



ICONET

Good Practice Model France



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Good Practice Model

UNDERSTAND VIOLENCE AND HELP TEENAGERS DEVELOP THE COMPETENCE OF LIVING TOGETHER

Summary

The institutes welcoming young delinquents are confronted to problems. The training made on the living together aimed at having the teenagers develop competences to “live together ». After this training, we thought we also had to train young mediators.

Situation

What was the setting in which this project occurred? A tagline for you project or work.
Describe the user group and the work context

Violence is present in educational institutions and in the city. Social workers sometimes look helpless when facing this “young” public whom they want to help and the obvious violence they can witness in their everyday actions. Sometimes, there are two choices: either prison or educational institute. The teens we met are in the latter category, a small number of them having been to prison a short time before coming back to the institute.

Task/Problem

Describe what you are trying to achieve, e.g. a problem you have encountered in your work and you wanted to solve!

It’s not always easy to work with a group of young people in difficulty. The main difficulty has been to gather all of the social workers and to find the appropriate time and date so all could be there. Two questions guided the training: what helps us live together? And what prevents us from living together?

Actions/solutions

How did you address the issue? What was done to solve the problem?

The training gathered 27 teens living in the training centre along with 13 professional social workers. There were many problems of violence in the group. The questions about living together actually came from the nasty atmosphere in the group, with which both young people and adults were confronted.

This training aimed at developing the competences to live together and to help the teenagers see that there is no such thing as fatality, and that the social workers are there to help them, on the condition that the teens are ready to accept it.

During this training, we witnessed deep discussions about everyday life as much as the given sense of law. During the discussion, an educator said that to live well, you need someone else to exist. One of the teens stated he didn't need anyone to live well. He was sufficient to himself to be the master of his own life. So the educator got angry and told him to be quiet, because he was disturbing the training. The teen then stopped talking. A few moments later, the educator asked him why he was no longer talking. The teen answered that since he had been told to be quiet, he was. Then the educator told him "so I prevent you from living and doing what you want?"

The aim of all this is to show that we need other people to live and that we don't live "isolated" in a desert. Common life requires that the other regards me as his equal, and vice-versa, in mutual respect.

Results

What were the outcomes of the actions you took? What happened? What contribute to the outcomes?

The first question was what prevents them from living together ?

Several responses :

- Respect is important
- We have to be united and follows rules
- Stop insulting each other
- Behave like human beings
- Solidarity
- Respect three words: freedom, equality, fraternity
- We must help and support each other etc....
- Thefts, jealousy, aggressiveness,
- Absence of laws
- Difference
- Lack of courage
- Anger
- Competition etc.
- Indifference
- Boredom
- Damage of properties etc

To the question: What do we need to live together?

- Solidarity
- The will to make efforts
- Friendship
- Laws
- Love
- Rules
- Family
- Educators
- Trust
- Communication
- Sharing
- Harmony
- Friends
- DiscussionListening to othersCommunicateDialogueComprehension etc.

The question was how to live together in this group which is more and more confronted with violence between the teens and also between the teenagers and the social workers? We received a diversity of answers which can seem redundant, but we are reported what each teenager had written down. What has been said isn't innocuous and has to be analysed.

Reflections

Lessons you've learnt and conclusions drawn. What was successful, what could be improved?

Reflections concerning the question: how to live together?

The word 'trust' has been quoted the most (16 times), either by the teens or the educators. Then come solidarity and love, but the one thing that is important and helps us living together, LAW, didn't appear very often. What we have are feelings, good feelings, but very few concrete things such as rules or laws. Friends and persons who help you living together have also been forgotten.

In the teens' heads, they know you have to love and trust, but they forget it happens through mutual respect and through laws regulating everyone's passions, thus inviting to form a community. Good feelings find their meaning only when anomie has nothing to do in a legally constituted state. The teenagers' ideas can be applied only when they'll have grasped the existence of laws.

With the educators, we concluded that we had to consider the rules based on family life, aggressiveness, theft and caïdisme. These rules have been there a long time already. Why aren't they respected? How can we change this?

Reflections concerning the question: what do we need to live together?

Here, 'caïdisme' was quoted by 15 people, then violence (12), then aggressiveness and thefts.

We know violence and 'caïdisme' are closely related. Without violence, there can be no caïdisme. The main problem of groups of teenagers is violence and then many thefts or assaults.

Analysing those two questions, we have on the one hand the good feelings, solidarity, love, trust (if we forget about law), and on the other hand the strong acts creating a feeling of insecurity within the group of teenagers: violence (caïdisme, thefts). This is what the group has to deal with and eradicate first. Strong acts prevent you from living in a community. How can we solve these problems? Good feelings aren't enough. When we confront good feelings with strong acts, we can deduce:

How can I show **solidarity** to someone aggressing me and other people?

How can I **trust** a thief?

How can I **love** someone who's violent?

How can I **respect** someone who doesn't show respect to anyone?

With the educators, we concluded that we had to consider the rules based on family life, aggressiveness, theft and caïdisme. These rules have been there a long time already. Why aren't they respected? How can we change this?

Educators realized that very few rules are punished and the person responsible for enforcing the rules isn't mentioned anywhere. Are the educators the only persons who can make the teenagers respect the rules? Teenagers could do it as well. Beyond the training organized with the teenagers and the social workers, the idea came to train teens to be mediators, and to write a booklet on the accompaniment of teenagers.

The conclusions to the training also contributed to a self-understanding from the teens. They got aware of the problems existing within the group. After the meeting, the educators said that the group was quieter; there was less violence, less insults and less aggressiveness.

Expenses, Resources

Training specific facilities (room, overhead projectors, flipchart, colored pencils, cards)
Training module design

Attachments, Links, References

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Support

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Tags

Informal learning

Learning event

Skills

Community of practice

Good Practice Model

UNDERSTAND AND ACCOMPANY YOUNG DELIQUENTS

Summary

The model we propose is based on training as a starting point to the development of a double competence, the professionals' competence and the teens' via the intervention of the professionals.

Situation

What was the setting in which this project occurred? A tagline for your project or work. Describe the user group and the work context

There are many teens in difficulty going to welcoming institutes. Quite often the professionals don't know how to work with them to their reinsertion into social life. Many of them end up in prison when they had been placed in these institutes by juvenile judges. The aim is to show them that by developing the professionals' competences, these professionals can help the teens do the same.

The training module is the result of the analysis of underage offenders and also of the interviews conducted with professionals and the difficulties made to help these young people. The aim of this training program is:

- to understand violent behaviours and violent living out of fantasies
- to improve the explanation of young people's violent behaviours
- to identify the different kinds of violence
- to incite people in their jobs to question themselves about violence and aggressiveness
- to think about intervention strategies and elaborate action plans to bring answers towards the violence of young people.
- to adopt an observation and detachment policy about violence
- to question oneself about one's good practice
- to better manage the notion of "help"

This training program tackles the questions of adolescence and the family, the sociological theories of deviance, the problems of violence, and also the theories of social link to better help the young people at risk.



Task/Problem

Describe what you are trying to achieve, e.g. a problem you have encountered in your work and you wanted to solve!

The main problem is that this work concerns the teens, but we mainly worked with professionals. It's only at the very end, after the training that we worked with the teens. This is not a tool as such, but this example is important to the social workers who want to make a good job with young delinquents.

This module takes into account the speeches collected during the interviews showing the difficulties met by social workers to accompany young people. I noticed that during the interviews some educators spoke about the needs for trainings because they are more and more confronted with psychiatric problems they have not experienced before. An updating and even a consolidation of knowledge are necessary to fit today's teenagers. By developing knowledge for professionals, it will be up to them to develop skills for young people in order to support their integration in the social and professional life and also to prevent them from falling into delinquency.

The training alternates theoretical and practical approaches. These professionals were asked to bring material on practical cases of minor offenders.

What can be found out with practical cases brought by professionals during the training?: Family and school trajectory of the young person, delinquency problems met in the establishment, difficulties met with the young people, solutions to regulate the difficulties met and strategies put in place to develop the social skills of the young person.

These practical cases must be confronted with the theoretical approaches developed during the training and be a subject for debate.

Actions/solutions

How did you address the issue? What was done to solve the problem?

The training for professionals working with endangered and dangerous teenagers alternated theoretical and empirical approaches. The essential theories being used are: causal theories, theory of disorganization, theory of anomy, theory of differentiated association, theory of stigmatization.

The teenager and his family, the teen and his problems of violence, violence in educational institutes, prevent violence, reinstate the social link and social accompaniment (what is it to accompany?), how to build a project with the teens? When does the teenager's project in the institute start?

Results

What were the outcomes of the actions you took? What happened? What contribute to the outcomes?

The meeting with the professionals showed the limits of educational activities conducted by professionals. These professionals, through real-life examples in the course of their professional activity, confronted the theoretical and the empirical axes. The training has contributed to the self understanding of professional practices. A number of items have been noted below.

1.1 Parents/teenager relationship

Lack of boundaries for children with deviant behavior

Family is considered by the professionals as the main factor and the privileged interlocutor whenever educational measures or pedagogical monitoring is concerned. All the professionals who participated in the formation underlined the role of the family. Family is regarded as "a means to growing up, and shaping oneself" (according to a psychologist). Actions such as theft, insults, lack of respect and violence are acknowledged by professionals as behaviours starting within the family first, and then in the neighbourhood. THUS we must work with the families.

In short, professionals explained that parents often copycat the familial outline they had experienced. When the question of educational support was raised, it was said that "It's important to know and to understand what the parents' idea on education is". What kind of teenagers were they, did they have any problems of any kind (divorce, death of an important figure)? These questions are essential for the understanding of how the family is functioning.

1. 2 School/teenager relationship

According to the professionals we met, school is an intermediary between the family and the teenager. It aims at “completing the parental role”, says an educator. The members of the pedagogical team and the teachers are important partners to the professionals (thus the proposition in the accompaniment guide about the particular point of “educational success”).

1. 3 Relationship between the teenager and his friends

Professionals explain it’s important to hang out with people of the same age when you are a teenager. According to an educator, “the group of friends allows him to get out of the familial cocoon and to see other things”. A psychologist adds that “it gives the teenager an opportunity to grow up and to find other landmarks. It has some influence on the teenager”. Another educator says that “with his friends, the teenager wants to go out, do other things than just being at home in the afternoon or in the evening.”

Professionals know that it’s during the adolescence that the young people need to distinguish themselves from other people. “The clothes are important, the look is all about appearance; the teenager needs to be accepted by others at first glance to manage to shape himself.”

From there came the main question:

How can we support and help the parents meeting educational difficulties with their children? How can we make sure the parents can get the suitable competences to raise their children?

It seems that the development of prevention by the partners would allow the families to find some help when they are confronted with difficulties with their children.

Reflections

Lessons you've learnt and conclusions drawn. What was successful, what could be improved?

Competences which can be transferred to the teens, and learnt through the training:

- To listen to others and to listen to myself
- A full consultation with all the partners is necessary to develop young people's competences
- Teach the kids to put themselves into somebody else's shoes through role games
- Train the kids to be mediatory with other young people.
- We acquired a language and tools to develop the pedagogy of non-violence and to help the children to live together in society
- Better communication between us
- It gave me competences, assurance to face difficult situations and to avoid being violent when someone's violent with me.
- I'm more confident when there's a conflict between some students in the institution.
- I know the theory we learnt and the exercises we practiced can help us develop competences for the kids.

The objectives determined after the formation are:

- Secondary prevention: teach the kids to solve their problems in a non-violent way thanks to the restoration of the social link.
- Primary prevention: teach the children to behave like citizens, to communicate inside the institute, at school or at home.
- Develop the culture of mediation through an educational project based on communication pedagogy.

The latter was specifically underlined by the social workers. The question was how to do this? We organized a two days training with the teens on how to live together (see final report).



Expenses, Resources

Communication exercises, overhead projectors, films, practical exercises

Attachments, Links, References

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Support

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