International Symposium-Childhood and Society III
October 22-24, 2009, Festspielhaus Bregenz, Austria
Humanitarian Engagement and Sociopolitical Action for Children.


The UN Convention on the Rights of the Child (CRC) can be read as a document that encourages a cosmopolitan view. It expresses the dream of a just world, the necessity of protection, provision, and participation for children, spelled out in 54 articles. A declaration of hope in the good, free human being: The child, in accordance with its age, is granted free co-determination in all issues affecting it (Art. 12). Education must facilitate “the preparation of the child for responsible life in a free society, in the spirit of understanding, peace, tolerance, equality of sexes, and friendship among all peoples, ethnic, national and religious groups and persons of indigenous origin,” and “the development of respect for the natural environment” (Art. 29). Values are consistently defined in detail as they have always been conceived by humanity, as the golden rule of practical ethics and all religions: “Whatever is disagreeable to yourself do not do unto others” (since Thales of Miletus, 600 B.C., in many variations). As a precondition for responsible participation the CRC recognizes that only the adequate protection of the child from the errors and atrocities of adults will allow the young person to act ethically. This lesson was learned not least from the experience of “total rule,” which from the beginning indicated an intrinsic paradox in the concept of human rights: that it presupposed a “general human being” that did not exist (Hannah Arendt).

People supposedly lose inalienable human rights when they lose the protection of social inclusion. They lose possibilities to act, responsibly, for themselves and for others. They lose their dignity. Their life. And we know today that our responsibility does not end at national borders. To be able to act in the spirit of understanding, as the CRC demands, this responsibility requires insight into overall contexts, the will
and strength to accumulate knowledge and values. A finely
spun web of mutual influence connects the living conditions
of children in the rich countries of the world with those of the
children in the poor and poorest regions. Not least the crises
affecting ecology, financial and economic structures – which
are also crises of valuation and value assessment – shed light
on these worldwide connections and dependencies. Future
civilized existence can only be conceived as global and cross-
linked, in the reconciliation of rights, resource equity, solidari-
ty, protection.

The unbearable suffering of many children on this earth that
exists today cannot be tolerated any longer (cf. Jean Ziegler);
not a single day longer. In many cases the current suffering
caused by people is preventable. It can and must be removed
by people as well.

From a Declaration of Hope to Informed Action

The path to a lasting answer can only be as balanced and
sophisticated as its demand is radical, legitimate and essential.
It must be taken swiftly as a vehemently demanded political
crisis intervention, and sustainably as a sophisticated and
diverse course of development. “It is easier said than done,”
is the retort that the dream of just world often receives. “Not
easy?” we reply, “but still possible.” The question is, how do
we find the balance between society and the child, the con-
ditions and childhood? How do we reach the adults, what do
we make possible for the children?

International – Interdisciplinary – Intercultural

With this symposium we want to continue and expand an
international forum that facilitates the education of a learning
community and the exchange of knowledge and experience
across the borders of scientific disciplines, cultural contexts,
and structures of state and civil society. We will approach these configurations in this symposium and seek the relevant interfaces. We will consult people who enjoy well-founded acceptance in their discipline, in their culture and society, and in their fields of experience.

Please examine the submissions that follow in this program, with the names of the presenters and participants, their affiliation with scientific and cultural disciplines, their thematic emphases and the discourses that are connected with the context of the symposium. And accompany us on this path.

We consider it a great opportunity that this forum of exchange, of formation of opinion and will could be maintained continually through so many years. The symposium has been organized annually since the year 2000 by a network of civic organizations in cooperation with and with the participation of so many engaged participants.

In the hope that it is possible to swing the scales of human experience and creative power toward happiness, to give dignity to children and the networks essential to their lives: present. And future.

Gerhard König and Carmen Feuchtner
A Child’s World on behalf of all its partners

Thanks to all of our partners. For help with the content a special thanks to Stefan Allgäuer, Helmut Fornetran, Ananas Girmai, Christoph Hackspiel, Sabine Juffinger, Peter Klinger, Marlies Matt, Christian Posch, Wolfgang Aichelburg, Roland Marent, Heike Mennel-Kopf, Thomas Müller, Maria Orthofer as well as our presenters.
We are not the sources of problems; we are the resources that are needed to solve them.
We are not just young people; we are people and citizens of this world.

Extract of a message - drafted, debated, and agreed by the 400 Delegates of the Children’s Forum, part of the United Nations Special Session on Children, 8-10 May 2002.
Thursday, 22 October 2009
Forming Values for the Good of the Child

14.00  Presentation with Young People
and Welcome by Member of Parliament Greti Schmid
(Family, Social Issues and International Cooperation)

15.00  Mapping of the Participants
Moderated by Melinda A. Meyer

16.00  Born into a Group and Culture
Can we grow out of it? On the interaction between a person’s
inner and outer worlds, the identity of the larger group and
their dynamics in relationship to political leadership and
community engagement. Vamik Volkan

17.00  A Global Framework for Generational Justice
How bottom-up and top-down initiatives can effectively work
together: Examples: Eco-Social Forum, Global Marshall Plan
Josef Riegler

17.40  Dialog between Vamik Volkan and Josef Riegler
with special guest Ehrengast Luc Ciompi

18.30  Dinner / Buffet

19.30  Presentation of Good Practice
How children perceive poverty, participation and community policy
Jenifer Bukokhe (Uganda)

From Child to Child
Contributions to Early Development (child-to-child trust in East
and West African countries) Christiana Brown

20.00  Workshops I - Introductions

21.00  Good Night
Workshops I

Introductions

Introduction of Participants

I  Large group identity – dynamics of regression – aggression and progression / large-group rituals, signs and symptoms that appear when a large group regresses (E)

Vamik Volkan

II  Dancing Together We Grow Together (G/E)
Dance – The Power to Change Individuals and the Community

Mirko Stein, Esmail Alizadah, Mekbul Jemal,

Werner Binnenstein-Bachstein

III  Children’s Rights * Human Rights –
Western Norms or Global Agreement? (G)

Lothar Krappmann

National Coalitions, Kinderbüros, BMWFJ

IV  Social Sustainability and Generational Justice –
Health; Mental Health (G)

Ilona Kickbusch

aks, Fonds Gesundes Österreich

V  Early Childhood and Care: How much parent does a child need?
How much “village,” community and environment? (G)

Lieselotte Ahnert

Vorarlberger Kinderdorf, SOS-Kinderdorf

VI  Community Building, Education, Child and Parents Participation.
Good Practice from Europe and Africa (E)

Christiana Brown/Child-to-Child Trust (East & West African Countries/GB),

Jenifer Bukokhe/UN-Development Programme (Uganda), Gyles Morris/

Naturesbase (GB), Sirgut Yadeta/LEAP (ET, GB)

ADA, ZuB

VII  From Practice to Value Socialization: Felt Values, Intended values,
Actualization of Values – A Workshop for Caregivers, Consultants
and Therapists (G)

Hilarion Petzold

aks, Vorarlberger Kinderdorf

VIII  Expressive Arts & Community Building (G/E)

Melinda A. Meyer

Caritas

(G) = German / (E) = English / (G/E or E/G) = Both languages with emphasis on one
We promise to treat each other with Dignity and respect.
We promise to be open and sensitive to our differences.

Extract of a message - drafted, debated, and agreed by the 400 Delegates of the Children’s Forum, part of the United Nations Special Session on Children, 8-10 May 2002.
Friday, 23 October 2009

Equal Recognition. Participation! Creating a Community for and with Children

9.00 Dialog (Club 2) Impulses: Good-Practice Projects from North and South
Gyles Morris (GB), Mirko Stein/Esmail Alizadah (D/TR), Christiana Brown (GB/Ostafrika), Jenifer Bukokhe (Uganda)

10.00 Social Sustainability and Health in a Global World
Ilona Kickbusch

10.40 Socialization – Education – Health. How do we arrive at informed beliefs for the participants of a society?
Vamik Volkan; in a discussion with Ilona Kickbusch

11.00 Break; Personal Discussions

11.30 Workshops II – Part 1

13.00 Lunch / Buffet

14.30 Walking and Talking
(One-on-one conversations between workshop participants)

15.00 Workshops II – Part 2

16.30 Break; Personal Discussions

17.00 The Child Between Parents and Society:
Public Caregiving from the Perspective of Developmental Consequences for the Child. Lieselotte Ahnert

17.50 Theory and Practice in Value Socialization as a Process of Complex Mentalization in Childhood, Youth and Adult Life
Hilarion Petzold

18.30 Group Discussion
Lieselotte Ahnert, Ilona Kickbusch, Lothar Krappmann, Hilarion Petzold, Vamik Volkan

19.15 Dinner / Buffet

20.00 Jesper Juul in Lustenau
I  Large group identity – dynamics of regression – aggression and progression / large-group rituals, signs and symptoms that appear when a large group regresses (E)
  Vamik Volkan
  IIS, ÖGPB

II  Dancing Together We Grow Together
  Dance – The Power to Change Individuals and the Community (G/E)
  Royston Maldoom, Mirko Stein, Esmail Alizadah, Mekbul Jemal
  Caritas, ADA

III  Children’s Rights * Human Rights –
  Western Norms or Global Agreement? (G)
  Lothar Krappmann
  National Coalitions, Kinderbüros, BMWFJ

IV  Social Sustainability and Generational Justice – Health;
  Mental Health (G)
  Ilona Kickbusch
  aks, Fonds Gesundes Österreich

V  Early Childhood and Care: How much parent does a child need?
  How much “village,” community and environment? (G)
  Lieselotte Ahnert
  Vorarlberger Kinderdorf, SOS-Kinderdorf, BMWFJ

VI  Community Building, Education, Child and Parents Participation.
  Good Practice from Europe and Africa (E)
  Christiana Brown/Child-to-Child Trust (East & West African Countries/GB),
  Jenifer Bukokhe/UNDP (Uganda), Gyles Morris/ Naturesbase (GB), Sirgut
  Yadeta/LEAP (ET, GB), Margy Whalley/Pen Green (GB)
  ADA, ZuB

VII  From Practice to Value Socialization: Felt Values, Intended values,
  Actualization of Values (G)
  Hilarion Petzold – A Workshop for Caregivers, Consultants and Therapists
  aks, Vorarlberger Kinderdorf

VIII  Expressive Arts & Community Building (G/E)
  Melinda Meyer
  Caritas

(G) = German / (E) = English / (G/E or. E/G) = Both languages with emphasis on one
We are the children of the world, and despite our different backgrounds, we share a common reality. We are united by our struggle to make the world a better place for all.

You call us the future, but we are also the present.

Extract of a message - drafted, debated, and agreed by the 400 Delegates of the Children’s Forum, part of the United Nations Special Session on Children, 8-10 May 2002.
Saturday, 24 October 2009

Participation! Forming Values and Meaning through Equal Recognition and Responsibility

9.00 Discussion on perceptions, learning, participation
Incentives: Good-Practice Projects, Speaker Exchange
Margy Whalley/Pen Green (GB), Sirgut Yadeta/LEAP (ET/GB)

10.00 Of Justice, Dignity and Cultural Identity
How do different cultures deal with children’s rights?
Lothar Krappmann

10.45 Break, Personal Discussions

11.15 Dancing Together We Grow Together
Human Freedom
Presentation: Royston Maldoom (GB)
Dance: Mirko Stein (D), Esmail Alizadah (TR), Mekbul Jemal (ET)

12.15 What have we learned?
Plenary Discussion

13.00 Lunch

14.00 Workshops III

16.00 Large group in main auditorium / Seestudio
with Royston Maldoom

16.30 Good-byes
Workshops III  
Creating Value  
Good-Practice Projects

I  

“Open Source Café”
Presentations of Good Practice
Education, Culture and Space Projects (G/E)

Participation and Community
Network of Families/Getting Off to a Good Start  aks/Vbg. Kinderdorf
Child Protection Guidelines with Children’s Participation  SOS-Kinderdorf
FamilyEMPowerment  Vorarlberger Kinderdorf
Community Dance  Caritas
Regional Development with Children’s Participation  Worldvision

Participation and Space
Kinderbüros *  Schweiz und Deutschland
Living Space for Children  Barbara Bohle/IIS, G. Weiskopf
Kinder in die Mitte  Vorarlberger Landesregierung

Participation and School
Sustainable Schools  Gyles Morris, Naturebases GB
A Successful School  Enja Riegel / Helene-Lange-Schule
Waldschule St. Gallen  Regula Borrer

II  

Sub-symposium with Jesper Juul
Socialization or Institutionalization?
Advantages and Disadvantages in Caregiving –
Is Denmark a Good Example? (G)

* requested – Please see current status at www.weltderkinder.at

(G) = German / (E) = English / (G/E or E/G) = Both languages with emphasis on one
Thursday, 22 Oct  
**Children’s University** with speakers from the Welt der Kinder Symposium in cooperation with Kinder in die Mitte and the University of Applied Sciences of Vorarlberg, Dornbirn

Friday, 23 Oct  
**How much parent does a child need?**
Experiences in Denmark (*Jesper Juul*)
and international comparison in cooperation with the Danish Embassy (Lustenau)

The International Symposium 2010,  
**CHILDHOOD AND SOCIETY IV,**  
will take place from 21 to 23 October 2010.

We ask for your understanding for possible minor changes to the program with such a large number of speakers. Any changes will be reflected on our home page: [www.weltderkinder.at](http://www.weltderkinder.at)

All speeches and plenary discussions will be held in two languages: English speeches and discussions will be interpreted simultaneously into German and vice versa (headphones).

Please note the respective language for each of the workshops:  
G = German, E = English. If both languages are indicated, you will be provided with an interpreter for small groups. One of the languages will dominate. (G/E = German dominant, E/G = English dominant).
**Vamik Volkan, Turkey/Cyprus and United States of America**  
Psychoanalysis; Psychiatry; Research on Mind and Human Interaction /  
Large-group behavior in times of peace and war; Conflict moderation

Dr. Vamik D. Volkan, M.D. is an emeritus professor of psychiatry at the University of Virginia School of Medicine, an emeritus training and supervising analyst at the Washington Psychoanalytic Institute, and a past president of both the International Society of Political Psychology and the Virginia Psychoanalytic Society. He was the founder of the Center for the Study of Mind and Human Interaction (CSMHI) at the University of Virginia, School of Medicine in Charlottesville, VA. He is a former member of The Carter Center’s International Negotiation Network. For nearly three decades, Dr. Volkan has led interdisciplinary teams to various trouble spots around the world and has brought high-level ‘enemy’ representatives together for years-long unofficial dialogues. His work in the field has resulted in his developing new theories about large-group behavior in times of peace and war. Vamik Volkan received several honorary doctorate degrees and many awards, amongst them the Sigmund Freud Award, given by the City of Vienna and World Council of Psychotherapy for his contributions to psychotherapy worldwide, The American College of Psychoanalyst’s Best Teaching Award, the Austrian-American Educational Commission (Fulbright Commission) and The Sigmund-Freud-Society Award. Dr. Volkan was nominated three times for the Nobel Peace Prize in 2005, 2006 and 2007. He has authored or coauthored more than thirty books and has edited or co-edited ten more.

**Josef Riegler, Austria**  
Politics; Eco-(ecological)-Social Market Economy

Austrian Politician. Studied agriculture in Vienna after growing up as a peasant child in „Steiermark” (Austrian federal state). Director of the Austrian Farmers Alliance („Bauernbund”). Vicechancellor from 1989 to 1991, Austrian Minister for Agriculture and later for Federalism and the Reform of Administration. Founder, guiding spirit and President of the Ecosocial Forum and Co-Founder of the Global Marshall Plan. Thanks to Josef Riegler, the political discussion about sustainable development had an early start in the Austrian context. The concept of „eco-social market economy” was introduced at the end of the 1980s and dominated the Austrian approach towards sustainable development for much of the 1990s. This early start had some consequences especially regarding regi-
onal approaches towards the implementation of sustainable development. This concept of „eco-social market economy“ called for a long term involvement of research in the process of implementation of sustainable development. The experiences showed that existing research institutions, such as universities as well as consultant companies, were not optimally equipped to support this process. As a consequence, a new approach of „regionalised“ research centres was adopted. This approach ensured accessibility of research capacity by the important players in the region, as well as efficient application of scientific knowledge to concrete on-the-ground decision making within the region.

Luc Ciompi, Switzerland
Social-Psychiatry; Psychotherapy; Founder of the concept of ‘affect-logic’

Prof. Dr. med. emeritus; Psychiatrist and Psychotherapist FMH. Former medical director of the socio-psychiatric university clinic in Berne/Switzerland. Author of the concept of affect-logic. Founder of the therapeutic community “Soteria Berne“. Promoter of community based care-systems for rehabilitation and crisis intervention, based on an integrative (psycho-socio-biological) approach to mental illness. Ciompi’s work developed over 5 decades in an ongoing exchange between clinical work and research. After several years of clinical and psychotherapeutic activities followed a 10-years period of research on the long-term course of mental illnesses and on the influence of environmental factors on rehabilitation. This led to the development of community-based part-time services for treatment and rehabilitation. Simultaneously, Ciompis interests focused on the problem of the interactions between feeling and thinking. The result was a new understanding of mental disturbances, called “the concept of affect-logic” and, on this base, the development of innovative therapeutic methods. About 250 scientific publications, including 14 books and more than 50 book contributions. Numerous scientific honours and awards.

Jenifer Bukokhe, Uganda
Good practice; UN-Capital Development; Childrens right-Child participation-Child protection

National Programme Officer of the United Nations Capital Development Fund (UNCDF) Uganda. It is her task to mobilise local actors in their battle against poverty and in their efforts for improving (mental) health of children and families. Jenifer Bukokhe will report experiences with child participation in the battle against poverty. While adults tend to have a narrow understanding of poverty, young people discuss poverty with reference to personal, emotional,
spiritual, and family factors and issues concerning the environment, corruption, and employment. Children are more positive than adults about the possibilities of addressing the problems they identify and see themselves as important actors in the fight against poverty. Children want to be involved in suitable light work to supplement family income and regret the lack of employment opportunities. Children who do have income-earning activities felt the money was often misused by parents. Children living in refugee camps describe people losing their motivation and sense of innovation when they become accustomed to having everything they need given to them as aid. Young people resent being excluded from community meetings and the assumption that older people are able to speak on their behalf.

Christiana Brown, Ethiopia
Good practice; Childrens right-Child participation-Child protection; Health education

With a background in health education, Christiana has worked in international and community development for over 15 years. She has for the past eight years worked with partner agencies in selected countries in East and West Africa to develop coping strategies for children in families affected by HIV and AIDS. She is passionate about improving the lives of vulnerable children in resource poor countries. Her work with the Child-to-Child Trust has provided her the platform to contribute to making a difference in the lives of marginalised children worldwide through their participation and protection.

Freitag

Ilona Kickbusch, Switzerland
Sociology and Political Science; Global Health-Health Promotion-Health society

Univ.Prof. Ilona Kickbusch, M.A. in Political Science and Sociology, is the senior advisor on Millennium Development Goals and Health Targets to the Director of the Pan American Health Organization. She has had a distinguished career with the World Health Organization and initiated the Ottawa Charter for Health Promotion, a seminal document of the new public health. She was the initiator of the WHO Healthy Cities project and other world wide initiatives such as health promoting schools and health promoting hospitals. She was the founder of the journal Health Promotion International and serves as the chair of the editorial board. From 1998 to 2004 Dr. Kickbusch was a professor for Global Health at Yale University, School of Medicine/Department of Epidemiology and Public Health and served as head of the division of global health. Her present
interests lie in the areas of health literacy, the theoretical foundations of health promotion and in the interface between globalization, modernization and health. This work is summarized in the concept of the health society. She has published widely and received many prizes and honours, most recently the Leavell Lecture of the World Federation of Public Health Associations. She is a member of a wide range of advisory boards in both the academic and the health policy arena.

Gyles Morris, Great Britain
Good practice; Paedagogy; Landscape architecture; Teaching in and about natural environment and sustainability

Gyles Morris, a landscape architect and teacher has spent over 18 year engaging and inspiring pupils, students and teachers in and about the natural environment and sustainability. Seven years ago he became CEO of the charity the Magdalen Project (www.themagdalenproject.org.uk) which is now recognised as a leading provider of residential courses in sustainability and environmental education to primary and secondary schools. In 2005 he founded Natures-base, (www.naturesbase.co.uk) an education consultancy providing pupil’s workshops, Initial Teacher Training, Continued Professional Development for teachers in the UK and overseas with a focus on Education for Sustainable Development, Environmental Fieldwork and School Ground Development. He works widely with teachers and training teachers on integrating the government’s Sustainable Schools Action Plan. He was a lead contributor to the governments ‘Learning Outside the Classroom’ teacher training programme, and recently published ‘Get on our land’ KS1 & 2 educational materials for the Soil Association. Current projects include consultant geographer for the Colliers Green Focus KS 3 Project in partnership with Photographers Gallery, London. ‘Creating a sense of place’ through the lens of a camera.

Lieselotte Ahnert, Germany
Developmental Psychology; Educational Psychology; (Early) Socialization, Emotional Development and Cognition; Mental Health in Childhood and Adolescence

Since 10/2008 Professor of Developmental Psychology at Faculty of Psychology of the University in Vienna 10/2006- 10/2008 Professor of Diagnostics and Interventions in Developmental Psychology, Department of Human Development, University of Cologne 10/2004- 09/2006 Professor of Developmental Psychology, Department for Rehabilitation Psychology, University of Applied

Hilarion Petzold, Germany, Austria
Psychology; Psychotherapy; Paedagogy; Theology / Ethics; Founder of the interdisciplinary psychotherapeutic school 'Integrative Therapy'

Univ.Prof.Dr.Dr. Studied Philosophy, Russ.OrthodoxTheology, Psychology, Paedagogy, Medicine in Paris (Dr. theol. 1968, Dr. phil. 1971), Düsseldorf and Frankfurt (Dr.phil. 1979). Founder of the interdisciplinary psychotherapeutic school 'Integrative Therapy'. Former head of the departments of psychology, clinical movement therapy and psychomotoric at the free University of Amsterdam. Scientific head of the master course on psychotraumatology at the Donau-University Krems. Director of Psychodrama at the Moreno Institutes New York. Co-founder of the “Fritz Perls Institut for Integrativ therapy, Gestalt therapy and creativity promotion” and the “European academy for psychosocial health”. Author of many books and scientific publications. Further activities in the fields of supervision, corporate development and coaching for non-profit- and profit organisations.

Margy Whalley, Great Britain
Good practice; Paedagogy; Multidisciplinary services for early childhood; Community development

(GB) Head of (1975-83) multidisciplinary services for early childhood in Brazil, Papua New Guinea and England. Founder (1983) of the Pen Green Centre / Early Excellence Centre for children up to 5 and their families; (at present there
are 100 EEC centers, a combination of day care nurseries, citizen offices, parent counseling points, neighborhood encounters, research centers, and labor market-related programs. “Our image of the child is rich in potential, strong, powerful, competent and most of all connected to the adults and other children around them. We build on parents’ competencies, not their deficiencies, and recognize the crucial role they play in educating their children.”

Sirgut Yadeta, Ethiopia, Great Britain

Good practice; Journalist; Educationalist; Corporate development

Ethiopian journalist, living in London and Lalibela/Ethiopia. She initiated the project LEAP, Lalibela Education Alternative Project – a school movement in Lalibela/Ethiopia, which includes parents as partners in education programmes. http://www.leap-ethiopia.com/whoweare.htm. Sirgut Yadeta will report, how formal and informal education are connected in LEAP and how this affects community work and hierarchies in the community.

Lothar Krappmann, Germany

Children’s rights; Sociology; Educational Sciences; Theology; Social and moral development of children

Lothar Krappmann studied theology and sociology. His book “Sociological Dimensions of Identity” has meanwhile reached 10 editions and is commonly thought to be a standard work in sociology. Until 2001, Lothar Krappmann was part of the research staff at the Max-Planck-Institute for Education Research in Berlin where he started focussed on socialization theory, social and moral development of children in middle childhood, children’s peer interactions, relationships and groups, on the links between family and peer relationships, on day-care institutions and on observational research methodology on children’s rights. Lothar Krappmann is a visiting research scientist and a Honorary Professor of Educational Sciences at Freie Universität Berlin. In 2003, he was appointed one of 18 members of the UN Committee for Children’s Rights. In 2007 he was re-appointed in this position for another four years.
Royston Maldoom, Great Britain
Art – Dance / Choreography; Social Work – Community Dance

The British choreographer Royston Maldoom has been the initiator and leader of numerous dance projects all around the globe for the past 30 years. His work was especially honored by the movie “Rhythm is it” which received the German Lola Movie Award for best documentary film in 2005 and reached large audiences world-wide. Maldoom began to intensify his work on an international basis in the early nineties. He directed dance projects in Lithuania during the independence movement, in South Africa during Mandela’s election, in Croatia and Bosnia during the Balkan War, as well as other projects in Zimbabwe, Georgia and Oregon/USA and others throughout the United Kingdom. His international engagement led him to Ethiopia where, together with Mags Byrne, he organized a dance project with 100 street kids. Following the success of this project, they established the Adugna Dance Company, giving young people the opportunity to be educated in dance, choreography, and teaching. On graduation many of the students have gone on to work internationally as well as in Ethiopia as choreographers, dancers and teachers. Maldoom initiated a project with dancers in Lima, helping to set up and deliver community projects with and for socially handicapped children in Peru. He worked also in Northern Ireland and in Germany, where he intensified his cooperations since 1990. Maldoom received many international awards.

Mekbul Jemal, Ethiopia
Art – Dance; Good practice – Social work

Dancer and Choreograph, member of the Adugna Dance Troupe. This group came out of a Community-Dance-Project founded by Royston Maldoom 1996 for street children in Addis Abeba. The ensemble enjoys high recognition and is invited in to perform internationally.

Mirko Stein and Esmail Alizadah, Germany, Turkey
Art – Dance; Good practice – Social work

Dancer in the project “Making a Move” of the Hamburg Grone-School. Esmail Alizadah accompanies in the meantime unemployed young people through dance project.
Jesper Juul, Denmark
Psychotherapy; Family therapy; Paedagogy

Jesper Juul (Denmark) Family therapist. Founder and Director of the Kempler Institute of Scandinavia in Odder. Central promoter of Gestalt therapy in Denmark. Therapeutic family work in refugee camps in Croatia and Bosnia. Founder of Familylab, author of educational guides and books. His best known publication 'Your Competent Child' is into its 9th edition and has been translated into 13 languages. “Traditional education,” says Juul, “uses mainly verbal strategies, ignoring the fact that children learn behavior through imitation. Children must be allowed to watch and experiment, then they will adapt, through imitation, to the surrounding culture.”

Antonin Wagner, Switzerland, USA - Special Gues
Social Work; Comparative research in the fields of: social welfare, civil society, good practice, non profit orientation, philanthropy

Prof. Wagner was for 25 years the Dean of the School of Social Work in Zürich (Switzerland). He presently holds a Visiting Professorship at the New School for Management and Urban Policy in New York, where he teaches comparative welfare state studies. From 1996 to 2000, he was the President of the International Society for Third Sector Research, the leading scholarly institution in the nonprofit field. He is a member of the editorial board of several international journals and has widely published on the welfare state and civil society in English, German and French.
Main responsibility for the program planning

**Carmen Feuchtner, Austria**
Mag. phil. Managing director and co-founder of Welt der Kinder, educator, founder of social services (hospice movement, palliative care education, social care, children’s care). Leading presenter at the symposium

**Gerhard König, Austria**
Dr.med. Founder/director of Welt der Kinder, physician, psychotherapist for children and adolescents, distinguished film maker. Active as a tropical disease specialist in humanitarian aid since 1995 (Doctors Without Borders, Caritas, IKRK etc.), primarily in Africa and Central Asia (Ruanda, Sudan, Tajikistan, Sierra Leone, Afghanistan).

**Co-presenters**

**Ulrich Ladurner, Germany**
Journalist. Foreign affairs editor since 1999 with Die Zeit (daily newspaper in Hamburg) with emphasis on Italy, the Balkan states, Pakistan, Afghanistan, Latin America, Iran and Iraq.

**Melinda A. Meyer, Norway**
Clinical specialist in psychiatric nursing, PhD in Expressive Arts Therapy, (her dissertation topic is “Storytelling and Repatriation”), Director of Psychodrama and Bioenergetic Therapist and is the Co-founder and Director of the Norwegian Training Institute for Expressive Arts Therapy. She has been working the past 20 years with trauma survivors. Today she is an Adjunct Faculty at the University of Oslo and the College of Oslo, Norway and is a researcher at the Norwegian Centre for Violence and Traumatic Stress Studies. In addition to training, she works at the Psychosocial Center for Refugees at the University of Oslo. She has published several articles, books and produced a video on the topic of Expressive Therapy and trauma. She lectures internationally.

**Languages at the Symposium: German and English**
(Simultaneous interpreters: David and Judith Hansen)

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Registration
Symposium – Childhood and Society III
22 through 24 October 2009, Festspielhaus Bregenz (A)

Registration is possible either for the entire symposium or for single days.
Register by mail or online at

Entire Symposium:
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International Symposium – Childhood and Society III
Interdisciplinary fundamental research – Political and Societal Action in the Interest of Children. Festspielhaus Bregenz, Austria, 22 through 24 October 2009

In cooperation with
Welt der Kinder and Vorarlberger Kinderdorf, SOS-Kinderdorf, Institut für Sozialdienste (IfS), Caritas Vorarlberg, Arbeitskreis Vorsorge- und Sozialmedizin (aks)

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