Transnational Teaching and Learning in Child and Youth Welfare

Editors: Julia Mirsky, Ph.D. and Ludmila Rubinstein, Ph.D.

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PREFACE

TACHY*we* is an international project supported by the European Commission's Tempus Fifth Call. The project began in October 2012 and ended in October 2015.

Ten universities and institutes participated in the project; from Europe these included Trinity College Dublin, Ireland (TCD); University of Hildesheim, Germany; the Free University of Bozen-Bolzano, Italy (FUB); Fondazione Emanuela Zancan, Italy; Don State Technical University, Rostov on Don, Russia; Moscow State Regional University, Russia; and from Israel these were the Schools of Social Work at the Hebrew University of Jerusalem (HUJI); Ben-Gurion University of the Negev (BGU); and Sapir College; as well as the Haruv Institute in Jerusalem. Over 50 scholars and practitioners from these organisations were involved in the project, with over 150 students participating.

The objective of the project was to develop Transnational Academic Careers in Child and Youth Welfare (TACHY*we*). In order to achieve this goal we jointly constructed and implemented a variety of academic activities: international courses on child and youth welfare from the perspective of practise, ethics, policy, and research; a range of student exchanges and mobility opportunities; virtual communities; and international social networks of graduate students in the field. This handbook describes TACHY*we* and its products and provides an excellent example of what an international project can achieve.

The first chapter describes the structure, objectives and processes that took place in the project. The TACHY*we* team included tens of scholars and practitioners from different countries, and we look at how we found a common language and managed to bridge differences in the different professional orientations and value systems that guide child care.

The second chapter addresses the challenges of building and implementing an international curriculum. We differed not only in our value systems and practises, but also in the structure of our academic systems. A large share of our kick-off meeting was devoted to coordinating basic terminology: We

discovered that what is called a "course" in Israel is a "segment" in Germany and a "module" in Russia; that in some countries working hours include only "contact hours", while in others they also include "self-study" hours.
The third chapter presents the curricula we developed and implemented in the project. Seven segments are described in detail, including specific working schedules, assignments and reading lists. Each segment is introduced by the team that developed and implemented it and provides a context for the segment. We hope that they will be useful to teachers and instructors.

The fourth chapter describes student mobility and, in the students' own words, addresses its various benefits and gains as well drawbacks. We also include feedback from sending and hosting institutions that may help others interested in implementing international student exchanges to learn from our experience.

The book closes with some thoughts about future possibilities and challenges.

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Julia Mirsky and Ludmila Rubinstein
Jerusalem, October 2015

CHAPTER 1

TACHY*we* – What is it about?

Wolfgang Schröer, Alia Herz-Jakoby, Alice Altissimo

TACHY*we* - Adopting a transnational perspective on child and youth welfare "Child and youth welfare is regulated mainly by national and local structures". This position characterises the average opinion held by researchers and practitioners in the field. Yes, everybody talks about the UN Convention on the Rights of the Child, and there are a number of programmes offered by the European Union or international foundations and NGOs in which researchers and practitioners can participate. Nevertheless, such programmes still seem to be "extra-terrestrial" and not a part of everyday structures and activities. In consequence, the so-called "international perspective" of child and youth welfare is still a collection of self-contained attitudes of national states that stand alongside one another while interrelations between and beyond national states are neglected.

We are by no means belittling the role of the nation-state in child and youth welfare. Yet it seems imperative not to regard the nation-state as a closed or self-contained space, and it is important to see the different fields of social services in the context of transnational intertwinings. The project known as TACHY*we* (Transnational Academic Careers in Child and Youth Welfare) attempts to highlight precisely such transnational interrelations and bring them to the fore within the academic world of child and youth welfare research and training. We are convinced that by adopting a truly transnational perspective we can better understand national and regional attitudes and practises as well as social phenomena such as migration. Consequently, we hope to create a comprehensive understanding of child and youth welfare beyond static boundaries.

So what does a transnational perspective actually mean? What are "transnational studies" about (Schröer & Schweppe, 2012)? One central observation is that a "methodological nationalism" has developed in the social sciences, especially in the 19th and 20th centuries. This implies that the nation-state is presumed to be a "natural" container: Methodological

nationalism is the naturalisation of nation-states by the social sciences. Scholars have accepted national borders as the natural unit of study, they equate society with the national state, and they confuse national interest with the purpose of social sciences (Wimmer & Glick Schiller, 2002). Against this naturalisation of nation-statehood, transnational studies problematise the equation of society with the nation-state (ibid.). This stand, however, does not categorically ignore the significance of nation-statehood or assume a "de-territorialized world". Instead, a transnational perspective opens up the possibility not only of understanding phenomena through national lenses, but also considering other points of reference.

Thus transnational studies concentrate on the question of how and where the nation-state is a relevant and a significant factor in social development. The nation-state is one frame of reference among many others that may be useful to the understanding of social phenomena in their interrelatedness. Yet caution should be exercised to prevent transnational studies from promoting a form of reification by praising cross-border interrelations – e.g., transnational children – as new forms of sociality or by attributing particular complexity to them. Especially in Europe, there is the danger of misperceiving the continent as a transnational "whole", thereby ignoring the powerful "boundary work" within Europe or legitimising the European tendency to seal itself off from the outside world as a "naturally given" entity.

As stated above, in child and youth welfare the assumption prevails that social services act within a nationally organised framework and that their challenges are characterised by the relationships, conditions and structures of the nation-state alone. Köngeter (2009) has reflected upon the so-called naturalisation of the nation-state in this field. He clarified how the nation-state often tends to become an unexamined backdrop for child and youth welfare whereby definitions of problems, categories of analysis, and methods of intervention are developed and uncritically applied in and for nationally organised frameworks and organisations. Child and youth welfare, however, is constituted in various ways through complex demarcations and interlacings of boundaries called "boundary work". With this understanding in mind, TACHY*we* constructed an academic framework for students and (young) researchers to experience, discuss and develop transnational interactions and interrelations through lectures, classes, group projects, and study visits.

TACHY*we* is a cooperation between Italian, German, Irish, Israeli, and Russian higher education institutions and two research institutes in Italy and Israel, all working together on the internationalisation of curricula for graduate studies in the field of social work, and in particular child and youth welfare. The consortium brings together scholars and university instructors who are not only proficient in their research and course work, but also willing to create, jointly, possibilities for a transnational exchange and circulation of knowledge. The expertise and experience contributed by all consortium partners were crucial to the project implementation.

Four consortium members are from Israel: three institutions of higher education and one research institute. As the first academic institution for social work education established in Israel, the Paul Baerwald School of Social Work and Social Welfare of the Hebrew University of Jerusalem takes a leading role in Israeli social work. It serves diverse populations and groups, including Jews, Arabs, and new immigrants, and develops programmes to address the social needs of these populations. The Spitzer Department of Social Work at the Ben-Gurion University of the Negev was established in response to the needs of a culturally diverse and varied population in the southern areas of Israel, and it actively shapes social work and social policy in Israel. Trauma and resilience, social conflict, and human rights are main focuses of the School of Social Work at Sapir College. This school's expertise lies in connecting academic knowledge to practise, as reflected in its innovative training programmes for social workers. Finally, the Haruv Institute in Jerusalem is a research centre that promotes the development and dissemination of knowledge in the field of helping abused or neglected children and their families.

In Russia, *the Department of Social Work and Social Pedagogy at the Moscow State Regional University* is a member of the European Association of Schools of Social Work and takes a leading role in the education of future Russian social workers. It publishes a wide range of textbooks and manuals that introduce students to theoretical and practical aspects of social work. The second partner from Russia is the *Department of Social Work at Don State Technical University,* which responds to the growing demands of continuing education which requires flexibility and differentiation in learning programmes.

With three universities and one research foundation based in the European Union, the consortium brings together strong academic expertise as well as experience in internationally orientated research and training. *The Fondazione Emanuela Zancan* in Italy is a centre for research, study and experimentation in the field of social, health and education policies, welfare systems, and human services. By collaborating intensely with public institutions, universities, research centres, and non-profit organisations, Fondazione Zancan makes topical information available to a broad public. The multi-lingual *Free University of Bozen-Bolzano* in South Tirol, Italy, has a key bridging role because of its geographic location and multi-cultural legacy and is dedicated to combining regional interests with international development. That university's *Faculty of Education* offers international PhD programmes in school pedagogics, social pedagogy, social work, and communications science that prepare graduates for national and international careers. *The Children's Research Centre of Trinity College Dublin, Ireland*, undertakes multi-disciplinary policy- and practise-relevant research into the lives of children and young people and the contexts in which they live. The centre offers a structured PhD programme in child and youth research. At *the Institute of Social Work and Organisation Studies of the University of Hildesheim-Foundation*, child and youth welfare is an essential element of both research and teaching. Among others, basic research is carried out on early childhood to support reforms in this field in Lower Saxony. As a member of the International Research Network on Transitions to Adulthood from Care, the Institute has an international agenda in research on transnational social support.

The ten participating institutions of higher education and their partners collaboratively developed courses and course segments which were implemented step-by-step and integrated into existing social work curricula at the respective institutions. The development and implementation of innovative multi-disciplinary courses in international child and youth welfare advanced knowledge exchange and international discussion among the project partners and formed the basis for promoting transnational academic careers for young scholars. The project had an effect on various levels:

√ The knowledge gathered was directly fed into the actual training of social workers and opened up new academic spaces to experience transnational interactions.

√ Innovative international perspectives on child and youth welfare were integrated into academic courses and opened up opportunities for academic discussions with a transnational perspective.
√ This process fostered communication on common themes and issues between social services, institutions of higher education and research institutes in different national settings and promoted the development of new transnational interactions.

TACHY*we* reflections: National and local structures from a transnational perspective

In most countries, child and youth welfare is seen as a matter of national social policy and welfare systems. If welook back into history, however, we can see that there have always been challenges that were transnational in their manifestation. For at least the last two centuries, international interconnections, at times manifested in violent conflicts, have led to an increasingly international view of the conditions under which children and adolescents grow to adulthood. In view of on-going processes in the consortium countries – the changing child and youth welfare situation in Russia and its influence on the other countries in Europe, the international connections of Israel's child and youth welfare, and the accelerating interaction of European welfare states in the field of child and adolescent welfare – it is indispensable to foster an international perspective of research and to encourage a transnational dissemination of knowledge. TACHY*we* intends to look at these challenges from a transnational perspective and actively contributes to international knowledge production that lays the ground for the education and training of graduate students and young scholars. The TACHY*we* consortium has set itself the ambitious goal of reforming the curricula of graduate studies in social work to emphasise international child and youth welfare. Within a time span of three years, from October 2012 through October 2015, the consortium realised many different activities towards this goal, as the following chapters will show. These activities contribute to refining the research and training approaches and to establishing concrete learning opportunities for academic exchange that enhance transnational careers.

A transnational perspective, the combination of a universalistic academic perspective and culture-specific knowledge is crucial to innovation in the field of international child and youth welfare. The courses that we have

developed in TACHY*we* move from the local to the transnational arena. While jointly building courses, and in view of the many differences in how curricula are structured and which study contents are relevant in each of the consortium countries, it became clear that our first aim had to be to reach a common understanding of terms and approaches. At the stage of implementing courses our aim became to attain a mutual recognition of credits, study achievements and degrees that would make it possible for students to integrate international study experiences into studies in their home institutions. It was assumed that these curricula reforms would, in the long run, support the convergence and harmonisation of graduate studies according to EU standards.

The joint development and implementation of international courses would strengthen the capacities in the partner institutions and broaden the study options that they could offer. Students would profit from the creation of a transnational working and learning environment through visiting researchers and collaboration with partner organisations.

Besides workshops and guest lectures, international mobility for students was organised; this comprised study visits and practical placements at the consortium institutions and within a variety of social services. The opportunity to become aquainted with child and adolescent welfare practises, national policies and theoretical approaches in different countries and to discuss them with students and staff from different cultural backgrounds were enriching transnational experiences. Various networking activities among graduate students and their home institutions were organised to further link up students and staff from Russia, Israel and the European Union consortium countries. Peer networking and international supervision were enabled through on-line collaboration, e-courses and discussion forums.

In providing a learning environment for joint knowledge production, the project facilitated the establishment of common research networks for young academics. Furthermore, the networking between the participating researchers and students introduced young academics into the international and specifically European-based research community and linked them with non-university organisations. Especially in regard to student mobility but also in the development of courses, we aimed at collaborations with the social service market and non-academic organisations. All TACHY*we* activities

were thoroughly evaluated, and we also established a permanent monitoring and feedback loop that included all partners.

TACHY*we* in process – Building blocks

The TACHY*we* consortium came together specifically for this project and, apart from previously existing relations between a few of the participating institutions, this constellation of partners was new for all members. Therefore the very first step was to get to know one another personally and in particular to become acquainted with the educational systems and organisational cultures. During the kick-off meeting in Hildesheim at the beginning of 2013, we jointly delineated the image of our project and reached a common understanding of our objectives and activities. The first stage was to agree where we were heading and which priorities we were defining and, with regard to our various activities, to delegate responsibilities. The main activities in TACHY*we* are grouped under eight work packages that make up the project:

WP1: Design and implementation of courses for international child and youth welfare
WP2: Enhanced networking of students and academic staff
WP3: Promotion of transnational careers
WP4: Evaluation and quality monitoring
WP5: Awareness-raising and dissemination
WP6: Creation and maintenance of on-line services
WP7: Exploitation and mainstreaming
WP8: Project management

The specific activities related to the work packages will be described in more detail in the following chapters.

A common agreement on project management was reached at the beginning of the project in order to regulate all financial and organisational issues. This made it possible to focus on the content, the programming and implementation of the planned activities. Regular consortium meetings in Hildesheim, Moscow and Jerusalem, as well as evaluation board meetings and on-going communication via Skype and e-mail, were instrumental for the planning, implementation and monitoring of the project activities. The basis of our fruitful collaboration was our common commitment to the

development of new knowledge, formats and material from which each of the project members could benefit.

During the kick-off meeting in Hildesheim, we specified the main field of action for the project: "Child and youth welfare in globalised societies: Migration in child and youth care – a transnational curriculum for social work courses". This process was continued at a staff summer school in Dublin, where we sought a deeper and more specific understanding of the content and academic aspects of this focus. This summer school provided an opportunity for skill sharing between consortium participants, and it was followed by a summer school for students from participating countries, who were able to connect to one another and exchange views on childhood and youth welfare in the different countries, for example by exploring cross-national perspectives of institutional care. Half-way through the project, a consortium meeting was held in Moscow; it provided all partners with an insight into the various formats in which intermediate outcomes were implemented and with incentives for further implementation. The third consortium meeting, which took place in Jerusalem towards the end of the project, offered opportunities for the exchange of additional and innovative working formats and practises established in the various institutions.

Successful TACHY*we* – Implementation and outcomes

Having specified the main field of action, all activities, i.e., joint seminars, guest lectures, students' workshops and visits, were planned respectively to broaden the national perspectives to a transnational one. A major achievement of the TACHY*we* project is the implementation of innovative and specially developed courses and course segments. Since the curricula, study systems and academic calendars in the participating countries all differed, it was a joint endeavour to integrate the components of the project into existing structures in order to achieve a sustainable outcome.

We defined a set of course segments that were either implemented directly as full courses or adapted according to requirements and existing courses in the respective institutions. The adaptations to existing needs and structural constraints ranged widely: from increasing or decreasing the working hours and workload to meet the requirements for the credit point system in the particular institutions, to the selection of locally relevant literature or case studies to make new content relevant and comprehensible. Syllabi with

detailed information on content, learning and teaching methodologies as well as relevant literature are provided in chapter 3.

The curriculum is divided into four sections – practise, policy, research, and ethics. The various topics were to involve different means of teaching and learning, such as lectures, group discussion, case studies, self-study, etc. Pilot courses that were taught in Russian and Israeli institutions as well as in cooperation with German and Irish partners were evaluated and further refinements were introduced. Then all participating institutions worked on the integration of these courses or course segments into existing courses to be offered in future academic semesters.

One of the main strengths of the project was that it involved partners from five different countries and various regions in those countries. This made TACHY*we* a truly transnational milieu. The consortium members learned how different regional and national structures, institutions and policies affect the forms of child and youth protection, schooling, social services, and safety nets for children, young people and families. It was important to familiarise ourselves first with the various social conditions surrounding childhood and adolescence that are shaped by national and regional welfare and education policies; this helped us develop a transnational perspective that enabled us to deal not only with differences along national lines, but also with phenomena that may transcend national borders or may be universally shared.

Childhood and adolescence are deemed a generative core of social policy and are being increasingly seen as an international matter. Hence an institutional blend of legal positions as well as organisational responsibilities shapes child and youth welfare on different levels. We must see this field as one of global social policy in which different actors negotiate their positions, take stands in relation to one another, and construct joint strategies. With economic and social issues being increasingly interwoven thanks to ongoing globalisation, the focus on border-crossing practises and transnational interrelations in child and youth welfare has become crucial. One central expression of this development is the UN Convention on the Rights of the Child (CRC). To "grow up well" is the aim of children's rights, child protection, education, and children's social participation; the UN CRC channels this concern into global social policy and brings it to the fore on national and regional levels.

As a result, various national and regional strategies and approaches need to be better understood with regard to international links. Analysing and experiencing transnational exchange of concepts and ideas is a major step in the direction of reaching common understandings of the challenges in this field.

Taking this as a basis, the TACHY*we* curriculum's main theme is child and youth welfare in migration. The choice of this focus is based on the observation that migration is a central aspect of social policy with regard to the conditions of children and adolescents. Migration of children and young people with or without their parents challenges the notion that children and adolscents normally grow up in one country and within one family network, and demands different approaches and other conceptions of normality. This challenge extends to the different national and regional child and youth care procedures, for example in the case of international adoption or the structures and methods used in out-of-home care. The TACHY*we* curriculum covers the mobility of children and young people within Europe as well as in other countries. The position taken in this curriculum is that concentrating on migration can raise for analysis and discussion various challenges related to child and youth welfare in globalised societies.

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CHAPTER 2

Challenges and promises in developing joint international courses on migration and child and youth welfare

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The internationalisation of academic education is a reaction to the growing importance of cross-border activities and of interconnections between countries, people, customs, cultures, values, languages, political and economic systems, religions, geography, history, and current political transformations of the social world (Healy & Link, 2012). Thus, students are challenged in a variety of ways to achieve a deeper understanding through personal encounters, examination and inquiry. Internationalisation of study courses and curricula is one of the central means of preparing students and future professionals to be active and engaged participants in a multicultural, interconnected world (Cox, 2015; Kidd Webster, Arenas, & Magana, 2010; Link & Healy, 2005; Lyons, 2015).

Internationalising the curriculum in social work is a key component in preparing students to reflect on the impact of globalisation and transnationalisation in the 21st century. The development of curricula and the process of translating them into different social contexts aim at enhancing the agency of students in actively shaping the ongoing internationalisation of social work. TACHY*we* builds on a whole range of important insights into international social work education which began in the 1970s and 1980s (see e.g. Healy, 1988, 2001). At different times and in different ways, these developments have influenced social work in the countries that participated in TACHYwe. Especially in the field of child and youth welfare, the impact of internationalisation on higher education is markedly low. One reason for academia's narrow focus on national developments in child and youth welfare is path dependencies of welfare systems in the institutionalisation of child and youth welfare. The challenge for research is to develop enhanced

methods of comparison. The considerable variation of national child and youth welfare systems also impedes the transfer of successful methods from one country to another. In the first part of the chapter, we explore these issues.

The Bologna Process has an important impact on curricula in European countries as well as in neighbouring countries involved in TACHYwe. Although this process is based on the so-called "soft power of coordination" of higher education institutions in the member states of the European Union, the landscape of degrees, for example in Germany, has changed radically, which particularly affects academic courses in professions such as social work. Moreover, the introduction of terms such as "employability" and specific notions of professional competences have changed normative concepts of what future social workers are supposed to know, in what areas they need to be competent, and what they should be able to perform (Knauf, 2015). Consequently, in TACHY*we* the Bologna terminology constantly played an important role.

It is crucial for the development of joint international courses to avoid the kind of top-down process typical of professional imperialism (Midgley, 1981). We therefore adopted a bottom-up process, starting with the expertise and experience of the consortium partners. Integrating concepts of cross-cultural understanding across all disciplines and creating stable and respectful relationships is not only an important competence of students in child and youth welfare, but was also a guiding principle in the work of our consortium and the development of the curricula. This process is described in detail in the second part of this chapter.

We conclude the chapter by identifying a range of strategies, challenges and opportunities in the process of internationalisation of curricula. We present four models of teaching joint courses that evolved in TACHYwe. We also illustrate how we augmented a transnational learning process among the consortium partners, and describe in detail two courses which proved to be highly valuable for the enhancement of transnational academic careers. We conclude this chapter with the summary of key themes from joint courses.

Developments in international social work and child and youth welfare

Developing joint international courses in different universities is very important, as this process is related to changing global vectors of education in child and youth welfare and in social work. The TACHY*we* project takes

up the discussions on the internationalisation of social work curricula (Cox, 2015; Lyons, 2015), adding to it a transnational perspective not only by focusing on the content of international child and youth welfare, but also by emphasising the need to develop curricula in this area through a transnational process with the participation of international staff and students.

The TACHY*we* approach follows recent developments in social work and child and youth welfare which lie along three axes:

1. Acceleration of academic developments in theory and research
2. Labour market dynamics in child and youth welfare
3. Challenges in specific countries

The acceleration of academic developments in theory and research affects the growth of academic knowledge that leads to "aging knowledge": Knowledge is gradually beginning to assume a "shelf life", like products in the consumer market. In education, aging knowledge refers to the dynamics of rethinking concepts and assumptions underlying basic subject areas.

The advancements in the internationalisation of knowledge production in social work contribute to these academic developments. During the last 20 years, academics in the social sciences realised the impeding effects of so-called "methodological nationalism" (Wimmer & Glick Schiller, 2002), a critique of an unreflective and inadequate conceptual-theoretical version of the nation-state and its institutions (such as social work, child and youth welfare). In particular, research on transnationalism, cosmopolitanism or globalisation addressed flaws in both classical and current sociological theories (Beck & Sznaider, 2006) where the nation-state is perceived as a container, neglecting the cross-border activities of migrants, organisations and academia (Wimmer & Glick Schiller, 2002). These insights led to the rethinking of how knowledge in social work, and particularly in child and youth welfare, is produced, how knowledge is changing and ageing, and how teaching and studying is being challenged. Furthermore, dramatic advances in technological possibilities affect the different layers of modern education, including the formation of social networks which involve students, teachers and employers, changes in the process and means of knowledge transfer, and the formation of educational processes based on the analysis of large data sets. In sum, modernisation in the management of educational and professional paths cannot but influence the paradigm of education.

The dynamics of the labour market are associated with the merger of local,

regional and international employment markets in which the participating countries seek to be competitive despite the differences in the types and levels of their economic development. For example, in European countries a variety of business corporations have set the European Union the task of unifying requirements for specialists which could be assessed based on common rather than national criteria. We see dramatic changes in the development of intellectual and cultural capital through political changes in countries such as India and China, which can lay claim to both professions and labour markets. Their own parameters of intellectual capital and educational approaches challenge the former colonial approach, when countries in Europe and North America defined the intellectual standards. This new situation also influences countries in Asia, Africa and Latin America, encouraging them to seek forms of education based on an integration process begun in Europe by the Bologna Process. This process promoted the integration of educational areas, the development of joint systems of degrees, standardisation of national education systems based on the "Dublin descriptors", and more. It is a reaction to the challenge of competitiveness.

For the profession of social work and child and youth welfare, there is also a challenge of integrating long-standing traditions of social work practises, values and theories. There is an ongoing debate between those who feel that it is necessary to develop global standards which should be enforced worldwide and those who favour a relativistic approach that emphasises and values the multiplicity of practises, values and theories (Healy, 2007).
It is in this context that we must consider the TACHY*we* project, which brought together universities from Russia, Germany, Israel, Italy, and Ireland. This project contributes to the increasing efforts of knowledge circulation and of interconnecting intellectual academic efforts of the institutions of higher education in Europe to create an up-to-date profession that will contribute significantly to the development of a modern civil society. We would like to highlight some of the features of TACHY*we*.

Firstly, the curriculum that has been developed takes into account both national and European trends in child and youth socialisation. This makes it relevant to potential users, prospective students and employers in different countries. Thus TACHY*we* introduces a transnational approach into existing curricula within the area of international social work and child and adolescent welfare.

Secondly, the curriculum was developed with the involvement of professionals and practitioners from different countries, facilitating its implementation on a multi-cultural level. Integrating national traditions, social work practises and educational experience in different countries has made it possible to create a new educational product. By scientific monitoring carried out in the course of staff meetings and seminars, guest lectures and field visits by graduate students, we could clarify definitions, scientific concepts and practical technologies. The courses that we created were implemented in different geographical sites, national contexts and educational systems. The gains included not only international experience in designing and implementing a collectively built educational product, but also the establishment of direct communication between students and academic staff that brought them – people from different cultures and generations – closer to one another.

Thirdly, the process of building the curriculum initiated research activities and international networking. The bringing together of our individual intellectual resources as well as those of our universities made it possible to efficiently develop graduate-level syllabi and courses that corresponded to present-day challenges. In addition, it laid the basis for genuine student mobility and academic staff exchange between the partner universities.

TACHY*we* – Model and implementation

Unlike the other educational approaches in international social work (Nuttman-Shwartz & Berger, 2012), we emphasize the process of curriculum development in the TACHY*we* consortium. We will describe this process, which we consider as important as the curriculum and its contents themselves. Its essential key stages could be helpful for further internationalisation of curricula in child and youth welfare.

Bottom-up process of developing contents for international courses

The process of curriculum development in TACHY*we* was a "bottom-up" process. We considered it crucial not to begin the development of curriculum with topics derived from literature or external expertise, but rather from existing courses and curricula in the consortium universities. We therefore commenced with screening of courses and curricula on child and youth welfare in the partner universities and initiated a dialogue between what was

already being done and what needed to be done as suggested in the literature. This approach had several effects: First, we could explore the commonalities and differences in our understanding of child and youth welfare. What topics and fields are considered part of the child and youth welfare system? Which theoretical and disciplinary approaches are favoured? What kind of research is done? Secondly, we developed an understanding of formal regulations of the various study programmes. What are typical learning assessments and instructional approaches? How many working hours do students study face-to-face or on their own? How much are they required to read? Finally, we identified common research interests and initiated a process of circulating knowledge among the partners.

After this stage, we started selecting and clustering the topics of child and youth welfare being taught. We realised the very broad scope of relevant topics and decided to concentrate on migration in the field of child and youth welfare. Migration is an important issue for all the consortium partners and partner countries, and makes it evident for students why an international perspective is indispensable for study and research of the topic. Altogether, we developed five clusters which refer to core elements in a curriculum on international child and youth welfare:

- Ethics
- Practise
- Policy
- Research
- Research practise

The third step of our work was comparing our research topics and study courses systematically with the international discourse on child and youth welfare. This was an important part of the process, as we aimed at linking the new curriculum with the latest developments in the field. For example, we introduced a cluster on ethics after having delved into the elaborated discourse on children's rights, which is becoming an important driving force in the field of child and youth welfare. Moreover, we considered it vital not only to be informed about the latest research in this field, but also to gather practical experience in research. This is of considerable consequence since professional knowledge is steadily developing, with increasing involvement of practitioners in addition to academics in knowledge production.

Transnational teams, which included one leading and several contributing partners, developed seven segments, which are the core of our curriculum,

within these clusters. Especially in the field of migration, the situation in the partner countries varies dramatically, e.g., the situation in Russia in the wake of the crisis in Ukraine, the phenomenon of Jewish immigration to Israel, and the European refugee drama in the Mediterranean area. Hence throughout the curricula it was crucial to interconnect the broader, global discussion on international child and youth welfare with regional aspects. In addition, the work in transnational teams made us aware of commonalities and differences in our teaching in terms of both contents and didactics. The curricula were not constructed on the basis of an armchair decision; instead, all syllabi were tested, and it was pivotal that the courses be held and evaluated in more than one country.

Establishing and managing transnational development processes

Our transnational bottom-up process was not a self-regulating process, but was regulated on three levels:

- *The course level:* Six out of eight segments were implemented as courses in the partner countries. Each partner implemented its own way of testing and evaluating the syllabi and of taking into account the fact that knowledge is produced transnationally. During the summer school, for example, students were grouped transnationally in order to discuss the presented contents. These discussions helped us realize what was meaningful or important for the students. Feedback and experiences with these courses were incorporated into further development of the syllabi.
- *The team level:* All syllabi were developed in transnational teams. It was essential that at least two partner universities be involved, at least one from a European country and at least one from Israel or Russia. These teams developed the initial version of the syllabi and ideas on how to teach the course and at later stages integrated into the final syllabi the lessons from the syllabi implementation in the different countries.
- *The consortium level:* The consortium was responsible for steering the process of curriculum development and of integrating the syllabi into a consistent curriculum. This was done primarily during the consortium meetings. The coordinating partner of the consortium played an important part in this work, keeping an eye on the timeline and coordinating the revisions in the various syllabi.

Although the participation of students was an important element in developing our curriculum, it was at times difficult to establish long-lasting

relationships and an ongoing reflection and communication about the syllabi among students. Meaningful interchanges took place during the summer school and in video-conference seminars, two formats that encouraged students to engage with one another and discuss the contents of the courses transnationally. The process was further limited by the differences in the university systems across the partner countries: asynchronous term periods, incompatible student workloads, and different degrees of freedom regarding what and how to teach.

All these factors challenged the transnational development of our curriculum and hampered the otherwise fruitful collaboration among the partner universities. In the following pages, we will expand on lessons, opportunities and challenges in this process.

Strategies, challenges and opportunities of creating joint courses

After developing the curriculum as described above, we tested the syllabi by creating and implementing joint courses. This was a highly important stage that helped us adjust the syllabi to the constraints and needs of the different countries and receive feedback from students about the contents and didactics of the curriculum.

Forms of joint courses

Four different models of transnational teaching and learning were implemented and evaluated: *(1) face-to-face parallel courses in more than one partner university; (2) on-line courses for students from all consortium countries; (3) summer school; and (4) virtual courses for students from three countries through video-conference equipment and software-based video-conference tools.* All courses had a two-fold goal: to use the pilot implementation as well as the students' feedbacks for further development of our syllabi, and to enhance the transnational academic careers of students who were involved in our project.

(1) Face-to-face parallel courses in more than one partner university

The simplest form of transnationalising our courses was to offer the same course in more than one partner university. This means that the syllabus of one segment was taught in courses of at least two partner universities. In some cases, partner universities invited academics from abroad to present a lecture and to participate during parts of the course. The students profited from the internationalisation of the syllabus and from the visits of the academics, but they were not able to establish connections to students from

abroad or long-lasting connections to foreign academic experts. Thus the goal of internationalising curricula in child and youth welfare was achieved, but the learning process was restricted to the transnational team level.

Pros:

- Easy to establish and integrate into existing teaching schedules
- Students profit from a state-of-the-art international syllabus
- Staff has access to a syllabus developed by international experts and which reflects latest international developments as well as regional characteristics

Cons:

- No direct or long-lasting connections to students or academics from other countries
- Students do not experience other formats of teaching or didactics
- Staff have no opportunity to establish ongoing knowledge exchange with academics in other countries

(2) On-line courses

On-line courses were established during the last year of the project, giving students on-line access to learning materials and the possibility of approaching staff via email or Skype. We had only limited experience with this format; however, while preparing the courses we could identify some strengths and weaknesses:

Pros:

- Easy to establish and integrate into existing teaching schedules
- Students profit from a state-of-the-art international syllabus
- Staff has access to a syllabus developed by international experts and which reflects latest international developments as well as regional characteristics

Cons:

- No direct or long-lasting connections to students or academics from other countries
- Difficult to control students' access to on-line materials and efficacy of their use
- No mechanism to respond to students' need to clarify issues

(3) Summer school

Summer school is a well-established format in the academic world, offering students an opportunity to study with peers from other universities and/or countries. It is a short and intensive learning format that includes cognitive learning as well as social experiencing. The TACHY*we* summer school included three phases: (a) pre-summer school activities (February-June 2014); (b) summer school (July 6-12, 2014); and (c) post-summer

school activities. The pre- and post-summer school activities took place in each partner's institute and the summer school was held at Trinity College Dublin (TCD). The lead partner for the summer school developed its outline through discussions during the meetings of the steering committee and the entire consortium in Padova (February 2014) and in Moscow (May 2014). Given TCD's expertise, and its availability, the final topic was Historical and contemporary debates on the institutional care of children and young people. The learning outcomes for the topic as a whole were defined as:

- To outline the history of institutional care of children and young people in the partner countries (Ireland, Russia, Germany, Israel)
- To identify key commonalities and differences between institutional care in the partner countries
- To critically assess key issues in the historical development of institutional care
- To identify and critically assess contemporary design and delivery of institutional care in the partner countries
- To outline key policy issues in relation to the institutional care of children and young people
- To outline and describe possible future directions in the institutional care of children and young people

A virtual learning environment (VLE) that facilitated access to on-line materials was set up. Experts from each country provided a lecture and a reading list on the topic, and detailed instructions were distributed on how to use the materials. Below we describe the three phases of the summer school.

a) Pre-summer school activities

The preparations for summer school began with the selection of participating students. Each partner developed its own criteria for selection (e.g., fluency in English, interest and expertise in child welfare). 19 students participated, but it should be noted that the regulations of the European Commission's Education, Audiovisual and Culture Executive Agency (EAECA) prohibit EU partners from using Tempus funding to send students to summer school. As a result, Italy's Free University of Bozen-Bolzano (FUB) did not send students and the University of Hildesheim provided extra-Tempus funding to allow student participation in the summer school.

At this stage students were provided with access to the VLE; students could watch lectures on historical and policy aspects of out-of-home care for children and young people in Germany, Israel, Ireland, and Russia, enabling them to access:

- readings and resources on institutional care in the respective countries

preparatory materials on topics to be covered in the lectures

- pre-summer school discussion board

This preparatory stage ensured that participants arrived at the summer school well prepared and with enough background on the topic.

b) Summer school activities

Summer school provides an opportunity for students to learn and experience a social exchange with peers from other countries and from other institutions in their own country. TACHY*we* students reached Dublin the night before summer school opened; some of them used the time to get to know each other, visit the city and enjoy the summer evening in a local pub.

The summer school's programme (see chapter 4) featured different learning strategies: lectures, site visits, cultural learning, cross-cultural learning, and reflective practise. The lectures were given in seminar format to all the participants; some activities were conducted in inter-country or same-country groups. Site visits provided additional opportunities to explore the city and engage in personal conversations in a less formal environment.

As staff members who had been involved in the preparation of VLE materials were present at the summer school, the participants had the opportunity to deepen their understanding of the materials they had learned before summer school. Two crucial turning points took place during the sessions. One emerged through a discussion on the political situation in Israel. In light of the criticism, and even hostility, expressed by some students toward Israeli politics, it was necessary to explain the complexity of the Israeli-Palestinian conflict. In the course of this discussion, data were presented (in line with Anat Zeira'S VLE presentation of), along with the personal experiences of students living near the Gaza border. The turning point came when all the students recognised the complexity of the situation and understood that Israelis in general, and the participating students specifically, were experiencing traumatic events. The other turning point took place in the workshop led by by Itzhak-Alvin Lander and Vered Slonim-Nevo (from BGU), which integrated their personal experiences of immigration. Other students followed and shared personal experiences, with this session becoming much more personal and emotional than others. These two occasions had a strong emotional impact; they invited the students to reflect and express their feelings, which in turn broke the ice and increased the level of participation.

Two site visits were held, the first a tour of Trinity College and its surroundings, and the second a visit to the office of the Ombudsman for

Children in Dublin. Students reported that these were the peaks of the programme: Meeting young people and professionals in a unique service raised questions about services in their home countries, and the visit to the Ombudsman's office inspired the students to compare the welfare systems in the different countries, serving as a point of reference in the discussions.

Finally, two of the summer school's activities involved group work, one multi-country and other single-country. Specifically, the opening ice breaker in which small groups of multi-country participants competed in finding a strategy for moving "toxic rice" from one bucket to another following a set of rules. The last day of summer school was remarkable not only for the project presentations, but also for an exhibition. The attendees from all the country-participants brought photos, artifacts and documents that represented growing up in their home country. This was used to develop the exhibition on childhood and growing up as a part of the final of the week's activities.

c) Post-summer school activities

These activities were conducted on two levels – staff/consortium and students. The participants expressed interest in following up the summer school. In Israel a group meeting of all the Israeli participants (plus the representatives of the Israeli national Tempus office) was held, at which students shared the impact of the summer school on their studies. Additionally, a student from TCD approached two Israeli students and together (under the supervision of Prof. Zeira) they sent an abstract to a national conference in Ireland in which they presented the similarities and differences between Israel and Ireland (or between Catholicism and Judaism) with respect to acknowledging child abuse issues (e.g., mandatory reporting). The discussions around this presentation (by the Irish student) enabled further clarifications of cultural issues. Other partners followed up the summer school by asking the students to write a paper about a related topic.

In sum, the summer school proved to be a unique experience for faculty and students alike. It enabled exposure to different systems of child welfare as well as diversity in teaching and learning. The challenge was to bridge disparate cultures and languages. Not all students felt comfortable speaking English and it took some time to create a sufficiently agreeable atmosphere in which even the most reserved of students were able to speak up.

(4) Joint video-conference courses

In our use of video-conferencing, one course that had been developed jointly was taught simultaneously in four sites – two in Germany, one in Russia, and one in Israel.

a) Technical and organisational preparation of a video-conference course

This course was taught by making use of a multi-control unit (MCU) located in Germany, video-conferencing systems in three locations, and a web-based system in one location. Six months before the term began, two TACHY*we* staff members agreed to teach the course in two universities concurrently. Two more partners joined in later so that students from four universities could take part in this TACHY*we* course. The flexibility of the staff and students involved and the technical support of the universities were crucial in enabling this course to be taught.

The major challenges to its success were: (a) arranging a schedule suitable for three different time zones and matching the course schedule at all partner universities; and (b) interconnecting the different technical systems at each location. The MCU in Germany was able to connect the German and the Israeli partners, but the Russian partner established a software-based system which had advantages for teaching single students from a distance, but was limited in group conversation. Furthermore, it was difficult to interconnect the software with the hardware of the video-conferencing systems, and these problems were solved only at the last minute. Finally, the software-based system's quality of video and sound was good enough to interact with only minor interruptions.

b) Course content

The course spotlighted migration and cross-cultural transition among children and youth. The main goal was to teach students to use relevant sociological and psychological theories (developmental theory, family systems, traumas, psychological disorders, etc.) in order to understand immigrant and refugee children. The course was organised around problem-based learning and included the presentation of four case studies, each highlighting different issues in the psychosocial challenges experienced by children and youth who migrated, made a cross-cultural transition and/or live transnational lives. Each case consisted of a comprehensive description of a young person and his or her life story. In order to apply sociological and psychological theories, the course instructors and students presented theoretical materials from the social work literature that was most relevant to understanding the case. These theories were then applied to explain the inner logic of the case. In addition, course instructors and students discussed the potential and limitations of the theories in explaining emerging issues for these young people. Three of the professors who were involved in the course took responsibility, on a rotating basis, for presenting the cases.

c) Creating a climate of trust

This course rationale was adapted to the transnational learning environment. It was important to begin with students and staff at the four locations getting acquainted with one another, especially since the countries involved have past and present experiences of conflict. We encouraged students to express their feelings about the respective countries in order to name the "elephant in the room". Furthermore, we made use of a psychological model of cross-cultural communication in therapeutic settings, which was studied and discussed in one of the first sessions. After that we asked the students to form small groups and to apply the model to their cross-cultural group communication. Initiating the course in this manner was particularly important for the Israeli and German students, who spoke openly about the complex historical relationships between their two nations.

d) Collaborating on case analyses and application of theories

The presentations of cases and theories elicited rich and lively discussions in all four sites. Student response to the material was enthusiastic and positive, with considerable appreciation expressed for the problem-based learning approach, as such a bottom-up perspective on child and youth welfare was readily understandable. In particular, the case presentations were emphasised as an important way to learn transnationally: Since they entailed much implicit knowledge about professional approaches and attitudes, child and adolescent welfare systems, societal circumstances, etc., they proved to be an excellent entry point for encouraging learning about the unique national settings and knowledge exchange.

e) Establishing small groups and encouraging communication beyond the course

Students were actively encouraged to stay in contact with each other between classes. Working groups, each consisting of students from the different sites, were formed to discuss the course's theoretical material, all in English, which was the language of instruction for the entire course. The establishment of these small groups turned out to be difficult; only a few transnational groups were able to establish Skype communication or chats, and students were disappointed with the unreliability of overseas peers. The course instructors discussed these issues in the plenary sessions with their students and in the video-conferencing sessions. These discussions were invaluable as they gave students an opportunity to gain deeper insights into the lives of their peers in other countries. For example, the German students were surprised that Israeli social work students did not devote their time exclusively to studies

and typically had to reconcile family duties and jobs as social workers with student assignments.

f) Lessons learned

A number of lessons were learned about delivering courses via video-conference. First, the technical infrastructure must be compatible at all sites, technical support during the course sessions is an advantage, and time differences between sites and differential institutional course scheduling and timing must be taken into account. Second, a basic command of a shared instructional language is crucial; professors and students alike need to feel relatively comfortable participating in English. The development of common participation expectations is also important, with an emphasis on developing a learning environment with genuine academic freedom and tolerance for different ideas and perspectives. Third, a greater investment must be made to ensure that students establish and sustain contact between sessions. When such contacts were established, they were reported to be interesting and valuable. In addition, there should be comprehensive joint discussion on choosing a single format for such contact that is mutually acceptable to students in the different sites.

In sum, the problem-based approach and case study design worked very well, although some fine tuning in the form of more shared preparatory work on the cases would have improved it. The literature chosen to illuminate the cases was generally helpful to the students. The number and quality of the discussions at the various sites probably constituted the strongest element of the video-conference experience, with students and professors alike feeling very comfortable with the format after only a few course meetings.

Key themes of joint courses and implications for future courses

One of the key issues in the process of developing joint international courses is the establishment of trust. This involves all the actors: students, course instructors and project members. For this it seems important to start from the experiences of the project partners and their expertise in the field, which facilitates agreements and inspires confidence in the project feasibility.

It was vital to consider different levels during the development of joint courses. The process of developing a joint curriculum was initiated on the consortium level, from which level it was elaborated and steered. Establishing teams that worked on segments of the curriculum was important in order to fine-tune the curriculum. Finally, on a course level, students became

involved and were able to participate in the development of joint courses. At least one round of pilot implementation is needed, after which reflection on the experiences and feedback should help revise the curricula accordingly. The third key issue was the perception of curriculum development as an ongoing process. The role of the lead partner was of particular importance in creating a coherent curriculum and keeping to the timeline. It was imperative to establish feedback loops so that all actors had the opportunity to contribute to the development of joint courses. Furthermore, it was cruial that all partners not only develop abstract knowledge of the internationalisation of curriculum, but also experience this internationalisation themselves by collaborating in transnational teams, in transnational courses, and in transnational events. We therefore deem a structured team process indispensable.

In delivering joint international courses, technical requirements play a crucial role. Whereas the process on the consortium level was organised mostly in face-to-face meetings and on the team level via email and Skype meetings, joint courses relied on video-conferencing equipment and virtual learning environments (VLE). These technical instruments were intended to facilitate communication among academics and students from different countries. Designing this technical infrastructure with the assistance of experts from the very beginning of the project would have facilitated better communication. Although the VLE and video-conferencing equipment proved to be successful means for our joint transnational courses, the establishment of these courses required flexibility on the part of course instructors, technicians and students.

VLE and video-conferencing were influential in facilitating continuity among the participants of the joint courses. Continuous communication was relevant not only for the project members but also for students, who experienced new cultures of teaching and discussing, explored new theoretical and empirical insights, and more. These novel experiences required processing and reflection; hence the time between sessions and after summer school was vital for making sense of what happened in the courses.

Finally, continuity was also important for expressing emotionality. Although institutions of higher education were almost completely focused on abstract knowledge, the encounter among different ethnicities, cultures, nationalities,

classes, and so forth involves the participants as total human beings. As mentioned above, some of the countries involved share histories of conflict which must be addressed in order to establish a relationship of trust. The decision to address these emotional aspects of transnational encounters at an early stage proved to be advantageous. In the summer school and in the joint video-conferencing course, students felt relieved once these issues were openly addressed.

The internationalisation of curricula in child and youth welfare is not only a matter of producing abstract knowledge and sharing it across borders. It is a process that involves various actors and different stages. The activities and curricula that we describe in what follows need to be understood in the context of the process described in this chapter.

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CHAPTER 3

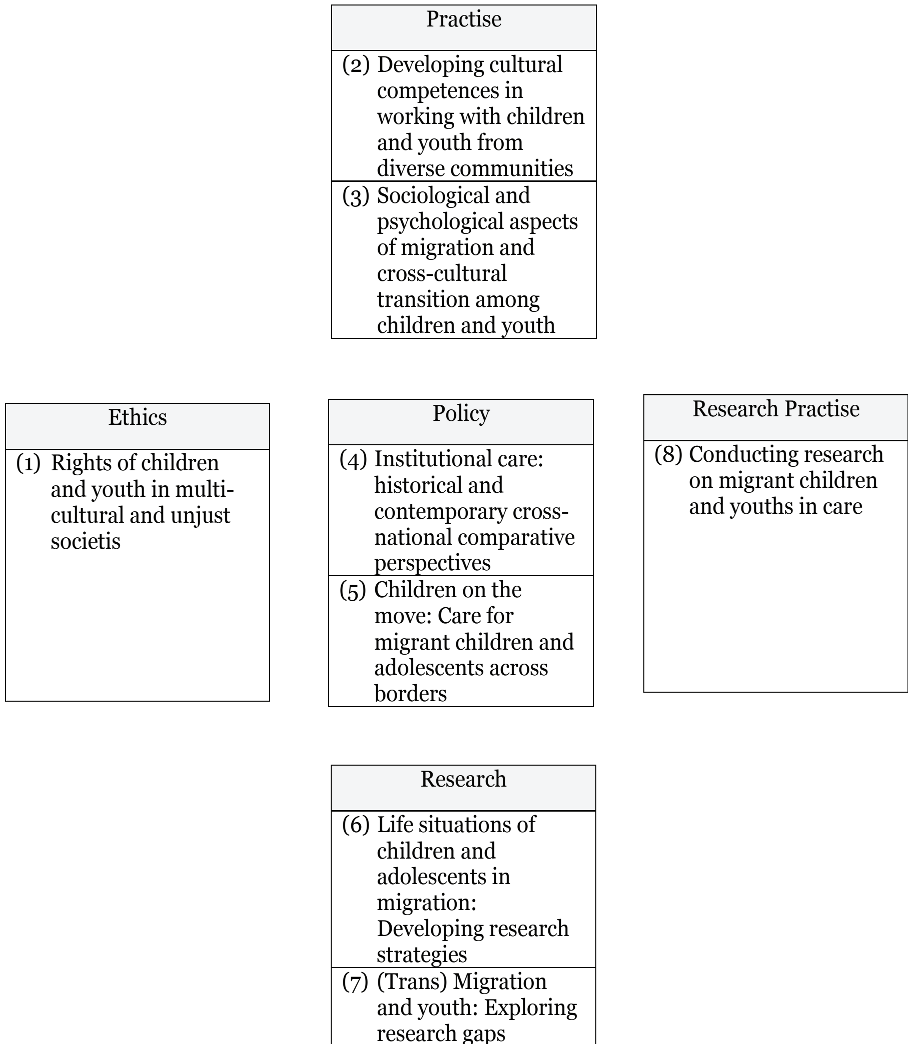
Transnational curricula for social work courses

Stefan Köngeter

The consortium partners decided not to spread the curriculum over the broad field of child and youth welfare, but rather to concentrate on migration in child and youth care, thus challenging the prevalent image of a non-mobile childhood and adolescence. Child and youth welfare services are still built on the assumption that children and young people grow up in one country and in one stationary family network. The migration of children and young people (with or without their parents) challenges this assumption and requires people to open up to and create other approaches and other constructions of normative living. This challenge extends to the different national and regional child and youth care procedures, for example, in the case of adoption or the structures and methods used in out-of-home care.

The curriculum covers mobility of children and adolescents with and without families motivated by different circumstances: education, work, war, and social position. The focus on migration enables comparing and contrasting several challenges around child and youth welfare in globalised societies. As this curriculum is especially designed for social work and child and youth work courses, examples are repeatedly taken from the field of child and youth care. These are frequently under-represented in general social policy, although they are central to this field. The curruculum contains segments in five domains (see Figure 1): ethics, practise, research, policy, and research practise. All syllabi are presented according to the Bologna format and specify the subject, hours, thematic description, teaching schedule, and bibliography. At the same time, to fit the different needs of the segments and their authors, we allowed for a flexible order of presentation of other Bologna parameters (such as learning objectives, international perspective, bibliography, etc.).

Figure 1: The structure of the curriculum



The first segment of the curriculum deals with the ethical considerations. We take up a nuanced discourse on the rights of children and youth and discuss its importance for those of them who face various disadvantages in multi-cultural or unjust societies. Specifically, this segment studies the development and significance of supra-national rights for children and young people when it comes to child and youth welfare, and links in with different regional and social conditions surrounding child and youth care. Altogether, this segment clearly reveals that child and youth welfare in globalised societies cannot be reduced to legal positions within one nation-state only.

Our curriculum looks upon child and youth welfare as a field of global social policy (Deacon, 2007) in which different actors negotiate their positions, take up stances in relation to one another, and construct joint strategies. For this reason, the main part of the curriculum is divided into three sections – practise, policy, and research – within which different positions are developed and brought into the discussion.

The two practise segments enhance the competence of students to communicate in social situations characterised by diverging and conflicting social norms and values and apply sociological and psychological theories on child and youth welfare cases that are evoked by migration experiences of clients. The policy segments bring together a comparative perspective on institutional child-care across national borders. Both the comparative and transnational perspectives underscore the importance of knowledge translation processes across national boundaries.

Whereas comparisons help identify strengths and weaknesses among the various child and adolescent welfare systems, the transnational perspective critiques the implicit methodological nationalism of child and youth welfare, i.e., the unquestioned assumption of a natural distribution of people among a limited number of nation-states. The increasing internationalisation of child and youth welfare calls for research skills to be passed on in order to understand and explain these border-crossing processes. The research segments introduce students to the latest studies on child and youth welfare: The first research segment emphasizes methodological considerations and challenges of researching transnational child and youth welfare issues and supports students in developing appropriate research strategies. In the

second segment students develop competences to identify research lacunae in the sphere of child and youth welfare and to develop research questions. A segment on research practise complements the previous two research segments; here, students carry out their own research project based on the latest research on migrant children and young people in care, taking into account transnational and international comparative research methods.

REFERENCES

Deacon, B. (2007). Global social policy and governance. Sage, New York.

Segment 1

Rights of children and youth in multi-cultural and unjust societies

Silvia Fargion, Hanita Kosher, Wolfgang Schröer

In the past several decades, substantially increased social and political attention has been paid to the idea of children's rights, with global recognition of children's rights powerfully expressed in the United Nations Convention on the Rights of the Child (CRC). The CRC, which has been ratified by the majority of countries of the world, recognises children as independent individuals worthy of citizenship and attempts to increase the commitment of all nations to children's rights. It has raised awareness of the idea that children's rights are not limited to protection or nurture, instead extending also to self-determination, self-expression and participation; thanks to the CRC, children today are seen as having the right to participate in decisions about their own lives.

Over the years, children's rights and the CRC have become important principles in youth and children's welfare systems, and the CRC is a normative framework for understanding children's well-being and welfare all over the world. The shift from children's needs to children's rights has become a major cornerstone of transnational child and youth welfare. In all countries, social workers, researchers and policy makers discuss the CRC's influence on the policies and everyday practise in child and youth care and welfare. Overall, the CRC is a very important milestone in a transnational process of the emancipation of children in society. For that reason, it is vital to include children's rights in any studies involving children's welfare.

Discussing children's rights is conducive to reflection on the political and practical range of supra-national rights and cultural and political implications: Supra-national rights exert a universal demand, and while cultural and social frictions are obvious, we should not discuss these contentions on the international level only, as it is important to focus on the strife facing children in unjust societies in everyday life.

Social work perspectives

The perspective of children's rights is of paramount significance in social work, both in daily practise as well as in training, and the profession has been deeply and strongly involved with the change in orientation engendered by the CRC. Professional social work associations in many countries have fought for the ratification of the Convention and implementation of its principles. Practitioners at a micro level are among the most affected by this realignment of focus and by the cultural and social frictions mentioned before. From the point of view of social workers, the idea that children need to be considered citizens with rights, particularly the right to participate in decisions concerning their lives, involves a dramatic change of attitudes and practises. Because of this, the segment intends to represent a space for critical reflection on the issues and the contradictions inherent in daily professional practise comprehending children’s rights.

Major fields of interest in children's rights and welfare

Children's rights and welfare raise a variety of different issues and topics. Social workers often link the perspective of children’s rights to fields in child and youth welfare, adducing much importance to transnational regulation to ensure children’s rights, e.g., in cases of international adoption, young refugees and migration. In these areas children’s rights should impact strongly on both policies and everyday practise. However, the perspective of children’s rights equally influences systems and everyday practises of child and youth welfare as a whole. Thus we concentrate in this segment on children’s cultural rights, participation and voice, cultural perspectives of care, abuse and neglect, families and children’s rights, all of which reflect the attitudes and practises in the different child and youth welfare structures.

Organisation

The current segment consists of four main parts:

1. General background on children's rights, focusing on the history of children's rights, the structure and the principles of the UN’s CRC, typologies of children's rights, and different philosophical and social approaches to the concept

2. A critical national perspective emphasising the national status and situation of children's rights, children’s rights to protection, provision and participation discussed by reviewing implementation at the national level

3. Children rights in welfare systems and social policy: An introductory reflection on how different welfare regimes and social policy orientations have interpreted children's rights, and how social services for protecting children and promoting their welfare are organised across Europe, their roles and their orientations, and an introduction to comparative research on social intervention towards children and families

4. Social work and children's rights: The contribution of the nation to children's rights and social work with reference to the right to protection, provision and participation, with special attention to children's participation in the social welfare context and in child protection systems

Segment 1 – Outline

Subject area: Policy

Working hours: 60

Thematic description

The United Nations Convention on the Rights of the Child (CRC) marked a watershed in how childhood is perceived; it has been deemed a milestone in policy-making regarding children. Children and young people are now considered full citizens and national subjects, individuals entitled to full respect as persons with particular circumstances as children, i.e., relatively limited autonomy – a perspective that today strikes us as only natural. However, global social policy and social work practise indicate the need for a discourse and for new policies on children's rights, as the social realities of the 21st century suggest that rights for children and young people are not the norm. Furthermore, children's rights cannot be considered in isolation but must be contextualised within the general issues of respect for human rights and of social conditions (private life, economic status, etc.) in which children grow up and on which their well-being depends.
In this segment we shall discuss children's rights in different social, cultural and economic contexts. The social work discourse is strongly influenced by the CRC, which will be our main starting point. We live in different societies, many of them multi-cultural and some unjust. Are children's rights universal? Is it possible to see the rights of children and young people in a contextualising frame without a relativistic attitude? We will discuss different contexts of welfare systems, cultural aspects, etc., concluding with a critical perspective on social work practise and culture and ideas for outlining new policies for children's rights.

Teaching schedule

General structure:

This segment consists of 4 main parts: general background on children's rights, national perspectives, international perspective, and social work and children's rights. This structure is based on general teaching points (parts 1 to 4) and student presentations – the focal points: half the lessons (we recommend lessons 7 to 14) will be devoted to student presentations (30 minutes in each lesson).

1. Children's rights: Basic concepts and principles (6 hours)

a. The history of childhood and children's rights:

In this first unit we introduce and discuss the history of childhood and the major milestones in the emergence of the concept of children's rights in Western society, including the CRC and its main points in terms of the actual global situation.

Learning outcomes: The students will be made aware of the historical background of children's rights, from their status as property to their status as human beings, as well as of the CRC and its general principles and concepts.

Basic material:

Hart, S. (1991). From property to person status: Historical perspective on children's rights. American Psychologist, 46 (1), pp. 53-59.

Background material for teaching:

Aries, P. (1962). Centuries of childhood: A social history of family life. New York: Vintage Books. The discovery of childhood 33-49, conclusion, pp. 128-133.

Archard, D. (1993). Children: Rights and childhood. New York: Routledge. Part I: childhood, pp. 15-36.

DeMause, L. (1974). The history of childhood. New York: Psychohistory Press.

Questions to discuss:

- Identify the structure of the history of childhood presented in the article, and give examples from your own historical knowledge for each period.
- Discuss whether this structure conforms to your national, cultural and religious contexts.
- Save the results with students: The students will reflect on the national, cultural and religious aspects of childhood in an historical perspective.

b. The UN Convention on the Rights of the Child (CRC):

In this unit the CRC and its general concepts will be introduced.

Learning outcomes: The students will become familiar with the CRC and its general concepts and principles, as well as its distinctions from former international promulgations, e.g., the Geneva Declaration of the Rights of the Child (1924) and the Declaration of the Rights of the Child (1959).

Basic material:

The UN Convention of the Rights of the Child

Background material for teaching:

The Geneva Declaration of the Rights of the Child (1924).

The Declaration of the Rights of the Child (1959).

Alaimo, K. (2002). Historical roots of children's rights in Europe and the United State. In: K. Alaimo, & B. Klug (EdS.), Children as equals: Exploring the rights of the child, pp. 1-24. Lanham, MD: University Press of America.

Questions to discuss:

- Describe the main principles of the CRC.
- Discuss the implications of the perception of the child as a person (the CRC perception) on social and pedagogical institutions and organisations.
- Save the results with students: The students will comprehend the CRC's new perception of children as persons and see the consequences for the everyday life of children.

c. Social-philosophical approaches:

The students will become familiar with the social and philosophical approaches of the concept of children's rights.

Learning outcomes: The students will come to understand the differences between the liberal approach and the caretaker (protection) approach to children's rights.

Basic material:

Archard, D. (1993). Children: Rights and childhood. New York: Routledge. Part II: Children's rights, pp. 45-63.

Questions to discuss:

- Initiate a debate on the two different approaches and discuss their implications and meanings. Highlight the strengths of each.
- Develop an example in which the two approaches are related to each other.

Background material for teaching:

Archard, D. (1993). Children: Rights and childhood. New York: Routledge. Chapter 1: John Locke's children, pp. 1-10.

Freeman, M. (1992). Taking Children's Rights More Seriously. International Journal of Law & the Family, 6, pp. 52 – 71.

Ladd, R. E. (2002). Rights of the child: A philosophical approach. In: K. Alaimo, & B. Klug (EdS.), Children as equals: Exploring the rights of the child, pp. 89-102. Lanham, MD: University Press of America.

Save the results with students: Ask students to find their own position reflecting this approach.

2. National perspectives (8 hours)

The students will study this part in smaller groups. They will analyse their own national situation on children's rights and the implementation of the CRC in their countries. The country-based discussions of national situations will follow the main principles of the CRC (the three Ps): rights to protection, provision, and participation. If possible, in mixed cross-country groups they will compare the national reports on the implementation of the CRC. We recommend using:

- Statistical data
- Official reports
- National studies
- Case studies
- Video

Learning outcomes: The students will become familiar with the national situation of children's rights and the implementation of the CRC in their own countries. They should also gain insight into the unique national challenges regarding implementation of the CRC in their own countries.

Basic material:

Each lecturer will choose one or two articles discussing the national situation of children's rights in their country.

3. Children’s rights in welfare systems and social policies (8 hours)

This unit will involve a comparative perspective of different welfare systems and social policies. The students will consider children’s and young people’s rights in the framework of the different welfare systems.

a. Different social policies for protection of children rights (3 hours)

The emergence of a culture of children’s rights is partially congruent with different ways of conceiving of the boundaries between the private and

the public spheres and with a change in the possibility of state and public institutions to intervene and decide in situations which were previously deemed private, such as family life. In the promotion of children's rights, a major role is played by a variety of social services agencies and professionals. The way the different professions are involved in children services, especially those concerned with child protection or safeguarding, their actions, knowledge base and methods are all strongly influenced by the welfare system and policies within which they operate. In the last 20 years, several studies have shown how the promotion of children's rights across Europe and the world has been translated into different policy orientations. This first unit will constitute an introduction to how different welfare regimes and social policy orientations have interpreted the issue of children's rights.

b. Social services and children's rights (3 hours)

The second unit will examine how children's protection and well-being promotion services are organised across Europe, their roles and their orientations. A particular contrast in emphasis can be detected here between public services that are mainly reactive or mainly proactive. The former focus on children in crisis or with particular problems, while the latter envisage a broader role for promoting children's welfare at an early stage (Lorenz, 1994). The child protection approach is centred on targeting vulnerable children in order to safeguard them against harm, with emphasis on the surveillance role of professionals such as social workers and health professionals, as well as legal measures. By contrast, the child welfare approach has been concerned with securing the well-being of all children in the expectation that this will reduce the risks of harm. This puts more stress on building social services to promote the well-being of the family and children. This unit will be devoted to an analysis and discussion of this framework, with several examples being presented.

c. Comparative research on social intervention for children and families (2 hours)

Comparative research in the field of children's rights presents numerous challenges, as the scenarios in which children's rights are addressed can be very different not only in terms of the welfare administration, as shown in the previous units, but also within economic and political contexts, and certainly as far as the characteristic culture of each country is concerned.

Here we will consider how these challenges have been addressed and will present some examples of comparative research across Europe on the issue of social services and children's rights.

Basic material:

Lorenz, W. Fargion, S., (2012) "European Developments in Professional Practice with Vulnerable Children". In M. Hill (ed.) Children's services: working together, Pearson Education, Harlow.

Parton, N; Gilbert, N., Skivenes, M. (2011) Introduction, in Parton, N; Gilbert, N., Skivenes, M. Child protection Systems, International trends and orientastions. Oford University Press, Oxford, pp. 3-16.

4. Social work cultures and children’s rights (8 hours)

Social work positions are very often reflected in the framework of human rights, but at the same time social work cultures restrict human rights. The idea of children's rights has influenced professionals working with children, including social workers, as well as organisations and institutions in the field of child welfare. In the era of children’s rights, child welfare services must adopt new approaches that are congruent with the new status of children in society as persons with human rights. An approach based on children’s rights provides a conceptual framework as well as specific strategies and opportunities for social workers to apply in their work. They must respect and protect children’s rights at all levels of practise, from working with individual children to working with the broader systems in children’s lives to influence public policy.

In this part the contribution of the notion of children's rights to the social work profession will be discussed in reference to children’s rights to protection, provision and participation. Special attention will be given to children's participation in the social welfare context and in the child protection system.

Learning outcomes: Students reflect on the social work culture from the perspective of children’s rights.

Basic material:

Scherrer, J.L. (2012). The United Nations Convention on the Rights of the Child as Policy and Strategy for Social Work Action in Child Welfare in the United States. Social Work, 57 (1), pp. 11-22.

Background material for teaching

Bell, M. (2011). Promoting Children’s Rights in Social Work and Social Care: A Guide to Participatory Practice. London: Jessica Kingsley Publishers.

5. Focal Points (28 hours)

This part will be carried out in small groups. Students will develop their own

written argumentations, to be presented in class, on one of the focal points below. The "Basic material" is a suggestion only; please add more material from your regions and countries.

(1) Cultural perspectives on care

The rights of children and adolescents are safeguarded in different care cultures, all of them always framed in a relation of power. Care relations are structures of dependency, with children in a weaker position. Discuss the relation between care policies and the rights of children and youngsters.

Basic material:

Freeman, M. (1992). Taking Children's Rights More Seriously. International Journal of Law & the Family, 6, pp. 52-71.

(2) Children's cultural rights

Children and young people have their own cultural positions which, according to the CRC, must be respected. At the same time, a particular cultural environment my harm children's rights. Discuss the boundaries of cultural rights.

Basic material:

Allen White, A., Nı´ Laoire, C., Tyrrell N. and Carpena-Me´ndez, F. (2011) Children's Roles in Transnational Migration, Journal of Ethnic and Migration Studies, Vol. 37, No. 8, pp. 1159-1170.

(3) Participation and voice

The CRC affirms not only the child's right to protection from harm and abuse or the provision of goods and services, but also the right to develop into an autonomous adult and to have a voice in matters that affect and concern the individual child. Children are now more frequently seen as having the right to participate in decisions on their own lives, as opposed to the view that children's rights only involve the need to be taken care of or protected. This focus on children's rights to self-determination and participation calls for special attention in the field of social work. Discuss the best practise examples of participation in social welfare policy and child protection systems.

Basic material:

Krappmann, L. (2010). The weight of the child's view (Article 12 of the

Convention on the Rights of the Child). International Journal of Children's Rights, 18, pp. 501–513.

(4) Abuse and neglect in an inter-cultural environment and institutional racism

Often in inter-cultural conflicts children are abused and neglected. Discuss the relation between diversity and rights.

Basic material:

Vandenhole, W., de Wiart, E. C., de Clerck, H. M., Mahieu, P., Ryngaert, J., Timmerman, C.; Verhoeven, M. (2011) Undocumented children and the right to education: Illusory right or empowering lever? International Journal of Children's Rights 19, pp. 613-639.

(5) Family life and children's rights

The private lives of children are very often organised in family groupings. The CRC stipulates the right of children to direction and guidance by their parents and, in this way, underlines parents' responsibility for their children's well-being and development. This point raises several crucial questions: Does the provision that the child's views are given due weight constrain the rights of parents to decide on their children's well-being and development? Do children's rights to participate negatively influence the parent-child relationship and parental authority? Discuss children rights versus family rights – can the two co-exist?

Basic material:

Melton, G. B. (1996). The child's right to a family environment: Why children‘s rights & family values are compatible. American Psychologist, 51, pp. 1234-1238.

(6) Educational institutions and children's rights

A child's school and/or out-of-home care institutions commonly organise his or her daily life. The CRC strengthens the child's right to participation in these organisations, which need to be trustworthy and must ensure the child's safety. Nevertheless, it is known that children have been mistreated in such organisations. Discuss the rights of children and young people from the perspective of educational institutions.

Basic material:

Cashmore, J. (2002). Spotlight on Practice Promoting the participation of children and young people in care. Child Abuse & Neglect, 26, pp. 837–847.

Learning objectives

Students will have a better understanding of the rights of children and young people. The segment will strengthen awareness of social, cultural and economic contexts and different policies. It will introduce the elements of children’s rights in social work practise and establish advocacy work for children and youth.

Bibliography

Basic readings:

The United Nations CRC.

Hart, S. (1991). From property to person status: Historical perspective on children's rights. American Psychologist, 46 (1), 53-59.

Archard, D. (1993). Children: Rights and childhood. New York: Routledge. Part II: children's rights, pp. 45-63.

Scherrer, J.L. (2012). The United Nations Convention on the Rights of the Child as Policy and Strategy for Social Work Action in Child Welfare in the United States. Social Work, 57 (1), pp. 11-22.

Further reading:

Alaimo, K. (2002). Historical roots of children's rights in Europe and the United State. In: K. Alaimo, & B. Klug (Eds.), Children as equals: Exploring the rights of the child, pp. 1-24. Lanham, MD: University Press of America.

Archard, D. (1993). Children: rights and childhood. New York: Routledge. Part I: childhood, pp. 15-36.

Archard, D. (1993). Children: rights and childhood. New York: Routledge. Chapter 1: John Locke's children, pp. 1-10.

Bell, M. (2011). Promoting Children’s Rights in Social Work and Social Care: A Guide to Participatory Practice. London: Jessica Kingsley Publishers.

Cashmore, J. (2002). Spotlight on Practice Promoting the participation of children and young people in care. Child Abuse & Neglect, 26, pp. 837–847.

Cherney, I. D., & Shing, Y. L. (2008). Children’s Nurturance and Self-Determination Rights: A Cross-Cultural Perspective. Journal of Social Issues, 64, pp. 835-856.

DeMause, L. (1974). The history of childhood. New York: Psychohistory Press.

Desai, M. (2010). A Rights-Based Preventative Approach for Psychosocial Well-Being in Childhood. Heidelberg: Springer.

Ferguson, L. (2013) Not merely rights for children but children’s rights: The theory gap and the assumption of the importance of children’s rights. International Journal of Children’s Rights 21 (1), pp. 177-208.

Freeman, M. (1992). Taking Children's Rights More Seriously. International Journal of Law & the Family, 6, pp. 52-71.

Grugel, J. (2012). Children’s rights and children’s welfare after the Convention on the Rights of the Child. Progress in Development Studies 13 (1) pp. 19–33.

Hart, R. (1992). Children’s Participation: From Tokenism to Citizenship, Innocenti Essays, 4. Florence: UNICEF.

Ladd, R. E. (2002). Rights of the child: A philosophical approach. In: K. Alaimo, & B. Klug (Eds.), Children as equals: Exploring the rights of the child, pp. 98-102. Lanham, MD: University Press of America.

Libal, K., Mapp, S.C., Ibrig, E., and Ron A. (2011) The United Nations Convention on the Rights of the Child: Children Can Wait No Longer for their Rights. Social Work, 56(4), pp. 367-370.

Quennerstedt, A. (2009) Balancing the Rights of the Child and the Rights of Parents in the Convention on the Rights of the Child. Journal of Human Rights, 8, pp. 162–176.

Reynaert, D., Bouverne-De Bie, M. and Vandevelde, S. (2012) Between ‘believers’ and ‘opponents’: Critical discussions on children torture. International Journal of Children’s Rights, 20, pp. 155–168.

Roche, J. (1999) Children: Rights, Participation and Citizenship. Childhood, 6(4), pp. 475-493.

Scherrer, J.L. (2012) The United Nations Convention on the Rights of the Child as Policy and Strategy for Social Work Action in Child Welfare in the United States. Social Work, 57 (1), pp. 11-22.

Vandenhole, W., de Wiart, E. C., de Clerck, H. M., Mahieu, P., Ryngaert, J., Timmerman, C.; Verhoeven, M. (2011) Undocumented children and the right to education: illusory right or empowering lever? International Journal of Children’s Rights 19, pp. 613–639.

Vis, S. A., Strandbu, A., Holtan, A., Thomas, N. (2011). Child and participation and health: A research review of child participation in planning and decision-making. Social Work, 16, pp. 325–335.

Teaching and learning assessment

The course can be held on-line and off-line. On-line, it comprises a synchronous section and an asynchronous section. The synchronous section is made up of lectures and student presentations via video-conference together with on-line meetings. All lectures and presentations are recorded and available for further use. The asynchronous section consists of forums and mailing lists. The student evaluation comprises an analysis of each student's participation during the course (presentations, participation in forums), which accounts for 50%, plus a paper on the major issues related to the definition and implementation children rights.

International perspective/orientation on an international student audience

The segment opens with a supra-national perspective on the rights of children and young people. In the ensuing sessions we will discuss national, regional, cultural, and social work practise aspects, in that order.

Learning material

News clippings, interview sections, tasks.

Segment 2

Developing cultural competence in working with children and youth from diverse communities

Julia Mirsky, Irina Namestnikova, Elena Studenova

Cultural competence in working with children and youth from diverse communities implies tolerance and respect for ethnic-cultural differences, some understanding of different cultures, and the ability to interact with persons from different backgrounds. It is important to develop such cultural competence in social work with children and adolescents from diverse communities because, in our globalised economic, political, scientific, and cultural world, people need mutual understanding, tolerance and ethnic and inter-cultural sensitivity to support inter-cultural contacts – in short, they need cultural competence.

This is also important because of the unprecedented migration that typifies the modern world, with millions of people migrating in search of employment and/or education or fleeing war and conflict zones. This migration includes children and young people, accompanied or unaccompanied by adults, who may need professional assistance and care. Hence the first segment in our programme teaches and trains for cultural competence.
A critical reflection on culture, its role in the life, behaviour and well-being of children and youth is the starting point of this segment. It proceeds to address both the affective and the cognitive components of cultural competence in the helping professions, the affective components being empathy and tolerance, which are the basis for effective cross-cultural communication; the cognitive components include specific cultural knowledge which helps overcome barriers to cultural openness and acceptance of "the other".

The specific cultural knowledge acquired during the first part of the segment is then practised and consolidated through experiential learning and coaching. Students are encouraged to experience inter-cultural encounters, either via exercises or through interviews with immigrants, while obtaining feedback from their teachers and fellow-students.

Segment 2 was implemented in graduate programmes at Ben Gurion University (BGU) and Moscow State Regional University (MGOU).

Segment 2 – Outline

Subject area: Practise

Working hours: 60 (26 contact hours, 34 self-study hours)

Thematic description

The course's primary interest is the encounter of professionals with clients from diverse cultural backgrounds. First, we critically consider what constitutes culture, then the role of culture in the life, behaviour and well-being of children and adolescents. We learn about processes that take place in the course of cultural transitions and cross-cultural encounters. We go on to study the history of culturally competent care in social work worldwide and in Israel and Russia and analyse the components of cultural competence in the helping professions. Based on personal experiences, cases and interviews, we become aware of cultural manifestations in health and illness, of barriers to cultural openness and to the acceptance of "the other", and learn to listen to diverse narratives.

Teaching schedule

The course includes 26 contact hours (13 weekly 2-hour meetings) and 34 self-study hours. Three assignments will be given and discussed in class.

Knowledge, skills, abilities

- Knowledge of the latest literature on cultural competence in social work and the developments in regard to culturally competent practise in social work
- Understanding of the central role of culture in the life of individuals, groups and communities
- Awareness of the student's own cultural background and its role in their lives
- Awareness of their own barriers to cultural sensitivity
- The skill to conduct a cultural formulation assessment
- The skill to address cultural aspects in interventions

Learning objectives

- To identify and describe cultural aspects in the behaviour of children and adolescents from diverse backgrounds

- To take these aspects into account when devising interventions
- To seek information on the various cultural groups of clients
- To educate colleagues and further disseminate a culturally sensitive approach in social work practise

Teaching and learning assessment

An evaluation on oral and written feedback from the students on the impact of the course

International perspective/ orientation on an international student audience

The course allows students to better understand children and adolescents from various cultural backgrounds as well as the life situations of children in their countries, and to devise and implement interventions in different cultural contexts.

Learning material

Scientific papers, case studies, students' assignments, films

Segment Details

Themes

1. Introduction: Personal experiences ofimmigration and cross-cultural (inter-cultural) encounter

Mirsky, J. (2011). Narratives and meanings of migration. Nova Science Publishers.

2. What is culture and cultural competence?

Garran, AM & Werkmeister-Rozas, L. (2013). Cultural Competence Revisited. Journal of Ethnic & Cultural Diversity in Social Work, 22:97–111.

Kohli. H., Huber, R. & Faul, A. (2010). Historical and theoretical development of culturally competent Social Work practice. Journal of Teaching in Social Work, 30:252–271.

3. Illustration: Culturally sensitive interventions with families and individuals

Slutzki, K. (2004). The house taken over by ghosts: Culture, migration, and the developmental cycle of a Moroccan family invaded by hallucinations. Families, Systems, & Health, 22(3), pp. 321-337.

4. Culturally sensitive interventions conceptualized

Carrillo, E., Green, A. Betancourt, J. (1999). Cross-cultural primary care: A

patient-based approach. Annals of Internal Medicine, 130(10), pp. 829-834 (Power Point).

5. Standards for Cultural Competence

NASW in Social Work Practice: Prepared by the NASW National Committee on Racial and Ethnic Diversity, Approved by the NASW Board of Directors June 23, 2001

6. Presentation and discussion with students

Henry, H.M., Stiles, W.B., Biran, M.W. (2005). Loss and mourning in immigration: Using the assimilation model to assess continuing bonds. Counseling Psychology Quarterly, 18(2), pp. 109–119.

Perez Foster, R. (2001). When immigration is Trauma: Guidelines for the Clinician. Am. Journal of Orthopsychiatry, 71(2), pp. 153-170.

Psychological processes in migration: Individual and familial perspective; health and trauma

7. Parenting – cultural aspects

Show film and discuss with students The film "Babies"

8. Parenting – cultural aspects and migration: conceptualization

Roer-Strier, D., (1997). In the mind of the beholder: Evaluation of coping styles of immigrant parents. International Migration. 35(2), pp. 271-286.

9. Parenting in migration

Alexandrov D.A. (2012). Children and parents-migrants in the interaction with Russian school/ D.A. Alexandrov, V.V. Baranov, V.A. Ivaniushina. The Issues of Education. – 2012, № 1. pp. 176-199 (in MGOU).

Coatsworth, J.D., Pantin, H. & Szapocznik, J. (2002). Familias Unidas: A family-centred ecodevelopmental intervention to reduce risk for problem behavior among Hispanic adolescents. Clinical Child and Family Psychology Rev, 5(2) (Power Point).

The life situations of children and youth in migration – general issues and local phenomena (Israel, Russia)Koplow, L. & Messinger, E. (1990). Developmental dilemmas of young children of immigrant parents. Child and Adolescent Social Work, 7(2), pp. 121-134.

Walsh, S., Shulman, S. Feldman, B. & Maurer, O. (2005). The Impact of Immigration on the Internal Processes and Developmental Tasks of Emerging Adulthood. Journal of Youth and Adolescence, 34(5) pp. 413–426 (in BGU).

10. Culturally sensitive assessment

Cultural formulation interview, DSM-V (2013). APA, Washington, DC.

11. Culturally sensitive assessment – continued cultural formulation review,

DSM-V (2013). APA, Washington, DC.

12. Culturally sensitive interventions with children and adolescents

Ringel, S. (2005). Therapeutic Dilemmas in Cross-Cultural Practice with Asian American Adolescents. Child and Adolescent Social Work Journal, 22 (1).

Slonim-Nevo, V., Sheraga, Y., & Mirsky. J. (1999). A culturally sensitive approach to therapy with immigrant families: The case of Jewish emigrants from the former Soviet Union. Family Process, 38(4), pp. 445-462.

13. Summary of segment

Sub-segment 2: Coaching for inter-cultural tolerance (at MGOU)

Subject area: Practise

Working hours: 6

Thematic description

The coaching is aimed at enhancing awareness of the cultural determination of communication and human behaviour, overcoming ethnic and cultural prejudice, and developing tolerance and enhanced inter-cultural communication. It includes a sequential cycle of three meetings logically connected by topics, objectives and assignments.

Meeting 1. What is inter-cultural communication and inter-cultural competence?

Meeting 2. My inter-cultural competence

Meeting 3. Relation to oneself and the others: cultural distance

Each meeting includes an introduction (self-presentation, short interactive assignments), the bulk of the meeting (discussions, exercises, assignments, reflection), and a conclusion (teacher's evaluation meeting, farewell).

Teaching schedule

6 class hours (3 weekly 2-hour meetings).

International perspective/orientation on an international student audience

The coaching allows students to better understand children and adolescents from various cultural backgrounds.

Learning outcomes

- To define the quality of inter-cultural competence and a culturally competent person
- To discover each participant's degree of inter-cultural competence and enhance the ability for self-analysis
- To identify and describe cultural aspects in the behaviour of children and adolescents from diverse backgrounds
- To educate colleagues and further disseminate the culturally sensitive approach in social work practise

Learning assessment

Oral and written feed-back from the students to monitor changes in their inter-cultural orientation

Instructional approach

Didactic concept, teaching arrangement, method of instruction, group work, debate, role-playing, etc.; off-/on-line;

Bibliography (in Russian)

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Learning material

Thematic charts, video records, student assignments, related news items

Segment 3

Sociological and psychological aspects of migration and cross - cultural transition among children and youth and the implications for social work practise

Itzhak-Alvin Lander, Stefan Köngeter, Elena Shilkina, Olga Podolskaya

This was a core course in TACHY*we* and was offered in two consecutive years: first as a pilot at Ben-Gurion University of the Negev, Israel (BGU), and for the second time as a joint course at BGU, Trier University in Germany, and Don State Technical University in Russia. The course was held via video conference technology for one semester, from November 2014 to February 2015. Once technical problems were identified and resolved in the pilot, the unique format of this international course proved very successful and stimulating to students and teachers alike. The structure of the course was also unique, as it was built around cases of immigrant adolescents: a Russian adolescent immigrant in Israel, a Turkish immigrant in Switzerland, and a Ukrainian immigrant in Russia. A number of sessions were devoted to each case, which was first presented and then discussed.

This form was exceptionally conducive to the development of a transnational perspective. On the one hand, the focus on individual adolescents conveyed to the students the subtleties of the psychological and sociological issues in immigration within a particular personal, cultural and national context; on the other hand, the comparison between the cases and their analysis by students from different countries provided the trans-border perspective on universal versus country-unique processes in the migration of adolescents.

Segment 3 – Outline

Subject area: Practise

Working hours: 24 hours in class for BGU

Thematic description

The course hones the students' abilities to use relevant sociological and psychological theories (developmental theory, family systems, trauma, psychological disorders, etc.) learned previously in the study of issues of international children and youth migration. These abilities will help the students understand the life situations of children and adolescents in cases of migration. The course will encourage integration of these theories with practise theory in order to formulate initial therapeutic interventions in the process of planned change.

The course develops students' ability to use cultural and anthropological theories and concepts (cultural structure concept, semiotic concept of culture) for communication with children and young people from multi-ethnic groups. It will help to clarify origins of cultural differences and to find effective methods for resolving social and socio-psychological problems of youngsters.

Teaching schedule

3 sub-segments (3 cases), 8 hours per sub-segment

Learning outcomes

Students will be able to:

- Identify the sociological and psychological problems in specific cases of immigrant adolescents
- Choose an appropriate sociological and psychological theory
- Apply methods of cultural analysis (soft multi-culturalism)
- Describe the origins of cultural differences
- Select the proper methods for improving misunderstandings
- Identify cultural paradigms and clash issues (isolationism, assimilation, soft and hard strategies of multi-culturalism and integration in social pedagogy

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Lessons 4-5: An immigrant adolescent from Russia: Psychological, sociological and social work perspectives

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Lessons 6-7: The immigrant child from Ethiopia: Psychological, sociological and social work perspectives

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Lessons 10-11: The refugee adolescent from Africa: Psychological, sociological and social work perspectives

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Lessons 12-13: Planned change with immigrant and transitioning children and youth: Models and perspectives. Course conclusion and student feedback

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Teaching and learning assessment:

Problem-based learning
Case studies
Project presentation

International perspective / orientation on an international student audience

Students take the case material of four children with different backgrounds (an immigrant child from Ethiopia, an immigrant adolescent from Russia, a child adoptee and a refugee youth from Africa) – the international nature of the issues.

The course will include e-learning (a guest lecturer will make a presentation using our EL system). Reading assignments will be selected from the bibliographic resource pools presented, according to themes that emerge in classroom discussion of case studies.

Learning materials

Real case materials, interview sections, tasks, role playing

Segment 4

Institutional care: Historical and contemporary cross-national comparative perspectives

Eoin O'Sullivan, Anat Zeira, Wolfgang Schröer, Stefan Köngeter, Maren Zeller, Svetlana Smirnova, Igor Kunshenko

This segment introduces students to historical and contemporary debates on the institutional care of children and young people and associated issues. Each sub-segment takes a cross-national comparative perspective using Ireland, Germany, Russia, and Israel that traces each country's historical background to current issues in the provision of institutional care. The different forms of care available are reviewed and their role in supporting children and families living at risk are critiqued. By undertaking comparative analyses students will have the opportunity to understand the antecedents of current systems, evaluate these systems, and make comparative analyses with recommendations for the future of institutional care of children and young people.

The segment was implemented in the summer school in Trinity College Dublin.

Segment 4 – Outline

Subject area: Practise and policy

Working hours

60: On-line lectures, personal study and preparation for summer school, presentation assessment

Thematic description

Historical and contemporary debates on institutional care of children and young people in Ireland, Germany, Russia, and Israel

Teaching schedule

Institutional care in Ireland: Historical perspectives

The purpose of this lecture is to provide an historical overview of the development of institutional/residential care for children and young people in Ireland.

Lecture-specific learning objectives:

- To summarise the key developments in the history of institutional care of children and young people in Ireland
- To understand the systems that were established for the care of children and young people
- To understand the role of Church and State in the establishment of child welfare systems in Ireland
- To lay out possible future directions in the institutional care of children and young people

Historical and contemporary issues in institutional care for children and youth in Israel

The purpose of this lecture is to provide historical and contemporary descriptions of institutional care for children and adolescents in Israel. The presentation has three parts:

- A review of the development of children's and adolescents' institutional care in Israel from its inception at the outset of the 20th century
- A recap of the different types of institutional care facilities and their place on the continuum of services for children at risk
- A summary of selected studies on children in care and thereafter

Lecture-specific learning objectives:

- Outline the history of institutional care of children and young people in Israel
- Identify and critically assess the contemporary design and delivery of institutional care in Israel
- Chart key policy issues in relation to the institutional care of children and young people in Israel
- Outline key issues in relation to research on the institutional care of children and young people in Israel

Departmentalisation and flexibilisation – Conflicting developments in child and youth care services in Germany

Lecture-specific learning objectives:

- Knowledge on modernisation processes in the residential care sector in Germany
- Insights into the structure of child and youth welfare in Germany
- Knowledge of "social pedagogy" as an academic discipline and its meaning for residential care
- Understanding the ambivalence of specialisation and departmentalisation in social service sectors, especially in child and youth welfare
- Understanding the importance of flexible and individualised care planning and care settings

Institutional care of children and young people in modern Russia: Challenges and perspectives

The purpose of this lecture is to provide a contemporary overview of the development of institutional care for children and adolescents in the Russian Federation. This lecture is divided into 3 parts plus a conclusion:

Part 1. Major areas of social work with youth
  1.1. The social position of youth
  1.2. The state policy on youth
Part 2. Youth authority institutions
  2.1. The system of youth authority institutions
  2.2. The content and work forms of social authority institutions
  2.3. The content and organisation of social work with youth in recreation
Part 3. Promoting youth employment and work placement
  3.1. Youth in the labour market
  3.2. Social support for unemployed youth

Conclusion

Lecture-specific learning objectives:

- Identify main areas of social work with youth
- Outline the youth authority institutions and their activity in the Russian Federation
- Analyse youth employment and work placement promotion
- Assess key policy issues in relation to the institutional care of children and adolescents in the Russian Federation

International perspective/orientation on an international student audience

This module takes a cross-national comparative perspective across four countries: Ireland, Germany, Israel, and Russia.

Learning outcomes

- Outline the history of institutional care of children and young people in the partner countries (Ireland, Russia, Germany, Israel).
- Identify key commonalities and differences between institutional care in the partner countries.
- Critically assess key issues in the historical development of institutional care.
- Identify and critically assess the contemporary design and delivery of institutional care in the partner countries.
- Outline key policy issues in relation to the institutional care of children and young people.
- Outline and describe possible future directions in the institutional care of children and young people.

Learning assessment

Students from each country prepare and present a group project on the theme of Cross-national Comparative Perspectives on Institutional Care. The project addresses key commonalities and differences in institutional care between the students' own country and one other partner country of their choosing.

Presentations take place during summer school. Each country group is allocated 30 minutes to deliver a presentation. Oral presentations may be

accompanied by PowerPoint slides, video, audio or other auxiliary materials. All group members should contribute to the presentation. Time is allocated after each presentation for discussion and questions.

Instructional approach

On-line video lectures comprising

- Direct instruction
- Video and audio recordings
- References to web resources

Reflective practise with VLE Module Facilitator

Pre-requisite for course admission

Post-graduate level study in the area of child and youth research.

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Institutional care in Ireland: Historical perspectives

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Powell, F. et al. (2013). The Irish charity myth, child abuse and human rights: Contextualizing the Ryan Report into care institutions. British Journal of Social Work, 43: pp. 7-23.

Historical and contemporary issues in institutional care for children and youth in Israel

Dinisman, T., & Zeira, A. (2011). The contribution of individual, social support and institutional characteristics to perceived readiness to leave care in Israel: An ecological perspective. British Journal of Social Work 41, pp. 1442-1458.

Grupper, E. (2013). The youth village: A multicultural approach to residential educational and care for immigrant youth in Israel. International Journal of Child, Youth and Family Studies, pp. 4 (2).

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Zeira, A. & Benbenishty R. (2011). Readiness to independent living of adolescents in youth villages in Israel. Children and Youth Service Review, 33, pp. 2461-2468.

Departmentalisation and flexibilisation - Conflicting developments in child and youth care services in Germany

Harder, A. T., Zeller, M., López, M., Köngeter, S., & Knorth, E. J. (2013). Different sizes, similar challenges: Out-of-home care for youth in Germany and the Netherlands. Psychosocial Intervention, 22(3), pp. 203-214.

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Lorenz, W. (2008). Paradigms and Policitcs: Understanding Methods Paradigms in an Historical Context: The Case of Social Pedagogy, British Journal of Social Work, 38, pp. 625-644.

Institutional care of children and young people in modern Russia: Challenges and perspectives

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Kamaldinova, E.I. "Youth as an object and subject of social activities", Pedagogy. 1998.

Lisovsky, V.T. "Social protection of young people". Moscow, 1994.

Luchankin, A.I., Siyatsky, A.A. "Social-club work with youth: Problems and approaches". Ekaterinburg, 1997.

Ruchkin, B.A. and others "Youth of the Russian Federation: the situation, the choice of path. The main conclusions and recommendations". Moscow, 2000.

"Social protection of young people: Questions, Theory and Practice", Ed. V.T. Lisovsky. Moscow, 1994.

"The situation of young people in the Russian Federation: Analytical Report". Moscow, 2005.

Institutional care in Ireland: Historical perspectives

Walsh, W. (2009). Reflecting on the Ryan Report. The Furrow, 60 (11): pp. 579-587 Walsh, The Furrow.pdf

The Commission to Inquire into Child Abuse (The Ryan Report) (2009) http://www.childabusecommission.ie DOCUMENTARIES

Excerpts from RTE television documentaries:

- Dear Daughter

- States of Fear

Audio recordings

RTE Documentary On One, Peter Woods: The orphans that never were.

Institutional care of children and young people in modern Russia: Challenges and perspectives

Chernyavskaya, A.P. "Psychological counseling for vocational orientation",Moscow, 2001.

Foundations of Social Work", Tutorial /Ed. N.F. Basov. 2nd ed., Rev. Moscow, 2005.

Grigoriev, S.I., Guslyakova, L.G.,Gusova S.A. "Social work with youth", textbook for students. Moscow, 2006.

Learning material

Video and audio recordings, Web resources. Readings

Segment 5

Children on the move: Care for migrant children and adolescents across borders

Sheila Greene, Irina Namestnikova, Elena Studenova, Mikhail Firsov

This segment addresses policies and practises in regard to unaccompanied minor asylum seekers and international adoption. These two topics were developed based on theoretical and empirical material from various sources: textual analyses of legal and policy documents and reports, related books and publications, and interviews with child-care professionals and with asylum seekers. The students are encouraged to reflect on the differences between countries in history, culture and policies related to asylum-seeking children, and on international adoption, as well as on some of the commonalities and opportunities for reciprocal learning.

The first topic of the segment is devoted to unaccompanied minor asylum seekers in different European countries, with an emphasis on Scotland, England, Ireland, Norway, and Denmark. In the sessions we discuss policies and practises in these countries through a comparative analysis of schooling, hearings in asylum cases, and grounds for being granted humanitarian residence permits. An unaccompanied asylum-seeking child, according to the United Nations High Commission for Refugees, is someone under the age of 18 who has been separated from parents and/or other adult care-givers, is making a claim for refugee status, and needs the care and protection of welfare services in the country of asylum while that claim is examined and settled (United Nations High Commission for Refugees, 1994).

Children may come unaccompanied to Western Europe from countries across the world for a number of reasons. Armed conflict and persecution are major factors leading to departure, as is economic hardship. Some minors are separated from their families because of human trafficking for purposes of sexual exploitation or other illegal activities, and some escape from dangerous families or kinship networks. While the reasons for departure

differ, what unites the children is a sense of escaping harm and seeking asylum. When they arrive in an unfamiliar environment, they encounter a bewildering set of circumstances and face a number of psychological barriers. We explore a number of such barriers: As strangers in a strange land, they may not know the habits, rules and customs of their new country and need to adapt quickly to an unfamiliar environment. They may be traumatized or haunted by ghosts from the past and must rely on the comfort and skills of strangers to make peace with their past. In addition, if they are looked after by social services in the country of asylum, they have to find their way through a maze of systems of care and protection. This challenge is hard enough for indigenous children; unaccompanied minors confront them with the additional stress of not knowing whether or not their claims for citizenship, or even domicile, will succeed.

We also explore the two-fold political identity of these children as both asylum seekers and children. Their political identity as "asylum seekers" is created through antagonistic struggles around inclusion in or exclusion from the nation-state, i.e., questions of nationality and national citizenship. On the other hand, their identity as "children" is created through discursive struggles concerning their vulnerability, followed by a claim for children's rights. Since the acceptance of the 1989 UN Convention on the Rights of the Child, the category "child" has increasingly come to refer implicitly to national subjects as bearers of individual rights. The category "asylum seeker" has, since the 1990s, come to connote a collective of people (from the frequent media and political use of descriptive terms such as "flows" or "crowds" of asylum seekers) and objectified juridical cases. The ambivalence surrounding the political identity of asylum-seeking children questions otherwise hegemonic definitions of children and childhood, and often leads to situations in which asylum-seeking children have political and juridical rights, possibilities, obligations, and limitations different from those of indigenous or other children.

The second topic centres on international adoption of children and provides an overview covering inter-country adoption policies, requirements for international adoption, and international adoption laws.

International adoption is a relatively new phenomenon as compared to national (in-country) adoption. The realities of adoption in European

countries have changed considerably over time, with wide variation by country. In some countries adoption is a well-established practise, while in others it is still relatively unfamiliar. Some nations allow their children to be adopted abroad, others do not. Some countries "receive" adopted children from abroad, others are wholly or predominantly "countries of origin". In Western Europe, national (in-country) adoption has declined, whereas successful efforts seem to have been made to promote it in several Baltic and Central and Eastern European states. In general, international adoption has been decreasing since 2004, a trend observed in most European countries, whether they are "receiving" foreign adoptees or "countries of origin". The decline mainly reflects improved conditions for the appropriate care of children – especially the youngest – in their own countries. In contrast, the number of people applying to adopt internationally continues to rise. Therefore there is a long-standing concern that this imbalance may exacerbate the illegal and unethical practises that increasingly plague international adoption.

At the same time, more and more countries of origin in and outside Europe are now looking to international adoption as a potential care solution for older children and those with disabilities and other special needs. However, these children are hard to place in any country, as the number of people willing and able to adopt them is well below what is required. This imbalance also creates special concerns.

Over the last 50 years, international agreements have been developed and adjusted to address the changing adoption landscape and the problems that have been encountered. The CRC is now the basic standard-setting text on adoption on the global level. The 1993 Hague Convention focuses on the protection of children and cooperation in inter-country adoption. National adoption in Europe is covered by the new European Convention on the Adoption of Children (Revised) of 2008. Jurisprudence from the European Court on Human Rights has also served to set standards.

Most of the protections and procedures established by these instruments are not contested, but a number of issues are still controversial, for example, securing recognition that there is no "right to a family" – and thus to adopt or to be adopted – under international law. And determining the "best interests" of children is a complex undertaking which must respect all other

rights. Moreover, international adoption requires that it be subordinate to suitable domestic care solutions.

Many procedural challenges need to be addressed to ensure that adoptions are compliant with human rights and other obligations. Most of the problems identified are the result of lacunae in the system rather than isolated criminal or unethical behaviour, and are particularly prevalent in "independent" adoptions and in countries that have not ratified and implemented the 1993 Hague Convention. Thus although at first sight adoption seems to be a relatively simple and even reassuring operation – a child without parental care is offered a permanent home and family – in reality it is one of the most complex and hotly debated measures in the sphere of child welfare and protection, particularly in its inter-country form.

The segment was implemented in MGOU.

Segment 5 – Outline

Subject area: Policy

Working hours: 40 (18 contact hours + 22 self-study hours)

Thematic description

This segment includes two topics, Unaccompanied Minor Asylum Seekers and International Adoption. They offer a comprehensive picture of legal and policy issues and approaches to the care for migrant children and young people across borders.

The first topic concentrates on the problems of unaccompanied asylum-seeking children in the contemporary world and explores how they are treated in different European countries within the frames of political identity discourses: either primarily as asylum seekers or as both asylum seekers and children. The students learn about international and national legal conventions, their role and particular issues regarding their implementation in the production of care and protection of unaccompanied minor asylum seekers. Within the asylum policy framework, case studies from Denmark, Norway, Sweden, Ireland, and England reflect current policy objectives in these countries and represent social prevention as a multilevel approach to unaccompanied minor asylum seekers protection.

The second topic aims to explore inter-country policy, requirements and legislation for international adoption. We discuss positive and negative consequences, difficulties and challenges associated with international adoption in "the countries of origin" and "the receiving countries". Using Ireland and Russia as case studies, historical and contemporary perspectives on international and domestic adoption are traced.

Teaching schedule

Unaccompanied Minor Asylum Seekers (8 contact hours + 10 self-study hours)

- Reasons for seeking asylum in other countries
- Asylum-seeking children and the CRC
- Particular issues related to implementation of the CRC in the care and protection of unaccomanied minor asylum seekers in some European coun tries

- Asylum-seeking children within the frames of two political identity discourses
- Policies and programmemes of receiving countries aimed at social prevention of unaccompanied minor asylum seekers

International Child Adoption (10 contact hours + 12 self-study hours)

- Historical discourse on international adoption
- Inter-country policy and requirements for international adoption, international adoption laws
- Difficulties and challenges of international adoption
- Statistical data analyses of international adoption

International child adoption policy in contemporary Russia

- Adoption procedures and adoption cancellation
- Bilateral adoption agreements
- Problems of international adoption in Russia
- Controversy

Irish adoption policy and practise

- Historical development of policy and practises in inter-country adoption in an Irish context
- Contemporary issues and debates relating to inter-country adoption
- Irish developments in inter-country adoption related to developments in Russia

International perspective /orientation on an international student audience

The segment permits students to better understand one another. They are encouraged to reflect on differences between countries in history, culture and policies related to asylum-seeking children, international and national (in-country) adoption, and some of the commonalities and opportunities for reciprocal learning.

Learning outcomes

- On completion of this study sub-segment, students will be able to:
- Explain the reasons for seeking asylum in other countries
- Describe the role of the CRC in the creation of care and protection of unaccompanied minor asylum seekers

- Compare and correlate asylum policies and programmes of different countries
- Outline the development of inter-country adoption policies and practise in Irish and Russian contexts
- Describe the historical development of policy and practises in inter-country adoption
- Discuss contemporary issues and debates relating to inter-country adoption and social prevention of unaccompanied minor asylum seekers
- Relate Irish developments in inter-country adoption to developments in Russia

Learning assessment

Formative assessment (oral presentation plus PowerPoint), interim assessment (self-assessment, topical tests), final assessment (summative test, oral or written exam, essays, portfolio). Oral and written feedback on the impact of the course will be collected from the students.

Instructional approach

Didactic concept, teaching arrangement, method of instruction (e.g., group work, debate, assignments, case study, role playing, guest lecture)

Pre-requisite for course admission

Basic knowledge of social work theory, social welfare, social policy
Generic competences: Understanding subject area and profession; ability to identify, formulate and solve problems; ability to work in a team.

Bibliography

Basic readings

Unaccompanied Minor Asylum Seekers

Kohli, R.K.S. (2006). "The comfort of strangers: social work practice with unaccompanied asylum-seeking children and young people in the UK", Child and Family Social Work, 11: pp. 1-10.

Shamseldin, L. (2012). "Implementation of the United Nations Convention on the Rights of the Child 1989 in the Care and Protection of Unaccompanied Asylum Seeking Children: Findings from Empirical Research in England, Ireland and Sweden", The International Journal of Children's Rights 20, pp. 90-121.

Vitus, K; Liden, H. (2010). "The Status of the Asylum-seeking Child in

Norway and Denmark: Comparing Discourses, Politics and Practices", Journal of Refugee Studies. March, Vol. 23, Issue 1, pp. 62-81.

All articles are available for students via access to data base EBSCO \Soc INDEX

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Rosenberg, EB. (1992), The Adoption Life Cycle: the children and their families through the years. New York: Maxwell Macmillan International, 1992.

Pearce T. (2012). The painful new realities of international adoption http://www.theglobeandmail.com/life/parentin

Greene, S. et al., (2007) A study of intercountry adoption outcomes in Ireland. PDF available at www.tcd.ie/childrensresearchcentre/publications/allpublications.php

Greene, S., Kelly, R., Nixon, E., Kelly, G., Borska, Z., Murphy, S. & Daly, A. (2008) Children's recovery after early adversity: Lessons from intercountry adoption. Child Care in Practice, pp. 14, pp. 75-828.

McCaughren & Parkes, A. (2012) Ireland and the global landscape of adoption: The Adoption Act 2010 –A missed opportunity? Irish Journal of Family Law, April, pp. 1-9.

Khazova O. A. (2012). Russia: Looking Back, Evaluating the Present and Glancing into the Future. In: The Future of Child and Family Law: International Predictions / ed. E. E.Sutherland. N. Y.: Cambridge University Press.

Nechaeva A.M. (2000). Russia and its Children (the Child, the Law and the State). Moscow: IGP RAN.

Further readings

Unaccompanied Minor Asylum Seekers

Anderson, H.E. (2012). "International conventions and the Regulation of Migration: The Convention on the Rights of the Child and Sweden", The International Journal of Children's Rights pp. 20, pp. 122-140.

Cemlin, S. and Briksman, L. (2003). "Asylum, children's rights and social work", Child and Family Social Work, pp. 8: pp. 163-178.

Hek, R.; Hughes, N; Ozman, R. (2012). "Safeguarding the needs of Children and Young People Seeking Asylum in the UK: Addressing Past Failings and Meeting Future Challenges", Child Abuse Review Vol. pp. 21: pp. 335-348.

White, A.; Laoire, C.N.; Tyrell, N. and Carpena-Mendez, F. (2011)."Children's

Roles in Transnational Migration", Journal of Ethics and Migration Studies, Vol. 37, No.8, Sept., pp. 1159-1170.

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International Child Adoption

Smolin, D.M. (2005). "Child Laundering: How the Intercountry Adoption System Legitimizes and Incentivizes the Practices of Buying, Trafficking, Kidnapping, and Stealing Children" (August 29, 2005). Bepress Legal Series. Working Paper 749. http://law.bepress.com/expresso/eps/749

Hague Conference on Private International Law http://www.hcch.net/upload/at 2912.pdf

Declaration of the Rights of the Child proclaimed by General Assembly resolution 1386 (XIV) of November 1959 http://www.undemocracy.com/A-RES-1386(XIV)

European Convention on the Exercise of Children's Rights

The UN Convention on the Rights of the Child

http://hr.kid.lv/ru/children_rights/international_documents_on_the_rights_of_the_child

National Child Abuse Statistics on the website of the American Non-profit Organization Childhelp (Engl.)

U.S. Department of Health and Human Services:

http://www.childwelfare.gov/pubs/s_disrup.cfm

For general information on current adoption policies and practise in Ireland see:

Adoption Authority of Ireland, www.aai.gov.ie

Cuthbert, D., Spark, C. & Murphy, K. (2010) ‘That was then but this is now’. Historical perspectives in intercountry adoption and domestic child adoption in Australian public policy. Journal of Historical Sociology, 23, 3, pp. 427-452.*

Palacios, J. & Brodzinsky, D. (2010) Adoption research: trends, topics and outcomes. International Journal of Behavioural Development, 34, pp. 270-284.*

*Articles will be made available to students.

For general information on current adoption policies and practise in Russia, visit the following useful websites: Adoption in Russia — website of the

Ministry of Education and Science of the Russian Federation.

Adoption — RIA "Novosti" project — "Difficult childhood".

Adoption of children by foreigners, regular news item of IA "REGNUM".

How to return kidnapped children back to Russia? — Press conference of the President of Israeli Russian-speaking bar association Eli Gervits on "Lenta.ru" on April 13, 2010.

Learning materialNews clippings, interview sections, books, journal articles, official reports, legal documents, video and audio, websites

Segment 6

Life situations of migrant children and adolescents: Military conflicts, poverty, violence, trauma, minorities, racism

Orit Nuttman-Schwartz, Cinzia Canali, Ayelet Noam-Rosenthal, Itzhak-Alvin Lander

Because of globalisation, many societies encounter children and youth from unfamiliar backgrounds who are the victims of military conflict, poverty, violence, traumatic events, discrimination, racism, or neglect, making the study of such life situations essential for social work education. This implies not only universal methodological and theoretical knowledge, but also an understanding of the relations between cultural relativism, localisation and globalisation. Cultural competence, the ability to contain more than one narrative and translate them across languages is the key to creating collaboration with international colleagues and clients. Professionals, especially social workers, need to develop and implement suitable means of intervention in order to help children and youth, their families and communities.

Professionals also need to learn how to contact these populations, how to understand them and adjust research tools to them, and how to collaborate with colleagues from various social groups.

The sixth segment in our programme is hence devoted to research on the life situations of children and young people. The course aims to help students develop a better understanding of social phenomena in relation to children's welfare within a global perspective. To do so, the course provides knowledge on the overall process of conducting research on a global/international level and an international perspective on concepts and methodologies in applied research.

The course includes a practical segment (exercise) which teaches how to define the connection between national and transnational processes and

how to discern concrete and specific manifestations of global phenomena. This research exercise offers multiple schemes and methods of migration research with children and adolescents, as well as wider concepts for explaining the migration process.

This segment was implemented in the undergraduate programme at Sapir College.

Segment 6 – Outline

Subject area: Research

Working hours: 60

Thematic description

The course aims to help students develop a better understanding of social phenomena regarding children's welfare within a global perspective. It will provide concepts and methodologies for an international perspective and implementation of research. During the course students will learn the general process of conducting research on a global/international level.

The course will teach students to define the connection between national and transnational processes, to discern concrete and specific manifestation of global phenomena. It should help them understand the nature of transnational migration based on the example of the children of labour migrants in the host country and the social tasks incumbent upon the host society to support them and help their rehabilitation. The course offers conceptualisation for better explanations of the migration process, as well as methods of migration research.

Methodology

The students will be introduced to relevant literature, will hear different voices, and will be encouraged to raise questions in regard to different types of research and the benefits andpitfalls of each approach in a global/ international context. Students will construct their own view on the topic and familiarise themselves with different sources of information.

Background requirement

This course is for students who have already completed a basic research methodology course (i.e., second-year MA students).

Pre-requisite for course admission

Previous exposure to core concepts in the field of "child and adolescent"

Teaching schedule

Internationalisation vs globalisation and social work: Map of definitions (4 hours)

Bloch, A. (2013). The labour market experiences and strategies of young undocumented migrants. Work, Employment and Society, 27(2), pp. 272-287.

Finn, J. L., Nybell, L. M., Shook, J. (2010). The meaning and making of childhood in the era of globalization: Challenges for social work. Children and Youth Services Review, 32(2), pp. 246-254.

Kia-Keating, M., & Ellis, B. H. (2007). Belonging and connection to school in resettlement: Young refugees, school belonging, and psychosocial adjustment. Clinical Child Psychology and Psychiatry, pp. 12, 1, pp. 29-43.

Lyons, K. (2006). Globalization and social work: International and local implications. British Journal of Social Work, 36(3), pp. 365-380.

Meir, Y., Slone, M., & Lavi, I. (2012). Children of illegal migrant workers: Life circumstances and mental health. Children and Youth Services Review, pp. 34, pp. 1546–1552.

Porter, M. (2007). Global evidence for a biopsychosocial understanding of refugee adaptation. Transcultural Psychiatry, 44(3), pp. 418-438.

Gorodzeisky, A., Sarid, O., Mirsky, J., & Slonim-Nevo, V. (2014). Immigrant families: Mothers' and fathers' proficiency in a host-country language and psychological well-being of daughters and sons. Journal of Cross-Cultural Psychology, Vol 45(5), pp. 713-727.

Social work research in a global/international society (4 hours)

Cox, P., & Geisen, T. (2014). Migration perspectives in social work research: Local, national and international contexts. Oxford University Press.

Whyte, D. J., and Krakoue, J. (eds.) (2009). Researching social work with indigenous people in Australia: Across worldviews, across time. In: S. Ramon, & D. Zaviršek, (eds.), Critical edge issues in social work and social policy: Comparative research perspectives, pp. 11-28. Ljubljana: Faculty of Social Work.

Tripodi, T., & Tripodi, M. (2013) International social work research: Issues and prospects. Oxford: Oxford University Press.

Rode, N. (2009). Comparative research between description and speculation: Some pitfalls of comparative research and how to deal with them. In: S. Ramon, & D. Zaviršek, (eds.), Critical edge issues in social work and

social policy: Comparative research perspectives, pp. 29-46. Ljubljana: Faculty of Social Work.

Types of research in a global/international context (e.g., comparative research, co-research, etc.) (6 hours) (includes one guest lecture)

Lalayants, M. , Doel, M., & Kachkachishvili, L. (2012). Students' perceptions of international social work: A comparative study in the USA, UK, and Georgia. International Social Work, DOI: 10.1177/0020872812473140.

Roer-Strier, D. & Kurman, J. (2009). Combining qualitative and quantitative methods of study perceptions of immigrant youth. Journal of cross-cultural psychology, pp. 40, pp. 988-995.

Andrews, A. B. & Ben-Arieh, A. (1999). Measuring and Monitoring Children's Well-Being Across the World. Social Work, 22, pp. 105-115.

Gal, J. & Ben-Arieh, A. (2003). Transfer payment and support for families with children in a comparative perspective. Social Security, 63, pp. 69-76. (Hebrew)

Methodological aspects in global migration research (4 hours)

Martin, P., & Zurcher, G. (2008). Managing migration: The global challenge. Population Bulletin, pp. 63, pp. 1–21.

Meir, Y., & Slone, M. (2013). Developmental risks and mental health consequences of illegal status for children of migrant workers. In J. Ho (ed.), Immigrants: Acculturation, socioeconomic challenges and cultural psychology, pp. 51–65. New York: Nova Publications.

The child's/adolescent's participation in research (voice, literature, methodology, ethics) (6 hours) (includes guest lecture)

Ben-Arieh, A. (2005). Where are the children? Children's role in measuring and monitoring their well-being. Social Indicators, pp. 573 – 596.

Ben-Arieh, A (2006) Is the study of the "State of Our Children" changing? Revisiting after five years. Children and Youth Service Review 28, pp. 799-811.

Sofer, M., & Ben-Arieh, A. (2012). School-aged children as sources of information about their lives. In Melton, G.B., Ben-Arieh, A. Cashmore, J. & Goodman, G (eds.) Children in childhood: A research handbook. Sage: London.

Kefalyew, F. (1996). The reality of child participation in research.Childhood, 3(2), pp. 203–213.

Kirk, S. (2007). Methodological and ethical issues in conducting qualitative research with children and young people: A literature review. International Journal of Nursing Studies, 4:, pp. 1250–1260.

Casas, F., González, M., Navarro, D. & Aligué, M. (2013). Children as Advisers of Their Researchers: Assuming a Different Status for Children. Child Indicators Research, 6, pp. 193-212.

TOTAL: 24 hours

As a homework assignment, students are required to interview a child or adolescent.

Additional items for students who want to elaborate on their knowledge in the Russian context: Migration processes in Russia and in the world and the crisis of mono-culture; labour migration problems; social work with children of migrant workers

Note. Russia ranks first in the Eastern Hemisphere for the influx of migrant workers.

Dyatlov, V.I. (2009). Cross-border migration and the host society: echanisms and practices of mutual adaptation. Ekaterinburg : Publishing House of the Ural Mountains University Press.

Voronkov B. (2012). Multiculturalism and deconstruction of ethnic oundaries: Multiculturalism and transformation of post-Soviet societies .

Zayonchkavskaya, J., Karachurina, L., Mkrtchyan, N., Poletayev, D., Florinskaya, Y., & Tyuryukanovoy, E.V. (2011). Female migrants from the CIS countries in Russia. Moscow: MAKS Press..

Aliev M.D. (2011). Russia in international migration. St. Petersburg. SPbGUSE Publishing House.

Psychological problems of migrant workers' children; bilingual and monolingual children; ethics of inter-ethnic communication between children and adolescents in a multicultural group

Absalyamova, A.G. & Gorbachev, Y.S. (1997). Ethics of international communication in a multicultural group of children. Ufa: Creativity, pp. 34 -67 .

Dyachkov, M.V. (1991). Problems of bilingualism (multilingualism) and education.

Sivakova, S. (2009). Problems of Russian language teaching to bilingual

children and migrant workers' children from Japan. Russian language abroad, 6, pp. 116-122.

Methodological issues, teaching strategies and models of social work with migrant workers' children in an educational institution

Lyusier G. (1996). The positive results through the cultural diversity of the class. The new value of education: Cultural and multicultural environment of schools. Education.

Efimova, Y.G. & C+Vabelina, V.M. (2002). Current migration processes in the North Caucasus: Problems of integration and tolerance increasing. Materials of regional research and practice conference. Stavropol: SSAU.

Psychological problems of migrant workers' children; bilingual and monolingual children; ethics of inter-ethnic communication between children and adolescents in a multicultural group

Absalyamova AG, Gorbachev YS Ethics of international communication in a multicultural group of children . - Ufa: Creativity , 1997, pp. 34 -67.

Dyachkov MV Problems of bilingualism (multilingualism) and education. -M . 1991.

Sivakova S. Problems of Russian language teaching to bilingual children and migrant workers' children from Japan / / Russian language abroad, № 6, 2009. S, pp. 116-122 .

Methodological issues, teaching strategies and models of social work with migrant workers' children in an educational institution

Lyusier G. The positive results through the cultural diversity of the class. The new value of education: Cultural and multicultural environment of schools. - M.: Education , 1996 . S. 20

Current migration processes in the North Caucasus: Problems of integration and tolerance increasing. Materials of regional research and practice conference (29-30 May 2002). / Ed. Ed. Efimova Y.G., and V.M. Vabelina/ Stavropol: SSAU, 2002. pp. 200.

The above schedule provides the basis for raising questions and determines the focus of their research.

Lectures: 24 hours (20 hours domestic lecturers, 4 hours guest lecturer)
Project work: 26 hours (between country and international student team)
Project presentation: 10 hours (web conference)

Learning objectives

Upon successful completion of the segment students will be able to:

1. Identify and locate relevant research sources and materials
2. Apply appropriate techniques and methodologies in international comparative studies
3. Identify, select and employ concepts and definitions and apply them to a small-scale international comparative research
4. Work independently and on an international team
5. Apply critical and analytic skills
6. Present research findings coherently and clearly

Bibliography

See above for basic readings for each sub-segment

Further readings

Ezell M. Spath, R., Zeira, A., Canali, C., Fernandez, E., Thoburn, J., & Vecchiato, T. (2011). An international classification system for child welfare programs. Children and Youth Services Review, 33, pp. 1847–1854.

Bekerman, Z., & Geisen, T. (Eds.) (2012). International Handbook of Migration, Minorities and Education: Understanding Cultural and Social Differences in Processes of Learning, New York, NY: Cambridge University Press

Masten, A.S., Liebkind , K., Hernandez , D.J. (Eds.). (2012). Realizing the Potential of Immigrant Youth, The Jacobs Foundation Series on Adolescence, New York, NY: Cambridge University Press.

Salek, F., & Brotherton, D.C. (Eds.). (2008). Globalizing the streets: Cross-Cultural perspectives on youth, social control, and empowerment. New York, NY: Colombia University Press.

Ungar, M. (Ed.) (2005). Handbook for working with children and youth: Pathways to resilience across cultures and contexts. Thousand Oaks, CA: Sage Publications.

Ungar, M. (2006). Strengths-based counseling for at-risk youth. Thousand Oaks, CA: Corwin Press.

Teaching and learning assessment

Teaching

Didactic concept, teaching arrangement, method of instruction

- E-learning
- Face-to-face
- Group meeting
- Guest lectures
- Small-scale research

Learning Assessment (2 assessments)

Written report on methodological knowledge (after lectures) (5 pages, 3,000 words)

Practical level (final project presentation in an international web-conference)

Assessment criteria:

1. Defining coherent research questions/issues relevant to the segment topic
2. Selection of appropriate and relevant materials
3. Appropriate and relevant research design
4. Originality of research
5. Team members' involvement (self-assessment)
6. Comprehensive and coherent presentation

International perspective/orientation on an international student audience

Guest lecturer

International student team (inter-cultural challenge)

International student presentations

Learning material

Measurement tools, data reports

Segment 7

(Trans-) Migration and youth

Stefan Köngeter, Ayelet Noam-Rosenthal

To approach the topic of (trans-)migration and youth, this course is divided into five sub-segments. We will first look at the phenomenon of international migration, outlining different types and theories of migration and, using different approaches that look beyond the nation-states, we explore aspects of a transnational perspective. The emphasis then moves to migrant children and youth, looking more closely at aspects such as education, forced migration, and a "second generation". In a sub-segment on migrant children and youth in care, we take into consideration the challenges they face and at what points social services need to assist them. The theoretical perspectives are expanded by an analysis of empirical studies on migrant adolescents' transition to adulthood and on social services.

This segment was implemented at the University of Hildesheim and at the Hebrew University.

Segment 7 – Outline

Subject area: Research

Working hours

60 - 26 in class, 34 out of class: course preparation and assignment

Thematic description

To approach the topic of (trans-)migration and youth, this course was divided into five sub-segments. We first looked at the phenomenon of international migration, outlining different types and theories of migration and, using different approaches that look beyond the nation-states, we explored aspects of a transnational perspective. The focus was on migrant children and youth, looking more closely at aspects such as education, forced migration, and a "second generation". In a sub-segment on migrant children and youth in care, we took into consideration the challenges they face and at what points social services need to assist them. The theoretical perspectives were enhanced by an analysis of empirical studies on migrant adolescents' transition to adulthood and on social services.

Teaching schedule

1. Migration in the 21st century (3 x 2 hours)

- Introduction to migration, types of migration
  (King, 2012, pp. 1-10; Samers, 2010, pp. 6-15)
- Overview of theories on migration
  (King, 2012, pp. 11-23)
- Key issues and figures

(King, 2012, pp. 24-31; Samers, 2010, pp. 15-20, 20-32)
Migration and migration governance, e.g., unskilled labour migration, highly skilled labour migration, irregular migration, human trafficking and smuggling, refugees, environmental migration, lifestyle migration
(Betts, 2011)

- Root causes of migration (Castles & Van Hear, 2011)
- Terms and theories (Iriye & Saunier, 2009)

2. Transnational forms of migration (3 x 2 hours)

- Looking beyond the boundaries of a state: Methodological nationalism

(Saunier, 2009; Wimmer & Glick Schiller, 2002)

- Case examples: Transnational identities

(Ghosh & Wang, 2003; Kallifatides, 1999; Selasi, 2005)

- Assimilation and integration

(Bommes, 2005; Nieswand, 2011, pp. 15-22; Samers, 2010, pp. 270-279)

- Transnational migration

(Nieswand, 2011, pp. 31-35; Samers, 2010, pp. 279-286)

- Diaspora

(Nieswand, 2011, pp. 27-31; Samers, 2010, pp. 287-288; Iriye & Saunier, 2009, pp. 273-278)

3. Theories of migrant children and youth (2 x 2 hours)

- Migration and youth in different world regions

(United Nations Department of Economic and Social Affairs, 2007, pp. 31-37, 60-65, 151-155, 219-223)

- Migration, youth and education

(Feliciano, 2006; Geisen, 2011)

- Young refugees, forced migration, child trafficking

(Boyle, 2009; Scullion, 2009; Shepler, 2011)

- Meaning of migration for youth and the question of the second generation

(Alba & Waters, 2011; Levitt & Waters, 2002)

4. Migrant children and youth in care (2 x 2 hours)

- Who are children without parental care? How many children are without parental care? What is the impact on children's rights of the loss of parental care?

(Delap & EveryChild, 2009, pp. 11-26)

- Children left behind – the experience of living with parents on the move

(Coe, 2011)

- Child care for unaccompanied minor refugees

(Kohli, 2003; United Nations Department of Economic and Social Affairs, 2007, pp. 126)

- Diversity and care

5. Empirical studies on transition to adulthood of migrant youth and social services (3 x 2 hours)

- General

(De Valk, 2006; Heckmann et al., 2001; United Nations Department of Economic and Social Affairs, 2007, pp. 219-223)

- Young migrants with care background

(Stein, 2012, pp. 95-111, 139-145; Wade, 2011; Zeira, 2009)

- Education, unemployment and occupational achievement

(Heath, Rothon, & Kilpi, 2008; Modood, 2011)

International perspective/orientation on an international student audience

Looking at international migration of children and adolescents and applying a transnational perspective, students strengthen their understanding of inter- and transnational migration and the connections to and implications for national social services.

Learning outcomes

Students will be able to
critically evaluate the knowledge base of (theoretical and empirical) approaches to (trans-)migration and youth;
understand different contexts and consequences of (trans-)migration;
synthesise arguments;
discern a topic and formulate a research question

Learning assessment

Regular reading; short group presentations; research outline presented in a poster

Pre-requisites for course admission

Basic knowledge of social welfare and social services;
initial experience with empirical research

Instructional approach

Group work followed by short presentations or debate

Teaching staff

Prof. Stefan Köngeter (University of Hildesheim), Ayelet Noam-Rosenthal, MA (Hebrew University)

Learning material

Papers and reports, video clip MRIC

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Learning materials: Readings

CHAPTER 4

International student exchange

Dorothy Zinn, Silvia Fargion, Michelle Share, Lorraine Swords, Orit Nuttman-Shwartz

The TACHY*we* project included different kinds of international exchange: staff and student networking and collaborative learning through the Virtual Learning Environment (VLE), a summer school, as well as student mobility exchanges with study and field visits. This chapter contextualises these experiences within the relevant literature on international social work. It then describes the specific activities conducted and the feedback of various participants in the programme.

Review of literature

Growing interest in the impact of globalisation on welfare services and on professional practise has led to increased recognition of the importance of international components in the training and practise of social work (Payne & Askeland, 2008; Tice & Long, 2009). This development is reflected in the ERASMUS scheme, which aims to facilitate student and staff exchange and new initiatives related to the Bologna Declaration (White, 2006). It is also indicated in up-to-date definitions of social work by leading professional organisations, for example, the International Federation of Social Work (IFSW) (Hare, 2004). Recent International Social Work (ISW) programmes facilitate academic mobility (Nuttman-Shwartz & Berger, 2012; Kreitzer et al., 2012), stress global-international aspects of social work (Healy & Wairire, 2014), enhance social sensitivity, cultural competence and cultural relativism, and promote moral and anti-oppressive interventions (Gray, 2005; Healy, 2007; Raichert, 2006; Ranz, Nuttman-Shwartz, & Thachil, 2015).

The implementation of international programmes is complicated by language barriers, the lack of a containing environment, insufficient experience, a paucity of financial resources, and inadequate knowledge of global work in the local context (Lyons et al., 2006; Nuttman-Shwartz & Berger, 2012).

Moreover, encounters between countries that are defined as "developed" and those defined as "developing" raise questions about modern colonialism and patronising professionalism as well as ethical issues and questions relating to the essence of cultural sensitivity and knowledge outside a local culture (Mathiesen & Lager, 2007; Nagy & Falk, 2000; Ranz et al., 2015; Xu, 2006).

Studies have devoted attention to the motivation of students and educators to take part in international programmes. Social work educators have recognised their responsibility to prepare students for the demands of changing social environments, to improve students' ability to perform cross-nationally and cross-culturally, and to develop innovative practices (Gilin & Young, 2009; Panos et al., 2004). The provision of such education is motivated by commitment to professional values as well as by the need to meet accreditation standards (Powell & Robison, 2007).

Motivating factors that were found to attract students to international programmes included curiosity about foreign cultures, prospects for professional development, interest in human rights and social justice, and the desire to contribute and make a difference in the host country and transfer the gained knowledge to their own communities (Gilin & Young, 2009; Lindsey, 2005; Pettys et al., 2005; Rai, 2004; Razack, 2009; Magnus, 2009; Wehbi, 2008).

A number of studies have concentrated on the assessment of outcomes of international programmes (Gilin & Young, 2009; Kreitzer et al., 2012; Lin et al., 2012; Olding, 2013); typically, these are qualitative studies based on recorded reflections during or after fieldwork abroad, or interviews conducted when the students return home (Bell & Anscombe, 2012; Kreitzer et al., 2012; Moorhead et al., 2013).

The findings reveal that international programmes provide participants with a meaningful learning experience related to cultural competence, cultural relativism, cultural differences, and personal and professional values. Students working overseas frequently report culture shock or "cultural disequilibrium" as well as a sense of instability and lack of clarity about where they belong and what they should be doing (Barlow, 2007; Taylor, 1994). This often results in re-evaluation of their original attitudes, beliefs and ways of thinking; and it leads to growth (Ranz et al., 2015). It was found that that

short-term international study programmes might provide students with an opportunity to enhance their personal and professional self-awareness. Students reported having learned about their social relationships, social adjustment and identity and having gained a clearer understanding of the values they believe in. They also reported having expanded their understanding of their professional identity as social workers, and having developed a commitment to activism (Lin et al., 2012; Olding, 2013). Researchers conclude that an international social work programme may prepare students to work with culturally diverse clients by providing them with a global understanding of people, institutions and cultural differences, as well as with deeper insights into the effects of their own cultural values and perceptions (Panos et al., 2004).

A major limitation of the above-mentioned studies is that they reported mainly the perspective of visiting students from Western countries (Pettys et al., 2005). In this report, we widen the perspective to include the faculty's perspective as well as that of the home and host institutions.

Collaborative teaching and learning environments

A Virtual Learning Environment (VLE) and summer school endeavoured to support staff and student networking and collaborative learning on institutional care for children and adolescents. These activities were led and coordinated by Trinity College in Dublin (TCD).

1. Virtual Learning Environment (VLE)

Three months before the summer school began (April to June 2014), 19 students from six universities took part in a VLE developed at the Children's Research Centre with Trinity's Centre for Academic Practise and Student Learning (CAPSL). The VLE provided video-recorded lectures and reading materials on institutional care in Ireland, Germany, Russia, and Israel. The comparative perspective presented the opportunity to understand the antecedents of current systems and critique systems, and to make analyses with recommendations for the future.

Students viewed the on-line lectures that were provided by academic staff at TCD, the University of Hildesheim, Don State Technical University, and the Hebrew University of Jerusalem, and maintained a reflective diary of their learning. They also engaged in discussions within their university groups with

a local module facilitator. Part of these activities involved deliberating ideas for a group project on the theme of Cross-national Comparative Perspectives on Institutional Care that they would present at the summer school.

2. Summer school

The summer school was hosted by the Children's Research Centre (CRC) at TCD in July 2014. A delegation of 14 staff and 19 students were present for the week-long event. Most of the students were studying social work, but some came from pedagogy, psychology, and management. The summer school involved a mix of teaching modes: formal lectures and group work activities with a strong emphasis on discussion and interactive learning. Time was allocated during the week for personal reading, recording in a reflective journal, and for preparation of the group projects. Participants were encouraged to interact personally with staff and with other students to deepen their understanding of the issues. The summer school also provided experiential learning through site visits and discussions with civil society organisations and groups.

2.1 Lectures

Four lectures were offered:

- Dr Lorraine Swords (TCD) lectured on adolescent mental health across Europe, Israel and Russia, and focused on the detrimental effects of social stigma.
- Dearbhla Ryan (Migrant Rights Centre, Ireland) presented an account of the situationof the 26,000 undocumented migrants in Ireland, comprising children and families, and the Centre's attempt to support this population.
- Drs Itzhak-Alvin Lander (Sapir College) and Vered Slonim-Nevo (BGU) raised "forgiveness therapy" as a tool to facilitate healing in cases of child abuse.
- Dr Paula Mayock and Sarah Sheridan (TCD) spoke about homelessness and homeless young people living in Dublin City.

2.2 Seminars

- Seminars on institutional care aimed to build on and consolidate the learning materials in the VLE through more discussion-oriented sessions. The presenters and discussants were Dr Stefan Köngeter (Germany), Prof. Anat Zeira (Israel), Majella Mulkeen (Ireland), and Dr Julia Markaryan (Russia).

2.3 Group activities

- Icebreaker: A fun challenge-activity to foster communication, creativity

and innovative thinking

- Cultural tour: A walking tour of Dublin that covered some key aspects of Irish history
- Site visit: Visit to EPIC (Empowering Young People in Care), an independent association working with and for children and young people living in care (residential, foster, hostel, high support, and special care).

2.4 Other learning activities

Reflective diary and reflections on the summer school group activity

Students were provided with a journal and allocated time each day to reflect and make entries that detailed their thoughts on their learning activities. These could include: What am I learning? How does new information relate to what I already know? How might this new information influence my future personal, academic or career development? Written text could be supplemented by photographs, drawings or other supporting documents. These journals formed the basis of the group reflections on the summer school (see below).

Group project on cross-national comparative perspectives on institutional care

Participants worked with students from their own country to prepare a group presentation on key commonalities and differences in institutional care between their own and one other partner country of their choosing. They were already asked to consider this topic upon their enrolment in the VLE. Presentations were given on the final day of the summer school and addressed similarities and differences in institutional care between Ireland and Israel as well as between Russia and Germany.

Exhibition: "Growing up in... "

During summer school students were given time to work together to create a display that represented aspects of growing up in their home countries. The resulting exhibit, held on the last day of summer school, revealed a rich and fascinating variety of childhood experiences: family holidays, childhood games, first day of school, children’s songs, summer camps, religious celebrations, etc. In their displays the students used photos, cassettes, magazines, CDs, cartoons, concert tickets, and favourite childhood books. One group performed a short play and another sang a traditional song.

2.5 Student feedback

Student feedback and evaluation on the VLE and summer school was elicited in three ways:

(a) Reflections on summer school group activity on the last day of the activity;

(b) video interview on the last day of activity; and (c) on-line evaluation survey two weeks after summer school.

Reflections on summer school group activity

Students' reflective journals formed the basis for group discussion when small mixed-country groupings shared their thoughts on their experiences and fed them back to the larger group. The following "high points" were mentioned: the intimate experience, the intense discussions during leisure time, the different ways of learning, cross-national experience and points of views to take home. Students also suggested improvements including more training in practical skills and materials, and shortening the lectures and presentations to allow more time for reflection and discussion.

Video interviews

The following are excerpts from video-recorded interviews:

> *I got the chance to meet with other people from Russia, from Germany, from Ireland, and from Israel.... and study about different approaches, how things work in Germany and Ireland and Russia. And I think that was really, really important. ... we went to... EPIC, where we studied how they deal with the children there, about the advocates, things that we don't have in Israel... And I think that when I go back to Israel I will ... read the things that I wrote down here and think how I can bring those methods to practise...where I work and to change things. (Israeli student)*
>
> *It was such an enriching week and I'm really grateful that I was here. It was so interesting to meet people from different countries... I think there is lots of information I will take back home. But the thing that I kept most in my mind was just to remind yourself always, as a social worker, you should always be aware of the interests of the child. This is the most important, and all child and youth welfare services should keep that in mind. (German student)*
>
> *It was the first experience in my life to participate in a programme like this. And I had a very nice time, because I could speak with professionals of social welfare about children, about parents, about family. I could share with them my own experience and I could see experiences of people from different countries. And I think that it's very useful for our work, and for to helping people... And it was great. (Russian student)*
>
> *My impression of the week has been fantastic... It's been quite different*

to what I expected. It's been challenging and confronting. It's also been inspirational. And it's just given me so many ideas and so much more insight into how similar all of these countries are and all the different issues we're grappling with around trying to give children a voice, young people a voice, making sure they're included in their decision-making processes, as well as an awful lot of the challenges around leaving care and what's next for young people. (Irish student)

Really it was an amazing week, because I learned a lot about differences in institutional care in different countries such as Germany, Israel, Ireland. And I've given some information about Russia, because nobody knows about Russia! But there were some challenging moments because there was a lot of information and a lot of theoretical information. And it was sometimes difficult to understand because all of us have different accents in English and sometimes there were misunderstandings! (Russian student)

On-line evaluation survey

Three weeks after summer school, all 19 participants fully completed the on-line survey. Here are the highlights of the survey results:

√ The majority were satisfied or very satisfied with all aspects of the VLE. For example, 84% reported that they were very satisfied with the support received from their local coordinator while progressing through the VLE.

However, some students felt that some of the lectures were too long and not relevant.

√ Almost 90% stated that the summer school met their expectations. All participants agreed that the group size was appropriate, the curriculum content was well-organised and easy to follow, and the use of presentation aids and supporting media was suitable.

√ The seminar presented by EPIC on young people in care in Ireland was deemed "extremely useful" by some three-quarters of the participants. The seminar session on institutional care was also graded "extremely useful" by the majority of participants (67%).

√ All students agreed that the quality of instruction was good and the contents were coherent, the atmosphere between staff and students was cooperative, and that they felt welcomed and included in activities.

√ All participants reported having frequent interactions with students from other countries and institutions. Two-thirds indicated that they made new contacts at the summer school which would be useful to them in the future.
√ When asked to state three things that they liked best about the summer school, the meeting at EPIC was very popular (e.g., "The visit at Epic was inspiring"). Many students mentioned appreciating the chance to meet other staff and students with similar interests and the opportunity to share ideas (e.g., "I enjoyed the group work from different and same country", "Mostly the interaction with people from other countries, who gave additional perspectives and made me think about the social system in my country").
√ When asked about knowledge they would take home, participants mentioned "different approaches to care in different countries", and some responses centred on children: "how children and youth at risk would want to be treated", "looking at children's interests", and "placing utmost importance on the child's voice".

In sum, it appears that having participated in the VLE and the summer school and having completed the auxiliary activities, the students gained the knowledge that we hoped to pass on to them, specifically, the ability to:
√ Identify key commonalities and differences between institutional care of children and young people in Ireland, Israel, Germany, and Russia
√ Critically assess key issues in institutional care across these countries
√ Outline possible future directions in the institutional care of children and young people
√ Evaluate key issues in the different countries in relation to contemporary child and youth issues in areas such as homelessness and undocumented migrants

The content of the VLE and summer school proved to be meaningful and relevant to students and congruent with where they were in their lives. It was an enjoyable learning experience for teachers and students and helped enhance their facility to engage in and confront the challenges and opportunities of their future learning and/or employment opportunities.

Study visits

> *The base should be trying to understand other approaches, seeing benefits and weaknesses and after the understanding of another*

perspective, thinking of possible improvement. (German student)

The TACHY*we* programme allowed students from the partner universities to visit partner institutions in other countries. Throughout the duration of the project, over 30 such "mobility" experiences took place, typically in small groups of 4-5 students. When possible, visiting students were accompanied by students they had previously met and accompanied during the latter's visit to the former's university. Student visits generally lasted 10-14 days at the host university, including participating in special learning activities (seminars, workshops) and field trips to services and institutions for children and youth. For example, in Israel students from MGOU and from Bozen-Bolzano visited the Child Development Unit at Soroka Hospital in Beer Sheva, the Emergency Centre for Children at Risk in Jerusalem, and other comparable services.

As shown in the student and institutional feedback, these trips, together with the summer school, enhanced the students' knowledge through encounters with social work in child and youth welfare across national borders. We asked ourselves a number of questions about these student exchanges: How do students handle the encounter with children's and adolescent social work in a foreign setting? What sorts of challenges are revealed by the mobility experiences? What sorts of benefits do students receive from the encounter with diversity? How can we enhance such experiences as a part of developing a transnational academic career in child and youth welfare?

The above citation from a German student reflects the spirit of the mobility experience. As she relates it, the encounter with diversity through international exchange was a stimulus to understanding another perspective on its own terms, opening up possibilities for change. This process would ideally move away from the stance described by Italian anthropologist Ernesto de Martino as "critical ethnocentrism", in which one neither simply judges one's own culture as automatically correct, normal and superior, nor renounces it in order to embrace the novelties with which one is enraptured in the new setting. Instead, there is an engagement with diversity in order to try to learn from it, appreciate its logic and, with this new knowledge, turn a critical lens on one's own culture (Saunders, 1993). The discussion that follows will describe some of the key features of the mobility experiences and the students' feedback in an attempt to sum up the learning outcomes.

Additionally, it suggests implications for future exchange experiences. The feedback was collected through students' written reports at the conclusion of their visits (8 reports by 19 students), participation in one of the three virtual workshops held for discussing mobility (26 students), and informal discussions and email communications.

1. Motivations for the exchange

The students presented various motivations for the exchange experience. Some saw the exchange as a means of expanding their professional horizons:

> *I think our motivation was to meet other social workers and to see the field in a different country. It was important for us to see people who work in another country and see how the work compares. (Israeli student)*

> *What motivated me mostly was the theme of children... I wanted to meet new responses, new organisations coping with this. It's about meeting a new culture, a new perspective. It would be an experience that would make me more professional. (Israeli student)*

> *I was in Dublin. We had some lectures about social services in Germany and Israel. I didn't know anything about social services in other countries and wanted to know more. (Russian student)*

Some students had specific questions of application in mind:

> *In Israel, there are many populations, many cultures. We want to know how to cope in many cultures, particularly with children. I work in Israel with children at risk ... and it was interesting to get to know new techniques with children and teenagers. (Israeli student)*

> *The mobility was an opportunity to see different countries and cultures. Professionally, it made it possible to see how practises we use in Russia can be applied in other contexts. (Russian student)*

In some of the exchanges between Israel and Russia, there was also a personal element because the students involved had immigrated to Israel from Russia. We cite two Israeli students below:

> *The motivation was both professional and personal. For some of the students, personal in that they had left Russia many years ago to live in Israel, and the mobility allowed them to see the changes in Russia after 20 years, how have social services changed? In Italy, the mobility allowed us to see things differently, for example the research*

on disability and programmes of integration.

We wanted to go back to the country of origin and learn more about the culture. A personal motivation for us. And we were looking for collaboration for our research projects – looking at work with parents/ children in Moscow and comparing.

2. Identifying universal needs

The student exchange experiences helped the students identify universal needs of children and adolescents while also recognizing the role of cultural specificities in meeting these needs. Several Russian students emphasised children's vulnerability:

The life cycle of any individual contains most vulnerable periods from the perspective of health and life safety in terms of illnesses, accidents, human aggression, social injustice, etc. These periods are childhood and old age, therefore they are badly in need of social security in any country.

It doesn't depend on culture. Children are the most vulnerable people. There is a need for protection against illnesses, aggression, violence, etc. is universal for all children… There is a need for services to protect children, but the meaning of protection (in terms of what you are protecting against) is different: there are different thresholds of what is acceptable and unacceptable… There are differences in upbringing. In Russia, a mother may pull a milk tooth out using a thread. We told the Israelis this, and they looked at us with wide eyes! In Russia it is considered normal.

Other students spoke in terms of fundamental, universal rights for children:

… children at risk… are being cut off from normative framework. Then, their ability to get their needs (rights) of the most basic - security, protection and dignity – is impaired. In my mind, these criteria must be respected in every country, in every cultural context. (Israeli student)

I think that universal criteria and factors which determine the needs of a child can be reflected in its rights, which should be ensured in accordance with the United Nations convention of the rights of the child. Performance of the items specified in legislation can ensure the protection of carefree childhood as the first and the most significant stage in every person's life… a sense of safety. (Russian student)

The students from Italy identified universal rights of children as expressed in the right to health, education, identity (citizenship), equal treatment, and growing up in peace and security. For each of these points, they identified critical issues reflecting the status of these rights in the country they visited, Israel.

Israeli students found commonality with Italy in the centrality of the family:

> *On our first day in Italy, Silvia Fargion told us,"Child welfare depends on family welfare"*

Others also related to the family:

> *I think that children need a family. This is a universal need, all over the world. (Russian student)*

> *...everyone wants to be a good parent, but the strategies are different .... I think it's a cultural thing how you define risk and how you define protection, and the culture tells you how you see yourselves as parents to a child. The motivation is universal, to want to be good parents, but because the definitions of risk, neglect are very different, the strategies of how we raise our children... (Israeli student)*

From these universal needs, three Israeli students drew implications for social work practise:

> *[It's necessary to do] what's best for the child and to always think of his needs first; do treatment of the family/parents; there is an obligation to report if there is suspicion that a child may be in need; take care of the child's basic needs—food, clothing, shelter.*

> *So I think we find some factors that are universal, taking children out of their homes is the last resort. Social services are trying to be helpful in the community, treat children within their homes. That's the same in Israel. Another thing we found similar, services emphasised working with the family of the child. They put a lot of energy in trying to work with the family. We saw that in several services in Italy, it's the same agenda as in Israel. We also know that sometimes services in practise do diff things as in theory.*

> *Participation in this programme had shown me ... that even if histories and cultures of Italy and Israel differ... in the two countries emerging risk situations are similar... For example: financial difficulties of the family, circumstances that can cause risks (crisis, divorce,*

unemployment, increase, illness or death of a parent), learning difficulties, social differences, physical or emotional neglect and abuse.

3. Critical issues in host countries

A number of students pointed to issues related to the typical character of the country they were visiting, for example, on migration in Ireland a Russian student noted:

One of the most burning issues, as I see it, was insecurity of children of migrants. Despite their ever growing number, there is no legal framework aimed at their support and further legal adjustment in the social system.

Italian students who visited Israel identified several critical issues there, including language barriers, problems in institutional residential care (violence and overcrowding), religious and political obstacles, differential organisation of services between Israel and the Palestinian territories. While one student from Russia related to the "subdivision of society into groups (Bedouins, for example)", another mentioned the "ever-increasing need for children's awareness of safety measures against terrorism, threat of active military activities and ethnic conflicts".

Israeli and Russian students also addressed issues related to immigration and the need for culturally sensitive social work. To cite the Israelis:

A global agenda is essential in social work practise in every country, even if it might appear that this is not the case. Such an agenda is essential because the number of immigrants from low-income countries is much higher than the number of immigrants from wealthy countries, and there is no ignoring of the reality we live in – a reality of globalisation.

.... multinationalism .... is largely influenced, among other factors, by processes of immigration in every country. In interventions with children from different cultures, there is a need for professional knowledge about culturally sensitive social work practise.... Operating a system of services that is tailored to the needs of every child and family and provides assistance in coping with difficult issues such as abuse and neglect in an attempt to promote the welfare of the child ... could serve as a response to special problems relating to immigration and various cultural differences.

Some of the Russian students saw the question of children with disabilities and/or special needs as an acute theme in Israel. One Israeli student echoed this observation for Italy, especially with regard to autistic children. Other Israeli students identified foster care as an acute theme for Italy.
Finally, two specific issues were mentioned by students in relation to religion: The Russian students who visited Ireland noted the legacy of the child abuse scandal in the Catholic Church and how it has influenced child protection in that country, and in Israel, visiting students from Italy observed the special conditions of children in Ultra-Orthodox families and the difficulty of social workers to intervene.

4. Internal diversity in host countries

In their reflections students related to the diversity and multi-cultural composition of the countries they visited. This was particularly true for the visits to Israel and to Italy (South Tyrol). In Israel, as already noted, internal diversity was associated with social divisions, as well as to the different conditions for carrying out social work in Israel and the Palestinian territories. Israeli students visiting South Tyrol noticed rural versus urban distinctions alongside the very visible division of society into different linguistic groups:

> *I was exposed to the cultural differences between districts, between towns and villages, and the need for the employee to be aware of that, particularly in light of the concern for privacy and the fear of exposure in small villages .... Both Israel and South Tyrol have the population that come from several cultures, several origins. In both countries there is a gap between theory and what they do in the field. Both countries make a great effort, trying to meet the special needs of the different cultures. In South Tyrol, social workers need to know other languages, and consider that some people using the services they offer differ in their religions or come from other parts of the country. In Israel we have the same approach.*

One Israeli student even pointed out that language in this context "can be an issue of power in the professional-client and professional-professional relationship". Other Israelis identified the diversity within the German-speaking group and the uniqueness of South Tyrol as compared to the rest of Italy:

> *We are in the North [of Italy] now, is maybe very different from the*

South. I would like to know what the services they get in the South are. Other problems, I think [than] you have here.
I would add to what I said that it's very different in the North of Italy, it's a very autonomous area. Some rules you have here you don't have in the South. In Israel it's different because there is no region that is autonomous.

Nevertheless, one Russian student commented, "Visiting three different cities in Israel gave me different impressions".

In light of student feedback in this regard, it is important to ensure that in their mobility experiences, while presented with the specificities of the country they visit, students are also exposed to different settings in the host country.

5. Comparisons between home and host countries

Much of the student feedback highlighted differences and similarities between their home countries and the countries they visited. Their observations dealt not only with child and youth welfare, but also with broader issues that directly affect the practise of social work in this sector. They also reflected comparatively on the role of the social worker in the different settings.

5.1 Differences in service organisation and delivery

Students noted a number of differences in the organisation of social work services in the area of child and adolescent welfare, some of which were the outcome of the juridical framework of the particular country, and students provided some very specific illustrations. For example, two Israeli students commented on the Italian law limiting removal of a child from his or her home to a 24-month period, one consequence being that social workers must work with the families. Another Israeli student noted the substantive role of the judge and the general Italian judicial system on child protection:

The role that the judicial system plays is extremely important and has a lot of influence. There is a lot of reference to the child and to the resources that are needed to protect the child in order to take care of him. The system is extensive and is not hasty in the big decisions.

One Italian student was impressed by the figure of the Ombudsman in Israel, who is independent of politics, whereas the German students, who have no Ombudsman in their own system, noted this figure in Ireland. A Russian student observed the difference in a social worker's liability for

failing to implement compulsory reporting. An Italian student pointed out a gap between the legislation and the actual protection of children and youth in Israel, with an emphasis on inequality. A Russian student offered this comparison between Israel and Russia:

All these institutions are characterised by legislation securing the rights of children and professional treatment of children. This system in Israel absolutely measures up to legislation of our country. However, in our country rights of children are not always secured in reality.

In response, an Israeli student stressed that social workers in Russia compensate for the weakness on the legal level with personal commitment. Students also made comments about macro-level differences in service organisation. For example, an Israeli student who visited Italy commented favourably on the collaboration between the welfare and health systems in Italian child protection: "I think it's great and a helpful idea for the clients". Another important comparison that was made concerned the role of the state and NGOs in child and youth welfare; one Russian student commented that in Israel "there is great support for social services on the part of NGOs, you feel the impact of the NGOs". Another Russian student was struck by a similar phenomenon in Ireland: "I noticed that in Russia the social service is most of all a response of the state. In Ireland, some organisations are state, others are non-state". An Israeli student noticed the dominant role of NGOs in Italy: "We also met NGO representatives that work with disabled people. I was surprised that many of these services did not belong to the welfare system. In Israel they would be under this system."

5.2 Specific issues in child and youth welfare

A key issue that emerged in the students' comparisons was the use of foster care as opposed to residential institutional care. An Israeli student described the policy in his country:

In contrast to most of the world, in Israel most children who need out-of-home placement are referred to boarding schools, and few children are referred to foster care.

Visiting Italy led another Israeli student to rethink the facilities generally used in Israel:

My position on child care issues and principles changed... after visiting places such as the foster village for children. The idea that we could

make the facilities for the children a warm and accepting place is extremely important and can make a lot of difference to the client as well as to the worker. The attitude towards the place as a home and not as a dormitory (as opposed to a lot of places in Israel) can make the real difference for the child and for his treatment.

After seeing children's hostels in Italy with no more than 8 residents, another Israeli student said:

After I saw it can be done differently, I was asking myself a lot of questions about what I can do to make the changes that I believe are very necessary, and as the host country shows me – are possible to make.

From the Italian perspective, a student wrote the following about Israeli institutional care:

The structures/lodgings where children live when they can no longer live with their families are not organised like they are in Italy. There are [workers] there who are not specialised (without a university degree or other training), they receive €5 per hour. Often there are too many children in such structures. The incidence of violence seems very high.

Similar to the situation in Israel, some of the Russian services appear to be organised on a large scale. One Russian participant commented favourably on the services she learned about in the course of the Dublin summer school:

In Germany, there is a small [scale] work for children, a small group, an organisation for homeless children, where there are four to six children in each group. In Russia it's bigger. In Ireland, it is based on family principles, and I like it.

Students from Israel were struck by the multi-lingual competences of social workers in South Tyrol. One student wrote the following:

I was very impressed to see the cultural sensitivity... In Israel, we have a lot of minorities (Arab, Russian, Ethiopian...) and I don't speak any of those languages, and also most of the Israeli population doesn't speak them. When I saw that in the host country, it made me feel a bit ashamed that in my country it doesn't exist. More than that, I think that as social workers, my colleagues and I need to do something about that, and it's made me think that this is our obligation – to make all of the services accessible to all of the citizens.

Finally, through the mobility experiences students became aware of services that did not exist in their home countries. One Israeli student wrote:

I was exposed to a unique activity in Ireland, which does not exist in Israel. The activity is conducted by the voluntary organisation EPIC, which advocates for the rights of children who are in out-of-home placement and seeks to empower those children. The organisation aims to see that the voice of children in out-of-home placement is heard… to enable these children to be involved in decisions about their lives, and ensures that they will not be victims of a system that makes those decisions without taking into account what the children want because of the paternalistic tendency of adults to think they know better about the child's best interests….

As we will show below, students had much to say about the broader question of child participation.

5.3 Ideological and philosophical differences

Child participation was one of the issues that students mentioned in connection with ideological or philosophical differences underlying the differential child and youth welfare practises; another one was child-centred versus family-centred interventions. Generally, the students noted that child participation and involvement is emphasised in Ireland, Germany and Israel; however, the actual comments reveal a more complex picture. For instance, an Italian student commented that "The participation of children in decision-making in Israel is really important and is being taken seriously". From the Israeli perspective, however, child participation in Israel is less stressed than in Ireland:

> *In Ireland, they also place considerable emphasis on protecting children in the decision-making process. However, in contrast to Israel, they attribute considerable importance to involving the child in this process. Their consideration of the child's voice is evident both at the theoretical and practical levels….*
>
> *In contrast to Ireland and Israel, Germany places emphasis on the family of the child at risk. However, it appears that in Germany, as in Ireland, the child is involved in the decision-making process. Cooperation between professionals and participation of children as well as their legal guardians in these processes is mandatory.*

A student from Russia commented on child participation in Ireland:

> *… [They] strongly rely on the involvement of children in work aimed at*

violence prevention in families as well as in educational and fostering institutions, provision of the opportunity to children to air their views without fear of subsequent revenge.

And Israeli students noted the comparative perspective gained on family-centred approaches:

It is apparent that South Tyrol [Italy] services place great emphasis on working with the child's family, and not just with the child himself. This was noticeable both in child protection and in welfare and youth villages. Also, I noticed a lot of street work focuses on the detection and prevention.

The encounter with other countries also aroused doubts regarding the role of the family in the process of intervention with children and youth at risk in Israel. Even though [in Israel] people have begun to call for involvement of the family in the therapeutic process, it appears that in comparison with other countries the role [of family involvement in Israel] is minimal and insufficient…

Another Israeli student noted:

The comparison makes it possible to see that every country places a different emphasis on interventions with children at risk. In Israel, the most important goal of intervention is to protect the child. Ireland also places emphasis on protecting the child, but in contrast to Israel, involvement of children in the decisions about them is one of the key principles. However, in Germany emphasis is placed on involving the family and on working with the family. I believe all three of these goals are important in the effort to care for the child's welfare. Therefore it is important to establish one system that combines all three of these approaches. As Slonim-Nevo and Lander (2004) argue, protection of the child and the child's welfare can exist together with the welfare of the family. However, many changes need to be made in the existing responses for children in Israel in order to succeed in achieving this kind of integration.

In the context of removing children from the home in Israel, Germany and Ireland, the question of child- versus family-centred intervention reveals fundamental differences, despite the universal goal of meeting the child's needs. One Israeli student noted:

Despite the similarities in the processes of removing children from their homes in all three countries, the essential difference in perspectives

of "the child's best interest" lies in the resources invested by the state in providing support to families within the community, and in their definitions of who is the centre of the intervention – the child or the family? This difference determines how each country defines the "extreme cases" that require immediate removal from the home.

Finally, in regard to underlying philosophical differences, one Israeli student was particularly taken by the ideology of inclusiveness in Italy:

Almost everyone we met [in Italy] emphasised the ideology of inclusion and the need for a society that from young age teaches acceptance and mutual help. I could not simply accept what was presented to us. Knowing the field in Israel, I knew that the goals of individual child's rehabilitation may be often in conflict with the needs of the society. Does the Italian society's focus on inclusion come at the cost of reduced individual rehabilitation? I was against the Italian policy of inclusion at first, but in the end I got excited about it. I have doubts whether children with special needs in integrated educational settings get the best service but the difference made me think about the limits of "specialised schools".

5.4 The professional role of the social worker

Through the student exchange experiences, students were able to discern various commonalities and differences in the profession of social work. One difference noted by both Israeli and Italian students concerned specialization; one Italian student remarked on the specialisations of social workers in Israel:

One difference between South Tyrol and Israeli social work services: Israel has many specialised services, for example the risk centre operating 24 hours a day, every day – here, we have nothing like that .... In Israel, professional social workers get lots of supervision: once a month, whereas here four times a year.

Israeli students were surprised to find young social workers working with minors in Italy, in contrast to the Israeli tendency of social workers to work with this population only later in their careers, when they have more experience and are likely to be older. They were very surprised by the "social educator", a figure that does not exist in Israel:

Something that was very new for me was that in Italy there are two kinds, a social worker and a social pedagogue. In Israel, a social

worker does everything. It's opened my mind to think of what we have to do in our job.

In Italy, I was amazed to discover that the same work in a hostel is made by educators who study that as a profession and get a respectable salary. Seeing that made it clear for me that we have to make changes in Israel in that area. It doesn't make sense that a role with such responsibility will be so undercompensated and without training. I personally believe that more resources need to be invested for that, because it can make a huge difference.

Social workers in Israel seem to have greater authority than their counterparts in Italy and Russia. Students observed that social workers in South Tyrol do not have legal authority and that everything is decided by the court. Students from Russia provided concrete examples:

[In Israel] whether [or not a] file is transmitted to official services is a decision by social workers and not by the bureaucracy – the protection of the child is the prevalent criterion – in Russia this precaution does not exist.

We noticed that in Israel, the social worker is a highly respected person .... social work is supported by the state. The status of social workers in Israel is much higher than in Russia. For example, the consulting centre for mentally ill people and families. The staff had only seven persons, but in three years, they rehabilitated 3000 persons.

A Russian student echoed this difference in the status of social workers, emphasising how the sense of commitment of Russian social workers compensated for the lack of economic incentives:

Student: In our country, social workers work not only for salary, but also with heart.

Facilitator: Is that different from other places?

Student: Yes, I think there's one difference. Social workers in Ireland and Germany, they also work by heart, but the difference in salary is very much.

Actually, the passion, engagement and commitment of social workers appear to be common to all social work practise, across international boundaries. As one Israeli student remarked:

Social workers in Russia are in a stage of development, there is little

in the way of legal frameworks for social work intervention. They are working for the same goals as in Israel – the protection of children, improving their welfare. There is a big desire to do work in spite of the difficulties, using "heart and mind" and social workers are doing the best they can with personal commitment and their own values.

By making such commonalities clearer to the students, the encounter with social workers in other countries enhanced their sense of professional community. We cite some of the Russian participants:

I feel the profession has a bad name all around the world. In Israel I think it's getting better. Also I heard about the Ombudsman here, also in Israel there is a strong process – in a lot of countries there is more awareness about children's rights. Rights that are unique for children, not for adults, to separate them. The UN Convention, more and more countries sign it.

The working climate, the concern of all participants about the issues related to the development of methods and techniques of dealing with families and children made me feel a sense of belonging to the professional community unrestrained by ethnic or cultural boundaries. No doubt, there exist differences between historical peculiarities of each country; nevertheless, there was a common ground – our pursuit of new methods of work and our desire to share best practises with our colleagues.

My belief in [the] professional community has been considerably strengthened. I communicated with specialists of various age and different educational level, but all the participants of the [summer] school aim at promotion of science and implementation of their findings in practise.

Many students remained in contact with participants from other countries.

5.5 Possibilities for a critical dialogue

The fact that the mobility experiences led to the realisation of commonalities in international social work and a stronger bond to a professional community did not, however, mean that students liked or agreed with everything they encountered in the countries they visited. In some cases, the encounter with a different way of doing things provoked negative feelings.

Student (from Russia): I was in Israel. Children sleep on the floor without bed (frames). It's not good.

Facilitator: Were you able to say this?

Student: Yes.

Facilitator: What did they answer?

Student: That it's their tradition in Israel.

Indeed, in most cases students reported that they felt they could express criticism openly. For example, one Israeli student reacted quite strongly to the philosophy and practise of inclusion she saw in Italy:

It's okay to have a disabled child in a general class, but he has problems and needs – you cannot stop helping them just to have society's principle of inclusion maintained. In Israel, there are special classes for disabled children. We were able to raise this issue openly.

One Israeli student stated that he felt he could voice criticism and that the hosts were interested in his point of view. Another wrote that they could express themselves and were received in an open-minded way: there was a "feeling of free speech and welcome atmosphere that we could participate with our knowledge and feedback". Yet another Israeli student described her experience in Italy this way:

For me, one of the very significant benefits from the visit was the ability to conduct an open and free conversation, to discuss the differences between therapeutic approaches and between different practises, to express different views. The discourse was very respectful and open, and also enabled a philosophical and ideological debate, and not just the transfer of relevant information. .... For me, these are the kind of conversations that allow me a deeper experience of another culture, of other people, and is important as visiting in various institutions.

Despite the general climate of openness, a few students noted some difficulty in dealing directly with criticism, for example, one Israeli student at the Dublin summer school remarked:

I had the feeling that most of the participants were very open for critique and ideas leading in an opposite direction of current practise. I also experienced strategies of avoiding questions and critique in transferring the process to another day of the week and then just focusing on some of the questions and ignoring others. It would have been helpful if this kind of questions could have been discussed in

smaller sub groups to prevent defensiveness caused by questions in front of the entire group.

Finally, students from Italy visiting Israel did not always feel able to openly express their strong feelings after an encounter with social divisions and the military conflict in Israeli society:

In different situations it was not easy for us to confront our feelings with our partners. We think that this was connected to the high [security] tension at this time [of our visit] in the country. We felt that the conflict, which influenced ... the social work in Israel, the life conditions, the thinking and how people get social interventions, was like a taboo issue. It was a marginal topic and we felt that the partners often avoid talking about it.

The creation of spaces for frank and in-depth exchange on points that provoke criticism as well as approval is a necessary part of a productive exchange experience.

6. Students' experiences of change and growth

The experience of encountering a different child and youth welfare scenario was very clearly a catalyst for professional growth and reflection on the home country. In some cases, students described the eye-opening quality of the mobility experience:

[The summer school] enriched our experience, we gained knowledge, it opened horizons. We could see how social work interrelates with religion and culture. This was new for us. (Russian student)

[It was a] very good experience – to see a place with our eyes, be familiar with organisation, facilities they have in Italy – it gives you an open mind and make you think about what is in Israel and what's not. (Israeli student)

When I got to Italy, it was very beautiful. My first [reaction] was very confused. It was necessary to learn about the hierarchy. I asked a lot of questions and started to get answers. You can notice the differences and similarities between countries. This is very important. You can make lessons for the future, for the profession of social work. (Israeli student)

Having encountered different approaches in the course of summer school, some of the Israeli students came away with a desire for integration:

Above all, the cooperation with other countries helped me understand even a little bit about what social work is in other countries. I also learned about the prevailing approaches to work with children and youth at risk in each country. This enabled me to .... to develop a critical perspective of practise in Israel and other countries, and to think about how integration of the different perspectives can improve existing practise in interventions with children and youth at risk in Israel.

A Russian student reflected as follows:

During our five days, I was thinking. I had different attitudes about the problems after the summer school. I began to think. ... about the number of children in groups. I don't know if I can change it in our system, but I was thinking about it.

In some cases, students noted that the encounter with different theory, practises and realty of child and adolescent welfare did not substantially change their positions, but it did shake them out of an unthinking and non-critical acceptance of the system in which they had been trained and were functioning. An Israeli participant remarked:

I felt I was more sensitised during the process for the high importance of the cultural background and a practise ... relying upon scientific knowledge. .... My own position wasn't changed during my stay in Dublin and the participation in the summer school. The group agreed on the main principles [of] child protection and the importance of the voice of the children even though the discussion created awareness to residential care. The line of thoughts [that] the best way to place a child is in a family-based setting challenged my positive understanding of institutional care and the chances given there. It created awareness of the importance of family-similar placements but still was based on the same principles of treatment.

I feel that is very important to learn from the field, by visiting and seeing and talking to other colleagues from different countries – it allows an important opportunity for those who wish to be open to other cultures. It is an enlightening experience.... The theoretical knowledge which I was exposed to through my studies has increased and reinforced my perception about the importance of cultural openness and respect, the importance of working in sensitive [ways with] other cultures .... The visit strengthened my position, and made me realize that even in a different cultural environment, still working with children and youth

at risk, as well as with people, there are universal criteria common to all.

Some students felt the exchange experience exerted a powerful transformative impact. A notable example is an Israeli student whose visit to Italy exposed the student to a robust ideology and practise of inclusion for children with disabilities. As noted above, she was initially skeptical of the inclusive approach but eventually came to appreciate it. We cite at length from her written report:

In one of our days in Bolzano, a young man with a developmental delay boarded the bus we took. He had dysmorphic features and his behaviour was quite unusual. The ride was long enough for me to gain an insight. I watched the other passengers behave in an affectionate and accepting way towards the man. No one whispered or stared, his presence seemed natural and he acted quite independently. From this incident on, I began appreciating the Italian ideology and chose to learn from it.

True, I am proud of our country, offering various services to people with special needs and to their families. Before I went to Bolzano, I always felt we have too few services and that they are not good enough! Now I realise that we have more services than other countries and we are doing a lot in order to help children with special needs and their families. Nevertheless, I wish we'd learn from Italy. I wish we'd have a stronger inclusion ideology and an inclusion policy embedded in legislation. I wish the Israeli society became more accepting to differences.

I started this trip with the desire to represent the Israeli society and returned to start a new journey. Now my job as social workers is to advocate and work in order to promote inclusion. Not in every case, not at all cost, but more than today. The welfare of children is related to the welfare of their families and it is our job to help parents and the society to see disabilities as an opportunity, not only as an obstacle.

During one of the VLE workshops she described a concrete instance of how this experience transformed her practise:

One example is from last week. We saw a child who we diagnosed as autistic a year ago. [In the past] I would have said that he needs to go to a special school. We saw the mother and the father [who had been]

in jail for three years during the pregnancy ... I said, "Okay, he'll be in a normal school; we'll do therapy with both parents". We saw that the more we worked together with the parents, the less his autistic features appeared. Maybe in a year, maybe we won't diagnose him as autistic because the parents got what they needed.

A number of other participants described the importance of the mobility experience for their professional development. Two Italian students who visited Israel came away with a greater awareness of issues of equality:

We are more sensitive ... about justice and equity issues, and this influences our professional relationship to clients and helps planning. We developed more courage to indicate situations in which these values are not guaranteed. We developed a stronger feeling about discrimination and factors which promote this, like language barriers, cultural barriers, individual life planning and opinions of clients, religious barriers, conflicts (what kind of influence has the fact that the social worker is the enemy?), etc.

As mentioned above, foster care attracted a great deal of attention among the students. The encounter with foster care in Ireland and with the warm and accepting atmosphere in villages for children in Italy led some Israeli students to rethink institutional care altogether. Similarly, Russian students said that the visit to Ireland broadened their views on approaches that could lead to the eradication of orphanages.

Here are the comments of a Russian student on the issue of children's participation:

My attitude ... to principles of child protection has undergone changes in the course of training process. With every passing day of our practical training, we focused our attention more and more not on technologies themselves, but on the people for which these technologies were intended. To give children a chance to speak out which means not only to listen to their opinion but also to be able to hear them and make every effort to solve their problems.

7. Suggestions for improving the exchange experiences

The student feedback proved useful for taking stock of how the mobility experiences were prepared, conducted and followed up. From these suggestions, we can identify the aspects that should be considered best practises, as well as those needing some enhancement.

There was consensus on the need for more extensive preparation of the visits.

Students pointed out that it would be useful to have the programme for the visits well in advance. They were also keen on having written material, including on-line sources, about the services to be visited, the organisation of social work in the host country, and other relevant information. Such material was not always available in English or another working language for the visiting students, and thus the host countries should invest greater effort in making as much useful readings and information as possible available in language(s) understood by the visiting students. One Italian student made an extensive list of what she thought would be helpful:

> *As for the preparation, I agree that we need more information about the organisation [of services], the history of the country. The host should provide more background: the organisation of social policy and social services, history and culture, including cultural differences present; official documents; information on children and youth at risk; the host should suggest readings related connecting the students' research interests to the territory.*

This was echoed by an Israeli student who wanted *"more pre-knowledge of social policy in Italy, information about youth at risk and cultural differences in the area"*.

Russian students said that they would have appreciated more internet links and more hand-outs in preparation for their trip to Israel:

> *We prepared very carefully, studied the traditions and culture of Israel. To be better prepared, we should have had more strict tasks, and concrete pre-mobility preparation.*

Several students emphasised the value of field visits, which encouraged a dialogue between students and practitioners. During a VLE workshop one Israeli noted:

> *If we could have [met] the services or social workers... Have an open conversation, sharing cases, sharing approaches, methods that people actually use in the services. Like we're doing now. Sharing experiences from the field, I think this has a lot of value.*

This point is related to another aspect of the exchange that should not be underestimated, the social dimension, which, for the students, held various ramifications and which should be considered and enhanced before, during and after mobility. In one VLE workshop, for example, a student from Russia suggested Skype meetings or webinars before the mobility experience as a

way of establishing contacts, so that students could become acquainted with key reference persons as well as other students in the host institutions. This could also satisfy the request for better preparation.

The hospitality of the host institutions was profusely complimented, but over and above this, students remarked on the importance of the personal and professional exchanges. They suggested that more formal and informal space for discussion be built into the mobility programmes. One Italian student regretted that she did not meet many social work students during her stay in Israel, and she thought more emphasis should be placed on peer-to-peer contact. Other students agreed:

Interaction with human relationships is the most important thing, the personal contacts that [students] build. (Israeli student)

I would like to point out that our conversations were rather efficient. That is why it would be beneficial for all participants of the practical training to spend more time together. Informal communication gives rise to very interesting discussions, ideas. (Russian student)

During a Virtual Workshop, one student spoke of the need to share impressions with their hosts:

(Israeli) student: It's important for the [people we] visit to hear about our work in Israel.

Facilitator: So that there is a reciprocity? To tell something and learn something?

Student: It was good to exchange knowledge and exchange experience.

Facilitator: To talk, not only listen.

Student: To share, exactly.

It was suggested that the summer school include mixed groups of students from different countries to work in small groups, which would facilitate frank discussion and exchanges even on controversial issues. As one Italian participant remarked:

It would have been helpful if this kind of questions could have been discussed in smaller sub groups to prevent occurring defensiveness caused by questions in front of the entire group.

Another point that emerged regarding social interaction during the exchange programme was that traveling in twos or threes seemed an advantageous arrangement for discussing and processing an encounter with a different reality of child and youth welfare in the host country.

As for the actual contents of the visits, overall the students were quite pleased. When asked to offer specific suggestions for improvement, a few mentioned that practical experience with children would have been a good addition to the programme. They mentioned volunteering for an activity with children and spending time with them.

> *I experienced it very well, a variety of different kinds of places, to go to the place, be active, not just sitting in the class. One thing would be good – to sit down with the children, the clients themselves to hear from them, their view, their perspective. But there is t*he language problem. It's hard to speak with adults… (Israeli student)

> *I would like to [have done] more practical things. … For example, some work with children, some games, workshops. (Russian student)*

Finally, students proposed a few follow-up ideas; an Italian student, for example, suggested "regular meetings of student groups within the different countries". She and a fellow student thought that some form of de-briefing after the visit would be useful.

8. The universities' perspective on student exchange

The importance of the internationalisationof social work curricula is widely recognised and is mentioned in the global standards of social work education (Johnson, 2004; Nuttman-Shwartz & Berger, 2012) and has, in fact, been present in social work education from the very beginning (Kniephoff-Knebel & Seibel, 2008, p. 790). Of the different ways for curricula internationalisation, student exchange is deemed the most important and fruitful, with three possible approaches that universities can exhibit: "tolerance", reflected by accepting foreign student applicants for a course; "responsiveness", i.e., initial receptiveness to the idea of student exchanges; and "commitment", reflected in planned and organised international student exchange (Johnson, 2004). Universities that participated in the TACHY*we* project were fully committed to student exchange and could share their experiences with other interested institutions.

The project posed a number of specific challenges:

- Nearly all the Master's students who took part in the exchange had significant social work experience with children and families; others were PhD students with considerable practical experience. Therefore they had much knowledge to share but were at the same time more demanding than

the younger students and expected the exchange to be highly fruitful.

- Because the students were for the most part practising social workers and had families and children, the exchanges had to be organised as short-term visits, averaging around two weeks. This made it impossible to include courses in the exchange, which instead included visits to primary institutions and social services in the field of child and family social work, and short seminars with graduate students at the host university.
- For such short visits, the host universities naturally tried to stress what they deemed to be positive and efficient elements and exposed students to successful services, with ambiguities, contradictions and problems not being highlighted.
- On the other hand, short inter-cultural exposures are risky as they may produce "culture shock", the rejection of different ways of dealing with issues and organising social services simply because they are different from what the students are accustomed to.

These specific factors demanded full commitment, as well as careful planning and monitoring of the student mobility experience (Ranz et al., 2015).

8.1 The meaning of hosting students

The comments of the participant organisations indicate that the universities that offered to host students considered the exchange to be very important. Being chosen for the exchange, preparing the visit and hosting the students were all rewarding for the host universities:

> *There was a sense of excitement, and a feeling that the partners recognize the unique contribution of our school and the significance of its location. (Sapir College, Israel [SI])*

> *We found the experience of hosting students enriching. While working on the visit's itinerary we had a chance to "zoom out" on our services and work in Israel and to choose the core aspects to which we thought to expose the students. (Hebrew University of Jerusalem, Israel [HUJI])*

> *For a University like ours, hosting students from different countries gave us the chance to reflect on our system and sometimes even to deepen the knowledge of some new institutions and intervention. (Bozen-Bolzano University, Italy [BZ])*

> *It was an opportunity to give students a lot of information about the system of child welfare in Russia at first-hand and to strengthen contacts between universities partners involved in the project and the*

students of our university. (Moscow State Regional University, Russia [MGOU])

We were delighted to welcome students from Israel, Germany and Russia to the TACHYwe Summer School at Trinity College Dublin in July 2014... We received greater insight into how these students perceived child and youth issues in their own countries, their approach to teaching and learning, and how they perceived issues in Ireland. (Trinity College Dublin [TCD])

The students coming from Israel, commenting on specific aspects, such as the school arrangements for children with disability, or the specific role of social workers in Italy, made us think back over certain political choices made here, and we still endorse, but whose limits should be better understood. (BZ)

It was an opportunity ... to strengthen contacts between universities partners involved in the project and the students of our university. (MGOU)

For us the experience of hosting the students made the project more real. (TCD)

8.2 Key challenges in organising and planning the exchanges

Because of time and language constraints, it was not possible to include the incoming students in the regular, ongoing activities at the host universities; hence the planning of activities for incoming students was quite demanding:

Regarding the preparations, a lot of work was involved in developing an academic programme that would provide broad exposure to issues relating to the project as well as issues relating to the region, with emphasis on children and adolescents. Specifically, there was a need for coordination with numerous community services. (SI)

Coordinating all the activities have been quite demanding, as we wanted to organise a programme that allowed students to experience the whole variety of interventions and approaches related to social work with families and children. (BZ)

There was a long planning period and this was complex because we were trying to link on-line learning through a Virtual Learning Environment (VLE) to the activities of the Summer School. ... it took a long time for partners to agree to and understand what we were trying

to achieve. There was also much technical work required in the set-up of the VLE. (TCD)

Several hosting universities stressed that the visit programmes not only took into account the characteristics of local social services, but also were tailored for specific interests of the incoming students:

It was a new and useful experience for us, so we needed to develop a programme of the students' field visit and take into account all their needs and research interests, as well as to coordinate the programme with the university administration and stakeholders. (HUJI)

It was extremely helpful for us to know in advance what topics the students are interested in. (HUJI)

The visits were quite intense and organisers confronted several challenges. Nonetheless, the students appeared pleased with the programme:

The students were enthusiastic and willing to collaborate across the country groups. They worked hard to deliver imaginative presentations. I was overwhelmed by their enthusiasm and creativity on the final day when they presented their exhibition of "growing up in my country". (TCD)

Students of the three groups participated in the meetings with great interest and commitment. They asked questions and discussed with local social workers social work in different countries. So the visits became often a chance for exchange. (BZ)

Finding a common language posed a challenge, as did the translation of professional terminology:

We experienced some challenges regarding language – especially with the students who visited from Russia and could not communicate in English. ...There were also gaps in professional terminology of the social work profession in general and about different aspects regarding children and youth (for example, the different meanings of residential care).(HUJI)

The fact that programmes entailed visiting social services in the community demanded considerable effort, especially as there was no budget allocated for transportation.

Since the field visit of the students was limited in time, unfortunately, we were not able to implement the cultural programme, which could add a lot of positive emotions and diversify the students' overall impression

of our country. It should also be noted the objective difficulties that took place in the implementation of the programme: it took a lot of time to move from one place to another in Moscow that naturally affected the students (a long road … always [makes you] tired). (MGOU)
Another challenge we faced was the lack of a budget for transportation. We had to rely on driving the students ourselves, and when the groups were 3 or more students, this presented a problem. (HUJI)

8.3 Preparing students for the exchange

All the home and host universities emphasised the importance of preparing the students for the exchange by providing them with information about the project and the receiving country and by offering them guidelines for reflection:

Students were instructed on [how to prepare] final reports on the field visit. They got the information on the programme of the visit and guidelines on inter-cultural observations on childcare practises developed by BZ, enabling them to pay attention to certain inter-cultural aspects of their field visit. Preparing students for field visit let us improve the feedback from partner-universities [who hosted] our students and solve all problems quickly. (MGOU)

There had been [a number] of meetings in order to discuss the experience and to present the guidelines for reflection. Particularly this provided the chance to discuss motivation and expectations. When possible students were provided [with] written material and articles related to the hosting country. (BZ)

Some universities thought the preparation should be more extensive:

Perhaps the process could have been improved had we communicated with the host institutions earlier on in regards to the schedule planned for the students there. This would have enabled us to better prepare the students for the visit. (HUJI)

We realised that we should have devoted more time to discussing with the students the meaning for them of this experience, which is short but very intense. Students could have been better supported if there was the possibility of discussing more in depth their expectations and their positive and negative prejudices. (BZ)

8.4 Outcomes – Hosting institutions, home institutions

All partners, hosting institutions as well as home institutions, felt that the efforts they expended in organising the visits were worthwhile and that they were a positive learning experience for the students:

> *At the end of each visit, we had a discussion that summarised the experience of the students while asking for their feedback and their "take home message" from the time they spent in Israel. It seems that most students felt they had a unique opportunity of exposure to services, practises and policies that are different than those they have in their home countries. Furthermore, they felt they had an opportunity to meet other populations and to learn about the specific context of the social services for children and youth in a multi-cultural society. (HUJI)*

> *We had several chances to discuss the experiences we were providing and comparing social intervention in South Tyrol and Israel. These discussions supported interesting reflections on the different contexts but also on aspects which had something in common and from which it was possible for both, incoming students and hosting students and staff, to learn. (BZ)*

Such feedback demonstrates that, as planned, the exchanges were conducted on a peer-to-peer basis and avoided post-colonialist or patronising positions. The mutual learning model seems to have been achieved, as all the organisers stressed that the experience was mutually meaningful and enriching:

> *Overall, the staff had a positive experience hosting the students here. It allowed them to exchange ideas with the students and to develop a comparative view on the context within which they are working. (HUJI)*

> *The experience consisted in the fact that the visit had become the starting point for determining the directions developing joint research and made it possible to conduct joint round-table discussions with MGOU students and academic staff to compare the child welfare systems in both countries. (MGOU)*

> *It was a demanding but enriching experience. A great deal of extra hours of work and planning went into these events. Much of the activity is not financially supported and relies on good will. (TCD)*
>
> *We had the strong impression that students and staff involved found the experience very rich and rewarding. It was both important to present*

our research and the social service system, as it provided a chance to reflect on what we have achieved and on the limits, and discuss the reality of incoming students. (BZ)

An important lesson for future exchanges is the need to involve incoming students more in connecting with students and staff in the host university.

We organised just a couple of seminars with all incoming students, and we organised meetings with PhD students. We realise just afterwards that also for undergraduate students it could have been important to meet the visiting students. We gathered that also practitioners were very curious of the situation in Israel and that we could have organised a more systematic presentations by the visiting students who were always very well prepared. (BZ)

The evaluation of the home universities was also highly positive:

It was really a valuable learning experience for the students, which allowed them to get acquainted with the various methods of social work with children, the concepts of adaptation of immigrants and to see different social centres and social institutions. They saw the real picture of the state social care for children. (MGOU)

That was the first project that had given us the opportunity to send students to another country. The students themselves were able to expand their understanding of the host country and its people, to see the system of social child welfare in another country. (MGOU)

Sending students to a partner university allowed us to offer them a different learning experience … giving the student the opportunity to get to know a different context of learning, including other teaching/learning methods, other ways of debating (e.g. in class), other ways of studying (incl. methods of individual study adopted by students at the partner university), and in this case particularly learning differing research approaches; enabling the students to experience an inter-cultural exchange, including getting to know ways of living, norms in everyday life and traditions existing not only in the partner institution but also in the partner country. (HUJI)

The trips to the host institutions created a unique learning experience, which is not always possible in social work studies. The opportunity to visit a different place and get to know different policies, services and practises made it possible to develop the students' comparative and

critical thinking and to enhance their knowledge about the various ways that different countries relate to the well-being of children and youth. (HUJI)

An additional benefit for the home institutions was that the visits were viewed as a starting point for further cooperation:

As the students' projects show, beyond the enjoyable experience and the opportunity to broaden their horizons, they were exposed to programmes and approaches toward [social] work that they had not been familiar with. In addition, the need to prepare presentations in English involves intensive learning about the topic of their presentation. The summaries of the trip and the conceptualisation of their experience provided an incentive to continue learning above and beyond what was required. (MGOU)

In addition, the personal encounters of the students among themselves and with the students in the host country provided soil for discussion and thoughts on future cooperation. (HUJI)

Concluding remarks

All the institutions that participated in the TACHY*we* project were committed to internationalisation by means of student exchanges. By preparing the students sent and by organising the visits of the incoming students, they created an opportunity for a meaningful and unique learning experience for them. Much effort was invested by all towards supporting the students in adopting a non-judgmental stance towards the different reality they were encountering in the host countries. In that, the TACHY*we* project succeeded in building and implementing a mutual learning model, which looks very promising for developing a sustainable process of internationalising social work education in the field of child and family welfare.

Learning points:

- In order for the mobility to promote the development of cultural competence, students need to acquire a prior understanding of fundamental concepts of the profession – universalism, cultural and moral relativism, etc.
- The host institutions should design the exchange period as a reciprocal learning experience. That is, the visiting students should not only learn about their destinations, but also be encouraged to teach their hosts about child and youth welfare – and social work practise more generally – in their home settings.

- In is important to help the student to contain and work through conflicting yet complementary views based on different perceptions of needs and social problems.
- The programme for visiting students should include an opportunity for practical experience with children and youth in the destination setting. Even with language barriers, a modicum of creativity will enable the development of valid practical activities.
- A supervision component should be added to the programme to create a space for self-reflection and critical reflection which might encourage students to challenge existing paradigms, ask questions and reach integrative understanding.
- The students' summer school learning experience is enhanced by their engagement in a collaborative preparatory VLE.
- Students need local VLE support and ongoing support in summer school activities.
- A VLE with linked summer school requires 6-9 months for development.
- Summer school is enhanced by teaching and learning methods that support student engagement and active learning.

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EPILOGUE

Anat Zeira

TACHY*we* began as a shared dream of ten consortium partners: the University of Hildesheim in Germany, the Free University of Bozen-Bolzano in Italy, Trinity College in Dublin, Ireland, the Moscow State Regional University in Russia, and the Don State Technical University in Rostov on Don in Russia, the Hebrew University of Jerusalem in Israel, Ben-Gurion University of the Negev in Israel, Sapir College in Israel, the Fondazione Emanuela Zancan in Italy, and the Haruv Institute, Israel. This volume illustrates how this dream developed into a solid project with sustainable outcomes. However, developing joint transnational courses on child and youth welfare in different universities and countries presents great challenges. Some of the challenges are of practical and instrumental nature, while others are more theoretical and abstract. The term "transnationalism" was popularized in 1916 by Randolph Bourne to describe "a new way of thinking about relationships between cultures". As implied by this term, TACHYwe involves the mutual acknowledgement of each partner's academic culture and each participating nation's welfare system. Below is a short summary of some of the challenges we encountered, followed by a short description of how we dealt with them.

Transnational contexts include issues of language. In the absence of the possibility of using one of our native languages (i.e., German, Gaelic, Italian, Hebrew or Russian), English became the common language of the project. For some participants direct communication was not possible and we resorted to translation services. Even such a basic issue requires prior consideration of the extra time that translation requires, finding adequate translators, and finally, finding funds for the translation. But even for those who can communicate in English, there are language issues. For example, what do we mean by the term "syllabus"? While some institutions require the syllabus to include a detailed list of week-by-week work plans for a course, including the main topics to be discussed, the relevant reading materials and expected learning outcomes, in other institutions the syllabus is much more general. Another language challenge is more abstract: What types of "classes" are offered to students? A "seminar" is a learning format in which the students take an active role, discussing and presenting various aspects of the topic. In contrast, in a "lecture" the professor does most of the talking

while the students may comment or ask questions. Different institutions promote different formats of learning, which can depend on their theoretical understanding of the preferred learning format, and sometimes on financial exigencies.

Therefore the first challenge of our project was to develop a common language, in English. One of TACHY*we's* goals was to develop a curriculum with four sections: practise, policy, research, and ethics (see Chapter 1). While we all agreed that a curriculum is comprised of courses, it was very difficult to reach an agreement about what a course should include. Furthermore, given our different languages – also reflected in the reading materials – we arrived at an understanding that we would develop segments (see Chapter 2).

Later, each of these segments was adapted to local needs and cultures.
Another challenge we managed to overcome concerned student mobility. Unlike students from other fields, social work students, and especially those in advanced degree programmes, are overwhelmingly women; most of them work in social services and often have families with young children. The originally planned two-three month student exchange was hence not feasible, making student study visits extremely challenging because of inadequate funding for shorter visits. This challenge was met through the generosity of the hosting institutions, which was in turn made possible thanks to the friendships and reciprocity that was developed among the consortium partners. This is one example of the interconnections – personal and institutional – that were created between us: We are no longer strangers representing our particular academic institutions, but rather a new corpus of academics and professionals, marching hand in hand on a new transnational road toward a better understanding of what child welfare is in different areas of Europe and beyond.

One turning point in TACHY*we* involves monitoring and quality assurance (Work Package 4). Following the kick-off meeting, we established an Evaluation Board that functioned as steering committee of the project. The Evaluation Board comprised one representative from each consortium institution and one student. Our initial intent was for each partner to submit a monthly written report and to join on-line meetings as needed to clarify different issues regarding the periodic reports. We very quickly realised that the energy needed to produce the monthly reports with the technological

challenges of communicating on-line via Skype, would not enable us to conduct the monitoring as intended. We thus decided on two face-to-face meetings each year, i.e., four such meetings for the duration of the project (February 2014, September 2014, March 2015, and September 2015). The first three meetings were sponsored by the Fondazione Zancan in Padova which provided us with an unforgettable ambience. These meetings were intense and allowed us to share at first-hand our experiences over the preceding six months. After the meetings, periodical reports were produced and shared among all members on SharePoint. We came to realise that unmediated human contact could not be replaced, and it was during those meetings that friendships developed.

TACHY*we* has now ended as a formal project, but its spirit will long remain with us, be it in the form of the lessons we learned, as is evident in this volume; the inspiring curriculum on child welfare that we developed, tested and implemented in our institutions; or the unique human contacts that grew between the staff that met in three exciting consortium meetings (Hildesheim, January 2013; Moscow, May 2014; and Jerusalem, April 2015) and the many students who participated in the student exchanges and summer school. This spirit will inspire us for a long time in our attempts to improve child and youth welfare through our practise, research and teaching in all our institutions and countries.

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Stefan Köngeter, PhD, is currently a Professor of Social Pedagogy in the Department for Education at the University of Trier, Germany. After finishing his PhD in 2008, he was a post-doctoral research fellow at the

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Hanita Kosher is a PhD candidate in the School of Social Work and Social Welfare at the Hebrew University of Jerusalem, Israel. Her research interests include children's rights, advocacy and social work, children-at-risk, child maltreatment, with a focus on children's rights to participation. Since 2007 she has been the head of the education centre of the National Council of the Child, the leading advocacy organisation for children's rights in Israel. In 2014 she joined the academic staff of the Department of Social Work at the Ruppin Academic Centre, where she teaches courses on social services for children and families, children at risk and child maltreatment. She also teaches a course on children's rights at the Hebrew University of Jerusalem. Hanita has published a number of articles in international scholarly journals.

Igor Kunshenko, PhD, is a Senior Lecturer in the Department of Social Work at Don State Technical University, Russia. His research explores crime and victimisation among youths, with a particular focus on the effect of homelessness. He studies the process of young people's homelessness and trajectories of youngsters subsequent to becoming homeless. He also assesses the sustainability of young people's housing transitions, and more. He has published some 15 studies in the field of motivation for foster care, the cross-cultural approach in foster care situations, children's rights, and the effect of homelessness.

Irina Maevskaya, PhD, is an Associate Professor who heads the International Educational Board of Don State Technical University, Russia.

She is involved in numerous international projects, such as the Bologna Club in the Russian Federation, several Tempus projects, and more. She also participates in national projects including, among others, the Internet Encyclopedia "Scientists of Russia" and" Education without Borders". She has considerable research experience in the field of increasing students' professional mobility and the internationalisation of higher education institutions. She has authored over 40 papers and methodological brochures devoted to the main trends of knowledge about society's development.

Julia Mirsky, PhD, is a Professor at the School of Social Work, Ben-Gurion University of the Negev, Israel. Between 2011 and 2015 she served as the Chair of the Depart ment of Social Work and headed the Council of Social Work Schools in Israel. She focuses her research, teaching, clinical and consultative work on the psychological well-being of immigrants. She supervises a large number of graduate students and publishes widely. Among her recent publication are: Knaifel, E. & Mirsky, J. (2015). Interplay of identities: A narrative study of self-perceptions among mentally ill immigrants from the former Soviet Union. Transcultural Psychiatry, 52(1), pp. 74-95.; Sternfeld, S. & Mirsky, J. (2014). Psychological perspectives on return migration. International Journal of Intercultural Relationships, 42, pp. 53-64.; Mirsky, J. (2011). Narratives and meanings of migration. New York: Nova Science Publishers, pp. 175.

Irina Namestnikova, PhD, is a Professor in the Social Work Department at Moscow State Regional University, Russia. She is actively engaged in numerous European initiatives in social work and participates widely in international conferences and projects on reforming social work education, such as "Social work and civil society in neighboring regions of Russia: Theory, practice, teaching and networking" (Finland, 2004-2006), and the Tempus joint projects "Bachelor's Curriculum for Social Work" (2008-2011) and "Tuning Russia" (2010-2013). Her research focuses on cross-cultural aspects of social work, philosophy and methodology of social work. She is known in Russia for authoring textbooks for undergraduate students, including "The Ethical Fundamentals of Social Work", "Research Methods for Social Work", and as co-author of "The Philosophy of Social Work" and "Introduction to the Social Work Profession". She is a member of the following professional bodies: Asian-Pacific Association of Social

Work Education (APASWE), Eastern European sub regional Association of Schools of Social Work (EEsrASSW), European Association of Schools of Social Work (EASSW).

Ayelet Noam-Rosenthal is a PhD candidate in the School of Social Work and Social Welfare at the Hebrew University of Jerusalem, Israel. Her dissertation focuses on children's well-being in multi-cultural families. She earned her BSW in social work in 2011 and her MA in mental health in early childhood in 2013, both from the Hebrew University. Between 2013 and 2014, Ayelet served as a teaching assistant in the BSW programme and in 2015 she taught an MSW course on migration and youth. She is currently working as project coordinator at the Haruv Institute and is in charge of the Social Welfare Department at the Medical Simulation Centre (MSR) in the Haim Sheba Medical Centre at Tel Hashomer Hospital, Israel.

Orit Nuttman-Shwartz, PhD, is an Associate Professor at Sapir College in Israel, where she was a founder and the first chairperson of the School of Social Work. Her research concentrates on personal and social trauma, social work education, and international social work. Working near the Israeli border, she has also been engaged in research on the effects of ongoing exposure to threats on individuals, communities and organisations and of negative and positive impacts of a shared trauma environment on students, supervisors, social workers and other professionals. She was involved in several IASSW grant projects to develop social work curricula in the context of political conflict. She has published widely in international professional journals and in the 2nd Edition of the International Encyclopaedia of Social & Behavioural Sciences, and is an editorial board member on a number of international journals. Since 2010 she has been serving as Chairperson of the Israel National Social Work Council. In 2014 was awarded the Yosef Katan Prize for Social Worker in Academia by the Israeli Federation of Social Work.

Olga Podolskaya, PhD, is an Associate Professor at the Department of Social Technology, Don State Technical University, Russia. Her research has focused on social work theory and comparisons of social work practises in different countries. She studies the lives and experiences of homeless women with specific attention to their history: how they became homeless, the experience itself, and their exit trajectories from homelessness. She is author and co-author of more than 70 articles and methodological brochures.

Ludmila Rubinstein, PhD, is a Lecturer and coordinator of field practise at the School of Social Work in the Academic College of Ashkelon, Israel. She has also taught at Ben-Gurion University of the Negev. Her teaching experience includes social work, child and adult development, and aging; her research interests are adjustment processes of immigrants, family relations, and adolescent well-being. She has also studied cultural differences in migration, especially in the family context within the adaptation of immigrants to a new environment. In her research she relies on her extensive experience as a practicing social worker with immigrant families and young immigrants from the former USSR.

Wolfgang Schröer, Professor of Social Pedagogy at the University of Hildesheim, Germany, is the head of the Institute for Social Work and Organisation Studies. His research deals with child and youth services and welfare, transnational social work, inter-culturality and migration, as well as citizenship, civil society and educational theory. He is a board member of several journals and scientific associations and has edited several book series and journals.

Michelle Share, PhD, is a Senior Research Fellow at the Children's Research Centre and School of Social Work and Social Policy, Trinity College in Dublin, Ireland. She is a sociologist with expertise in the scholarship of teaching and learning and the development of collaborative teaching and learning practises through virtual learning environments. She teaches at undergraduate and graduate levels and, in collaboration with the Centre for Academic Practise and the School of Education, delivers academic development programmes in supervision and examination practise. She has researched and published on the role of grandparents in child-care provision; children and parents who use intellectual disability services; educational access programmes at the secondary and tertiary educational levels; and young people's food and nutrition in secondary and alternative educational settings.

Elena Shilkina, PhD, is a Professor at the Department of Social Technology at the Don State Technical University, Russia, whose social work study programme she developed. Her interests cover the practise-oriented approach to social work education, the adaptation of international experience and innovative technologies to the Russian environment, and

the culture of social work. Her research has centred on cultural diversity in sociology, social processes and their influence on social work practise in Russia, migrant cultural adaptation processes, and the comparison of foreign and Russian social work systems. She is author and co-author of more than 130 articles and methodological brochures.

Svetlana Shvedova, PhD, is an Associate Professor at Russia's Don State Technical University's Department of Research and Technical Translation and Professional Communication. She is involved in numerous international projects, including Tempus, and is the Vice-Rector for International Affairs at the Don State Technical University. Dr Shvedova has accumulated substantial research experience in the field of business-oriented and in-company education, enhancing international cooperation, strengthening education quality by mobility and cross-border cooperation, and more. She is the author of over 50 articles and conference reports in Russian and English, as well as 12 textbooks and study brochures.

Svetlana Smirnova, PhD, is an Associate Professor in the Department of Social Work at the Don State Technical University, Russia. Her research interests include management in the social area, protecting children in informal care arrangements, fostering adolescents, the lives and experience of marginalised youth, youth homelessness, drug use and drug problems, sexuality, risk behaviour and mental health. Her work aims to generate in-depth understanding of the process of young people's homelessness, with a particular focus on their trajectories into, through and out of homelessness. Her work also informs policy-relevant recommendations related to service provision, early intervention and the prevention of negative outcomes. She is the author of more than 20 publications, numerous articles, chapters and reports on social pedagogy in Russian foster care.

Elena Studenova, PhD, is a Professor in the Social Work Department at Moscow State Regional University, Russia. She teaches courses on social work theory and social policy to undergraduates and graduate students. Her research addresses the theory and professional language of social work. She has been involved in many international and domestic projects on reforming social work education in the Russian Federation. As a member of many international professional bodies – e.g., the Asian-Pacific Association of Social Work Education (APASWE), Eastern European sub-regional

Association of Schools of Social Work (EEsrASSW), European Association of Schools of Social Work (EASSW) – she regularly participates in international conferences in the field of social work and has a large number of scientific publications on social work theory and education to her credit.

Lorraine Swords, PhD, is an Assistant Professor at the School of Psychology and a research associate with the Children's Research Centre at Trinity College, Dublin, Ireland. She has a particular research interest in peer interactions in the context of physical or mental health conditions in childhood and adolescence, focusing on help-seeking, help-giving and stigmatising responses. Her publications in recent months on these topics include: Byrne, S., Swords, L. & Nixon, E. (2015). Mental Health Literacy and Help-Giving Responses in Irish Adolescents. Journal of Adolescent Research, 30(4), pp. 477–500.; Byrne, A., & Swords, L. (2015). "Attention seeker", "drama queen": The power of talk in constructing identities for young people with mental health difficulties. Mental Health Review Journal, 20, (2), pp. 65–78.; Heary, C., Hennessy, E. & Swords, L. (2014). Stigma associated with disease and disability during childhood and adolescence: A developmental approach. In Corrigan, P. (Ed.), The stigma of disease and disability: Understanding causes and overcoming injustices. Washington DC, American Psychological Association, pp. 205–222.

Anat Zeira, PhD, is a Professor in the School of Social Work and Social Welfare at the Hebrew University of Jerusalem, Israel. She is a founding member of the Italian-based International Association of Outcome-Based Evaluation and Research on Family and Children’s Services (iaOBER). She is currently head of research and evaluation at the Haruv Institute and provides ad-hoc consultation to various organisations and government offices. In the context of her long-standing commitment to research on the evidence base of social work practise with children at risk and their families, she has for over two decades been conducting collaborative research projects with the Department of Social Services of the Jerusalem Municipality. In her research, she utilises mixed methods and emphasises practical aspects and policy issues related to young people who grew up in public care. In her teaching she focuses on integrating research methods in a clinical context, highlighting the significance of reliable and valid measurement of outcomes in social work practise. She has published widely in professional journals and presented numerous papers at international conferences.

Dorothy Zinn, PhD, is a Professor of Cultural Anthropology at the Free University of Bozen-Bolzano, Italy. She holds a doctoral degree in socio-cultural anthropology from the University of Texas in Austin as well as an Italian degree in Letters of the 'Sapienza' University of Rome. She has extensive research experience, particularly concerning minorities and migrant groups. She has conducted fieldwork in southern Italy and France and has published extensively on issues such as youth unemployment, clientelism, social protest, immigration, and multi-culturalism. At the University of Bozen-Bolzano she teaches on several study programmes, including on the graduate level, having previously been lecturer at Matera University in the south of Italy. Her publications span academic as well as cultural fields and she is consultant to many community initiatives.

Participating Institutions

Ben-Gurion University of the Negev (BGU)

BGU's Spitzer Department of Social Work was established in response to the needs of the culturally diverse and varied Negev population in Israel. With a high rate of its graduates finding employment in Negev welfare services, BGU has been able to improve the quality of the services in the region. BGU is also a leading contributor to the development of social work education, research and social policy. Over 400 students are enrolled in various academic programmes in social work on the undergraduate and graduate levels. One graduate programme focuses on child welfare, and many Master's and PhD research theses concentrate on this subject. The graduate studies aim at training future leaders and professionals who will combine academic excellence with commitment to the field. Faculty members are involved in collaborative research projects with local and national services as well as internationally. Children's and adolescent welfare is a major focus of national and international research carried out by the department faculty.

Don State Technical University (DSTU)

Don State Technical University is a leading Russian educational, scientific and cultural centre. Responding to growing demands for continuing education, DSTU is committed to the implementation of Bologna principles in educational processes and university management. Focusing on employability and competitiveness as the key factors of human resources sustainability in modern society, DSTU provides innovative educational methods and technologies for competence-based and student-centred learning and fosters business-oriented programmes. Its social work degree programmes follow the "Tuning Russia" experience and centre on providing professional education and training to prepare graduates for employment as social workers. An important aspect of the social work department is its emphasis on inclusive education for the deaf. Educational processes are supplemented with social projects and programmes held in collaboration with regional authorities and social institutions. Teaching staff and graduate students engage in applied research on social inclusion, health-saving social technologies, work ethics and motivation.

Fondazione Emanuela Zancan

The Fondazione Emanuela Zancan Centre in Italy concentrates on research, study and experimentation in the field of social, health and education policies, welfare systems and human services. With regular research seminars, the Documentation Centre on Social Policy and the Centre for the Protection of Frail People make information available for a broader public. Research activities spotlight professional and inter-professional practise aimed at defining new interventions for the social and health services, as well as planning, organising and managing social, health and integrated services in order to improve organisational models and promote quality and greater effectiveness. The Center is engaged in many collaborative relationships with public institutions, universities, national and international research centres and non-profit organisations working in the human services field. It is part of a research group of universities and a regional register of social workers for developing strategies for connecting theory and practise in social work training.

Free University of Bozen-Bolzano (FUB)

The multilingual FUB (all programmes are taught in English, German and Italian) has a key bridging role deriving from its geographic location and multi-cultural legacy, and it is dedicated to combining regional interests with international developments. The Faculty of Education has a highly international staff composition (with foreign permanent teaching staff far outstripping the quota of other Italian universities), with PhD backgrounds in four European countries and the USA. Study programmes encompass all academic levels and the professional directions offered (school pedagogy, social pedagogy, social work, communication science) prepare students for national and international careers. All programmes are linked to research projects with prestigious international partnerships.

Haruv Institute, Jerusalem

The Haruv Institute's primary interest is the development and dissemination of knowledge in the field of helping abused or neglected children and their families. It strives to create and develop a capable and skillful professional community dedicated to the welfare and well-being of children at risk who have suffered from different types of abuse – psychological, physical and sexual – as well as from neglect. The institute offers programmes that set

high standards of quality and excellence and whose objective is to improve the methodologies for dealing with abuse of children and adolescents. It maintains professional working relations with a wide range of allied organisations, government agencies, universities, research centres, the National Council for the Child, and others. These organisations are at the forefront of providing social services to children, adolescents and their families who are at risk and in distress and support the implementation of programmes and initiatives.

The Hebrew University of Jerusalem (HUJI)

The Paul Baerwald School of Social Work and Social Welfare of the Hebrew University of Jerusalem was the first academic institution for social work education in Israel. The school is a leading national and international contributor to the development of social work education and research, social services and social policy. Located in Jerusalem, the school serves diverse populations and groups, including Jews, Arabs, and new immigrants, and develops programmes to address the social needs of these populations. The school offers several academic programmes to a student population of 870. In addition to training students for a BSW degree, the school offers MA programmes in social work, non-profit management and early childhood, as well as a large doctoral programme. Members of the faculty are involved in collaborative research projects with diverse social services in Jerusalem and throughout the country. In addition, faculty members are party to a number of international research projects, among them those focusing on child and youth welfare.

University of Hildesheim

Educational Science and Social Sciences is one of the four faculties at the University of Hildesheim-Foundation, offering undergraduate and graduate programmes in the fields of educational science, pedagogical psychology, social and organisational pedagogy. At the Institute of Social Work and Organisation Studies, child and youth welfare are essential elements of both research and teaching. Its research laboratory is mainly involved in the development and the establishment of the Competence Centre for Early Childhood in Lower Saxony. The centre’s primary interest is basic research to support reforms in this sector. The institute is also part of the International Research Network on Transitions to Adulthood from Care. A further focus

is laid on the promotion of research on transnational social support. The University of Hildesheim-Foundation is regionally connected through extensive contacts with local social service organisations and educational institutions.

Moscow State Regional University (MGOU)

MGOU has been a member of the European Association of Schools of Social Work (EASSW) since 2008. In 2009, as part of a consortium of leading European and Russian institutions of higher education, MGOU began working on the development of the undergraduate educational programme "Bachelor's Curriculum for Social Work" within the framework of a Tempus project, implemented by the Department of Social Work and Social Pedagogy. Its teaching staff includes seven doctor-professors and seven PhDs. The department has already provided the transition to the two/three-cycle system of training students pursuant to the requirements of the Bologna process. Since 2011 it has been taking an active role in the joint Tempus project "Tuning Russia". On the basis of a tuning methodology for training, the staff is focusing on programme level, student workload, learning tools, developing training modules, e-learning, as well as the exchange of information on these topics with both domestic and foreign partners.

Sapir College

In 2005, the Israeli Council for Higher Education established an independent undergraduate School of Social Work at Sapir College. To date 314 students have graduated, 70% of whom are employed as social workers in the Negev region. Located in Israel's geographical periphery, close to its border with the Gaza Strip, the school is considered a leading contributor to the development of social work education, research and social services mainly related to trauma and resilience, social conflict, and human rights. The school serves diverse target groups (rural communities, asylum seekers, evacuees, Bedouin). Its expertise is in connecting academic knowledge to practise wisdom as can be seen in new innovative programmes, co-teaching with partners in India, and international research. Another goal is to develop new understandings related to children and adolescents and professionals. Faculty members participate in a number of international research projects, among them those focusing on international social work education.

Trinity College Dublin (TCD)

TCD is recognized internationally as Ireland's premier university. Its Children's Research Centre is the lead child and family research centre in Ireland that undertakes policy-relevant research on children, young people and families from a multi-disciplinary perspective. It has experience in the conduct and management of large-scale research projects. In partnership with the Irish Economic and Social Research Institute, it has undertaken the first Irish longitudinal study of children in Ireland. The Centre hosts the Structured PhD Programme in Child and Youth Research for students from TCD and the National University of Ireland, Galway, in a cross-institutional partnership through shared on-line and in-person lectures, seminars and events. The Centre has links with TCD's Postgraduate Diploma/ MSc in Child Protection and Welfare that enables experienced professionals to promote the development of family support and welfare services and to respond to the needs of children at risk.

Participating students:

Institution	*First and Last Name*	*Level*	*Place visited*
FUB	Dagmar Atz	MA	Israel
	Julia Kremer	MA	Israel
	Erica Scatizza	MA	Israel
	Julian Kaser	MA	Israel
	Manuela Ortler	MA	Israel
	Michaela Rinner	MA	Israel
	Verena Massl	MA	Israel
BGU	Julia Shein	PhD	Russia, Moscow
	Yevgeni Knaifel	PhD	Russia, Moscow
	Eva Kanter	MA	Russia, Moscow
	Maxim Khvorostianov	MA	Russia, Moscow
	Meriam Hajhouri	PhD	Italy, Bozen
	Hagar Chaki,	PhD	Italy, Bozen
	Oz Phepherberg	MA	Italy, Bozen
SAP	Rita Gorobski	BA	Italy, Bozen
	Merav Zvulun	BA	Italy, Bozen
	Shay Lindman	BA	Italy, Bozen
	Tamar Kamrat	BA	Italy, Bozen
	Sivan Ayash	BA	Italy, Bozen
	Alin Naor	BA	Italy, Bozen
	Inbal Azulay	BA	Italy, Bozen
	Maayan Meyer	BA	Italy, Bozen
	Yael Malka	BA	Italy, Bozen
MGOU	Oleg Minakov	PhD	Israel
	Vladimir Bogatov	PhD	Israel
	Natalya Ignatova	MA	Israel
	Taisiya Kutkovich	BA	Israel
	Ekaterina Pavlova	BA	Israel
	Dmitriy Levashov	BA	Israel
	Oxana Smirnova	BA	Israel
DSTU	Elena Nekrasova	MA	Israel
	Lubov Lyakina	BA	Israel
	Mrina Abashina	MA	Israel

Institution	*First and Last Name*	*Level*	*Place visited*
HUJI	Chen Chansav	MA	Italy, Bozen
	Lee Hacohen	MA	Italy, Bozen
	Avital Polosetsky	MA	Italy, Bozen
	Yan Serdtse	PhD	Russia, Moscow
	Natalie Ulitsa	PhD	Russia, Moscow
	Yael Ponizovsky	PhD	Russia, Moscow
	Ruthi Senesh	PhD	Russia, Moscow
	Ibtisam Marii Sarwan	PhD	Russia, Moscow
	Adi Esther Granot	MA	Italy, Bozen
	Esther Matityahu	MA	Italy, Bozen
	Moshe Pinchasov	MA	Italy, Bozen
	Adir Shor	MA	Italy, Bozen
UHI	Carolin Jaenisch	PhD	Israel
TCD	Derina Johnson	PhD	Israel
	Sadhbh Byrne	PhD	Israel
	Susan Kent	PhD	Israel
BGU	Adi Cohen	MA	Ireland, Dublin
	Einav Lapid	PhD	Ireland, Dublin
	Yael Leshem	MA	Ireland, Dublin
SAP	Sivan Grinbaum	BA	Ireland, Dublin
	Maya Shkedi	BA	Ireland, Dublin
	Idit Yaalon	BA	Ireland, Dublin
MGOU	AnnaKustova	BA	Ireland, Dublin
	Irina Galasyuk	PhD	Ireland, Dublin
DSTU	Maria Seninets	MA	Ireland, Dublin
	Yulia Rudaya	MA	Ireland, Dublin
	Yulia Markaryan	PhD	Ireland, Dublin
HUJI	Edna Shimoni	PhD	Ireland, Dublin
	Nir Landa	MA	Ireland, Dublin
	Galit Meir	MA	Ireland, Dublin
UHI	Jaenisch Caroline	MA	Ireland, Dublin
	Jarmila- Maack Linda	MA	Ireland, Dublin
	Pappert Esther	MA	Ireland, Dublin
TCD	Derina Johnson	PhD	Ireland, Dublin
	Sadhbh Byrne	PhD	Ireland, Dublin
	Susan Kent	PhD	Ireland, Dublin

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The purpose of this book is to encourage academicians and practitioners to expand the international perspective on children's and adolescents' welfare. It is the fruit of international collaboration between researchers and students from Germany, Russia, Italy, Ireland, and Israel in a European Union - funded Tempus project.

The book:

- Describes the objective of the project and its development and implementation.
- Provides practical guidelines for developing and implementing similar projects.
- Specifies the curricula of seven international courses that were developed and taught in the course of the project on ethics, policy, practice, and research.
- Presents models for international student exchanges that were implemented, together with the reflections of students and staff on these exchanges.

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