

# Workshop Catalogue

AIEJI World Congress 2025

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## Round 1: Monday, May 19, 2025, from 14:55 - 15:40

### Workshops in English

#### 1 – A) Hopes and Challenges for Social Pedagogy in the USA (USA)

##### Description

In the US, the social pedagogue profession does not exist. Instead, the direct support workforce consists of staff without higher education credentials. There are no educational requirements beyond a high school diploma. Direct support workers are underpaid and unrecognized.

Consequently, turnover is high, most work several jobs, and the quality of services is often inconsistent and unacceptable. The workforce has been in a perpetual crisis for decades. Highly educated professionals do exist. However, they do not work in the life-space of people in need of services. Instead, they are clinicians interacting with service participants a few hours a week.

Despite an abundance of US-based best practices research and models, these are not accurate representations of what is happening on the ground. There is a disconnect between perception and reality. With its emphasis on practice, theory, and values, social pedagogy is needed in the US to address this disconnect. The Concentration in Human Services (CHS), a bachelor program founded on social pedagogy at the State University of New York at New Paltz, has been working to address this disconnect for the past 30 years.

With the current rise in global authoritarian leaders, social pedagogy and its collaborative and empowerment-based approaches face challenges. Despite numerous cultural and structural barriers to social pedagogical principles and practices in the US, the CHS has thrived. It has consistently graduated well-educated, human rights oriented, and capable professionals who bring principles and approaches from social pedagogy into their work. In this session, the three presenters—two current instructors, who are also graduates of the program, and a Danish social educator and former Director of the CHS – will share their strategies, challenges, and successes in fostering social pedagogical approaches in a culture resisting these practices.

Based on the foundation of lessons learned from the CHS over the past decades, this session will create a collaborative space for participants to share their own experiences. Through interactive discussions, participants will identify "doorways" or entry points for social pedagogy within their communities, find solidarity in facing shared barriers, and co-create actionable strategies to bring social pedagogy principles to life in their specific contexts.

## **Learning Objectives**

This session will provide:

- An overview of human services in the US, including confronting myths and misconceptions
- Strategies for implementing social pedagogy amid barriers through an example of a successful program founded on social pedagogy in the US
- Opportunities to brainstorm what is working for different people in various contexts
- Empower participants to create gateways that invite people into social pedagogy and create pathways for professionalizing the field

## **Format – Workshop or Session**

The format is a combination of both a workshop and a lecture session. However, if only one option can be chosen, it leans closer to a session with ample opportunities for participation and reflection. We will have several mini lectures but with participant interaction and contribution.

## **Target Audience**

Since this workshop focuses on the social pedagogue profession more broadly, participants who work in any area across the lifespan and in any strata of work (e.g., direct practitioners, managers, administrators, educators, students, or leaders) are welcome. We welcome participants from countries with and without a well-established social pedagogue profession.

## **Participants that meet any of the following would benefit from this workshop:**

- Participants who want to be change agents to advocate for the profession of social educators
- Participants who are nervous about the rise of global authoritarianism and how it may impact social educators and their work
- Participants who would like to identify and develop language to invite people into social pedagogy and expand its reach both locally and globally
- Participants who are looking to be inspired by an example of a successful and well-established US-based program founded on social pedagogy
- Participants who are willing to share their own successes and challenges and learn from the successes and challenges of other participants as well as the presenters.

## **1 - B) Introduction of TBRI –Trust-Based Relational Intervention, a comprehensive trauma-competent approach to children and youth of all ages and risk groups (Estonia)**

### **Description**

The aim of the workshop is to introduce comprehensive evidence-based approach for working with vulnerable children, who have experienced early trauma of any form.

There are three factors, first identified by van der Kolk, and later discussed by Bath as the three main “pillars” that should be included in any program designed to treat children with the histories of trauma. These are (a) development of safety, (b) promotion of healing relationships, and (c) teaching of self-management and coping skills. These elements parallel the three evidence-based principles of Trust-Based Relational Intervention (TBRI) developed at the Texas Christian University or Karyn Purvis Institute of Child Development.

The three TBRI principles are;

1. Empowerment—attention to physical needs;
2. Connection—attention to attachment needs; and
3. Correction—attention to behavioral needs.

Children with histories of trauma, including those who have experienced foster care, institutionalization, maltreatment, and neglect, present unique challenges for caregivers that strive to provide the care and support they need. TBRI is a relationship-based model that can be administered by nurturing, insightful caregivers, and can be implemented in virtually any environment with children and youth of any age and any risk level. Holistic in nature, cost effective to implement, and developmentally respectful of the impact of trauma, TBRI appears to hold significant potential for creating positive impact in the lives of children and youth who have come from the hard places.

TBRI® is an attachment-based, trauma-informed intervention that is designed to meet the complex needs of vulnerable children. TBRI® uses Empowering Principles to address physical needs, Connecting Principles for attachment needs, and Correcting Principles to disarm fear-based behaviours. While the intervention is based on years of attachment, sensory processing, and neuroscience research, the heartbeat of TBRI® is connection.

TBRI® is designed to meet the complex needs of children who have experienced adversity, early harm, toxic stress, and/or trauma. Because of their histories, it is often difficult for these children to trust the loving adults in their lives, which often results in perplexing behaviours. TBRI® offers practical tools for parents, caregivers, teachers, or anyone who works with children, to see the "whole child" in their care and help that child reach his highest potential.

TBRI® is used worldwide in homes, residential facilities, group homes, schools, camps, schools, juvenile justice facilities, courts, with survivors of sex trafficking, in faith communities, courts, with law enforcement, in clinical practices and beyond.

### **Learning Objectives**

Participants will learn about TBRI as an additional potential tool for their work with vulnerable children and take away information/principles of this holistic approach backed up by years of research and practice of addressing early years trauma.

### **Format – Workshop or Session**

Session, in the form of presentation.

### **Target Audience**

workshop is intended for any professional working with vulnerable children with potential early years traumatic experience. Also, for leaders of any organization or networks, to understand better need for trauma-informed and trauma-competent approaches in their whole system.

## **1 - C) Autism and Developmental Trauma (Denmark)**

### **Description**

Developmental trauma can arise from neglect, bullying, experiences of social exclusion, or other prolonged traumatic events during developmental stages. Individuals with autism are particularly vulnerable to such experiences for various reasons. Developmental trauma can follow children with autism into adolescence and adulthood, often manifesting as stress overload and a sense of disconnection from oneself and others.



This workshop focuses on understanding these vulnerabilities through a trauma-informed lens. The presenter will provide a brief introduction to developmental trauma in the context of the autism spectrum and examine the connection between events, experiences, and reactions.

The session will be hosted by Licensed Psychologist Anders Bonderup Kirstein. He works in Sputnik, a large Danish social welfare organization, which offers treatment schools, youth education, residential care, and a training center within the specialized social sector.

Anders holds a two-year post-graduate therapeutic education focusing on psychoses and severe personality disorders.

### **Learning Objectives**

An introduction to developmental trauma in an autism field of work.

### **Format – Workshop or Session**

Session.

### **Target Audience**

The session is open to any professional working with children or young people who require specialized services, e.g. within the autism field.

## **1 - D) Social Educator's Versatility - A comparison between European realities starting from the area of addictions and disabilities (Italy)**

### **Description**

Our society is going through continuous and rapid changes at social, cultural and political level. Zygmunt Bauman called it: "Liquid Modernity" (Bauman, 2002). New forms of disadvantage and problems have emerged, and consequently new needs to deal with.

Social professions have also adapted themselves to be able to deal with these new needs. This adaptation skill of the Social Educator will be called "Versatility". The main topic of this paper is a reflection on the concept of Versatility as a feature of Social Educator.

We intend to represent professional's Versatility through the image of an octopus, whose characteristics metaphorically recall some distinguishing features of the Social Educator's work in current society.



These points will be debated:

- Versatility and "Liquid Modernity": Just as the octopus moves in a liquid environment, so the Social Educator in liquid society works in different and uncertain contexts.
- Versatility and inter-disciplinary knowledge: Social Educators have a holistic perspective on the person, differently from the institutional perspective which fragments the individual.
- Versatility and social network: Social Educators connect all the different stakeholders involved in a problematic situation, facilitating and supporting relationships between people, local associations and institutions.
- Versatility and "Plural Identity" (Canevaro, 1991): Social Educators can work in a plurality of fields, included in two macro-areas: social area and health area. Social Educators establish relationships with people which have extremely differentiated needs: elderly people, disabilities, addictions, mental illness, social and cultural disadvantage; these are just some fields.

Social Educator's Versatility might appear a weakness compared to other social professions, but it is also a necessary strength to be able to adapt and operate in a liquid society. We will also see how Versatility is expressed in addictions and disabilities' areas starting from authors' professional experiences in these fields.

## References

Bauman, Z. (2002). *Modernità liquida*. Roma-Bari: Laterza. (Original work published 2000).  
Canevaro, A. (1991) *La formazione dell'educatore professionale. Percorsi teorici e pratici per l'operatore pedagogico*. Carocci, Roma.

## Learning Objectives

- Reflecting on the meaning of Versatility as a strength and distinguishing feature of Social Educators.
- Sharing with other professionals their own experiences on addictions and disabilities, exploring similarities and differences with other countries.

## Format – Workshop or Session

The activity will be conducted as a workshop. Through narrative methods participants will be encouraged to share their own idea of Versatility in relation to their work.

## Target Audience

Workshop especially addresses new professional and experienced Social Educators.

# **1 - E) How do we stop the negative spiral of development of young people with antisocial and aggressive behaviour problems? (Denmark)**

## **Description**

This session will focus on how we stop the negative spiral of development of young people with antisocial and aggressive behaviour problems and why is it so important?

These young people are often at risk of developing criminal behaviour, substance abuse and are often at risk of placement and later incarceration as well. But if we develop, adapt and implement programs and treatment models that are based on best knowledge, scientific evidence, and data we have a chance of breaking the negative circles. We need to work with programs that are designed to target the risk factors that have led to the negative behaviour problems, for example family problems and conflicts, truancy and lack of school success, lack of connection to prosocial spare time activity and prosocial peers etc.

By looking into data from a successful treatment program – Family & Network and a positive case example, we examine exactly what works and why and also how it is possible to transfer some general and universal treatment principles and engagement strategies to a local context.

## **Learning Objectives**

The participants will get knowledge about what focus areas they will need to work with and why when it comes to reducing and stopping antisocial and aggressive behaviour problems and hopefully get a chance to get inspired regarding their own practise

## **Format – Workshop or Session**

Session.

## **Target Audience**

New professionals, experienced social workers, social educators and leaders in the area of social work with and treatment of children, youth and their families, will all be target audience for this session.

# 1 - F) Choice Boards - A Strategy for Engaging All Students (Germany)

## Description

Universal Design for Learning (UDL), developed by the Center for Applied Special Technology (CAST), is an innovative framework that fosters inclusivity and addresses the diverse learning needs of all students. UDL's core mission—to support every learner—often presents challenges, particularly when it comes to assessment. Traditional, one-size-fits-all methods rarely provide equitable opportunities for students to showcase their knowledge and skills. This workshop introduces a powerful solution: the use of choice boards.

Choice boards offer a flexible, differentiated approach to instruction and assessment, enabling students to select from a variety of options tailored to their unique learning styles, preferences, and strengths. Inspired by The Theory of Multiple Intelligences (Davis et al., 2011), choice boards are especially effective in creating a student-centered classroom where learners take ownership of their educational journey. By allowing students to independently choose how they engage with content and demonstrate their mastery, choice boards embody the principles of UDL and differentiated instruction (Tomlinson, 2008).

The North Carolina Department of Public Instruction has highlighted the value of choice boards, particularly in the context of English Language Arts during the pandemic (2020). For example, instead of assigning all students a standard test or essay at the end of a unit, educators can design a choice board with diverse project options, ranging from creative presentations to analytical essays or multimedia projects. This approach not only aligns with the principles of project-based learning but also redefines the teacher's role as a facilitator, guiding students to success (Felder & Brent, 1996; Overby, 2011).

## Session Objectives:

In this workshop, participants will:

1. Understand the purpose and benefits of choice boards—why they are a vital tool for inclusive and differentiated instruction.
2. Explore real-world examples of choice boards in various educational contexts.
3. Learn step-by-step strategies to create and implement their own choice boards.

Through hands-on activities, case studies, and collaborative discussions, attendees will leave with a clear understanding of how to integrate choice boards into their classrooms to foster student autonomy, engagement, and success. Whether new to choice boards or focused on refining an approach, this session offers practical tools and inspiration to enhance teaching practices.

## **Learning Objectives**

Participants will gain an understanding of what choice boards are and develop the skills necessary to create customized choice boards tailored to their students' needs.

## **Format – Workshop or Session**

The workshop will begin with an introductory session explaining the concept and benefits of choice boards. Following this, participants will engage in a hands-on activity where they will design and develop their own choice boards.

## **Target Audience**

The workshop is designed for educators aiming to create inclusive classrooms and accommodate diverse learners. It is especially beneficial for teachers in English, History, Social Studies, and (Foreign) Language fields but can also be adapted for educators in other subject areas.

## **1 - G) Double Minority Challenge- The role of Social Educators in work for persons with disabilities of an immigrant background (Iceland)**

### **Description**

The "Double Minority Challenge" refers to the compounded difficulties faced by individuals who are both immigrants or refugees and have a disability. These individuals often experience significant obstacles due to the intersection of these identities. Immigrants and refugees with disabilities frequently encounter systemic barriers when attempting to access essential services such as healthcare, education, and employment in their new countries. Many services fail to accommodate disabilities, and language or cultural differences further restrict access. Additionally, limited English proficiency among immigrants and refugees, a lack of linguistic diversity among healthcare providers, and an insufficient number of trained interpreters exacerbate the challenges in accessing healthcare and other, rights and information-related services for these individuals (Mirza et al., 2014).

In this lecture, I will explore the challenges faced by individuals within the double minority group, focusing on the unique characteristics of this population and the intersection of migration and disability. I will also discuss recommended best practices and potential solutions to foster a more inclusive community, with particular emphasis on addressing the needs of disabled immigrants.

The lecturer is a social educator in Iceland and currently serves as the Project Manager for Children with Disabilities from Immigrant Backgrounds at Proskahjálpi (The Icelandic Association of People with Intellectual Disabilities). As an immigrant from Poland and a parent of a child with a disability, I am deeply committed to advocating for individuals facing the dual challenges of minority status and disability. In my role as Project Manager, I actively represent the interests of this group within the Icelandic community.

### **Learning Objectives**

Individuals from double minority groups face numerous challenges, and it is rare that they encounter professionals who specialize in both disability and migrant-related issues. Given the growing global movement of people due to climate change and conflicts, it is crucial for social educators to be fully aware of these challenges- addressing not only the barriers related to disability but also those associated with immigration, as both are equally significant. This session will equip participants with the tools to identify these challenges and better meet the needs of individuals facing such circumstances in their future practice. The session aims to be both empowering and inspiring. As a lecturer, my role will be to encourage social educators to deepen their understanding of the complexities involved in supporting this vulnerable group.

### **Format – Workshop or Session**

A session, traditional lecture.

### **Target Audience**

Social Educators, experienced professionals, new professionals, teachers, counselors, leaders. Everyone who come across a person with disabilities who is also of an immigrant background.

## **1 - H) KRAP – Evidence-Based Methods to Foster Human Development, Learning, and Well-Being (Denmark)**

### **Description**

KRAP – Cognitive, Resource-Focused, and Appreciative Practice.

KRAP is a Danish-developed evidence-based method created by PsykologCentret. The method is practice-oriented and includes a wide range of easily applicable tools and techniques, structured around a core framework for implementation. PsykologCentret has published several books on the method, including Metner & Bilgrav KRAP-Grundbogen and KRAP – Methods and Tools (Dafolo 2019), which serve as the foundational works.

The method is primarily used in pedagogy, social work, and psychology, and is often applied in working with children, adolescents, and adults who have special needs or face challenges. KRAP is built on these central principles:

- The "K" in KRAP represents the Cognitive Approach, focusing on human thinking, cognition, and mental constructs. The method is rooted in cognitive theories that examine how thoughts, emotions, and behaviors are interconnected. By mapping and understanding a person's thought patterns, it becomes possible to work systematically toward positive change. The cognitive approach provides tangible tools for identifying thought patterns and fostering realistic thinking.
- The "R" in KRAP stands for both Resource Focus and Relational Understanding. KRAP emphasizes an individual's resources and strengths rather than focusing on flaws and deficiencies. This approach is grounded in the belief that every person has potential and abilities that can be developed. Highlighting and building on existing strengths creates a positive and motivating framework for growth. Furthermore, optimal conditions for development require sustainable relationships, as trust-based relationships are essential for fostering development.
- The "A" in KRAP stands for Appreciation, a fundamental value in KRAP. This principle is about meeting individuals with respect and understanding of their overall situation and perspective. Appreciation supports secure relationships, which are prerequisites for learning and development.

## **Learning Objectives**

KRAP is designed to create structure, predictability, and meaning in the pursuit of developmental goals and human well-being. The method is built around a systematic process guided by three "pillars": Assessment, Analysis, and Change/Development.

In the workshop, PsykologCentret will introduce KRAP as a method, demonstrating tools and their practical applications for various target groups.

We will outline the method's broad applicability and present evidence from extensive evaluations conducted in collaboration with the Danish National Board of Social Services and Rambøll.

## **Format – Workshop or Session**

The workshop will include presentations with examples of tools and their application. Participants will also engage in reflection exercises.



## Target Audience

The workshop is relevant for all professionals working with learning, development, treatment, and well-being, regardless of the age group they work with. The workshop is suitable whether participants are new to KRAP or already have experience with it.

## 1 - I) Who are the new working class – who are the new homeless? (Denmark)

### 2. Description

Give a brief introduction to the topic and an overview of your workshop/session, including any specific methods, case studies, or changes you'll present. This should not exceed 2500 characters, including spaces.

We live in a global world, which mean we among humans and ethnicity connect much easier than earlier – a fact which also is plain at the employment market where jobhunters from developing countries work in the rich part of the world. In Denmark or the western part of Europe we have seen that tendency about the last 20 years where specially tradesmen from east Europa joins jobs in the building Rance. Many times the single craftsman get job in security, but there are also a large group of eastern craftsmen which do not experience job in security or - in worse case - get a misuse of alcohol and drugs on the basis of a not lucky employment.

At Aarhus Shelter ([www.rodekors.dk](http://www.rodekors.dk) / Aarhus Vinter Herberg) we exactly get immigrants from the group who are unemployed and often in problems with alcohol and drugs, and why they not are allowed to the Danish welfare, they can't get treatment according their misuse and mentally disable. That is that the shelter are only able to offer a light meal and a bed for the night - a support which are much less to nudge empowerments and independent of the immigrants to the labour market - experiences we have done as social pedagogue at Aarhus Shelter the last four years, where the visitors are the same immigrants with the same problems during the seasons. During the medias we know it is not a Danish or a western problem – it is a global problem which should get a local solution which social pedagogue could be a part by in case of recourses.

Therefore the goal of this workshop are to get a reflection and a dialog at the problem reporting to social pedagogy can save lives.

### Learning Objectives

Our ambition is to get a reflection at the challenges the immigrants get when they end up in a deroute compared to bad luck at the labour market, and how social pedagogic can get a part of the solution. And which economic canals we can apply for?



Introductory and elaborate the topic "Who are the new working-class / Who are the new homeless we continue a dialog among the participants which end up in a workgroup belong to the social union who continue the work by application to foundation and EU.

### **Format – Workshop or Session**

Workshop/Session. Introductory and elaborate the, and we continue a dialog among the participants which end up in a workgroup belong to the social union who continue the work by application to foundation and EU.

### **Target Audience**

The topic also belongs to the pedagogic training colleges and other related education.

## **1 - J) Working with humor and playfulness as a professional tool in social educational development of young people (Denmark)**

### **Description**

Humor can be an interruption or disturbance of the normal order. In the right doze humor can be a gamechanger, that makes young people sense new possibilities.

First of all: Having fun and using humor creates good relationships

Good relations are essential to learning. Good relations keep the ego on a leash. Having good relations and wanting to keep them, makes it possible to bend personal impulses and needs.

In a room of good relationships, there will be joy. In a room of joy, Kids don't have to be afraid to fail. Failing I essential to learning new skills.

This workshop will be about how we work with humor and play in a school for kids with special needs. I will share how and why it works. I will share with you how we in practice create magic in the classroom with good mood, playfulness and build good relations, that creates a safe space for social, personal and educational development.

### **Learning Objectives**

During this session you will realise that humor end playfulness is a powerfull tool

## **Format – Workshop or Session**

My presentation will be a session – but in an involving way.

## **Target Audience**

Anybody who can be interested in a new tool in their work with creating change in other people's lives.

## **1 - K) A Recovery-Oriented Approach to Dealing with Trauma (Denmark)**

### **Description**

I would like to present a session at AIEJI and inspire others to explore how we can approach trauma. I may incorporate one or two small exercises with the audience, as participation is key to my method.

As a social educator in psychiatry, I've practiced a recovery-oriented approach since it arrived in Denmark in the late nineties. The concept that a person should always be the primary agent in their own life shouldn't be questioned, but unfortunately, this isn't the case for many people with mental health issues.

One of the core principles of recovery is to focus not on diagnoses or symptoms, but on the person behind them, helping them to concentrate on "What works?" Over the years, I've used a "Personal Recovery Book," inspired by Mary Ellen Copeland, which allows individuals to reflect and document how they feel when they're doing well (or neutral). E.g. "I can sleep right through.", "I can follow a conversation", "I don't have negative thoughts".

The book also helps individuals identify ways to achieve these positive states. Including their very own tips such as eating three meals a day, speaking with supportive people, or observing nature on a walk. Additionally, it has sections to record triggers and early warning signs, as well as a space for their success stories.

This method has proven successful in my work, helping people develop personalized coping strategies for everyday challenges. When individuals ask, "What should I do?" I often refer them to their books and ask, "What would your book advise you to do?"

As I became more aware of how trauma plays a significant role in mental health issues, it felt natural to apply the recovery approach, including the "Personal Recovery Book," to help people cope with their trauma. For several years, I've facilitated a trauma group. While I'm not a therapist, my focus is on how trauma affects daily life. I draw from theories about the vagus nerve, ACT, assertion, identity-building, and safety. Our sessions are interactive, allowing people to share their challenges, such as "I can't go out on New Year's due to fireworks," and together and with the help of their Person Book, we work on finding solutions.

I will come with slides to illustrate the book and talk a bit more in depth about understanding trauma.

I hope to get the chance to tell my colleagues from around the world, one of the reasons I feel so proud of being a social educator.

### **Learning Objectives**

My hope is that participants will gain a broader knowledge of how trauma reactions can be experienced and be inspired to find new coping strategies to help with the physical and emotional effects of trauma.

### **Format – Workshop or Session**

Session. I would base my session on a combination of theories, slides, small interactive experiments with the audience and of course stories from my working experience.

### **Target Audience**

The session is primarily relevant for people working in mental health – particularly as social educators and believe in working with the principles of Recovery. Furthermore, a recognition of the move to be less diagnostic and thereby putting people in boxes and more inclined to have a holistic approach to looking at trauma.

## **1 - L) Accessible Yoga in Practice (Denmark)**

### **Description**

Yoga cards are for everyone.

Center for Oligophrenic Psychiatry has developed 30 yoga cards with meditation, warm-up, exercises and relaxation. The yoga cards, with their clear pictures, drawings and texts and a leaflet that shows the basic positions with drawings, can inspire you to do yoga either on your own or in a group, at home or in a community. The cards feature yoga participants who are all people with developmental disabilities.

The cards are aimed at anyone who wants to do yoga based on a principle of accessibility. The cards show positions that can be done in several variations, for example sitting on a chair or standing, and can therefore be used by the elderly who have defects in the knees, hips, shoulders or elsewhere and by others who have a physical disability or a physical or mental impairment.

The cards have simple, clear explanations of the exercises and can therefore be used by educational and healthcare staff with an interest in yoga who want to do yoga with a group of citizens with developmental disabilities.

### **Learning Objectives**

The participant will be introduced to an including yoga practice where yoga is made accessible for everybody. All yoga poses can be done in many ways!

### **Format – Workshop or Session**

It is primarily a workshop, where the participant will be introduced to accessible yoga.

### **Target Audience**

Social Educators interested in health and wellbeing with an interest in teaching yoga and meditation to people with Intellectual Disabilities.

## **1 – M) KVEIKJA – A holistic bottom-up program for youth struggling with psychological and social challenges in Tórshavn, Faroe Islands (Faroe Islands)**

### **Description**

What is KVEIKJA?

KVEIKJA grew out of a need. A growing number of youths in the municipality of Tórshavn, Faroe Islands, did not continue to upper secondary school, become an apprentice or started at job after completing lower secondary school, and therefore - more or less - got stuck at home for a longer period of time and hence became more and more isolated.

So, in an attempt to meet this growing challenge, different municipal institutions joined forces and created KVEIKJA in 2023.

KVEIKJA is a socioeducational program for youth in the age 16-21, who struggle with psychological and social challenges. The purpose is to strengthen og develop their personal and social skills, so they have better conditions and opportunities to manage a working life/student life and life as a whole.

But KVEIKJA is simultaneously also a sanctuary for young people, where they can feel safe, heard and can be challenged in a healthy way. This is done by applying a holistic approach and continually adjusting KVEIKJA to the changing needs of the individual young person.

### A holistic bottom-up youth program

The youth in KVEIKJA is struggling each in their own way. And we believe that a meaningful relationship is imperative when aiming at making a positive change in their lives.

Therefore we have to begin with each individual young person: what are their interests? What motivates them? Our experience shows that if we spend time with these young individuals (e.g. playing a video game, in the garden or in a creative process) the good conversations come naturally. That is why we strive to have a wide range of offers, so that there is something interesting for each one of our youths. At the same time, we are always open to ideas and input from our youth.

So it is through these socioeducational activities that we get to know the youth and they get to know us which makes it possible to build up trust which is the prerequisite for a positive relationship. When this relationship is established – and this takes time – it is possible for us to help them move forward in life.

### **Learning Objectives**

Do you have a passion for working with youth that struggle in life? Or have you ever wondered how an intersectorial and interdisciplinary youth program, rooted in a holistic bottom-up approach, looks like? Then this session is for you.

### **Format – Workshop or Session**

Session.

## Target Audience

Social educators, social entrepreneurs, teachers, social workers, child welfare professionals.

## Workshops in Spanish



### 1 - N) Intervención desde la Educación Social con mujeres en situación de prostitución: Desafíos y estrategias en el contexto español (España)

**English title: Social Education Intervention with Women in Situations of Prostitution: Challenges and Strategies in the Spanish Context (Spain)**

#### Descripción

La sesión tiene como objetivo sensibilizar sobre el sistema prostitucional en España y proporcionar herramientas de intervención desde la Educación Social para trabajar con mujeres en situación de prostitución. Para ello, abordaremos el contexto actual, describiendo su complejidad mediante datos que evidencian su magnitud. En este sistema influyen diversos factores, como la feminización de la pobreza, las desigualdades entre países y un marco jurídico limitado, los cuales exponen a las mujeres a una situación de vulnerabilidad. Asimismo, explicaremos la estructura en la que se sustenta la prostitución.

Teniendo en cuenta la complejidad de dicho sistema y de las realidades de las mujeres, abordaremos los principales desafíos y dificultades que enfrentamos a la hora de trabajar con ellas. Las violencias sufridas, la ausencia de una red de apoyo, el control extremo y el aislamiento, provocan que las mujeres desconfíen de las personas de su entorno. Otros factores como el miedo, el rechazo a recibir ayuda, la normalización de la violencia y la falta de autoreconocimiento como víctimas, contribuyen a generar resistencia institucional. Reflexionaremos sobre cómo estas barreras afectan tanto a las mujeres como a las profesionales que las acompañan.

Se presentará el método de trabajo desarrollado en nuestra asociación, diseñado para trabajar con mujeres en situación de prostitución desde una perspectiva de género y un enfoque sociolaboral. Por ejemplo, comprender las necesidades y los proyectos de vida individuales y así acompañarlas en sus procesos personales. Además, es indispensable trabajar en red con diversas entidades del mismo ámbito.

Se destacarán las estrategias de intervención que se han considerado efectivas, tal y como la construcción de vínculos de confianza, el acompañamiento integral y la creación de redes de apoyo. Al compartir las herramientas prácticas, las cuales son adaptables a distintos contextos, se fomenta la importancia del trabajo de la Educación Social en este ámbito. Se cerrará la sesión ofreciendo un espacio de diálogo con los y las participantes.

En conclusión, en un contexto donde las estructuras de poder, las violencias y las desigualdades se entrelazan, es esencial que las profesionales se basen en enfoques flexibles que puedan hacer frente a los múltiples desafíos. El objetivo es comprender mejor esta realidad y se conozcan herramientas para que las mujeres afectadas por el sistema prostitucional vivan una vida libre de violencias.

### **Objetivos de aprendizaje**

1. Visibilizar la complejidad del sistema prostitucional y sus consecuencias.
2. Explicar los desafíos y las estrategias para trabajar con mujeres en situación de prostitución.

### **Formato – Taller o Sesión**

La actividad tendrá formato de sesión.

### **Público objetivo**

Todas las personas interesadas en entender y reflexionar sobre el sistema prostitucional.

## **1 - O) Leemos juntos en la primera infancia para apoyar la prevención de la violencia entre iguales (España)**

**English title: Reading Together in Early Childhood to Support the Prevention of Peer Violence (Spain)**

### **Description**

La prevención de la violencia es un reto social para conseguir la calidad educativa (SDG 4: "Quality Education") y un desarrollo adecuado del bienestar (SDG 3: "Good Health and Well-being") (United Nations, 2015); por lo tanto, se constituye en un foco relevante para la acción de los educadores sociales.

El inicio de la violencia entre iguales se puede producir en los primeros años de escolarización, siendo imprescindible iniciar acciones preventivas desde la primera infancia en los diversos contextos educativos: familia, bibliotecas, centros de ocio, escuelas...

En este trabajo presentamos una experiencia de intervención realizada desde la educación social con los alumnos y alumnas de tres centros educativos rurales. El objetivo es promover un entorno seguro de interacciones entre iguales, mediante la implementación de estrategias efectivas para el desarrollo de la convivencia, enfocadas en la lectura.



Hemos trabajado con el álbum Hoy no juegas (Pilar Serrano, 2018). Tras leer conjuntamente el libro, poniendo atención en las ilustraciones, se han propuesto actividades como las que mostramos a continuación:

- Las ilustraciones presentan distintas **situaciones de interacción** entre los niños en el aula y en el patio. Los menores deben indicar si la situación es negativa (con un cartel rojo) o es una situación positiva (cartón verde).
- **Reconocimiento de emociones**, uniendo a los personajes de la narrativa con la emoción que presentan en distintas situaciones.
- Al final del libro en una ilustración aparecen los compañeros en un banco y luego jugando, nos sirve para reflexionar sobre la importancia del **apoyo social**.

En un entorno lúdico y cooperativo se han conseguido identificar las situaciones de violencia, reconocer que es una situación negativa y que es preciso el apoyo social para superar la situación. La evaluación muestra que los objetivos planteados se han conseguido, dentro de un clima de confianza y cooperación donde todos disfrutaron de la lectura y de las actividades.

### **Objectifs d'Apprentissage**

Esperamos que la sesión inspire a los educadores sociales para realizar su trabajo de intervención apoyándose en las obras literarias infantiles y podamos abrir la perspectiva de intervención en el campo de la violencia entre iguales que precisa de una acción multidisciplinar.

### **Format – Atelier ou Session**

Una sesión para presentar nuestra experiencia.

### **Public Cible**

Educadores sociales en activo y nuevos profesionales.



### 1 - P) Donner une voix aux bénéficiaires : rendre visible l'invisible (Suisse)

**English title: Giving a Voice to Beneficiaries: Making the Invisible Visible (Switzerland)**

#### **Description**

Dans le canton de Vaud, un outil novateur a été mis en place pour renforcer la participation des jeunes en protection de l'enfance : une commission réunissant des jeunes âgés de 14 à 25 ans ayant été ou étant actuellement accompagnés par le service de protection de l'enfance.

Cet atelier propose de découvrir cette démarche participative unique qui favorise le dialogue entre les jeunes et les professionnels de la protection de l'enfance. Les membres de cette commission se réunissent régulièrement pour discuter et donner leur avis sur des aménagements et pratiques proposés par le service, avec pour objectif de co-construire des solutions adaptées aux besoins des mineurs.

Accompagné par deux jeunes membres de la commission, cet atelier mettra en lumière leur expérience, les thématiques abordées lors des échanges, ainsi que la création d'une brochure explicative à destination des adolescents. Ces jeunes partageront leur perspective, leur engagement et l'impact de cette initiative sur les pratiques professionnelles.

L'objectif de cet atelier est de démontrer comment des outils participatifs peuvent transformer les relations entre les jeunes et les institutions, en plaçant la parole des bénéficiaires au cœur des actions.

#### **Objectifs d'Apprentissage**

Découvrir comment la parole des bénéficiaires révèle l'impact des éducateurs sociaux :

- Comprendre que donner un espace d'expression aux bénéficiaire actuels et anciens permet d'évaluer de manière tangible comment les actions éducatives transforment leur parcours et leur vision d'eux-mêmes.

Renforcer les pratiques participatives comme levier d'évaluation et de reconnaissance de la profession :

- Découvrir que la participation des jeunes ne se limite pas à améliorer les dispositifs, mais qu'elle sert également à objectiver et valoriser l'impact des éducateurs sociaux auprès des bénéficiaires.

### **Format – Atelier ou Session**

- Présentation interactive de la commission et de ses activités.
- Témoignages des jeunes sur leur rôle et leur contribution.
- Discussion autour de la brochure explicative et son impact sur les enfants et les professionnels.
- Échanges avec les participants pour explorer les possibilités de transposer cette initiative dans d'autres contextes.

### **Public Cible**

Professionnels de l'éducation sociale, chercheurs, décideurs et toute personne intéressée par les approches participatives en protection de l'enfance.

## **Round 2: Tuesday, May 20, 2025, from 09:00 - 09:45**

### **Workshops in English**

#### **2- A) How to work with children's rights in your pedagogical context? (Peru, Chile, Costa Rica, Bolivia, Denmark)**

##### **Description**

In this workshop you will gain concrete tools on how to work with rights of children based on the UN Convention and the EU Strategy on the Rights of the Child.

Being an educator and a social worker is about being able to see, understand and take as a starting point the children's own perspective. Children and young people experience the world differently, and therefore there is a big difference in what is at stake for children and young people in different situations and under different conditions. When we give children a voice in the debate, in society and in decision-making processes, and involve them in matters that concern them, we support their rights and their entitlement as active citizens. In addition, we know that co-determination over one's own life increases the well-being of children.

The tools you will be presented are developed and used in civil society organizations in Latin American working with children and young people in vulnerable situations. As co-facilitators we have representatives from one of the organizations, Alalay in Bolivia. Alalay works systematically with the rights of the child and have over 30 years of experience working right based on their pedagogical practice.

## **Learning Objectives**

- You will get concrete tools on how to work with children's rights in your pedagogical context.
- You will get a unique insight into how educators in Bolivia work right based in their pedagogical context.

## **Format – Workshop or Session**

The workshop will be a mix of short introductions and then exercises and reflections.

## **Target Audience**

The workshop is relevant for social workers, teachers and educators that are interested in getting tools to work with children's rights in their pedagogical context.

## **2 – B) Elderly People: Teamwork and Intergenerationality as Best Practices (Italy)**

### **Description**

I have been working at the Fondazione Opera Immacolata Concezione Onlus (OIC) in Padua for 32 years as a social and health educator and coordinator of social cohesion activities across the 12 locations in the Veneto and Friuli regions. The history of OIC, spanning over seventy years, is defined by its ability to welcome and value the elderly, recognizing them as a resource for social cohesion within the entire community from the very beginning. This translates into open residential facilities, continuous exchanges with the local area, and large-scale projects involving public institutions, associations, and volunteer organizations.

OIC supports over 2,200 elderly individuals, employing 1,600 people from more than 45 different nationalities. It is within the OIC philosophy that the "Civitas Vitae" model was created, implemented across three locations, to bring intergenerational experiences to life and build networks with all public and private entities that make up society.

Among the employees, the professional educator performs educational and rehabilitative functions to maintain, recover, and enhance the residual/latent skills of the elderly, working within a team and intergenerational framework. These two best practices -teamwork and intergenerationality- are essential and indispensable in caring for elderly individuals with reduced autonomy.

Intergenerationality involves the engagement of people across different age groups, from children to the elderly, in a “circle of life” where relationships serve as a tool for generating actions aimed at improving quality of life.

The multidisciplinary and interprofessional teamwork approach is an essential tool to maximize the contributions of professionals, supporting the individual through care, assistance, education, rehabilitation, medical and psychological support, and accompaniment toward the end of life.

In this context, the elderly person is at the center: all activities and OIC can be defined as “Person-Centered.” The professional educator thus emerges as a key figure, assisting and stimulating the vulnerable elderly, and educating the environment from an inclusion and cohesion perspective, where longevity becomes a resource for shared growth when accepted, nurtured, and valued.

Concrete examples of teamwork and intergenerational experiences will be presented.

### **Learning Objectives**

The participants will learn about an important experience aimed at improving the quality of life for elderly individuals with reduced autonomy, thanks to the essential practice of teamwork and the indispensable proposal of intergenerationality in residential services.

### **Format – Workshop or Session**

Session.

### **Target Audience**

Social educators in working with elderly people, other social professionals, teachers, family members, coordinators.

## **2 - C) Informal Learning Spaces Catering the Wellbeing of Students (Turkey)**

### **Description**

Learning extends far beyond traditional classrooms. Informal learning spaces—such as libraries, school commons, outdoor study areas, corridor spaces and collaborative workspaces—play a crucial role in fostering student engagement, well-being, and academic success at all levels of education. These spaces provide flexibility for self-directed learning, peer collaboration, and relaxation, contributing to a more holistic and supportive educational experience.

For students facing economic, social, or educational barriers, informal learning spaces provide essential support, bridging opportunity gaps and fostering inclusion. These spaces ensure equal access to resources, offering quiet study areas, technology, and collaboration tools. They also promote belonging and community, helping marginalized students and first-generation learners overcome isolation. With flexible learning options, they accommodate diverse schedules, especially for students balancing work or caregiving. Additionally, they foster peer support and mentorship, creating opportunities for guidance and collaboration.

This interactive 45-minute workshop will explore the impact of informal learning spaces across educational settings, from schools to universities. Drawing from recent research and case studies, including findings from the international NIILS (New Approaches for Inclusive Informal Learning Spaces) project, we will examine how thoughtfully designed informal learning spaces can encourage social integration, enhance student well-being, and promote deeper learning.

Participants will discuss key principles for effective informal learning spaces, including availability, accessibility, inclusivity, flexibility, and psychological safety. Additionally, we will explore how educators, school leaders, counselors, and policymakers can leverage these spaces to foster student success and engagement.

Through guided discussions and practical examples, attendees will gain concrete strategies for integrating informal learning spaces into their institutions. Whether the participants are an educator looking to enhance student engagement, a school administrator, an administrative facility manager, or a student affairs professional seeking to create more supportive environments, or a counselor focused on student well-being, this workshop will provide valuable insights and actionable takeaways.

### **Learning Objectives**

- a) Understand the significance of informal learning spaces in education and examine their research-backed benefits for student well-being, engagement, and academic performance.
- b) Identify key elements of effective informal learning spaces and explore strategies for integrating and promoting them within schools and higher education institutions.

## **Format – Workshop or Session**

Workshop.

## **Target Audience**

This workshop is targeting education professionals at all levels, from those new to the field to experienced experts. It will provide valuable insights into how informal learning spaces can positively impact student well-being and academic success.

## **2 - D) Weathering the storm: Wellbeing and self-knowledge (UK)**

### **Description**

How do we look after ourselves while navigating in such multi-dimensional waters? Do we sometimes take more care of the people we work with than we do of ourselves? We need to keep our own light burning to help others, but how do we protect our torch in the storm? The Sufi poet Rumi explained: "Yesterday I was clever, so I wanted to change the world. Today I am wise, so I want to change myself. This learn-by-doing workshop will enhance the discovery of innovative ways to promote self-knowledge. Participants will have the opportunity to engage in ice breakers, storytelling and dramatic games as self-care tools, which may lead to releasing any stress in their lives, and redirect their energy in a liberatory way. Such an invitation will require looking at our inner worlds by being curious about our own way of recognizing and rediscovering what might need further attention. At the end, participants will hopefully feel a bit more ready to keep their torch on during storms.

### **Learning Objectives**

Participants will learn creative ways to hear to their inner voice and to support others to do the same.

## **Format – Workshop or Session**

Workshop.

## **Target Audience**

The intended audience of this workshop includes everybody who is keen to creatively deepen their self-knowledge while exploring techniques to use within their professions and searching for transformative practices.



## 2 - E) How do we stop the negative spiral of development of young people with antisocial and aggressive behavior problems? (Denmark)

(The abstract that belongs to this workshop/session can be found under Round 1 on page 10).

## 2 - F) Group-based interventions empowering marginalized adults (Denmark)

### Description

#### Workshop Overview:

This workshop focuses on a significant transformation in the support provided to **marginalized adults** in a local community of approximately 8,000 residents. Although the changes are still in progress, by the workshop's date, the initiative will have been active for nearly two years. This timeframe allows us to explore the early phases of this transformation while also sharing insights into the challenges faced, outcomes achieved, and our future direction.

#### Introduction:

The workshop investigates how social educators empower marginalized adults through group-based interventions, creating an environment that encourages participants to evolve into peer support roles. By utilizing diverse methodologies—including participatory approaches, experiential learning, transformative learning, and self-empowerment techniques—social educators can effectively foster essential skills and resilience among participants. These interventions not only enhance individual empowerment but also nurture a sense of community, enabling participants to share experiences and support one another.

#### Methods:

To meet our objectives, we have employed various methods at different stages of the process. Although the workshop format limits our ability to present and engage on every method, we aim to highlight our methodological diversity in the abstract. We will share a map of the methods deployed, categorized into three main types: participatory approaches, transformative learning approaches, and self-empowerment approaches.

#### Barriers:

Both the professional team and the adults receiving support initially welcomed group-based interventions but expressed concerns about unfamiliarity and the potential loss of successful past practices. Despite acknowledging their feelings of loneliness, most adults were reluctant to engage in group interventions.

### Conclusion:

Our experiences highlight the importance of addressing empowerment of marginalized adults through inclusive practices and tailored support mechanisms. Furthermore, it underscores the significance of peer support roles in creating sustainable frameworks for social change, as individuals who have experienced marginalization can provide unique insights and encouragement to their peers. By equipping marginalized adults with the tools and confidence to become peer supporters, social educators play a crucial role in fostering resilience and community empowerment, ultimately contributing to a more equitable society.

### **Learning Objectives**

The primary takeaway for participants will be an understanding of how group-based interventions can empower marginalized adults, enabling them to assume control of their lives in previously unimaginable ways. We aspire for participants to be inspired by the methodologies and experiences shared during our process, and for us, as presenters, to be equally inspired by the participants' experiences with empowerment-focused interventions and peer support roles.

### **Format - Workshop or Session**

The workshop will be conducted as a presentation that encourages participants to engage in dialogue, share their experiences with group-based interventions as social educators, and deliberate on effective professional methods inherent to their practices that empower marginalized adults. In doing so, participants will collectively contribute to the workshop's learning experience.

### **Target Audience**

The workshop is designed for:

- New professionals seeking inspiration regarding group-based interventions and peer-driven social initiatives.
- Experienced social educators aiming to both learn and share insights on group-based interventions and peer engagement in social services.
- Leaders interested in understanding the shifts in professional mentality required for these interventions (one presenter is the leader responsible for facilitating this change).

We aim to employ a dynamic approach to the topics covered during the workshop to ensure maximum engagement from participants, regardless of their experience level or professional role.

## **2 - G) Double Minority Challenge- The role of Social Educators in work for persons with disabilities of an immigrant background (Iceland)**

The abstract that belongs to this workshop/session can be found under Round 1 on page 12.

## **2 - H) Storytelling thinking in gambling disorder decision-making process (Italy)**

### **Description**

Gambling is often perceived as an all-encompassing experience, characterized by the hypnotic repetition of actions that lead to disorientation and a loss of sense of time, reality, and identity. Individuals with Gambling Disorder (GD) frequently exhibit high impulsivity and difficulty to realistically project themselves into the future, this negatively impacts their decision-making process and self-perception.

Narrative techniques are often used in GD because they can help reconstruct personal identity by reducing the temporal fragmentation of the self, a common characteristic of addictive behaviors. Indeed, narrative techniques are not only useful for reflecting on the past, but they also facilitate an understanding of present dilemmas and challenges while fostering a vision of a desired future. For this reason, storytelling can be a valuable tool in moderating impulsivity and enhancing future-oriented planning.

Originally developed in the business field, Storytelling Thinking® is a technique that uses storytelling to help individuals visualize their future in a more accessible and achievable way. Through the creation of their own storyboard, individuals identify a specific goal and break it down into actionable steps. To assess its effectiveness in enhancing future-oriented thinking in individuals with GD, we conducted a pilot study on 30 patients.

Subjects were divided into a treatment group, which received Storytelling Thinking intervention, and a control group. All participants completed the South Oaks Gambling Screen (SOGS), the Barratt Impulsiveness Scale (BIS-11), and the Consideration of Future Consequences (CFC-14) questionnaires at baseline and again after two weeks. For the treatment group, the second assessment took place one week after the final intervention session.

Preliminary results reveal a suggestive improvement in future-oriented thinking, as measured by the CFC-14 scale in the treatment group, although this change was not statistically significant. Additionally, a weak positive correlation was observed between GD severity and changes over time in the CFC-14 scale. This suggests that the proposed treatment may be more effective for individuals with more severe gambling disorders.

During the workshop, participants will have the opportunity to actively engage with the Storytelling Thinking® technique, define a clear, achievable personal goal, and develop a practical plan to reach it, following the structured steps of the activity.

### **Learning Objectives**

- Knowledge of a new narrative intervention-focused on the future dimension and on awareness of decision-making
- Developing new educational skills for the treatment of patients with gambling disorder
- Learning to apply narrative and problem-solving tools in the treatment of gambling disorder.

### **Format – Workshop or Session**

The activity will be primarily a workshop results of our research.

### **Target Audience**

The workshop is designed for social educators, social health workers, and professionals working in the field of gambling disorders or in settings where enhancing the decision making process could be beneficial.

## **2 - I) The Nordic Mindset: How a Social Educator Became a Mental Health Mentor for Children with Special Needs (Denmark)**

### **Description**

This workshop explores the journey from social education to becoming a mental health trainer, emphasizing evidence-based methods for fostering mental resilience.

Mental success has always fascinated me. Søren Lynge has spent over a decade studying psychology, not from the perspective of illness or diagnosis but by focusing on mental strength and well-being. His core question is: What can we learn from people who consistently succeed?

Through this inquiry, he developed a method to build a strong, fulfilling life by implementing positive change. This evidence-based approach enhances mental resilience, leading to a more passionate and happier life.

As I embarked on my journey at SBU-Hald Ege, I applied this method, determined to become a mental health trainer. The process involves structured worksheets, practical exercises, and the fundamental skill of writing things down—an essential step in learning and personal transformation.

I developed my own approach and, through firsthand experience, can now teach others how to make responsible choices in their own lives. In this workshop, I will introduce participants to simple yet powerful tools, including structured worksheets and experiential training techniques, to help them shift their mindset, take responsibility, and improve their mental well-being.

### **Learning Objectives**

Participants will gain practical tools and insights to implement positive mental health strategies in their personal and professional lives.

By actively engaging in the workshop, they will experience firsthand the power of structured exercises in developing new beliefs, fostering resilience, and unlocking their full potential.

### **Format – Workshop or Session**

This session combines both a workshop and a presentation. While theoretical knowledge will be shared, the primary focus is on active participation—engaging with worksheets and interactive exercises to facilitate real learning and transformation.

### **Target Audience**

This workshop is open to all professionals interested in mental health training and social education, including social educators, leaders, teachers, police officers, and healthcare professions.

## **2 - J) La Partiteca, intervention with young people through board games (Spain)**

### **Description**

At the beginning of 2022, the project **Una Partida Más** (One More Game) was created within the Social Services of Vilanova i la Geltrú City Council, aiming to introduce a new methodology for socio-educational intervention within the context of the Basic Social Services (BSS) through play.

The goal was to complement the techniques used by social educators and social workers in their interventions by providing an additional tool (carefully selected board games) with the aim of making the service more approachable and breaking away from its often formal atmosphere, which can sometimes hinder communication, especially with children and young people.

This new methodology was well accepted and through the following months, many professionals within the Social Services of Vilanova i la Geltrú City Council adopted it. Then the natural evolution occurred: a spin-off project, which aimed to work regularly with a group of young people through board games was born. It was called **La Partiteca**.

La Partiteca is a socio-educational intervention project that proposes an innovative approach to working with children and young people within the BSS context: using board games in a group setting. It is a practical project that focuses on the development of emotional and social competencies in young people, addressing both their shortcomings and potential, through board games. It is led by two social educators.

La Partiteca arises from the need to introduce new techniques, practices, and resources that facilitate the creation of trust-based spaces with children and young people (and families) involved in socio-educational intervention, as it is in these spaces that interventions are most effective.

A participatory, motivating, playful, and group-based methodology is proposed. The project uses board games specifically chosen for their content and the opportunities they offer to work on social and emotional competencies. These games can be adapted to the objectives and needs that arise during the session, which can vary depending on the group, the moment, and the personal skills of the participants.

Play is chosen as a methodology because it facilitates communication in general and helps establish the bond and trust between professionals and young people, which is essential for any intervention. The bond between adolescents and professionals is strengthened to generate trust and create a comfortable, safe space to work on social and emotional competencies through play. In play, we reveal ourselves more spontaneously and naturally, which helps build this bond more quickly.

Play allows for the exploration of complex topics that are difficult to address through direct techniques like interviews, such as emotions in certain situations, by approaching these themes indirectly, in a more relaxed and playful way. It also provides a more natural, less invasive, and less directive approach, laying the groundwork for future interventions.

La Partiteca proposes a group intervention because this type of intervention allows participants to share their needs and work collaboratively to meet them; facilitates processes of identification among participants as they see themselves reflected in others, helping them become aware of their own reactions and the causes behind them; promotes internal and behavioral changes; allows for the exchange of experiences; enhances respect and acceptance of different viewpoints; provides emotional containment; creates a sense of belonging, and more.

For the Congress, we propose a workshop that begins with a brief introduction to our project, La Partiteca, providing context for its goals and purpose. Following this, participants will have the opportunity to explore and engage with the games from a social education perspective. Through a series of short group activities, participants will experience firsthand how these board games can be utilized in social education, simulating how service users might interact with them.

### **Learning Objectives**

Participants will:

- learn about creative strategies to work with service users through board games.
- learn how to use board games to deepen social and family exploration in the social services context.
- have the opportunity to learn how an innovative method has been introduced into a seemingly rigid service.

### **Format – Workshop or Session**

We will host a workshop that begins with a brief introduction to our project, La Partiteca, providing context for its goals and purpose. Following this, participants will have the opportunity to explore and engage with the games from a social education perspective. Through a series of short group activities, participants will experience firsthand how these board games can be utilized in social education, simulating how service users might interact with them.



## **Target Audience**

Experienced social educators as well as new professionals, although prior experience in the social field would be interesting, in order to use the board games to expand it.

Professionals working with children and young people. Professional working in social services settings, in order to discover that stiffness can be broken.

Any professional interested in discovering a method that can help you break barriers and perform a deeper exploration of the social and family situation of the person.

## **2 - K) Empowering Independence: Mobile Support Services for Individuals with Disabilities (Iceland)**

### **Description**

Liðsaukinn is a mobile team service for individuals with disabilities in the city of Reykjavik, Iceland. Liðsaukinn is one of many service forms that the welfare department at Reykjavik city provides for individuals with disabilities. The main goal in this service is to assist individuals with disabilities to live an independent and active life and can also be defined as housing with support.

Liðsaukinn supports 18 individuals who live in renting apartments in the social system across the city of Reykjavik. All the individuals in Liðsaukinn are 18 years old and older and have a confirmed disability diagnosis. The service is available any time at the day (24/7) and the service users are a very diverse. All the 18 individuals have in common that they need continuous long-term support and help in assessing their own service needs. They also have in common that they often do not identify with other individuals with disability.

### **Learning Objectives**

- Participants will learn about the service that Reykjavik city provides for individuals with disabilities.
- Participants will gain insights into how mobile support services can enhance the independence and quality of life for individuals with disabilities by exploring the model used in Reykjavik.

### **Format – Workshop or Session**

I will not be hosting a workshop – only speaking. The session does not encourage any participant involvement.

## **Target Audience**

For everyone who is working with individuals with disabilities or has interest in this field.

## **2 - L) What do you mean when you say MEAN? Cross-cultural differences in communication styles (Spain)**

### **Description**

This workshop is designed to help participants understand the complexities and challenges of interacting in culturally diverse environments. It will thus offer a comprehensive view of Intercultural Communication in multicultural societies and its most important phenomena, examining our social pedagogical practices. It examines the values, customs, mores, and cross-cultural differences in communication styles, with emphasis on social pedagogical actions.

Learn to interpret the communicative behavior of other people and to explain how conversational behavior differs from culture to culture. Additionally, the workshop will give participants an opportunity to experience communication with another person who operates from a different context of communications through a role-playing. Thus, the multidisciplinary nature of this workshop provides an opportunity for multilevel discussions and interventions (individual, group, organizational and institutional) as participants are exposed to problems specific to professional areas other than their own.

### **Learning Objectives**

- Raise the awareness of cross-cultural differences in communication to avoid possible misunderstandings that may be triggered by an inability to appropriately convey or interpret messages due to inadequate cultural competence.
- Develop cultural self-awareness
- Identify own cultural patterns of communication
- Increase intercultural communication competency skills.
- Identify skills and tools that can help you link your own experience with people from different cultural backgrounds.
- Capitalize on one's personal style for more effective intercultural communication.
- Identify connections among cultural identity, cultural expression, and personal development.

## **Format – Workshop or Session**

I intend to conduct an activity that is a mixture of a workshop and a more traditional session. I will start by introducing the concepts and pretensions of the workshop and then participants will participate in a role-playing where they will have the opportunity to identify their own communication pattern and be aware of differences in communication.

Since the main goal of this workshop is to help participants to become better communicators in the intercultural context; as such, ACTIVE participation, discussions, and involvement in the activity is a must. Participants will be expected to listen attentively to others' views, respectfully express their own and make meaningful contributions to the discussions.

## **Target Audience**

Social educators (both new professionals and experienced leaders if they consider they need to develop their intercultural competency skills, teachers and school headmasters.

## **Workshops in Spanish**



### **2 - M) Romper muros, tejer redes: La participación de NNyA en la construcción de un nuevo paradigma de cuidados (Argentina)**

**English title: Breaking down walls, building networks: Children's participation in building a new care paradigm (Argentina)**

#### **Descripción**

Entre 2016 y 2020 se desarrolló desde el nivel gubernamental en la Provincia de Buenos Aires, Argentina, un programa integral de desinstitucionalización de los cuidados alternativos, entendido como un cambio en el modelo de atención. Este enfoque se centró en una perspectiva de derechos a partir de la voz de niños, niñas y adolescentes alojados en hogares. Basado en su participación, se rediseñó la política pública de cuidados alternativos con tres ejes.

En el primer eje, sobre derechos en la convivencia, se focalizó en la singularización de los cuidados y el derecho a ser oído. En este sentido se creó un programa de intercambio entre niños y adolescentes alojados en el sistema de cuidados alternativo y funcionarios responsables de dicho sistema, donde los primeros realizaban sugerencias de políticas públicas que los afectaban. Este programa fue fundamental para la participación y monitoreo por parte de los niños y adolescentes del proceso. También se elaboraron guías de buenas prácticas en hogares que promovieron la autonomía progresiva y se priorizó el cuidado familiar por sobre el institucional, entre otras acciones.

Respecto del diseño institucional, se fijaron límites al tamaño de las instituciones, se promovió la apertura de dispositivos pequeños con mayor distribución geográfica (fomentando la preservación del centro de vida) y mayor especialización, y se aumentó un 400 % la cantidad de familias acogedoras promoviendo el cuidado familiar. También se aumentaron las transferencias económicas a las instituciones, y se promovió la capacitación del personal.

Respecto a las políticas intersectoriales, se promovió un seguimiento activo de los plazos administrativos y judiciales de las medidas de protección, así como la promoción de la intersectorialidad de las políticas de infancia, poniendo en sintonía actores públicos y privados y diferentes niveles gubernamentales para los cuidados parentales de nnya.

Las estrategias de egreso se fortalecieron promoviendo menor plazo en la definición y concreción de adopciones, desburocratización de gestiones para apoyos económicos a la familia extensa y creación de programa de egreso autónomo.

Entre otros resultados, en tres años se redujo el tiempo promedio de alojamiento en el sistema de cuidados alternativos de un 37% (3 años y 1 mes a 1 año y 11 meses).

En el taller se compartirá la experiencia en sintonía con las recomendaciones internacionales para la desinstitucionalización de los cuidados alternativos.

### **Objetivos de aprendizaje**

- Conocer una experiencia de creación de políticas públicas de desinstitucionalización a partir de la propuesta de sus beneficiarios
- Conocer los desafíos de la creación de políticas v de desinstitucionalización en Latinoamérica.

### **Formato: taller o sesión**

Sesión.

### **Público objetivo**

Profesionales y trabajadores interesados en el sistema de cuidados alternativos

## 2 - N) Estrategias de afrontamiento en las trayectorias de adolescentes migrantes en Chile (Chile)

**English title: Coping Strategies in the Trajectories of Migrant Adolescents in Chile (Chile)**

### **Description**

The school, as an institution, plays a fundamental role as a socializing agent in the life trajectories of children and adolescents. It provides essential elements for identity construction, serving as a space for the interaction of values, beliefs, culture, relationships, and coexistence. Approaching schools from an inclusive perspective and moving away from adult-centric viewpoints, it is relevant to focus on the experiences of migrant adolescents, given their status as a subordinate group and their role as dynamic agents within the educational community.

The objective of this study was to analyze the educational experiences and coping strategies used by migrant adolescents in the school environment. The study employs a **qualitative methodology** with a **constructivist approach**, utilizing a **case study design**. In-depth interviews were conducted with migrant adolescents from countries with growing migration flows to Chile, such as **Colombia, Venezuela, and Haiti**.

The findings highlight two key analytical categories. Firstly, **three types of migration trajectories** were identified, shaped by the adolescents' educational experiences. Secondly, the study reveals the **coping strategies** these adolescents develop—both for integration and for addressing **bullying and violence**, which are particularly significant as they contribute to processes of exclusion.

The study concludes that **significant cultural tensions** exist within the school environment, hindering the full inclusion of migrant adolescents. These tensions stem from **socio-structural, institutional, and situational factors**, such as the absence of public policies and specific protocols for addressing cultural diversity in educational institutions, as well as the predominance of monocultural and assimilationist approaches in the current education system.

To ensure the inclusion of migrant adolescents, the study proposes the development of **public policies** that address cultural diversity in education from a **critical intercultural perspective** and **participatory approaches**, involving all stakeholders within the educational community.

## Learning Objectives

- Participants will identify the trajectories of migrant adolescents in Chile within the school context.
- Participants will recognize the main coping strategies used by migrant adolescents in Chile, enabling them to apply appropriate and differentiated approaches within the school environment.

## Format – Workshop or Session

This topic will be presented in a session format.

## Target Audience

Social educators, teachers, social workers, psychologists, and individuals interested in interculturality and migration issues.

## 2 - O) La supervisión educativa como estrategia de autocuidado para equipos profesionales que intervienen con infancia y adolescencia vulnerable (España)

**English title: Educational Supervision as a Self-Care Strategy for Professional Teams Working with Vulnerable Children and Adolescents (Spain)**

### Description

La sesión expone la experiencia de un programa de supervisión educativa implementado en centros de protección a la infancia y la adolescencia en la Comunidad valenciana (España). La hipótesis principal de la iniciativa se centra en la relación entre la mejora del bienestar emocional del profesional de la Educación social y la generación de espacios para revisar su práctica profesional. Especialmente en recursos que atienden situaciones de alta vulnerabilidad, en los que estrategias efectivas que favorecen la comunicación y la participación constituyen una herramienta eficaz para el autocuidado de los equipos profesionales.

A partir de un estudio de caso, se realiza un detallado análisis de relatos vivenciales contruidos y supervisados a partir de la perspectiva pedagógica específica de la Educación social. Identificando evidencias y claves metodológicas que sitúan la supervisión educativa como herramienta útil, no solo para mejorar la intervención sino también para prevenir los riesgos del desgaste emocional en este tipo de recursos.

La implementación de este tipo de programas supone un impacto social muy relevante, al influir directamente en la mejora de los sistemas de atención a uno de los colectivos más vulnerables de nuestras sociedades

### **Objectifs d'Apprentissage**

- Conocer a partir de un caso práctico la metodología utilizada para realizar la supervisión educativa.
- Concienciar sobre la importancia de revisar de forma compartida la práctica educativa como herramienta para el autocuidado del educador y educadora social.

### **Format – Atelier ou Session**

SESIÓN.

### **Public Cible**

Educadores sociales que trabajan en recursos de atención a infancia y adolescencia en situación de vulnerabilidad, especialmente en programas de acogimiento residencial.

## **Workshops in French**



### **2 - P) L'éducateur : un passeur de témoin entre l'école obligatoire et l'insertion socioprofessionnelle – Missions et tâches (Suisse)**

**English title : The Educator: A Bridge Between Compulsory Schooling and Socio-Professional Integration – Missions and Tasks (Switzerland)**

#### **Description**

- En s'appuyant sur l'exemple concret de la gestion d'équipes pluridisciplinaires, les intervenants proposeront des clés de lecture et des modèles d'action éducative adaptés aux réalités du terrain.
- Comment identifier les tâches spécifiques de l'éducateur ? Quelles sont ses véritables missions ? Comment formaliser son travail et en définir le champ d'action dans un contexte de formation professionnelle ?
- À travers des cas pratiques, les participants seront invités à interroger leurs propres pratiques et à réfléchir à l'articulation entre les besoins des bénéficiaires et les attentes institutionnelles d'un centre de formation. Processus, missions, axes de travail... bien que ces notions puissent paraître abstraites ou contraignantes, elles sont en réalité des leviers essentiels pour permettre à la liberté pédagogique et éducative de s'exprimer pleinement et efficacement.



## Objectifs d'apprentissage

Les participants découvriront et comprendront l'importance d'un cadre éducatif structuré. Ils repartiront avec des outils concrets leur permettant de « dire ce que l'on fait et faire ce que l'on dit ».

## Format – Atelier ou session

Session avec trois intervenants.

## Public cible

Éducateurs, assistants sociaux, travailleurs sociaux, formateurs professionnels, enseignants, coordinateurs d'insertion professionnelle et responsables de formation. Ce module s'adresse également aux responsables d'équipe ou d'institution ainsi qu'aux professionnels intéressés par une approche théorico-pratique de la définition des missions éducatives. Il est particulièrement adapté aux praticiens réflexifs.

## Round 3: Tuesday, May 20, 2025, from 10:00 - 10:45

### Workshops in English

#### 3 - A) How to work with children's rights in your pedagogical context? (Peru, Chile, Costa Rica, Bolivia, Denmark)

The abstract for this workshop/session is located under Round 2 on page 25.

#### 3 - B) Social educators in the Czech Republic: profession, challenges and professional support (Czech Republic)

### Description

Social educators are currently experiencing a great deal of progress in the professionalization of the profession. Since 2022, when the Association of Social Educators was established in the Czech Republic, the number of practicing social educators has tripled, the first research book on the position of social educators has been published, and the Methodology of Work for Social Educators has been prepared as the first unified methodological material. Now, after many years of effort, the position of social educator is likely to be legislatively anchored among educator workers and will be provided with funding from the state budget. In the context of this legislative anchoring, we at the Association of Social Educators have prepared an extensive competency framework for the position of social educator based on the activities that social educators perform in practice.

The paper focuses on the introduction and specification of the position of the social educator in the Czech context and the key milestones of their development in recent years. At the same time, it provides a closer look at the competence profile of the position of social educator in the Czech Republic. The paper also presents data from interview/casuistic seminars that social educators have participated in over the last 16 months. Based on a questionnaire survey, they indicated how challenging they find the profession, what attitudes they hold towards various aspects of their profession or what forms of professional support they receive.

### **Learning Objectives**

Participants will gain an understanding of the position of the social educator in the Czech Republic and their competences. Research data on the demands of the profession, attitudes of social educators towards aspects of their profession and the forms of professional support that social educators receive will be presented.

### **Format – Workshop or Session**

Session.

### **Target Audience**

Social educators, researchers, academic workers, leaders of professional associations of social educators.

## **3 - C) Autism and Developmental Trauma (Denmark)**

The abstract for this workshop/session is located under Round 1 on page 7.

## **3 - D) Relational Pedagogy and Professional Identity (Denmark)**

### **Description**

Developmental trauma can arise from neglect, bullying, experiences of social exclusion, or other prolonged traumatic events during developmental stages. Individuals with autism are particularly vulnerable to such experiences for various reasons. Developmental trauma can follow children with autism into adolescence and adulthood, often manifesting as stress overload and a sense of disconnection from oneself and others.

This workshop focuses on understanding these vulnerabilities through a trauma-informed lens. The presenter will provide a brief introduction to developmental trauma in the context of the autism spectrum and examine the connection between events, experiences, and reactions.

The session will be hosted by Licensed Psychologist Anders Bonderup Kirstein. He works in Sputnik, a large Danish social welfare organization, which offers treatment schools, youth education, residential care, and a training center within the specialized social sector.

Anders holds a two-year post-graduate therapeutic education focusing on psychoses and severe personality disorders.

### **Learning Objectives**

An introduction to developmental trauma in an autism field of work.

### **Format – Workshop or Session**

Session.

### **Target Audience**

The session is open to any professional working with children or young people who require specialized services, e.g. within the autism field.

## **3 - E) Growing social pedagogy in a hostile environment: collaborative transgressions shifting the status quo in the UK (UK)**

### **Description**

UK social pedagogy has been growing since the 1990s when academics started to explore its potential. The Labour government and charity funding in the early 2000s led to encouraging pilot and demonstration programmes and lots of training in targeted fields mainly with children and families, but this funding came to a halt in 2010 when the political winds changed. Despite the lack of funds individuals, teams, organisations and educational institutions have continued to develop social pedagogy as a practice orientation in ever widening fields.

This workshop will explore the development of social pedagogy in the UK since the 1990s: adoption of the approach in organisations, educational and other learning opportunities, cultural shifts, challenges, obstacles and hopes for the future. We will set out how collaboration has underpinned developments over the past 15 years, and seek creative collaboration with attendees on how we might strengthen and broaden the existing developments with learning from other countries.

Topics explored include: timeline of research, education and practice activity in the UK; the opportunities and challenges of the political and cultural environment and institutional frameworks; what social pedagogy brings to the UK and vice versa; collaborative developments including the Social Pedagogy Development Network, Social Pedagogy Professional Association and the International Journal of Social Pedagogy.

### **Learning Objectives**

Participants will have a broad overview of social pedagogy's journey in the UK, will hear about how collaborations have contributed to a cultural shift toward relationship centred work, will be able to see where opportunities and challenges chime with their own and might even leave with some ideas about shifting the status quo where they are!

### **Format – Workshop or Session**

Workshop – input, then creative collaborative activity

### **Target Audience**

Anyone interested in the UK's development of social pedagogy; leaders and educators interested in broadening and deepening the reach of social pedagogy

## **3 - F) Fun and playfulness as a method in working with people with mental disabilities/learning disabilities/mental impairments (Denmark)**

### **Description**

This workshop explores the journey from social education to becoming a mental health trainer, emphasizing evidence-based methods for fostering mental resilience.

Mental success has always fascinated me. Søren Lynge has spent over a decade studying psychology, not from the perspective of illness or diagnosis but by focusing on mental strength and well-being. His core question is: What can we learn from people who consistently succeed?

Through this inquiry, he developed a method to build a strong, fulfilling life by implementing positive change. This evidence-based approach enhances mental resilience, leading to a more passionate and happier life.

As I embarked on my journey at SBU-Hald Ege, I applied this method, determined to become a mental health trainer. The process involves structured worksheets, practical exercises, and the fundamental skill of writing things down—an essential step in learning and personal transformation.

I developed my own approach and, through firsthand experience, can now teach others how to make responsible choices in their own lives. In this workshop, I will introduce participants to simple yet powerful tools, including structured worksheets and experiential training techniques, to help them shift their mindset, take responsibility, and improve their mental well-being.

### **Learning Objectives**

Participants will gain practical tools and insights to implement positive mental health strategies in their personal and professional lives.

By actively engaging in the workshop, they will experience firsthand the power of structured exercises in developing new beliefs, fostering resilience, and unlocking their full potential.

### **Format – Workshop or Session**

This session combines both a workshop and a presentation. While theoretical knowledge will be shared, the primary focus is on active participation—engaging with worksheets and interactive exercises to facilitate real learning and transformation.

### **Target Audience**

This workshop is open to all professionals interested in mental health training and social education, including social educators, leaders, teachers, police officers, and healthcare professionals.

### 3 - G) Individual pedagogic as flexible form of caretaker settings with kids at high risk (Austria)

#### Description

In recent years the number of delinquent and young kids at high risk in the youth welfare has increased in terms of earlier start of problematic behavior and more propensity for violence.

In the organization I am working for I make a follow up study since 10 years to have a view on the factors and facts who let children become kids at high risk and to look at the factors what makes them in the child and youth welfare to the special kids who are called system busters, system crashers. With this study we try to show what kind of risk factors make the life of our kids "high risk" and show that the background factors of family may lead to later traumatic diagnoses and bad social behavior. I will show factors which influence the childhood of our later kids at high risk and factors of why those kids are called "Systemsprenger" system crashers and how we see it in our daily work with them in our socialpedagogic daily work. We can see that those kids have many risk parameters in their childhood which leads to problematic behavior and ends in aggression and criminal careers as well as early abuse of substances.

Some of them are dangerous for themselves, for other kids in the residential group where they live, for the social-pedagogic care takers and for the environment out of the streets where they hang out with their peer group. There we can use an individual pedagogical method of taking care to reach them.

To relief the systems and to have a chance of **connecting to those kids** to make a form of taking care happen we can use a setting of going into their living environment and trying to make positive encounters to reach them. Next step is to make a time out in another country to enable other experiences, stabilize those kids and give a framework that could lead to new self-experiences. The pedagogical accompaniment is a form of **intensive relationship** and the **matching of the caretakers, and the child is one of the most important factors**. Despite the matching of the care takers and making breaks to the daily street setting they are used to we pay attention to consistency and reliability as part of confidence-building measures in order to dispel mistrust and general rejection of youth care persons. We focus on the kids individual needs and individual life experiences which leads to the fact that they are now out of control and have no perspective than going in jail.

The study should show the key factors we look at when we talk about kids at high risk in the context of youth welfare in Vienna, Austria. And we look at the problematic behavior which comes up in the social pedagogical residential groups of our organization. The data are from 89 kids who in 2024 were in the care of the governmental youth welfare because of problematic factors in their family of origin. They live in our organization in group settings and with the beginning of 15 years in a setting of sheltered living in small flats in the city of Vienna. Our care takers do act very supportive and are used and trained to accompany kids at high risk. But even in this very special setting some of them have other needs.

As part of showing possibilities and my own believing that we can take care on every kid despite oppositional and delinquent behavior I will explain individual pedagogical ways of care taking, the different forms of arrangements as well as the problematic situation when working with those kids and the fails of governmental regulations and systems who are not working together.

### **Learning Objectives**

It is necessary as part of youth care with kids at high risk to value the data of our clients to show how important youth care at high risk is and to show what working with systems at high risk means. Also, it leads to more understanding about dysfunctional bondings and life trauma as basis for later delinquent and high-risk behavior. Participants will see a ***praxis-oriented look on studying kids at high risk***, psychological key facts and the belief that we can reach those kids and can give them experiences where change can happen.

### **Format – Workshop or Session:**

I will do a presentation of the actual study and will bring case reports and stories of working with kids at high risk. Participants have the chance to ask questions about the way we work with those kids and there should be space to discuss topics like criminal responsibility, violence against caretakers, unconditional caretaker settings. By the fact that in Denmark and other northern regions we have other laws and other regulations in working with those kids at high risk I hope that we can go into a short dialog about possibilities and exchange of experiences.

### **Target Audience**

Audience is open for everyone as in most of European countries in the social caretaker systems we have kids at high risk and people in need dealing with them.



### **3 - H) KRAP – Evidence-Based Methods to Foster Human Development, Learning, and Well-Being (Denmark)**

The abstract for this workshop/session is located under Round 1 on page 13.

### **3 - I) Educators as consent role-models (Austria)**

#### **Description**

Consent is not just about sex and cookies. It tends to be seen as something binary - yes or no - but it is much more complex. It is a way to be(have) with each other, taking into account our needs, wants and boundaries as well as the needs, wants and boundaries of others. As educators, we are responsible for those we care for and this role comes with inherent power dynamic.

In this workshop, we approach consent as a set of skills to empower young people to advocate for themselves and to develop empathy for others. We practise these skills together so we can later model them in front of young people. We can practise acknowledging our power, asking for what we want or need, asking for permission, recognising our limits, advocating for our boundaries, negotiating, handling rejection, being accountable. By reframing the way we understand consent, and by modelling these skills in front of young people, we aim to normalise and systematise consensual interpersonal interactions - we create a culture of consent.

#### **Learning Objectives**

You will question your understanding of consent, and you will have a new perspective on the role model you are and want to be.

#### **Format – Workshop or Session**

This is a workshop designed for group work around specific skills, using scenarios.

#### **Target Audience**

Anyone working with youth - most relevant for middle-school teachers.

### **3 - J) Adolescents' psychological potential actualization within the recreational and developmental environment in war conditions (Ukraine)**

#### **Description**

Adolescents and young people have always been the basis of the country's future potential. It was they who drove the democratization processes, integration and cross-cultural interaction. Today for the Ukrainian younger generation was marked by turbulent processes of changes and transformations in both socio-political and economic nature, as well as socio-psychological, cultural and international. The main problem and the main potential of adolescents' psychosocial development consists in the opening a wide range of opportunities for development and self-realization, but at the same time in the lack of stability in the acquiring knowledge, abilities and skills system to realize one's own potential.

It is obvious that this problems state and its manifestation totality affected all child's life spheres. The high school teachers anonymous voluntary survey conducted in 10 schools in different regions of Ukraine revealed a decrease in student activity (360 people aged 14-17) by 40% (attendance, willingness to learn and take part in educational activities), significantly reduced success (by 35%) during the distance learning period. The parents survey results show that in the adolescents' emotional sphere feelings of fear (89% of respondents), anxiety (84%), aggression (58%), depression (52%) prevail.

In 2017, my husband and I experimentally developed a new approach to working with children in temporary children's associations taking into account the psychological science and practical psychology development aspect as a supporting and corrective component of the child upbringing and education modern system. This is a certain form of a child's socio-psychological support during his stay in a recreational institution, which is based on the individual-psychological approach to the child, and on the social group values and continuous interaction between the child, adult and team. This transformational interaction cycle is very important for the teenager's personality development and the actualizing his psychological potential process.

#### **Learning Objectives**

The workshop's purpose is to familiarize participants with techniques for actualizing the adolescents' potential in a recreational and developmental environment. I suggest experiencing the impact of individual techniques on the psycho-emotional state and one's own psychological potential.

### **Format – Workshop or Session**

We will hold a workshop based on interactive interaction with the participants. Participants will be invited to take part in the work and experience firsthand the mutual influence of supportive and developmental techniques and each individual's individuality in this interaction.

### **Target Audience**

Social workers, psychologists, managers of children's recreational facilities and youth centers

## **3 - K) Elderly People: Teamwork and Intergenerationality as Best Practices (Italy)**

### **Description**

I have been working at the Fondazione Opera Immacolata Concezione Onlus (OIC) in Padua for 32 years as a social and health educator and coordinator of social cohesion activities across the 12 locations in the Veneto and Friuli regions. The history of OIC, spanning over seventy years, is defined by its ability to welcome and value the elderly, recognizing them as a resource for social cohesion within the entire community from the very beginning. This translates into open residential facilities, continuous exchanges with the local area, and large-scale projects involving public institutions, associations, and volunteer organizations.

OIC supports over 2,200 elderly individuals, employing 1,600 people from more than 45 different nationalities. It is within the OIC philosophy that the "Civitas Vitae" model was created, implemented across three locations, to bring intergenerational experiences to life and build networks with all public and private entities that make up society.

Among the employees, the professional educator performs educational and rehabilitative functions to maintain, recover, and enhance the residual/latent skills of the elderly, working within a team and intergenerational framework. These two best practices – teamwork and intergenerationality – are essential and indispensable in caring for elderly individuals with reduced autonomy.

Intergenerationality involves the engagement of people across different age groups, from children to the elderly, in a "circle of life" where relationships serve as a tool for generating actions aimed at improving quality of life.

The multidisciplinary and interprofessional teamwork approach is an essential tool to maximize the contributions of professionals, supporting the individual through care, assistance, education, rehabilitation, medical and psychological support, and accompaniment toward the end of life.

In this context, the elderly person is at the center: all activities and OIC can be defined as "Person-Centered." The professional educator thus emerges as a key figure, assisting and stimulating the vulnerable elderly, and educating the environment from an inclusion and cohesion perspective, where longevity becomes a resource for shared growth when accepted, nurtured, and valued.

Concrete examples of teamwork and intergenerational experiences will be presented.

### **Learning Objectives**

The participants will learn about an important experience aimed at improving the quality of life for elderly individuals with reduced autonomy, thanks to the essential practice of teamwork and the indispensable proposal of intergenerationality in residential services.

### **Format – Workshop or Session**

Session.

### **Target Audience**

Social educators in working with elderly people, other social professionals, teachers, family members, and coordinators.

## **Workshops in Spanish**



### **3 - L) Padres y madres van a la escuela (Colombia)**

**English title:** *Fathers and mothers come to school (Colombia)*

#### **Descripción**

La IE Escuela Normal Superior de Urabá es una entidad pública ubicada en una zona con una población altamente vulnerable, víctima del desplazamiento forzado, desapariciones y múltiples formas de violencia en el Distrito de Turbo, Antioquia, Colombia. La institución está conformada por tres sedes en las que estudian niños y niñas desde preescolar hasta grado 11, y posteriormente cursan el ciclo complementario de dos años, que culmina con la graduación como maestros. IENSUR es la escuela de formación de formadores.

La estrategia se compone de tres líneas principales: investigación; desarrollo de talleres y encuentros con las familias basados en los resultados de la investigación; y alianzas con entidades externas para realizar encuentros e intervenciones con las familias, tanto en la escuela como en el hogar y en el entorno educativo.

Durante el taller, se presentará la estrategia de cuidado que se implementa con las familias para involucrarlas en el proceso educativo de sus hijos e hijas, ofreciendo una visión desde una metodología cualitativa, de tipo descriptivo, basada en el estudio de tres casos, y cómo las estrategias implementadas han influido en la mejora académica y la convivencia escolar de niños y niñas desde preescolar hasta cuarto grado. Todo esto en el marco de la pedagogía social, entendida como una disciplina que se enfoca en el desarrollo integral de las personas y las comunidades, ya que entendemos que la educación es una herramienta de transformación social, pues todos y todas podemos aprender y enseñar.

Palabras clave: Familia, apoyo familiar, pedagogía, comunidad, escuela.

### **Objetivos de aprendizaje**

- La corresponsabilidad es un asunto importante para todos y todas.
- La escuela es un espacio de cocreación para el crecimiento personal, social y cultural.

### **Formato – Taller o Sesión**

Nos interesa realizar un taller, ya que queremos socializar nuestra estrategia, pero también tejer junto con los y las participantes ideas que nos ayuden a crecer y mejorar.

### **Público objetivo**

El público objetivo de nuestro taller son nuevos profesionales, educadores sociales, docentes y agentes educativos cuya atención se dirige a niños y niñas en edad escolar.

### 3 - M) Educación social y los desanimados en la era de la transición digital (Brasil)

**English title:** *Social Education and the discouraged in the era of digital transition (Brazil)*

#### Descripción

La propuesta analiza la situación del agotamiento laboral, con énfasis en los cambios que impone la transición digital y tecnológica. Hay un rápido avance en estas tecnologías, lo que [FBI] contribuye a la expansión de las desigualdades sociales. La brecha digital genera segregaciones en los ámbitos educativo, social, económico y ambiental, lo que dificulta la inclusión de grupos marginados. Las políticas públicas, a menudo influenciadas por el mercado, determinan aspectos cruciales de la vida, como la vivienda y la alimentación, además de decidir quién entra o sale del mercado laboral. Este contexto presenta nuevos desafíos para la inclusión social y la equidad.

Además, la sociedad tiende a culpar a los desempleados, perpetuando el estigma social y empeorando la situación de los desanimados, cuyo impacto se extiende a las relaciones familiares y comunitarias, resultando en problemas de salud física y mental. Analizamos la condición de los desanimados en el contexto de la transición digital, identificando los principales desafíos que enfrentan estos individuos y proponiendo soluciones para promover la inclusión y la equidad en el mercado laboral.

La metodología utilizada implica una revisión bibliográfica y el análisis de datos secundarios procedentes de estudios e informes sobre la digitalización del mercado laboral. Varios factores influyen en el desaliento, entre ellos la falta de oportunidades, las barreras generacionales y tecnológicas, y la ineficacia de las políticas públicas. La automatización y la digitalización del mercado laboral han exacerbado este fenómeno, creando una brecha entre las habilidades de los trabajadores y las demandas de los empleadores.

La introducción de headhunters y el papel de plataformas como LinkedIn se examinan como parte de esta nueva dinámica. También se analiza la relación entre las redes sociales profesionales en la construcción y fortalecimiento de conexiones en el mercado laboral global. Los desanimados, caracterizados como aquellos que dejaron de buscar trabajo debido a la desesperanza y la falta de oportunidades, enfrentan un escenario en el que la transición digital responsabiliza al individuo mientras el sistema de capitalismo digital reestructura nuevas formas de disputa en el mercado laboral.

**Palabras clave:**

Educación social, mercado laboral, transición digital, políticas públicas, inclusión, desánimo.

**Objetivos de aprendizaje**

- La principal diferencia entre desánimo y desempleo está relacionada con quienes buscan trabajo y quienes han dejado de buscarlo.
- Las políticas públicas, incluida la educación social, desempeñan un papel crucial a la hora de mitigar los impactos negativos de la transición tecnológica.
- La ausencia de una política nacional de programas de reconversión profesional e incentivos para la creación de empleo tiende a aumentar la necesidad de redes de protección social que garanticen a los ciudadanos una política de bienestar para los trabajadores durante este período de cambio.

**Formato – Taller o Sesión**

Sesión en formato tradicional, tipo conferencia.

**Área de trabajo**

Movimientos sociales, grupos comunitarios.

**Público objetivo**

Movimientos sociales, grupos comunitarios.

### **3 - N) AEESP - Experiências profissionais e organizativas em um contexto de golpe de estado e ascensão de governos de direita no Brasil (Brasil)**

**English title: AEESP – Professional and organizational experiences in a context of coup d'état and the rise of right-wing governments in Brazil (Brazil)**

**Descripción**

Durante los últimos diez años, AEESP ha enfrentado grandes desafíos con el ascenso de movimientos de derecha que llevaron a cabo un golpe contra la presidenta Dilma Rousseff y, posteriormente, dismantelaron gran parte de los recursos destinados a las políticas sociales. Este taller tiene como objetivo presentar algunas de nuestras experiencias en este contexto y discutir las similitudes con el ascenso actual de grupos fascistas y de extrema derecha en el mundo.



## Objetivos de aprendizaje

El objetivo principal es debatir nuestra labor profesional y los recursos disponibles para enfrentar un contexto hostil.

## Formato – Taller o Sesión

Nuestra propuesta consiste en realizar una breve exposición seguida de un diálogo abierto con los participantes.

## Público objetivo

Educadores sociales que trabajan en zonas de conflicto, temas comunitarios y grupos de derechos humanos.

## Workshops in French



### 3 - O) Le processus créatif comme vecteur de changement et d'insertion – L'exemple de la réalisation d'une exposition photographique publique

*English title: The Creative Process as a Vector of Change and Integration – The Example of a Public Photographic Exhibition (Switzerland)*

#### Description

Dans ce workshop je présenterai brièvement la mesure d'insertion « Impulsion » dans laquelle je travaille. La spécificité de ce centre est de proposer des ateliers créatifs (photo, vidéo, dessin) pour des personnes de 18 à 60 ans. L'objectif est de les aider à s'insérer socialement et professionnellement.

Je parlerai aussi de l'intérêt d'une démarche créative dans l'accompagnement de personnes précarisées (valorisation, développement de stratégies, processus de changement, intégration au groupe).

Enfin, je parlerai de l'exposition publique qui a été réalisée en 2024 à Lausanne par les participant.e.s d'Impulsion ainsi que des enjeux d'un tel travail pour elles et eux et pour l'équipe de travail social. Au travers d'images, d'une vidéo (making of du projet) et d'une vignette clinique, je mettrai en avant les effets positifs d'un tel projet.

## **Learning Objectives**

Dans cette session, les participant·e·s seront sensibilisé·e·s aux enjeux de l'insertion socioprofessionnelle ainsi qu'aux bénéfices d'une démarche créative dans l'accompagnement de personnes fragilisées.

## **Format – Workshop or Session**

Session.

## **Target Audience**

Travail social, enseignement.

## **3 - P) Donner une voix aux bénéficiaires : rendre visible l'invisible (Suisse)**

***English title: Giving a Voice to Beneficiaries: Making the Invisible Visible (Switzerland)***

Le résumé de cet atelier/de cette session se trouve dans la section Round 1, à la page 24.

// The abstract for this workshop/session is located under Round 1 on page 24.