Magnus Frampton

Fachenglisch
für die Soziale Arbeit

2. Auflage

BELTZ Juventa

1. Grundbegriffe der Kinder- und Jugendhilfe

Examining English and German *children's services* together is a fascinating undertaking. Indeed, *studies comparing children's services systems* in different countries form an arguably underrepresented area of *children's services research*. By and large though, the reader looking for striking contrasts may be disappointed. At first glance, the *comparison* of the English and German systems certainly reveals more *commonalities* than differences. In both countries, services are largely based on *legislation* reflecting the *children and families policy* of the late 1980s: the English Children Act 1989 and the German *Child and Youth Services Act*. Strengthening *participation* and supporting parents in *raising* their children were key themes in both sets of legislation. Important *amendments* to legislation in both countries were made during the mid-2000s. The focus of these *laws* was improving systems for *protecting* children, which has been a particular *concern* in the last decade.

Children's services are *provided* by a mix of *agencies*. In Germany the *department for children, young people, and families* has a long history as the *authority* that plans, coordinates, and sometimes provides local services. In England, *local authority children's services* play a similar role. Alongside such *statutory agencies*, each country has a range of services for children, young people, and families provided by *non-statutory agencies*.

Children's services are diverse in their *objectives*, form, and *client groups*. *Service users* include babies, *toddlers*, *primary school-aged children*, *adolescents*, and, of course, their parents or other *caregivers*. In a broad sense, children's services encompass everything from *early education* to *youth work*, and overlap with practice fields as diverse as *early intervention* and *youth justice*. Some *services* have an *individual case orientation*, that is, they respond to the *individual needs* of certain families. Other services have a *community orientation*, that is, they seek to address *community need*. Some work may be seen as having a largely *administrative*, *bureaucratic*, or management nature. Other work may be primarily *social pedagogical*, *relationship-oriented*, or *therapeutic*.

Much work with children, young people, and families is *supportive* in nature, helping parents with the *challenges* of *child-raising*, and helping

young people with the difficulties of *growing up*. In both England and Germany, there are specific services for individual families, where *bringing up children* is resulting in difficulties. Such individual services are often described as *family support*. They are *preventative* and *low threshold* in nature. However, some work has a more controlling function, and a more *reactive* nature. The area of *child protection* is an example of such practice. Here, the *threshold* for interventions is usually higher. In both England and Germany, *protection* is based on concerns in one of two areas: *neglect* or *abuse*. Abuse is often separated into three subcategories: *physical abuse*, *emotional abuse*, and *sexual abuse*. In England, in the early 2000s, the term protection was replaced by the idea of *safeguarding*. This concept was more broadly defined than simply *keeping children safe* and protecting them from *harm*. It included aspects such as being healthy and enjoying *education* or *leisure pursuits*.

German native speakers should note that children's services are never known as *youth services*, youth welfare services, or child and youth services in English. Using these phrases may therefore confuse English native speakers. However, the phrase *services for children, young people, and families* is commonly used.

children's services ≈ Kinder- und Jugendhilfe, Jugendhilfe
study Studie, Untersuchung
compare vergleichen
children's services system ≈ Kinder- und Jugendhilfesystem
children's services research ≈ Jugendhilfeforschung, Kinder- und Jugendhilfeforschung
comparison Vergleich
commonality Gemeinsamkeit
legislation Gesetzgebung
children and families policy ≈ Kinder-, Jugend- und Familienpolitik
Child and Youth Services Act Kinder- und Jugendhilfegesetz
participation Partizipation, Beteiligung, Teilnahme, Teilhabe
raise erziehen
amendment Änderung, Novellierung
law Gesetz
protect schützen
concern Sorge
provide erbringen, anbieten, bereit stellen
agency Träger
department for children, young people and families ≈ Jugendamt, Amt für Kinder, Jugendliche und Familien, Amt für Kinder, Jugend und Familien, Fachbereich Kinder, Jugend und Familie
authority Behörde
local authority children's services ≈ Jugendamt, Amt für Kinder, Jugendliche und Familien, Amt für Kinder, Jugend und Familien, Fachbereich Kinder, Jugend und Familie
statutory agency öffentlicher Träger, staatlicher Träger
non-statutory agency freier Träger, nichtstaatlicher Träger, nichtöffentlicher Träger
objective Ziel, Zielsetzung, Zielrichtung
client group Klientengruppe
service user NutzerIn, KlientIn, AdressatIn
toddler Kleinkind
primary school-aged child Kind im Grundschulalter
adolescent ≈ Jugendliche/r
caregiver ≈ Erziehungsperson
early education frühe Bildung
youth work Jugendarbeit, Jugendarbeit, Jugendsozialarbeit und erzieherischer Kinder- und Jugendschutz, Kinder- und Jugendarbeit
early intervention Frühe Hilfe
youth justice ≈ Jugendstrafrecht

service Dienst, Dienstleistung, Hilfe, Angebot

individual case orientation Einzelfallorientierung

individual need Einzelbedarf

community orientation ≈ Gemeinwesenorientierung, Sozialraumorientierung, Feldorientierung

community need ≈ Bedarf im Gemeinwesen

administrative administrativ, verwaltend, verwaltungstechnisch

bureaucratic bürokratisch

social pedagogical sozialpädagogisch

relationship-oriented beziehungsorientiert

therapeutic therapeutisch

supportive unterstützend, stützend, supportiv

challenge Herausforderung

child-raising Kindererziehung

grow up aufwachsen, erwachsen werden

bring up children Kinder erziehen

family support erzieherische Hilfe(n)

preventative präventiv

low threshold niedrigschwellig, niederschwellig

reactive reaktiv

child protection Kinderschutz

threshold Schwelle

protection Schutz

neglect Vernachlässigung, Verwahrlosung

abuse ≈ Misshandlung, Missbrauch

physical abuse körperliche Misshandlung

emotional abuse psychische Misshandlung

sexual abuse sexueller Missbrauch, Missbrauch

safeguarding ≈ Schutz

keep a child safe ein Kind vor Gefahren bewahren, ein Kind schützen

harm Schädigung

education Bildung

leisure pursuit Freizeitbeschäftigung

youth services ≈ Jugendarbeit, Jugendsozialarbeit und erzieherischer Kinder- und Jugendschutz

services for children, young people and families ≈ Kinder und Jugendhilfe, Jugendhilfe

2. Kindheit

Childhood is the phase in the *life course* that comes before *youth* and *adulthood*. It is often subdivided into various stages. *Early childhood* is the first period, which some authors consider to start at birth, others after *babyhood* (or *infancy*) and *toddlerhood*. *Mid-childhood* (or early *primary school-age*), *late childhood*, and *adolescence* follow. We may thus differentiate between babies (or *infants*), *toddlers*, *young children*, and *pre-pubescent children*. The field of study concerned with childhood is known as *childhood studies* or *childhood research*.

Being a child is sometimes considered a *natural biological given*. However, both childhood and the state of being a child are *social constructions*. Children have traditionally been seen as *innocent*, *naive*, *unspoilt*, and *pure*. Some *images of children* stress their *weakness*, *vulnerability*, *helplessness*, *passivity*, and *dependency*. There has, therefore, long been a view that children should be *protected*, so that their *welfare* can be secured. However, *images of childhood* and *representations of childhood* are by no means universal. *Understandings of childhood* are *historically relative* and *culturally relative*. The twentieth century is sometimes referred to as the *century of the child*. Modern Western *child policy* reflects ideas found in the *United Nations Convention on the Rights of the Child:* children as active and *autonomous social actors* with *competence* and *agency*. *Children's voices* are to be heard and they have *participatory rights*.

Many authors discuss the *basic needs of children*. Meeting these needs may be seen as *preconditions* for healthy *child development*. *Maslow's hierarchy of needs* is a famous example of such a framework, and some authors have also considered child-specific basic needs. The most fundamental of these is arguably a good *attachment* to the parents and a *nurturing parent-child relationship*. This gives *warmth*, love, a feeling of *security*, and a sense of *basic trust*. Time and attention from parents, *physical integrity*, *developmentally appropriate experiences*, *clear boundaries*, and being treated as an individual are other commonly cited needs. Parents vary in their approaches to *child-raising*. One established classification of *parenting styles* distinguishes styles as *authoritative*, *authoritarian*, and *permissive*.

Developmental psychology, *educational science*, and *neuroscience* have given us an understanding of children's *emotional development*, *social*

development, *motor development*, and *cognitive development*. A child is no longer seen as a tabula rasa or *blank slate* to be shaped by *child raisers* as they wish. Instead, children are *genetically pre-programmed*, and their *maturation* involves passing *developmental milestones* in *developmental stages*. *Learning research* and *learning theories* examine and model how children learn. *Early childhood learning* is learning through interaction with others and *learning through play: play in the open air*, play with friends, play with adults, *children's games*, *practice games*, *pretend play* (sometimes called *symbolic play*), and *games with rules*. Play is *imagination*, fantasy, creativity, and an *exploration* of the *child's social world*.

childhood Kindheit, Kindesalter
life course Lebenslauf
youth Jugend, Jugendalter, Jugendzeit
adulthood Erwachsenenalter
early childhood frühe Kindheit
babyhood Säuglingsalter
infancy Säuglingsalter
toddlerhood Kleinkindalter
mid-childhood mittlere Kindheit
primary school-age Grundschulalter
late childhood späte Kindheit
adolescence Adoleszenz
infant ≈ Säugling
toddler Kleinkind
young child junges Kind
pre-pubescent child vorpubertäres Kind
childhood studies ≈ Kindheitsforschung, Kinderforschung
childhood research ≈ Kindheitsforschung, Kinderforschung
natural biological given biologische Naturtatsache
social construction soziale Konstruktion, soziales Konstrukt
innocent unschuldig
naive naiv
unspoilt unverdorben
pure rein
image of children Kindesbild, Kinderbild
weakness Schwäche
vulnerability ≈ Verwundbarkeit, Vulnerabilität, Schutzbedürftigkeit
helplessness Hilflosigkeit
passivity Passivität
dependency Abhängigkeit
protect schützen
welfare Wohl
image of childhood Kindheitsbild

representation of childhood Repräsentation von Kindheit, Kindheitsbild
understanding of childhood ≈ Kindheitsverständnis
historically relative historisch relativ
culturally relative kulturell relativ
century of the child Jahrhundert des Kindes
child policy Kinderpolitik
United Nations Convention on the Rights of the Child Übereinkommen über die Rechte des Kindes, UN-Kinderrechtskonvention
autonomous autonom, selbstständig
social actor sozialer Akteur
competence Kompetenz
agency Agency
child's voice Stimme des Kindes
participatory right Teilnahmerecht, Beteiligungsrecht, Partizipationsrecht
child's basic need kindliches Grundbedürfnis
precondition Voraussetzung
child development Kindesentwicklung
Maslow's hierarchy of needs Maslows Bedürfnishierarchie, Maslowsche Bedürfnishierarchie, Bedürfnishierarchie von Maslow
attachment Bindung
nurturing fördernd
parent-child relationship Eltern-Kind-Beziehung, Eltern-Kind-Verhältnis
warmth Wärme
security Geborgenheit
basic trust Urvertrauen
physical integrity körperliche Unversehrtheit
developmentally appropriate experience entwicklungsgerechte Erfahrung

clear boundaries klare Grenzen
child-raising Kindererziehung
parenting style Erziehungsstil
authoritative autoritativ, sozialintegrativ
authoritarian autoritär
permissive permissiv
developmental psychology Entwicklungspsychologie
educational science Erziehungswissenschaft
neuroscience Neurowissenschaft
emotional development emotionale Entwicklung
social development soziale Entwicklung
motor development motorische Entwicklung
cognitive development kognitive Entwicklung
blank slate unbeschriebenes Blatt
child-raiser ≈ Erziehungsperson
genetically pre-programmed genetisch vorprogrammiert

maturation Reifung
developmental milestone Meilenstein der Entwicklung
developmental stage Entwicklungsstufe
learning research Lernforschung
learning theory Lerntheorie
early childhood learning frühkindliches Lernen
learning through play Lernen im Spiel
play in the open air Spielen im Freien
children's game Kinderspiel
practice game Übungsspiel
pretend play so-tun-als-ob-Spiel
symbolic play Symbolspiel
game with rules Regelspiel
imagination Imagination, Vorstellungsvermögen, Vorstellungskraft
exploration Erkundung, Exploration, Erforschung
child's social world soziale Welt des Kindes

3. Jugend

Youth is a *phase* in the *human life course* in which one's *identity* takes shape, one's personality develops, one's *self-concept* and *self-image* alter, and *life attitudes* and *value orientations* crystallise. The *stage* of youth comes between *childhood* and *adulthood*. Occasionally, youth, the *teenage years*, and *adolescence* are considered synonymous terms. However, in the English language, youth is normally considered a longer period than adolescence, with a later onset, perhaps at around the age of 15 or so. Nonetheless, the precise beginning and end of youth and adolescence may be hard to pin down. These age boundaries are also changing. German language authors often discuss the *early arrival of the phase of youth*, the *protraction of youth*, and the so-called *destructuring of youth*. It should be noted that the English terms youth and adolescence are used in different *disciplinary contexts*. Adolescence is a term primarily used in medical or psychology *papers*, youth a term more common in sociology and social work literature. One can talk of *youth research*, *youth studies*, and the *sociology of youth*.

People who find themselves in the earlier part of youth are referred to as *young people*. If a little older they may also be described as *young adults*. The male and female forms are *young women* and *young men*. The terms boy and girl are normally only used for younger children. In Britain, the plural expression *youths* is used to describe a group of young people, but the expression is not neutral. Talk of youths carries strong negative connotations: of *disengaged* young men, of *criminal behaviour*, and the like. In English, expressions such as teenie, teenager, kid, and youngster are very informal indeed and are usually avoided in *academic contexts*. For those wishing to describe a particular life stage more accurately, age groups such as *prepuberty*, *preadolescence*, *early adolescence*, *mid-adolescence*, *late adolescence*, *post adolescence*, and *early adulthood* may be more helpful. Young people are generally referred to as children in British law until they reach the age of 18, although the *age of criminal responsibility* in Britain is 10 years.

Youth may be described as a *life stage* characterised by *transitions*. The *transition from childhood to youth* is accompanied by biological change: *sexual maturity*, *growth spurts*, *hormonal change*, and *mood swings*. However, *growing up* is more than reaching *biological maturity*. Adolescence is a transition from *dependence* to *independence*. *Entering employment*, for

instance, allows increasing autonomy from one's parents, and may be a first step in *breaking away from the parental home*. Indeed, in terms of *role models* and *socialisation*, adolescence is characterised by young people *turning towards peers* at the expense of the *parent-child relationship*. This re-orientation is accompanied by *boundary testing*, a *willingness to take risks*, and *rites of passage*. In this time of *storm and stress*, *psychosocial development* is sometimes understood with reference to the concept of the *psychosocial moratorium*.

Some approaches to examining *youth behaviour* and *youth identity* focus on culture. Here youth is spoken of as an *age generation*, such as today's *pragmatic generation* in Germany. Such perspectives see youth in terms of *youth cultures* and *youth subcultures*, located in a particular historical period. Members of an *age cohort* may well share values, *worldviews*, styles, and lifestyles. They may be involved in particular *social movements*. Such ideas of youth culture can lead to a model of *generational conflict* or even *generational war*, as youth cultures become *counter-cultures*.

youth Jugend, Jugendalter, Jugendzeit
phase Phase
human life course menschlicher Lebenslauf
identity Identität
self-concept Selbstkonzept
self-image Selbstbild
life attitude Lebenseinstellung
value orientation Werteorientierung
stage Phase, Stadium, Stufe
childhood Kindheit
adulthood Erwachsenenalter
teenage years Teenageralter
adolescence Adoleszenz
early arrival of the phase of youth Verfrühung der Jugendphase
protraction of youth Verlängerung der Jugend
destructuring of youth Entstrukturierung der Jugend, Strukturwandel der Jugendphase
disciplinary context disziplinärer Zusammenhang
paper Aufsatz, Artikel, Buchbeitrag
youth research ≈ Jugendforschung
youth studies ≈ Jugendforschung
sociology of youth Jugendsoziologie
young person Jugendliche/r, jüngere/r Jugendliche/r
young adult junger Mensch, junge/r Volljährige/r, junge/r Erwachsene/r, Jugendliche/r, Heranwachsende/r

young woman Mädchen, junge Frau
young man Junge, junger Mann
youths ≈ Problemjugendliche, Jugendliche
disengaged entfremdet, randständig
criminal behaviour kriminelles Verhalten
academic context wissenschaftlicher Zusammenhang
prepuberty Vorpubertät
preadolescence Präadoleszenz
early adolescence frühe Adoleszenz
mid-adolescence mittlere Adoleszenz
late adolescence späte Adoleszenz
post adolescence Postadoleszenz
early adulthood frühes Erwachsenenalter, angehendes Erwachsenenalter
age of criminal responsibility Strafmündigkeitsalter
life stage Lebensphase
transition Übergang, Transition
transition from childhood to youth Übergang von der Kindheit in die Jugend
sexual maturity Geschlechtsreife, Sexualreife
growth spurt Wachstumsschub
hormonal change hormonelle Veränderung
mood swing Stimmungsschwankung
growing up Erwachsenwerden
biological maturity biologische Reife
dependence Abhängigkeit, Unselbstständigkeit
independence Eigenständigkeit, Selbstständigkeit

entering employment ins Erwerbsleben eintreten

breaking away from the parental home Ablösung vom Elternhaus, Trennung vom Elternhaus

role model Vorbild

socialisation Sozialisation

turning towards peers Hinwendung zu den Peers

parent-child relationship Eltern-Kind-Beziehung, Eltern-Kind-Verhältnis

boundary testing Testen der Grenzen, Grenzentesten

willingness to take risks Risikofreude

rite of passage Übergangsritus

storm and stress Sturm und Drang

psychosocial development psychosoziale Entwicklung

psychosocial moratorium psychosoziales Moratorium

youth behaviour Jugendverhalten

youth identity Jugendidentität

age generation Altersgeneration

pragmatic generation pragmatische Generation

youth culture Jugendkultur

youth subculture Jugendsubkultur, Jugendteilkultur

age cohort Alterskohorte

worldview Weltbild, Weltanschauung

social movement soziale Bewegung

generational conflict Generationenkonflikt

generational war Kampf der Generationen

counter-culture Gegenkultur

4. Öffentliche Träger der Kinder- und Jugendhilfe

In England and Germany, *children's services* are *provided* by a network of *agencies*. These agencies belong to the *statutory sector*, *voluntary sector*, and *private sector*. In both countries, *legislation* places certain key *powers* and *duties* relating to children's services with certain *statutory bodies*. In English law, these particular *bodies* are formally known as *children's services authorities*. In both England and Germany, the bodies in question function at the *local authority level*. Statutory children's services are anchored in *local government*. This may actually involve various *tiers* of government: *parishes*, *districts*, certain *towns* or *cities* (in Germany, those so-called *'district-free'* ones), or even, for larger cities, individual *boroughs*. *Local authorities* are *public bodies* which *set up* and run other *authorities*. These authorities have two roles. Firstly, they have *overall responsibility* in coordinating the *provision* of children's services. Secondly, they directly provide some services.

The German authority for children, young people, and families is the *Jugendamt*. 'Jugendamt' is a somewhat difficult term to translate. The reference to youth is highly idiomatic: illogical in the context of services which are primarily oriented on *childhood* and *parenthood*. The common translation found in dictionaries is *youth welfare office*. However, English native speakers will probably not understand this term as describing a department for children, young people, and families. German native speakers will be better understood if they use a term such as *department for children, young people, and families*, which also corresponds neatly to modern German terminology. Germany has a similar agency at the *Bundesland-level*, namely the *state children's department*. It goes without saying that this agency has no British equivalent.

The German institution of the Jugendamt dates back to the early twentieth century. The authority responsible for similar tasks in England has experienced less historical continuity. English children's services have seen waves of *organisational change* over the decades. Post-World War II Britain had *children's departments*. In the early 1970s, these were replaced by *generic* Social Services Departments (often known as SSDs, or simply social services for short). These *departments* also offered adults' services, and therefore have no German equivalent. Such Social Services Departments no longer