for research about crucial questions regarding social death, namely what factors contribute to social death. They can be present in the environment but also in the person who can contribute to self-isolation. Both sets of causes demand a specific approach and specific experts to be addressed. It is important to be able to recognise the signs and symptoms of social death in all stages of life. It would also be useful to have some data about which social groups are the most and most frequently affected by social death. This would enable the project to focus their efforts on the groups that need to know about social death the most. This is the most that can be said from the psychotherapy perspective but more can be said in the future if it is needed.

- *Blanka Šauperl, Psychotherapist.*

1. Executive Summary

Baseline Mapping Report of Social Death Awareness provides a comprehensive overview of social death awareness among adults in Latvia, Cyprus, and Slovenia. Conducted through a survey of 148 respondents, the report focuses on identifying knowledge gaps, exploring perceptions of responsibility, and gauging the need for social death awareness campaigns across different target groups: adult educators, adult learners, employed adults, and SME representatives.

The primary aim of this report is to establish a baseline understanding of social death awareness, identify key challenges and opportunities for promoting education and action to address social death phenomena and inform the development of targeted interventions and initiatives.

The report focuses on four key target groups:

- Adult educators
- Adult learners
- Employed adults
- SME representatives

The survey data was collected from 148 respondents across the three countries: Latvia, Cyprus and Slovenia.

The data reveals a significant gap in awareness about social death. While a moderate level of awareness exists regarding the causes, symptoms, and impacts of social death, the vast majority of respondents lack specific knowledge about prevention strategies and interventions.

The research highlights perceived preventability as respondents overwhelmingly believe that social death is preventable, suggesting a strong sense of optimism and a willingness to address this issue.

The research highlights collective responsibility as the majority perceive social death as a societal problem requiring community support and collective action, demonstrating a strong belief in shared responsibility for addressing social death prevention.

The data reveals gaps in awareness, understanding, and access to information about social death, especially among individuals with less formal education and those outside of



Slovenia, where access to information in the Slovenian language appears to be more readily available.

Respondents identify numerous barriers to integrating social death education and prevention strategies within educational curricula and workplaces, highlighting the need for targeted interventions and support.

The Baseline Mapping Report on Social Death Awareness serves as a starting point for understanding the landscape of social death awareness. It provides valuable insights into the challenges and opportunities for promoting social connection and preventing social death. Initiatives are needed to create a more inclusive and supportive society by addressing the identified gaps and building on the findings of this Report.

2. Introduction

2.1. Background

The concept of social death, a state where individuals lose their engagement in societal roles and feel disconnected from their cultural or community ties, is increasingly gaining attention within the social sciences. Research shows that this disconnection often manifests in feelings of isolation and exclusion, affecting individuals' sense of belonging and participation in social, civic, and economic activities. The concept of social death is used in research in different contexts. Social death is often attributed to social isolation and loss of identity, social role in older people and individuals with chronic disabilities that do not improve (Ghane et Al, 2024; Simandan, 2021; Auais, M. et al. 2019). Some academics believe that the concept should only be applied to extreme situations, such as dementia, genocide and slavery. However, the concept of social death is commonly used when a person or group has experienced extreme and profound losses, such as the loss of social identity, roles, networks, and connections. Refugee studies examine displacement, social exclusion and loss of citizenship (Kralova, 2015). From the perspective of social scientists, social death is a multidimensional concept that includes rejection (ignoring or marginalizing others or oneself) or ostracism (Steele et al., 2015). Norwood (2009) believes that social death is the result of a series of losses such as: loss of identity, inability to participate in daily activities and loss of social relationships. Cumulatively, these losses can lead to the disconnection of the individual from social life. One thing is clear, that in adult education institutions or companies there is a possibility to come into contact with persons who have reached such a state or are already very close to such a state.

In the context of adult education and Small and Medium Enterprises (SMEs), social death poses far-reaching consequences that are yet to be fully acknowledged and addressed. A number of studies indicate that ostracized employees exhibit more turnover intentions (Liu et al., 2022; Lyu & Zhu, 2019) and counterproductive work behaviors (Yang & Treadway, 2018), as well as diminished affective commitment (Lyu & Zhu, 2019), helping behavior (Huang & Yuan, 2023), and creativity (Bai et al., 2022).

Adult educators and SMEs are pivotal in achieving the Sustainable Development Goal (SDG) 4 targets, mainly target 4.5, which emphasises equal access to education and vocational training for vulnerable groups. However, as per recent findings from the OECD SME and

Entrepreneurship Outlook 2023, SMEs face significant hurdles in integrating learning and autonomy-promoting methods—factors that are crucial for fostering a knowledge-based economy. Furthermore, skills shortages in behavioural aspects, along with poor internal management and workforce training, exacerbate the problem, impeding SMEs' ability to engage with educational institutions fully.

The interplay between education and employment within SMEs becomes critical in this landscape. Social death, characterised by a loss of belonging and societal participation, can have far-reaching impacts on individuals and communities, resulting in diminished social capital, socio-economic issues, and stagnation in innovation and growth.

Rajashekar & Jain (2024) believe that the company's progress towards the (SDG) 4th goal and the provision of employees' well-being significantly contribute to their interest in becoming more actively involved in the economic growth of the company, which accordingly affects the development of sustainable business.

Recognising these challenges, the project outlined herein strives to raise awareness and foster understanding among adult educators and SME representatives about the implications of social death. This Baseline Mapping Report of Social Death Awareness aims to establish a baseline level of Social Death awareness in adult education that will be revisited after a year to measure the progress of efforts to voice the Social Death Awareness campaign.

2.2. Aim and Objectives

The "Baseline Mapping Report of Social Death Awareness" seeks to establish a foundational understanding of social death awareness among key stakeholders—adult educators, SME representatives, adult learners, and employed adults—in partner countries. This report marks the first phase in a comprehensive campaign to illuminate and address the effects of social death, promoting greater empathy and social responsibility.

This Report primarily aims to educate these groups on the social death phenomenon, strengthening their capacity for empathy and enhancing their engagement in socially responsible and civic-minded activities. By fostering a shared understanding of values, interests, and needs across different roles within educational and employment contexts, the overall CARE: Social Death Awareness Initiative project aims to contribute to the growth of a more inclusive and tolerant society.

Objectives of this Report include:

Assessing Awareness Levels: Conduct a thorough evaluation of the baseline awareness of social death among adult educators, SME managers, employed adults, and learners. This multi-faceted approach uses secondary and primary research methods, including an omnibus survey.

1. **Identifying Knowledge Gaps:** Determine the existing gaps in knowledge and understanding of social death across all target groups. This information guides the development of interventions tailored to address and bridge these gaps effectively.
2. **Encouraging Critical Engagement:** The report empowers all participants to become more critical observers of their social environments, enhancing their abilities in active citizenship. The Report encourages proactive participation in addressing societal challenges by deepening their understanding of social death.
3. **Establishing a Framework for Future Actions:** Develop a robust baseline that will serve as a benchmark for future assessments. This framework will facilitate measuring progress in raising awareness and guide subsequent strategies to tackle social death, including follow-up evaluations and the creation of innovative educational tools.
4. **Supporting Broader Research and Development:** By making the report publicly accessible while ensuring participant anonymity, the initiative aspires to motivate further research and innovation in adult education practices. This is particularly relevant to enhancing social and professional development among adult educators, learners, SME managers, and employed adults, aligning educational practices with evolving socio-economic needs.

Through these objectives, the Report aims to empower all stakeholders to effectively address the complex issues associated with social death, fostering a more cohesive, inclusive, and resilient societal framework.

3. Methodology

3.1. Method

The survey questions were carefully selected to assess knowledge and awareness of the Social Death phenomenon related to social and workplace contexts. These questions were formulated based on formal consultations conducted during a critical Project Activity, the Learning Lab, held in April 2024 in Cyprus. This event was hosted by project partner STRATEGIC OMNIA RESEARCH AND TECHNOLOGY DEVELOPMENT LTD (Cyprus), with participation from project coordinator Latvijas Darba aizsardzības speciālistu asociācija (Latvia) and project partner Drustvo za izobrazevanje in socialni razvoj (Slovenia).

The Learning Lab brought together 10 external experts, including representatives from SMEs, adult educators, and psychologists. The aim was to explore existing knowledge of the Social Death phenomenon across various disciplines, including adult education, SMEs, occupational safety and health, civic engagement, inclusion of socially vulnerable groups, and psychology.

An initial pre-testing phase was executed using a baseline omnibus survey to ensure their effectiveness. This involved a small sample of respondents from the field, with each partner engaging one adult educator, one adult learner, one SME representative, and one employed adult. This pre-testing phase facilitated logical and content validation and ensured the appropriateness of the response options provided.

The methodological approach involved administering these survey questions through an omnibus online survey. Given the constraints of financial resources and time, the omnibus method was deemed suitable as it allows for a quick and cost-effective means of reaching a representative population sample. The survey was prepared in English and subsequently translated into Latvian, Slovenian, and Greek to facilitate its execution in Latvia, Slovenia, and Cyprus by the respective partner institutions. Annex 1 provides the full list of questions posed to four groups of respondents.

3.2. Participant sample

The participant sample for this study was carefully selected from three EU Member States: Latvia, Cyprus, and Slovenia. These countries were chosen based on the residence of

project partner institutions, ensuring a balanced representation of the target groups accessible to these partners. Within each country, a diverse and representative sample of adults aged 18 and over was reached, encompassing four key target groups: adult educators, adult learners, SME representatives, and employed adults.

Participants were recruited primarily through the project's online social media presence—specifically, the CARE: Social Death Awareness Initiative Facebook page [<https://www.facebook.com/profile.php?id=61558936776958>]
—and through direct contacts maintained by the partners with these targeted groups. A quota sampling method was employed to accurately reflect the population distribution of the targeted groups within each participating country.

The sample size for each country comprised 8 adult educators, 8 adult learners, 8 SME representatives, and 8 employed adults, totalling 32 participants per country. Initially, this set the combined sample size at 96 participants across all three countries. However, due to heightened interest in the Social Death topic among the targeted groups, the actual combined sample reached 148 participants.

3.3. Data collection and analysis

The survey was conducted online, targeting respondents of the project's respective countries: Latvia, Cyprus, and Slovenia. Survey links were distributed via the project's and partner's social media pages, and emails were sent to target groups using partner institutions' contact lists. Invite emails encouraged participation in the survey, providing a generic survey link in the respective language. When participants clicked the link, they were directed to the most relevant survey, according to sample definitions. Invitations remained open, allowing respondents to access the survey.

This approach was consistently applied across all three countries. Each survey was administered in the respective country's national language, with questions released immediately upon completion of their translations. Data collection was concluded once the quota samples were filled out and deadlines were met. The fieldwork occurred from July 1, 2024, to August 31, 2024.

Latvijas Darba aizsardzības speciālistu asociācija from Latvia coordinated data collection and analysis. They compiled and analysed results for each participating country, providing detailed breakdowns by age, gender, and country, focusing on the target group



populations (ages 18+). The data was weighted to ensure representative reporting, and percentages were calculated based on the weighted data, occasionally rounded to the nearest whole number for clarity in presentation.

An additional question regarding the highest level of education completed was included to enrich the analysis, serving as a proxy indicator for socio-economic status.

4. Results

The survey results can be categorised into five areas:

1. Demographic questions (gender, age, country of residence, highest level of education achieved, questions 1- 4)
2. Awareness-based Questions (questions 5 – 8)
3. Symptoms, Impacts, and Causes- based Questions (questions 9- 11)
4. Civic Responsibility- based Questions (questions 12- 14)
5. External Support/ Available Information- based Questions (questions 15- 19)

This report combines and summarises the findings from the surveyed countries according to the five areas mentioned above to facilitate a simple analysis and quick understanding of the results.

Table 1 provides an overview of the demographic breakdown of respondents, illustrating gender, age, country of residence, and the highest educational level achieved.

Table 1: Demographics of survey respondents, all (country) target groups (148)

CATEGORY	BREAKDOWN	COUNT	PERCENTAGE
Gender	Male	56	38%
	Female	92	62%
		100,00%	
Age Range	18-24	10	6.80%
	25-34	23	15.5%
	35-44	53	35.8%
	44-54	48	32.4%
	55+	14	9.50%
		100,00%	
Education Level	I did not complete secondary/high school	3	2.00%

	High school or baccalaureate or A-levels	30	20.30%
	Professional qualification	14	9.50%
	Bachelor's degree or similar	44	29.70%
	Masters or Doctoral degree	57	38.50%
		100,00%	
Country	Latvia	64	43.20%
	Slovenia	49	33.10%
	Cyprus	35	23.60%
		100,00%	

4.1. Awareness-based Questions

The four questions asked in this category were:

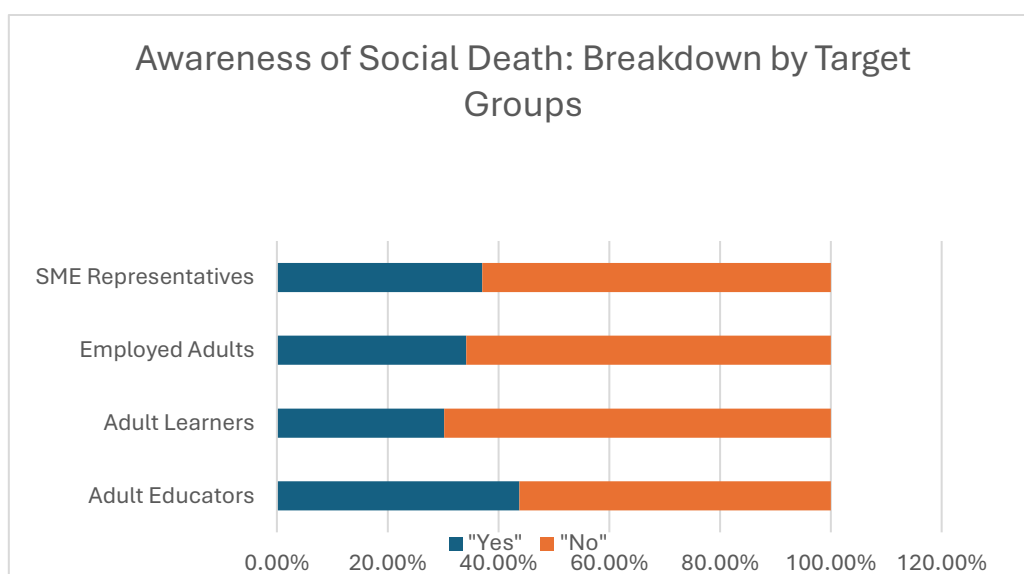
- *Q1: The key features identify Social Death as "when people no longer have any hope of engaging in social roles and are considered dead while biologically alive; people with a lost sense of belonging to a group, culture or place under the pressure of circumstances". In general terms, have you heard about the term 'social death' before?*
 - *Respondents could choose one of the following answers: Yes or No*
- *Q2: In the field of adult education (in surveys for adult educators and adult learners) and within the workplace (in surveys for employed adults and SME representatives), have you heard about the term 'social death' before?*
 - *Respondents could choose one of the following answers: Yes or No*
- *Q3: Based on the definition provided above, do you think social death is preventable?*
 - *Respondents could choose one of the following answers: Yes or No*
- *Q4: As an adult educator/ adult learner/ employed adult/SME representative, do you know any strategies that can reduce the risk of social death within the field of adult education (for adult educators and adult learners) or within the workplace (for SME representatives and employed adults)?*

- Respondents could choose one of the following answers: Yes or No

Figure 1 illustrates the combined responses to question 1 from all respondents in each surveyed country. A significant majority (64.2%) of respondents were not familiar with the term "social death," highlighting a need for greater awareness and education. While 35.8% indicated they had heard the term, there's still a significant gap in general understanding of the phenomenon. Awareness of "social death" varies across target groups. The awareness level among adult learners (30.2%) and employed adults (34.2%) is lower than among adult educators. SME representatives' awareness (37.1%) is comparable to employed adults. Adult educators show a slightly higher level of awareness (43.8%) than other groups. This suggests that educational institutions might play a role in spreading awareness.

According to Dillard & Storberg-Walker (2022), there is a need for a deeper understanding of how organizations can effectively engage with diversity and create a more inclusive environment. Currently, diversity is one of the important priorities in education, and there is a clear goal - to prepare and develop employees who are able to manage the learning process in different environments. The consequence of not accepting diversity is exclusion or ostracism, which can be known to lead to social death.

Figure 1: Responses to question 1: Awareness of Social Death: Breakdown by Target Group; all (country) target groups

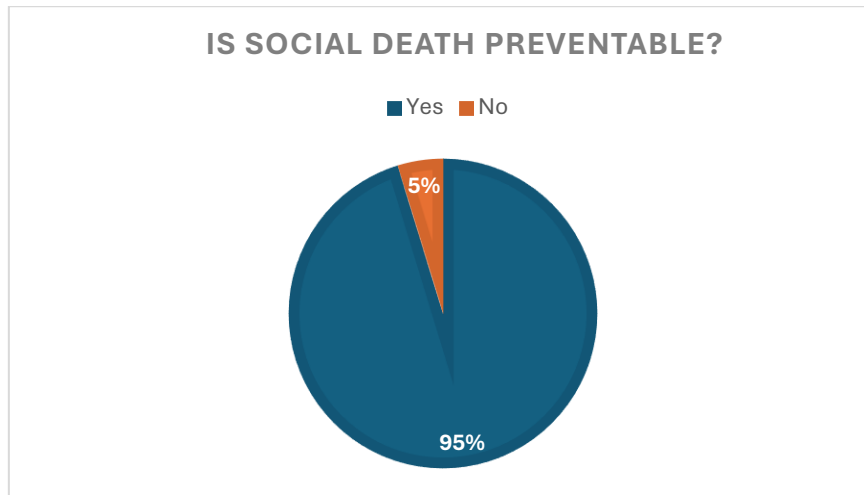


Question 2 aimed to assess the awareness of "social death" within specific professional contexts: adult education and the workplace. The goal was to understand if individuals had encountered this term within their fields of work or study. Overall, awareness of "social death" in both adult education and the workplace is relatively low. The awareness levels among educators (15.6%) and learners (16.3%) are similar. Employed adults (34.2%) and SME representatives (37.1%) show a higher awareness of social death, potentially suggesting that these groups are more likely to encounter situations related to social isolation or disconnection in their professional lives. This suggests that the concept is not yet widely discussed or recognised within these professional spheres.

Some scholars conclude that there is little research on inclusive education for learners with emotional and/or behavioural disabilities and the extent to which they receive research-based instruction and support in educational settings. Additionally, there is little research on the practices in which educators are aware, willing, or able to engage and believe they are effective in providing inclusive instruction to learners with emotional and/or behavioural disabilities. McKenna et al. (2023) In addition, research on inclusive work environments suggests that inclusive leadership helps employees improve their innovative work behaviour through the indirect effects of engagement and reciprocity. (Umrani et al., 2024). In training programs, managers, teachers and other authorities should emphasize the importance of providing a safe base for ostracized participants in order to reduce the negative consequences of ostracism. (Mikulincer & Shaver, 2009; Yaakobi, 2019).

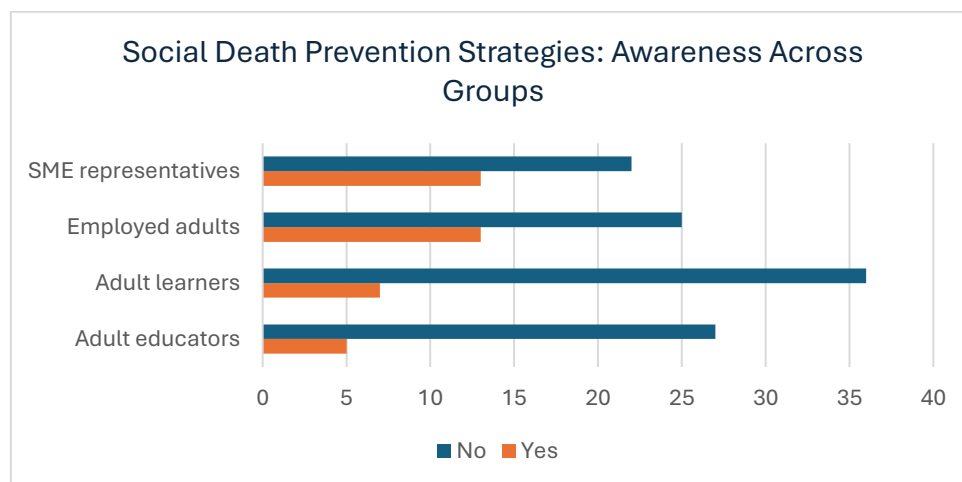
Question 3 focused on perception of preventability. The overwhelming majority (95.3%) of respondents believe that social death is preventable and is illustrated in Figure 2. This aligns with the concept of "optimism bias" in social psychology. Optimism bias is a cognitive bias where individuals tend to overestimate the likelihood of positive events and underestimate the likelihood of negative events. The belief in the preventability of social death suggests a sense of hope and resilience, even when facing a challenging social issue.

Figure 2: Responses to Question 3: Is Social Death Preventable?; all (country) target groups



Question 4 aimed to understand whether respondents, across different roles within adult education and the workplace, knew of strategies to reduce the risk of social death. This question explored the level of practical knowledge and the potential need for more practical education and resources and responses are illustrated in Figure 2. Adult educators (33.3%) show a higher level of awareness about prevention strategies than learners (25.6%). This highlights the need to bridge the knowledge gap between educators and learners. The lowest awareness is among employed adults (21.1%) and SME representatives (17.1%). Despite a general belief in the preventability of social death (as shown in Question 3), respondents across all four groups lack knowledge of specific strategies to implement change.

Figure 3: Responses to Question 4: Social Death Prevention Strategies: Awareness Across Groups



4.2. Symptoms, Impacts, and Causes

This part of the survey concentrated on awareness of Symptoms, Impacts, and Causes.

The three questions asked in this category were:

- *Q 1: According to research (Borgstrom, 2015; Doğan, 2020), the causes of social death can often be rejection, maltreatment, ostracism, expulsion, the withdrawal of community support, or the support of those who had close and continuous relationships with the individual in question. Another study (Norwood, 2009) indicates that social death is caused by deep losses. Have you heard about the causes of social death before?*
 - *Respondents could choose one of the following answers: Yes or No*
- *2: According to research (Norwood, 2009), the symptoms of social death are loss of identity, loss of ability to participate in daily activities, and loss of social relationships, which causes disconnection from social life. Another study indicates (Doğan, 2020) that a person's value in his own eyes is profoundly lost. Have you heard about the symptoms of social death before?]*
 - *Respondents could choose one of the following answers: Yes or No*
- *Q 3: (For adult learners and educators) According to the research (Wang et al., 2024), the impact of ostracism (social death) on education affects academic performance, it reduces the students' sense of social belonging, as well as reduces the motivation to participate in the learning process, reduces cognitive involvement. Are you aware of those impacts?*
- *Q3: (For employed adults and SME representatives) According to the research (Wang et al., 2023), the impacts of ostracism (social death) in the workplace affect employee well-being, consumes employees' emotional resources and cause emotional exhaustion; the atmosphere of trust among colleagues disappears, creating an unfavourable climate, employee turnover, productivity decreases. Are you aware of those impacts?*
- *Respondents could choose one of the following answers: Yes or No*

Question 1 aimed to assess respondents' general awareness of the potential causes of social death. It explored whether individuals were familiar with common factors contributing to this phenomenon, as identified by research. The purpose was to gauge the level of understanding about the root causes of social isolation and disconnection. A significant

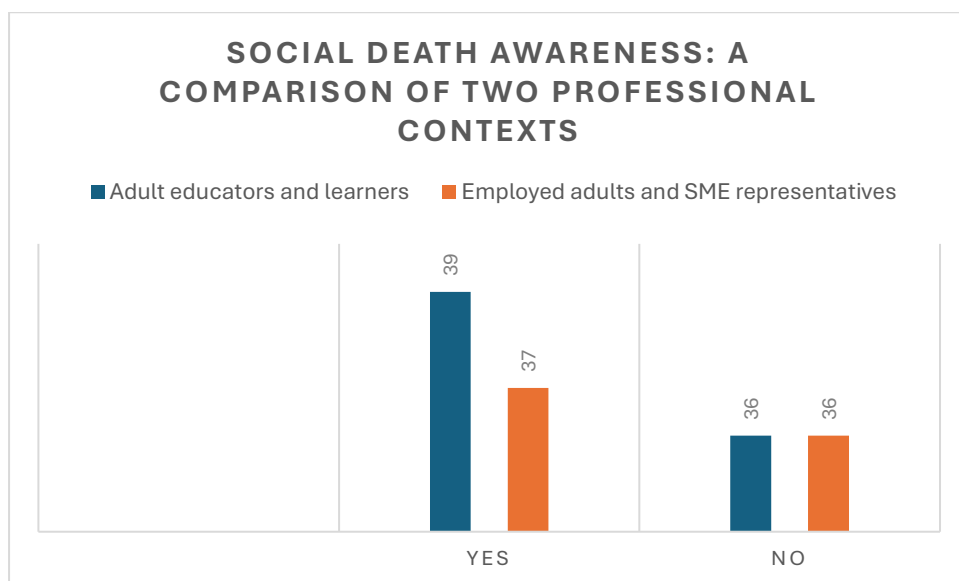
portion of respondents (58.8%) were not familiar with the causes of social death. While 41.2% of respondents reported awareness of the causes, there might still be a need to further educate individuals about the specific factors contributing to social death. The results suggest a knowledge gap regarding the causes of social death. This gap could potentially lead to a lack of understanding of the complexities of social isolation and the need for effective interventions. Scientific literature indicates that psychological and emotional trauma caused by potentially traumatic life events can interfere with the development of basic cognitive, emotional, and behavioral competencies necessary for success (Blodgett & Lanigan, 2018; Keels et al., 2022). Chief among these competencies are the social and emotional skills needed to develop and maintain supportive interpersonal relationships (Dodds, 2013). For example, recognizing the symptoms of ostracism and providing support can be quite challenging. Because sometimes, over time, individuals become differently sensitive to the assessment of an episode of ostracism based on - the specific needs that are being thwarted, - their individual differences, and - their assessment of who is ostracizing and why. These differences lead to need-restoring behaviors that range from being overly socially attentive and susceptible to being aggressive and antisocial. (Kipling D. Williams, 2007).

Question 2 aimed to assess respondents' general knowledge of the potential symptoms of social death. It explored whether individuals were familiar with the specific indicators and experiences associated with this phenomenon, as identified by research. The purpose was to gauge the level of understanding about the signs and consequences of social isolation and disconnection. A significant portion of respondents (55.4%) were not familiar with the symptoms of social death. While 44.6% of respondents reported awareness of the symptoms, there might still be a need to further educate individuals about recognizing the signs of social death. This could lead to earlier identification and intervention, potentially preventing the negative consequences of social isolation.

Effectively addressing the complexities and challenges of mental health requires a deep understanding of not only the risk factors, but also the protective factors that promote mental health. (Waid & Uhrich, 2019). For example, some scientific studies show that even if an educator has knowledge about inclusive education for learners with emotional and/or behavioral disorders, it does not mean that educators actually provide inclusive education for learners who need it. (Kauffman & Badar, 2016; McKenna et al., 2023).

Question 3 aimed to assess respondents' awareness of the specific impacts of social death within their respective professional contexts: education and the workplace. The goal was to understand if individuals were familiar with the potential consequences of social isolation and disconnection in their specific fields. The question was differentiated as the impacts of social death vary significantly between the educational and workplace environments. Therefore, presenting context-specific information about the consequences of social isolation ensured that the question was relevant and meaningful to each target group. Across both groups, approximately half of the respondents (52% and 50.7% respectively) were aware of the impacts of social death within their contexts as illustrated in Figure 4. This suggests that while there is some level of understanding about the consequences, significant gaps in knowledge still exist. The results emphasize the need for targeted interventions that provide specific information and support for both educators/learners and employed individuals/SME representatives to address the unique consequences of social death within their respective contexts.

Figure 4: Responses to Question 3: Social Death Awareness: A Comparison of Two Professional Contexts



4.3. Civic Responsibility

This section explores respondents' perceptions of social death as an individual responsibility versus a collective responsibility requiring community support. It delves into their sense of agency and willingness to act as individuals and within communities to address

social isolation. Additionally, it seeks to identify the barriers they perceive in integrating social death awareness into educational curricula.

The three questions asked in this category were:

- *Q 1: Civic engagement refers to volunteering and working with others within social organizations or communities to achieve social good (Zukin et al., 2006; Hsu et al., 2021). Civic responsibility is one's feeling about one's personal and social responsibility for helping those in need. People with civic responsibility prefer helping others who are in need (Bresinger et al., 2014; Hsu et al., 2021). Do you think social death is something personal, or is it something that requires community support?*

- *Respondents could choose one of the following answers: Personal; Requires community support; I need to learn more about the social death concept to answer this question.*

- *Q 2: (differentiated to all 4 target groups):*

Do you think, as an adult learner you can do something to reduce the risk of social death?

Do you think, as an adult learner you can do something to reduce the risk of social death?

Do you think, as an employed adult, you can do something to reduce the risk of social death?

Do you think, as an SME representative, you can do something to reduce the risk of social death?

- *Respondents could choose one of the following answers: Yes; No*

- *Q 3: Which of the following options is among your concerns that reduces the likelihood of integrating social death phenomena within adult education curricula? (please choose up to 3 concerns)*

- *Possible responses: Adult learners' unwillingness to get trained on the social death topic; Social death's subtle nature - making it difficult to detect and develop intervention; Lack of public knowledge of the social death phenomenon; Lack of initiatives that support the integration of social death within adult education curricula; Lack of research in the field of social death; Lack of education.*

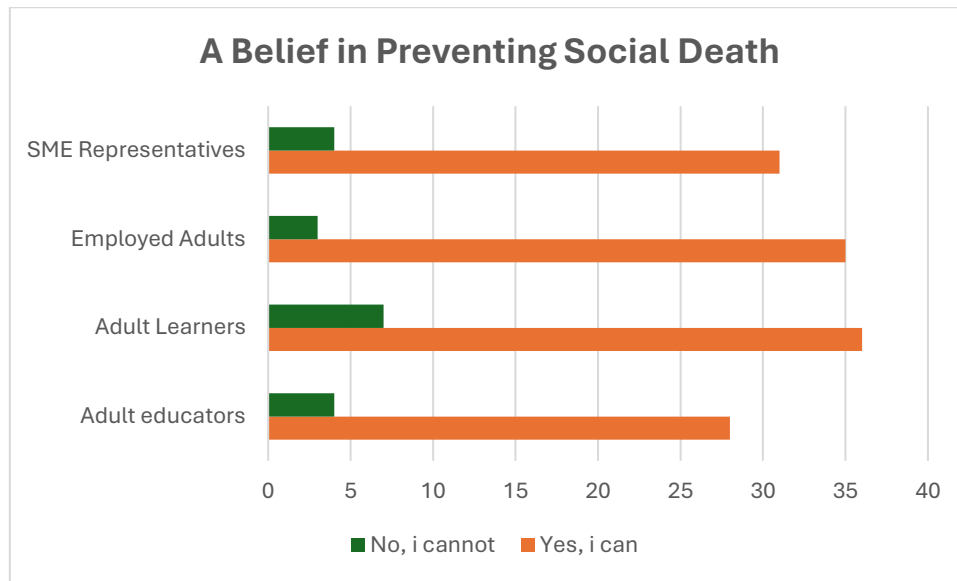
Question 1 aimed to explore respondents' perceptions of social death as an individual versus a collective responsibility. It sought to understand whether individuals believe that preventing social death is primarily a personal responsibility or requires broader community support and action. A substantial majority (70.3%) of respondents believe that

preventing social death requires community support. A relatively small percentage (10.8%) of respondents view social death as solely a personal issue. Almost one-fifth (18.9%) of respondents expressed a need for further information about the concept of social death before offering an opinion. This highlights the need for increased awareness and education about the issue.

As Ornstein (2017) points out, we all have the right to development, growth and opportunities to ensure social justice. Accordingly, the need for educating individuals and promoting awareness follows from this. In integrating social justice, counseling and education can play a central role in a) exploring psychological issues from a social, cultural and political context; (b) centralizing social justice to address social inequality and conditions of disadvantage; (c) helping individuals to overcome barriers that persistently affect their mental health; and (d) a focus on social change for the sake of individual change and vice versa. (Cheguvera & Arur, 2024).

Question 2 aimed to assess respondents' sense of agency and belief in their ability to contribute to preventing social death within their respective roles. By asking this question to each target group (adult educators, adult learners, employed adults, and SME representatives), the survey aimed to understand role-specific perspectives as each group has unique responsibilities and opportunities to address social isolation. By asking the question within their specific context, the survey sought to identify any differences in perceived agency and ability to contribute. Adult educators express the highest level of confidence in their ability to prevent social death (87.5%). The percentage of "Yes" responses is remarkably consistent among adult learners, employed adults, and SME representatives (84.4%, 92.1%, and 88.6% respectively) as illustrated in Figure 5. The findings highlight a general sense of empowerment and agency across all groups, suggesting that individuals believe they can make a positive difference in preventing social death.

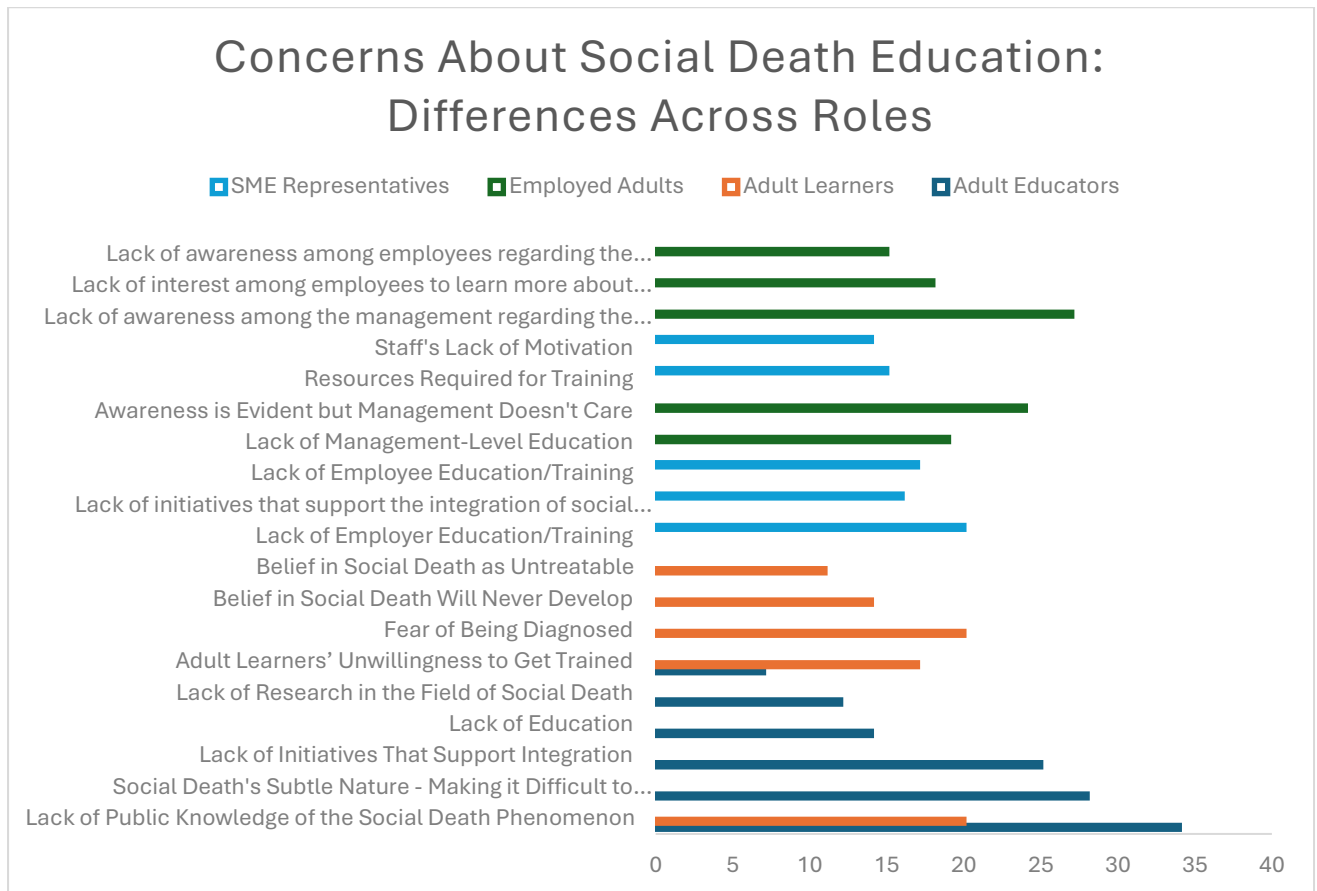
Figure 5: Responses to Question 2: A Belief in Preventing Social Death



Question 3 aimed to identify the key concerns and challenges that respondents perceive in integrating social death education and prevention strategies within their respective professional contexts: adult education and the workplace. The question was differentiated to target groups to ensure context-specific relevance, as the challenges and concerns related to integrating social death education are likely to vary depending on the specific context (education vs. workplace). By tailoring the question to each group, the survey aimed to gain a more accurate understanding of the obstacles they face. As the following Social Death Awareness Campaign aims for targeted solutions, identifying the specific concerns of each group helps in developing targeted interventions and strategies that address their unique challenges and barriers.

There are some overlapping concerns across groups, such as a lack of awareness and a lack of initiatives to support the integration of social death education. A lack of public knowledge about social death and a lack of awareness among management are consistently cited as major concerns across all groups. Educators highlight the importance of resources and initiatives to support social death education, as well as the potential for learner reluctance. Learners express concerns about stigma and a lack of awareness, as well as a belief that social death is an untreatable issue. Workplace concerns revolve around a lack of education, resource constraints, and a lack of motivation among employees. Analysed data is illustrated in Figure 6.

Figure 6: Responses to Question 3: Concerns About Social Death Education: Differences Across Roles



4.4. External Support/ Available Information

This section aims to assess respondents' prior exposure to information about social death and their perceived need for additional resources and educational materials. It also gauges the perceived value of social death awareness campaigns in increasing knowledge and understanding of the phenomenon in terms of the demand for and perceived value of campaigns.

The five questions asked in this section were:

- *Q 1: Have you been provided with general information about social death before?]*
 - *Respondents could choose one of the following answers: Yes; No*
- *Q 2: Have you been provided with information about social death in your own language before?*
 - *Respondents could choose one of the following answers: Yes; No*

- Q 3: *Do you think there is a need to have more information about the social death phenomenon?*
 - *Respondents could choose one of the following answers: Yes; No*
- Q 4: *With the social death awareness campaign, the CARE project aims to enhance trust and cohesion in society, emphasising that educators and employers take responsibility for supplementing inclusion indicators that impend adult learners' expected productive careers and community engagement efforts. Do you think social death awareness campaigns can help you to learn more about the social death phenomenon?]*
 - *Respondents could choose one of the following answers: Yes; No*
- Question 5: *What do you prioritize within the content of social death awareness campaigns? Please choose the 3 most important ones.*
 - *Respondents could choose one of the following answers: Definition of social death; Development of social isolation schema; Symptoms, impacts, and perpetrators; Intervention strategies; Recommendations on how to deal with social death; Ability to recognize the existence of social death.*

Question 1 assessed respondents' prior exposure to general information about social death. It sought to understand whether individuals had encountered information about this phenomenon through various sources, including media, educational materials, or personal experiences. The purpose was to gauge the baseline level of awareness and understanding of social death within the target audience. A significant majority (81.1%) of respondents reported not having been provided with general information about social death. The data suggests a gap in information access regarding social death. This gap could contribute to a lack of understanding and a limited capacity for individuals to effectively address social isolation.

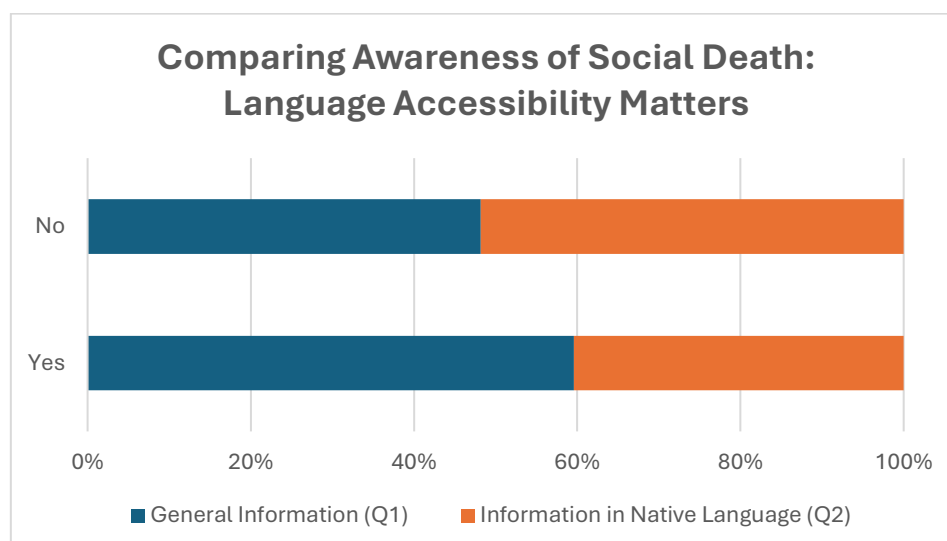
One of the effective ways of disseminating information is campaigns. Only considering how important it is to properly convey such information to the public, as Pirkis et al. (2017) care should be taken to ensure that campaign developers receive the correct campaign messaging. Those who design and implement campaigns need to evaluate them carefully. Evaluations that use rigorous designs to assess the most relevant outcomes are needed. These evaluations should examine the nature of the specific campaigns in detail. The reach of the

campaign should also be taken into account to determine whether it is reasonable to expect them to achieve the desired effect. (Pirkis et al., 2017).

Question 2 aimed to assess whether respondents had been exposed to information about social death in their native language. It focused on the accessibility and availability of resources and information in a language that individuals could easily understand. The data emphasizes a significant language barrier in accessing information about social death, with only a small percentage (12.8%) of respondents reporting having encountered such information in their own language. 18 out of the 19 respondents who reported receiving information in their own language are from Slovenia. The disproportionate representation of Slovenian respondents in terms of receiving information in their own language suggests that language-specific resources and information might be more readily available in Slovenia compared to other countries. This could be due to factors such as government initiatives, advocacy groups, or specific cultural contexts.

The findings from Question 2 reinforce the results from Question 1, where the majority (81.1%) of respondents reported not having been provided with any general information about social death. This suggests that the lack of information about social death is compounded by a limited availability of resources in various languages. However, the number of respondents who have encountered information in their own language is significantly lower, suggesting a broader gap in language accessibility as illustrated in Figure 7.

Figure 7: Responses to Question 1 and 2: Comparing Awareness of Social Death: Language Accessibility Matters



Question 3 aimed to assess respondents' perceived need for additional information about social death. It explored whether individuals believed that there was a lack of available resources or knowledge about this phenomenon. The goal was to understand the level of demand for further education and awareness-raising efforts. An overwhelming majority (96.6%) of respondents believe there is a need for more information about social death. This signifies a strong demand for educational resources, awareness campaigns, and initiatives that address this complex issue. Only 3.4% of respondents felt that sufficient information was already available. This indicates a potential lack of awareness about existing resources and materials, or it might reflect a perception that current information is not sufficiently comprehensive or accessible.

Question 4 aimed to gauge respondents' perceptions about the potential value of social death awareness campaigns in increasing their understanding of the phenomenon. It sought to understand whether individuals believed that these campaigns could serve as a valuable tool for education and knowledge acquisition. An overwhelming majority (96.6%) of respondents believe that social death awareness campaigns can help them learn more about social death. This suggests a strong receptiveness to such campaigns and a recognition of their potential to increase knowledge and understanding.

The results of Question 4 reinforce the findings of Question 3, where respondents overwhelmingly expressed a need for more information about social death. The strong belief in the value of awareness campaigns indicates a willingness to engage with these initiatives and a demand for additional resources and information.

Question 5 aimed to understand respondents' preferences for the content of social death awareness campaigns. It sought to identify which topics they considered most essential to include in these campaigns to maximise their effectiveness in raising awareness and promoting understanding. Across all four target groups, the top three most frequently prioritized content areas are:

1. Symptoms, impacts, and perpetrators (68 total mentions)
2. Recommendations on how to deal with social death (60 total mentions)
3. Definition of social death (55 total mentions)

Adult educators prioritize understanding the core concepts of social death, including its definition, its effects, and the factors that contribute to it. They are particularly interested in the "Symptoms, impacts, and perpetrators" of social death, as well as the "Ability to recognize the existence of social death." They also value resources that provide practical "Intervention strategies," recognizing the need to equip themselves with tools to address social isolation effectively in educational settings. The development of "social isolation schema" is also considered important, as it helps them understand the dynamics and processes that contribute to social isolation.

Adult learners place a strong emphasis on practical guidance and solutions. Their top priorities are "Recommendations on how to deal with social death" and "Ability to recognize the existence of social death." They want to know what they can do to address the issue and recognize potential signs of social isolation in themselves and others. "Development of social isolation schema" is also a key priority for learners, reflecting their interest in understanding the process of how social isolation develops.

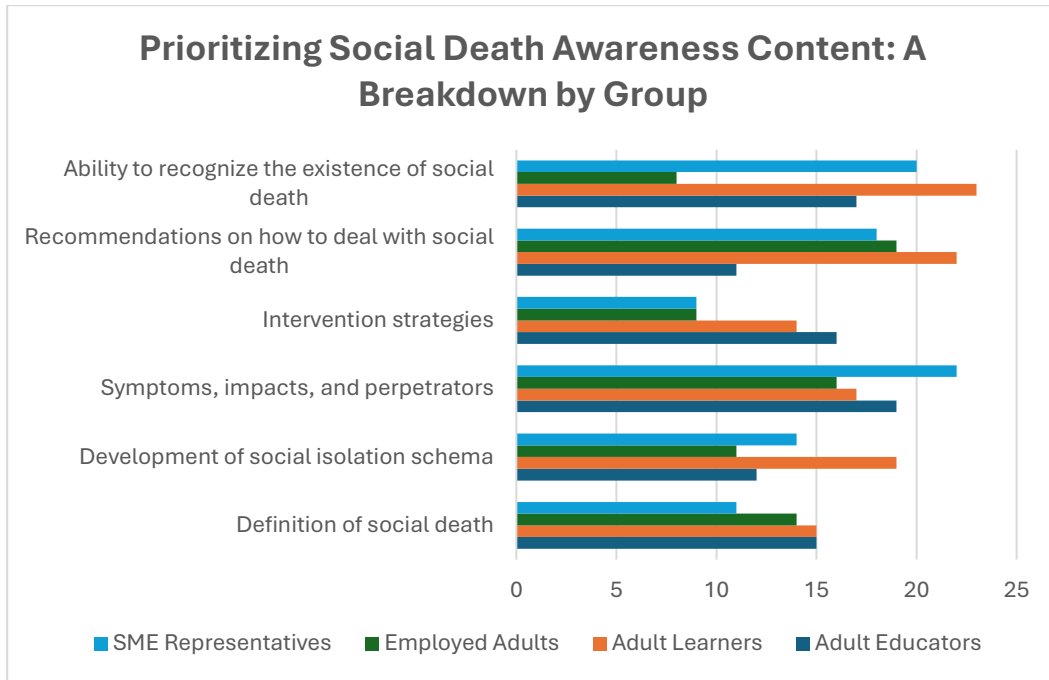
Similar to the other groups, SME representatives prioritize understanding the core concepts of social death, particularly "Symptoms, impacts, and perpetrators." They also emphasize the importance of practical solutions and are keen on receiving "Recommendations on how to deal with social death." Additionally, they emphasize the need to be able to "recognize the existence of social death" in the workplace, indicating their desire for tools and strategies to identify and address potential signs of social isolation within their organizations.

Employed adults prioritize understanding the key aspects of social death, focusing on "Symptoms, impacts, and perpetrators" and the "Definition of social death." They are also interested in practical guidance and "Recommendations on how to deal with social death." While they value "Intervention strategies" and "Ability to recognize the existence of social death," these are considered less urgent priorities compared to other groups.

While each target group has its specific priorities, there is a common thread across all four groups as illustrated in Figure 8: they value understanding the fundamental aspects of social death (definition, symptoms, impacts), finding practical solutions (recommendations, intervention strategies), and being able to recognize social isolation. These shared priorities underscore the need for comprehensive campaigns that provide a mix of information,

practical guidance, and tools to empower individuals to address social isolation in various contexts.

Figure 8: Responses to Question 5: Prioritizing Social Death Awareness Content: A Breakdown by Group



5. Conclusions

Baseline Mapping Report of Social Death Awareness aimed to understand the knowledge, attitudes, and perceptions of adult educators, learners, employed adults, and SME representatives regarding social death. The survey sought to gauge their existing awareness, identify knowledge gaps, explore their perceptions of responsibility, and assess the need for a social death awareness campaign.

The Report successfully achieved its aim of assessing the current level of awareness about social death across different target groups. While limited by the sample size, the survey design provided valuable insights into the challenges and opportunities related to raising awareness and promoting action to address social death prevention.

The report used a quantitative survey methodology to gather data from 148 respondents across Latvia, Cyprus, and Slovenia. The sample was diverse in terms of age and professional roles. The data was analyzed using descriptive statistics to identify key trends and patterns.

The research revealed a significant lack of awareness about social death across all target groups. This highlights the urgent need for increased education and awareness-raising initiatives to address the issue. While adult educators displayed slightly higher awareness, there is a considerable need to broaden awareness among adult learners, employed adults, and SME representatives.

The findings indicate a moderate level of awareness about the symptoms, impacts, and causes of social death. However, there is a notable need for more in-depth understanding and knowledge about these aspects. Furthermore, there is a clear perception among respondents that social death is preventable, highlighting the potential for positive change.

The majority of respondents believe that social death requires community support and collective action. This indicates a recognition that addressing social isolation is a shared responsibility. However, there is also a significant need for education and resources to empower individuals to act in their respective roles and communities.

Respondents overwhelmingly expressed a need for more information about social death and acknowledged the potential value of awareness campaigns in increasing knowledge. They prioritised information that provides a precise definition, practical strategies, and tools for recognising and addressing social isolation. However, language accessibility remains a



significant challenge, as most respondents reported not having encountered information about social death in their language.

The study has several limitations. First, it relied on a relatively small sample of individuals. Second, it relied on a single-point-in-time assessment, limiting the ability to track changes in awareness and attitudes over time.

Future research should aim to address these limitations. Collecting data from a more representative sample, including individuals with diverse educational backgrounds, is essential. Additionally, longitudinal studies are needed to track changes in awareness, attitudes, and behaviours over time. Qualitative research can be incorporated to provide richer insights into individual experiences and perceptions. Furthermore, future research should explore the challenges and opportunities of integrating social death education into different contexts and developing targeted interventions.

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ANNEX 1

Adult Educators:

This survey has been designed in order to identify the needs and challenges about the social death phenomenon from the perspective of adult educators. The survey will take 10-15 minutes to complete. Thank you very much for your participation in advance.

Note: *The data obtained will be STRICTLY used for research purposes.*

During the study, the data will be collected, stored and analyzed on an online platform. The essential steps have been adopted to ensure the protection of the personal data and the sensitive information, based on the following Regulation and Directive.

Regulation (EU) 2016/679 for the protection of individuals regarding the processing of personal data and the free movement of such data and repealing Directive 95/46 / EC (General Data Protection Regulation).

By completing and submitting the questionnaire, you consent to the collection, storage, and processing of your personal data.

Section 1: Demographic Questions

Q1: What is your gender?

- Male
- Female
- Non-binary
- Prefer not say

Q2: What is your age-range?

- 18-24
- 25-34
- 35-44
- 45-54
- 55+

Q3: What is your highest level of education?

- I did not complete secondary/ high school

- High school or baccalareate or A- levels
- Professional qualification
- Bachelor's degree or similar
- Masters or Doctoral degree

Q4: What is your country of residence?

- Latvia
- Cyprus
- Slovenia

Section 2: Awareness-based Questions

The key features identify Social Death as "when people no longer have any hope of engaging in social roles and are considered dead while biologically alive; people with a lost sense of belonging to a group, culture or place under the pressure of circumstances".

Q5: In general terms, have you heard about the term 'social death' before?

- Yes
- No

Q6: In the field of adult education, have you heard about the term 'social death' before?

- Yes
- No

Q7: Based on the definition provided above, do you think social death is preventable?

- Yes
- No

Q8: As an adult educator, do you know any strategies that can reduce the risk of social death within the field of adult education?

Section 3: Symptoms, Impacts, and Causes

According to research (Borgstrom, 2015; Doğan, 2020), the causes of social death can often be rejection, maltreatment, ostracism, expulsion, the withdrawal of community support, or the support of those who had close and continuous relationships with the individual in question. Another study (Norwood, 2009) indicates that social death is caused by deep losses.

Q9: Have you heard about the causes of social death before?

-Yes

-No

According to research (Norwood, 2009), the symptoms of social death are loss of identity, loss of ability to participate in daily activities, and loss of social relationships, which causes disconnection from social life. Another study indicates (Doğan, 2020) that a person's value in his own eyes is profoundly lost.

Q10: Have you heard about the symptoms of social death before?

-Yes

-No

According to the research (Wang et al., 2024), the impact of ostracism (social death) on education affects academic performance, it reduces the students' sense of social belonging, as well as reduces the motivation to participate in the learning process, reduces cognitive involvement.

Q11: Are you aware of those impacts?

-Yes

-No

Section 4: Civic Responsibility

Civic engagement refers to volunteering and working with others within social organizations or communities to achieve social good (Zukin et al., 2006; Hsu et al., 2021). Civic responsibility is one's feeling about one's personal and social responsibility for helping those in need. People with civic responsibility prefer helping others who are in need (Bresinger et al., 2014; Hsu et al., 2021).

Q12: Do you think social death is something personal, or is it something that requires community support?

-Personal

-Requires community support

-I need to learn more about social death concept to answer this question

Q13: Do you think, as an adult educator, you can do something to reduce the risk of social death?

-Yes I can

-No I cannot

Q14: Which of the following options is among your concerns that reduces the likelihood of integrating social death phenomena within adult education curricula? (please choose up to 3 concerns)

-Lack of education

-Lack of research in the field of social death

-Lack of initiatives that support the integration of social death within adult education curricula

-Lack of public knowledge on the social death phenomenon

-Social death's subtle nature - making it difficult to detect and develop intervention

-Adult learners' unwillingness to get trained on the social death topic

Section 5: External Support/ Available Information

Q15: Have you been provided with general information about social death before?

-Yes

-No

Q16: Have you been provided with information about social death in your own language before?

-Yes

-No

Q17: Do you think there is a need to have more information about the social death phenomenon?

-Yes

-No

With the social death awareness campaign, the CARE project aims to enhance trust and cohesion in society, emphasising that educators and employers take responsibility for supplementing inclusion indicators that impend adult learners' expected productive careers and community engagement efforts.

Q18: Do you think social death awareness campaigns can help you to learn more about the social death phenomenon?

-Yes

-No

Q18: What do you prioritize within the content of social death awareness campaigns?
Please choose the 3 most important ones.

- Definition of social death
- Development of social isolation schema
- Symptoms, impacts, and perpetrators
- Intervention strategies
- Recommendations on how to deal with social death
- Ability to recognize the existence of social death

SME representatives:

This survey has been designed in order to identify the needs and challenges about the social death phenomenon from the perspective of SME representatives. The survey will take 10-15 minutes to complete. Thank you very much for your participation in advance.

Note: *The data obtained will be STRICTLY used for research purposes.*

During the study, the data will be collected, stored and analyzed on an online platform. The essential steps have been adopted to ensure the protection of the personal data and the sensitive information, based on the following Regulation and Directive.

Regulation (EU) 2016/679 for the protection of individuals regarding the processing of personal data and the free movement of such data and repealing Directive 95/46 / EC (General Data Protection Regulation).

By completing and submitting the questionnaire, you consent to the collection, storage, and processing of your personal data.



Section 1: Demographic Questions

Q1: What is your gender?

- Male
- Female
- Non-binary
- Prefer not say

Q2: What is your age-range?

- 18-24
- 25-34
- 35-44
- 45-54
- 55+

Q3: What is your highest level of education?

- I did not complete secondary/ high school
- High school or baccalaureate or A- levels
- Professional qualification
- Bachelor's degree or similar
- Masters or Doctoral degree

Q4: What is your country of residence?

- Latvia
- Cyprus
- Slovenia

Section 2: Awareness-based Questions

The key features identify Social Death as "when people no longer have any hope of engaging in social roles and are considered dead while biologically alive; people with a lost sense of belonging to a group, culture or place under the pressure of circumstances".

Q5: In general terms, have you heard about the term 'social death' before?

-Yes

-No

Q6: Under the scope of workplace risk assessment, have you heard about the term 'social death' before?

-Yes

-No

Q7: Based on the definition provided above, do you think social death is preventable?

-Yes

-No

Q8: As a SME representative, do you know any strategies that can reduce the risk of social death within the workplace?

-Yes

-No

Section 3: Symptoms, Impacts, and Causes

According to research (Borgstrom, 2015; Doğan, 2020), the causes of social death can often be rejection, maltreatment, ostracism, expulsion, the withdrawal of community support, or the support of those who had close and continuous relationships with the individual in question. Another study (Norwood, 2009) indicates that social death is caused by deep losses.

Q9: Have you heard about the causes of social death before?

-Yes

-No

According to research (Norwood, 2009), the symptoms of social death are loss of identity, loss of ability to participate in daily activities, and loss of social relationships, which causes disconnection from social life. Another study indicates (Doğan, 2020) that a person's value in his own eyes is profoundly lost.

Q10: Have you heard about the symptoms of social death before?

-Yes

-No

According to the research (Wang et al., 2024), the impact of ostracism (social death) on education affects academic performance, it reduces the students' sense of social belonging, as well as reduces the motivation to participate in the learning process, reduces cognitive involvement.

Q11: Are you aware of those impacts?

-Yes

-No

Section 4: Civic Responsibility

Civic engagement refers to volunteering and working with others within social organizations or communities to achieve social good (Zukin et al., 2006; Hsu et al., 2021). Civic responsibility is one's feeling about one's personal and social responsibility for helping those in need. People with civic responsibility prefer helping others who are in need (Bresinger et al., 2014; Hsu et al., 2021).

Q12: Do you think social death is something personal, or is it something that requires community support?

-Personal

-Requires community support

-I need to learn more about social death concept to answer this question

Q13: Do you think, as a SME representative, you can do something to reduce the risk of social death?

-Yes I can

-No I cannot

Q14: Which of the following options is among your concerns that reduces the likelihood of integrating social death education and prevention strategies within your workplace? (please choose up to 3 concerns)

- Lack of employer education/training
- Lack of employee education/training
- Lack of initiatives that support the integration of social death within workplace environment
- Resources required for the training of the staff about the social death phenomenon (e.g., budget and time constraints)
- The staffs' lack of motivation to learn more about the social death concept

Section 5: External Support/ Available Information

Q15: Have you been provided with general information about social death before?

- Yes
- No

Q16: Have you been provided with information about social death in your own language before?

- Yes
- No

Q17: Do you think there is a need to have more information about the social death phenomenon?

- Yes
- No

With the social death awareness campaign, the CARE project aims to enhance trust and cohesion in society, emphasising that educators and employers take responsibility for supplementing inclusion indicators that impend adult learners' expected productive careers and community engagement efforts.

Q18: Do you think social death awareness campaigns can help you to learn more about the social death phenomenon?

-Yes

-No

Q19: What do you prioritize within the content of social death awareness campaigns?
Please choose the 3 most important ones.

- Definition of social death
- Development of social isolation schema
- Symptoms, impacts, and perpetrators
- Intervention strategies
- Recommendations on how to deal with social death
- Ability to recognize the existence of social death

Employed Adults:

This survey has been designed in order to identify the needs and challenges about the social death phenomenon from the perspective of employed adults. The survey will take 10-15 minutes to complete. Thank you very much for your participation in advance.

Note: *The data obtained will be STRICTLY used for research purposes.*

During the study, the data will be collected, stored and analyzed on an online platform. The essential steps have been adopted to ensure the protection of the personal data and the sensitive information, based on the following Regulation and Directive.

Regulation (EU) 2016/679 for the protection of individuals regarding the processing of personal data and the free movement of such data and repealing Directive 95/46 / EC (General Data Protection Regulation).

By completing and submitting the questionnaire, you consent to the collection, storage, and processing of your personal data.

Section 1: Demographic Questions

Q1: What is your gender?

- Male
- Female
- Non-binary
- Prefer not say

Q2: What is your age-range?

-18-24

-25-34

-35-44

-45-54

-55+

Q3: What is your highest level of education?

-I did not complete secondary/ high school

-High school or baccalaureate or A- levels

-Professional qualification

-Bachelor's degree or similar

-Masters or Doctoral degree

Q4: What is your country of residence?

-Latvia

-Cyprus

-Slovenia

Section 2: Awareness-based Questions

The key features identify Social Death as "when people no longer have any hope of engaging in social roles and are considered dead while biologically alive; people with a lost sense of belonging to a group, culture or place under the pressure of circumstances".

Q5: In general terms, have you heard about the term 'social death' before?

-Yes

-No

Q6: Within the workplace, have you heard about the term 'social death' before?

-Yes

-No

Q7: Based on the definition provided above, do you think social death is preventable?

-Yes

-No

Q8: As an employed adult, do you know any strategies that can reduce the risk of social death occurring within the workplace?

Section 3: Symptoms, Impacts, and Causes

According to the research (Borgstrom, 2015; Doğan, 2020), causes of social death can often be rejection, maltreatment, ostracism, expulsion, the withdrawal of community support, or the support of those who had a close and continuous relationship with the individual in question. Another study indicates (Norwood, 2009) that social death is caused by deep losses: loss of identity, loss of ability to take part in daily activities, and loss of social relationships, which causes disconnection from social life.

Q9: Have you heard about the causes of social death before?

-Yes

-No

According to the research (Norwood, 2009), the symptoms of social death are loss of identity, loss of ability to take part in daily activities, and loss of social relationships, which causes disconnection from social life. Another study indicates (Doğan, 2020) that the value of a person in his own eyes is profoundly lost.

Q10: Have you heard about the symptoms of social death before?

-Yes

-No

According to the research (Wang et al., 2023), the impacts of ostracism (social death) in the workplace affect employee well-being, consumes employees' emotional resources and cause emotional exhaustion; the atmosphere of trust among colleagues disappears, creating an unfavourable climate, employee turnover, productivity decreases.

Q11: Are you aware of those impacts?

-Yes

-No

Section 4: Civic Responsibility

Civic engagement refers to taking part in volunteer activities through working with others within social organizations or communities to achieve social good (Zukin et al., 2006; Hsu et al., 2021). Civic responsibility as one's feeling about their personal and social responsibility for helping those people in need. The person with civic responsibility preferred helping others who needed it (Bresinger et al., 2014; Hsu et al., 2021).

Q12: Do you think social death is something personal, or is it something that requires community support?

-Personal

-Requires community support

-I need to learn more about social death concept to answer this question

Q13: Do you think, as an employed adult, you can do something to reduce the risk of social death?

-Yes I can

-No I cannot

Q14: Which of the following options is among your concerns that reduces the likelihood of integrating social death education and prevention strategies within your workplace? (please choose up to 3 concerns)

-Lack of awareness among the management regarding the existence of social death

-Awareness is evident among the management but they do not care to fight against the social death

-Lack of management-level education about the social death

-Lack of awareness among employees regarding the existence of social death

-Lack of interest among employees to learn more about the social death

Section 5: External Support/ Available Information

Q15: Have you been provided with general information about social death before?

-Yes

-No

Q16: Have you been provided with information about social death in your own language before?

-Yes

-No

Q17: Do you think there is a need to have more information about the social death phenomenon?

-Yes

-No

With the social death awareness campaign, the CARE project aims to enhance trust and cohesion in society, emphasizing that educators and employers take responsibility for supplementing inclusion indicators that impend adult learners' expected productive careers and community engagement efforts.

Q18: Do you think social death awareness campaigns can help you to learn more about the social death phenomenon?

-Yes

-No

Q19: What do you prioritize within the content of social death awareness campaigns?

Please choose the 3 most important ones.

-Definition of social death

-Development of social isolation schema

-Symptoms, impacts, and perpetrators

-Intervention strategies

-Recommendations on how to deal with social death

-Ability to recognize the existence of social death

Adult Learners:

This survey has been designed in order to identify the needs and challenges about the social death phenomenon from the perspective of adult learners. The survey will take 10-15 minutes to complete. Thank you very much for your participation in advance.

Note: *The data obtained will be STRICTLY used for research purposes.*

During the study, the data will be collected, stored and analyzed on an online platform. The essential steps have been adopted to ensure the protection of the personal data and the sensitive information, based on the following Regulation and Directive.

Regulation (EU) 2016/679 for the protection of individuals regarding the processing of personal data and the free movement of such data and repealing Directive 95/46 / EC (General Data Protection Regulation).

By completing and submitting the questionnaire, you consent to the collection, storage, and processing of your personal data.

Section 1: Demographic Questions

Q1: What is your gender?

-Male

-Female

-Non-binary

-Prefer not say

Q2: What is your age-range?

-18-24

-25-34

-35-44

-45-54

-55+

Q3: What is your highest level of education?

-I did not complete secondary/ high school

- High school or baccalareate or A- levels
- Professional qualification
- Bachelor's degree or similar
- Masters or Doctoral degree

Q4: What is your country of residence?

- Latvia
- Cyprus
- Slovenia

Section 2: Awareness-based Questions

The key features identify Social Death as "when people no longer have any hope of engaging in social roles and are considered dead while biologically alive; people with a lost sense of belonging to a group, culture or place under the pressure of circumstances".

Q5: In general terms, have you heard about the term 'social death' before?

- Yes
- No

Q6: During your learning phase (e.g., courses), have you heard about the term 'social death' before?

- Yes
- No

Q7: Based on the definition provided above, do you think social death is preventable?

- Yes
- No

Q8: As an adult learner, do you know any strategies that can reduce the risk of social death occurring within the workplace?

- Yes

-No

Section 3: Symptoms, Impacts, and Causes

According to the research (Borgstrom, 2015; Doğan, 2020), causes of social death can often be rejection, maltreatment, ostracism, expulsion, the withdrawal of community support, or the support of those who had a close and continuous relationship with the individual in question. Another study indicates (Norwood, 2009) that social death is caused by deep losses: loss of identity, loss of ability to take part in daily activities, and loss of social relationships, which causes disconnection from social life.

Q9: Have you heard about the causes of social death before?

-Yes

-No

According to the research (Norwood, 2009), the symptoms of social death are loss of identity, loss of ability to take part in daily activities, and loss of social relationships, which causes disconnection from social life. Another study indicates (Doğan, 2020) that the value of a person in his own eyes is profoundly lost.

Q10: Have you heard about the symptoms of social death before?

-Yes

-No

According to the research (American Psychological Association), the impacts of social death are not only sadness, hurt feelings, and changes in social perception (e.g., increased likelihood of interpreting ambiguous situations as threatening) but also decreased satisfaction of four fundamental human needs: belonging, control, self-esteem, and meaningful existence. Low performance in studies, no future goals, self-disbelief, and frequent sick (Wang et al., 2024).

Q11: Are you aware of those impacts?

-Yes

-No

Section 4: Civic Responsibility

Civic engagement refers to taking part in volunteer activities through working with others within social organizations or communities to achieve social good (Zukin et al., 2006; Hsu et

al., 2021). Civic responsibility is one's feeling about one's personal and social responsibility for helping those people in need. The person with civic responsibility preferred helping others who needed it (Bresinger et al., 2014; Hsu et al., 2021).

Q12: Do you think social death is something personal, or is it something that requires community support?

- Personal
- Requires community support
- I need to learn more about social death concept to answer this question

Q13: Do you think, as an adult learner, you can do something to reduce the risk of social death?

- Yes I can
- No I cannot

Q14: Which of the following options is among your concerns that reduces the likelihood of participation as a learner for the topics encompassing social death education and prevention strategies? (please choose up to 3 concerns)

- Lack of individual level awareness about the social death phenomenon
- Lack of interest among learners to learn more about it
- Belief in social death as untreatable condition
- Belief in social death will never develop in yourself (it never happens to be belief)
- Fear of being diagnosed as socially dead after learning more about the concept and experiencing stigmatization by others.

Section 5: External Support/ Available Information

Q15: Have you been provided with general information about social death before?

- Yes
- No

Q16: Have you been provided with information about social death in your own language before?

- Yes

-No

Q17: Do you think there is a need to have more information about the social death phenomenon?

-Yes

-No

With the social death awareness campaign, the CARE project aims to enhance trust and cohesion in society, emphasizing that educators and employers take responsibility for supplementing inclusion indicators that impend adult learners' expected productive careers and community engagement efforts.

Q18: Do you think social death awareness campaigns can help you to learn more about the social death phenomenon?

-Yes

-No

Q19: What do you prioritize within the content of social death awareness campaigns?
Please choose the 3 most important ones.

- Definition of social death
- Development of social isolation schema
- Symptoms, impacts, and perpetrators
- Intervention strategies
- Recommendations on how to deal with social death
- Ability to recognize the existence of social death