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WELCOME

Dear Colleagues and Friends,

On behalf of the TASW, I would like to welcome you to the 3rd ENSACT Joint European Conference, in Istanbul Turkey.

Turkish Association of Social Workers, founded in 1988 in Ankara, is the professional organization for social workers in Turkey. It has 19 branches throughout the country. The Association follows social policies conducted by public and private sector, practices and laws in social service areas (Children and young people, women, elderly, disabled). It takes an active role in solving problems encountered in practice and the development of social policies. The Association has organized many educational conferences and congresses in the field of Social Services. Finally, it has organized the 7th. National Congress of Social Services on 16-17 April 2011

The theme of the 3rd ENSACT European Conference has been determined as "**Social Action in Europe: Towards inclusive policies and practices...**" In recent years, we have been experiencing an era in which the new rightist policies in Europe restrict the social rights of all citizens and where poverty and deprivations are increasing rapidly.

I hope that cooperation at national and international levels will be possible to develop by creating social policies and practices produced in European countries in a framework which covers all citizens equally and discussing by the conference participants of the solutions and implementation of humanitarian services on the basis of human rights.

We are greatly honored to host the 3rd ENSACT Joint European Conference this year in Istanbul, the cradle of history, culture and art, joining continents. We hope that you enjoy attending this fruitful event and have a pleasant stay in Istanbul.

Welcome to 3rd ENSACT Joint European Conference Istanbul.

Murat ALTUĞİL

President of

Turkish Association of Social Workers

Dear Conference Participants;

Welcome to the 3rd Conference of the European Network of Social Action, ENSACT. ENSACT is a joint initiative of:

- EASSW: the European Association of Schools of Social Work
- FSEET: Formation d'Éducateurs Sociaux Européens/European Social Educator Training
- IFSW: the International Federation of Social Workers European Region
- ICSW: the International Council on Social Welfare European Region
- FICE: the Fédération Internationale des Communauté Éducatives

ENSACT is an umbrella network for the social domain in Europe and it embraces representatives of professional associations, faculties/schools of social work and social pedagogy, and national councils of social provision and welfare. It includes social professionals, lecturers, researchers, policy-makers and social service providers in Europe.

Conference Theme

The theme of the third conference is *Social Action in Europe: Towards Inclusive Policy and Practice*. Inclusive policies are those policies that ensure democracy by making education, training and housing accessible to all and by providing additional resources for those who need them. Inclusive policies in the European context are those that facilitate the ability of disadvantaged social groups to exercise their rights independent of age, gender, sexual orientation, disability and ethnic belonging. During the conference this theme will be developed by distinguished keynote speakers and then further elaborated in symposia and workshops that will explore the effects of the current trends on social theory, practice, policy and education. Conference symposia, workshops and poster presentations will allow for a variety of exchanges on issues associated with the seven overarching sub-themes and will pose the question 'what type of policies and practice need to be developed to improve the life chances of vulnerable people?'

Given this overall theme we identified seven sub themes.

1. Inclusive Policies and Practices

Inclusive policies and practices are those that promote equal rights and efforts to eliminate injustice for everyone. Special focus within this sub-theme will be on women who are exposed to violence and oppression in various contexts; vulnerable children and their rights to education, care and to have their voice heard, oppression and persecution due to sexual orientation; the right to religious freedom and inclusive faith-based practice.

2. Human Rights, Ethics and Dilemmas in Social Action

Social work is a human rights-based profession. Social workers accept the universal UN-Convention on Human Rights and rely on the professional code of ethics in which the solidarity and dignity of all people play a crucial role. This sub-theme aims to examine and explore examples of how this is put into practice, as well as those issues and practices that challenge the code of ethics and create dilemmas in the implementation of human rights based and ethical social professional work.

3. Sustainable Development and Social Action

Environmental issues, such as Global warming, fuelled by unscrupulous economic forces do not only affect the physical but also the social environment. Socio-economic and environmental problems in one country are connected to worldwide patterns of cause and effect.

4. Disability and Inclusion

The Convention of the Rights of Persons with Disabilities is drawing increasing attention to the situation of disabled persons and their right to fundamental freedom. People with disabilities must be enabled to participate in education, employment and social life. Inclusive policy and social action are often confronted with attitudes and approaches that need to change. Under this sub-theme we will look at how inclusive policy and practice has been developed and implemented in different countries and how barriers can and must be challenged.

5. Social Professional Work in (Mental) Health Care Settings and Promoting Well-Being

Social work professionals have developed different approaches concerning physical and mental health and well-being in different social policy contexts. There are various practices that contribute to user's well-being and respect patient's rights in medical settings such as hospitals and health care centres. Under this sub-theme we will be examining examples of innovative practice, preventative and interdisciplinary work between social professionals, managers, medical staff and volunteers.

6. Migration and Discrimination

Migration is a Global phenomenon and states are affected by both emigration and immigration. The economic crisis in European Union member states has raised the risk of unemployment, poverty and marginalization of minority ethnic groups. Transnational relations imply a new kind of internationalism but tendencies towards discrimination and segregation are visible all over Europe. We aim in this sub-theme to reflect on strategies that avoid the exclusion of immigrants and minority groups and on how to promote their rights and inclusion in society.

7. Elderly People

There are a growing number of elderly people in our European populations... Elders can be conceptualised either as a resource or a burden upon their communities and society and we need to seek ways to utilize the resources that elderly citizens provide. Under this sub-theme we seek examples and discussion on how to further develop innovative methods and services to enable elders to live an active life through participation in society and to support participation in society when elderly people also have additional care needs.

During this conference, we will also highlight the contribution of the respective members of Ensact. Therefore each association has adopted a sub theme to be discussed at the symposia on Thursday morning. These symposia are meant for the associations' members, but can also be attended by others with an interest in the topic.

Organizing a conference of such size and importance is not possible without the help of many sponsors and exhibitors, and therefore we would like to express our gratitude for the support of the Turkish government, the city of Istanbul, the Turkish association of social work and the Turkish schools of social work and to all members of the Programme and Steering Committee, and all others who dedicated their time and energy to make this conference successful.

We wish you all a pleasant stay in Istanbul, with a lot of inspiring discussions, debates, thoughts and contacts.

NOI REVERDA

ENSACT President

Peter HENDRIKS

Chair of Programme Committee

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- Nol Reverda, **President of European Network for Social Action (ENSACT).**
- Murat Altuğgil, **President of Turkish Association of Social Workers (TASW)**
- Hakan Acar, **Member of Executive of Turkish Association of Social Workers (TASW)**
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General Programme

HOUR	16 April 2013, Tuesday	17 April 2013, Wednesday	18 April 2013, Thursday	19 April 2013, Friday	
08:00 - 17:30			REGISTRATION		
08:30 - 10:00		REGISTRATION	SYMPOSIA OF THE ENSACT ASSOCIATIONS	PRESENTATIONS	
10:00 - 10:30			COFFEE BREAK		
10:30 - 10:45		OPENING CEREMONY of ENSACT Welcome Speeches by: <i>NOL REVERDA (President of ENSACT)</i> <i>MURAT ALTUĞGİL (President of TASW)</i> <i>MRS. FATMA ŞAHİN (Minister of Family & Social Policies, Republic of Turkey)</i>	SYMPOSIA		
10:45 - 11:00				COFFEE BREAK	
11:00 - 11:15					PRESENTATIONS
11:15 - 11:30		CULTURAL SHOW			
11:30 - 11:45		COFFEE BREAK			
11:45 - 12:00		Keynote Speaker 1 : Thomas Hammarberg		LUNCH	
12:00 - 12:20		Keynote Speaker 2 : Dr. Ertan Kahramanoğlu			
12:20 - 12:40		Keynote Speaker 3 : Prof. Dr. S. Sevda Uluğtekin			
12:40 - 13:00		LUNCH	LUNCH	Keynote Speaker 5 : Régis Brillat	
13:00 - 13:20				CLOSING CEREMONY <i>Reflection by Murat Altuğgil</i> <i>Speech by Nol Reverda</i>	
13:30 - 14:00		Keynote Speaker 4 : Morten Kjaerum	PRESENTATIONS		
14:00 - 14:20					
14:20 - 14:30		PRESENTATIONS			
14:30 - 15:30	REGISTRATION		COFFEE BREAK		
15:30 - 16:00		COFFEE BREAK			
16:00 - 16:30		PRESENTATIONS	PRESENTATIONS		
16:30 - 18:00					
18:00 - 18:30		GENERAL ASSEMBLY EASSW GENERAL ASSEMBLY ICSW	FREE TIME		
18:30 - 19:00	WELCOME RECEPTION		CULTURAL DINNER (On the Cruise) 18:30 - 23:00		
19:00 - 19:30					

Detailed Programme

HOUR	BALL ROOM 1	BALL ROOM 2	TURKUVAZ HALL	OPAL HALL	YAKUT HALL	SAFİR HALL	ZÜMRÜT HALL	TOPAZ HALL	AKİK HALL
17 April 2013, Wednesday									
10:30	Opening Ceremony								
11:45	Keynote Speakers								
14:00	Keynote Speaker								
14:20	W1	W2	W3	W4	W5	W6	W7	W46	
16:30	S2	S3	W8	W9	W10	W11	W12	W13	
18:00	General Assembly EASSW					General Assembly ICSW			
18 April 2013, Thursday									
08:30	Symposia of the ENSACT Associations								
	EASSW	FESET	IFSW	ICSW	FICE - EUROPE	TASW - DBSH			
14:00	S4	S5	W16	W17	W18	W19	W20	W21	W22
16:00	S6	W23	W24	W25	W26	W14	W28	W29	W47
19 April 2013, Friday									
08:30	W30	W31	W32	W33	W34	W35	W36	W48	W49
10:30	W37	W38	W27	W40	W41	W42	W43	W44	W45
13:30	Keynote Speakers								
14:00	Reflections of Ensact Presidents								
14:45	Closing Ceremony								

- Inclusive Policies and Practices
- Human Rights, Ethics and Dilemmas in Social Action
- Sustainable Development And Social Action
- Disability And Inclusion
- Social Professional Work In (Mental) Health Care And Well-Being
- Migration And Discrimination
- Elderly People

SYMPOSIUM

18 April 2013, Thursday / 08:30 – 12:30

EASSW Sustainable Development & Social Action	FESET Ethics in progress. From teaching to practice	IFSW Human Rights Theory & Practice for Social Workers	ICSW Migration & Inclusive Policies	FICE Disability & inclusion – from integration to diversity	TASW-DBSH Family & Child Services in Turkey
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Symposium EASSW

Sustainable Development and Social Action – The Role of Social Work Education

Chair Günter J.Friesenhahn, Vice President EASSW

Key words: *Inclusive Policy, Social Justice, Social Change, Political strategies, Approaches and Sustainable Development , Global Agenda for Social Work and Social Development*

Social Work Education is an essential contribution for the development of knowledge, skills, values and competencies social work practitioners need in their daily work to deliver good services. Social work education is linked both with field work and with research and it is embedded in a context which is more and more driven by global forces. Because of the involvement in different welfare regimes social work will present itself as a heterogeneous profession and discipline, however confronted with similar challenges in European countries and beyond.

Doubtless, we are confronted with ecological devastation and global economic crises. We must recognize the relation between the crises and the social development and we have to take into account that issues like climate change, natural disasters are creating not just ecological but also social problems. We should have a look at possibilities for a transition to a sustainable society that touches all dimensions of our lives and what social work can contribute to this demand.

Given the commitment of the profession to social justice and human rights, social workers are particularly concerned with the vulnerable and excluded groups. Sustainable development concerns e.g. the structure of welfare arrangements, aging societies, justice between generation, social policy, migration, and concepts of well-being and capability building. In the >Global Agenda for Social Work and Social Development is stated: We commit ourselves to supporting and enabling structures and systems that positively address the root causes of oppression and inequality.

There is still the hope that through critical discourses social work education is able to strengthen social work practice. However, social work must also, on critical self-reflection, acknowledge that it is not politically strong

This leads to the following questions:

- How do social policies and social work contribute to sustainable social development and the protection of the physical and social environment?
- What are examples of proactive engagement with social, human and sustainable development?
- How we take into account the fact that the resource base and the infrastructure is vastly different between countries?
- Is the concept of sustainable social development already in the core of social work concepts and social work education?
- How and what to teach?: implication for a qualifying curriculum
- Are there apart from social work discourses relevant material and examples available?

Demographic change and social capital: Implications for social work education

Maja ROCAK, CESRT - Research centre social integration,

The aim of this presentation is to discuss the implications of demographic decline in relation to social capital and social work education. Whilst the world's population is growing a quarter of European regions are experiencing demographic decline. Demographic decline is broader than (just) ageing and shrinking. It also implies socio-economic decline observable in the areas faced with shrinking and ageing population. It is expected to become the norm rather than exception for European societies and is seen as one of the most relevant future developments which will have impact on society dynamics. This changing dynamics might imply creation of new excluded groups and new challenges for social workers. In this context of demographic decline and increasing requests from social capital, social workers must respond to changing needs of and challenges society is faced with. Role of social work becomes even more important as "solutions" for demographic decline are regularly placed in the social sphere. Boosting of the civil society, and social capital in particular as well as ICT developments are frequently mentioned as desired answers for the problems demographic decline might cause. However, alongside with many ordeals, demographic decline offers a possibility for innovation and change of paradigm: from growth to sustainability. This offers social workers a possibility to develop innovative strategies in their local context to deal with the challenges posed as well as use the opportunities offered by demographic decline. Proactive engagement of civil society and boosting social capital is crucial in this context. This presentation explores this demands as well as characteristics and capacity of social capital in the situation of demographic decline. In order to equip the social workers with knowledge and skills essential for dealing with this developments social work education needs to respond to trial of demographic decline and the issues related with it. This is essential for strengthening social work practice in the future situation characterised with demographic decline. Finally, some examples of dealing with demographic decline in the curriculum from Social Work Faculty in Sittard will be explored.

Keywords: Demographic, Decline Europe Social Capital, Social Work Education, Case study

Italian social workers: lost in the field?

Annamaria CAMPANINI, Sociology and Social Research - Sociology and Social Research,

A sustainable development based on the enhancement of human rights and social justice is closely related to the social policies that are regulating these aspects in a country, but also to the way in which social workers can influence social policy formulation and its implementation in the community. The involvement of social workers in this type of activity has been termed "policy practice" and it refers to activities carried out by social workers as an integral part of their professional work. This presentation will briefly define this concept and will analyze, with a historical perspective, the Italian situation in relation to the commitment of social workers in defending and enhancing these values. After some flash related to the past, we will analyze the current situation where, despite these important transformations in social services, in the last decades social workers have failed to position themselves as a collective subject capable of formulating proposals at a political level or to react to the policies of the right-wing government that undermined the basis of social justice (see the law for immigrants). We will present some results deriving from national research carried out with funding from the Italian Ministry of Education, Universities and Research, through both phone interviews to 1000s of SW and 40 in-depth interviews to long standing managers of social services in relation to a political sensitivity of social workers towards this topic. We will underline the role played by the National Register of Social Workers who made public statements against some laws considered in violation of social work principles, and we will present some reflections on the Italian situation in relation also to the lack of education and research connected with this topic. The presentation will conclude with some suggestions as how to strengthen policy practice competence in social work education and practice

Keywords: social work policy, practice competences, social work education Italy

International research collaboration for sustainable development: towards an understanding of effective collaboration processes and common theoretical frameworks

Gary SPOLANDER, Coventry University - Social, Therapeutic and Community,
Lambert ENGELBRECHT, Stellenbosch University - Department of Social Work,
Linda MARTIN, Health and Life Sciences - Social, Therapeutic and Community,
Marianne STRYDOM, Stellenbosch University - Department of Social Work,

Developing international research collaboration and perspectives are important in sustainable development, particularly in understanding of the impact of globalisation on the public health of vulnerable people and professions such as social work. This presentation focuses on the importance of developing good collaborative processes and common theoretical frameworks for international research collaboration on issues of sustainable development. A case study will be presented and has been developed from a Marie Currie-EU-FP7-project, with the aim to fund and support international research and staff exchange. The project is seeking to explore the impact of neoliberalism as a dominant global economic model on social work practice and vulnerable population groups. The consortium partners are wide-ranging geographically and in experience (Finland, India, Italy, South Africa, Russia and the U.K). The range in expertise provided the catalyst to combine different knowledge, values and skills, and draw together best practices based on varied theoretical, ideological and socio-political frameworks. This diversity in background and different models of practice make these partners ideal for effective knowledge sharing and the development of new, innovative global social work best practice models in order to enhance sustainable development in different contexts. The paper reflects on the experience of the project process to date, highlighting the challenges, specifically in the early stages, of managing both the achievement of project outcomes and processes. A five stage framework (Gardner et al., 2012) was used, suggesting the development of a shared language for the project, determining topic interests, understanding both personality and research inventories, and implementing robust communication tools. Collaborative Knowledge Building (CKB) (Singh et al., 2007; Stahl, 2000) was furthermore employed, addressing the inherent problems of partner researchers to move from an individual understanding to a group understanding of the topic. The main challenge and key part of the process is that by developing skills and working collaboratively a shared understanding can emerge which will in turn impact on the individual's understanding of the research topic and international research perspectives. Building knowledge and understanding within international social work research collaboration on issues of sustainable development therefore requires a focus on development, collaboration processes and research outcomes.

Keywords: International research collaboration, Collaboration processes and common theoretical frameworks, Sustainable development

Paving lip - service: The integration of environmental awareness within constructions of social work education.”

Gordon VINCENTI, PSH VIA University College - Social Work,

This presentation will present a critical look at the integration of environmental awareness and consequences of ecological trends disasters within Danish constructions of Social Work education and practice. This paper will argue that while Danish Social Work education and practice pays lip-service to environmental issues and the consequences of ecological change, no real effort has been made to question the dominant discourse of Social Work and the dominant discourses of Social Work education. That no real effort has been made to integrate and re-construct understandings of Social Work and address environmental issues and challenges. Examining the location of Social Work in Denmark and the principles behind Social Work education the paper will argue that neither sustainable development nor an inclusion of social environmental issues are present within Danish Social Work and Social Work education. The paper will argue that the dominant understanding of social life in a Danish context is re-stricted and limited by the location of Social Work within the Public Sector and by the dominant academic discussions of Social Work that exclude including environmental awareness and the consequences of environmental challenges on the life's of citizens. One consequence of the dominant location of Social Work within the Public Sector is that environmental issues are located outside the domain of Social Work and at best something Danish Social Work pays lip-service to. The paper will argue that a radical deconstruction and reconstruction of the Social Work will be necessary if environmental issues are to be mainstreamed within Social Work in Denmark. The paper will discuss if Schools of Social Work can play a role in this process of critical deconstruction and reconstruction and in what way.

Keywords: Sustainable development, Environmental change, Social Work Education Denmark, Radical wake-up

Reconceptualising social work in southern Europe; from mainstream professionalism to political action.

Vasilios IOAKIMIDIS, Vasilios Ioakimidis - School of Applied Social Sciences,

What was initially described as a peripheral banking sector crisis in 2009, by now has been escalated to an unprecedented crisis of the capitalists system of production across Europe. In Southern Europe, most notably, states found themselves trapped in a deep recession, unable to utilize traditional macro-economic measures for recovery due to the inflexibility of the Eurozone and dependence of the financial and economic character of the EU. These countries, in an effort to restore competitiveness of production, adopted stringent neoliberal measures; so harsh the even some neoliberal economists describe as crude experimentation. Social Work in these countries has been affected in a manner unparalleled in the history of the profession. Even though, the “care and control” dichotomy and the uneasy co-existence of progressive and enormously oppressive practices is not an unknown reality is the history of social work, now more than ever these pressing dilemmas loom over theory and practice of the profession. The absolute collapse of the, already limited, ‘welfare state’ means that the context within which social work operated for decades is now inexistent. Most importantly, as poverty increased dramatically social work practice orthodoxy offers no solutions. Many social workers themselves experience working and life conditions similar to those of service users rather than enjoying the comfort of middle class boundaries, which nurtured and shaped the official profession for decades. Under these awe-inspiring circumstances, many social workers in southern Europe have engaged with a process of social work “reconceptualization”. This involves challenging of the dominant orthodoxies of the past and most importantly searching for new paradigms in practice and theory. In the epicenter of these processes one can find the re-politicization of social workers and the connection of social work practice with popular movements. Even though social work reconceptualization is at a very early stage and should not be exaggerated, the undisputable reality is that never before social workers in southern Europe have questioned the validity of the profession’s official knowledgebase at a similar scale before.

Keywords: reconceptualisation crisis, Europe radical action

A sustainable and social management as a key for an inclusive society

Armin SCHNEIDER, Social sciences - Institut for research and lifelong learning,

Social Action and social work is not only a topic of individuals. In the topic of inclusion we can discover, that inclusion and exclusion is most ruled by organisations, systems and its management. Finally the social environment is not a passive object that suffers from political and economic decisions or crises. In social work and in our societies we have to discover the resources of (social) organisations and have to frame and use them in a way that is good for the future of our European societies. An origin Turkish proverb says “a fish rots from the head down”. In the case of organisations of social work and social services this means, that only if the management and leadership functions behave, act and work in a sustainable and social way, the staff could also work properly in this direction. Sustainable thinking and working is more than a so called “green washing”, it means thinking and working for now, for others and for the future and it includes ethical, social and economic attitudes. In my presentation I will show the theoretical base and the practical tools for such a sustainable and social management. I like to prove this with findings from research in non-profit-organisations. Sustainable and social management needs new and other competences of leaders, managers and even the staff. Results and effects of non-profit-organisations show that a proper management and leadership in the kind of sustainable, ethic and social way could lead to better outcomes and could be exemplary for other organisations, corporates and systems. Sustainable management and leadership are keys for an inclusive society and an economy that serves all people.

Keywords: management sustainability social and sustainable management, social and sustainable leadership, inclusive society

Symposium FESET

"Ethics in progress. From teaching to practice"

The title is meant as a general concept to cover a lot of different subjects and topics which are typical for the activities conducted by the members of ESEP (see <http://www.feset.org> to find more information about ESEP)

Therefore the following subtitle is in that sense more precise:

"Developing the ethical practitioner: professional wisdom, moral expertise and ethics work."

This symposium will explore in depth the key concepts of professional wisdom, moral expertise and ethics work. It will also explore exercises for developing ethical sensitivity and reflection amongst students and practitioners and thus reassuring the link between theory and practice, between teaching and profession.

While many textbooks on professional ethics focus on articulating ethical principles, tackling ethical dilemmas and difficult decision-making, less attention is paid to the ethical dimensions of everyday practice, the qualities of character of the practitioner and the kind of moral expertise required for ethical practice.

Professional wisdom - Drawing on moral philosophical theory, Richard Anthone and François Gillet will discuss the Aristotelian and Socratic concept of practical wisdom (phronésis) in professional life

Moral expertise - Drawing on empirical research with 50 social workers in Holland, researchers from the Hogeschool Utrecht will discuss what is the nature of moral expertise and how social workers manifest and develop moral expertise in their professional practice.

*Ethics work - Drawing on cases contributed to the book, **Practising social work ethics around the world**, Sarah Banks will elaborate upon the concept of 'ethics work' - the effort people put in to seeing ethical aspects of situations, developing themselves as good practitioners, working out the right course of action and justifying who they are and what they have done.*

Moral education - Exercises and group work for developing moral competence with students and practitioners.

Contributors are:

- Sarah Banks (Durham University)
- Kirsten Nohr (University college Amsterdam)
- Ed de Jonge (University college Utrecht)
- François Gillet (Haute école de Bruxelles)
- Richard Anthone (University college Antwerp)

Ethics in progress. From teaching to practice.

Richard ANTHONÉ, SAW - Applied Social Studies,

"Developing the ethical practitioner: professional wisdom, moral expertise and ethics work This symposium will explore in depth the key concepts of professional wisdom, moral expertise and ethics work. It will also explore exercises for developing ethical sensitivity and reflection amongst students and practitioners and thus reassuring the link between theory and practice, between teaching and profession. While many textbooks on professional ethics focus on articulating ethical principles, tackling ethical dilemmas and difficult decision-making, less attention is paid to the ethical dimensions of everyday practice, the qualities of character of the practitioner and the kind of moral expertise required for ethical practice. Professional wisdom - Drawing on moral philosophical theory, Richard Anthone and François Gillet will discuss the Aristotelian and Socratic concept of practical wisdom (phronésis) in professional life Moral expertise - Drawing on empirical research with 50 social workers in Holland, researchers from the Hogeschool Utrecht will discuss what is the nature of moral expertise and how social workers manifest and develop moral expertise in their professional practice. Ethics work - Drawing on cases contributed to the book, Practising social work ethics around the world, Sarah Banks will elaborate upon the concept of 'ethics work' - the effort people put in to seeing ethical aspects of situations, developing themselves as good practitioners, working out the right course of action and justifying who they are and what they have done. Moral education - Exercises and groupwork for developing moral competence with students and practitioners. Kirsten Nohr, Richard Anthone, etc."

Keywords: professional ethics, moral wisdom, moral expertise, moral competence, ethics teaching

Symposium IFSW

Human Rights Theory and Practice for Social Workers

Each day new violations of the rights contained in the Universal Declaration of Human Rights and in the International Covenants appear and remain unfulfilled to several degrees, not only regarding economic, social and cultural rights but as well for civil and political rights.

This Symposium will be an excellent opportunity to bring more (theoretical and practical) information about the resources (organizational, institutional, documentarily) concerning Human Rights application to Social Work practice as a basic value of the professional Ethics of Social Work.

The methodology of the Symposium will bring more visibility to the experiences with a “best approach” also in view to improve professional competences and mutual support to prevent future violations of Human Rights on users and practitioners alike.

The participants (practitioners, teachers, students and researchers) are invited to bring their contributions to reinforce the IFSW European Region Human Rights Network as an emergence, recovering conscience and recognizing that the non-implementation of an universally accepted right can be equated to the violation of such a right.

Part I (1,5h)

- Theory of human rights with a focus on a short history of human rights and the connection with Social Work practice and ethic (20 m)
- Theory of human rights with a focus on the human rights instruments (convention) and the complain mechanism (20m)

- Debate/questions

Part II (1,5h)

- Human rights practice, (we would need 3-5 specific cases to work in smaller groups, that we are looking among the participants of our last WS at Stockholm Conference July 2012)
- Bringing together the experience - "best approach" (and for the specific cases we will collect among our HR/ SW network)
- Conclusions/ proposals to IFSW European Region Human Rights Network (next steps)

Symposium ICSW

Migration and Inclusive Policies

Migration is a global increasing phenomenon with movements of immigrants and emigrants within and between countries. In the European context we can see how the economic crises manifest itself as increasing unemployment, poverty and marginalization influencing both migration flows and receiving states policies. Immigration into Europe has increased and there is also migration between different countries inside Europe. A tendency today is emigration from countries in South and East Europe to North Europe. People leave their country in hope for work and a better life.

In this symposium we will deepen discussions on policies and barriers for inclusion of immigrants in the new societies. In the first part we emphasize discussions on what are necessary conditions for inclusion in labor market, education and housing. What policies are necessary to give immigrants basic security? What are the barriers for young people to be included in the school-system, labor market and leisure time activities? What are the forces to combat segregation in housing?

The second part will deal with inclusion of immigrants in civil society. How is civil society as trade unions, political parties, ethnic and religious associations acting? How are immigrants invited to take part in democratic life? And what role will social movements play – are they bridging between the groups of people or are they bonding with isolation between different groups?

The discussions on the symposium will be opened by experts from different fields giving their views on challenges and possibilities for developing fair policies and activities.

Looking for spatial and contextual dimensions in constructing lived citizenship

Helene JACOBSON PETERSSON, Linnaeus University - School of Social Work,

This paper concerns social participation in the Swedish welfare state among young people from ethnic minorities, the opportunities open to them and the constraints they face. It focuses on the interplay between structural social conditions related to social exclusion and subjective experiences in everyday life among these young people. The theoretical framework is based on social citizenship, paying special attention to the subjective perspective in terms of lived citizenship developed and emphasized by Ruth Lister (2003, 2007). The aim is to study how experiences of social citizenship are manifested in everyday life, and how young women and men from ethnic minorities create opportunities and overcome obstacles. How can experiences of social citizenship be understood and how do such experiences become driving forces in constructing lived citizenship? It addresses the issue of how they construct lived citizenship in a medium-sized Swedish town. Drawing on the empirical material from an interview study the aim is to reveal strategies for taking advantages of opportunities and for overcoming constraints in everyday life. Analytical concepts of lived citizenship and positionality have been used to gain an in-depth understanding of young people's agency understood as strategies to avoid social exclusion caused by ethnic discrimination and to promote their social rights and inclusion in society. The study points out how strategies for establishing friendships and social relationships and getting employment intersect with gender, ethnicity, age and period of residence in Sweden.

Keywords: ethnicity gender intersectionality constructing lived citizenship youth in Sweden

Working poor - extreme wage competition and possible reduction/promotion of poverty

Adam JOHANSEN, Faculty of Social Science and Pedagogy - Dept. of Social Work,
Henning HANSEN, Faculty of Social Science and Pedagogy - Dept. of Social Work,

Abstract: Working Poor – extreme wage competition and possible reduction/promotion of poverty and of social exclusion
This presentation synthesizes empirical and theoretical contributions of a European ICSW-seminar, with participants from 8 European countries, Oct. '12 in CPH/DK. Working Poor is a growing problem in Europe, demanding Inclusive Policies from governments and welfare state models, as well as challenging perspective of trade unions. European governments do not prevent the growth of Working Poor, nor do they guaranty Working Poor Equal Rights. Countries such as Bulgaria suffer from Emigration to other parts of Europe and to USA. The Emigration drains such countries from able labor power and when employed in another country often creates Working Poor there. As Immigrants they are low paid and are often victims of deception. The Working Poor send remittances to their relatives in Bulgaria, thereby reducing Extreme Poverty in their home country, but on unsecure conditions. In countries like Poland remittances might even relieve families of relative poverty, but still not by persistent means. A limitation of Working Poor demands European and international solutions, the IMF encouraging cutting state support. This combination illustrates a point from a theoretical model separating the concept of Working Poor from Poverty, because Working Poor might be relatively poor in the country they work, and at the same time freeing their family from absolute poverty in their homeland. In countries such as Germany the state supplies low wage incomes with social benefits (Harz IV). This means that the state facilitates low paid work and Working Poor. States such as Germany reduces Family Income Poverty by supplying low wages with social benefits and – at the same time - make trade unions superfluous, because the state itself guarantees a minimum wage. Solutions might seem simple, e. g. to introduce minimum wages, but by trade unions or by the state? In some European countries it seems very difficult to ask for improvements concerning dynamics of Working Poor, and in all countries the balance of trade union and state interventions will have different outcomes. These differences and consequences will be considered in the presentation.

Keywords: Working Poor Poverty, Inclusive Policies, Equal Rights, Migration

Symposium FICE-Europe

Disability and inclusion – from integration to diversity

Statement in the programme announcement of the conference: "The Convention of the Rights of Persons with Disabilities is drawing increasing attention to the situation of disabled persons and their right to fundamental freedom. People with disabilities must be enabled to participate in education, employment and social life. Inclusive policies and social action are often confronted with attitudes and approaches that need to change. Under this sub-theme we will look at how inclusive policies and practices have been developed and implemented in different countries and how barriers can and must be challenged."

The symposium gives insights on the implementation of the Convention on the Rights of Persons with Disabilities adopted by the United Nations (13.12.2006) in the frame of social work. We will focus on professional practices, measures and actions taken as well as recommendations, standards and positions which are in line with the principles or spirit of this convention.

Starting point of our reflections will be several presentations, position papers and results of conferences and congresses held in different countries in Europe.

The implementation of the Convention as seen and evaluated by the people directly involved and concerned, respectively their NGO's and umbrella organizations (such as e.g. The European Disability Forum <http://www.edf-fepb.org/>), professional associations (Internationale Gesellschaft heilpädagogischer Berufts- und Fachverbände, <http://bhponline.de/html/1440-intzusarbeit.php>) et al.

1. The implementation of the Convention in Turkey (ratified in Turkey 28.9.2009) from the perspective of organisations and professional associations.
2. The specific challenges given in the area of (residential and ambulatory) child and youth care services and homes: especially the idea of a „big solution“ that promotes that all services shall be united under the responsibility of child and youth welfare (this idea is a position developed by German FICE-Section "GFH" (www.igfh.de) and AFET (http://www.afet-ev.de/aktuell/AFET_intern/2011/2011-09-Grosse-Loesung.php)
3. An overview on the situation in different countries (Austria, Luxembourg and others) as reported by FICE national sections or other actors.
4. Results of a participants survey on the comprehensions and experiences with "inclusion" and "diversity" practices made by professionals gathered at the AIEI's world congress "All together" in Luxembourg (2nd – 5th april 2013) (www.worldcongress.lu)

The results of the symposium in Istanbul will be considered in the preparatory work for the FICE-International world congress in Bern (Switzerland) later this year (<http://www.fice-congress2013.ch>). The congress held under the theme of "Ways Toward Inclusion – A Challenge for All of Us!" will focus on aims and concepts of inclusion and the challenges from both professional and social points of view.

Many abstracts of presentations given at the ENSACT-Congress deal on "inclusion", "inclusive practices" and "policies for inclusion and/or diversity". All authors of these are welcomed to contribute to this symposium and to participate in the debate.

FICE Europa, Roland Stubi, Bettina Terp, Charel Schmit

SYMPOSIUM TASW (Turkish Association of Social Workers) & DBSH (Deutscher Berufsverband für Soziale Arbeit)

“Family and Child Services in Turkey”

Family and child services has an important place in Turkish social services system. Since Turkey has a young population and family is the main supportive system against the social problems, this area is becoming more important. It can be seen that family and child services are structured in a separated manner. For this reason, it should be discussed whether the current services are able to meet the certain needs in Turkey or not. In this symposium, two topics will be discussed.

Chairmen for both of the sessions will be **MURAT ALTUĞİL, President of TASW**

- The first session is planned to focus on Turkish child protection system. In this regard, a responsible person from Ministry of Family and Social Policy, a professional who has worked in this field for a long period and a social worker who has worked on legal aspects of child protection is going to take place in the session. With the discussions, we aim to evaluate the current policy and practices in the field of family and child welfare.

AHMET ZAHTEROĞLU, Undersecretary, Ministry of Family and Social Politics

BÜLENT İLİK, Lecturer at Başkent University Health Sciences Faculty, Department of Social Work

NECDET ÜNÜVAR, Deputy of Adana and Chairman of TBMM (Grand National Assembly of Turkey) Health, Family, Labor and Social Affairs Expertise Committee

HEIDI BAUER-FELBEL, DBSH

- Second session is planned to focus on discussion of family and child services which are provided by local administrations. In this regard, it is aimed to evaluate the current practices with a critical point of view and discuss the recommendations by local officials who has already been active and known with their contributions on the field.

MUSTAFA SARIGÜL, Mayor of Şişli Municipality

NEZZAT DOĞAN, Mayor of Izmit Municipality

HAKAN TARTAN, Mayor of Konak

MICHAEL LEINENBACH, President of DBSH

It is believed that, this Symposium will be a platform to enable new insights and recommendations to recent family and child services and policies in Turkey.

ORAL PRESENTATIONS

1- INCLUSIVE POLICIES AND PRACTICES

**W1 Workshop Moderator: ANKE BEUCK
17 April 2013, Wednesday 14:20**

Is our society baking the same cake? Centrifugal tendencies in Lithuania

Violeta GEVORGIANIENE, Faculty of Philosophy - Social Work,
Laimute ZALIMIENE, Faculty of Philosophy - Social Work,

The research of attitudes in Lithuanian society reveals considerable differences related with the perception of the aims of the country, attitudes to government policies, migration processes, etc. Such differences are especially visible in different socio-economic groups and different areas of the small country. Why is it so? Statistical and research data reveals high inequality between the urban and rural population of Lithuania in most areas of life. This socio economic inequality may be considered as a substantial factor which causes fragmentation of the society resulting in low level of trust, weak common responsibility and civil participation. Differences in life quality may be analysed on macro and micro level. In general, they encompass wage differences, unequal access to medical services and education, unequal job opportunities, different housing facilities, irregular processes of social mobility, etc. The perceived social economic inequality in the society strengthens the emigration trends on the one hand and discriminatory attitudes towards minority groups and immigrants on the other. On the level of professional intervention the existing oppressive relations challenge social professionals, in particular, social workers, to look for the ways to enhance equal opportunities for individuals who live in poor socio economic situation, often caused by decisions (or lack of the ones) made on macro level. This is especially true for social workers working in rural areas. The presentation will be based on the comparison of social and economic differences in Lithuanian countryside and urban regions. The strategies of social workers to enhance opportunities for social participation of mostly excluded groups and to diminish differences in life quality of people living in rural and urban areas will be discussed.

Keywords: inequality, rural area, life quality, social worker differences

Online help, interdisciplinary approach

Veenkamp REMMELT, Inholland university of applied science - Social Work,
Astray ANDRES, Complutense University - Faculty of Social Work,
Wouters WINI, Thomas More - Social Work,

The Social Work – Virtual Campus (SW-VirCamp) aims to deliver online courses, information about international in-depth studies in social work for bachelor students and professional social workers. It is a platform for teachers, students and professional social workers interested in intercultural knowledge and research. The economic crisis in Europe affects also the educational system and claims for new solutions both within education but also in the field of social work practice. The Bologna process has been an important tool for developing a common framework for higher education. Despite of this many challenges are met when an European Consortium of Higher Education Institutions (HEI) offers and delivers online courses. SW-VirCamp is a well-established consortium that since 2005 has delivered online courses to European Social Work students. A portfolio of e-learning courses focusing on core issues of international comparative social work is offered, now also to students from Russia and Africa. SW-VirCamp is intending to become an interdisciplinary Virtual Campus to meet the needs for interdisciplinary competences in the social and health sector. A project to develop a course in 'online help', a theme with relevance for both sectors, is scheduled. Several initiatives in the field of Social Work in different countries in Europe and throughout the world have shown that online help is a possible new approach towards clients/patients. Some initiatives have already been evaluated, and in general one of the outcomes is that online contact emancipates clients, because they are in an online contact more in control of the situation in relation to their Social Worker or other professionals. This makes that this type of help includes more individuals/ target groups in our societies, and helps them to get access to needed sources. In the planned VirCamp project we want to map the field of Social Work and the Health sector in relation to the use of online help in Europe. Mapping the field is of great importance to get an overview of what is happening in this field, in relation to which target group, and with what tools. The results of this research will be presented at the congress.

Keywords: Online help, interdisciplinary, different target groups, Inclusive VirCamp

Voices of youth from Romanian residential care homes about risks that affect their care and education

Anca BEJENARU, Lucian Blaga University of Sibiu - Sociology and Social Work,

Under the influence of the dramatic images exposed by the media during the first years after 1989, many local and foreign researchers have focused their studies on identifying the risk factors to which children in Romanian care system are exposed and on how these factors may affect the children's development. The academic literature highlighted numerous risk factors by describing the institutional environment protection, evaluating the health conditions, measuring the physical and psychological development and testing their ability to form attachment to others and to socially adapt. A major shortcoming of these studies is that they are not, in fact, a reflection of the voice of the children in the care system. The present paper adopts a constructivist approach and present the results of an empirical study conducted on a sample of 44 young people from six Romanian public and private residential care homes, 6 of them with learning deficiencies. The main question for this study is what risks affect youth care, their social integration and their access to education? Narrative interview was used to give youth the opportunity to advocate their particular understanding of risks through exploring their individual and collective experiences. The results show that children in public residential care homes have significantly much more risk than children in private residential care homes. Standardization of care without taking into account individual needs and choices of young people, rigidity of rules, lack of educational counseling and orientation services, lack of positive models, negative imagine of institutions and of their residents, are the main concerns that affect young people from public residential care homes. In this context, private services may be examples of good practice for those public. The paper presents implications for research, social policy and practice.

Keywords: risk factors, residential care, youth voices, care education

Misconception and misuse of parental rights as a barrier to children's access to social protection

Mehmet AKÖZER, METU Faculty of Administrative Sciences - Statistics,
Ceyda DEDEOGLU, Bogazici University - Social Sciences/Psychology,

Placement of children by international law under the primary jurisdiction of their parents has allowed them to remain largely invisible as rights bearers. Parents' interest for family privacy and their prerogatives in directing the upbringing of their children have largely been misappropriated to dispute and restrict the extent of legitimate social action to protect children from abuse and neglect. This reflects the traditional view of children as "property" of their parents. Lack of legislation delimiting parental prerogatives vis-à-vis child rights and of social policy tools to protect children from parental violation of their rights is particularly harmful to the welfare of disadvantaged and vulnerable children. Their access to protection from physical and emotional harm, exploitation and abuse, and harmful social or economic factors, is blocked by a social, cultural and political mindset relinquishing them to the mercy of their parents or caretakers. The emphasis of social policy in many countries on the protection of family coincides with the need to secure for younger generations healthy environments of growth in love and attachment, one of the grounds of almost universal recognition of the family as a basic social unit. Such emphasis, however, should not imply unbounded parental rights over children, already disclaimed by the UN Child Rights Convention. Although the Convention remains ambiguous in terms of providing for the protection of children's rights also from their parents (Shmueli & Blecher-Prigat, 2011), there is a rising alternative conception that interprets parental rights as existing only insofar as the parent is indeed promoting the interests of the child (Brennan & Noggle, 1997). Basing on a literature survey on the misconception and misuse of parental rights as a barrier to children's access to social protection, this presentation will argue for an understanding of social action that values the public responsibility for every child's social protection over parental rights, and bring forth the need for legal frameworks improved to unequivocally delineate conditions for the suspension of parental rights.

Keywords: child rights, parental rights, social protection of children, Child Rights Convention, family

User involvement in social work education - experiences from UK and Scandinavia and future strategies

Askheim OLE PETER, Faculty of Health and Social Work
Heule CECILIA, School of Social Work
Beresford PETER, Shaping our Lives

The empowerment and involvement of service users are important goals for educational programmes in social work. Yet so far, the programmes only seem to have availed themselves of the resources that people with user experiences represent to a very limited extent. Even if it is unintended service users still often feel subordinated and disempowered in their meetings with the social services. In this presentation the experiences with two different strategies for promoting user involvement will be presented and discussed: 1) The British experiences where the educational institutions of social work since 2003 are obliged to involve service users and family carers actively in the implementation, practice and evaluation of social work programmes at all levels. 2) Experiences from the Scandinavian countries Sweden and Norway where some universities have organized integrated courses where internal social work students and persons with user experiences (external students) take part on equal terms. Sponsored by the two year EU-funded Leonardo programme "Transfer of Innovation", the international network PowerUs since January 2012 has gathered university teachers, researchers and service user representatives from the three countries Norway, Sweden and the UK. The main goal of the network is to develop and improve methods and opportunities for service user involvement in Social Work education in the three countries, and also to make contact with good practices in other European countries. The presentation will give an account of the network and argue for the importance of building alliances between users, practitioners and educators at the social work educational programmes and for networking for inspiration and support.

Keywords: user involvement, social work, education, experiences, strategies, Power Us

W4 Workshop Moderator:

JEROME WENZ

17 April 2013, Wednesday 14:20

'Anti-discrimination practice in social care - an Irish perspective on inclusion' this presentation outlines the current context for social care practice in Ireland and identifies sites where inclusive practice can occur.

Majella MULKEEN, Department of Business and Social Sciences - Social Sciences,

This paper will outline the current context which has witnessed increasing levels of exclusion in Irish society based on rising levels of poverty, income inequality and the closure of state agencies and NGOs with a remit to spearhead inclusive policies across public and private sector bodies. Given this context the paper will outline work ongoing in two areas: strategies being adopted by NGO's to address income inequality and discrimination and secondly practice challenges within social care. Traditional divisions of inclusion and exclusion have been redrawn with income inequality a major driver of exclusion across significant sections of the population, adversely affecting all marginalised groups, in particular lone parents and low wage workers. In this context the paper then focuses on the practice challenges for social care and the need for a renewed commitment to challenge exclusion and practice accordingly. The paper suggests that traditional professional values which focus on individual need must be supplemented by greater attention to political decisions about how resources are currently distributed. Some case study examples of social action to challenge exclusion conclude the paper on an optimistic note.

Keywords: exclusion, income inequality, practice challenges, social care discrimination

The "Nomad Camps": only a problem of housing?

Claudia LINTNER, Faculty of education - Free University of Bolzano,

The paper examines both housing and social policies for the Roma and Sinti communities at Bolzano (South Tyrol, IT) and highlights problems of discrimination, exclusion and segregation. The aim is to analyze the critical housing and social situation of both minorities in the so called campi nomadi ("nomad camps"). Often restricted to a fence, these Non-places are a case of extreme segregation, which can reproduce the same social dynamics of the ghetto. The paper is based on a qualitative research conducted at Bolzano (Italy). Data collection was divided into two phases: in the first phase semi-structured interviews were conducted with experts in the various areas (politic, social worker, police, administration). The second phase focused on informal interviews and an extended participatory observation in the "nomad camps". The analysis was carried out using the computer program MaxQDA and an additional category system which was developed. Overcoming the camps is not a goal that can be achieved only through a urban response, but there must be implemented positive policies that include both urban and social actors. Consequently the "nomad camps" are not merely seen as a urban expression but as a segregative strategy of the public policy makers. Strategies in order to encourage positive interventions assume the construction of a new "pact" between the local community and the "new" minorities to overcome "traditional" measures in terms of emergency, to stimulate social cohesion at an political and social level and to promote long-lasting development and long-term solutions. In the province of Bolzano (IT) historically three minority groups live together: Italians, Germans and Ladins. This already fragmented society forms a very special and interesting territory for new researches of the old and new minorities which are not yet included in the restrict system which regulates the coexistence between minorities in the territory.

Keywords: Roma and Sinti minorities, nomad camps, housing policy, participation, integration

Challenges for social work in Czech education

Tatiana MATULAYOVÁ, Faculty of Education - Dept. of social studies and special education,
Ilona PEŠÁTOVÁ, Faculty of Education - Dept. of social studies and special education,

Discussion on postmodern school reflecting needs of pupils and their parents is really urgent today. The number of pupils from socially disadvantaged environment, with health handicap, from different cultural environment or with different social problems in their families is growing. How to transform segregated schools to inclusive ones is political and professional issue of current Czech educational system. Advisory system for children, parents and teachers in the Czech Republic has been developed systematically from the 70-ies of the 20th century. However, social workers play just marginal role within it. Their core competency is an administrative action and mediation of social benefits. Despite the growing demand for offer of social work services to pupils, their parents and teachers, the profession of school social work is still unknown element in the Czech educational system. Educational system reform is necessary to respond flexibly to social development. The institutionalization of school social work is a significant intervention into the homeostasis of the system. In this paper, we analyze the fundamental obstacles to the establishment of job title A School Social Worker in the Czech educational system and we outline the arguments in favor of it.

Keywords: school, social work, educational system, core competences, social needs, social inclusion

Exploring the experiences of being looked after in the Russian institutional context

Evgenia CHECHEL, Faculty of Social Sciences and Health - School of Applied Social Sciences,
Simon HACKETT, Faculty of Social Sciences and Health - School of Applied Social Sciences,

There is a significant body of research which focuses on the out-of-home care and its outcomes for children's well-being (for example: Berridge and Brodie, 1998; Little et al., 2005). Arguably the accumulated knowledge on the residential care for looked after children does not provide enough insight into the meaning of being institutionalized. Figures for 2010 indicate that the total number of children and young people in out-of-home placement (including adoption and kinship care) reached 731,000 people (Philanthropy, 2011). This paper explores the diversity of looked after children's experiences of institutional care in Russia. The data has been collected through ethnographic participant observations in four Russian child care institutions. The focus of the study is on critical characteristics of institutional care which influence the perceptions of looked after children about the care system. This is the first empirical study which relies on ethnographic participant observation of looked after children in the Russian context. The observed children ranged from seven to eighteen years of age. Each participant had spent at least three years in child care and had had little or no contact with their parents whilst being in care. Both positive and negative experiences of being looked after have been formulated further to thematic analysis of the data. References: Berridge, D. and Brodie, I. (1998) Children's Homes Revisited. London: Jessica Kingsley Publishers. Little, M., Kohm, A. and Thompson, R. (2005). The impact of residential placement on child development: research and policy implications, *International Journal of Social Welfare*, vol. 14, pp. 200–209. Philanthropy (2011) Orphans in Russia: problems and suggested ways for improvement. Moscow: Philanthropy.

Keywords: Looked after children, Institutional care, Russia, Ethnographic participant observation, Children's homes

Social work and religion: how to respect pluralism without denying oneself?

Stevens RAFAEL, Hogeschool-Universiteit Brussel - Sociala Werk,

Every religion demands of the follower more or less surrender to the transcendent and a personal commitment to its channel: a specific belief with a specific creed, values, norms and symbols. But the social worker who identifies with a particular religious tradition inevitably creates tension. The client may have another religious or non-religious conviction with proper standards. Emotionally people will stick to and defend theirs, no matter the rational intent not to do so. Those conscious or unconscious premises hinder the real contact between social workers and their clients. How to communicate as a religiously inspired social worker without judging clients who have no interest in or even despise religion? How to deal as a non-religious social worker with faithful clients? How to respect pluralism without denying oneself? Especially in a world where religion motivates and at the same time disunites so many people. By looking deeper into these challenges this paper aims to contribute to a better understanding of the conflict between neutrality and commitment. The paper shows that the solution to the dilemma is neither to ignore nor to harden one's own conviction but to deepen it: I suggest the possibility of focusing on a communal experience: the silence between the words, the interval in the chain of action and reaction, the pause in the continuum of the thinking. In this 'u-topia' (literally: 'empty space'), social worker and client are free from their position, free from either religious preference or aversion, so they can really see and meet the other. At this level a fundamental respect for all religions and philosophies is evident, avoiding both the pitfalls of a duty-bound neutrality that forces oneself and a too convinced approach that forces the other.

Keywords: Religion, commitment, pluralism, silence, respect

W8 Workshop Moderator:

ALESSANDRO SICORA

17 April 2013, Wednesday 16:30

Equal accessibility for people with different disabilities

Stefanie VAN ZAL, University of Applied Sciences Amsterdam - Research and Development Centre for Society and Law,

The last two years there has been an increased emphasis on accessibility as a means to improve social inclusion in Community organizations in the Netherlands. However as much as it is a challenge to be equally accessible to people with and without disabilities, it might be even more of a challenge to provide equal access to people with different kinds of disabilities. Not all needs for adjustments or help are equally viable or practical. Here the question rises how to provide equal access to people with different disabilities such as physical, intellectual, psychiatric or sensory disabilities. So far I have held 8 group interviews with staff of the participating community and welfare organizations. In addition, I have held three interview rounds with the visitors of each community center, to see how (if), according to them, the accessibility of the organization has changed at all. In the group interviews with the staff of community centers, it has become apparent that they find it more difficult to provide an accessible environment for people with specific kinds of disabilities: here they themselves kept the disabilities divided according to the type of disability such as physical, intellectual, psychiatric and sensory. However during analysis, became clear that there was a pattern as to 'what it was' that made those disabilities more difficult for them. With this information, I distinguished three factors that are related to disabilities but not necessarily to a 'type' of disability. These factors are the the intelligibility, or the extent to which the disability and the needs for adjustments or help is clear and visual to the casual observer. Then Stigma is an important factor, this influences the possibility of being accepted in the community and to be treated like anyone else. Finally, communication played a role. When the behaviour or interaction was influenced by a disability, it was considered more difficult to communicate or interact with that person, and these persons were often less inclined to communicate their needs for adjustments. These factors are important because it is easier to improve accessibility more equally when these factors are taken into account.

Keywords: accessibility, social inclusion, disability, social model participation

Radical interventions - service users as social work trainers

Jackie WALKER, Leonardo Project - Leonardo Project,

Traditionally Social Work training has emphasised the need for students to acquire a theoretical and statutory understanding of issues relating to clients affected by mental health issues. This learning has been embedded through experiential 'practice' - direct work contact with clients and supervisors. However, increasingly a perceived deficit in this style of teaching/learning has been acknowledged, with questions around effectiveness, in particular in relation to the development of sophisticated, responsive perspectives around the position of Service Users and Carers by students. In response practice learning has recently been augmented by direct input from Service Users at course management as well as student teaching levels. While these developments have been widely adopted, there remains a lack of understanding of the ways in which Service User involvement can heighten and improve the learning experience of people working in the caring professions; too often Service Users are included as part of a 'tick box' exercise. Effective Service User involvement demands diversity, encourages an atmosphere of cooperative challenge in a way that re-sites the 'client' to a position where they, as well as the carers paid and unpaid, are further empowered. In this practically based seminar we will present a range of teaching strategies that focuses on work with Social Work students using Pilgrim State (Hodder, 2009: awarded the Social Policy Association's prize for Best Publication 2009). A text which uses narratives alongside photographs, documentation, psychiatric, police and social work reports in a way which effectively disrupts stereotypical assumptions and develops more effective, creative responses to working with clients affected by trauma and mental illness. These teaching strategies have been developed and evaluated with students, alongside other Service Users and Carers, at a number of universities. We will also .make reference to ways of promoting collaborative work with Service Users in care practice in a range of mental health contexts such as social work and nursing.

Keywords: Service Users, Social Work Education, Mental Health Teaching Learning

Graffiti as an expression of oneself in adolescence: a qualitative study from the perspective of social work

Doğa BAŞER, Health Sciences - Social Work,
Mehmet KIRLIOĞLU, Health Sciences - Social Work,
Aliye MAVİLİ AKTAŞ, Health Sciences - Social Work,

Aim: The aim of this research is to analyze graffiti in the public areas from the perspective of individual within environment”, which is the base of social work, by following up the psychosocial development theories. It is believed that descriptions made for the processes of adolescence– juvenility are going to help improve the politics of mental health of the juvenile and the adolescents. **Method:** The research was made in Bosna Hersek district, Selçuklu, Konya, Turkey. Qualitative research design was used in the research. A camera was used in collecting the data, photos of graffiti were taken and 904 photos were obtained. The photos were transferred into word processing program as verbatim, 886 expressions were reached and those expressions were titled as themes. **Findings:** Love expressions (n=159, %17), Cooperation (n=51, %5), Characterization (n=141, %15), Name Writing (n=406, %43), Fanaticism (n=49, %5), Politics (n=90, %9), Obscene Expressions (n=23, %2) and The Expressions Of The Rap Culture (n=34, %4) were the themes obtained as a result of codification. It has been found out in this research that graffiti includes messages about vandalism, expressing oneself, belonging, identity formation and relationships with the opposite-sex and friend groups. Possessive, arabesque and rebellious qualities and death theme are observed in the love expressions. Political statements are the most crossed out way of expression. It is observed under the title of characterization that writers refer to “going against the authority”, “power”, “marginality” and “punishment”. Subthemes of partisanship of a football team or a political ideology, close friendship. Result: Urban studies and youth centers have been gaining importance in transferring the culture of expressing oneself in adolescence into creative channels. Schools social work has been coming into prominence as an area of urgency in Turkey. Besides, it has been determined that street social work has gained importance at the point of working with adolescents and understanding them. The need of heading preventative studies towards adolescence is emphasized because of the possibility that expressions of violence in adolescence may come into life actually in adulthood.

Keywords: Adolescence, Juvenility, Graffiti, Vandalism Social Work

Are we living in a modernized patriarchy?

Ina MÜLLER, Faculty of Social Science - Social Work,

Much focus has been given to the global South in need of international aid, such as Sub-Saharan Africa or South-East Asia by the global North since the end of WWII. The recipients are often presented as aid-dependent and hereby the women especially as poor, uneducated, traditional, religious, financially depending on male relatives or husbands and not being able to make their own decisions in life. At the same time white Western women are pictured as educated, modern, sexually and economically independent and self-determined. (Cf. Mohanty, 1988; Moyo, 2009) But is that really the case? The feminist movement especially in Europe has evolved and certainly helped women to their rights, such as to vote or to seek labour outside their homes, (Smith, 2008) but with such it has masculinised their biography. To clarify such I will draw on the example of how labour and family policies are highly gendered in contemporary Germany. Working women are still very much expected to fulfil, their traditional role as nurturer while becoming a provider at the same time. Recent social policies have hereby failed to include men more in domestic tasks and upbringing, rather underpinning the double burden of women wanting to climb the ladder such as the continuing lack of care facilities for young children. (F.e. the child care subsidy, which will be introduced on the 1st of August 2013) The relatively hostile conditions in reconciling work and motherhood come along with a highly gendered labour system constructing jobs, their availability, valuation and payment according to gender roles supported by the prevailing welfare system in Germany (Esping-Anderson, 2009). That poses the question of how much the global North in general is living in a male-biography-oriented social system, failing to include women and men properly in terms of labour and family. From this point the discussion could be lifted to a more global level, discussing inclusive policies in practice also drawing back to the dependency situation of many aid-receiving countries and their population in the global South.

Keywords: patriarchy, development, gender, welfare, system Germany

Inclusive policies (and practice) for different groups

Mandana ZARREPHAVAR, University College Metropol/The Danish Institute for Human Rights - Institute for Social Work, Annelise MURAKAMI, University College Metropol/The Danish Institute for Human Rights - Institute for Social Work,

Inclusive Policies (and Practice) for Different Groups The purpose of this abstract is to discuss the EU Charter for Fundamental Rights intention that national states have to implement the rights regardless of political discourses on national level. From a Danish context we would like to discuss and elaborate the lack of compliance to the Charter and its consequences in relation to education of social workers. How should education of social workers underpin inclusive policies and practices for right holders? Right based approach to social work? And how to get there? The ultimate objective the Charter is to ensure the economic, social and cultural rights of all EU citizens without discrimination of any kind. However when national states comply according to their political discretion there are groups of persons who are not ensured access to the rights as stipulated in the Charter due to discrimination. In Denmark there is reason to argue that specific groups are not enjoying their rights in accordance to the Charter e.g. ethnic minorities, disabled persons, gender, gender identity, sexual orientation, age and religion. This creates a conflict when educating social workers. Social workers are educated to see the individual in societal context and provide equal access to rights. While the service institutions provide services that are often one-size-fits-all not taking the individual diversity variables into consideration. Our point is that the consequences of a lack compliance of the Charter in national legislation and in service provisions, entail that educating social workers becomes more focused on handling social issues from only a majority perspective in accordance to the political discourses rather than from an individual equality perspective - which at the same times should take differences into consideration that includes the societal relations.

Keywords: Inclusive Policies Education Right based approaches Training discrimination

**W11 Workshop Moderator:
MARIA-ASUNCION MARTINEZ ROMAN
17 April 2013, Wednesday 16:30**

Strategies and solutions for applying of unprotected children's rights in IRAN

Sayra LOTFI, Hacettepe University - Social Work,

Childhood is the most significant period of human growth and evolution. If this crucial stage be passed properly, an individual with acceptable personality features will be delivered to the society. Unfortunately, some children lose their parents due to diverse reasons and expose to laborious period of orphanage. At this position the primary rights of these children such as shelter for accommodation, education and carefulness are the basic sources of profound concern as they suffer from lack of a reliable advocate. 20 November of 1989 was the turning point of children rights when the United Nations ratified the "International Convention of Child Rights" as the most comprehensive ratification in supporting of children rights. A recent survey which I implemented in I.R.Iran shows that the ruling government of Iran at 1989 signed this convention and applied it about 3 years later. Consequences of this research in some orphanages demonstrate that the most of the provisions which have been collected in mentioned connection are being applied fairly acceptable despite of some major insufficiencies which can be alleviated through strategies and solutions that are mentioned beneath. It must be accentuated that these strategies could be considered in every organization which suffers from inadequate handling. Strategies: • Emphasize on biological, mental and sociological dimensions of humankind. • Targeting of 100 % of society for a comprehensive education. • Compatibility of programs with social, economic and cultural conditions. • Set the stage for contribution of society. • Relevancy, compatibility and cooperation of different sections of society. Solutions: • Employment of expert and trained personnel in order to behave professionally with unprotected children. • Forming of prevention methods through harmonious management and handling. • Cooperating with experienced psychologists and social works to enhance the motivation of living sense and to properly deal with other related problems. • Find deserved families and educate them to be a trustful benefactor of these children and guarantee their future. • Provide various free time activities such as social activities for them

Keywords: child rights, unprotected children in Iran, orphanage society, strategies and solutions

Inclusive policy in social work education; example of an inclusive project at Zuyvd University for minority groups.

Duckers PEGGY, Zuyvd Hogeschool - Social Work,

In this workshop I will talk about an educational project we have at Zuyvd University. It is about raising awareness according to minority groups. The project is taught to first year social work students. The goal is to organize a rally for minority groups. Students are supposed to develop a transcultural attitude throughout this project. Groups they have to work with are minority groups in Dutch society, such as gay's, homeless people, people with an addiction, and formal inmates. This project is an innovative project because it does not only teach students about theory, but they also have to make contact with the groups by interviewing individuals in these groups. This way they learn to know individual people, instead of talking about groups who have the same characteristics. This interview gives students insides in people's lives and makes them aware of their own presumptions. I will reflect on the way we raise awareness according to minority groups in society and in what way students' attitude, standards and values contribute to accepting these groups within society. I would like to raise a discussion about the human rights we are all supposed to share and how to practice these rights in society, because there is a gap between knowing and doing. As we can all see in the daily news, the minority groups are struggling more and more to participate in society and we as social workers experience this every day. As I am a lesbian myself I will include personal experiences in education about the acceptance of me as a teacher, as a person and as a lesbian. My goal is to raise awareness in the audience about their own attitude according to their clients or students and what influence their attitude can have, because it does make a difference!

Keywords: Educational project, Integration, Minority groups, Raising awareness, Transcultural attitude

Children's participation in Finnish child protection assessment

Hanna TULENSALO, Social work - Heikki Waris-institute,
Tina MUUKKONEN, Social work - Heikki Waris-institute,

Finnish child protection in open care has been developed and research years in child-centred way. Main point in this development work is to hear children's own voice during the social work process. In this presentation we describe how it is possible to strengthen child's own voice in assessment process and how it is done in Finnish model. We also describe three different category of hearing children's voice: participation in principles, assessment process and in each encounter during the process. In our presentation we concentrate on Encountering Child Protection -model (from now on we use ECP-model) process and its characteristic principals: focus is on child's and families everyday life and its aim to get holistic picture of the Child's life situation. Essential in ECP is to keep work child-centred so the themes' (home situation, day care/school, free time and child's self-image) leads the process. Different tools (cards, forms, drawing and lists) main function is to support dialogue and help child and parents in their self expression. In conversation it is important that client and social worker get information, but more essential is to increase clients own understanding about this particular Child's needs and parents tasks in their parenthood. ECP process ends to a written summary where different kind of assessment knowledge is collected and analysed together with participants. ECP has been developed used in Helsinki from 2001 and used in Helsinki Metropolitan area (Helsinki, Espoo and Vantaa) since 2003. In Finnish law of child protection this assessment model came 2007. The ECP model principals are the same as e.g. in British assessment model, but ECP model has better possibilities to hear and strength child's own voice.

Keywords: child-centred, assessment participation, encounter, child protection, dialogue

The invisibility of childhood: An overview from the social action perspective

Eduarne GONZALEZ, Faculty of Social and Human Sciences of University of Deusto - Social Work,
Bakarne ETXEBERRIA, Faculty of Social and Human Sciences of University of Deusto - Social Work,

The current situation regarding the world economic crisis forms the basis of a series of far-reaching and diverse changes that on a social level affect a large number of individuals and families. However, there are groups which, owing to their characteristics, would appear - if possible - to be even more defenceless in view of the current socio-economic context. The vulnerability of children when faced with the social changes attached to the times in which they live bestows on them a dual victimization role: that stemming from their families' need as victims of the economic depression and that which makes them invisible beings in this whole drama in terms of the rest of society. Just a few months ago, UNICEF published an interesting document entitled Children in Spain 2012-13; the main purpose of which is to show the current situation facing children in this country. The conclusions drawn from this article confirm the warnings that professionals from different spheres of activity have been giving out for some years now, including those who carry out their daily work in the field of social action. Social policies are putting actions of a preventive or interventive nature to one side, the scope of which in the long-medium term might prevent certain situations from worsening or more serious ones from becoming chronic. The Basque Country is evidencing changes in this direction – changes perceived by professionals involved in intervention who, in coinciding with the publication of the above-mentioned document, add via their practical experience the value of their direct observations, the specific nature of each case and the proposals that need to be set out by the guidelines that social policy will need to design for this group in the future. In this respect, this crisis has evidenced the need for an approach in which the leadership that social agents, citizens and professionals from the world of health, education, social work and politics need to sustain in the change process is recognised – as a way of rescuing the power of social action over simplistic readings on an economic level.

Keywords: Childhood, Social policies, Social rights, Basic needs, Social Action

Development of a social media policy for social inclusion

Fran MCDONNELL, British Association of Social Workers - Policy and Development,
Bridget ROBB, British Association of Social Workers - Policy and Development,

The British Association of Social Workers (BASW) would like to share the process of developing our social media policy and how we think such a policy can contribute to inclusive practice. BASW has launched a Social Media Policy for social workers to support members to use social media appropriately and ensure practice is based on the Code of Ethics. It promotes the positive uses of social media in social work for networking and communication. We have taken the view that the evolution of social media enables social workers across the world to share knowledge and information, debate critical issues, provide support and connect with others who share interests. Social workers are increasingly likely to participate in on-line communities of people, including service users, who have a common interest in policy and practice issues. It can contribute to: • Making services more transparent and accountable • Enabling people to collaborate, build relationships and share information and resources. • Bringing about a radical shift in care services and change how families care for people alongside work, family, community and social lives. The policy is also clear that social workers need to take responsibility for understanding and using social media i.e. being “e-professionals”. We recognise the virtual world provides social workers with many real-life issues and there will be many professional dilemmas that arise, regardless of their area of practice. There are online risks, which can sometimes lead to harm and abuse both for individual social workers and the people they work with. The policy addresses these risks and how to maintain appropriate professional and personal boundaries and take responsibility for recognising ethical dilemmas presented by the use of different types of social media.

Keywords: Social Media policy, inclusive dilemmas

W12 Workshop Moderator:

KERSTI HJELM

17 April 2013, Wednesday 16:30

Adolescent's perceptions of relationship with caretakers in out-of-home care: a cross country comparative study, in Europe and beyond

Ingunn STUDSRØD, Faculty of Social studies - Department of Social Studies, Wenche HOVLAND, Faculty of Social studies - Department of Social Studies, Elisabeth WILLUMSEN, Faculty of Social studies - Department of Social Studies, Reidar ØSTERHAUG, Faculty of Social studies - Department of Social Studies,

The aim of this presentation is to present a preliminary research design of a study aimed to explore how adolescents (15-23 years of age) in different kinds of out-of-home placements, in different countries in Europe, perceive their relationship with their caregivers, and to investigate what may have an impact on their perceptions. We are looking for fellow researchers who are interested in this theme and would thus like to invite research partners from different part of Europe and other parts of the world into a comparative research project. Across Europe the most common out-of-home placements are residential homes and foster homes. The use of these placements differs between the countries which can be divided in three distinct categories; states with high rate of children in residential care and large institutions (up to several hundred children), states with low rate of residential care and large institutions, and states where foster-homes or family-like residential care (mostly as a result of de-institutionalization processes) and preventive work (as directly support to the families) are the most common. Young people living in such arrangements over a long period of time establish social relations with their caretakers; who could be adults - professionals and non-professionals, and peers. On daily basis these social relations are constructed and they have views and opinions about the people they are engaged in. Previous research has shown the importance of significant people in close relationships to the adolescents in establishing well-being, health and development. Thus it is important to gain knowledge on the perceptions of relationship qualities as well as issues which may have an impact on their perceptions, in order to improve quality of care. So far only few studies has asked children to describe their own experiences in out-of-home care, and several researchers have highlighted the need for such studies. And especially cross country and out-of-home care arrangement comparisons are lacking.

Keywords: vulnerable children care, childrens voice, out-of-home-care, caregiving

The ICF-CY as a methodological research tool for child welfare

Gregor MAXWELL, Health and Social Studies - Child Welfare,

This paper takes the use of the WHO's International Classification of Functioning, Disability and Health: Child and Youth version (the ICF-CY) as a methodological research tool in education as its basis and aims to look at the theoretical and practical validity of the transfer and application of the ICF-CY to the field of child welfare with a view to enhancing the wellbeing of children by providing a common language for describing optimum child welfare settings. The study is focused by the following questions: (1) Does the ICF-CY provide a valid and consistent approach to investigating child welfare? (2) What are the practical issues related to using the ICF-CY? (3) Can the ICF-CY be practically improved as a tool for investigating welfare? The importance of providing clarity and consistency for a methodological approach to investigating welfare will greatly benefit all children. Similarly, possessing an improved understanding of how to measure effective welfare in terms of both policy and practice, and how it is operationalized, will greatly benefit the participation and inclusion of children in our society. Also, further applications of the ICF-CY will be facilitated. By use of a literature review and theoretical meta-analysis, the findings from four existing studies (published as six papers) where the ICF-CY has been used as a methodological tool in the field of education will be reviewed. All four studies used the Linking rules developed by Cieza and her colleagues (2005) and the Guidelines for coding ICF presented in the ICF-CY, annex 2 (WHO, 2007). The four studies differ in the type of information that was linked to ICF-CY codes and thus also the theoretical and practical problems experienced in the linking process. The linking experiences from the four education studies and other current studies will be used for an analysis of the theoretical and practical problems experienced in applying ICF-CY codes to information concerning children and how this will transfer to the child welfare field. By using a theoretical meta-analysis a theoretical model and practical protocol for using the ICF-CY as a research tool for child welfare can be produced and tested.

Keywords: ICF-CY, child welfare, methodology, literature review, meta-analysis

Children's perspective in some Swedish municipalities – have the implementation of BBIC led to an improvement of the social services' understanding of children's needs and to strengthen their participation/ influence?

Lotta BERG EKlundh, Institution of Social Work - University of Stockholm,

BBIC (Children's needs in focus) is a model developed by the Swedish National Board of Health and Welfare (SOS), inspired by the British "Integrated Children's System (ICS)". It's a framework for assessment, planning and reviewing in child welfare. A central part of BBIC is the conceptual map for gathering and analyzing information known as the "BBIC triangle". It consists of one side concerning the developmental needs of the child, one side concerning the parents' capacity in meeting those needs, and a "base" concerning family and environmental factors. In 2006 seven municipalities in the northeastern area of Stockholm began the process of implementing BBIC in their assessments of children. The implementation process was organized as a project involving a major training program and networking with support from the municipalities' joint research and development department (Fou-Nordost). The evaluation, following the ongoing work process, consisted of documentation and analysis of the implementation process: document study of assessments done before and after implementation of BBIC, a survey of involved social workers and interviews with 15 of them. The results (Berg Eklundh et al. 2012), show both improvements and difficulties. All of the municipalities have been licensed for use of BBIC. All assessments of children are now done according to the BBIC model. Children's participation in the assessments has increased. However, more work needs to be done to involve children in the continued process of planning and decision-making concerning interventions. BBIC is shown to have led to that the assessments address clear issues and questions related to the three sides of the BBIC triangle. Assessments have become better structured and cooperation with other agencies and professions has increased. However, there is a need for further development concerning parents' capacity and participation. The presentation will focus on the aspects of implementation - "how the work was done". One important part of implementation-process was to give feed-back to all social workers of reported results. Some purveyors and their networks were identified on three levels: the project leaders of the SOS (national), the coordinator of Fou-Nordost (regional) and the BBIC-educator in each municipality (local).

Keywords: Children's perspective, BBIC, ICS Social services' Assessments, Childrens participation

Neglected dimension of social work: community work

Yasemin ÖZKAN, Health Sciences Faculty Ankara University - Social Work,
Era KILIÇ, Health Sciences Faculty Ankara University - Social Work,
Ayşe OZADA, Health Sciences Faculty Ankara University - Social Work,

Today it is understood that social work practices does not receive enough support from larger systems and could not reveal itself even if this profession historically relied on community work. This development is based on various causes, especially due to the different identities of the profession rather than be defined as a governmental organization or an administrator or as a policy analyst. Traditionally, the division of macro-and micro practice and beliefs of social workers can not receive adequate training for practicing macro level social work are other causes of the development. As a result, macro social work has failed in practice according to dominance of clinical social work practice in social work profession as a whole. As it is known, social work is an applied profession that serves at three different dimensions, micro, mezzo and macro levels. Macro social work practice in these dimensions make the profession distinctive among other helping professions. However, if one analysis of social work practices in the world, that can be said community social work practice overshadowed by the practice of individuals and groups. Both the micro-level as well as the mezzo-level social work implementations are used in macro social work practice. Addition to these skills, the macro social work practioners must have knowledge about society, community organizations, sources of financing and funding cycle. In the review of studies and applications in our country, it is thought- provoking if community social work practice is able or unable to fulfill macro practice skills such as taking an active role in the development of social policy, organizing, education for the public, management of a variety of social work institutions and public benefit corporation. For this purpose, designed and conducted a research to uncover of knowledge, attitudes and behaviors of students who are at last year of social work education for bachelor degree in Turkey. Research included questions both about demographic information and to measure students' knowledge, skills and attitudes on macro practice social work.

Keywords: macro practice, community, social work, macro practice skills, social work education, social work practice

Innovative drug rehabilitation run by former drug users in Sweden

Namu NAMBIAR, Lund University - Rainbow Sweden,
Tomas BERG, Lund University - Rainbow Sweden,

Since many decades, rehabilitation and recovery from drug abuse is offered by social enterprises run by former drug users in Sweden. Many of these organizations are a part of the umbrella organization Rainbow Sweden, who has developed a quality system to guarantee high quality in the rehabilitation services. This presentation will focus of Rainbow, it's organizations and evaluation system. One of the social enterprises is called Basta. Basta offers people a home and a context. The rehabilitation at Basta is built around the work at the company. There is no traditional therapy, only the support from friends/ colleagues at Basta. Basta is an empowering structure where people can help themselves. The philosophy of Basta is based on a belief that everybody has skills and resources that can be developed. Basta is a non-profit organization and all the profit is reinvested in the company. It has a yearly turnover of around 5 million dollars, and offers work within many crafting fields. Basta is one of many similar organizations within the Rainbow organization. Rainbow Sweden was created in 1996 with the purpose of stimulating cooperation between client-driven organizations. Today it consists of eight organizations. Under the Rainbow umbrella, organizations come together that run activities for various excluded segments of society, including those involved in drug abuse. A common feature of Rainbow Sweden's member associations is that the client group can be found at all levels within the organizations' structures, people who themselves have been patients, clients, or ex-convicts. Rainbow Sweden has developed a non-medical detox of point zero with the purpose to provide a facility that makes it possible for the clients to stay as long as needed. Rainbow Quality System (RQS) is a quality assurance system for user-driven organizations. RQS has been developed in collaboration with researchers at the School of Social Work at Lund University. The main goal with RQS is that the service user can measure the quality of his/hers own rehabilitation. RQS consists of peer review, training and documentation.

Keywords: drug rehabilitation, social enterprise, quality system, service users, empowerment

W14 Workshop Moderator:

VELİ DUYAN

18 April 2013, Thursday 14:00

Social protection floor. Ways of action for social work

Klaus KÜHNE, IFSW - Representative UN,

As representative of IFSW at the UN in Geneva I would like to inform about two recent events of great importance for social work. 1. ILO passed a Recommendation concerning national Floors of Social Protection. ILO World Social Security Report estimates that 4 of 5 persons worldwide have no adequate social protection in situation of vulnerability. Social Protection Floor aims at the extension of social protection for all as Social security is a human right as well as a social and economic necessity. It is an investment not only in social justice but also in economic development and contributes to social and economic stability. The concept guarantees basic services such as water and sanitation, health and education and provides a basic set of transfers in cash or in kind to provide access to essential services including health care and minimum income security for children, unemployed, poor, elderly and disabled. In addition it provides contributory social security of guaranteed levels and voluntary insurances under government regulation. First evaluation proved the practicability, efficiency and affordability of SPF-Model, which will one of the core elements of the Development Goals succeeding MDG after 2015. 2. The Human Right Council adopted Guiding Principles on Extreme Poverty and Human Rights as “a useful tool for States in the formulation and implementation of poverty reduction and eradication policies.” The Guidelines are a practical tool for policy-makers to ensure that public policies (including poverty eradication) reach the poorest, respect and uphold their rights, and take into account the significant social, cultural, economic and structural obstacles to human rights enjoyment faced by persons living in poverty. The relevance of both decisions will be discussed in the European context, where the resolution of the financial and economic crisis at the expense of social security is not sustainable and violates fundamental Human Rights and destroys the basis of wellbeing and development. My contribution will close with some thoughts on the impact for social workers and suggestions for action in accordance to the commitments the international community of social work has given itself through the “Global Agenda for Social Work and Social Development”.

Keywords: Social Protection Floor, Global Agenda, Human Rights, Poverty, IFSW

“Paying lip- service: the integration of environmental awareness within constructions of social work education.”

Gordon VINCENTI, PSH VIA University College - Social Work,

This presentation will present a critical look at the integration of environmental awareness and consequences of ecological trends disasters within Danish constructions of Social Work education and practice. This paper will argue that while Danish Social Work education and practice pays lip-service to environmental issues and the consequences of ecological change, no real effort has been made to question the dominant discourse of Social Work and the dominant discourses of Social Work education. That no real effort has been made to integrate and re-construct understandings of Social Work and address environmental issues and challenges. Examining the location of Social Work in Denmark and the principles behind Social Work education the paper will argue that neither sustainable development nor an inclusion of social environmental issues are present within Danish Social Work and Social Work education. The paper will argue that the dominant understanding of social life in a Danish context is re-stricted and limited by the location of Social Work within the Public Sector and by the dominant academic discussions of Social Work that exclude including environmental awareness and the consequences of environmental challenges on the life’s of citizens. One consequence of the dominant location of Social Work within the Public Sector is that environmental issues are located outside the domain of Social Work and at best something Danish Social Work pays lip-service to. The paper will argue that a radical deconstruction and reconstruction of the Social Work will be necessary if environmental issues are to be mainstreamed within Social Work in Denmark. The paper will discuss if Schools of Social Work can play a role in this process of critical decon-struction and reconstruction and in what way

Keywords: Sustainable development, Environmental change, Social Work Education, Denmark, Radical wake-up

Users' perception and evaluation of social intervention practices. An innovative approach for assessing subjects' experiences.

Marta LLOBET, Facultat de Pedagogia - Dep. Treball Social Servis Socials,
Manuel AGUILAR HENDRICKSON, Facultat de Pedagogia - Dep. Treball Social i Servis Socials,
Gemma VILÀ, Facultat Econòmiques i Empresarials - Dep. Teoria Sociològica, Filosofia del Dret i Metodologia de les Ciències Socials,

This presentation is part of the process of disseminating the results of the European research project Welfare Innovations at Local Level in Favour of Cohesion (WILCO). Through comparative research carried out in cities in ten countries, the project aims to determine how local welfare systems act to reduce social inequalities and to promote social cohesion, placing the focus on social innovation actions. Three dimensions of inequality are identified: age, gender, and immigration. This presentation centres specifically on the case of the cities of Barcelona and Pamplona. Focusing on three user groups in situations of vulnerability and risk of social exclusion (young people, immigrants and single mothers with children) we analyse their evaluations of the intervention practices provided by public social services and third sector organizations. In this first stage of the project, 36 in-depth interviews were carried out, 18 in each city and 6 in each group. Respondents shared a low level of education and high level of job insecurity. Their age ranged between 18 and 47 years. We conducted a literature review of the perceptions and assessment of users of social intervention practices. The content analysis of the interviews highlighted aspects that users disliked, for example, the fact that their personal information is distributed among multiple services without their consent, the excessive control, the arbitrariness of the criteria, the loss of dignity, humiliation, and so on. Identification of these items and of those they valued highly and acknowledged as significant in the care relationship and the social support process may help to guide the reassessment and improvement of intervention practices from the perspective of social innovation. This perspective is based on the recognition of the subject, in this case the user, as the bearer of knowledge based on his/her own experience of living in a vulnerable situation and of his/her contact with the social service system and professionals in the field of social intervention.

Keywords: users social innovation, vulnerability, intervention practices

Online-peer-counselling - inclusion in a challenging field of social work

Enders CHRISTINA, Catholic University of Applied Sciences - Social Work,

Caring for criminal offenders is a traditional field of work for social workers in Germany. If a young person commits a minor offence, he or she is detained in an attendance center for up to four weeks. A huge variety of operators are involved in supporting them from the beginning of the court proceedings until detention/imprisonment. During the arrest, colleagues of the social service take over the helping process with the aim of helping the young delinquents to deal with their issues and to prevent further offences. There are therefore professionals who take care of the offenders before and during their detention. Aftercare management, on the other hand, is not statutory nowadays. Installing an innovative and low-threshold system of aid, which can reduce the rate of relapse, may be an ambitious target of modern social work. In many different fields of professional social work, elements of the "Positive Peer Culture" concept (cf. Opp 2008, 11) have already been installed because peers are considered the most important contacts for young people. As consultants, they are likely to be well accepted by the young offenders, who can rely on their peers' authenticity. Online-Peer-Counseling could help to provide this benefit. In Germany, almost every household has internet access and almost 50% of young people own a smartphone (cf. mpfs 2012), which is why they are easily reached by means of social media. The key idea of Online-Peer-Counseling is to train former young offenders in the essentials of online-counseling and to enhance their media competency. Before the start of the training - and as a requirement to join the project -, they have to overcome the difficulties which led them to their (own) offences. Besides the obvious advantages for the people who seek help, there are also benefits for the consultants (themselves): within the project, they can experience (and enhance their own) self-esteem and self-confidence, which could be a milestone towards successful (re-)inclusion. In August 2012, Christina Enders conducted a nationwide research study to examine the acceptance of Online-Peer-Counseling and the needs and wishes of 254 young prisoners in terms of aftercare-management.

Keywords: Participation, Inclusion, Competence, Empowerment, Positive Peer Culture

Honour related violence in a Swedish context – an intersectional perspective

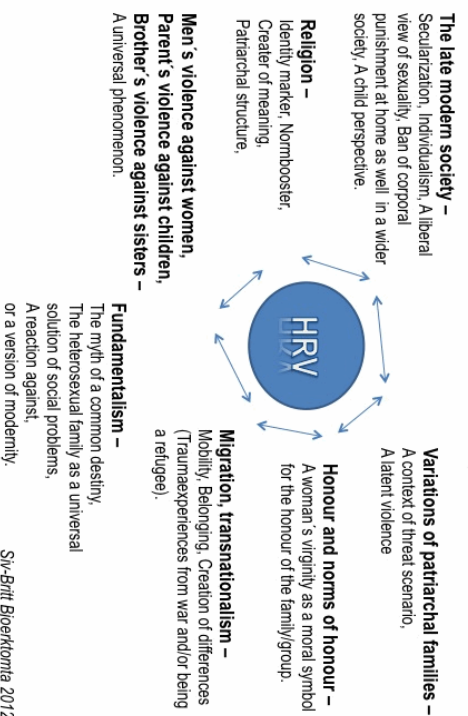
Siv-Britt BJOERKTOMTA, Social Sciences - Social Work,

During the past decade a “new” social problem area, regarding what has come to be termed honour related violence and oppression, HRV, has been constituted in Sweden. In my dissertation, About Patriarchy, Resistance and Breaking-up – Young girls movement in social spaces (2012), I investigated how some girls with non-ethnic Swedish background who in Swedish media, government documents and project descriptions have come to be categorized as “vulnerable girls in patriarchal families” describe their situation themselves. In this paper I will place the girls and their families in a broader context of the Swedish society. The patriarchal family formations described by the interviewees are understood as variations of patriarchy formed within transnational social spaces in a late modern society. The girls found themselves at the intersection between a patriarchal field and a field characterized by a more liberal view of sexuality and strong discourses about equality and children’s rights. In reflecting upon my results, I conclude that what has been categorized, as a social problem – HRV – is an extremely complex phenomenon that occurs on several levels: individual, family, group, and structural – both national and global. The intersectional perspective used in this paper emphasises relations and processes such as patriarchy together with norms of honour, fundamentalism, migration & transnationalism, religion, men’s violence against women/parents’ violence against children/brothers’ violence against sisters and finally the late modern society. For an understanding of how these relations and processes are interrelated I’m using Bourdieu’s theories of habitus and symbolic violence. My analysis is taking place within a Swedish context which means that focus will be on some specific relations and processes, as those mentioned above. An analysis, which takes place in another context, might probably stress the point on (partly) other relations and processes.

Keywords: honour related violence, patriarchy families, intersectional, late modern society, habitus

HRV in a swedish context

– an intersectional analysis



Siv-Britt Björktomta 2012

**W16 Workshop Moderator:
ANN-CHARLOTTE GUDMUNSSON
18 April 2013, Thursday 14:00**

Invisible and luminescent; to be lesbian, gay, bisexual or transgender (LGBT), and living with disabilities

Arne Backer GROENNINGSAETER, Fafo - Institute for Labour and Social Research, Hilde HAUALAND, Fafo - Institute for Labour and Social Research,

LGBT people living with disabilities represent two minorities at the same time. There is almost no Scandinavian research on this group's living conditions, despite their risk of double discrimination. The goal of the paper is to shed light on LGBT persons with disabilities and their experiences. The study focuses on their living conditions and examine if they are subject of double discrimination. Method The data consist of three sources, (1) review of relevant literature and research, (2) two focus groups with representatives from LGBT organizations and organizations for people with disabilities, and (3) qualitative interviews with 19 informants. Findings The informants were quite resourceful when it comes to social capital and education. Experience of discrimination in working life was more often related to being a person with disabilities than being an LGBT person. Bisexual and transgender persons seem to meet greater barriers than lesbian women and gay men. There are differences between groups of people with disabilities. There is an organized group of deaf gays and lesbians, while e.g. the visually impaired feel excluded from their group. Personal networks are important resources, but some families have problems with handling the combination of sexual orientation and disability. Universal access is a problem in the LGBT communities. Work places, religious communities, health and social services and the education system are arenas of discrimination. The social services are dominated by hetero-normativity. There is very limited attention on sexuality in general, and almost no attention on alternative sexualities and/or gender identities. The concept double discrimination is to some extent meaningless, because there is no way to add different experiences. There is however an interplay between different socio-cultural positions for good or for bad. The concept intersectionality is more meaningful in trying to understand these processes. Conclusion To be an LGBT person with disabilities is to belong to a group that has been made almost invisible. Some people have only minor problems with this status, while others have experienced social exclusion and discrimination. Despite experiences of being luminescent the dominant finding is silence and invisibility. There is a need to break the silence.

Keywords: LGBT disabilities, discrimination, heteronormativity, intersectionality

Positioning LGBT social work in Italy

Andrea NAGY, Faculty of Education - Competence centre Social Innovation and Quality promotion in the Social Professions, Urban NOTHDURFETER, Faculty of Education - Competence centre Social Innovation and Quality promotion in the Social Professions,

The presentation will point out that the question of LGBT social work in Italy is a prime example which relegates to the basic tension at the heart of social work which is due to its mandate and its positioning between both the spheres social work is rooted in and committed to: the system (System) and the lifeworld (Lebenswelt) as they can be described in Habermasian terms. At the same time social work is not only interface between these two spheres and mediator of their (often conflicting) interests but it is grounded also in its own professional values and its own academic discourse. Italy does not lack of a vivid LGBT movement and the positioning related to the recognition of same sex partnerships is frequently used as a form of Gretchen's question in the arena of partisan propaganda. However, Italy still lacks of any form of legal recognition of same sex partnerships as well as of an explicit recognition of hate crimes on the grounds of sexual orientation and of gender identity. As an exploratory research on the presence of LGBT issues in Italian social work has shown, an explicit reference to sexual orientation in the Italian ethical code is also missing and Italian social work literature has not addressed LGBT issues at all. Against this background the presentation will underline, that addressing LGBT issues in social work and social work education is not only a matter of better tailored service delivery or of developing better general cultural and diversity competences of social workers. First and foremost it remains a political question of social justice and recognition, both in society and by the political system, but also in professional and academic discourses. Following this perspective the presentation will discuss the notion of recognition and critically analyze different approaches in social work in respect of their suitability to address LGBT issues in the context of Italian social work

Keywords: recognition, LGBT social work, discrimination, social work ethics, Italy

The struggle for rights: a qualitative research with LGBT' s families

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Akgül Gök FULYA, Faculty of Health Science - Social Work,
Beydilli EDA, Faculty of Health Science - Social Work,

Social work aims to individual, group and families social functionality in their social environment. Thus, social workers can not be uninterested in the issues related with homosexuality. When individuals first realise that they are homosexual, they face with lots of problems in the community, especially in their families. In that point the problems of families should not be ignored. Because of the transferring of the patriarchal structure from generation to generation, families have variety of problems to accept this situation. They may not accept that their child is homosexual, and because of this they can face with a difficult process. In this study, the problems of the families who have accepted that their children are homosexual, their attitudes towards the homosexuality and their coping strategies will be searched in a qualitative method. It will be interviewed with families who have homosexual children at LAMBDA and LISTAG which are founded by homosexuals' families in Istanbul. We aim to interview with 20 families in LAMBDA and LISTAG. In accordance with outcomes of investigation, it will be examined together families what can be done to keep rights of homosexual people and to eliminate inequities.

Keywords: homosexual, children, social work, LGBT, homosexual, children's family coping strategies

Social capital among LGBT individuals: exploring the resources

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Gonca POLAT, Baskent University - Social Work,
Emre OZCAN, Baskent University - Social Work,
Seda ATTEPE, Baskent University - Social Work,

Social capital indicates the resources that an individual, a group or a community develop through social relationships and function as a “glue” that hold the community together. It effects the social participation of an individual, enable access to the services and resources, and improve the quality of life in the community in general. In communities where LGBT individuals are socially excluded, social capital acts as a buffer and functions as a means of social participation. This research aims to shed light on LGBT individuals' social capital and understand its dynamics and structure. The formation of social capital, its resource and functions among LGBTs are investigated through a qualitative research design. The dimensions of social capital used in the study are social network and social support, trust and solidarity, collective action/ cooperation and social cohesion and inclusion. The participants of the research are adult LGBTs (lesbian, gay, bisexual, transgendered individuals) living in Ankara, Turkey. The sample includes both members of a LGBTT association and who have no relationship with any LGBT association. Semi-structured interviews are conducted as data collection tool. Data were analyzed with a computer-assisted data analysis software (N-Vivo 8). Findings of the research represented the social capital among LGBTs are mostly structured as horizontal and closed. Bonding social capital was strong among associated participants and it functions as a means of social support and solidarity. Social network and the resources of social capital were also presented by participants and compared between associated and not associated participants. The research highlights the challenges for social inclusion among LGBTs, where social capital acts negatively. The findings are discussed within the social capital and queer literature and Turkish LGBT movement.

Keywords: LGBT, Social Capital, Queer, Turkey LGBT Associations

Pedagogy in the Cloud

Kees HOOGVORST, Hogeschool van Amsterdam - Domein Maatschappij en Recht,

Dear ladies and gentleman, The social media took a more prominent role in our existence over the last couple of years. An example for this is that in Holland over 95 percent of the population is connected with the internet and of which 60 percent can connect with the internet mobile as well. In the last few years there were many researches onto the influence of social media on children and parents. These researches often had a quantitative nature. What we, as ecological pedagogues were missing is a perspective that is looks for the meaning regarding social media in families. We did this research as part of our master education. The main question that we wanted to answer was: What meaning are the parents and children within the four families giving to social media? The research that we did is an ethnographic research. The data that we gathered in four families, is thereafter processed through two analyze methods. We made a thematization from the gathered data and made a discourse analysis on basis of ethnographic interviews we did with inter alia the only adolescent in our research population. The results are diverse, surprising in their uniformity and predictability. The most important outcome with the parents is that they shape their meaning about social media according to their own breeding. This meaning has influence on how parents raise in relation to social media. With children we can see that social media has become a part of their identity. They do not think about the meaning of social media; it just exists. It is an integral part of their world, physically and virtually. For them it is a whole, the place and opportunity to be heard. It is an environment that they understand better than their parents. For children a great emancipation means. The discourse analysis give a good look on the nuances that parents and children use in their language around social media. These differences will be discussed and interpreted in the presentation.

Keywords: Social media (Ecological), Pedagogy, Family, Ethnographic research, Paulo Freire

W17 Workshop Moderator:
ALİYE MAVİLİ AKTAŞ
18 April 2013, Thursday 14:00

The ‘disrespect-financial strain’ model and its relationships to psychological wellbeing and emotions

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At least two perceptions of injustice contribute to the distribution of psychological wellbeing in the population: economical injustice, with roots in economic structures, and social injustice, with roots in patterns of social status. The range of psychological suffering in relation to the economic structure has been explained by consequences of financial marginalization and deprivation. Studies regarding social injustice include aspects of social bonds, transference of stigma and their relationship to wellbeing. Drawing on the two perceptions of injustice, the disrespect/financial strain-model was developed to be tested in a population-based data set. In this model, injustice was composed of two dimensions: (a) distribution of (a) disrespect and (b) financial strain. The model assumes that differences in wellbeing were related to these dimensions. The data analysis utilized a random populations survey “Life and Health 2008”, with responses from 6475 adults (18-84 years) in the county council of Värmland, Sweden. The survey (response rate 55%) investigated aspects of self-reported health and living conditions. In our model, distribution of disrespect was approximated by a survey item targeting whether ‘someone has treated you in a derogatory manner in the past three months’, whereas distribution of financial strain was approximated by an item targeting availability of a cash margin (approx. 2,000 euro) in the event of an emergency. The analysis revealed that high degrees of the two injustice dimensions were statistically related to reduced psychological wellbeing, less happiness and more shame. The statistical relationships with these variables were most pronounced when disrespect and financial strain co-occurred. In fact, psychological wellbeing was 7 times more likely to be reduced among individuals who experienced concurrent disrespect and financial strain, compared to individuals who experienced less of both of these dimensions. Our results highlight the importance of health and emotional manifestations of inadequate respect and financial security. Triage based on the dimensions may highlight the importance for social service and public health to work on a policy level. In the individual professional encounters with clients, the results highlight the importance of recognizing, and to the extent possible addressing, the social vulnerabilities due to disrespect and financial strain.

Keywords: Psychological wellbeing, Financial strain, Disrespect, Happiness, Shame

A new method toward young peoples’ experiential knowledge in child welfare social work

Kati PALSANEN, social sciences - social work,

Young Developers group was established 2011. Its history in brief is the following: the first proposal for dialogical communication with those Young People who were clients of child protection services was initiated by some child protection social workers at Helsinki region. Our aim was to work out better functioning social services for the young. The offer was well received by the target group. Presently the group has nine active members from 16 to 20 years of age who contribute for planning the joint working sessions and the particular themes of discussion. The group meetings every other week are coordinated by three child protection social workers. This presentation will shortly introduce the regular course of a meeting, the main themes that have been discussed so far, and the main principles we follow in our dialogues? joint co-operation?. According to my ongoing research and observations as a member of the group, there are many very positive outcomes for the Young People which have become obvious so far. The young People are empowered when they can share their experiences not only with their peers but also with their social workers, with the local politicians and administrators responsible of child protection. Members of the group have been actively expressing their opinions on the Finnish media and on various professional forums. Co-working with the young people is proving also important for the wellbeing of the child protection social workers concerned; it is e.g. helping them to improve their daily skills to communicate with young people and become more influential at work.

Keywords: child protection, inclusion, dialogue, co-working, empowerment

Adolescents' perception of bullying in orphanages and regional boarding primary schools in Türkiye

Yasemin ÖZKAN, Health Sciences Faculty Ankara University - Social Work,

In recent years, there is an increase in peer bullying both throughout the world and Türkiye. Correspondingly, there has been an increase in the frequency of bullying among adolescents in school age. With this increase, it is proposed that there are ominous developments in terms of the kind and volume of bullying. Adolescence is an important stage in terms of development and change. In this stage, individuals come across some difficulties in realization of their functions and dealing with this stage healthily. Bullying in this stage becomes damaging under the influence of negativities in different levels (individual, family, friends, school, society, dormitory life etc.) and most of acts of violence and bullying occur in this stage. In reducing and preventing bullying behaviors it is necessary to experience this developmental stage, like others, healthily. But it becomes more difficult to do this for adolescents in institutions like orphanages that are deprived of resources for socializing factors, leaving the “adolescents under institutional care” without opportunities of healthy development. Deprivation of children and adolescents under institutional care from love and family besides performing most of daily activities in crowded and dense places, in other terms a type of life like living in barracks, have negative affects on development of these children. Another important issues about understanding and prevention of bullying is to learn the perception of adolescent towards bullying. The main aim of this study was to describe adolescents' perceptions and experiences of bullying: their thoughts about why adolescents are bullied, their ideas about why some bully others, and what they believe is important in order to stop bullying. For this purpose The adolescents were asked about experiences regarding bullying in institution care setting (Orphanages and Regional Boarding Primary Schools). The study group was comprised of 2978 (2265 from RBPS and 713 from Orphanages) adolescents living in institutional care setting. . This research is part of the the Project supported by TÜBİTAK (Turkish Scientific and Technical Research Council).

Keywords: adolescent, peer bullying, institutional care, perception of bullying, institutional care for adolescent

Learning from innovating one's own practice by following the principle of co-creation.

Stam MARTIN, Social Work - University of applied sciences Amsterdam,

Since our applied research is aimed at innovation and the development of new practices, it is important that this is a joint process of all stakeholders which have a concern in the particular practice. This will be illustrated with a number of examples from Amsterdam, in the field of outreaching care, care for the homeless and in the field of vocational education. We present our experiences with qualitative multi site case studies into teachers and social workers learning from innovating their own practices. Decades of New Public Management in the Netherlands, with its top-down and businesslike approach to areas of public interest, obscured the learning and innovating capacity of teachers, social workers and their teams and institutions. Merely studying the learning processes which take place at a professional level would present insufficient insight into the deeper mechanisms which hinder or stimulate learning from innovation in a bottom-up manner. We therefore focused on the relations between different layers (individual, systemic) within practices. A high-quality design was required for answering the research question: how and what do professionals learn from innovating their own practices? This presentation elaborates upon this design and discusses the methodological findings and complications of this type of research.

Keywords: high-quality, multiple case study, bottom-up innovations, individual and collective learning processes, Learning History methodology, Cultural-Historical Activity Theory

The management of children and family social workers in the United Kingdom: reflecting upon the provision and receipt of managerial support

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Abstract Over recent times in the United Kingdom (UK), statutory organizations providing welfare services to children and their families have experienced difficulty in retaining qualified social workers. Furthermore, the quality of practice in relation to child protection has been questioned. In response to these related difficulties, the Social Work Task Force was established and this body reported in 2009 (Social Work Task Force 2009). The report highlighted (amongst many other things) the need for practitioners to receive good quality professional supervision as well as the requirement for front line managers to receive training and support in this role. In 2010, the Children's Workforce Development Council (CWDC) introduced an initiative which aimed to improve the support provided to front line managers and this initiative was then evaluated (see Harlow, Blunt and Stanley 2011). This paper reports on the way in which support was defined by the CWDC and interpreted by the welfare organizations that participated in the project. A reflection on the initiative and its significance to the provision of services to children and their families will then be offered. This reflection will acknowledge the neoliberal influences that currently shape the provision of welfare services in the UK and elsewhere (Harlow, Berg, Barry and Chandler 2012). References Harlow, E., Blunt, G. and Stanley, N. (2011) Evaluation of the Support to Front Line Managers Project Leeds: Children's Workforce Development Council. www.cwdcouncil.org.uk/research/projects/completed Harlow, E., Berg, E., Barry, J. and Chandler, J. (2012) Neoliberalism, managerialism and the reconfiguration of social work in Sweden and the United Kingdom, Organization, pre-published on-line in June. Social Work Task Force (2009) Building a Safe, Confident Future. The Final Report of the Social Work Task Force.

Keywords: management professional supervision coaching managerial support social work

**W20 Workshop Moderator:
ADELA MOJZISOVA
18 April 2013, Thursday 14:00**

Continuous assessment in social work degree from the University of Barcelona

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Josep Lluís ALONSO, Faculty of Pedagogy Barcelona University- Social Work Laura BERTRAN, Faculty of Pedagogy Barcelona University - Social Work
Paz TRAPERÓ Faculty of Pedagogy Barcelona University - Social Work Sara CASTEL, Faculty of Pedagogy Barcelona University - Social Work Pilar MARTINEZ, Faculty of Pedagogy Barcelona University - Social Work
Cristal MARTINEZ, Faculty of Pedagogy Barcelona University - Social Work Lidia MARQUEZ, Faculty of Pedagogy Barcelona University - Social Work,
Nerea MATEOS, Faculty of Pedagogy Barcelona University - Social Work
Esther MORALES, Faculty of Pedagogy Barcelona University - f Social Work,
Minsu PEÑA, Faculty of Pedagogy Barcelona University - Social Work

The research project we have carried out, focuses on the study of continuous assessment in the Social Work University degree of the University of Barcelona (UB). The model proposed by the Bologna plan is based on a paradigm shift in relation to the processes of teaching and learning. The new model focuses on students to complete their training and seeks to involve them actively in their own learning process together with the teacher's support. The overall goal of our project is to evaluate the implementation of continuous assessment in the Social Work degree at the University of Barcelona, from its analysis, to contribute to an improvement in the quality of teaching and training of future social workers enrolled in the degree and is a tool for dissemination and communication to the entire academic community. This research has been effectuated in the investigation subject setting applied in the Social Work which is given in the 3rd year from September of 2012 to January of 2013. A qualitative and quantitative methodology has been employed in the research through interviews (6 interviews), discussion group (3 students' discussion groups and 1 teacher's discussion groups) and surveys (136 Social Work Students at 4th year). With this research we hope to improve our knowledge on the subject and to identify the needs occurring with the implementation of this new approach and its impact on both teachers and students. As research conclusions, we stand out the lack of unity of purpose from the teachers about the continuous assessment and how it has to be applied. The overcrowding in classes does not allow the continuity philosophy or the teachers monitoring of their students to enhance the learning process. Finally, despite the bad appraisal about the implementation, the students consider they will be able to apply the lessons and the knowledge acquired upon they complete the Degree.

Keywords: Continuous assessment, the Bologna Plan, Learning competencies and skills, University Professors and Students

Inclusion is a mindset that can be taught and trained already in preschools and kindergartens

Jesper MUNKSGAARD, University College North - Paedagoguddannelsen,

In Denmark nearly all children from 3 to 6 years goes to kindergarten every day. Our thesis is that if the children learn to cooperate in the early years, it will be easier for them to cooperate when they start school, and that means that more children, especially with social problems can stay in the school and learn more. This paper will describe two different 6 weeks programs that teach people working in kindergartens how to work inclusive. One off the keywords in the programs is that the participant has to observe their own practice, and change the way they look at the children from an individual to a more collective view. The paper will describe theory behind this way of thinking as well as some of the exercises in the program, and will show some of the students work at the program. In the program the students are presented for a “system-theory” approach to didactic. They are trained in having a view on the relation instead of on the individual problem. They are working with problem-solving projects and we encourage them to work with problems from their own daily professional life. We believe that seeing the children as a group, and understanding the children's behavior, as a result of how other children in the group behave, changes the way the teachers intervenes, and we believe that this develops the children's social competences. The paper will describe to different programs, one with and exam in the end, and one without. The paper will shortly discuss the differences in the students' motivation. And at last the paper will discuss whether it is possibly to make a more inclusive didactic just by educating the teachers or we need to have a more structural changes in the preschool system.

Keywords: inclusion, preschool teaching, relations, children

The creation and maintenance of interpersonal relationships in social services from the perspective of the users

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Lillo-Bereyto ASUNCIÓN, Faculty of Economics and Business (University of Alicante) - Dpt. of Social Work and Social Services,

The paper presents the users' perception on the creation and maintenance of intervention context in the Primary Care Social Services (PCSS). It encompasses the results of the research project \"Quality Indicators in Social Services\" (INCASS project) (CSO2008-04359/SOCl), funded by the Spanish Ministry of Science and Innovation Spanish (Plan Nacional I+D+I 2008-2011). This is a qualitative study based on in-depth interviews with users (N = 64, n = 61, 95% participation) in 43 local bodies of three Spanish regions (Valencia, Murcia and Madrid). Participants were mostly women (80%), aged between 30 and 44 years (44%), most users of a basic benefit and with over 4 years of contact with PCSS (51%). The results obtained show that users come to the meeting with professionals with feelings like fear, mistrust and also with prejudices. Started the process of interaction, users identify several key elements that create and maintain the relationship: emotional elements (affection, empathy, etc.), communicative elements (courtesy, visual language, body language, verbal language, etc.), and attitudinal elements and values (trust, respect, recognition, not judgement, interest, availability, accessibility, etc.). The perceived result is the construction of an interpersonal relationship in which the user is understanding, support and emotional support and the feeling that is recognized for its intrinsic value as a person. These results have the virtue of bringing the vision of the users on how is created and maintained the interpersonal relationship with professionals and also helps to highlight the main aspects of professional practice that they value. In both cases, the results have implications for the definition of quality in social services, and represent a more inclusive way to make both the human resources planning and evaluation as the actual practice in the PCSS, making visible a perspective that is normally invisible: the users' view.

Keywords: Helping, relationship, social services users' perspective, quality research

Evaluation of microcredit programs as a tool for social and financial inclusion

Hülya ÖZÖNEN AKGÜL, Middle East Technical University - Social Policy,
Zeynep Tuğba ŞAVLI, Middle East Technical University - Social Policy,

As a way of promoting social and financial inclusion of women, microcredit programmes have begun to be widely implemented in the developing countries including Turkey. In 2003 “Türkiye İsrafi Onleme Vakfı” (Turkish Prevention of Extravagance Foundation) launched the Turkey Gramen Bank Micro-credit Program (TGMP) firstly in Diyarbakır. Though widespread application in almost all cities in Turkey with the aim of helping poor women, the question of whether microcredit programs are effective tools of social inclusion of women are still debated among academicians and practitioners. Some of the research results emphasize that high repayment rates and financial sustainability are indicators of improvement in women’s conditions, while others argue that social and political development indicators have been overlooked. Some suggest that gender subordination can be best challenged by confronting patriarchy rather than providing credits (Goetz & Gupta, 1996; Rahman 1986). Hence, this research aims to provide an analysis of impact of TGMP’s micro-credit programme in Diyarbakır, Turkey. This research proposal addresses to what degree micro-credit programmes provide social and financial inclusion of women. The first stage of the field research was done in 2007 containing 16 interviews with women who benefited from the micro-credit programmes with questions assessing access to and control over material resources, level of income and satisfaction of basic needs; changes in knowledge, skills and awareness of wider environment; changes in women’s own perception of individuality, interests and value; and relational changes in bargaining power and ability to resist exploitation. The study concluded that women’s empowerment can only be realized effectively when micro-credit schemes are explicitly committed to improve women’s subordinated position in the society through addressing gender issues at the design and implementation of their programme. It is planned to repeat the field research in order to evaluate the changes that took place since 2007 and provide a comparative analysis as well as policy recommendations for more effective inclusion of women.

Keywords: social inclusion, financial inclusion, microcredit programs, women Diyarbakır

**W23 Workshop Moderator:
MARIA MORITZ
18 April 2013, Thursday 16:00**

Users and practitioners talk about good practice in the social services

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Domènech-López YOLANDA, Faculty of Economics and Business (University of Alicante) - Dpt. of Social Work and Social Services,

This paper has been developed as part of a broader research project on quality indicators in the social services (INCASS project) (CSO2008-04359/SOCI), funded by the Spanish Ministry of Science and Innovation (Plan Nacional I+D+ i 2008-2011), which aims to integrate professional and users' perspectives on the quality of Primary Care Social Services (PCSS). Following a qualitative approach with exploratory purposes, based on in-depth interviews with users (N=21, n=18, 85.7% participation) and focus groups with professionals (N=26, n=25, 96.2% participation), the results reflect their vision of professional practice in the PCSS, and specifically on the skills, attitudes and qualities needed for good practice. The work shows that, even with different experience, positions and roles, users and practitioners have a shared perspective on the professional practice required in the PCSS: interpersonal communication skills and the willingness or attitude in the relationship are key elements of practice. They both agree to consider personal qualities as a facilitator of interaction, but professionals also emphasize that if they are not accompanied by training, the personal qualities alone do not guarantee a good professional practice. The findings of this study may be useful for the design and review of the processes of formation and recruitment of professionals from an inclusive perspective that considers both the practitioners' perspective on practice as well as that of the users.

Keywords: Research, professional practice, social services users, practitioners

Care management in the 21st century: barriers to implementation in the context of co-production and personalisation

Ailsa STEWART, Humanities and Social Sciences - Glasgow School of Social Work,
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The need to ensure the most effective configuration for adult services in the UK and elsewhere is largely being driven by demographic and financial challenges. A particular priority within UK policy is shifting the balance of care for older people from institutions to communities whilst achieving efficiencies in service provision. Recent models of care such as co-production and self directed support seek to balance the desire to include service users and carers in directing their own care whilst acknowledging the need to reduce costs. This paper will explore the role of the care manager in supporting service user and carer involvement in the co-productive process of directing his or her own care through personalisation. The paper will draw on empirical research that aimed to evaluate a care management and assessment pilot project within Scotland, operating within this challenging and evolving policy context. A mixed method approach was adopted which included focus groups with key stakeholders and the use of vignettes in order to establish understanding of the care management role and process. Interviews were also conducted with service users and carers to explore their experiences in depth with a particular focus on the achievement of personal outcomes. The research found that while progress has been made with respect to care management, persistent challenges and barriers to implementation remained. These include strategic challenges such as devolution of power and financial decision making to frontline staff and consequently service users, as well as more pragmatic challenges related to integrated working for example lack of a shared understanding of the role of care manager. The paper will conclude by offering reflections on the extent to which existing models of care management remain relevant in 21st Century social work while exploring the potential for care management to contribute to the developing personalisation agenda.

Keywords: care management, co-production, personalization, service user and carer involvement, inclusion

Personalisation and the co-production of care: evidence from clients and social workers in Scotland

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Scotland is at an important point of transition in regard to social care. The Scottish Government's Integration Agenda for Health and Social Care together with new self-directed support legislation is likely to result in the implementation of the personalisation model of care provision within the Scottish social work and health sectors. Personalisation, in theory, offers people a greater level of involvement and control of their care arrangements through processes such as individualised assessments and care planning, individual care budgets and direct cash payments. Critics of personalisation argue that it is an ill-defined concept which may be used as a justification to reduce the capacity and function of statutory services and to support cuts in public expenditure. A number of Scottish local authorities have now trialled personalisation projects which have been independently evaluated. This paper discusses key emerging themes from this evaluation research, focusing particularly on evidence gathered from case study interviews with clients and social workers about their experience of the shift towards personalisation. The findings suggest that clients and staff are generally supportive of the concept of personalisation and are optimistic that it can lead to positive outcomes. However, the key processes involved, such as assessment, individual budget allocation and care planning are highly complex, with evidence revealing limits to the extent to which clients are able to understand, control or contribute to these processes.

Keywords: Personalisation, Inclusiveness, Assessment, Control, Scotland

An analysis of social innovation in the practices of a group of single mothers with children in vulnerable situations

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Gemma VILA, Facultat Econòmiques i Empresariats - Dep. Teoria Sociològica, Filosofia del Dret i Metodologia de les Ciències Socials,
Manuel AGUILAR HENDRICKSON, Facultat de Pedagogia - Dep. Treball Social i Serveis Socials.

This presentation is part of the process of disseminating the results of the European research project Welfare Innovations at Local Level in Favour of Cohesion (WILCO). Through comparative research carried out in cities in ten countries, the project aims to determine how local welfare systems act to reduce social inequalities and to promote social cohesion, placing the focus on social innovation actions. This presentation centres specifically on the case of single mothers with children in Barcelona and Pamplona. The aim is to present a comparative analysis of the strategies applied by these single parent families headed by women and the role played by the welfare state in their social protection. In this first phase of the project, twelve interviews were conducted with single mothers aged between 21 and 47, with low educational levels and precarious employment situations. We conducted a literature review of practice-based social innovation, understood as the responses implemented by this at-risk group. The interviews show how, facing with a range of challenges and against the backdrop of the current economic crisis, these women implement resilient responses, in which contact with a group and a network is one of the key factors that has allowed them to improve their self-esteem and recognition, to empower themselves, to expand their resources and at the same time share them with other women (through shared childcare and shopping, exchanges of goods and services, etc.). Identifying the strategies and resources that they have developed provides material for a debate on the design of public policy and social support able to cater appropriately for this group.

Keywords: single mothers, social innovation, vulnerability, strategies, practices

Outsourcing the core of social work? Consequences of the organisational development within social services in Sweden

Mona FRANSEHN, Faculty of Social Science - Social Work department,
Helena JOHANSSON, Faculty of Social Science - Social Work department,

Sweden has a long tradition of using laymen as supportive persons within the social services. One of the most popular interventions is to support children and teenagers by using a contact family or a contact person. At present about 20 000 young persons in Sweden have this intervention and the situation has been stable during the last decade. The paper is based on an on-going study titled Society as a teenage parent. The focus is on teenagers between 13 and 20 with experience of having a contact person for a year or more. The aim is to gain knowledge on what content is included when the social services decides to indicate a contact person for a teenager. Further to investigate how this can be understood as a way of executing parental responsibilities where the family of origin seems to fail. The project design includes focus groups with social workers, contact persons and school representatives; analysis of social work case files as well as interviews with the young person, the contact person, the parent(s) and the social worker. The study has been conducted in three different municipalities in the western region of Sweden during the last two years and is still in progress. A result of the study so far is that social workers seem to be more of an outsourcing consultant, dealing with different bureaucratic matters in order to fulfil their responsibility in relation to society. The contact person intervention has both the character of a voluntary intervention, accomplished by laymen, and a professional or semi-professional intervention where different professionals get involved. In both cases the social workers are the organisers while the contact persons work in direct contact with the teenagers, the kind of work we normally connect to the "core of social work". The paper and presentation will deal with the questions: In which way will this change have an impact on the future development of social work profession? What are the advantages and disadvantages? What are the alternatives?

Keywords: youth laymen, social work, profession, outsourcing, organisation

Knowledge for the academy: inclusivity of social care work-based students and their experiential knowledge in the learning process.

Sandra RATCLIFFE, School of Business and Humanities - Department of Humanities,

Work-based students are a significant cohort of social care students and their experiences of the education process offer insights into concepts of inclusivity and equality in policy and practice. This cohort of students has a wide range of experiential knowledge from the "coalface" of practice and their views on their educational experiences are of significant import to educators, students and practitioners. This paper looks at the views of social care work-based students and inquires into their experience of third-level education as part of the professionalisation of this sector. This situates the focus of the inquiry towards the knowledge that is available from the experiences and perspectives of these work-based learners. A qualitative analysis utilising both individual interviews and focus groups were the methods employed. This research found that a primary motivation for these work-based students to pursue a social care degree was for occupational reasons, and a sense of increased self-confidence and having a theoretical framework for practice were the key themes to emerge as the transformational impact of the professionalisation process. However, this inevitably leads to the question: if this transformation can lead to a more critical practice approach in how practitioners engage in social action? The recommendations of this research include that the curriculum should include a critical evaluation of the 'social care role', the context of learning should be framed from an adult education perspective which recognises and includes experiential knowledge, and that confidence for critical practice should be a central learning outcome of the professionalisation process.

Keywords: Knowledge, Experiential learning, Adult Education, Critical Practice Confidence

**W27 Workshop Moderator:
MARJU MEDER
19 April 2013, Friday 10:30**

Keeping us connected: the narratives of vulnerable young people & their experiences of life as border citizens

John Paul FITZPATRICK, Hass - CELCIS,

In today's outcome driven culture of results and managerialism, our efforts in supporting vulnerable young people can often become driven by performance measures and available resources. Yet for many young people on the margins, we are failing to help them achieve their full potential. Young people often exist as border citizens - often stuck on the periphery of adult systems, interventions and lacking real agency or a meaningful voice. So how can we, at the crossroads of our various inter professional identities in working with vulnerable young people, truly empower them in navigating the key transition points of their lives, still keep young people safe, connected to family and rooted in communities? This workshop will present recent doctoral research work undertaken by John Paul Fitzpatrick in Scotland. This involved a narrative based study of 25 young people who had been placed under a statutory social work supervision order, for reasons of their protection or lack of attendance at school and explores their world view through the stories they tell. The workshop explores the issues that the study raises about power, different professional relationships, life at school for vulnerable young people, key transition points, and the often untapped power of communities - all within the context of the whole family. The session draws on social capital theory in order to make some sense about the transformative power that we have as institutional actors in creating deep relationships and as brokers of power for young people based on needs and aspirations. It will also explore the potential of narratives in helping us connect to young people. The workshop will create a space for participants to share different cultural, professional and cross national experiences in exploring how best to support young people in the context of their families and communities and explore the implications for evidence based policy formation.

Keywords: transitions, social capital, Young people, education, communities

Active detection of child poverty in Antwerp through unpaid school bills - a cross-sectoral collaboration between welfare and education.

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Description Faced with an outstanding balance of > 1 million euro in unpaid school bills, the municipal schools entered into partnership with the OCMW. The school lists the families, which are then visited by the social workers of the OCMW Social Services. Based on the findings of their social research, appropriate support, referral or a personal assistance programme is offered. In addition, the social worker can organize follow-up through the school's social service team. The project team also formulates policy advice with respect to invoicing strategies, social rates and general social support services for the entire educational network of the city of Antwerp. Results At the level of the family: improved family budget; structural approach to social problems and administration; prevention of further problems. At the level of the school : recuperation of outstanding bills; insight in families' social situation; improved expertise with regard to poverty and diversity; training in the field of communication, methodology and cooperating with parents and welfare workers. At the level of school structure: bridge between welfare and education; policy advice including setting up a social service; strengthening of school teams by offering know-how, tools, methodology. Sustainability Improved relations between parents/children/school enhance the opportunity for prevention of social, educational and financial problems, and ensure a better follow-up if problems do arise. The Municipal Education Network has a social approach to collection of outstanding invoices, avoiding legal measures towards families living in poverty. Strengthening school teams and structure by upgrading skills, methods, expertise etc has a positive effect on early detection, intervention and prevention. Preventing drop-outs is instrumental in guaranteeing the right to education and development for all children. Relevance Investing in children equals investing in the future : taking a long-term view, this is to the benefit of the viability of the city. 'Stronger' children have a better chance of obtaining a diploma, work and purchasing power, resulting in more opportunities for development and a full life for themselves and their children. The core is empowering future generations. Transferability is very feasible, setting-up costs are limited.

Keywords: Child Poverty, Unpaid school bills, Cross-sectoral, Sustainability, Transferability

Mothers' experiences of social work involvement arising from concerns about child neglect

Beth CASEY, School of Applied Social Sciences - School of Applied Social Sciences,

Aim The workshop aims to explore mothers' narratives of social work involvement as a result of concerns about child neglect. This responds to a gap in current research on child neglect, which rarely involves service users directly. It analyses mothers' experiences of empowerment, normalisation, monitoring and coercion. It also offers transformative recommendations through giving voice to mothers' subjugated narratives. Methods The doctoral study was conducted within children and families' social work teams, children's centres (Sure Start) and a homeless charity. Using multiple methods, it involved interviews with ten local authority social workers, eight Sure Start professionals and seven parents who had received professional interventions arising from concerns about neglect. The research also involved an analysis of ten case files relating to families where neglect was the predominate concern. This workshop draws on findings from interview data with mothers. Results and practice recommendations The study highlighted gendered constructions 'neglect' in which the mother was held responsible for an absence in provision of the child's physical and emotional care. The individualised and psychologised construction of the neglectful mother, which assumes that the problem of neglect is confined to the family and individual, produced specific correctional and coercive responses. There were examples where mothers complied with professional attempts to empower and 'normalise' parenting through one-to-one support and standardised parenting programmes. However, professional intervention was sometimes experienced as regulatory and coercive. Mothers reflected on their experiences of being objects of surveillance and bureaucratic procedures. They also felt blamed, judged and lost confidence in their parenting ability as a consequence of professional involvement. Mothers also commented that their situation was 'monitored' with limited face-to-face contact and support from professionals. More explicit coercive approaches included threats of court proceedings if mothers did not adhere to professional demands. Further, mothers' inability to perform empowerment did not result from an unwillingness to comply. For example, mothers were 'told' to empower through ending an abusive relationship with little or no support to so. Mothers were expected to achieve a standard of 'good enough' parenting in the context of limited resources. This workshop concludes with mothers' transformative recommendations for practice.

Keywords: child neglect, mothers, social work empowerment, coercion

The management of children and family social workers in the United Kingdom: Reflecting upon the provision and receipt of managerial support.

Elizabeth HARLOW, Health and Social Care - Social Work,

The management of children and family social workers in the UK: reflecting upon the provision and receipt of managerial support. Abstract Over recent times in the United Kingdom, statutory organizations providing welfare services to children and their families have experienced difficulty in retaining qualified social workers. Furthermore, the quality of practice in relation to child protection has been questioned. In response to these related difficulties, the Social Work Task Force was established and this body reported in 2009 (Social Work Task Force 2009). The report highlighted (amongst many other things) the need for practitioners to receive good quality professional supervision as well as the requirement for front line managers to receive training and support in this role. This paper reports on an initiative which was established by the Children's Workforce Development Council (CWDC) in 2010 which aimed to improve the support provided to front line managers. The way in which support was defined by the CWDC and interpreted by the welfare organizations that participated in the project will be described. The paper then offers a reflection on the initiative and its significance to the provision of services to children and their families. All of this is discussed in the light of the neoliberal influences that currently shape the provision of welfare services (Harlow, Berg, Barry and Chandler 2012). References Harlow, E., Berg, E., Barry, J. and Chandler, J. (2012) Neoliberalism, managerialism and the reconfiguration of social work in Sweden and the United Kingdom, Organization, pre-published on-line in June. Social Work Task Force (2009) Building a Safe, Confident Future. The Final Report of the Social Work Task Force.

Keywords: social work management, support, children, families

Children in child care – influential partners?

Pettersen VIVI-ANN, University College of Harstad - institute of social science,

Norway has been a pioneer in implementing the UN's Convention on the rights of the child to laws relating to children. Political and academic environments are supportive in ensuring children participate and have influence in all aspects of child protection. However, there is still some ways to go towards ensuring children feel that they have influence in the proceedings and decisions taken in their own case; this paper will thus consider child participation in the context of child welfare. Children as clients require being participatory and influencing their own lives. The modern child protection professional will help ensure that this happens. To do this, she must put aside the traditional social role of a child protection professional and Being a caseworker in the municipal child welfare system presents challenges on a daily basis. The work is based on what are the best interests in every case. In this she must exercise professional judgment to make decisions that contribute to the development and modification of child and family situations. She will handle the role of bureaucrats, keep distance and act impartially; simultaneously she will enter into a role that relates to a processing tradition of development in focus where good relationship between the case manager and client have a strong significance. In the vast majority of cases she works with, the measures will be based on voluntary measures. It seems logical that volunteering should be based on the participation and influence of the individual concerned. Are the gateways to concretely represent how a child welfare worker acts in a landscape of both control and providing help? In this paper I will argue that children and young people having influence over their own case will have an even greater focus in the future. We are witnessing a paradigm shift in the Norwegian welfare state with child welfare as a profession; this will be presented and discussed in the Norwegian context based on findings in my Master degree studying child welfare workers.

Keywords: rights of the child, influence, professional help, paradigm shift, modern child protection

**W30 Workshop Moderator:
GÜNTHER J. FRIESENHAHN
19 April 2013, Friday 08:30**

Evaluation of the relationship between overprotective and child centered parenting attitudes and convention on the rights of the child

Bircan OZCAN REÇBER, Uludağ University - Labour Economics and Industrial Relations,
Neşe ŞAHİN TAŞGIN, İstanbul Arel University - Social Work,

The parents should not be repressive or overprotective but should be responsive and tolerant if they want their children be socially and mentally healthy and independent adults. The children of repressive or overprotective parents have uncontrolled behaviours. Parents should be aware of and respond appropriately to the developmental peculiarities and requirements of their children. The 6th Article of the Convention on the Rights of the Child, one of the most approved conventions, is about right to survival and development of the child and stipulates that "States Parties shall ensure to the maximum extent possible the survival and development of the child". Rights of the children guaranteeing independent development of the children in mental, physical, social, emotional and moral terms can be protected by laws and established institutions and organizations. The duties and responsibilities of the adults and States are emphasized in the Convention on the Rights of the Child. The wrong attitudes and behaviours of the adults such as being overprotective or child centered negatively effect the general development of the child. Therefore, early childhood education should be made widespread and accessible. It is among the duties of the governments to develop social policies on early childhood development to raise healthy generations. The studies concerning the economic returns of schooling in developing countries show that participation in preschool programmes increases the income for life by 5 to 10 percent. According to the Cost-Benefit Analysis of Preschool Education in Turkey, every unit investment for early childhood brings a return up to 6.37 unit. It is clearly seen that social policies aiming to improve early childhood education will accelerate the economic and social growth of Turkey. In this study, we will try to make evaluations concerning the importance of early childhood education, making preschool education widespread and establishing a child rights based education in changing the over protective and child-centered attitudes and behaviours of the parents in the lights of our practical experiences and the studies carried out in the field of child rights after Turkey became a party to the Convention on the Rights of Child.

Keywords: overprotective/child centered parenting, attitude of parents, rights of the child, early childhood education, preschool education

Child's participation in a process of child replacement and caretex

DALLIA SNIĚŠKIENĚ, Social sciences - Social work,

Child's social participation in replacement process is a serious problem in our society, because child's opinion and suggestions related to his interests are very often overlooked. Child's social participation shouldn't be the pretext of loading care and responsibility not corresponding a child's age. A child must participate in home replacement process as an equal participant of interpersonal relations, but unfortunately a child often becomes a victim of adults' ambitions and interests. A child, as a human and a member of society, has rights, which adults do not take seriously. The goal of the research: reveal social participation experiences in replacement process of the children who were taken in substitute care by families, providing new participation possibilities of children in foster care. A qualitative research was made in which eight children who are living or used to live in foster families, were interviewed. The instrument of the research was a semi-structured questionnaire, consisting of four parts, the subjects of which were related to children's: 1) participation in pre-custody environment; 2) social participation in the process of choosing foster parents; 3) participation in their preparation for child's replacement; 4) participation in foster family. The research revealed that children's participation in their biological family or child care institutions evidenced their voluntary or forced accomplishment of their duties, sharing of duties, involving or not involving in activities, identity formation, busyness, listening to opinion or ignoring it. There were no adequate conditions for development of children participation in child care institutions. According to the results of the research, the social participation of the children in the process of replacement, i.e., asking for an opinion and listening to it, making decisions was limited due to the lack of competence and qualifications of the experts. The analysis of the children participation in the life of a foster family revealed the positive and negative experiences of the participants, influencing their future perspectives. The results show that the improvement of competence of workers of social and children's rights protection institution may guarantee stability of child care in a family.

Keywords: child, foster care, residential care, participation, social worker

Inclusion and learning in early childcare settings and kindergartens

Karsten SKYTTÉ, University College Northern Denmark - Social Education,
Lis LELEUR, University College Northern Denmark - Social Education,
Holger KJÆRGAARD, University College Northern Denmark - Social Education,
Pernille SAMS, University College Northern Denmark - Social Education,

Inclusion and learning in early childcare settings and kindergartens This workshop presents some of the challenges we see in the pedagogical practice in Denmark in 2012 with focus on inclusion, citizenship and individual development and learning! How do we through participation for everyone create possibilities for the child to seek his or her own identity with both adaption and emancipation? We will present a resource-oriented method and a pedagogical thinking where the teachers, their teaching and the environment for the children are in focus through a perspective where the conditions of relations are closely linked to the child's possibilities of learning. Lecturers, University College North Jutland, Denmark Karsten Skytte, Holger Kjærgaard, Lis Leleur, Pernille Sams.

Keywords: inclusion, citizenship, adaption, emancipation, relations

Threshold experiences and the formation of practitioner identity in the social professions

Mark TAYLOR, School of Business & Social Sciences - Social Sciences,
Perry SHARE, School of Business & Social Sciences - Social Sciences,

The nature of what needs to happen in order for students to become competent social professionals remains contested. This paper is based on research conducted in 2012 in Ireland, which employed particular theoretical and methodological frameworks to consider this issue. The narratives of six supervisors working in Irish Early Childhood Education and Care (ECEC) agencies and six final-year undergraduate ECEC students were analysed to understand the nature of key learning activities during practice placements for professional formation. Employing the educational theory of "Threshold Concepts", the paper suggests that students undergo transformative, troublesome and integrative experiences during practice placements. These experiences can be located in the successful planning and implementation of activities - interventions - for younger children. The findings from this research have implications for understanding the nature of key learning experiences underpinning professional identity formation across the social professions.

Keywords: professional identity, threshold concepts, narrative analysis, students supervisors

A focus group study on concepts of social inclusion among stakeholders in Hong Kong

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Sherill EVANS, School of Human Sciences - School of Human Sciences,
Peter J HUXLEY, School of Human Sciences - School of Human Sciences,
Marcus Yu-Lung CHIU, Faculty of Arts and Social Science - Social Work,

According to the World Bank's definition, "Social Inclusion refers to promoting equal access to opportunities, enabling every member of the society to contribute to social and economic program and share in its rewards." Review of literature found that there is a lack of empirical and evaluative studies that are dealing directly with social inclusion. A full understanding of the concept of social inclusion will provide government and non-profit organizations to better design social and community services to serve those in needs. A focus group study involving concept mapping was conducted in Hong Kong during September to October 2012. The objective of the study is to investigate how the concepts of social inclusion converge and diverge. Focus group study was conducted in such a way that group interaction put similar concepts together and establishes relationship between concepts. Seven groups of stakeholders were interviewed, including non-professional workers at a service centre, senior centre users, a mixed group of parents as well as community residents, mental patients, professional social service providers, communication studies students, and social work students. Sixty-one interviewees (38 females; 23 males) were asked to describe what "social inclusion" means and the concepts that were associated with "social inclusion". Concept mappings were constructed for each focus group. The duration of the focus group sessions ranges from 51 to 82 minutes (M = 65 minutes). All the focus groups were conducted in Cantonese and were audio-taped. Results identified marginalized groups that had difficulties being included in society such as people from South Asian, immigrants from mainland China, seniors, mental patients, persons with physical or intellectual disabilities, and low income groups. Most of the groups attributed social exclusion to unequal distribution of wealth in society, lack of empathy, stereotypical beliefs, language barriers, and insufficient government support. Attributes of social inclusion involve both a facilitating environment as well as open-minded mentalities. There is a strong expressed desire for maintaining harmony without compromising on basic value such as justice. Interviewees also perceived that long-term efforts were needed to achieve social inclusion.

Keywords: inclusive practices concept mapping marginalized groups Hong Kong qualitative method

Exit double trouble – leaving the closet behind – the recovery process from being alcohol and drugs dependent and physically abused

Lis Bodil KARLSSON, Health - Social and psychological science,
Ulla RANTAKEISU, Health - Social and psychological science,
Kirsti KUUSELA, Health - Social and psychological science,

How is it possible to recover from a marginal position as an ex-drug user and being physically abused? The analysis of Double trouble starts from a narrative of becoming an ex – from being an outcast and marginalized because of being an alcohol- and drug dependent woman, and at the same time living in a destructive relationship being sexually and physically abused – till becoming a professional psychotherapist within a treatment home for women having similar experiences. We will analyse the exit process, specifically how this process can be prolonged if professionals do not understand and analytically are unable to separate the drug/alcohol abuse from being a victim of abuse and violence – and solely consider the violence as a consequence of de drug/alcohol abuse. This case study clearly refines the existing theories of the exit process and that recovery unnecessary can be prolonged when double trouble is analytically mixed with the treatment of being an alcohol and drug addict or is made invisible such as in a community of Alcoholics Anonymous (AA) and Anonymous Narcotics (AN). The case study also shows how this woman stills needs to work on her own experiences when starting as a therapist, i.e. that her own destructive experiences are manifested in her work. In the analyses of double trouble we are not directly polarizing against the idea of alcohol- and drugs as a disease, even though our analysis is strongly stressing social injustice and inequality, rather that analysing the problems out of a medical aspect. The recovery process from living in an exposed situation till becoming less exposed is illustrated indicating that she has left the closet behind, clearly stressing that it is "possible to live a life without being a Drama Queen".

Keywords: exit process, drug abuse, violence, alcohol abuse, double trouble

**W31 Workshop Moderator:
GABRIELE STARK-ANGERMIEER
19 April 2013, Friday 08:30**

Getting inside: the social work contribution to the well-being and rehabilitation of prisoners

Ian JOHNSTON, IFSW - EUROPEAN EXECUTIVE,
Salome NAMICHEISHVILI, IFSW - EUROPEAN EXECUTIVE,

Title: "Inside out – The Role of Social Workers in Prisons" Co-Presenters: Salome Namicheishvili - President of the Georgia Association of Social Workers (GASW) Ian Johnston – Former Chief Executive of the British Association of Social Workers (BASW) This workshop will focus on the important contribution that social workers make to the well-being and rehabilitation of prisoners. The presenters will contrast the situation in Scotland where such services are well established with that in Georgia where resistance to the involvement of social workers in penal justice settings has yet to be overcome. Workshop participants will be encouraged to consider how the tension that arises between our responsibility as social workers to challenge injustice and the abuse of rights and the necessity to contribute constructively to punitive regimes can be reconciled and effectively managed. Both Salome and Ian are members of IFSW's European Executive Committee and will stress the importance of shared values and professional support networks. Reference will be made relevant research findings, publications and international partnerships and exchanges.

Keywords: Criminal Justice, rehabilitation, prisoner's rights, ethical dilemmas, well-being

Analysis of the law of long-term care in Spain: a social work perspective

Isabel VALLE, Ciencias Sociales y Humanas - Trabajo Social y Sociología,
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Emma SOBREMONTE, Ciencias Sociales y Humanas - Trabajo Social y Sociología,

La Ley de la dependencia promulgada en España en 2007 supuso la culminación de una demanda ciudadana ante el fenómeno del envejecimiento progresivo y el desafío que suponía la desproporción entre el aumento de las necesidades de cuidados y los agentes cuidadores formales e informales. No es por casualidad que hayan sido grupos de mujeres quienes promovieran el desarrollo de esta ley dado que el problema de la atención a personas en situación de dependencia ha sido asumido históricamente por las mujeres. En esta comunicación se presenta una síntesis de los principales indicadores de población atendida, tipología de los servicios prestados y datos de accesibilidad y proceso de implantación de dichos servicios. El análisis entre las expectativas que provocó, y lo que en la realidad ha sucedido, obliga a una reflexión crítica sobre las luces y las sombras de una Ley que ha sido calificada como el 4º pilar del estado de bienestar en España.

Keywords: long-term care, continuing health attention, gender, health professionals, social workers

Police and social work: into the great wide open

Roose RUDI, Faculty of Psychology and Educational Sciences - Department of Social Welfare Studies,
Reynaert DIDIER, People and Welfare - Social Work,
Easton MARLEEN, People and Welfare - Police and governing,

In this presentation we go deeper into an ongoing research on the link between police and social work in relation to youngsters. Central is the idea that 'inclusive work' is not exclusively for social work and control is not exclusively linked with police work. In this presentation care and control are recognized as two perspectives on social problems, which are part of every intervention by police and/or social work. In this paper we present preliminary findings of our research in which files of summons on youngsters are analyzed and concrete cases are discussed. Leading research questions are: for what kind of problems in relation to youngsters are the police asked to intervene? To what kind of interventions does this lead? How do these interventions relate to the tension between care and control and the role of social work? These findings generate discussion and are relevant both for practice and further research in social work. It is stated that we should not only focus on the mandate of police and of social work but also on what is conceived as being social work inclusive within different practices. We also state that this debate should surpass a sole focus on the relational but is also a political question.

Keywords: police care and control, youngsters, inclusion, social work

The importance of supervision for social workers in inclusive practice

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Zoja KOSCUROVÁ, Faculty of Education - Department of Social Work,
Ladislav VASKA, Faculty of Education - Department of Social Work,

The authors of this paper present a Slovak concept of supervision in social work in the legal, educational and practical conditions and introduce topic to its current state in the context of social action affecting the inclusive practice of social workers. Supervision nature as a tool for professional development of social workers has a significant potential to affect the social work and also to promote changes in social work practice. A characteristic feature of the Slovak reality nowadays is the emphasis on economic factors and limits of social policy. Although this aspect in relation to social action can not be eliminated, to the fore of social work must persist promotion and support of human rights in order to improve the quality of life for everyone. Supervision of its nature and focus does not entirely depend on the economic discourse and it should not be "manipulated" by it. What should be mandatory for supervision, it is a reflection of social change and emerging issues in the practice of socially, physically or otherwise disadvantaged clients. It should be noted that even in Slovakia social workers are working with different marginalised groups in terms of promoting social inclusion. In the context of this practice, the supervision is an important source of professional support for social workers, which assists in more efficient performance of inclusive practice. The authors deal with the issue of supervision of social workers involved in inclusive practice, not only in theory but also from the research point of view. They present the findings of qualitative research conducted in early 2012. The focus groups were used as a method. Respondents of the research were social workers in social work practice, working under regular supervision with various marginalised groups. Not only due to the diversity of client groups (multi-risk families, clients in post-penitentiary program, marginalized children and youth etc.) with which social workers worked, we can talk about supervisions that reflect the current social situation in the context of current issues of social inclusion practice.

Keywords: social work, supervision, social action, inclusive practice, social worker, social work

Secure youth accommodations in the Netherlands

Joep HANRATH, Faculty Sociale Work - Researchcentre Forensic Social Work,

Secure Youth Accommodations in the Netherlands Forensic Social Work concerns itself with mandated clients who's supervision asks for specialist care. The social worker not only addresses the personal needs of the offender, but also the issue of security for the general public. Therefore the interventions of the social worker are under great scrutiny. The research group of Forensic Social Work at the University of Applied Sciences, Hogeschool Utrecht, focuses on the professional and his use of interventions as well as the continuity of interventions in search for adequate support to desist from crime. One of the themes of the research group concerns youth. The Dutch juvenile justice system has a high rate of secure placements in the Netherlands. Although rates are diminishing , secure placements remain an important intervention where social workers handle day to day coaching of 8 to 10 youngsters on their ward. Their ambition is to support the youngsters in their personal development, to help them develop skills that enable them to integrate and adjust to daily live in society once they leave the secure facility. Over de last years research has shown how important the role of the social pedagogical workers is, but also how difficult it is to keep the right balance between order and security for the group and individual attention for the troubled kids. The right balance is difficult to find. A shift from the emphasis on residential treatment to close supervision after their residential placements is reconsidered but asks for specials skills and a different vision on rehabilitation when returning to daily life and routine. This presentation will give an overview of current research in the Netherlands regarding the placements of youngster, the difficulties the staff encounters in keeping the balance between order and the personal attention for everyone. And we would like to share with you some of our thoughts how to bridge the gap between the secure placement and the reintegration afterwards.

Keywords: forensic, social work, youth, secure accommodations

**W36 Workshop Moderator:
CRISTINA MARTINS
19 April 2013, Friday 08:30**

Gap mending pedagogy - for an inclusive and emancipatory social work

Cecilia HEULE, Lund University - School of Social Work,
Arne KRISTIANSEN, Lund University - School of Social Work,

In recent years, the importance of service user involvement has had more space in the discussion of social work practice and development. However, there is still much to do in terms of the practical application of service user influence and participation. There is a great need for innovative methods in order to make it possible for different service user groups to have influence in social work. At the School of Social Work at Lund University in Sweden, strategies to develop user involvement have been developed since several years. One result of this work is the design of an inclusive educational pedagogy which has been called gap mending methods. The vision of the gap mending pedagogy is to emancipate students to be able to participate in bringing about a necessary change in social work practice. We believe that the gap between social workers and service users needs to be overbridged, or mended. The method used in a course - where social work students and students who have been recruited from various service user organizations - study together on relatively equal terms. For example, they have the same requirements on performance and participation, and both groups receive university credits if they complete the course. An important goal for the course is to create collaboration between groups that have been experiencing various interventions in social work and the professionals. Together they try to gain understanding on how to develop a more dignified and fair society. A big part of the course is devoted to create new project ideas. These are based on the theories and the knowledge that the course is based on and aims to develop and transform social work. The gap mending pedagogy is based on several principles. One important is to create a common learning platform, where people who have been in opposite positions of power and with different life experiences, can take each other's perspectives seriously. Personal experience-based presentations are important in the creation of trusting relationships. Based on an emancipatory epistemological perspective, experienced-based knowledge is seen as an important complement to research and professional knowledge.

Keywords: service user involvement, Gap mending, Pedagogy, Social Work education inclusive, Social Work emancipatory, Social Work

Innovative drug rehabilitation run by former drug users in Sweden

Nannu NAMBIAR, Lund University - Rainbow Sweden,
Tomas BERG, Lund University - Rainbow Sweden,

Since many decades, rehabilitation and recovery from drug abuse is offered by social enterprises run by former drug users in Sweden. Many of these organizations are a part of the umbrella organization Rainbow Sweden, who has developed a quality system to guarantee high quality in the rehabilitation services. This presentation will focus of Rainbow, it's organizations and evaluation system. One of the social enterprises is called Basta. Basta offers people a home and a context. The rehabilitation at Basta is built around the work at the company. There is no traditional therapy, only the support from friends/ colleagues at Basta. Basta is an empowering structure where people can help themselves. The philosophy of Basta is based on a belief that everybody has skills and resources that can be developed. Basta is a non-profit organization and all the profit is reinvested in the company. It has a yearly turnover of around 5 million dollars, and offers work within many crafting fields. Basta is one of many similar organizations within the Rainbow organization. Rainbow Sweden was created in 1996 with the purpose of stimulating cooperation between client-driven organizations. Today it consists of eight organizations. Under the Rainbow umbrella, organizations come together that run activities for various excluded segments of society, including those involved in drug abuse. A common feature of Rainbow Sweden's member associations is that the client group can be found at all levels within the organizations' structures, people who themselves have been patients, clients, or ex-convicts. Rainbow Sweden has developed a non-medical detox of point zero with the purpose to provide a facility that makes it possible for the clients to stay as long as needed. Rainbow Quality System (RQS) is a quality assurance system for user-driven organizations. RQS has been developed in collaboration with researchers at the School of Social Work at Lund University. The main goal with RQS is that the service user can measure the quality of his/hers own rehabilitation. RQS consists of peer review, training and documentation.

Keywords: drug rehabilitation, social enterprise, quality system service users, empowerment

Contact family - a preventive supporting intervention or a kind of placement for children and teenagers?

Lotta BERG EKLUNDH, Institution of Social Work - University of Stockholm,

Contact family is a Swedish intervention for supporting children in vulnerable life situations. The child receives an 'extra family' with whom to spend some weekends, weekday nights and holiday weeks. The concept is that sharing this 'extra family's' everyday life helps the child to build up resiliency and become better able to handle everyday life. The members of the contact family can serve as role models and provide good examples. The child might find 'a significant other' in the contact family. This form of social support is decided on and paid for by the Social Welfare Service. This study concerned 50 children in four Swedish municipalities with contact families starting 2000. It was a longitudinal study conducted over seven years comprising both interviews and social services' documentation. The results showed that parents applying for contact family wanted to obtain some relief from parental duties or because lack of social network. Some of the parents had problems with substance addiction or mental disorder. 30 children had experienced domestic violence. 18 children experienced being placed with a contact family that functioned as a short-term emergency care or foster home. Only two of the children had the possibility to participate in choosing whether to have a contact family. Some children participated in the process of arranging for the contact family and in making the decision to terminate the arrangement, or to move in with the contact family as foster care or supported housing. These results will be used as the basis for a project of developing the social work with Contact Families in Stockholm. It will include engaging social workers in work-shops and focus studies. New interviews will be performed with some of the children in the former study about their experiences of being in Contact Family. The presentation will discuss how this kind of intervention can be used as a part of social work with children and if it can be used both as Respite Care, an extra family for the child, and with the possibility to develop into foster care in critical situations.

Keywords: Contact Family, Preventive care for Children, Swedish Respite, Care Children in Vulnerable life situations, The important other

International messages from service users and carers on social work knowledge

JOE DUFFY, Arts, Humanities and Social Sciences - Sociology, Social Policy and Social Work,
MARIA ASUNCION MARTINEZ-ROMAN, Social Work Department - Faculty of Social Work,
DARJA ZAVRSEK, Faculty of Social Work - Faculty of Social Work,

Abstract Service user involvement has become embedded in social work education in several countries across the world. Research evidence also demonstrates the positive contribution that service users can make to important areas of social work knowledge. This proposed workshop presents the findings from a DVD produced with service user and carer representatives across three countries: Northern Ireland, Spain and Slovenia which highlights key messages about their views on important aspects of social work knowledge such as skills and values. The project has been funded by the International Association of Schools of Social Work (IASSW) and the proposed workshop will be the first opportunity to show the DVD and discuss the findings that have emerged across three countries at different stages of development in regard to service user and carer issues. The workshop presentation, using the DVD produced in the three different languages of the participating countries, will discuss the responses from the range of service users and carers to the standardised range of questions which were presented to them by social work students in the three countries. We will then present the themes from these findings which are both similar and different in each country. This will form the basis for further international knowledge development and the further enhancement of service user involvement in social work education in an international context. The workshop presenters believe that this project fits within the conference theme of Inclusive Policies and Practice. Service users and carers, social work students and academics across three diverse countries have had the opportunity to collaborate on a research project to facilitate social work students in their understanding of service user involvement in an international context. The workshop will also inform educators globally about the importance of the service user perspective in social work education and the learning that can accompany innovative methodologies to achieve this.

Keywords: Service User Involvement, Social Work Education, Knowledge, Skills, Values

Lifelong learning: will "competence" become the new "currency" in education and labourmarket and can it help to integrate disadvantaged and excluded people?

Funk EBERHARD, Deutscher Verein - Arbeitsfeld 2,

At the end of the first decade of the 21st century, the situation of especially young people in Europe is complex and diverse. In southern Europe the rate of unemployment is very high and young people get few chances to prove their competences on a qualified job; in northern Europe many companies are looking for skilled workers, but more than 15% of young people will not find an occupation – because of their low formal qualification. A worrying number of 15-year-olds fail to reach basic ability levels in reading, maths and science (especially boys and foreignborn pupils, - not only school drop-outs; early school leavers, disaffected young people or other young people at risk-). And the current (very high) unemployment risk for these people is likely to become worse. As a consequence of changes in the labour market, the European states and the European Union put their focus more on the development of skills and competences, including soft skills: social skills, learning to learn, communication in the mother tongue as well as in a foreign language, mathematical and scientific competence, digital competence, social and civic competences, emotional skills, team-spirit, problem solving, creativity, sense of initiative and entrepreneurship, cultural awareness and expression etc.; these competences are acquired mainly in non-formal learning schemes. To this end, school, out-of-school, and vocational education have become complementary. The recognition of learning outcomes is now considered a driver for employability, mobility and social inclusion. This trend goes together with some crucial developments in the area of recognition and validation of skills and competences: The European Qualification Framework (EQF) is an instrument of reference and transparency and shifts the focus from 'learning inputs' (length of studies, or type of institution) to 'learning outcomes'. It encourages lifelong learning by promoting the validation of non-formal and informal learning. Most European states are developing their own National Qualification Frameworks and linking it into the EQF. The workshop will present key aspects of the debate in German

Keywords: Lifelong learning, Competence, Nonformal learning, Validation, school drop-outs

**W37 Workshop Moderator:
IŞIL BULUT
19 April 2013, Friday 10:30**

How inclusive is social work education in Turkey?

Emrah AKBAŞ, Faculty of Economics and Administrative Sciences - Social Work,
Gançe ERÜKÇÜ, Faculty of Economics and Administrative Sciences - Social Work,

Social work education started in Turkey in 1961 with the support of the United Nations. Up until 2002 Hacettepe University had been the only university having a social work department for 41 years. Thus, the dominant paradigm of social work education in Turkey had been inspired by the Anglo-Saxon tradition and carried to the country by Hacettepe University, which still determines both the curriculum and theoretical approach of other departments. The first decade of the 2000s witnessed a boom in departments of social work. There are so many problems with the infrastructure of these departments. They were not based on an accurate planning. Moreover they fall short of enough qualified staff having a diploma in the field of social work. Since all these departments copied the curriculum of Hacettepe University they did not have any claim to create a school of thought in social work. What is more unfortunate is the fact that Hacettepe University could not follow the developments in the outer world and has been stuck in the paradigms of the 1970s. The only alternative to the dominant paradigm in Turkey came from a conservative line, which proposed a spiritual/religious understanding of social work. However, neither of these departments has created a curriculum which is inclusive of diversity in the country. Positivism has prevailed in all these departments reproducing the illusion of social work as a social engineering endeavor.

Keywords: Social Work Education, Positivism, Diversity, Inclusion, Curriculum

Including fathers into the Turkish family policy: matching the experiences with policies

Gökhan TOPÇU, Hacettepe University Faculty of Economics and Administrative Sciences - Social Work,

This presentation will cover the preliminary findings of my PhD thesis. The aim of the presentation is to show how Turkish fathers living with their children under the age of eighteen experience their roles as fathers in the family. Their experiences had been analyzed under some themes. These themes are mainly as follows: Values of fatherhood taken from the family, relations with children and spouse, experiences and evaluations on fatherhood roles, crisis of masculinity and changing of the roles, working life and fatherhood roles. Having reviewed the related literature in European countries, the experiences of fathers from different backgrounds in terms of education, birth place, culture etc. had been taken utilizing the above mentioned themes and their experiences as fathers will be analyzed in terms of whether Turkish family policy in its current state is able to meet the needs of fathers in Turkey. Since it is stated in the Turkish constitution that the family is the basis of the society, the corresponding policies should ensure that. This study is on whether they do so or not. The analysis of such correspondence between the fathers' experiences and the family policy is not due to the writer's interest in keeping the family as the basis of Turkish society. The study rather aims to show the inconsistencies of the policy which takes family to the focal place despite the lack of some necessities in terms of integrating fathers as a member of the family. Such an analysis will be useful in the discussions to determine whether the focal point of Turkish social policy should be the family or the individual. By analyzing the constitutionally defined family, we can both discover the inconsistencies of the family policy while trying to evaluate the alternatives of constructing a new one.

Keywords: Fatherhood, Fathers' roles, Crises of masculinity, Turkish family policy, Turkish social policy

A project for empowering the institutionalized youth in Turkey

İŞİL BULUT, Baskent University - Social Work,
ARZU İÇAĞASIOĞLU ÇOBAN, Baskent University - Social Work,
GONCA POLAT, Baskent University - Social Work,
CENGİZ ÖZBESLER, Baskent University - Social Work,

This Project is developed for empowering 12-18-years-old adolescents under-protection in two institutions in Ankara, Turkey. One of the institutions is an Orphanage, providing services for adolescent girls who are out of parental care and/or abused/neglected by their parents. The other institution is a Care and Rehabilitation Center (CRC) for adolescent girls who are sexually abused by their parents or other adults. The Project includes three main activities; 1. Determining the needs of adolescents In order to determine the needs of participants, institutional records were analyzed (114 files) and a Needs Assessment Form was applied directly to adolescents. Findings presented the needs of adolescents in the areas of relationship with family, friends and staff. Anger management problems, low participation rate to recreational activities, self-harm and peer-bullying were determined as the main problem areas. 2. Groupwork with adolescents According to the determined needs, the authors conducted a “Psychodrama Group on Anger-Management” with the adolescents from Orphanage and a “Problem Solving Group” with adolescents in CRC. Both group work started with 15 adolescents. In the anger management group, psychodramatic techniques such as role reversal, empathy, doubling were used and some warm-up exercises and sociodramatic plays were employed. In the problem solving group, mutual understanding in the group, support were strengthened and problem solving skills were developed. Both groups applied for 11 weeks. Anger management group was assessed with State-trait anger inventory and Strengths and Difficulties Questionnaire. Problem solving group was assessed with Problem Solving Inventory and Short Symptom Checklist. Positive change among participants were observed. 3. Group work with Professionals Social workers, psychologists, child development specialist and other professionals working in both institutions were included in a group which aims to improve Professional intervention skills. Because of the heavy work load, the group had only 5 sessions. During the sessions, services in the institution, the problems experienced by professionals, problems in working with the adolescents and possible intervention areas were discussed. Work load and lack of adequate staff and undifferentiated Professional roles were among the mostly represented problems. In this presentation results of the Project will be discussed.

Keywords: institutionalized adolescents, social work group, work professionals, sexual abuse

Inclusive practices for providing social and health care services for children in residential institutions in Lithuania

JOLANTA PIVORIENE, Faculty of Social Policy - Department of Social Work,

According to statistical data, 4119 children lived in child care institutions in 2011 in Lithuania. Temporary guardianship was established for 1335 children; permanent – for 2784 children. The biggest group is comprised of children aged 10–14 (1532 children), whereas the smallest – of children aged 4–6 (401 children); the group of children under 3 years of age includes 508 children; 7–9 years old – 571 children; 15–17 years old – 1107 children. It is also worth noting that 606 children with moderate or severe disability were living in child care institutions. Special needs have been established to 1875 children; mental illnesses – 318 children; emotional, behavior and social development disorders – 899 children. 1412 children with emotional, behavior or social development disorders were in need of medical aid (Social Report 2011-2012). There is sound legal basis for cooperation of different professionals in providing services for children in residential institutions; however, numerous scientific researches shows that lack of resources, not equal involvement of different professionals in the team (if any) work, lack of inter-institutional cooperation, little attention to children voices impede effective functioning of social and health care services in residential institutions. Majority of the researches concentrated either on social or health care system and lost attention in investigating both sides at the same time and according to the same issue or case. The aim of the presentation is to discuss data of semi structured interviews (individual and focus group) with social and health care services providers in order to find out inclusive practice examples for development of cooperation model in providing services for children in residential institutions in Lithuania.

Keywords: children in residential institutions, social care health care, interprofessional cooperation, interinstitutional cooperation

DARÜLEYTAMS (1914)

Fatih ŞAHİN, School of Health - Social work,
Turgay ÇAVUŞOĞLU, School of Health - Social work,

Correction which was established in Nişas boarding in 1861, is the first example of institutional care, in order to be given services to children in need of protection. In correction house teaching as well as vocational training were given to children in need of protection. Opened in 1895 "Hospice" has not only to provide services to children in need of protection, the disabled and the elderly also took care services. Caring and vocational training of street living children targeted with institution called Darulhayr Ali. Founded in 1914, Darüleytams (a kind of orphanage) while targeted to protect children of the soldiers who died in the front in first plan, in second plan targeted to protect motherless and fatherless children during migration to Anatolia due to wars. The Ottoman Empire, lost a very large extent of territory and population after Tripoli (1911-1912), the Balkans (1912-1913), I. The World (1914-1918), Çanakkale Wars (1915-1916) After these wars not only in the country's economy deprived, also poverty, epidemics, widows and orphans care problems have emerged. After the enormous child mortality, these children tried to set down in boarding schools and hospice, inability to cope with problem, in various provinces of the country were encouraged to open Darüleytams. Although there was numerical data inconsistencies in 69 Darüleytams, five thousand girl and fifteen thousand boy in Darüleytams hosted a total of twenty thousand children are emphasized. Children are sent to schools for studying as well as housing service, children are not studying the work of art and are directed to agriculture in Darüleytams. Male students in order to learn the profession within the pop-up businesses in Darüleytams or private businesses sent to work. Female students in the cutting-sewing, weaving, washing, reefers, tinker, and cooking areas have been trained and put into production activities, such as rose growing, sericulture, poultry, dairy, vegetables. During the invasion of the Allies after the Armistice of Mudros 1918, Darüleytams in Istanbul to take back and use in buildings due to financial difficulties, first in upstate Darüleytams then Darüleytams in Istanbul closed, where the remaining children "School for the Yacht" are placed.

Keywords: The Ottoman state, children in need of protection, darüleytam war education

Gender inequalities in labor market in Bosnia & Herzegovina

Sanela BASIĆ, Faculty of Political Sciences - Social Work,
Milanka MIKOVIĆ, Faculty of Political Sciences - Social Work,

Phenomenon of gender inequality in the labor market is not seen as a major theme in the discussion of public policy in BiH. Despite social and scientific relevance of the topic, empirical evidence and academic studies on this issue of economic position on woman in today's Bosnia are rather scarce. Searching for (scientific) response to the question whether the fall of socialism, war and post-war transition undermined gender equality in the labor market in BiH, present research represents a modest scholarly contribution to the struggle for equality of opportunities of contemporary Bosnian women. Complexity and multidimensional nature of the research subject asked for combination of quantitative and qualitative research approaches. Therefore, the research was designed and implemented on two levels: a) as a quantitative study and b) as a qualitative study. For the purpose of this paper, the results of the focus group interviews will be presented. The main objective of the research was to determine how women as a gender group, which is to significant extent present in the labor market in BiH, perceive their position in the field of employment and labor in relation to following categories: (1) (un)equal employment opportunities; (2) (un)equal social status/position; (3) (un)equal opportunities to exercise their labor rights; (4) (un)equal benefits from achieved working results and (5) potential solutions (preconditions for more successful adjustment of the labor market to gendered, "female" needs). Research results have shown that there is a wide-spread social practice of unequal treatment of men and women, which is generally at the expense of women. Unequal treatment is present in all spheres: from labor market and professional life over politics to family life. Alignment of personal, family and social life in post-conflict, transitional and poor Bosnian society for vast majority of woman has become mission impossible. Present transitional changes in the area of the labor market largely deteriorated the social position of women. This is also because the process of loosing from previous values, attitudes and behaviors which is evident in the perception of the respondents/participants presented in this study is very slow.

Keywords: gender (in)equality, labor market discrimination, focus groups, Bosnia-Herzegovina

**W47 Workshop Moderator:
JOLANTA PIVORIENE
18 April 2013, Thursday 16:00**

International perspective in social work curriculum case study of internationalisation module for BA social work students in sittard, the Netherlands

Maja ROCAK, Faculty of Social Work - Social Work,
Chantal VAN LIESHOUT, Faculty of Social Work - Social Work,

This presentation will illustrate the innovative BA course: Internationalisation: Global Perspective in Social Work at the Faculty of Social Work in Sittard, Netherlands. Social work education is an essential part for the development of In the future social professionals. In the times of globalisation international features play an important role in Social Work education. Adding an international aspect to the Social work curriculum, in the times when context is more and more driven by global forces, is necessary in order to educate a future social practitioners. The faculty of Social Work in Sittard offers social work students the possibility to follow ten week intensive course on International social work. Course stimulates students to develop their knowledge and skills in international social work matters and creates opportunities for international experience. Empowering students to transcend geographical, as well as intellectual, borders is central. Student explores the international social field by literature study, visiting institutions in different countries, interviewing professionals, teachers, experts, following lectures provided by international staff and writing a final essay. What is special with this programme is the fact that one topic (poverty) is central, and international materials studied are build up around this topic. This way, students can explore international trends by focusing on a specific issue. Proactive engagement of the student is required which provides active study environment and building up network in international environment. Moreover, use of social media (for making contact with peers from abroad who work on the same topic) as well as active blogging where students exchange literature and ideas with each other enabling active participation and collective learning, is required. Authors have developed this innovative programme due to the complex diverse demands of Social Work curriculum in globalised world. Experience with this programme tells us that exploring international aspects in Social Work curriculum is necessary and beneficial for future social professionals. Knowledge and experience from this programme can be taken into consideration when developing Social Work curriculum for other faculties/ countries.

Keywords: Social Work Education, Social Work Curriculum, Internationalisation, Global Perspective, Internationalisation module

Managing diversity in a department of social work

Van Kerckhove CHRISTIAN, Education, Health and Social Work - Social Work,

We proceed from the dictum: to cogitate about diversity is to cogitate about identity. The first question we have to answer is: what is the (corporate) identity of the Faculty of Social Work. This answer is twofold. Firstly, we look for the view of humanity that's used within the faculty. A. individual: what we call 'self-image', is an ephemeral fusion of several factors: age, gender, social context, culture, religion, the colour of someone's skin, world view, ... My 'self-image' is like a big patchwork B. social: the social context can affect a citizen's social identity, both favourably and adversely. A key factor, in that respect, is the socio-economic situation of the individual, which manifests itself in many different ways: housing, healthcare, leisure time, cultural perception, work and job satisfaction, social norms and a coherent set of values, but in education too. Secondly, we ask people about the faculty's own identity. This last-mentioned identity is quadripartite: a. general- : this is a mixer of the Latin and the English model. The Latin vision stresses the universality within which the secular values occupy centre stage. The Anglo-Saxon model stresses the philosophical diversity which is becoming apparent in the public realm, partly based on a recognition of the individuality of (minority) groups. b. specific- : The specific identity is an ensemble of pedagogical-didactic methods and a rational offering of training facilities. c. corollary- : Rules ensure, among other things, that our individuality is kept intact. Rules are useless if they are flaunted, which may tarnish our identity. d. quality identities. This implies that the diversity policy will consist in bridging the gap between the patchwork identity of the entrant (or of the employee) and the entry- and/or exit-level skills. Once the identity has been defined, we then ponder our policy on diversity. The key consideration, here, is a category non-specific approach. This approach to diversity is explained by means of an example: the diversity policy for students.

Keywords: diversity, patchwork identity, social identity, pedagogical-didactic, work methods, diversity skills

Inclusive policies

Ramona BERNARD, Faculty of Social Sciences - Institute Child Welfare and Social Work,

Inclusive Policies and Practice with regard to Immigrants in Norway A case study of organized voluntary social work
Abstract: An increased immigration of people from all parts of the world has made Norway a more multicultural society. This actualizes the question of social inclusion in a new manner. This present study examines the Norwegian policy of inclusion in relation to organized voluntary social action. Focus is on organized voluntary social work in relation to immigrant groups and how the policy of inclusion affects this field. The methodical approach is text analysis of official white papers and the current financial support scheme for voluntary organizations. What is the ideological fundament for the Norwegian inclusion policy and how does it influence voluntary social organizations? The discussion will begin by inclusion with regard to multicultural and cultural pluralistic discourses. Central perspectives are integration, assimilation and equality and the dilemma between individual and collective rights and responsibility in a democratic society like Norway.

Keywords: Inclusion, Policy, Immigrants, Norway Case study

A rolling stone gathers no moss - revision of the international definition of social work

Bridget ROBB, BASW - Acting Chief Executive,

The International Federation of Social Workers (IFSW) and the International Association of Schools of Social Work (IASSW) have been reviewing the current international definition of professional social work with a view to launching an updated version at the World Conference in Melbourne in 2014. In common with rock music the practise of professional social work has been firmly established in the UK since the late sixties and early seventies.. Whilst there have been substantial changes in the tasks undertaken and the organisational framework from which services are provided, a collective commitment to shared values and principles unites practitioners working with different client groups in a wide range of settings. We recognise that our colleagues in other parts of the world face many of the same and many quite different challenges to those confronting social workers in the UK. However we believe that social work is a global profession and that our commitment to core values transcends geographical boundaries and empowers us to challenge injustice and fight for the rights of disadvantaged individuals and groups. The British Association of Social Workers (BASW) has a longstanding commitment to international development and considers that it is essential that the vital contribution that social workers make to the wellbeing of people of all ages is underpinned by a universal definition. We therefore wish to host a symposium or workshop session at the 2013 ENSACT conference that will afford participants an opportunity to contribute to the development of the new global definition. The proposed session commands the support of the IFSW Secretary-General and will ensure that there is a platform at the conference for representatives of IFSW and the Schools of Social Work to brief delegates on the progress that has been made in formulating a new definition and engage them in debate about the action that will be necessary to ensure that it is promoted widely and secures the widest possible ownership amongst the global social work community.

Keywords: International definition, social work, global IFSW/IASSW

Permanent education for adults and human development

TERESA ALAMO-MARTIN, EDUCACIÓN Y TRABAJO SOCIAL - SOCIOLOGIA Y TRABAJO SOCIAL,
M. FELIX REIVAS-ANTÓN, EDUCACIÓN Y TRABAJO SOCIAL - DERECHO CIVIL,
CARMEN VALLE-LÓPEZ, EDUCACIÓN Y TRABAJO SOCIAL - SOCIOLOGIA Y TRABAJO SOCIAL,

Life-long learning is one of the greatest challenges that an open and modern University faces in our current society. Educational projects that are engaged with Adult Education (students over the age of 40) constitute a reality in more than 50 Spanish universities, public and private funded. This increment is due to social, demographic, educative and economic reasons that justify the need of implementing them. Besides those reasons, there is a growing awareness coming from institutions such as those of social welfare and universities that contribute to the increase of educational projects. According to the 46th International Conference on Education, the great challenge of education worldwide is the capacity of living together. Permanent education programs for adults take care of this aspect, since they don't have to address the skills of a particular profession. For that reason, we believe that besides addressing specific subject contents at permanent education programs, we should orientate comprehension process towards issues on globalization, migration and cultural diversity, since they constitute one of the great challenges towards a sustainable and permanent development of communication and dialoguing skills.

Keywords: Life-long learning, social welfare, Adult Social inclusion, Sustainable development

**W48 Workshop Moderator:
MARK TAYLOR
19 April 2013, Friday 08:30**

The application of Sen's theory of human development in social work and the meaning of democracy from below

Den Braber COLLIN, Avans UAS - School of Social Studies,
Gradener JEROEN, Amsterdam University of Applied Sciences - Faculty of Social Work and Law,

This paper starts with an introduction of Sen's theory on social and human development: 'the capability approach' (CA). Amartya Sen argues that in present human development approaches there is a strong emphasis on economic growth instead of human wellbeing while this should be the other way around. In his view, people's wellbeing should be the main aspect of social and human development. This economy versus wellbeing debate is a very topical subject in Europe contesting the present economic crisis. In 2004 Sen founded the Human Development and Capability Association (HDCA) with Martha Nussbaum and Frances Stewart. Human development is defined by Sen as the freedom to achieve the life one has reason to value. The academic researches on applications of the CA are hardly known in the discipline of Social Work. This paper shows the relevance of the CA by explaining the keywords of the CA: Capability, freedom and agency. To show the applicability of Sen's theory as a theoretical framework for Social Work, the second part of the paper elaborates on one of the instrumental freedoms in Sen's theory: political freedom and civil rights. Sen (1999) refers to 'the opportunities that people have to determine who should govern and on what principles, and this also includes the possibility to scrutinize and criticize authorities, to have freedom of political expression, an uncensored press, and so on. They include the political entitlements associated with democracies in the broadest sense (encompassing opportunities of political dialogue, dissent and critique as well as voting rights and participatory selection of legislators and executives)'. Following Jim Ife (2010), the authors argue that in the case of political freedom and civil rights, human rights can better be realized when community development principles are applied. This means that such rights and freedoms should not be imposed from above by 'technocrats', but from below by the people themselves because the main human right is probably the right to be involved with any matter that concerns their own lives. It is at this point that social and community workers are playing a crucial role in empowering communities and inclusive policies.

Keywords: Capability Approach, Human Rights, Social Inclusion, Community Development, Deliberate Democracy

What social networks for social inclusion in Spain? A critical gender approach to social action

Sandra EZQUERRA, Facultat de Ciències de la Salut i el Benestar - Departament de Salut i Acció Social, Mariela GLESIAS, Facultat de Ciències de la Salut i el Benestar - Departament de Salut i Acció Social,

In our attempt to answer one of the main questions posed in the conference, “What types of policies and practices need to be developed to improve the life chances of vulnerable people”? We interrogate ourselves in this paper about the role family and social networks have in social action practice and social policy making in Spain at the current context of economic crisis. First, we both analyze and deconstruct, from a gender perspective, the extensive European-wide discussion on the role family and social networks have in promoting wider social inclusion. Second, through an analysis of several research projects we have conducted during the past three years at The Government and Public Policy Research Institute (Barcelona, Spain) on local social policy and services, we shed light on the fact that, while family and social networks may often facilitate social inclusion processes, they may also accentuate, particularly for women, social vulnerability and risk of social exclusion. We conclude our paper making several policy and practice recommendations on the mobilization of family and social networks within social action professions. Moreover, we emphasize both their great importance in the current moment of economic crisis in Spain and the need to see them and work with them from a critical perspective in order to avoid their exclusionary potential. This becomes particularly important, according to our research experience, when we face issues involving gender relations, such as violence against women or gender-wise labor market segregation, both of which can cause deep exclusion processes among the female population.

Keywords: Social action, Social inclusion, Family and social networks, Gender Women

Joint legal custody and shared residence post-divorce. New parenting plans in Spain

Fernandez-Rasines PALOMA, Public University of Navarre - Social Work Department,

Last June, the Spanish Minister of Justice commissioned an amendment to the Civil Code to promote shared custody of children in cases of separation and divorce. This is based on the assumption that parental responsibility is already taken for granted in Spain. However, data on economic activity, employment, and use of time by gender may reveal a more distant scenario. Similarly, an assessment of life-work balance policies shows a significant gap to meet the aims set by the EU guidelines EU in the field of gender mainstreaming (Campillo Pozas 2010, Zoco 2009). Recent studies in Europe show us some results on the impact of joint custody and shared residence after divorce. For Norway, Kitterød and Lingstad (2011) indicates how shared residence arrangements occur in a minority of cases after a dissolution of marriage. Still less significant is number of cases having father sole custody. Trinder (2010), for England and Wales indicates that shared residence is gaining relevance while it is still fairly uncommon, given that the majority of children are still living mainly with their mothers. Cadolle (2005) argues that France may be dealing with a new matrifocality despite the adoption of the joint custody as preferred option after the 2002 reform. Therefore, it seems that the success of the legal figure of the joint legal custody is directly related to the proven impact of life-work balance policies based on co-parental responsibility and therefore in gender equality. At this point, social workers could be seen as relevant actors when monitoring contents for Parenting Plans the new regulations for Joint Legal Custody endorse. The aim for this paper is to highlight the role of social services working on family policies as significant agents when dealing to this new parenting scenario in Spain.

Keywords: Shared Parenting, Joint Legal Custody, Fatherhood, Divorce, Spain

The failure of adoptive process: A reflexion from social intervention

Maite AURREKOTXEA, Faculty of Social and Human Sciences - Dpt. Social Work and Sociology,

La Convención de Derechos del Niño (UN) en su preámbulo hace una especial referencia a la adopción y la colocación en hogares de guarda, en los planos nacional e internacional que posteriormente desarrolla en art.21, en el fondo esto supone una consideración al sistema de adopción como una posibilidad para garantizar el cumplimiento de los derechos de los menores siempre y cuando se sitúe al menor en el centro del proceso. Sin embargo el proceso adoptivo no está exento de dificultades, lo que ha llevado a la aparición de un fenómeno que no por escaso, estadísticamente hablando, puede pasar desapercibido a los ojos de los y las profesionales de la intervención social, nos referimos al incremento del número de procesos adoptivos que se ven truncados. El objetivo de esta investigación es analizar cuáles son los factores psico-sociales que están detrás del fracaso de los proyectos adoptivos mediante la exploración de los 24 expedientes truncados de adopción nacional e internacionales del Servicio de Infancia de la Diputación Foral de Bizkaia (País Vasco) llevando al menor a nueva situación de abandono. Los resultados de dicha investigación plantean en primer lugar una reflexión sobre la recogida de información en la confección de los expedientes de adopción y en segundo lugar una reflexión de gran calado entre los y las profesionales de la intervención social sobre los diferentes procedimientos implicados en el proceso adoptivo.

Keywords: adoption, failure, factor, psico-social, social intervention

Service users/clients bring knowledge to social work as well as 'experience'

Pamela TREVITHICK, Buckinghamshire New University/GAPS - Social work,

This presentation argues that services users' contribute more than their experiences to social work. They also bring knowledge in the form of information, facts, realisations, awareness and 'know-how' from their experiences of the social welfare system. This paper is focused on the United Kingdom and begins with an account of what is meant by the words 'expert' and 'experience' in the term 'experts by experience' (McLaughlin 2009) before arguing that service users bring certain areas of knowledge to specific encounters. These areas of knowledge fall within three main categories – theoretical knowledge, factual knowledge and practice knowledge. A diagram is used to illustrate a 'users' knowledge map' that encapsulates the extensive knowledge, skills and 'know how' that different user groups bring to the encounter - including children and young people. As second theme of the presentation explores how we communicate with service users/clients in ways that draw out and build on their understanding, knowledge and skills. It looks in particular at the importance of the relationship that we seek to build with services users and how our values, ethics and moral positions are communicated to others (Author 2012). The quality of our communication – encapsulated in the 'professional use of self' – can take different forms, such as how we communicate in verbal and non-verbal forms but also how we communicate in the written word and in the actions we take. A central feature of the argument presented is the importance of critical thinking, analysis and critical reflection/reflexivity (Sheppard 1998) in relation to all areas of social work practice. (257)

Keywords: knowledge, experts, service users/clients, relationship, communication

W49 Workshop Moderator:

FRANÇOIS GILLET

19 April 2013, Friday 08:30

Reports from schools and pre-school on child suffering in Norway – why does it not happen more often?

Myrvang ROBERT, Harstad University College - institute of social science,
Neverdal SISSEL, Harstad University College - institute of social science,

According to international legislation (e.g. UN convention on the rights of the child) and the Norwegian Children's act, child care services are required to ensure that children who live under conditions that can harm their health and development have a legal right to achieve public aid in due time. To meet such an ambitious goal, it is a precondition that the child protection service obtains relevant information from the actors who have contact with the children when they spend time outside their homes. Where a local authority has reasonable cause to suspect that a child who lives in their area is suffering, the authority shall make, or causes to be made, enquiries as they consider necessary to enable them to decide whether they should take action to safeguard the child's welfare. On the basis of a literature review that we carried out in 2012 on this subject, we wish to further investigate what the preconditions are to increase the number of reports. Research on this topic documents that the number of reports should/could be considerably higher based on an assumption that staff in school and pre-school are people where a child spends a lot of their time with. In a follow-up study we are collecting in-depth interview data from relevant informants in schools and preschool; this documents if the reporter's situation and understanding of their own position corresponds to the suffering child's own understanding of their situation as a suffering individual. Our main interest is to investigate on discrepancies between an ideal situation for reporting to child protection services – as it is described in the goals for a new child protect service in Norway based on a child perspective – on the one hand, and on the other hand the potential reporter's access to relevant information, their attitude, and other factors which affect why they do or do not actually carry out the act of reporting. The aim of the study is to highlight the voice of the child according to new political goals set by the authorities based on a more open child protection system.

Keywords: report on concern on child suffering, preconditions for report children's perspective, the voice of the child, follow-up study

Religious identity of Muslim youths living in non-muslim foster homes in Norway

Tina HANSEN, Health and Social Studies - Child Welfare,

A foster home is a private home that takes care of children who cannot live with their biological parents. Compared to the other Nordic countries Norway is ranked top regarding the use of foster care placement. Statistics also show that children in minority groups, in relation to the general child population, are more often engaged with foster child-welfare services. This highlights the need for knowledge of this group, which is confirmed from several sources (NOU 1995, Saus 1997, Holm-Hansen et al 2007, Skytte 2008, Egelund and Hestbæk 2003). According to Holm-Hansen (et al 2007) there is a great need for new and reliable knowledge in most areas in the field of multicultural child welfare. Relevant in this context is that there is a lack of good qualitative studies that say something about how and why measures work. Furthermore, there is little research that says anything about what the user experience of contact with child welfare is, and their experiences with different child-welfare services (Holm-Hansen et al 2007:313-314). Research in relation to the religious aspect of foster care placement is also inadequate and of the main body of research that has been conducted in multicultural child welfare, it appears that there is little regard for religion (Rommetvedt 2006). On this basis, this paper aims to investigate how Muslim youths construct their identity in non-Muslim foster care. Within the framework of this research are three key research questions: What are the possibilities and limitations for young Muslims that affect their daily lives when it comes to religious practice and participation? How do Muslim youths develop their religious identity in foster care? How is the religious practice of a Muslim youth influenced by the fact that they live in foster care? This paper focuses on religious identity by reporting the results from an interview study of 15 Muslim youths living in non-Muslim foster homes in Norway. Results will indicate how the young people themselves perceive their situation and will provide insights about both religious and non-religious influences.

Keywords: Religious identity, child foster care, Muslim youth Norway, self-identity

The programs of group works extended fostering families: the professionals of childhood protection change their point of view

Belen PARRA, Pedagogy - Social Work and Social Services,
Ainoa MATEOS, Pedagogy - Methods of Research and Diagnosis in Education,
Ascensión MORENO, Fine Arts - Drawing,
Josep Maria TORRALBA, Pedagogy - Social Work and Social Services,
Eduard VAQUERO, Education Sciences - Pedagogy and Psychology,
Anna MUNDET, Pedagogy - Methods of Research and Diagnosis in Education,

Se presenta una investigación realizada por el Grupo GRISU*, con familias extensas de acogimiento, que analizó la resiliencia familiar, y cambios generados por la aplicación del “Programa grupal de apoyo a familias extensas acogedoras”. Se trata de un programa de aprendizaje y apoyo grupal que pretende contribuir a la consolidación de un modelo de intervención profesional basado en la mejora de competencias de las familias, ya que el acogimiento en familia extensa necesita mayor formación y apoyo, al tratarse de una modalidad de protección de la infancia con necesidades particulares. Se parte de la hipótesis: La consolidación del programa grupal elaborado a partir de resultados de anteriores investigaciones del grupo, que prevé un aumento en la resiliencia de las familias y propicia un cambio en el paradigma de intervención profesional en los servicios de protección a la infancia. La finalidad del estudio se concreta en conocer los factores y mecanismos de resiliencia en familias extensas en situación de acogimiento, evaluar los cambios del Programa, conocer la influencia del modelo de acción grupal en los profesionales y valorar la cristalización del mismo, conjuntamente con los profesionales. Se realizó una investigación acción participativa con 62 familias distribuidas en 7 grupos de discusión. Edad media de los acogedores: 50; la de los acogidos 12. Predomina acogimiento de tipo permanente (89/02%) frente a los acogimientos simples (10/98%). El tipo de parentesco predominante fue el de abuelos. Instrumentos de recogida de información utilizados: Cuestionario de evaluación inicial y final de las familias; Escala de resiliencia, Entrevista semiestructurada y grupos de discusión con familias y profesionales. Resultados destacables de la investigación se centran en el cambio en la relación profesional establecida a partir del proceso de grupo: los profesionales y las familias manifiestan las ventajas de la intervención grupal y la necesidad de la instrucción de programas de apoyo de formato grupal. El estudio pone de relieve el alcance de las metodología grupal, los grupos son un potente vehículo en los procesos de empoderamiento de personas y colectivos aislados, identificados como poblaciones de riesgo o vulnerables *Grupo de Investigación en intervenciones socioeducativas en infancia y juventud.

Keywords: Kinship foster care, Group Work Resilience Group, support programs, extended fostering families

User involvement in social work education in Norway experiences from the participating students points of view and reflections upon future strategies for necessary changes in education and social work practice

Tove HASVOLD, Lillehammer University College - Faculty of Education and Social Work,
Liv ALTMANN, Lillehammer University College - Faculty of Education and Social Work,

Although empowerment and user participation are goals for both social work in practice and in education, persons with user experience to a small extent has been involved. At Lillehammer University College (LUC) we wanted to do something about this. In spring semester 2009 the Department of Health and Social Study started a course in Empowerment were people with user experience were recruited, and participated in the course together with Bachelor students in Social Work, Child Care and Protection. Four teachers from the college worked closely in planning and implementation of the course. The course has been arranged four times, and will be continued. Each time the students did a final assessment. We have now contacted former students to elaborate if, or how the course has influenced them and their relations to their environments. Through this elaboration we hope to see what have been gained from the course on a long term basis, how we can develop the course further, and to continue to explore the cooperation between the social work students and students with user experiences. Inviting persons with user experiences into the educational programs in this way raise an important debate about how service users in general are presented in the educational programs and how the programs could be altered to promote changes in social work practice. In January 2013 we will arrange dialog meetings with 14 former internal and external students. In April we would like to present the preliminary results in the 3rd Ensact Istanbul Conference.

Keywords: user involvement, social work education, experiences, students, evaluations, strategies

How the child protection system in Turkey works? A critical evaluation.

Hakan ACAR, Kocaeli University - Social Work,
Yüksel BAYKARA ACAR, Kocaeli University - Social Work,

Turkey has intense child population. Population between 0-19 years old is around twenty five million. Although there are positive structural developments to solve child related problems it is clear that there are important problems ranging from child poverty, schooling rates, child labor to juvenile delinquency. Indeed constructive legal and administrative developments have been implemented in Turkey within last twenty years in child protection system but it is hard to say there is a holistic and inclusive child policy in Turkey. This study has two aims. First one is to explain development of child protection system in a historical perspective and to discuss changing paradigms in this developmental period. In this scope; legal regulations listed below will be discussed according to their vision, administrative structure and services: 1st Child Protection Law (No: 5387) approved in 1949 by Turkish Parliament, 2nd Child Protection Law (No: 6972) approved in 1957 by Turkish Parliament, Social Services and Child Protection Law (No: 2828) in 1983 approved by Turkish Parliament. The second aim of the study is to evaluate Child Protection Law (No: 5395) approved in 2005 by Turkish Parliament with its paradigm, scope, service dimension and its administrative structure and to explain how child protection system in Turkey works. Child Protection Law (No: 5395) approved in 2005 by Turkish Parliament has started a structural change in child protection system with its vision shaped by UN Convention on Children Rights, its focus on needs and its inclusive characteristics to involve juvenile delinquents into child protection system as a first time in Turkey. Child protection system in Turkey based on an institutional cooperation at ministerial level at national and provincial levels. On the other side, the system has been criticizing by focusing more on penalties instead of protection, not being inclusive to cover all child population in Turkey, not having necessary tools to protect children and lack of coordination at institutional level and service level. In the study it is expected that historical development of child protection system in Turkey will be described starting from 1949.

Keywords: child protection system, historical perspective, Turkey, critical changing paradigms

**2- HUMAN RIGHTS, ETHICS and
DILEMMAS in SOCIAL ACTION**

**W2 Workshop Moderator:
SALOME NAMICHEISHVILI
17 April 2013, Wednesday 14:20**

Raising the standards of social work education; understanding the challenge.

Imogen TAYLOR, Education and Social work - Social Work and Social Care

In Europe, the policy discourse of competence has become pervasive across different fields of practice, with a view that a standardised international classification would enable ease of assessment and transferability of qualifications. In social work in the UK and the USA, competence is also viewed by policy makers as a means of increasing the transparency of practice by ensuring that the public is clearly informed about what social workers can be expected to know how to do, thus elevating the possibility of accountability for expected outcomes. In England in 2008, triggered by a storm of media and government criticism following a tragic child abuse death, government embarked on an ambitious agenda designed to improve the quality of social work education and practice. The ensuing national debates reflect the voices of different stakeholders, particularly government, employers, educators and service users and carers. In 2012, the Health Care Professions Council which regulates 15 professions, now including social work, established basic threshold competencies for social workers. In the same year, the new College of Social Work, concerned that competence approaches are mechanistic and 'tick-box, launched the Professional Capability Framework, endorsing capability as more holistic and developmental. In this paper, the author (from England) in the context of a critique of the change effort underway in her country, will briefly examine key conceptual debates in the literature about 'competence' and 'capability', drawing on social work, education and medical education. She will then propose that central to confidence in standards and accountability is confidence in approaches to assessment of practice and presents two alternative ways forward. First she will examine the approach of 'Objective Structural Clinical Examination' which requires investment in developing criteria and training assessors in assessing the complex practice behaviours of professionals. Second, as an alternative to all-purpose solutions, she will explore the concept of 'wicked competencies', those which have local meanings and recognise the value of plurality and contingency in the context of the communities they serve.

Keywords: Standards, Accountability, Competence Capability, Social Work, education

The ethics of self-neglect: practice, policy and the challenge to safeguarding

Suzy BRAVE, Education & Social Work - Social Work & Social Care,

David ORR, Education & Social Work - Social Work & Social Care,

Michael PRESTON-SHOOT, Health & Social Sciences - Applied Social Studies,

Self-neglect is an issue that often arouses considerable uncertainty among practitioners, for it brings them up against one of contemporary society's principal fault lines: the tension between promoting autonomy and independence on the one hand, and ensuring care and safety on the other. Situations of self-neglect have sometimes brought into conflict ethical principles that are fundamental to social work, where a balance has had to be found between respecting the individual's right to self-determination and upholding their human dignity and well-being. In the UK, there is very little central policy guidance on self-neglect; regional agencies are expected to develop their own guidelines and procedures, and self-neglect was entirely absent from recent draft legislation on safeguarding. This contrasts with the approach taken in the US, for example, where self-neglect has a prominent place alongside abuse and neglect by others, and state requirements make clear what the expectations are of practitioners. This paper draws on the findings of a systematic scoping review of the international literature and a number of practice workshops held with professionals and managers to explore the dilemmas presented by self-neglect. Self-neglect is here treated as a broad category, in common with the research literature which uses it as an umbrella term covering a range of situations, from hoarding or living in squalor to service refusal or non-compliance with medical advice, with or without capacity. The paper will discuss the ethical perspectives that practitioners might adopt, and map out the challenges posed by each. It is argued that in each individual case a way must be found to reconcile autonomy with care, if people who self-neglect are not to be abandoned to exclusion and vulnerability. We question whether the vagueness of UK terminology and policy with regard to self-neglect facilitates a helpful flexibility or acts to make such abandonment more likely.

Keywords: self-neglect, safeguarding ethics, autonomy care

Uncertainties in social work practice: a challenge or an incentive for ethical practice?

Ana Marija SOBOCAN, University of Ljubljana, Faculty of social work - Department for social justice and inclusion,

Social workers experience their daily practice as very challenging, both because they are aware of the influences they have on human lives, as well as because of different kinds of demands and difficulties in their work (uncertainties, interpersonal relationships, institutional demands, conflicts of interests, loyalties and values), shows the author's research on ethical practice and decision-making among social workers in Slovenia (2010-2012). One of these difficulties are different kinds of uncertainties which appear to be the central characteristic of practical work and everyday professional life in social work. In her research with practitioners, the author identified four relevant clusters of uncertainties: procedural or legal, professional, personal and situational uncertainties. Analysis also disclosed a number of strategies used by social workers in dealing with uncertainties, as well as the mechanism of 'relocation' – i.e. reestablishment of control over a situation (more certainty). Researching and understanding these uncertainties shows, that decision-making is not an independent, free endeavour of particular individuals, neither is it a technical activity involving recipes for action. The discussion about uncertainties and strategies for dealing with uncertainties discloses in what ways social work practice and decision-making are determined by the systems in which social work operates (legal, interdisciplinary, interpersonal systems). As claim Slovenian social workers, the impact of these systems in connection with uncertainties hinders their professional autonomy and authority, and hence they feel they are not influential enough to be able to help in the ways needed. All these perspectives are key to understanding (if and) how ethical practice is possible in social work and what is needed to support professional ethical behaviour and decision making against a background of practice fraught with uncertainties.

Keywords: professional ethics, uncertainties, social work practice, Slovenia relocation

Inclusion into the labor marked - perspectives and challenges for the social worker and for social work education text

Helle STRAUSS, Metropolitan University College - Institute of Social Work,

Vulnerable groups are more exposed to negative effects of the economic crises than others. Competition for jobs is high, and people with limited resources regarding education, health, seniors or from being out of job for a longer period of time, disadvantaged people experience major difficulties in their attempts for (re)integration in the workforce. Work is a Human Right and a decent salary is fundamental for wellbeing of individuals and families. Although initiatives from public authorities seek to secure integration into the labor market, responsibilities for creation of jobs is not defined. Often social workers become engaged in the attempt of reintegration of people into the workforce through special programs. Several dilemmas for the social workers and social work education can be identified in that process: • Available jobs are affected by economic crises and structural changes at meso and macro level, and conditions for social work are affected by those changes; but political initiatives often focus on micro level and what individuals can do for themselves. • Cuts in social welfare benefits are expected to motivate individuals' inclusion into the labor force. • Social workers should protect the interest of people with whom they work and meet individuals in a respectful empathic manner • Students' preparedness to work with methodologies and manuals currently used are valued by employers in the social service sector, whereas Social Work Education aims at long lasting learning and reflection that uphold value. • Research is limited and become quickly outdated with change of conditions • Resources for maintenance of professional skills and further education are scarce Some theories for social work can be helpful for understanding the pressure the social worker and service users are affected by in the process towards inclusion into the labor market: Globalisation, Neoliberalistic thinking as well as postmodern perspectives will be included in this analysis. Dilemmas for social work in the occupational area will be further examined along with our ethical standards for the profession.

Keywords: Inclusion, Labor Marked Challenges, Social Work Education

**W3 Workshop Moderator:
VIOLETA GEVORGIANIENE
17 April 2013, Wednesday 14:20**

Undergraduate social care research: lecturer & learner trials & tribulations.

Lillian LANCASTER, IT Carlow - WEXFORD CAMPUS,

In construct research as a form of Social Action especially when it has the intention of informing opinion or advancing practice. In my institute, Social Care students learn research methodology & in year three of the programme and conduct primary, under the guidance of a research supervisor research as part of their final year award. This paper will reflect on the purpose of teaching research and the experience of both learners and lecturers in guiding learning through the research process. It will draw on the experiences of the present cohort of students in my Institute and will act as one of the quality assurance measures for the academic programme. I intend to use focus group method to capture third year students' reflections on learning research methods and of fourth year students' reflections about engaging in primary research. These reflections may give valuable insight into how students view learning research theory & skills and its association with Social Care Work. The insights may deepen lecturer understanding of this cohort of students and how they link college theory and learning activities with their professional Social Care role & function. While, Social Care Workers in Ireland, no doubt reflect on their practice, they typically do not write up and publish their practice research. I am interested in discovering if, research methodology is identified by students as relevant to their Social Care role. I intend to use Survey Monkey with lecturers to gather their experience of teaching research methods and supervising final year research projects.

Keywords: Research as Social Action Research, as Social Care role, Irish Social Care Student Reflection, research supervisor

Dilemmas and challenges for social work in Armenia

Mira ANTONYAN, Yerevan State University - Social Work and Social Technologies

Armenia is a former communist country with deep traditions of support mechanisms that were “pushed to the corner” during the soviet time. Consequently, Armenian society faces variety of dilemmas as a post-socialist country. Seventy years of communist time were able to make people almost to forget traditional self-support community support mechanisms using self-social capital. This traditional mechanism were supported and kind of supervised by Armenian Apostolic Church which was “not prioritized”, even ignored during that period. After independency people got into a crisis situation: there was no way anymore to get centralized support from government, Church was “paralyzed” during past 70 years and was not ready yet to undertake traditional regulation of certain issues and there was no system in a place to support society. In transformation period, the formal support mechanisms are yet based on standardized criteria and are ineffective, whereas new approaches which might be based on traditional types of support and include modern approaches are not yet completely developed. Accordingly, yet the existing social work code of ethics provides little or no guidance to social workers faced with dilemmas in social action. The back-drop to this paper is the dilemmas in social action faced by social workers in Armenia. While social work development is always full of issues and dilemmas, there is a whole new range of complexities affecting social work development practice today. This paper reflects the issues regarding the situations when social issues which are identified and considered as social problems by the social workers are not recognized as it is by the society in general. Accordingly, social work intervention, except financial type of support is neither demanded nor recognized. This situation creates challenges regarding the perspective of social work development in Armenia. This paper concentrates on the answers to these challenges.

Keywords: challenges, dilemmas, social work perspective development

Human rights and social work in the Netherlands

Mark VAN PEUFFLIJK, The Hague University of Applied Sciences - Social Work,
Hester BRAUER, The Hague University of Applied Sciences - Social Work,
Wil IJZEREEF, The Hague University of Applied Sciences - Social Work,
Geja WESTERHOF, The Hague University of Applied Sciences - Social Work,

Human Rights and Social Work are four words that each have their own separate meanings. An enquiry made with colleagues about human rights results in the answer that human rights have been properly provided for 'here'. This approach to human rights can be characterised as a top – down approach and institutional. If you analyse a client's situation, question/problem from a human rights perspective, you come to different conclusions and a different assistance strategy. You will see and experience that analysing a client's context from a human rights perspective, you will see other matters on which you can base your action strategy. You must, in various contexts, be able to make an analysis from a human rights perspective. You will have to establish a link between human rights and what it means for you to be a social worker in order to develop a human rights approach yourself.

Keywords: Human Rights, Social Work Netherlands

Gender and homelessness in Spain. Policies and practices for social inclusion

Fernandez-Rasines PALOMA, Public University of Navarre - Social Work Department,
Gámez Ramos TAMARA, Public University of Navarre - Social Work Department,

In 2008 the EU calls for a consensus conference on homelessness. As a result, the European Typology of Homelessness and housing exclusion (ETHOS) is proposed by FEANTSA (European Federation of National Associations Working with the Homeless AISBL). This new typology allows a variety of housing deprivation categories emerge other than merely roofless situations. Prior to ETHOS, analysis on Homelessness was mainly dealt as Rooflessness. Taking this restrictive approach into account, data from Spain would show that men were overrepresented as much as the 80% among people living rough, in the streets, public spaces and/or with no usual overnight shelter. The new typology offers a broader scope of research and then data on women come up to be considered. As for Spain, using ETHOS categories shows women to be the most affected group of people living in insecure conditions. To this respect, former Special Relator on adequate housing from the UN pointed out that gender discrimination weakens women in their access to adequate and secure living. Furthermore, this is closely related to the feminization of poverty since gender gap in job market may come along with poorer access to housing for women. From an intersectional analysis here we would like to bring to your attention the current situation in Spain, where women are arising as new agents to be heard as mainly affected by housing deprivation as the economic crisis goes further. A qualitative approach is based on interviews that took place in Navarre during 2012 to men and women living in situations that may be considered as Inadequate, Insecure housing, Homeless and Roofless. Gender perspective highlights significant differences: Some results already confirm how insecure housing and living conditions exposes women to any forms of violence, including gender-based. This research supports the idea that public policies need a gender focus when dealing with housing exclusion. Accordingly, social housing policies should be revised. Fostering specific housing mediation programs is a must when eviction orders in Spain have dramatically risen as a crisis outcome.

Keywords: housing policies, ETHOS typology, gender inequality, violence Spain

Why is ethics turning upside down?

Anna METTERI, School of Social Sciences and Humanities - Social Work Degree Programme,

In the Nordic welfare state Finland, the 1990s brought a change in the working environment of the welfare service professionals, when in the context of economic depression new liberal policies and values were introduced. The transition of the welfare state into a competition (ability) state can be seen in the practical implementation of social welfare policies and in the treatment of the service users. This paper analyses the situations in the implementation of social welfare policies where the core ethical principle of the worth and dignity of every human person has been neglected and ethics has turned upside down. The paper gives a study-based answer to the question, why these situations rise. The data of the study consists of case reports on unbearable and unfair situations, reported by health social workers in the year 1998 and 2013. A qualitative data-based content analysis was conducted. The subjugated knowledge acquired from the grassroots highlights the consequences of the social welfare policies as well as the consequences of the structures of the social welfare system for service users. At the same time the study describes the position and the agency of social workers between the clients' needs and the welfare state policies. The attitude of the social worker or any welfare professional is important for the service user and even more important in the bad outside conditions. When the relationship between social worker and service user is based on interpersonal recognition and when the social worker includes structural social work in her approach, it might best prevent unfair and unbearable situations and maintain dignity of every person as a core value.

Keywords: unfair and unbearable situation dignity social welfare policies attitude ethics

W5 Workshop Moderator:
VEDAT İŞIKHAN
17 April 2013, Wednesday 14:20

The relationship between social worker's ethical code and professional practice in social care institutions in Lithuania

DALLIA SNIŠKIENĖ, Social sciences - Social work,

During Soviet time only medical doctors had their code of ethics. Other professions had to follow the Code of ethics of communism builder. Discussions about ethical codes for other professionals as instruments for self regulation and quality security of services started after the reestablishment of independent state in 1990. Majorly social care institutions for children and mentally disabled were developed during Soviet time. Code of ethics for social work profession was developed in 1998, but articulation of professional values and virtues is an important part of education from 1992. The goal of the paper is to present an overview of four studies on how social workers use and interpret code of professional ethics in social care institutions for children and mentally disabled. Domarkaitė (2005) findings from her study were developed using quantitative and qualitative methods with social workers in social care institution for mentally disabled. Eighty respondents answered to from 131 distributed questionnaires. When answering to the closed question social workers expressed strong believe, that they follow the code of ethics, but when began to find the answers to the practical cases, they mentioned code of ethics only in the case with dilemma about confidentiality. The results of qualitative study (Didjurgienė, 2007) about administration of social services in the institution, based on 9 in debt interviews open, that social workers did not talked about code of ethics at all. They pay more attention to their own values and attitudes. Čibirkaitė (2011) qualitative study at the day care centers, based on 6 semi structural interviews and Gašytė (2010) study at child care institutions, based on 8 semi structural interviews show, that majority of social workers do not pay big attention to the professional code of ethics, and much more follow their own values and organizational or societal believes. These findings could be interpreted as underdeveloped social work profession itself, the continuation of culture of fear and at the same time irresponsibility, low knowledge about Human rights and notion of economization in social services.

Keywords: social work, practice code of ethics, postcommunist society, child care mentally disabled

Social work competences defined by students, teachers and the working life

Päivi RINNE, UAS Seinäjoki - School of Health Care and Social Work,

How do the competencies of social work graduates answer to the needs of the working life? What are the criteria that should be used when evaluating the skills of the students and how should the skills be evaluated? These questions are studied in the project, which is run by the School of Health Care and Social Work in UAS Seinäjoki, Finland. The project is a part of a nation-wide OSATAANI project, where the UAS schools of different study sectors are developing evaluation criteria in co-operation with the organizations in the working life. The border-line between social work education and the working life include many dilemmas connected to e.g. applying theoretical concepts and frameworks, recognizing the uniqueness of every case and viewing it in a wider perspective, acting in the middle of political pressures and practical necessities, striving to follow the ethical principles of profession and reflecting one's personal motives and development. Although the co-operation between social work education and the working life is traditionally close, there is a need to build companionship and methods, which make it possible to face the continuously changing needs and diversity of the field of work. Bachelor – level social work competences consist of following: ethical competence in social work, competence in client work, competence in service systems, competence in critical analysis and participation enhancement, competence in research and development and competence in management. The competencies are situated in the European qualification framework. In the project, the students of the degree program of social work study the defined competencies. They interview experts in the field, social work teachers and social work students about how they define the skills, how the competencies show up in practice, what kind of dilemmas there are and how the skills can be evaluated. The evaluation criteria of the study courses will be subsequently re-written and the missing skills will be noticed. The results of this study will be presented in the workshop.

Keywords: social work competence, professional skills, social services, client work

Violence against social workers: dilemmas between help and control

Alessandro SICORA, Faculty of Political Sciences - Department of Sociology and Social Policy,

News of violence against professionals in health and social services appear from time to time in newspapers and television arousing concern and sometimes debates. Unfortunately not so many data are available since scientific studies on this phenomenon have been done only in a few European countries and on limited areas. For example, the estimated percentage of health and social professionals (included nurses and social workers) suffering one or more assault at work during a year is 3,3% in the UK (Taylor, 2011); in Denmark social workers in residential structures and nurses in hospitals and nursing homes are most at risk of violence; in Finland threats and attacks have been reported mainly for health professionals and social workers, particularly women; in Sweden as much as 9% of those who work in health and social services has daily experience of violence or threats (EU-OSHA, 2010). Violence against social workers is a multi-dimensional phenomenon. For a better understanding it is necessary to frame each episode of assault in the relationship between user and social workers, but also in the organization where it happened and in the larger social context. Psychological, sociological, architectural and juridical knowledge is useful to cope with this kind of episodes. As shown in some in-depth research conducted in Italian health and social services (Sicora, 2013), prevention and treatment of aggression against social workers require the activation of wide-ranging organizational reflection. This improves the quality of services with benefits for all their users, as well as for all professionals involved. Violence, as every type of human behaviour, is a form of communication and listening is the best form of prevention. In addition, the recent increase in assaults on social workers and other professionals observed in some countries raises a serious question, also in light of the fact that social work is a human rights-based profession: has violence against social workers (seen as gears of depersonalized organizations) become for some users an extreme form of defence” against a State which, due to the present economic crisis and budget cuts, is reducing welfare state and social citizenship rights?

Keywords: violence, aggression reflection communication, social policy

Learning from your clients, from your peers or from your university? Lessons from a qualitative research with probation officers in Romania

Florin LAZAR, Sociology and Social Work - Social Work,
Ioan DURNESSCU, Sociology and Social Work - Social Work,
Smaranda WITTEC, Sociology and Social Work - Social Work,
Vlad GRIGORAS, Sociology and Social Work - Sociology,

Probation services in Romania are still young being established since 2000. The first probation officers (PO) have been employed in 2001 and most of them graduated Law, Social Work or Psychology. Subsequent recruitment was carried out in 2003 and 2007. After employment all new probation officers attended training courses on probation work and one of their peers supervised them in the first year of their career. Given their initial educational background we would expect different approaches of working with clients. In order to understand the way probation officers work with clients we carried out a research aiming to identify the characteristics and skills used by probation officers in their supervision practice in Romania and the factors associated with the presence or absence of certain supervision characteristics and skills. A mixed qualitative research strategy was used with semi-structured interviews with 20 PO and videotaped recorded interviews with two of their clients at the first supervision session. The present paper focus on what PO consider to have contributed to their professionalization. Results show no major differences between the set of skills used by PO depending on their initial training (Law, Social Work, Psychology). The skills with the highest score are the authority ones (4.5 out of 5 points), followed by the organization of the interview (4.3) and showing enthusiasm (4.3). Pro-social modeling and structuring and relationships building skills score also relatively high (3.6 and 3.5). The lowest used skills are those linked with role clarification (2.7), use of motivational interviewing and empathy (both ar 3.0). Some probation officers (9 of 20) consider that interacting with clients was what contributed the most to the way they work, while others pointed towards colleagues (8 of 20) and the university (7 of 20). The training programs organised by the Ministry of Justice, intervention and initial supervision were also mentioned. While the initial education is important to become a professional, learning from your peers and the influence of clients on the becoming of a professional probation officer seem underestimated.

Keywords: probation, staff skills learning from clients, peer learning Romania

Human rights theory and practice for social workers - HR theory and the HR instruments (convention) and complaint mechanism - Two practical cases and "best approach" initiative

Graca Maria ANDRÉ, IFSW E.V. European Representative - Global Human Rights Commission,
Nivedita PRASAD, ZPSA - Postgraduate Studien Sozialer Arbeit,
Stephan BEUCHAT, AvenirSocial I - Swiss SW Association,
Georg DIMITZ, OBDS - Austrian SW Association,
Nair COSTA, Göteborg Universitet - Department of Social Work,
Ebru BATIK, WWHR - Women for Women*s HR,
Ana Isabel LIMA, Consejo General del Trabajo Social - Spanish SW Association,
Salome NAMICHEISHVILI, IFSW Europe - Executive Committee,

Each day new violations of the rights contained in the Universal Declaration of Human Rights and in the International Covenants appear and remain unfulfilled to several degrees, not only regarding economic, social and cultural rights but as well for civil and political rights. This Symposium will be an excellent opportunity to bring more (theoretical and practical) information about the resources (organizational, institutional, documentarily) concerning Human Rights application to Social Work practice as a basic value of the professional Ethics of Social Work. The methodology of the Symposium will bring more visibility to the experiences with a "best approach" also in view to improve professional competences and mutual support to prevent future violations of Human Rights on users and practitioners alike. The participants (practitioners, teachers, students and researchers) are invited to bring their contributions to reinforce the IFSW European Region Human Rights Network as an emergence, recovering conscience and recognizing that the non-implementation of an universally accepted right can be equated to the violation of such a right. Part I • Theory of Human Rights with a focus on a short history of Human Rights and the connection with Social Work practice and Ethic (Germany/Switzerland) • Theory of Human Rights with a focus on the Human Rights instruments (convention) and the complaint mechanism :The "Ethical Profession" is subjected to the Acid Test (Austria/Portugal) • Debate/questions Part II • Human Rights practice.(2 specific cases): Separated and unaccompanied children placed in care. Perspectives and experiences of professionals working in Sweden; Women for Women's Human Rights – New Ways (Turkey) • Bringing together the experience - "best approach" - The "Orange Tide", an initiative in defense of Public Social Services System (Spain) • Conclusions/ proposals to IFSW European Region Human Rights Network - next steps (IFSW Executive Committee Representative) This Symposium will be the IFSW Symposium representing one of the core theme of Social Work in Europe.

Keywords: Human Rights, Social Work Ethics, professional competences, HR instruments, European network

**W9 Workshop Moderator:
ANNAMARIA CAMPANINI
17 April 2013, Wednesday 16:30**

Social police versus social worker? Which is the best approach to take when managing risk in child protection?

Jadwiga LEIGH, University of Salford - Social Work,
Johan GALLE, VK Brussel - VK Brussel,

In this presentation, two social workers- a PhD student practitioner from England and a practitioner from Flanders, Belgium- come together to deliberate and discuss the methods we employ in practice when managing high risk child protection cases. By using two "real life" cases that we have both individually worked on and been involved with, we aim to deconstruct each scenario and map the steps taken from the point of initial referral up until case closure. The differences between our approaches may be seen as "radical" by some. However, it is well known that there have been many changes to child protection policies in the UK in recent years. Some of these have been criticized for having a detrimental effect on the rights of the child and their family as well as leaving social workers with moral and ethical dilemmas to resolve in order to ensure that the 'child's best interests' are always being considered a priority. The intention of this presentation, therefore, is to gain some insight into how the Flemish approach tries to refrain from using 'control' with families by developing the confidence of practitioners to work in alternative, but still preventative, ways instead. By using theory, research and legislation to underpin the procedures of each approach, and by briefly explaining the philosophy of our own country's systems, we aim to demonstrate: 1. The differences and similarities between our methods 2. The impact these then have on the child and their family 3. And the subsequent impact these then have on our own professional identities as 'social workers'. We will conclude by exploring how the Flemish approach, if implemented in the UK, could have a positive impact on not only policy but all professionals and families involved in the arena of child protection.

Keywords: Human rights, Professional dilemmas, Power imbalances, Professional Identity, Social Work

Transforming Intimate Partner Violence Practice for the Female Elder Survivors: the Case of Taiwan

Chu-Li LIU, Social Science - Social work,
Faye MISHINA, Factor-Inwentash faculty of Social Work - none,

Introduction: The aim of this study was to examine gaps between the discourse of social work practice with intimate partner violence and the needs of elder Taiwanese females. **Methodology:** Interviews with female intimate partner violence survivors over 60 years explored their life histories particularly the meaning of marriage. Seven women survivors, between 60 and 73, participated. **Narrative analysis** was utilized to analyze interviews. **Content analysis** of official documents and intimate partner violence policies examined practice. **A comparison** was made between the survivors' narratives and intimate partner violence practice in Taiwan. **Results:** The current discourses of intimate partner violence practice in Taiwan, predominately a western model, emerged as problematic for the elder female survivors, including divorce, custody and independence/self-reliance. Current practice with female survivors is to facilitate/strengthen their self-reliance. Consequently, prime services include legal assistance regarding divorce and custody of children and finance/employment assistance. Participants' narratives indicated that marriage served multiple meanings for them, including helping them escape from poverty, avoiding social stigma of being judged as worthless because marriage was associated with women's worth and achievement in Taiwan's social context. The narratives revealed that remaining married was important for the participants and that at their age gaining custody of heir children was no longer an issue as their children were grown. In addition, moving towards economic self-sufficiency was described as difficult; because of their age, participants experienced significant problems obtaining jobs. When younger, they worked part-time or not at all and thus were left with no retirement pension. Therefore, the needs of female elder survivors are excluded from the discourse. **Implications:** It is critical to review and adapt the discourses of intimate partner violence practice to the needs of various age and ethnic groups.

Keywords: elders discourse, intimate partner violence practice, Taiwan females

Ethics of social work: Respect for the privacy right of children in institutional care

Mehmet AKOZER, Faculty of Administrative Sciences - Statistics,
Ceyda DEDEOĞLU, Social Sciences - Psychology,

A major area of concern in the ethics of social work is the protection of client privacy. The World Health Organization (2002) has already qualified invasion of privacy of the institutionalized elderly as a form of psychological violence. Disrespect for privacy interests of people in formal care, whether elderly or disabled, resonates with their conception as a burden upon society and echoes an exclusionist social mindset. Disrespect for privacy of children in institutional care has a wider scope of interest in ethical terms, since it also concerns the healthy development of the child's psychosocial competencies. Research strongly suggests that respect for the child's age-appropriate privacy interests is essential to support her developmental competencies, such as physical maturity; individuation and sense of identity; social definition of the self; mental, physical and emotional attachment to her living spaces; information management; taking risks inherent in autonomous action, etc. Literature suggests that institutional childcare requires from social workers extraordinary diligence in following codes of care ethics in terms of privacy requirements. Based on a review of such literature, including comprehensive accounts of minimum standards in childcare, we spotlight basic issues of concern as regards invasions of children's privacy often committed by caregivers in such settings: insensitivity for unwanted physical contacts; patronizing bodily touches; unconsented invasive and medication procedures; disrespect for religious and cultural beliefs in privacy matters; offensive intimate care of disabled children; insensitivity to the private nature of menstruation and to young women's need for private access to hygienic supplies; inordinate allusions to the child's experiences prior to institutionalization; excessive and intrusive monitoring of children's daily routines; search of the person, room, personal belongings or the storage cabinets of children for the sole purpose of discipline and surveillance; public talk about the child and the intimate details of her circumstances, and discussion of her experiences or case history in the presence of others, etc.

Keywords: privacy right institutional childcare, ethics of social work children, child rights

Do parents and children get any better of governmental policies on youth care?

Cardol GOOS, Zuyd University - Social Studies,

For years and years the organisation and results of youth care in the Netherlands are in discussion. At this moment a new law is under construction which aims to realise a much cheaper and much better system in which citizens are able to take more responsibility themselves for educational problems. Instead of the provinces, who are responsible for youth care at this moment, local communities will be responsible. They are obliged to construct a new system on a local level. However, the main focus of the new law is the organisation of youth care and not the parent and/or child who has to benefit from this change in policy. The assumption of the government is that a change of organisation will improve the results of youth care and connects with what citizens wish. In my opinion citizens don't feel the need for a change of system, but a change of attitude of the social worker. They wish to be respected, to be heard and to be part of the solution instead of a social worker who tries to solve problems without taking into account the opinion of the client. Next to that it is important to take into account the social environment of the client, because this environment can be of great support in solving educational problems. In social work for years the focus was on the parent child relation and not at the social environment of the family. Workload problems made social workers and their organisations forget that families have a social environment. At the same time the question is if society is ready to involve this aspect. Research of students of Zuyd University on this theme confirms that change in policy with a strong focus on the organisation is not what parents wish. Discussion on an international level can give insight how parents and children can benefit from youth care

Keywords: youth care, social policy, law organization, social environment

Dilemmas and sign of new professionalism in children and family services

Teresa BERTOTTI, Social Work - Sociology - Sociology,

Italian Child and family services have undergone many changes at macro and meso levels: in the welfare system (neoliberal policies and cuts of spending), in problems experienced by families (migration, increasing poverty, changing families) in the position of the Justice systems (from child protection to a 'family oriented' position) The concept of child protection i seem to be out of date and is not clear is if its decline in public discourse is related to an actual evaluation of major effectiveness of a more family-oriented policies or just to the need to reduce costs. Because of their position, which is at the crossroad of different systems, social works' practice is unavoidably affected by those changes. The criteria used by social worker to evaluate and make their professional judgments are more and more often criticized and questioned, giving arise to misalignment and incoherent interventions. When difficulties in making choices and ethical dilemmas increases and social workers try to refers to their organization to have support and guidance. However changes in Welfare system, particularly where neoliberal policies and principles of managerialism have been introduced the organization fail to support social worker coonsistently with the sense of professional identity and integrity, so resulting in an widespread feeling of crisis and demotivation between professionals. The traditional tension between professional and institutional mandate seem to reappear. The paper will present the results of a research aimed at exploring dilemmas experienced by child protection social workers in the changing of the Welfare system and their reaction to the misalignment with the organization. A typology of four characteristic reactions is proposed. In the light of a new form of professionalism is discussed the hypothesis that social worker with critical thinking and high sense of belonging to the organization better succeed in adopting a proactive engagement in ongoing demand of reviewing child protection interventions. The directions of this review and the devolpment of new approach to child protection in Italy, in the light of a greater sustainability as well as the respect for the right of children, are briefly outlined.

Keywords: child protection, ethical dilemmas, institutional mandate, new professionalism, child and family services

Contradictions of value and ethical base of social work practice with children and families in Bosnia and Herzegovina

Andrea PUHALIC, Faculty of Political Science - Department for Social Work,

The problem of this research is recognized in strong contradictions of basic elements of value and ethical base of social work practice with children and families in Bosnia and Herzegovina. At first, this disunity is evident in regard to the universal values, principles and standards of social work on one hand, and the main role of social work professional practice in general in B&H as a `guardian of law and order`, on the other hand. Accordingly, the promoting of new value based of social work and society in general through the adoption of international declarations of human rights, but also through the partial development of the relevant law regulation and ethical codes, is not followed by developing mechanism which should protect in a way promoted professional protect ethics from self-will of individuals and groups. In absence of clear law, organizational and ethical regulation, there is no necessary conditions for assuring minimum guarantees of respect for the basic rights of clients and social worker in its professional practice stay alone with its own personal and professional experience and value framework. In this paper an overview, leading a postmodern paradigm of contemporary social work with children and family and associated universal values, principles and standards, of relevant law and ethics regulation of child welfare in B&H is presented. A method is thereby used of theoretical analysis and synthesis, or a content analysis as a research technique. Besides, we examined the presence of the traditional and liberal value orientation of 150 social workers who work with children and families in B&H, using the questionnaires and assessment scales, and taking into account the regional representation and professional engagement of participants in various sectors of child protection. The main goal of this research is to identify as a dominant the traditional value orientation of social workers who work with children and families, and its contradiction with universal values, principles and standards of social work, relevant law and ethics legislation of child welfare in B&H.

Keywords: universal social work values, principles and standards, social work with children and families, value orientation

**W18 Workshop Moderator:
SEVIL ATAUZ
18 April 2013, Thursday 14:00**

Ethical dilemmas in research on social work with families

Josefina FERNANDEZ BARRERA, Pedagogy - Social Work,
 Belen PARRA RAMAJO, Pedagogy - Social Work,
 Rosa María ALEGRE BENERIA, Pedagogy - Social Work,
 Irene DE VICENTE ZUERAS, Pedagogy - Social Work,
 Virginia MATULLIC DOMANZIC, Pedagogy - Social Work,
 Josep Maria MESQUIDA GONZALEZ, Pedagogy - Social Work,
 Ariadna MUNITÉ PASCUAL, Pedagogy - Social Work,
 Anna NOVELLAS AGUIRRE DE C., Pedagogy - Social Work,
 Candid PALACIN BARTROLI, Pedagogy - Social Work,
 Violeta QUIROGA RAIMUNDEZ, Pedagogy - Social Work,
 Mercè RICO BUSQUETS, Pedagogy - Social Work,
 Cristina RIMBAU ANDREU, Pedagogy - Social Work,
 Josep Maria TORRALBA ROSSELLÓ, Pedagogy - Social Work,
 Evelyne CHAGAS LEMUS, Pedagogy - Social Work,
 Pablo RIVERA VARGAS, Pedagogy - Social Work,

The main line of work of GRITS (Group for Research and Innovation in Social Work) at the University of Barcelona focuses primarily in social work studies and professional practice with families. Nowadays we perform a research which objectives are to study in depth the knowledge of current models of intervention, methodologies being used, and the types of households to target social work family care. The aim is to improve the practice in the current social context and contribute with the results to ameliorate current social policies. The research arises from a descriptive approach and applied research, with a mixed methodology and techniques using information collected from online questionnaire, in-depth interviews and focus groups with social work professionals. During the first phase 28 in-depth exploratory interviews have been made with social work experts in working with families and one seminar about the preliminary results (2010-2012). From these first results some interesting questions emerged about the practice of social work with families, relating it to the basic social work principles since its origins. It showed that social work with families presents a great variability of approaches and procedures. Some preliminary results were presented at the IX Spanish Congress of Social Work Faculties (Jaen 2012) and the Joint World Conference on Social Work and Social Development (Stockholm, 2012). In both forums, researchers and professional participating in the discussions, have questioned to the group about the absence of families as actors in the research. This issue has made us to question in a critical and reflective way about the object and design of the research. One has to consider not only the criteria of scientific rigor but also fundamental ethical criteria in social work research that take into account the subjectivity, reflexivity and dialectic relationship between researcher and participants. Questions about the power relations and political transformation in social work research (Strier, 2009) the awareness of the value for the transformation of the participation of minority groups, of families' users of the services, the reproduction of power relations by giving voice only to professionals; from the critical analysis made, are the basis of this communication.

Keywords: Social Work with families, ethical dilemmas, social work research, critical perspective power relations

Competing expectations and the dilemmas of social work practice

Martyn HIGGINS, Health and Social Care - Primary and Social Care,

The aim of this study is consider the competing expectations in social work education and how these expectations inhibit ethical social work practice. This qualitative case study of a university undergraduate programme explores stakeholders' expectations and how these expectations are contradictory and inconsistent with ethical practice in social work. Semi-structured interviews were conducted with 10 academics and 7 educators, and 3 student focus groups and 2 service users groups were undertaken. The results indicate that stakeholders hold contradictory and inconsistent expectations, which may contribute to the difficulties of ethical social work practice.

Keywords: ethics practice, expectations, dilemmas, contradictions

A lexicon of 80 skills and interventions in social work

Pamela TREVITHICK, Buckinghamshire New University - GAPS/Social Work,

Unlike medicine or nursing, where key skills are focused on the clinical treatments that often involve some physical contact with patients (e.g. injections, dressing wounds, physical examinations, etc.), social work does not involve physical contact with others in this way – except under special circumstances that are clearly defined, such as providing therapeutic restraint for children and young people who are in danger. This paper will describe why communication skills constitute the primary skills of social work and will identify a lexicon of 80 skills and interventions that are regularly used in practice. It will also explore why social work skills tend to be neglected, under-theorised and under-researched and will propose different actions that can help to remedy this situation. A second theme of this presentation will describe the importance of moving away from interventions that focus solely on encouraging individuals to change their behaviour and thought processes to a situation where interventions also include a focus on wider contexts that give rise to certain problems emerging. To achieve this shift in emphasis involves adopting a more systemic or ecological approach to analysing how problems emerge and are ‘problematised’ so that alongside interventions that are directed toward individual change, other interventions are introduced that focus on wider social issues that produce or contribute to the concerns and problems identified.

Keywords: skills interventions, lexicon, under-theorised communication

“Ethics of the Third Type” and its influence in the context of social support

Kristina BATOVÁ, Faculty of Education Comenius University in Bratislava - Department of Social Work,
Peter BRNULA, Faculty of Education Comenius University in Bratislava - Department of Social Work,
Pavol KOPINEC, Faculty of Education Comenius University in Bratislava - Department of Social Work,

The authors of this study discuss ethics in the social work context and their impact on social work practice. The study begins with a discussion of historical perspectives on the development of ethics in social work to the present day. The authors' work is based on G Lipovetsky's. “Ethics of the Third Type” thesis, which posits that willingness to help is influenced by emotions such as empathy, pity and compassion. The authors examine the implications of this theory in the context of social work and social support. The two groups selected for study are organizations working with children, which are implementing measures of socio- legal protection defined by law, and organizations providing social services for older people (seniors). The qualitative research is divided into two phases. The first phase focuses on analysis of the use made of “ethics of the third type” in organizations’ websites. The second phase seeks to identify threats or benefits to organisations from the application of “ethics of the third type”, using semi-structured interviews with selected statutory representatives. The aim of the research is to identify the impact of “ethics of the third type” in the context of the social work and social support and the advantages and disadvantages to organizations of using approaches based on Lipovetsky's theory. At the conclusion of the study the authors compare the application of “ethics of the third type” within each studied group (children and seniors) and the application of the theory is analysed in the context of P. Lüssi's “Client Services Pyramid” theory (of systemic social work) and in terms of its impact on the organizations’ financial resources.

Keywords: Ethics, Social Work, Child Senior Social Support

Managerialism in Public Health services

Brit JØRGENSEN, BUP Hamar - Sykehuset Innlandet,

New organizational obligations threaten core values in social work practice, the autonomy of social workers and accountability to service users. Core values in Social work theory and practice that underscores different socio-political and critical engagements seems to have diminished today compared to the 70-. Yet the need to see relations between individuals and their environment, how suppressing elements in modern society creates people in need of professional help, is more urgent than ever. How can this be understood, and what is there to be done? In analyzing these questions I will focus on some aspects in welfare organization as the context of social work today. In this perspective I claim that there are new obligations performing social work that challenge core values both in theory and in practice. On this ground the following issues and questions need to be addressed (Banks 2004). In what respect has the traditional key concept of the “situational context of the person” in social work changed, and how is this change related to the new ideology in restructuring public health services? The intention behind reforming public sector was to secure equal treatment to all clients, to improve the quality of service by increasing effectivity, to demand verifiable results on all levels, and to implement the idea of “cost/benefit”. In the public debate, the focus has been mainly on the last point – the importance of spending less money. Numerous ways of controlling employees developed, based on distrust rather than trust. New obligations to service institutions and professionals to work in ways that can be measured by predestined targets developed. The consequences of these changes are opposite the intention service users are not better off, social workers whose first loyalty has been the patients/clients/users, experience split loyalty if they also want to be regarded as a trustworthy professional. I claim that the ideology of New Public Management is a threat to the code of ethics in social work, the autonomy of social workers, and in regard to stimulating the accountability of service users.

Keywords: New Public Management (NPM), managerialism, ethics, social work distrust

W25 Workshop Moderator:
FATİH ŞAHİN
18 April 2013, Thursday 16:00

Reconceptualising social work in Southern Europe; from mainstream professionalism to political action.

Vasilios IOAKIMIDIS, Vasilios Ioakimidis - School of Applied Social Sciences,

What was initially described as a peripheral banking sector crisis in 2009, by now has been escalated to an unprecedented crisis of the capitalists system of production across Europe. In Southern Europe, most notably, states found themselves trapped in a deep recession, unable to utilize traditional macro-economic measures for recovery due to the inflexibility of the Eurozone and dependence of the financial and economic character of the EU. These countries, in an effort to restore competitiveness of production, adopted stringent neoliberal measures; so harsh the even some neoliberal economists describe as crude experimentation. Social Work in these countries has been affected in a manner unparalleled in the history of the profession. Even though, the “care and control” dichotomy and the uneasy co-existence of progressive and enormously oppressive practices is not an unknown reality is the history of social work, now more than ever these pressing dilemmas loom over theory and practice of the profession. The absolute collapse of the, already limited, ‘welfare state’ means that the context within which social work operated for decades is now inexistent. Most importantly, as poverty increased dramatically social work practice orthodoxy offers no solutions. Many social workers themselves experience working and life conditions similar to those of service users rather than enjoying the comfort of middle class boundaries, which nurtured and shaped the official profession for decades. Under these awe-inspiring circumstances, many social workers in southern Europe have engaged with a process of social work “reconceptualization. This involves challenging of the dominant orthodoxies of the past and most importantly searching for new paradigms in practice and theory. In the epicenter of these processes one can find the re-politicization of social workers and the connection of social work practice with popular movements. Even though social work reconceptualization is at a very early stage and should not be exaggerated, the undisputable reality is that never before social workers in southern Europe have questioned the validity of the profession’s official knowledge base at a similar scale before.

Keywords: reconceptualization, crisis Europe, radical action

Social Work among "Unrecognized People"

Nuzha AL-ASSD ALHUZAEEL, Social Sciences - Social work,

The Bedouins in Israel comprise an indigenous community of approximately 200,000 people. Fifty percent of them live in villages unrecognized by the State of Israel. These villages are located on disputed land; the State contends that these are state lands that have been taken over by the Bedouins. These residents of these villages suffer from a high rate of unemployment and poverty, as well as a lack of basics such as water, electricity, and education. Ninety percent of them live on National Insurance benefits, which are their only source of income. Moreover, these villages lack basic infrastructure, including roads and sewage systems. Residents live in temporary houses built of tin or wood, and these illegal homes are under threat of demolition on the grounds that were built without permits on state land. Social work among this population is torn between a desire to improve the welfare of residents and to work in accordance with the laws of the state, to which social workers are committed. On the one hand, the complex intervention of social workers is required to ensure the welfare of the residents and to take action against the discrimination and deprivation that they encounter. For example, to help residents ensure a source of income through self-employment, social workers encourage women to join a microfinance program. In this program, women receive small loans and start businesses that increase family income beyond National Insurance benefits. But, on the other hand, these social workers know that if the National Insurance Institute discovers these activities, they might stop the stipend, which is the family’s only other source of income. A qualitative study among 10 social workers in unrecognized villages examined the working methods of coping with the complex reality of loyalty to their clients and loyalty to the state that employs them. The lecture will describe the meaning they assigned to their work and their ways of coping. In addition, it will describe the specific intervention programs and the uniquely creative work of social workers in the unrecognized villages.

Keywords: unrecognized villages, complex intervention, loyalty coping ethics

Ways of overcoming dilemma in social work in Azerbaijan: Social rights of vulnerable groups or professionalism of social work?

Aytakin HUSEYNLI, Azerbaijan Social Work Union - Founder and Chair,

This paper will talk about ways of maintaining high standards of social work profession in Azerbaijan. The social work is a newly emerged profession. The first academic program, two year master program in social work, was established in 2005 at Baku State University. In 2008 two more four year bachelor social work programs was established at two different universities. Despite existence of these academic programs, there are not many social workers in the country and there is still a big demand for the profession to help vulnerable groups. In order to fill this gap, many national and international non-government agencies also provide short term training on a specific area of social work to enhance wellbeing of vulnerable groups. These short term training programs varies from 1 week to 6 months. However, participants of these programs are also called social workers. The paper will broadly describe the ways that are used in Azerbaijan to overcome dilemma between meeting social rights of vulnerable groups and maintaining professionalism of social work. Minimum standards for social work profession were identified by the National Parliament through the Law of Social Services of Azerbaijan Republic which was adopted in 2012. The Law requires social workers to have at least bachelor degree in social work. In addition, the Ministry of Labor and Social Protection of Azerbaijan develops minimum national qualification standards for social workers. Meanwhile, Azerbaijan Social Work Union establishes licensing mechanism and procedures for social workers. The paper ends with the set of recommendations for deciding this dilemma based on the findings from the best practices in the world.

Keywords: dilemma, social work professionalism, social rights solutions

Inclusion and Ethical Innovation

Susanne STEIN, VIA University College - Peter Sabroe department of Social Pedagogy,
Gert SØNDERGÅRD, VIA University College - Peter Sabroe department of Social Pedagogy,
Sigrid LIEN, VIA University College - Peter Sabroe department of Social Pedagogy,
Eddy THOMSEN, VIA University College - Peter Sabroe department of Social Pedagogy.

Values and policies on local commitment, educational and community work. We want to present and involve participants in the work-shop in experiences with case-studies about inclusion, social and ethical dilemmas and reflexions on coping with difficulties of social welfare. We draw on experiences with social educational work with creative methods from Greenland. And we present examples from our strategies in education, curriculum-development and learning in Social Pedagogy by means of the mentioned keywords – learning strategies all based on dialogue, participational inclusion of students on all possible levels to achieve active ownership and commitment. We want to use different methods, e.g. film, drama from Forum Theatre, dialogue, Power Point presentations, Innovation, Empowerment, Narration, Creativity, Rolemodelling, Moral codex.

Keywords: Innovation, Creativity, Empowerment, Narration, Rolemodelling

Loyal towards your employer or loyal towards persons depending on your knowledge and service? A description of a legal dilemma and a judgment from the European Court for Human Rights.

Lotti RYBERG-WELANDER, Stockholm University - Dept for social work,

Loyal towards your employer or loyal towards the persons depending on your knowledge and service? A description of a legal dilemma and a judgment from the European Court for Human rights. Brigitte Heinisch is a geriatric nurse who used to work at a home for elderly, owned by a state owned company. The patients were bedridden, disoriented and dependent on special assistance and care. A number of times, Heinisch and her colleagues turned to the company management to tell they were overburdened with work and that they could not provide good enough care of the patients. Their claims were supported by reports from a medical review board. When nothing happened, Heinisch decided to lodge a criminal complaint against her employer on account of fraud. The company decided to dismiss her, since she had breached her duty of loyalty towards her employer. After her dismissal was approved in the national courts, Heinisch made an appeal to the European Court of Human Rights, claiming that her right to free expression in the European convention for Human Rights was restricted. The European Court decided it was the case. Referring to Resolution 1729 (2010) of the European council, about whistle blowers, and using the general principle of proportionality, the court states that Heinisch's action was detrimental to the employer. However, the protection of vulnerable persons, who often are not able to act themselves to draw attention to shortcomings in the care, is regarded more important and so is the right to free expression as a way of involving the public to put additional pressure on the employer. This judgment is regarded as a breakthrough in the subordination of the employee; an employee is entitled to different kind of social action on the grounds of fundamental human rights and professional ethics. The case of Heinisch vs Germany, judgment July 21st, 2011

Keywords: duty to loyalty towards the employer legal obligations, free expression, European Convention of Human Rights, the principle of proportionality

W38 Workshop Moderator:
HAKAN ACAR
19 April 2013, Friday 10:30

Hosting or not? The case of Young isolated foreigners

Aude KERIVEL, ATEC - LERFAS,
Thibault DANTEUR, ATEC - LERFAS,

For years now, actors of the childhood services and social policies are facing a major growth of the number of young isolated foreigners' arrivals, sometimes over their hosting capacities. Such a massive flux within an uncertain economical context challenges professional practices. Issues such as the evaluation of those young foreigners' age, who often are originating from countries without an official ID record, becomes a priority. They soon are facing a problematic situation: in one hand they have to manage a hierarchical pressure to access the IDs of underage migrants in order to exclude the others, and in the other hand their professional and personal ethic which drives them to try to emancipate themselves from such administrative rules and to host individuals in difficult situations anyway. Given such a dilemma between structural contingencies and personal ethics, informal strategies are put in place in order to slow down or to postpone the various protocols aiming at medically determine the age of such young individuals. Professionals therefore are « knocking together » answers with minor room for maneuver. Our communication will be based on a couple of inquiries within a french departmental organisation for emergency hosting and an experimental structure which works on Young adults autonomy. It will especially be interested in the positional behaviour of those young migrants facing such institutions and who could consider it as opportunities, as well as the organisational strategies applied by some professionals to « get around » bureaucracy's rigidities. How do actors are reacting in front of such dilemmas? Which means are used to manage this « grey area » in which they act to resolve the tensions between hierarchy and ethics? How such strategies could be used by the migrants themselves? How youth can integrate and assimilate policies which were not intended for them? In order to bring answers some of those questions, we will use concepts from various perspectives such as sociology of organisations and theories of action by example, and try to highlight the different ways applied by actors to resolve or take advantage of organisational dilemmas.

Keywords: youth migrants, social policies, hosting, structures, age

Children first or last in Romania?

Florin LAZAR, Sociology and Social Work - Social Work,

Romania has been one of the first countries to ratify the UN Convention on the Rights of the Child in 1990, but only in 2004 implemented most of the recommendation into domestic law. The present paper questions how the principle of "children first" as stated in the UN Convention is reflected in the situation of children of Romania. In July 2010 to comply with IMF, EU and World Bank (WB) conditions for a 20 billions euros bailout, the government cut overall public spending by 25%. Several cash benefits for children and families were cut by 15% (e.g. child rearing indemnity for working mothers), for others the eligibility criteria were tightened (e.g. means-tested family allowances), while others have been dissolved (e.g. birth allowance, newborns trousseau). Even the universality of the child allowance was questioned being saved only by civil society pressures. As a result of these measures some foster care families returned the children in care to public institutions and social workers and other professionals from child protection services with very low wages quit jobs to work abroad or in other domains. Also, some 1,500 people from public social work services were dismissed. All these lead to a worsening of the quality of social services provided to children under the public care. As a result of the new legislation, the number of children receiving means-tested family allowance dropped 2.5 times (by 40%) from December 2010 to December 2011. A recent EUROSTAT survey (2012) reveals that the risk of poverty or social exclusion for children from Romania was in 2010 the second highest in EU (after Bulgaria), at 48.7%. With fragmented and insignificant (or small) cash benefits for children and families, with huge regional discrepancies, a standard of living far below the average and insufficient skilled personnel, the principle stated in the UN Convention that children should be first ("children first") seems more like a chimera. Figures suggest that children are last for the public/political agenda, the burden of care being on families and on professionals to protect their rights.

Keywords: child protection, rights of the children, Romania economic crisis, child poverty

Child protection welfare models in Europe

Gemma NORTH, Sussex University - Social work,

Across Europe differing 'welfare models' are used to frame child protection practice within the social work profession. Attitudes to how much the state should intervene in family life vary considerably. Thresholds concerning what constitutes child abuse may differ according to factors such as ethnicity, gender and the social environment. It is increasingly the case that eclectic approaches are being used to develop individualised welfare systems. In a broader social context, social workers are required to accept a universal UN-convention of human rights, ensuring that the local policies and practices they implement also uphold the international concern of improving the life chances of children and young people. The outcomes of using of welfare models cannot easily be compared in part owing to a wide range of specific variables which must be taken into consideration. These include the social environment of the individual countries that implement them, and practice variations within specific regions. However, welfare models in countries such as the UK, Sweden and Spain for example may be examined for how they address the needs of children. Revisiting the expectations and intentions of the human rights convention to consider how they co-exist with the welfare models social workers operate within seems crucial. In a European community where attitudes to the extent of state welfare intervention vary significantly, how does a single convention effectively exist across multiple localities and unite European social work practice?

Keywords: social child protection, welfare model

Ethical Dilemmas and Human Rights in Social Work Practices

Neşe ŞAHİN TAŞGIN, Istanbul Arel University - Social Work,

According to International Federation of Social Workers (IFSW) social work is a profession of human rights and principles of human rights and social justice are fundamental to social work and Professional codes of ethics. It is also mentioned that human rights advocacy should be a complementary element of social work. Despite this essential relationship between social work and human rights, there occur cases that can be considered as "human right violations". One of the reasons of these violations is the lack of a view in the social work education and practice that helps to recognize the imperilment of human rights in each individual case –in the professional intervention- and the role of social work in the protection of human rights. Ethical problems are frequently confused with human rights problems in both theory and practice. One of the reasons of this confusion is the confusion between the epistemological particularities of the codes human rights and ethic codes of the profession. It is clear that the violence against the child is both a human rights violation (violation of the ban on torture) and an ethical problem. The persons who commit violence against children or who condone violence –particularly the public officials- both violate the human rights and the ethical codes of their profession. To keep her/his client waiting or being late for an interview with her/his client is an ethical problem. Ranking code of human rights among code of professional ethics, although aims to create a positive influence, may cause devaluation of codes of human rights. In social work which is defined as a profession of human rights and complementary element of human rights advocacy we need a perspective that helps us to recognize the imperilment of human rights in each individual case and to distinguish the human rights problems and codes of professional ethics. In this paper, by discussing the human rights problems and ethical dilemmas I will try to bring suggestions on strengthening the essential relationship between human rights and social work and the role of social workers as human rights defenders.

Keywords: social work, human rights, social justice, ethics, professional ethics

Ethnic minority families and the rights of the child in Sweden

Ing-Marie JOHANSSON, social science - social work,

Abstract Ethnic minority families and the rights of the child in Sweden In the Scandinavian countries the fostering of children is seen as a shared responsibility between the family and the state (Cameron & Freymond, 2006). In Sweden the child welfare system is family service oriented with a mandatory reporting system. This means that the state is supporting the family as a whole in order to enhance the wellbeing of the child (Wiklund, 2006). The orientation towards family service is emphasized in Section1, paragraph 1 of the Social Services Act (2001:453) expressing the right of self-determination and integrity for the individuals concerned in a social work intervention (ibid). Additionally the wellbeing of the child is regulated in the Code on Parents and Children (1949:381) stating that the guardian of the child, most often the parents, has obligations with respect to the child (Mattsson, 2011). Sweden is also a country of immigration. In 2008 1,3 million foreign-born people were living in the country, which corresponds to 14% of the whole population (The national board of health and welfare, 2010). The Swedish immigration is to a large extent from far away countries affected by war (Vinnerljung et al., 2008). These rapid changes in the population also affect the child welfare system. Thus, the views on child upbringing and the degree of trust in the state is likely to be different in families with a background in distant countries compared to most Swedish-born citizens and to professionals in the welfare organisations. It is suggested that the perspective of the rights of the child may provide a new perspective to tackle this challenging situation. The objective of this paper is to discuss child protection and children's rights in relation to ethnic minority families on the basis of relevant articles in the United Nation Convention on the Rights of the Child (UNCRC). For this purpose material from a research project involving youth with an ethnic minority background, their close family members and their social workers that was carried out 2005-2007 will serve as a platform for the discussion.

Keywords: child protection, migration, children's rights, ethnic minority, families, human rights

What do young users think about social services? Key components of quality in social services from the young people's perspective

Giménez-Bertomeu VÍCTOR M., Faculty of Economics and Business (University of Alicante) - Dpt. of Social Work and Social Services,
Doménech-López YOLANDA, Faculty of Economics and Business (University of Alicante) - Dpt. of Social Work and Social Services,

This paper presents the main results of a qualitative research on young users' perception about the quality of Spanish Primary Care Social Services (PCSS). Young people are a special focus population for PCSS, People aged 18 to 35 represents no less than a quarter of users of PCSS (MTAS, 2007). However, little information exists in Spain about their vision of social services. Moreover, the users participation in the PCSS has been and is a traditional aspiration and a desirable objective to increase the quality of services, but we have found a shortage of experiences of participation and especially those that specifically consider the youth's view. The research project on quality indicators in Social services (INCASS project) funded by the Spanish Ministry of Science and Innovation (CSO2008-04359/SOCl) aims to provide information on this line, contributing to the identification of quality standards in the SSAP, while intended to contribute, through research, to make effective the the right to participation by making explicit the voice of people who use social services. Participants were young users of PCSS of Valencia and Murcia (n = 14). Their mean age was 27.6 years (SD = 4.22, range = 19-33) and mean time of contact with PCSS was 4.8 years (SD = 3.55, range = 1.25-12). Data collection was conducted by in-depth interviews. The results show that professional care is seen as the cornerstone of quality. Participants also highlighted two key dimensions of quality: the relationship (personal traits, skills and professional functions) and services (care and resources). This work provides evidence for design quality standards in Social Services identifying the essential dimensions of quality in social services and its major components, from the point of view of young users.

Keywords: Research quality, participation young users, social services

3- SUSTAINABLE DEVELOPMENT and SOCIAL ACTION

W10 Workshop Moderator:

NINO ZGANEC

17 April 2013, Wednesday 16:30

Defending, transforming, building: welfare systems in Europe and in the BRICS

Alessandro SICORA, University of Calabria - Department of Sociology and Social Policy,
Francis ADAIKALAM, Loyola College Chennai - Department of Social Work,

Many authors have comparatively studied social policies across the globe and provided some useful classification of the existing welfare systems (Aspalter, 2011). The main European models (Scandinavian, continental, liberal) have been often critically analysed and applied to the reality also of other continents. Some closer comparative analysis of social policies in EU (Finland, Italy, UK) and non-EU countries (India, Russia, South Africa) suggest alternative and maybe less Eurocentric ways to draw a global picture of what has happened in the last two decades. Identifying the major actions taken in relation to the governance of social services (especially, for example, in fields like migration, elderly care and child protection), three main patterns emerge with some differences from region to region: defending, transforming and building welfare systems. The European countries, within large differences between – for example - the Nordic and the Mediterranean countries, are trying to defend the conquests and the protections given to their citizens in the 20th century from an imbalance between available resources (the crisis of public debt, together with low or negative rates of economic growth, is a major event risk) and increasing problems. On the contrary, countries like India and South Africa are experiencing a rapid growth and the opportunity for a better future for many of their inhabitants. Building inclusive welfare systems becomes a must to support the ongoing changes and to mitigate the risk of widening the gap between rich and poor. After 20 years of transition, Russia and the countries once part of the Communist block have probably not yet completed the transformation to guarantee rights of social citizenship finding a better balance between the “good” and the bad” of the old system and of the new one. The research leading to these results has received funding from the People Programme (Marie Curie Actions) of the European Union’s Seventh Framework Programme FP7/2007– 2013/ under REA grant agreement n° 295203.

Keywords: social policies, comparative studies, EU non-EU countries

Best practice and the advancement of social justice through social work

Nigel HALL, Kingston University - School of Social Work,

This presentation will extend the analysis of O'Brien (2012) that social workers' direct practice and social change activities at the level of individuals, family and community (ie micro and meso levels) has been undervalued as a means of advancing the idea of social justice, which is often considered only at the macro level of social policy. Broader analysis and critical discussion of the relationship between social justice and social work needs to be complemented by careful and thoughtful exploration of the ways in which practitioners and their agencies reflect on and engage with the immediate situations which they face. This would extend and enhance the practice of social justice in both their daily work with users and then translate and utilise that knowledge for social change. This would strengthen the links between the daily work of practitioners and the advancement of social justice. It would also help to build towards a socially-just society, in the interests of social work users, thereby enacting and encapsulating the profession's values and implementing, in practical ways, the IFSW and IASSW Statement of Ethics. A significant component of engaging with the wider social justice issues requires pro-fessional associations and other related bodies to take a leadership role and develop mechanisms and processes to link with and draw on the daily experiences of practitioners. The social justice role demonstrated in the work of these practitioners indicates that the criticism that social workers are abandoning their commitment to social justice can-not be sustained if the focus moves to the ways in which social workers reflect on and describe their practice and the actions they take within that practice. Here, social justice is alive and active and informs their discussions of what they do with and for users in quite fundamental and significant ways. The critical task is to take that practice and translate it into social change work, which will be the focus of this presentation.

Keywords: social justice, social development, best practice, ethics, social change

How to rebuild trust between social workers and service users post New Public Management

Ulrik FREDERIKSEN, University College Metropol - Department of Social work,

Social work in Denmark and in Europe has in recent years been focused on centralization of decisionmaking and control with public spending. This economical focus has been accompanied by management theories, based on New Public Management (NPM). Social work in Denmark has developed in a direction with strict control of methods and of the service users involved. This focus has created a breach of trust between the service users and the social workers working in public offices. In Denmark we have reached the conclusion that NPM doesn't work as a theoretical basis for managing social work and working with vulnerable service users. This is because the service users not are able to navigate in systems set up to fit into NPM's eager for "checks and balances". The people we meet don't fit into these boxes. Some of these service users will fall in between the services provided, and do not receive the help needed. This creates a conflict. Because when the service users don't see their needs are met, they lose faith and trust in the people who are trying to help them - social workers. Therefore we need another approach than what NPM has to offer! We still need to know what effort is made with each service user who asks for our assistance, and we still need to know what types of effort is most effective. But while NPM has a strong focus on "input/output" and the economic frames of public and social work, we need to go a different direction. There is a need for, public managers and politicians on a locally as well as national level drops the idea of tight control of frames and methods in social work. We need to replace NPM as center of attention, and start to focus on the service users and the issues at hand. In Denmark we have started a process where we focus on the outcome of the social work and the needs of the service users. This way we can empower the social workers and rebuild the trust between service users and social workers in public service.

Keywords: Change in management theories, Building trust between service users and social workers, Social work in Denmark, Focus on needs service users, Focus on outcome

Internationalization of bachelor social work education in Europe

Raymond KLOPPENBURG, Hogeschool Utrecht - research centre for social innovation,
Peter HENDRIKS, Hogeschool Utrecht - research centre for social innovation,

Many universities in Europe are involved in 'internationalizing' their social work curriculum. This has been realized by a variety of optional or mandatory modules, courses with an international profile or by student and teaching mobility. Some of the social work educators regularly meet at international conferences to exchange their experiences, convinced of the importance of cross-border exchange, but other colleagues are rather skeptic about the additional value of internationalization. This presentation focuses on the debate about internationalization of the social work curriculum at BA level. We will present the first results of an international survey, carried out in the months before the Ensact Istanbul conference at different universities in all corners of Europe. The survey intends to answer questions about the current state of internationalization of the BA curricula in Europe, how do we internationalize our curricula, what are the aims and what are the challenges? Do we think that this might lead to better qualified social workers for a practice dominated by a more local or national focus? It is argued that globalization of social problems needs global consciousness of social professionals. The global diffusion of social problems and the cultural diversity within the different societies create a need for competent social workers, able to think globally and act locally, within their specific context. Could an internationalized social work curriculum have the potential to enhance the development of a more sustainable social work profession and practice in our own countries (and do we also want to prepare our students for an international career?)

Keywords: Internationalization, social work education, globalization, survey

Social accountability of educational institutions in times of global challenges

Lievens PIETER, KdG-SAW - Social Work,

Social Work education needs to prepare students for the future. How does this future look like in a globalised world? Client's wellbeing is depending more and more on global processes and is effected by global challenges like economic crisis, socio-economic crisis, demographic crisis, commodity crisis (like peak oil) and ecological crisis. Crises that require a fundamental change of society, especially in terms of redistribution of risk and wealth. The presentation starts with analysing current global challenges. Based on empirical trends it will draw a picture on the context in which social work will be operating the next decades. The presentation will elaborate on how global challenges effect social work practice and impact wellbeing in our society and individual clients. These global challenges link with the role of the welfare state, with the identity, methodologies and priorities of the social work profession (like active citizenship, communal well-being and resilience). Given these global challenges as prerequisites, external to education, principles of social accountability call for adaptation of social work curricula to meet the requirements of the upcoming developments and future social work in a pro-active way. Educational institutes will be invited to position themselves in responding to these global challenges and evaluate their social responsibility, social responsiveness and social accountability. To what extend is social work education 'future proof', oriented towards sustainable development and takes into account (beneficial) effects in society?

Keywords: global challenges, international social work, Social accountability, curriculum reformation, sustainable development

**W26 Workshop Moderator:
EWA KANTONWICZ
18 April 2013, Thursday 16:00**

Engaged Entrepreneurship: The partnership between social engagement and entrepreneurship

Hermans MAURICE, ZUYD University - NEIMED,

Social entrepreneurship is often associated with grand issues like education or access to water. But social entrepreneurship can also be applied to local issues. This abstract explores principles of modern entrepreneurship and social engagement in order to address issues like demographic decline. According to the European Union Social Entrepreneurship (or Social Enterprise) is defined as an enterprise whose primary objective is to achieve social impact rather than generate profit for owners and stakeholders. It operates in the market through the production of goods and services in an entrepreneurial and innovative way, and uses surpluses mainly to achieve social goals. Where the performance of a typical business is measured in profit and return, the performance of the social entrepreneur is measured in positive returns to society. Principles of accountability and transparency are of the essence for social entrepreneurship. Often an emotional connection to the business goals is present. Well-known examples include ice cream company Ben & Jerry's who is dedicated to healthy food or outdoor sports company Patagonia who is highly dedicated to environmental issues. These social issues are directly linked to the products these companies sell but are also directly linked to the engagement of the founders. The examples give are issues that have a global perspective. Another perspective of social entrepreneurship is the perspective of local issues. An interesting context is provided by the Dutch city of Heerlen which is a former mining city of 90.000 inhabitants situated in the periphery of the Netherlands. With it's low educated and shrinking population, low labour market participation and low life expectancy Heerlen seems to provide a relevant case for local social entrepreneurship. Because of a context where growth is no longer evident and paradigms are shifting a strong need for new ideas and social action is existent. In this presentation examples are given how creative entrepreneurship enhances engagement through the use of design, blogging, social media and online communities. Not just to raise awareness but also to find new strategies on how an ageing and shrinking city can still be a sustainable and dynamic city.

Keywords: social action, demographic decline, engagement, entrepreneurship local

Getting into debt to maintain a sense of inclusion

Antonin ALEXANDRE, Caritas Valais - Social,

Here at Caritas Valais, a Swiss charitable association of which I am the director, we see people from various socio-economic environments, of different backgrounds, with a variety of problems. In general, we seek to help people suffering from the effects of poverty and exclusion. Among the problems we deal with there is an area that features increasingly largely in Switzerland and the western world, which has a serious, long-lasting adverse effect on those affected and leads them gradually into exclusion from society. I am talking about over-indebtedness. Eight years ago, Caritas Valais was given a mandate from the Cantonal Government of Valais to provide assistance for over-indebted people. Over-indebtedness often begins before the age of thirty, in a quarter of cases, reaching its peak between the ages of thirty and forty. There is a strong correlation between over-indebtedness and poorer education. In our western societies with their emphasis on consumption, work is viewed not only as an efficient tool for inclusion, but also as a means of earning money, which in turn enables people to buy goods and services like all those who are well-integrated into society. Even after losing their jobs and finding themselves unemployed or on social security benefits, some people want to continue to consume as much as they did before. This enables them both to satisfy the needs fuelled by advertising and to preserve their social status. Two ways of maintaining this lifestyle are chosen in particular: not to pay certain bills, usually taxes, one of the civic duties, or to draw on credit to fund their consumption. But these remedies are worse than the original evil, as they lead not only to greater poverty, but also to social exclusion in the medium term, because the burden of these debts is often borne for life.

Keywords: indebtedness, charitable association, inclusion, consumption, poverty

Local media practices, community development and social innovation. Crisis, social imagination and self organisation.

Sandra GEELHOED, Hogeschool Utrecht - Research Institute for Social Innovation and Institute for Social Work,

In this paper I would like to sketch the influence of digital society on everyday life of citizens and on the workpractice of social professionals. I will particularly focus on community development and media use in neighbourhoods and local communities in the Netherlands. This paper is the first outline for a wider empirical researchproject being set up at Utrecht University of Applied Sciences on media practices in social and cultural work. People in local settings like to use (social) media to be in contact with eachother. In many cities people can watch and listen to neighbourhood Radio and TV. Film and video are used to start dialogue and conversation between people with different cultural backgrounds. Young people make their own youtube films often not knowing what the destructive strength of images can be. For social workers media are tools to raise awareness on for instance alcohol abuse but also tools to make neighbourhood capacities visible, so that community development can be engaged. Thus local and individual civic journalism-initiatives open windows to the world, enabling individuals and local groups to show who they are, what they do or whom they want to be. The economic and political crisis, the downsizing of the Welfaressystem and the withdrawal of the state with regard to the organization of social work lead to new forms of selforganization, self responsibility and social innovation. By studying the use of mediatools in neighbourhoods by citizens and social professionals we can make an inventory of these new and innovative social interventions and action by citizens and professionals, taking particular account of the paradigm shift linked to digital society (Castells) and the role of subjectivity (Touraine) in the shaping of tomorrow's society.

Keywords: community development, social imaginaries, social innovation, self organization (social) media

Challenges for social work: Social Work in Socially Sensitive Society

Airi MITTENDORF, Tallinn University - Social Work Institute,

The goal of the presentation is to explore how social workers in Estonian municipalities describe essence of social work in socially sensitive society and how they perceive their role as professionals and how they positioning themselves in social work practice. The twenty-first century presents social work with significant challenges. Many social experts expressed the feeling that post-modern society is a highly complicated world to inhabit and in which to develop an adequate identity and establish a stable context in which to live. The complexity creates new social and socio-psychological problems for a fast growing number of people. Social problems are contextual, locally based and ask custom made approaches. The issue is not equal treatment for each category, but rather unequal treatment for each person, because each context is different and asks for different interventions (Ewijk 2010). Social work in Estonia has functioned for over twenty years. In today's Estonian society there are severe social problems - stratification, unemployment, poverty and addiction that cause social exclusion and therefore create tension in the society. There is an enormous load of problems and tasks that the social workers ought to help to solve. The empirical material consists of twelve interviews with social workers from different regions of Estonia. According to research, it was important to choose social workers that have been working as social workers more than five years and have specialised higher education. The half-structured in-depth interviews were used as methods of collecting data. The main findings suggested that the core of social work is about supporting people in their social functioning and should position itself in the centre of the quest: the social-psychological disorientation, the lack of meaning, and the problems of exclusion and isolation. Social workers see themselves as main supporters for the persons who have lost every sense of direction and are not motivated or are without a social network. People need open, supportive interventions directed at the individual in context, and providing material and immaterial assistance and practical coaching.

Keywords: Social work, Social work practice, Positioning in social work practice, Complexity, Supportive intervention

W19 Workshop Moderator:

RONNY TIKKANEN

18 April 2013, Thursday 14:00

Engaged Entrepreneurship - The partnership between social engagement and entrepreneurship

Maurice HERMANS, ZUYD University - NEIMED,

Social entrepreneurship is often associated with grand issues like education or access to water. However social entrepreneurship can also be applied to local issues. This abstract explores principles of modern entrepreneurship and social engagement in order to address issues like demographic decline. According to the European Union Social Entrepreneurship (or Social Enterprise) is defined as an enterprise whose primary objective is to achieve social impact rather than generate profit for owners and stakeholders. It operates in the market through the production of goods and services in an entrepreneurial and innovative way, and uses surpluses mainly to achieve social goals. Where the performance of a typical business is measured in profit and return, the performance of the social entrepreneur is measured in positive returns to society. Principles of accountability and transparency are of the essence for social entrepreneurship. Often an emotional connection to the business goals is present. Wellknown examples include icecream company Ben & Jerry's who is dedicated to healthy food or outdoor sports company Patagonia who is highly dedicated to environmental issues. These social issues are directly linked to the products these companies sell but also have a close relationship to the engagement of the founders. The examples given are issues that have a global perspective. On a different level social entrepreneurship can also have a local perspective. An interesting context is provided by the Dutch city of Heerlen, a former mining city of 90.000 inhabitants situated in the periphery of the Netherlands. With it's low educated and shrinking population, low labour market participation and below average life expectancy Heerlen seems to provide a relevant case for local social entrepreneurship. Because of a context where growth is no longer evident and paradigms are shifting a strong need for new ideas and social action is existent. In this presentation examples are given how creative entrepreneurship enhances engagement through the use of design, blogging, social media and webcommunities. Not just to raise awareness but also to find new strategies on how an ageing and shrinking city can still be a sustainable and dynamic city.

Keywords: social entrepreneurship engagement, demographic decline, social action local

Community action to end domestic violence

Stoevesand SABINE, Business and Social Sciences - Social Work,
Chawla TANJA, Business and Social Sciences - Social Work,

We will present a new grassroots approach in preventing and reducing the violence „behind closed doors“. Three years ago we established a project named “Stop” – Stadteile ohne Partnergewalt” [Neighborhoods without intimate partner violence] in a specific neighborhood of the city of Hamburg (mainly public housing, rich diversity of ethnic backgrounds, low income, well established formal and informal networks). “Stop” successfully brought together, raised consciousness, empowered and mobilized a multitude of local community members to speak out against DV and take action. It also encouraged neighbors who are victims, to go public, to seek support. Action research is the research method we choose, community organizing the practice method. So far not much attention has been systematically paid to the place where the violence takes place and to those, who are close to victim and perpetrator. Neighbours are the ones who are nearby when domestic violence happens. Sometimes a quick reaction means an important difference, it can prevent serious harm or can even be life saving. Furthermore many people have limited access to services because of cultural or linguistic barriers, institutionalized racism and distrust of social service and government systems. And even for those who do have access - informal networks of family, friends and neighbors are where most of us turn for support in daily life. Their attitudes and reactions do or can have an important influence on the way people behave and are crucial in the case of perpetrators and victims. They can encourage or discourage disclosure and help seeking. Therefore community building and community organizing are important to prevent and end domestic violence. The way “Stop” works, in a nutshell, is to identify key persons in the community, spread the word, bring community members together to build neighbourhood action groups, develop special tools for awareness work and public relations that use local resources and represent the community, create community ownership. We have a women’s group, a men’s group and a gender-mixed youth group and also a group of three social work practitioners from the neighborhood who are constantly involved and the institutional backbone.

Keywords: Neighborhood action, domestic violence, community organizing, gender new approach

Professional challenges in social work with risk families in Poland

Ewa KANTOWICZ, Faculty of Social Sciences - Department of Social Pedagogy,

Social work as a profession in Poland has been developed for last twenty three years in context of transformation of socio-political and economic system and the new demands in Welfare State. The changes of welfare system in Poland from 1989 influenced child's protection and in family social support system as well. The transformation from the centrally managed system to democracy established and empowering practices, anti-discriminatory practices, ecological approaches, problem – focused approaches, family training etc. have become a key issue in creating of the new social policy and the new model of family support and foster care since 2000. The legislation and conceptions of social work with multi-problem families urgently need to develop new professional knowledge and strategies in order to respond difficulties related to socio-economic situation of those families and in order to promote their social engagement in the process of help as well as in improving their life quality. The new legislation and new programs of social work with risk families are bringing about challenges in the sphere of creating new professions in social services at that field. The article will focus on the new demands and developments in social services for the risk families and barriers of implementing the new social work practices.

Keywords: transition, social support, risk family, professional challenges, social services

Social protection and possible solutions for family support in Republic of Srpska

Vesna SUCUR-JANJEVIC, Faculty of Political Sciences - Department of Social Work,
Drasko GALIC, Faculty of Political Sciences - Department of Social Work,

Taking into consideration the fact that social changes in our society and family are determined by social crises and changes that took place in past decades, and are still taking place, this paper specially emphasizes the importance of development of socially organized care and support to family through engagement of experts in forming Family Centers in the Republic of Srpska, as a new model of family support. Family Centers can offer possibilities for social welfare development and care for families, implementing various models in the field of social work, with special emphasis on the social work as network model. Significant model of family support today is present in the domain of drafting and searching for solutions for the problem of unemployment which has many and different consequences on family systems. Monitoring and analyzing unemployment, as well as its' consequences, is important due to more present need for inclusion in the labor trade. Establishing possibilities for labor trade inclusion and process of production and employment determines the social status and protections of individuals, as well as their families, in the society of their existence. Social protection of individuals and their families is in close connection with the labor trade. Families are very often put into situation where their socio-economic position is dependent on their own resources, and at the same time they are being exposed to different challenges of current socio-economic flows. Existence and development of families in such environment is worth exploring and searching for possible solutions in terms of developing organized support to families that would encourage self-employment and overcoming problems and challenges determined by social insecurity to which families have been exposed.

Keywords: social work, family, unemployment, social networking, social protection

Exploring the competences in supervision of students - aspects of supervisees and supervisors in Swedish and Croatian context

KRISTINA URBANČ, faculty of law, university of zagreb - department of social work,
LIJLA CALVERT, GOTHENBURG UNIVERSITY - DEPARTMENT OF SOCIAL WORK,

Various models of students' supervision are discussed in the literature, focusing on competences and characteristics of supervisor in order to be effective in his/her role and to make supervision successful, but there is a lack of written resources discussing characteristics of a student in a role of supervisee. The aim of this paper is to present the results of qualitative study on competences of supervisee in supervision of students. Beside empirical perspective, this issue will be approached from theoretical perspective, as well as from the perspective of authors' experience of giving and receiving supervision in education in different settings (Sweden and Croatia). Some differences between supervision of professionals and supervision of students (supervision in education), will be presented, concerning time framework, caseloads, goals, assessment, monitoring, responsibility, subject and the focus of supervision. The discussion will be supported by authors' experiences of participating in a joint research project carried out by the Supervision in Social Work Education in Europe (SSWEE) network founded in 2007 at Zuyd University of Applied sciences, Faculty of Social Studies, CESRT Research Centre on Social Integration, Maastricht, Netherlands, which basic purpose is to promote student supervision concept and methodology in the context of European Higher Education and the challenges of a social work as a changing profession.

Keywords: supervision of students, supervision of professionals, competences, social work education, qualitative study

The Marriage of Social Work and the Arts: Sensitization of future social workers for Inclusion in communities through the arts

Denise DE JONG VAN LIER, Saxion - School of Social Work,

How can Social Work students contribute to the implementation of mastery, empowerment and problem-solving at community level? How can social workers be equipped to generate creative activities within small communities, in an output, speed and low-cost oriented society? In which way can social workers and art practitioners bring about social participation and social action, this to stimulate livability and inclusion at local level? But most of all: how can we teach our students a creative, problem-solving attitude and provide them with necessary skills of creativity and arts to be social creative practitioners? The amount of Community Art projects in the Netherlands has grown significantly over the last decades. As a means to stimulate community-awareness and inclusion, it can be an important tool for professionals in social work. Therefore, the School of Social Work of Saxion University of Applied Sciences (Enschede, the Netherlands) has developed a module, combining the emphasis of Dutch Social Work on creative methods on the one hand, and Community Art and the shift in social work towards mastery, empowerment and problem-solving at community level on the other hand. It departs from the viewpoint, that livability and the social coherence of a community have a great influence on the well-being and stability of individuals. As starting professionals, students can bring about new ways of looking at situations. Therefore it is important that they learn, during their training, to integrate community aspects in their work with the individual. In this workshop a student and a lecturer will introduce the module which was developed and its results. The module, which generates real-life small-scale community-based projects, will be looked at, as a way to establish a multiplier effect and broaden the effectiveness of these methods within social work. The goal of bringing about change of thinking and behavior within a community, to improve the livability and inclusiveness of that community, will be discussed.

Keywords: Livability, community development, community art, empowerment, social change

**W33 Workshop Moderator:
SANELA BASIC
19 April 2013, Friday 08:30**

Urban cracks as potential sites for sustainable development and social action

De Visscher SVEN, University College Ghent - Department of social work,
Steel RIET, University College Ghent - Department of social work,
De Brauwere GREET, University College Ghent - Department of social work,
Verschelden GRIET, University College Ghent - Department of social work,

Urban living, urban developments, and social and ecological changes question increasingly the social and spatial conditions for living together. This contribution focuses on urban cracks, i.e. temporary in-between spaces within the city, as growing intervention sites of social work practices. Social work practices operate within a social sphere that mediates between individual aspirations and societal demands. As a consequence, they are never neutral interventions. They are embedded within sociopolitical and societal discourses about community and citizenship. Historically, republican and communitarian notions of citizenship have inspired these practices within the city that contribute to the creation of respectively good / active citizens and strong / active communities. Within this approach, urban cracks are organised and programmed by social work practices in order to develop temporary communities of practice or identity aimed at learning to live together in an increasingly diverse and complex city, irrespective of the social, historical and cultural context and meanings of these specific places or people involved. This dominant approach is challenged by a relational approach of citizenship in which citizenship is not the outcome of educational efforts, but a starting point in terms of the actual conditions that make up people's lives. In this view, urban cracks have the potential of a forum for sustainable development and social action. We build on the experiences of two action research projects in two socially and ethnically diverse neighbourhoods in the city of Ghent (Belgium).

Keywords: urban cracks, citizenship, communities, sustainable development, social action

The importance and situation of social economy in Europe. Challenges for and contribution of social work to the growth of social economy in Europe.

Goorden JAN, University College Karel de Grote Antwerp - Social Work,

In the presentation I focus on the importance of the sector of Social Economy in the coming years. In a lot of European countries the economic crisis created unemployment for a large group of employees. Also low skilled employees don't find work at all anymore. Therefore many governments in different European countries are subsidizing new social enterprises to create labouractivities for those employees. In this enterprises new values are important (people, planet, profit) as an alternative for our capitalistic society. In the first part of the presentation I'll bring an overview of the state of the art of social economy in the different European countries. I also focus on the initiatif of the Euroean Commission in creating a new program (2013-2020) to promote Social Economy in the different member states. In the second part I'll explain the situation in Flanders (Belgium) bij giving concrete exammples of social enterprises subsidized by the Flemish government. In my conclusion I'll emphasize the challenges for social workers to become more actif in the sector of social economy. A lot of values and skills of social work can be tranferred tot social economy. But, than we have to take our responsibility and stimulate social entrepreneurship social workers.

Keywords: social economy, social enterprises, Flanders labouractivities Belgium

Social work education for social development in Europe and China

Annamaria CAMPANINI, Social Work - Sociology - Sociology,
Zhangbao ZHONG, Social Work - Sociology - Sociology,

Europe and China are both struggling to realize a social development: both continents are facing difficulties and opportunities to undertake this endeavour: Europe is facing the consequences of the economic crisis trying no to loose equity and social justice; China is facing social effects of a sharp and high economic development. Similarities and differences in this process are interesting basis for exchange. With A. Campanini, the European Association of Schools of Social Work participated to the Forum China Europe (www.china-europa.forum.net) aimed to create a bridge between these two regions. Two workshops have been organized in China (Beijing 2009 and Shanghai 2010) with participants from several Chinese and European universities, discussing contents and challenges faced by social work education, connection between social work education and social politics, different organisations of Social work education curricula, professionalism and social work history and roots. This connection resulted in 2012 in a further collaboration between the Department of sociology at the HZAU Agricultural University in Wuhan and Milano Bicocca University with short term cours in social work methodology held by T. Bertotti in November 2012 at Hzau University and open lectures to other universities in Wuhan. The ENSACT conference is an excellent occasion to continue this process with the participation of some Chinese colleagues who will come to Istanbul, especially We the participation of colleagues from the Agricultural University's Department of humanities and social science held by Prof, Zhong we plan a specific workshop to discuss our common problems, challenges and future projects. Presentations from both sides China and Europe, will illustrate the own perspective and contribute to develop the global agenda. Concrete actions for further cooperation will be also discussed. Through a double presentation of Chinese and European voice aimed to raise the debate, the workshop will discuss the following issues: 1. Social work education in China and Europe: theory and practice 2. Realities, opportunities and challenges in social work education for China and Italy 3. Meanings, history and identity of social work in China and Europe.

Keywords: Social work education, China, Europe, social development, social work identity

Developing an action agenda for sustainable international social work programmes

Karen ADSHEAD, Education and Communities - Social Work,

Teaching about international issues within social work higher education, whilst not a new area, still seems to be an anomaly within many core programmes, including those within social work education in the UK. With the complexities of globalisation, humanitarian disasters, climate change, forced migration and increasing social and economic disparity, one might assume that social work education programmes would all endeavour to ensure students gained knowledge and practice skills in these areas. What then are the challenges in incorporating such dimensions and concepts within curricula that would result in their remaining elusive? Without wider recognition and support for incorporating the competencies necessary in addressing today's global social problems, how can we build towards actualising the crucial role social workers could play? Without core funding, commitments and collaborative networks of support, what is the future of advanced and specialised programmes in international social work when faced with issues of rising tuition fees, the increase in competition and adversarial nature within higher education, and introduction of barriers for exclusion of more marginalised international students? This presentation will give an overview of some of the challenges and barriers to developing a sustainable globally engaging perspective within social work higher education, and in particular discuss how these issues are being experienced within international social work post graduate programmes in East London. Positive actions and strategies will be identified with the aim of ensuring internationalized social work programmes have a sustainable future.

Keywords: international social work education, sustainability, humanitarian competencies future strategies

Global agenda for social work and social development: commitment to action in Europe

David JONES, IFSW - Global Agenda,
Rory TRUPELL, IFSW - Global Agenda,
Maria MORITZ, IFSW - Global Agenda,

The Global Agenda was launched by IASSW, ICSW and IFSW at the Hong Kong 2010 world conference and endorsed at Stockholm 2012. The priority areas are: Promoting social and economic equalities; Promoting the dignity and worth of peoples; Working toward environmental sustainability; Strengthening recognition of the importance of human relationships. We are also campaigning for appropriate environments for practice and education. The Commitments to Action, agreed by the 3 organisations, include specific activities to promote The Agenda directed at the United Nations and other international bodies, local communities and the 3 organisations themselves. The Agenda is designed to identify agreed professional priorities, to focus global, regional and national campaigning and to raise the profile of social work, social development and their representative bodies. This workshop will explore the rationale for The Agenda and consult participants about action which should be taken across Europe to implement its objectives, including work with the Council of Europe and European Union as well as national governments and other structures and organisations. The workshop will build on World Social Work Day 2013 and work towards the next phase of The Agenda process which will be launched at the global conference in Melbourne 2014.

Keywords: Global Agenda, Professional organisations, Values and ethics, Practice priorities, Partnerships

4- DISABILITY and INCLUSION

W13 Workshop Moderator:

ARTHUR LIMBACH-REICH

17 April 2013, Wednesday 16:30

The voice of families: a qualitative study of parental perceptions

Sara FELIZARDO, Escola Superior de Educação de Viseu - Psicologia e Ciências da Educação,

Research on the roles of social support in families of children with disabilities within inclusive settings, has argued that this concept influences different dimensions of parental and family functioning. This study aims to analyze the influence of perception of social support in the development trajectories of families, in particular adaptation to stress, well-being and parental involvement in the context of adaptation to disability. It is a qualitative and comprehensive study of the phenomena under analysis and, for this purpose we compose a sample of parents of children with different problems of cognitive and motor impairments and disturbances of autism (low and high functioning) from a district in the central region of Portugal. The sample selection was performed by technicians and teachers of a few institutions (associations and schools) where research had been conducted, that choose parents with high parental involvement in the educational and therapeutic processes. The instrument for data collection was a semi-structured interview that covers aspects sociodemographics and other information related to the past, present and development trajectories of parental and family development trajectories. The analysis of the reports of parents suggests a significant parental involvement, good levels of formal and informal social support, the use of coping strategies focused on solving problems and positive perceptions about the children and about parental changes. Despite these results, the speeches indicate a high stress resulting from parental demands and barriers in the management of daily life. The parents are bound to support institutions and reveal close relationships with other parents, with whom they share the problems, enjoy emotional and informational support in the context of parental adjustment. Additionally, we propose areas, measures and actions in the field of family intervention.

Keywords: inclusion, social support, well-being, parental adjustment, parental involvement

Social inclusion and rehabilitation programs for disabled persons to encourage employment

Dagmar NARUSSON, Tallinn University - Social Work,

In this presentation Dagmar Narusson will introduce results of research project “Increase access to employment through rehabilitation programs”. Participation in society is the main goal of rehabilitation. The purpose of the pilot project of rehabilitation programs is to activate disabled persons and involve them in social life, encourage them to start employment and support those who cannot work and need labour market services. Estonian rehabilitation developers started to emphasize the importance of implementing rehabilitation programs in 2008/2009. A pilot project of rehabilitation programs was started in 2009. The aim of the pilot project is (1) to develop evidence based rehabilitation activities to support working, (2) to develop the standards for the rehabilitation programs in Estonia, (3) to map the target groups of rehabilitation programs and (4) to implement a funding system for the programs. In the 2009-2013 were successfully developed 36 different rehabilitation programs: in 2009 – 7; in 2010-2011 – 16; in 2012 - 8 programs and in 2013 – 5 programs. Different rehabilitation programs were organized for persons with learning disabilities, psychiatric disabilities; special programs were developed for the following conditions: SCI, eating problems, chronic pain, and autism; and also programs for c/v patients, neurological patients, CP children; including programs for the blind and deaf people. The focus of the presentation is on the results of study developed during the second period of project 2010-2012. e-mail:Dagmar.Narusson@ut.ee Dagmar Narusson is Ph.D. student and researcher of University of Tallinn and lecturer of Tartu University Pärnu College (Estonia).

Keywords: social inclusion, rehabilitation programs, disabled persons employment, participation

“Who cares? - Caregivers of persons with cognitive impairments and their wish for sharing the care.” Part.1

Ellen WITTEVEEN, Hogeschool Utrecht - FMR,
Leo ADMIRAAL, Hogeschool Utrecht - FMR,

Leo Admiraal will present the results of the research that was introduced by Ellen Witteveen. In this research the questions were: What are the burdens of informal caregivers? How can informal caregivers be supported by professionals? In what way care organisation cooperate so that the informal caregivers have continuance support. In this paper the speakers will introduce the results of a two years' project. In this project several professionals from different organisations have practised with 50 cases to support the caregiver and to increase the support of family, friends and volunteers. Professionals created together with caregivers support groups and taught people skills in dealing with the targetgroup. Research was done on the quality of life for the caregiver but also on the motives of the informal carers. Which interventions had remarkable effects? Which useful instruments were developed? What does this require from professional social workers and from organisations? The results will be presented.

Keywords: cognitive impairment, informal care, caregiver, lack of insight research results

“Who cares? Caregivers of persons with cognitive impairments and their wish for sharing the care” Part. 2

Ellen WITTEVEEN, Hogeschool Utrecht - FMR,
Leo ADMIRAAL, Hogeschool Utrecht - FMR,

World wide people take care of a beloved person. If the period of care lasts more than 3 months we officially call it caregiving or caregivers. In case the caregiver deals with a person who has a braindamage because of an accident, a stroke or someone with dementia or a mild intellectual disability, both lives go through great changes. Live is not as natural as it used to be. Often working or joining social activities is too complex because of the amount of stimuli or because of the responsibility. A great issue is the lack of insight into the disability. This influences the life of the caregiver. How can the caregiver manage in this situation where caring often goes hand-in-hand with a job and raising children? What makes the own life of the caregiver worthwhile? In present day social work in Holland, this subject is relevant because of a new focus on informal care. Studies teach us that in above-mentioned situations people become isolated. In the first period of the illness or disability, the closest family or friends are involved. They, then, help the caregiver out in situations with emotional and/or practical support or by replacing the care. But after some time people stay away. Do they deal with their own busy lives? Is the situation of the caregiver too complicated? Do they miss the former way of communication and contact? In this paper the speakers will introduce the results of a two years' project. In this project several professionals from different organisations have practised with 50 cases to support the caregiver and to increase the support of family, friends and volunteers. Professionals put up supportive groups and taught people skills in dealing with the targetgroup. Research was done on the quality of life for the caregiver but also on the motives of the informal carers. What interventions had remarkable effects? What instruments were developed? What does this demand from professional social workers and from organisations? The results will be presented together with some of the products.

Keywords: informal care, caregiver, cognitive disability, family support, effective interventions

On the way to Inclusion!? Experiences on the implementation of the CRPD in Luxembourg.

Limbach-Reich ARTHUR, Faculty of Language and Literature, Humanities, Arts and Education (FLSHASE) - INSIDE - Integrative Research Unit on Social and Individual Development,
Peters ULLA, Faculty of Language and Literature, Humanities, Arts and Education (FLSHASE) - INSIDE - Integrative Research Unit on Social and Individual Development,
Haas CLAUDE, Faculty of Language and Literature, Humanities, Arts and Education (FLSHASE) - INSIDE - Integrative Research Unit on Social and Individual Development,

Luxembourg has signed the CPPD and the Optional Protocol in 2007 and ratified both on 13 July 2011. In this regard social policy, legislation, educational system, and administration entered in an ongoing process of change towards better enabling and empowering persons with disabilities to full participation in education, employment and social life. Under the umbrella of the National Ministry of Family and Integration (as focal point) several working groups analysed the actual situation and discussed about specific subjects of the convention and their implementation in Luxembourg. A national action plan published by the Ministry of Family and Integration in 2012 points on recent situation, most challenging topics, and presents a list of measures to implement the issues of the CRPD within the next five years. Some points of the actionplan were criticised in some extend by several pressure groups. We intend to enlighten in our presentation Strengths, Weaknesses, Opportunities und Threats (SWOT) of the national framework of disability policy focused on inclusive education, participation in placement/institutional care, and entering the national labour market/employment of persons with disabilities. Clarifying the national use of the basic concepts of "disability", "inclusion" and approaches, we will present empirical data and examples of best practice implementing the CRPD in Luxembourg. A special focus will be given to social work education, as social workers are seen most particularly concerned with the three major problems ensuring the full and equal participation of all persons with disabilities: the high numbers of involuntary placements of children at risc, the high amount of educating pupils with special needs abroad, and the high rate of unemployment of youth with low or without any school leaving certificate. How can social work contribute to underpin inclusion and to empower people with disabilities to realise their human rights mentioned in the CRPD. Implications to the national higher education programme in social work connecting practise and further research topics will terminate the presentation.

Keywords: Inclusion, Disability, CRPD, Social Work Education Luxembourg

Kabua 2.0: An action research approach for empowering youngsters in a virtual learning community

Katia Verónica POZOS PÉREZ, Educational Sciences - Applied Pedagogy,
Miquel Àngel ESSOMBA GELABERT, Educational Sciences - Applied Pedagogy,
Josep GUARDIOLA SALINAS, Escola Jesus-Maria de Badalona - Secondary School,

Barcelona Power Lab "Kabua 2.0" is a Virtual Learning Community created by and for youngsters between 12-30 years old in risk of social exclusion. Kabua aims to provide youngsters from formal, non-formal and informal contexts with a series of pedagogical and technological resources as well as diverse kinds of support, but mainly with learning opportunities throughout Challenge-Based Learning experiences adapted to youngsters ages and their socio-cultural-political background, in order to develop empowering processes that enable them to empower themselves with others to participate actively in society. "Kabua 2.0" has embedded within Critical Action Research (CAR) methodology, because we draw on the process of deliberation and critical reflection to create a model that recognizes the individual and social cognitive spaces and processes needed when engaging in CAR. In "Kabua 2.0" we strongly focus on the idea of fostering youngsters' empowering processes that engage them to make strong critical assessments (self and collaborative inquiry) on the current problems of society where they live, and to stand in front them in order to transform themselves and society by doing research, critical reflections and creative proposals with media for problem solving to connect with society. Throughout periodical reflection and evaluation meetings with youngsters, researchers and content experts, we have been able to develop our conceptual and methodological framework to apply CAR in the development of our platform. Implementing CAR is currently in process helping us to achieve our research outcomes, mostly by following action with critical reflection, collecting data adequately, critical analysis of data and making improvements and innovations, all of these with the participants (youngsters and trainers). In this sense, CAR emphasizes participation, democracy and critical reflection to improve practice; it problematizes assumptions about knowledge and reality and seeks to challenge oppressive social structures and create conditions for a fair and equal society therefore, this methodology provides "Kabua 2.0" with an excellent methodological framework to achieve youngsters and trainers' empowerment and emancipation in order to impact and transform not only themselves or to solve very specific problems, but also to integrate them in society and able to transform it.

Keywords: Virtual learning, community, youth at risk, critical action research, challenge-based learning, social inclusion

**W32 Workshop Moderator:
BETTINA TERP
19 April 2013, Friday 08:30**

'Disability and inclusion: Aesthetics, innovation and neuroscience'

Inger OTTESEN, Campus Hjørring - Department of Educators,

This workshop presents new perspectives on how to foster inclusiveness and solidarity. People with physical and mental disabilities must be enabled to participate in life and all the facets of life. The focus in this workshop will be: "to do, to know and how to create new ways of communicating with people with disabilities." The workshop will contain two parts: • A presentation of neuroscience. Brain perspectives on learning processes, the nonverbal aspects of human expression, communication, interaction and cognition. • The neuroscientific perspective will be embodied in small exercises using music, rhythm, body and material production. Lecturers, University College North Jutland, Denmark John Friis, Henning Holt, Peter Abrahamson, Morten Lykke, Inger Ottesen, Anni Mortensen Text

Keywords: Neuroscience, embodiment, Music body material

Assessment of the efficacy of a psychosocial intervention program with elderly people with visual disability

M. TERESA ALAMO-MARTIN, educación y trabajo social - sociología y trabajo social,
M. VALLE FLORES-LUCAS, educación y trabajo social - psicología,
ROSA M. COCO-MARTIN, instituto de oftalmobiología aplicada - oftalmología,
ITZCIAR FERNÁNDEZ, instituto de oftalmobiología aplicada - oftalmología,

Objective: The aim of this study was assess the efficacy of a psychosocial intervention program in a group of elderly people with low vision to improve their emotional state, their adjustment to the vision loss and their well-being. **Method:** The simple was formed by 34 participants all of them were more than 50 years old and presented visual disability, we formed two groups of 15 participants , one of them was the experimental group and the other the control group. The intervention program had 12 group sessions, they received training in coping strategies based in emotional education and solving problems skills. We used a cuasiexperimental design with two independent groups with pretest and posttest measures before and after the intervention. **Results:** Our results show that the intervention program was effective, the participants in the experimental group improve in a significant way their mood, their adjust to the vision loss and well-being. We conclude that these type of psychosocial interventions are worth to improve the well-being of these people.

Keywords: Low vision, elderly emotions, psychosocial intervention assessment

University as a place for promoting inclusion

Kristina URBANČ, faculty of law, University of Zagreb - Department of Social Work,

What does an inclusive curriculum mean and how much are we, as university teachers accessible to the needs of students with disability, or how rigid and subject oriented in our teaching we are? These are questions which will be discussed in this paper. The presentation is based on an ongoing study of how inclusion is performed at the University of Zagreb and how is it perceived by coordinators for students with disability, university teachers and students with disability. The presentation shows how university that recruits students with disability because it looks like a “good practice”, but does not change the level of institutional and personal knowledge, values and skills, needed for inclusive curriculum is not socially accessible for so called «non traditional students». Being present at the lectures does not mean yet that the student is included, it can lead into further isolation. This is why the whole academic community has to prepare to change the images, dynamics, accommodating new ideas and shifting perspectives determines the inclusiveness. The results in the study reveals two important messages: (1) mutual learning between teachers and students is possible – teachers can learn from their students as well as vice versus and (2) responding appropriately to needs of students with disability (Beaumont and Cemlyn, 2005) promotes good practice for all students and academic community in whole.

Keywords: Higher education students with disability, inclusive curriculum, accessibility, ethical challenges

The role of social work in the process of transition to adulthood for clients with a mental handicap in the environment of Czech special schooling.

Milosl VOTOUPEL, Sts. Cyril and Methodius Faculty of Theology - Department of Christian social work,

The paper aims at describing the life situation of a specific target group comprising clients of social work – young adults with a mental handicap – in the process of transition from the school environment to adulthood. Recommendations for methods of working with this target group are defined on the basis of this information. The significance of the subject has already been identified in the professional literature; however, only very little information is currently available on this subject in the Czech context. The objective of the paper is to characterise the life situation of clients using the concepts of disability and impairment. The individual life situations and the difficulties accompanying them can be attributed either to inner circumstances (impairment) or to external factors (disability). In the Czech concept of the life situation of persons with a mental handicap, the prevailing approach is that only impairment is relevant. The objective of the study is to present the views of other persons involved in the life situation concerned, namely, in the given context, parents and teachers, and compare it with the view of persons with a mental handicap themselves. In this respect, the study attempts to challenge the culturally shared assumption, and also the dominant opinion, according to which persons with a mental handicap cannot themselves actively participate in the social debate concerning this subject. The paper attempts to point out the potential of the narrative approach, and more specifically, the life story work , as a specific approach supporting active involvement of people with a mental handicap in inclusion-oriented interventions. Based on this information, the paper defines recommendations for appropriate procedures which would support greater involvement of people with a mental handicap in intervention planning and preparation as well as the actual intervention process. It is a set of case studies from a practical school attached to a special elementary school (The case studies comprise, on the one hand, semi-structured interviews with the pupils' parents and teaching personnel engaged in work with the class, and interviews and other methods of working with the pupils themselves).

Keywords: transition to adulthood, mental handicap, life story work special schooling Czech Republic

**W34 Workshop Moderator:
EEVA TIMONEN-KALLIO
19 April 2013, Friday 08:30**

Social inclusion through social entrepreneurship

Vlatka VINCETIĆ, Faculty of Law - Department of Social Work,
Ivana TOMASIĆ-MARTINIĆ, Faculty of Law - Department of Social Work,

There are groups in society who are marginalized, at high risk of social exclusion, poverty, whose access to the labor market, education and many other public services is hampered. In response to the threat of social exclusion came the process of social inclusion which ensures that groups at risk of poverty and /or social marginalization are given the opportunity and resources necessary to participate in the economic, social and cultural life, and achieve standards that are considered to be worthy of the society they live in. One of the social innovations that contributes to creation and promotion of social inclusion is social entrepreneurship, which is a new approach to solving social problems and opening up new employment opportunities for people with disabilities by developing new models and methods on the local and national level. This type of business generates double profit: social and financial. The most vulnerable group in our society in terms of social exclusion are people with disabilities. Through social entrepreneurship, there is a possibility for the employment of people with disabilities and thereby the realization of the benefits for the individual, the organization he works for, narrower and wider community, even the whole country. Here are some examples of good practice in Croatia. An autonomous center, a public organization that works on the development of civil society, eco-social economy, free culture, and socially engaged art has launched a social cooperative. Social Cooperative Humana Nova hires people with disabilities and other socially excluded people (members of national minorities, the long-term unemployed older women). They produce and sell high-quality and innovative textile products made from organic and recycled materials for the domestic and foreign markets. The Stork association, which works on ensuring dignified pregnancy, parenting and childhood, has launched a project for manufacturing modern cloth diapers hiring people with disabilities from the Center for Education. The process of social inclusion through social entrepreneurship contributes to sustainable development of local communities; it reduces poverty, builds a society of tolerance and cooperation, and improves quality of life and self-esteem of both socially excluded people and their families.

Keywords: social inclusion, social exclusion, social entrepreneurship, vulnerable groups

Strengths-based approaches and network strengthening methods in child welfare and protection.

Bie MELLIS, Karel de Grote Hogeschool - Social Work,

The increasing individualisation and dualism in our society results in social isolation of more and more socially vulnerable families. They are affected by an accumulation of exclusion processes and therefore lose connection with society and control over their own lives (Driessens and Van Regenmortel, 2006). The impact of this evolution is also felt in the increasing and more complex needs within the field of child welfare and protection. That is why, during the last decades, we notice more experiments with the use of methods, which break with traditional care programmes ; mainly the growing popularity of strengths-based approaches and network strengthening methods. The strengths perspective aims to restore the balance of power in the care. We see a shift from the use of professional help to the power of social networks (Beavers, 2011). There is an attempt to look for an equal balance of professional support and involvement of family members and the client's control over decision-making. This new approach in counseling is often placed under the concept of 'socialization of care' which aims to help the client to maintain control over the care as much as possible and integrates the care wherever possible within the community. An example of this new form of support is found in the method of «personal future planning." It is based on the citizenship model. A support group - consisting of people from the immediate social environment: parents, siblings, friends, possibly professionals- is constructed around the family in need. The idea is that participants of the support group help to find creative solutions together with the person or family in need. This method avoids total dependence on professional work, although professional workers can be involved in the aspects that the client or the support group cannot take on. The support groups are guided by a volunteer. This methodology has already been used extensively for people with special needs. Recently, in Flanders the method has been used for vulnerable families in the field of child care and protection. This presentation concentrates on the experiences with this last group.

Keywords: child welfare, child protection, strengths-based network, strengthening personnel, future planning

Preparing for Deinstitutionalisation in a Croatian institution for people with learning disabilities - lessons from a participatory project

Roxana ANGHEL, Anglia Ruskin University - Family and Community Studies,
Claire CAMERON, Anglia Ruskin University - Family and Community Studies,
Jasna LESICKY, Zagreb University - Stancic Centre,
Nino ZGANEC, Zagreb University - Faculty of Law,
Eleanor RICHARDS, Anglia Ruskin University - Family and Community Studies,
Jessica THOMAS, Anglia Ruskin University - Poetry in Wood,

To promote human rights to social inclusion Deinstitutionalisation (DI) is a priority in the EU policy on long-stay residential care. Northern and Western European countries have developed community-based care since the 1970s. In Central and Eastern European countries DI is still little understood. Problems include a fast pace of change and insufficient attention to the practical and conceptual transition experienced by grass-roots practitioners who need extensive preparation and guidance. Croatia is in transition to EU membership in 2013 and is required to accelerate the DI process. While so far the progress has been slow, a new impetus for change has created opportunities for local stakeholders to engage in developing local strategies for preparing and implementing DI. This paper presents the findings of a pilot project in which an UK-Croatian team of academics and practitioners have introduced skills to support the preparation for DI of staff, residents, and parents in one large Croatian institution. The work is based on a participatory methodology involving a programme of dialogic and arts based skills workshops. The aims are to: acquire an in-depth understanding of the issues related to DI as understood and experienced by local stakeholders; pilot the participatory methodology as most suitable for enabling local stakeholders to develop context-relevant solutions; initiate the development of a local method for assessing the needs around DI of residents, staff, parents, and community; and prepare a clear 'roadmap' towards DI including the conditions for achieving it. Using a 'competent system' framework we suggest changes at individual, institutional, inter-professional and governance levels that are necessary to enable changes in the quality of life for residents as they make a transition towards living in the community.

Keywords: Deinstitutionalisation, Learning disability, Preparation Participatory methodology Croatia

Parental Leave in Turkey and Developable for More Inclusive Social Security System

Hicran ATATANIR, Hacettepe University - Social work,

Parental leave is an important social policy instrument for men and women workers to harmonize professional, private and family life and also to give into child care by parents. Parental leave also play pivotal role at the women's participation to labour force, to share responsibility for child care with father and to make noticeable gender in the work-family life balance. Parental leave have enforced variable practices according to insurance statute, to target women worker on child care and with limited leaves in Turkey. As such this practices have to arrange in equalize between public and private sector, in flexibility to preference leave period, in equitably to share family responsibilities and in recognising parental leave as a personal inalienable right. Parental leave may be developable as policy argument in order to increase low women employment and raise child welfare in order that more inclusive social security system. At this point flexible workers also exercise parental leave right, together with to adopt in sensitively working poor and varying family structures will give teeth to struggle unregistered employment. In this study I tried to ascertain parental leave in Turkey by explain regulations in force about parental leave and statistics about insured persons who used this right. Also I tried to answer this question- Do parental leave make functional as implement to arrange equality for the benefit of disadvantages groups at the labour market in order that more inclusive social security system?

Keywords: parental leave, social security disadvantages, groups women employment, child welfare

Inclusive child protection practice. Working in partnership with children and families in cases of child sexual abuse.

Simon HACKETT, Durham University - School of Applied Social Sciences,

Child sexual abuse is a difficult area of social work practice. Because of the complex family dynamics often involved in sexual abuse cases, partnership working with families in such cases can be challenging. Child protection practice can be deficit and risk focused, rather than inclusive and strengths based. The differing perspectives between social workers and parents can be unrecognised and parents often feel that their views and knowledge is pushed aside in favour of professionals' views (Thoburn et al., 1995; Cleaver & Freeman, 1995). At the same time, engaging parents and other safe carers can be a key influence on outcomes for sexually abused children. Despite the centrality of 'user perspectives' in other areas of social work research, there has been relatively little attention given to users' experiences of the child protection system in cases of sexual abuse. This presentation will present the findings of research into the views and experiences of young people and their parents and carers in cases of sexual abuse. This will include parents' reactions to the discovery of the abuse, their needs, their views of the strengths and weaknesses of the child protection system and their thoughts about how families can be better included by social workers. Young people's views on the support they have received by social workers and other professionals will be addressed. Implications for inclusive practice in cases of child sexual abuse will be outlined.

Keywords: sexual abuse, children partnership, user perspectives, families

W40 Workshop Moderator:
ARNOUD SIMONIS
19 April 2013, Friday 10:30

The Convention of the Rights of Persons with Disabilities: Impact and Challenges in Social and Educational Work, Higher Education and Practice. Empirical findings and best practice.

Limbach-Reich ARTHUR, Faculty of Language and Literature, Humanities, Arts and Education (FLSHASE) - INSIDE - Integrative Research Unit on Social and Individual Development,

Luxembourg has signed the CPPD and the Optional Protocol in 2007 and ratified both on 13 July 2011. In this regard social policy, legislation, educational system, and administration entered in an ongoing process of change towards better enabling and empowering persons with disabilities to full participation in education, employment and social life. Under the umbrella of the National Ministry of Family and Integration (as focal point) several working groups analysed the actual situation and discussed about specific subjects of the convention and their implementation in Luxembourg. A national action plan published by the Ministry in 2012 was criticised in some extend by several pressure groups. We intend to enlighten in our presentation Strengths, Weaknesses, Opportunities und Threats (SWOT) of the national framework of disability policy focused on inclusive education, participation in placement and institutional care, and entering the national labour market and employment of persons with disabilities. Clarifying the national use of the basic concepts and approaches, we will present empirical data and examples of best practice implementing the CRPD in Luxembourg. A special focus will be given to social work education, as social workers are seen most particularly concerned with the three major problems ensuring the full and equal participation of all persons with disabilities: the high numbers of involuntary placements of children at risc, the high amount of educating pupils with special needs abroad, and the high rate of unemployment of youth with low or without any school leaving certificate. How can social worker provide here better inclusion and promote sustainable changes of ineffective charity or deficit focused approaches. Implications to the national higher education programme in social work will terminate the presentation.

Keywords: CRPD, inclusion, participation, higher education, social work

The Policy of Normalization – or Exclusion?

Katarina PUVVA, Stockholm University - Dept of social work,
Helene BRODIN, Stockholm University - Dept of social work,

Since the 1950s the care of the severe mentally ill has increasingly been deinstitutionalized in Europe, a development that is interconnected with the general transformation of the Welfare State. In Sweden this politics of deinstitutionalization was firstly implemented in 1995 through the Psychiatric Health Care Reform. The Swedish 1995 reform was launched as the politics of social integration and normalization, e. g. to strive for normal living conditions for the severely mentally ill. A normal life, according to the official documents, included the right to claim for the same life conditions ‘as everybody else’. In order to realize this aim, severe mental illness was redefined as disability and thus individuals with severe mental illness could claim for special social services, exclusive for people with functional disabilities. Assessments of the Psychiatric Health Care Reform reveal, however, that the aim of normalization is far from realized. Although there is no consensus about the barriers blocking a successful implementation of the inclusive policy goals, the reform has been discussed as a failure. The aim of this paper is to explore how inclusion has been conceptualized in Swedish policies on mental disability since 1995? Furthermore, how have goals of inclusion been linked to central social arenas for independency and self-determination, such as education and employment? Finally, which barriers are identified as blocking successful implementation of the inclusive policy goals of severe mentally ill persons in Sweden? One result emphasized in the paper is that social services to the severe mentally ill persons have become stuck between the concepts of illness and disability, which blocks a successful implementation of the inclusive policy goals. Moreover, the principle of normalization guiding social services implies that disabled people should have the opportunity to live as other citizens, but this benevolent principle is sometimes applied as a template for how disabled people should live their lives. Thus, in reality, normalization might come out as forced moral values based on what the social services and the social workers think constitutes a good life. This misinterpretation of normalization reinforces the exclusion and unfair treatment of severe mentally ill persons in Sweden.

Keywords: deinstitutionalization, Integration, Severe Mental Illness, Disability Exclusion

'From institutions to social inclusion - To live a life of success with Autism'

Agneta KINDBORG, Stockholm's University - Department of Social Work,

From institutions to social inclusion - To live a life of success with Autism. This study describes factors which support persons with different kinds of Autistic Spectrum Disorders (ASD) which means that the person have got problems with impairment in social interaction and communication and with restricted repetitive and stereotyped patterns of behavior, interests and activities (Hallmayer & Bölte 2011) Further on the study describes the use of assessment, diagnosis, treatment, intervention and support of individuals with ASD from birth to old age (Eyal 2010). The study shows the development of science in this field and implementations of new approaches of social work, psychology and pedagogy. It shows the way to social inclusion for persons with ASD and for example the importance of the deinstitutionalization and the Salamanca Statement and Framework for Action on Special Needs Education (1996) which tells about the principle of inclusion, regardless of the disability of the child. The method is using experience from social work, teaching on University level and counselling in the field of ASD during more than 30 years. The result of the study shows that deinstitutionalization was the right way and there is no medical treatment for Autism and when working with inclusion it is important with support from paraprofessionals and special- teachers or pedagogues and social workers are doing the main work for including children and adults belonging to ASD. The main principles for reaching social inclusion is normalization, self-determination, influence, involvement, availability, continuity and holistic approach. Research ascertains that the use of structural pedagogics helps the persons with ASD with their problems. The most used approaches are Treatment and Education of Autistic and Communication Handicapped Children (and Adults) (TEACCH), an evidence-based service, research program for individuals of all ages and skill levels with ASD. (Mesibov, Shea, Schopler, 2004) An other approach is Applied Behavioral Analysis (ABA) is one of the oldest and widely used treatments for autism (Eikeseth & Svartdal, 2007). Today researchers point at: Teaching instead of cure and that social inclusion is a process.

Keywords: autism, social inclusion, disability, normalization treatment

Women with disabilities surviving violence: east - west comparison

Darja ZAVIRSEK, UNIVERSITY OF LJUBLJANA - FACULTY OF SOCIAL WORK,

Violence against women with impairments in Eastern Europe is not only under-researched but almost non-existent as a public issue. Based on the fact that in western societies violence among women with impairments (WWI) is more prevalent than among women without impairments, one can only predict that in societies with a lesser visibility of people with disabilities, violence is even more common in this group. In the UK the studies show that more than 50 percent of the WWI have experienced different types of violence. In Eastern Europe there has been also no recognition about the impact of violence on mental health and well-being of women with impairments. Mental health problems are perceived as pathologies which are an inherent part of the existing impairment or as its consequence. The presentation will outline two qualitative small scale studies on violence among WWI in Slovenia and will discuss the responses of social services towards this type of violence. It will show the gendered reasons for not recognising, invisibilising, minimising, pathologising and double-victimising women with impairments if they report violence. The two studies will be compared with similar research internationally and with Slovenian figures which show that women's depression, even without taken into consideration the impairments, is connected with experiences of violence. Disabled women narratives from Slovenia show how women face additional punishments when they reveal violence to primarily care givers or professionals. A better understanding about particular needs of women with disabilities which differ from the needs of non-disabled women is called for, together with awareness raising among medical and social professionals on the issues of violence against WWI and the consequences of violence on women's mental health well-being. There is also a need to develop an awareness among women in NGOs who run women-only services and women shelters. In Slovenia until recently none of the women's shelters were accessible for women with impairments which shows that WWI basic needs' for safety have not been met.

Keywords: women with disabilities, domestic and institutional violence, mental health issues, comparative perspective East Europe

Reference systems with regard to disabilities in employment placement services in Switzerland

Antonin-Tattini VÉRONIQUE, HES-SO Valais - Travail social,
Dini SARAH, HES-SO Valais - Travail social,

Some people with disabilities will find work through public or private placement services. For these services, work placement, i.e. putting in contact persons looking for work and companies with vacancies, is often one among many reintegration activities. Employment services for people with disabilities are being further developed to promote their access to the mainstream workforce (as everybody). Integration into the labour market has become a new reference (Muller and Jobert) for public policies toward disability. This reference is related to the active welfare state and based on active integration, essentially through the activation of social state benefit recipients. These reference systems are accompanied by a new representation of the concept of disability: As per the book “Transforming disability into ability” published by OCDE, a “disabled” person does have abilities meeting the demand of the labour market. In Switzerland, the concept of inclusion into the workplace has emerged recently in new discourses. In our study, we analyse (in a pragmatic approach) the placement practices of employment services in Switzerland and question the application of these reference systems or discourses on inclusion within professional practice. Our analysis is based on situations observed in a cantonal placement office for recipients of a disability allowance. The cases chosen for the study are meetings between placement officers and employers to negotiate jobs for disability allowance recipients. One of the examples provided is a meeting where the discussion focuses on the behaviour of the “disabled” person asked to wear a dust protection mask. The person’s behaviour is interpreted from the point of view of active integration (i.e. through requests to make an individual effort), but also with regard to social protection, in order to compensate their disabilities. These representations have consequences on how the work contract will be carried out. Only a few of the inclusion notions (i.e. how a company could adapt the way things are being done) are actually being used in these situations.

Keywords: reference systems, disabilities employment, placement services Switzerland, professional practices

**W42 Workshop Moderator:
ROLAN STÜBI
19 April 2013, Friday 10:30**

Always only more of the same: quest for a real step towards full participation in education, employment and social life of parents caring for children with disabilities in Slovenia

Gaspar KRSTULOVIĆ, Faculty of social work - Department for Social Justice and Inclusion,

The presentation will focus on the research conducted with 16 parents of young children with disabilities in Slovenia. It will discuss their expected life course trajectory with the emphasis on the influence of care systems in Slovenia. Systems of care in Slovenia rely heavily on medical aspects of care and quick family crisis management. Everyday care for a child with disability is left to parents and their individual social networks, the burden of which keeps them indirectly excluded from full participation in education, employment and social life due to their extensive care work. Systems of care for people with disabilities in Slovenia are regarded as adequate and “good enough” by the Slovene society. The general discourse is that people with disabilities are well taken care of in care institutions. Such societal attitude will have long lasting damaging effect on the further development of inclusive practice, since the society does not recognize the need for inclusion of people with disabilities within the “ordinary”. In addition there are still no real alternatives to institutionalization of children with disabilities other than for parents to assume the role of full time carers. It will also show that despite extensive social work and inclusive practice education, even decades after the drastic change in regime in all of the region, old institutional discourses and unequal power relationships are still dominant. The perceived stance of the professional as the one who “knows” and the service user as the one who “is in need of help and powerless” is the most predominant power relationship which prevents even parents of children with disabilities to be equal counterparts in the conversation despite their assertive posture. The discourse will be contextualized as a unique example of east-meets-west; old-meets-new European practices where the comfort of the known, prevents the entire society to make too big of a leap, towards necessary structural change and therefore rather restructures only the context in which institutionalization practices are carried out.

Keywords: parents, children with disabilities care, work inclusive practice, structural change

Empowerment for social rights to people with disabilities

Esther RAYVA-DIEZ, Social and Law Faculty - Law,
Neus CAPARRÓS-CIVERA, Social and Law Faculty - Law,

Social care for people with disabilities has evolved over the last fifty years from charity and beneficence to the recognition and extension of rights. This has allowed to make changes in the conceptualization of disability and in social care forms. The UN Convention on the Human Rights of People with Disabilities has become a basic reference tool in the formulation and development of policies and programs of social intervention. In our work, we present the main conclusions obtained in the study on the population with disability in Pura's Region, carried out in the project of Interuniversity Cooperation (PCI) financed by the Spanish Agency of cooperation to the Development (2010-2012). For it, taking the Approach Based on Human rights as a reference, first the concept of disability is defined in compared perspective and the dimension of the number of disabled people is delimited, emphasizing the importance of knowing the situation of the vulnerable groups. Secondly, we present the process of work made in Pura and the relationship with the empowerment of the population in order to recognize the social rights of the disabled people. To finish, we present four examples of programs of social attention and their contribution to the promotion of the social rights of the group, through their activities.

Keywords: Disabled people, Human rights, empowerment experiences, social work

Equal accessibility for people with different disabilities

Stefanie VAN ZAL, University of Applied Sciences Amsterdam - Research and development centre for society and law,

The last two years there has been an increased emphasis on accessibility as a means to improve social inclusion in Community organizations in the Netherlands. However, as much as it is a challenge to be equally accessible to people with and without disabilities, it might be even more of a challenge to provide equal access to people with different kinds of disabilities. Not all needs for adjustments or help are equally viable or practical. Here the question rises how to provide equal access to people with different disabilities such as physical, intellectual, psychiatric or sensory disabilities. So far I have held 8 group interviews with staff of the participating community and welfare organizations. In addition, I have held three interview rounds with the visitors of each community center, to see how (if), according to them, the accessibility of the organization has changed at all. In the group interviews with the staff of community centers, it has become apparent that they find it more difficult to provide an accessible environment for people with specific kinds of disabilities: here they themselves kept the disabilities divided according to the type of disability such as physical, intellectual, psychiatric and sensory. However during analysis, became clear that there was a pattern as to 'what it was' that made those disabilities more difficult for them. With this information, I distinguished three factors that are related to disabilities but not necessarily to a 'type' of disability. These factors are the the intelligibility, or the extent to which the disability and the needs for adjustments or help is clear and visual to the casual observer. Then Stigma is an important factor, this influences the possibility of being accepted in the community and to be treated like anyone else. Finally, communication played a role. When the behaviour or interaction was influenced by a disability, it was considered more difficult to communicate or interact with that person, and these persons were often less inclined to communicate their needs for adjustments. These factors are important because it is easier to improve accessibility more equally when these factors are taken into account.

Keywords: accessibility, social inclusion, disability, social model participation

Knowing each other by Playing and Listening: Prevention of discriminatory attitudes against users of mental health services

Maria-Asuncion MARTINEZ-ROMAN, Institut of Research Social Development an Peace-WHO Reference Center - Social Work and Social Services- General and Specific Didactics,
Juan TORTOSA-MARTINEZ, Institut of Research Social Development an Peace-WHO Reference Center - Social Work and Social Services- General and Specific Didactics,
Nuria CAUS-PERTEGAZ, Institut of Research Social Development an Peace-WHO Reference Center - Social Work and Social Services- General and Specific Didactics,

The present Project is aimed to prevent discriminatory attitudes against people with mental health problems. It is directed towards students of Social Work and Physical Activity and Sport Sciences of the University of Alicante (Spain). People with mental health problems find several social barriers which make difficult their participation in society and the exercise of their rights. These gathering Days for coexistence between experts by the experience, users of mental health services, with university students, represents a hands-on opportunity for students to get to know mental health users and reflect about their own goals and values as future professionals. The Day starts with "Getting to know each other by Playing", where users and students play together in physical activity games designed to promote social interaction and empathy with no distinctions made between participants. The next activity is "Getting to know you by Listening", where the experts by the experience teach students about their expectations of professional social workers. Results: A) The experts feel socially recognized, being involved in the training of future professionals, which increases their self-esteem. They also value the opportunity for explaining their points of view about their disease, their difficulties in daily life, and the social rejection they perceive. They explain clearly to students their need of being listened and respected as persons and not as ill persons. They value very positively the invitation of the University. B) The students report overcoming fears and stereotypes about mental health. They are surprised about perceiving in the experts a great interest in social relations and being socially accepted. They highly value the learning opportunity that represents the experience for acquiring professional skills. The results of this project are of interest for an anti-discriminatory education of future professionals, contributing to the promotion of the rights and the social inclusion of users of mental health services.

Keywords: physical activity, education, inclusion, mental health, social work

**5- SOCIAL PROFESSIONAL WORK in (MENTAL)
HEALTH CARE and WELL-BEING**

W24 Workshop Moderator:

VASILIOS IOKIMIDIS

18 April 2013, Thursday 16:00

Association of public hospitals, medical social work practices established: general secretariat of Istanbul Bakirköy region

Öznur SARIAHMETOĞLU, İstanbul University - Social Policy and Social Work,

Which is the last step in the transformation of Health Decree Law No 663 Date November 2, 2011 the Ministry of Health and the Affiliated Entities with the law and in the Decree Law on the Organization and Duties of approximately one year after the date issued October 31, 2012 Public Hospitals Authority Turkey, No. 3131 Provincial Organization of the Working Procedures and entry into force of the Directive Principles laid. Concern and entered into a series of questions to the employment of the staff of this new process, the functioning of the health system overhaul in every field were visited and pronouncing the 81 provinces to adopt the concept of health management professional association established 87 application period has started. Accordingly, the Ministry of Health, "Shifting to local planning at the provincial level, the problems solved and professional management in place and is working to bring its approach to management emphasizes that". In this study, the organizational structure of the Ministry of Health, Public Hospitals Authority Turkey opened as an affiliate and start to execute the work of this institution, depending on the General Secretariats of Public Hospitals Association legislative arrangements, the staff examined Bakirkoy employment policies and practices in the field of social work at the Secretariat General tried to execute applications and planned in the near future applications will be evaluated. Bakirköy, Turkey's largest public hospitals in the The General Secretariat of the Union session is about to unfold in three hospitals with 16 hospitals and a giant union. Union in the mental health hospital, heart hospital, dental hospitals, physical therapy, hospital, venereal diseases, hospital, public hospitals and 300 small-scale educational research hospital bed located on the 4 pieces of social work practices differ depending on these hospitals. This study aims to evaluate the giant union practices in general, and how the new regulations will reflect to discuss applications.

Keywords: Turkey Public Hospitals Authority, Public Hospitals Union General Secretariat, Medical Social Work Practices, Patient Rights, Employee Benefits and Safety

From social work student to social worker - a longitudinal study of the transaction from studies to working life, in Australia and Sweden

Pia THAM, Stockholm University - Social Work,

There is probably no doubt that the social work occupation and especially in child protection can be extremely demanding. Although, the knowledge about the transition from social work studies to working life is limited. This longitudinal study is a co- operative project between researchers in Australia and Sweden where graduating social work students are followed from university to working in the occupation. The study aims both to gain knowledge about how well prepared for working in the field social work students are when they graduate and also about the transition from university into professional working life. Applying a comparative perspective gives both the opportunity to compare different education systems and the process of transition to practice in different social service systems. The first data collection was made in May 2011 in Stockholm, where thirteen students were interviewed just before they graduated from School of Social Work. The interviews focused on three main themes; how the students reflected on and valued the education, how they judged their own skills and competence and their expectations of beginning working in the occupation. The first follow-up of were performed after four months and a second after 1½ year in practice. In June 2012 the first data collection was made with the students graduating in Brisbane and the follow-ups in the same way. Besides knowledge about the transition from social work studies to working in the field of social work, the study will also provide knowledge about how well prepared social work students are for working in the occupation when leaving university and which parts of the education that may need to be improved. It will also gain knowledge about the induction to work and what critical elements this process includes. In a longer perspective, if the collection of data will be continued after the end of this project, it would be possible to study how occupational skills develop and what factors are important in this process. The presentation will include the first preliminary results of the study.

Keywords: new graduates occupation, education, preparedness, longitudinal

Transitions of Dutch social workers within psychiatric ambulatory field: what skills and attitude do they need to develop?

Yvonne STUMPF, The Hague University - Social work,

Transitions of Dutch social workers within psychiatric ambulatory field: what skills and attitude do they need to develop? The Dutch Ministry of healthcare has made an agreement with the mental healthcare institutions and insurers to reduce the current number of beds within the residential mental healthcare. From 30.000 beds in 2012 down to 20.000 by 2020. The background of this agreement is a combination of rising healthcare costs and the economic recession. The Mental healthcare itself aims other considerations: ambulant treatment is better for the client. Psychiatric disorders not only give interpersonal instability but also has direct influence on way of life such as work, living, relationships and the roles that people play during their lives. Institutionalisation automatically provides loss of social roles. Roles where people in general experience a meaning to their existence and gives them sense of status. Ambulatory guidance strives to treat people with psychiatric problems, guide and support in learning to live with a psychiatric disability integrated within our society. Outreach work requires an independent professional work attitude. As a social worker you want to help the client according to his personal needs to make him function with his disability. To help the client to give direction to his life as a citizen within the society he must have the necessary knowledge of labour and daytime activity, client participation and emancipatory aid. It also requires a professional attitude of creative agility, in cooperation with the client, to investigate his possibilities for viable social roles. But most of all his professional attitude must fit the needs. As social work lecturers we question ourselves: How can we prepare our social work students on these major changes? What skills and knowledge should they have? And in particular, which attitude should they develop to give excellent ambulant health care treatment? How can we as lecturers stimulate student social workers to develop the necessary attitude to do ambulatory work? **Keywords:** Transitions in social work, educating social workers, skills and attitude. References: Treatment in the own environment, Ambulatory health care. M. Van Bommel, M. van Deutekom ea Trimbo's Instituut

Keywords: psychiatry, education skills, attitude, ambulatory

Laying the basis for health care for lower income groups and young people in Europe

Turquet PASCALLE, University Rennes 2 - Social Sciences,

Two main health system models are currently used in Europe: the Beveridge model (integrated national health systems) and the Bismarck model (compulsory health insurance systems). European countries have achieved major gains in population health in recent decades but Bismarckian systems have more difficulty in controlling expenditure and some are experiencing significant problems. However, governments generally refuse to increase compulsory contributions. This results in the state reducing expenditure which tends to reduce the state cover and may be forced to renounce health insurance. Lower income groups find it difficult to pay the increased cost and may be forced to renounce healthcare. To limit these effects, governments set up targeted assistance schemes. But these are not enough to restore equality and tend to reduce the number of people taking part in the state systems. Furthermore, following the onset of the financial and economic crisis in 2008, many European countries reduced health spending as part of broader efforts to reign in large budgetary deficits and growing debt to GDP ratios. Some of these measures may have a negative impact on the fundamental goals of health systems. They may reduce health care access, quality and health outcomes. This paper will focus on access to health services for lower income groups and young people in Europe. It will compare access to health care in Bismarckian and Beveridgean systems and also the new member states and the rest of the E.U.. Systematic differences related to age, gender and socioeconomic status across health, health behaviour outcomes and experiences in different life settings produce inequalities in health that call for international and national policies and actions. A viable alternative appears to be a policy based on the rigorous definition of a "health basket" defining the health goods and services provided to the whole of the population, financed by the state and associated with measures ensuring that the system is not abused. This paper will describe the mechanisms and consequences of the reduction in the coverage provided by the state in Bismarckian systems and analyses the advantages of a "health basket" approach, considering other organisational models.

Keywords: health care, access, low income groups, young people, public policy, assistance scheme

Minimum income: policy consideration of inclusion or exclusion?

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RENTA MINIMA DE INSECCIÓN La Renta Mínima de Inserción es una acción de solidaridad de carácter universal que tiene como finalidad el desarrollo de acciones destinadas a ayudar a aquellas personas que no disponen de medios económicos suficientes para que puedan atender sus necesidades esenciales para la vida. Si este es el marco genérico, des de la Generalitat, en el marco de sus competencias en materia de servicios sociales y de acuerdo con el marco europeo, se redacta el primer decreto, 114/1990 el 28/05/1990 en el que se establece el Programa Interdepartamental, de la Renta Mínima de Inserción y que su principal finalidad es la inserción social y laboral, es ofrecer nuevas oportunidades a las personas que se hallan en una situación de pobreza severa. El objetivo ha sido tener un instrumento de tratamiento integral, con una idea avanzada que es la participación transversal de los diferentes Departamentos de la Generalitat de Catalunya: Bienestar social, Trabajo y Educación. La RMI es un recurso al servicio de los servicios sociales de atención primaria y de aquellas entidades que han sido homologadas los cuales poseen el conocimiento al detalle de las situaciones personales y familiares así como de su entorno más inmediato que permite establecer un Plan Individual de Reinserción pactado con los “actores” principales que luego se ratificara delante del Organó Técnico de la RMI a partir de la firma del Convenio de Inserción y así conseguir que ellos mismos sean co-responsable de su propio proceso. Este ha sido el marco que nos ha amparado a lo largo del tiempo, y aunque con alguna divergencia, ha sido un muy buen elemento de trabajo. Que ha pasado con este recurso en un momento de crisis tan acentuada y de tan largo recorrido como la que estamos sufriendo? Que cambios estamos sufriendo dentro de nuestro entorno económico? Como este afecta a nuestro entorno social? Porque en estos momentos que es tan necesario con aquel sector de población más desprotegida articulamos medidas más restrictivas? Porque se deja de trabajar de forma transversal y condicionamos todo a una visión puramente económica?

Keywords: minimum insertion, income, comprehensive treatment instrument, instrument of social services, same-responsible process, time of crisis

**W43 Workshop Moderator:
CHRISTIAN ROLLET
19 April 2013, Friday 10:30**

Is social work a specialist or generalist profession?

Raymond KLOPPENBURG, HU University of Applied Sciences Utrecht - Institute of Social Work,
Eis OVERKAMP, HU University of Applied Sciences Utrecht - Institute of Social Work,
Joep HANRATH, HU University of Applied Sciences Utrecht - Institute of Social Work,
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No work field seems to employ so many different types of social professionals as the Dutch field of social work. For many decades our schools of Social Work embraced a highly differentiated system of specialist professions by offering ever more specialized educational programs. However, in times of crisis and transformation of the welfare state the dividing lines between these (sub-)professions blur and the need for a stronger cooperation between professionals in the social domain grows. Various schools of Social Work therefore examine the possibilities of connecting or even merging their specialized curricula into a comprehensive curriculum for Social Work. At the Institute of Social Work of HU University of Applied Sciences Utrecht we invited our colleagues to engage in a conversation about the future of our fields of work by organising a series of debates in which we drew attention to the social challenges of our world and its implications for the position, function and mission of social professionals. Subsequently, we were asked by the direction of the Social Work Institute to advise them on the future design of the Social Work curriculum and educational program. In order to specify our assignment, we formulated research questions and investigated the public debate among experts on social work as a professional and educational field. We then made a quick scan of the major transitions in the fields where social workers are employed and the shifts in the labor market. Furthermore, we compared our educational programs with social work programs elsewhere. At this conference we will share our main findings and present our proposal for a social work curriculum that is comprehensive where possible and specialist where necessary. We are curious to receive feedback and learn from the successes and mistakes of educational reforms in other regions.

Keywords: Social Work, curriculum specialization, generalization, collaboration, transformation of the welfare state

Professional changes in social work

Eva JOHNNSSON, Lund University - School of Social Work,
Kerstin SVENSSON, Lund University - School of Social Work,

Social work has been in constant change since its establishment in the first decades in 20th century. The aim of this presentation is to describe and analyze how professional changes in social work have developed from 1945. Empirical data is underpinned by secondary data and official statistics. This presentation is a part of a larger research project, "Swedish Studies on Professions: Historical and Contemporary Perspectives". The expansion of the Swedish welfare state after 1945 involved a substantial process of change, which can be described as a quantitative take off in regard to increased societal demand for trained social workers, mainly in the municipalities but also in other institutions. The welfare state contract signified the mandate of controlling and integrating individuals in society and social workers had a key part in these processes as street level bureaucrats. Main areas for professional practice that emerged could be described as a) support/counseling b) assessment/investigation and c) treatment, all strongly integrated in the welfare state. While entering contemporary society, social work has undergone a process of professionalization, including academization, organization and specialization. At the same time has social policy today, influenced by neo-liberal ideas, involved reduced public responsibility, leading to increased poverty, inequality and marginalization. This situation has affected professional practices as demand for evidence based practice and transparency in work processes have increased. We can still see the main areas in social work practice, but there have been changes, with clear demarcations. Support/counseling has moved towards, and is connected to, user involvement and civil society, implying that expert competence has a minor role. Assessment/investigation has expanded in practice and we identify the expert in judgment of clients in their social context. The third direction, treatment, also implies experts, but experts with further education depending on what treatment method is used.

Keywords: professionalism changed, welfare state expertise, social work Sweden

Social work in new organizational context - what competence and education is needed?

Anne MOE, Health and Social studies - Programme for Social Work,
Inger Marii TRONVOLL, Social and Technology Studies - Social Work and Health Science,

Contexts for social work are changing in Norway and other Scandinavian countries, with organizational reforms and changes in laws and regulations. The authorities as well as the students have expectations for social work educations to adjust to make the candidates fit into these new contexts. To explore what kind of competence social workers need, we will use examples from two studies where social workers as well as their users in health and social services, were interviewed (Moe 2010, Gjetnes, Moe and Tronvoll 2012). The users were asked what had been helpful for them, and the social workers were asked what they had done to help, how and why. The analysis showed that helping processes where service users and social workers managed to collaborate were helpful and meaningful from the users' perspective. In most cases, also the social workers ability to collaborate with other service providers was important, and represented access to a variety of resources. When we compare these helping processes with methods in social work training, we found that the flexible approaches that turned out to be most helpful to users contained central elements from traditional case work. What makes this approach more relevant than the standardized methods that have been launched during the last decades? References: Moe: A. 2010. Practice as source for knowledge. [Praksis som kunnskapskilde]. PhD thesis, NTNU. Trondheim: NTNU Gjetnes, K., Moe, A. and Tronvoll, I. M. 2012. Creating competence through reflection. Collaboration users, practitioners and researcher. [Fagutvikling gjennom refleksjon mellom brukere, praktiskere og forsker]. Oslo: Univesitetstforlaget. In work

Keywords: social work practice, context collaboration, competence services

HIV and lifespan issues 30 years on - current psychosocial issues in HIV care

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Neans NIRATHALLE, St. James's Hospital - Medical Social Work Department,

Introduction. This presentation draws on a study conducted with people living with HIV, and with social workers working in the area. We were interested in exploring the impact of developments in HIV treatments and the conceptualisation of HIV infection as a treatable chronic illness. Is there still a need for specialised support or can HIV be treated like other manageable long-term illnesses requiring ongoing medication? Methodology. Located in an interpretivist paradigm and employing purposive sampling, we conducted two focus groups with fifteen members of Irish support organisations for people living with HIV. Participants reflected the changing demographics of those affected by HIV in Ireland. Questions asked to prompt discussion included "What is it like for you now living with HIV? What about relationships? What about support"? In addition we conducted two focus groups with nine social workers and counsellors who were members of a HIV counsellors' group . Participants' views were sought on past and current psychosocial issues facing those living with HIV. All sessions were recorded, transcribed, analysed for repeated themes and coded. Findings. While there was consensus between social workers and those living with HIV on the challenges of ongoing stigma and discrimination, such as difficulties around disclosure of HIV, both groups raised a range of other issues which can affect those living with HIV across their lifespan. These include problems associated with the transition of adolescents to adult HIV services, ageing with HIV, family and relationship issues including how to have children safely, coping with side affects of long term treatment, and specific issues facing both migrants within the asylum system and homeless people who test HIV positive. Direct quotes from participants will be used to illustrate these points. Discussion. The role of peer support in building resilience and helping people to become 'stigma resistant', as well as the need for ongoing psychosocial support for those living with this challenging condition will be highlighted. The contribution that social workers can make to support those living with HIV as well as to challenge HIV stigma and discrimination will be discussed.

Keywords: HIV, HIV and stigma, HIV and discrimination, HIV and lifespan issues, HIV and medical social work

Fetal alcohol spectrum disorders in Europe: why is social work not engaged in prevention & knowledgeable on providing services to individuals with FASD?

Liam CURRAN, Liam Curran - Independent Researcher,

Liam Curran M.Sc, BASW, DIPSW. Certified Fetal Alcohol Spectrum Disorder Educator/Senior Supervising Social Worker, Fostering People (Ireland) Objectives: Fetal alcohol spectrum disorders (FASDs) are preventable birth defects directly linked to consumption of alcohol during pregnancy, resulting in a significant social and public health. Current estimates suggest that 1% or 5 million people are living with fetal alcohol brain injury in Europe. Social work professionals are key to (1) primary prevention of FASDs through working with women of childbearing age and (2) secondary prevention through working with affected individuals whose lives can be greatly improved with knowledge based interventions Materials and methods: Participants were drawn from Social Work profession in areas of child Welfare, Adoption, Fostering, Mental health & disability who participated in FASD training in three different European sites (Ireland, United Kingdom, and Poland) during 2011. Training was delivered using core material from Fetal Alcohol Spectrum Disorder(s) Competency – using Curriculum Development Guide for Medical and Allied Health Education and Practice (CDC) alongside relevant local data of prevalence rates of FASD. Data was collated using structured evaluation questionnaires along with themed group work within the training events. Results: Evaluations from these multi-site training events suggest that Training, Education and Policy development concerning FASD is sought by the Social Work profession in order to properly respond to the needs of individuals living with FASD. The data suggests that there is an increased need for awareness of the life long disability of FASD and the complex problems faced by Social Workers in responding in a professional and competent manner. Conclusion: The evaluation of three European training events suggest that competence, especially when viewed separately in terms of knowledge versus capacity for application of information, in the area of FASDs is lacking in both the provider and caring professionals. FASD prevails through all aspects of social provision – housing, unemployment, education, out-of-home care. Training & professional development is essential to meet the needs of those living with an FASD Condition.

Keywords: Social Work Prevention Case Management, FASD, life long Disability

Effective and needs-based HIV/STI prevention focusing on men who have sex with men

Ronny Heikki TIKKANEN, University of Gothenburg - Department of Social Work,

The purpose with the presentation is twofold. Firstly, to present results from three large quantitative studies on sexual risk taking and HIV preventive needs among men who have sex with men (MSM). Secondly, to summarize international research reviews of effective HIV/STI (sexually transmitted infection) prevention intervention. The results from the quantitative studies show that unprotected anal intercourse is quite common among MSM. The studies also show that sexual risk taking is not equally distributed among MSM. Younger MSM, MSM living with HIV, sexually adventurous men and men who are unemployed or on a long time sick leave are more vulnerable when it comes to sexual risk taking. The result of the international research reviews is based of an analysis of international research reviews on MSM and HIV preventive interventions. The reviews examined ways of designing effective, successful HIV prevention interventions for MSM. The results of the international research reviews may be summarised as follows: • Group-level interventions are particularly effective. • Multi-component interventions are more effective than single-component interventions. The inclusion of peer educators and popular opinion leaders is a successful component of HIV prevention intervention. Interventions containing a cognitive element generate favourable results. Skills training, such as role-play, lead to more effective interventions. A theoretical framework, especially diffusion of innovation and model of relapse prevention, contributes to more effective interventions. The effectiveness of HIV counselling and testing is unclear. The results are contradictory. Additional research and methodological development are needed. However, recent research indicates that Motivational Interviewing (MI) might be effective in relation to HIV/STI testing. • Research on the needs of MSM is very important and can form the basis of effective HIV prevention interventions adapted to specific subgroups of MSM. To sum up, there is a great need for improved HIV prevention focusing on MSM that are based of the specific needs of certain sub-groups of MSM. There is evidence that there are methods that are effective. Social work can play an important role in HIV-prevention focusing on MSM in order to make it more inclusive, needs-based and recognizing sexual rights.

Keywords: Men who have sex with men, HIV prevention, Sexual transmitted infection Sexual health Sexual rights

**W44 Workshop Moderator:
CONNOR MARKOWSKI
19 April 2013, Friday 10:30**

Contribution of sexual debut and health risk behaviours on educational achievement of emerging adults in Romania

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László Dégi CSABA, Sociology and Social Work - Social Work,

Aims. Suggested relationship between sexual and health risk-taking behaviours and school success is rarely investigated in CEE countries. In our project we study their impact on results of the compulsory graduation examination, called "baccalaureate" in Romania. Methods. In our follow-up analysis 401 graduate high-school students were included, from a randomly selected sample of 940 Romanian students. We measured scholastic achievement by promotion and performance in standardized testing. The self-administered School Success Profile questionnaire included items on health-related (smoking, binge drinking, and illicit drug use) and sexual debut behaviours. Descriptive statistics and logistic regression were conducted. Results. Results show that students from rural and deprived communities, those obtaining failing grades in the last semester and involved in an unstable relationship at the sexual debut had significantly increased odds of failure and lower average grade in the final exam, when adjusted for age, gender, religious practice and health status. Effect sizes were medium to large. Conclusions. The main findings of our study suggest that education for life should not be focused and restricted only to the formal education (the academic outcomes like exams and grades), but should also include health education in order to help adolescents to make a successful transition to the new life stage of early adulthood. In the frame of health education, school educators should not neglect the education for reproductive health, and health education should accompany the adolescent alongside his life.

Keywords: school success, sexual debut, risk-taking behaviours, emerging adults, health education

Sexual abuse of children. Improving professional practice within a history of ups and downs and controversy.

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WIL VERHOEVEN, Centre for public safety and criminal justice - EV,

Sexual abuse of children within and outside families is worldwide a sensitive and controversial subject. It has a scandal driven history of appearing and disappearing. The subject often leads to hidden secrets, discomfort and a short memory of society. As a result of it leads to a lack of infrastructure to offer good help and support and to prevent the harm and promote healthy sexual development expressed in the lack of knowledge and skills of social professionals to deal with sexual abuse. In the Netherlands in 2011 and in 2012 two important reports came out on behalf of the government concerning child sexual abuse in the catholic institutions since 1945 (Deetman, 2011) and child sexual abuse in foster care and residential youth care since 1945 (Samson, 2012). In this presentation we explore this discomfort and analyze the history of appearing and disappearing more closely by taking case studies from the Netherlands with an international range, using a circle model with the perspective from the child in the heart. Our lead question is what makes it so difficult to incorporate this inconvenient truth in our conscience, how can we create good help and contribute to prevention? What can we do to improve our systems to acknowledge and make them inclusive, what are the barriers and what chances can we create? Reflection and discussion with the audience is part of our presentation. Our own professional history is part of these cases. Dijkstra was interviewer in the national study of Draijer (1988) on sexual abuse of girls within their family and she was a member of the Committee Samson who reported in 2012 on child sexual abuse in residential and foster care. In a consortium of four institutions (Avans, Rutgers WPF, Movisie and TNO) and in cooperation with youth care institutions they intend to develop and test a so called Flag system, meant as a pedagogic intervention for discussing (inappropriate) sexual behavior with children and youngsters. Verhoeven was in 1982 one of the participants of the VSK, an organization of self-help that asked political attention for sexual abused children within their families.

Keywords: sexual abuse of children, social professionals dealing with sexual abuse, sexual abuse in residential and foster care, pedagogic intervention for discussing sexual behavior, Flag system

Innovative practice within social and family work: a mobile-assisted working model for individuals and groups

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Sanna HÄKKINEN, JAMK University of Applied Sciences - School of Health and Social Studies,
Minna HAAPOLA, JAMK University of Applied Sciences - School of Health and Social Studies,
Suvi SALMINEN, JAMK University of Applied Sciences - School of Health and Social Studies,

Background and purpose. Welfare states are going through substantial changes that have had considerable effects on both professional practices and the everyday lives of families. Existing family and social services are inadequate to provide support for families in need of professional help. In particular, there is a need for low threshold family services that could help families faster than is traditionally the case and in a way that motivates and empowers the family members. Another gap in social services concerns adolescents in the middle of the transition to adulthood. Despite the rapid development of technology, new technology-assisted tools in social and family services remain very few. In this paper, we illustrate and evaluate a new, mobile-assisted working model designed to help families and adolescents who need support and guidance. We have piloted the model in several contexts with different focus groups, with both individual and group-based methods. We were interested in the following questions: How do parents and adolescents experience the web-based tool? Does a mobile-based working model activate clients and so make counseling more effective? Methods. The new technology-assisted method provides support for clients' daily life between their meetings with counselors via text messages. The method has its roots in the diary method, research on daily family life and wellbeing, and resource-oriented work. Evaluation data on about 40 clients participating in the new mobile-based service were collected via questionnaires and interviews. The research findings are also based on interviews with counselors. Results. The results show that the new working model is effective in invoking reflection, offering support and encouragement, keeping the goals of counseling in mind and implementing new practices at home. The working model was effective with both individual clients and groups. Conclusions and implications. The method contributes a new tool for supporting, monitoring and activating clients in their daily lives. The method does not replace the worker, but offers an additional support structure.

Keywords: family, work, social, innovations, mobile technology, adolescents, family counseling

Analysis of the movie "Every Child is Special" from the perspective of the school social work

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Mehmet KIRLIOĞLU, Health Sciences - Social Work,

Dyslexia is a learning disorder that shows itself with important difficulties in acquiring and using mathematical abilities about listening, reading-writing and reasoning. These symptoms do not show that children have a problem in their intelligence levels. In fact they are seen in children who have high intelligence levels. Albert Einstein, Thomas Edison are some of the famous people who had dyslexia. The movie "Every Child is Special" is analyzed from the perspective of social work. A little boy Ishaan, 8 years old, is known as a "lazy" and a naughty boy both by his parents and school environment. However, nobody goes deep into the life of the child since they do not know the symptoms of the disorder. On the contrary to the other people, his painting teacher Nikumbh (Aamir Khan) approaches to the child in a different way. The teacher tells the child's parents by explaining the situation that dyslexia is not a disorder that you cannot get over and with special methods it can be overcome and he succeeds. In the movie, psychological and mental depressions of the child emerged from those reasons are handled. Psycho-pedagogical evaluations of the children should be done meticulously. It should be evaluated by determining the distribution of abilities and intelligence level of the children. In addition, individual curriculum should be prepared because the education of children how have learning disorders cannot be achieved with the curriculum of normal classes. The first principle of the therapy is to inform the child and his/her parents about the problem and to cooperate with the school. In this sense, School Social Work should be improved and carried out in our country. School Social Workers should focus on the interaction between children and environmental factors with ecological perspective. In this sense, worker should support the children, who have different developmental characteristics in general and dyslexia especially, and their parents, resolve the anxieties of parents, keep the communication network open between school and home and get understood the educational needs of children. In short, they should cooperate with the society as a principal duty.

Keywords: Dyslexia School, Social Work, Ecological Perspective, Every Child is Special, Individual Curriculum

Profiling youth to understand how they need to be helped

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Roth MARIA, Sociology and Social Work - Social Work,

In our endeavor to find an integrative framework to study the transition from adolescence to adulthood, we adopted the theory of fit of stage and environment described by Eccles (2009). It describes the importance of fitting in the environment by formulating ambitions, expectations and planning for the future based on individual factors as the capacity of recognizing and exercising their own competencies, interests, and values. The formulation of ambitions, aspirations, or a life plan helps to direct and guide the transition from present to the future (Eccles, 2009). To test the theory we addressed an online survey to 3300 adolescent 12th graders and we received 2200 surveys. We used SSP-Ro (Bowen, Rose & Bowen, 2005; Haragus, Roth & Damean, 2010): Physical health, Self esteem; Hope in the Future; Social support use; School Adjustment and Grades and the Illusory Optimism Scale (authored by Weinstein, and adapted for Romania by Vincze). Results show that there is a significant relationship between the value of the school for students and their trust and engagement in their futures regarding both their personal life (romantic relationship) and career plans (a very good job). The survey comprised a large variety of scales to profile the needs for counseling of youth in the areas of career orientation and personal life. It points to the interactions between mental health needs, existing social resources and activism of youth, and allows professionals to understand where to intervene to help youth enhance their transitioning chances.

Keywords: youth transitions, mental health, career orientation needs profile

Time out! Getting life back on track - psychosocial support for young men at risk. An innovative approach of co-operation between municipal services and defence forces in Finland.

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In Finland, there has been major concern about the psychosocial well-being of young men. Compared with young women, men have been found to show greater levels of delinquency, substance abuse, conduct disorders and completed suicide. The Time Out! Getting Life Back on Track support program is a program aimed at preventing psychosocial exclusion among young men in Finland. The programme makes use of a compulsory call up for military or civil service in order to reach the entire male cohort. The target group of the program consists particularly of men who are exempted from service at call-up or who fail to complete their military or civilian service. The men participating in the program are provided with a personal counselor, who is a professional working in the municipal social, health or youth services. The implementation and dissemination process of the program comprised of four phases between 2004 and 2010. First, the intervention was developed in 2004 together with experts, program providers and key stakeholders from the social and health care services and the Finnish Defense Forces. A written manual was produced, including a detailed program description. In the second phase, a randomized controlled trial was conducted to assess the effects of the program. According to the findings, the psychological distress among young men in the intervention group (n=182) decreased more than among men in the control group (n=174) during a one-year follow-up. In 2006-2007, the program was piloted and evaluated in several municipalities. In the fourth phase, nationwide dissemination of the program was introduced including program evaluation. The program is currently running in 200 municipalities in Finland (N=342) and accesses 90 percent of an age cohort of Finnish young men at military call-ups. To date, about 500 professionals have been trained to work as programme counsellors. Besides, the programme is included in seven national policy programmes in the field of health and social welfare in Finland. The process of developing, implementing and disseminating of innovative practices requires interdisciplinary co-operation and continuous work at three levels: in research, at a practical level in municipalities, and at policy level.

Keywords: men psychosocial well-being, implementation, evidence-based intervention, military

**W45 Workshop Moderator:
THOMAS GOLDBERG
19 April 2013, Friday 10:30**

Tackling health inequalities in Turkey: a qualitative perspective on the roles of social workers

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Lana KAOPUA, University of Hawaii - Social Work,
Arzu İÇAĞASIOĞLU ÇOBAN, Baskent University - Social Work,
Seda ATTEPE, Baskent University - Social Work,
Emre ÖZCAN, Baskent University - Social Work,
Gizem ÇELİK, Baskent University - Social Work,
Melike TUNÇ, Hacettepe University - Social Work,

Health inequalities are considered a critical area of human rights practice and directly related to the responsibility of social workers to promote social and economic justice for all people, with an emphasis on addressing persistent poverty. Health inequality can be defined as “any health differences between social groups, which are avoidable and preventable and thus, unjust and unacceptable”. Turkey, like many other countries, is reforming its health care system in order to fulfill the strategy of “Health for All” and thus, started a transformation in health care system in the last two decades. Struggle against health inequalities refers to a broad range of activities which contain both policy level and practice level efforts in which social workers take an active role. The health inequalities require a consciousness for social workers and need a critical perspective towards social facts. The aim of this research is to investigate the state and dynamics of health inequalities in Turkey, from the eyes of hospital social workers in Ankara, Turkey. We aim to find out more about how social workers experience or observe health inequalities in their daily practice and how aware, effective and informed they are, while trying to solve health inequality issues. We used a qualitative research design and used in-depth interviews with social workers for data collection. The participants of the research are the social workers working in different departments/services in state and University hospitals in the capital city of Turkey. The findings of the research will be presented as social workers’ conceptualization of health inequalities; the struggle against health inequalities and social workers roles and activities in this manner, within the framework of changing health policies in Turkey.

Keywords: health inequalities, health care reform, social work, qualitative research Turkey

Young adults leaving residential care institutions: social patterns, policy and practice in South Tyrol

Andrea NAGY, Pädagogik - Faculty of Education,

Young people who have received long term residential care often have serious difficulties in taking steps toward autonomous living, and they indeed take these steps earlier in life than do youth living in mainstream families even though insufficient preparation proves to be detrimental to their future possibilities. This thesis project, rooted in the region of South Tyrol in Upper Italy, is occupied with the passage from residential care to autonomous living. Its focus is the attempt to describe „typical“ orientation patterns of young people living in residential care institutions toward autonomy, which are, at the same time, life determining „effects“ of public education on clients of this particular social service. Through this study, this work should illuminate some facts pertaining to the general debate about the effects of social work and quality management issues in social services but it should as well inspire a debate about specific social policy issues which frame the pathways of leaving care for the young adults additionally – as will be shown - in a disadvantageous way. Firstly empirical data were collected through leading group discussions with youth groups in residential care and the data-analysis will be done by using the Documentary Method, established by Ralf Bohnsack. The advantage in using this method is that it not only allows for the explicitly expressed contents, which represent the reflexive body of knowledge a youth has acquired, but also for the reconstruction of a young person’s implicit or „atheoretical“ knowledge underlying and orienting habitualized social action. Secondly some follow up interviews after the passage to autonomous living should illuminate how ‚leaving care‘ has worked out by a detailed view on specific cases. At the conference this work in progress will be presented by focusing on critical issues in policy and practice around youth leaving care in the region of South Tyrol in Upper Italy.

Keywords: leaving care, care leavers, residential care, documentary method, adulthood

Double trouble: people with learning difficulties and dementia

Britt FONTAINE, The Hague University - Social Work,

The increased life expectancy in western societies will bring about a huge increase in people who suffer from dementia. However, some groups are more likely to develop dementia than the general population. People with Down syndrome have an increased genetic risk of getting Alzheimer's disease from the age of 40. Other people with learning difficulties are also likely to develop dementia at an earlier age than the average population, because they have a higher incidence of for example epilepsy, diabetes and obesity, which are risk factors for dementia. In the Netherlands there are examples of professional care for people with learning difficulties and dementia. Quality of life is provided by adapting their own environment, day program and care during all the stages of dementia. The problems and possibilities of this form of care will be presented in a workshop, which aim it is to share experiences in this field. The Dutch health care system doesn't encourage institutions and professionals to share knowledge and expertise beyond their own branch of either people with learning difficulties or elderly people with dementia. When people with learning difficulties develop dementia, the process of the disease is not much different from that of the general population. Diagnosing dementia in these people, however, is problematic and time consuming, even with the recently developed DSDS. That means that they are often diagnosed relatively late, which makes it difficult to provide for their special needs. The institutions in which people with learning difficulties live in the Netherlands, are usually not built to house the functional elderly with (or without) dementia and the staff is often not trained in giving the professional care people with dementia need. The consequence is often that these people cannot go on living in the environment they are used to. Special facilities for people with learning difficulties and dementia are scarce. Staff and other habitants in regular nursing homes are usually not prepared to receive people with learning disabilities. Expertise in the field of learning difficulties is often lacking in the general care for people with dementia.

Keywords: dementia, health care-system, learning difficulties, functional aging, Alzheimer's disease

Scotland, vulnerable adults and human rights: a principles based approach to mental health law making, care and treatment

Kevin HURST, Hurst Business Solutions - Social Work,

Scotland has based Mental Health and Adult Protection legislation on a clear set of principles written to respect articles of the ECHR. This was not done to reduce the visits to Strasbourg. It was done because the demand for change was irresistible. This approach protects the Human Rights of the individual by ensuring every decision made by any and all professionals involved meet clear legal principles such as: any intervention benefits the citizen; the intervention is the least restrictive option; the past and present wishes of the citizen are respected; the citizen's family and carers are consulted; and where a citizen is deprived of their liberty, caring agencies have a duty to provide resources to return to the community as quickly as possible. The rights of citizens with a mental disorder are then further protected with the creation of a Tribunal service specifically established to provide independent oversight of the use of Scottish Mental Health Law. All agencies and individuals involved have to ensure they act in their best interests as defined by the principles of the legislation concerned. This has resulted in fewer detentions in hospital, more community based orders, and includes people directly in decision making. As a retired Government Policy Advisor, Adults Services Manager, and as a practising Judicial Mental Health Tribunal member, Social Worker and Mental Health Officer, I use my knowledge and experience in my presentation to illustrate the inclusion of this Policy approach. Through a brief history of the policy development and diagrammatic presentation of structural arrangements, I use statistical analysis and worked case examples to demonstrate the benefits of embedding Human Rights based principles in legislation. I also discuss some of the dilemmas faced in practice, such as the challenge of managing suicidal intent of a vulnerable adult who is deemed not mentally ill. This Scottish legislative model ensures the articles of the ECHR are automatically referred to every time a vulnerable adult my require support – regardless of sex, race, colour or creed and provides an example well worthy of consideration by all policy makers, professionals and citizens.

Keywords: rights, benefit, least restrictive, vulnerable adult, past and present wishes

Handling domestic violence. The power and fragility of tacit knowing.

Sietske DIJKSTRA, Centre for public safety and criminal justice - EV,

I reflect on the study Hidden Treasures as a case study on tacit knowing. The study deals with what good professionals do and what clients experience on handling domestic violence in an interagency perspective (Dijkstra & Van Dartel, 2011, 2nd print). The starting point of this practice based study is the Polanyian (1966) saying that 'we know more than we can tell'. In every day practice the acts of social professionals are based on and driven by a lot of implicit knowing. Personal qualities are used to build on craftsmanship and brought in and applied to professional practice. There, in this application, new ways of knowing are developed (see also Sennett, 2008). After presenting this study tacit knowing will be further explored, using Polanyi's theory of perception to underpin the importance of learning and discovery, creating a joint meaning which adds new perspectives, ways or meanings. By presenting examples both of professionals and clients the challenges of good work and the crucial principle of indwelling is illustrated. Also the backside of growth is addressed, where meanings are destroyed and knowing is fragmented instead of integrated. By focusing on a detail we can miss the whole. This leads to remarks on both the power and the fragility of tacit knowing and the question of transfer. How do we face and bridge the gaps in knowing, cut overlap and create space and skills for the unknowning and new ways? In the workshop there is space for exploring how we can capture tacit knowing in clients' accounts and in good work, although it is never easy to get. Tacit elements can be shown in gestures, body movements, expressions, in the virtue of skills, in empathic or reflexive behavior. Tacit knowing can be found in mind maps, in metaphors, in teams of professionals and in non-verbal behavior and brought to light in being confronted with a piece of art or a drawing. So called quick wins can destroy good work. TK asks for commitment, focal points, longer term investments, common goals and endurance. It increases comprehension, stimulates tacit learning and let craftsmanship grow.

Keywords: tacit knowing, social professionals, domestic violence, interagency, perspective, principle of indwelling

**W46 Workshop Moderator:
EVA HOLMBERG-HERRSTRÖM
17 April 2013, Wednesday 14:20**

Possibilities of social work in the prevention of risk child development after divorce

Elena ONDRUŠKOVÁ, Faculty of Education - Research Centre Institute of Social Studies and Curative Pedagogy, Marta KEKÉŠOVÁ, Faculty of Education - Department of Social Work,

In the paper we will describe the preventive procedures of social work, which should minimize the risks in psychological and social development of the minor child after divorce of their parents. Focus will be on preventive measures and procedures allowing the institute of collision custody as a means of child's social protection in the process of divorce. We will discuss the effectiveness of procedures and programmes and how their effectiveness is influenced by voluntary or mandated participation. Characteristics of possible policies and measures will be complemented by the findings of a survey on verdicts on sharing child's custody (also called joint custody) after a divorce, which was introduced into the Slovak legislation relatively recently. These quantitative data will be supplemented by findings from qualitative research on the experiences of social workers using preventive measures to reduce the risks of child development while the collision custody is carried out by public institution. The results of the survey say that the shared custody is still used in a significantly lesser extent than the personal care of the mother. Findings from the qualitative research suggest that social workers consider well-negotiated parental agreement (parent's agreement to post-divorce child custody) as a key tool in preventing post-divorce developmental risks of minor child. Another important tool of prevention is collaborating with psychologists who are working on reducing risks of psychological development of the child, both with the parents and with child as well. Social workers mention the absence of some sort of standardized prevention programs which could provide accredited bodies or public agencies that could prepare parents for cooperative parenting after divorce and children for coping with the difficulties in the process of the divorce.

Keywords: child at risk, social and legal child protection, divorce, collision, custody, preventive programme

Treatment chain for suicide prevention for children and adolescents

Nicolai PAULSEN, Social Work - Social Work,

Treatment Chain for Suicide Prevention for children and adolescents Treatment Chain is collaboration between mental health sector and municipality family centers ensuring quick and efficient help for suicidal children and adolescents. Treatment Chain developed by the Centre for Suicide Prevention - Child and Adolescent Psychiatry Odense and maintained in cooperation with the municipalities on the Islands of Funen, Langeland and Aero. Intersectoral collaboration on suicidal children and adolescents is documented necessary as such cases often include complex issues, involving many professionals. The Treatment Chain focus on maintaining qualified competences within the involved departments, focusing on bringing the suicidal best to the next processing stage – involving all needed professions and sectors. Shared care and stepped care The Treatment Chain idea is based on the term "Shared Care", where every department offers their specialised services, and has knowledge about what others offer. A case is easily forwarded to another stage, when it is judged there is need for another action better offered by another department. Together they form a coherent effort by using an agreed process, coordination ensuring fast and highly qualified specialised assistance to children and adolescents with suicidal behavior. It doesn't matter in which part of the proceedings a case starts, but it is important that the other parts are ready to contribute when prompted. A case may start with lifesaving efforts at a hospital followed by a psychiatric supervision and referral to the Centre for Suicide Prevention - Child and Adolescent Psychiatry. The municipality is informed, enabling an easy coordinated follow-up. SuiPre team Every municipality in the Treatment Chain has established a professional team, called a SuiPre team. It is a multidisciplinary team composed of local professionals, the specialist team, who offers urgent, consistent and qualified help for suicidal children and adolescents. The SuiPre team is upgraded with training.

Keywords: prevention, mental health, children, adolescents' suicide

Live is calling - a multidimensional and multiprofessional treatment program for suicidal children and their families.

Ólafsdóttir HREFNA, Social Science - School of Social work,

Ideology. Postmodern narrative collaborative approach gives therapists an opportunity to have conversations with people in a respectful way based on equality. The notion is that cultural standards both in Europe and America promote the value of autonomy and independence. The dominant story about adolescents is that they only want to be together with and can only trust other adolescents, not their parents. By supporting this story we encourage silence instead of voice in the parent child relationship. We support the creation of a new story that makes room for, accepts the value of and supports parent – child relationship that we as clinicians can either promote as such or denigrate its value. The program. Collaborative psychoeducational approach. It is a therapeutic program for suicidal adolescents that have temporarily lost their will to live and their families. The aim is to help them create a new narrative about their lives, about a live that is calling. The parameters of the program are the family, the relationships in the family and joy as the threads of a safety net. Is a multidimensional and multiprofessional program that gives participants the possibility to have discussions, do projects and get information in groups for adolescents and parents and in family sessions. The research. The conclusion is that the program affects the way the adolescents think regarding themselves, their family and suicidal concerns. They are experiencing that live is worth living and that there is joy in being together also within their families. We also have a positive outcome in the part where we are asking the parents if they think the program was useful for themselves, their child and the family. Conclusion. We start with a program for suicidal adolescents based on the notion that the family is their safety net. The dominant discuss about the adolescence changes into a narrative about how the family can be a useful resource for the adolescent. How he can enjoy his parents's interest and support and that the parent child relationship is important.

Keywords: children, suicide attempts, narrative, collaborative approach, family, multiprofessional

Supporting continuity in child and family social work: a study of resilient workers in three European countries.

Elizabeth FROST, HLS - HASS,
Staffan HOJER, University of Gotenberg - Social Work Department,
Karin KULLBERG, Lund University - Social Work,
Annamaria CAMPANINI, Milian Bicocca - Facolta di Sociologica,
Alessandro SICORA, Universta Della Calabria - Sociologica e Scienza Politica,

For social work across Europe, that experienced workers leave child and family work early in their career is an identified problem. At the organisational level, this loss means that difficult work tasks: e.g. working with vulnerable children and planning their futures, are handled by new and inexperienced social workers. At the individual level, consistent and trusted relationships between service users and social workers are severed and service users passed on regularly to unknown workers. It is in the interests of service users' well – being and their right to the best possible service that staff remain in post and positive. Attrition rates of 50% after 2 years in children and family social work reported in many European countries, and Australia, are a source of much concern in social work policy, education and management. There is research on the negative impact of such welfare work: examining stress and burnout in social work, but little on what leads social workers to stay in children's services. This paper will examine what can be learned from a study which considered professional resilience among social workers in social services with children and families in England, Italy and Sweden. The study set out to elicit data on the role of personal experiences and professional education, different forms of support systems, and other organisational and personal factors in workers' resilience. This conference paper will critically discuss the aims, methods and initial findings of the study. The study presented was an explorative, comparative, pilot study in three countries: 20 children and families' social workers, in post 3years plus, were interviewed. Interviews were also undertaken with their managers and social work educators in each respective country. The results show a combination of personal and organizational factors explaining why social workers stay. Commitment and expectations, formal and informal support systems, reward systems and perceived potential impact on satisfaction and durability. Finally we discuss what interventions might be instituted via education, employment practices, support, and incentives to build resilient social workers, who offer high levels and models of continuity and endurance to their service users.

Keywords: continuity resilience, child protection, Europe professionalism

Adopting leadership practice in supervision in integrated adult care settings; exploring the opportunities and challenges

Sharon LAMBLEY, education and social work - social work and social care,
Tish MARRABLE, education and social work - social work and social care,

Effective supervision has been associated with good outcomes for service users (Morrison and Wonnacott, 2005), but research suggests that it has increasingly 'become more focused on efficiency, accountability and worker performance often at the expense of professional and practice developments' (Nobel & Irwin, 2009:345). Davys and Beddoe, (2010:18) suggest that supervision in health and social care settings needs to be 'adaptable to adjust to a diverse range of practice contexts' particularly as Brown and Higham (2011:1) suggest that the 'context within which professionals and managers are required to deliver rapid change is characterised by paradox, inconsistency and incoherence. Leadership is emerging as an important practice within social work, but it is a contested activity (Lawler and Bilson, 2010). Lambley and Marrable, (2012) found evidence of effective leadership within supervision in a range of adult care settings (including mental health services) in research commissioned by the Social Care Institute for Excellence. This presentation will examine data from over 130 on line respondents working within integrated settings in a variety of professional, non-professional and manager roles, along with over 30 face to face interviews across 4 case study sites. The research study also included service users views on the impact of supervision on their experiences of care. The findings from the study highlight how leadership practice is supporting innovative care practices and service innovation, as well as creating system challenges in more complex integrated settings.

Keywords: supervision, leadership, service users, professional, mental health

6- MIGRATION and DISCRIMINATION

W6 Workshop Moderator:

BERİL TUĞFAN

17 April 2013, Wednesday 14:20

Reception of unaccompanied asylum seeking minors in sweden and the issue of age assessment

Elis ENVALL, National Board of Health and Welfare - Department of Knowledge Based Policy and Guidance, Katarina MUNIER, National Board of Health and Welfare - Department of Knowledge Based Policy and Guidance,

Unaccompanied asylum seeking children (UAM) are a local impact of global migration processes. Sweden was in 2010 and 2011, the country in Europe where most UAMs sought asylum, 2,657 in 2011. Conditions in the host country are crucial for the health and development of unaccompanied children. Lack of support in the host country will be a serious risk of harm to the children. It is important that these children and young people are treated with respect and care, with expertise and consideration at all. It is occasionally argued that UAMs are independent and competent individuals, who only need housing, education or training to do well in the new country. Most UAMs have taken a great deal of responsibility for a long time and are independent, energetic and competent. In spite of this they simultaneously need support and help from the community. UAMs need access to good schools or vocational training, a home and safe and loving relationships with adults that in some ways can constitute a substitute for their real. Children need to be relieved of responsibility, but it is also important to offer them influence over the important issues that affect them. The Swedish National Board of Health and Welfare has developed recommendations on medical age assessment of UAMs. The aim of the recommendations is to reduce the risk of children incorrectly being assessed to be over 18 years old. Medical age assessments must meet the requirements of objectivity, scientific quality and legal certainty, and the individual child's best interests. There are no reliable methods that can accurately specify a person's chronological age in the ages ranging around 18 years. One can only calculate a possible range of age to determine if the age given by the child is likely or not. The methods that nevertheless seem to be the most suitable are clinical pediatric medical examinations supplemented by radiographic examination of teeth and hand bones. We will in the session describe the current situation of reception of UAMs in social services and elaborate on the development of the organization for medical age assessment of UAMs in Sweden.

Keywords: Unaccompanied asylum seeking minors, Health and development care and respect, Medical Age Assessment, Best Interest of the child

Problems of asylum seekers in Serbia

Vojin VIDANOVIĆ, Faculty of political sciences - Social policy and social work,

Serbia has a specific geographical position at the "crossroad" of Balkans and Middle East, on a route to countries of Western Europe. Since 2008, when "Law on Asylum" was enacted in Serbia, a constant raise in number of asylum seekers has been recorded. Hardship of life in countries of Asia and Middle East, as well as wars in Northern Africa have influenced the increase of families that are currently seeking for better life using Serbia as country of transit. In period of 2008.-2011, number of asylum seekers has risen to 3 267 including over 400 minors. Presentation focuses attention of professional and science public to specific psychosocial and existential problems of asylum seekers that have passed many borders, who have been left at our borders by human smugglers and families that have separated in uncertainty of their future. Based on research briefly is presented system of asylum seekers care in Serbia, including capacities, institutional network and provided services as well as seekers numbers and countries of origin. Several cases of discrimination are elaborated and risks that asylum seekers are facing are presented. Especially delicate problem from human and child rights perspective are minors separated from the parents seeking asylum. It is well known that minors are facing increased risk of trafficking of humans, various abuse forums and that they are in need of adequate support and psychosocial care. Analyzed information are collected from the Commissariat for refugees, Center for residential care of minors foreigners without parental guardianship and NGO "Asylum protection center". Most frequent problems of asylum seekers are long asylum seeker procedures, language barriers, insufficient legal and psychosocial support but also various forms of open or less open discrimination in communities in which they are temporarily residing during the asylum seeking procedures in Serbia

Keywords: Asylum seekers, minor asylum seekers, countries of origin, services for asylum seekers, psychosocial support

Number of asylum seekers				
	2008	2009	2010	2011
No of as. seekers	52	275	522	2418
Minors	2	75	149	166

Data source: NGO "Asylum protection center".

Integral guidance to unaccompanied foreign minors in Antwerp.

Cassiers MARIJKE, OCMW Antwerpen - Social Integration,
De Canne MARIANNE, OCMW Antwerpen - Social Integration,

Short description: The Antwerp Public Social Welfare Centre ensures minimum 85 minors a dignified life and offers them an integral trajectory of personalized guidance. These minors have a recognized refugee status or subsidiary protection. **Integral trajectory includes:** • reception function, intake, case management and confidential counselor • psychosocial counseling, social, material and intercultural problems • support conversations at home and at the office • social security • living & all related needs (energy management, contract management, organization, etc) • budget guidance and budget control • leisure, development of a social network, parenting • development of group-oriented operation and supply, organized group assistance, thematic sessions • stepping stone to leisure • audience survey through group sessions **Main outcomes:** • The unaccompanied minors get an integral trajectory of personalized guidance • Within the organization there is expertise regarding the supervision of minors. • Development of an Antwerp second line network. • Signaling obstacles, new tendencies, possible abuses and emergencies Sustainability The unaccompanied minors living in Antwerp receive an integrated trajectory that prepares them for adulthood and an independent live when they become 18. It consists of individual coaching supplemented by group activities. They find a new social circle, leave their isolation, and learn the language and tools for their social integration. All involved professional actors in Antwerp join their forces and exchange their knowledge. Transferability is feasible: this is a current theme for many big cities. The new approach offers an integral trajectory of personalized guidance for unaccompanied foreign minors. It gives an adequate answer to the problems of unaccompanied minors in a big city.

Keywords: Unaccompanied minors, personalized guidance, refugee integral, trajectory, Youth

Analyses of long term solutions for unaccompanied minor migrants in residential care in selected EU countries.

Pavol KOPINEC, Pedagogical Faculty - Institute of Social Science and Curative Education,

Abstract. The migration of children in Europe is a long-standing and complex issue, including children migrating unaccompanied for purposes of work or education. Unaccompanied minors (UM's) are among the most vulnerable people in our societies. Therefore, special attention should be given by social work to finding long term solutions for UM's, who are in many cases the victims of war, persecution or smuggling. The successful integration of unaccompanied minors is associated with many factors, including e.g. the devolution of responsibility from central to local government, provision of access to social resources and services, and a long term view being taken of refugee children's education. The main focus of this paper is a description and comparison of residential care for UM's in Slovakia and the Czech Republic, with particular emphasis on unaccompanied minors' well-being and planning of long term solutions. The paper is based on research comprising a desktop review and interviews with care professionals looking after children and NGO's involved in child protection. The paper concludes with a comparative analysis of systems of good practice sharing in Slovakia and the Czech Republic and the development of common action plans including short term and long term solutions. Biographical background information Dr. Pavol Kopinec is a researcher at the Institute of Social Studies and Curative Education at Comenius University in Bratislava. His main subject of interest is migration. He has worked as a programme manager for refugee camps in Slovakia and with the UNHCR and Separated Children in Europe Programme (SCEP) as a coordinator of support to unaccompanied children coming to the Slovak Republic. He has participated in international teams monitoring the living and care conditions of children in the asylum process in Greece, Austria, Germany, the Czech Republic and Slovakia. From 2011-2012 he worked as a consultant for the International Organization for Migration in the capacity building field and collaborated on the INTEGRACE report (Bulgaria) on standards of education of refugee children in EU countries. He has published 2 books on refugees.

Keywords: Social Work, Unaccompanied Minor Refugee Children, Good Practice, Long Term Solutions

Looking for spatial and contextual dimensions in constructing lived citizenship

Helene JACOBSON PETERSSON, Linnaeus University - School of Social Work,

This paper concerns social participation in the Swedish welfare state among young people from ethnic minorities, the opportunities open to them and the constraints they face. It focuses on the interplay between structural social conditions related to social exclusion and subjective experiences in everyday life among these young people. The theoretical framework is based on social citizenship, paying special attention to the subjective perspective in terms of lived citizenship developed and emphasized by Ruth Lister (2003, 2007). The aim is to study how experiences of social citizenship are manifested in everyday life, and how young women and men from ethnic minorities create opportunities and overcome obstacles. How can experiences of social citizenship be understood and how do such experiences become driving forces in constructing lived citizenship? It addresses the issue of how they construct lived citizenship in a medium-sized Swedish town. Drawing on the empirical material from an interview study the aim is to reveal strategies for taking advantages of opportunities and for overcoming constraints in everyday life. Analytical concepts of lived citizenship and positionality have been used to gain an in-depth understanding of young people's agency understood as strategies to avoid social exclusion caused by ethnic discrimination and to promote their social rights and inclusion in society. The study points out how strategies for establishing friendships and social relationships and getting employment intersect with gender, ethnicity, age and period of residence in Sweden.

Keywords: ethnicity, gender, intersectionality, constructing lived citizenship, youth in Sweden

**W21 Workshop Moderator:
İSMET GALİP YOLCUOĞLU
18 April 2013, Thursday 14:00**

25 years challenge of reception, rehabilitation and inclusion of refugees – experiences, evaluation and recommendations based on a focus group of “the experts” = well experienced refugees.

Margrethe BENNIKE, Clinic for PTSD and Transcultural P - Psychiatric Division,

During 25 years work with rehabilitation of refugees there have been changes in the conditions for the social work with this group. From an original holistic approach to the issue, the perspective has changed to the paradigm, that inclusion and integration primarily should be solved through attachment to labour market. In a focus group with 6 participants having lived in Denmark between 25 to 10 years and with good work resources and experiences, I have interviewed which parameters they consider most important for inclusion (or lack of) and their recommendations to politicians, professionals and students. Their experiences will be connected to a model of human needs develops by the Finnish sociologist Erik Allardt – his attempt to operationalise Maslows hierarchy of needs into concrete practice and assessment of fields of action. My presentation will make the point that good material conditions are necessary, but not sufficient to gain energy and ability to and belief in obtaining a place in society. The hardest issue is finding a new identity and status. Decisive to re-establish “the broken life” is knowledge and civil rights on same terms as any other citizen, cultural willingness and an active introducing and including effort from society is: There will be presented concrete experiences and recommendations. A document with the content will be handed out in the session, but is not yet translated from Danish.

Keywords: refugees, inclusion, identity, focus group recommendations

Understanding the story, learning to act: Intercultural learning modules for professionals and students

Joos MEESTERS, HAN University of Applied Sciences - HAN Sociaal,
Melke HEESSELS, HAN University of Applied Sciences - HAN Sociaal,
Erik JANSEN, HAN University of Applied Sciences - HAN Sociaal,
Martha VAN BIENE, HAN University of Applied Sciences - HAN Sociaal,

Cultural gaps, misunderstanding and latent discrimination in care and social work settings often arise from professionals' lack of skills in dealing with and understanding people from other cultures. We propose that understanding the personal stories from people with different cultural backgrounds will generalize to respecting their culture and reduce exclusion mechanisms in care and social work. Therefore, based on narrative principles and an action learning approach to professionalization a set of modules was developed to allow professionals and students in care and social work to study personal and intercultural narratives and learn intercultural skills. The rationale is that learning is the result of dialogue and collective reflection and requires from participants both collective and individual processes. The module format consists of three elements. Firstly, it contains a set of *stories* (based on expertise and experiences of their owners) with an intercultural or transcultural theme, forming the content of the module. These stories evoke dialogue and reflection, although participants are also allowed to bring their own stories. The stories were gathered and developed in close collaboration with practice organisations in care and social work and the cases described selected and based on narrative research with clients and citizens of different cultural backgrounds or professionals dealing with intercultural dilemmas. Each of the stories is elaborated with suggestions for dialogue questions. Secondly, a number of *procedures* or *instruments*, varying per module, forms the instructive material for the participants. These are based on intercultural and transcultural literature and are aimed at structuring dialogue or discussion, and reflection. Thirdly, knowledge *resources* either add valuable or indispensable pieces of information, or provide themes for further study. These resources refer to intercultural aspects as well as process aspects of learning, dialogue and narrativity. The modules are preferably, but not necessarily, supervised by an external facilitator. In pilot runs with professionals, the modules sparked enthusiasm because of their versatility, and recognition of the stories from professionals' own practices. Particularly, the option to use one's own stories as a basis is appreciated allowing for customization in organisations. On-line e-learning versions of the modules are currently in development.

Keywords: intercultural sensitivity, professionalization, narrativity, dialogue, reflection

Developing Novel competences of future professionals working with Central and Eastern European migrants - with a special focus on the social inclusion of Roma and Sinti.

Den Braber COLLIN, Avans UAS - School of Social Work,
Keesenkyas RAIMUNDAS, International School of Law and business - Law,
Tirions MICHEL, Artesis UAS - Social Work,
Miersch KERSTIN, Alice Salomon UAS - Soziale Arbeit,

Six different Universities: The International School of Law and Business Vilnius (LT), Mattepe University Istanbul (TR), Avans School of Social Studies Breda (NL), Artesis UAS Antwerp (BE), Institut Social Lille Vauban, Catholique University Lille (FR), and the Alice Salomon UAS Berlin (DE) offer their students an International Intensive Programme funded by the Life Long Learning Programme of Erasmus (EU). The general objective of this programme is to improve the competences of students to work with different groups of migrants. The programme is specifically aimed to: 1- Develop knowledge, skills and a professional attitude concerning working with Central and Eastern European (im)migrants, Roma, Sinti and Ethnic-Germans. 2- Improve personal and professional capabilities to work in an efficient way in an intercultural team with different nationalities. The participating students are from different disciplines: mainly Social Studies (Social Workers) and Law but also from Philosophy, Psychology and Sociology. The general subject of the programme is divided into five topics: 1- Human rights and migration 2- Roma and Sinti 3- Social and psychological consequences of migration 4- Human trafficking and migration 5- Actual problems and the future concerning migration. In the first two stages of the programme, students did intensive research on these topics and presented the results in an article and a presentation for their fellow students. In the final stage (June/July 2013), students have to design a practical tool based on these results. These 5 tools will be made available for practitioners. The article presented at the Ensact conference in Istanbul 2013 will be based on the research of 60 students and will be submitted to the journal "Issues of Business and Law" in May 2013. We would like to have the opportunity at the Ensact Conference 2013 in Istanbul to present this article and to discuss needed tools for practitioners working on social inclusion of migrants, especially migrants who have their (historical) origin in Central and Eastern Europe.

Keywords: Migrants, Roma and Sinti, Methodology, Social Inclusion, Good Practice

'Race', ethnicity and social work in Europe: in search of political integrity.

Charlotte WILLIAMS, Professor - Charlotte Williams OBE,
Mekada GRAHAM, Dr. Mekada Graham - Associate Professor,

To date much of the discussion on 'race', difference and diversity and social work's response to cultural and ethnic diversity has focussed on the search for formulaic and technocratised responses to 'the problem of diversity'. Indeed we would argue the domestic politics of 'race/ethnicity and social work' in respective nation states has reached something of an impasse confounded by the 'multicultural turn' – a turning away from multiculturalist policies, which characterises the politics of most advanced neo liberal Western states; and confounded by its own inability to make a substantive difference to the lived experiences of migrants and minorities. At the same time social work is evidencing its own 'multicultural turn' paradoxically a turn toward culture in increased professional anxiety to respond to the defining factor of our era – diversity. There has been a narrowing of the debates in a focus on the micro practices of cross cultural encounters and cultural competency at the expense of scholarship and understanding of how these issues are contextualised within the critical phenomenon of our time – international migration, movement and transnationalism. In addition there has been scant attention to the reciprocities, contributions and 'gift' migration participation brings to nations. This paper articulates a challenge to the profession to recognise its own ambivalent positioning vis a vis racialised minorities in Europe and argues for a key paradigmatic shift in the search for a political integrity for the profession. It extends debates we have rehearsed in our recent text: Williams C. and Graham, M. (2012) *Social Work in Europe: Race and Ethnic Relations*, London, Routledge

Keywords: Race, Ethnicity, Multiculturalism, Social Work, Europe

Experienced and needed parental support in Non-Western immigrant families with a child with mid in the Netherlands

Elias CRISTEL, Faculty of human and social sciences - department of pedagogy,
De Groot JESSIE, Faculty of human and social sciences - department of pedagogy,
Svennehuis PETRA, Faculty of human and social sciences - department of pedagogy,
Te Poel YOLANDA, Faculty of human and social sciences - department of pedagogy,

Introduction Little is known about youth with a mild intellectual disability (MID) growing up in non-western migrant families in the Netherlands. It seems they are overrepresented in Youth Penitent Institutions and underrepresented in ambulatory and preventive care. Literature suggests that SES, education as well as cultural factors are related to the appearance and handling of MID. Shame, unfamiliarity with, and little trust in Dutch youth care institutions result in denial or underestimation of (future) problems by parents. Although awareness of the importance of the family network is growing among professionals, little is known about the relative importance of family networks versus professional care. Aim To study professional and network support of non-western immigrant families with a child with MID in the Netherlands from the perspective of parents and professionals. Method In the present study we explored the experiences of professionals representing primary schools, ambulatory assistance institutions and residential care. Professionals now participate in focus groups. Semi-structured depth interviews are executed with non-western immigrant parents. Results The explorative interviews with professionals revealed that they experience difficulties in recognizing MID and in communicating with parents about the MID. Although young immigrant children with developmental problems, unlike MID, are recognised prior to primary school and seen in programs for early care, usually MID is not recognised during primary school. Problems with children of immigrant families often are interpreted as language problems. At the end of adolescence when it becomes clear that the children are not able to find a job, they turn to social services, and it is finally diagnosed that their problems are related to having a MID. As this is an undesirable situation, we intend to learn about the support needs of parents and good practices of professionals. The results of the focus group with professionals and the interviews with migrant parents will be presented.

Keywords: Mild intellectual disabilities, Non-western migrant families in the Netherlands, (Need of) parental support, Importance of network versus professional support, discrimination and distrust in MID care

**W28 Workshop Moderator:
GONCA POLAT
18 April 2013, Thursday 16:00**

Diversity training for intercultural social work - using journal writing as a tool for critical reflection

Doris BOEHLER, FHV - Department of Social Sciences and Organizational Studies,

In this presentation I briefly introduce the tool of academic learning journals, their intentions, goals and varying styles i.e. portfolio or diary. I support this with recent research findings concerning learning journals and reflection in academic studies. They are generally not yet widely used within social work education and could provide a valuable source for teaching and research, especially within the field of intercultural social work. Intercultural Social Work requires a high level of reflection. Mecheril argued that a reflective professional habitus can only be effective when combined with a reflective professional practice environment. (2010:191, translation by DB). My hypothesis emphasises the requirement of building up a reflective habitus within education as a necessary first step in order to later introduce a reflective professional into a reflective work environment with the necessary competence to practice intercultural social work. This leads my diversity training teaching to establish forms of experimental learning combined with the employment of reflective learning journals. Hatton & Smiths' (1995) model of reflection with four stages - from descriptive writing to critical reflection as the most complex aspect of reflection - helps to analyse these documents. I present some examples of journal writing taken from diversity trainings with the intention to highlight the students' ability to reflect critically upon issues of diversity within their private and professional settings as well as within the structural level of the wider community. Regarding the didactics of academic teaching and study this combination of experimental pedagogy and journal writing could help to establish a change of perspective towards actively involving students in their own process of learning. This should, in its ideal form, involve a lifelong journey that begins on a positive note and is later fuelled by an intrinsic motivation to learn more. Initial thoughts about future research options as well as limits to the academic purpose of learning journals will conclude my presentation.

Keywords: Diversity Training Learning, Journals, Critical Reflection, Intercultural, Social Work, Anti-Discrimination

Social Integration of Chinese immigrants - research on the children from 15 to 24 of Chinese immigrants in Lisbon, Portugal

Lan LI, University Institute of Lisbon - Sociology,

Since the first group of immigrants from China arrival to Portugal, from 1950s on, more Chinese people came to work and live in this south European country. Under an in general flexible migration policy, Portugal becomes one of the springboards for immigrants entering EU. Migration is always a reflection of policy and economics, while concurrently affects the local society. Since the immigrants are taking an important role in the host society, it is vital to pay attention to their living conditions. Children of immigrants are a group that grows up with the local's, although is more vulnerable, with high risks and less care while growing up. My research chose the children of immigrants from 15 to 24 years old, focusing on their integration in the host society from the perspectives of family, school and community. During 2010 to 2012, I collected 20 cases in Lisbon by interviews. The conclusion proves children of Chinese immigrants are mostly family oriented, have a high failing rate in school and high cognition of Chinese Culture. Culture identity strongly shapes children of immigrants' practice in the three fields: family, school, community. But these fields influence each other. Important findings are: positive correlation in social integration between children of immigrants and their parents; their integration ability depends on the family social capital and the support from the ethnic social networks. Accordingly, clues for strategies to promote the inclusion are raised in the end.

Keywords: Children of Immigrants, Culture Identity, Family Integration, School Integration, Community Integration

The networking behavior of Moroccan and Turkish immigrant entrepreneurs in two Dutch neighborhoods: the role of ethnic density*

Fatima EL BOUK, Social Studies - Social Work,
Paul VEDDER, Social Sciences - Clinical Child and Adolescent Studies,
Yolanda TE POEL, Educational Studies - Educational Studies,

Both culturalist and structuralist approaches are used to explain actions or processes important for establishing and maintaining a business by immigrants. The culturalist perspective attributes the accessibility of ethnic resources to aspects such as ethnic identification and group solidarity (Achidi Ndofor & Priem, 2011; Basu & Altinay, 2002; Chand & Ghorbani, 2011). The mixed embeddedness approach criticizes this perspective by suggesting that reliance on the ethnic community does not necessarily follow from feelings of solidarity, but from no other options being available; this would particularly apply to less affluent ethnic groups (Aldrich, Zimmer, & McEvoy, 1989; Kloosterman & Rath, 2010). Furthermore, this approach emphasizes, that for generating business growth immigrant entrepreneurs need to break out of ethnic enclave and serve mainstream markets. In our qualitative study we tried to contribute to the research field of immigrant entrepreneurship by uncovering in a sample of 22 immigrant (from Moroccan and Turkish origin) and ten Dutch entrepreneurs, the mechanisms that determine the accessibility of resources embedded in the ethnic community as well as social networks of native Dutch. Although breaking out proved indeed necessary to generate business growth, accessing relevant resources through weak ties proved challenging and required coping with discrimination and exclusion. Particularly in entrepreneurial contexts (e.g. business branches, neighborhood; city) in which ethnicity becomes salient. In these contexts entrepreneurs constitute a minority group and therefore trigger judgments by majority group members based on negative stereotypes associated with that ethnicity. In such cases it is difficult to know whether reliance on co-ethnics for social support is a consequence of exclusion by majority group members rather than a consequence of feelings of solidarity towards the own ethnic group as such. Hence, with salience it is difficult to attribute networking behavior based on ethnicity as something that can best be explained in terms of cultures or structures. And still, the distinction and the validity of the choice for either one is important. Just think of measures to stimulate immigrant entrepreneurship. For instance: Should they address exclusionism practiced by entrepreneurs from the majority group or immigrants' attitudes?

Keywords: Ethnicity, Social, Capital entrepreneurship, In- and Exclusion Salience

Ten theses on hidden discrimination of women and foreigners/migrants in social work education in Germany.

Angelika GROTERATH, Social Sciences and Social Work - Social Work,

One of the problems of social workers and their teachers in Germany is that they are often considered and consider themselves as the "good ones" - a kind of social antithesis to the rude market, the German market of big industries, engineering, machines and cars and, nowadays, also technology. Self-sacrificial figures that enjoy, if not the big German money, at least the fame of political and moral correctness. This condition makes it difficult to scan the own habits, traditions and behaviors with regard to mindsets and practices of discrimination - for the more in an environment of faculties or departments much more 'in line' with the market, as is the case in most of the big German Universities of Applied Sciences. The "big ones" are those that have been created in the last 20 years by the merging of formerly independent smaller Fachhochschulen / Universities of Applied Sciences, above all the famous Ingenieurschulen / Schools of Engineering. The ten theses on 'inside'-discrimination shall not only be presented, but hopefully also be discussed with colleagues from other countries or national realities: What about your experiences? What can we learn from you? Are we really politically and morally correct in social work education?

Keywords: discrimination, social work, education, women, foreigners, Germany

Poverty Alleviation through Social Economy Projects

Radulescu ANA, Bucharest University - Social Work,

The impact of the financial crisis in Europe is affecting specific groups of social work in particular extent. For people with disabilities, ethnic minorities and other disadvantaged groups, the living conditions have deteriorated dramatically. The model of social economy offers opportunities for the (re) integration into the labor market and thus a key requirement for an independent life. The presentation describes several successful projects over a period of 5 years, their design and the specific social work methods of social integration of the target groups. One example concerns the vocational training of young offenders in prisons. The first priority of the activities was the educational qualification of the personnel. The special role of social work in this context was to provide the employees with a new understanding of their work. It could be given that the design of a positive relationship between employee and detained youth is far more efficient than traditional supervision and control. On this basis, new workshops and training courses have been implemented. Because both, employees and the inmates of the prison, benefited from the project, a sustainable success was achieved.

Keywords: social economy, poverty, alleviation social integration, ethnic minorities/Roma juvenile offenders

**W35 Workshop Moderator:
VEDAT IŞIKHAN
19 April 2013, Friday 08:30**

The fact of Human Trafficking and International Social Work

Hülya BARBAROS, İstanbul University - Institute of Health Sciences,
Güngör ÇABUK, Family Consultants Association - Administration,

Differences in Development between countries and, unfair usage of resource and incomes, deepen poverty in many countries. People who can't handle these problems want to migrate to live under better conditions. The fact of human trafficking is a process which starts with a person who needs more, continues with breaches of human rights and ends with exploit at.. of labor. Human trafficking overlaps with different topics at a global level such as, development, work, security and gender inequality. It brings 32 billion dollars to the criminal groups and affects between 600,000 and 4 million people. Human Trafficking is seen as "compulsion, kidnapping, cheating, undue influence, benefit from despair of a person for the purpose of exploitation by moving, transferring, accommodation or being delivered by force or threat of force." There are stems to fight against human trafficking and there are victim-support programs in Turkey. In this context, there is support in the form shelter which was opened in Antalya in 2009 to serve better the foreign victims. Presentation content is occurred by three different headlines. * Data of research into the duration of irregular migration done with women migrants in İstanbul. *Work and experiences executed with victims of human trafficking in Antalya. *Needs of victims of human trafficking to be solved in international level.

Keywords: irregular migration, human trafficking, exploitation, social work, Non-Governmental Organizations

Example case, victim of Human Trafficking

Güngör ÇABUK, Family Consultants Association - Administration,

Human trafficking is a problem which is based on the violation of human rights, and there are lots of legal contacts and agreements about the topic at international level. Human trafficking is a process which starts with the employment of person, continues with moving to another country and ends with exploitation. A first, the victim is deceived, or tricked; and then is threatened, kidnapped, forced, scared, overawed, and existence of exploitation are; sexual abuse, forced labor, removing organs, criminal usage domestic, slavery etc. There are support programs in shelters in Antalya to prevent human trafficking. Economical and social conditions of this victim of human trafficking who is a Ukrainian national, how she was employed, which different processes she was passed to the human traffickers, which ways traffickers used to exploit the victim and the trauma that victim experienced will be presented a case example, within the program.

Keywords: Human trafficking, despair bondage, reality case

Social exclusion and human trafficking as consequence of Bosnia and Herzegovina migrations

Jagoda PETROVIC, Faculty of Political Sciences - Department of Social Work,
Vesna SUCUR-JANIETOVIC, Faculty of Political Sciences - Department of Social Work, _

According to the World Bank data concerning the region of BiH approximately 1,5 million, or 38% of total population migrated. One of the main reasons for being so was the war (1992-1995) which caused flee of over a million people from BiH, as well as internally displaced million people, which represents over 50% of total population. According to the UNHCR data, approximately million people returned to their pre-war homes. One of the consequences of migrations is the issue of social inclusion of poor groups of displaced persons and returnees. Their exclusion, according to each of the relevant indicators, is over 70% (Petrovic, 2011). This figure is well over the social exclusion rate in BiH, which is 22% (UNDP BiH, 2006). Over 80% of displaced persons and returnees have no employment, more than 70% are facing health issues, over 90% do not participate in political decision making processes, over 80% do not participate in cultural life of local communities, over 70% express powerlessness, and 90% have needs for social welfare interventions. Turbulent migrations, in combinations with economy transition and poverty have placed another problem before social work – human trafficking. Social exclusion is analyzed as one of the fundamental determining factors and suitable basis for victims' recruitment, as well as consequence of traumatic experiences, repatriation and inadequate re/integration into society. The significance of social exclusion issues in BiH reflects from few factors mutually entangled: transition of the social-political system, social disorders caused by the war, increase of poverty rate followed by non-adequate social welfare system and traditional prejudice towards certain social groups. This paper presents the main findings of the empirical research that was carried out in BiH, including results on participation level of the social welfare institutions and services in the process of providing help and support to the victims of human trafficking during the phases of identification, rehabilitation and resocialisation, and re/integration. Therefore, this topic represents two topics of social work at the same time: scientific and practical-applicative.

Keywords: migrations, social exclusion, human trafficking, social work, poverty

YouthME: Youth and migration in Europe. Protection and social risk factors on the social integration of immigrant adolescent youth in Europe.

Violeta QUIROGA, Facultat de Pedagogia Universitat de Barcelona – Trabajo Social y Servicios Sociales,
Ariadna ALONSO, Educación Social y Trabajo Social - Trabajo Social,
Alexis RODRIGUEZ, Educación Social y Trabajo Social - Trabajo Social,
Montse SORIA, Educación Social y Trabajo Social - Trabajo Social,
Sònia ROIG, Educación Social y Trabajo Social - Trabajo Social,

The action-research project YouthME is part of the Daphne Programme of the European Union. Performed from February 2011 to January 2013 and carried out in five European countries (France, Italy, Romania, Greece and Spain). Its main objective is to study the social inclusion and protective factors that promote the integration of immigrant adolescent and youth in Europe, one of the most vulnerable groups. YouthME promotes a new experience of empowerment for immigrant youth at risk of social exclusion. The project YouthME wants not only that immigrant youth develops resilience strategies, but intended to allow young immigrant to become new professionals, "crossworkers". Once these youngsters have overcome their difficulties, they have the opportunity to help others with the same problem. The project also aims to facilitate young to be aware of their own capabilities and opportunities and encourage them to develop them on personal and group level as part of a collective. YouthME presents a proposal for personal and group growth that, in turn, influences the social transformation, thanks to the contributions related to: the Reflect-Action, the video therapy and participatory video. The phases of the project were four: Action 1. Diagnosis of protective factors and social risk of immigrant youth in Europe (with 123 professionals and 91 young) and the construction of the methodology Youthme, Action 2. Empowering immigrant youth in a format of weekly workshops for 6 months through dynamics with the video camera (130 youngsters and 9 participatory social videos), Action 3: Crossworker, a training course on the "relationship of assistance" aimed at those young participants who choose to become agents of change within their own group (37 young) and concludes with Action 4: Dissemination and transfer of YouthME methodology through a transnational seminar to spread the results (180 participants in Barcelona) and the project website (www.youthme.eu). Some of the young participants that have done the entire process would undertake a second YouthME for a new group of youngsters. Working with the same and new network of institutions and give them the possibility to use this process as a way to fight against social exclusion and discrimination.

Keywords: immigrant youth Empowerment protective factors agents of change TIC's

**W41 Workshop Moderator:
CHRISTER CEDERLUND
19 April 2013, Friday 10:30**

Henna dyed beards - ageing Somali men in group activities

Hilkka LINDERBORG, The Central Union for the Welfare of the Aged - Ageing Migrants -activity,

Helsinki University, Faculty of Social Sciences, Department of Social Research, Licentiate thesis June 2012 Henna Dyed Beards – Ageing Somali Men in Group Activities The study examines the meanings of group activities, organized as community social work, for ageing Somali men. The study focuses on a group of men aged 60 and over living in different parts of Helsinki metropolitan area. The theoretical part of the study is based on Charles Taylor's essay The Politics of Recognition. The study is exploratory in nature. Its aim is to increase understanding of the situation of older Somali men living in forced diaspora. As research, the study is located on the interface of community social work and ethno-gerontological as well as ethnically sensitive social work. The research was carried out using ethnographic approach and different data collection methods: participant observation during 2008 to 2011, half-structured interviews with seven Somali men, discussions with a key person, a language teacher and voluntary workers, and collecting relevant newspaper articles and photos. The study results show that group activities have offered older Somali men new social relations, contacts, friends and peer support - in whole new opportunities for dialogue which is essential for their need of recognition. Interactions within the group have made the roles of helper and the one who is helped interchangeable. Furthermore the group activities have helped the men to sustain their dignity and self-esteem. Activities have also brought daily rhythm and variation to their otherwise passive everyday lives. The organized group activity is a simple but effective form of community social work that does not require many resources and should be utilized further. Activities provided the men with new experiences and feelings of being needed and respected. Group activities can also help us see men as individuals with their particular skills, preferences and personalities.

Keywords: Somali men, ageing, Muslim community

Health policies and cultural sensitivity in elderly care for Turkish migrants: Berlin, Hamburg, Munich and Vienna in comparison.

Nevin ALTINTOP, University of Vienna - Social and Cultural Anthropology,

The main idea of trans-cultural nursing concepts, first introduced by M. M. Leininger, is to accept the connection between cultural practices and beliefs of a person and his/her well-being and should enhance the compliance and the success of a health care process. Culturally sensitive elderly care (or geriatrics) becomes increasingly important with a growing number of elderly migrants. In Germany, health care concepts for migrants are realised as 'intercultural opening' based on the adaptation of existing health care services to the migrants' special needs, or as establishment of new services that provide a specific health care. It is regarded to be necessary in order to reduce existing barriers (i.e. insufficient language skills) but also aims to offer a culturally sensitive understanding of the elderly migrants' needs. This study focuses on Turkish labour migrants in Germany and Austria and wants to explore and compare how culturally sensitive concepts are realised in elderly care. In addition, the role and participation of the local Turkish ethnic community itself is determined. The field study – mainly performed in the cities of Berlin, Hamburg, Munich (Germany) and Vienna (Austria) – investigates geriatric health care providers, home care providers, day hospitals and residential homes with respect to culturally sensitive offers. A comparison between the different health systems as well as between the relevant integration and health care policies of both countries will be given. Finally, it can be shown that the participation of Turkish migrants themselves is an important factor in trans-cultural health care.

Keywords: elderly care, transcultural health care, Turkish migrants, intercultural opening, culturally, sensible, health care

Working poor - extreme wage competition and possible reduction/promotion of poverty

Adam JOHANSEN, Faculty of Social Science and Pedagogy - Dept. of Social Work,
Henning HANSEN, Faculty of Social Science and Pedagogy - Dept. of Social Work.

Abstract: Working Poor – extreme wage competition and possible reduction/promotion of poverty and of social exclusion
This presentation synthesizes empirical and theoretical contributions of a European CSW-seminar, with participants from 8 European countries, Oct. '12 in CPH/DK. Working Poor is a growing problem in Europe, demanding Inclusive Policies from governments and welfare state models, as well as challenging perspective of trade unions. European governments do not prevent the growth of Working Poor, nor do they guaranty Working Poor Equal Rights. Countries such as Bulgaria suffer from Emigration to other parts of Europe and to USA. The Emigration drains such countries from able labor power and when employed in another country often creates Working Poor there. As immigrants they are low paid and are often victims of deception. The Working Poor send remittances to their relatives in Bulgaria, thereby reducing Extreme Poverty in their home country, but on unsecure conditions. In countries like Poland remittances might even relieve families of relative poverty, but still not by persistent means. A limitation of Working Poor demands European and international solutions, the IMF encouraging cutting state support. This combination illustrates a point from a theoretical model separating the concept of Working Poor from Poverty, because Working Poor might be relatively poor in the country they work, and at the same time freeing their family from absolute poverty in their homeland. In countries such as Germany the state supplies low wage incomes with social benefits (Harz IV). This means that the state facilitates low paid work and Working Poor. States such as Germany reduces Family Income Poverty by supplying low wages with social benefits and – at the same time – make trade unions superfluous, because the state itself guarantees a minimum wage. Solutions might seem simple, e.g. to introduce minimum wages, but by trade unions or by the state? In some European countries it seems very difficult to ask for improvements concerning dynamics of Working Poor, and in all countries the balance of trade union and state interventions will have different outcomes. These differences and consequences will be considered in the presentation.

Keywords: Working, Poor Poverty, Inclusive Policies, Equal Rights, Migration

Experiences from the border of social citizenship

Heidi MUURINEN, University of Helsinki - Social science,

When moving to another country, one faces several borders. The focus of this presentation is on the experiences of the immigrants who are or were waiting access to social rights, thus being included in Finnish social security system. The purpose of this study is to research how the lack of access to social and health care services as well as social benefits affects immigrants' daily lives and how they experience their membership and belonging in society. I reflect their experiences by the theories of social citizenship and marginality. This presentation is based on research I did for Master's thesis in University of Helsinki. The methodological approach I apply in this study is experience-centered narrative research which is founded in phenomenological and hermeneutical theories. The data, consisting of ten thematic interviews, was collected in the spring 2011. The immigrants had migrated to Finland to work, live with their family or to seek asylum. The data was analyzed by using content analysis during the fall 2011 and my Master's thesis was approved in January 2012. Waiting access to social security system was difficult. A shadow of uncertainty, emptiness and loneliness prevailed throughout this period. Exclusion from the social security system caused economic problems and restricted access to health care services. On the other hand the ones, who sought help, received it. The helping professionals and local register offices were in the narratives viewed as gatekeepers. Living without social security was not considered a problem to all the narrators. They viewed the lack of work permit as a bigger problem. Experience of belonging and externality can be present collectively. Belonging requires continually negotiating in the social interaction as well as when trying to access the services. The institutional practices and experiences of exclusion produce marginal identities. Equal right to social security strengthens the sense of belonging and home. However, social security does not alone define the experience of belonging and home. Other factors affect it as well. Some of the most important of these factors include family and social relationships, work, apartment and experience of racism and being physically located in Finland.

Keywords: Immigration, Social security, Social citizenship, Marginality Experience

7 - ELDERLY PEOPLE

W7 Workshop Moderator:

YASEMİN ÖZKAN

17 April 2013, Wednesday 14:20

Protecting older people at risk of abuse and neglect: A partnership challenge for health and welfare providers

Suzy BRAVE, ESW - Social Work,
David ORR, ESW - Social Work,
Michael PRESTON-SHOOT, Social Sciences - Social Work,

This paper explores the challenges of promoting older people's participation in the management and delivery of services to protect adults at risk. Evidence on the abuse and neglect of older people has mounted in recent years, although countries vary in the extent to which protecting adults at risk is a political priority, or even the focus of professional attention. In countries where it is recognised as a concern, it is commonly understood that effective protection, just as in safeguarding children, arises from good coordination between a range of actors. It also requires the active involvement of older people themselves, both to advise organisations about approaches that will be accepted, and to build understanding of rights to human dignity that can enable both self-protection and acceptance of protective interventions. But meaningful participation is complex and difficult to achieve. This paper draws on a study, undertaken in England, which explored the governance arrangements for protecting older people at risk of abuse and neglect in municipalities, where the work of the range of actors involved is coordinated through local boards or committees. The study explored the scope and membership of these boards, their role and remit, and the ways in which they regulate and oversee protective services. It placed a particular focus on the extent to which older people themselves, as potential users or beneficiaries of adult protection, are able to participate in the local arrangements, through board membership and other mechanisms, and how their views shape and influence local policy and practice. The paper will report on the key findings of the study, drawing particular attention to evidence on active participation by older people. It will locate this within the context of prior research evidence on the barriers to and facilitators of meaningful participation, and identify the impact of complex power dynamics surrounding the exercise of professional power. It will draw attention to tensions between the concepts of empowerment and active citizenship, and services that explicitly aim to provide protection. The paper will share learning about how the active participation of older people in shaping services can be nurtured in this context.

Keywords: adult protection, safeguarding, adults governance, interagency collaboration, participation

Addressing the health and social care needs of African and Caribbean elders: implications for social work practice

Frank KEATING, Arts & Social Sciences - Social Work,

Britain is an ageing population, but there is evidence to show that it's Black and minority communities have a younger age profile than the rest of the population. It has been acknowledged that we do not have sufficient knowledge about the health and social care need of this sector of the UK population and therefore we have an inadequate evidence base from which to develop interventions that will best meet the needs of Black and minority ethnic communities. This session will provide an overview of the demographic and social position of black and minority ethnic communities in the UK and will present findings from a small scale study to explore the health, housing and social care needs of African and Caribbean elders in a London Borough. It will specifically highlight how these groups find it easy to access health services, but in relation to social care services, encounter significant barriers in accessing support and care. This presentation will explore some of the explanations that can be offered for these disparities. Participants will have the opportunity to explore the implications for social work and how the insight from this study can be utilised to inform best practice with elders from black and minority ethnic groups.

Keywords: older people, minorities, health, social care, social work

Darüşşafaka Association; "Equal Opportunity in Education" and Darüşşafaka Model for Elderly Services

Zeynep FİNDİKÇİOĞLU, DarüşşafakaAssociation - Darüşşafaka Residences, Volkan ÇAKIR, DarüşşafakaAssociation - Darüşşafaka Residences, Baru GENÇ, DarüşşafakaAssociation - Darüşşafaka Residences, Burak ULUAYDIN, DarüşşafakaAssociation - Darüşşafaka Residences,

Darüşşafaka Association was established in 1863 with the purpose of providing education to fatherless children from financially disadvantaged communities. Darüşşafaka is the first association in Turkish History which was founded for this purpose. With an amendment made in the Association's procedure on 2012 Darüşşafaka accepts motherless students as well. Darüşşafaka in accordance with the mission of achieving "equal opportunity in education", realized that Darüşşafaka Benefactors need health and maintenance service. To this end, Residences were founded with the mission to provide its donors with "comfortable and peaceful" life in their later ages. First residence was founded in Yakacak in 1998. Later, Maltepe Residence, Nursing Home, Şenesenevler, Urla Residences and finally Urla Elderly Home opened their gates. Currently, Darüşşafaka has 430 Residence donors. Applications of Residence donorship are assessed by Social workers in accordance with elderly homes regulations. Most common reasons of applications for a membership to Darüşşafaka are loneliness, medical care need or need of a assisted living. Applicants are mostly unmarried or widow females without children and they are older than the age of 70. Each application is assessed thoroughly by Social Workers, Physicians and Psychologists regarding the individual's level of care needs Residence (healthy), Intermediate Care (Assisted Living) or Nursing Home Care the applicant might need. It is observed that, orientation of the new Residence member can be established by assuring the new member's acceptance and trust to the new environment. This orientation process continues approximately one month and it is managed and observed by the Residence Social Worker. During the orientation process the new member is informed about residence facilities and introduced the residence staff. Furthermore, to encourage hobbies, social activities and socialization, the new member is introduced to the other members, who have similar interests, hobbies or life styles. With the interdisciplinary understanding of Social work science, Social Work Practice in Darüşşafaka Residences starts with the Application to Darüşşafaka Residence membership and continues with orientation, professional therapy, meetings with the relatives and close friends of the members, case meeting with residence department supervisors, medical scale assessment and tests, tutelage processes, social and entertainment activities.

Keywords: Darüşşafaka Donorship, Elderly People, Social Work, Practice Care, system types

Cultural construction of ageing in Turkey: what are the emerging areas of concern for a culturally-sensitive social work practice?

Serap DAŞBAŞ, Selçuk University - Social Work, Gonca POLAT, Baskent University - Social Work,

Ageing is a process that has not only choronological and physical but also cultural and psychological aspects. It means that while a person is ageing, his/her relations with the society and the culture he/she lives in and his/her expectations from this society and culture is changing continuously. Beside this the ageing perceptions of people in the society varies from culture to culture and different times in the same culture. So that, like many other life periods, ageing is constructed culturally. Along with the biologically determined and explained changes, the response of society to aged people are determined mostly by the cultural values, beliefs and dominant life styles. It is possible to observe that the services for elderly in a certain cultural structure is closely related to the perception of elderly in the same culture. The studies in sociology of ageing offer insights on the value and treatment of elderly which also effects the perspective of social worker while working with elderly. In this paper, the aim is to discuss the cultural construction of ageing and the perception of elderly in contemporary Turkish culture with a historical perspective; and to discuss the possible effects of this construction on current social work policy and practice. While Turkey is regarded as a demographically young country, increased aged population is being observed and this raises the need to review of social policies and services according to the population needs. Beside the population change, economic, technological and social changes evoke the changes in values in social life which is directly related to the value of aged people. The need for such a study is discovered by the authors while dealing with elder abuse in middle Anatolian area, so special importance is given for discussing the social work's position in working on the rights and protection of elderly population.

Keywords: Ageing Elderly, Cultural Diversity, Social Work Policy and Practice Turkey

Coverage: Re-socialization of the elderly population

Biçe ÖNAL DÖLEK, Faculty of Economics and Administrative Sciences - Social Work,

In other words, re-socialization of individuals into the society when it comes to ensuring that a single profession / science, or medical sciences, or social sciences is an interdisciplinary approach that not enough from the standpoint of absolute. This means that, the representatives of all professions working with the elderly population are responsible for to develop inclusive policies and implement practices for the elderly. Re-socialization means inclusive practices. At this point, social service profession is one of the science and profession that must be take responsibility. When it is evaluated both from the side of the population in world and population in Turkey, the elderly takes place at the top of the list which are needed re-socialization and inclusive practices. What are the services provided for the elderly in Turkey? Are the variety of services for the elderly being carried out in the world takes place in Turkey and are they needed in Turkey? What is the situation of geriatric services in Turkey which are ongoing in the world? In what direction that the assessments of the elderly geriatric service providers and service beneficiaries about the nature and quantity of geriatric services given in their units? How the geriatric services have a function in the re-socialization and inclusion of elderly population in Turkey? In the concept of all these questions this study was prepared by using the research findings and practical experiences from a doctoral research that was made between the years of 2008-2011 in Hacettepe University Faculty of Medicine, Ankara University Faculty of Medicine, Gülhane Military Medical Academy, Istanbul University Cerrahpasa Medical Faculty, Istanbul University Faculty of Medicine's Geriatrics Units. Because of the study was prepared through the application of social services will actually be served, it was used the term "social work profession" mostly.

Keywords: Re-socialization, the elderly, the profession of social work, geriatric services, teamwork

A comparison of the development of social services in the community and the changing role of social work in Catalonia and England

Deusdad BLANCA, Rovira i Virgili University - Anthropology, Philosophy and Social Work,

De Chenu LINDA, University of Hertfordshire - Social Work,

This presentation will compare current Catalan and English welfare policy and innovations of social work with elders and people with disabilities. The contexts of different types of welfare states and local government will be included in the comparison as well as the effects of the global financial crisis. The Spanish welfare State has been developed with the Democratic Transition since the 1980's when the left-wind parties took office. The crucial law, which has transformed the Spanish Welfare State, has been the law for eldercare and disabled people (Ley 39/2006 de Promoción de la Autonomía Personal y atención a las personas en situación de dependencia, LAPAD). This law has given responses to families' needs and has recognized the role of women, as informal carers for elder and disabled people. An allowance for disabled and eldercare was introduced which has increased the number of informal carers and immigration work force. However because the Government has announced urgent measures against the public deficit, 30th December 2011 (Real Decreto-Ley 20/2011, de 30 de diciembre) the distribution of allowances has become more selective. The English welfare state is described as neo-liberal and in 1990 the NHS & Community Care Act introduced 'quasi-markets' into social care for elders and people with disabilities and introduced the role of 'care manager' for social workers. The presentation will review subsequent policy developments culminating in the 'Personalisation Agenda' and the increasing selectivity of provision and the emerging role of social work in the era of 'austerity'. The aim of the comparison is to compare whether these policies are inclusive and rights based and the extent to which social workers have developed innovative practices. Furthermore, in the case of Spain the law described was a significant tool to build a modern and "universal" welfare state, whereas in Britain was a way to implementing a neoliberal and Postfordist pattern of social services.

Keywords: elderly care, personal autonomy, social rights, welfare state, European cases

**W22 Workshop Moderator:
ARZU ÇOBAN İÇAĞASIOĞLU
18 April 2013, Thursday 14:00**

Elderly people: towards inclusive in policy practice

Dasola NOFIU, Education - Social Work,

Social inclusion means bringing the elderly into the society in other to participate. Traditionally in Nigeria, Elderly are usually the heads of the homes, families, traditional rulers, counsellors to the younger generation, advisory roles in the community. But due to western influence our African culture, they are excluded to retirement and socially excluded such as the younger generation has taken. In studies in recent times, they are more of resources than a burden for the following reasons. They play advisory roles, counselling, careers to their grand children, contribution to political structure, rendering unpaid services i.e. career jobs, providing solution to the community problem because their experience as abrators i.e settling of conflicts between communities . Factors that affect support needed by the elderly to live active life includes: Acceptance and Recognition of the elderly as part of the larger society, making provision for them in old age in terms of health, reduction in income. Isolation, loneliness, Ageism, Vulnerability, elderly, Abuse, discrimination of their old age, irregular or lack of income at old age, old age diseases are factors denying them of active life participation. Moreover, solution to this problems are as follows social security in terms of health e.g. provision of health insurance, appropriate policy on the elderly from the government, re-orientation of people in the society to see them as part of the larger rather than a burden. Social support programme from the family, community, government, social security scheme, subsidized of free health care services. The more they increased the more they are dependent in terms of health impairment e.g. hearing, sight, mental functioning. In Nigeria, 2007 population, 6% of the population is elderly and others are youths, there is always decrease in resources needed when the population of the elderly decreased.

Keywords: Elderly, inclusion, policy, social support, Recognition

Assessment of the efficacy of a psychosocial intervention program with elderly people with visual disability

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M. VALLE FLORES-LUCAS, EDUCACIÓN Y TRABAJO SOCIAL - PSICOLOGÍA,
ROSA M. COCO-MARTÍN, INSTITUTO DE OFTALMOBIOLOGIA APLICADA - OFTALMOLOGIA,
ITZCIAR FERNÁNDEZ, INSTITUTO DE OFTALMOBIOLOGIA APLICADA - OFTALMOLOGIA,

Objective: The aim of this study was assess the efficacy of a psychosocial intervention program in a group of elderly people with low vision to improve their emotional state, their adjustment to the vision loss and their well-being. **Method:** The simple was formed by 34 participants all of them were more than 50 years old and presented visual disability , we formed two groups of 15 participants , one of them was the experimental group and the other the control group. The intervention program had 12 group sessions, they received training in coping strategies based in emotional education and solving problems skills. We used a cuasiexperimental design with two independent groups with pretest and posttest measures before and after the intervention. **Results:** Our results show that the intervention program was effective, the participants in the experimental group improve in a significant way their mood, their adjust to the vision loss and well-being. We conclude that these type of psychosocial interventions are worth to improve the well-being of these people.

Keywords: Low vision, elderly emotions, psychosocial intervention, assessment

Inter-professional intervention: promoting health and wellbeing of older people in Portugal

Isabella PAOLETTI, FCSH Faculty of Human Science - CLUNL,

Social workers are often confronted with very complex users' situation in which relational, legal, health, housing and financial issues are strictly interrelated. Effective intervention can be provided only through the concerted activity of different professionals (Sarangı1998), mobilizing services in different institutions. This study is based on the data collected for the APSE project "Ageing, poverty and social exclusion: an interdisciplinary study on innovative support services." The recorded data collected so far comprise 51 hours of interviews to local managers: social workers and other professionals, 66 hours of ethnographic data, of which 24 hours of inter-professional meetings. The transcripts of the interviews, the social workers'-users' interaction and of the inter-professional meetings are analysed through a detailed discourse analysis within ethnomethodological framework, informed by conversation analysis in order to highlight specific interactional practices in social work (Hall, Slembrouck & Sarangi, 2006; Hyden1999): case discussion and decision making procedures in inter-professional meetings, case management procedures in social worker user interaction. The study focus specifically on the experience of a two groups of professionals: social workers but also nurses, policemen, home carers coordinators etc. It describes in details how some particularly complex cases of older people living in poverty were managed jointly by the groups of professionals, activating different resources and services. Good practices in promoting well-being of older people are highlighted: social worker's users' communication practices, inter-institutional decision making practices, inter-institutional intervention practices. The importance of the interactional dimension of health and care intervention is highlighted, in particular the relevance of "recognizing relationships" (Liveng 2011), that are based of a sound respect for older people and their lived experiences. Hall, C., Slembrouck, S. & Sarangi, S. (2006). Language practices in social work. London: Routledge. Hyden, (1999)Talk about money. Studying the interaction between social workers and clients. International Journal of Social Welfare, 8, 143-154. Sarangi, S. (1998) Interprofessional case construction in social work: the evidential status of information and reportability. Text, 18: 241-270. Liveng, A. (2011) The vulnerable elderly's need for recognizing relationships-a challenge to Danish home-based care. Journal of Social Work Practices, 25:3, 271-283

Keywords: inter-professional intervention, communication practice in social work, interactional dimension of care case management, older people living in poverty

Ageing, social policy and social work in portugal. Crossed and uncertain paths

Maria Irene CARVALHO, CES - Coimbra - Social Sciences,

Older people have always been the subject of social work intervention, even before ageing became a challenge to society and to its different welfare states (Fernandes, 1997). During the last fifteen years, in Portugal, the main policies on this phenomenon emphasize the active participation of individuals and organizations with regards to choice and access to health and social services and resources, according to the paradigm of active ageing (AAVV, 2002; MTSS, 2005; Acts n.º 101 and n.º 206; MTSS, 2008). This new paradigm argues for an integrated approach based on three main pillars: protection, health and participation considering the need to develop appropriate resources that meet the needs of older people (see, for example, UN, 2002; Ribeiro & Paul, 2011). This communication is part an ongoing research wo assume that social work is influenced by how the states and the specific policies that each state develop in order to address the problems faced by human beings (Habermas, 1987) and that social work is influenced directly by social policies (Lorenz, 2002, 2005), especially with regards to the organization, management and provision of care services to older people when attempting to promote their social rights and human dignity (Payne, 2012). We can see, therefore, the relevance of this research project which aims to critically describe and analyze the different settings where social work operates in this field as well as the different approaches that practitioners adopt in their intervention with relation to central and local government policies. Contemporary social work is conceptualized both as an area of knowledge in the social and human sciences and as a social practice that is developed in society through and within public and social policies, with relative autonomy and with a social responsibility mandate (Andrade, 2001; Carvalho et al, 1998). Within this theoretical framework, human rights and dignity are fundamental to social work intervention (Banks & NÓHR, 2008; Payne, 2011). Social work has a "globalised" knowledge and intervenes with groups of people with "faces" (Granjo, 2007). Within this communication, these issues will be discussed in a critical perspective taking into account the economic and financial crisis in Portugal.

Keywords: Ageing, Social work, Social Policy, Crisis Portugal

Social-educational empowerment of elderly women for performance in the community

Edita STUOPYTE, KTU - Institute of Educational Studies,

We are facing fast and huge demographic changes that result in a senescent society. Therefore, social development is changing its structure so that relevant attention would be given to the elderly people who are becoming the biggest part of nowadays society. Elderly people have to cope with norms and perspectives of the changing society in order not to become victims of social risks as information, social skills, social adaptation and mobility are the main factors of social welfare and quality of life. During the ongoing changes which determine the senescent society, changing the proportions (fewer children born and the growing number of elderly people every year), risk and poor social welfare is emphasized especially with reference to elderly women. The aim of the research is to reveal the specific features of empowering women for social educational performance in the community. It draws on the following research methods: research literature analysis; semi-structured interview and focus group for data collection; descriptive statistics and content analysis for data analysis; non-probability, criterion-based sampling was applied. The research results have shown that considerable attention in solving social educational problems that elderly women face when they are retired should be given to their social-educational empowerment for performance in the community. Different non-governmental organizations are involved in the process of empowerment in territorial communities. The activities of these institutions in the process of empowerment are significant because they encourage occupation, maintain spiritual stability, also play the role of stimulus for social expression, empower for active participation in the community, increase integration into activities and initiatives of social life determined by the changes. For the process of women's empowerment to be successful, the performance of NGOs should be purposeful and permanent. NGOs should show initiative in creating generic social strategies and developing social action for the quality and efficiency of social-educational activities targeted at elderly women.

Keywords: elderly women, empowerment, community, NGO performance

W29 Workshop Moderator:

BİLGE ÖNAL DÖLEK

18 April 2013, Thursday 16:00

Older volunteers and the promotion of wellbeing amongst isolated older adults in Scotland

Pauline BANKS, University of the West of Scotland - Institute for Older Peoples Health and Wellbeing.

Although many people are now living longer and healthier lives, research shows that loneliness is a common problem. In Scotland the proportion of the population living in rural areas is increasing. However, research suggests that older people in rural areas may be at risk of social exclusion. Volunteering, which has been found to be associated with increased satisfaction amongst older volunteers, has been successfully harnessed to support a range of individuals at risk of isolation. This paper will discuss the lessons learned from a Scottish project which sought to ascertain whether the quality of life of isolated older people could be improved through working with older volunteers. Volunteers (aged 50+) and isolated older people (aged 65+) were identified and recruited through a variety of channels. Following a training programme volunteers were matched with an older person for a period of six months in order to identify potential health or social problems and negotiate potential solutions. Data was gathered through one-to-one interviews conducted with volunteers and older people on joining the project, and again once they had worked together for six months. The interviews with older people explored factors implicated in them becoming initially isolated as well as their experiences of the project, whilst the volunteer interviews focused on their experience of volunteering. Volunteers and older people also completed a number of standardised measures of health and wellbeing. The findings reveal challenges in the process of identifying both volunteers and isolated older people, but also suggest that it is feasible to recruit and train older volunteers to support older people in the community.

Keywords: Older People Volunteering, Isolation, Quality of Life Scotland

What's your story: using narratives of elderly to improve services in integrated service areas

Erik JANSEN, HAN University of Applied Sciences - HAN Sociaal,
Joos MEESTERS, HAN University of Applied Sciences - HAN Sociaal,
Roos PIPPEES, Radboud University Nijmegen - Geography, Planning and Environment,
Martha VAN BIENE, HAN University of Applied Sciences - HAN Sociaal,

Because the recognition of the evocative power in the personal story as a representation of an individual's perspective on everyday life has grown recently, narrative approaches to research and practice have become more common. In a mixed-methods study among elderly residing in integrated service areas (ISAs) in the Netherlands a narrative method was applied to discover older people's latent needs in terms of housing and care provisions and well-being. To this purpose, narrative interviews were held individually with around 430 elderly from 10 ISAs and 2 reference areas across the Netherlands. Interviews started from the single question: "Can you describe what happens on a typical day in your life?" After integral transcription, first, the interviews for each area were segmented, and segments coded using a custom developed system consisting of WHAT-categories (referring to aspects of quality of life and living conditions), WHO-categories (referring to perspective of the narrator or the scale of events), and HOW-categories (functioning as the predicate of the WHAT and WHO, typically referring to aspects of experience or valuation) of the narratives. Next, sets of narratives were formed focusing on different aspects of housing conditions, care and well-being. Among others, the analyses led to the disclosure of emergent themes. Finally, these themes were extensively discussed in dialogue meetings with respondents as well as planners, social workers and care professionals. Furthermore, participants of the meetings collaboratively reflected on potential practical action from their own perspective. In a later overall analysis the results were integrated to identify overarching themes. Among others, these include: the need of elderly to feel autonomous and independent; maintaining a balance between optimism and realism regarding their personal future; their expectation for others to facilitate and support them when necessary; and, reciprocally, themselves being meaningful by supporting others. As a concise representation a Manifesto of the Independently Living Elder was formulated, which may be applied as a set of criteria for housing, care and social service planning from the viewpoint of the user. Finally, we propose that narratives can be productively combined with participatory action research among transdisciplinary partners to improve provisional services in care and social work.

Keywords: elderly, narrative research, integrated service areas, user perspective, practice development

Volunteering of elderly people

Angermann ANNETTE, German Association for Public and Private Welfare - Department for International Affairs,
Stula SABRINA, German Association for Public and Private Welfare - Department for International Affairs,

Demographic change poses challenges for all European Member States: social changes resulting from an ageing population are transforming the fabric of society, the economy and politics. Looking for ways on how to deal with demographic change in Europe in a positive way, the Member States have developed a variety of socio-political concepts and strategies, especially in the policy areas of senior citizens as well as volunteering. Two major challenges of demographic change are currently being discussed in the context of policies on senior citizens in different European countries: the provision of care and active social participation of senior citizens. Against this background, promotion of volunteering of elderly people is an important topic for European Member States. The support of elderly persons who wish to remain active into old age promotes individual wellbeing and the interests of the European societies, who are increasingly dependent on active participation of their ageing population. The great willingness of elderly people to volunteer, however, must not be taken for granted, as trends affecting society as a whole - such as longer working life, later retirement and decreasing income at old age - can have detrimental effects on their potential to volunteer. Besides, there is a conflict between the goal of achieving a higher proportion of women and elderly people in gainful employment, and the actual willingness and possibility to volunteer. Since the challenges are similar across the EU it will be interesting to discuss volunteering of elderly people in European comparison. Based on the results of the international expert meeting on "Active Ageing in Europe – Senior Citizens and Volunteering" as well as further studies of the Observatory the main focus will be placed on comparative study of different European concepts to ensure that elderly people can participate in social life by means of volunteering. 1. How shall the provision of care for people in need of help be guaranteed in future? 2. How, at the same time, can active social participation from persons of any age be facilitated and guaranteed? 3. How can volunteering (of elderly people) promote solidarity between generations?

Keywords: Volunteering, Active, Ageing, Social Participation, Demographic Change, Intergenerational Solidarity

Elders take their own destiny.

Chantal VAN LIESHOUT, Cestri/Social Integration - social work,

This study takes place in the south-eastern part of the Netherlands which has to deal with a retreating government and a rapidly shrinking population. Subject of this presentation is a pilot study focusing on active elders in the age of 60-75 years as a resource for society of socially "spontaneous" initiatives. These initiatives take place in their own life environment and are probably caused by a certain necessity or need. For example, five elders start a local restaurant as a social meeting point for isolated elders. Three important trends lay the foundation for this research: active citizenship, the changing role of the social professional and demographic change. Firstly, active citizenship refers to the policymaking trend to empower civil society and to give more responsibilities to the citizens. Secondly, the role of social professionals is becoming less "leading" because of the focus on active citizenship. In fact the responsibility shifts from the social professional to the citizen. Thirdly, the area in which the study takes place, is subject to demographic change, the population is aging and there is a socio-economic decline in combination with a low social cohesion. Elders are willing and able to contribute a lot to society, but an important question is what makes them want to do so? This research explores the resources that elderly citizens can provide for society, what capabilities do they have and what problems do they encounter by taking these initiatives? It will give insight in the motives of active elders and it will help to find ways to activate elders.

Keywords: pilot study, elders, active citizenship, demographic change, elders

An introductory course in healthy ageing for Bachelor students

Roberto ELMONT, School of Social Studies - School of Social Studies,

According to the report “Healthy and active ageing” produced by EuroHealthNet (2012) Healthy Ageing is about enabling older people to enjoy a good quality of life. Healthy ageing should create the conditions and opportunities for older people to have regular physical activity, healthy diets, social relations, participation in meaningful activities and financial security. As one of the founding participants of the Healthy Ageing Network Northern Netherlands (HANNIN) the Hanze University of Applied Sciences Groningen has made Healthy Ageing one of their strategic priorities. The population in the northern part of the Netherlands is rapidly growing older as is the case for most European regions and countries. This calls as well for new and clever solutions that improve the quality of life for ageing people, as for educational courses that prepare students of social work for working with ageing and elderly people in their future professional career. To meet this demand an introductory course in Healthy Ageing has been developed at the Department of Social Studies of Hanze UAS. The course starts with an introduction about the development of the theme Healthy Ageing in Europe and the way it has been adopted in the northern part of the Netherlands. Next to that an overview is presented of physical and mental health problems among older people, socio-economic health determinants and life-style factors that can lead to health problems. Based on the growing influence of Positive Psychology as well as on the growing interest in the salutogenetic approach with its emphasis on health promotion, the course continues with a discussion of factors that contribute to self management, wellbeing and successful ageing. Special attention is given to the upcoming interest in life-stories and reminiscence and the way these can be used as interventions for older people. The next part of the course stresses the importance of participation and social inclusion and the course finishes with the concept of prevention with special attention being given to effective interventions. Roberto Elmont Senior lecturer Healthy Ageing and Life-Span Psychology Hanze University of Applied Sciences Groningen, the Netherlands.

Keywords: Healthy Ageing, Life-stories, Selfmanagement, Participation, Prevention

Self-Organized Symposia

S2	S3	S4	S5	S6
WED 16.30-18.00		THU 14.00-15.30		THU 16.00-17.30
Practice Based Research	Inclusive policies and practices of Roma people: the citizens of Europe	Handling religious identity in social work practice and policy; employing a transnational discourse	Human Rights Education in Social Work	Community Support
Moderator: JP Wilken	Moderator: Darja Zaviršek	Moderator: Ella van 't Hof	Moderator: Hans Walz	Moderator: JP Wilken
Presenters:	Presenters:	Presenters:	Presenters:	Presenters:
<p>Pim van Heijst Research as process of co-creation: experiences in from the Netherlands As part of proposed Symposium Practice based research the key to innovation</p> <p>Lia van Doorn & Raymond Kloppenburg Social work research in a political sensitive context</p> <p>Martin Stam Learning from innovating one's own practice by following the principle of co-creation.</p> <p>JP Wilken Social inclusion, community participation and empowering support</p>	<p>Darja Zaviršek Do Roma children have children's rights, too? Arranged marriages among Roma girls'</p> <p>Florin Lazar Delivering child protection services in Romania: Who is working with children?</p> <p>Paulischin Herbert & Radulescu Ana Roma – community development through social economy</p> <p>Darja Zaviršek Inclusive policies and practices in the area of Roma people the citizens of Europe.</p> <p>Florin Lazar & Maria Roth Addressing health inequalities of Roma from Romania. The case of Roma Health Mediators.</p>	<p>Ella van 't 'Hof Social work and philosophy of life</p> <p>Dag Helge Moldehagen Democratic Resilience, Social policy, Faith-based Action: A reflection of the Handling of Religious Identity in the Aftermath of the Terror in Norway 22.7. 2011.</p> <p>Teemu Pauha Don't ever convert to a Finn: Young Muslims writing about Finnishness</p>	<p>Conny Niehoff Social Work and Human Rights: Theory-Practice-Transfer</p> <p>Sharon Schneider Human Dignity in Rights-based Social Work Education</p> <p>Christel Michel & Hans Walz Human Rights in Social Work Education: Student and Educator Perspectives</p>	<p>Frans Leenders Social inclusion, community participation and empowering support; integrating the input of (para) professionals, supporting citizens, persons with disabilities and institutions</p> <p>Marju Medar Estonian Experiences in Community Support for Persons with Disabilities</p> <p>JP Wilken & Tausz Katalin & Saame Koidu & Frans Leenders Symposium Community Support</p>
Abstracts: (660-885-623-624)	Abstracts: (861-193-197-845-571)	Abstracts: (499-787-679)	Abstracts: (744-749-763)	Abstracts: (879-690-112)

Social inclusion, community participation and empowering support

Wilken JEAN PIERRE, Society and Law - Research Centre Social Innovation,

In this presentation Jean Pierre Wilken will describe the concepts of social inclusion, community participation and empowering support. These are the key concepts in “Community Support for and with persons with disabilities”, which is a European project with pilots in four cities. It started in April 2012 and will end in December 2013. It concerns a multisite study involving the cities of Amersfoort and Maastricht in the Netherlands, Budapest in Hungary and Tallinn in Estonia. Target groups involve people with psychiatric disabilities and learning disabilities. The study focusses on participation in the neighbourhood, (paid) labour and social networks. This project intends developing more knowledge about supporting citizens in vulnerable positions with regard to citizenship and community participation, seen in the context of EU-policy and the UN Convention on the Rights of Persons with Disabilities. The aim is to develop new knowledge for professionals about effective components of community support programmes. The focus is on increasing empowerment and self-support. This presentation is a part of the Symposium ‘Community Support’. For abstracts of the other presenters: see dr. Katalin Tausz, dr. Koidu Saame and dr. Frans Leenders. e-mail: jean-pierre.wilken@hu.nl Jean Pierre Wilken is professor of Social Work at Utrecht University for Applied Sciences in the Netherlands.

Keywords: community, support disability, inclusion, participation research

Learning from innovating one’s own practice by following the principle of co-creation.

Stam MARTIN, Social Work - University of applied sciences Amsterdam,

Since our applied research is aimed at innovation and the development of new practices, it is important that this is a joint process of all stakeholders which have a concern in the particular practice. This will be illustrated with a number of examples from Amsterdam, in the field of outreach care, care for the homeless and in the field of vocational education. We present our experiences with qualitative multi site case studies into teachers and social workers learning from innovating their own practices. Decades of New Public Management in the Netherlands, with its top-down and businesslike approach to areas of public interest, obscured the learning and innovating capacity of teachers, social workers and their teams and institutions. Merely studying the learning processes which take place at a professional level would present insufficient insight into the deeper mechanisms which hinder or stimulate learning from innovation in a bottom-up manner. We therefore focused on the relations between different layers (individual, systemic) within practices. A high-quality design was required for answering the research question: how and what do professionals learn from innovating their own practices? This presentation elaborates upon this design and discusses the methodological findings and complications of this type of research.

Keywords: high-quality, multiple case study, bottom-up innovations, individual and collective learning processes, Learning History methodology, Cultural-Historical Activity Theory

Social work research in a political sensitive context

Lia VAN DOORN, Hogeschool Utrecht - research centre for social innovation,
Raymond KLOPPENBURG, Hogeschool Utrecht - research centre for social innovation,

Social work research often takes place in a political sensitive context. Results of research can be beneficial to stakeholders but also harm their interests. Sometimes stakeholders try to exert their influence through participation in an advisory committee or sometimes with the use of media. When researchers present their findings in the media, they not infrequently find that the nuances of their research results are lost in a flood of hype. This can be illustrated with a case study of the media coverage of our research into the number of homeless families requesting social services in the Netherlands. Dozens of newspapers picked up on our research and reported an increase in the number of homeless families. These media reports were not consistent with the results of our study. They suggested a far more dramatic increase than could be justified based on the research findings. More recently, a study of the provision of food to 'the new poor' attract the interest of the local government and media. The presentation looks at how social work researchers can deal with this situation. We discuss and analyse the process by which the news reports came into being. We first touch on Stanley Cohen's media hype theory and take a look at Becker's three types of moral entrepreneurs. We then describe and analyse the case. Based on the analysis, we add a fourth type of moral entrepreneur to the three types that Becker distinguishes. Finally, we return to the question of how social science researchers can use the media to draw attention to their findings. This presentation is part of the symposium 'Practice based research. The key to innovation'

Keywords: social work research, political sensitive, stakeholders' interest

Research as process of co-creation: experiences in from the Netherlands as part of proposed symposium practice based research the key to innovation

Pim VAN HEIJST, FMR - KSI,

part of proposed Symposium Practice based research the key to innovation In my opinion bachelor students and professionals should play an important role in practice oriented research and inquiry. Their involvement can offer us an open creative view at our research practice and they often have intensive relations with other involved actants. When trained in research methods professionals and students can co-create a balanced practice oriented research-project. An important added value is change in their attitude towards daily work. Being part of a research project creates an opportunity to reflect critically to their work and share these experiences with others. We have created several communities where professionals, researchers and often students have worked together in communities of practice. In a city in the south of the Netherlands for example, professionals of the municipality, youth workers and employees of the local housing association were trained and did interview each other on their attitude towards residents of a low income area. With this luggage they interviewed residents of the area they already knew from their daily work. Because they knew them already it was easier to get in contact and create a secure interview setting. The first analysis was shared with the professionals and discussed. The process of co-interviewing otherprofessionals was part of the training but also made them aware of their own attitude towards residents. The dialogue on the analysis gave them and the researchers a further insight on the processes taking place. Being involved in data collection and analysis resulted in close involvement of the professionals. It was easier for them to link the research project to their daily work and this promoted implementation of the results. A similar approach was developed at a Vocational High School. In this project school social workers, Bachelor students and teachers were involved in activities to promote healthy financial behavior of pupils. Using a combination qualitative and quantitative methods results of these activities were researched. Again the involvement of actants in the research process contributed to a successful implementation of the results. This year we've started to incorporate these communities structurally in our bachelor program by creating communities of learning where students, lecturers, researchers and professionals co-create a setting for learning, sharing knowledge and experience.

Keywords: practice based research, critical involvement of students, involvement, social professionals, social innovation

Roma – community development through social economy

Radulescu ANA, Bucharest University - Social Work,
Paulischin HERBERT, OBDS, OBDS

A small village in the center of Romania. 85% of the population are Roma, 100% of children attend kindergarten and elementary school. The unemployment rate of the adult population fell from over 80% to less than 20% within 5 years. Sounds like a fairy tale in the middle of the worst economic crisis affecting Europe in recent decades. It is a success story, which was made possible through active social work. The project \"combating poverty\" uses elements of community development as well as principles of social economy. In a first step, the general living conditions improved and each individual experienced an immediate benefit. Each resident received an offer to renovate the facade of his house with materials provided free if he or she was ready to perform the actual work itself under professional guidance. After this first step of training other offers followed for different ways to enhance personal qualification. The residents were employed in companies which invested their earnings in the further expansion of the jobs or training courses for employees. At the same time in the primary school a social pedagogy was employed in addition to the formal teacher, which also included the mothers of the children in their programs and organized different social activities. With this the basic education could be improved and stabilized. Through the use of regional resources for tourism and handicrafts more production and more jobs could be promoted. Within a few years the general well-being has grown and the entire village community participates in this development. The presentation will describe this project as European model of best practice.

Keywords: Social Economy, Roma, Community Development, Social work in rural area, Empowerment

Do Roma children have children's rights, too? Arranged marriages among Roma girls (to be presented at the proposed symposium)

Darja ZAVIRSEK, University of Ljubljana - Faculty of Social Work,

The arranged marriages among Roma girls in Slovenia have been increased in recent years. The issue has become publicly discussed only in 2011 and since then social workers and social policy professionals have a conflicting view of the meaning of the phenomena, its long-term consequences and social work practices that should be implemented. One group of professionals and welfare service managers claim that early marriage is part of \"Roma culture\" and Roma people shall be free to express their own cultural practices. They see the preventative measures against the arranged married as damaging as the practice itself. The opposite group of professionals, among them some women's NGO's, claim that arranged early marriages violate rights of girls and are a form of child sexual abuse. From the life course perspective their consequences are damaging mostly for girls and women. The debate opened up several issues of the local social work ethics, practice and human rights issues, different theoretical perspectives and the lack of appropriate social services in the region. The culturalisation of ethnic groups and the ascribing of ethnic identity as the dominant social marker and a core social status of the person, needs to be discussed not only in Slovenia but widely in East Europe. Roma girls are still seen first as being \"Roma\" and rarely as being children, too. The majority of social workers, welfare managers and social policy professionals do not see that Roma children, too have the universal children's rights for safety, non-violence, education and choice. These rights are seen as not being \"culturally appropriate\" for Roma. Such professional attitude will have several damaging effects on the rights of girls, Roma women and men generally, and will continue the circle of young girls' pregnancies, school drop outs and women's economic, social and patriarchal dependencies on men and male-needs-oriented communities. The current debate will be contextualised and framed within the wider anti-Roma sentiment discourse of Eastern Europe, and will give a comparative overview of different social policies and social work practices in regard of arranged early marriages of Roma children in Europe.

Keywords: arranged early marriages, Roma children and girls, Roma children's rights, violence and sexual abuse against girls, culturally and gender sensitive social work education

Inclusive policies and practices in the area of Roma people the citizens of Europe

Darja ZAVIRSEK, University of Ljubljana - Faculty of Social Work,

A symposium Chair of the symposium: Prof. Darja Zavišek The symposium will bring together academic research and reflective professional practice of the inclusive policies and practices in the area of Roma people, the citizens of Europe. Almost every European country has a long history of exclusionary policies and practices against Roma people which has only deepened and became an on-going source of conflicts since the fall of the state socialisms in 1991, ethnic wars in the region between 1992 and 2003 and after 2004, when the membership of the European Union has been enlarged. The majority of Roma people have equal formal citizenship rights but unequal everyday rights in the areas of economic well-being and job-seeking, education, in accessing medical and social services, in getting treatment and support and much more. The symposium will focus on current debates and pertinent issues within particular countries and will compare positive examples of inclusive policies and practices in the area of Roma people in order to get them expanded and make them a cross-country European process. The format of the symposium would be a two-hour event with five presentations, 20 minutes each and 20 minutes time for discussion at the end of the symposium. Presenters so far: Florin Lazar and Maria Roth, Romania; Darja Zavišek, Slovenia;

Keywords: Roma people, inclusion, social policy, social work, good practices

Delivering child protection services in Romania: who is working with children?

Florin LAZAR, Sociology and Social Work - Social Work,

Child protection in Romania has been on the public agenda after the fall of the communist regime, but mostly regarding the situation of children living in institutions. Due to external pressures and with major funding the child protection system significantly improved over the last 23 years, placing child protection services at the forefront of social services in Romania. Alternative family type services (e.g. family homes, foster care) were developed to replace the large institutions. Whilst there is a great need for qualified professionals (e.g. social workers, psychologists, education staff) these professions are rebuilding after the communist ban of more than 25 years. The objective of the study is to describe the qualifications of those providing social services to children in care and to discuss implications. Administrative data on personnel working in child protection services, by qualification and residence, provided to the Ministry of Labor, Family and Social Protection by the County Directorates for Social Work and Child Protection for 2007-2011 are analysed. Data suggest huge discrepancies between rural and urban areas (1 vs. 25 average employees in public social services per administrative unit). More than 60% of those working in prevention services (64% rural vs. 61% urban) do not have specialized university education and from those with higher-level education just 1 in 4 person has an appropriate qualification (social work, psychology, education). The number of staff working in specialized child protection services (including residential institutions and prevention services) decreased by 20% and only about 25% of them have specialized qualifications, 8% being qualified social workers. Despite efforts to improve services for children in care, the shortage of qualified staff undermines the quality of services. Efforts are needed to improve the proportion of qualified personnel and to document the link between human resources, users' needs and the quality of services.

Keywords: child protection, quality of services, human resources, social professions Romania

Addressing health inequalities of Roma from Romania. The case of Roma Health Mediators

Florin LAZAR, Sociology and Social Work - Social Work,
Maria ROTH, Sociology and Social Work - Social Work,

It is estimated that the largest Roma population in Europe is living in Romania (unofficial) with about 1.5 million people (some estimates even 2.5 million). One of the challenges faced by Roma people is their unequal access to health care, which impacts the quality of their health. To respond to this challenge, based on a French model, a non-governmental Roma organisation firstly created (in 1996) a new occupation in Romania the Roma Health Mediator. The success of the program convinced the Ministry of Health to take over the initiative and in 2002 standards were elaborated for the new occupation in the same time being recognised by law. Roma Health Mediators were recruited from the communities of Roma people, mostly women, being trained to deliver some basic health services at community level (e.g. encouraging pre and post-natal care, providing family planning information, encouraging pediatric medical check-ups, immunization, nutrition, etc). The positive impact of the program was recognised both at national e.g. National Authority for Roma) and international level (e.g. Open Society Foundation) and by various evaluations (see: Center for Health Policies and Services, 2006; Briciu & Grigoras, 2011, Wamsiedel, Vinze & Ionescu, 2012). Other countries in the region such as Bulgaria, Serbia, Montenegro, Slovakia, Ukraine implemented the program with challenges and successes (Open Society Foundations, 2011). In Romania the number of Roma Health Mediators constantly increased until 2008 to over 620, but with the decentralization of the program from the Health Departments to the local authorities and given the austerity times, local authorities could not finance the wages the number decreasing to some 300 in 2012.

Keywords: Roma people, Roma Health Mediators, positive policy, health inequalities, Romania

Social work and philosophy of life

ELLA VAN'T HOF, University of Applied Sciences - Institute Social Work,
Adam DINNHAM, Goldsmiths, University of London - Faiths & Civil Society Unit,
Teemu PAUHA, University of Helsinki - Diaconia University of Applied Sciences,
Dag HELGE MOLDENHAGEN, diakonhjemmet University College - Department of Social Work,

The paper offers relevant points for an interesting and necessary discussion about the significance of social workers and volunteers who are sensitive to belief issues in a secular social work organization. Social professionals and philosophy of life. The study arises from the need expressed by practitioners in the field for renewed attention to issues regarding how people give meaning to their lives. New forms of religion and spirituality have emerged, alongside developments within the traditional religions. Our first objective is to examine how social workers deal with this religious diversity in their professional practice. Are they able to provide a sufficient response to people's changing needs in this area? To what extent do their own beliefs play an inhibiting or facilitating role? We also look at whether there is a need for professional training and development in this respect. Volunteers and philosophy of life Many social work organizations rely heavily on the work of volunteers. The trend is for an even increasing amount of professional duties to be taken over by volunteers. What part do the volunteers' own beliefs play in their motivation and their approach? How do they deal with the belief-related needs or forms of spiritual sustenance they encounter through their clients? What kind of training would volunteers like to have? Policy concerning philosophy of life in social work organizations We are curious to find out about policy on and experiences of belief systems within (secular) organizations. Has policy been explicitly developed in these organizations? To what extent does such policy support the actions of staff? Resilience Concerning the resilience of vulnerable people, their individual philosophy of life seems to be even more important in times of financial crisis like nowadays. The transition of welfare state to participation society applies for active citizens who organize care for themselves and each other. Question is how to get motivated those citizens and what the new role of the professionals and volunteers could be in this process. One approach could be to utilize the inspiration of the philosophy of life, as an inner drive to connect and help people.

Keywords: intercultural competency, religious sensitivity, active pluralism, laicism, faith-based social work

Democratic resilience, social policy, faith-based action: a reflection of the handling of religious identity in the aftermath of the terror in Norway 22.7.2011.

Dag Helge MOLDENHAGEN, Diakonhjemmet - Ive department (social work),

In this essay I put focus on the exceptional awareness of capacity for resilience recognized in mediatization and public resonance in the aftermath of the terror in Norway 22th July 2011. Norway's reaction to terror was unique in how political leaders, muslim leaders and churches participated in adapting to the event. This raises the question of the relationship between the monopoly of power accorded to the state and a state delegated use of power to non-state agents whose heterogeneity position them to be potential producers of resilience. Who speaks in the name of a resilience polity and in what mode when adaption to terror is the issue? Who is to act on part of democratic resilience after terror? What is the potential in religion to envisage resilience? In times of terror politicians will put pressure on the identity making of democracies. This also affects the role of religion in validating resilience practices. Most theories on democratic resilience further a strength based secular framework. Responsibility for resilience occurs by preservation of the autarchic potential of an "enlarged self", the strong robust nation, made concrete in policies by framing of the social We and coherent responsibility in policies. The alternative approach is to see resilience as gaining strength from affirmation of vulnerability and recognition of hearth, love and hospitality as comprising "weak-power". The experience of 22th July showed unexpectedly how leaders of the state and the religions can practice weak power. Through professing an idea of service as self-emptying power of domination through love's inclusion of the other and see religion as inclusive to this democratic resilience, social responsibility is redefined. The essay concludes by showing that the two interpretations are valid for different types of practicing resilience. Successful resilience in the aftermath of terror relies on combining human adaption to terror with an ethic of the democratic reordering of social responsibility. Democratic resilience requires that practitioners believe that faith and religion have untapped potential to envisage democratic resilience.

Keywords: Resilience - adaption after terror faith-based action, religion, social responsibility, weak-power

Don't ever convert to a Finn: young Muslims writing about Finnishness (Symposium "religious handling in social work practice and policies" with Adam Dinham, Dag Helge Moldenhausen and Ella Van't Hof)

Teemu PAUHA, Faculty of Humanities - Department of World Cultures,

In this paper, I analyze letters that young Muslims with migration background (n = 205) have written about living in Finland. A grounded theory analysis of the letters revealed two ways in which the young Muslims describe Finland and Finns: The Finnish society is described in positive terms, as a free and safe country that has a high standard of living. Finnish culture and people, in contrast, are described in an ambiguous manner. On one hand, most Finns are friendly and open toward other faiths. On the other hand, some of them are racist and, in any case, they are seen as "the Other" to Muslims. I explore the distinction between the two ways of describing Finnishness further by contrasting it with the distinction made between citizenship and nationality—that is, between membership in a state and membership in a nation. While Finns, in general, have had a tendency to conceive of nationality and citizenship as synonymous, the Muslim respondents in my study appeared to experience Finnishness differently. They recognized themselves as having citizenship rights, which they valued highly. However, the young Muslims also seemed to experience themselves as "Others" to Finns and, accordingly, did not have a marked national identity as Finnish. One reason for the difficulties of the young Muslims in identifying themselves as Finnish is that some of the culturally available representations of being Finnish may be hard to combine with elements of Muslim identity. Such representations may involve heavy use of intoxicants or Christianity. Namely, contrary to common ideals of Finnish society as religiously neutral, the young Muslims appeared to associate "being Finnish" with "being Christian". I employ the concept of "civil religion" to account for the intertwining of religion and nationality in the Finnish society. Finally, I propose a narrative model of intersectional identity as a way of conceptualizing the dynamic interplay between religion, citizenship, nationality and other social identities.

Keywords: Islam migration, identity, citizenship, youth

Public religion, professional practice and religious literacy in an Age of Ambivalence

Adam DINHAM, University of London - Social Therapeutic and Community Studies,

This paper will examine a context of public anxiety and ambivalence about faith as revealed in public policies and their related professional practices. Taking first of all the higher education sector in Britain as emblematic of wider concerns about religious faith and its place in the public sphere, the paper will consider the growing range of religiously-orientated policy demands on higher education institutions in the UK, and the responses universities make to them. Specifically, it will look at four key policy 'arenas': equalities and diversity; widening participation and social mobility; student experience; and fostering good campus relations. Drawing on interviews with university Vice-Chancellors, Pro-Vice Chancellors, operational staff and students, the paper will explore how these policies are viewed, how they have been responded to, and how religion and belief are engaged with. It will consider what this means for perceptions of religion within the academy, and beyond. It will conclude that the quality of conversation about religious faith is poor, though there is significant religious presence, considerable diversity, and a detectable appetite for religion which is expressed in changed and shifting forms. It will show how different parts of the HE sector respond to this differently. It will outline these differences and argue that universities are well-placed to lead a much better quality of conversation, inside and out the academy, which can help unpick public anxiety and ambivalence. In exploring these issues, the paper will propose and contest the concept of religious literacy as a basis for public engagement with religion. In a second strand, the paper will focus in on the education of social work professionals to examine how the general inadequacy of religious literacy as revealed in universities plays out in the formation of professional practitioners. It will use case study examples to bring the issues to life, and consider how religious literacy could contribute to a better engagement by public professionals with the religious identities of their service users.

Keywords: Religion, Social Work, Faith, Social Action Policy

Human dignity in rights-based social work education

Sharon SCHNEIDER, Social Work - Social Sciences and Organization Studies,

Upholding human dignity is deeply rooted in all areas of social work. Consequently the educational trajectories of social work students are underpinned by efforts to understand and deal with the complexity of the human condition whilst promoting and defending the dignity of vulnerable people. However, the concept of dignity is vague and poorly defined posing a challenge for social work education. In this presentation, I will argue that a deeper understanding of human dignity, and how this concept interrelates with human rights and social justice, is paramount to our reflection on the value base of social work. This also facilitates the preservation of human dignity as a truism of social work. How can this be achieved? Specifically, the concept of human dignity is incorporated in a wide range of social work courses as the core of rights-based social work education. First, human dignity is defined and social work practices that sustain or hinder human dignity identified, and second, the rhetoric of human rights is put into action through course activities and assignments constructed to facilitate critically reflective practice. I will discuss five learning approaches conducive to the development of a deeper understanding of human dignity (1) case study analysis, (2) review of articles illustrating social work methods and approaches to uphold the human dignity of service users, (3) analysis of the IFSW Code of Ethics and exercises anticipating the impact of social work interventions, (4) dialogue on human right violations by social workers and (5) how to reinforce the capacities of duty bearers to respect, protect and guarantee human rights. This presentation focuses on the centrality of human rights in social work education and how social work practices can affect people's lives.

Keywords: Human Rights Dignity, Reflective Practice, Social Work Education, Social Justice

Human rights in social work education: student and educator perspectives

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 Brigitte RUSKE, Faculty of Social Work, Health and Nursing Education - Social Work,
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 Mara PFEIFFER, Faculty of Social Work, Health and Nursing Education - Social Work,
 Tina ALT DÖRFFER, Faculty of Social Work, Health and Nursing Education - Social Work,
 Magda GRETZINGER, Faculty of Social Work, Health and Nursing Education - Social Work,

This joint presentation is a follow-up to our human rights and social work presentations at former ENSACT conferences hosted in Dubrovnik in 2009, and Brussels in 2011. Social work students and educators from University of Applied Sciences Ravensburg-Weingarten in Germany will demonstrate their experiences, ideas and knowledge gained from participating in the course Human Rights and Social Work in Europe developed by the Professors Christel Michel and Hans Walz. Course topics discussed in this presentation will include: – Human rights orientation in our view of the world, spaces we inhabit, basic human needs, culture and religion; – Socio-historical development prior to the Declaration of Human Rights in 1948; – Reflections on social work as human rights profession; – How to integrate human rights into social work bachelor degree courses on theory, research and social action. As educators, we believe that creating a supportive learning environment to encourage students to share ideas and thoughts around social work values helps people realise that their ideas and opinions are worthwhile. The creation of this space for exchanging ideas about human rights as the value base of social work, and the way this impacts social work interventions and action, played a crucial part in this process. These developments are a key area of focus in our presentation and we look forward to a lively and interesting discussion.

The presenters are social work educators and undergraduate social work students from the University of Applied Sciences Ravensburg-Weingarten, Germany: Professors Christel Michel and Hans Walz, and Brigitte Ruske, Baris Isci, Antoine Denkhaus, Malek Aroudi, Ruth Hitscher, Samira Merkel, Karin Pöttker, Jana Weber, Ursula Bentele, Christine Metasch, Mara Pfeifer, Tina Altdörfer and Magda Gretzinger. Reference: United Nations. Centre for Human Rights (2.1994): Professional Training Series No. 1. Human Rights and Social Work. A Manual for Schools of Social Work and the Social Work Profession. New York and Geneva: German translation: Vereinte Nationen – Zentrum für Menschenrechte (5.2002): Menschenrechte und Soziale Arbeit. Ein Handbuch für Ausbildungsstätten der Sozialen Arbeit und für den Sozialarbeitsberuf. Publications are available at: Hochschule Ravensburg-Weingarten.

Keywords: Human Rights, Human Needs, Social Action, Social Work Interventions, Social Space

Social work and human rights: theory-practice-transfer

Conny NIEHOFF, Saxion - Academy Mens en Maatschappij,

This presentation concerns issues pertaining to human rights, ethics and dilemmas in social action. Based on the premise that social work is a human rights profession, a social work educator and undergraduate social work student introduce valuable contemporary teaching approaches to strengthen student knowledge of human rights. The three pillars used in human rights education are compared with competence-orientated learning. The competence-orientated approach includes three main areas: body of knowledge, body of skills and body of attitude. These areas of competence are further subdivided into three segments. The first segment involves social work with clients and client systems; the second segment concerns professional cooperation, contributing to the development of methods used by organizations, management tasks and assuring the quality of services and the third segment concerns tasks such as critical reflection relating to personal development and contributing to the development of professionalism. These segments are compared to Silvia Staub-Bernasconi's triple mandate. This presentation introduces a project developed by a social work student that helps identify and clarify challenges in transferring theory to practice. This project also provides a best practice model for realising human rights in social work practice.

Keywords: Human rights, theory-practice transfer, triple mandate human rights teaching, competence-orientated learning

Estonian Experiences in Community Support for Persons with Disabilities

Mariju MEDAR, Tallinn University – Institute of Social Work

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Koidu SALA, Tallinn University – Institute of Social Work

Karin HANGA, Tallinn University – Institute of Social Work

Lauri LEPPIK, Tallinn University – Institute of Social Work

One research and development directions of the Institute of Social Work of Tallinn University is studying the organisation of social health care and rehabilitation and connected with that the institute participates in a project „Community support for persons with disabilities“. The area of activity and research of the project is the possibilities of social welfare innovation in the area of mental health. The experiences of countries participating in the project show that a substantial part of people with special needs feel excluded, not involved. The professionals do not have enough skills and strategies to support the participation of people with special needs in the community as much as would be necessary. Demographic, epistemological, social and cultural trends in European countries indicate changes in the traditional social welfare models and patterns. Supporting clients dependent on welfare in the traditional way leads to growing number of chronic illnesses and disabilities and bigger need for resources. Changes in needs and social structure require a new approach towards health care and social sector policy and development of services. One new approach in welfare and social policy is becoming the importance of preventing the emergence of the need for institutionalised welfare and developing community based support mechanisms. Studies show that European Union citizens with special needs are poorer than people without these needs, have less possibilities to work, their access to resources and services (education, health care, transport, accommodation, technology) is more limited. The existing physical and attitudinal barriers influence every sixth person (people with special needs) from the EU's approximately 80 million persons. UN Convention on the rights of people with disabilities emphasises the decision of the countries that have joined it to create a Europe without barriers. The adopted attitudes and political standpoints need to be “translated” into practice, in order to actually improve the position of people who have been excluded. In the current presentation the Estonian project team describes its activities in planning the project, carrying out developmental and research activities and discusses possible solutions with other partners and interested professionals.

Keywords: social welfare, innovation in the area of mental health, community support for persons with disabilities, community work, social welfare, mental health

Social inclusion, community participation and empowering support; integrating the input of (PARA) professionals, supporting citizens, persons with disabilities and institutions.

Leenders FRANS, Maastricht University for Applied Sciences - Social Faculty/ CESRT,

In this presentation Frans Leenders will describe what type of coordination- and management processes are needed to create a qualitatively continuous input of knowledge and expertise to the concepts of social inclusion, community participation and empowering support. The coordination and management implies local and national sources and institutions, as well as international ones. Social inclusion, community participation and empowering support are the key concepts in "Community Support for and with persons with disabilities", which is a European project with pilots in four cities. It started in April 2012 and will end in December 2013. It concerns a multisite study involving the cities of Amersfoort and Maastricht in the Netherlands, Budapest in Hungary and Tallinn in Estonia. Target groups involve people with psychiatric disabilities and learning disabilities. The study focusses on participation in the neighbourhood, (paid) labour and social networks. The aim of this abstract is to develop new knowledge for professionals about effective components of community support programmes, in which users have optimal impact. The focus is on increasing empowerment and self-support. The issues highlighted in this presentation concern overcoming local and (inter) national boundaries and restrictions of contributions of users, citizens and (para) professionals in creating a supportive environment. These relevant issues imply methodological approaches, ways of validating phenomena and effects, as well as metatheoretical paradigms and propositions. This presentation is a part of the Symposium 'Community Support'. For abstracts of the other presenters: see dr. Katalin Tausz, dr. Koidu Saame and dr. Jean Pierre Wilken. e-mail: franleen@wxs.nl or f.r.h.leenders@zuyd.nl Frans Leenders is former professor of Social Work at Amsterdam University for Applied Sciences and senior researcher at Maastricht University for Applied Sciences, both in the Netherlands.

Keywords: social inclusion, community participation, empowering support, community support, knowledge development

Symposium Community Support

Wilken JEAN PIERRE, Society and Law - Research Centre Social Innovation,
Tausz KATALIN, Elke University - Social Sciences,
Saame KOIDU, Tallinn University - Social Work,
Leenders FRANS, Zuyd University - CESRT/research centre social integration,

Symposium 'Community Support' dr. Jean Pierre Wilken dr. Katalin Tausz dr. Koidu Saame dr. Frans Leenders Community Support for and with persons with disabilities is a European project with pilots in four cities. It started in April 2012 and will end in December 2013. It concerns a multisite study involving the cities of Amersfoort and Maastricht in the Netherlands, Budapest in Hungary and Tallinn in Estonia. Target groups involve people with psychiatric disabilities and learning disabilities. The study focusses on participation in the neighbourhood, (paid) labour and social networks. This project intends developing more knowledge about supporting citizens in vulnerable positions with regard to citizenship and community participation, seen in the context of EU-policy and the UN Convention on the Rights of Persons with Disabilities. The aim is to develop new knowledge for professionals about effective components of community support programmes. The focus is on increasing empowerment and self-support. In the mentioned cities interdisciplinary groups of professionals and service users are working on creating a community support system. The groups function like Communities of Practice (CoP's) and work on the basis of a psychosocial rehabilitation approach. A participatory action research is used, involving professionals and service users as co-researchers. Data are collected on: characteristics of the target groups, professional methods used by the teams and results of their interventions, characteristics of the neighbourhoods, and local policy factors enhancing participation and citizenship. A cross-national comparison will be made analysing the data from the four pilot sites. This analysis looks for common factors and effective strategies for implementing a community support programme, as well as culture and country specific factors. The collected evidence will be transformed into educational programmes on bachelor and master level, and will become part of the curricula offered by the four universities, thereby also strengthening the international dimensions of these programmes. The speakers will present the goals and approaches in the project, and present some lessons and preliminary results. After the presentations, questions can be answered about the project, and theoretical and practical issues can be discussed.

Keywords: community support, disability mental health care social inclusion

POSTER PRESENTATIONS

(17-18 April 2013)

Poster Presentations

17 April 2013 Wednesday

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Resiliency among kuwaiti social workers

Hadi ASHKANANI, Kuwait University - Sociology and Social Work,
Jane SHEARS, University of Hertfordshire - Social Work,

This article analyses the concept of resiliency and applies this to social work practice amongst Kuwaiti social workers. It explores the tensions between the innovative qualities of social work to support the resilience of people accessing services whilst managing the challenging nature of the work. Specifically, this paper explores what factors contribute to Kuwaiti social workers' ability to sustain and cope with job stress through the concept of resiliency. The subjects were 324 social workers who worked in Kuwait country. Results showed that age, governate, and nationality were significant Factors with the social worker's resiliency. On the other hand, marital status, number of children, work place, workload, and religion have no relationship with the social worker's resiliency. Implications for the practice of social work were suggested by the authors.

Keywords: Resiliency, Social Workers, Kuwait, Social worker age, Social work profession

Donas-da-casa: a case study about women home ownership in a Brazilian community

Valesca HOLANDA, UCD - Ireland - School of politics,

This article discusses about the issue of gender and city, with special focus on women's ownership of Social Housing in Brazil, which leads to the recognition of the importance of the role of women as the house "manager" and the fact that the female homeowners in social programs in general are part of new strategies of institutionalization of public policies for women. When we look at the programs on which there are the female homeowners, we realize how significant these effects may be on the status of women in our society and in relation to autonomy for that particular segment. We believe that is necessary to consider how integrate public policies, under the gaze of the development of local potential, i.e. thinking of new forms of gender relationships that could result in structural changes in poverty, generating opportunities and ensuring social rights for men and women.

Keywords: housing policies, gender, social development

Social (in) security in Slovakia

Miloslav HETTES, St. Elizabeth University - Social Work School,

Global demographic revolution and continuing economic and financial crises create challenges for social welfare as well locally in Slovakia (Think globally, act locally?). Fast transition period from communist paternalist state into developed donor country with high economic growth did not fully correspond with inclusive social growth and better life (happiness, satisfaction) of the major part Slovak citizenship. One of the highest growths of the GDP capita in the European Union is accompanied with one of the highest citizens' dissatisfaction with the life in the country among the OECD member states. Huge gap raised in regional disparities ("regional (in) solidarity"). Slovak capital region overtook in economic power for instance Paris, Prague and Stockholm. The rest of the country is far behind the European average. European Union policy is based on inclusive growth and solidarity among all people, regions, states etc. Slovak population in the age of 65 and higher suffers the highest rate of loneliness among EU member states ("intergenerational (in)solidarity"). Almost without intergenerational and regional solidarity, the growth of dependent not active population and increasing share of poor people (also children) threaten the social welfare and guaranteed social rights of the future generations in Slovakia. Fertility rate is lower than during the last world war. Social work education has to be prepared to answer to these new circumstances. More responsible sustainable decent life friendly policies are inevitability on national and global levels. Social (in)security is only local problem in Slovakia?

Keywords: Demographic revolution, Health Social insecurity, Social work Solidarity

Responding to the global economic crisis: inclusive policy practice

Roni STRIER, faculty of welfare and health sciences - school of social work,

The present global economic crisis raises new concerns. One of its most visible results is the further socio-economic decline and marginalization of excluded populations. This presentation suggests that the current circumstances require a much more engaged, egalitarian, social rights based, reflexive policy practice, a practice, which matches the magnitude of the crisis and its negative impact on traditional excluded populations. Consequently, the presentation suggests the concept of Inclusive Policy Practice (IPP), a conceptual framework whose main principles respond to main processes of social exclusion closely related to the present global crisis: extreme social isolation, growing dependency, multiple deprivation and internalized oppression. The presentation describes the impact of the global crisis on patterns of social exclusion and presents the methodological foundations of the IPP framework.

Keywords: global crisis, policy practice, social exclusion, poverty, inclusive practice

Perceptions, challenges and social needs of disabled children and their families.

Eva AIZPURÚA, Faculty of Social Work, University Complutense of Madrid - Social Work and Social Services,
Esther MERCADO, Faculty of Social Sciences, University of Castilla - La Mancha - Labor Law and Social Work,
Luis Mariano GARCÍA, Faculty of Social Work, University Complutense of Madrid - Social Work and Social Services,

The family plays an essential role in the development of every person. However, the family unit acquires even greater relevance when analysing the situation of children with disabilities, since it then becomes a key structure and fundamental support network, making up for existing institutional deficiencies. Consequently, the aim of this study is to analyse the main perceived needs and challenges which these families face different social levels. In order to do this, a multi-method approach was used, combining a questionnaire with semi-structured interviews, carried out in accordance with criteria of structural representation, involving mothers and fathers of disabled children, and also social welfare professionals. This study was carried out in a municipality in the south of Madrid (Spain). The results obtained, consistent with comparable studies, revealed the multiplicity of variables which make up the different realities of these children and their families, and at the same time confirmed the all important role played by the family in the development of children with disabilities. For this reason, the individualization of professional intervention, taking into account individual circumstances, inter-professional coordination and working as part of a network stand out as especially transcendental elements when working with this sector of the population.

Keywords: Social needs, disability, families, education, social intervention

The figure of the job coach in supported employment. A professional alternative for social workers.

Esther MERCADO, Faculty of Social Sciences, University of Castilla - La Mancha - Labor Law and Social Work,
Luis Mariano GARCÍA, Faculty of Social Work, University Complutense of Madrid - Social Work and Social Services,
Eva AIZPURÚA, Faculty of Social Work, University Complutense of Madrid - Social Work and Social Services,-
David VÁZQUEZ, Faculty of Social Work, University Complutense of Madrid - Social Work and Social Services,

Over the last few decades significant progress has been made with regard to the recognition of the rights of the people with disabilities and, in particular, in the development of a set of regulations aimed at promoting equality of opportunities for this section of society in their attempts to enter the labour market. In line with this, priority has been given to active policies in the field of employment, and Supported Employment is one method which promotes the socio-occupational inclusion of this sector of the population in ordinary jobs. This methodological model is based on a sequential system consisting of successive phases, the main steps being training, job searching, supervision and consolidation of support networks. In this context, the figure of the job coach is of particular importance, as the professional who is equipped to facilitate and support the process of socio-occupational integration. As is pointed out in this work, there are technical and methodological similarities between this profession and social work, which means new work opportunities for social workers.

Keywords: Social Work, Supported Employment, job coach, occupational integration, disability

Powerus - Mind the gap!

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Arne KRISTIANSEN, Lund University - School of Social Work,

There has been a growing understanding about the problem of social exclusion in many European countries and new methods of inclusion are being sought. Social Work has not always responded to this need, neither in education nor in practice. We want to learn from good practice of service user and carer involvement where groups that have previously often been hidden, have gained a greater presence in societies. Their viewpoints have begun to permeate the mainstream, just as they have made major steps into inclusion and equal rights. In January 2012 the international network PowerUs had its first meeting in London, gathering university teachers, researchers and service user representatives from the three participating countries Norway, Sweden and the UK. The exchange that takes place within the different workshops held by PowerUs is sponsored by the EU-funded Leonardo program “Transfer of Innovation”. The main goal of PowerUs is to develop and improve methods and opportunities for service user involvement in Social Work education in Sweden, Norway and the UK. In the UK, service users and their organizations have become systematically involved in social work by involvement in its professional education and training. In Scandinavia innovative courses have been developed that integrates social work students with students recruited from service user organizations. PowerUs are also building a network of good practices in other European countries. By building national support structures and networks we hope to overcome some of the difficulties we’ve had to find sustainable ways to finance and mainstream service user involvement in education, research and practice development of social work. We are focusing on the following issues: • The British experience of requirements. Learning from history
• The Scandinavian experiences of integrated courses. Comparative approach
• Developing strategies to deal with the devaluation of experiential knowledge
• Mobilizing service users into the academic world
• Networking and learning more about the practice in other European countries

Keywords: Service users, carers, social inclusion, participation, Social Work Education

Juvenile offenders objects to be protected or subjects with responsibilities? The evolution of the educational and retributive paradigms in juvenile justice.

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How juvenile offenders are treated is a reflection of the cultural system and of the way in which a society regards children and adolescents. Over the last few decades this idea has undergone a profound change, bringing about important reforms which have progressively modified the nature of Juvenile Justice. In contrast with the paternalistic paradigm which predominated at the time of the birth of the Juvenile Courts and which regarded education as the principal aim of the system, the transformations which were put into practice from the eighties onwards led to a new model, which introduced two fundamental shifts. Firstly, the juvenile offenders came to be regarded no longer as innocent subjects whose behaviour was the result of educational deficiencies, but as rational beings who were individually responsible for their acts. Secondly, their psychosocial circumstances were subordinated to the nature of the offence committed, which entailed a growing notion of guilt to the detriment of principles such as re-education and putting the interest of the juvenile offender first. This turn-about was justified, to a large extent, because it was said to be what the general public was demanding. However, as this work shows, studies carried out on an international scale suggest that public opinion, although essentially ambivalent, supports both the rehabilitation of juvenile offenders and the maintaining of a separate system exclusively to deal with such offenders. Finally, reference is made to the role played by the media and political rhetoric in the consolidation of this shift towards a more punitive approach, which has been at the forefront of this process and which has blurred the borders which once separated juvenile justice and ordinary justice.

Are the Spanish male chauvinists? Attitudes of the Spanish population with regard to the role of women in the sphere of work and the family.

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Through differential gender socialization, sexual roles and stereotypes are established and consolidated. These produce significant prejudices when it comes to evaluating the capacities of women and men, contributing to a perpetuation of the inequalities which still persevere in different social spheres. Given the inherent link which exists between the cognitive, emotional and behavioural processes, it is essential to be aware of any sexist attitudes which may exist amongst the population and which constitute the basis of asymmetric relationships and discriminatory behaviour. For this reason, in this study an analysis is made of the attitudes of the Spanish population with regard to the role that women should play in the spheres of work and the family. In order to achieve this objective, a quantitative analysis is carried out of the data compiled in the fifth edition of the European Social Survey (2010-2011), the sample of which, obtained by means of multistage stratified sampling, is made up of a total of 1,885 subjects of 15 years of age or over, all resident in Spain. The results achieved, show the perpetuation of sexist attitudes, based on the belief in the division of work according to sex. Similarly, the data reveal the existence of a significant link between public opinion and specific sociodemographic variables, such as belonging to the male sex or to older age-groups, having a lower level of education, a conservative political ideology of holding religious beliefs. Finally, there is a reaffirmation of the complex and multilayered nature of such attitudes, influenced by a multitude of interdependent factors which have been widely documented in international empirical research.

Keywords: Attitudes, gender roles, sexual stereotypes, male chauvinism, European Social Survey

Selfemployment as a new way of professional social work for women in Germany

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In this workshop a project is introduced, which took place in the SO.CON Institute of the university of applied sciences in Mönchengladbach, Germany. It has been founded by the European Union in the European Found for regional development and by the state government of Northrhine-Westfalia. This paper shows the following aspects: • the design of the project presented, • the main preconditions which exist in Germany for the profit sector of social work (in history, law and economy) • the most important overall conditions for this sector of social services, • the results of an explorative qualitative study we did with female self-employees and responsible parties of the social administration, • the development of needs of social services, • important preconditions for successful start-ups in social services, • the central factors of success in supporting the start-up process

Keywords: selfemployment, the market of social services, preconditions for selfemployment, start-up success in market

From labelling to social aid

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Aleidis DÉVILLE, Health and Well Being - Social Work,

Migration is as old as humanity, but since the 1990s migration flows in Western Europe have led to societies that are not just multicultural but so-called 'super-diverse'. As a result, Western towns now have very complex social structures, with amongst others large amounts of small immigrant professional communities that are in constant change. In this paper we argue that for social workers to be able to offer adequate professional help to non-native residents in town, they will need balanced view of 'culture' and of the role culture plays in social aid. Culture is never static, but is continually changing. By teaching social workers about how to look at cultural backgrounds of immigrant groups and about the limitations of the role that culture plays in communication, they will be better equipped to provide adequate aid and will contribute to making various groups grow towards each other and to avoid people thinking in terms of 'out-group-homogeneity'. Nowadays, inclusion is a priority in social work that almost every social worker supports. Social workers should have an open attitude to allow them to approach every individual as a unique person. They will see the other person as the person they are, and not as a part of a specific cultural group. Knowledge about the others makes them see the cultural heterogeneity in every group. The social sector, though, must be aware not to fall into the trap of the 'inclusion mania'! This will cause the social deprivation of a particular group to be forgotten. An inclusive policy requires an inclusive society. Otherwise, this could result in even more deprivation of other groups, already discriminated against. Emancipation of deprived people demands a certain target-group policymaking. Categorized aid will raise efficiency of working with immigrants and of acknowledging the cultural identity of the non-natives group. It will also create the possibility to work on fighting social deprivation, in which most immigrants can be found.

Keywords: social inclusion, culture migration, superdiversity, deprivation

Do we need the concept of recognition in social work?

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Is the concept of recognition important in a world full of social disparity, cultural, economic and material poverty and injustice? Is it possible that a concept like recognition across differences will contribute to maintain those differences we want to reduce between people? Should we instead concentrate on redistributing material benefits from rich to underprivileged groups (Fraser & Honneth 2003)? Axel Honneth disagrees, stating that it is the denial of recognition that maintain insult and humiliation in the world and deprive individuals and groups of the opportunity to develop a "feeling of self-worth", "self-respect" and "basic self-confidence" (Honneth 1995). In modern societies, therefore, social relations of symmetric esteem between individualized and autonomous subjects represent a prerequisite for solidarity. In this sense, to recognize the other symmetrically means to view one another in the light of values that allow the abilities and traits of the other to appear significant for shared praxis. Relationships of this sort can be said to be cases of "solidarity", because they inspire not just passive tolerance, but felt concern for the importance of what is individual and particular about the other person. Only if I actively care about the development of the other's characteristics, even if they seem alien and even undesirable to me, can our shared goals be realized. In social casework we use the term "sustainment" in the client-worker relationship. The sustaining procedures are designed to reduce the feeling of anxiety or lack of self-esteem or self-confidence in the client. But these procedures are one-sided - from the social worker to the client. The relationship is asymmetric and the client will maintain his dominated position. The concept of "recognition" requires a mutual interaction between client and the social worker that are both each other's subjects. My contribution to the conference will be a argument for recognition as a basic term in social work.

Keywords: Recognition, Solidarity, Social work, Justice, Relationship

Ambient assisted living technologies and elderly care: perspectives on care using information technologies

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Ageing European societies are currently struggling with specific needs in order to serve elderly populations in everyday life needs. As humans grow older a loss on cognitive and motor skills requires frequently for help from both formal and informal caregiving services. Recent trends suggest advantages in keeping elderly groups in their natural environments, close to family and friends and within their own communities. With fast changing family patterns a growing set of instructional responses is being built to address different needs. Alongside these trends different knowledge areas have been working together in order to find solutions that can help elderly people in their everyday lives and also caregivers in their tasks. A recent project developed in Portugal is building up Ambient Assisted Living (AAL) solutions and products in order to fulfill both users and caregiver's needs in an effort to satisfy daily life activities, social inclusion and mobility amongst others. AAL's main goal is to develop technologies that allow user's – regardless of their age – to live independently for a longer period of time, increasing their autonomy and confidence in performing daily tasks. Questionnaires were applied using national samples to AAL technology users, and formal and informal caregivers to assess difficulties, readiness to use technology, areas where technologies could be seen as more effective, amongst others. From these questionnaires results show different approaches from subjects to the role of technology in everyday lives and on specific roles of social caregivers. For these last ones AAL technologies could represent a mean to improve social care responses and institutions working with elderly populations. This paper intends to analyze results from user's questionnaires (1174) and from social educators, social workers and psychologist (502) on the role of AAL technologies in their everyday life tasks related to care giving.

Keywords: ambient, assisted living, formal caregiving, elderly ICT, daily life tasks

Individuals in need of special education and rehabilitation, family problems, expectations and suggestions

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Özel eğitim ve rehabilitasyona muhtaç bireylerin ailelerinin sorunları, beklentileri ve önerileri uygulama deneyimi rehabilitasyona muhtaç özürlülerin hastane dışındaki merkezlerde fiziki, mesleki ve sosyal rehabilitasyon almaları ülkemizde henüz 25 yıllık bir geçmişe sahip. 1998 den sonra özel girişimin teşvik edilmesiyle açılan özel rehabilitasyon merkezlerinde önce sadece devlet memurlarının kendisi ya da aile bireyleri bu hizmetten yararlanırken 2000 li yıllarda sosyal güvenlik kurumlarına (SSK ve Bağ-Kur) yaygınlaşmış daha sonra da sosyal güvence kapsamında olsun olmasın bütün engellilere bu hizmetin sunulması sağlanmıştır. 2007 yılında bütün rehabilitasyon merkezlerinin özel eğitimle birlikte bütünleştirilerek Milli Eğitim Bakanlığına bağlanması ile özel eğitim ve rehabilitasyon merkezi adı altında yeniden yapılandırılmıştır. Özel eğitim ve rehabilitasyona muhtaç engelliler günümüzde bu merkezlerden haftada 2-3 saat, ayda 8-12 saat yararlanmakta hizmetin bedeli (günümüzde 8 saat bireysel eğitim, 4 saat grup eğitimi için 500 TL) devletçe karşılanmaktadır. Bu hizmetin yanı sıra öğün eğitim kurumlarında da özel eğitim yaygınlaştırılmakta ve hemen her ilçede en az bir okulda özel eğitim sınıfı açılmaktadır. Özel eğitim ve rehabilitasyon hizmeti başlangıçta bu haliyle bile büyük bir imkan olarak karşılanmışken özürli aileleri bu hizmetin faydalarını görerek daha çok ders saati ve daha iyi donanım, daha kalifiye özel eğitimci talep etmektedirler. Ülkemizde özel eğitim öğretmeni sınırlı sayıda yetiştirildiğinden, sınıf öğretmenleri Bakanlığın düzenlediği sertifikalı programlarına alınmakta ve öğretmen açığı kapatılmaya çalışılmaktadır. Fizik tedavi ve rehabilitasyon alanında görev alan fizyoterapistlerin sayıca yetersiz olması nedeniyle Gürcistan gibi komşu ülkelerden ve hatta Filipinler'den fizyoterapist getirilerek istihdam edildiği bilinmektedir. Aileler daha iyi uzman personel, merkezlerde daha iyi fiziksel donanım ve daha çok ders saati talep etmektedirler. Merkezler açısından bakıldığında devletten alınan hak edişlerde reel olarak % 35 gerileme olduğu ve bunun yatırım yapmayı güçleştirdiği ifade edilmektedir. Belediyelerin ulaşılabilirliği sağlamak bakımından şehrin fiziki koşullarını engellilere uygun şekilde düzenlemesi gerekmektedir bununla ilgili yasal zorunluluklar bulunmasına rağmen süre uzatımı verilmektedir.

Keywords: special education, rehabilitationnmentally disabled social rehabilitation, special education classes

Transitions from childhood to pre-adolescence and beyond of adopted Chinese children

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Inter-country adoption from China has increased in Canada and in 2004 a thousand children were adopted from China, marking China as the most common source for international adoptions in Canada (Human Resources and Skills Development Canada, 2011). For the most part, there are no records available about the biological parents of these children (Riley, 1997), most of whom were older than one year when adopted. Our presentation describes findings and interpretations from a small research study in Canada that explored the views of parents about their adopted Chinese children's integration into their adoptive families and lives in Canada. The children were all under 12 at the time of the study and were thriving in their families, at school and in Canadian society. Many of the parents, however, were concerned about the future as their bi-cultural children began to develop their own individual identities and wanted to know more about their Chinese families and what happened when they were young children waiting for adoption. Most parents reported that they were preparing themselves and had developed some protective factors and/or supports for dealing with the kinds of questions their children might ask as they grow into adolescence, many parents were concerned that it could be difficult for their children. The parents in our study reported that having a network of other families who had adopted from abroad was critical as their children reached developmental milestones and sometimes, issues regarding identity and belonging. Our presentation will highlight what concerns the parents had and what they thought about the future as they considered the inevitable questions that their children would have as they grew older.

Keywords: adoption, China, parenting, culture ethnicity

VI KANI Project working together to end female genital mutilation

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Female Genital Mutilation, also known as Female Cutting or Female Circumcision, is the name given to several different traditional harmful practices that involve the partial or total removal of female genital organs for non-medical reasons. The cause of FGM includes a mix of cultural and social factors within families and communities. It is performed as a rite of passage from childhood to adulthood, but mostly as a ritual of passage to womanhood. There are 100 to 120 million women expected of having experienced FGM and each year around 2 million new girls are at risk to this harmful practice. FGM practice is mostly common in some countries from Africa, such as Somalia (98%), Guinea (96%) or Djibouti (93%) and in some countries in Asia and Middle East. However, the reality is that it is present all over the world among immigrant and diaspora communities. In Sweden, FGM has been prohibited in 1992, under the special Law 'prohibiting female circumcision'. Even though, legislation is considered to be one of the principal measures in order to end female genital mutilation, this measure is by itself not sufficient, as in order to change cultural attitudes and behaviours towards this practice, knowledge and education are primordial. Magan Welfare Organisation is a non-governmental and non-profit organisation which aims to raise awareness and changing attitudes regarding FGM; with goals such as to reduce the number of women submitted to this harmful practice, to promote the change in the community regarding the perception of FGM; and to empower women and promote their participation in decision-making. Currently, the project is being elaborated at a local level (Gothenburg, Sweden) with established partnerships around the community which are crucial for the sustainability of this project. Furthermore, it is a part of Magan Welfare Organisation's mission to promote the project further to national and global level, as FGM represents a global issue for human rights practice.

Keywords: Female Genital Mutilation, Women Empowerment, Democracy, Oppression

What is the “Ethnic” in the “Ethnic Entrepreneurship”?

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What is the ethnic aspect in this economy? The paper in all his aspects, can be considered as a cross border work, which constantly reflects constructed social and cultural boundaries on both sides, the majority and the minority societies. Due to their short immigration history Migrant Entrepreneurship is quite a new research area in Italy and South Tyrol. For a long time migrants were seen merely as cheap and flexible workforce and only recently attention has been drawn to migrants as independent workers. But by becoming self- employed, immigrants acquire roles quite different from those of immigrants who become workers and also different from those of main stream entrepreneurs. Thinking migrant self-employees reflects the concept of migrant agency: migrants are not isolated individuals who obey the call of the market, but active players who are ready and able to take an active and responsible role in society. The path to independence can be considered in this context as self-empowerment strategy within dominant (economic, social and cultural) systems. The paper is based on a qualitative research project. The main questions are: What role do Migrants occupy (they have to occupy) in an economic, social and political context? And what are the local boundaries for self-employed Migrants? The general aim of my research project is to understand the individual (social and economic) action strategies of migrant entrepreneurs within the specific local and transnational context they are embedded. The success or non-success of a business is closely related to the personal resources, the enabling and prevent structures given in the host country and the transnational migration environment. Migrant entrepreneurship reflects social transformation processes in our society where new spaces for action and opportunities are created.

Keywords: ethnic, Migrants, self-employment, development, migrant agency

Ethics and formation in an inclusive everyday life – in a Norwegian context

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Line M. SAGEN, Harstad University College - Social education,
Bjørn-Eirik JOHNSEN, Harstad University College - Social education,

The project is shaped by five sub-projects connected to formation in disability- research, engaging 16 researchers. The sub-projects are conducted in schools, work life, the arts, and leisure activities and in intercultural collaboration with Ghana. The research involves children, adolescence, adults and elderly people. All projects relates to ethics and inclusion either in the past, present and/ or the future. The methodological perspectives used in the five sub-projects are: practice-based-research, hermeneutics, action research, ethnography, inclusive research and discourse analysis. The project as a whole draws upon ethical actions which goal is to contribute to the production of knowledge in immediate contact with the Norwegian society, and together with both master- and bachelor students. The researchers and the students are in dialog with the actors in the field and are challenged by their desires and need for new knowledge. The field will also be challenged by the researchers' wonderings, actions and theoretical perspectives.

Keywords: disability, culture inclusion, ethics formation

Projects analysis of corporate social responsibility: a proposal of social work

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The object of study is a social project developed and implemented by the CSR of a company of the telecommunications sector. This project started in 2005, and the evaluation was carried out with the data available up to the year 2011, the geographic reach is approximately 44% of the Portuguese territory. The aim is to know the projects developed by the CSR, evaluate a social project based on the logic of fuzzy model (1), and publicizing the input's Social Service in implementing a project within CSR, since his diagnosis to evaluation through implementation of social enterprise projects. According to the readings made about the evaluation models of social projects, we verify the existence of a system, fuzzy, which allows the evaluation of CSR projects. The evaluation system represented as a fuzzy network of three layers, aims to provide a note for CSR projects, determined from the social and environmental benefits obtained with the implementation of projects, and costs and the perception of stakeholders. It is observed that the social benefits are further reduced, compared with the environmental benefits. The final evaluation of this project is 4.9 points (1 to 10), however taking into consideration the nature, scope and project goals, we consider that this is a good evaluation, given the characteristics. This model also allows making predictions in terms of results, thus enabling to evaluate the viability of projects. Assuming the continuation of this project for over three years, therefore, the assessment goes from 4.9 to 5.6 in 2014. This is clear evidence that this is an excellent project in terms of social, environmental and economic sustainability. The preparation of this work is the result of a study, supported bibliographically, and does not pretend to present an absolute truth about the projects developed by Corporate Social Responsibility. It is intended to offer a different perspective, a reflection and some contributions that enable deeper interest, discussion and development of new projects within the framework of socially responsible practices implemented by the business community in Portugal. (1) Garcia, Alves & Alves (2007). Conceção de um modelo matemático de avaliação de projetos de responsabilidade social empresarial.

Keywords: Corporate Social Responsibility, Social Projects, Social Work

Risky business: how can employers retain and improve on employee well-being with creative workplace policies and procedures

Connie JUROSS, Juross & Associates - Principal Consultant,

The Social, Economic and Geo political issues played on today's world stage are reminiscent of the birth of Social Work as a human rights based profession. The daily demonstrations in parts of Europe highlight that our most vulnerable groups, such as; minority ethnic groups, the elderly, disabled, women, children and our environment are once again the target of economic and political agendas. The Global crisis is a crisis of the human condition that infects every facet of society, fraying the fabric that binds us all. This poster highlights key themes from interviews conducted with Australian Social Workers in the Welfare and Private / Corporate sectors, employers must understand that Supervision / Reflective practice in the workplace is not a luxury but a necessity for employee well-being. The potential for Social Workers to fall into the category of vulnerable groups is high. Funding cuts has left a backlog of clients to existing services, workloads have escalated and with less staff on the front lines, employees are fatigued. Fear of job loss, increased workloads and workplace stressors coupled with traumatic client stories appear to be the norm. Burn-out is inevitable as compassionate fatigue / vicarious trauma is experienced daily. Supervision / Reflective Practice can improve Social Workers' professional and personal skills to address compassionate fatigue/ vicarious trauma and maintain them in the workplace. These interventions can range from prescriptive, informative, confrontative, cathartic, catalytic and supportive which aim to achieve the three functions of Normative, Formative and Restorative (Inskipp, F & Proctor, B 1993, Making the Most of Supervision Part 1, Middlesex Cascade Publications 2nd Edition, 2011). What supports do employers need to include or fine tune in order to maintain a healthy workplace? There is a demand for workplace Supervision / Reflective Programs so that Social Workers can learn how to better navigate this competitive resource based landscape. The need for creative workplace solutions within this new model of Welfare, Private and Corporate sectors and address their own fatigue/trauma is critical if Social Work as a Profession is to survive this crisis.

Keywords: Supervision, Reflective Practice Worker, Fatigue Retention, Workplace Policy/Procedures

Tools for social workers to empower marginalized people towards inclusion. Education from a European perspective for social workers to compare different approaches for inclusive policies.

Bert GUSBERS, Hanze University - Social Work,

Talking about inclusive policies and practices in Europe Social Workers meet the same challenges to support their user groups. In 2010 we researched in Bulgaria, Lithuania, Spain, Denmark, Germany and the Netherlands what kind of problems Social Workers met in the user groups in their institutions. Children at Risk, youngsters with less education, mentally and physically disabled people, abused women, elderly people and migrants; many of these users of Social Work face long term poverty, unemployment and inactivity during their daily life. National or local policies and approaches from social workers are different depending on the local cultural habits and the economic situation in a country. Considering from a Social Work perspective it could be helpful to compare the different policies and approaches to improve the knowledge and skills of the Social Workers and policy advisors. In the European Master in Social Work, a course for adult working students, programmes were developed to enable Social Workers in the practical field and policy advisors to compare these different approaches and policies in their study. Master students will also be able to advise their institutions to use the knowledge and skills from abroad and to transform these to the local situation (Think global, act local). It will help the professionals and institutions to reflect on their habits and policies. The European Master in Social Work offers virtual class rooms and real life contacts to provide the working students and their institutions with new tools. Besides that a continuous wide network for further cooperation in Europe will be built. This way the Master Programme wants to contribute to better equipped Social Workers and Policy Advisors to combat poverty and to enhance social inclusion, main themes of the educational programme of the European Master in Social Work.

Keywords: social inclusion combating poverty policies and methods european master education across borders

Basic dilemmas in community work

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Community work in Slovakia has been carried out professionally only during the last decade. Community workers are employees of local authorities, which are part of the municipality. They fall under the head of the office or the elected mayor. The goals of the community and the goals of the employer often get into conflicts, that fall on the community workers the more, the more they are dependent on their employer and the smaller support they get from their colleagues within professional associations. In our article we have mapped the dilemmas and the most frequent strategies in the community workers' practice in working in excluded communities in eastern Slovakia. At the same time we bring inspirations as to what could, according to the community workers, help solve the dilemmas.

Keywords: community, work community, worker, employer, dilemma, practise

Engaging people with disabilities in restorative homecare: focusing on personal outcomes

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There is been a marked shift in ageing policy in many countries in recent years, from understanding old age as a dependent life stage to an emphasis on active ageing and self-management. This has included the development of reablement or restorative home care services, which aim to restore abilities and maximize independence. Reablement has largely developed in response to concerns about demographic pressures, and the majority of users are older people. However as it has been evaluated positively in the UK, Australia and New Zealand, reablement is expanding to include services for people with poor physical and/or mental health; to help accommodate illness by re-learning the skills necessary for daily living. There has been considerable concern in relevant research to identify the extent to which home care re-ablement can reduce the amount of commissioned hours of home care for local authorities and produce efficiency savings. However, it is also important to identify whether the service is improving outcomes for individuals. Research findings suggest that identifying the outcomes that individuals wish to achieve could help with their understanding of the purpose of reablement, improving motivation and the chance of success. Research also shows that it is important to investigate individual understandings of independence, which are subject to variation. This is particularly true for people who have previously received traditional homecare, which tends to encourage dependency. It is also important to include family members in outcomes planning, as relatives may have particular concerns about risk and could be better supported to balance risk management with understanding of the benefits. The inclusion of personal outcomes related to social inclusion and active participation could also help to address the reluctance of many service users and carers to lose the regular contact of support workers, where the individual would be otherwise socially isolated. This paper will describe progress of an ESRC knowledge exchange project which started in September 2012 in partnership between Glasgow School of Social Work and North Lanarkshire Council, with the aim of building personal outcomes into the reablement model of homecare.

Keywords: personal outcomes, active involvement, reablement, restorative, home care, care involvement

Mediation – instrument of social inclusion

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The paper brings findings on family mediation in Slovakia. Within the largest state institution providing services for families the authors do research work on the sample of social workers specially trained in mediation. After the period of 2 years since introducing mediation into the repertoire of working methods of this group of social workers we search the results reached in the work with families. The attention is drawn to the potential of mediation to prevent social exclusion of high risk families because of the presence of conflicts. Side effects of mediation experience can bring new quality into the life of each family member. Based on research data conclusion is drawn in several areas: quality of training for social workers dealing with family conflicts; desing for further effective implementation of mediation into social work practice; specific features and lifelong education in family mediation; feedback to university social work education system.

Keywords: family mediation, interpersonal conflict, social inclusion, mediation, training, lifelong education

E-empowering the future urban culture & youth

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Young people own tomorrow's world. Too often their capability to create the future is underestimated. Youngsters are labeled as 'vulnerable' or 'at risk' and seldom they are addressed on their full potential. Why? Reality is different. Young people are streetwise and creative; they are pioneers in the use of social media. They express their view on the world through creativity and arts. How can the social profession trigger and support youngsters to use this empowering potential in a vast changing world? We see youngsters as partners in the creation of their/our world. In our contribution we elaborate this idea. We present our Leonardo da Vinci Transfer of Innovation Project, 'Empowering the Future' (E-TFU). Introducing a strength perspective, we develop new professional instruments to empower youth through arts and social media. In the project we promote applicable methods of Action Research as medium for planning, action and evaluation and we build innovative tools to work with young people in a way they get control over their ideas, ambitions and resources. Our scope is the urban context. Our focus is on social media and arts. The final product of E-TFU (2013) is a challenging Train-the-Trainer program based on international best practices and the development of a Web2.0 application promoting the use of social media platforms for social action. Finally we aim to present an elaborated Action Research design (Powerlabs), including a guide for professionals to implement Action Research and make effects of their work visible, also in terms of (new) accountability. We want to make the tacit and hidden, explicit. In our contribution we present the E-TFU project outlines, we promote our strength based vision and we share our experiences in the first phase. The focus is on the first results of our action research in 5 European cities: Antwerpen (B), Amsterdam (NL), Barcelona (ES), Berlin (GER) and Ostrava (Cz).

Keywords: Youth Empowerment, Arts & Media Action, Research Urban

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Social work and professionalization . In search of doing the righteous things right.

Van Steenberghe TUIS, University College Ghent - Faculty of Education, Health and Social Work,
Gobeyn HILDEGARD, University College Ghent - Faculty of Education, Health and Social Work,
De Stercke NADINE, University College Ghent - Faculty of Education, Health and Social Work,

The relation between social work practices and society has always been dynamic. Societal changes and evolutions in social work practices make the job of professionals complex and insecure, and raise possibilities to reconceptualise notions of professionalization. What are starting points for social work interventions, how can professionals strive towards a more just and human society, and how can practitioners recognise the plural meanings of their work? We approach the professionalization of social work from different interwoven perspectives in unravelling it's complexity. One perspective is a conceptualization of social work, distinguishing it in three dimensions. This framework clears out the notions of social work as a practice, a profession and a science. Central in this framework is uncovering the diverse ways social work practices intervene in the lives of people in relation to certain conceptions of what the problem is. Conceptions about the profession of social work can't be disconnected from the views on social work and the concrete reality of social work practices and problems. Other perspectives in reconceptualising the notions of professionalization are a historical, social-political and societal approach to the nature of social work. These views are important to realize how social work did originate. But even more important how social work became an indispensable part of the welfare state in realizing the solidarity and dignity of all humans. Social workers do experience the complexity of social problems and sometimes the limitations of social work practices. We argue that social worker use their discretionary space when necessary. Very often this space is used to step in to the complex reality of the unique story of people and their environments. Central to understanding the social in social work are the stories social workers tell about their work and the lives of those they work with. The telling and sharing of stories of social work practices are starting points in unravelling the complexity of social work. Analysing stories of social work practices opens up common grounds for social workers to act upon, and shapes the social in social work in relation to human rights.

Keywords: social work, professionalization, discretionary space, society narratives

Empowerment through embroidery or the social impact of participation in art projects

Mieke KLAVER, Social Studies - Social Cultural Studies,

“Participation in the arts is an effective route for personal growth, leading to enhanced confidence, skill-building and educational developments which can improve people’s social contacts and employability.” (Matrasso, 1997) This statement of sociologist Matrasso is still relevant for Social Workers. In my master thesis (2011) on sociology of Arts, I examined the work practices of artists working in the field of Community Art. The poster presentation discusses three Community Art projects with immigrant and refugee women in the Netherlands. All the projects are developed to improve the life chances of the participants, using a simple tool: embroidery. The projects are based on the principles of Community Art. Community Art knows: • an artistic level through the involvement of a professional artist; • a cultural dimension, the culture or cultures of its participants are a reference; • active participation of residents and a positive impact on the community spirit; • balance between process and product. In Community Art the interpersonal interaction (the process) is an important factor. Professional artists, social workers and amateurs working together to create art works (the products) which visualize the feelings and emotions of a social network. The method of Asset Based Community Building (Borrap 2006) is often used. The projects • Embroidered Memories: Turkish women made a large embroidery which visualized their (migration) history. The artwork was exposed in the Town Hall • The Delft Dress: Where do I come from, who am I and what is my dream? A group of migrant women were working on an embroidered dress, discussing these themes. • The World Wide Story Skirt: groups of refugee women telling their life stories by making a big skirt. Working together in an embroidery project in a quiet atmosphere facilitates the communication of the participants acquainted with each other’s lives and culture. These projects make clear art projects give a serious contribution to addressing contemporary social challenges. The projects bring together women from different backgrounds, producing social change in a simple way, by using a tool, close to the perception of the target group.

Keywords: Social Change, Community Art Asset Based Embroidery, Project Empowerment, Women

The first contacts social work: policy lines, organizational features and professional practice

Silvia FARGION, Faculty of Education - Department of Education,
Elisabeth BERGER, Faculty of Education - Department of Education,
Andrea MAGY, Faculty of Education - Department of Education,

First contacts between social services and citizens have a strong impact on how the relationship will develop, how needs will be addressed and rights promoted. The first contact though is quite complex a phase as it is affected by several factors such as social policy lines, organizational issues and by professional styles of working, competences and attitudes. The research implemented in South Tyrol (Italy) and directed by Walter Lorenz, explores how considering the previous factors, access to social services is dealt with within the area teams which in Italy are the main way of access to social services. Considering that differences in access have been identified in relation to different welfare systems, what we found is that also in the same welfare context it is possible to identify different models for access connected to organizational cultures. In specific we have been able to find three ways in which access is represented, which we have defined as bureaucratic, technical and value based. We explore on one side how this could be connected to negotiation and power dynamics within the social services. We finally explore what impact different models have on the rights to have access to professional help and resources.

Keywords: Access to social services, Social service practices, Human rights, Power dynamics, Discretionality

The Dutch approach towards a society with no social oppression and persecution due to sexual orientation.

Herman JANSSEN, Institute of Social Studies - Social Work and Social Services (MWD),
Carolien TERHORST, Institute of Social Studies - Social Work and Social Services (MWD),

The Dutch Approach towards a society with no social oppression and persecution due to sexual orientation An insight view of social acceptance of LGBT's at the University of Applied Sciences Arnhem & Nijmegen, Institute of Social Sciences. The Netherlands was for long a guiding country for LGBT-rights . Several injustices where eliminated in the last decades of the past century. Beginning with the removing of the prohibited legislation in '70, toward same rights for everyone which culminated to The Netherlands that was the first country in the world that opened up the civil marriage for same-sex couples in 2001. Now we are facing the third phase in LGBT's (Lesbians, Gays, Bisexuals and Transgenders) rights: total social acceptance. This will be a challenge because of the current political, social and cultural developments in The Netherlands. The aim of the workshop is to demonstrate a broad pallet of interventions for social workers from different perspectives to ensure total social acceptance for LGBT's. Students, lectures and practitioners together will give a vision of how to promote this goal. The students (all are first and second years of the Bachelor of Social Work) will give their perspective and present their ideas and actions towards a society that give equal chances for everyone. With excitatory examples the students will highlight how change is made within their community. The lectures and practitioners present a practiced based education and practice of the field and ways to an inclusive society, especially for LGBT's. The lectures are: Carolien Terhorst Herman Janssen The practitioner is: Hassane Ghoumid The workshop will be given in English, Moroccan & Turkish.

Keywords: Transgender/homosexual, Tolerance, Sexual orientation, social work practice based

The convention on the rights of persons with disabilities and its impact on the Spanish law: its juridical integration

M. Teresa ALAMO MARTÍN, EDUCACIÓN Y TRABAJO SOCIAL - SOCIOLOGÍA Y TRABAJO SOCIAL,
M. Felix RIVAS ANTON, EDUCACIÓN Y TRABAJO SOCIAL - DERECHO CIVIL,
Carmen VALLE-LÓPEZ, EDUCACIÓN Y TRABAJO SOCIAL - SOCIOLOGÍA Y TRABAJO SOCIAL,

In this paper we address the study of the reception at the Positive Spanish Law of the rights as recognized in the Convention on the Rights of Persons with Disabilities, focusing on the intellectual disabilities and its juridical integration. In this paper, we will analyze the rights and freedoms of intellectual disability people as recognized in the Juridical Spanish Law, having as a starting point the 1978 Spanish Constitutional Law and its legislative development. From the analysis of the current Positive Spanish Law, we will identify those rights and freedoms that should be regulated by Spanish Law for its adaptation to the statements from the Convention, as it appears in Article 1 –Purpose: The purpose of the present Convention is to promote, protect and ensure the full and equal enjoyment of all human rights and fundamental freedoms by all persons with disabilities, and to promote respect for their inherent dignity.

Keywords: Disability, Social Inclusion, Humans Rights, Social Welfare, Inclusive policy

Social work and philosophy of life

Ella VAN 'T HOF, University of Applied Sciences - Institute Social Work,
Adem DINHAM, Goldsmiths, University of London - Faiths & Civil Society Unit,
Teemu PAUHA, University of Helsinki - Diaconia University of Applied Sciences,
Dag HELGE MOLDENHAGEN, diakonhjemmet University College - Department of Social Work,

The paper offers relevant points for an interesting and necessary discussion about the significance of social workers and volunteers who are sensitive to belief issues in a secular social work organization. Social professionals and philosophy of life. The study arises from the need expressed by practitioners in the field for renewed attention to issues regarding how people give meaning to their lives. New forms of religion and spirituality have emerged, alongside developments within the traditional religions. Our first objective is to examine how social workers deal with this religious diversity in their professional practice. Are they able to provide a sufficient response to people's changing needs in this area? To what extent do their own beliefs play an inhibiting or facilitating role? We also look at whether there is a need for professional training and development in this respect. Volunteers and philosophy of life Many social work organizations rely heavily on the work of volunteers. The trend is for an even increasing amount of professional duties to be taken over by volunteers. What part do the volunteers' own beliefs play in their motivation and their approach? How do they deal with the belief-related needs or forms of spiritual sustenance they encounter through their clients? What kind of training would volunteers like to have? Policy concerning philosophy of life in social work organizations We are curious to find out about policy on and experiences of belief systems within (secular) organizations. Has policy been explicitly developed in these organizations? To what extent does such policy support the actions of staff? Resilience Concerning the resilience of vulnerable people, their individual philosophy of life seems to be even more important in times of financial crisis like nowadays. The transition of welfare state to participation society applies for active citizens who organize care for themselves and each other. Question is how to get motivated those citizens and what the new role of the professionals and volunteers could be in this process. One approach could be to utilize the inspiration of the philosophy of life, as an inner drive to connect and help people.

Keywords: intercultural competency, religious sensitivity, active pluralism, laicism, faith-based social work

Human rights and social work. An international videoconferencing for and by students social work

Van Kerckhove CHRISTIAN, Education, Health and Social Work - Social Work,

Since more than 6 years I'm organizing with my and social work students from other European Universities a videoconferencing about human rights. The students discuss 3 subtopics: 1. Human rights. Are they important for the Social Worker? In this subtopic the students discuss the 'statement' of Jim Ije: "Human Rights and Social Work : towards Rights-Based Practice". 2. Human rights and migration. The students start their discussion with the general situation that we live in a global world and that international migrants crossing borders in hope of work or freedom. Once migrated the migrants face a wide range of human rights abuses since they often fall through the cracks of legal protection. Some of the central questions the social work students discuss are: What kind of Human Rights abuses? Obstacles that prevent many migrants from seeking redress for human rights abuses? What's our position and/or responsibility as Social Worker? 3. Human rights, refugees and IDPs. The basis the discussion is article 14 of the 1948 Universal Declaration of Human Rights. To make it concrete the students discuss the question if there is a conflict between this article and the fact throughout the world refugees, asylum seekers, migrants and internally displaced persons (IDP's) are the victims of racial discrimination, racist attacks, xenophobia and ethnic intolerance. I my paper I will present the problems with organizing this videoconferencing and an overview of the results of the last 6 years of international videoconferencing for and by students social work about human rights.

Keywords: social work, human rights, migration, discrimination, rights-based practice

Discursive exclusion and selected inclusive practices

Mariusz GRANOSIK, Faculty of Educational Sciences - Department of Social Pedagogy,

Exclusion processes are usual located in economical, cultural or political dimensions of social life closely related to such problems as: poverty, low level of social and cultural participation, alternative norms and values. But the exclusion process might be analysed differently, if discursive/conversational perspective is to be adopted. In this approach, social exclusion is defined mainly in terms of discursive participation on three levels: everyday life communication, professional conversation and public discourse. In "classical" conceptualisations, social exclusion touches selected groups of people, but conversational perspective is more focused on excluded discourses, patterns of interpretation, and topics. Transferring the assumptions into practice, social work has to be oriented onto contact and communication work, especially on the level of (1) community and (2) public discourse. (1) Invisible social walls divide community into unequal parts, usually minority and majority), the barriers restrict radically the possibility of negotiation rules, norms and social roles, and decrease flexibility of social interpretations. In result social relations are more grounded in stigmas, stereotypes, and other solid structures. Mediation is the most important aspect of social work that needs to be done but with respect to different norms and values and different communication styles. (2) Mentioned above solid patterns of interpretation mainly are the result of public discourse, that is the basic source of information and interpretive patterns in contemporary society. Moreover public discourse is a platform for defining social problems as well as looking for solutions and making the decision. Being out of public discourse means being excluded from society in double sense: as a subject of discussion and as an participant of the social debate. Advocacy oriented social work seems to be an answer to this type of exclusion because even indirect participation gives a chance to place the minor topic in public discourse successfully. The very notable is a role of professional discussion as a mid-level discourse. This activity reveals another important role of social work that is keeping the balance between the majority interest in maintaining the old normative order and the minority interest of radical social change. This conflict is an important collective dilemma of contemporary social work.

Keywords: discursive, exclusion, community work, society/societal work, conversation analysis, interpretive approach

A presentation of a pedagogical model for local inclusive policy practice to improve the life chances of vulnerable people based on the global agenda for social work commitments.

Linda DE CHENU, Health & Health Sciences - Health & Social Work,

This presentation evaluates the potential of a new social work pedagogy which considers the global context and the policy related role of social workers to achieve inclusion. The paper will analyse a local project introducing students to the Global Agenda for Social Work (GA) from 2011-13 and the frameworks used to present the GA, the policy practice developed, and issues raised. The focus of the paper is to present a pedagogical model to promote the final GA 'Commitments' at the local community and organisational levels. In 2010 the IASSW/IFSW & ICSW began a consultation process for the draft GA which included the aims of promoting social and economic equalities, human dignity, environmental and community sustainability and the importance of human relationships. In the first phase of the project in 2010-11 local students and educators participated in the consultation process of the GA. This phase was linked to a wider national initiative organised by a committee of social work educators and the British Association of Social Workers. The final 2012 GA outlines the 'Commitments' of promoting social and economic equalities, ensuring the dignity and worth of the person, promoting sustainable communities and well-being through sustainable human relationships. The presentation mainly addresses the second phase of a local English project in 2012-13 to enact the GA 'Commitment' of promoting social and economic equalities at a local community and organisational level to promote inclusion. The presentation will reflect on building a community network as a pedagogical framework for policy practice to develop awareness and promotion of GA equality commitments amongst educators, practitioners, service users/carers and students. The local English context of the recession and a move to a 'small state' and the implications for inclusive social work policies and practices with women in the community are analysed. Finally the policy process of the GA in the global policy arena is evaluated.

Keywords: global pedagogy, inclusion, women practice

Economic migrants in Slovakia - opportunities and threats

Martina ČIERNA, Faculty of Education - Department of Social work,
Lucia SLOBODOVÁ, Faculty of Education - Department of Social work,

Following the EU enlargement in 2004 and 2007, economic migration increased due to the varying standards of living between the poorer new members and the rest of the European Union. The original member states reported significantly higher GDP – as one of the main indicators of economic welfare – compared to that of the accession states. After joining the EU and entering the common economic space and the monetary union, Slovakia recorded major economic growth, which made an impact on the demand for labor. Due to the development of new branches in its economy, the Slovak economic structure created new jobs that the local work force was unable to satisfy. This, together with the free movement of work capital opened up possibilities for an increased number of migrant workers arriving in Slovakia. Although due to the lasting (worldwide) financial crisis, national economic growth has been slowing down in the recent years, the Slovak Republic remains an attractive country for foreign investors as well as migrant workers. Within the current labor market in Slovakia, the demand needs are still not completely saturated. In consequence, migrant workers are necessary for securing the continual economic growth and growth of the country's prosperity. The demographic development within the EU suggests an ongoing trend of receiving and incorporating migrant workers as an essential part of the labor market in individual EU member states. Due to this fact, and the possible risks of discrimination against migrant workers it is necessary for EU member states to monitor the situation of immigrants and to create satisfactory conditions for their work and life in the country. Based on empirical data processed by qualitative research we want to identify the challenging issues from the migrant workers' viewpoint, and in the next step, suggest not only specific solutions for the improvement of their situation in Slovakia but also measures supporting the prevention of discrimination.

Keywords: migrant workers, discrimination, migration policies in Slovakia, social policy, migration

History teaching, post-coloniality, and discrimination in the Netherlands

Maria PLATTEEUW, Faculty of Social Sciences - Department of Social Work,

Education, and more specifically history education, has been an important tool used by nation-states in western Europe (including the Netherlands) during the nineteenth century to create a national identity and invoke a sense of national pride among the very diverse inhabitants; as well as to emphasise the (cultural) hegemony in their larger empires. In the face of the present-day multi-ethnic reality of the Netherlands, education is still an important but tricky instrument that could both be used in a negative way – to enhance nationalist feelings and exclude people –; as well as in a positive way, by teaching openness and including minorities' views and experiences. For that reason I will look at pupils' experiences within secondary schools in the Netherlands. I am performing this study in the context of the resurgence the Netherlands has seen in recent years of openly pronounced expressions of racism. In media, political and scholarly debates alike, the reasons for this development are seldom sought in self-reflective or critical analysis of (Eurocentric) patterns of thinking, but instead the ethnic or 'racial' minorities in the country are problematised. Racialised ideas established themselves deeply into European and Dutch thinking during the imperial and colonial era. These, however, became a source of deep shame after World War II and decolonisation, and the word 'racism' became a great taboo in the Netherlands, and is very rarely used in the public discourse. I want to explore whether a post-colonial awareness has become a part of education. In this Master study I will look into how ethnic white Dutch students and Antillean Dutch (as a post-colonial minority group) students experience the Dutch education system regarding the teaching of colonial history and the present-day relations within the Kingdom of the Netherlands*. (*Currently the Kingdom of the Netherlands consists of the Netherlands, situated in continental Europe, and six islands in the Caribbean Sea, together referred to as the Dutch Antilles).

Keywords: national identity, post-colonial migration, ethnic minorities, discrimination/racism, history education

Ethical and professional practice with children and families: a reflection on the ways in which social workers and their managers might be supported in their roles.

Elizabeth HARLOW, Health and Social Care - Social Work,

Protecting children from abuse or significant harm is complex, challenging work. It involves making decisions on the physical, psychological and social well being of all family members, and in consequence it is fraught with ethical dilemmas (see Hennessy 2011). The context and practice of this decision making places great demands on social workers. The potential for ethical and professional practice is undermined if the difficulties and emotional content of the task are not appreciated, and practitioners are not supported to undertake their work. A recent review of English children's safeguarding services confirmed the importance of good quality professional supervision, but concluded that many practitioners have not been provided with this kind of support (Social Work Task Force 2009). Furthermore, policymakers have recognized that those providing professional supervision (usually front line managers) should receive training and help with this role. This paper reports on an initiative which was established by the Children's Workforce Development Council (CWDC) in 2010 in England (see Harlow, Blunt and Stanley 2011). This initiative aimed to improve the support provided to front line managers. The way in which support was defined by the CWDC and interpreted by the welfare organizations that participated in the project will be described. The paper then offers a reflection on the support and the ways in which it might encourage ethical and professional practice with children and their families. References Harlow, E., Blunt, G. and Stanley, N. (2011) Evaluation of the Support to Front Line Managers Project Leeds: Children's Workforce Development Council. [**Keywords:** Children's services, professional supervision management, reflection, ethical practice](http://www.cwdcouncil.org.uk/research/projects/completed/Hennessy, R. (2011) Relationship Skills in Social Work London: Sage. Noble, C. and Irwin, J. (2009) Social Work Supervision: an Exploration of the Current Challenges in a Rapidly Changing Social, Economic and Political Environment, Journal of Social Work 9(3), 345-58. Social Work Task Force (2009) Building a Safe, Confident Future. The Final Report of the Social Work Task Force.</p></div><div data-bbox=)

Focusing on personal outcomes in social work

Emma MILLER, Health and Social Science - Glasgow School of Social Work,

There is increasing interest in the outcomes of public services in many countries. In the UK, there has been considerable attention to personal outcomes in social work and social care for many years. This work originated at York University, and has continued to develop more recently in Scotland, following research undertaken at the University of Glasgow (Miller 2012). Outcomes based working is now becoming embedded in practice in Scotland. However, there are different understandings in operation of what personal outcomes are. From the perspective outlined in this paper, personal outcomes are defined as what matter to people using services, as well as the end result or impact of activities, and can be used to both determine and evaluate activity. Some key benefits have been identified from outcomes based working. These include the potential to engage people who use services in defining their priorities, thus improving person-centred practice; the potential to involve the individual in defining the role that they themselves wish to play in achieving their outcomes, as well as the role of services, thus supporting more enabling ways of working; and improved clarity through everyone involved having a shared understanding of the purpose of social work involvement. The collated information about outcomes can also be used at service and organisational levels for service improvements and planning. Implementing an outcomes approach is not an easy task however. In particular it has been identified that managerialism has resulted in a tick box approach to assessment and support planning. By contrast, skilled and flexible communication is required to fully engage individuals in defining what is important to them in life. Staff may therefore require support to revisit core skills in outcomes focused practice. It is also essential that outcomes should be embedded at the organisational level, including outcomes focused supervision for staff and senior management buy-in. In particular, it is important that a return to managerialist interpretations of outcomes should be avoided.

Keywords: personal outcomes, person-centred practice, enabling practice, flexible communication, staff support and supervision

Communities of practice and research

Wilken JEAN PIERRE, Society and Law - Research Centre Social Innovation,

Jean Pierre Wilken will introduce the model of Communities of Practice and Research (CoPR). This is a variant of the well-known model of Community of Practice as developed by Etienne Wenger, in which research is an essential part of the learning process. In a CoPR, practitioners and researchers endeavor together with other stakeholders in a search for improving a specific practice. Other stakeholders might be: service users, members of a particular community or members of a sports organization. Also students can be involved. The work in the CoPR can be characterized as a process of co-creation and innovation. Knowledge from three sources is combined: professional knowledge, experiential knowledge and theoretical knowledge. Within a period of 1-2 years a better practice, as defined by a set of quality criteria should be attained. During this period, the learning process and developments are followed by process evaluation and the effects are measured by a baseline, T1 and T2 assessment. In this presentation the main features of the methodology will be described. Also, some examples of will be given of practices which are improved using this methodology in the field of social inclusion of persons with a disability. e-mail: jean-pierre.wilken@hu.nl This presentation is part of the symposium Practice based research, the key to innovation

Keywords: social work, research practice-based, Community of Practice, innovation, methodology

Young people who drop out of school

Sjúður JOHANNESSEN, Chairman - Social Worker Association,

As President of the Faroese social worker association and a member of the Nordic social cooperation NSSK and International Cooperation IFSW I have 2 times in 2012 spoke about a growing problem in the Nordic region, namely the young people between 13 and 25 lose their attachment to school and education system and end up in a kind of indifference. This trend has also hit the small country Faroe Island where I come from, and we think that this is a rattling future development that we need to take seriously and do something about. I would like, along with a college to have a work shop I you conference (if possible of cause) where we have a presentation on the situation in the Faroe Islands among young, possible causes? Is this related to the ailing economy? How do we help these young forward? And how do we find them? What do we do to remedy the problem? And what about the rest of Scandinavia with young people between 13 and 25 years. The workshop is intended as a brainstorming session to see if other Eu countries are experiencing the same problematit and ideas for how we can help these young people. In our small country is the short distance to the political system, making it possible for us to get directly in social ministry with information about the problems and possible solutions. PS: I work as Child welfare counslor.

Keywords: NSSK, IFSW, young people between 13 and 25 years, Faroe Islands, growing problem in the Nordic region

Development, social inequalities and the social practice of the landless workers movement (mst) in Brazil

Liana BRITO, Social Applied Sciences Centre - Social Work,
Hermann VOESGEN, University of Applied Sciences - Kulturarbeit,

This paper discusses about the development in Brazil as a complex process in global context, which produces, on one hand, concentration of wealth, land and social inequalities and, on the other hand, a social practice of the Landless Workers Movement (MST) against this situation. Workers from countryside and cities are occupying non-productive farms to force the government to make the land reform and to raise awareness on the reality of many people in the rural and urban areas. After the land access, they start living in rural settlements where they organize their lives and produce in a cooperative and ecological form. Furthermore, by the mediation of their social practice, they have expanded the access of social policies: education, health system, housing, sanitation, public transport and infrastructure. The conquest of these rights has been possible because they are organized as a national movement and they have enough capacity of mobilization to press the State whenever they need. Besides, the MST is connecting with some international movements, through which they can inform on-line the current events, leading the international mainstream media to help spread the news. This also helps constrain the government and authorities to explain the facts and to apply the national law more deeply. Professors and students of Social Work from public universities of Brazil have had relevant research and extension experiences in some rural settlements of MST in Brazilian's northeastern region. One of such researches investigated the social conditions of production in the rural settlements to understand the logic of their strategies. Another research focused on environmental conditions, applying a social technology of bioremediation of the sewage, as a strategy of food production. Living in the countryside in the context of land reform has been a challenge to expand some alternatives of new economical, social and cultural relationships. In this process, they are overcoming the archaic and traditional model of life in the countryside of Brazil. By the connection of rural realities and the academic community, it has been possible to share and gain increasing awareness and knowledge for a social intervention to respond and extend to their necessities.

Keywords: Development, Social Inequalities, Social Practice, Social Rights, Social Movement

Migration and discrimination: reassessing policies protecting the rights of migrants

Emmanuel TOLLOPE, Education - Social works,

In principle, the flow of labour between countries should be economically beneficial for all countries. However, while the unrestricted flow of goods and capital is accepted almost without qualification, the movement of labour tends to raise sensitive political and sociological issues. The global phenomenon of migration has accentuated the emergence of transnational relations that are sometimes characterized by discriminatory and segregatory tendencies. Thus, the rights of migrants are violated as they are excluded from society. Given the fact that migration can never be eliminated or even fully controlled, the challenge for the international communities will be to deal with issues in the broader context of a coherent, human-centered and human rights based response to globalization. Migrant discrimination is identified as being widespread and common place. It is majorly tested by economic inadequate which in itself breeds fear of foreigners or those perceived to be outsiders. This paper examines the phenomenon of migration and discrimination in an attempt to address the discriminatory and segregatory tendencies in the experiences of migrants to Europe. The paper seeks to contribute to the call by various international organizations advocating the respect of the rights of all persons independent of their colour, race, ethnic group, nationality, by x-raying current human rights policies protecting the right of migrants. Of special concern to this paper is the treatment accorded to Nigerian, migrants in Europe. Nigeria in the international Community has been branded as a country of swindlers, of people who cannot and should not be trusted. This branding has come about as a result of the activities of a few of citizens but has affected all her citizens, especially those who are either migrants, or who have business in western countries. The writer of the had an experience at the time of entry into U.K in the month of November 2012 on legitimate business. The writer was subjected to fullbody check at the Heathrow airport. And it was quite embarrassing. as some of the other passengers were not given such treatment. The application of the principles was set forth by the IOM, ILO and UNHCR and a human-right based approach

Keywords: Migration, Discrimination and Human Rights, Segregation, Nigeria migrants

Transition of soviet-type service into an innovative social model to promote children's rights to care

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This paper is a road map that guides through the developmental directions and phases of effective social technology applied at the Children's Support Centre in Yerevan as an effective social technology in Armenian child protection system. Child care systems have been undergoing radical changes in all post-soviet countries over the last two decades. While the level of involvement and priorities of reform vary between the countries, it is clear that all of them have started to make changes to the basic structures, services and management of the child care systems aiming to decrease the number of children in residential care, prevent family separation and increase the proportion of children cared for in a family type environment. Armenia, as many post-soviet countries has traditionally relied heavily on institutionalization of children as a protection measure for children without parental care, in cases of child abuse and neglect, for children with disabilities, etc. Today, every country in those countries is still to a varying extent engaged in the reform of child care system. Former "priemnik" run by police was fully reorganized into a child-focused and child-friendly service model of crisis intervention to serve children and families at risk. This paper focuses on the effective technology that allowed decreasing the fragmentation of child protection system and promoting children's rights to care.

Keywords: practice, crisis, technology, Soviet child rights

Developmental center for empowerment of elderly people of the city of Zagreb

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Developmental Center for Empowerment of Elderly People of the City of Zagreb (hereinafter "Center") operates under the guidance of the foundation "Zajednicki put". The establishment of the Center was driven by research findings on the rights of elderly people in the Zagreb area, undertaken by "Zajednicki put" in 2012 in collaboration with Research and Training Centre for Human Rights and Democratic Citizenship, Faculty of Humanities and Social Sciences, and the Department of Social Work, Faculty of Law, University of Zagreb, supported by the City Department of Social Welfare and People with Disability. The goal of the Center is to familiarize elderly people with their special rights and with procedures for protecting those rights, in order for them to be prepared and encouraged to actively participate in community life. The Centre focuses on organizing thematic workshops, during which elderly people question their needs, learn about their rights, how to recognize possible obstacles to their claiming, and how to act in the case of being denied their rights. The emphasis is put on the introduction to the basic concepts of domestic, European and international policy and practice of human rights of elderly people through various forms and methods, such as debate on current issues, simulation, role-playing, analysis of texts and video records, and critical evaluation of feature and documentary films and commercials. Along with educational and informational dimension, the workshops, due to encouraging dialogue among participants, critical thinking and the exchange of opinions and ideas, have an interactional and socializing dimension. Elderly population's potentials, which are the result of their accumulated professional and life experience, are being used to encourage their active participation in the life of the local communities, with the aim of them being considered less as a burden and more as a resource.

Keywords: developmental center for empowerment of elderly people of the city of Zagreb (Center), elderly people, human rights workshops, participation

Ethical principles of social workers in the decisions to ethical dilemmas: are there differences between cultural contexts?

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Ethical principles of social workers in the decisions to ethical dilemmas: are there differences between cultural contexts? - fundamentos éticos de los trabajadores sociales en la toma de decisiones ante dilemas éticos: ¿existen diferencias según contextos culturales? Esta comunicación tiene por finalidad exponer los resultados de la investigación que realizamos sobre el papel que juegan las teorías y principios éticos del trabajo social en los procesos de decisión de las/os trabajadoras/es sociales ante dilemas éticos. Hemos investigado cuáles son las teorías éticas que avalan los procesos argumentativos de las/os trabajadoras/es sociales según diferentes contextos culturales. Para su elaboración nos basamos en una investigación realizada por un equipo de profesorado chileno que replicó la investigación que a su vez habían llevado a cabo en Israel las colegas osmo y landau sobre la misma temática. Dado nuestro interés por la dimensión ética del trabajo social y por la trascendencia que está adquiriendo como consecuencia de la complejidad de la vida social, decidimos realizar el mismo estudio a fin de poder comparar los resultados obtenidos entre los tres países y avanzar en el conocimiento de las posturas actuales de afrontamiento moral de las trabajadoras/es sociales.

Keywords: ethical principles, ethical dilemmas, deontological code, ethical theorys, professional decisions making

Increasing access and equity in social services: innovative approaches to supporting lesbian, gay, bisexual, transgender and queer (LGBTQ) people

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What are some of the factors that ought to be considered in order to increase service access and equity for people who experience oppression and persecution due to sexual orientation and gender identity? With the increasing professionalization in the social services fields, how can we incorporate the strategies and knowledge gleaned from years of lived experience and practice to sustain our community building efforts? Through a critical reflection on community building philosophies and strategies that have been implemented in Canada at Griffin Centre's reachOUT program, I will reflect on my personal experiences as a service provider to share key practical insights on the impact of innovation in action through a continued commitment to building community as a critical component of service delivery. Through the implementation of community engagement frameworks that are focused on capacity building and skills exchange we will examine the ways we operate and deliver services so as to acknowledge the unique factors and resiliencies of our communities as a way of addressing the compounded effects of systemic oppression, including homophobia, transphobia and heterosexism, that shape us all.

Keywords: Inclusive Practice, Sexual Orientation, Oppression, Human Rights

Ways of understanding asperger's syndrome which aids inclusion in all areas of life

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This presentation will outline participatory research with adults with Asperger's syndrome. The adults with Asperger's syndrome were involved in all aspects of the research and designed research tools to consult with other adults with Asperger's syndrome about their views on the support that they needed to live their lives. The research group of adults with Asperger's syndrome analysed the results and from this proposed a new way of understanding Asperger's syndrome based on the three main themes from the research of 'me understanding myself', 'me understanding others' and 'others understanding me'. The group placed these three main themes into a triad which they called the 'triad of understanding'. This triad and the reverse of it which they called the 'triad of misunderstanding' form the basis of a way of understanding the experience of adults with Asperger's syndrome when situations go wrong for them as well as well as planning and understanding for when situations go well for them. These models can be used to form the basis of support for people with Asperger's syndrome in understanding themselves and others as well as helping people who do not have Asperger's syndrome understand them. The models can be used to aid inclusion in any situation, including in family settings and relationships and in education and the workplace. The models can be used to challenge barriers to inclusion to aid understanding and minimise the anxiety that people with Asperger's often feel in social situations.

Keywords: Asperger's Syndrome, inclusion, difference, understanding barriers