



PARTNER ACTIVITIES according to SOCIAL MEDIATION

- *Partner: Lope de Vega - Spain*
- *Target group: parents*

Which is, for your organisation, the most successful action of social mediation to support parents dealing with social and professional troubles in order to create a renewed environment where children have supportive relationships with other children and adults feel happy and safe and are free to imagine and explore as they journey through the neighbourhood

In our school, the main activity to mediate between the school and the social surrounding is developed in the Social Department through the Social Worker and the activities developed in it. A direct attention service concerning orientation and advisory to parents is offered to avoid risk situations to infants and teenagers. At the beginning of the school year a planning is developed to gather all the activities targeted at the family in which we highlight those to the underaged.

The Social Worker in our school is in charge of managing and coordinating the activities for mothers and fathers. We plan inner and outer activities. With those outer activities we maintain a direct coordination with the different institutions in the town such as the Community Social Services, Education and Culture Council, Advisory Women Centre, health centres and NGO placed in our city, most of these institutions are public and non-profitable private ones. Those inner activities are planned and coordinated with the different tutors and teachers from the educational centre, educational programs from the Ministry of Education and the Father and Mother Association from our school.

Title of the project: 'Program for Preventing risky situations in the Infancy and Teenage Group'

Description of the project: The role of the Social Department in the educational area fits the skills concerning the fostering and maintenance of the Social Welfare System. Bearing in mind the rules of the educational organization, making the proper adjustments as for the continuous changes that society has in general. The work place is the school, with the aim of generating links between the school and the family as the main changing agents in collaboration with the rest of the educational community.

Through the analysis of the school surrounding and the family coexistence, we value all the aspects that influence direct or indirectly in the growing of the underaged, giving more importance to the whole well-being of the underage with the purpose that all have their basic needs covered (education, feeding, health, housing...etc)

The right to education is a fact that the General State Administration has covered supported by the educational rules. Our function is to make the law be fulfilled so that the underaged could grow correctly, outstanding the analysis of those aspects that disturb their evolution.

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improving quality of education for
adults among various social groups



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The control of the absenteeism from school and the family unprotection are the main targets of our work, using as a tool the direct contact with the family and the use of administrative bureaucracy, coordinating with other Institutions to get our aim, the whole well-being of the underaged.

The Educational System considered as a social subsystem, integrated with other subsystems (family, leisure time, consumption, work, etc...) in the big system in which the social characteristics develop.

In summary, the high school failure rate has made the Institutions to adopt measures to compensate the inequalities that favour this new social context, using the legislative policies which regulate these aspects. In that sense the Program for Preventing risky situations in the Infancy and Teenage Group appears.

Strengths:

- The existence of a social mediator inside the educational centre gives the school a link between the family and the agents in charge of the education of the underaged (teachers in all the subjects) This professional profile, in this case, the Social Worker, controls the measures to protect the underaged and gives the fathers and mothers the social skills adapted to the changes in the surrounding and in the social reality in which they are.
- The existence of a 'School for fathers and mothers' inside this program. It has the target of working directly with the parents' needs in a social level, working with the basic support of the Welfare System (health, education, work)
- The application of a multicultural dimension. The design of the activities for fathers and mothers respect the coexistence of the four main cultures which live together in our school.
- It is a program which covers the objectives of conciliation of the family life and the educational and work one.
- The functions that are developed in this program fulfil the Spanish rules concerning the protection of the underaged. The coordination of the tutor and the social department is very important especially when the underaged has any type of family carelessness in this case the appropriate measures are adopted through the protocol of the underaged prevention.

Weaknesses:

- The bureaucratic processes of the public administration in some cases are very complex and slow making our measures of pressures to risky situations or school absenteeism to be damaged
- The lack of participation of the parents in the activities