



**GRUNDTVIG PARTNERSHIP**

**2013-2015**

# **Empowerment of Families at Risk to Practice Active Citizenship**

Coordinator:

**ASOCIATIA DIRECT, ROMANIA**

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**2015**

**<http://asociatiadirect.ro/index.php/grundtvig>**

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## INTRODUCTION

### DESCRIPTION OF PROJECT

by Dr. Ioana Sandru

This partnership brings together 13 organizations of various scope from 12 countries and it evolves around the idea that each participating institution's needs of having direct access to knowledge of other European cultures in a true-to-life environment enabling them to embrace and promote the European values, involving a large number of learners as well as the local communities.



It was an unique opportunity of working together as a team, to investigate the specific problem in each country, having a comprehensive and diverse perception of **Active Citizenship** learning, a set methodology, initially national and then international, sharing different experiences and knowledge.

Preventing family “risk factors” from becoming prevalent must be a priority of every citizen of our partnership. **Active learning** for active citizenship has to start with “*education for healthy and happy family living*”, preparing individuals and families for the roles and responsibilities of family living within the existing socio-cultural context of the society.

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The partnership (THANKS) was focused on Empowerment of Families at Risk to Practice Active Citizenship, exchanging of experience, material and methodologies for an intercultural approach.

***FAMILY EMPOWERMENT*** means the ability of families to manage life, to become competent and active.

In the group meeting partners shared the experience in projects. Each partner prepared presentations about the institution, region and projects, themes for the WEB PAGE with the project aims, local activities and institution partners, different types of dissemination materials (leaflets, posters etc.).

The Partnership intended to innovate strategies for active social inclusion by providing learners with the opportunity to learn the ways of communication, meet with their local community by enabling positive paths and share with the countries participating in the diverse experiences and skills acquired.



### The project aims were:

- to analyze if the common and European definition of Active Citizenship (AC)

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is valid and representative for families at risk

- to exercise active citizenship, for a full participation in social and economic life in the community
- to understand citizenship in an active way

**Some definitions**

**Active citizenship** means citizens taking opportunities to become **actively involved** in defining and tackling the problems of their communities and improving their quality of life.

**Family Learning**  
 - Most respondents thought it is important or very important for different generations to learn together.

Meeting – Linköping (15-17 May)

**Family Learning** is for everyone encouraging life-long learning, consisting of workshops or courses for families to learn together, tailored to the parents' needs. In active workshops we introduced the European training framework and supporting resources to increase collaboration in family learning, developing a relevant curriculum for a family learning programme.

Partnerships served to put the project on the map, to raise awareness, and support the involvement of the wider community. The practice resulted in the

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development of new products is as educational material, a handbook.  
(Compendium of case studies)

By combining theory with concrete examples, the project provided a resource for education and training stakeholders to discover and learn from a variety of successful and innovative approaches about active citizenship education for families at risk.

***"Opportunities to learn for families"; National Campaign for Learning AC (ideas)***

- **Family health and wellbeing** - Ideas for keeping our family healthy, including information on nutrition and caring
- **Family relationships** - All about building strong relationships with all members of the family.
- **Family safety** - Keeping the family safe at home, in school and out in society.
- **Caring for elderly family members** - Ways to help the senior members of the family.
- **Working with communities** - information on how to make a difference in the community.
- **Networks and services** – join the services and groups that operate in the community.
- **Running a community organization** - Information and resources to assist people managing community organizations.



The project contributed to lifelong learning and personal development, both with respect to those undertaking the project and those whom the project aims to support, generated interest in transnational cooperation.

Through this partnership we created a Family Learning Campaign to promote and to support family learning events across the partners involved. Developing a

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relevant curriculum for a family learning programme, this partnership promoted resources to facilitate opportunities to share good practice and Active Citizenship Skills.

### What is active citizenship?

- **Active citizenship** as a value-based concept.  
A European perspective on active citizenship always should refer to **democracy** and **human rights** as founding elements.
- An **Active Citizen** is someone who cares about their community enough to change it (local area, city, or the world!)

***“Success in family life comes not from avoiding difficulties or problems, but rather facing them squarely and coping with them effectively”.*** Family empowerment means the ability of families to manage life, to become competent and active. Our partnership promoted active citizenship education for families at risk, focusing on process of acquiring knowledge, attitudes and skills based on community values, encouraging them to become more actively involved in society.



## Guiding Principles

- **Active Citizenship** concerns **everyone**.
- We all have **rights and responsibilities**, and shared national, continental and global interests.
- Strong and healthy communities welcome **diversity** in cultural expression, values and lifestyles.



### Many of the families can be considered at-risk:

The following should be considered **indicators of high risk** for the purpose of determining appropriate services:

- *economic stress issues (loss of job, unable to pay bills, loss of primary income source, homeless)*
- *substance abuse, child abuse and neglect issues, or domestic violence in the home*
- *parent is failing/dropping out of an educational program*
- *recent divorce or loss of family members due to death or estrangement*
- *child development issues (health history, or general observation)*
- *extreme or questionable health, mental health, or nutrition issues*
- *changes in otherwise typical behavior*
- *families involved with community agencies where a current family plan exists*

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- *children with documented disabilities*
- *other factors which contribute to the family's inability to deal with stress in a way that is healthy and productive*
- *family literacy issues*

**Our families are where we learn some of life's most important lessons. It's where we learn our value system, develop our skills of belonging and begin the process of understanding the other human beings we come into contact with.**

### ACTIVITIES

- evaluate the differences or cultural similarities on the common understanding of **Active Democracy Citizenship**
- Family Intervention **Projects**
- local workshops: **Get Active in our Community!**

### The main project's results

- The project's website – <http://asociatiadirect.ro/index.php/grundtvig>
- The Local Supporting Groups (local team)
- The promotional events / seminars
- The database of good practices
- The motivation and coaching trainings in all partner countries
- 2 newsletters

Preventing family “risk factors” from becoming prevalent must be a priority of every citizen of our partnership. **Families at risk** is a shorthand term for families with multiple and complex problems such as wordlessness, poor mental health or substance misuse. Many of the families can be considered at-risk; in case of young families under heavy stress, there is the short-circuiting or destruction of the social learning system.

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Lifelong  
Learning  
Programme

## Skills necessary to be an **active citizen**

- **critical thinking** regarding civic issues
- **effective communication**, engagement, and collaboration with diverse individuals and communities (including listening skills)
- an understanding of our **own values** and motivations
- a recognition of one's **responsibility** to the community



## How to become... an Active Citizen

Participating in society can help make it a great place for families and children!  
Some of the ways you can be active as a citizen: *Volunteering; Joining up with others; Help run local organizations ..*



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### TIPS for families *Be-an-Active-Citizen*

Being an active citizen isn't easy. Being an active citizen is about being community-oriented and looking beyond the microcosm of your own life and family, to contribute some of your time, skills and energies to make a better world for the wider human family around you.

**STEP 1** Learn about the most pressing or relevant issues facing society, whether on a local, national or international level. Get informed. Read a good newspaper or website.

**STEP 2** Figure out what is not working, and try to come up with solutions. Start with your own city, organize a community event or raise money.

**STEP 3 Take action.** You can write, call, and meet with your elected officials. You can host a creative fundraising project or volunteer with an organization.

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**STEP 4 Make sure you talk to others.** If you are a good leader, you might start your own club or organization. Fundraise for a local cause or your own cause

**STEP 5 Make an informed vote. Vote.**

**STEP 6 Volunteer.** Actively support your local children's centre, school or college

**PROJECT MESSAGE to families:**

- ***Have courage in yourself. Being an active citizen is a huge step in life. You want to be noticed, you want to talk to your representatives, it all requires courage!***
- ***If you have a child with additional needs you may need support to enable you and your family to be active citizens!***





## SPAIN, Asociación de Innovación Formación y Empleo para el Desarrollo Sostenible

ARTICLE by María José Martínez González

### EXPRESS DIVORCE and children:

The Divorce Law approved in Spain, (Express Divorce) is showing an impact on the children of these new divorced families “without cause”. The speed of the procedure makes divorce rates increase more than if the procedure was slower, which would provide time for reflection.

The entry into force of the Law 15/2005, in 8 July, An amendment of the divorce law, introduced the following features:

1. Elimination of the separation time (reflection period) prior to the access to divorce
2. Unilateralism
3. Concurrence without any cause

The children are not prepared for suffering an Express Divorce, they need reasons to assume the separation of their parents, and otherwise we can find a generation that believes that separate is something superficial. Children need time to assimilate such a fundamental change in their lives. The behavioral development of these children will show if the short time of the divorce procedures can be harmful or not for them. It looks at the moment, is that children cannot take these express separations, which do not have time to get used.

The other hand, the opinion of children will be decisive to decide about the custody. Sometime it is a traumatic situation plus for children. They need to decide if they prefer mother or father or if both, to live a week with each one.

In our opinion this is an option only suitable for childless marriage.

Children need a time, a preparation, a process for understanding their parents and some help to assimilate the new situation; in the future the consequences of this law will be able to be a disaster.

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## Family break in Spain

### Introduction

Since the divorce law in July 1981 to the present, passing through the recent Law 15/2005 of 2005 known as "divorce law - Express", nearly thirty-two years have elapsed.

In this period the number of marriage breakdown has increased dramatically. The social cost and the impact for parents and the affected children is difficult to calculate, but everybody is aware of the seriousness

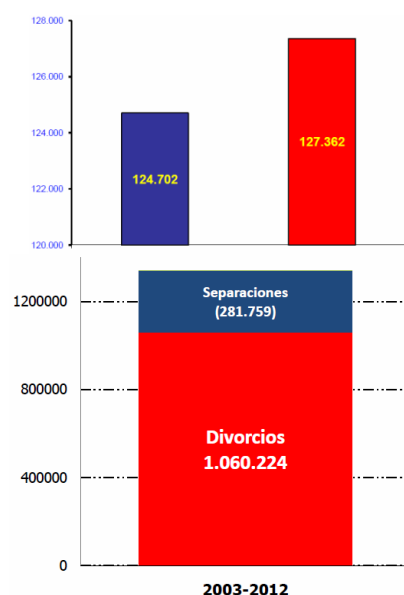
The culture of a country is measured by its ability of prevention strategies in different areas, but especially those that refer to the projection of the welfare of families. And family breakdown is the unfinished subject of the Spanish society.

Family Policy Institute

April 2013

### Family breakdown in figures

14 marriages per hour break in Spain, despite the impact of the economic crisis and the decline of marriages. From the total of marriages breakdown in last year 120,056 were divorces, 7.142 separations and 164 annulments.



Furthermore, in reference to the number of marriage breakdown of 2011, this figure is been increased in 2.13% (2.660 ruptures more) in 2012.

In the last 10 years (2003-2012) 1.343.760 ruptures have occurred, in which 8 out of 10 ruptures have been divorces. Obtaining a percentage (%) of:

- 78.9% divorces
- 21% separations
- 0.1% annulments

Fact: 9 out of 10 divorces have occurred since the adoption of the Law of Divorce Express.

Andalucía with 24.315 breaks is the community with the highest number of breaks in Spain. With a rate of rupture oscillating from 2.90 to 2.69 of person per thousand inhabitants.

### Rupture characteristics

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The entry into force of the Law 15/2005, in 8 July, An amendment of the divorce law , introduced the following features:

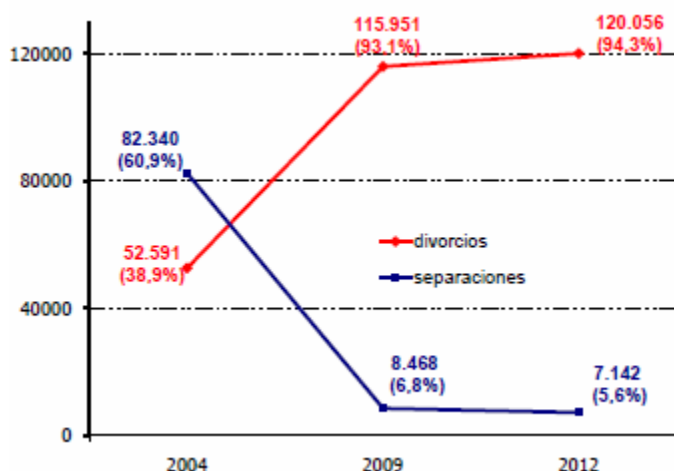
1. Elimination of the separation time (reflection period) prior to the access to divorce
2. Unilateralism
3. Concurrence without any cause

It has caused an unknown figure in the legal systems in European countries since no European country support the unilateral will of one spouse without the occurrence of any cause or without a period of reflection during which the subject matures the decision of ending the marriage".

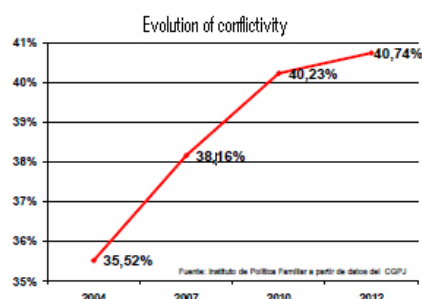
(Spanish General Conceal of Justice)

And it has brought, almost eight years after implantation, some verifiable and meaningful consequences:

- Divorces are, in the present, the vast majority of ruptures:
  - 94,3 % divorces
  - 5,6% separations
- The trend of divorce continues to rise



- Four in ten breakups are conflicting



These ruptures are performed without consent and / or agreement of spouse, since in the last 10 years the conflict has increased.

- The Express Divorce Act has accelerated the growth of the divorced / separated population.

This has reached nearly two million in Spain, taking these situation 3 women for every 2 men.

## Conclusions

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1. Occur while fewer marriages but family breakdown has soared.
2. Family breakdown has become the main issue of the Spanish family.  
One marriage every 4 minutes, 349 marriages a day and are more than 14 broken marriages breaks every hour.
3. Family breakdown also is growing dramatically.  
In the last ten years (2003-2012), and despite the economic crisis, the number of breaks has been accumulated ruptures 1,343,760, of which over 1 million (1,060,224) have been divorces - 78, 9% of total.
4. Centre bleak future prospects.  
If this trend continues in the coming years, for every marriage that occurs will break another.
5. Law Divorce Express has compounded the problems of family breakdown consolidating the final rupture (divorce) and the conflict:
  - ☐ Has the divorce rate skyrocketed (more than 9 out of 10 ruptures are divorces).
  - ☐ Has deleted the reflection period.
  - ☐ Has increased the conflict of family breakdown (40.74%).
  - ☐ Has caused the increase of the population divorced / separated and
  - ☐ Has increased the number of children with dysfunctional families.
6. Shares of public administration have not only been clearly insufficient ...
  - ☐ There is no national law on "Prevention and / or mediation."
  - ☐ Have not been created / promoted / enhanced Family Counseling Centers.
  - ☐ There have been conducted awareness campaigns / awareness.
7. Clearly it has been down with the introduction of divorce law ready.

## Proposals

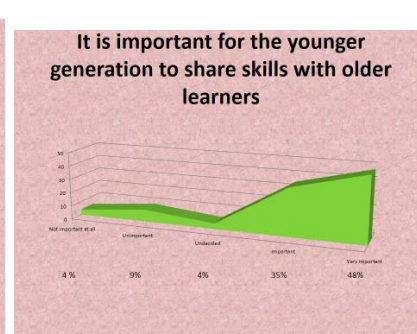
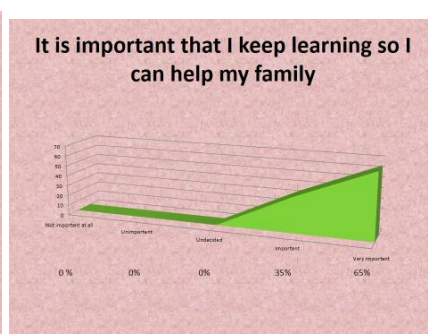
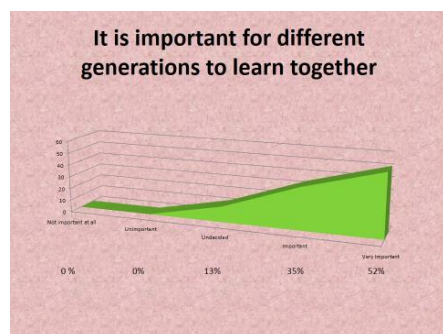
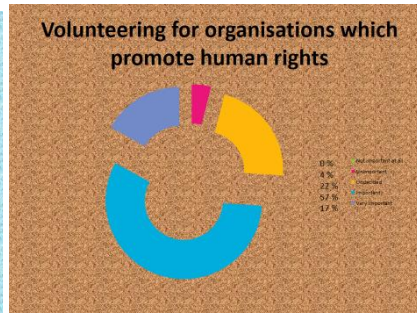
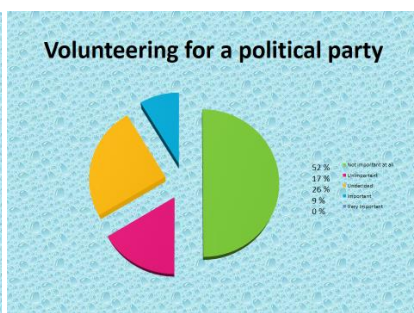
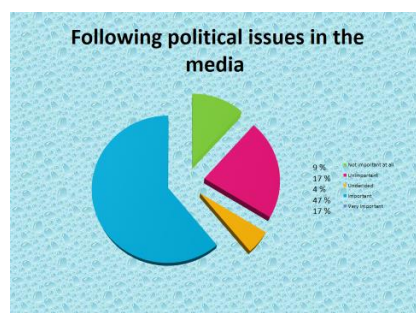
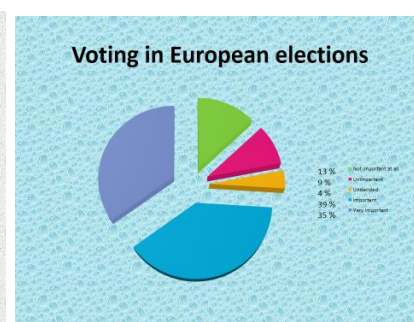
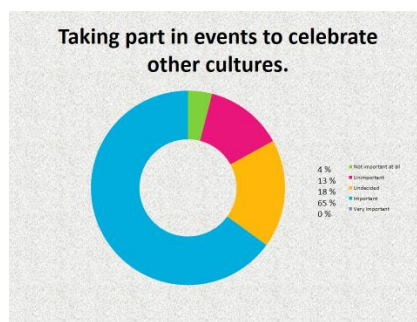
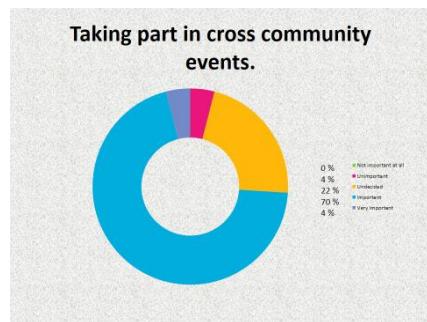
- a) Improving the Divorce Act Orders
- b) Create symposia on family breakdown, composed of family associations, social partners, experts and public administration to address the problem.
- c) Strengthening of Guidance Centres and Family Therapy.
- d) Create a national plan for young couples to help overcome these difficulties specific initiation of marriage.
- e) Establish a comprehensive plan to support the family.
- f) To promote measures for the protection of spouses and children, to relieve emotional impact.

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Lifelong Learning Programme

## RESULTS FROM QUESTIONNAIRES



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## RIGA, LATVIA - Radošas Iniciātīvas Centrs

Ilona & Jevgenijs Rojs



„Radošas iniciatīvas centrs” (RIC, in English - Centre for Creative Initiative) was founded in 2007 and is an NGO working in the field of creative activities, as well as organizing various charitable activities and involvement of person from rural and disadvantaged areas in projects and social activities. The association is organizing workshops, contests and projects in sphere of traditional arts and crafts for different age audience. We have national charity status and we are working in the following fields:

- charity
- development of civic society
- education
- raise of welfare of the low-lived and the disadvantaged people
- cultural education

\*Who we are



Innovative education methods and practical training for empowering families at risk in Latvia. In accordance with the Latvian Central Statistical Bureau each fifth person in Latvia is at-risk-of poverty. In 2013, 645 thousand persons or 32.7% of the population in Latvia were at risk of poverty or social exclusion while 21.2% of the Latvian population was subjected to the risk of poverty, which is 1.8 percentage points more than in 2012. The share of people aged 65 and over subjected to the risk of poverty increased significantly in 2013 (from 17.6% in 2012 to 27.6% in 2013). In turn, the share of children at risk of poverty compared to 2012 grew by 0.9 percentage points, reaching 24.3%. The risk of poverty is still high among households with dependent children and a single parent. In 2013 at-risk-of-poverty rate in these households increased by 2.8 percentage points, reaching 41.1%. At-risk-of-poverty rate among retired persons has grown rapidly, reaching 29.4% in 2013 compared to 18.8% in 2012. If a person aged 65 and over lives alone, the risk of poverty in this type of household grew even more significantly from 29.2% in 2012 to 51.1% in 2013. At the same time at-risk-of-poverty rate among employed persons in 2013 reached its lowest level since 2004 - 8.1% (in 2012 = 8.9%). At-risk-of-poverty rate in various socio-economic groups of population 2004 – 2013 (in per cent) The reason of the

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situation is harmful economic crisis in 2008. The economic situation in Latvia was one of the most aggravated and complicated among EU member states - If in 2008 the fall of GDP was 4.6%, then in the 3rd quarter of 2009 it was by 19.0% lower than for the preceding year. Significant budgetary cuts have affected education, health care, the welfare sector, transport services. The decrease of expenditures in the public sector has had a direct impact on the accessibility and the scale of many essential social services. The main approach of the Latvian government for addressing problems caused by the crisis has been the reduction of the national budgetary deficit. It must be pointed out that no alternative strategies are proposed, recognizing that Latvia has no other option than to honor obligations it has undertaken (which are often presented as requirements imposed by international lenders) for the receipt of the international loan. As Latvia is still recovering and paying back the loans, the social budget expenditures are limited and cover only very basic necessities. Of course the situation is improved in comparison with the crisis period, but we still feel impact of crisis. Due to that, in order to improve the situation, within the project „Think Family: Empowerment of Families at Risk to Practice Active Citizenship - THANKS” Creative Initiative Center searched for cost effective solutions, which are easy, practical and targeted to reduce social exclusion. As Law On Social Services and Social Assistance states that “the purpose of social work is to help a person, a family or a group of persons determine, resolve or diminish social problems by developing the resources of the person himself or herself and involving support systems”, Creative initiative center decided to reach target audience both, by directly involving disabled people, members of families at risk and to share developed methodology and knowledge with the social workers of social institutions as their “professional activity shall be aimed towards achieving and promoting practical resolution of the social problems of an individual and improvement in his or her quality of life, integration in the society, and the ability

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to help himself or herself". Involvement of social workers resulted into a multiplicative effect for the project and improved social institutions' effectiveness. Our methodology is focused on achieving result in a practical way, with fundamental restructuring of the relationship within the family, raise of significance and authority of each family member, gain of practical skills, basic economic, esthetic and ecology knowledge by each family member. In order to test our methodology, we reached agreement with social institution „Abelzars" (social municipal institution in Latgale suburb of Riga) and implemented 5 thematic workshops for families at risk, in order to foster favorable microclimate in the family, raise individual's self-confidence, correct interpersonal relations and improve financial position. The workshops were addressing the following issues:

- How to transform and improve family's living environment through creative self-expression and upcycling;
- How to create safe and enjoyable co-existence space within the family;
- How to accept contrast opinions, cultures, argue on issues and respect different points of view;
- How to build trust between each other;
- Fostering self-development of individuals through creative activities and handicrafts;
- Building up self-reliance and self-confidence, as the participants see added value of what they have created.

- The workshops were focused on empowering persons at risk to practice active citizenship through creative expression and starting within the family environment. The pilot workshops were organized for 19 families at risk including full and single parent families, grandparents, other family members. The workshops were handled with the involvement of social pedagogues from "Abelzars". Our task was to evaluate new innovative methodology on experimental target group, evaluate achieved results and progress, and pass knowledge and experience to social pedagogues and workers.

The experiment shows that methodology is effective and easy integratable, with bringing fast initial results. We also found out that social workers need to be



trained to implement methodology successfully and prolongation of the course is also possible to achieve better results. On the basis of this experiment, we contacted Latvian ministry of welfare, where we presented our methodology and achieved experimental results. We also presented the 5 topic education course for the social workers to get involved. The ministry spread information about the education course within all subordinate social institutions. The response was unbelievably high, much higher than we expected, therefore instead of 1 planned 5 topic course we implemented 4 course cycles. We were surprised and happy at the same time for such a high demand. During the 4 cycles of the course we educated 93 social workers from 37 social institutions all over Latvia. We received very positive responses about the course, and confirmation that the methodology is very relevant and useful, and what is important, easily applicable and efficient. When evaluating the first results of the program, we see that participants are becoming more communicative and get involved into activities more easily. They start thinking about their future, possibilities they couldn't relate to previously, perspectives they can implement without relying on social services only and obviously became more proactive. The work of social institutions, as a result, has become more purposeful and structured as the clients became more result oriented and are ready to take responsibility of what is happening in their lives. From our point of view, to sustain the success, it would be necessary to convince local governments to react adequately to the risen demand and provide necessary tools to social workers, so that they can continue applying acquired skills on local level.



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**SWEDEN,**  **Linköpings kommun** - Municipality of Linköping, dep. of Education, Section of resource and support

ARTICLE by Mikiver Mats

## **To be an active citizen with Family learning – an example from Linköping, Sweden**

As we all know it can take a lot of efforts to be an active citizen if you are in disadvantaged circumstances. As partners in the project can we use different – but in basic rather similar - methods to reach and work with disadvantaged groups for best result.

In Linköping we used and developed the method Family learning during the past years. Family learning turns to parents and their children in the age between 3-10 years.

The programme wants to put the light on that parents are their children's first and most important teacher. Family learning are about building skills and confidence, sharing ideas and having fun.

The target group for us is newly arrived immigrants and immigrants who have been in Sweden a lot of years but not have developed their skills in the Swedish language or succeeded to be included in the society. In September 2014 we educated 25 pre-school teachers and teachers with an instructor from Ireland because the method is unknown in Sweden and there is no instructors in Sweden. A couple of weeks later we educated 20 pedagogues amongst them who work with immigrant families in the municipality. This education was held on the Swedish with two of our own newly educated staff as instructors. We have now around 40 people educated in the method.

This was the first education in Sweden, and it is so far only Linköping who use this methods in our country, but we think it could be spread to other municipalities soon.

We picked up Family learning in a Grundtvig course in Oxford, Great Britain, in the autumn 2012. We did some test courses in a few Family Welfare Centers and it was very appreciated from the start.

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The staff where the children have their ordinary days reported progress in language skills and also the parents achieved bigger awareness of what preschool and school is all about. Some of the parents, said that they learned more Swedish in these ten weeks course than after a year in Swedish school for immigrants.

Currently a researcher from the University of Linköpings is studying the Family learning courses and interviewing parents and teachers. We want to know if there are any evidence of the signals we got that this is a very good program for the children and their parents. We are waiting for the results later this year.

Due to the success with Family learning some preschools has starting to use the methods when children the first time beginning in the preschools. Simultaneously when the children have their special "starting week" at the preschool the parents is offered a special Family learning course with the theme "What doing the children in preschool?"

That made the start in preschool smooth for all parts, children, parents and personal.

The biggest advantage with Family learning is that the method can be adapted to many different participants. You ask the group you have in front of you and yourself: What is the needs? When you get the answers you can create a curriculum that suits the group.

As you might understand we recommend Family learning as a tool to work with amongst families, adapted to your own background and circumstances.







## CROATIA, ZAGREB - **Rehabilitation Centre for Stress and Trauma Single-parent families**

Author: Zdenka Pantić

### **Introduction:**

Through our operations in Croatian Pounje we found that families with school-age children have a number of serious difficulties in everyday life. First of all these are extremely unfavorable economic conditions where most of the population is unemployed, dependent on social and humanitarian assistance, suffer the consequences of war and destruction with no opportunity for an adequate health care while there is no prevention of disease and especially no prevention in mental health.

Project of support for children and young people, and especially those from single-parent families is carried out in Dvor on Una since 1.9.2014, in cooperation with local governments and primary school.

Based on fieldwork in this area we have an insight into the needs of children, youth and families. Parents are overwhelmed by everyday concerns to ensure basic living conditions. In these complex circumstances in a community in which it is not easy for parents to provide good care for the healthy development of their children. For example, many parents are not able to provide children a hot meal at school although children travel to school from very distant places (on foot and by school bus almost 20 km in one direction). Due to the large loads they are often not able to adequately respond to the psychological and educational needs of children. Needless to assert that adverse conditions and poor coverage of appropriate services cause problems related to basic health care, health, education and that the basic human rights of children are threatened.

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In Elementary school Dvor there are about 270 students, about 30-40 families are single parent, in which there are a larger number of children and youth. These families have been separated by war or there have been cases of divorce, there are some widowed veterans and others (immigrants from other parts of Croatia and from Bosnia and Herzegovina). Part of families are the so-called "composed" families after the divorce of previous marriages (often as a common-law marriage with a number of problems where children are extremely endangered); some families were separated in ethnically mixed marriages and / or divorced parents (while a parent returned from Serbia or Bosnia and Herzegovina, with one or two children, and the other is outside the Republic of Croatia, sometimes with the remaining children). Our findings from the field and on the basis of contacts with local services show that these children and their parents are an extremely vulnerable group. According to the information received from the municipal departments and schools, parents are living in extremely difficult social and material conditions. Especially serious circumstances of life are out single-father families who care for children and have difficulties in everyday life and the organization of care, and especially hard time figuring out education (eg how to access daughters - adolescents out sexual and health education). It is interesting and very worrying that these reports are coming from a representative of the local government but not the services that care about protection of children!

Returnee families have problems of adjustment: children start with education in one environment, and after their families return to the Republic of Croatia for all it is something very new and there is a need for special efforts to fit into the new education system. With uneducated parents and especially if they are alone, it is extremely difficult. Otherwise families / children who come from single parent from the other end of the Republic of Croatia have also difficulties of adjustment, as well as immigrants from Bosnia and Herzegovina. From the standpoint of the interests of the healthy development of children every move / change of

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environment is to some extent a risk factor for their development. When one bears in mind that in the areas of special state concern in principle all residents experienced war trauma also generally untreated, and with the lack of perspective it is clear that they needed a great effort to organize the life of every family and community, especially single parents.

Earlier well-organized health care of children (preschool and school-aged population by pediatricians and school doctors) unfortunately was abandoned. The few studies on the state of health and morbidity (materials from Sisak Moslavina Mayor of the strategies of health care, 2004 and information from the field and own insights) paint a worrying picture, and it is particularly difficult for single-parent families. Children from these families are less likely to master developmental tasks compared to other children from the whole families and a better socio-economic status.

### ***Results of testing needs of single parent families:***

22 single parents are included in total, 14 were included in the study (we had to give up visits to distant venues where terrain vehicle and help for local people is needed) of which 12 responded to the interviews. Overall, the project involved three single fathers and nine single mothers, out of which 3 from Croatia and among the returnees were two from Bosnia and Herzegovina and seven from Serbia. In the sample are the families who in looking for public housing moved from other parts of the Republic of Croatia out in the Municipality Dvor. Age of parents ranged from 26-48 years (mean 34 years); 3 parents are younger than 30 years, 6 parents have between 30 and 40 years, three parents have between 40 and 50 years. Parents (participants) have mostly SSS (9), two have only completed primary school, and one mother has a university degree (agronomist). Most parents are employed (7), and work as traders, physical activities, crafts (hairdresser, a textile worker), and in their own households. 5 parents are

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unemployed and live only of social benefits. Monthly income ranges from 1270kn (Household of 2 members, parent and child, the parent receives social assistance) to 7500kn (household of 4 members, benefits consist of two pensions and one salary), and average about 3800kn (this shown average does not indicate the actual image that is artificially increased average since most of these families, the entire sample of single-parent families who did not respond to interrogation or could not be included out live on poverty on the edge - data from the municipality and the local Red Cross). Social benefits - child allowances, child support, assistance given by the Centre for Social Welfare, social security, other social benefits - covering monthly from 0% (3 cases where there is no regular payments of any kind income of the parent), and on average cover about 50% of the total monthly income of the parents. In most cases, parents receive social assistance in several forms (child benefits and alimony, child benefits and social assistance, a combination of these three); one mother receives 800 kn fee for a child with special needs. Parents assessed their SES usually as very low and below-average; only one parent is estimated that the status of his family is above average. 5 families are living in public housing (APN house), four live in thir house / apartment, and three live in a rented flat. Number of family members living in one household ranges from 2 to 7; and most of them were four. Most often living together are single parent and child / children, often in the household with her grandparents. The health status of parents tend to be judged as good to very good, and of health problems reported are problems with the spine (2), kidneys and reproductive system (1) and one parent reported that suffers from problems that result from meningitis which he had as a child (single father with a big girl, that takes excellent care of her but has reduced intellectual ability); one participant is divorced (not yet been a formal divorce), and two unmarried couples. All parents report that all children are living with them in the household and that they are the primary caregivers for all children. The relationship with the



other parent usually is estimated as neither bad nor good, and in three cases the parents are not at all in touch. In the same way the other parent is not in contact with children, and this is so because the mentioned parents (2 fathers and one mother) are living in Serbia and are not interested in maintaining contact with children. The most common reason to contact the other parent is to deal with the children. Alimony is determined by the court in 75% of cases (9), and regularly is not paid in an amount determined by the court at the same percentage. The reasons cited for not paying the alimony regularly are: the other parent does not live in the Republic of Croatia, is not employed, is not interested, and so on. (It is obvious that a parent who takes care of the child is not familiar with the rights of the child and what possibilities exist to protect the child, and that it was his duty to start).

Mentally, physically and financially engagements of other parent are estimated on average assets, which vary from completely unsatisfactory to very satisfactory (this is necessary to qualitatively analyze).

Parents as the biggest problem in raising state the feeling that they are not competent to help the child / children with school work. In addition state that they do not have educational problems but financial and these problems are perceived as the biggest challenge of single parenthood (information available and personal experience in counseling, treatment, etc. - D. Poredoš, Z. Pantic, V. Jeričević M. Kepčija, M. Oblaković - it is clear that this claim does not stand, although the success of parenting practices is related to economic security which undermines their capacity for education; this is also the defense). All parents are to consider themselves to be good parents, as an explanation they cite that they love their children, take care of them and give them as much as they can. 30% of parents said that their stress of single parenthood reflects on the physical and mental health in the form of fatigue, exhaustion, worry, overload, frustration,





sometimes insomnia. 25% (3) states that parents often feel powerless, mostly because they have no means to ensure that the child has everything he needs, and therefore typically have more problems in education than other parents. Almost all report that their families help in the education and upbringing of the child: keep the child, helping with household chores, provide advice and support, financial help, etc.

A minority of parents (2) considers that society discriminates against single parents, or at least felt the same on their skin. One mother says that "society only weighed how you are a parent and they do not ask what you need." One father reported that he had experienced positive discrimination: the environment supports him and praises because he was able to raise a daughter and give her a home.

The total number of primary school children living with single parents interviewed was 17, of which 6 girls and 11 boys. Age of children ranging from 7 years (first class) to 14 years (8th grade), and the highest number of children are attending the 8th grade. Psychological symptoms about which parents report and relate to children are the most common symptoms of behavioral inhibition (child is withdrawn, shy, reluctant to socialize with other children) and disinhibition (child is aggressive, trying to impose on others, teasing and bothering other children, etc.). In individual cases reported with the child / children disorders of speech, tics, fears, difficulties in reading. 30% of parents reported that the child / children could achieve better school performance or that the child has difficulties in mastering the curriculum - difficulties with motivation, understanding of the content, less general information, and etc.. In one case the mother reports the effects of psychological trauma - bullying (attacked the boy in class, choked him, threw on the wall - child got a concussion) - which experienced her son in school in January 2011 - the child has tics (cough), fears (moves away from physical



contact and even mothers), he is irritable, aggressive and weepy. Two children have behavioral disorders - aggressive and challenging behavior in school - with which the parents cannot and do not know how to carry themselves. In 4 cases, parents report that their child / children have no problems and that children achieve great success in school.

Parents report that all children are healthy; one boy has asthma (eg but one mother has suppressed that her child has special needs, and that he is at the institution during the week - the knowledge from the field). When asked if they noticed that the fact that their child / children live with a single parent influences the child, 40% of parents stated that they do not see the negative impact (the child is "indifferent, uninterested in contact with the other parent" - this is a typical defense and lack of insight and understanding of the needs of children), and 60% stated that they noticed that the child / children were missing the other parent, that can be bittersweet, burdened thereby, they withdraw into themselves, and so on. One grandmother for her grandson who is abandoned by his mother says that the child feels rejected and that therefore is involved with bad company. Parents cope with changes in children caused by divorce in a way that they talk to them (again partly true, I believe that these are desirable answers and that the topic is bypassed ie children and do not ask what they feel is not desirable).

Their relationship with the child / children's parents is assessing as satisfactory to very satisfactory, and the relationship between the child and the other parent nor as satisfactory nor as not satisfactory. Children see and hear the other parent either regularly (several times a week) or rarely to never. The latter is a consequence of the loss of contact with the other parent, or because the parent does not live close to or because it is not interested in the child.



Parents report that in seven cases, the child has no contact with the family of the other parent, mainly because neither the other parent has no contact with his family (mainly in connection with dysfunctional families), or families did not accept the mother / fathers with whom the child lives. In cases where contact exists, it is estimated as very satisfactory. Nine parents are not in relationship with other partners, two are (children accept a new partner), and in one situation where we have joined families (interviewed a single father of two sons married and had a child with a woman who from a previous marriage has one daughter) nor has the new partner accepted children, nor have they accepted her. (In one case, a mother denies improper relationship before the child who despite that knows it - the knowledge from the field).

60% of parents stated that they have a need to consult with some of the demands of single parenthood, and 70% have a group - usually it comes to friends, sister / brother, parents, in two cases it is the social worker and professional associates RCTs that work with children in Primary school Dvor. Finally, parents would like to listen to a lecture or attend workshops on the following topics: divorce, child and emotions (What emotions divorce awakens the child? How to recognize them? How to talk to your child about it? How to help your child get over a divorce? How to deal with child's anger and sadness that are directed towards the parent?), education and single parenthood (how to maintain discipline as a single parent, unacceptable behavior and discipline), the legal rights of single parents, growing up and puberty, help with school, peer violence, addiction and so on. In conclusion, it is important to point out that the presented here, and also a small sample that is not representative for this place since not all parents and to the ones who are in the most difficult circumstances, remote and isolated, extremely poor and often do not recognize the problem or have resigned. Therefore, we emphasize that it is necessary to record in detail the situation and the needs of single-parent families in Dvor, we need to cover all in extension of the project.

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## Types of Work

With children and parents conducted individual counseling, workshops for children, parents, and school-level and community lectures on parenting in which parents from this project are involved in. When working with parents and children an important part of group-activities will be the topics of active citizenship. Since we have been operating here for several years now, we created the trust and good parents now recognize the benefits of joint group meetings and mutual exchange and support that take place with professional guidance. Parents and children will take until the end of the project activities in the community to demonstrate adopted attitudes and knowledge in active citizenship.

For the success of the project is valuable co-operation with schools, local authorities and volunteers (Dr. Oblakovic)



## Pilot Questionnaire Results at RCT Zagreb

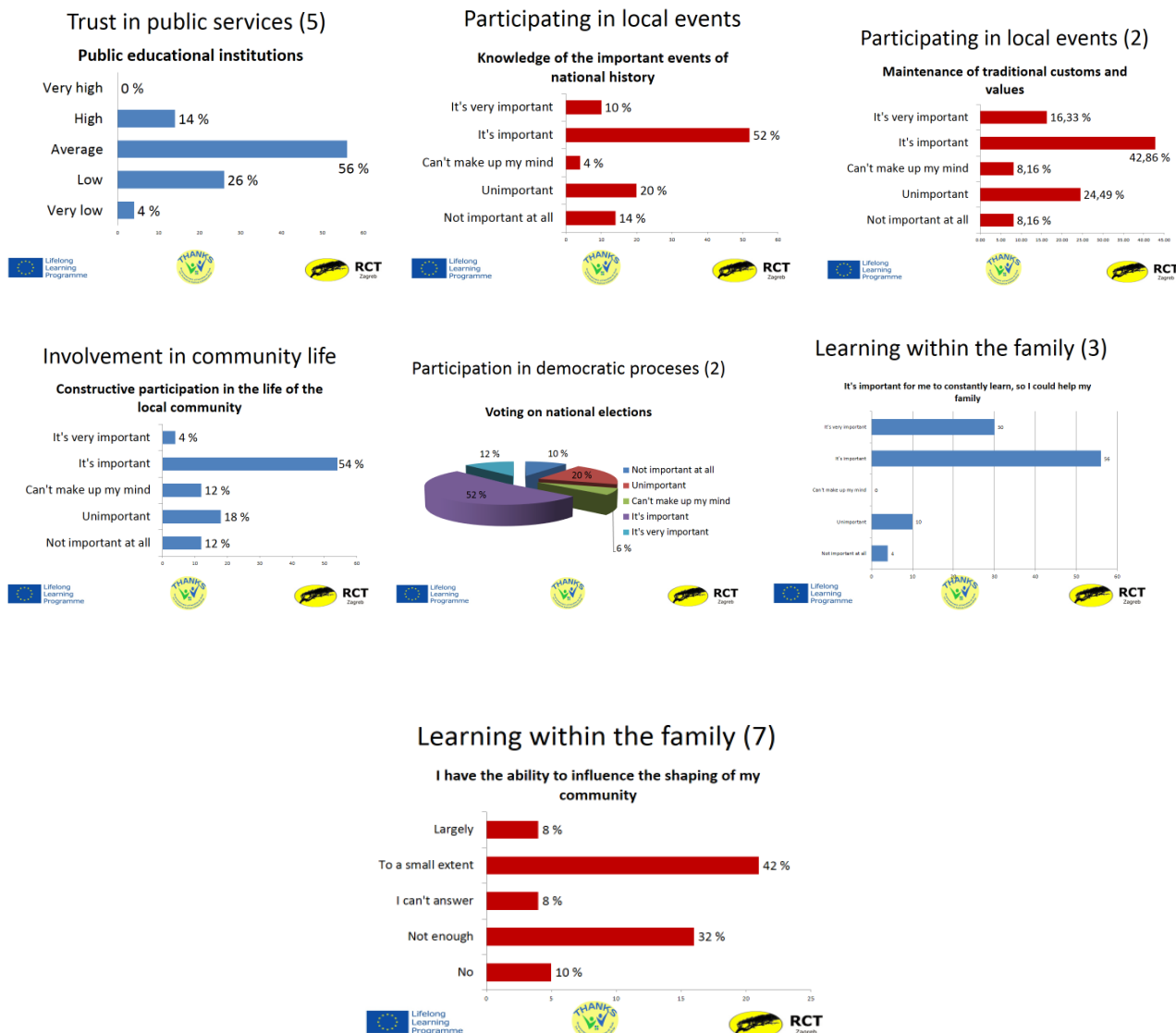
- The survey was piloted with a group of 50 beneficiaries of RCT programs and projects
- The survey was conducted from 3rd to 26th July in RCT office in Zagreb and during field work
- Majority of respondents belong to groups in risk of social exclusion (rural population, unemployed, disadvantaged)

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70% female, 30 % male

- Age distribution: 18 – 24 /2%, 25 – 34 /12%, 35 – 44 / 22%, 45 – 54/ 34%, 55 – 64/ 22%, 65 + / 8%



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## PORTUGAL, GONDOMAR - Association for the Social Development of Gondomar

Article by João Pedro Constâncio

### **A glance at active citizenship in the context of lifelong learning in Gondomar, Portugal**

This article aims to reflect the importance of active citizenship in the lifelong learning process that are increasingly recognized in education and training context. It is an article that results of an European project (*Empowerment of Families at Risk to Practice Active Citizenship – THANKS*) where the Association for Social Development Gondomar (ADSG) is a partner and, in general, focuses on the empowerment of families at risk for the practice of active citizenship. So here we exposing the activities that have been developed as well the approach and methodology proposed in the application/administration of such activities.

Briefly, the approach that has been followed in the development and implementation of local activities are based on Ecological Systems Theory of Urie Bronfenbrenner, where we focus on non-formal learning process in positive contexts as a means of prevention in microsystems (families).

The figure below shows the activities undertaken in microsystems.

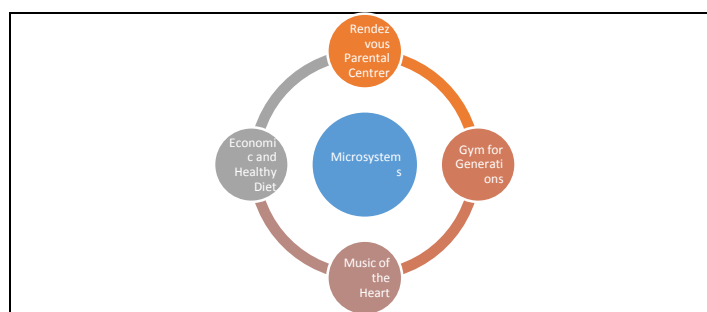


Fig. 1 – Local activities undertaken in Gondomar families

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In the following paragraphs of this article, we exposed, separately, the activities developed with families in Gondomar.

### **Rendez vous Parental Centrer**

Through the psycho-pedagogical center, activity that already exist in the AD SG and intends to provide methodologies and facilitating strategies of the educational tasks, has extend, under the umbrella of this project, his services as a prophylactic measure to the well-being of those families.

For that, we create the *Rendez Vous* Parental Centrer which is an exclusive space for families that AD SG literally offers so that they can forward and facilitate access to resources as well collaborate in community development.

The space is open all week including Saturdays and has the support of the AD SG technicians in developing its action plan and providing its institutional partners so that they can develop, in Coordination, activities designed for families in the community.

### **Gym for Generations**

We intend to encourage improvements in the quality of life of families at risk through the practice of physical activity, creating a healthy lifestyle and facilitating the existence of positive social contexts. Project included regular physical activities like Gymnastics for older people's and children's.

Our main mission, in this activity, is promoting physical activity for families, fighting cardiovascular disease, increasing quality of live, preventing inactivity and obesity.

But, in particular, for children we want The promotion of wellness (healthy lifestyles); Combating obesity; Prevention of cardiovascular and metabolic



diseases; Decreased symptoms of anxiety and depression; Increased cardio respiratory capacity; Strengthening of bone structure.

For older people's the main proposals are: provide a context for lower risk of cardio-vascular diseases; Decrease of blood pressure; Improvement of blood fat level; Improvement of blood sugar level; Strengthening of the skeletal-muscular system; Prevention of osteoporosis. Increased social interaction; The decrease in isolation; Increased levels of independence and autonomy; The use of free time; The promotion of wellness (healthy lifestyles); Strengthening of bone density; Prevention of cardio-respiratory and cardiovascular diseases. Gymnastics classes are free; twice a week with a duration of 45 minutes.

### **Music of the Heart**

Music of the heart is an educational activity concerning musical expressions for elderly people. This initiative occurs weekly at a Social Center for seniors in two-hour length sessions, and its main goal is to provide senior citizens with cheerful moments and encourage a healthy emotional, affective, social and relationship-wise development. The field of musical expressions allows people to communicate and actively engage in the activities and, furthermore, it allows both individuals and the group to (re)live and (re)build their cultural realities. Musical sessions are developed as a group and are based on the participants' personal tastes and interests. Amidst the several work strategies that have been developed so far, we can give focus on: group brainstorming, leading to the creation of original tunes and lyrics; musical games; exploring dance and body movements; and building and using musical instruments made out of recycled materials. Throughout this ongoing experience we have been witnessing a progressive increase in the number of participants. Moreover, people have become more and more comfortable within the group and have also shown higher confidence levels on their personal abilities, becoming more aware of what they are able to do.

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As Stravinsky (1936) states “music is, by its very nature, essentially powerless to express anything at all, whether a feeling, an attitude of mind, a psychological mood, a phenomenon of nature”.

### **“Eating well at low cost is possible”**

Eating a low cost, using locally produced food and making little too, preparing delicious and healthy meals for the whole family is possible.

In recent years, more urban and fast life, the need to eat out more times and the need to invest more in the professional life had put many families away of the knowledge and practices about healthy and economic diets.

In the context of the current financial and economic crisis it is pertinent an approach of proximity with families at risk of social exclusion, enabling them on the theme of how to adopt an healthy diet, saving money. In this context, the AD SG had realized four training workshops, with the frequency of twice times in a month, with 25 families in risk of social exclusion. This was a great opportunity for this families improve their cooking skills and learn how to enjoy green/open spaces to practice physical activity. The project objectives were: promote healthy life styles among European youth; increase food security among European youth; engage youth in outdoors activities; promote healthy eating with a low budget; endorse and celebrate cultural and gastronomic diversity – gastronomic and cultural exchange; raise awareness on youth health and enhance European cooperation on youth health.



Lifelong Learning Programme

## OUR MAIN ACTIVITIES

2012 | "ComUnidade" Psychopedagogical Center



Younger's, and children with special needs, to give help in psychology, psychopedagogy, occupational therapy and other learning activities such as ICT and languages.

SUPPORTING:  
➤ 25 Younger's/ children's



## OUR MAIN ACTIVITIES

2013 | RESIT and ENSIE

RESIT - Enterprise network for Social Inclusion through the Work

MAIN OBJECTIVE: promote networking in order to maximize the synergy of actions for the employability and employment of people who are professionally excluded or vulnerable.

ENSIE - European Network of Social Integration Enterprises

MAIN OBJECTIVE: the representation, maintenance and development within the European Union of networks and federations for work integration social enterprises.



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Grundtvig Forward Network, ITALY – Palermo

## Workshop methodologies

### TARGET GROUP

Choosing correctly the target group is the first step for the success of a practical workshop on citizenship. In our social context it is important to involve whole family groups. Working within a school gives us a serious advantage to involve families ( children attending schools, their parents and grandparents). All this work is possible only involving the teachers who are a reference for the families in the surrounding territory. Of course the audience is mostly female as mothers and grandmothers are more sensible and more involved in themes such as education and improvement of their children and the place they live in.



An important step is the choice of the trainers. Usually referent teachers and the collaborating psychologists are the main trainers of our workshops. In particular workshops some of the trainers were our students who, opportunely trained, leaded the workshops in an upside down of the roles among different generations.

### METHODOLOGIES

The workshop methodologies can be:

- Introduction of a topic through a ppt , a video and small examples by the trainers group,
- administration of a questionnaire to the audience (4-5 questions), open debate leaded by a moderator, with different age groups making questions and answers
- conclusions by the trainers proposing activities to do in the audience groups, monitoring of the results of the proposed activities.



## Open debates workshops

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### Workshop on intergenerational conflict:

- Target group – Laura Lanza's school students with their parents and grandparents
- Trainers – psychologists (one moderator), a group of experienced parents, teachers of the school
- Methodologies – introduction of the theme by the moderator – how we acted like children when we were the same age of our actual children. Differences and similarities –
- Open discussion within the trainers group
- Involvement of the audience with small practical examples – open discussion- differences and similarities – comparing different attitudes
- Conclusions by the moderator – suggestions for further discussions
- Evaluation by referent teachers





Lifelong  
Learning  
Programme

## INTERACTIVE CREATIVE WORKSHOPS

Another kind of methodology is the practical group work on a theme- trainers and learners divided into small groups work together to create a final craftwork on a theme which is introduced by the group of trainers- what is evaluated is the cooperation, involvement, ability to work together among different generations and the quality of the exchange taking place.







**st Italian THANKS workshop on Active citizenship**

**Title:**

**The Importance of European election-day in Italy**



**Date :**

**12th May 2014**

After the results of the questionnaire administrated to the target group on active citizenship next step for a correct educational approach is to convey the attention of our learners/ participants to the European institutions and to the approaching election- day sharing different points of views and knowledge.

### **Objectives:**

Acquiring an increasing competence on European institutions, focusing on the importance of electing our own representatives to the European parliament, sharing different points of view on the role of Europe in our life. Acquiring and

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sharing competences among different members of the same family. Creating a common frame of discussion among families. Sharing different thoughts and opinions among different generations. Working together to a final project.

### **Roles:**

Teachers and moderators of the debate: Students of Laura Lanza school( aged 13-14) Learners/ trainers: parents and elder members of the students'families.

Evaluators: Grundtvig Forward network staff.

Methodologies: Cooperative learning – peer to peer learning – open discussion- cooperative lab work- flipped classroom style

Time: 2 hours



The workshop took place in the Intercultural foreign language lab and in the Arts lab by Laura Lanza Comprehensive School, chief-coordinator of the Grundtvig Forward Network .The target group was made up of the school students and their families. For this particular workshop students and parents exchanged their roles as educators in a flipped classroom context. Main theme to exploit was the relationship citizen-institution in an European context due to the approaching European elections. First step was the administration by the students of a questionnaire on European Union and its institutions to their parents and relatives. Second step was the administration of a questionnaire on the opportunities Europe gives now to its citizens comparing the different points of view of the two generations (parents-children).Third step was the presentation by the students of an overview on the main European institutions and their roles. In the fourth step the group was split into two parts:

Group A dealing with debates on economic issues and effects of European policy on our daily life – parents and students open debate with student's moderation  
Group B realizing paper works on European institutions and Euro coins in cooperative work.

Evaluation of the workshop was made up by the tutors of the Grundtvig Forward Network Mrs C.Surdi and E.Leto in their role as external observers.

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CENTRUM PRO RODINU A SOCIÁLNÍ PÉČI o.s.

[www.prorodiny.cz](http://www.prorodiny.cz)

## The Centre for Family, Czech

- The Centre for Family and Social Care was founded in 1993 in Ostrava, the Czech Republic.
- Its mission is to support marriage, family and other relationships on the ground of christian values.
- Nowadays we have about 90 employees and about 110 volunteers.

### Department FAMILY

- helps people to improve their relationships by preparation and educational programmes, and help them in difficult life situations;
- enables to get the skills for a good marriage, raising children and other relationships they live in.
- focuses on prevention of marital break-ups by interrupting negative transgenerational transfer so that young people from disturbed family background become capable to found and preserve their own „healthy“ family.

Every year 3.500 people participate in these activities.



### Participants of MM course

- Relay the gained knowledge and skills to their families, communities, parishes, working places and other relationships they live in
- Often become themselves the leaders of the local activities of family supporting programs
- Continue in education process
- Turn to be lecturers of other courses for e.g. fiancées, teenagers, couples, parents...

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- Since 1995 – 1140 families = divorce rate of participants is 2,98%  
(divorce rate in the Czech Republic = 48%)

### **Families at Risk in the Czech Republic**

The role of a family has undergone a significant change in the Czech society over the last years and this simultaneously caused a change in its generally viewed value.

Liberalisation of the divorce legislative and bigger tolerance of divorces as a way of problem solving in partnership caused significant increase in number of divorces over the previous decades. The number of break-ups has been rising dramatically and last year it reached 50%. For 80% it was their first divorce. A great part of them – 18% are marriages lasting less than 5 years. In  $\frac{3}{4}$  of cases, the indicated reason was the character, attitude and interest discrepancy.

It needs to be pointed out the missing statistic figures of broken unmarried relationships that do not appear in official statistics. What is even more relevant are the severe consequences on the children – 56% of the couples had at the moment of divorce underage children in their care and 12,300 children were affected by the breakdown of their family.

The system of help and care in the crisis life situations caused by marital break-up is quite developed in the Czech Republic – net of shelters for mothers and children's homes, social help, courts dealing with family law, etc.

What we really miss is the preventive part of this painful phenomena. Therefore our organisation has focused on this field of prevention offering set of programmes, courses and lectures which deal with this issue. For over 20 years we have created numerous opportunities for families to empower their skills in living healthy relationships and to keep their family working. We provide activities within the preparation for marriage (School of Partnership, Preparation for Marriage, Marriage Alphabet), for the families (Marriage Meetings, Courses of Effective Parenting) and counselling service.

Our organisation – Centre for Family and Social Care joined the Grundtvig Project "Empowerment of Families at Risk to Practice Active Citizenship" with perspective of effective exchange of good practices in work with families. We have been inspired in many ways so far, discussed officially and face to face methodologies of work with families at risk of various types and exchanged

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numerous experience of this issue. The work focus of all partners is rather diverse - we all work with different group of families. This fact we find especially interesting and consider it particular enrichment for our work.

The questionnaire which we disseminated within the project gave us deeper sight into the general attitude of people about Active Citizenship and provided us with an optimistic outcome of people 's interest into public issues.

It is now up to us to use the opportunity to activate their potential to be an active citizen.

## Marriage Meetings





THE ASSOCIATION  
SPORT CLUB  
„ACTIVITA”

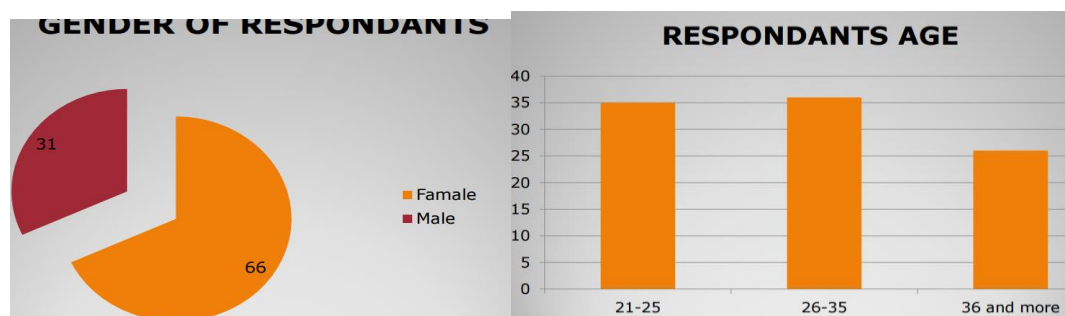
POLAND, Coordinator, ANNA SZYMANOWSKA

**Stowarzyszenie Klub Sportowy „Activita” /Association/ raised in 2011** and have got legal character The Club is working in Topola-Osiedle, but in case when realization of statutory purposes demand it, Club can lead activities on all over the region of Republic of Poland, and also outside from the border of Country. The Primary purpose of activity in the Association is creation the conditions for development of the professional: social, educational, culture, sports skills for youth and adult people.

FORMAL CIVIC EDUCATION IN POLAND	NON-FORMAL CIVIC EDUCATION IN POLAND	TYPES OF CIVIC EDUCATION
<ul style="list-style-type: none"> <li>lessons of CIVIC EDUCATION;</li> <li>special profiles in high schools;</li> <li>youth civic associations.</li> </ul>	<ul style="list-style-type: none"> <li><b>Centre Of Civic Education</b> <ul style="list-style-type: none"> <li>- an independent educational institution;</li> <li>- disseminate knowledge, skills and attitudes needed in building civil society;</li> <li>- helping young people understand the world, develop critical thinking, self-confidence, encourage involvement in public life and actions;</li> </ul> </li> <li><b>Foundation Of Education For Democracy</b> <ul style="list-style-type: none"> <li>- the socialization and democratization of schools;</li> <li>- the activity and civic responsibility;</li> <li>- global solidarity.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li><b>formal civic education</b> (schools, professional training)</li> <li><b>non-formal civic education</b> (nongovernmental organizations)</li> <li><b>informal civic education</b> (in forms of events, happenings)</li> </ul>

## Empowerment of Families at Risk to Practice Active Citizenship

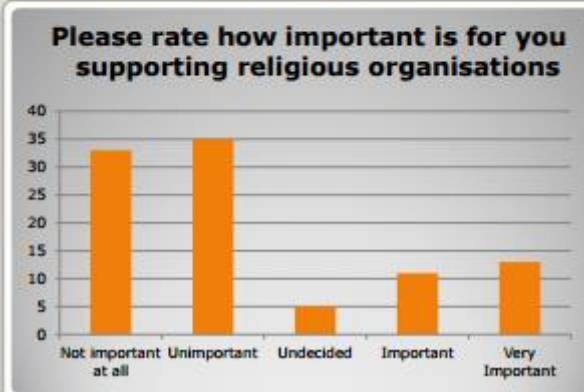
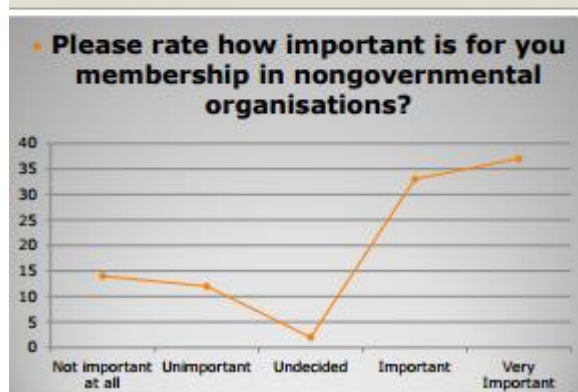
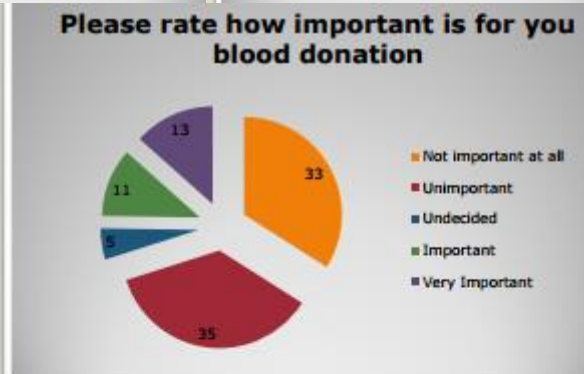
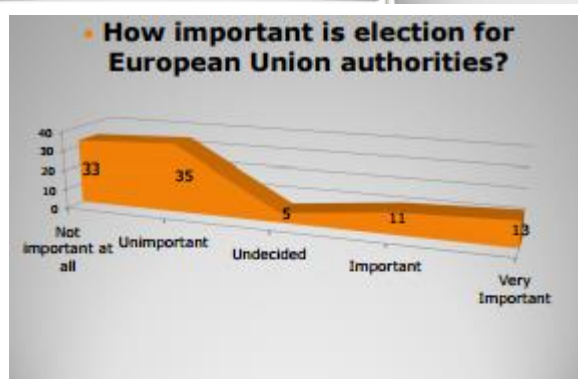
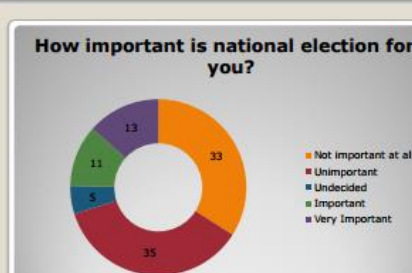
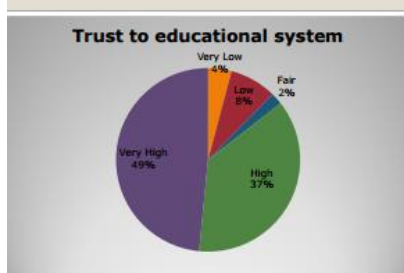
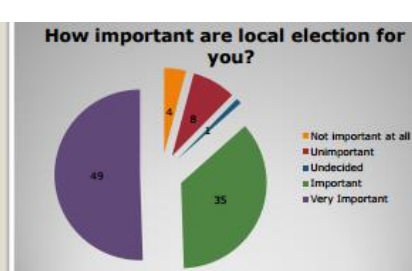
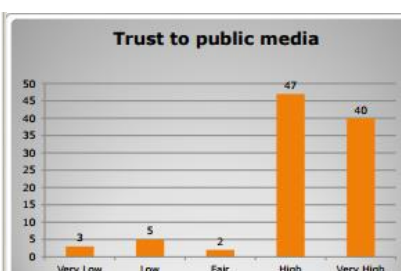
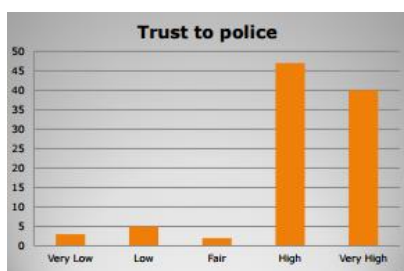
- The Association have made survey with a group of 97 respondents



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Lifelong Learning Programme



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UK, NEWRY – **Southern Regional College**

### Experience to date with individuals at risk

The College was previously awarded a Beacon Award and Queen's Anniversary Prize Award for its community cohesion and work with disadvantaged communities.

- Live and Learn Project for the Migrant and Traveller communities
- Learning and Living & Voice Project's for Migrants
- Within the Southern Region, there are five NR (Neighbourhood Renewal - disadvantaged areas) SRC provide a range of programme tailored to individuals needs
- Fresh Start & Princes Trust Programmes



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## **THANKS Project - Family Learning at Southern Regional College**

Family learning is an integral part of our community education programmes at Southern Regional College and we use inter-generational learning both as a tool to engage with adult learners and their families and as a way of supporting them back into education and training so the whole family can gain maximum benefit from learning.

Our family learning programmes are primarily focused on

- ✓ marginalised and disadvantaged families including lone parents,
- ✓ older people,
- ✓ people on low incomes,
- ✓ people with disabilities,
- ✓ migrant families and Irish Travellers

and include accredited and non-accredited courses in essential skills (IT, literacy & numeracy), ESOL (English for Speakers of Other Languages) and practical skills such as horticulture, offshore work, forklift driving, security work, joinery, plastering, mechanics, art and craft, health and safety, first aid, food hygiene and much more. Many of our adult learners in these programmes left school without any formal qualifications; are often unemployed; isolated and require considerable practical and emotional support to return to education and training. We work with individual families to identify those barriers and seek solutions where possible to overcome them.

Two centres, Drumellan Family Learning Centre and Chrysalis Women's Centre, provide secure spaces, services and support for families living in areas of social disadvantage. Most of the residents who come to the centres cannot afford the costs of access to education and training. To make their access possible SRC and centres try to either raise funds to pay for their courses or the centres pay up front and the students pay back over the course of the academic year. Without this strategic intervention most would not benefit from the training opportunities that transform their lives.

The majority of our family learning classes are held in community buildings, Church halls sports clubs and schools that are familiar to the learners and we often provide transport and childcare as required. To facilitate the Chrysalis centre provides access to free, high quality crèche services for women involved in training, volunteering opportunities and counselling services. The provision services high levels of unemployment and poverty.



All our programmes are determined by students and families themselves. We regularly host focus group meetings across the community to determine training needs and aspirations; identify barriers to participation and also to ensure that opportunities remain relevant to the learners and to maintain their motivation. Our staff are also represented on the boards and governing bodies of many community organisations and participate in forums and groups led by statutory agencies working with marginalised communities in our local area. This ensures we are aware of the needs of the communities and work in partnership where possible to meet those needs.

We have identified many benefits to this approach including:

### **Educational Benefits**

- Adults are gaining qualifications – many of our students (particularly members of the Irish Traveller community) have no formal qualifications when they are first engaged so we begin with short courses which take up to 10 hours to complete before moving onto higher level programmes
- Progression into further training and lifelong learning – we support our students to continue learning by helping them to identify other training opportunities both within and beyond our College. This is done at a pace applicable to their individual capabilities and needs.
- Higher Aspirations for their children – we have found that many parents' attitudes to education changes and they want their children to gain more from formal education than they did and aspire to higher paid employment in the future
- Adults are increasing their employability skills – some of our learners have gained employment or have been promoted as a result of newly acquired skills which have had a positive impact on the income of the family.
- IT skills have vastly improved which has enabled people to use social media, e-commerce sites and access information across the internet with confidence.

### **Benefits for the Individuals and their families**

- Our students have widely reported an increase in their individual levels of confidence, self-esteem and mental health and wellbeing
- We are aware of improved family relationships as they learn together and parents have a greater understanding of their children's education needs and processes

### **Benefits for the College**

- We have increased our enrolment, achievement and retention numbers by breaking down barriers and supporting students and their families

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- We have made changes to our teaching materials to make them more relevant to certain marginalised groups
- We have been able to share our good practice with Colleges across Europe and improve our practice by learning from others
- The College has an excellent relationship with many community groups who work with us to promote programmes and earning opportunities in their local areas

### **Benefits to Community**

- We have seen greater integration of marginalised groups in the community as they learn and develop together and build more social networks as a result of our classes
- There is often an increased sense of community and social cohesion as parents are taking more active roles in their children's schools and in community activities.

We strongly believe this approach promotes the idea that learning is not such something that takes place in a school but that the family environment can be a learning environment. It builds on experience and culture, it encourages participation and active citizenship, promotes and supports family relationships , aspirations in adults and children, improves wellbeing and confidence and skills which also has valuable consequences for lifelong learning and for the communities we live and work in.

## **THANKS Project Pilot Questionnaire Results at SRC**

### **Overview**

- The survey was piloted with a group of Level 2 (C2) English for Speakers of Other Language (ESOL) learners on Tuesday 03/05/2014 on SRC's Portadown campus.
- There were a total of seven respondents to the pilot survey

Participant Background • Gender: – Male: 14.3% – Female: 85.7% • Nationality – Polish: 43% – Lithuanian: 57%

Age – 18-24 years old: 14.3% – 25-35 years old : 71.4% – 45-55 years old : 14.3% • Marital Status – Single: 42.9% – Married/Civil Partnership: 42.9% – Divorced/Dissolved Civil Partnership: 14.3%

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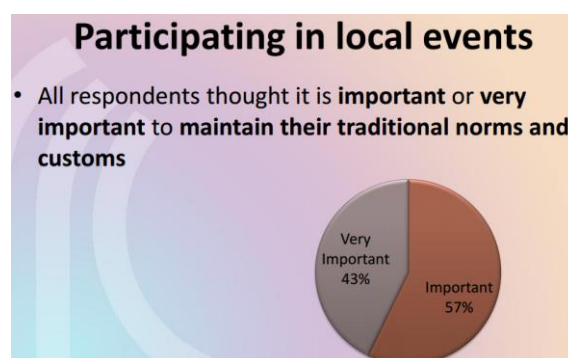
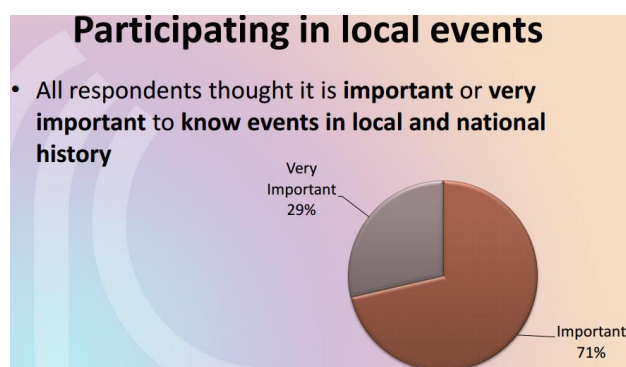


Number of dependents – Dependents under 16 years old: 42% – Dependents older 16 years old: None 0% • Ethnicity – White: 100%

### Trust in public services

Respondent rated their trust as follows: • Political representatives in Northern Ireland – Fair 100% • The Police Service of Northern Ireland (PSNI) – Fair 33.3% High 50.0% Very High 16.7% • The National Health Service (NHS) in Northern Ireland – Low 28.6%; Fair 42.9%; High 28.6%

Respondent rated their trust as follows: • The Northern Ireland media (TV, radio, newspapers, online) – Fair 42.9%; High 42.9%; Very High 14.3% • The Northern Ireland civil service – Fair 28.6%; High 57.1%; Very High 14.3% • The Northern Ireland Education system – Low 42.9%; Fair 14.3%; High 42.9%



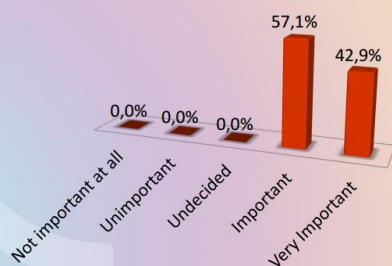
### Participating in local events:

- All respondents thought it is important or very important to maintain their traditional norms and customs
- Most respondents thought it is important or very important to take part in cross community events.
- All respondents thought it is important or very important to take part in events to celebrate their culture.



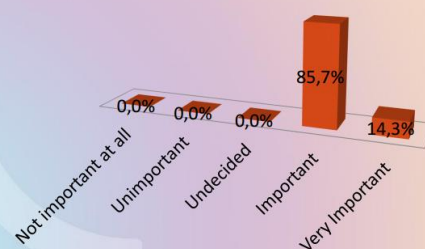
## Participating in local events

- All respondents thought it is **important** or **very important** to **vote in European elections**.



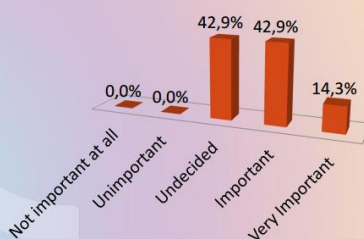
## Participating in local events

- All respondents thought it is **important** or **very important** to **vote in national elections**.



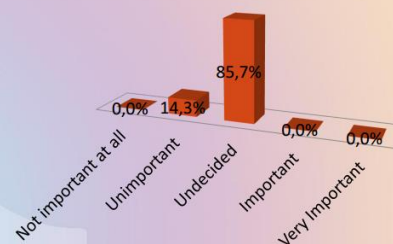
## Participating in local events

- The majority of respondents thought it is **important** or **very important** to **follow political issues in the media**; a significant are undecided



## Participating in local events

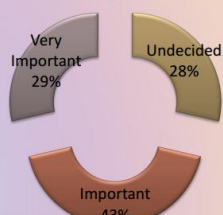
- All respondents were **undecided** or thought it is **unimportant** to **volunteer for a political party**.



**Volunteering in the Community** • All respondents thought participating constructively in public life it is important. Most respondents thought volunteering for organisations which promote human rights is important. Most respondents thought volunteering for organisations which benefit people in the local community is important or very important.

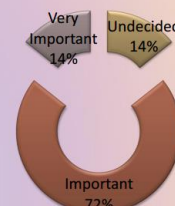
## Volunteering in the Community

- Most respondents thought **volunteering for organisations which protect the environment** is **important** or **very important**; a significant number are undecided.



## Volunteering in the Community

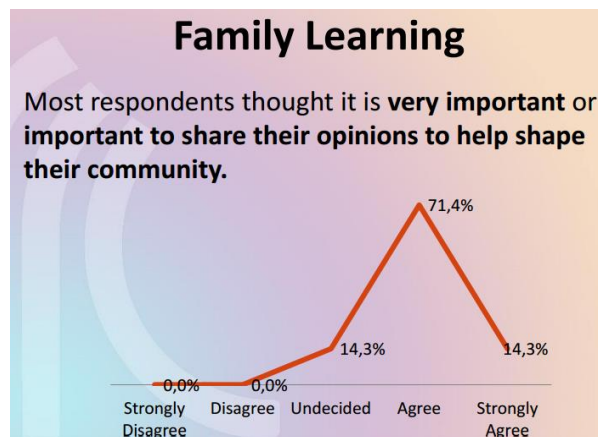
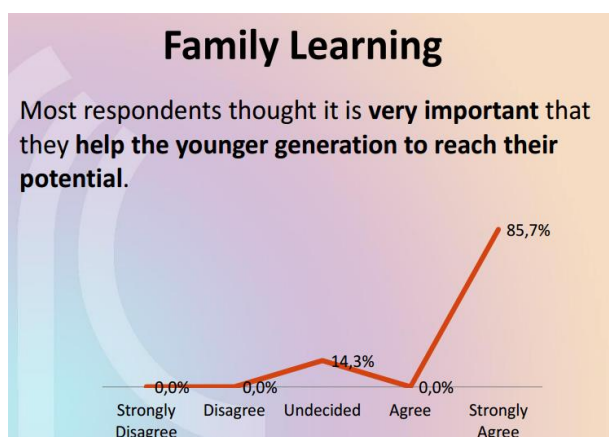
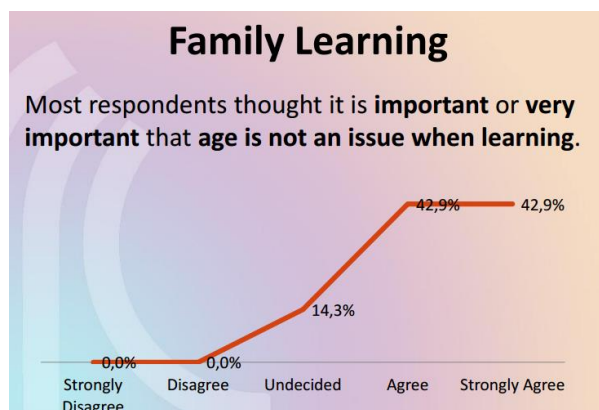
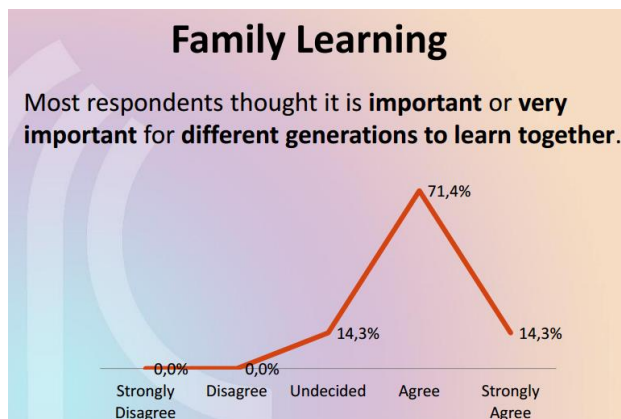
- Most respondents thought **volunteering for organisations which raise money for charity** is **important** or **very important**.







Most respondents thought volunteering for religious organisations is unimportant or not important at all.



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**Associazione Culturale Gaja, by** LUISA BENATTI & Roberta Rosa



LIFELONG LEARNING PROGRAMME – GRUNDTVIG PARTNERSHIP  
2013 - 2015

## "Thanks: positive actions for active citizenship"

26<sup>th</sup> on February 2015 at Palazzo Trissino in Stucchi rooms was held the 6th meeting of the European partners of the project Grundtvig "Thanks" to which Isabella Hall, the commissioner for communities and families brought greetings of Achille VARIATI, Mayor Municipality of Vicenza



The meeting started at 14 and ending at 18, involved the president of the Gaja Center of Vicenza Luisa Benatti, the host institution of the European project, Giovanna BENATTI (Director Bionanza School of Vicenza)



Andrea SPOLAOR (psychologist and psychotherapist – coordinator network groups AMA ass. diakonia onlus (no profit organization) Caritas diocesana Vicenza) Claudia CORSINI (psychologist and psychotherapist - Head of Group "Davide e Golia" Molo – VI) the group sessions mutual aid "Davide e Golia" di Vicenza e Molo with ours witness



At the opening ceremony of the Forum Ioana SANDRU, Coordinator Grundtvig LLP European Projekt 2013/2015 Coordinator, was guest for the Lectio Magistralis speaking about the Empowerment of Families at Risk to Practice Active Citizenship.

The Participation of the "Thanks" Partner has been a successful experience, innovative, informative and engaging. This events aim to open spaces for reflection, comparison, growth, encounter, offering useful information,  
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Lifelong  
Learning  
Programme

promotion, training, in order to make known the Methodology Biodanza as Holistic Pedagogy, Social Prophylaxis, and its applications in educational, social and civic, clinical, preventive, institutional.

We intends to offer theoretical-practical tools and useful opportunities to create a network of Community Interventions capable of spreading the EDUCATIONAL VALUE of HEALTHY EMOTIONS to establish relations ecological relationships for a happier society.

LIFELONG LEARNING PROGRAMME – GRUNDTVIG PARTNERSHIP  
2013 - 2015



"Human Ecology" is a global and systemic vision under the laws of generally ecology based on affective and emotional intelligence and on knowledge through experience that takes care of the ecosystem and human relationships.

The initiative sees the sponsorship of the Veneto Region, the City of Vicenza and Ulss 6. The event is accredited by the association of social workers in the Veneto.



*"The forum is an important moment with a strong social and educational value, and in such a difficult time proposes a culture of civic coexistence, non-discriminatory, but an integral with respect to all segments of the population - said the commissioner for communities and families" - Isabella Sala.*



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FB Scuola Biodanza Vicenza

[www.centrogaja.it](http://www.centrogaja.it)

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2013 - 2015



Lifelong Learning Programme

3<sup>rd</sup> Meeting, Linköping, SWEDEN - 15<sup>th</sup> – 17<sup>th</sup> MAY 2014



GRUNDTVIG PARTNERSHIP  
2013 - 2015



Lifelong Learning Programme

3<sup>rd</sup> Meeting, Linköping, SWEDEN - 15<sup>th</sup> – 17<sup>th</sup> MAY 2014

## Questionnaire Gaja Center – Vicenza (IT)

Our investigation has been proposed by administering a semi-structured questionnaire composed by 19 items of different type (multiple answer questions and open answer questions)



### Objective:

- to explore the knowledges on the meaning of “active citizen”;
- to explore what behaviors are considered useful in order to become a good citizen.

### Method of administration

Elaboration of 90 questionnaires:

- 45 copies – families participants to the activities of Gaja Center
- 45 copies – families casually contacted through avalanche recruitment (friends, cognizant, etc...)



### What do we appraise?

1. Personal and social profile, occupational condition, education
2. Meaning of active citizenship
3. Degree of involvement in the social life/political life
4. The values, behaviors, habits, uses and customs, interventions, .... Useful to develop the sense of active citizenship.

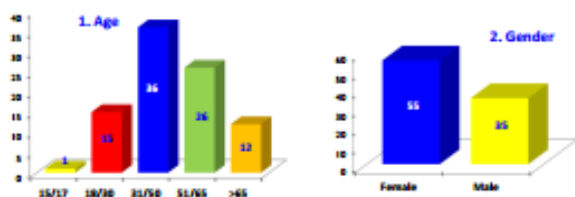


Gaja Center – Social and Cultural Association – Vicenza - Italy



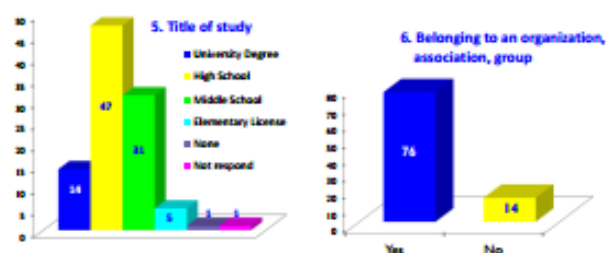
Gaja Center – Social and Cultural Association – Vicenza - Italy

## Structure of the statistical sample



Gaja Center – Social and Cultural Association – Vicenza - Italy

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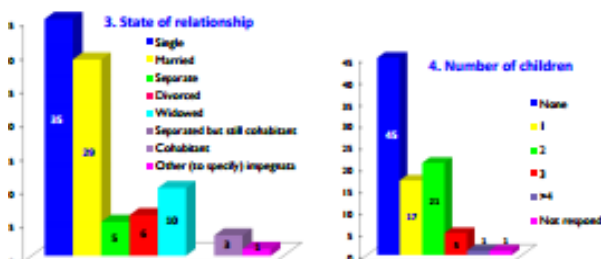
GRUNDTVIG PARTNERSHIP  
2013 - 2015



Lifelong Learning Programme

3<sup>rd</sup> Meeting, Linköping, SWEDEN - 15<sup>th</sup> – 17<sup>th</sup> MAY 2014

## Structure of the statistical sample



GRUNDTVIG PARTNERSHIP  
2013 - 2015



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3<sup>rd</sup> Meeting, Linköping, SWEDEN - 15<sup>th</sup> – 17<sup>th</sup> MAY 2014

## Structure of the statistical sample



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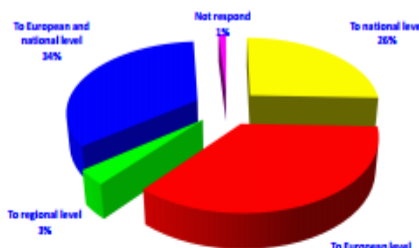
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10. How much do you think to be informed in comparison to the actions of active citizen?



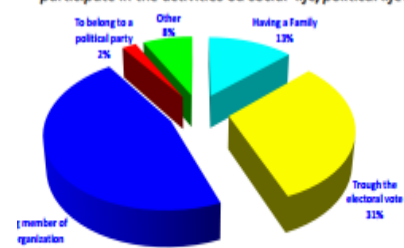
Gaja Center – Social and Cultural Association – Vicenza – Italy

8. How do you consider your level of citizen?



Gaja Center – Social and Cultural Association – Vicenza – Italy

13. According to your opinion, which is the best way to participate in the activities of social life/political life?



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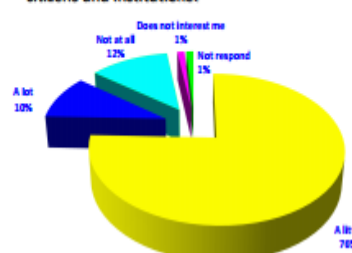


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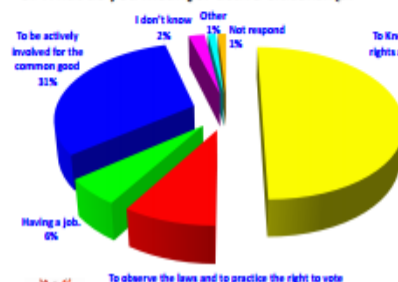


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11. Do you think there is an open dialogue between citizens and institutions?

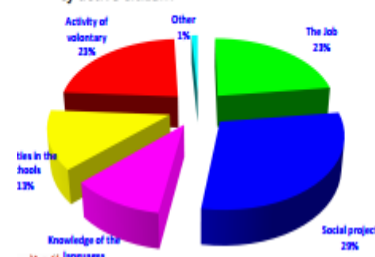


9. What do you mean for active Citizenship?



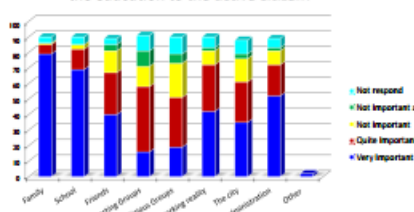
Gaja Center – Social and Cultural Association – Vicenza – Italy

14. Which are the best means for developing the sense of active citizen?



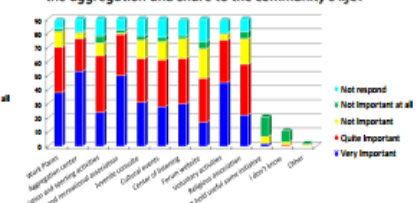
Gaja Center – Social and Cultural Association – Vicenza – Italy

15. What role do they have the following realities in the education to the active citizen?



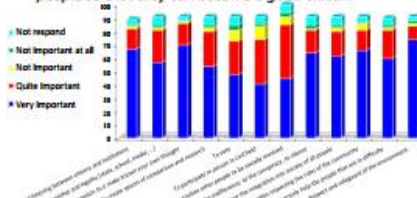
Gaja Center – Social and Cultural Association – Vicenza – Italy

17. How much the contexts below listed are useful to favor the aggregation and share to the community's life?



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19. Which opportunity should be developed for young people so that they can become a good citizen?



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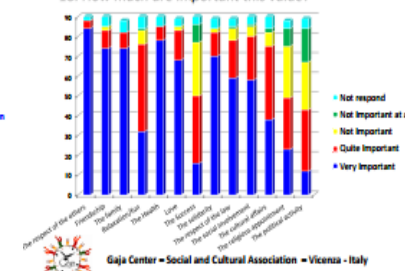
Lifelong Learning Programme

16. Which are the activities that you hold to be fundamental for the active citizen?



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18. How much are important this value?



Gaja Center – Social and Cultural Association – Vicenza – Italy



Luisa BENATTI  
President Gaja Center

THANKS for the attention



Giovanna BENATTI  
Biodanza School Vicenza Director



Roberta ROSA  
Coordinator European Project

Gaja Center – Social and Cultural Association – Vicenza – Italy

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## GERMANY - Deutsche Stickgilde e.V

### A coat of many greetings Teamwork by ISTA-Students

By BAERBEL INGEBORG ZIMMER

#### A European Family-Project Europe as a Chance

Traditional textile crafts are an important part of European heritage . The knowledge of craft techniques such as knitting, weaving and embroidery with all the associated preparatory work and finishing techniques, has been taught from one generation to the next. This took place mainly within the family or in small social groups (e.g., the "Spinnstube"). Today, traditional hand-work in many countries and regions is regarded as a relic of ancient times. A study of old crafts will be accepted by the older generation, younger generations find it rather less interesting. The loss of this knowledge means, among other things, the loss of a national cultural heritage and part of our history. Especially for women from very strong patriarchal families, this is also accompanied by the loss of common activities , creativity and above all the opportunity to create a small world of its own within the family to which men usually do not have such an intuitive access.

Learners	Teachers
<ul style="list-style-type: none"> <li>• Single Mothers</li> <li>• Mothers seeking a new job after maternity leave</li> <li>• Handicapped Mothers</li> <li>• Mothers with migration background</li> </ul>	<ul style="list-style-type: none"> <li>• Barbara Hertel</li> <li>• Britta Friedmann</li> <li>• Helga Penndorf</li> <li>• Verena Rimmel</li> <li>• Bärbel Ingeborg Zimmer</li> <li>• Cornelia Zimmer-Braemer</li> </ul>

A coat for the i-pad  
The modern way of communication  
between people of all countries  
Worked by Barbara Hertel

**THE WORKING GROUP**

In our projects we want to empower women by taking a creative path. By working in a team we want to open up new experiences that have a positive impact on their daily lives and lifestyles. The declared aim is to include all women and not

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to focus on women in precarious situation. We see a very important issue for the social health of a country in this including everybody! We want to show women new ways to improve their craft potential in the textile sector, by which one can strengthen their selfconfidence, even under the difficult conditions. We are offering several workshops in Göttingen and Frankfurt. The main theme is the Coat of Many Colors: European countries offer many variations of culture that can grow together to be one people under one European Coat. Each one being aware of the others situation and one helping the other.

***Europe is a coat providing security, warmth and the spirit of many colorful cultures. To everyone who is willing to actively participate in being a European citizen***

Quite a few women lead a life with no recognition by either their family, the community they live in or the general public. In spite of this women have to reach decisions with far-reaching consequences: budget responsibility, parenting, healthcare, garment care, transmission of culture and tradition and so on. All of this often combined with just a little time on hand and high financial limitation. The negation of this social power however often leads to women feeling very depressed, powerless and highly unworthy. It is only self-consciousness that will lead to Active Citizenship. This is precisely where we come in with our project. So where is one of the best places to maintain and even gain self-confidence? Doing something where they are really ahead of most men. Sewing is amongst those activities. We want to take this from the backroom privacy to the public, provide a possibility to gain strength from this and draw public attention to them.

This workshop is offered in a neighborhood center where mostly women of a migrant background find their paradise for a few hours a week. Most of them come from very conservative backgrounds where a woman's self confidence is rather suppressed than promoted. By sewing and doing other needlework they encourage each other to produce something that makes them feel proud to be a woman and have the strength to live in family situation that denies most rights for woman.

We have so many remnants of fabrics. Too beautiful for the waste bin!

We sew one snippet of fabric to another snippet....always looking straight ahead....just as the snippets appear. Not one is too small to be used. We can also apply some decorative stitches to make it an outstanding piece of art.

There we go: a colorful and most individual cover for a cushion has made the fabrics come alive again and make us feel good without having to spend money we do not have.

A coat for a cushion can make us feel good in many ways. Its colors representing the various cultures the women belong to.



**PROJECT GÖTTINGEN**



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Lifelong  
Learning  
Programme

In Germany anyone who accepts help will be helped. Not always in a way that satisfies the one who wants to get help. Especially complaints about not having enough money for things thought of as being mandatory for everyone to have, are heard quite often. The knowledge and inspiration to make some of these items by "upcycling" old things is lost to many of the young families. Most of the older generation know how difficult it is to live on little money and having to tell my children "sorry, we can not afford this". And we know there are always those that are much better off. With our project we want to make more families aware, that there are also always those that are even less fortunate as we who are able to live in a democratic and well of country. Strengthen the feeling that all of us is Europe and even with little money we can afford to be creative and help those countries that have not been able to build up a social security for their country and need our help as we all needed this after the war. We are inviting mothers and their children to produce a fabric from scraps and make coats for children that are not able to buy one for cold days, just like the coat of many colors in the biblical story of Joseph and St. Martin combined.

Being aware of varying family situations in European countries leads to more understanding, tolerance, acceptance and in the end to understanding each other better in many important matters of life.



## PROJECT FRANKFURT

### Family in Germany

According to the Family Report 2012 family plays a central role in the German population. To belong to a family is very important for individuals, to have a family of one's own is considered to be of the highest value. But the way to live family has changed fundamentally over the last few years. Cultural diversity and variations of concepts of life are also reflected in how family is lived today. Besides the traditional form of small families we have patchwork families of different constellations, unmarried couples with and without children, same-sex partnerships and single parents. All of these are included when we speak of family in Germany.

The traditional extended family plays only a minor role. The frequency of different family forms is also dependent on the region and urban / rural. Different family concepts have different problems as well. These may be economic, social or emotional nature.

Since family has always been of special importance to the government, Germany has developed a network of social assistance networks a long time ago, which is being adjusted to the needs of time consistently. In addition there are religious institutions, such as counseling centers of Caritas (catholic) and the Diakonische Werk (protestant), but also the non-Christian religious communities offer advice, for example - the "Green Crescent"

Also from socio-political conflicts initiatives have emerged that offer advice and also enjoy recognition by the state authorities. Well known charities are Pro Familia and Wildwasser or women's shelters. Community colleges offer courses in family affairs and offer legal advice for everybody.

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Lifelong Learning Programme

Even if budget cuts caused by austerity measures in politics (social and cultural areas are especially affected) there are still funds for family affairs. In the field of family support Germany is still well placed in relation to countries that have not yet been able to develop such an infrastructure or do not have any of this at all. With all the cuts on funds, the idea of social equality seems not to be completely lost from sight, but of course there is certainly room for improvement.

According to the Poverty Report 2013 there is an increased risk of poverty for families with children. In many cases this is caused by the gradual run-down of a stable middle class. Some also blame the change in employment, which some political agendas have caused. In a society that defines the value of an individual especially on work and income, this is a serious development, which is also reflected in the relations among people and affects them severely. (Increase of addiction, child abuse,)

There is an increasing risk that families will not have the opportunity to participate in certain parts of life, as e.g. leisure is also always linked to money. Even the sports club cost dearly. Here the clubs have a special responsibility.

How does an organization like the "German Embroiderer's Guild" fit into this context? We close a gap!

Most of the times consultations offered by the state, churches or private groups are about problems of an economic, social, psycho- social nature and their solutions. In the center of these offers is personal interview.

The possibility of assistance with creative action instead of conversations with single members of the family is neglected or underestimate their potential.

In our project we want to take the path to a conjunct creative doing to strengthen family and show them a way to find new experiences that have a positive impact on their daily lives and lifestyles. The declared aim is to include all environments and to be focused not only on precarious. We feel that this is most important for the social health of a country: Everyone should be invited to participate!

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Lifelong Learning Programme  
Ein Projekt aus dem  
Programm Lebenslanges Lernen  
Gefördert durch die EU

Deutsche Stickgilde e.V.  
in Cooperation with  
International School  
for Textile Arts



#### Participating countries

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Coat of  
Many Colors  
A Family-Project  
Europe as a Chance



April - December 2014

#### Introduction

Traditional textile crafts are an important part of European heritage. The knowledge of craft techniques such as knitting, weaving and embroidery with all the associated preparatory work and finishing techniques, has been taught from one generation to the next. This took place mainly within the family or in small social groups (e.g., the "Spinnstube").

Today, traditional hand-work in many countries and regions is regarded as a relic of ancient times. A study of old crafts will be accepted by the older generation, younger generations find it rather less interesting.

The loss of this knowledge means, among other things, the loss of a national cultural heritage and part of our history. Especially for women from very strong patriarchal families, this is also accompanied by the loss of common activities, creativity and above all the opportunity to create a small world of its own within the family to which men usu-

#### Target

Creating an e-book to the family educational situation in a transnational European initiative. This is published on the Internet in order to allow as many interested parties to have access to the findings of this project.

The German Embroidery Guild eV will be filling in a gap: most offers of assistance (state/church, etc.) are often about problems of an economic or psychosocial nature. In the center of the offer is the personal interview.

The possibility of assistance where a vocal interview is not the main issue, but a creative action instead, is neglected in



#### Project

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We want to show women new ways to improve their craft potential in the textile sector, by which one can strengthen their self confidence, even under the difficult conditions.

We are offering several workshops in Göttingen and Frankfurt. The main theme is the Coat of Many Colors: European countries offer many variations of culture that can grow together to be one people under one European Coat. Each one being aware of the others situation and one helping the other.

Participation is free of charge. The pro-

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## TURKEY, Çanakkale - Çan Eğitimciler Derneği

Article by CENKER PIR

### PARENT SCHOOL

They gave us the negativity of young people in the community and seeing everyone blame the parents of these young people will see that. We're all heard these words: Parents of these children have not ever finishing? They are not interested in the family ever with them, such is irresponsible to raise a child? Family is always guilty. Adequate and excellent education to their children if they would have if they'd like kids? Oh, these do not have families, "only in a meadow, in favor mevlam" Do you have any children with procedures grown? Yes, school administrators and educators will blame them, politicians will blame them, blame them for law enforcement. I always blamed the parents. It is easy to blame the important thing is to solutions. Parents who are accused but to assist them in their encounter probe. What they did wrong, how to learn from them what to do!

**"You lit a candle curse the darkness." Confucius**

Unfortunately, parents are blamed, but not trained. Every year, millions of young couples, parenting assumes considered the most difficult profession. Completely incapable and helpless than a baby, exhibitors, producers, cooperation and assistance to people who love the homeland, dedicated people to work for rearing responsibilities is installed. Even more difficult, and there is a profession that demands dedication? How many parents have been trained for this profession? Currently we are trying to do our job each one of us trained in the name reserved. Four, five years before the end of the faculties of the certificate of any business, but we do not give to children of parents receiving a certificate that would grow up who will carry the responsibility for it, only the parents do? These days, thousands of young people from the age of puberty by their parents because of the valid reasons "were at work":

*"My mother-father does not understand young people my age."  
 "Every night when I go home I'm tired of listening to the conference."  
 "I will not tell anything to my parents. I explain they do not understand."  
 "I wish my mother-father to leave me alone."  
 "As soon as I leave the house. Everything about it constantly eat the flesh  
 of my head I can not stand."*





Parents of these children, they are voiced by children with the following words "fired" whether they showed realize, now that they have had no influence over the power.; "Fifteen-year-old son no longer do influence." "I gave up no longer having to deal with him." "Where you're going, what they are doing to not tell. Where did you say; says none of my business." "Can not you talk to us. When we tried to speak; "Leave me alone" he is mouth. Why are so many young people to parents as "enemies" are starting to see? Why today is so common in homes intergenerational differences? Why our society parents and children are literally fighting with each other? What should we do?

Our seminars "***With the first child of parenting we learn by trial and error, we demonstrate later in the same faulty behavior,***" he smiles when parents suffering-suffering. Their deeply hurts us in this situation. This study our society with our loving, happy, at peace with people, aware of their responsibilities, determined to work for the country we can contribute in raising young people, we will be fortunate.

## DIVORCE

Legal and social aspects of family unity to end state "divorce" is called- spouses

Disputes between the habits and differences in expectations, as economic issues reasons the family unit may be impaired. Peer-to ensure the continuation of the family unit and to the problems to find healthy solutions must work in solidarity to end. it takes place where it could not be achieved divorce. Divorce, the whole family a deep. But most of this situation affects the way children are affected.

Divorce in a language children can understand, if not avoided this situation should be prepared. In children after divorce, aggression, irritability, restlessness, success in school compliance and behavioral disorders can be seen as falling. To minimize them to their parents It is very important responsibilities. After leaving the child's parents certain.

There has to be a home, both parents can be seen also must be taken regularly and consistently. Children should not be forced to take sides or to mediate.

**Children of divorce** it is not about to be described in a suitable language.

## STEP-PARENTS

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One of the specific problems within the family that the child's step-parents agree is not. From the result of divorce or death of one parent with another one of the spouses child marriage, but it is extremely natural to accept a set of challenges viable and may take time to overcome these challenges. Either parent If you want to get married must first consider the child's mental health. Children this event should be prepared psychologically. Children's emotions are complex. This situation of children in Can you blame him, feelings of abandonment and a sense of confidence can be shaken laws.

Step-parents to impose itself on the child's sense of time confusion takes. Respecting the child's behavior and emotions, her tolerant behave and try to understand them will help foster parents to adopt. Step-mother or father with children, love one parent to the other. They do share the feeling. Good balance in love and adjusting behavior and affection towards parent to the child for the formation must be known in time. Balanced shares that are experiencing this property in the family happy and harmonious development of individuals possible.

## Diseases

One of the deterioration of the health status of family members, family, economic, social and emotional effects. In particular, one of the parents of children with chronic diseases and upset makes you unhappy. Would lose a mother or father thinks. Even his patients in school It is the parents. Children give information about the disease, the patient's

What's for healing should explain what should be done. If there is no hope of recovery of the disease that the child should be described as adequate and accurate language that you can understand, the child should be prepared for the results. Patient that child, mothers and fathers of children with anxiety and sorrow they change their attitude. Children's fall on, they're trying to do whatever you want. This situation would bother children and You may think yourself very sick. Then the interest of parents in their favor psychological treatment of patients with kullanabilir.sürekl children themselves as powerless they feel. Be good in the period they want to see the same care and attention. During diseases healthy younger brother, sister or brother if you have interest in showing her extreme discomfort can be found in and unnecessary jealousy, sick to see the same interest can also act as.

## DEATH



The death of a family member is a difficult situation for the family to bear. Death response in the face of children varies according to their age. Early childhood mental disorder usually causes the death of his mother. Child's later life, How to fill the gap of the deceased parent depends on whether and by whom. Children too If the death of a small child should be explained in appropriate language, should not be kept real.

Children, news of the death of the other parent or the person feel closest to him should be heard. Certain sadness to the moment of death is a healthy attitude. The face of death children mourn and grieve not be expected that as adults. Mother or father who lost their children's behavior; to the gender of the deceased parent, lives with her front, and the other parents and other siblings to marry and marry vary depending on the presence of can show. It is also important that the age of the child facing death. Children before the age of seven, training one parent rather than accept the future. Seven to ten years of the child's death it is difficult to accept.

Children can be seen in the emotional and mental strain. Child's important in life

One of the objects of love conquering emotional shock can cause the child to lose. ten years .. After the reactions in the face of death are similar to those in adults. Children's emotional responses to the level of development, age, relationship to the deceased parent, death conditions and may vary according to the family's response. Children to express their feelings should be given the opportunity. In periods where the pain should be allowed to feel the sorrow individual responses of people suffering because there is not in line for many years over overbuilt another in the figure on the ground and another will arise.

## **INSTITUTIONALIZED CHILDREN**

All scientific data and research side of the child's family is the most suitable habitat, the family in the child's psycho-social development shows that it has a very important place. However, each child has a chance to grow in a family environment is not the essence. These children described as orphans, No. 2828, General Directorate of Children's Services within the framework of the law on the protection of the rights which are decided by the courts physical, mental and moral development is in danger;

Non-master or father or both, Certain non-master or father, or both, -Home or abandoned by the father, or both, -Home or neglected by his father whether prostitution, begging, such as using alcohol or drugs and all kinds of social

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hazards left defenseless against bad habits and idleness is our children who are dragged.

Unaccompanied children - For various reasons-self deprived of the right to live with his parents, -Everyone is suffering, but nobody has come out with, -Love-starved, but it cannot be expressed, -Human rights should benefit the most from the area, but at least share, -The worst fed, at least the area of education, the most exploited, -Begging to cheap labor and children who are forced into crime.

### **Situations in the lives of orphaned children:**

In addition to the close relatives of a section is checked. But they usually are like a parasite, humiliated, subsistence work. Lack of love.

A portion of orphaned children are thrown into the street. This group may be under sexual exploitation, human trafficking and can fall into the hands of criminal gangs. A portion of orphans taken under state protection. Child Services under the General Directorate are cared for in nurseries. Be said to be the best of the conditions of these children. These children are not expert's unauthorized persons away from love because of wrong behavior may experience various mental problems. Some of the children given up for adoption in government protection. A portion of the foster family is injured. Other children up to age 18 are separated from the institution after institution is checked.

### **THE GENERAL CHARACTERISTICS OF HOMELESS CHILDREN:**

The most important requirements which grow without love. Physical development is back. Height, weight is behind their peers. They frequently ill and difficult to heal. This children's mortality rate is above the national average. Generally, dull-eyed, around the apathetic, finger sucking, rocking in place, no crying or weeping, or are children too.

**Street children and street children who work** - Children living on the streets; from the protection of an adult, who lack guidance, street children who are to make this a real home. Please residential street, the family protection and support entirely or largely devoid of street children, which often constitute a group of children on the streets. They love, trust, protection, etc. do not belong. With this group is trying to meet the requirements.

Street children are some of the underprivileged children. Others due to the nature of the families in which they are street children. (Within the framework of the

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United Nations Convention on the Rights of Children in need of special protection measures are considered in the category of children.)

In our country, the situation of street children and working children

Turkey "number of children living or working on the streets visibly increased in recent years. Many children on the street by their parents are forced to run and to support family livelihoods.

Some of the children who are abused by their families on the streets seeking salvation. Many a time you cannot go to school, goes even cannot find the time to do your homework many of these children remain outside the educational system. It is necessary for the skilled jobs, limiting their chances to get a primary school diploma. Many children in the alley of mistreatment, physical and sexual abuse, exposure to disease and malnutrition is becoming the drug addicts in.

In our society, the reasons for children living on the streets and executed as follows: -Illiteracy Child-rearing attitudes of parents that they have made mistakes in the (overly repressive approaches loveless, domestic violence, etc.). -Street from the oppressive family environment to be more free and comfortable -Divorce, death of family reasons such as to be fragmented -Rural-urban migration -Poverty - Social support systems weakness -Preventive and protective factors as the lack of social services -Act to adequately and effectively implemented

## **MIGRANT WORKER CHILDREN**

1950 "s years since Europe, especially in Germany" are children of Turkish immigrant workers in many countries. These children and our country as well as a social problem in terms of the country where they still came to.

ICC goes to work abroad as in the case of children can group: -Children born abroad -At home with their mother mold over the years but the kids can come together for a month -Parents and family are great with kids staying abroad - Afterwards the children taken abroad - Children who dorm-final return

**Problems faced by children of migrant workers are ranked in the following figure:**

Identity crisis

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Going abroad for their children at a young age, language, religion and culture from assimilation another language, religion and culture are faced with the model. These children grow to know very well the language of the foreign country, the country adopted by the citizens know very well, despite the country is seen to be well aware of whether they fit.

In studies of children of migrant workers are seen as outsiders by their countries, but they feel like strangers in their own country they are expressed. These children nor what exactly is a European Turkey as a full life continues. This is an indication of the identity crisis that children experience.

### Culture clash

Who has adopted the culture of the country they live when children have returned home with their families in both countries they live their culture clash is seen. for instance; Turkish culture in efforts to sustain a family with their daughter's boyfriend, who grew up in that country to oppose the acquisition girl come meaningless and conflicts in the family and may cause breakage.

In a country where everyone choose their own growing young wife, may refuse to marry a man chosen by her family. This situation may be meaningless to him.

A child growing up with foreign countries, cultural patterns of the society, the culture of their home country do not know and assimilation may have difficulty in entering the mold. The two cultures to assimilate than for a man thought to be impossible and the busy life in a way that the culture clash arises.

### Lack of attention and affection

Migrant workers in families with the most important causes of migration for economic reasons, it is seen that both mother and father work. Parents often due to strenuous work conditions cannot be taking the time to their children and can not take care of them. Parents also have the problem of compliance, the homesickness draws. All these reasons may be reflected in the mood of the children. Lack of attention and love of family, as well as lack of education has a negative impact on children's school performance and may cause children to fail. School drop-outs can be harmful habits or turned to crime. Those who can attend school to complete their education in vocational schools can usually.



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