



International association of social educators  
Association internationale des éducateurs sociaux  
Asociación internacional de educadores sociales

[www.aieji.org](http://www.aieji.org)



Year 2003

Number 01/03

Coordinated by: Jordi Usurriaga(Catalunya-Spain)  
[JUSURRIAGASA@ceesc.es](mailto:JUSURRIAGASA@ceesc.es)

Translation from Spanish: Raquel García Manresa

## INDEX

<b>1</b>	<b><u>FOREWORD</u></b>	<b>2</b>
<b>2</b>	<b><u>AIEJI'S EXECUTIVE COMMITTEE METTING</u></b>	<b>2</b>
<b>3</b>	<b><u>SPECIAL GENERAL ASEMBLY</u></b>	<b>3</b>
<b>4</b>	<b><u>MESSAGE FROM THE PRESIDENT</u></b>	<b>3</b>
<b>5</b>	<b><u>NEWS FROM THE WORLD</u></b>	<b>5</b>
5.1	<u>ISRAEL</u>	5
5.1.1	<i>Preparing children's villages for eventuals bombing from Irak</i>	5
5.1.2	<i>New initiatives for collaboration between the social educational fields and the business sector</i>	5
5.2	<u>URUGUAY</u>	6
5.3	<u>SPAIN</u>	6
5.3.1	<i>A new professional association in Murcia (Spain)</i>	6
5.3.2	<i>European Symposium of Professional Associations of Social Educators</i>	7
5.4	<u>ITALY</u>	7
<b>6</b>	<b><u>LET'S KNOW EACH OTHER</u></b>	<b>8</b>
<b>7</b>	<b><u>GET INVOLVED</u></b>	<b>10</b>
<b>8</b>	<b><u>AGENDA</u></b>	<b>11</b>

## **1 FOREWORD**

In the current issue we present two new sections. On the one hand, in the section LET'S KNOW EACH OTHER, we will report the action that several members of AIEJI are developing, where they come from, what they are doing, how they function, etc. This section will improve our knowledge about other associated colleagues.

On the other hand, we are introducing the new section called GET INVOLVED that gives you the chance to tell us about your experiences and projects developed in your social educational practice. We encourage you to share your valuable knowledge and impressions with us. We're open to receive your contributions at: [JUSURRIAGASA@ceesc.es](mailto:JUSURRIAGASA@ceesc.es)

We intend to improve AIEJI's Newsletter gradually, by means of furthering the knowledge about other associations and associated colleagues. We are also committed to open our association to the opinions, experiences and reflections coming from social educational practitioners.

## **2 AIEJI'S EXECUTIVE COMMITTEE MEETING**

Copenhagen, from the 22<sup>nd</sup> to the 24<sup>th</sup> May 2003

The meeting held this spring was focused, mainly, on the preparations for the Special General Assembly that occurred on May 25<sup>th</sup>, in the city of Copenhagen. We were hosted by our colleagues from SL (Socialpaedagogernes Landsforbund) in their headquarters in Copenhagen. The meeting, as well as the General Assembly, took place in their headquarters, too.

The agenda was focused mostly on the preparation for the Special General Assembly. Therefore, once the minutes resulting from the last meeting in Montevideo (Uruguay) had been approved and after the Treasurer and the Secretary-General had presented their respective reports, we adopted an assembly's regulation protocol, which would be a guideline to process the business of the Special General Assembly. We checked and weighed the new by-laws, all the articles in their final wording. The last amendments were also properly reviewed and discussed.

Our Latin America colleague informed us about the preparatory work for the World Congress that is going to take place in Montevideo and the setting-up of contacts at a regional level that are leading to a productive work group via network. The theme of the Congress will be: "Social Education: Integration and involvement. Ethical, technical and political challenges".

The Latin American office is editing a newsletter for its region (Informalat). In its first issue they offer to everybody interested in receiving information about AIEJI's activity around the world and in the region, the possibility to register on a list. You can contact us at: [aiejilatinoamerica@adinet.com.uy](mailto:aiejilatinoamerica@adinet.com.uy)

### **3 SPECIAL GENERAL ASSEMBLY**

The Special General Assembly was held on Saturday, May 25<sup>th</sup> at SL headquarters. After the welcome message by the President and his introductory speech talking about the events that have taken place for the last two years, we proceeded to the agreement of the minutes resulting from the General Assembly held in Barcelona in 2001.



Later, the new by-laws were presented and their articles were voted one by one and agreed to UNANIMOUSLY.

This is the moment in which the new by-laws were voted by every one of us. Copenhagen, May 2003. Photo: Lars Steinov.

After having considered the contributions made by some members, we decided that the proposal for the preparation of an ethical guide would be the first step that would lead us to the creation of a code of ethics which will be formulated in future meetings.

### **4 MESSAGE FROM THE PRESIDENT**

Dear Members:

By now many of you know that new by-laws were adopted by the AIEJI General Assembly held in Copenhagen on May 24<sup>th</sup> to govern the work of AIEJI. This climaxed hard work by your Board of Directors over the past two years. The undertaking of revising the by-laws took numerous days of meetings in a variety of countries in order to achieve one of the most comprehensive reviews and change of the Association's by-laws since its founding over 50 years ago. I personally thank each member of the Board for their hard work and also thank the members that submitted suggestions for the by-laws and those that attended the General Assembly in Copenhagen. The details of other topics discussed at the General Assembly can be found in the attached minutes within

this newsletter. The ethical guidelines in particular generated a good discussion, which demonstrated the importance of working with a number of member associations who have already adopted ethical guidelines which might be of value for the AIEJI Board of Directors to consider.

Your Board of Directors of AIEJI has concentrated the last two years on by-law revision, a draft of ethical guidelines, establishing good records on membership, increasing communication with the membership base and general re-structuring of the work of the Association. It now becomes necessary to spend the next two years concentrating on those projects that help to fulfil the aims and purposes of AIEJI. Toni Julia, representing the European Bureau of AIEJI, has done much in recent months to incorporate AIEJI's viewpoint into important meetings representing the profession. Jorge Camors has assisted in representing AIEJI in Latin America at a number of conferences, heightening that continent's knowledge of the international association. These contacts by Jorge are extremely important as the AIEJI membership and non-members look forward to attending the next World Congress in Montevideo, Uruguay, November 15<sup>th</sup> – 19<sup>th</sup>, 2005. Jorge is already demonstrating great leadership in the pre-planning of the Congress. It is my hope that the membership will put November 2005 on their calendar to attend the World Congress in Montevideo. Many members of the Board have attended regional and local meetings to represent AIEJI and the social educator profession. AIEJI is beginning to re-establish its importance with other associations and professions.

Another very important meeting occurred in Copenhagen on May 27<sup>th</sup>, in connection with AIEJI's Board meeting and the conference of the International Federation of Social Workers (IFSW). The Danish Socialpaedagogernes Landsforbund (SL) was so kind to host a meeting of the officers of each of the following international associations: the International Association of Social Educators (AIEJI), the SL, the IFSW and the Federation Internationale des Communautés Educatives (FICE – International Federation of Educative Communities). This was the first time that the leadership of major international associations sat down and committed themselves to explore opportunities to collaborate between the international associations on projects of mutual interest. This was the second time that officers of FICE and AIEJI had the opportunity to explore a closer working relationship. This meeting potentially can give us new opportunities for each association to serve its membership as well as the purposes and goals of an association. I thank the Danish SL for hosting such an important meeting.

While I encourage each member to read the by-laws, I do wish to highlight one important area concerning the responsibilities of Board members. By-laws now address the importance of Board members being in good standing with the payment of dues by their association or themselves and sets a requirement on Board meeting attendance.

This may seem like a small item but is extremely important when one considers that at election time there are some good candidates who are not elected due to a large slate of candidates. When an elected Board member does not fulfil their responsibilities they take away from others who were willing to serve. This by-law will strengthen the Association because an effective Board is a critical cornerstone of an effective association.

Hope all of you have had a good summer. Your Board will be holding the next meeting in Barcelona on the dates of November 12, 13 and 14. If you have agenda items for the Board, please let any Board member know. Their e-mail addresses are listed in the web site ([www.aieji.org](http://www.aieji.org)).

Arlin E. Ness, President

## **5 NEWS FROM THE WORLD**

### **5.1 ISRAEL**

Emmanuel Grupper

#### 5.1.1 Preparing children's villages for eventuals bombing from Irak

Because of the traumatic experience we had during the first Gulf-war in 1991, intensive preparatory work had been done during the last six months so that the whole child and youth care system in Israel would be ready to protect the children in case of eventual bombs being thrown on Israel from Iraq.

Educational material had been prepared for long-term children living in residential institutions that have to stay together in shelters. Children were trained to access shelters quickly and calmly, the social educational system was preparing specific programs for giving emotional and psychological support to children and staff in stressful situations, special planning was prepared for alternative activities in case schooling systems would be closed down. Last but not least, the medical and health services were making all preparations needed in case large scale epidemics appeared because of the use of biological weapons.

Hopefully, all these preparations were not needed, and writing about it today even was a bit strange to me. However, this was the daily reality of children, youth and adults in Israel, both clients, parents and staff during the last six to seven months, and all are very happy to look upon it today even with a bit of irony.

#### 5.1.2 New initiatives for collaboration between the social educational fields and the business sector

A new phenomenon is emerging lately in the socio-educational field in Israel. It is collaboration initiatives between the business sector and social-education projects. Two examples will be cited to name only a few. One is a project initiated by a bank, aiming at supplying tutorials and extra learning support to children in residential care. The objective is to enhance the schooling achievements of the children and youth coming from low strata families.

Another example is the initiative of a powerful high-tech company that took upon itself to sponsor a youth village, making their organizational experts available for the restructuring of the child care services, supplying extra-funds to enable the village and its staff to update the living facilities for children and create a modern and stimulating environment for them.

These two examples show the kind of initiatives which are extremely important these days when public money for such projects is constantly decreasing. However, these initiatives and the collaboration with people from the business sector are at the same time presenting a complicated challenge for directors and staff of socio-educational programs. The problem is how to maintain ethical judgements and humanitarian values as guidelines for the decision making process, while collaborating with highly competent people being used to judge reality with mainly cost-benefit criteria!

## **5.2 URUGUAY**

On August 6<sup>th</sup> of the current year our colleagues from CENFORES (INAME's Studies and Training Centre) celebrated the 30<sup>th</sup> Anniversary since its creation. From here, we'd like to send a congratulations message to all them and to encourage them to continue carrying out their work, characterised by their enthusiasm and responsibility, in spite of the hard economical and social conditions they have to face in these current times.

## **5.3 SPAIN**

Manuel Gil, Toni Julià, Jordi Usurriaga

### 5.3.1 A new professional association in Murcia (Spain)

Good news for the professional associations in Spain is the agreement of a law on the creation of a Professional Association in Murcia on March 28<sup>th</sup> 2003. This is the fourth professional association that we managed to get operating.

The project promoted by ASEDES, the Spanish national association, is the creation of a network of regional professional associations that work together. This system makes the work richer thanks to the contributions made by the professional associations and other associations with a more limited capacity to act legally, from every region. New technologies, such as the Internet, give good technical support to this organizational proposal.

The professional association is a legal form that is very advantageous for the social educators because, legally, it has a wider capacity to act in order to promote our profession in a more effective way. When a new professional association is created, the number of professionals that join this new organization increases.

In ASEDE's General Assembly of the year 2003 it was agreed the creation of a General Board of Professional Associations. It is the legal body that functions as a meeting point for several regional professional associations and it is responsible for the

communication exchange in due form with the Spanish government. ASEDES expresses how necessary this instrument is in order to make the Spanish educators' opinions be heard by the Spanish government. The official approval of the creation of this fourth professional college is going to strengthen the proposal of creation of a General Board of Professional Colleges.

### 5.3.2 European Symposium of Professional Associations of Social Educators

On the dates of October 8, 9 and 10, the European Symposium of Professional Associations of Social Educators is going to be held in Barcelona.

It is organized by AIEJI's European Office managed from CEESC (Catalonian Professional Association of Social Educators) and addressed to the representatives of the European professional associations. The work will focus on the recognition of professional qualifications in Europe, due to the imminent adoption of Directives by the European Council and the European Parliament that may result in important changes in the level of professional qualifications and, therefore, in the status of social educators in Europe.

The subject of the Symposium mentioned above is: **SOCIAL EDUCATORS' INVOLVEMENT IN THE DEFINITION OF THEIR PROFESSIONAL QUALIFICATION, towards the constitution of an European Common Platform.**

The work will be focused on the following axes:

1. To know the levels of qualification existing for the social educational profession in several European countries today.
2. To search for an option suitable by our European group to make the social educator achieve an appropriate status according to the delicate task that society entrusts her/him.
3. To highlight how advantageous the creation of a common platform is in order to achieve the recognition of social educators' professional qualification around Europe.

Visit the web: [www.ceesc.es](http://www.ceesc.es)

## **5.4 ITALY**

Our colleague from AIEJI's Executive Committee, Paola Scarpa, has been elected President of ANEP (National Association of Social Educators) recently. We'd like to send our congratulations to her and encourage her, too!

## 6 LET'S KNOW EACH OTHER

This section intends to spread the identity and the activities of all members joined in the International Association.

### **CENFORES: Research and Training Centre of the Instituto Nacional del Menor (INAME)**

Montevideo, Uruguay

It's a part of the Organizing Committee of AIEJI's XVI World Congress.

CENFORES contributes to the improvement of the social educational practice. Its target groups are children, young people and families at risk, mainly because of the obstacles they find in their way towards the development of their own potential.

Its general purposes are:

- To promote research in the field of childhood, young people and families' social situations in order to know the features and dimensions of those social problems that affect those groups.

The research aims at the knowledge of society, its composition, its behaviours, individually as well as from a collective, family-related and cultural perspective. Also, it focuses on the projects and methods of work for the promotion, prevention, care, rehabilitation, and other specific actions in order to gather new and valuable elements that once systematized can be transmitted by means of training programs and several publications in the training area.

- To develop training programs for all those practitioners who work in the child welfare field, carrying out different tasks.  
The training's purpose is that the future practitioner obtains the knowledge, skills and attitudes by getting involved in a reflection-action process based on permanent research, study and analysis of practice. It will allow her/him to build her/his own professional identity alternating with her/his personal identity in a flexible, pertinent and creative way.

There are three different lines within the training:

**Social Educational Training**, with 276 students currently, at the postgraduate level.

**Educators Basic Training and Qualification**, included in the **Continuing Training** of all those who carry out their educational task in INAME, as well as in other public and/or private workplaces. In addition, there is a training and a qualification program focused on core subjects suitable by practitioners and professionals in charge of an organization management as well as public servants working with children, young people and families.

This year, 1,615 members of the institution participated in the training lines mentioned above as they did public institutions, and several organizations that came to an agreement with INAME.

INAME's Studies and Training Centre promotes three programs:

- ◆ Social Educators Training Program
- ◆ Permanent Training Program
- ◆ Research and Academic Support Program

The third program mentioned above, in addition to the features it has in common with the other programs, has the plus of publications: dossiers, journals and diverse didactic material. It systematizes experiences from several educational centres, in order to produce knowledge in the social educational field.

It has set up regular interaction between universities and national and foreign training centres, for instance: el **Consejo Asesor y Consultivo** (Advisory and Consultative Council).

This Council develops the following tasks:

- ◆ To give advice to INAME's Board of Directors on training and qualification policies of the Institute's Human Resources and Childhood System.
- ◆ To give advice to INAME's Board of Directors and its programs on training programs and their lines, on projects and on the purposes of all of them: Training and Research.
- ◆ To express opinions and to create proposals for the several academic items that the Board of Directors may decide to transmit to the Council.
- ◆ To give special advice on INAME's Yearly Action Plan, agreed by INAME's Board of Directors and executed by CENFORES.
- ◆ To contribute to the coordination between institutions, in order to achieve the aims fixed by CENFORES Yearly Action Plan.
- ◆ To fulfil the honorific function as the Editorial Board of the Journal called "NOSOTROS" ("US"), which is an objective included on the Yearly Action Plan worded by CENFORES.

This coordination between institutions aims to further facilitate the integration of CENFORES within the whole of public and private organizations operating in the fields of training, qualifications and research.

The sections in charge of giving technical and specialized support in the learning and training processes are: Education Division, Social Services Division, Legal Division (specializing mainly in children and family), Sanitary Division (main specialization fields: Paediatrics, Psychiatry and Psychology).

As representatives of the official section specialized in education and training, there are: M.E.C (preferably Directorate of Education); National Administration of Education (preferably Directorate-General of Teacher's Training), and the University of the

Republic; representative of the trade union called Sindicato Único del Menor; and last but not least, the Director of CENFORES.

The Research and Training Centre (CENFORES) has its position within the INAME's hierarchy, depending directly on the Directorate of this Institute, which draws the guidelines followed by this organization.

INAME succeeds the Consejo del Niño, being a decentralized service with legal form, placed in the Country's capital, Montevideo, even if it operates all over the country. Its purposes are to assist and to protect children neglected morally or materially, since their birth to their age of majority. Also it is committed to prevent children's moral or material negligence and their anti-social behaviours. It contributes along with other specialised organizations in the protection of the disabled children, whether they are neglected or not.

Its work is governed by INAME's by-laws, and its field of action is fixed by the law 15.977, established by decree by the Senate and the House of Representatives of the Republic of Uruguay, gathered in General Assembly on September 14, 1988.

CENFORES' predecessor was formally called Escuela de Funcionarios (Public Servants Training Center) of the Consejo del niño, created in the 1950's, even if it only became operative during the period from 1973 to 1976. The Dictatorship that bursted into Uruguay produced its closedown. It was reopened on July 1987, having a temporary Directorate. From the year 1989 on, by means of public competition, Bachelor of Education Jorge Camors has held the post of Director of the ex Public Servants School.

Currently, this Directorate is still operative. The Centre also has a Central Bureau composed by the staff supervisors who manage the centre's three programs. In addition, we have to mention the Administrative Directorate, Bedelías (Training Program for Social Educators, Continuing Training), the Administrative Support Units and the Library.

It was created to achieve the aim of changing the methodological concept of the service that the Institution was offering to people. It operates at a national level, and it widens its field of action beyond the institutional activity, developing its action in the field of childhood, young people and family care.

## **7 GET INVOLVED**

In this section you can contribute to spread the knowledge in the social educational field by telling us about your country, the project you are working on, the voluntary work, your reflections and experiences, and also the projects and experiences that you have developed in other countries... everything you think must be shared and that would be of any help to enrich this profession.

Send your letters to [JUSURRIAGASA@ceesc.es](mailto:JUSURRIAGASA@ceesc.es), in Spanish, Catalan, English or French. Please try to limit the length of your text to one page maximum, as much as you can. Thank you and...GET INVOLVED.

## 8 AGENDA

- ◆ European Symposium of Professional Associations of Social Educators, Barcelona (Catalonia-Spain) from 8<sup>th</sup> to 10<sup>th</sup> October 2003.
- ◆ AIEJI's Executive Committee Meeting, Barcelona, from 13<sup>th</sup> to 15<sup>th</sup> November 2003.

### **IMPORTANT NOTICE:**

In order to keep your contact details updated, please let us know if you changed your address or e-mail. You can write to any of the two following e-mails: [steinov@enghaven.dk](mailto:steinov@enghaven.dk) or [JUSURRIAGASA@ceesc.es](mailto:JUSURRIAGASA@ceesc.es). Thank you.