

The educator and the pedagogue: A possible interdisciplinary action

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The *educational space* of maltreatment is not fully recognized, unless in some specific cases, where, however, it remains peripheral (particularly in educational communities and in some anti-violence centres for women and children, shelter homes, schools). The few written educational evidences, though significant on maltreatment lack of involvement in developing pedagogical theories and practices. The limited number of researchers, educators, teachers and pedagogues in the cultural debate on the prevention of maltreatment and child abuse, on educational care for maltreating families, as well as on the various training strategies to counteract the phenomenon, sees pedagogy not paramount as it should be.

The *Pedagogical competence* and the *pedagogical-educational intervention*, equally, synergistic and complementary with the psychological intervention, contributes greatly to restore personal and social confidence of emotional relationships by those who suffered a violence (physical or psychological). In fact, in the development stage and in the training process of a child or teen abused or maltreated, one of the competence of educators and pedagogues is to contribute to the realization and development of an educational project, as well as educational observation, detection and prevention.

Therefore, in such situations educators already play a complex and incisive role in the relationship, in the observation and takeover of the child abused and maltreated, acting as a filter between the children, their families and specialized interventions (Counselling centres, Juvenile Court, court orders and social service) becoming the reference point for the construction of a protection system and a juncture of the interpersonal dynamics that help repair the damage. They can also be identified as *enlightened witnesses* (a. Miller, 1988), namely those who make themselves available to explicitly take sides of an abused child through understanding, educational support and active listening.

From the point of view of pedagogical theories, the work on prevention and on educational care of an abused child is a little explored field of research, where the mediation between the psychological and pedagogical area, can become a scientific resource, useful to find a common area, an interdisciplinary action consistent with the needs of the children.

The circularity between educational and clinical intervention represents a major bet for the joint elaboration of strategies for the children well-being. For example, working synergistically on resilience, risk factors and protective factors of abused children can lead to a prospect of *treatment*, both medical and educational.

Key Words: *educational research; pedagogical competence; interdisciplinary action prevention of child maltreatment*

Child Sexual Abuse: Ethical Issues in China

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Social work is an emerging discipline and profession in China (Chi, 2005). In recent years, public and professionals' attention has been drawn to child maltreatment. China has initiated to build child protection systems, make child protection policies, and develop child protection services (Zhao, et al., 2017). However, some ethical issues have appeared in child sexual abuse services. To understand ethical issues in the Chinese context, this study interviewed social workers in Shanghai and analyzed the data. This study revealed four ethical concerns, including social workers' incompetence, the violations of clients' privacy rights and self-determination rights, and conflicts of values between workers and clients. The results highlighted that the needs for improving professional skills and the ethical awareness among social workers who worked with sexually abused children and their families.

Keywords: child sexual abuse; child protection; ethical issues; China

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The long term consequences of child abuse among Arab young women in Israel

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Child abuse (physical, verbal, sexual, psychological, and neglect) has been shown in several studies to have negative consequences during adulthood, such as daily functioning, mental health, interpersonal relationships and others. However, little is known about the long-term consequences of child abuse among Arab young women in Israel, who could be particularly vulnerable to its repercussions due to the intersectionality of their ethnicity, gender and the sociopolitical context in Israel.

The presentation will describe the results of a qualitative study conducted among 15 young women of the Arab society in Israel, aged 18-25, who experienced abuse in childhood or adolescence.

The presentation will shed light on the specific vulnerability of this population and present the young women's perception of the experience of the abuse; the consequences of the abuse; the factors that promote and delay help seeking from formal services and informal social networks such as lack of trust in services and double vulnerability from services; and their perception of the social, cultural and socio-political context in relation to the consequences of the abuse.

The limitations of the study as well as its implications for theory development, future research, and development of socio-culturally and socio-politically sensitive interventions in cases of child and adolescence abuse in Israel will be discussed.

Key words: Child abuse, young women, Arab society, intersectionality.

Taking Children's Perception into Consideration- Perceiving Abuse in Cultural Context

The need for cultural sensitivity in approaching child abuse has been increasingly recognized in recent years, particularly among minority groups (Hong & Hong, 1991), reflecting a greater awareness that child-rearing practices differ across cultures (Korbin, 1991, Korbin, et al,1998). Underlying this proposed presentation is the assumption that our subjective perceptions shape our reality construction, in relation to self and others. How do children and youth perceive child abuse, and when do they think child abuse should be reported are important questions . Moreover, conceptual and empirical definitions of the different forms of abuse were drawn by adults, professionals and researchers, and not by children and youth. The importance of understanding what do children and youth consider to be severe child abuse is crucial for both identification and intervention.

The aim of the proposed presentation is to inquire into children and youth' perceptions of child abuse in cultural context. The presentation aims to explore the differences in perception and understanding of abuse between Arab-Israeli and Jewish-Israeli children and youth. In addition, the proposed presentation attempts to examine the context of child abuse experiences in terms of types of abuse, severity, and causes of the abuse. More specifically, the proposed presentation will examine the issues: What is considered by children and youth with different cultural backgrounds to be child abuse.

Key words: culture, child abuse, perception, cultural context.

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