

■ = Children and young people with special needs ■ = Homeless and socially excluded

■ = Adults with physical or mental impairments

■ = Art and creativity as an aim and method of work

2.00 Women with disabilities: religion based community integrative programs

Mahjabeen Hossain (1)

(1) Institute of Hazrat Mohammad (SAW), Dhaka, Bangladesh

Paper session ■

In a third world developing country like Bangladesh it is estimated 3.4 million children and 10 million adults living presently with disabilities amongst which a large proportion of them are women and adolescents. These women mostly reside in rural areas, where they face serious discrimination for being female, disabled and poor. They are stereotyped from both a gender and disability perspective which perpetuates and legitimizes not only multiple forms of violence perpetrated against them, but a failure of the government at all levels to recognize and take action on the issue. The neglect of these women is severely reflected in their participation in their public and private lives. They are a social embarrassment and considered a liability to their families and therefore, are often psychologically and physically abused and sometimes they are targets of social stigmatization and discrimination. An Islamic society is religiously responsible for providing social security for the sustenance of its citizens. Additionally, every person is held responsible for the welfare of the other. Islam came and revolutionized old systems of oppression and injustice in all sectors of society. In this regard, Islamic values of social justice must be reinstated in a society whereby 86% of the population is Muslim. In this regard, socially inclusive programs both on the educational and professional levels must be introduced in order for women with disabilities to be integrated in mainstream society. It is a fact that one of the social groups that have been most dynamic in using technology innovatively for social progress has been the disabled. With the growing importance of new movements - such as the disability movement, or those concerned with independent living - information technology has become an important part of envisioning and realizing change to daily life for individuals, as well as the architecture and systems of community and society. Social implications of technology now plays an indispensable role in social and political organization, online around welfare issues, in state and private administration of welfare, in processes of identity-formation concerning welfare. The objective of this paper is to develop a comprehensive socio-economic analysis of the status of women and adolescent girls with disabilities in Bangladesh and propose to initiate information technology based programs for women with disabilities which will help them to integrate in mainstream society whilst also establishing their basic human rights. Furthermore it will discuss the universality of these rights and illustrate that even the Holy Quran had been revealed 1400 years ago, its divine laws are applicable even in this era of modernity.

5.00 Street children in Pakistan

Waheed Ahmad (1)

(1)Pakistan Labour Federation, Pakistan


Workshop

There is no universal definition of 'street children' and several interpretations are in common use, some covering smaller populations of children who live in the streets, others including the much larger sector of children who work on the streets. Street-living children can be taken to mean those who sleep on the street the majority of the time and retain limited or no contact with their family of origin. Children who live on the streets without any parental support are a fraction of the total population of street-involved children. The majority are 'abandoning' rather than 'abandoned' children, who have generally left home for the street as a result of family breakdown and violence almost invariably linked to the stresses of extreme poverty. The main problem in Pakistan is that street children are 'particularly vulnerable to abuses in juvenile justice systems; they are more likely to come into (actual or perceived) conflict with the law, and they are less able to defend themselves from abuse once within the system, they need to earn money or food to survive. Their work is usually sporadic, marginal, sometimes criminal and always in the informal sector. Their marginal activities put them outside the scope of any protection services geared to ensuring child labour is not exploitative or hazardous and homeless street children are particularly exposed to certain health risks, yet have less access than most urban poor children to health services. While there is little statistical evidence to show that street children are at greater risk than other poor urban children of malnutrition or poor mental health. Homeless children on the streets are one of the most disadvantaged sectors of urban youth. Their circumstances leave them without access to many of their human rights and excluded from mainstream society. In Pakistan we have some special laws for the street children, but due to lack of funds we are unable to help them.

7.00 Towards child development: the experience of rural extension centre

Raja Ghosh (1)

(1)Visva-Bharati University, India


Paper session 

Children are the father of the nation'. This word itself proves the need and importance of a child for the development of a state. It also indicates that the children are the supreme assets of the nation because its progress depends upon the motivated and committed workforce, which are lying in the childhood and have been taken care off. The good education, appropriate environment and support to them help themselves become a sound development partner of the civil society. As the children are considered as the most precious resources of the country, its development is as important as the development of other material resources. The foundation of human development is laid in these crucial early ears and taking care of children is the only best way of developing the Nation's human resources. Considering these important aspects in these childhood, several policies and programmes has been taken by the governmental and non-governmental organizations by focussing on the provisions under the National Policy for Children, National Charter for Children etc., which concentrated on protection of rights of the child, the state's responsibilities and duties and so on. But at this juncture, it is a million dollar question that whether these are adequate enough to build up the child as a responsible citizen? The answer is simply 'No'. Instead of rendering some kind of services to this venerable group, there is a need of the supportive environment through the intervention of social workers to work with them as it proves its capability to deal with the children to make them a sensible and responsible human being. The Rural Extension Centre, founded by Rabindranath Tagore, in 1922 is engage in many activities of rural upliftment among which programme for the children is the important one. It is believed that only the food, cloth and shelter is not adequate enough for the development of a child. Along with these, there is need of balanced linkage between the education, health and food for social, physical and psychological development and lifelong learning of a child. The programme of Broti Balak Samgathana (Village Boys and Girls Scout) and Rural Library Services plays a very important supportive role in the child development in terms of their physical, psycho-social, and intellectual upliftment as well as retention of their acquired literacy skill, which helps in developing their life skill and be a partner of National Development.

8.00 Children in conflict with law have special needs too.

Danielle Saique (1)

(1) Women and Children's Protection Desk (WCPD), Dasmariñas, Philippines


Paper session 

Introduction: Children In Conflict with Law (CICL) or the Juvenile Delinquents (JD) are considered as children at risk who have special needs also to attend to. CICL or JD are products of dysfunctional or broken families who are poor, neglected, abandoned, out-of-school and are exposed to violence, crimes or illegal drugs. CICL and JD are found anywhere, in all walks of life regardless of age, sex, nationality, faith, race and the helpless victim ... the CHILDREN or the YOUTH. SCOPE/LIMITATION: Cases of CICL in this study were reported and investigated at the Women/Children's Desk of the police station and were filed in the legal court of law from January 2006 to June 2008. OBJECTIVES: 1) To share the causes and prevalence of cases of crimes committed by the CICL. 2) To suggest and recommend Action Plan on how to treat the special needs of the CICL. Methods: Data gatherings, interviews, investigations, counseling and case conferences of cases of CICL were facilitated by the Social Worker and the Policewomen Investigators. Qualitative analysis identified the enumerated causes and prevalence of the nature of offenses committed by the CICL. RESULTS: 75 criminal cases were charged against the CICL and the highest in rank is Theft, followed by Robbery, next is Illegal Drugs, Frustrated Homicide and Rape. Conclusions/Recommendations: CICL if not treated with special needs brings undesirable effects to the total wellness and humanness of their dear, young, innocent and vulnerable lives. These findings are experienced and recommended further for Action Planning on the safety programs of the social welfare services delivered by the stakeholders in the intervention and diversion treatments of the special needs of the CICL in the physical, psychological, socio-educational and moral/spiritual aspects of their lives.

10.00 Changing paradigms in rehabilitation of unknown/lost memory patients

Meenu Marwaha (1)

(1)All India Institute of Medical Sciences, India

Paper session 

India has emerged as a dynamic and growing economy, in this era of globalization. While on one hand, India today has the advantages of a large pool of technically trained and skilled manpower, on the other hand, there is still a sizeable population living below the poverty line and are illiterate. The paper deals with the problem of rehabilitation of Unknown/Lost Memory Patients resulting from head injury, mainly due to road accidents suffered by migrants from rural and semi-urban centres to metro cities like New Delhi [India] in search of work, alcoholism, drug abuse and increased vehicular traffic. The rehabilitation of such patients is a major challenge because in most cases the patients lose their memory and are unable to identify themselves. The author shares her concerns as experienced while working in the Neurosciences Centre of the All India Institute of Medical Sciences (AIIMS), New Delhi, which is a one hundred and eighty bedded Centre and handles cases involving head injury, which in many cases leads to loss of memory, either partially or fully. AIIMS, New Delhi, an autonomous organization of the Government of India, is a prestigious institution having comprehensive facilities for teaching, research and Patient care. Unknown/Lost Memory Patients continue to occupy hospital beds for long durations, even after reaching the stage of discharge, blocking the admission of other needy patients, till such time their identity is established. The unnecessary stay of such patients in the hospital entails a heavy expenditure, which has to be borne by the Government. In this scenario, the role of a Medical Social Worker assumes significance and is of critical importance. The paper presents the nature and extent of the problem in depth, with statistics, analysis and multipronged efforts, including extensive usage of information and communication technologies made by the author to handle the problem. Besides rehabilitation work, the author is also involved in education/training of students of social work discipline deputed for fieldwork placement in the area of medical social work, as well as the staff of rehabilitation homes. After a very long period of strife, the author was ultimately successful in getting concrete help and direction from a judicial organization. The paper is a culmination of experiences along the long journey and a message for the social work practitioners and educators, particularly from the developing countries - "Not to lose hope!".

12.00 The major protection and care strategies of unaccompanied and separated children

Adrian Ddungu (1)

(1) Youth Crime Watch, Uganda

Paper session 

Urgent and timely identification of the special needs of unaccompanied and separated children are essential steps in developing effective protection and care strategies. Safe repatriation: The movement of unaccompanied and separated children poses challenges to the sending and receiving countries during repatriation and reintegration. Coordination between necessary agencies and personnel in the country of departure and the country of arrival is often piecemeal, stymied by strained resources, weak governmental capacity, and overburdened NGOs. Temporary care arrangements: While the majority of separated and unaccompanied will be reunited with a family member, the process of identifying, documenting and tracing often takes some time, ranging from hours or days to many years. Ensuring that these children are safe, and protected and during this period of "waiting" to be reunited is an essential part of the protection response. Unaccompanied and separated children share all of the risks faced by other children and young people in emergencies. Family tracing and reunification: Children separated from their parents as a result of conflict or natural disasters have lost both the protection of their families and their main source of emotional security and support when they need it the most. They are extremely vulnerable to neglect, exploitation and abuse. For these reasons, tracing family members of separated children is of high priority in any humanitarian crisis. Long term care arrangements: The child welfare concept of permanency seeks to halt the destructive impact of serial temporary care arrangements on the development of vulnerable children. Psychosocial issues: Unaccompanied and separated children potentially face serious psychological problems. Trafficking, civil war, natural disasters, poverty, and HIV/AIDS, are just some of the situations that contribute to children being unaccompanied and separated from their parents and families. Without the protection of parents, families, or guardians, children are at-risk of exploitation for child labor, commercial sex work, as well as physical and sexual abuse and neglect. In addition, the frequently traumatic experiences that precipitate the child becoming unaccompanied and separated have the potential to cause significant mental health problems.

13.00 The rights of the child and the role of police

Adrian Ddungu (1)

(1) Youth Crime Watch, Uganda

Workshop



The rights of the child are clearly stipulated in the international and domestic laws. The convention on the rights of the child (CRC) was adopted by the General Assembly of the United Nations on 20, 1989. It partly indicates in its preamble, "...Recognizing that the child, for the full and harmonious development of his or her personality should grow up in a family environment in an atmosphere of happiness, love and understanding. The child by reason of his physical and mental immaturity needs special safeguards and care, including appropriate legal protection, before as well as after death". The convention on the rights of the child in article 1 defines a child as, "every human being below the age of eighteen years unless, under the law applicable to the child, majority is attained earlier". Article; 6 of the convention of the child subsection (1) puts it very clearly thus, "State parties recognize that every child has the inherent right to life and this is the foundation of the child". The Children Act is very clear on the issue. "A child is a person below the age of eighteen years" (Children Act CAP 59). Conclusively, it is the duty of any child and family protection officer and all police officers in general to champion the protection of the rights of children. Education, empowerment and networking with all stakeholders are key component in enabling this to happen. It should be done with the determination of a bulldozer because of the importance of children. Their innocence makes them vulnerable to so many dangers hence the need to protect them. It should be remembered that children are the pillars unto which any society, any generation, any culture will thrive. Therefore, officers in child and family protection unit ought not only to take this as a duty but also a calling.

14.00 Practices for “clients”: a real user’s empowerment?

Maria-Luisa Polli (1)

(1)Haute école fribourgeoise de travail social and Avenir Social (Professionnels travail social Suisse), Switzerland

Workshop



The increasing use of a commercially-minded terminology in the social service environment is not to be considered as trivial (harmless). All areas of the social services are affected. This evolution is taking an ethical and political significance. It seems paradoxical due to the consequences it generates on the representations of social services system, social services agents and their institutions. The commercial jargon is nowadays the privileged one for various social workers acting and operating in this field. It testifies of an increased consideration towards the users-citizens. The words « clients » or « contract » are used daily even in the educational relationship both by the professionals and the institutions. This terminology is also present in the prescriptive documents and regulations. The use of this language emphasizes and supposes a symmetrical and bilateral social-educational relationship. Inspired on the contractual jargon and applied to our areas of services, the evolution of a commercially rhetoric, is creating a paradox: considering the user as a client means to face with the idea of an individual able to negotiate equally with a co-contracting party and self-responsible. This condition can obscure the normative social function of the historical system of social action. The personal and contractual responsibility attributed to users raises a certain number of ethical, moral and political issues: it prevents to discuss the pertinence of the institutional and social system part of a normative social project. These trends are by all means not without consequences on the social service system touching the function of social areas and these agents (social educators and social workers).


15.00 The global orphanage project: educating 3rd world orphanage staffs in attachment based caretaking via the internet

Niels Rygaard (1,2,3)

(1)N.P.Raadgivning

(2)Global Orphanage non-profit Project, in cooperation with Sosumedia, Aarhus, Danish Psychologist Association

(3)Fair Start EU Project, in cooperation with EU, Sosumedia, Aarhus, Danish Psychologist Association

Paper session 

Presenter: N.P.Rygaard, clinical Psychologist, Denmark. I have worked with deprived and attachment disorders children and youth since 1981 in various settings. I summed up my experience in a book, "Severe Attachment Disorder in Childhood", which is now in 8 languages (www.attachment-disorder.net). At the moment I have started two projects: one for education of European orphanage staffs and leaders with a 200.000 Euro budget, and a parallel project for 3rd World orphanage development (see: www.globalorphanage.net). Both are targeting the development of attachment-based caretaking practices for children 0-3 in low budget orphanages/ institutions. The workshop: A: Early deprivation in institutionalized settings: symptoms and long-term consequences. B: Treatment: Basic principles for caretaker behavior in undermanned orphanages. C: Organizational development: Supporting positive change – from the Hospital Model to the Secure Base Attachment model.

21.00 Aftercare

Kristian Bredby (1), T Bjørnstad (2)

(1)Oslo Sanitetsforening Brusetkollen AS, Director, Norway

(2)Oslo Sanitetsforening Brusetkollen AS, Department Director, Norway

Workshop



Brusetkollen offers Child Care services to municipalities and the Norwegian Directorate for Children, Youth and Family Affairs. The services consist of daily childcare in a Child welfare institution, providing foster homes for children with special needs and assessment services. Experience gained through many years of work within the child care service, made us create a post- institution- service, aftercare. This is a service aimed at young people that have grown up or spent a long time in institutions and foster homes. Historically, kids leave the Child Care Service at the age of 18, and they are expected to manage life on their own. Research from NOVA (Norwegian Social Research) has shown that there are certain problems and difficulties facing young people who have lived in care for long time. Many of the young people are coping with the circumstances in an adequate way. They are able to cope with the challenges of education, work and social relations. However research shows that most of the young people that depend on child care, has poor education, low income, depends on social benefits and are often unemployed. Their health conditions are poorer than average. Research show that young people who receive aftercare seems to have a better chance at improving adult life quality. We would like to present the model we use at Brusetkollens aftercare department. The service is offered to young people from different cultures, and span from young exile seekers, young people from minority groups to ethnic Norwegians. Our main goals are to help each individual without looking at age, to build an independent life based on resources, competence and skills. At the same time it is of outmost importance that every individual feel comfort in their own ethnic origin, and at the same time the ability to succeed in the majority culture.

22.00 The challenge: secure the alliance between the child, parents and professionals

Kristian Bredby (1), K. B. Hagen (2)

(1)Oslo Sanitetsforening Brusetskollen AS, Director, Norway

(2)Oslo Sanitetsforening Brusetskollen AS, Department Director, Norway

Workshop 

Norwegian school policies advocate inclusion as the primary method for helping children with special needs. Though belonging to a minority cannot be categorized as a special need per se, the fact remains that many of these children and their families are socially and emotionally maladapted. The pupils strive with coping at school and sometimes at home as well. As we gain more understanding how to organize within a cultural context, we see the increasing challenge with lack of adequate resources in the local school. At Brusetskollen we have developed a model that seems to contribute to a positive change and adjustment, keeping culture as an essential factor and an aim. Pupils from Oslo, age seven to twelve, are given a minimum of eight-weeks placement at Brusetskollen. Brusetskollen is a resource centre with a specialized school and a boarding facility. They are referred to the centre from their local schools psychology unit. During the placement, comprehensive pedagogical, social and cognitive assessments are conducted. Our mandate is to create a good environment for learning, both at the local school and at home. After the stay, they return to their former school and to their families. Removing the children for a short period from the regular school settings and empowering them and their systems seems to be one way to ensure inclusion and adequate adjustment for minority pupils. Brusetskollen emphasizes work on a systemic level. Our programme describes the work consisting of four milestones. We depend on the participation from parents and the local school to reach these milestones. The model provides an alliance between parents, teachers and relevant resource personnel in the child's local environment. Good work relation between the parents and the social workers at Brusetskollen, and a mutual agreement on the goal, are the main aspect in this alliance. Three independent aspects seem to contribute to positive change: 1. a broad positively oriented pedagogical /psychological /social assessment, 2. identification and enhancement of learning capacity, 3. the empowerment of systems (parents / schools) to focus upon and strengthen the children's capabilities and competencies. In the form of keywords we will mention an emotionally positive and supporting atmosphere, a new understanding, imparting of new knowledge, empowerment, and extended follow- up to ensure the positive development to continue.

23.00 Social pedagogy: handling care and autonomy at once

Jan Jaap Rothuizen (1), H Krogh Hansen (2)

(1) VIA University College, Århus, Denmark

(2) Metropol University College, Denmark

Workshop




Back ground: the Danish legislation prohibits the use of force in care, as the right of self-determination is fundamental. At the other hand, people's exercise of their right of self-determination can impede that they are taken care of. Practicians in care and social pedagogy can experience a dilemma: "either I respect the right of self determination and I don't care, or I care and my care is transformed in the use of force". Those situations are well known in the field of (social) psychiatry, in work with mentally handicapped people and in dementia care. The introduction of a social-pedagogical approach in dementia-care has proved to be effective, as it diminishes use of force in care-taking. The Danish government has acknowledged the results and is and supports implementation. The introduction of social pedagogy in the field of dementia-care, has forced us to word the specific features of this approach. Why can social pedagogy handle care and respect for the other person's autonomy at once? Because we have roots in pedagogy, and know "the pedagogical paradox" (Kant: 'How do I cultivate freedom through coercion? '), not as a problem that can be solved but as a condition that should be handled. Since the time of the Enlightenment we know that human freedom implies contingency: in interaction there are no predetermined results, and pedagogical interaction is more like a game then like a production. The unforeseen plays always a role, which means that there is no fixed schedule for how to go on. The road is made by walking. However, planning is a not a waste of time: it can be a training in practical deliberation and a preparation for improvisation. The criterion for success of the pedagogical is action is not if the plan is carried out, but if what happened made sense to the involved persons. The main features of the social pedagogical approach: - Become familiar with what makes sense for the other person - Develop "social fantasy" in order to construct social situations that open up for the other persons meaningful participation In this process the practician gets involved in the other person's life and creates a sense of community. The combination of being interested in what makes sense for the other person and the offering of a sense of community often has an impact on the other person's dispositions. Here we see the positive dynamics of the dialectics between the individual and the community.

24.00 Rethinking forms of power in research: youth at risk as experts of their own life

Marie-Claude Richard (1)

(1)Laval University, Quebec, CANADA


Paper session 

In social research, issues about forms of power are currently relevant and even more important when the participants are youth at risk. This presentation introduces an ongoing doctoral research project in social work (Quebec, CANADA), interested in questions about transition to adulthood of youth aging out of care, in a perspective where they are positioned as experts. Youth in care are outsiders; since the foster care results from a situation where their security and development are compromised, youth in care present vulnerabilities which make them a population apart. These disadvantages also jeopardize their transition to adulthood. Once again, they are considered as outsiders. In fact, in the last several decades, this stage of life has changed: it has become more and more extended as education goes on longer and postpones other transitions which are longer themselves. This profile of transition to adulthood is not suitable for young people who age out of care: their transition begins when they become of legal age and their eligibility for care comes to an end. For young people in general, turning 18 doesn't mean the beginning of adulthood; youth aging out of care are therefore apart from social tendencies. In addition to paying attention to this population at risk, the research project presented here calls into question the power relationship between the researcher and the young participant, and clearly places the young person as the expert of his own life. This orientation thus corresponds to social work and educator core values and to the congress theme. In the paper session, we will explain the methodology that will be used, in relation to our specific epistemic stance. On a methodological level, the qualitative interview seems to be an efficient tool for deep exploration of the context and youth's experience, and so produces material that highlights their point of view. The fact of meeting young people directly vouches for our recognition of their appraisal of their own experiences. The presentation also represents an opportunity to introduce a forward-looking strategy of collecting data, little-used with young people. The use of this strategy, which requires young people to provide pictures of their own conceptions of adulthood, aims to stimulate their own reflection and expression, thus allowing the researcher access into their universe. In summary, the experience of participating in the research is the occasion for some young people at risk to experiment with a new form of power where they appear as experts.

26.00 How professionals understand children in troublesome life situations

Ida Schwartz (1)

(1)University College Lillebaelt, Denmark

Paper session 

This presentation takes its starting point from a research project, which investigates the educational support provided to children in a residential home viewed from the perspectives of both children and their parents. The focus is on which practice a residential care organize for children and their parents , what kind of everyday life children participate in here and what meaning it has in the children's and parents' difficult life situations. The theoretical framework is a Danish edition of critical psychology in combination with theories of social practice, where the development of subjects is viewed as connected to their conducting of everyday life through participation in and across social practices. The theoretical effort is to analyze subjective development and social context in a coherent theoretical understanding. The presentation builds on a critique of developmental psychological theories that understand problems connected to subject's life situations as individual problems. The welfare state has historically developed social practices in order to defeat, what is considered to be maladjustments in its individuals. A professional focus on adjusting individuals to social order is at risk of stigmatizing and "othering" the persons, they are established to support. Different institutional contexts use different understandings and categorizations of children and youngsters and organize practices differently, and these understandings and organisations are part of certain children's life conditions. The presentation will explore understandings that transcend individualizing and stigmatizing approaches of treatment without losing the perspective that certain children are in need of special support. The presentation builds on the understanding, that children's development are connected to their participation in social practices especially in communities with other kids and gives an example of an investigation of a young girl's conduct of everyday life in a residential home. The aim is to understand how professional understandings make sense from the perspectives of professionals, parents and the child herself and how professional practices become part of children's troublesome life situations.

27.00 Accreditation as a method of qualifying social work for people in special needs

Geert Jørgensen (1)

(1)LOS, Denmark


Workshop 

In this workshop I will present the learnings from the accreditation project of The National Organisation of Residential Homes, Group Homes and Special Schools in Denmark (LOS). The accreditation model was developed during 2005 – 2007 and subsidised by the Danish Parliament. For the period 2008 – 2010 LOS have received further subsidies to implement the accreditation model among their member institutions and other interested parties. At the end of 2008 50 residential homes or schools have been accredited and 45 are working to be accredited in 2009. This model of accreditation is characterised by a strong bottom-up development and ownership among the professionals in the field. In the development process LOS gathered working groups with both professionals and users to discuss and define the characteristics of good practice in social work. The next step was to define the indicators of good work. The accreditation model was finished with different standards for homes for children and young people, for homes for grown ups and for special schools. After the test period the standards were adjusted and the number of criteria in the different standards reduced to 12 – 14 on the basis of the experiences gathered from the actual accreditation courses. A number of auditors to perform the site visits and accreditation reports were educated, and a board of accreditation was established with the task to decide whether the applicant was accredited or not. In the workshop I will discuss the value of the bottom-up process and the inclusion of the staff and the impact on the entire organisation at all levels with a special focus on the benefit of the users or clients, the staff and the local authorities.

28.00 The social university responsibility with the excluded ones from the school and labor system

Carmen Elena Bustos de Polanco (1)

(1)Universidad del Zulia, Venezuela

Paper session 

Traditionally in Venezuela the universities deal with the professionals' formation of pre-grade and post-grade, demanding requirements from them to enter to the university level, which the majority of the population might not fulfill. In consideration of this circumstance, in the frame of an investigation I design a Plan of Training and Occupational Fitting out that one executes in ten municipalities of the condition Zulia-Venezuela, promoted by the University of the Zulia and financed by the regional government by means of joint policies of social promotion. This educational modality I consider as general aim, qualifying persons in technical and instrumental areas that are excluded from the school and labor system because of adverse situations as the poverty, school exclusion or some disability. The training realizes in nine months in the university campus and in educational institutions that they are more near the places where the students reside. In the training the competition is favored of administrative officers do in specific areas of nature, agriculturalists, of the health, manufacturer, computation and textile, between others, without obviating to know, the being and to coexist, since the plan of study has a theoretical conceptual part and a general component of development of the human talent that alludes to the auto esteem, the leadership, to the social commitment and to the entrepreneurs' formation. The activities of training are attend them with accompaniment of university teachers and expert day pupils, technologies of education apply learning to themselves not conventional cooperatives and the evaluation qualitative and quantitative. Resulted: 9.868 participants were enabled labor in three successive cohorts, in the academic periods from 2006 to 2008. The impact educative in the beneficiaries of the educational service and in the governmental organism with which one signed the institutional agreement, decided in a level of satisfaction of 90 %; insertion in the labor field of all the gone away ones, so to every student who approves the training grants a credit to shape micro companies or cooperatives. Internally changes of paradigm were demonstrated in relation to the role of the University and his entail by the environment.

29.00 Socioeducational interventions and fields of action in Argentina

María Cecilia Cunha Ferré (1)

(1)Ministerio de Educación de la Nación, Argentina


Paper session 

The development of Social Pedagogy as a discipline of action, implies socioeducational intervention in vulnerable areas, aimed at preventing cultural deprivation and at setting the conditions for social inclusion. Within this framework, socioeducational intervention consists of a fabric of actions striving towards the satisfaction of needs and demands of society, particularly those of vulnerable people. For this reason, Social Pedagogy is recognized as a social practice conditioned by the historical moment and the context in which it takes place. I will start presenting an overview of the educational, technological, economic and social conditions of Argentina, emphasizing the principal demands from society, how this discipline can respond to the main socioeducational appeals of our people, and also the domains in which it can intervene most successfully. Later on, I will refer to actions and fields in need of intervention which, in general, have not been an object of Social Pedagogy as yet. I am especially interested in this analysis, since I consider that the social pedagogue is the professional better prepared to identify the socioeducational needs of persons and groups, and to find the most efficient and effective ways to address them. A Social Pedagogue is first of all a good reader but also a doer; a reader and a critic of reality, before deciding what actions should be carried out. Finally, I will bring out some of the sociopedagogical actions presently taking place, such as programs for women in jail, who benefit from job training and who are taught how to defend their rights; for teachers in multiracial schools (Creole-wichi), in which they are trained on how to help children in regard to conflict resolution; for socially vulnerable mothers and children; for Social Psychology students so that they may learn how to better assist people in emergencies. The Conference for Social Educators taking place in Copenhagen will be, no doubt, a very valuable scene for professional training and exchange of experiences with colleagues from all over the world. My proposal is to show up what we have been thinking and doing in Argentina, a country where Social Pedagogy has already taken its first steps. I hope we will all share ideas and feelings that will help us find adequate answers to problems that, worldwide, prevent us from Being Persons.

34.00 I wanted to travel, see the world, and to help people': using transformative moments in development as spaces for radical reimaginings

Katie MacDonald (1)

(1)York University, Canada

Paper session 

A desire to travel and to help others portrayed as in need often leads people to volunteer in parts of the world deemed 'underdeveloped'. This need is often fulfilled by students, like me, who travel to exotic places to help the exotic other. These projects are praised for fostering cross-cultural understanding through encounters with the communities we work with. I believe development projects can foster a radical understanding of the world, and openness for other cultures but I challenge the notion that cross-cultural understanding is solely produced through these interactions. Volunteering in development should be seen as transformative of the ways development happens, and how people within the 'developed world' understand their positions in global relations. Volunteers are not only potentially changing worldviews but also changing communities throughout the world. However, these experiences do not necessarily lead to volunteers considering or living in the world differently. This reimagining of the world can occur through emphasizing transformative moments: i.e., moments where previous understandings are disrupted and challenged. Through my research I have seen this happen when experiences are used reflectively and critically. For me, this process is encouraged through a continual interrogation of my experiences, my participation and relationships with the community. With more people volunteering in development, and with these experiences being crucial to our worldviews, it is vital to understand how to use transformative moments for volunteers involved in the processes of development to shake our perceptions of the world, to make them newer, better and more encompassing. In my presentation I will talk about the ways I saw transformative moments manifest for volunteers I worked with in a community in Ecuador. I believe these moments can be used to facilitate different and healthier relationships with people in other parts of the world and to create more critical and reflexive understandings, which can lead to new perceptions of global relations. This will not only create cultural understanding but will also challenge the assumption that one of the main benefits of development is cultural exchange. I hope to explore how to create a culture of understanding, respect and a commitment to social justice through development initiatives.

35.00 Change agents: working together to support the voice of youth

Kim Snow (1), S Mosko (2)

(1) Ryerson University, Canada

(2) Children's Aid Society of Toronto, Canada

Workshop



This workshop will discuss the role of internal and external change agents in supporting the voice of youth. The Voyager Project is a four point strategy aimed at increasing the educational attainment of Canadian Crown Wards. With a foundation of youth engagement, the four pillars: Research, Advocacy, Supports and Engagement focus the strategy that uses experiential activities to engage crown wards through learning. It makes use of a strength based model to promote resilience, provide opportunities for skill building and foster a sense of belonging within educational settings. Activities such as fairs, speak outs and outreach as well as research results will be summarized. The focus of the discussion will be on voice and how internal and external change agents can support the voice of youth while working in partnership with the young people themselves to improve outcomes. The role of the University researcher / practitioner and the Children's Aid Society senior manager will be explicated to highlight the unique contributions each make towards the change process. The challenges and opportunities faced when working as partners across sectors will be explored. The workshop will highlight the transformative nature of the process and outline critical junctures that prompted system wide change.

36.00 Media education for social educators. Education for a critical and active citizenship

Andrea Francisco Amat (1), E Vilar Beltrán (2)

(1)Jaume I University of Castellón, Spain

(2)Queen Mary, University of London, United Kingdom

Workshop 

We are living in the so-called information society. As Castells claims, in this new paradigm, the generation, the processing and the broadcast of information become the main sources of productivity and power. That is, the channels of communication proliferate, technology provides innovations everyday and the time dedicated to consumption of media grows to a giddy rhythm; which increases their power, with the enlargement of screens that invade the spaces of our society and of our everyday life. The increase of information is not translated into a better understanding of the world. In fact, like many authors emphasize, the world has become illegible. There is an excess of information and immediacy and it is necessary to learn to manage this saturation of information to be able to recover a space of autonomy and of critical thinking. What is important is not to acquire information, but to integrate the information into knowledge, the knowledge into consciousness and the consciousness into culture. For those reasons, a review of the educational curriculum is essential in order to include a course on Media Training as a means to contribute to an autonomous and critical citizenship. Education should teach to read the world, should help to form people's critical thinking in questioning their habits and comfortable lives. Furthermore, in the society of the 21st century, this has to be done by promoting a Media Training in both formal and informal education systems. This proposal aims at emphasising the need to introduce the perspective of Media Education during the preparation and in the projects of social educators. The goal is to promote an active and critical citizenship through the denaturalization of the media and a new form of literacy that would take new languages into account. We aim to teach how to select, to evaluate and to contextualize the messages and to use the media critically, both in the production and in the reception. We social educators cannot overlook the changes and the latest needs in training citizens. Considering that our main goal is to provide permanent education for a better coexistence, for a stronger citizenship, for the integral development of people, and for a greater social and personal autonomy, we should bare in mind the proposals of Media Training for the society of the 21st century.

38.00 The social educator as a speeches' communicator, interpreter and creator in a globalised world

Inmaculada Rodríguez (1)

(1)Padre Enrique de Ossó University School (Oviedo University), Spain

Paper session 


The linguistic communication is, as well as being the basis of our cultures, the fundamental and essential means to represent, interpret and understand the challenging social reality in which is immersed the social educators. Their possibilities to take part in the educative development depend, to a great extent and first of all, on the expressive abilities that they need update, graduate and adapt to the particular circumstances, remaining in constant alert to any process that can burst in a global scale. To be able to make constructive relations with the users, to solve conflicts, to show empathy or to channel an intention in a socio-educational action's program consists of producing things' states or changes in the course of the events, by means of the conscious, functional and reflexive use of the language. It is within educator's reach making enunciations with a important potential in order to emphasize, verify, expose, demonstrate, anticipate, indicate, adopt an attitude or set against each other; or, as well, to instill values, transmit ideas, use symbols or to embrace other points of view; and to do it helped by the opportunities the language's modalities, uses and resources offer for it. As a professional, he or she must also know how to apply fluently in each particular instance the persuasive and rhetorical tools. The social educators require some competences in linguistic communication. They must acquire them by means of the strategic mechanism's study and the exercise of speeches' analysis, understood like necessary and previous evaluation and knowledge's technique to all socio-educational plan. To unmask schemes, rituals, conventions, beliefs, norms, representations, stereotypes, incoherences, ideologies, intentionalities, motivations, connections, equivalences or presuppositions, during the conversational practice or the messages' reception from mass media, prepares and guides to the educators in their interactive work with the users in several situations and contexts. This constitutes the key of an education directed towards the individuals' autonomy and critical thinking in a complex, turbulent and more and more changing globalised world. The importance of understanding the language's significant functioning, from the sociological pragmatic approach and the communication's theory (with special attention to the intercultural communication), to know how to control the potentialities of language's all aspects and the different types of speeches, constitutes a way so that the educator can influence on the others, bring about the wished actions and transform the unsuitable attitudes.

40.00 Social integration of people with severe mental illness: examples of facilitating and hindering factors.

Christiane Bergeron-Leclerc (1), B Dallaire (2)

(1)Université du Québec à Chicoutimi ; Chicoutimi (Québec) ; Canada

(2)Université Laval ; Québec (Québec) ; Canada

Paper session 

One of the most tenacious prejudices against people with mental disorder is that they cannot recover and have a fulfilling life in the community. However, longitudinal studies have shown that many people can recover or improve significantly. What does recovery mean? One way to envision this process is as the overcoming of the social consequences of the mental disorder. In other words, as a process leading to a greater social integration. Since the late 1990s, many studies have explored the factors that facilitate or impede the recovery of persons with severe mental disorders. These studies indicate that some individual characteristics have a positive influence on this process : a) accountability and personal commitment, b) understanding and acceptance of the illness, c) redefining oneself as a person and d) hope. Among environmental factors, the presence of supportive relationships, as well as the achievement of activities in the community, both related to social integration, are also seen as determinant. Alongside these studies, clinicians of all around the world are trying to adjust, expand and transform their programs and practices with the aim of promoting integration recovery of people with severe mental disease. Although professional help is not essential to recover, are there ways to promote recovery in the context of the social intervention? Our interest in this study was to explore trajectories of social integration among people included in Program of Assertive Community Treatment (PACT). Recognized worldwide for its effects (e.g. reducing hospitalizations), PACT is also criticized for its risks (e.g. coercion, paternalism). That is why we wanted to take a look at this Program of treatment and rehabilitation as well as individual and environmental factors in the process of social integration of people with severe mental illness. This presentation will be divided in three parts. First, a review of factors that facilitate and hinder integration and recovery of people with serious mental disorders will be performed. Then, the results of a qualitative study, conducted in Quebec (Canada), will be shown. Based on semi-structured interviews with consumers and clinicians, this study aimed at a better understanding of the key factors (individual, environmental and clinical) of social integration. With respect to these results, will be finally discussed critical issues and clinical strategies to promote social integration and recovery.

41.00 Social Educators: towards a professional culture based on collaboration and networking

Nerea Aguirre Garcia (1), I Fernandez Fernandez (1), MN Belko Arizti (1), MJ Alonso Olea (1), MT Arandia Loroño (1), A Uribe-etxeberria Flores (1), A Remiro Barandiaran (2), J Otaño Maiza (2)

(1)University of the Basque Country (Euskal Herriko Unibertsitatea - Universidad del País Vasco EHU-UPV), Spain

(2)Basque Country Social Educators Professional Association (Colegio Profesional de Educadores y Educadoras del País Vasco), Spain

Workshop 

The central issue of this essay is to present concluding reflections made by a mixed researching group of professional –institutional/ academic/ and teachers in service- about the state of the profession, focus on the aspects related to the social educators professional culture in the field of unprotected children in The Basque Country. There are a significant number of professionals working in this area so it will lead us to a better understanding of the profession and professional culture aspects in this community. On the one hand the analysis shows that social educators feel the need for working on teamwork as a way to survive the precarious working conditions and lack of both scientific knowledge and training to face the urgent demands and continuous changes characteristic of the globalized world. On the other hand there is a feeling that working on the design, implementation and critical evaluation of the daily work in collaborative and solidarity ways will promote changes and innovations in the educational practices. However, we wonder if these statements mean that we are facing with a working scope whose professional culture is built on a basis of collaboration and teamwork. Although the desires and the impulse the professionals would like to give to their educational practices follows this line of working, in other organizational levels (Administration) does not seem to be the reality. This leads us to think about how important it is generating formation processes that would put the emphasis on collaborative and reflective learning. Working with others, some professionals and other professional people will constitute the basis of a concrete way to understand the profession, according to the present complex and changeable society requirements.

42.00 The eradication of infant labour: the role of social educator in Brazil

Lenir Aparecida Mainardes da Silva (1), E Schimanski (1)

(1) State University of Ponta Grossa, Brazil

Paper session

International guidelines from United Nations have been influential approaches to the implementation of Brazilian laws with regard to children and youth rights. As a result of this the eradication of infant labour became an important task to the Brazilian Government and civil society in the last decades. For instance the Brazilian Federal Constitution (1988) is precise in relation to children and youth protection. From this it was legitimated in 1990 the Children and Youth Rights Statute which prevents labour for children. Despite huge efforts from government and social organizations the suppression of infant labour is a challenge for society and professionals such as social educators in order to construct a sustainable world. In connection with the implementation of the laws to preserve children and youth rights the government endorsed some particular actions. These actions aimed at defending initiatives able to repress infant work. In this sense, it was formed a Federal Council and from it many state and municipal councils were organized to put into operation the actions. From this it was created the Brazilian National Plan of Prevention and Eradication of Infant Labour (2004), which defines infant labour as being activities developed by those who are under 16 years old. The recent literature about infant labour points out that: a) the amount of boys working is higher when compared with the girls; b) there is a predominance of black children doing work; c) there is a decrease of children working when the family income is improved and d) children from rural zones are more exposed to labour than children from urban zones. In this context social educators play a significant role in developing actions towards the eradication of infant labour and implementation of children and youth rights. The social educator is an essential agent to promote social protection for children and their families putting into practice the guidelines from national politics. The practice developed by social educators includes organization of community, socio-educational actions related to increasing children and youth potentialities (e.g. culture, arts, sport, educational familiar and community participation) and the implementation of strategies to face poverty and improvement of family income (e.g. programs of income transference).

43.00 Gender and social environmental education in a globalised society

Edina Schimanski (1), LA Mainardes da Silva (1), S Scheffer (1)

(1)State University of Ponta Grossa, Brazil

Paper session 

There is no doubt that the environment and the associated harmful consequences of human actions represent a challenge for social education. Despite international efforts to reduce inequalities and the setting out of guidelines for social and ecological welfare, many people around the world – particularly women – are still living in precarious conditions. Concepts such as social justice, ecological citizenship and inclusion practices emerge as new conceptions in opposition to intolerance and marginalization. Some concerns related to the environment and globalisation processes grounded on the idea of sustainable development aim at bringing about gender identity as an unconditional agenda to education. It is within the complex area that lies between rhetoric and the real dimensions of environmental issues that social education has played a role in responding to problematic situations from ecological and social crises. In these circumstances, some specialists have used education as a new discourse to bring about changes of attitudes and behaviour in relation to the deconstruction of gender bias. In this scenario, social environmental education can undertake an important task with regard to ecological sustainability, social equity towards women's empowerment. From these ideas, it was created in 2006 a group of studies about gender and environmental issues in the State University of Ponta Grossa (South of Brazil). The group named GRUPEMGE (Brazilian-Portuguese abbreviation for Grupo de Estudos sobre Meio Ambiente e Gênero) aims at researching issues linked with gender, environmental justice and ecological citizenship. The proposal of the group takes into account that emancipatory environmental education has an essential role to play in helping to empower women towards an ecologically sustainable society. In this context, the social and educational practice of an emancipatory environmental education proposed by social workers from GRUPEMGE with women from poor communities represents a way to bring about ecological citizenship and social justice. Emancipatory environmental education concentrates on the deconstruction of isolated and fragmented environmental practices and relies on subjecting its own practices to political and social analysis. As a result of this, women can acquire a richer understanding of global citizenship, social justice and equity.


44.00 La réinsertion des enfants

Michel Mania Maluku (1), W Kasanda wa Lunda (1), C Essange Lenko (1)

(1)Ministère de la défense et des anciens combattants / centre de récupération et développement HENRY DUNANT, Zaire

(2)Ministère des affaires étrangères, Zaire

(3)Affaires sociales, Zaire

Paper session 


In many parts of the world, as in our country, children are victims of the worsening socio-educational structures in which they are expected to develop and prepare for their social and professional. Due to unresolved family conflict, war, disease, the family dislocation, poverty, degradation of socio-educational leads in many cases to the breakdown in relations between them and the child. So many children are deprived of family, with consequences as the loss of protection, la sécurité food, health and education. This is particularly the case of children leaving school, child soldiers and children from broken homes and sociale. Il opens, for these children, the wide boulevard of marginalization, exclusion and the social inadapztion With at the end of behaviors that put these children in conflict with society and with the loi. Tous aspects of social work and result of the breakdown in relations between the child and the socio-educational. And our presentation will focus on points: 1. Problem 2. Definitions of concepts 3. Kinds of reintegration 4. Proposals for possible solutions 5. Conclusion

45.00 Encountering difference in social work education and practice

Jennifer Nelson (1), D Jeffery (2)

(1)University of Toronto, Canada

(2)University of Victoria, Canada


Paper session 

Social work has historically viewed itself as a profession that respects and works with social difference, and one that advocates for the disenfranchised of society. Most workers enter the profession out of a sincere desire to help others, yet, when viewed in a historical context that considers projects of colonization, the encounter between social work and its diverse Others has always involved engagements that are deeply racialized. In her book, *Strange Encounters: Embodied Others in Post-Colonialism*, Sara Ahmed (2000) tells us that ethical engagement across difference requires us to rethink and complicate the very notion of being face to face with someone and to pay attention to the complexities of such encounters. This seems very significant when it comes to thinking about educating health and social service professionals for responsible and ethical practice in increasingly diverse and complex societies. In our paper presentation we will discuss the findings from a pilot study we conducted with Canadian social workers who work in cancer care settings. When asked about their practice with a racially diverse clientele, participants frequently spoke of how ideas or biases they had established - from earlier life, professional experiences, training, or the media and society more generally - were tested, qualified, and sometimes contradicted in practice. There was a heightened sense that older professional orthodoxies like cultural competence and received ideas about difference in general were no longer reliable. What they tended to employ in place of generalization was a sense of openness, a model in which the worker is something of a "blank slate," bringing no assumptions, prejudices or judgments to the encounter, and merely waiting with curiosity for the client to convey his or her needs and experiences. We contend that this desire to focus on individual relationships often forestalls or supercedes consideration of power and inequality. We ask, 'how are we to think about the ways in which practitioners and students in the helping professions act out their desire to "connect" with the clients they meet?'. Further, how does this analysis compel us to problematize the helping encounter as a complex and historically-specific relationship, in ways that might enhance equity in practice?

46.00 Tutorial action project for social education students

Maria Teresa Bermúdez Rey (1)

(1)E.U.Educación Social, Spaind


Paper session 

This paper puts forward the experience carried out at P.Enrique de Ossó University School of Social Education attached to Oviedo University (Spain) on a tutorial action project for its degree on Social Education. The assessment was carried out in 2002/03 at the request of the University of Oviedo as part of the Spanish University Quality Scheme (SUQS). The following data obtained from its final report justify the introduction of a Tutorial Action Project at Social Education Studies (TAPSES): the age of its students (ranging from 18 to 31), the prevalence of women, the reasons for their choice (vocation and labour prospects), their co-operation with NGO's, the fact that the vast majority studies only during examination periods and lacks planning, the fall of success rate in last years due to the end-of-studies project on socioeducational intervention. The Tutorial Action Project tries to obtain improvement proposals which are already included in the Scheme to Improve Social Education Studies, such as encouraging tutorial actions, developing strategies to help students plan their work, introducing methodological innovations in the classroom, planning activities related to labour prospects. In this way, there will be available to students to have individual support to plan their studies, to improve their academic results and to have an easy access to jobs. This paper shows the first results of the introduction and development of the scheme obtained from different evaluators.

47.00 Education for citizenship through Brazilian university extension

Gisele Quimelli (1)

(1) State University of Ponta Grossa, Brazil

Paper session 

Higher Education Institutions in Brazil usually run projects together with local communities called 'Extension Projects'. The central aim of these extension projects is to prepare students to be involved in their local communities (mainly poor community) as critical citizens, by thinking critically, and developing a sense of social responsibility, autonomy and independence. However, on the whole, those involved with extension projects fail to adhere to this aim and education for citizenship is generally not very developed. This research is a case study of the Brazilian policy of university extension based on the State University of Ponta Grossa (UEPG). Three central questions are addressed: What is the meaning of citizenship and education for citizenship for lecturer-coordinators and students involved with extension projects? How do lecturer-coordinators work on citizenship with their students? What are the implications of the ways in which extension projects for education for citizenship are undertaken? Seeking to answer these questions, this research draws on the Brazilian historical process of the development of citizenship and conceptions of education for citizenship. Sources of data include questionnaires, interviews and observations that were carried out with lecturer-coordinators and students. The categories of rights, duties and participation were identified as expressing the meaning of citizenship. The categories of information and conscientisation were the two that expressed the relationship between citizenship and education. Three kinds of practices (training, altruistic and critical) were observed as being developed in the extension projects. In addition, the research discusses the extent to which extension projects in UEPG can be seen to provide space for meaningful and critical education for citizenship.

48.00 From colonized region to globalized region? Challenges to addressing social exclusion in Nunavik effectively in the transition to self government

Nicole Ives (1), O Aitken (1)

(1)McGill University, Canada

Workshop

Globalization can be characterized as a process of reduction or disappearance of 'otherness' (Nasu, 2006). In the social work context of increasing globalization, local knowledge critical to addressing serious social issues is being slighted for a more generic, disconnected, and transferable social work practice. This paper will examine the relationships between government and communities in Nunavik through the development and implementation of social policies and programs. Informed by postmodern and postcolonial theories, it will question the nature of that relationship and propose a more respectful and rewarding engagement with Indigenous communities. This engagement is critical in light of the legacy of colonization, which has shaped contemporary life for the Inuit of Nunavik as for other Inuit communities in the Circumpolar regions. The loss of identity, traditional ways of life and culture are often expressed through substance abuse, violence, and child abuse and neglect. For example, in Nunavik, unemployment is high and the average household income is lower than in Quebec as a whole. Forty-six percent of the population is under 18 and 41% is between 0 -14 years of age. Teenage motherhood is prevalent and increasing. Housing is at a premium and overcrowding is commonplace. Social programs and services delivered in Nunavik represent a significant public expenditure, and an important component of Quebec's strategy to reduce social exclusion. Despite this investment, the people of Nunavik continue to face social exclusion, thus experiencing poor health and social outcomes relative to others. The paper will also be informed by findings from two research studies conducted in Nunavik: (a) "Community Capability and Development in Nunavik" that examined social policies and programs shaping the experience of social exclusion and marginalization in Inuit communities in Nunavik in order to help the Kativik Regional Government prepare for its social policy role after self-governance in 2011 and (b) "Rethinking Social Work Education in First Nations and Inuit Communities" that identified future social work education needs of members of these communities. It is clear from the research that overcoming the region's enormous social problems that stem from exclusion can only happen with region-relevant interventions by people who know and understand the communities and who are able to understand and relate to Inuit ways of knowing, being and doing.

55.00 REDEQUI: A worldwide network of equine therapies pedagogic farms, as a mean to develop social education.

Lorenzo Lucarelli (1,2,3)

(1)AEDEQ Spanish association for equine therapies

(2)FRDI Federation Riding for the Disable International

(3)CEESC Colegio de Educadoras y Educadores de Catalunya

Paper session 

The Spanish Association for Equine Therapies, AEDEQ, in agreement with CEESC (Catalan Social Educators Professional Association) and with FRDI (International Federation Riding for the Disable) is organizing a worldwide network of pedagogic farms based on equine therapies. Each farm will be brought on totally by local educators, therapists, and farmers, and it will work as an exchange point for students, trained personnel and information, as well as a centre for practices and diffusion of a concrete set of aids to the local people: social educational assistance, sanitary prevention and aid, primary needs (water, food, heat, medicines, clothes...) recollect and distribution, basic schooling, and professional formation in all fields related with the management of a modern, well equipped pedagogic farm. The pedagogic farms will be connected through internet, and will hopefully generate mobility of educators and information which will highly benefit the poorest regions, if we all move with the aim of learning how to help, making friends to grow up together, sharing knowledge and living enthusiastically significant experiences to make our world a little better. Equine therapies are not simply to make a disable ride; we can do physical rehabilitation; psychotherapy; and educational therapy; but most of all, equine therapy deep meaning is to learn to live in a different way: treating the horses and other animals with humanity, we learn to behave properly as humans, with attention and care, with balance and communication, centred in constructive feelings and thoughts. I would use half of the time to present the REDEQUI project, and the rest of the time to meet people who would be interested in cooperating with us in the development of the project, or who would simply be interested in knowing more about it and the equine therapies. thanks

57.00 How to develop cooperation between social workers in Lithuania and Denmark

Jan Vium (1)

(1) Socialpædagogerne, Denmark

Workshop



First of all: This session could also be about adults with physical or mental impairments. It will be clear why, by reading the abstract. Introduction of cooperating projects between social institutions in Jonava, Lithuania and. Trade Union for Social Workers in the Region of Zealand, Denmark. Something about the history during the last 8 years with different kind of projects including children with special needs and adult handicapped in day centres and pensions. Something about involved organisations in both countries. (5 min.) Some more about how the cooperation has been practiced. How to involve persons and organisations in both countries. How to involve the politician establishment. Something about making projects as NGO and stay out of big EU projects. What is the quality by these ways of NGO cooperation. And what has the barriers been. Something about the definition of 'Help'. How practice help, as equipment in some periods will be more help full than education projects. And how time is to develop common projects with visits in both countries. Something about how 2 different political systems and cultures can develop useful learning for each partner. Not the same learning, but valuable learning for each partner. (10 min). Something about what is hard to learn. Where culture will be a barrier, and how to overcome some of these barriers. Something about how it seems impossible to establish cooperation isolated for only social workers. How networking always will involve other people and other organisations. Like a stone thrown in the water, making a lot of new rings. Questions to the workshop: Can anyone in this room help us to bring new experiences to all of us. How can we here - and later - make new learning, Make new projects. When will the time be for EU projects, and when will the time be for NGO projects (10 min). The workshop discussing (20 min.)

58.00 A collective dream come true: Christmas decorations in La Mina

Xavi Campos (1)

(1) Consorci del Barri de La Mina, Spain

Workshop




La Mina is a District that was in crisis. In 2000 The Transformation Plan of the District of La Mina (TPDM) begins. The TPDM has the aim to transform the district through global, integrated intervention in order to strengthen the community by improving habitability conditions and community life in the long term, and achieving full normality as a neighborhood. The Mina Consortium is the institution that has to do it possible. After the official inauguration of the first section of the Rambla, that will make the urban development of the neighborhood and its opening up true, an artist linked to the Cultural Gypsy Center, starts working in his project that materializes in a model and raises the neighbors' interest. The dream of the artist and the TPDM has common goals. The dream becomes a community project when the artist and other agents of the community propose a decoration of La Rambla with a joint motto: La Mina Comes to the Sea, with elements constructed from recycling plastic packages. The artist offers to coordinate volunteers who want to take part in the construction of the elements. Besides that, the associations can collaborate in collecting plastic packages. The participation of the Consortium and the response is positive but suggests that the support of the project was done through the Platform of Organizations and Neighbours. A group promoter was formatted with the objective to monitor all stages of the implementation. The project ensures that different agents can participate and is especially noteworthy: time-limited project, the degree of commitment can be acceptable for everybody; multiple opportunities for participation: involvement of many people; ability to incorporate initiatives that result from the process. Some notes on the results: the physical realization of the project had to meet quality standards appropriate; it had been planned to measure the satisfaction of everyone involved in the initiative and the rest of the community; the respect to the decorations during the month when they were installed proved acceptance on the neighbourhood part. The project was used to report: making known that the neighbourhood is undergoing a transformation plan, and explaining the importance of recycling. A collective tour to a recycling park became the final unpredicted result and symbolic closure of the project. The draft continues having obtained an award for the initiative and with the general willingness to carry on with this type of activities.

59.00 Positive peer culture: a resilience-based intervention in adolescent foster home care

Christoph Steinebach (1), U Steinebach (2)

(1)Zurich University of Applied Sciences, Switzerland

(2)Catholic University of Applied Sciences Freiburg i.Br., Switzerland

Paper session 

Concepts of resilience and self efficacy highlight possible positive effects of mutual help by adolescents. Accordingly the concept of Positive Peer Culture (PPC) developed by Vorrath and Brendtro in the 1970s relies on the experience to be able to help. To line out the effects of Positive Peer Culture 163 male adolescents, parents and 47 staff members in a foster home were interviewed in a longitudinal study. In six different surveys quantitative as well as qualitative methods, questionnaires as well as interviews have been applied. In an additional follow-up survey 18 former members of the program answered different quantitative and qualitative questions. The results show an increasing self-worth and decreasing behavioural problems. PPC helps the young people to feel valuable. The readiness to help others improves. There is less violence and fighting in the home. The young people can express their feelings more easily. This applies to both negative and positive feelings. Communication skills improve. Accepting PPC improves. Consequences for youth welfare services focusing on the development of assets and resources in adolescents` lives are being discussed.

60.00 Therapy project–counseling for elderly people who feel depressed after retirement

Fabrizio Arrigoni (1)

(1) Italy

Paper session ■

For many people, especially men, retirement can be an element of personal crisis from which psycho-educational supporting intervention can be needed. Following notice given by general practitioners and the social services, a community therapy project has been developed, as described below.

- An individual counseling desk was created, where elderly people were listened to by a professional educator and helped in the working-through process of their retirement. Starting from pieces of information and emotional states which came out during the counseling (anxiety, fear of being alone, anxiety connected to spare time) a net treatment project has been developed in which, in addition to the counseling desk, decided by the project team (professional educator of the day care center, social worker and general practitioners), a course in preparation for retirement has been developed, in order to inform depressed elderly people about psycho-physical stimulation and personal risk areas on which you can work in order to preserve an active ageing process and develop awareness of one's own social responsibility about his own community. The subjects of the course were the rite of passage retirement, the psychosocial aspects of old age, the senile dementia, some concepts of music therapy, the health in old elderly, geriatrics and modern services alternative to hospitalization and the self-esteem and depression in the elderly. Two important issues were volunteering and self-promotion in order to support awareness and to foster the creation of a volunteering group which could help, for example, other elderly people in the same village who could be in need.

Materials and methods: in three years time, three projects has been carried out (2006, 2007, 2008) for people who were going to retire (the counseling desk and three courses in preparation for retirement). Each participant has received a satisfaction questionnaire and a mood evaluation scale (Geriatric Depression Scale/GDS). Later on, as described below, some elderly people created a volunteering group; a satisfaction questionnaire has been given to their parents and relatives as well.

Results: The GDS shows that there is a percentage reduction towards normality between initial values and values got in the distance. After the therapy, 18 participants (32,14 %) created a volunteering group which supports the social Services in helping elderly people at their home.

61.00 DIOP, a new experience in Switzerland

Jean-Marc Roethlisberger (1)

(1) Association de la Maison des Jeunes, Switzerland

Workshop



The canton de Vaud is an important part of the French speaking area of Switzerland. It has a long and productive history in the field of social education. Recently the state and the associations and foundations were involved in a long term discussion in order to check if the existing institutions and services were really matching the needs. During this process it appeared that one specific category of young people, aged 14 to 18, didn't correspond to the existing structures anymore. These young people had already experienced several types of residential or ambulatory programs but they were escaping or were acting in such a way that they had to leave these programs. Most of them had drug or alcohol abuse problems, problems with justice, were violent, jobless with a very poor education and families in great conflicts. More than that, these young people seemed to be no more interested in creating a productive relationship with social educators, social workers or psychologists. The decision was taken to create a new program called DIOP for «Dispositif d'Intervention et d'Observation Pluridisciplinaire». This new program started mid 2008. The team has 4 full time social educators. Each of them is in charge of 5 young people. The process starts when the state social service realises that a specific young girl or boy is in great danger and in need of help after several attempts of integration in an existing program or institution. The first meeting between the social worker and the social educator is used to check if the DIOP could be a possible solution. In this case, the social educator will start a long process of recreating a link and a relationship with the young person. The mobile phone is an important tool for this. Then, the social educator will structure his observation and exploration of the situation using a checklist based on 7 fields that are: 1/ family environment, 2/health, substance abuse and diet, 3/social skills, 4/training, job, 5/lodging, 6/money and administrative questions, 7/leisure, personal projects. The aim is to lead the young person to accept to be helped and to join an existing program. The idea is to achieve this process in 9 to 12 months. This new project includes experimenting new tools and new approaches in the field of social education. We would be glad to share this new program with colleagues and to get their feed-back based on their own experiences.

62.00 Bloco EURECA Campinas(Eu Reconheço o Estatuto da Criança e do Adolescente - I Recognize the Child and Adolescent Statute): report of a experience.

Ney Moraes Filho (1,2,3), Margareth Morelli (1,2)

(1)Prefeitura Municipal de Campinas

(2)Movimento Nacional de Meninos e Meninas de Rua

(3)AIEJI

Paper session



Since the early 1990's Campinas social educators and children travel once a year to São Bernardo do Campo to join the Child Right Carnival 'Bloco' named EURECA (Eu Reconheço o Estatuto da Criança e do Adolescente - I Recognize the Child and Adolescent Statute). This year, for the first time, we are walking also in a street in downtown Campinas. This paper tell our experience in building a Carnival group in which human rights and child rights take the usual place occupied by historic or fantastic themes or popular characters in the enredo (story). Several NGOs and Public Services (Social Assistance, Educational, Health Care...) of Campinas - SP (Brazil) unite efforts in order to make up a parade one week before Carnival on the main street singing and dancing the Maracatu which lyrics stands for Human and Sexual Rights of Children in our country, and asks people to fight against children sexual abuse, mass media sexual exploitation of children image, Commercial sexual exploitation of children and also defends social politics that prevent teenage pregnancy, promote safe sex and the recognition and respect to teenage gay rights. The process begun in october 2008 and during 4 months we promote several meetings when each theme was discussed while costumes and stuffs were made. The main goal of these events was to stimulate and enable children and adolescents to participate in community issues, such as Child and Adolescent Rights Conferences that occurs every two years in all cities where are elected local representatives to State and National similar assembly, and to become political activists. Eureka Campinas' Block project won (2008) a prize of São Paulo State´s Health Office and is supported by State and Local STD/HIV/AIDS health programs. That material support made possible start this first Campinas parade.

65.00 Unaccompanied foreign minor: the phenomenon of their migration

Maria Rita Venturini (1)

(1) Comune Di Ancona (Municipality of Ancona), ANEP, Italy

Workshop



The profile of these “minors in movement” shows very young people, usually males, coming like clandestine from poor or at war countries, to richer countries with the aim of improving their life conditions. The minors migration project is often supported by the economic situation or the social deprivation coming from a big precariousness of their original family (when it exists). Families often run into a lot of debts to pay the trip that is usually very dangerous and the struggle to survive is unimaginable. In the Italian outline and also in the European one, unaccompanied foreign minors form a special category of migrants. Although they have a surprising early maturity, they are anyway children. Belonging to a different culture, they arrive at foreign countries without their families and they live in a condition of bewilderment, sorrow and carelessness. Bringing these kids from the social invisibility to the freedom is a difficult way and needs the greatest attention and a constant up-to-date of the carried-on policy. In Italy, the answer to the phenomenon of the minors clandestine migration is represented by the Communities of First Accommodation where minors receive first “care” and the possibility of regularizing their position. Usually, At the time of the entry, the minor appears frightened, bewildered and often suspicious. When he is enough quiet and available to enter into relation, compatibly with the understanding of the Italian language, the educators show in detail the organization of the community. During the stay in the community, an individual educational project is planned. The community become a microcosm where cohabitation, tolerance, respect towards himself and the others are tested. The educator besides to develop a rule part, act as mediator, simulator filling up the different aspect of community life with educational meanings. The educator must bring himself into action offering by his behaviour, a referring model and developing a way to communicate which goes beyond the words. The educator is the constant reference in a process of self-responsible making of the minor towards himself and the community environment. The daily actions have an universal educational meaning. One of the most delicate moments is the transfer marked by the fright of the changing and of having to start again. In general, as much as the first living accommodation is well managed, so the second accommodation will have a favourable evolution. But ...

66.00 20 Key assets for kids: promoting developmental outcomes for children and young people

Leon Fulcher (1,2)

(1)*The International Child and Youth Care Network, United Kingdom*

(2)*Foster Care Associates, United Kingdom*

Workshop 

Every child or young person placed in out-of-home care presents a unique set of opportunities and challenges for those seeking to make a difference in children's lives. 20 Key Assets for Kids help to reinforce resiliency and nurture developmental outcomes that equip young people to become healthier, more emotionally and physically resilient young adults. Sponsored by Foster Care Associates (FCA), Fostering First Ireland (FFI) and Key Assets Fostering New Zealand and Australia, the 20 Key Assets for Kids initiative focuses on 20 Developmental Outcomes identified by the US Search Institute (www.search-institute.org), adapted for use with Commonwealth and European populations. This workshop introduces participants to the 20 Key Assets for Kids outcomes and one of the new free-access, 20-Module online course – From Strength to Strengths for Foster Carers –available at www.cyc-net.org and www.learningzonenetwork.org.

69.00 A new window to the world: implementing ICT for people with disability to improve communication and self-determination

Kasper Nizam (1), A Hjort Frederiksen (1)

(1)Social Development Center SUS, Denmark

Workshop



Proejct aim: To strengthen self-determination, the communicative environment and social network of persons with disabilities by implementing ICT in residential facilities. Method: Two residential facilities for people with ID has been involved in developing and testing methods to implement ICT. Residents were screened to assess wishes and needs for ICT. Skype (video chat) and a Danish e-mail/calendar-software programme based on inclusive design were implemented in the residential facilities along with staff training. Voluntary ICT resource persons were also recruited to give technical support and usability researchers contributed to the screening and design process. Results: Motivation is a prerequisite for successful implementation of ICT. Adequate training and support of residents and staff in the use of ICT is also necessary. Evidence shows that a dynamic action plan that describes the responsibilities and tasks in the implementation process is vital. Conclusions: People with ID can benefit from ICT as a way to strengthen their communication, interaction and social network. It is recommended that an innovative model for implementation of ICT includes identifying appropriate ICT, establishing a local project organisation and designing a strategy for the implementation process.

70.00 Social education and effective multicultural contacts of students in Tatarstan Republic (Russia)

Guzel Mukhametzyanova (1), T Tregubova (1)

(1)Russian Academy of Education, Russia


Paper session 

Our presentation deals with the issues of diversity and multiculturalism in the higher educational establishments that is very important and valuable for multicultural societies, such as Russian and the Tatarstan Republic ones. In spite of the fact, that everyone in Russia is exposed to the same educational system, the same political and economic systems, and perhaps most importantly, the same mass media, still their background, especially family traditions, lifestyle, and stereotypes influence their behavior and actions. So young students should adapt to new multicultural classroom norms, and the experience of being a newcomer and different accounts for some adjustment problems. So they seek counseling. Social education and creativity could offer some solution to the this problem. Social education today plays a dominant part in creating values and beliefs, and it is education, more than any other institution that enables each country to think of itself as a classless society in which there are no barriers or inequalities among those who acquire socially valuable skills. We live and work in the Tatarstan Republic that is a Muslim Republic with the population, consisting of more than 55 nationalities and ethnic groups, and having 2 state languages: Russian and Tatar. In August 2005, Kazan, the capital of Tatarstan, celebrated its 1000th anniversary, and Tatarstan is the most successful multicultural republic in Russia, some sort of "Mosaic" in which all nationalities are proudly displayed. One of the most important things an educational establishment can do to facilitate students' multicultural adjustment is to help them to develop social relationships with students from their own culture, with other newcomers, and with members of the new culture. At the Kazan Academy of Social Education (G.Muchametzyanova – is President) , we offer a variety of students clubs and organizations where students have a greater chance of meeting people with shared interests and values. Moreover, we have organized the University Center of students' volunteers - "The Students' Order of Charity". This Center is more than a sort of students club or coffee bar. We don't want to eliminate cultural differences. On the contrary, we organize festivals of customs, folk dance, multicultural food court, demonstration of national fashion, visits to multicultural families. On the whole, it gives Tatarstan students the sense of social protection and hope for a save life in "a global village".

71.00 The museum as an educational resource for the social excluded groups

Raul Alvarado Navarro (1)

(1)ITESM, Mexico

Paper session 

In the work that follows, suggest that the intersection of three fundamental factors. These factors are the social education as a strategy of collective development, the museum as a privileged place of socio-cultural intervention, and as a concrete subject group of intervention. Only from this multiple vision, you will be able to understand and explain the museum as a resource for the community development in marginal groups. The purpose of this work is to promote the museum as a resource for the community development and as a space for socio-education projects. The goal of this work is also to present the museum as a cultural for people with special educational needs in order to integrate them more completely into the cultural life of the city. The museum can be used to obtain the active participation of members of marginal groups in activities that are offered by these cultural institutions.

72.00 Knowledge is power and network makes strong

Janani Thevavickneswaran (1), Michael Henriksen (2), Dolores Gauci (3)

(1)Team Online A/S, Denmark

(2)Lindebjerg, Resident and activity centre for retarded adults, Denmark

(3)Richmond Foundation, Malta

Workshop



Frontiers lose importance in a globalised world where knowledge and network run across national boundaries. IT tools can be used to ensure that social education workers (SEW) build networks and exchange experiences internationally. Learning and sharing experiences in an international environment enables the SEWs to improve and strengthen the efforts for a dignified existence for people with special needs (PSN), locally. SEWs all over the world have a lot of things in common. First and foremost they have been trusted by someone to work with people with special needs. A SEW's principal duty is to help, guide and give compensatory support and to develop potentials so that PSNs achieve a better life in their own home or with others in a social context. Team Online has 10 years of experience in the social field, we believe SEWs all over the world face challenges administrating and supporting the social service efforts. In a busy and fragmented world we need tools to support and document these efforts. Team Online's Bosted System can help the social field handle documentation most appropriately. The system creates coherence, overview, and a foundation for new efforts which target local PSN's present situation. Documentation is of crucial importance to improve the efforts for the citizens. We believe that we can create a common platform for documentation and knowledge sharing to promote communication and dialogue among SEWs across nations. Both SEWs and the employer derive profit from this, which eventually result in improved efforts for PSNs - the pivotal point in this respect. Programme for our workshop Deputy Manager Michael Henriksen, Resident and activity centre for retarded adults, Lindebjerg • Our goal is to support documentation with IT in order to share knowledge across borders Project manager Janani Thevavickneswaran, technology supplier Team Online • How does the Bosted System work? Deputy Manager Michael Henriksen • Experiences from Denmark, how Bosted enables documentation and data sharing internally, nationally, regionally and locally CEO Dolores Gauci, Richmond Foundaton • Experiences from Malta, successful implementation of Bosted in 2008 Deputy Manager Michael Henriksen • Impact of the following possibilities: documentation and exchange of knowledge and experiences in order to improve the social pedagogical field; establishment of networks across borders; eventually focus on the individual and his/her needs • Questions and discussion

73.00 Future challenges for social educators: exporting successful models to other countries, the Israeli experience

Emmanuel Grupper (1)

(1)EFSHAR Association, Israel

Workshop




The challenge of social educators in a globalised world is to take advantages of the globalization phenomena in order to create partnerships and export successful models of social education services and implement them in other countries, mainly underprivileged ones. The case we wish to present is the Israeli model of educational youth villages. This is an original form of residential education and care for multicultural youth population of adolescents who are in need of out-of-home placement, mainly immigrants and drop out from regular schools in the community. It was originally created for saving Jewish youth from Germany 75 years ago, and during holocaust period, bringing them to Israel and educating them in such youth villages. Since then 250,000 young people with special needs has been empowered, rehabilitate and educated in these residential villages. First stage of enlarging the scope of youth integrated in these settings: taking in Asylum seekers, young refugees who escaped the genocide in Darfur (Sudan), giving them a new opportunity to recover, learn the language, integrate themselves in a normative high school and develop normative expectations for their future. Second initiative is exporting the model to Africa, and opening a youth village in Rwanda for 500 orphans. This is an initiative of the Rwandan government with financial support of international foundations with Israeli expertise. The Israeli team of social educators working on this project together with Rwandan social educators is mainly composed of young Israelis from Ethiopian origin, graduates of such youth villages in Israel. They have the know how and the motivation to go back to Africa on such a life saving mission. In the presentation a short documentary film will be projected demonstrating the implementation of these theoretical ideas into concrete projects.

75.00 The social educator in the process of international adoption

Maribel Oliver Royo (1)

(1) Social Welfare, Spain

Paper session 

The Communication that I am going to summarise is focused to present the experience of the work that the team of social educators in the Government of Aragon made, since it was introduced the International Adoption in Spain for more than 10 years. In these years the roles they assume have been changing and adapting to the needs of children and their families. The requirement of the countries of origin, in order to report information on the development of their children, prompted the intervention of different type of professionals after the adoption has been made. The role of the social educator in the process of International Adoption is essential at various stages, especially for educational support to families and children in their mutual adaptation. In these years the roles of the educator has been adjusted and taking on new challenges seeing that difficulties are changing and new requirements are coming up not only in the family but also in school and social environments. In addition to systematize and strengthen the educational support to children and their families during the process of adaptation, social educators issue mandatory monitoring reports to countries of origin. We advise the families in the run up to the adoption also we produce didactic materials for training families and teachers in the school environment. We train professionals of formal education with regard to the characteristics and needs of adopted children also we participated in various forums, meetings and conferences in which the topic is International Adoption. To explain our experiences is interesting and enriching, because we believe that the social educator has the correct professional training to perform such work, the success and confides with families we work with endorses our way of intervention in educational guidelines, not in the systematically addressing from the perspective of "psychological disorder" in relationship problems or behaviour, in other communities this is mostly carried out by psychologists. We believe that our method is more appropriate for resolving potential conflicts and to support new situations created by International Adoption.

76.00 From violator to human being.

Mette Boelt Kristiansen (1), Birgitte Damgaard Jørgensen (2)

(1)Hedensted Kommune (Council of Hedensted), Denmark

(2)Bofællesskabet Åbo, Uldum , Denmark

Workshop




A mentally impaired resident with schizophrenia in 2006 tried to strangle a member of staff. The male resident had lived in the small residential home with 8 other mentally impaired people for 14 years, and he had never done anything violent before. The council decided that the resident had to be moved to a more secure institution. However nobody actually did anything to find a new institution, so a year dragged on and then the resident once again tried to strangle a member of staff. The staff now moved into psychological crisis and had long periods of sick leave. A suitable institution was now found, but as the cost of that was DKK 2,3 million pr. year and his present home only cost DKK 200.000 the staff together with the council decided to achieve the necessary pedagogical methods to meet the residents needs, so that he wouldnt experience to be moved against his will. A move that he with his mental impairment would hardly have understood, and that the staff feared would trigger him into psychosis. For 10 months the staff went through different educational activities: Selfdefence, so they now know how to defend themselves and give out a vibration of selfsecure authority - psychological therapy to help them put fear away - behavioral communications to be aware of the staffs own communication to the resident and finally we discovered the residents need for more visible daily structures and were taught the method TEACCH, a method used in the work with autistic people. In October 2008 the results show that the resident clearly has a better life than ever before - according to his own accounts and the staff observations: there has been no violent episodes and he hasn't been given tranquilizers (which he used to get nearly on a daily basis before) since the 'course' started. All staff is back at work full time and nobody quit their job. The council invested in education for their staff and has saved enormous amounts in the years to come. So: A win-win-win situation for all parties have arised - rather than the gloomy perspectives that was in front of all of us a year ago. In the workshop we would like to discuss 1) What it takes from all co-workers in all levels in the Social Services to secure 1 human beings quality of life and 2) How to change the outlook on a person from violent/schizophrenic/mentally impaired to competent adult with needs the same as everyone else.

77.00 With citizens rights comes duties

Mette Boelt Kristiansen (1), K Elsing (2)

(1)Hedensted Kommune (Council of Hedensted), Denmark

(2)Bofællesskabet Syrenvænget, Juelsminde, Denmark


Paper session 

A 34 year old female resident of a small residential home for years hurt her self (scratchin her body with sharp tools and so on) and verbally and physically abused staff and co-residents. She would scream very loud, bang the doors and get very angry when the staff tried to motivate her to do ordinary things in her home. The resident wouldn't accept help from the staff to bathe, groom herself and all personal hygiene, so she was eventually in a state where staff, co-residents and her co-workers was both afraid of her and shyed away from giving her any specific attention because of her hygienic state. The staff eventually by the help of a special consultant achieved paedagogical methods and coordinatory skills to work together as a unit, so the resident would feel safe in the communication she got from the staff. Through dialogue with the resident about 'what's on and what's not' in society when you are a grown up citizen and in her residential home, she eventually decidede that she wanted to stay in her home, rather than have to move to a different home with more special care. This has lead to far lesser episodes of anger and daily shouting, there has been no episodes of violence since the educational programme started. The programmes point was to make the staff decide, which daily decicions the resident with her abilities actually can take in an enlightened way, and which decisions the staff will have to either guide her towards or take for her. In the workshop we would like to discus 1) The mentally impaired citizens rights and duties in daily decisionmaking and how they too must face the consequences of their decisions and 2) The challenges the staff are faced with in order to this.

78.00 Inclusion of people with special needs at work: the view point of businesses and special needs institutions in developing countries.

Rex O Eroutor (1)

(1)Planet biodiesel outreach Cambodia, Phnom penh Cambodia

Paper session 

Inclusion is a process whereby society adapts so as to allow full participation to people from all sectors, including people with special needs (PSN), as they prepare to become regular members of society. PSN's access to the job market is among the aspects of the process of inclusion, whose importance relates to the promotion of conditions for satisfying their basic needs, achieving self worth and developing their full potential. The aim in this research was to investigate businesses with more than hundred employees and institutions that work with young people and adults with special needs, so as to identify what they are doing to promote inclusion of PSNs in the job market and uncover possible difficulties they have faced during the process. We interviewed professionals in thirty businesses and ten educational institutions, all located in Developing countries, typically western part of Africa. The results showed that most businesses do not obey the national Quota Law which establishes the minimum quota for hiring PSNs. According to the businesses consulted, the main problem lies in the PSNs low level of education and their lack of professional qualifications. The educational institutions criticize the processes adopted by some of the companies hiring PSNs; however few of these institutions offer proper schooling for their students, concentrating instead, for the most part, on developing basic work habits or investing in developing work related skills in areas other than those required by the job market. Also discussed in this paper are some of the contradictions found in our legislation, educational practice and job market, as related to inclusion.

79.00 Deaf with side handicaps in Denmark

Anne Holtet (1)

(1)Center for Døve, Denmark

Workshop




Verdenskongressen i københavn 2009. Center for Døve, Døves Aktivitetscenter vil gerne deltage enten som workshop eller paper session. Vi er en arbejdsplads for døve med dansk og tegnsprog, taktiltegnsporg på en to sproget arbejdsplads, derfor vil vi bruge en høj grad af VISUALISERING bl.a.powerpoint ved vores fremvisning. Vi mestre ikke engelsk (kan skole engelsk)på højt niveau, hvorfor dansk og tegnsprogstolkning på dsansk vil blive benyttet, hvis vi deltager (ellers skal der tolkes til engelsk). Center or Døve er en landsdækkende virksomhed. Vi har en stor vifte af tilbud til døve, døvblinde hvor af en stor del af gruppen har yderlige handicaps, se vores hjemmeside (er også på engelsk)cfid.dk. CfD beskæftiger mange tegnsprogstolke, socialpædagoger, værkstedsassistenter og enkelte konsulenter, der alle har overenskomst med SL. Vi har et stort takst finansieret område med bo og aktivitetstilbud (værksteder, kantine, servicehus, Døves Vaskeri). Døves Aktivitetscenter vil gerne bidrage med en workshop e.l., hvor vi med power point viser mangfoldigheden indenfor vores socialpædagogiske arbejde med fler handicappede døve og døvblinde/svagtsynede. Vi bruger f.eks.visuel afdækning af brugernes individuelle kommunikations behov/ønsker, BUS (Bruger Udviklings Samtaler)skemaer og andre visuelle kommunikations systemer. Konsulent, Tolke, Døves Vaskeri, Servicehuset og Kantinen, har tilsvarende publikationer og materialer der også kan indgå. Døves Aktivitetscenter har en egen produktion af bl.a. vævearbejder af høj kvalitet (udført hovedsaglig af døve autister og døvblinde), samt en glas produktion. Der vil kunne fremvises prøver på arbejdet evt. ved repræsentation af bruger repræsentanter. Da bruger gruppen er sårbar kan vi kun i begrænset omfang aftale besøg på bo og aktivitets afdelingerne, det vil hvis interesse også kunne omfatte Døves Vaskeri (beskæftiger også handicappede der er indskrevet, samt har jobtræning m. v.). Døves Aktivitetscenter, Døves Vaskeri,Kantine, Servicehus, Bo afdelinger i Gladsaxe er alt sammen indenfor samme område (gå afstand). Jeg er tillidsrepræsentant og tovholder hvis i er interesseret, min private mail er anneholtet@privat.dk Venlig hilsen Anne Holtet

81.00 Measuring competencies for successful socio-pedagogical practice

Neven Ricijas (1), Z Poldrugac (1)

(1)University of Zagreb, Faculty of Education and Rehabilitation Sciences, Croatia

Paper session 

The purpose of this research was to identify a set of competencies social pedagogues need in their professional work for successful outcomes. Research was conducted on a sample of N=193 social pedagogues in the Republic of Croatia (14% male and 86% female professionals). Research included social pedagogues who work in social welfare system, educational system, health institutions, judicial institutions and non-governmental organizations. Range of age is from 24 to 65 years (M=39,38, SD=10,590) while the range of working experience varies from 1 to 42 years (M=13,5; SD=10,416). Administrated questioner consists of 5 parts: (1) general socio-demographic data and information about job description, (2) information about clients and interventions, (3) Perceived Importance of Sociopedagogical Competencies Scale and Perceived Competency Scale for Sociopedagogical Work, (4) job satisfaction and additional educations, and (5) perceived professional and social status of Social pedagogy in Croatia. Results will be presented in the context of needed competencies for successful sociopedagogical work and differences in perceived importance of competencies between different areas and types of work. Results will also indicate gaps between the perceived importance of competencies and the level of acquired competencies that have direct effect on life-long learning strategies and future educational curricula. This presentation is a part of a broader three year research "Scientific establishment and development of Social pedagogy in the Republic of Croatia" financed by Croatian Ministry of Science, Education and Sport.

83.00 Creating livelihood opportunities for widows through education after 26 Dec. tsunami – A case study from Sri Lanka.

Prabhath Patabendi (1)

(1) Institute of Human Development & Training, Sri Lanka


Workshop

Sri Lanka has a land area of 64,000 sq. Km. More than half of its nineteen million population live in villages, towns and cities in the coastal districts. Tsunami has created devastating situation in fifteen districts in coastal areas of Sri Lanka. Nearly 50,000 lives have been lost and about 10,000 are missing. It is reported that more than two million people were displaced. The displaced people have lost their homes, belongings and livelihood. Infrastructure facilities including schools have been destroyed. Women and children were the worst affected by the force of the December 2004 tsunami in Sri Lanka. Women were worst-hit because they were waiting on beaches for fishermen to return, or at home looking after children at the time. In many areas, about twice as many women as men lost their lives, leaving a large number of widowers. Many women died trying to care for their children and other family members. Since so many fishermen were lost at sea, thousands of widows are left alone. Under these condition IHDT started a project to empower widows through entrepreneurship training and support to start business ventures, to enable the women to earn an income for themselves and their family. This project supported 100 widows to work together, with advice from professional consultants, to run successful income earning businesses. The main activities were offer training, facilitated the formation of vocational groups, provided equipments and raw materials for business start ups and provided support to the established businesses. The results were amazing. Today they are self sufficient in earning an income for their family members and some are doing very well establishing good businesses. The paper will analyze the plight of the women widows in the post tsunami scenario and the actions initiated by IHDT to recover them from this disaster situation by creating livelihood opportunities through education & training.

84.00 How to deal with different cultures in education?

Ine Geerts (1), M Heylen (1)

(1)Catholic University college, Belgium

Paper session 

Belgium is a country with a history of migration. Nowadays families from second and third generation migrants live and work in our country. Most of the time they have the Belgian nationality but there are still a lot of contacts with their homeland and also within their own communities. In Turkish communities there are also a lot of marriages with brides from their home-country. They have to learn the language, but also the values of the country, the education-system, etc. That's why in education they are confronted with a lot of difficulties. Children who are born in Belgium are growing up between different cultures, different ways of education, different values, ... It sometimes is very difficult for parents and children to understand each other. We also notice that when there are problems in education, families are waiting for a long time before they search for help. Most of the time the problems are than worse to deal with. On the other hand our welfare system is not very multicultural. Most of the time educators have the Belgian origin. Therefore educators don't really know how to deal with different cultures in problem situations. Communication between different cultures is very difficult, especially when you have to talk about feelings. In our workshop we want to tell more about Belgium as a country with different cultures and how to reach the communities on a low profile way. We'll give a lot of examples and methods witch are very useful in reaching these communities (for example "the education shop", "talking – mothers", ...) What is the definition of culture? What are the different methods witch are successful in transcultural education? We want to tell more about the intercultural education as a method (cfr. Edwin Hofmann). This method starts from an transcultural principel. In transcultural education you have to have the notice about the different dimensions of culture (you have to let go of your references). Not only you have to recognize the problem on itself, but also recognize the different habitats of the youngsters and their family. Taking care of your client means you look at the competences of your client, not at the problems. Emancipation and empowerment are the key-words. We'll use a case study as an example to work with.

85.00 Mobile café: factors in the success of work with at-risk adolescents

Amnon Boehm (1), L Adler (2)

(1)University of Haifa, Israel

(2)Ministry of Social Affairs, Israel

Paper session




The paper examines the factors that contribute to the success of a unique community project, the Mobile Café, designed for youngsters in remote communities in northern Israel who do not attend formal frameworks. A vehicle equipped with light refreshments and portable equipment travels to different places in order to find teenagers who are in the process of dropping out of formal frameworks and provide them with a counseling framework. The project focuses on reaching out to teenagers who are involved in pranks and vandalism and those at risk of drug and alcohol abuse and illegal driving. Using a structured questionnaire, the research examined a group of project participants (87 teenage boys) and a control group of adolescents not involved in the project (45 boys). The age range was 14-20. The factors of success examined (the dependent variables) included the boys' empowerment; their personal coping strategies (positive and negative); different aspects of learning; and general evaluation of the project. The independent variables in the research (that affect project success) included counseling styles (transformational and transactional); accessibility of the project, social and task-oriented solidarity; and personal demographic traits. Some of the findings and conclusions: (a) Transformational and transactional guidance styles of the counselors affected several outcome variables: cohesiveness (social and task-oriented), empowerment (personal and community), and contribution to the community. The need for combining styles was prominent. (b) The accessibility of the counselors was found to influence cohesiveness, empowerment (personal and community), and contribution to the community. (c) The level of empowerment of the participants was not lower than that of the non-participants. Evidently the project contributes to the boys' sense of control over their life circumstances. (d) The project participants tended to use negative coping strategies similarly to those in the control group. However, the boys in the project used positive coping strategies less than their counterparts, indicating the need to find ways to encourage them to do so. (e) None of the project variables examined contributed significantly to the use of positive coping strategies. Apparently participation helps in reducing the use of negative strategies but not in developing positive ones. We will describe these and other findings and discuss their theoretical and practical implications for work with adolescents.

86.00 Core competence of italian social educators. The results of the working group.

Francesco Crisafulli (1), P Scarpa (1), L Paoletti (1), L Molteni (1), S Giuliodoro (1) L Sambugaro(1)

(1)ANEP - Associazione Nazionale Educatori Professionali, Italy


Paper session 

ANEP, the Italian Association of social Educators(ANEP),decided in 2007 to grant a research about the 'Core competence' of our profession, called "Educatore Professionale". It's important to inform that in Italy our profession is recognized as a health-social profession and most of us working in the National Health Service. Our theoretical reference is the conceptual model and methodology developed by Prof. J-J. Guilbert and described in the 'educational guide for healthcare professionals'. For the training of citizens and able to help creating a better society, Guilbert has built a 'spiral of planning' which starts with the identification of priority health problems and the definition of tasks and objectives of education; the second step is in the planning of an evaluation system; the third step is planning and implementing an educational program; the fourth step is implementing the evaluation system. What interests us as professionals on Guilbert's thought and method, is that he inextricably binds the theoretical work on the documents with the ability to affect the training of professionals in a country. Guilbert said us that if our research work will not find space as a 'core curriculum' courses in universities where Italian educators are trained, we have only lost our time. This was an important stimulus for ANEP to continue its policy of reflecting and proposing new training for educators Italians, and we started working hard. Helped and supervised directly by Guilbert and an Italian researcher, Antonella Lotti, we initially studied the pattern. Then we launched two parallel working groups: the first was employed to identify the social and health priority problems of the Italian population; the second group has worked on the main functions and activities of the educator, starting from professional profile defined by Italian law. The output and results of our research is a document that highlights the main areas of work for the professionals and, secondly, identify core functions and activities for educators' training. We propose a workshop at the Congress where we should like to expose and exchange with other social educators in the world about the results of our research and confront our reflections with others. ANEP Italian National Association of Professional Educators - www.anep.it Working group: Francesco Crisafulli, Paola Scarpa, Laura Molteni, Luca Paoletti, Stefano Giuliodoro, Luca Sambugaro Reference: francesco.crisafulli@ausl.bologna.it (coordinator of the Italian group) Guilbert Jean-Jacques: "Guida pedagogica" per il personale sanitario quarta edizione italiana a cura di Palasciano G., Lotti A. 2002 Edizione Masso delle Fate (Italia)

87.00 Social educations in hospitals

M. Teresa Bermúdez Rey (1)

(1)Universidad de Oviedo, Spain

Paper session 

The term Recreation and Entertainment Programs in Hospitals refers to the activities carried out with in-patients of any age, who due to the characteristics of their conditions have free time available. In Spain these programs are slowly developing and are mainly aimed at paediatrics patients. This paper puts forward that the figure of the social educator can and should be taken into account, since at present these activities are being carried out by volunteers from charities who lack suitable training and by socio-cultural educators who lack university education. The functions these professionals should fulfil in such positions, the profile they should have, the activities which should be carried out, the methodology employed and the profile of the patients –which this paper focuses on paediatrics- are also described. Although this is a rather unexplored field, it is sensible to say that social-educators should work alongside with multidisciplinary teams of hospital workers, psychologists, pedagogues, social workers and school teachers. The recent introduction in Spanish hospitals of school teachers, the icon of formal education, encourages us to look forward to a similar move as far as non formal education is concerned; nevertheless it should be pointed out that although teachers are tolerated they do not take active part in these institutions. This paper favours the professionalization of volunteers as a prior, although not essential, step towards the acceptance of social educators as full members of hospital staffs.

92.00 Placement quality and objectives (KIA) – Municipality of Copenhagen project

Niels Andersen (1), Martin Gunnarsen (2), Rikke Cecilie Bjerrum (3)

(1)LFS, Denmark

(2)SOF, Københavns kommune, Denmark

(3)Frederiksholm Akutinstitution, Københavns kommune, Denmark

Workshop 

Several professional organisations within the field of placement and the Municipality of Copenhagen's social services department have completed a joint three-year development project with the aim of enhancing employee qualifications in day and 24-hour care centres based on the new placement reform of 1 January 2006.

The focus of the project included:

- 1) Assisting individual 24-hour care centres/employees in operationalising their pedagogical foundation regarding the objectives and methods of their pedagogical work.
- 2) Assisting individual 24-hour care centres/employees in working with clear objectives, intermediate goals, and follow-up concerning the individual placement process.
- 3) Enhancing the qualifications of and supporting individual 24-hour care centres/employees in developing methods to involve the child/youth and the parents in the individual placement process.
- 4) Enhancing the qualifications of and supporting individual 24-hour care centres/employees in developing methods to ensure efficient cooperation between care centres in relation to the individual placement process.

Approximately 600 employees spread across twenty-five centres have participated in the project, which resulted in each centre writing a cohesive profile for their centre in what is known as a HEFU file, which is a Danish acronym for holistic professional development. The HEFU model was developed by Associate Professor Karin Kildedal, PhD, Aalborg University.


Apart from a presentation of the philosophy behind the project and the overriding organisational/learning model, an employee from one of the participating centres, Frederiksholm Emergency Care Centre, will explain how the centre's placement quality and objectives (KIA) team carried out the project at the centre.

Finally, a basis has been established for discussing the significance of having day and 24-hour care centres describe the unifying foundation of their work as well as the importance of care centres regularly documenting that they actually do what they say they do.

93.00 Nextjob. A lasting working career for all.

Palle Gammelgaard (1), K Nielsen (1)

(1)Nextjob, Gentofte, Denmark

Paper session 

Synopsis in 5 sections. 1. Nextjob: The History. Nextjob applies to young and adult persons with mental disabilities with or without disablement pension. Nextjob consists of three programs. Job & Pension: A two-year course with 15-20 participants. Combines focus on general education and labour market education with two trainee courses in the labour market. The aim is that the participants should be employed in jobs with salary subsidy in the labour market. More than 100 people have participated during the last 7 years. More than 80 people is employed at various worksites from grocery stores and day care centres to hospitals and the Danish Parliament. Afklaring og Job: (Clarification & Job): An individual course for people with learning disorders, who don't receive disablement pension. The aim is to clarify and enhance the work capability of the participants to obtain, where possible, a lasting connection to the labour market. It is done during an individually arranged course with trainee placements in the labour market and education as required. 2. Nextjob: News. Unge Projektet: (Project Youth): A one-three year individually designed program for young people with learning disorders in the age 18-24 years. The aim is to clarify, experience and find the right working career. 3. Nextjob: The Network. During the trainee course and as a minimum during the first year of employment the participants join a network with other participants, where they meet in different social and professional arrangements. The network includes a continuous contact and support from the recruitment consultants in Nextjob. They act as personal supervisors and support for the individual participant during the whole course. The recruitment consultants coordinate the daily activities, provide contact to the municipalities and the next of kin. This network has proven crucial for the participants to keep their jobs and from time to time try out new career opportunities. 4. Nextjob: The People. Through stories and filmed interviews with participants, recruitment consultants, social workers and employers we will show you the successes of Nextjob. The live stories of our effort. 5. Nextjob: The Future. Within the near future we will: Start up new projects for different groups of people in consideration of their different handicaps: People with psychiatric illness, deaf people, people with cerebral pareses, etc. Develop education material and help for career planning based on the internet. Launch a Competence Centre for severely disabled people and develop education through practical experience with the aim to obtain a job on the labour market as individuals or in a group with the proper type of support.

94.00 Internet education in youth care?

Davy Nijs (1)

(1) Katholieke Hogeschool Limburg, Belgium

Workshop




We all agree on the fact that the use of computers and internet offers great opportunities for our children and youngsters. It opens them an endless encyclopaedia of information, provides them with learning opportunities, lets them take part in mass games and other online activities, and most of all keeps them in contact with friends and connect them to people all over the globe. These youngsters, sometimes referred to as the MSN-generation or the Einstein generation, use a rather "nintendo-like" or trial-and-error strategy to cope with these possibilities of cyberspace. Most of the time this strategy suits them, in few cases this strategy brings them in a rather unpleasant position. Not only for this last niche of youngsters, but for all of them it's important to have some guidance in discovering these great opportunities. Common sense lets us think that here lays the responsibility of the classroom teacher, but on the contrary these youngsters themselves expect to have guidance from their closest educators, namely their parents. These youngsters are doing an appeal on us, to guide them during their experiences on the internet. Sometimes by protecting them (younger children), mostly to provide them with the appropriate skills to make their internet experiences worthwhile. For some youngsters in youth care these parents are represented big time by social educators. So as a social educator our globalising society challenges us with new educational needs, namely "internet education", what can be defined as: "An open dialogue about internet use between client and educator aiming for a responsible use of the internet and balancing between protecting and providing them with appropriate skills. Minimal technical knowledge and practical experience can be expected from the social educator". Students at University College Khlim department Social Work (Belgium) supervised by one lecturer, created an interactive game to facilitate internet education for children and youngsters age 10-14y in (semi-)residential care. The game is easily adjustable to other age groups and settings. It's been created combining two premises: there is a balance between protecting and providing appropriate skills and it aims for an open communication between the two partners in education. In this workshop a theoretical framework leads to a discussion on how to work on internet education in youth care.

95.00 Forms of knowledge and assessment within the field of social work education

Anna Kathrine Frørup (1)

(1)National Federation of Social Educators in Denmark & the Danish School of Education (DPU), Denmark


Paper session 

The object of attention in this paper session will be the presentation of how discourses of assessment/evaluation, are represented from the perspective of the field of social policy – and more specifically – are represented in magazines, web sites etc. connected to National Associations in the field of social work. My Phd. Project Forms of knowledge and assessment within the field of social work education provide the background for this presentation. A central perspective in my Phd. Project is to study the field of social work education – more specific in the field of residential care centres for children and young people with emotional, social and behavioural problems – to investigate the relationship between forms of knowledge and assessment practice used by social educators. A further intention is to analyse and discuss how assessment/evaluation strategies used by social educators correspond to the demands of assessment/evaluation as stated by the field of social policy. In this paper session I will make a presentation of how discourses of assessment/evaluation as central objects, are represented in; *Socialpædagogen* and www.sl.dk *Socialrådgiveren* and www.socialrdg.dk and *LFS Nyt* and www.lfs.dk and the presentation will be based on questions like: What kind of position or statements about assessment/evaluation do these texts represent; what kind of knowledge and meaning are constructed; what kind of importance are expressed according to the practice of assessment/evaluation and social work practice etc. For the purpose of looking into the long-running conflict and debate about how to assess and evaluate social work practice, this paper session also sheds light on how these social policy-oriented discourses are corresponding with forms of knowledge and discourses of social work practice in the field of residential care centers for children and young people with emotional, social and behavioural problems.

97.00 The social education and their links to formal education. Working to face violence in secondary education settlements and avoiding excluding practices in Juan Lacaze (Uruguay).

Laura Baridon (1), MJ Alberti (1)

(1)Centro de Formación y Estudios del INAU, Uruguay


Paper session 

Various theories have sought throughout history to explain the phenomenon of violence as a social problem. It can be said that violence should be analyzed and understood from a multicausal point of view. Subjects' learnings are closely related to their daily lives. Violence as a way to resolve conflicts, explicit violence, and also the one implicit in interpersonal relationships, are part of our everyday life. Thus the individual features such forms of relationship with others and with the environment, naturalizing them. High schools, as places where conditions of social life are reproduced, don't escape to this problem. These behaviours may end excluding youngs of the educational settlements, main field for social and cultural experiences. This paper is an attempt to understand the phenomenon of violence within the Secondary Education institutions, the variety in which it can be expressed, its possible causes. It includes also a proposal to face it from Social Educators conceptual framework, working together with different actors involved in it. The authors mainly refered in this work are P. Bourdieu, P. Freire and S. Duschatzky. This paper is linked with a profound research about the incidence of violence among peers at Secondary Education institutions, developed in Juan Lacaze town, Colonia, Uruguay.

98.00 Social rehabilitation of single-parent children

Natalya Morova (1)

(1) Mari State University, Russian Federation


Paper session 

The current economic crisis made the problems of single-parent families much more serious. Amongst the general depression, such families are the ones most deprived of material riches as well as psychological stability. In today's Russia, extramarital birthrate with numbers exceeding 30 per cent can easily be identified as a national problem. This situation calls for urgent measures to render social and pedagogical aid to children and youth from single-parent families. The entire system is needed which would unite the family with other social institutions and provide multi-dimensional aid to children at various steps of their personality development. World social pedagogy practices give a good example of a program that can be used as the cornerstone of the above system. This is the Big Brothers Big Sisters program with more than a century of successful work with children in 20 countries of the world. In 2000, this program started in 7 regions of Russia: Perm, Tambov, Yaroslavl, Ryazan, Tyumen, Kirov, and Mari El Republic. The regional models there were built according to BBBS international standards. The idea of the program is individual mentoring provided in "matches" – couples consisting of the child and the volunteer who works with the child. The program also embraces the child's representatives (parents or guardians), volunteers, and social workers. Only in the city of Yoshkar-Ola, the capital of Mari El Republic, more than 300 children received quality psychosocial aid. The program there was directed by experienced professionals of social work and university professors who managed to establish an efficient system whose work was recognized and acknowledged not only by the people it helped but by local authorities too. The program's success led to its introduction to the other regions of the republic where the skills and experience of managers and volunteers find new practical use.

99.00 Freedom privation: with or without rights?

Verónica Bentancor (1)

(1)Centro de Formación y Estudios del INAU, Uruguay

Paper session 

The human being is a subject psychological and social, so their development is determined by the environment, inclusive the educational acts. Referring to the point number four proposed by A.I.E.J.I., ' The art and the creativity like an objective method in our work like social educators. ', this exhibition will show how there develops the practice of a student of the second year of Social Education, with three and four-year-old children of age in situation of privation of freedom. Condition in which they are their mothers have committed some legal infraction. As way of improving the attention of the children deprived of freedom, they do little more than two years the Uruguayan State orchestrated a center of initial education out of the prison area. The principal is to extend the spaces of traffic, the cultural goods and the process of socialization in 'out'. But what consequences do they suffer when they development their child in the jail? How do they demonstrate in other community spaces with other children? What role does the family as adult modal in the learning process? What educational social contents must be prioritized in areas institucionalized as this one? What rols does the art play and the creativity as methodological tool?. In the first instance my role was to visualize the institutional practices and to elaborate a condition of situation. Thinking about the population, the degree of vulnerability of rights and the evolutionary stage of the development, I prioritized certain contents educationally social, between them the music and the plastic painting. Since the education is a political act I should have positioned myself in certain concept brings over of the education. According to Graciela Frigerio ' The Social Education is an attempt of articulating the order of the particular of every subject with the order of it them ranges, that one that is a common patrimony. The first term, the particular of every subject, is always like we it will indicate a enigma for the education. Certainly also it is for the subject...' This vision of the social education us places to the educators as the propiciadores of cultural contents to transmitting and emergent of interests to waking up in the subjects (the enigma). The education is an action that propitiates the interest of the subjects, has the task of socialization and uses as link between the subject and the world.

100.00 The social novel and the non-fiction story: a tool of knowledge of the social reality for the social educator

Inmaculada Rodríguez (1)

(1)EUPO (Universidad de Oviedo), Spain

Workshop




In the work of the social educator, the knowledge of the sociocultural context is one of the most important factors among others. It needs to be updating and extending constantly. The social educator acquires this kind of knowledge through the professional practice. However, this one needs to be complemented and enriched by written contributions of multidisciplinary nature, in order not to fall down in a limited, particular and local vision. In this respect, reading cases' narrations, novels made from experiences and narrative articles is a very useful tool to accede to the knowledge of problematic and groups. Many examples exist along the history about the descriptive and explanatory potential of the prose with documentary vocation. The qualitative component of the narrated experiences provides the reader with educational responsibilities meticulous and controversial knowledge from a humanist approach. From the second half of the 20th century, the realistic novel of social character and the non-fiction story are two crossed genres that portray and analyze the social, generational and racial relations between groups and individuals in recent times and in the current global context. A set of recognized authors' works from different nationalities show facts, attitudes, situations and actions that provide to the social educators the knowledge of microcosm and social constants that reappear in different areas in which the educator will have to intervene. In the meeting with these books, a series of reading keys adapted to the worries of the educator can be noticed. Finally, they excel at the deep, independent and universal approach, besides the esthetic achievement of the majority of them.

101.00 Teen women in freedom privation: the art and possible ways.

Claudio Desanti Sánchez (1)

(1)Centro de Formación y Estudios del INAU, Uruguay

Paper session 

I will develop a practice places inside the penal juvenile Uruguayan system, in the only center of detention of teen women of my country. (C.I.A.F., I.N.T.E.R.J.) it is realized as student of Social Education in the above mentioned institution (Institute of the Child and of the Teenager of Uruguay). It will treat a perspective educationally - pedagogic thinking in day by day about these young women, the production of subjectivities and ways of linking itself between them and with the adults. From the above mentioned practice, I will expose some strategies and alternative ways from the social education using the art, the game and the creativity as methodological tools, with the purpose of increasing the traffic for the cultural goods and the exercise of the civil participation. For it I will position myself from some educational perspective, in this case I will select the following author. García Molina: According to educational, the social contents are defined like: ' ... set of stories, artistic products and scientific interventions that others designed before our arrival, to the guidelines and forms of relation with the others to continue coexisting, to the technologies and the progressive configurations of the labor markets demand to accede to an employment, to the imagination to enjoy it in our free time, etc ' Though García Molina's vision is succeeded in what says to the cultural inheritance that they bequeathed us, I think that the culture is a tool that not only facilitates the access to the labour market as only, but the circulated makes possible in different heterogeneous well areas that the social being travels in an included world. For this author the Social Education operates as distribution agent of the cultural patrimony, is not determined by the social and economic condition of the individuals. It can be realized in different institutions orientated to the cultural promotion of the subjects. This this promotion associated with the position of the individuals like subjects of rights and duties. The Social Education generates new social links facilitating the exchange and the cultural update of the subjects.

102.00 Supporting self determination for individuals with disabilities

Vicki Gerrits (1)

(1)Lifeworks, United States of America

Workshop 

Lifeworks Services is a nonprofit organization in Minnesota that helps people with disabilities live fuller lives that are integrated into the flow of community experience. Serving over 1800 individuals, through employment at area businesses, social enrichment opportunities, and customized support services, Lifeworks provides the tools clients need to build self determined lives. Lifeworks is passionately committed to fostering a greater understanding of people with disabilities so that they are heard, their interests respected, and their contributions valued. To do this, Lifeworks has focused on the Five Valued Experiences as described by John O'Brien and Connie Lyle O'Brien, leaders in the field of developmental disabilities. The Five Valued Experiences are critical ingredients that contribute to living a meaningful and satisfying life:

- Sharing ordinary places – being part of the community
 - Growing in Relationships – developing and maintaining important relationships
 - Making choices – small day-today choices as well as large, life defining ones
 - Contributing – giving back and playing a meaningful role
 - Being respected – gaining respect from others
- In addition to the five valued experiences, Lifeworks believes in providing person-centered services.

To do this we work to discover people's, interests and gifts and help them articulate and accomplish their dreams. In this session you will hear how our philosophy to provide person-centered services with a focus on the five valued experiences is helping people lead meaningful lives where they overcome exclusion from society.

103.00 Real jobs for real pay for individuals with disabilities

Tony Saputo (1), Vicki Gerrits (1)

(1)Lifeworks, United States of America

Workshop 

Lifeworks Services is a nonprofit organization in Minnesota that helps people with disabilities live fuller lives that are integrated into the flow of community experience. Serving over 1800 individuals, through employment at area businesses, social enrichment opportunities, and customized support services, Lifeworks provides the tools clients need to build self determined lives. Lifeworks was a pioneer in the development of expertise in supported employment in community businesses and we continue to set a standard of high quality in the field. In 2008, 676 Lifeworks clients worked in 305 businesses and collectively earned over \$4.1 million dollars for themselves. Lifeworks has not only had an impact in Minnesota and the United States, but globally with a partnership with agencies in the country of Denmark who are now implementing the Lifeworks model for supported community employment. In 1985 we started our supportive community employment program. Our focus was to place people in a job and send a staff person along to train them there. People with disabilities learn best in the setting where they are expected to do the work. The types of jobs include retail, office work, food service and manufacturing. In a 2007 survey 97% said of the Lifeworks employers said that they would recommend using Lifeworks to other businesses that needed reliable employees. Businesses pay for what they value - work that meets a business need. Our employment model utilizes a job coach who can work on-site to ensure maximum efficiency for the employer partner and the success of the employee. The job coach tailors the support to the needs of the business and the individual, providing training regular evaluation, and on-going support. The job coach also makes sure that the co-workers understand who are clients are and how to interact with them. Lifeworks has a belief that people with disabilities can thrive in the embrace of the community. Our goal is that all members of the community will better understand people with disabilities so that they are heard, that their interests are respected and that they are valued as contributing members of their communities. This includes employment out in the communities in which we live. In this session you will hear how our supportive community employment program is successful and how it is helping people with disabilities lead meaningful lives.

105.00 Children in large families as priority in social-pedagogical work in modern Russia

Tamara Grudo (1)

(1) Igrim Professional College, Russian Federation

Workshop



2008 was declared as a Year of Family in Russia. However it has been a long time since we have proclaimed public care for large families without any actual care being provided. In fact, both children and their parents have often been left to cope with extremely complicated educational, psychological and economical problems unaided. This can negatively affect the reproduction of the population. In order to help children in large families, especially with special needs, first we need to identify their problems, typical needs, and requirements. I myself have repeatedly asked some parents why they decided to have their third, fourth, fifth, or seventh child. Their typical answers were: 'To get an apartment from the government...' or 'I don't want to work anymore...' Only 14% of parents with 6 or 7 children said that their third-born child was a desired one. Over 60% of big family parents have incomplete secondary education and are employed as unskilled workers. There is a social danger that children from such families may increase the number of vagabonds and other representatives of the risk group. There are some schools that have to deal with as many as three deviant family generations, i.e. the parents, their children, and their grandchildren. It may be one of the reasons that the public prestige of families with many children is rather low in society. However, the situation with social educational assistance towards families with many children has been improving during the last three years. Nowadays in Russia, each big city has several specialized medical –psychological-educational-social centers for children from big families. These centers coordinate the activities of all social educators of the family type under the common leadership of the community social welfare center in order to develop a coordinated and long-term policy aimed at helping children from big families.

106.00 Social educators and cultural heritage. Zaragoza council museums

Maria Jose Calderon (1)

(1) Consejo General de Colegios/ASEDES, Spain

Workshop



Nowadays, culture and museums are very extensive fields to work in social area like social educators. Although it's such a difficult term to define, culture can be defined like the shared values, traditions, norms, customs, arts, history, institutions, and experience of a group of people. The group may be identified by race, age, ethnicity, language, national origin, religion, or other social categories or groupings. A museum is a non-profit, permanent institution in the service of society and its development, open to the public, which acquires, conserves, researches, communicates and exhibits the tangible and intangible heritage of humanity and its environment for the purposes of education, study and enjoyment. (International Council of Museums, ICOM). We can remark two words that can justify our work in this definition: society and education. We know inside education in museums, we work in non-formal education that's any organized educational activity outside the established formal system - whether operating separately or as an important feature of some broader activity - that is intended to serve identifiable learning clienteles and learning objectives. Phillip Coombs coined this term in 1973, and then he related education with socioeconomic development. Another concept that we can join to heritage and museum is "educational city" like J. Trilla says in 1991. In this sense, Zaragoza Council, take part in International Association of Educating Cities. Why could heritage education be the future? Because Batelaan and Gundara from International Association for Intercultural Education state "the basic values for a plural society'. There are some documents that reflect these like a right: Spanish Constitution (art.44), The Universal Declaration of Human Rights, European Common Plataform (AIEJI) and professional documents (ASEDES). In Ayuntamiento de Zaragoza, we develop some programs to aim these purposes: *School program: in order to complement the curricula *Public programs: like family programs ("Al museo en familia") and activities to the community Programs are created in order to enforce and include museums in community net. Answering community needs is our main purpose.*Disabled program *Archeology's works contest *International Museum Day These programs take place in five museums. Four of them are archeological museums (Caesaragusta Forum Museum, Caesaragusta River Port Museum, Caesaraugusta Thermal Baths Museum and Caesaraugusta Theater Museum). The other one is a contemporary art museum (Pablo Gargallo Museum).

107.00 Bullying: a new field for social educators.

Pedro C Martinez Suarez (1)

(1)University of Oviedo, Spain

Workshop



Childhood aggression is not a new matter. There are a lot of literature about that question. Although we are near to understand the phenomenon of bullying we are very far to solve the problem in all its dimensions. Revisited theories about bullies and bullied people were taken into account. By other side, three semistructured-crossed (family-victim) interviews were carried on. Results it implies a change in the point of view of bullying. The main variation has to do with the social needs of victims and extrascholar intervention as opposite to pedagogical and traditional ways of coping with it. Veracity of witness and intervention strategies are discussed in order to fit to professional competencies of social educators.

108.00 ILEX: differences between the EU and US Paradigm on social education

Joël Verjans (1)

(1) ILEX & Plantijn Hogeschool, Belgium

Workshop



Although in most of Europe socio-educational care work is a well recognized and established profession, it is neither of those in the United States. The body of knowledge that guides social education in Europe is not taught in the US. Subsequently, the practice of professional socio-educational care work does not take place there either. Unlike in the EU where social educators are required to have a professional training on the level of higher education for at least 3 years, requirements for US direct support staff are much less. In the US one often only needs to be 18 years old, have a clean criminal record and a drivers license. Most US social educators have no more than 4 weeks training by their agency. It leaves them with hardly any social status or esteem: it is looked upon as something one does on the side; as a second or third job. In most cases the position pays only slightly better than the minimum allowed by law. Secondly, social education in the US is more medical and clinical-based than the holistic approach in the EU. This results in different objectives: where the US social education model aims at treating disabilities and curing pathologies, EU socio-educational care work is more about promoting individual growth and competences of the client. Thirdly, EU social education is typically conducted in daily life settings. In contrast with the US where often behavioral modification and cognitive therapy techniques are used to promote change, rather than fostering growth through relationship and participation in a more natural environment. International Learning Exchange (ILEX) tries to fill the gap between EU and US social education by giving European social educators the opportunity to work for a year in an American organization. By working side-by-side with American colleagues the ILEX experience becomes a catalyst for professional exchange - a sharing of different professional knowledge, values and ideas. Most often, the exchange leads to a discussion as to the 'why' of the work itself. Why are the services provided? Why are they provided in this particular way? What are our goals for our client? How can we best reach those goals? The process of answering these ongoing questions creates a dynamic learning environment. It improves professional knowledge and cultural understanding. Ultimately, it improves social education itself and supports a richer, more fulfilling life to the clients being served.

109.00 Effective multicultural contacts and adjustment of students with special needs in Russia and Tatarstan Republic

Guzel Mukhametzyanova (1), Tatiana Tregubova (1)

(1) Russian Academy of Education, Russian Federation

Workshop




Our presentation deals with the issues of diversity and multiculturalism in the higher educational establishments where students with special need are studying and receiving professional education. This aspect is very important for young people' socialization in multicultural societies, such as Russia and the Tatarstan Republic, where we live, that is a Muslim republic with the population, consisting of more than 55 nationalities and ethnic groups, and having 2 state languages: Russian and Tatar. Spiritual potential of the nation is accumulated in the young people. However, in spite of the fact, that everyone in Russia is exposed to the same educational system, the same political and economic systems, still their background, especially family traditions, lifestyle, and stereotypes influence their behavior and actions. So young students should adapt to new multicultural classroom norms, and the experience of being a newcomer and different accounts for some adjustment problems. So they seek counseling, and we, social educators, have great responsibilities for this kind of work as we all seek to see each student succeed and learn. Our research shows that it is best not to overemphasize cross-cultural differences, similarities or special needs. Those who say, "We are all alike; we are all humane" deny the shape and flavor that special socio-pedagogical work contribute to individual development; those who say, "We are so different that we must stay separate" create harmful barriers by closing their eyes to what is common to every human being. Our belief is that is important to go beyond simple compliance with the rules and attempt to "read" each situation and consider the context of a situation. On the one hand, the diversity and special needs of students require different kinds of approach and methods of socio-educational assistance based on social partnership. On the other hand, students demand additional efforts from social educators towards the smooth adjustment of young people. Actually, Tatarstan is the most successful multicultural republic in Russia, some sort of "Mosaic" in which all nationalities are proudly displayed. Here, to great extent, the social educators' role is very important, because we have found effective practice, forms and methods of medical and social rehabilitation, organizing the young people contacts and their adjustment, peculiarities and needs.

110.00 MATAS

Pierre Zapf (1), D Farine (1)

(1)Association de la maison des jeunes, Switzerland

Paper session 

MATAS: A collaboration between schools and official institutions of special education, resulting from the application of the new protection of minors' law. This program targets young people in difficulty at high risk for school failure or divestitures of learning. It aims to change or improve the look that the teenager has on himself, his school and its environment, by removing him for a given time of his class. This program allows us to remove him out of a difficult situation in school and offers us the possibility to bring the teenager on a positive path for a better school integration. In order to do this, we are working on two aspects:

1) activities in workshops or out of the structure: These activities help the teenager to succeed in a creative project and / or playful. They aim, first, to improve the self-image the teenager has on himself and the image he's giving to his relatives and friends (rewarding activities). The workshops help him to acquire various knowledge and to use it in a classroom. This service also benefits the teachers and gives a chance for collaboration between the teacher and the student and his family.

2) Monitoring 'educational' : Apart from workshops, coaching education is carried out by a teacher and an educator. The purpose of this guidance is to support young people in a new project and maintain the motivation. A collaborative effort between the school and the teenager's teacher allows us to speak positively of the teenager and to see him succeed in a project.

SPECIFIC OBJECTIVE

- Provide outside help to facilitate the relationship between the school and family.
- Promote social integration of the student.
- Bring students to find or recover an interest in school.
- Pay special attention to punctuality and behavior.
- Maintaining the link between school and student.
- Support the student's ability to acquire knowledge and its ability to maintaining motivation for learning.
- Develop new skills and make these skills shine.

111.00 Lsci, a vision and methodology for crossing boundaries to young people in crisis

Benny Leesen (1)

(1)Catholic University College Limburg (KHLim), Belgium

Workshop



Children or Young people can, because of various factors, fall into a situation where less opportunities and support are offered. This is often attended by the fact that they have less developed social skills. In 'normal' situations they experience more stress, which causes conflict with peers, teachers or social-educators. Those conflicts often evoke strong emotions. In our role as social-educators we are constantly working with or looking for a methodology to handle those emotions. We attempt to avoid creating a disrupting situation neither evoke self-destructing behaviour. In my years as a social-educator I used to work with young people who often fell into such crisis situations. In my current positions as a professor at University College and a trainer for professional social-educators I noticed a big demand for intervention tools and guidelines. That is why I consider myself lucky to have had the opportunity to learn working with the method of Life Space Crisis Intervention or LSCI, created by Nicolas Long. LSCI is a therapeutic, verbal intervention methodology for children and young people in crisis. (From: Long, N.J., Wood, M.M. & Fescer, F., 2003, *Praten met kinderen en jongeren in crisissituaties*. Tielt, Lannoo.) Over a period of 40 years, being a student of Redl and Wineman and later with the help of Franc Fescer and Marie Wood, Nicolas Long developed and refined the method of LSCI. The goal of LSCI is to change behaviour, reduce fear, enhance self-respect and improve understanding of the behaviour of others. In my opinion the power of LSCI is the right mixture of an non violent attitude, insight in development age, knowledge concerning possible disorders and powerfull communication skills. LSCI is an American instrument, but this is no reason to implement your own style and culture in interventions with the young person who is in crisis. Me and other European LSCI trainers confirm this idea of universality. In the workshop I'll give background information, explain, show and 'act out' the typical steps in LSCI methodology and offer the chance to make a first exercise.

112.00 Appreciative inquiry and innovative methods in the success at Nextjob.

Kelvin Nielsen (1), Palle Gammelgaard (1)

(1)JAC, Gentofte, Denmark

Workshop




Nextjob offers individual assessments, competence development and career help to people with developmental disabilities in Copenhagen, Denmark. The aim where possible, is for the participants to be employed in the labour market with salary subsidy jobs or flex jobs. Nextjob has existed for eight years. The workshop will describe the methods and theories we use at Nextjob trying to create the best possible foundation in the effort of inclusion at the Labour market and into society. Success creates opportunities for further success. What makes Nextjob a success? How do we meet the client in an inclusive way? How do we work with appreciative inquiry with the clients and their colleagues at jobsites? In what way do we work with development of skills towards the labour market? How does Nextjob try to develop a consciousness of the "unwritten rules" at the labour market and in society in general, to secure the best possible chance of inclusion? What kind of methods do we use to make sure, that the clients maintain their jobs and develop further skills in their jobs? How do we try to change earlier habits of exclusion into new ideas of inclusion? At the workshop we will try to answer these questions and in the end discuss this with the participants at the session.

115.00 Searching in the network

Núria Bonet Lluís (1), G Canals Fiol (1), S Núñez Pérez de Tudela (1)

(1)Equip D' Atenció A La Infància I La Adolescència (Eaia) , Ajuntament De L'hospitalet De Llobregat, Espanya

Paper session 

This document explains the socioeducational work in a Children and Adolescent Attention Team (EAIA) in L'Hospitalet de Llobregat city:

1. Framework of the Socioeducational work in the L'Hospitalet's EAIA In September 2004, Children and Adolescent Attention General Direction (DGAIA) generates an emergency plan for the protection of Catalonia children, by means of introducing 48 Social Educators in EAIA's all around Catalonia. The council of L'Hospitalet de Llobregat city applies this plan in his EAIA in 2005 incorporating 2 social educators and creating a welcoming close family support service. All these changes involve new ways of intervention and a change in the previous routines. The social educators function in EAIA is to attend to fathers and/or people who has guardianship educational needs from children and adolescent proposed by EAIA as subjects for specific attention in a determinate period.

2. EAIA's reorganization Previously, EAIA was composed of pedagogues, social workers and psychologist. From 2005 EAIA is reorganized with social educators incorporation and welcoming close family support service. EAIA makes several working sessions to delimitate functions of every professional. EAIA differs among:

- Diagnosis and follow-up team expert of EAIA (pedagogues, social workers and psychologist).
- Welcoming Close family support service.
- Social Educators. Each type of professional has different functions:
 - A. EAIA's experts monitor fathers of children who are in welcoming close family.
 - B. Welcoming Close family support service does the support and accompaniment of children and his welcoming close families.
 - C. Social Educators: Initially, marked by the document 'Introduction of Educators in EAIA (DGAIA,'04)". During 2005 and 2006, we have the need to build its own model of educational work. Go beyond the control function. We have external oversight to develop our educational project.

3. EAIA Social Educators Methodology We start to consider Social Education like an intentional process of accompaniment and transmission from social educators (agent) and a process of cultural contents acquisition, technical skills and social ways of treatment that allows the children (subject) his socialization. EAIA's methodology is based on:

- Particularized attention.
- Transmission.
- Participation.
- Flexibility.
- To work coordinated with the network.
- Intervention times.
- Link.
- Trust.
- Responsibility.

4. Intervention Process


- A. Internal EAIA's network: EAIA and welcoming close family support service diagnose family situation and propose the educational intervention to improve it.
- B. Educational subnet: Based on particularized and a grupal attention.

C. External net: Social educator is the link among different services, associations and people who looks after children.

116.00 Severe eating disorder and non-organic failure to thrive in 0-3 years children. The socialeducational part of an interventionmodel

Lene Munch (1)

(1) *Psychiatric Center for children and young people, Denmark*

Paper session 

Eating disorders and non-organic failure to thrive in infancy and early childhood is a serious problem for the children and their parents. The problem is multifactorial and demands a multidisciplinary assesment and treatment. The problem involves for example: children with very low weight, who refuse and spit out food; parents, who try to force the children to eat; parent, who neclect their children; attachmentsproblems; problematic parent-child interaction; children who are tube-fed, as the parents are unable to make them eat. Both the children and the parents suffer from this problem. And the fact, that it can be life-threatening for the child underlines the seriousness of the problem. The consequences for the children can be developing delays and cognitive difficulties. In our institution we have been assessing and treating these children and their parents for several years. Our team consists of child-psychiatrists, psychologists, nurses/health visitors and socialeducators. We co-operate with paediatricians, dieticians and others who are involved in the family. As the problem and its causes differ from family to family, the intervention must be tailormade to every single child and its family. The treatment is difficult and can be long. We have search for evidens of discribing the problem, assesment tools and intervention. Problems concerning methodological questions are making it difficult to compare different studies. On the basis of our experiences and the litterature we are developing a interventionmodel. In this model we discribe both the fases and the single elements in our treatment. In other words we have tried to describe the general lines in the treatment despite the need of a tailormade intervention. In this papersession the focus will be of the socialeducational part of the treatment.

117.00 Leveraging the media to create publicity resulting in social change for people with disabilities

Tony Saputo (1)

(1)Lifeworks, United States of America

Workshop




Lifeworks Services is a nonprofit organization in Minnesota that helps people with disabilities live fuller lives that are integrated into the flow of community experience. Serving over 1800 individuals, through employment at area businesses, social enrichment opportunities, and customized support services, Lifeworks provides the tools clients need to build self determined lives. Every nonprofit/social service organization needs publicity to ensure others are aware of its goal, purpose, and mission. Breaking through the 'noise' in today's information-overloaded society poses significant challenges. Good publicity is essential to the successes of any organization; however it is certainly important for those in nonprofit/social service organizations. Positive, message driven publicity can generate the kind of media exposure that leads to better understanding, corrected misconceptions, and increased support for your cause. Most importantly it can educate constituents and lead to reform. Lifeworks has experienced significant accomplishments in leveraging various media outlets by implementing effective and proven strategies. We successfully communicate the right kind of information through the appropriate media outlet at the right time. This session will include the following information and answers to the following: What is publicity and where does it fit into the marketing mix? How to identify your target audiences? How to identify what's newsworthy How to develop your message How to effectively use the various tools in your 'media tool kit' to engage the media What are the elements of a publicity plan? In this session you will learn about effective strategies to leverage various media and how doing so can help shape perception, increase understanding and create community inclusion for people with disabilities, thus creating social change for people with disabilities.

119.00 Thinking about global, acting locally

Antonio Balsa (1)

(1)Equipo de Medio Abierto/Instituto Aragonés de Servicios Sociales


Paper session 

It's fundamental for the Social Education the way to change with the times and to propose answers to the new social realities, in order to act as critical mirror of the inequalities, injustices or exclusion, proposing actions, showing its causes and consequences. The social policy of the neoliberalism, promoting the individualism and the competitiveness, establishes political priorities as for the social needs (aid to the financial system that has generated the current crisis, without taking care of famine or access to the water, the AIDS, the wars, the illiteracy,...), and produces unwanted effects (precariousness, exclusion, misery, violence, ...). The socioeducational action in the juvenile justice is not apart from this situation and it's between the control and the social change, the recognition and the exercise of the rights of the children against ideological positions that take priority over the sanction, the civic safety and the control. Mass media keep proposing models to imitate (fame and money); they publicized the conflicts between young people and they create an unwarranted social alarm that has led to harden progressively the laws in Spain. Because of the lack of social support and prevention we are only able to act when the conflicts already exist and their consequences bother. The Educational Team of Open Middle (EMA), carries out the judicial sanctions imposed to the young people under eighteen in its sociofamiliar environment, in order to provide educational content to the legal measures. We trust in the capacity of the community for resolution of the conflicts that it generates and we choose a model of restorative justice, opposite the models of punishment; this model is put into practice in more than the 50% of the judicial expedients and it's useful for little crimes, through the mediation, repair and conciliation. It tries to reduce criminal proceeding and to substitute the penal justice by another compensating one, of consensus and without conflict, with the aim resolve the conflicts in the bud. The dialogue between the young person and the victim avoids so many legal government documentation and its stigmatizing effects. An evident cause and effect relationship is affirmed, between infraction and answer, that serves to recover the social peace and prevent new and future infractions, with what is legitimized before the own community this model of action. The Social Educators also are conscious of the opportunities that mass media offer for the work in network, the diffusion of the knowledge, to obtain presence and social mobilization, and capacity to modify the social policies and to change the society.

123.00 Children becoming masters in their lives.

Tapio Antero Salomäki (1)

(1) Pirkanmaa University of Applied Sciences, Finland


Paper session 

We are living nowadays under the uncertain period. In the neighbourhood of Finland but in Finland as well it is ongoing comprehensive social, political and economical changes which will take affect direct to Finnish everyday's life. Therefore it is important we will create possibilities for students of social pedagogy to become familiar with and to take part to the development of the Nordic-dimension in social and health issues. Children becoming masters in their lives-project there are several subprojects. In the environment-project we have planned and made activities with children of Shelter House (Spasatelney Krug, EGO's/Vyborg-Center) in Vyborg city (Russia) since 1994. We have realized with them their ideas to plant trees, flowers and painted doors and -a little bit walls as well. In the project of photo 'Everyone has own place'- a. 50 children from Finland and Russia took photos in their favorite places. In the video-project children of Shelter Houses in Russia have planned and filmed the videos. The editing has been made in Finland. Even if a way of realization has been free children have made documentary videos. In the videos there are not fictive scenes of fights. The making videos let an implement to examine issues with an outsider's eye. The point of view can be quite new for children who are living in risk situations. The videos are: 1) My home, Children of Shelter House of Spasatelney Krug, Vyborg City, Russia, 1997 2) My real life, Children of Shelter House of Spasatelney Krug, Vyborg City, Russia, 2000. 3) My life in Shelter House, Children of Shelter House of Spasatelney Krug, Vyborg City, Russia, 2002. 4) Our nice family, Children of Shelter House of Vospitatelney Dom, St. Petersburg, Russia, 2003. 5) The Wanderers, Children of Shelter House of Fedor, St. Petersburg, Russia and Children's Home Kissaninttu&Kissankello, Lempäälä, Finland, 2007. (duration a. 8 min) The latest but not the last one video is an attempt to work with children by narrative way. The children of Fedor have planned and filmed 'the first' part and 'the second' part children of Kissaninttu&Kissankello. A prisoner of Kälviä prison (Finland) has planned and sung a song in the end of the video. The wanderers can be presented in AIEJI 2009. Children's message is; the basis of life will be arisen in today's everyday life. It will offer support for human beings in the uncertain world.

125.00 Educational work and rare illnesses

Alessandro Forneris (1)

(1) Associazione Italiana Niemann Pick Onlus, Lanzo Torinese, Torino, Italy


Paper session 

In recent years the world of education has faced new requests connected to people with special needs that few know about. Increasingly these are people who are 'victims' of so-called rare illnesses. Rare illnesses often cause a high level of invalidity and the Health Service often is not equipped to cope with these situations. The occurrence of a rare illness almost always modifies irredeemably a person's style of life and that of his/her family, which must reorganize its internal equilibrium. These situations are particular because people who find themselves in them are in a different world from people in normal conditions. In these cases priority is usually given to the primary needs and there is a tendency to forget that people affected by rare illnesses often lose important relationships (friends, fiancé, etc.), they lose the possibility to live their lives like others and to subjectively re-elaborate their experiences; all conditions that are essential for personal well-being. There is, therefore, a necessity to respond to these needs and assure the dignity of these persons through personalized educational and curative work. 'Cure' in this case means a reciprocal exchange (I can teach you something because you teach me something), which starts from the residual capacity of the individual (desires, emotions, dignity), which develops human potential, making the person feel well and generating well-being both in who receives it and who gives it. The objective is to try to find a bearable life, resources and strategies and sustain relationships, to see what is human and not the deficiency and to aim for a sense of being part of the world. The care professional also has the responsibility of accepting and respecting human dignity, to encourage each person to feel capable, to understand and to integrate differences in order to reach this goal. Sometimes it is necessary to change the setting from the traditional places of cure to a home setting in order to reach these objectives. The care professional is called upon to construct a therapeutic alliance with the persons entrusted to him/her and with their families, where everyone invests their own resources and is part of an interactive net which produces well-being insomuch as it succeeds in sustaining itself, motivating whoever takes part.

126.00 The Art as a method in social-educational work

Filippina Capria (1)

(1)Cooperativa Animazione Valdocco, Italy


Paper session 

Art has always transmitted the idea of well-being and its language facilitates the expression of our subconscious through the projection of interior images. Art is also educational because it facilitates this process and can be utilized in many activities of support and cure. The creativity present in all of us gives life to a 'something' that speaks; with the use of artistic material a work can be created that represents the internal world. The non-verbal, symbolic language helps to make more accessible those experiences that, at times, cannot be expressed in any other way. In this way art tends to involve the part of Self that is still functioning (the residual potential still present). The process of elaborating personal experiences artistically creates material that can be used to educate and transform; to come out of the dark and into a more satisfying way of life. The care professionals come into contact with the patient creating a helpful relationship (therapeutic alliance) gathering sentiments and emotions. They try to create the ideal setting through which each individual produces authentic material that expresses him/herself. In this way it is possible to follow a course towards a higher level of understanding of his/her limits/problems. The metaphor of art can help to make psycho-emotional experiences more accessible, thus contributing to a more coherent sense of self. The care professional does not look for what is beautiful but for what is significant. The work is read keeping in mind the relationship with the patient, enabling a freer and less technical use of the material. The educational procedure is not used to direct but to centre on the frame of mind of the patient. The care professional is not detached from the patient but becomes the attentive, empathic listener of his/her feelings. Creating these conditions permits the patient to increase his/her own strengths, which may bring about a greater self-esteem and strengthen the self-image (work that strengthens the ego). Accompanied by the care professional, the patient progressively re-acquires his/her own ego which, through a sublimation (the artistic work), brings to a more efficacious and significant comprehension of him/herself and his/her personal situation. This permits him/her to reach and make choices and decisions that are positive for how he/she lives and interacts.

127.00 Get social with the help of comic strips

Anja Kylén (1)

(1) Sosiaalipedagogit Talentia ry., Finland


Paper session 

A development project on holistic rehabilitation for young persons with challenging behaviour was carried out during 2003-2007 at Finland's third oldest institution for people with intellectual disabilities. The aims of the project were development of daily activities and duties for young persons with challenging behaviour, their empowerment by utilizing their targets of interest and their own special skills, as well as spreading of information on the project and searching for peer activities. In addition to their intellectual disability, the challenging behaviour in young persons was influenced by various neuropsychiatric symptoms (autism, Asperger syndrome, ADHD) as well as problems in mental health. Some of the young persons have come to the institution as a result of child welfare placement. They have not been able to get further education or work after the comprehensive school. The project team including a social pedagogue and an ergotherapist considered, that a common problem for these young persons was lack of social skills. One of the efforts to counteract that was to establish a new activity, a comics group, on the background of the so called Social Stories method developed by Carol Gray. The establishing of the comics group included an idea of the fact, that reading or watching comics often belongs to the everyday life and freetime of young people. Problems in social interaction in everyday life as well as positive experiences are processed with the help of comic strips. Through the fictional characters it is also safer to process emotions and for instance name facial expressions. The material for the comics group is designed concretely and easy to read, because many of the young persons find it difficult to understand the narratives of the comic strips. Even if in the beginning was difficult for them to imagine, what could happen between the two phrases, they were improving in that by time. Home-made comics of one's personal life situations can be used as a manual for social skills. The comic strips can be made by drawing or using readily made printed comic strips. Part of the young people even participated in a comic strips course organized by an adult education centre, where they met other young people interested in making comic strips. More generally, this way of working is connected with the 3-dimensionality of the social-pedagogic work. When there are no ready-made solutions, the social pedagog has to make her/his own decisions concerning 3 dimensions: 1. Knowing the clients and their needs 2. A theory-based method 3. Cultural and up-to-date activities

128.00 Voice without echo:street youth

Wendy Jazmín Monroy Jiménez (1)

(1)Escuela Normal de Especialización, Mexico


Paper session 

The present economic, political and cultural pattern of development is given by globalization. Emphasis on corporate and competitive aspects, cultural homogeneity and the abandonment of state functions, polarize processes of impoverishment. Health, housing, food, education and justice lose their status as rights and they are presented as opportunities even as goods. Street populations accumulate from an historical perspective the violation of their rights. They find place and meaning of their existence on the streets. Internalizing emotions, interactions and representations, they generate and transmit their own culture, but it's denied and they are repressed or exterminated. In Mexico, the concept street youth is included little by little, recognizing the differences among children or adults. Interweave own aspects of the youth culture and street culture accentuate asymmetrical relationships with those who wield power and the adult world, which expected behavior according to its rules. Both the youth as protagonist and the role of active street populations are ignored in front of the neglect of street youth culture. The nascent Mexican democracy claims for building a strong and effective public advocacy of human rights. But street populations are usually attended through assistance. That attacks their possibility to become human beings critics and free, whose can develop functional skills, not only to survive but to change their quality of life at their choice. From a rights approach, it's necessary to listen and support them to consolidate awareness of themselves, the opinion of the society they live in and the phenomena that affects them. Without despise other rights, the realization of education right -not restricting it to the implementation of the curriculum in institutions, but with a permanent and integral vision, can lead to significant learning for the development of functional skills, through procedures that meet the interests and circumstances presented by the street youth. It is necessary to amend the macro structural conditions that have managed this for generations. Also support public policies that ensure the active participation and enjoyment of the rights and responsibilities of street youth, within a society that recognizes respects and values it. This paper reflects the opinion of street young people of Mexico City, about their interests, roles and options in the city, contrasting the theory with their voice.

130.00 From stigma to enigma. Working with children and young people involved in drug abuses, in the frame of the protection judicial process in Montevideo, Uruguay

Ignacio Arcos (1)

(1) Instituto del Niño Y el Adolescente del Uruguay, Uruguay


Paper session 

Diverse behaviors developed by children and young people are constructed discursively as Rights violations from a cumulus more or less organized of theoretical fictions (v.g.: the Law, the State and its Powers, the market and the health services, professional disciplines and professional corporations, the family) assumed by different agents, producing different operations to control the bodies of these children and young people. This paper exposes the operations around the behaviors called "problematic drug uses" and "drugs addiction" involving children and young people, those who are, then, exposed to the light of the area of justice administration in charge of protect their rights. It includes the operations from institutions in charge of the execution of judicial measures, emphasizing on those spaces opened to Social Educator's professional exercise, ending with some guidelines and suggestions, new theoretical fictions to ease the social-educative stake. The main source for this reflection is my professional practice as Social Educator that is being developed in Montevideo (Uruguay) as member of the Drugs Assessment Dispositive (DAD), an arrangement hold by the Supreme Court of Justice, the State Health Services, the Institute for the Child and Young of Uruguay, and the Drugs National Board, created recently to assess young people and their families, and also judges in charge of their protection.

132.00 Focus on education of children in care

Flemming Kjærgaard Andersen (1), LE Bilsby (1), L Dall (1)

(1)SL, Denmark

Paper session 

89% of children in care experience one or more of the following problems in school: emotional problems (e.g. lack of self-confidence), lack of concentration, speech and language problems or conflicts with teachers and/or other pupils' (SFI 'anbragte børns undervisning' ('education of children in care') Copenhagen 2008) Taking a macro perspective, we view education of children in care from three different angles:

- Organizational frameworks
- Practical experience
- Different theoretical approaches to development and learning principles. Based on the above, we will: raise and discuss different issues, paradoxes and challenges in relation to:
- The daily working relationship between pupils, teachers, child welfare workers, family counsellors, parents, etc.
- The interaction between government orders / circulars and the municipal / regional reality.
- The public debate about significantly low representation of children in care in further and higher education.
- Existing / non-existing research within this field
- Suggest initiatives that may enhance these children's opportunities with respect to their "participation, responsibility, rights, and duties in a society of freedom and democracy" (quotation from Section 1 (3) of the Danish Primary School Act)

Network Management Committee Teachers' Network of the Danish National Federation of Social Educators Flemming Kjærgaard Andersen

137.00 The UN-convention on the rights of persons with disabilities

Kathrin Hartmann (1)

(1)Karl Schubert Haus Mariensee, Austria

Workshop



Adults with significant mental impairments are in constant need of assistance. Most of them live in institutions and are very much other- directed (heteronomous) and excluded from society. The UN-Convention on the rights of persons with disabilities increases their visibility as human beings entitled to the same fundamental rights as their fellow citizens. The question will be how to 'live' the Convention in institutions for adults with significant mental impairments. Two main principles of the Convention are the principles of self- determination and social inclusion. When self-determination is only interpreted as 'doing it yourself' then there is an obvious problem for persons with significant mental impairments. Therefore self-determination must mean to provide support where it is needed but let the concerned persons participate to the greatest extent in the process. Regarding social inclusion, attention has to be paid to the fact, that it is very difficult and often not in the interest of adults with significant mental impairments (who are e.g. nonverbal as well) to enable access to employment (economic dimension). Therefore it is even more important to give them a meaningful 'job' within the house community where they will be given credits for their work and feel themselves valuable and needed. It is important to address as well other dimensions like the integration in a social community (e.g. shopping opportunities, contacts to other locals, mobility in and outside the institution), the cultural integration, psychic-emotional integration (e.g. absence of violence, providing the feeling of 'home') and integration on the base of membership (e.g. arranging contacts to peer groups, family, visiting local events). As the convention underlines the promotion and protection of dignity it is as well essential to define the meaning of dignity. If dignity is solely defined in the context of the Age of Enlightenment, which sees man as a rational being and defines dignity as the ability to make a choice between good and bad, people with significant mental impairments are once more discriminated. Therefore it is important to see dignity under the aspect of absence of humiliation. Other main principles are the principles of equal opportunities and non-discrimination. In the workshop the main principles of the Convention should be discussed to find codes of practice to manifest these principles in the daily life of adults with significant mental impairments.

139.00 Sports for everyone

Raffaella Garavaglia (1), J Martini (1)

(1)Azienda Ospedaliera, Italy

Paper session ■

Sporting activity as an instrument of rehabilitation and education within a therapeutic framework for people with mental problems. Responding to the many requests from young patients, we have formed, within our structure, a football team. Following contact with the UISP (The Italian Union of sport for everyone) we signed up to be part of our regional championship. In the region of Lombardia this involves 15 teams, around 200 hundred players and about thirty operatives. The activity is aimed at young adults (with an average age of 30), with serious pathologies (prevalent diagnosis psychosis) with a high level of social withdrawal. The principle objective of our activity is re-socialisation. Recreational activity, in this case Football, permits an initial emotional involvement and interest which favours participation. The educative value is intrinsic and is derived from the game itself. The results obtained involving this activity have been higher than was foreseen and concern the following areas:

- Social: an improvement of the quality and frequency of interpersonal relationships.
- Physical: by raising the levels of physical exercise there has been a general improvement in well being.
- Psychic: a better knowledge of themselves, raising their self esteem and their cognitive capacity through learning to control their own emotions.
- Educative: acquisition of social codes and norms for cohabitation by helping one another through collaboration and working together and taking responsibility.
- Clinical: favours compliance during the course of treatment and rehabilitation.

The process of self-examination (and/or rehabilitation) of social norms allows, above all, the therapist together with the patient to elaborate and build, through experimentation, modification and change to render material useful for exchange in social representation that the individual makes of themselves by taking on a new role in society.

142.00 The university education of the social educator in Italy, between temptations and opportunities

Dario Fortin (1)

(1)University of Trento, Italy

Workshop




In the last ten years, in Italy, the basic education of the 'Educatore professionale' (social sanitary educator) has obtained the status of university degree and so it has begun to be provided by universities. This is a main change because the legal acknowledgement of the degree (laurea) allows italian educators to participate actively in the ongoing process of globalization of the professions. This however brings in itself the risk to transmit an excessively theoretical knowledge, as it is commonly considered more "prestigious". On the other hand, we know that while working with people with adults with physical or mental impairments, the highest the professional prestige is, the lowest will be the empowerment of the disabled person, who's going to delegate to the expert the resolution of her own problems. We believe that it is not possible to address all the issues and situations that social, sanitary and educational care involves without taking into account (at least at a basic university level) the fundamental empirical and creative knowledge one learns only by means of practical experiences with people in real life, the same kind of knowledge who helped through the years to build good welfare practices in Italy and in Europe. The recent acknowledgement of the legal value of the degree of the professional educator should not by all means prevent the learning of the necessary competences to work in the field and the empowerment of the persons we take care of as social workers. This new academic context should offer an open ground to research, knowledge and study with the aim of ameliorating interventions and improving the health conditions of the population. There's now place for an didactical and pedagogical model which follows the traces of the most meaningful educational institutions and which is at the same time open to new and up to date knowledge, necessary to face the challenges of the globalized times we're living in today. We believe that the case of the small autonomous province of Trento (in the north of Italy) can be illuminating and useful to illustrate the main factors involved in the participation of the different actors of a local territory (public and private social services) in the promotion and implementation of university courses able at the same time to acknowledge the full professionalism of educators and to keep the focus of care on the people they're going to help and their rights.

145.00 Everybody has a storie (Livshistorie)

Helle Riis (1), Chalotte Juul (1)

(1)Autismecenter Storstrøm, Denmark

Paper session 

Autismecenter Storstrøm er en døgninstitution for mennesker med autisme. Vi har på Autismecenter Storstrøm udarbejdet en model til indsamling af livshistorie, hvor udgangspunktet er beboernes perspektiv. Gennem arbejdet med livshistorie opnås et større kendskab til beboerne og det bliver nemmere at tilrettelægge en fremadrettet pædagogisk praksis. Med livshistoriearbejdet kan det sikres at mennesker på institution ikke ender uden en historie. Samtidig kan arbejdet bidrage til at binde fortiden, nutiden og fremtiden sammen for den enkelte beboer. Workshopen vil indeholde et oplæg, hvor vi fortæller om processen og om hvordan man kan arbejde med livshistorie. Derefter vil vi vise en film, hvor man følger processen omkring to beboere og hvordan deres arbejder med livshistorie. Tilslut vil vi lægge op til en diskussion omkring arbejdet med livshistorie og hvad det måtte betyde for mennesker at arbejde med deres livshistorie. Vores projekt har været støttet af BUPL og SL's udviklingsfond.

146.00 Positive impact of social work in post conflict Sierra Leone schools and community

Andrew B Greene (1), AM Sowa (1), AJ Roberts (1), M Barrie (1), (1)B-Gifted Foundation, Sierra Leone

Workshop




In my presentation, I will showcase how the School social work has a positive impact in post conflict Sierra Leone Schools. I will be pleased to also examine the innovative and positive impact of advocacy undertaking by school social workers to bring hope to traumatized war-weary students, and also provide a platform for fair treatment and equality amongst those greatly impacted by the war and those impacted in lesser degrees. I will look at how their humanitarian work helped make a difference and the lessons learnt from their work. During their work, I will also provide illustrations of the knowledge of the social workers to identify the society's challenges and ills and also how this helped educators in Sierra Leone to gain great knowledge about individual differences, emphasizing the need for war affected children; those maimed by the war, those handicapped by the crises, or made orphans to be given equal opportunities as children to attend school. Their intervention also created a new wave of hope in education in the school and its future success and happiness. Finally, I will also showcase the unique social worker's effort in connecting schools and homes in a bid to relate better to the needs of children both in Sierra Leone and in the globalized world as they interact with peers around the world, that is made possible through the innovative use of online resources.

148.00 Constructing and reconstructing professional identities: an analysis on Social Educator's socioprofessional trajectories

Florbela Samagaio (1), Ana Maria Serapicos (1), Gabriela Trevisan (1)


(1)School of Higher Education of Paula Frassinetti, Portugal

Paper session 

Social and professional trajectories have been a major research area specially since the 80s. Focusing primarily in the analysis of the relation between training and professional integration of graduates, recent studies have pointed the need of crossing these analysis with others that point out, simultaneously the subjective perspective of actors in their trajectories. Also institutions need to be aware of the complex way in which professional trajectories are built upon in order to offer students and graduates different possibilities for the developing of needed competences to display in the practice. A study made on former students of Social Education from ESEPF on their trajectories will be presented - through the use of both extensive methodologies (questionnaire to former students) and intensive methodologies (centered interviews to former students and institutions that recruit Social Educators) - using its preliminary data as the base of analysis

149.00 Portrait of foster care placements

*Lilli Bach (1), A Boldt (1), H Uthermóhl (1), K Rotbøll (1),
(1)Foster family network, Denmark*

Paper session 

Portrait of Foster Care Placements 40-50% of children placed in care outside their home are placed with foster families which is then the most frequent solution to offering children and young people alternative care. "Everybody has the right to a good upbringing" Children are the most life-affirming and miraculous thing one can think of. Every child being born has the right to have all personal needs taken into account to create the most optimal life development. Every child is born with parents who will do their best to provide the optimal and acceptable for the well-being and positive development of their child. Sometimes, for one reason or other, parents do not have the tools it takes to give what is needed. In Denmark, the social authorities decide which arrangements to set in motion in order to create the most optimal and acceptable circumstances for a positive life development. One of the possibilities are to place the children and young people outside their home with foster families. Foster care placements happen within "normal" families. It doesn't take a special education, but it takes special requirements. The family must be tolerant, solid and have both the physical and mental energy it takes to support and direct a foster child towards a positive development. They must be ready to take the child into their family and give the child a possibility to connect on equal terms with the other family members. Additionally they must be able to give space to and hold the parents and other family of the foster child. And they must be ready to be "foster family for life" because they often will become the natural network of the foster children during their youth and through adulthood. This workshop describes the circumstances for foster care placements in Denmark. The workshop will provide general numbers and knowledge and concrete experiences from foster families. The workshop will be held by 4 foster family carers. Some of the issues the workshop will discuss are:

- What is a foster family? Where do they live, what is their background, do they have children themselves?
- Being a foster family. Considerations, validation and competences.
- The art of combining family life and work life.
- How the foster families in Denmark organised??
- Placement process. Before and after placement.

150.00 Challenges around social excluded in our ¿3er.? World

Virginia García Montecoral (1)

(1)CENFORES - INAU, Uruguay

Workshop




The defeat of neoliberalism proposals and the rase of left and popular governments along Latin America, calls for new definitions, challenges and actions around excluded from Public Policies and, of course, Social Educators. In our country, that issue adds a new law that will rule the profession since 2011. What we have to do? What we can do?

151.00 Support to neighbour community committees: information and mediation

Miriam Solsona (1)

(1) ENTORN, Spain

Paper session 

Last major reaccommodation of Barcelona's shantytowns took place, in La Mina neighbourhood in the mid 1970s. A large part of the inhabitants of the last shantytowns, were resettled at this new housing estate of 15.000 people, built by the Municipal Institution of Housing within the municipal district of Sant Adrià. This involved a forced concentration of persons of diverse provenance who shared a great precariousness and dependence on social supports, precisely when the economic crisis was causing mass unemployment among them. They had to struggle again to obtain the facilities and services which continued to be lacking that made them consider themselves to a greater or lesser extent, socially excluded because of different reasons related to economical, employment, housing, education handicaps. The quarter only started to emerge from a situation which may be termed "vertical shantyism" at the beginning of the 21st century with the transformation plan, being founded by different public local and regional administrations and European funds. It is a major urban transformation plan together with different social actions that embrace community development, health, education and employment. Support to neighbour community committee project, sets up in this above mentioned framework and in response to the demand of the neighbourhood association for the quarter that identifies serious difficulties for committees to manage some practical internal issues of the blocks -housing up to 40 families each- such as the cleaning, community fees, investment and maintenance of common the places and facilities, as well as the way to deal with conflict and confidence among neighbours with big difference in income and living standards, ethnic and cultural backgrounds. The project is designed to find ways of addressing neighbourhood problems giving them technical support, assessment and mediation but mainly encouraging and training them to develop and emphasize on their many existing strengths, abilities and capacities as people. It is them who can become "motors of change " of their own block community, as a first step to participating fully in society. Neighbour communities that need support, address to the office where there is the technical staff formed at present by five social field professionals working in the so called pedagogical couples (a man and a woman). They come to address their demand, and a course of action is set up together with them to approach the situation and to support individuals' involvement in their communities, to identify issues and build networks and links in the community.

152.00 Social pedagogy in English residential children's homes

Claire Cameron (1), Pat Petrie (1), Inge Danielsen (2)

(1)Institute of Education, United Kingdom

(2)Københavns Socialpædagogiske Seminarium, Denmark

Workshop




Social Pedagogy is gaining familiarity in the UK as a field of theory and professional practice that has much to offer work with children and young people. The English government has funded a Pilot Programme in residential care that is recruiting Danish and German social pedagogues to work in England. This workshop will discuss why the UK is developing an interest in social pedagogy, the progress of the pilot and how social pedagogues can get involved.

154.00 Certain nights...

Andrea Saccani (1), T Roberta (2), R Erika (1), B Paolo (1), S Tiziano (1), B Renzo (1)

(1)Ulss 22 Bussolengo VR, Italy

(2)ANEP, Italy

Paper session 

The Role of Selective Prevention at Entertainment Prevention at entertainment places is different from that developed in other structured contexts, such as schools or non-structural backgrounds, like the territory, and thus it has its own peculiarity, since it acts in a precise situation (a pub, a party, a concert, with precise spaces and behaviour). Considering the analogies among the different projects it was decided to compare the diverse working methods. Subsequently by means of periodical meetings, different forms of acquired knowledge and adopted procedures were shared. This joint venture has created the opportunity of confronting, exchanging and comparing views among the diverse projects involved, the results of which have supplied a specific working method. The results of this venture led to the creation of the "Safe Night" project which co-ordinates the Veneto Region's Selective Prevention at Entertainment Sites Programme. 3 The Techniques of Preventive Intervention To develop greater awareness regarding the use of alcohol and of the risks of dangerous driving, it is necessary to promote a relationship that offers both personalized information and suggestions about behaviour and motivation. The construction of a relationship can be complicated due to the context in which preventive interventions often take place. That is why flexible settings are required so as to overcome difficulties in approaching people - there may well be only one single meeting - communication may start and end quickly - interruptions in dialogue between one encounter and the next - disruption or interference from other people, etc. 4. The Breathalyser : Prevention Tool The breathalyser test is mainly used to control and repress drunken driving . However, this instrument can also be effectively used in preventive interventions at entertainment places, to reach this aim, our team has elaborated some technical and operative indications. In this way the breathalyser test carry out different functions at the same time 5. The Go-Card Project Before the "Safe Night" project co-ordination began, the single projects preferred to approach young people of the Veneto province at entertainment spots and carried out 25.000 alcohol tests and an even higher number of contacts were established. However the analysis and the monitoring of the consumption phenomenon required a stronger network and the adoption of more modern forms of intervention – especially in connection to the trend of youth migration towards entertainment spots, which is often directly linked to problems regarding highway and road safety and also various forms of abuse and dependency.

155.00 Social pedagogical practice from The House og Josephine Schneider

Arne Fribo (1), Thore Hirtshals (2), Susanne Bülow (3)

(1) Højvangseminariet, Denmark

(2) The House of Josephine Schneider, Denmark

(3) The House of Josephine Schneider, Denmark

Workshop



The workshop is based on an examination of how the social pedagogical work in The House of Josephine Schneider develops through methodical reflections, evaluation and documentation.

At the workshop we will give a description of the pedagogical work in The House of Josephine Schneider.

It is a local children's home situated in Frederiksberg, which, compared with Danish conditions, is small with space for 12 school children in different ages and which can be a home for the children for a longer period. The children are in different social and emotional difficulties when they move in. From the institution's point of view these differences are regarded as a possibility to create a "homelike" pedagogical environment but the social educators have to be well educated and currently learn "new tricks" from specialists.

The main emphasis at the workshop will be laid on:

- The possibilities at non-specialized local children's home where the children can stay and get contact and care until they grow up.
- The relation between the social task, the organization of the work and the professionalism.
- The House of Josephine Schneider as a social pedagogical phenomenon from a time perspective point of view with close contact in everyday life and a description of the professionalism of the social educators.
- Analysis of the social pedagogical work from sociological ideas: Inclusion and exclusion, recognition and power.
- The challenges dealing with the dilemmas arising in a house which has to relate to both an intimate, institutional and social sphere, inspired by Axel Honneth's understanding of recognition.
- An understanding of the fact that the social pedagogical efforts on one hand reflect more superior connexions between the understanding of the target group, the social education and the purpose with the effort. On the other side reflect on the fact that the effort is about the processes of development of the children and young people.
- Evaluation, documentation and methodical reflections in practice.
- The perspectives of the development of the communication between the institution and its closest surroundings, the families of the children, friends, teachers and social educators and also the administration who inspect the work.

156.00 Internationalisation

Inge Danielsen (1)

(1) UCC, social education Sydhavn, Denmark

Paper session



How do studies and practical placements abroad contribute to the development of professional competencies and qualifications of students of social pedagogy? How to develop intercultural competencies without bias?

Danish students have as part of their qualifications fairly rich opportunities to study abroad. Through their studies and placements abroad the students gain inspiration from other cultures, higher awareness of own professional background and culture, critical perspectives on own practice.

This paper presents and discusses experiences and perspectives on the development of intercultural competencies and communication as a contribution to the professional development of the students.

There will be drawn on results from a host country perspective on what Danish social pedagogue students bring as to social pedagogy (England), but also qualitative studies based on interviews with students on dilemmas, contextualizing knowledge and practice in order to avoid cultural stereotypes.

Key words: intercultural competencies – professional development – contextualizing of knowledge and practice – dilemmas and awareness.

157.00 No result without trust – Working with prostitutes and glue sniffers in Nicaragua

Mirne Sánchez (1), Ana María Aburto (2)

(1) Inhijambia, Nicaragua

(2) Inhijambia, Nicaragua

Paper session

- We shall not condemn, nor shall we preach good morals. We shall meet the girls at their own ground. We shall win their trust and prove to them that we will not let them down. When we have gained their trust, then and only then can we begin to work with them.

This is how Inhijambia, a Nicaraguan organisation approaches their work. Inhijambia works with marginalized children living on the edge. More precisely children who have been violated and abused sexually, prostitutes and drug addicts – namely glue sniffers.

At the workshop, Inhijambia will share their experience with keeping the girls out off the streets and keeping them clean. The results are achieved by a friendly approach that is built on close personal contact and trust. The girls who finish the program with Inhijambia become role models and begin to work with children and teenagers who live on the streets and markets.

The “Pass-It-On”- method, an elaboration of peer education, has proven to be successful in Inhijambia’s informational work. The method is used in STI, HIV and AIDS prevention. The girls, who are given the information, pass it on to other young people whom they believe, can be at risk just like they themselves once were. Inhijambia has achieved positive results with the girls, as the girls experience a feeling of having a purpose in life, and more importantly, they experience that they can save lives and make a difference. The girls build their self-esteem and become more confident, as they learn how to prevent transmission of sexual diseases and are willing to act thereafter. This method can be a way for children and teenagers to choose a life with possibilities and strive for education and work instead of a life on the streets.

158.00 Communication creates identity

Peter E. Petersen (1)

(1) TV-Glad Copenhagen, Denmark

Workshop



TV-Glad is first and foremost a television station producing and broadcasting tv-programmes of all sorts, all co-produced and presented by people with learning disabilities.

TV-Glad is also a modern educational institution targeting people with special needs in general, as well as a progressive way regarding the line of sheltered workplaces.

Situated in Copenhagen 130 individuals work and educate each other in the disciplines of television & video, radio, animation, graphics & illustrations, theater, kitchen work (production, catering, etc.) office & facility services.

(Nationwide app. 200 is employed – producing television at TV-Glad branches)

At the workshop you'll meet, discuss and question the experts themselves – the employees who - together with their colleague the social educator - are trying to explain how and why, we together are managing TV-Glad.

We believe that..

..by acting as role models in different attractive jobs – people with a handicap is showing the world surrounding them, that they're all individuals with their own skills and abilities. And being visible in the mainstream media (hosting TV or radio shows) – the visibility itself - becomes an inclusively factor.

One of our visions is to support a global media which will provide people with handicaps the possibility to speak out their version of their dreams, opportunities or obstacles they face in their individual lives. As an example, TV-Glad Copenhagen has broadcasted several times via the Atei-satellite in Madrid/Spain to South American educational television.

Expectations create competence!

Additional info:

Webpage: <http://www.tvglad.dk/>

Presentation video in English:

<http://www.tv-glad.dk/videoplayer/?uid=kbh-00144-00-en-043&qDir=HI&sufx=mp4>

Short text in English: http://www.tv-glad.dk/hvem/index_en.html

Contact:

TV-Glad Copenhagen

Rentemestervej 45-47

DK-2400 Kbh. NV

+45 3812 0102 – info@tv-glad.dk

Social Educator/Pædagogisk Leder

Peter E. Petersen

+45 2722 1672 – langepeter@tv-glad.dk

159.00 The rights to a "complete" life.

Working with sexuality and emotions in the struggle for equality, legal rights and the unfolding of all life's aspects for human beings with disabilities.

This is the foundation on which the women/men groups on Pensionatet Hulegaarden works.

Lars Nielsen (1)

(1) Hulegården, Denmark

Workshop



Our vision is to guide people with disabilities aiming to make it possible for themselves to unfold life in all its dimensions, acknowledging sexual emotions as an integrated part of life..

For many years we have been working with women and men groups, exactly to open possibilities

for each inhabitant/client/citizen to develop her or his specific sexual identity also concerning the erotic dimension.

Sexuality is to us an integrated part of the human personality. This point of view recognize sexuality as a basic need to most humans and constitutes an aspect of being human, equal to others aspects of life.

Sexuality affects our thoughts, emotions, relations and interactions and through this our mental and physical health. As health is a fundamental human right, sexual health must be a basic human right (WHO).

This workshop will introduce our ways of working with the client's sexual emotions and perspective and understanding of their sexual identity.

We will pass on our experience working with issues as parietals abilities, problems on sexual assaults, jealousy, relationship, dating, equality in relations etc.

Dialogue is welcome.

160.00 Democracy, participation in decision-making and “user” (client) influence.

An institutionalized effort to make “democracy come through”.

Lars Romild (1)

(1) Hulegaarden, Denmark

Workshop



Pensionatet Hulegaarden, a place inhabited by people with mental disabilities, have for well 10 years been working with democracy and participation in decision-making “user” (client) council. Working this way is founded on the idea of representative democracy.

The representatives are elected for one period and participates meetings concerning the future development and service of the resident/institution in all scales.

According to laws and conventions as for instance the Danish Law on Social Service, it is a must that the clients/citizens know their rights and possibilities and that these are set in action by participating in the exploration and design of Pensionatet Hulegaarden for real.

This is not an effort without problems.

As in the rest of society, the individual with her/his need and wishes is the

How do one or can one represent individuality.

This is an open question to be an issue for dialogue.

161.00 Children in Greenland

Kaaliina Skifte (1)

(1) P.I.P, Greenland

Workshop 

The following is a summary of the research made of the wellbeing of children in Greenland aged 0 – 14. The research was conducted by the Danish National Centre for Social Research.

The research shows that the main part of children in Greenland experiences a healthy family life where children and parents engage in common everyday family activities. At the same time approximately one third of all children in Greenland experience difficulties in the form of feeling isolated, being bullied, feeling depressed as well as neglect and abuse within the family.

Caretaking of children aged 0 – 6: 46% of the children between 0 – 3 years are taken care of by their family. From the age of 3 to 6 the majority, 75%, attends kindergarten and 4% attend day-care centres.

Ground school (grade 1 to grade 10): Approximately 75% of the children, who were included in the research, were attending school. Approximately 48% of the interviewed parents were very satisfied with the school education received by their child/children. The remaining 52% were either only to a lesser degree satisfied or not at satisfied at all with the school education received.

About 30% of the school children have learning difficulties. These children are in high risk of never receiving further formal education.

Wellbeing: The research has focused on 9 areas within which a child may be said to suffer from lack of wellbeing. In general the wellbeing of older children is worse than that of younger children. In order to state that a child is suffering from lack of wellbeing, a child must have demonstrated having difficulties within a least 2 of the areas identified. On an overall basis 15% of all school girls and 25 % of all school boys demonstrated lack of wellbeing.

Neglect and abuse within the family: Neglect consists in bad living conditions as a consequence of the way the parents live or behave. About 15% of the children experience parents with alcohol problems, 10% lives in families in which hash is frequently used, and 16% lives in families where their mother is exposed to physical violence within the family.

To a large extend it is the same families in which the children are exposed to sexual abuse. 5% of the mothers were aware of their child/children being sexually abused within the family. However, the number is likely to many times more considering that 35% of all the mothers had themselves been exposed to sexual abuse during their childhood.

Resources within the family: The research has focused on 5 areas when examining the resources within the family. 62% of all the families were found to have a high level of resources. 26% of the families were found to have a medium level of resources whereas 12% were found to have a low level of resources, Children with difficulties are mainly found in families with medium and low level of resources.

**162.00 Factors affecting life quality for children with severe disabilities:
Experiences from a Danish residential institution'**

Lena Birch Christensen (1)

(1) "The Children's House", Denmark

Paper session



This presentation discusses attitudes and ethical considerations which arise when working with children who have permanent and severe physical and mental disabilities. The presentation is based on the idea that children and youth can achieve a passion for life and a high degree of life quality despite the difficulties posed by severe disabilities. The presentation focuses on the children who reside at the 'Children's House' residential facility for severely disabled children. I discuss the goals of Danish disability policy, which seeks to maintain children with disabilities in their own homes to the greatest extent possible and to utilize ordinary daycare and schools so that they are together with so-called 'normal' children. The importance of parental involvement and cooperation is discussed, as well as ideas behind the actual practice of parental cooperation. The staff of the residential institutions are important co-creators of the children's childhood, and here I discuss the key elements that form the basis for a happy childhood, and what the staff can do to create conditions for a happy childhood for these severely disabled children. These elements include:

- A positive view of the child, focusing on the child's resources and potentials. The staff's enthusiasm for their work is critical here.
- That there is a good atmosphere in the child's environment.
- Good cooperation with the parents.
- Acceptance of and respect for the individual child.
- Security and caring, ensuring that the child is seen, heard and understood.
- Establishing good relations with other children.
- Communicative possibilities. To receive the signals sent out by the individual child. That the child obtains the possibility to influence decisions about his or her own life.
- Experiences and challenges which are individually adapted to the individual child.

The presentation ends with a presentation of a new book 'Warmth of the sun and a little breeze', which uses 19 stories describing everyday life at the 'Children's House' residential institution, which houses five children, all with severe disabilities.

163.00 Status of Social Pedagogy in Russia

Igor Lipsky (1)

(1) Union of social pedagogue and social worker of Russia, Russian Federation

Workshop

It is an honor for me to meet the representatives of the social pedagogues of the different countries of the world at our Congress!

I would like to express my appreciation for the opportunity to be here and to speak to my colleagues.

In my speech I will talk about two subjects.

The first one is the concept of creating the profession of social pedagogue in our country.

And the second topic is the modern understanding of the social pedagogy in Russia on the whole.

If, colleagues, you have any questions to me, I will be glad to answer them after my speech.

So, the first issue is the concept of creating the profession of social pedagogue in our country.

As you know, the processes of perestroika that began in the Soviet Union in the eighties of the previous century, revealed numerous problems which had been masked before that and remained unspoken of publicly for many reasons.

These problems showed that the rapid development of the social and political processes in the society would lead to sharpening of the contemporary problems and to arising of the new ones, especially in the field of work with children and above all with those from the so-called risk groups.

In the Soviet Union the party and komsomol members, doctors, teachers, police worked with such children each in their own field. However, on the whole, there were no specialists to solve the problems of people who had difficulties of social misbehavior.

Some attempts were made to place the responsibilities for the additional work with such children on the school teachers but these experiments were not successful.

Firstly, the teachers are completely busy during their working day and have neither free time nor energy to work additionally with the children who do not study in their groups.

Secondly, a professional teacher who, for example, teaches biology or chemistry does not have specific knowledge, skills and experience of solving the problems of "difficult" children.

Thirdly, at the end of the nineteen eighties there was a tendency for many children to leave schools and to go to the streets. They, therefore, did not study but explored the "free social space".

Except children, other groups of people also required work under the decision of their problems which have arisen at their interaction with the social environment.

The Russian family changed for the years of state paternalism and got used to receive financial aid and benefits of all kinds. The main attitude of the family was: let the income be better stable than high. The family shifted the handling of many problems onto the state, having lost the skills of social action.

With the beginning of perestroika and after that in the ninetenths the family was deprived of the state support and was at a loss. The wages were not paid for 6 - 9 months (my family passed through this situation as well).

The abundance of products which appeared on the shop shelves amazed but the majority of families did not have resources to acquire them. The family had to struggle for the survival. This led to the weakening of the family inner connections, to appearing of social orphans, cases of suicide among men and prostitution among women.

The radical measures were to be taken to rectify the situation. One of such measures was an attempt to provide specialists of the professions new to Russia – social worker and social pedagogue. The experience of many countries had been studied but Russia, as always, went its own way.

These two professions did not only have different functional purposes but were attached to different ministries.

Social workers were connected to the Ministry of Work and Social Security/safety and social pedagogues to the Ministry of Education. It is here where the strategic mistake was made, the one which led to certain negative consequences.

The profession of social pedagogue was created with the intention for these specialists to enter every public structure. According to the state concept, social pedagogues had to work on plants, in hospitals, in the army and in the police, at the school and university, in trade centres and communal service system.

They were intended to work in every place which had changing staff. Their function was to solve the problems which the members of the staff faced while interacting with the new social environment and to solve these problems together with them.

At the same time, it was planned that the difficulties of children from the risk group and problem families would be handled by specially trained social pedagogues. As to the social workers, they were intended to tackle the questions of claiming and receiving benefits, helping those people who could no longer provide for themselves and etc.

The State Standard for training of the social pedagogues was developed and the creation of the training system for these specialists was commenced, preparing them for work in the different institutions of society.

What we received was a social pedagogue of a new type - the one having basic knowledge in the social, law, medical and economic spheres who orientated himself freely in the society and helped families to solve the social problems of their every member and every difficult child. In the rest homes social pedagogues worked on the restoration of the social status of elderly people, and involved them into an active way of life.

However, in 1991 the Soviet Union ceased to exist. By that time social pedagogues had been already introduced into the system of education and into the system of social welfare. They also started to get introduced into the army and the police, and into the spheres of sport and culture.

The positions of social pedagogues were occupied by people who had no special education but were searching to get some job in the situation of high unemployment. After the Soviet Union's dissolution the process of spreading of the social pedagogues stopped – it was necessary to keep what we already achieved by that moment.

The state focused its main attention on solving the existing social problems. Therefore, social pedagogues started working only with people from the risk group more and more often. This decision was the second strategic mistake.

The structure of any society consists of three different groups of people. The first group is socially stable. It can solve its problems and wants to do it. The second group includes families having social problems. It wants (or not) but is not able solve its problems due to different reasons. The third group is socially promising. It can solve its problems, wants to solve them, but the state does not count on it. These are first of all gifted children, accelerators of intellect, and engines of the small business development.

The state oriented the social pedagogues to solving the difficulties of the group with social problems. But one question arises here: where do the separate individuals or families get to this group from? It is obvious that from the first socially stable one.

The concept of introducing the social pedagogues in Russia was to organize social pedagogic work with the socially stable cluster, so that to prevent them from falling to the group with social problems. Such work must be done with the socially stable cluster so that as many people as possible would transfer from it to the socially promising one. We should not, of course, reject working with the group with social problems.

Unfortunately, giving preferences to the immediate gains led to the situation when the social pedagogues at first started to orient themselves to the group of people with social problems only, and then to the children studying at school alone. Today we are faced with the choice: either we lose the dynamics of development of the social pedagogue profession in our country or we are able to get through to the politicians who make decisions and to keep this profession.

This question was hotly debated at the First Social Pedagogues Congress in Russia, where the General Secretary of the International Association of Social Pedagogues Lars Steinov was present.

The second issue is the modern understanding of the social pedagogy on the whole.

We consider the social pedagogy as a phenomenon, existing simultaneously in three qualitative states.

The first qualitative state is the practical social pedagogic activity. I will not confine your attention to this topic as we have a special presentation.

The second qualitative state is the social pedagogy as a science, as a branch of social science and pedagogic science. In this respect social pedagogy is a link connecting pedagogy and other social sciences.

In Russia we have special research institutions which develop the theory of social pedagogy. One of them is the Institute of Social Pedagogy of the Russian Academy of Education. There is also my laboratory in another institute – the Laboratory for social pedagogic technologies and politics in the sphere of education. It also works on development of the different sides of the theory of social pedagogy. In addition every institute and university which conducts training of social pedagogues also works in this direction.

This fact is important because the scientific support of the development of social pedagogy and prognostication of the ways of its development are necessary in addition to the practical experience.

The third qualitative state is system of education, preparation and training of the social pedagogues. It began in Russia in 1991 and at the present moment has many various directions. They correspond to the categories of people which the social pedagogue is prepared to work with.

Concluding my speech, I would like to emphasize that it is very important for us to learn about the experience of social pedagogic work in other countries, to be able to see the specific differences springing from the traits of national culture and politics. Above that, it is vitally important for us to find the common ground - something that unites the social pedagogues of the whole world.

Thank you for your attention!