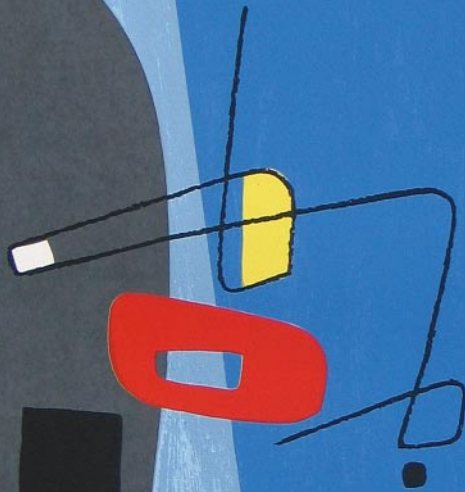


# International Symposium - Childhood and Society II

23<sup>rd</sup> to 25<sup>th</sup> of October 2008

Festspielhaus Bregenz, Austria



Identity Processes in Phases  
of Societal Distress

## Basic Interdisciplinary Research

### Political and Societal Action in the Interest of Children

#### **Identity and Identity Processes in a Variety of Experience Realities. In Transitional Societies.**

Childhood and society – both terms lead us to think of multiplicities, of more than one childhood or society. The lives of children differ to a very large extent not only by reason of which global hemisphere they call home. There are huge differences even within one's own living space. The subsystems of children's cultures in all parts of the world are increasingly divergent. While certain problematic phenomena such as migration and poverty are on the rise in far too many places, other cultures are marked in contrast by beneficial developments for children.

Attention to the general welfare of children has increased over the past generation to an extent never before known, and there is much more understanding for and recognition of their needs than ever before. This increase in understanding has not necessarily led to improved children's welfare, but its positive effects are most certainly being felt. The UN Convention on the Rights of the Child is not the only document that supports the step of removing from private

family life some of the responsibility of providing appropriate living conditions to children. The Convention also supports making this responsibility a globally recognized legal issue and declaring it the responsibility of society as a whole. This step recognizes that children are human beings from the beginning; they are individuals from the very start and have a much higher need of being protected than any other group of people.

The step is an emotional one that is being taken amidst a conflict that must be boldly confronted by modern societies at a variety of different levels. At issue is the nature and legal sphere of the individual in contrast with the nature and legal sphere of the group. The relationships between the parents (guardians) and the family systems or institutions still need to be clarified. Cultural exchange is marked by a wrangling for the rights of religious and cultural groups as well as for religious freedom and the right to individual equality. Human rights across the continents of the world must become more balanced both economically and ecologically, and each person's use of nature (de Mause) must be defined by the necessities of ecological equilibrium. Finding appropriate answers to

these issues through our thought processes and our actions is currently one of our biggest challenges. These issues define how we see ourselves, our self-image, our identity. Our endeavor to define relationships between children, childhoods and societies is thus an undertaking that is perhaps presumptu-

are **we**? Where do **I** come from, and where do **we** come from? Where am **I** going and where are **we** going?

How does each individual perceive, define and create the world in which we exist and live?

## You call us the future. But we are also the present.

Children at the United Nations Children's Summit, New York, 2002

ous yet unavoidable. We are searching for a deeper understanding of anthropological constants that can constitute the basic prerequisites for children's welfare (cf. Martin Dornes, 2007). The objective of our attempt is to provide children with a favorable environment and open opportunities for them to create circumstances in which they can find their own answers to the question of who we are as people.

### Contents of the Symposium

As human beings capable of experiencing happiness and unhappiness, equality and inequality, and as adults formed by our respective culture and life experiences, we look at our children and ask: Who am **I** and who

How does the world accept the child by offering seemingly rich opportunities, how does it accept the child in its own fullness, how does the world lead the child into and through the world in a comprehensible, clear, rich, connected, delimitable, receiving as well as giving and in lively contact with this fullness?

How can a balance be struck in a fast-changing world between diversities and the necessary reduction that provides structure and a mooring. Who chooses?

How can we make the right choice (select, single out, belong, accept, isolate, reject)?

Which values do we recognize as

orientation aids? Which skills and proficiencies do individuals and societies of different sizes need?

Identity is a term that helps us conceive of complex correlations between mental structures in individuals and the structures of sociality. As a starting point, we focus on the core elements of identity: (cf. Hilarion Petzold; 1993) embodiment, bonding and social structure, activity (play/work), education (school), material existence, culture, sense-value-orientation. We investigate identity processes as forms of mutual recognition and delimitation and search for a basic attitude that allows meaningful activity in the interest of children on individual, political and social levels.

We ask the following questions with regard to each of the core elements: How is identity created in the individual, the group, societies in transition (days 1 and 2)? What factors are damaging to emerging and created identity? Which effects lead to injury, disturbance or neglect in emerging identities? Which conditions make the identity process more difficult (day 2)? How can identity be rediscovered in a fragmented system? How is reconstruction of identity possible after it has been impaired?

Interdisciplinary exchange, a discourse of theory and practice, while as-

similating cultures to a certain degree, makes it possible to gain new insights. Keynote speeches coupled with podium discussions and workshops will ultimately lead to convergence. This convergence will allow the participants to engage in new processes in life and work with other individuals and social groups in the interest of an improved society and culture. Participants will deepen their integrated understanding of other individuals and will better comprehend the mutual effects arising from the sociality that surrounds and creates them.

Treasures of vast human experience await us as we look forward to achieving our aim: that of making a difference in the human experience, that of tipping the scales in favor of satisfaction and contentment. For all children, now and in the future.

**Carmen Feuchtner and Gerhard König, Welt der Kinder, on behalf of the symposium partners:**

Vorarlberger Kinderdorf, SOS-Kinderdorf, Institut für Sozialdienste, Caritas, Arbeitskreis für Vorsorge- und Sozialmedizin and the Province of Vorarlberg.

Our only wealth is our capacity to feel;  
without it we are nothing.

André Gorz (Social Philosopher)

# PROGRAM

Thursday, 23 October

- 2:00 p.m. **Welcome**  
Messages from the Younger Generation – Children and Youth  
(Children’s Rights)
- 3:00 p.m. **Mapping of the Participants**  
Moderated by *Melinda A. Meyer*  
(*Psychotherapy, Expressive Arts*)
- How do young people of today develop a sustainable identity? Is a unique identity still possible and desirable? How can a variety of different worlds be integrated? Issues of social structure and personality development:
- 4:00 p.m. **A European Perspective**  
*Klaus Hurrelmann (Sociology) / Leading Society*
- 4:45 p.m. **An African Perspective**  
*Victor Igreja (Anthropology)*
- 5:15 p.m. **Dialog between Keynote Speakers**  
*Victor Igreja, Klaus Hurrelmann*
- 6:00 p.m. **Dinner – Personal Discussions**
- 7:00 p.m. **Workshops I: Identity Is Created - Core Elements of Identity Structures and Integration of Diversity.**  
The 8 workshops take place simultaneously.  
*J.C. Aigner, A. Girmai, M. Gordon, V. Igreja, J. Juul, M. A. Meyer, Y. Montazami, J. Perger, K. Riegler, H. Salzmann, M. Schenk, M. Scherb*
- 8:30 p.m. **Good Night**

## Workshops I Identity Is Created

Core elements of identity structures and integration of variety. (Beginning at 7:00 p.m.)

Embodiment **Identity Embodied and Embedded in Culture** (E)  
*Melinda A. Meyer*

Bonding **Roots of Empathy – Intuitive Parenting** (E)  
Empathy as a central skill of a good life  
*Mary Gordon*

Bonding **Creation of Identity in Different Family Systems** (G)  
The Significance of the Father  
*Josef C. Aigner*

Experience, play, work **Construction of Identity through Sensuous Experience, Play and Work** - Childhoods in Urban and Rural Contexts (E/G)  
*Ananas Girmai, Victor Igreja, Josef Perger*

Education **Learning for Life – My Vision of a Good School**  
Dialog with young people of different cultures  
*Moderated by Herbert Salzmann*

Culture **Identity and Migration – Cultural Practices and the Construction of Identity** (E)  
*Yassaman Montazami*

Value, Meaning, Sociality **Your Competent Child** (G)  
Equipped with the ninth sense of values that maintain integrity.  
*Jesper Juul*

Existence **Mutual Effects of Poverty and Self-Image** (G)  
*Victor Igreja (Medical Anthropologist)*

(G) = German / (E) = English



Unstable societies can potentially damage the socialization of children.  
Yet, the creativity of children can still shape societies in ways that  
respond to their craving needs of socialization.

Victor Igreja (Medizinanthropologe)

## PROGRAM

Friday, 24 October

- 9:00 a.m. **First Plenary Discussion Group (Club 2)**  
**Establishment of Identity in Diverse Cultural Contexts**  
Impetus: A. Girmai – Experiences between Cultures  
*Girmai, Gordon, Juul, Meyer, Montazami, Krappmann*
- 10:00 a.m. **Which Society Do We Want to Live In? (Keynote)**  
Creative Identity Work with Young People  
*Hilarion Petzold (Psychotherapy, Psychology, Neurobiology, Founders of Integrative Therapy)*
- 10:45 a.m. **Break – Personal Discussions**
- 11:15 a.m. **Workshops II – Part 1**  
Damaged versus Creative Identity in the Context of Changing Societies
- 12:45 a.m. **Lunch – Personal Discussions**
- 3:00 p.m. **Workshops II – Part 2**  
Damaged versus Creative Identity in the Context of Changing Societies (*see below*)
- 4:30 p.m. **Break – Personal Discussions**
- 5:00 p.m. **Poverty: Risk Factor for Individual and Societal Development – Focus of Austrian and European Development Cooperation**  
*Georg Lennkh (Politics, Diplomatic Relationships, Development Cooperation) in a Dialog with Ulrich Ladurner (Die Zeit)*
- 5:30 p.m. **Migration vs. Escape/Identity Hindrances (Keynote)**  
*Yassaman Montazami (Clinical Psychologist)*
- 6:00 p.m. **Aggression, Force and Problems of Identity (Keynote)**  
*Sheila Melzak (Psychotherapy)*
- 6:30 p.m. **Dialog: Aigner, Melzak, Montazami, Lennkh**
- 7:00 p.m. **Children's Play**
- 7:15 p.m. **Dinner – Personal Discussions**

## Workshops II

### Damaged versus Creative Identity in the Context of Changing Societies

Core Elements/Focus/Pillars

Embodiment **Damage of Embodied Experience through Migration** (E/G)  
*Melinda A. Meyer*

Bonding **Emotional Literacy in Different Family Systems and Cultures** (E)  
*Mary Gordon*

Experience, play, work **Construction of Identity through Sensuous Experience, Play and Work** (E)  
Sensuous Experiences and Meaning in Life.  
*Ananas Girmai, Victor Igreja, Josef Perger*

Education **Implementing Children's Rights in Education Systems** (G)  
Which consequences are to be expected?  
*Lothar Krappmann (Part I), Claudia Niedermair (Part II)*

Culture **Cultural Practice and Identity Creation** (E)  
Increased Vulnerability in Adolescence after Migration  
*Yassaman Montazami*

Value, Meaning, Sociality **Value Systems and Ideologies** (G)  
Light Towers or Barriers in Relationships with Children  
*Jesper Juul*

Value, Meaning, Sociality **Creation of Identity – The Self as an Artist and Work of Art** (G)  
*Hilarion Petzold*

Existence **Fighting Poverty in the Field of Tension between Intervention and Empowerment** (G)  
*Jesper Juul (Family Therapist)*

(G) = German / (E) = English



Families in which members feel most content have four things in common:  
Self-reliance, authenticity, integrity and equal dignity.  
These values aid in the development of feelings of self-worth.

Jesper Juul (Family Therapist)

## PROGRAM

Saturday, 25 October

- 9:00 a.m. **Second Plenary Discussion Group (Club 2):  
Damage of Identity in Diverse Cultural Contexts**  
*V. Igreja, M. A. Meyer, Y. Montazami, H. Petzold, M. Schenk*
- 9:45 a.m. **The Competent Child – Culturally Dependent? (Keynote)**  
Culturally Specific and Cross-Cultural Elements  
*Jesper Juul (Pedagogy, Theology)*
- 10:40 a.m. **Break – Personal Discussions**
- 11:00 a.m. **Implementing Children’s Rights in Education Systems (Keynote)**  
What are the consequences?  
*Lothar Krappmann (SSociologist, Theologian, Historian, Children’s Rights Expert)*
- 11:45 a.m. **Roots of Empathy (Keynote)**  
Best Practice in Emotional Literacy  
*Mary Gordon (Pedagogy)*
- 12:30 a.m. **Dialog between Keynote Speakers**  
What have we learned?  
*Mary Gordon, Jesper Juul, Lothar Krappmann, Hilarion Petzold*
- 1:00 p.m. **Lunch**
- 3:00 p.m. **Workshops III – Reconstruction of Identity**
- 4:30 p.m. **Farewell**

## Workshops III Reconstruction of Identity

Embodiment **Identity - Embodied and Embedded in Culture** (E)

*Melinda A. Meyer*

Bonding **Formation of Identity in Different Family Systems –  
The Significance of the Father** (G)

*Josef Christian Aigner*

Experience, play, work **Construction of Identity through Sensuous Experiences** (E)

Making the Necessary Beautiful and Beauty Necessary  
*Ananas Girmai, Victor Igreja, Josef Perger*

Bonding **Roots of Empathy - a Program on Emotional Literacy** (E)

*Mary Gordon*

Culture **Migration and Identity Reconstruction** (E)

*Yassaman Montazami*

Value, Meaning, Sociality **Child Rearing and Relationships** (G)

Authentic Parents, Competent Children  
*Jesper Juul*

Value, Meaning, Sociality **Identity Processes in Fragmented Systems** (G)

Finding a Self-Image  
*Hilarion Petzold*

Existence **Aspects of Fighting Poverty** (G)

*Martin Schenk (Österr. Armutskonferenz), Margit Scherb (ADA)*

## FRAMEWORK PROGRAM

### Symposium 2008

Friday, 24 October **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

Saturday, 25 October **Seminars** of various professional associations and workgroups

The International Symposium 2009

### CHILDHOOD AND SOCIETY III

will take place from 22 to 24 October 2009.

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.

A childhood full of love  
is all it takes to make it through  
half one's life in the cold world.

Jean Paul (Author)

## Childhood and Society

Fundamentals 2007 through 2009

*“Suffering at times cruelly inflicted by adults in interpersonal relationships and in society calls forth a desire in one who studies human relationships to change the circumstances that result in this suffering and to eliminate the causes. The emotions of disgust and sadness about the imperfections inherent in human nature, including one’s own, and the societal orders to which each of us belongs, however, are invariably accompanied by the constant realization that we must bear human imperfection at least to a certain degree. Nonetheless, suffering inflicted on children is simply unbearable.”*

With these words, Hans Keilson opened the Childhood and Trauma I Symposium in the year 2000, thus outlining the efforts of adults to help provide children with good living conditions. Despite having to bear the imperfection and destructiveness of human nature, we still bear a drastic responsibility for our children. This consists of reasonable actions on a smaller scale, complex societal structures, and the larger order of human values. It is our responsibility to develop individual and societal perspectives for children, which ought to be the basis of all constructive changes in the world. Together with our partners we are amplifying discourse and insights from Childhood and Trauma (2000-2005) and turning it into Phase 2 of our lobbying, research and mediation efforts. Let us now address the topic of childhood and society, the current situation of children in a globalized world.

Poverty, injury, and neglect cause suffering in the lives of far too many children. A growing number of initiatives and good-practice projects is attempting to ameliorate this situation, thus giving us reason for hope. Effective action requires interdisciplinary and intercultural perspectives as well as bundling meaningful and successful intervention efforts, which is a learning process characterized by bridge-building and gaining the most valuable insights for the welfare of

children. We want to contribute to a concerted effort on national as well as international levels, thus counteracting any endeavors that are not in the best interest of children.

The forums required for such efforts are being offered in the form of annual as well as international symposiums (2007-2009). At the same time a multi- and interdisciplinary team of experts is preparing the processes as well as interacting with a larger public within the scope of these symposia. This discourse ideally enables the following:

- Raising awareness of the public and lobbying on behalf of children
- Awareness of best-practice projects on behalf of the welfare of children (north-south, south-north, south-south)
- Quality standards for internationally active organizations that can be adapted to the specific conditions of various cultural, societal and political situations

We have open communication with the proponents of the Global Marshall Plan. In the context of good global governance and its inherent process principles, the project presented here defines the inherent added value of generating standards/regimes in the interest of children's bio-psycho-social health. The program should be entirely in place in three years' time, and those involved will all have made major contributions to its successful development.

The objective of the program is fulfillment of the Millennium Development Goals of the United Nations, five of which (from a total of eight) are directly concerned with improved living conditions for children, namely: elimination of poverty and hunger, primary school education for all children; substantial reduction in the infant mortality rate, improved health for mothers, and the fight against transmittable diseases. Three

other goals deal indirectly with the improved status of children (women's rights; ecological sustainability, environmental protection, clean drinking water; establishment of positive global development partnerships, development collaborations, medications, information technologies for everyone).

Let us remember the foundation of all subsequent processes involved in the original question. What can and should representatives from the psychosocial sciences and practices and (as environmental factors) representatives from the humanities, natural sciences, law, business, culture and political science do to intrinsically contribute to the current situation of children worldwide?

*Dr. Gerhard König, Mag. Carmen Feuchtner (both from Welt der Kinder; Partners: Dr. Christoph Hackspiel (Vorarlberger Kinderdorf); Dr. Stefan Allgäuer (Institut für Sozialdienste); Dir. Peter Klinger (Caritas VlbG); Dr. Christian Honold (SOS Kinderdorf); Ing. Mag. Helmut Fornetran (Arbeitskreis Vorsorge- u. Sozialmedizin); Dr. Wolfgang Aichelburg (Children at Risk / Welt der Kinder)*

What the social world has done, it can, armed with knowledge, undo.  
In any event, what is certain is that nothing is less innocent than noninterference.

Pierre Bourdieu (Sociologist)

## Speakers

### Josef Christian Aigner (Austria)

Psychologist and psycho-analyst, professor of psycho-social work and psychoanalytical pedagogy/ University of Innsbruck. Member of the board of Österreichischer Kinderschutzbund - Verein für Gewaltlose Erziehung; Hans Czermak Prize in 1993 for his efforts against violence to children; founder (2003) and manager (until 2007) of the Coordination Center Elternbildung Tirol; founder (2006) and scientific leadership of the regional education center Mundium in Telfs. Work focus on father-child relationships and, most recently, work on the issue of men in public education (*Public Fathers* research project).

### Gertrude Bogyi (A)

Dr. Gertrude Bogyi is a clinical psychologist and psychotherapist (IP) at the University Clinic for Child and Adolescent Neuropsychiatry, Vienna (AKH). Executive manager and psychotherapeutic director of the outpatient center for children und adolescents in crisis situations Die Boje (The Buoy). Has been working for 30 years with children in acute crisis situations and as in-patients. Development of the interdisciplinary training programs of the IP.

### Mary Gordon (Canada)

is an internationally-recognized educator, parenting expert, and social entrepreneur who has created award-winning programs informed by the power of empathy. She is the founder and president of Roots of Empathy, a NPO which offers programs she created (Roots of Empathy for children in elementary schools; Seeds of Empathy for children in childcare centres). Her programs are now offered in Canada, Australia, New Zealand and the US. She is also the founder of Canada's

first and largest school-based parenting & family literacy centers; her model has been used as a best practice nationally and internationally. She is the recipient of many prestigious awards and has been appointed to the Order of Canada, which recognizes a lifetime of outstanding achievement, dedication to the community and service to the nation. She was the first female Canadian Ashoka Fellow, recognizing her as a member of an intern. circle of social entrepreneurs and now is a member of the Foundation's Executive Board of Directors. In March 2008, Roots of Empathy was one of three winners in a global competition, "Young Men at Risk"/Ashoka Changemakers. Ms Gordon has consulted for the Nelson Mandela Children's Foundation (S.A.) and has had public dialogues with His Holiness the Dalai Lama in 2006 and in 2008. Author of the Canadian bestseller *Roots of Empathy: Changing the World Child by Child*.

### Ananas Girmai (Ethiopia)

In 2000, Ananas Girmai founded Organisation Protection: Respect and Opportunity for Children in the Street" (PROCS,) in one of the particularly bad slums, where she built a meeting place for street children, providing them access to a place to play, regular school attendance, learning materials and support as well as offering contracts for children and parents where both groups receive help in order to help themselves and commit to make their children's education their first priority. Ananas Girmai, together with her team of 14 employees (street workers, teachers, and trainers), are currently looking after approximately 250 children in two centers. The project is co-financed by Caritas Vorarlberg.

### **Klaus Hurrelmann (Germany)**

teaches social sciences and health sciences at the University of Bielefeld, Germany. He is the founder and was the director of the Department of Health Sciences as well as the Centre for Child and Adolescent Health Promotion until 2007. The main focus of this cooperation project with WHO is providing an international comparison of young people's health status (2003 – 2007). The Bielefeld center is part of a worldwide network of different health promotion centers. The focus of the WHO Collaborating Centre in Bielefeld is conducting and analyzing the study "Health Behaviour in Schoolaged Children" (HBSC) in Germany. Since 1982, this study has been conducted every four years in a growing number of countries. The target group is children and youths aged 11 to 15. Klaus Hurrelmann's publications include, among others, "Human Development and Health," "Social Structure and Personality Development," "International Handbook of Adolescence," "International Handbook of Public Health," "Health Risks and Developmental Transitions During Adolescence."

### **Victor Igreja (Mozambique/NL)**

Does research and lectures on transcultural psychology and psychotherapy. Many years of activity/research in the Mozambican NGO Esperança para Todos (AEPATO), on the subject of war traumas and both individual and collective coping strategies (traditional rites, social structure, social standards) in regions of central Mozambique hard hit by civil war. Igreja represents a generation of promising young African scientists and is an internationally renowned expert for non-Western concepts of health and disease, of trauma and psychotrauma, of therapy and prevention.

### **Jesper Juul (Denmark)**

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 *Das kompetente Kind* 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."

### **Lothar Krappmann (Germany)**

Theologian, sociologist, expert on children's rights. 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; honorary professor of educational sociology at Freie Universität Berlin. In 2003, he was appointed one of 13 members of the UN Committee for Children's Rights. In 2007 he was re-appointed in this position for another four years.

### **Georg Lennkh (Austria)**

Ambassador of the Austrian Foreign Ministry (Tokyo, New York). From 1978 to 1983, staff member of Austrian Chancellor Bruno Kreisky's office in charge of foreign policies. Among other things Georg Lennkh helped prepare the North-South Summit in Cancun (Mexico) and several special missions to the Near East. In 1983 he was appointed Austrian Ambassador to the OECD (Paris);

in 1993 he was appointed Director of the Austrian Development Agency. From 1998 to 2000 Lennkh directed the Burundi peace talks in Arusha; since 2005 Special Representative for Africa of the Austrian Foreign Ministry. In 2006 Chair of African agendas as part of the Austrian EU presidency, followed by Special Representative of the current EU Presidency for political dialog in Chad.

#### **Melinda Ashley Meyer (Norway)**

M.A. in Expressive Arts Therapy. Director of Assoc. of Therapists using Psychodrama and Bioenergetics. Specialization in clinico-psychiatric fields. Co-founder and director of the Norwegian Center of Further Education for Expressive Arts Therapy. Has taught internationally; collaborator of the Psychosocial Centre for Refugees of Oslo University. Research work at the Norwegian Centre for Violence and Traumatic Stress Research. Her workshops are based on individual experience; the theory of scenic thinking and bearing witness is probed from a psychodramatic perspective.

#### **Yassaman Montazami (France/Iran)**

Clinical psychologist, PhD from the Graduate School of Psychopathology and Psychoanalysis/Paris VII. As part of AVRE Paris, she provides cares for under-aged refugees, child soldiers, and torture victims. Director of AVRE's training department.

#### **Claudia Niedermaier (Austria)**

Degree in elementary education, therapeutic pedagogy, and Montessori education. Professor at the University of Pedagogy in Vorarlberg, Austria. Many years of experience in inclusive teaching and team coaching for the development of open teaching structures. Main areas of interest:

Children as teaching subjects; self-directed and autonomous learning.

#### **Josef Perger (Italy)**

Full professor in Contemporary Theory of Knowledge. Perger teaches as well as organizes training courses and creative projects in Italy, Switzerland, and Austria. His projects are often a reflection of the design of living environments, especially in peripheral and agricultural areas, which are then analyzed in terms of architecture, cultural history, and agriculture, but especially in view of possible ramifications for the habitat as well as the passing-on of knowledge and experience, as different generations interact with each other.

#### **Hilarion Petzold (Germany, Netherlands)**

Entwickler und Begründer des schulenübergreifenden Modells der Integrativen Therapie. Lehrstuhl für Psychologie, Klinische Bewegungstherapie und Psychomotorik an der Freien Universität Amsterdam. Wissenschaftlicher Leiter der Studiengänge Psychotraumatologie und Supervision an der Donau-Universität Krems. Director of Psychodrama des Moreno Institutes New York. Mitbegründer und wissenschaftlicher Leiter der „Europäischen Akademie für Psychosoziale Gesundheit“. Autor zahlreicher Bücher und Fachpublikationen. Zudem Aktivitäten in den Bereichen Supervision, Organisationsentwicklung, Coaching im Non-Profit- und Profitbereich.

#### **Klemens Riegler (Austria)**

After several years of working in personnel development and management at a large automotive company, Klemens Riegler worked on a volunteer basis to establish the Global Marshall Initiative and finally became responsible for its administration

and management. He has been the managing director of both Ökosoziales Forum Österreich and Ökosoziales Forum Europa since 2007. He is a member of the steering committee of Forum Nachhaltiges Österreich and is also a member of the advisory board of the University of Agrarian and Environmental Pedagogy in Vienna.

#### **Martin Schenk (Austria)**

Social expert at Diakonie Österreich with emphasis on welfare policy, poverty, health and integration. One of the founders of the Poverty Conference (Austrian network that fights against poverty and social exclusion). Volunteer co-worker at the Augustin street newspaper. Member of the human rights advisory council at the Austrian Ministry of the Interior. Co-initiator and co-worker in several projects, such as the Viennese Donation Parliament, Hunger for Art and Culture (theater, cinema, concerts for people without money), Making Ourselves Visible (organization for poverty-stricken people), Hemayat (psychotherapeutic and medical treatment for traumatized refugees), oicocredit (micro-loans for poverty-stricken people in southern countries).

#### **Margit Scherb (Austria)**

Director of the Quality Assurance and Knowledge Management department of ADA (Austrian Development Agency).

## **Organization/Project Management Moderators**

#### **Carmen Feuchtner (Austria)**

Managing director and co-founder of *Welt der Kinder*, educator, founder of social services (hospice movement, palliative care education, social care, children's care)

#### **Gerhard König (Austria)**

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-Moderator

#### **Ulrich Ladurner (Italy, Germany)**

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.

#### **Herbert Salzmann (Austria)**

German studies, comparative literature and linguistics, sociology; corporate consultant, organization developer, trainer with focus on management communications and learning processes. Teacher at the University of Innsbruck (project/social competence)

#### **Symposium languages: German, English**

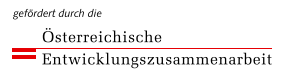
(Simultaneous interpreters: David and Judith Hansen)

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# Welt der Kinder

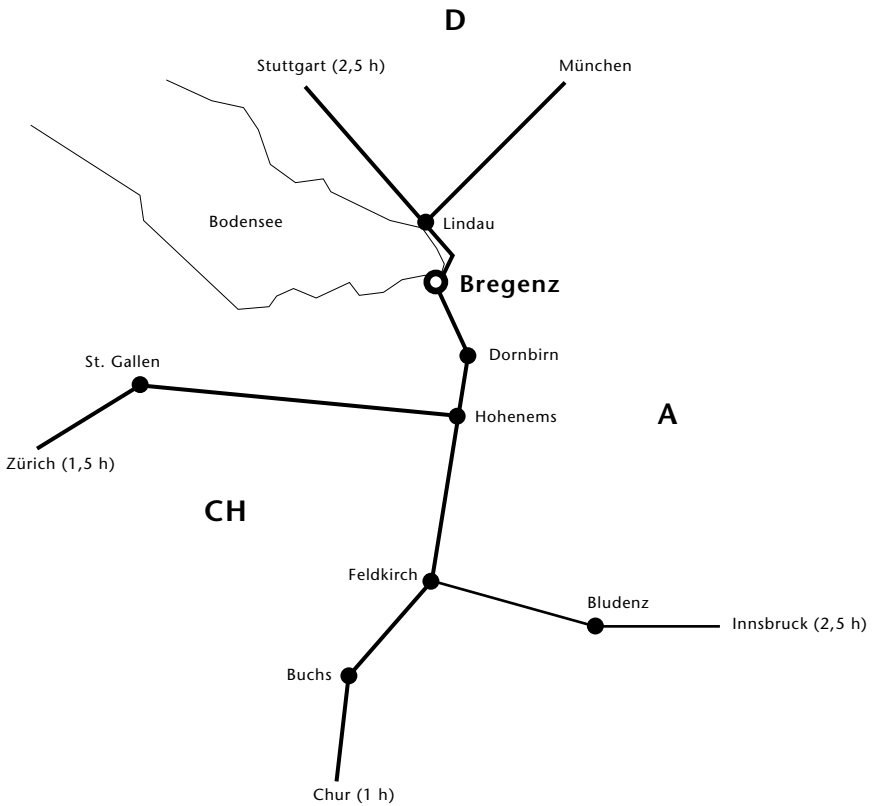
Thanks to our partners



What the social world has created can be done away with again with appropriate knowledge. One thing is for sure: Nothing is less innocent than to let things take their natural course.

Pierre Bourdieu (Sociologist)

An  
Welt der Kinder  
Anton-Schneider Straße 28  
A - 6900 Bregenz



## Registration

### Symposium - Children and Society II

23 through 25 October 2008, Festspielhaus Bregenz (Austria)

[Yes, I am officially registering.](#)

Name: \_\_\_\_\_

Organization: \_\_\_\_\_

Street: \_\_\_\_\_

ZIP/City: \_\_\_\_\_

Country: \_\_\_\_\_

Telephone: \_\_\_\_\_

E-Mail: \_\_\_\_\_

Hotel reservation desired (yes/no): \_\_\_\_\_

[Registration is possible either for the entire symposium or for single days.](#)

Register by mail or online at [www.weltderkinder.at](http://www.weltderkinder.at)

#### Entire Symposium

- Early registration bonus (until 1 September 2008): 240 euros
- Registration fee (after 1 September 2008): 280 euros
- Partner fee: 165 euros

Employees of partner organizations:

aks, Caritas (Austria), ifs, SOS-Kinderdorf (Austria), Vorarlberger Kinderdorf

#### Single-Day Registration

- Thursday, 23 Oct. 2008: 95 euros
- Friday, 24 Oct. 2008: 110 euros
- Saturday, 25 Oct. 2008: 100 euros

Hotel information and reservations:

Convention Partner Vorarlberg, Römerstr. 2, A-6900 Bregenz

Tel: +43 (0)5574 43443-23, Fax: 43443-4, [service@convention.cc](mailto:service@convention.cc)

We ask that participants register and pay by **30 September 2008**. Registrations cancelled after 30 September will incur a processing fee of 60 euros. Registrations cancelled after 15 October will incur a charge of half the registration fee. Bank data: Convention Partner Bregenz, Hypo Bregenz - BLZ 58000, Kto-Nr. 10281777012, SWIFT-Code: HYPVAT2B, IBAN: AT 35 58000 10281 777012. After you have registered either by mail or online, you will receive a confirmation that will contain the bank data for your transfer or deposit of the symposium fee.

## International Symposium – Childhood and Society II

Interdisciplinary fundamental research – Political and Societal Action in the Interest of Children Festspielhaus Bregenz, Austria, 23 through 25 October 2008

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

### Thanks to

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Stadt Bregenz  
Federal Ministry of Health, Family and Youth  
Vorarlberger Kraftwerke AG  
ADA (Austrian Development Agency)  
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Österreichische Gesellschaft für Politische Bildung  
Partner in der Bewerbung  
Bildungshaus Batschuns  
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Zentrum für Wissenschaft und Weiterbildung Schloss Hofen  
National Coalitions of Austria, Germany, Switzerland  
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