Education in residential care and in school: A social-pedagogical perspective on the educational attainment of young women leaving care.
Author: Zeller, Maren; Kongeter, Stefan.

Abstract: Conducted from a social-pedagogical perspective, this study, which is based on biographical analyses, focuses on the question of how education and learning in a broad sense are connected to the academic education of children and youth in out-of-home care. Two case examples of young women who left residential care in Germany (selected from a sample of fifteen cases) highlight different patterns of biographical learning and different connections between biographical and academic learning. The results emphasize that situations of biographical crisis can clearly be an obstacle to successful school attendance. At the same time, if a biographical learning process has taken place, it is very likely that education will be successfully resumed. [Copyright Elsevier B.V.]

Diagnostic practices of professionals in children's homes. The impact of organisational self-concepts.
Author: Schallberger, Peter.

ABSTRACT IN GERMAN: Der Beitrag befasst sich mit Ausgestaltungsformen diagnostischen Handelns in der Heimerziehung. Am Beispiel von Schweizer Heimeinrichtungen für verhaltensauffällige Kinder und Jugendliche wird dargelegt, dass organisationale Selbstverständnisse in hohem Masse strukturierend auf das diagnostische Handeln einzelner Professioneller einwirken. Im Beitrag werden fünf fallrekonstruktiv erschlossene organisationale Selbstverständnisse typisiert, mit denen u.a. unterschiedliche Auffassungen über das Kemziel sozialpädagogischer Interventionen verbunden sind. Die beforschten Einrichtungen verstehen sich entweder als christliche Ersatzfamilien, als Orte einer virtuosen Beziehungsgestaltung, als Um- und Nacherziehungseinrichtungen, als Internatsschulen oder als klinische Bildungs- und Ausbildungsstätten. Im Anschluss an die Charakterisierung dieser unterschiedlichen Selbstverständnisse wird erörtert, in welcher Weise sie sich konkret auf Formen und Inhalte diagnostischen Handelns niederschlagen.

ABSTRACT IN ENGLISH: The article deals with diagnostic practices of professionals, focusing on Swiss homes for children and adolescents with behavioural issues. It is argued that the organisational self-concepts have a significant structuring impact on their practices. Five organisational self-concepts, which are reconstructed by case studies, are typified. These self-concepts involve different notions about the core objective of socio-educational interventions. The institutions define themselves either as Christian surrogate families, as places of a virtuoso structuring of relationships, as re-educating institutions, as boarding schools, or as clinical education and training institutes. Following the characterisation of these different self-concepts, it is shown how they influence the way professionals of residential child care try to understand the challenges their clients are faced with. Reprinted by permission of the VS Verlag für Sozialwissenschaften, Germany.

'Everything was strange and different': Young adults' recollections of the transition into foster care.
Author: Reimer, Daniela.

Abstract: When children enter a foster family they face a new family culture. At the University of Siegen, Germany, Daniela Reimer and her colleagues analysed biographies of young adults who had spent some of their lives in foster care. Their aim was to explore how children overcome these cultural changes and the approaches that help them cope. This article highlights the manifestations of cultural tensions which, although seemingly trivial to adults, are extremely important for children. It is suggested that this perspective complements other significant factors associated with the success of foster placements.

Foster care research in Germany: A critical review.
Author: Wolf, Klaus.

Abstract: Foster care research literature is dominated by studies from North America, the UK, Australia and Scandinavia. However, there is growing research activity in many other countries, the findings from which need to be incorporated into the international body of knowledge. In this article by Klaus Wolf, eight studies of foster care in Germany are discussed, looking at their aims, methods and conclusions. A model that aids the comparison of studies and identifies common findings is described.

The role of social pedagogy in the training of residential child care workers.
Author: Jackson, Robin.
Publication info: Journal of Intellectual Disabilities 10. 1 (Mar 2006): 61-73.

Abstract: A requirement for most people working in residential child care in Denmark, Germany and the Netherlands is a qualification in social pedagogy. Social pedagogy is not narrowly concerned with a child's schooling but relates to the whole child - body, mind and spirit. This article describes the first social pedagogy course to be introduced and professionally recognized in the UK: the BA in Curative Education Programme. This 4-year programme blurs the line between 'classroom learning' and 'learning in practice'. A unique feature of the programme is that most students 'live the course' in residential care communities for children or adults with intellectual and developmental disabilities. The life-sharing aspect of the programme ensures that the principles of dignity, value and mutual respect can be meaningfully translated into practice. The social pedagogic model presents a timely challenge to current care philosophy and practice.

Social Pedagogy and Care: Danish and German Practice in Young People's Residential Care.
Author: Cameron, Claire.
Publication info: Journal of Social Work 4. 2 (Aug 2004): 133-151.

Abstract: Summary: Although social pedagogy is unfamiliar in the UK, in many European countries it is the main discipline underpinning residential care work with children and young people. Social pedagogy is about the relationship of the individual to society and a pedagogic method of working in residential care is about how to achieve the integration of disadvantaged young people into the wider society in which they live. Findings: This article argues, using an exploratory cross-national study of social pedagogy, that pedagogic practice offers a unified, coherent and holistic approach to working in residential care. Vignette data from two countries, Denmark and Germany, are used to provide practice examples. A remarkable consensus of views about practice emerged from the tutors, practitioners and students who took part. Young people's views were also sought, and these largely concurred with the approaches advocated by the adult informants. Applications: Three themes are discussed which illuminate the pedagogic approach: the active vs. the passive child; physical care or contact; and heart, brains and hands working in combination. Some questions for English policy, training and practice are posed. [Reprinted by permission of Sage Publications Ltd., copyright 2004.]

All-round friends.
Author: Petrie, P; Boddy, J; Cameron, C.
Publication info: Community Care 12 (Dec 2002): 34-35.

Abstract: In other parts of Europe looked-after children benefit from workers who are trained in social pedagogy, which embraces a range of skills not normally found in UK qualifications. Looks at the lessons for practice with children in the UK that can be learned from Denmark and Germany in particular.

Large-Scale Changes in the German Residential Care System during the 1980s.
Author: Hansbauer, Peter.
Publication info: European Journal of Social Work 5. 1 (Mar 2002): 21-29.

Abstract: In West Germany during the 1980s, extensive and encompassing reforms took place in residential care, often involving completely new approaches, eg, noninstitutional individual care. This paper examines how noninstitutional individual care was able to establish itself on a national basis in the West German youth services while, at the same time, other innovations failed to take hold. The reasons presented here involve specific historical contextual conditions; certain qualities of agents' actions; and changing education and labor market policies, particularly the rapid increase of professional workers in the youth service during the 1970s and 1980s. These and other factors led to an alteration of collectively shared interpretation schemes within residential care that called into question the closed forms of prison-like residential care of children and young people. These changes, however, led to problems in areas where youth services encountered other professional and societal systems, which continued to expect that youth services deal with youth delinquency in a custodial manner. New forms of treatment were needed that would be accepted by other services and the wider society, while at the same time being compatible with changing ideas in the youth services. Noninstitutional individual care was able to assert itself in this situation, in contrast to other innovations, because of the key abilities of the agents involved in its development, primarily as a result of their ability to create strategic alliances to support change.

Protective and Risk Effects of Peer Relations and Social Support on Antisocial Behaviour in Adolescents from Multi-Problem Milieus.
Author: Bender, Doris; Losel, Friedrich.
Publication info: Journal of Adolescence 20. 6 (Dec 1997): 661-678.

Abstract: An examination of the influence of peer relations and social support on aggressive and delinquent behavior in high-risk individuals focuses on adolescents in residential foster care institutions in the northwestern Federal Republic of Germany. Hierarchical regression analyses of longitudinal interview, scale, and questionnaire data from 100 adolescents (initial age 15) from 27 different institutions show interaction between almost 50% of the variables affecting peer relations/social support, fulfilling risk as well as protective functions. Although perceived clique membership correlates with greater social support satisfaction, peers tend to share behavior characteristics, and feeling accepted may weaken

motivation to change. While a lack of social resources predicts maladaptation in previously nondeviant adolescents, less support serves as a protective function for delinquent cases, emphasizing the importance of social relations in the treatment and prevention of antisocial behavior.