BOOK OF ABSTRACTS

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Opening Session

Human rights, social justice and social work research

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Human rights and social justice are identified as the central guiding values for social work practice in the global definition of social work. Although social work is proclaimed as a human rights profession, this poses a lot of challenges for social workers operating in complex and challenging circumstances. In the first part of the lecture, we focus on the way Flemish social workers operationalize human rights in 5 guiding principles for social work practice. These principles were presented at the first Flemish social work conference, organized in 2018 after an elaborated participative process in which more than 200 social workers and representatives of social work organisations took part.

The renewed global definition of social work considers social work not only as a profession, but also explicitly as an academic discipline. This implies that these values not only guide social work practice but also social work research. In the second part of the lecture, we explore what these values can imply for social work research. Since social work research is a social practice, shaped by decisions made by researchers and situated in a broader sociopolitical context, the central question for social work research is which lens is used : a more liberal lens which neglects the active role of the researcher or a more radical lens shaped by critical reflexivity, human rights and social justice? In other words, what makes social work discipline distinctive : its field of study (social work practice), its topics (social problems such as poverty, inequality, migration), its research methods (dominance of qualitative, participatory methods) or its theoretical lens? Inspired by the work of Addams, Bourdieu, Freire, Fraser, Lamont, Dean and Ife, we make some suggestions for a future social work research agenda informed by a radical lens and by human rights and social justice.

Keynote session 1

Social services 'disrupted.' The consequences of the restructuring of public social services on spatial justice and economic development

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In the course of the last thirty years the way public social services are conceived, organised and supplied has experienced profound changes throughout Europe, with relevant consequences in terms of social and spatial justice. Despite the persisting variety of national welfare models, three concurrent trends have been at work across countries: a) a generalised disengagement of the state; b) a vertical re-scaling of authority; c) a horizontal re-mix of the supply system. These processes have 'disrupted' the established notions of universal access and social citizenship and have also triggered a resurgence in social and spatial inequalities. Whether in Finland, the UK, Germany or Italy, a stratification of the service supply is taking place, whereby people have increasingly differentiated access to qualitatively different social services, not only as a function of their income, but also of their place of residence.

Drawing on the rich evidence gathered in the course of a COST Action I coordinated from 2012 to 2016 (see the 'open access' volume freely available at https://www.elgaronline.com/view/edcoll/9781786432100/9781786432100.xml?result=1&rskey=9 hr5wD) on the restructuring of public social services in several European countries and, more in depth, on the case of Italy, in this address I focus on the neglected territorial consequences of these changes, from both a spatial justice and an economic development perspective. In fact, territorial disparities in the supply of – and access to – public social services do not feature solely an issue of unequal citizenship, but they also hamper economic development. In the end, my aim is to revive the discussion on the key role public social services can play as drivers of both social justice and economic prosperity.

Session A1: Social work and measurement

Research issues emerging from an evaluation of an early intervention family support service in Northern Ireland

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Early intervention approaches have a common focus on identifying problems or risk factors and intervening as early as possible to effectively mitigate them (Fitzsimons and Teager, 2018; Maggi et al, 2010). This paper considers issues from an evaluation of an early intervention support service (EISS) targeted at families in Northern Ireland where, utilising the Hardiker et al (1991) family support model, additional needs had been identified but did not qualify for statutory social services involvement.

The service, set up in five areas of multiple deprivation, involved a support worker delivering a 12-week intervention to families and children who freely engaged. The intervention used a variety of evidence-based therapeutic interventions. The Outcomes Star was used to plan, assess and measure change.

The research aimed to assess how effective EISS was in improving outcomes for children and their families and to document experiences of delivering and taking part in EISS. The objectives were to assess:

- The effectiveness of the service in improving family functioning; parenting self-confidence; and the quality of the child/parent relationship;
- How reliable and valid the Outcomes Star was as a measure of key outcomes;
- How well EISS fits the local geographical and stakeholder context;
- What elements were viewed as most beneficial, by service providers and parents, and;
- If EISS could be modified to enhance effectiveness before a scaled roll-out across Northern Ireland.

The main impact evaluation employed a non-randomised wait-list controlled trial. Each EISS was responsible for identifying participants and gaining consent. 109 participants were included, however attrition reduced the final sample to 80. Reliable and valid psychometric measures of family functioning, parental self-efficacy and assessment of child behaviour were used to measure outcomes. To minimise respondent and time burdens, pre-and post-test data were collected via telephone using an iPad which directly uploaded data to a secure server. Main effects analysis was carried out using regression models to compare mean scores for intervention and control groups, controlling for pre-test differences. A qualitative process evaluation was undertaken alongside the main trial and analysed thematically to inform findings.

Findings from the process evaluation revealed that the service was well received by families. Key factors included: parent/worker relationship; immediacy and flexibility of response; and the offer of non-judgemental practical and emotional support. However, the quantitative analysis found no reliable evidence that EISS was having an impact, with only 2 out of 22 outcomes indicating potential improvement.

 In exploring the gap between positive views of the service and the lack of significant evidence of impact, the paper draws out two key issues: problems associated with the underpinning logic model or theory of change; and the limits of the research design. The paper explores these in detail. It is argued that in the development of this service and similar services, processes of co-production should be expanded to include early engagement with researchers, who can inform the development of both the logic model and the research design. It is argued that this would save time and money and allow for more robust and valid evaluations.

How to measure empowerment? A critical analysis of three instruments based on quality standards.

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Principles of social justice and human rights are central to social work, as is stated in the international definition of social work. From these principles empowerment is embraced as a central concept and core value within social work in the Netherlands. Both citizens, professionals and politics require measuring instruments that expose the empowering effect of social interventions. There are various measuring instruments that aim to measure different levels of empowerment. The way in which measuring instruments are developed, however, seems to affect the quality of the instrument. To this end and with this in mind, five quality standards have been developed in Flanders, with which statements can be made about the value of the creation of a measuring tool for empowerment. These standards relate to the scope of the instrument, the context specificity of the instrument, the extent to which the target group is involved in the development, the extent to which the target group is involved in the use of the instrument and the extent to which the instrument distinguishes processes and outcomes of empowerment.

In this research project, the way in which three measurement tools of empowerment have been developed is critically considered and evaluated in relation to four of these quality standards. These instruments being the 'Empowerment vragenlijst (EMPO)', the 'Nederlandse Empowerment Lijst (NEL)' and the 'Psychologische Empowerment Schaal (PES)'.

The development of the three validated measuring instruments that are used in social work, have been studied by combining semi-structured interviews with the developers with existing material about the instruments. The quality standards formed the starting point for the questions to the developers, looking for similarities and deviations between the development of their instrument and the standards.

The quality standards offer a quality framework and provide insight into the development possibilities of measuring instruments. One conclusion confirms the importance of a good definition of what is measured so that a complete picture of empowerment can be acquired. It became apparent that a tension arises when developers deviate from the theoretical framework of empowerment in determining which items should be included and only the perception of the target group was a determining factor, even though the perception of the target group is crucial for the creation of a fitting instrument. Related to this, the target group of an instrument can, in addition to the clients of social workers, also be defined as the social workers themselves. They represent the professional perspective of empowerment in the lives of their clients. Furthermore, a good match between context-specific elements and more generic elements in item building seems promising. While using the various instruments, social workers found that the measurements of empowerment, in addition to the numerical value, also form a relevant and practical 'conversation tool' for social workers, with which they discuss possibilities and limitations with their clients.

When methods meet motives – social work researchers at Dutch universities of applied sciences on motives for practice-based research and choices made in their research designs: a Q-methodology study.

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Background and purpose: Social Work (SW) in The Netherlands contributes substantially to societal issues but is also under pressure; a more solid knowledge base is required to account for quality, efficiency and professionalization. Dutch universities of applied sciences (UAS) provide in this base by conducting practice-based research in the triangle of practice, education and research. Since 2001 UAS in The Netherlands have held a research function alongside the educational function. From this point on, UAS' developed an identity of their own. The aim of this PhD-study is to gain insight into this identity and the range of SW research methodologies used in order to satisfy the demands of methodological rigor and practical relevance. After the first sub-study analyzing publications and attempting to map out methodological variables, this second sub-study focuses on perceptions of SW-researchers, related to methodological developments and underlying motives involved in choosing a research strategy.

Method: This presentation addresses a Qstudy, the outcomes and the lessons learned applying this method. Qmethodology is a mixed-method approach that combines qualitative and quantitative approaches to systematically study subjective matters such as thoughts and beliefs on any given topic. In this study 34 researchers at Dutch UAS participated in identifying motives underlying their methodological choices. The researcher invited the participants (P-set) in a one-on-one to rank 37 statements (Q-set) along a symmetrical grid (Q-sort) from +4: most agree, to -4: most disagree. In post sorting interviews the participants elaborated on their underlying viewpoint and values. The participants in the P-set were selected based on outliers found in the first study and by the snowball method. Statements in the Q-set were derived from e.g. social science theory and research literature. Sorting data were subjected to centroid factor analysis and varimax factor rotation, resulting in groupings of respondents who share similar perspectives. The qualitative data underpinning holistic factor interpretation.

Results and implications: The Qstudy yielded, besides rich encounters, a large set of data. Analysis and interpretation demand a highly sensitive approach in a process that involves going back and forth between the quantitative and the qualitative data. The analysis led to the identification of two trends, although both are driven by SW practice: research with practice characterized by the use of emergent designs in order to improve practice, and research on practice with pre-structured designs mainly to contribute in the scientific foundation. There was partial support for a third trend: research on and/or with practice towards a consolidated knowledge base.

Whilst performing the study the researcher and the participants gained insight into the method itself; the process of ranking the statements was found to encourage a reflective monologue on motives. Often the participants asserted that the statements could be of much use having conversations on mission and vision within their own research group. Qmethodology was received with enthusiasm. The possibilities for deploying it with other target groups, such as children or people with learning disabilities through the use of clear sentences or even pictures, were raised.

Effects of the reduction of the case load in social assistance on the redemption rate and case costs - a paradigm shift in the social assistance discourse in the Swiss context?

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In a pilot project conducted by the social service of Winterthur 2015-2017, the research team compared the effects of a caseload reduction in a quasi-experimental design with an experimental and a control group for the duration of 18 months (Eser Davolio 2016). The study includes a qualitative as well as a quantitative analysis (statistical calculations regarding savings and replacement quota of service users/file analysis of frequency of contact with the users/online survey of social worker's job satisfaction). In the qualitative part, individual and group interviews served to analyse in depth how the experimental group used the additional time resources they had due to the case reduction (75 cases instead of 143 cases per 100% workload). The present study (Eser Davolio et al. 2017) showed that with a lower caseload, clients can be better advised, more often be integrated into the first labour market and more subsidiary services can be acquired, whereby the use of more social work resources for social counselling pays off. The evaluation also shows that the experimental group was able to achieve higher replacement rates and on an average shorter support period for their clients as a result of the intensified counselling work. Following the steady increase of caseload in recent years, these results represent an argument for a change of direction in social policy - both in terms of the expansion and the necessity of professional social work while at the same time benefiting savings policy in the social sector. Onthe basis of the study results, the local political bodies agreed to an increase in personnel and will now extend the tested parameters of the reduced case load to all social counsellors so that continuous and intensified casework can be carried out. After a long period of acceleration, economization and de-professionalization of social counsellors (little room for the use of professional competencies and counselling), these results herald a trend reversal and revalorization of social intervention also for other municipal social services. The predominant socio-political discourses in the Swiss social system (Knöpfel 2013), which revolve around savings pressure, an activating welfare state and the abuse debate can be contrasted with the findings of the study. The workshop will analyse and discuss results of the study with regard to the challenges of transfer and implementation of innovation in the social sector.

Session A2: (Self-)advocacy and participation

Policy advocacy with people in poverty: informality as a key mechanism for political engagement from below

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Our paper focuses on the challenge for social work to actively involve target group representatives in practices of policy advocacy as a way to pursue the realization of their social rights. More specifically, we investigate how organizations aimed at influencing poverty are able to maintain the commitment of people in poverty. Many advocacy organizations (cl)aim to represent the interests of vulnerable target groups through a variety of activities and strategies that seek to influence policy decisions (Casey, 2004). Policy advocacy is commonly defined as 'any attempt to influence the decisions of an institutional elite on behalf of a collective interest' (Kimberlin, 2010). Most studies in this field focus on challenges, barriers, strategies and tactics employed by non-profit service organizations at both the organizational level and the level of the social worker when interacting with policy actors (AlMog-Bar & Schmid, 2012). Challenges related to the interaction with the vulnerable target group are less explored as a research topic. It appears that social work organizations need to develop organizational capacity to stay in touch with and to maintain the commitment of these groups to their organization to gather support, legitimacy and the necessary expertise to influence policy makers (Casey, 2004).However, they often receive criticism on this front, for instance for a lack of representativeness or for instrumentalizing the participation of people in poverty for the pursuit of organizational interests.

Our empirical analysis draws from interviews and focus groups with social workers and people in poverty in four poverty organizations that consider advocacy as a key aspect of their mission and aim to actively engage people in poverty in all their activities, including advocacy. A key finding is that both people in poverty and social workers stress the importance of a 'practice of informality'. Informality allows professionals to build a relation of trust with participants. It is considered a precondition for a continued engagement by people in poverty who themselves, freely share experiences and identify thresholds to the realization of social rights and 'participation to society as an equal'. It is a continuous, multifaceted effort that, in principle, should precede any dialogue with policy makers. Using insights of Sennett (2013) on the work of neighborhood centers in Chicago we conceptualize these 'practices of informality' as a way to connect with the existing member base and to diversify the activities and policy work to new members. Drawing from our case studies we present some of the key aspects and challenges for the organizations that engage in these participatory advocacy practices.

Assisted democracy - on dilemmas in practicing democracy and participation within psychosocial rehabilitation.

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The presentation explores local democratic processes among service users, who live in a Danish residential housing facility for young adults with severe mental problems. In Denmark, psycho-social rehabilitation involve ideals of inclusion, autonomy, democracy and participation. These ideals are underlined both by the UN-Convention on the Rights of Persons with Disabilities and by the turn towards 'recovery' in mental health care – both of which point to the importance of including the service users' own perspectives and voices. The question, however, is how these ideals work (or don't work) in practice? How do service users participate in local democratic processes? And how are different forms of participation recognized as legitimate?

The study is based on two parallel anthropological field studies among social workers and service users respectively in a residential housing facility with 10 residents. It includes both informal and in-depth interviews (28 transcribed and coded interviews) and field observations (553 hours).

In our presentation, we focus on the residents´ meeting as a case example for exploring different ways of making room for inhabiting and/or inhibiting democratic spaces. We chose the residents' meeting as a case for three reasons: Firstly, because of its status as a collective gathering for the residents. Secondly, because of its institutionalized framing; the meetings are set within a special time (once a week) and (more or less) follow a fixed procedure. Thirdly, because the meetings function as one (of more) responses to the demand of more active service user participation in the sector. The meeting is a democratic assembly in which the residents discuss and make decisions on everyday issues.

During our field work we experienced that although the meetings formally provide ways of including and involving service users in decisions, very often only few of the residents were present and those who were there barely participated in any discussions. They seemed to endure the meeting, rather than participate. Therefore the role of the social worker appeared to be crucial, although he or she was not a formal member of the assembly (did not have a vote).

Taking a methodological and analytical point of departure in phenomenology (Ahmed 2004; 2006, Finlay 2006, Merleau-Ponty 1999), our presentation we will explore in detail how a social worker's (futile) attempt to introduce a discussion about reorganizing the residents' role in preparing the joint dinner produced an awkwardness that circulated between the bodies present at the meeting.

What sets the residents' meeting apart from other democratic spaces is that it is assisted: Somebody (the residents) are encouraged to be democratic by somebody else (the staff member). Although the staff member is not a member of this democratic forum, his or her presence at the meeting is vital for the meeting to be conducted. Our study points to this invisible inequality in the democratic process – the status of assisted democracy – as part of the explanation as to why the residents' meetings, that were meant to be enabling democratic spaces becomes so difficult to inhabit.

Being portrayed as the protagonists of the self-advocacy paradigm: reflections of people in poverty about the photobook "Courage" (1998).

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Background: At the beginning of the 1990s, several European welfare states embraced the idea that the voice and life knowledge of people in poverty should be recognised in policy making. In that regard, Beresford and Croft (1995) even proclaimed a paradigm shift from advocacy, which implies that non-poor allies advocate 'for' the poor, to self-advocacy, emphasising the agency of people in poverty to speak for themselves. In Belgium, organisations adopted this self-advocacy paradigm in the aftermath of the production of the white paper the General Report on Poverty (GRP, 1994), and were called "organisations where people in poverty take the floor" (see Boone, Roets and Roose, 2018).

Emblematic in these developments was the photobook "Courage" (1998). The photobook was produced by one of the self-advocacy organizations, BMLIK (Movement for People with a Low Income and Children), in an attempt to develop a visual rhetoric on (people in) poverty, their violation of human rights and their citizenship (see Degerickx, Roets and Van Gorp, 2017). In this book, people in poverty, as self-advocates, were not only 'given voice' through anonymized testimonies, but took front row by 'giving face' to the poverty problem, being portrayed up close within the intimacy of their homes and neighborhoods. However, the visual rhetorical analysis of the photobook leaves a major question unanswered: how did people in poverty experience being portrayed as the protagonists of the self-advocacy paradigm?

Purpose and Methods: In our current research study, we rely on oral history research with the so-called 'self-advocates' themselves; people in poverty being portrayed in the Photobook Courage (1998). We aim to examine how the portrayed people experienced and constructed identity and self-advocacy politics within BMLIK, and how this relates to BMLIK's main activities and goal to influence policy makers as well as (non-poor) society at large.

Results: In this study, we address the ambiguity concerning an "identity politics" in relation to people in poverty. The photobook reflects how people in poverty are expected to handle the label of 'being poor' with pride and courage which contrasts in paradoxical ways with the stigma, shame and pejorative stereotyping that is attached to poverty. Poverty is not an identity to celebrate, but a social problem that should be eradicated (Dean, 2015). We therefore tackle the issue of 'othering', that is the separation between "us" and "them, as the self-advocacy paradigm perhaps unintentionally feeds into this process instead of overcoming it. In the same manner we critically question the politics of representation that is key to the self-advocacy paradigm. What are the implications of being portrayed publically as 'poor' on people's private lives?

Conclusions and implications: The notion of self-advocacy of people in poverty appears as a complex and contested concept which has, under certain conditions, the power to challenge a violation of human rights. However we contend that the announced paradigm shift 'from advocacy to self-advocacy' can equally well miss the point in enhancing social justice and human rights.

Liquid advocacy: engagement in social welfare advocacy in a neoliberal environment

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In recent decades, the number of social workers working in nonprofit social service organizations has increased. One of the primary social functions of these organizations is to engage in advocacy on behalf of impoverished groups. The literature on nonprofit social welfare advocacy is vast, providing mixed results. Some findings show that a large number of nonprofit social service organizations engage in some forms of advocacy. Conversely, other findings suggest that social welfare advocacy is limited in scope. Another controversial aspect stems from the question of whether governmental funding undermines the extent to which these organizations engage in advocacy. Evidence suggests that the increasing reliance of nonprofit organizations on government support limits the extent to which they practice advocacy, while there is also evidence that receiving funds from governmental sources does not affect the advocacy activities that the organizations carry out.

This paper aims to explain these inconsistent trends in social welfare advocacy research. It argues that the rise of neoliberal rationality has fundamentally altered the ways in which the state and nonprofit organizations operate and interact; this in turn has affected the meaning and character of social welfare advocacy. The paper discusses three interrelated components of neoliberalism and their impact on current social welfare advocacy:

(1) Marketization: processes of marketization have affected patterns of social welfare advocacy among nonprofits in contradictory ways. These processes have occasionally led organizations to increase their political visibility through involvement in advocacy activities. Conversely, marketization has made organizations more hesitant to engage in open advocacy activities that might put governmental funding at risk, and it consequently has undermined their potential for long-term and transformative advocacy campaigns.

(2) Precariousness: the general sense of social insecurity and instability today has affected the advocacy role of nonprofits. The growing pauperization of marginalized groups that has taken place in recent decades has confronted many nonprofit organizations with the need to advocate for their target constituencies. At the same time, operating under an institutional environment of precariousness, some nonprofits lack the resources and adequate staffing needed to advocate in a consistent, strategic and long-term way.

(3) Commodification: The marketization of nonprofit organizations within the context of increasing competition over resources and in a climate of precarity has led to the commodification of social welfare advocacy. As a commodity, the practice of advocacy is widely available to nonprofits and often has value to them. For example, it helps them better compete against other organizations for organizational resources. However, despite its apparent proliferation, advocacy today has lost its authenticity and traditional socio-political character.

An analysis of the conflicting nature of social welfare advocacy addresses the central aim of the conference to explore how social work practice is influenced by a rapidly changing political and economic environment. Processes of neoliberalization have contributed to the rise of what we call 'liquid advocacy', which refers to the changing and flexible nature of social welfare advocacy today. To regain the social and political significance of advocacy, social workers in nonprofits should look again for opportunities to develop more solid, long-term and collaborative strategies based on a genuine critique of neoliberalism.

Session A3: Social work and austerity

The neoliberal influence on Portuguese social work: impacts and strategies of adaptation In different practice settings

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Purpose: The communication proposes a reflection about the transformation in social work practices in the context of neoliberal policies and austerity measures in Portugal in the last decade. Within this context social workers try to adapt their professional practices conjugating, by several processes, the core values and goals of the profession and the new exigencies of efficacy under the so called "impact philanthropy" model. Many ambiguities and paradoxical effects are produced concerning this, but also new forms of work, more creative and engaging users and social communities are emerging. Could this be an opportunity to a paradigmatic shift in social work' values and practice?

Methods: To discuss this thesis we will present the results of a qualitative study based in 10 interviews of Portuguese social workers (working in the domains of social security, health and employment), about the impacts of neoliberal policies in their practices and processes of adaptation.

Findings: The results show in fact many impacts concerning the management of work processes (management of time, bureaucracy, loss of discretion, etc.) and the conception of the practice teleological basis and values (priority to the means and procedural tasks; individualization of social problems; priority to palliative care and placebo measures, etc.). The impacts in professional relationship with clients are also much emphasized (loss of time associated with management tasks, conflict management associated with the transformation of social support criteria, etc.). Data allow also to identify the adaptations and strategies used by social workers to maintain the core values and goals of social work as well as reflect about the potentialities open by this renewed strategies to promote a "renewed" moment of social work practice.

Citizens' initiatives: the shadow sides of a strong focus on active citizenship

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Background and purpose: In the Netherlands nowadays municipalities are responsible for the ways in which care and support of vulnerable people is organized. Mostly with heavy budget cuts. That's why they often focus on encouraging active citizenship. Their policy ideal is: mobilizing local residents joining forces to improve the well-being of all residents in the area. As a consequence, the role of social workers has changed; from a role with a strong focus on problem solving, to a role in which they invest more and more in stimulating informal care. But what does this policy interference mean for active citizens and all the people in these neighbourhoods? In this presentation we will show that a strong focus on social cohesion and social support can sometimes counteract adverse effects.

Research method, results & conclusions: In this presentation we present results from two different qualitative researches (2016-2018) that we conducted in two different neighbourhoods in and around a large city in the south of the Netherlands. One research is a casestudy on the privatization of a community center. This casestudy consisted of 15 participative observations and 15 in-depth interviews with social workers, policymakers and active citizens. The other research focused on initiatives from residents in different neighbourhoods that aimed at developing and strengthening further contact and care between neighbours. This qualitative research consisted of 7 participative observations and 29 in-depth interviews with active citizens, key figures (municipality, social workers, national platforms and knowledge centers) and local residents.

The outcomes of these two exploratory studies showed us that municipalities should not have too high or unrealistic expectations of citizens' initiatives. It is questionable whether civic-power can always be mobilized and how broadly shared this ideal of active citizenship actually is.

Content paper presentation: By means of examples and cases we show that a policy that focuses on stimulating citizens' initiative(s) has the following shadow sides: "real" active citizenship can be overlooked, vulnerable people are mostly forgotten and not included and a strong steering towards cohesion can lead to the opposite: people not wanting to participate and even quarrel and discord in or between neighbourhoods.

That's why it's important for municipalities to regularly reconsider the new "active" role of their citizens. And to make sure they do not, unintentionally, promote inequality. Based on these and other studies we endorse the necessity of a stronger focus of policymakers and social workers on how welfare reform impacts upon people's emotions and their social interactions (Tonkens, Grootegoed, & Duyvendak, 2013). Because of this we see the following challenge for social workers: not just implement a certain policy, but (learn to) speak out more, (learn to) influence policy more and invest more time in stimulating bridging social capital instead of bonding. We will elaborate on these challenges in the presentation.

Economic recession, austerity and disability: socio-biographic learning for social work from the exceptional case of Ireland

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Background and purpose: Ireland presents exceptional utility as a case from which to consider the efficiency of welfare state paradigms for promoting human rights and social justice. This is because in 2008 Ireland became internationally unparalleled in the severity, depth and longevity of economic recession that it experienced, in stark contrast to extraordinary fiscal affluence before, and all occurring within exceedingly short time-frames. In the aftershock of an economic downturn that brought with it both largely unanticipated, and unprecedented macro-economic and social turbulence, concerns for human rights and social justice were significantly heightened. Within the Irish economy, neo-liberalism and its free-market rationality had espoused notions of individual responsibility and marketization during the so called 'Celtic Tiger' years of pre-recession prosperity. Now, in the wake of an economic recession that was so austere in nature, that it had not been paralleled in Ireland in almost a century before, these discourses required new consideration as the welfare state garnered increased importance. Unemployment and poverty rates steeply ascended whilst the economy continued to decline, and within this, social justice and human rights concerns for those on the periphery of society who were confined to lower socio-economic status, were also starkly pronounced. In the context of efforts by advocates, practitioners, lobby groups, policy makers and researchers to gain clarity over socio-demographic and poverty risks to the Irish population, a sizeable body of statistical data began to emerge on the equality impacts of austerity. From retrospective analysis of this data, it would seem conclusive that children were particularly and negatively socio-economically impacted. By comparison to the relative wealth of statistical and quantitative data, qualitative data in Ireland was made conspicuous by its absence. This paper reports on research findings of a qualitative study with the objectives of exploring the experience, impact, policy and practice implications of recession. More specifically, the study addressed the following research question:

How have intellectually disabled young people, and their families, who avail of services from the disability sector, experienced the economic downturn?

Method: This paper will present and discuss research findings of a Biographical Narrative Interpretative Method that investigated the lived experience of disability in Ireland during recession, incorporating a social work perspective. Within this, three socio-biographic life stories offer qualitative insight into austerity. Presented are the cases of an intellectually disabled young person, his mother, and a social worker in their affiliated disability service.

Findings: A theoretical reading of the cases occurs through an affirmative non-tragedy perspective associated with French and Swain (2000; 2008), and situated within an overarching critical disability studies paradigm. Whilst the findings demonstrate an adverse impact of austerity, the importance of not reinforcing harmful stereotypes of disability that relate to notions of pity, tragedy and loss, is further articulated.

Conclusions and implications: The paper articulates the need for social work to uphold values that safeguard social work participants, in advance of periods of recession that constitute an inevitable symptom of the partially flawed nature of capitalist economies.

Incapacity-related benefit claimants: welfare dependency or welfare resilience?

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Over the last four decades the UK welfare state has experienced major reconstruction and diversification. These changes have had a turbulent impact on the provisions available for those unable to work and subsequent reforms have discursively repositioned the sick and/or disabled benefit claimant.

Patrick (2011); Hoggett et al., (2013); Marks et al., (2017), and others have argued there are deep inconsistencies within government rhetoric around welfare and that this rhetoric fails to reflect the lived experiences of individuals, particularly those with mental health problems. Evidence indicates that high levels of Incapacity-Related Benefit (IRB) claiming are consequent of a multifaceted amalgamation of factors. However, an assumption remains that men represent the largest group of claimants due to labour market shifts and deindustrialisation commencing in the 1980s (Beatty et al. 2017; Kemp & Davidson, 2009).

Arguably, for government policies to claim legitimacy they need to be transparent and credible. Research is required to explore the impact of austerity-related programmes on populations seeking IRB due to mental health difficulties as well as highlighting the mechanisms which continue to underpin and replicate 'dependency' as a social problem.

Using preliminary data from a doctoral study employing the Free Association Narrative Interviewing (FANI) method, this paper aims to contribute to theoretical gaps in literature by providing an explanatory account of the ways in which being in receipt of long-term IRB are experienced by men. The FANI method of respondent-driven data elicitation is intended to reduce the hierarchal relationship of the research paradigm to place the voices and experiences of participants at the core of the research (Hollway & Jefferson, 2013).

The FANI method sits within the psycho-social interdisciplinary field, simultaneously conceptualizing human subjects as the products of their own unique psychic worlds as well as a shared social world (Hollway & Jefferson, 2013). The method enables people's complicated lives to be both situated and made meaningful in psychosocial terms.

This paper will show how the FANI method has been utilised as a tool to consider how men with mental health problems experience life on IRB and illustrate themes of dependency, neoliberalism and explorations of the 'deserving' benefit recipient. An in-depth exploration of the narratives gained will be considered alongside the context of changing welfare state paradigms stressing individual responsibility, conditionality and societal pressures, such as increasing poverty and social exclusion.

A key part of this research is to bring an awareness of the, often harsh, consequences that these individuals face to a wider audience thus increasing the understanding of the lived experiences of a marginalised and stigmatised group. Adding to a body of social work research to enhance society's perception of relevant issues of human rights and social justice, this research seeks to contribute to anti-oppressive practice and is ideologically rooted in the philosophy of respect for human dignity and promoting individual empowerment. Findings from this research will be designed to inform policy makers, those working within social care and the wider public, ultimately becoming a further contributing resource to a new research and practice agenda.

Session A4: Social work education

Exploring social justice from social work education: are the discourses equal in social workers and Phd students?

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ISCTE-IUL, Portugal

Contemporary context is marked by globalization, managerialism and bureaucratization leading to configurations in practice that constrain the commitment of Social Work towards social justice requiring a renewed attention to this issue (Fenton, 2016). As has been problematized, social worker conceptions of social justice and its implications for professional practice are poorly addressed and reveal diverse perspectives (Morgaine, 2014; Olson, Reid, Threadgill-Goldson, Riffe, & Ryan, 2013). In addition, it is recognized that the doctoral programs in Social Work aim at the qualification of students for research and teaching, corresponding to the current requirements of the discipline, namely in the pursuit of social justice in contexts of greater inequality (Goodman, 2015). The approaches to social justice in Social Work integrate premises of other fields of study and of the discipline itself, but knowledge about its reflexes and incorporation into Social Work education is scarce (Hudson, Shapiro, Ebiner, Berenberg, & Bacher, 2017). The literature covering doctoral student conceptions is underdeveloped, however it points to multiple theoretical frameworks, some of which may be problematized by alignment with neoliberalism (Hudson, 2017). With this thought framework this communication is focused on the perspectives of social workers that did not pursue an advanced education and training programs such as masters or Phd, in this subject, and doctoral students in Social Work on social justice aiming to analyze: the concepts and meanings attributed to social justice, identify theoretical approaches and articulations with other concepts such as diversity and human rights; the participants perceptions about the role of training in the learning process on social justice, including the theoretical approaches and skills developed; the perspectives on the attributions of Social Work in practice and research for the pursuit of social justice; the reflection on the contemporary context and its impacts and challenges in a profession that aims to promote social justice. Regarding its nature, this is a qualitative and exploratory study, guided by an inductive logic. The data collection is based on semi-structured interviews with PhD students in Social Work of a public portuguese university of higher education and social workers with intervention in various fields. To this end, we emphasize the dimensions described above, with a sample of 15 students in different curricular years and 15 social workers. Through the integration of the two groups of participants, we sought to reflect on the role of education (initial and / or advanced) in social justice discourses, based on the participants' conceptions of the attributions of training in this field, together with the analysis of the similarities and differences in the concepts and practices that emerge from their testimonies. Data analysis was conducted through content analysis with the support of the software MaxQDA. The obtained results contribute to deepen the discussion on social justice in Social work education, providing, in an articulated way, elements on practice and research.

Authentication of an academic culture in a Social Work programme offered at a South African University: A value-driven approach towards a decolonised curriculum

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Stellenbosch University, South Africa

The notion for this paper derived from a collected work on indigenising Social Work in Africa (Osei-Hwedie & Jacques, 2007), based on papers delivered at a Joint University Committee Conference, held in Botswana in 2001. At this conference it was concluded that it was expedient for African Social Work educators to develop more indigenous teaching material based on the best current thinking of what was warranted and relevant in addressing the needs of communities in Africa. A process of authentication was proposed towards the creation of a truly indigenous model for social work education in the light of situational and context-specific social, cultural and political dynamics. This argument was more recently reinvigorated at South African tertiary institutions through a campaign launched by students and academics in 2015 to decolonise university curricula, "…by ending the domination of Western epistemological traditions, histories and figures" (Molefe, 2016, p.32). In this paper I reflect on our school of thought towards decolonisation, through the authentication of the Social Work programme offered at Stellenbosch University, South Africa, based on the premise that not only does our Social Work curriculum require adaptation and renewal through a process of authentication, but a prerequisite for this process would entail hybridisation of both a salutary authentic academic culture and curriculum.

The layout of this presentation is as follows: First, I present a vignette of the context of the Department of Social Work, Stellenbosch University; second, a process and elements of authentication are explained; third, I define our understanding of an academic culture; fourth, I offer examples of an inventory of cultural dimensions that we took into consideration in the process of authentication; thereafter I define our perception of a value-driven approach; and finally, I present an exposition of our values, guiding principles and student attributes as an operationalisation of a value-driven approach towards authenticating an academic culture focussing on human rights and social justice in a changing welfare society.

I conclude that transmission and indigenisation deserve merit in a globalised world that seeks to promote the sharing and collaboration of knowledge. However, in a world that has been swayed more obviously to one side (i.e. the global North), a transmission and indigenisation process that encourages contributions from the global South would never, alone, be sufficient to address the call for the decolonisation of tertiary education and Social Work practice. Rather, transmission and indigenisation should be a step within the decolonisation process, followed more emphatically by the creation of local knowledge through authentication. We learnt from our experience that to be truly realised (as well as flexible and sustainable), an authentic academic culture focussing on human rights and social justice in a changing welfare society needs to be promoted from a value-driven approach. This experience may inform future research trajectories in other international contexts.

Using critical realism in a comparative study of human rights and social justice in social work education in England and Spain

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The history of social work as a profession and academic discipline has been inextricably linked with underlying principles of human rights (HR) and social justice (SJ). The Global Standards for social work education (Sewpaul and Jones, 2005) promote HR and SJ as unifying themes, yet there is little understanding of how these themes are operationalized in social work education in specific national contexts. This presentation will discuss research findings and the use of critical realism in a comparative research study on HR and SJ in social work education in England and Spain.

Using a web survey of social work educators and students in the two countries followed by qualitative interviews with educators in each country, the study explored i) the diferential understandings of HR and SJ, ii) the role of ideology and political agendas regarding HR and SJ in social work education, and iii) the mechanisms used to transmit HR and SJ to social work students, in the two culturally contrasting European countries.

In line with the principles of critical realism (Bhaskar, 1979) the empirical research findings were interpreted through a process of retroduction (Blaikie and Priest, 2017; Danermark et al., 2002) in the light of the historical, cultural, social, political and economic contexts of social work education in England and Spain, and contemporary debates on HR and SJ.

The research findings suggested that HR and principles of SJ are central to social work education in Spain, while their place in social work education in England is more contested. In both countries, however, there was clear evidence of tension between the ethical commitment of the social work profession to HR and SJ, and neoliberal ideology that was driving narrow models of social work education and undermining the value-base of the profession. While highlighting challenges experienced by social work educators in each country, the study also offered a 'positive critique' (Fairclough, 2010) that identified the ideology of the global social work definition (IFSW and IASSW, 2014) and international social work ethics statements (IASSW and IFSW, 2004) as generative mechanisms (Bhaskar, 1989) for resisting the pervasive spread of neo-liberal ideology in social work education. More specific teaching spaces and practices which allow for strengthening the focus on HR and SJ in social work education were also identified.

Newly-qualified social workers' conceptualisations of social justice

Jack Nicholls*

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This presentation will report on the findings to date of my PhD exploring how newly qualified social workers conceptualise social justice (anticipated completion October 2020). Awareness of the principles of social justice is a requirement of the Professional Capabilities Framework for social workers in England, but is not cohesively defined in the framework.

The literature on the subject represents a range of voices who not only disagree on what social justice is or should be, but do not cohere on what the points of disagreement are. This state of affairs has the potential to reduce 'social justice' to the status of a buzzword, rather than a rich and deep professional value. The profession has a core principle that lacks conceptual substance.

In the presentation I will briefly set out the research question I am exploring, the rationale for doing so and the methodological approach I am taking. The study utilises qualitative semi-structured interviews in which the researcher refrains from defining social justice for the interviewee, thereby hopefully avoiding the limitations of some existing works on the subject, which take a more a priori approach to the concept of social justice.

Having carried out and coded half of my participant interviews at the time of writing, the bulk of the presentation will then focus on three tentative findings that have emerged at this point. These tentative findings concern the concept of equality, the role of the state and the place of social work law in terms of participant responses analysed so far:

1) The extent to which newly qualified social workers in the UK explicitly incorporate equality into their social justice concept is alarmingly varied. Some participants for example emphasised a concern for fairness, or rights, without mentioning equality. Some also had firm political concepts of social justice (left, or centre-left) but others made no such associations.
2) The state is often conceived as being unhelpfully uninvolved in people's lives when some support would be helpful, then being heavy-handed when it does intervene, often at the point of (potentially preventable) crisis. In this respect, it may be viewed as neoliberal at a very practical level.
3) That social work law is generally seen as basically helpful in the pursuit of social justice, but with several caveats

The findings very tentatively suggest that even though our values may be diversifying, our experience of practice barriers to those values are more consistent. This may reflect that social workers are finding it difficult to practice in a way that promotes any concept of social justice, let alone a coherent and agreed vision of what social justice is or should be. This has potential implications for social work practice and the future of social work values in England and beyond. The diversity of social justice conceptualisations also offers food for thought for those of us involved in the training of future social work generations.

I will conclude for comment and questions if the conference format permits.

Session A5: Intimate violence

Understanding school sabotage as a form of intimate partner violence

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Background and purpose: School Sabotage (SS) is a form of coercive control linked to intimate partner violence (IPV). Scholars have defined SS as abusive tactics aimed at sabotaging survivors' efforts to gain educational credentials. Preventing a survivor from increasing their economic and social power via education impacts long-term job stability and self-sufficiency, potentially furthering the survivor's dependence on an abusive partner. Although studies in sheltered or IPV counseling populations reveal that survivors have faced tactics of school sabotage, no studies to date have gone into academic settings to explore the extent and dynamics of SS among students. The current study employed mixed methods to assess the extent and impacts of SS among female students attending four community college campuses in one Midwestern city in the United States. It asks the following questions: 1) To what extent are students experiencing SS? 2) Are experiences of SS related to experiences of other forms of IPV? 3) What tactics of SS have students experienced? 4) What do students identify as the consequences of these tactics?

Methods: A simple random sample of 435 currently or recently partnered female students were recruited to complete a web-based quantitative survey. It included a standardized measure of IPV (Shepard & Campbell, 1992) and an adapted version of the Work/School Abuse Scale (Riger, Ahrens, & Blickenstaff, 2001). Quantitative analysis included descriptive and bivariate analysis. Based on responses to the standardized IPV scale, 20 students who identified as IPV survivors were recruited to participate in follow-up semi-structured in-depth interviews regarding their academic experiences and the role of IPV and SS in their pursuits. Qualitative analysis included initial narrative analysis followed thematic analysis.

Findings: Eighteen percent of respondents reported experiencing any SS tactic in the past 12 months, and experiences were strongly correlated with experiencing other forms of IPV. Key tactics of SS identified qualitatively included disruption of financial aid, childcare, and transportation, physical violence or stalking at school, academic jealousy, and lack of academic support. Frequently cited impacts of SS included decreased ability to focus at school, diminished academic achievement, including reduced GPA and repeatedly dropping out, emotional impacts, and instilling a desire to overcome. A final theme suggested that some abusive partners were supportive of women's academic efforts, while engaging in other controlling behaviors.

Conclusions & Implications: School sabotage should be considered a form of IPV likely to impact survivors in higher education. For those who have been isolated due to IPV, engaging in school may provide a "golden moment" that could break cycles of financial dependency and enhance long-term safety. Many survivors discussed choosing to stay in an abusive relationship in the short term so that they could attain the educational credentials that would give them long term security. In response to these findings, school staff and community based advocates should be prepared to include academic safety planning in their response to IPV.

Helping or exclusion? The case of intimate partner violence female survivors with mental health problems

Chu-Li Liu*

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Background: Social services that appropriately responded to intimate partner violence (IPV) survivors' needs certainly empowered them and in return facilitated their process leading to safety. A recent study indicated that, compared to traditional legal aid and shelter, IPV survivors reported that they even needed mental health services more urgently. It is consistent with literature indicating that IPV survivors across cultures are at risk of developing mental health problems and thus resulted in requiring mental health services urgently. However, a question arises: what kind of mental health services do IPV survivors need given that referring IPV survivors to mental health hospitals to receive medical treatment has long been included in services for IPV survivors across the world? This presentation aims to answer this question. Using Taiwan as an example, this presentation starts by discussing the needs of IPV survivors with mental health problems and the difficulties social workers had encountered while working with them. Based on the findings, how to effectively respond to the mental health needs of IPV survivors with mental health problems are discussed.

Methodology: Firstly, a qualitative research employed Grounded Theory approach is presented. In-depth interviews with IPV survivors with diagnosis of Major Depression and social workers respectively were utilized to collect data. 7 IPV female survivors and 8 social workers in Taiwan voluntarily participated in this study. Open, axial and selective codings were adopted to analyze interview data. Secondly, analyzing literature regarding medical v.s. non-medical models of mental health services served the purpose of discussing essential elements of mental health services in response to IPV survivors.

Results: IPV female survivors who participated in this study reported that, once they were diagnosed with mental health problems, their mental health symptoms often were the focus of the helping process and management of these symptoms were the major tasks. Survivors experienced ignorance and stigmatization if they focused on talking about their detailed experiences and emotional distress. Social workers who participated in this study reported the difficulties were that survivors often failed to follow medical doctors' orders, repeatedly talked about the same experiences and were unlikely to take any actions but stay in the same circumstances. The results indicated that, having the medical model emphasizing medication and management of symptoms in minds, social workers seemed to use victim-blaming attitudes in the service delivery process. The results reflected the deficits of adopting medical model in IPV services and pointed to the need of a paradigm shift. Literature regarding mental health services revealed that a holistic approach that includes medical, social, postmodernist and spiritual elements is a better working model. In this model, actively listening to survivors' narratives, asking questions actively and linking survivors' experiences with inequality, power misuse and oppression along with medication are essential. Our qualitative research results indicated that both survivors and social workers were frustrated by only focusing on mental health symptoms, thus inclusion of active listening and validation of survivors' narratives may bridge the service gap.

Implications: How to incorporate this holistic model in IPV service is addressed.

Effective interventions for intimate partner violence survivors: a meta-review to develop practical guidance for social workers

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Background and purpose: World Health Organization research shows that among women who have ever had an intimate partner globally, 30% have been violently victimized by their partners. Such numbers underscore critical human rights violations and social justice needs for countless women and their children. Around the world, social workers are often tasked with responding to intimate partner violence (IPV) crises and ensuring the safety and wellbeing of survivors and their children. Despite a growing body of research concerning how best to address IPV, many social workers lack evidence-based guidance to inform their practice. Therefore, our team aimed to overview the state of the evidence concerning IPV response by conducting a meta-review of existing systematic reviews and meta-analyses concerned with interventions for IPV survivors. We aimed to answer these research questions: (1) what is the evidence regarding the effectiveness of interventions for IPV survivors, and (2) how can such evidence inform social work practice?

Methods: With guidance from university librarians, established protocols (e.g., Cochrane), and pre-specified inclusion criteria, we searched 11 electronic databases for systematic reviews and meta-analyzes focused on interventions for IPV survivors. Database searches yielded 6,412 potential articles. Following systematic review of titles, abstracts, and full-texts, 26 articles met inclusion criteria. We then systematically extracted information from each article. Two or more members of our team independently worked on each step of this review process to enhance study rigor and ensure robust findings.

Findings: Together, the 26 meta-analysis and review articles showed three areas in which the evidence indicates that IPV interventions may have strong promise with survivors: (a) advocacy and safety services, (b) cognitive-behavioral therapy interventions for trauma and emotional health needs, and (c), services for IPV-exposed children and IPV survivors' parenting. This study also determined three interventions that, though not fully researched, may be potentially promising for IPV survivors: (a) civil legal aid, (b) economic empowerment, and (c), housing services. Details about such intervention areas will be shared with attendees, as well as information about the state of the evidence. Findings also showed that the body of research is comprised of relatively few rigorous studies, studies that are heterogenous in both their foci and intervention strategies, and little replication of study findings by new teams of researchers. For all these reasons, conclusions about promising areas of intervention for IPV survivors should be interpreted with caution.

Conclusions and implications: Foremost, this meta-review determined that there are a number of IPV intervention areas with strong potential to help IPV survivors with their safety, emotional health, parenting, and their children's needs. Accordingly, this presentation will offer specific and practical recommendations, grounded in evidence and research, to inform social work practice with IPV survivors and their children. Nonetheless, results showed that social work practitioners and researchers may be challenged by the diverse, limited, and uneven evidence concerning intervention for IPV survivors. Thus, this presentation will also offer recommendations to strengthen IPV intervention research further to ensure that social workers worldwide can effectively address this terrible social injustice in their practice.

Professional counseling on sexual violence and the gender perspective

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Participatory research on prevention and intervention in counseling centers against sexual violence

Background: Professional counseling centers against sexual violence are central institutions of the professional handling of sexual violence. They perform a wide range of tasks, from counseling/intervention to further education/prevention. Despite their high relevance for pedagogical practice, they have so far only rarely been part of a scientific debate.

Most of these counseling centers were created in specific times and a specific welfare society, from victim initiatives, from women's or men's movements. Girl counseling centers e.g. often have their roots in the "New Women's Movement", thanks to which the subject of sexual violence was made public, not only in German speaking countries. Until today, many counseling centers work gender-separated. It can be assumed that gender perspectives are influencing the counseling process and the prevention work.

Purpose: The major goal of our research project is to examine, to which extent the gender dimension has an impact on the conception of a counseling center and the counseling offered there. In addition, the view of young people living in youth welfare institutions is raised: How do they see and experience the content and methods of training and the images of gender that the counseling centers provide in prevention trainings for professionals?

Our research project organized as a participatory project. Science and practice, in particular the Westphalian Wilhelms-University Münster and the counseling center Zartbitter Münster e.V., work hand in hand and with equal status. The knowledge gained will be incorporated into the development of a field-specific further education series, designed to support the transfer of knowledge from experienced professionals to skilled workers new to this professional field. This is of particular importance in view of changing welfare society and upcoming generational changes in counseling centers.

Methods: In order to find out to what extent the gender dimension is relevant for the collective orientation patterns (as defined by Bohnsack) in the counseling centers, teams of counseling centers recruited throughout Germany are invited to discuss their counseling practice and the influence of the gender dimension in group discussions (subproject A, University of Münster). In addition, these counseling centers are accompanied in prevention trainings in institutions of youth inpatient support (subproject B, Zartbitter Münster e.V.). Young people living in these institutions are invited to participate in these trainigs for their professional care team for a limited amount of time. Subsequently, these young people are invited to group discussions. All group discussions are analysed and interpreted using the documentary method. In addition, the conceptions of the counseling centers are evaluated by means of qualitative content analysis (Mayring) to determine to what extent the gender perspective is also reflected there.

Further perspective: The research project is financed by the Federal Ministry of Education and Research and scheduled for three years, from 2018 until 2020. At the moment (november 2018) we are in the final phase of the data collection. Initial results will be available in the coming year.

Session A6: Evidence-based practice

Defining evidence-based practice: the perspective of practicing social workers in the U.S.

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Background and Purpose: Evidence-based practice (EBP) is an essential component of social work and involves the process of considering interventions found to be effective through rigorous research methods, the knowledge and expertise of the practitioner, and the client's values and preferences. It is important to note the difference between EBP as a process (or a verb) and empirically validated treatment or evidence-based interventions (EBI), which is a product (or a noun; Williams & Sherr, 2013). EBIs are specific interventions found to be effective, or "evidence-based" whereas EBP is a process where EBIs are considered a critical aspect of the process, but are weighted against the expertise and client values (Jayne, 2014). Despite the integration of EBP within social work education and the examination of the extent to which social workers engage in the EBP process, an exploration of how they understand and define EBP is lacking. This study sought to garner a better understanding of the way in which practicing social workers defined EBP.

Methodology: Qualitative and quantitative data were collected through an online survey. The responses of 137 social work practitioners who provided a definition of EBP via an open-ended question were analyzed. Content analysis was used to code these responses whereby themes were generated based on participants' definitions. Each response was classified as to whether it was process or product focused, and categories were created for the data by grouping words and phrases that represented similar ideas together. To contextualize the qualitative responses, three single-item quantitative indicators were used: (1) "To what extent do you consider yourself an evidence-based practitioner?"; (2) "To what extent should practitioners apply the evidence-based practice process in social work?"; and (3) "To what extent did your social work education prepare you to use evidence-based practice in your practice?". These items were analyzed descriptively.

Results: Participants overwhelmingly defined EBP as an intervention or product (77.4%). Only 10.2% defined EBP as a process. Participants who described EBP as a process were more inclusive in their definition, aligning more closely with the meaning of EBP within social work practice. For participants that defined EBP as a product, they primarily included either research methods or outcomes in their definition. Most notable in the descriptive findings was that those practitioners who described EBP as a process had on average of 20+ years of practice, while those in the "product" category had an average of 12-14 years. Also, those practitioners in the process group had the lowest rating for educational preparation for EBP.

Conclusion and Implications: These findings should be considered in light of the profession's commitment to self-determination and practice that considers the client from a holistic perspective. Presenting the client with treatment options while balancing this against the training and expertise of the practitioner and/or available referral resources within the community are essential to creating a collaborative working relationship. The prevalence of this limited definition in our data suggests that social work education may need to further reinforce the process aspect of EBP.

What does 'what works' mean in children's social care?

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This presentation will consider what are the appropriate methodological frameworks for evaluation in children's social care. This consideration takes place in the context of a tendency towards scepticism about an evidence-based practice paradigm amongst social work academics in Europe but a much more positive approach to this paradigm in some countries (e.g. USA). There will be two main themes for the presentation: evidence standards and outcomes. In discussing these, reference will be made to the research programme for the What Works Centre for Children's Social Care which is funded by the Department for Education in England.

The first focus for the presentation will be evidence standards. The popular perception of what a 'what works' centre defines as evidence of effectiveness is linked to the evidence hierarchies associated with the medical tradition, where evidence from randomised controlled trials, or possibly quasi-experimental studies, is privileged. However, the approach to the appraisal of evidence taken by the What Works Centre for Children's Social Care is realist and is concerned not only with intervention effect sizes but with questions of what works for whom, under what circumstances and why. The proposed evidence standards are taken from the EMMIE framework – Effect, Mechanism, Moderators, Implementation, Economic cost (Johnson, Tilley and Bowers, 2015).

The other focus of the presentation will be the outcomes that matter in children's social care. This is complex terrain. The outcomes proposed for the What Works Centre to measure in its evaluations encompass three domains. The first domain is the rights of children, parents, carers and families. Some of the key dimensions in this domain include whether services are proportionate, respectful and humane, and rights-based. The second domain is children's and young people's outcomes, both those that are objectively measured and those which are defined by children themselves. The third domain is parent, carer and family outcomes, again encompassing both objective and user-defined measures. Organisational factors are crucial in enabling children's social care to achieve outcomes in the primary domains outlined above. However, these are important as means to achieving these outcomes, not in their own right. Therefore, we define them as intermediate outcomes.

The presentation will speak in particular to two of the conference themes:

- embodying social justice and human rights in social work research, practice and policy and
- methodological developments and innovation in social work research.

Assisting community-based organizations with community-academic research partnerships: a demonstration of the research toolkit for community-based organizations

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Center for Studies on Poverty and Social Citizenship, Canada

Community-academic partnerships can expand the capacity, reach, and impact of community-based research when they promote a community driven collective approach. With a focus on community empowerment and a commitment to social justice, community-based research practices are well suited to social work research. A community-first approach to research acknowledges how knowledge is socially constructed and seeks to give voice to community social work organizations and the community members they serve.

Combining five years of experience from the Community First: Impacts of Community Engagement (CFICE) project, the Community-Based Organization (CBO) Tools Working Group has created a self assessment tool for community organizations that provides information and resources about community-based research with academic partners. Feedback from practicing social workers in community organizations and social work academics was gathered to help inform the development of the toolkit.

The toolkit provides guidance for community-based organizations on what they can expect when working with an academic partner. Designed as a checklist, the tool provides an outline of things to consider when approaching research partnerships. The checklist provides self-assessment questions on each stage of the research process from establishing goals to disseminating results. In each section information is provided to help community-based organizations answer research questions, along with links to more detailed on-line resources including links to tools, templates and other reference materials.

Reducing the number of children in care: What interventions are evaluated internationally, do they work, how, for whom, and under which circumstances? Findings from a systematic scoping review

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Cardiff University, United Kingdom

Background: The UNCRC states that children have a right to live with their family. However, the number of children in care in the UK has doubled over the last 20 years. Ensuring effective help to avoid the need for children to be separated from their families is therefore a pressing matter of social justice and the human rights of children and their parents. It also has major public policy implications – care is an expensive intervention and prioritising spending on it has impacts on other elements of the system, such as preventative services.

This presentation will introduce the findings from a scoping review carried out to explore the nature and quantity of evidence for interventions that aim to safely reduce the number of children and young people entering statutory care, re-entering care, and increase reunification with families. The scoping review was carried out using a Realist framework. It therefore focuses not solely on whether specified interventions "work" but on what works, for whom, in what circumstances and why.

Methods: The review used Arksey & O'Malley's scoping review methodology. Electronic database and website searches identified studies targeting reduction of care entry, reduction of care re-entry, and increase in post-care reunification. Abstracts and full-text studies were independently screened by two reviewers. Evidence was synthesised according to outcome, intervention and the realist EMMIE categorisation of evidence type (Effectiveness; Mechanisms; Moderators; Implementation; Economic considerations). Interventions were analysed across two domains: socio-ecological domain and intervention activities/resources.

Findings: This presentation will discuss EMMIE findings across socioecological domains and intervention types. The review found limited evidence of studies demonstrating effect (n=172). Most interventions targeted the family level, rather than community, policy, organisation, practitioner or child levels. The review identified eight intervention types in relation to safely reducing numbers in care, such as family plus practitioner meetings (including Family Group Conferencing and Family Team Decision Making), mentoring programmes and therapeutic approaches. Further analysis prioritised and elaborated key mechanisms through which these intervention types work, for whom, and under which circumstances (MM). Findings are highlighted that suggest mechanisms that work across social care practice to safely reduce numbers in care.

Conclusions: Globally there is remarkably little evidence about what can be done to keep children at risk of harm safely at home. The small evidence base implies that complex interventions that have a big impact on family life are being delivered with little evidence for effectiveness. Understanding what works about social care practice to better provide social justice and support the human right of families and children to remain together is critical for practice and policy to spend limited resource in ways that are more likely to have positive outcomes for families. Identifying key mechanisms within interventions will help articulate, and test, what the most important components of interventions or services are for increasing the numbers of children safely remaining with their families.

Session A7: Child and family social work

Grandparents' experience of social work when becoming special guardians

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Background: In England and Wales, special guardianship is a relatively new permanent type of kinship care where the carer is granted overriding parental responsibility for a connected child by the Family Court via a Special Guardianship Order (SGO). SGOs are the fastest growing permanence order in the UK, and the majority of special guardians are grandparents.

Although SGOs are considered a viable permanent placement option for children, they have been the focus of very little research.

This presentation will focus on grandparent special guardians' experiences of social work interventions prior to the SGO being granted.

Methods: This is a qualitative study using Interpretive Phenomenological Analysis as the data analysis method. Data were collected using semi-structured interviews. 18 interviews were carried out involving 27 participants. Nine interviews were carried out with single carers and nine with couples. Half the interviews were with paternal grandparents and half with maternal grandparents. Participants were recruited from across England, thus had experinced social work from a range of local authorities

Results and Conclusions.: Each grandparent special guardian's experience of social work during the child protection process and care proceedings was unique. Analysis of these experiences highlights how they affected the grandparents emotionally and physically. The grandparents' experiences influenced their ability to safely care for their grandchildren and their willingness to engage in future support.

The data from the grandparents suggests a high level of ambivalence on the part of social workers about the role grandparents were expected to fulfil. The data indicated social workers perceived grandparents in three ways when they were making placement plans for children: as quasi-professionals, as service users, or like they do not exist.

In the role of a quasi-professional, the grandparents were expected perform tasks normally undertaken by professionals, for example, protecting the children, supporting the parents, caring for the children, supervising contact, etc. Grandparents in this group described experiencing this role in different ways. Some felt included in the process and valued, whilst others felt used, unsafe and overwhelmed. Many of the grandparents felt they had to fulfil this role because professionals did not have the resources to do it themselves.

In the role of a service user, the grandparents feel they were being closely monitored and mistrusted. Their experiences included going through detailed and often traumatic assessments, experiencing intrusive unannounced visits, and having restrictions placed on their relationships with the children's parents. Grandparents mainly spoke about their experiences of this role as being unpleasant, but most believed it was necessary.

Grandparent who felt treated as if they did not exist spoke about the frustration of not knowing what was happening and feeling uninformed until the last moment when social workers placed the children with them. These grandparents often felt they were left without sufficient information to know how to parent or protect their grandchildren once the order was granted.

These experiences highlight the importance of social workers working collaboratively with grandparents who could possibly become the carer for their grandchild before the child's situation gets to crisis point.

Home visits in the context of early prevention. The (professional) processing of motherhood

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Background and purpose: The presentation focuses on a study that examines the question, how (ideal) motherhood is (professionally) handled with, constructed and (re)produced during home visits in the context of early prevention.

Child-welfare and prevention constitutes an important, controversially discussed topic both in public and in social work. In Germany an increasing national intention to recognize child abuse in time can be observed, which led to the establishment of the service Frühe Hilfen. In this context a newly formed category of professionals, so-called Familienhebammen and Familien-Gesundheits- und Kinderkrankenpfleger*innen(midwives and nurses with further training), was installed.They regularly conduct home visits in order to prevent the risk of child abuse.

Most international studies in the context of early secondary prevention investigate the effectiveness of such social services, but little is known about how the professionals and family members actually (inter)act during this kind of home visits in practice. The present study reacts to this academic void by examining ethnographically the complex social processes in practice.

Methods: The research is based on a qualitative, ethnographic approach following the social perspective of practice theory and social constructivism. The method of close participant observation, enriched with informal conversations, is used to reconstruct the social processes taking place in altogether 14 home visits executed by four professionals in two federal states in Germany.

Findings: The analysis reveals that "motherhood" forms an important social category in the field, which is steadily referred to, worked on and thereby (re)produced in a specific way. The professionals show a strong orientation towards the mothers who are addressed in their maternal role by being constructed as essential attachment figures for their infants. Within this "maternal" space the professionals suggest the "right" handling with the child and communicate specific maternal competences. Thereby motherhood is concepted as an important task that has to be learned, performed and achieved again and again, in such a way that female responsibility is (re)produced.

At the same time motherhood is concepted as a "crisis" itself: The mothers express their fear, uncertainty, worries and doubts concerning their role as "good" mothers. Hereupon react the professionals by strengthening their self-efficacy, constructing their "crisis" as intrinsic, "normal" part of the maternal role itself and by offering them a certain and stable contact person in their stage of uncertainty.

Conclusion: This ethnographic study contributes to the empirical research on home visits in the context of Frühe Hilfenand to a broader understanding about the (professional) handling of motherhood.The fact that motherhood constitutes an important social category in the field is insofar interesting, as the women with their concerns as mothers represent the target group and build the main focus of intervention of this kind of social service – they are supported in becoming (ideal) mothers. In addition, the study also shows the interplay of transformative processes in social work and the practical implementation of support. Risk orientation and the increasingly early access to family autonomy also lead to an increasing importance of normative ideas (good motherhood).

Parents experiences of getting involved with Child Welfare Services in Norway - intersections of social class and ethnicity

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The aim of this paper is to explore parents experiences of the meeting with the Norwegian Child Welfare Services (CWS) and how their experiences might relate to intersections of social class and ethnicity. Our analysis is based on quantitative and qualitative interviews with parents that has both ethnic minority and ethnic majority status. The families also have various SocioEconomic Status (SES): non employed, working class, intermediate - and salariat backgrounds. This allow us to conduct a comparative analysis in order to explore the intersections of class and ethnicity.

In a Norwegian context, there is limited research done on intersections of social class, ethnicity and gender within families in contact with Child Welfare Services (CWS). We know that working class parents, single parents and ethnic minority parents are overrepresented in the Norwegian CWS (Fauske et al. 2018; Stær & Bjørknes 2015; Storhaug et al. 2012; Berg et. al. 2017). Nevertheless, when social class is controlled for, the degree to which ethnicity predicts contact with CWS decreases (Staer & Bjørknes 2015; Berg et. al. 2017). Families with low socioeconomic status (SES) where parents have low education, are without employment or have blue-collar jobs are overrepresented in child welfare. Certain immigrant groups have also great difficulties integrating into the work force and are also overrepresented in child welfare (Paulsen et al., 2014). Immigrant families are not overrepresented though when it comes to placing children outside the home, they are overrepresented when it comes to supportive measures (Statistics Norway, 2016).

A purpose of our presentation is to explore parents experiences from the initial meeting with CWS as well as their perceptions of the decision making process. Previous studies suggest that parents with migrant background tend to fear CWS (Fylkesnes et al., 2016) and that parents' experiences of being recognized by CWS is associated with the social class of the family (Fauske et al., 2018). There is a need for a broad perspective that includes both cultural and redistributive dimensions to understand families' encounters with CWS. A prioritized focus in our presentation will be to compare experiences between four groups of parents: 1) parents with minority background with high SES, 2) parents with minority background with low SES, 3) parents with majority background with low SES and 4) parents with majority background with high SES. Our focus will be on variations and similarities in how these groups of parents understand and experience their involvement in Child Welfare Services. We also address the challenge of analyzing intersections of complex social inequalities such as minority status and class (Walby, 2007).

Nurturing the hope of youth in care: the contribution of mentoring

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Background: Hope has long been viewed as important to individuals attempting to overcome obstacles. Overall hope is the combination of one's appraisal of capability and determination to achieve goals (Agency) and identifying viable routes to reach them (Pathway) (Snyder 1994). Although hope is widely recognized as an empowering resource that helps individuals cope with uncertainty, loss, and major life challenges, it has scarcely been investigated among youth in care (Sulimani-Aidan, Sivan, & Davidson-Arad, 2017). The main goal of this study was to examine the incremental contribution of mentoring to hope among youth on the verge of leaving care above and beyond related personal characteristics and placement history.

Methods: The sample included 148 adolescents who had adult mentors (ages 16-19) from three main types of out-of-home placements in Israel that agreed to participate in the study voluntary: therapeutic residential care facilities, youth villages, and foster care families. The instruments tapped the young adult's personal background (e.g. gender, ethnicity, mothers' education and total placements), hope and mentoring (e.g., longevity, duration and function in relationship).

Results: Results showed that lower levels of parental education and being in a welfare residential placement were associated with decreased levels of hope. Mentoring length and various mentoring functions ('role model', 'parental figure', and 'independence promoter') were found to have a significant contribution to the prediction of hope above and beyond associated individual and placement variables.

Conclusions and implications: The findings indicate that mentoring relationships for youth in care play a significant role in the development of hope. Thus, residential care leaders should recruit and select mentors for longevity, and train mentors to serve as role models and parental figures who focus on independent living in order to influence hope among youth who are about to leave care. Discussion focuses on the importance of seeking strategies to strengthen youths' relationships with their meaningful adult figures or connect them with new potential mentors in order to support their successful transition into adulthood.

Session A8: Co-creation and Participatory Action Research

Challenges in involving foster care adolescents in research

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Background and purpose: Children's and adolescents' own perspectives and voices about their well-being have often been forgotten and neglected. This paper will describe and critically review the traps, challenges and benefits of the sampling and recruitment process of foster care adolescents for participation in focus groups. We analyse the implications for methodological developments and the need for fresh and innovative approaches to including adolescents, especially those who are disadvantaged, vulnerable and marginalised.

The main points: Numerous authors stress that the inclusion of foster care children in research is complex, demanding and unpredictable (Campbell, 2008; Noble-Carr, 2006). During the organization of 10 focus groups with foster care adolescents and young people in 4 distinct regions in Serbia, various strategies of sampling and recruiting have been carefully developed. The literature lists the multiple gatekeepers that need to be negotiated with as the main obstacle to the inclusion of foster care adolescents in research (Gilbertson & Barber, 2002). Our experience has shown that there are also a number of other obstacles to involving foster care adolescents in research. More than half the adolescents from the sample automatically refused to be included in the research even in the carefully designed first contact, only to have some of them change their minds after additional efforts had been made. Also, about 1/3 adolescents who agree to participate use specific non-inclusion strategies despite the initial acceptance. Low response rate is the result of a conservative methodological design, in which the dominant medical paradigm in research ethics prevents children and adolescents (especially those who are vulnerable) from gaining an opportunity to express their views freely.

Conclusions and implications for practice, policy or further research: Foster care adolescents have multiple reasons for active or passive resistance to involvement in research and other activities (e.g. stigmatization, difficulties in developing the identity, inclusion of a large number of adults in their growing up with whom they need to negotiate individuation, mistrust of the system and adults, fear of the consequences, discomfort caused by contradictory feelings for adults of whom they are dependent). In order to reach the authentic voices and attitudes of foster care adolescents about things that concern them, we need to re-examine beliefs, communication methods and the conservative research design. We need to communicate with adolescents in "their language", which nowadays implies communication through pictures, short notices and narrations, and to include researchers in the online dimension.

<u>Session A8: Co-creation and Participatory Action Research</u>

Participatory practice research: an arts-based approach to understanding the impact of coercive control

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Background: Coercive control forms the major part of the revised definition of domestic violence and abuse (2013) in England and Wales which led to the new criminal law (2015) to prosecute coercive control behaviour. While studies mainly focus on the tactics and technologies of coercive control, and increasingly on how effective the criminal justice system is in policing these behaviours, there is less attention directed to the impact of coercive control on women who have separated with perpetrators. Furthermore, with a strong focus on ensuring immediate safety of women and children, women's experiences of coercive control, its impact and their resistance to it, are often marginalised in receiving adult safeguarding services.

Drawing on the understanding that coercive control is a liberty crime that restricts women's (relational) autonomy and hence their space for action, this study aims at engaging women as co-inquirers in exploring (1) the impact of coercive control on women's ways of doing being oneself (relational personhood); (2) how women have (un)successfully resisted coercive control during their stay-leave process; and (3) what support they identify as helpful for redressing the impact and increasing their resistance. The co-inquirers will have experienced coercive control and will have been separated with the perpetrator for at least 6 months. Answering these questions requires a methodology that brings women's voices into to the centre of knowledge making and demands methodological innovations that can generate safe spaces for women to express their experiences of living with and without coercive control.

Summary of the presentation: This presentation will first outline the design of the study and then explore how it potentially enables/disables co-creation of knowledge, among academic researchers, art-facilitator, social workers and women who have experienced coercive control, for improving social service response to coercive control. The implementation process draws our attention to both benefits and costs of constant communication, the care-'less'ness that conventional informed consent could convey and value of suspicion in multidisciplinary collaboration. Following this, the presentation will continue to explore the potentials and limitations that 'self-portrait plus reflective conversation', as a method, brings to translating the highly embodied experiences of coercive control into various forms of expression (i.e. symbolic and narrative) which (1) problematise linear temporality for organising experiences of coercive control; (2) visualise fluidity of (relational) self; and (3) identify social relationships that can support women's resistance against coercive control.

Implications: The methodological innovation proposed in this study can provide a safe space for women co-inquirers to explore the relationships between practices of coercive control and their ways of 'doing being oneself' (the embodied experiences of womanhood, motherhood, daughterhood, citizenship etc.). It also opens up space for academic researchers, the art-facilitator and social workers to make sense of these relationships with women co-inquirers, as well as to understand each other's role in supporting women who are surviving and resisting coercive control in their everyday lives.

Co-creation of a social work assessment model: building capacity in child welfare social work through academic, commissioner, and practitioner collaboration

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Background and purpose: Shortcomings in the assessment of parenting capacity within child welfare have been a consistent feature in many serious case reviews (Devaney et al 2012). In response, a team of academics at Queen's University, led by Professor Stan Houston, developed a model for assessing and enhancing parenting capacity to transform child protection practice in Northern Ireland. This presentation will focus specifically on the project design which explicitly sought to co-create knowledge and build capacity and within the critical area of child protection.

Methods: The iterative development and evaluation of the assessment model comprised of a mixed-methods, flexible, multi-modal design with a number of key elements, all of which embraced collaborative learning between the academics, commissioning lead and social work practitioners involved. This included:

-Initial Formative Evaluation of the Model

This initial phase, described in (Houston, 2014) involved systematic acquisition of theoretical and research knowledge in relation to parenting capacity, supplemented by practitioner knowledge.

-Second Formative Evaluation: Iterative development of the Model utilising a co-creation framework

A senior social work practitioner was appointed in each Health and Social Care Trust in Northern Ireland to implement the model with families where social services had concerns about the parenting of children. At this developmental phase, the formative evaluation was co-produced between social work practitioners and academics: the model was tested and refined in the real world of busy social work teams with complex cases; and iterative development of the model was built on feedback from service users and social work practitioners.

-Third Formative Evaluation: Capacity Building

This phase focused on cascade training by the five senior practitioners to selected Family intervention Team social workers. This included building the capacity of the five social workers to act as trainers and change agents within their organisations, equipping them to, in turn, build the capacity of the selected social work workforce. An on-line survey and group interviews provided valuable feedback from this cohort to inform further refinement of the model. Capacity building was enhanced through ongoing learning set meetings and co-working cases.

Findings: The project is currently in phase three. The model has been rolled out to Family Intervention Teams across the region and appears fit for purpose in mainstream practice. The senior practitioners have trained and up-skilled 150 social workers, and continue to collaborate on developing resource materials, including a guide, training pack, and aide-memoires.

Conclusions and implications: The collaborative nature of this project recognises the contribution of the various stakeholders in the co-creation of knowledge, and distinctively keeps learners at the centre. Front line social workers are embedded in the project, as learners, as architects of the model, and later as trainers and change agents. Through a learning process, both in relation to the model and to broader skills of managing change, they were equipped to adapt the model, and to build capacity among their peers through formal teaching, co-working and mentoring. Recommendations will be made around this method of capacity building and co-creation of knowledge.

Using participatory action research to reduce barriers in consumption of social services among young Arab women abused in childhood: Perspectives of victims and service providers

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Background and aims:Young Arab women in Israel who have been abused in childhood may experience barriers to consumption of social services as an ethnic minority and a gender exposed to exclusion, discrimination, and oppression. However, only scant reference has been made to this problem. Our study focused on understanding these barriers from the perspectives of the young women and the professionals.

Method: We conducted a qualitative participatory action research among 20 young Arab women in Israel, aged 18-25, who had been abused in childhood. They were recruited by social workers in welfare services, and were interviewed using semi-structured interviews. Furthermore, we conducted a focus group of 14 service providers and policymakers who work with young Arab women. We asked them to describe their barriers to provide services to young Arab women. We then presented them with the findings regarding barriers from the perspective of the young women.

Findings: Among the young women, there were three major types of barriers to consumption of social services: a) Socio-political barriers, including, for example, discriminatory actions taken by policymakers and service-providers and negative attributions of the young women toward formal institutions; b) Socio-cultural barriers, including being accused by their communities of exposing family affairs in public, and expressing criticism toward their community and its social and religious institutions for not supporting victims; and c) Interpersonal barriers, including lack of trust in others, shame, concerns regarding parents' reactions to their seeking of assistance outside the family, fear of exposing themselves to physical danger by the community if they disclose their abuse, perceiving abuse as a personal matter that should not be revealed, and lack of knowledge and awareness of available assistance.

Among service providers and policymakers, the findings regarding barriers to provide services show that many professionals lack theoretical and practical knowledge needed in order to assist young Arab women. Some of them reported an accusatory perception toward the young women for not trusting social services. They also shared that, in their view, existing policy does not recognize young Arab women as a distinct group with unique needs, and it lacks cooperation and coordination among various service providers. After presenting the young women's perspective of the barriers to consumption of social services to the service providers, they pointed to the need to adopt a shared approach with the young women and not to blame them.

Conclusions and implications: The findings show differences in the perception of barriers between young Arab women and service providers. Moreover, the findings emphasize that the use of participatory action research has strong implications for changing perceptions among professionals. Presenting the voices of the young women made policymakers see young Arab women as genuine partners in intervention processes, as a promising first step in changing the lives of these young women. This understanding may help policymakers formulate an effective social policy and culturally-adapted interventions.

Session A9: Social work education

Reducing the gap between academia and practice - using practice research in social work education

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This paper addresses a specific issue in Swedish social work – namely the alleged gap between research and practice. The aim of the presentation and the paper is to present and discuss how Practice Research (PR) can address this issue in social work education. The paper takes its starting point from a pilot-project were students at the Social Work Study Programme (210 credits) are introduced and trained to use PR as an approach when they are writing their Bachelor thesis during the 6th semester in the programme.

A recurring topic in Swedish social work is how to work with knowledge development and how to include the professionals in these efforts (Johansson; 2013, 2017a,2017b; Sjögren, 2018). The professionals' experience that most research is not useful in practice and researchers often argue that neither practice, the professionals or organizations, use research in practice or in knowledge development. How can this be dealt with? How can research and practice meat? We argue that this needs to be addressed early on in the professionalization of social workers, i.e. during basic education and for this purpose PR can serve as a constructive tool. The PR approach strives to bridge the gap between academia and practice, as both parties utilize their field specific expertise and develop knowledge in close collaboration (Marthinsen et al. 2012; Uggerhøj, 2011; Börjeson & Johansson 2014). In our pilot-project, following the PR approach, with the inclusion of the expertise of social work students, this approach can be elaborated in order to further develop core professional values in the knowledge development of social work. In the project, the students include the professionals in their work at an early stage of the thesis project. They work in close collaboration with the professionals, a collaboration that extends the model of just using the professionals as informants and meeting them once. If the students are introduced and trained in this approach to collaborative work early on in their education, our argument is that this will facilitate the development of further co-operation between education, research and practice after graduation. By integrating the student perspective, and their understanding of social work in relation to core professional values concerning for example human rights and social justice, these values can also be embodied in research and practice. In this paper we discuss how this perspective can be strengthened by also incorporating the student perspective with their specific expertise, a.k.a. as social workers in-the-making and future social workers at street-level or otherwise. We argue that PR can work as a tool in reducing the gap between research and practice, on the one hand by contributing to methodological development of social work education, and on the other hand by strengthening social worker's capacity for co-creation of knowledge in future social work research.

Preparing social workers to affect policy: the parliament as a venue for training

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There is growing recognition in Europe that engagement in policy practice in order to affect social policies is an integral part of social workers' efforts to improve the well-being of service users and address the social problems that influence their lives (De Corte & Roose, in press; Fargion, 2018).

Studies indicate that social workers are more likely to engage in this type of practice if they are motivated to do so and if they have the necessary tools to engage in policy practice (Gal & Weiss-Gal, 2015; Jansson et al., 2016). Clearly, then, social work education has a major role in preparing social workers to engage in policy practice (Weiss-Gal, 2016). A key strategy that social workers can employ to impact policy is legislative advocacy. This is policy practice that seeks to influence the policy process within the parliamentary arena (Richan, 2006). As such, this strategy has been the focus of major efforts by social work educators to provide future social workers with the tools to engage in this type of policy practice and with a sense that they can succeed in this.

In this lecture, we will describe and present an evaluation study of an innovative four-day intensive course on legislative advocacy for MSW students from two schools of social work, taught within Israel's parliament over the last three years. The course draws upon elements of active and experiential learning.

The evaluation study was based on a nonequivalent comparison group design with pretest (a month before the course) - posttest (4 months after the completion of the course) measurements. The study group consisted of the 29 students who participated in the intensive course while the comparison group consisted of 33 students who did not.

The study, which employed quantitative tools along with open-ended questions, revealed that the course succeeded in accomplishing some of its desired outcomes. Compared to a group of their peers, the course enhanced the participants' knowledge on the parliament and on legislative advocacy, their political interest, their perceived legislative advocacy skills, and the likelihood that they will engage in legislative advocacy in the future.

Social work values and social work education in a society transformed by austerity

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Introduction: Since 2008, several European countries have faced economic crisis. Political strategies for tackling the crisis involved the introduction of austerity measures, which have influenced social work practice significantly. First of all, austerity measures have directly affected the practices of social workers through cutbacks on resources. Secondly, austerity measures have come hand-in-hand with drastic reforms of the European welfare states. This presentation is about the impact of the austerity-induced welfare state reforms on social workers' values in social work higher education.

Background: social workers' values: Social Work is often regarded as a value-oriented 'normative' profession where principles such as social justice and human rights are important. Austerity measures in Europe, however, led to welfare state reforms where typical neo-liberal features such as individualization, marketization and privatization became determinative. What do these austerity-induced welfare state reforms mean for the value orientations of social workers? Do they endorse the new welfare state paradigm and are they adapting their values accordingly? After all, peoples values are strongly influenced through the social and historical context. It seems that the ideal social worker of today is not particularly a protagonist of social justice and human rights but more so a social entrepreneur characterized by values like innovativeness, customer service, persuasiveness, drive, and courage, whose main concern is how to succeed in an open welfare market. Or is even the idea of a value-oriented profession an incorrect representation of professionalism, and is social work nothing more than a neutral, technocratic helping profession where social workers' adjust themselves to whatever the organizational frame is as a way to continue do their job?What is certain is that the strongest motivation of students studying social work today is not the pursuit of a just society or running a successful social enterprise or their need of having a job to earn a living, but helping vulnerable people and families in need.

Austerity and value-orientation research question: So, the economic crisis of 2008 resulted in the introduction of austerity measures which led to the neo-liberal transformation of European welfare states and social work practice. This transformation initially produced tensions but after 10 years the protests died down or became marginalized. This silence raises the question of the extent to which the values of social workers have changed in line with the transformed welfare state. Does the contemporary social worker still have the desire to use and advocate human rights, diversity and social justice where education and the transformed social work organizations are preparing them for careers on the market where neo-liberal values are dominant?

Presentation: The purpose of this presentation is to gain more insight in the way austerity and neo-liberalism shapes contemporary social work values and how educational institutions play a leading role in this. A Dutch case will be presented as a starting point for an international comparison and discussion with the participants of the meeting.

A longitudinal study of social work student supervisors' turnover intentions: the role of stress-related coping strategies

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Background and Purpose: Social work profession is based upon theoretical study and practical experience. The literature shows a widespread recognition of the importance of the supervision process in the professional socialization of social workers, and research have shown the complex role of supervision and the skills required to implement it (Bogo, 2010; Freund, Blit-Cohen, Dehan, & Cohen, 2012). Despite it, there is a high supervisor turnover rate each year, approximately 15%-20% every year in Israel. The highest dropout rate was found to occur at the end of the first year of supervision. This phenomenon is encouraging academic institutions to invest resources to identify, recruit and train new supervisors. This reality has led to a situation where the quality of supervision is threatened by the high supervisors' dropout rate. Therefore, this study intent to examine stress-related coping strategies as contributing factors to turnover intentions among social work student supervisors in their first year of supervision.

Methods: A total of 168 social work supervisors in 10 academic institutions in Israel, during their first year of supervision, answered questionnaires at the beginning (T1) and the end (T2) of their supervisors' training course.

Findings: The findings indicate that the most significant predictor of intentions to leave supervision at T2 was intentions to leave supervision at T1. This interesting finding shows that the supervision course does not necessarily address the issue of long-term commitment to supervision, and it is crucial that more attention will be paid to this issue. Furthermore, we also found a significant contribution of organizational climate at T1 and of role overload at T2.

Conclusions and Implications: The main concern is that the basic forming of beneficial or positive attitudes among supervisors or potential supervisors is not being adequately addressed in current courses and social work agencies. This issue requires much more attention during the first year of supervision, and also in regard to social workers who intend to become supervisors in the near future. In the supervision courses, most of the methods and theories address students' educational, developmental and personal needs, but not enough is taught about supervisors' more complex issues, such as feelings, overload, dissatisfaction, dilemmas, and perceptions.

Session A10: Social work and mental health

Sobering Polish males addicted of alcohol about helplessness and human dignity as categories present or missed in their lives. Three-variants qualitative datasets analysis

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Theoretical framework: A qualitative three-variants analysis outlined the helplessness, human dignity and self-respect in opinions of 10 Polish males addicted of alcohol who are in the process of sobriety and abstinence from 3 months to 9 years. The theoretical ground of the presentation was related to works of Cierpiałkowska (2000), Woronowicz (2009), Ryś (2014), Wasilewska-Ostrowska (2014). The research design, methodology was prepared according to works of Atkinson et al. (2001), Creswell (2009), Flick (2010), Gibbs (2011), Borowska-Beszta (2017). The two main categories that emerged after data analysis (coding and categorization) were the phenomena of helplessness and self-devaluation of 10 males addicted to alcohol, currently abstainers, also those who currently participate in therapy. Research design: The main research question was formulated as: How helplessness and human dignity manifest themselves in the lives of males addicted of alcohol ?The report is called three-variant qualitative analysis of the data which was developed from three various sources of qualitative texts and formed three different datasets of data collected in years 2012-2018. First dataset was raised from raw data for secondary analysis purposes. It containes of 6 transcripts of interviews in primary project concerned the healing process during alcohol addiction undertaken in 2017 by Misiak (2017). Second dataset was developed from 4 transcripts found in local press as interviews with former sportsman, addicted male, that formed a cyclical press-case studies collected as in one in 2012, two in 2017 and one 2018. Third dataset was formed from 3 transcripts of interviews with addicted males lead in October 2018 by the second author of this presentation. The total number of participants of the research was 10 males in early and middle adulthood (aged 30-58). The analysis was performed on totally 13 transcripts. All personal data from 3 datasets was encoded with Polish name starting with the letter "S" and by adding the age. (e.g. Sebastian50). Findings and conclusion: The data analysis indicated the moments of helplessness of 10 males addicted of alcohol (aged 30-58) living in Torun (North-central Poland) in the context of self-respect and human dignity issues. The findings showed that only 3 males refer to helplessness directly. The category was generated more often from the contextual data as a tacit knowledge. The research gave: 3 general perspectives of manifested helplessness: 1. explicitly indicated, 2. tacit helplessness and its' dimension as: self and routine activities and ritualization (appearance, alcohol strings, return to drinking, support of drinking, temptations), artifacts (alcohol - denatured alcohol) symbolic ends (sport career, professional career, family bonds, intimate sexual relationships, sense of respect and dignity), gradual shrinking of personal space (from own homes or shared apartments, prison cells, psychiatric room to bench or bushes in the park). The 3rd general perspective was related to helplessness and human dignity issues and to the crucial points of helplessness in relation to steps of regaining a sense of human dignity and respect by sobering males. The analysis suggested the areas of changes in social work practice while supporting sobering males.

Depression, loneliness and social support among older people: Study in indigenous residing in the north and south of Chile

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Background and Purpose: Depression is a recurring disorder in old age, in Chile warns a high prevalence in people over 60 (Sandoval et al. 2016) Depression in older Chileans tends to be more frequent in women, in indigenous, in widowers, in who live alone and in with some disability. These dimensions, along with social support and loneliness will be analyzed in your association with depression. On the basis of the following questions: what social networks inhibit depressive symptoms? Which the weight of the feeling of loneliness in older Chileans depression?.

Methods: The study was quantitative and transversal, the sample consists of 800 elderly people living in north and south of Chile.The questionnaire was applied via personal interview by professionals from the fields of social work and psychology, during the months of August to October 2017. The measures used were: Geriatric Depression Scale (Brink et al. 1982), Loneliness Scale (De Jong Gierveld & Van Tilburg, 2006), Barthel Index (Mahoney & Barthel, 1965) and Perceived Social Support Questionnaire (Gracia et al. 2002). Hierarchical regression analysis is used.

Findings: The results show that the predictors of depression are: age (older, more depression), being indigenous, live alone, have some degree of dependence (avd) and feel alone. However, different sources of social support analyzed, only social support from children is associated with less depression.

Conclusions and implications:Currently gerontology is interested in reduce and intervention to preventing to the loneliness and insolation (Gardiner et al., 2018). Chile is no exception, the various changes in social and family structures; they show a new configuration of networks of support in old age and the tendency to live alone, not to have children, etc. In addition, depression is more recurrent in the older indigenous. From the Social Work, the interventions should be oriented to strengthen non-family and community networks. Also in the development of specific intervention strategies for older indigenous people residing in isolated rural areas.

Understanding adult disclosures of childhood sexual abuse: a theoretical framework

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Objectives: This paper is part of a wider study examining adult disclosures of childhood sexual abuse to social work services in the Republic of Ireland. This paper presents a theoretical framework that can be used to examine the dynamics of adult disclosures of childhood sexual abuse. The hypothesis underpinning the development of this framework draws upon the work of Alaggia (2005), Hunter (2011), Spaccarelli (1994) and others who present the concept of disclosure as a fluid, inter-relational, ecological and life-long process.

Rationale: Despite a paucity of research regarding adult disclosures to social work services the author's research, as well as some recent Irish State body reports, have shown that adults can have negative experiences when disclosing childhood abuse to child protection services in the Republic of Ireland; this is primarily due to a lack of training, policy and guidance for practitioners (Mooney, 2014, 2017; HIQA, 2017; Office of the Ombudsman, 2017).

Methods: Drawing upon the existing literature which highlights linkages between dynamics of abuse and dynamics of disclosure, this paper utilises a life-course perspective to chart the life-course trajectory of adults who have experienced abuse in childhood. The paper presents how, drawing upon influential theories such as social constructionism, ethic of care, power and ecological framework theory a framework can be developed which prepares practitioners when engaging with adults affected by sexual abuse in childhood.

Results: The result of this process is the presentation of a theoretical framework that incorporates the key theories regarding disclosure and sexual abuse in general. The life course perspective included in the framework also incorporates learnings from adults, who participated in this research and who have experienced sexual abuse in childhood; thereby presenting a co-creation of knowledge that seeks to encourage a person-centred, trauma-informed and human rights approach to practice. This opens the possibility of this tool having transferable uses in practice with individuals who have experienced variable types of childhood trauma.

Conclusion: Impact upon the author's current research and upon future practice and policy design will be explored.

The use of narrative in social work as a space for the reconstruction of identity in vulnerable people

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This communication intends to present the narrative approach and the strengths perspective as a process of methodological intervention in Social Work that allows to capacitate and to restore in a singular form the identity of subjects in situation of vulnerability.

The focus of the intervention is centered on the individual, seeking his rehabilitation, simultaneously, as a moral person, as a being with dignity and as a social being. Recognizing their situation of special vulnerability, their non-disaffiliation is sought through an accompaniment that values the strengths potentially hidden or concealed but present, as result of their personal experiences (Saleebey, 2009).

The professionals privilege the experience of the people, understood through what they verbalize, do, or think in concrete situations (Giuliani, 2006: 197). The social experience is gathered through the organized structure of a narration of the life story or else of statements that make up a sharing of perceptions and feelings. In a face-to-face interaction, a space is constructed where the person reconsiders his resources, his identity and his relations in the perspective of a horizon of actions shared with the social workers (Soulet, 2007) .

It will be presented a case study, worked in the context of professional supervision with a team that intervenes with homeless people, in which a follow-up process was developed, considered as a job in the singular (cf. Ion, 1998) showing how it enables the subject to attribute sense and meaning to moments of his life and from there define new goals that allows him spaces of social integration. It will be shown, through the case, that this work is based on facilitating the construction of a narrative of the person's life and experience (affective, emotional and cognitive dimensions associated with experiences of situations without quality and / or dignity, privation, oppression, violence, ...) (cf. Giuliani, 2006), in order to unveil the motivations, strengths and capacities that will allow the construction of a process of affiliation.

Integrated in the sub-theme on methodological developments and innovation in social work research, training and co-creation of knowledge, this communication intends to demonstrate that the narrative approach in Social work not being "new" has in itself new elements that can provoke a change of paradigm, making the person in a situation of vulnerability, protagonist and specialist of the integration process. Narratives become revealing of identities, subjective positions, self-concept and place / position in the social order of the subjects in question. They strongly inform the "identities" and the choices of the subjects, and therefore constitute the "site" of the intervention (Healy, 2005), making it central for training and social recognition to take place. Intervene is, at the same time, and in this sense, a mean to an end and an operation of construction of a process of intervention, which allows the co-building of a sense, shared both in the understanding of the situation as of the intervention.

Workshop 1

Translating research methods for practice skills

Ian Shaw*

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Background and purpose of workshop: Social work practice is greatly enriched when understood and delivered within a framework of qualitative inquiry embedded as a dimension of good practice. I aim to persuade participants of the central significance of a 'methodological practice' in social work that adapts, infuses, inhabits, translates and bears witness to social research methods as a dimension of all stages of social work. I also think this approach challenges social scientists to think about what they may gain from being interested in social work.

My interest is not in the specific application of research or evaluation findings to practice but about the method of inquiry and evaluation. This is the difference between research as 'source' or 'resource' for practice and research as 'model' for practice.

By translating I am referring to the pervasive relevance of qualitative methods of inquiry for social work practice, but acknowledging that they have not typically been intended for the language of practice, and so work is needed. To borrow from two medical sociologists, I want to 'provide the tools and translations necessary for discovering and witnessing clinical stories and knowledge' (Miller and Crabtree, 2005: 609). This interrupts both conventional ideas of practice but also ideas of how qualitative methods 'work.'

Summary of the main features of the workshop:
  A. Opening outline of the nature of the workshop argument.
  B. Exercise #1
  C. Sketch of applying the method to:
      1) Asking questions (interviewing)
      2) Listening to stories (narrative)
      3) Understanding archival and documentary sources)
      4) Understanding living in place, space and time (observation, visual methods and ethnography)
  D. Main exercises.

I am not advocating or describing a particular model of social work intervention. While it is reasonable to detect implications – on occasion critical ones – for existing ways of thinking about ways of doing social work (e.g. social work as the demonstration of skills or competencies), this is in no way a plea for replacing one or another model with a new one. Nonetheless, there are some similarities with aspects of social work intervention approaches. For example, an emphasis on the value of self-directed tasks.

Having interrupted our assumptions about social work practice and research, and translated qualitative methods, workshop participants will find an extensive, open-ended array of practices that need inhabiting, and owning as part and parcel of all practice.

Pedagogical methods employed: I will work through a number of participatory exercises that represent the range of practice and thinking within this approach. I will include exercises about:
  • Visual methods and brain injury
  • Narrative and working with 'bleak depression'
  • Ethnographic inquiry through self-observation.

Each exercise will illustrate the processes of 'translation', 'interrupting' and 'inhabiting' that lie at the core of doing such qualitative social work.

I will provide resource tips for development in the future and also invite participants to suggest one or perhaps two examples from their practice where they sense that there may be potential to apply this kind of thinking

Workshop 2

Workshop 2

Together we achieve more! The grand challenges of Amsterdam: an interactive workshop about an innovative design for creating learning communities between research, education and professionals in the field of social work in Amsterdam

Joep Holten*, Sjoukje Botman*, Aafke Brinkhuijsen*, Elllen Sinke*, Jeroen Gradener*, Marieke Goede, Laura Koeter, Max Huber

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Description: The Amsterdam University of Applied Sciences – world's oldest school for Social Work – will change their complete curriculum in September 2019. Based on the principles of High Impact Learning (Dochy & Segers, 2018), students, teachers and scholars will build towards a 21st century proof curriculum and on new epistemological approaches of scholarly commitment to social change. In preparation to the start of our new bachelor program, we will present our plans during this interactive workhop.

One major change will entail the formation of communities in which the students will develop themselves alongside teachers, researchers, professionals and the inhabitants of Amsterdam. Around 800 first year students will start working together with our researchers, field organizations and especially the people of Amsterdam on five big theme's which we call 'the grand challenges of Amsterdam'. Each grand challenge will be the base of one community in which divergent perspectives will be present to ensure a multilayered approach to tackle these challenges. The aim of applying this new educational concept is to activate the sharing of not only research but also for example hidden knowledge, different perspectives, dialogues, etc. Like Stephen Covey famously stated: sharing can create more value (1989). Together we achieve more!

Inspired by the original initiative by the American Association of Social Work and Social Welfare (AASWSW), our Amsterdam version of 'The grand challenges initiative' is closely related to a reorientation on the ethical principles of social work. We formulated a shared agenda based on values of social work. This agenda is based on a variety of data gathering methods (digital surveys, student projects, workshops). In total we got 162 respondents for our digital survey, besides several pilots and workshops with our current students. On several of our organized meetings 374 participants gave us their viewpoints. Based on positive responses we hope that the concept of Grand challenges stimulate focus in social work, amidst the current turbulence in society, policy and education. Last but not least, especially for this conference: it emphasizes the fact that social work is a human rights profession.

For us, the developers of the concept, some questions have arisen during the process. We want to dive into these questions with you during a highly interactive workshop: How can we create this community in which all of us work together? Which possibilities occur when we use research in a more direct way for promoting the ideal that we have to work together? What are the pitfalls we need to be prepared for? How do we create an atmosphere in which all participants feel that they are both host and hosted for? We would like to invite you as a critical friend to join a session of collaborative learning on modern social work education.

Workshop 3

Social pedagogy and social work in changing welfare states

Florian Eßer* (1), Griet Roets* (2), Mark Smith* (3), Lisbeth Eriksson* (4), Rudi Roose* (2), Christian Christrup Kjeldsen* (5), Kirsten Elisa Petersen* (5)

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Although there is a long-term and currently rising interest in Social Pedagogy throughout Europe, Social Pedagogy is mainly discussed on a practical and methodical level in many European countries. The workshop wants to provide an academic forum that enables a fruitful discussion about the relevance and importance of Social Pedagogy for the development of Social Work theory, methodology, and practice across Europe. The discussion will gather around the idea of how both Social Work and Social Pedagogy can contribute to shaping the "social" – and at the same time are shaped by it. We seek to explore differences and commonalities between different understandings of Social Pedagogy across Europe and what this means for Social Work.

Especially we want to pay attention to the rise and fall of Social Pedagogy in relation to changing welfare states. The promotion of Social Pedagogy is often regarded as in opposition to neoliberal welfare policies which undermine existing Social Work practice. But recent developments of welfare states in Europe are as diverse as the different traditions of Social Work and Social Pedagogy in different (trans-)national contexts. Therefore, it is necessary to reflect on all three of these aspects by bringing together an analysis of the current state of the welfare state with Social Pedagogy and Social Work on an academic and a professional level.

In order to achieve a joint reflection of these questions we are going to invite scholars from different European countries for short statements of 10 minutes on the relation between (national) welfare states, Social Pedagogy and Social Work from their perspective. These statements will be the starting point for a moderated fish bowl discussion which will be open to the plenary. Amongst others the following questions will be addressed:

- How do recent developments of the welfare state affect Social Pedagogy and Social Work on an academic and professional level?
- How may the differences between Social Work and Social Pedagogy be described in their relation to the welfare state?
- In how far is Social Pedagogy research able to (re-)capture the foundations of Social Work practice in Social Policy?

Introductory statements:

- Mark Smith (Scotland/UK): Social pedagogic ideas in a Scottish welfare state that is increasingly moving down a health rather than a socio-educational road
- Lisbeth Eriksson (Sweden): Changes of social pedagogy over the past 10 years and their relation to social policy development in Swedish society
- Christian Christrup Kjeldsen (Denmark) & Rudi Roose (Belgium): Social Pedagogy research as a critical stance towards "relational" Social Work in the post welfare state
- Kirsten Elisa Petersen (Denmark) & Christian Christrup Kjeldsen (Denmark): Social policies and social pedagogy interventions for disadvantaged young people in a restructured Danish welfare state

Poster session 1

Not just a 'nice to have' (Fox, 2017:4): How is the nature of volunteering being (re) shaped in 21st Century Health and Social Care sector?

Victoria Morris*

Manchester Metropolitan University, United Kingdom

Not just a 'nice to have' (Fox, 2017:4): How is the nature of volunteering being (re) shaped in 21st Century Health and Social Care sector?

Voluntary, Community and Social Enterprise Organisations (VCSOs) and their volunteers are increasingly being coopted in public service delivery (Ellis Paine and Hill, 2016). Despite this Ellis and Hill (2016:127), citing Russell and Scott (1997:13) note that 'strategic thinking' surrounding the 'implications for volunteering of the significant changes' is still lacking.

Drawing upon documentary evidence from a variety of sources including government policy, NHS publications, voluntary sector organisations' publications, peer reviewed journal articles and books as well as independent think tanks such as the Royal Society of Arts, The King's Fund and NESTA all of which are available in the public realm, my PhD study focuses on the shifts within the voluntary sector in health and social care organisations and in particular within the Greater Manchester region. The research seeks to establish how the strengthening discourse relating to health and social care integration and DEVOMANC (2014) is shifting volunteer roles and relationships.

As an example of the documentary analysis to come within the forthcoming main PhD thesis, utilizing thematic and discourse analysis, this poster discusses a section of a 2017 reportcommissioned by the Community Interest Company, Helpforce[1], which looks at 'the effectiveness, deployment and impact of volunteers in the NHS' and is entitled 'Can volunteering help create better health and care[HM1] ?(Boyle et al; 2017:4). This document was chosen from the literature as an exemplar because it of its timely production and apposite content. [vm2]

Adopting the Foucauldian neologism of Governmentality (Foucault, 1991) this poster highlights work in progress and suggests that the encouragement of and investment in volunteer programmes such as Helpforce, (2017) seeks to mobilise citizens to plug the burgeoning gap in public services.

[1] Introduced in June 2017, Helpforce is described as a social programme intending to contribute to the health and wellbeing of the nation by 'making greater use of volunteers, volunteer-led initiatives, and the voluntary sector' (Boyle et al., 2017) within the health and social care systems. The fund's founder commissioned London South Bank University to produce an initial report 'to look at 'the effectiveness, deployment and impact of volunteers in the NHS' entitled 'Can volunteering help create better health and care ?(Boyle et al; 2017:4). Sir Tom Hughes- Hallett believes 'we could really shift the dial on this, [and] recast volunteering for the 21st century' (Hughes-Hallet, 2017 cited in Corry, 2017).

The impact of transformational leadership on perceived effort-reward imbalance among social workers

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In changing work environments in public child and youth welfare, the purpose of this paper is to investigate the effects and implications of transformational leadership on perceived effort-reward imbalance among social workers.

Using a sample of 170 employees in German child and youth protection services, a hierarchical regression model was developed to analyse direct and indirect effects of transformational leadership, organisational trust and overcommitment.

The results confirm the impact of transformational leadership and organisational trust regarding social workers´ subjective effort-reward imbalance. As a result, leadership behaviour and trust contribute significantly to the success of social work.

The limitations are: constricted representativeness of the sample, a limited generalisability of the findings and a potential common method bias. Moreover, only covariates were investigated. Therefore, this paper recommends a mixed method or longitudinal approach for future research.

This paper provides valuable implications for leaders. They should raise awareness about the influence of leadership styles and their consequences for employees' psychological well-being. Furthermore, it shows an evidence based way to protect the health of social workers in changing welfare environments.

The study is the first which examines the relationship between transformational leadership, organisational trust, overcommitment and the perception of an effort-reward imbalance. Additionally, the findings allow insights into the context of social work practice, where employees' are at risk of a high level of job strain and stress.

School to work transitions of adolescents with a need for support

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The position of adolescents with a need for support in finishing school and/or finding work changed in the Netherlands, but also in other countries in the last few years. One of the reasons of this change is a changing view on the welfare state paradigms in society. Based on changes in law and policy these adolescents no longer can apply for disability benefits or sustainable placing in sheltered work envirronments, even if there is only a slight chance of finding work in the regular job market. Thereby in the Netherlands, since 2015, local government is responsible for rendering support to this target group in order to give them the opportunity to find work in a regular position on the job market. The combination of the recent changes and the complex situation of the adolescents, that mostly are experiencing problems in multiple areas in life, makes it difficult for local officials to give appropriate support. Thereby the collaboration with other professionals, for instance in school and in social work, isn't easy because of the different points of view and goals these professionals set (van Aa, 2017). The poster presentation will give an overview, based on a literature review that is done as part of the PHD-research of the presenter, on global existing practices in supporting adolescents with a need for support in making the school-to-work-transition over the last ten years. Good practices will be pointed out on the poster, as well as an overview of existing knowledge and research findings about the target group.

Research giving voice to children and their parents without a home as a source of enrichment for social work practice

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Social workers dealing with families without a home often confuse the loss of housing with the "loss of ability to be a good parent" and thus structural causes of homelessness are frequently confused with the individual ones. The social practice of parenthood shows considerable diversity in various countries, cultures and social groups. The structure of parenthood is dependent on political discourses, cultural tradition, conventions, actual individual preferences, space to make decisions, etc. Homelessness can be viewed as "no place" within the frame of the culture of displacement when people without a home lose their place in the majority in economic, social, psychological, geographical, and legal terms.

Our aim was to find out how the structure of parenthood is influenced by the culture of displacement in homeless families. We decided for the qualitative research strategy. The data were based on sets of in-depth interviews with six parents and thirteen children (8–15 years). The criteria for selecting the communication partners were the length of their stay – min. one year – in shelters (residential social service for people without a roof which can be used by families for up to one year) or hostels and the collaboration with social workers. The core of the interview was formed by questions on the dynamic and emotional aspect of the relationship of the parents and their children. The data were analyzed by means of Charmaz's constructivist grounded theory and Clarke's situational analysis. The implementation of the research was guided by the Ethical Standards for Research with Human Beings of American Psychological Association and the effective legislation of the Czech Republic.

The research results show that the structure of parenthood in parents without a home is reductive: the parenthood equals satisfaction of the children's basic needs, especially the need of safety. The parental structure is influenced by the intersectionality of stressors related to their current life situation, e.g. family splitting up (due to the lack of shelters for families). Some parents spoke about a "parental burnout" which was a result of trying to be "a good parent" in the conditions of the uncertain housing.

The structure of parenthood was often ambivalent in the children's point of view: the parents were considered both "guilty of the situation" as well as the "only constant", the loss of which the children were worried about. Children spoke also about a certain "parental transfer" when they themselves took over some "parental" roles, e.g. the care for younger siblings. With the aforementioned research results, it is possible to enrich the practical social work with families without a home mainly in terms of understanding the parenthood in uncertain housing by giving voice to parents without a home and their children. This heads towards a stronger non-blaming and anti-oppressive attitude in social work with families as well as towards the relevant methods of social work with these families.

Risk factors for psychoactive substance use among adolescents from the Arab society in Israel

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Previous studies have examined the contribution of various risk factors that may increase psychoactive substance use among adolescents. These include, among others, various socio-economic factors (e.g. gender, age, family income), the degree of religiosity of the adolescent and his family, family cohesion and emotional profiles. This study examines whether these factors contribute to the use of psychoactive substances among Arab-Israeli adolescents. This study also examines whether the type of school adolescents are attending (Public, private or vocational) on the use of psychoactive substances.

A total of 3099 Arab adolescents from 22 Arab villages in Israel were interviewed in the original survey.

It was found that the socio-economic situation of the families of the participants significantly explained the differences in the use of alcohol during the past year over age and gender groups. In addition, the higher the socio-economic status of the student families, the greater the risk of drinking alcohol. In addition, the findings showed a significant contribution of the emotional status of the participant to the use of psychoactive substances. The findings also showed that participants from religious families were less likely to report the use of psychoactive substances of various types than boys from non-religious families.

Furthermore, it was found that the percentage of reports on cigarette smoking and alcohol consumption is higher among adolescents in private schools than among adolescents in public and vocational schools. It was also found that in all cases, the lower the family cohesion index, the greater the risk of smoking cigarettes, using grass or marijuana and other substances.

The findings indicate that there are a variety of variables that may explain the tendency to use psychoactive substances among adolescents in Arab society in Israel.

The capability approach: from social work research to social work practice

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The initiators of the Dutch-Flemish network for the Capability Approach in the Social Domain (CA-SD) are convinced of the potential of the Capability Approach as a theoretical framework for social work research, education and practice. In the Capability Approach the promotion of development, equality, freedom and quality of life are the guiding principles. Social workers must therefore search for opportunities that enable people to live the life they want to lead. Social work contributes to human flourishing. The Capability Approach (CA) was originally developed as a human development and social justice theory by the Nobel Prize winning economist Amartya Sen and further explored by feminist philosopher Martha Nussbaum, and other academics from a range of disciplines.

CA research is concerned with areas across a broad range of topics including poverty, children, youth and education, health and disability, human rights, empowerment, and so forth.

The CA stands for an overarching and interdisciplinary approach. Therefore, we promote the CA as an effectual scientific paradigm for social work. The CA and the human rights approach are strongly intertwined though clearly distinguishable perspectives. Complementary they create a strong discourse for legitimization and accountability in social work. Both can serve as compass in dealing with the high complexity of society.

In Europe the CA is gaining increasing attention in social work research, and also in higher education the interest for the CA is growing.The CA offers a strong framework for the normative, action and evaluative focus in social work. However, the implementation of CA research in practice remains limited. The CA-SD network contributes in bridging the gap between research and practice. We want to engage in dialogue with social work researchers and practitioners, sharing knowledge and expertise with each other, and inspire each other with good practices.

The conference poster introduces the basic principles of the CA, bridges to the significance of the framework for social work research-in-practice and invites scholars to engage in an international dialogue on the added value of the CA for social work research and practice.

Living in the shadow of political decisions: Former refugees' experiences of supporting newly arrived minors

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Background and aim: Steady streams of refugees and unaccompanied minors, of which the great majority are boys, come to Sweden, mostly from Afghanistan, Syria and Somalia. Among the arrivals, there are boys with traumatic experiences. It is a challenging task for the society to promote health, empowerment and integration of these minors. With the intention to support their integration in the society, the organisation Save the Children formed special meeting places for unaccompanied minors in 2018 in three municipalities in Sweden. There, the minors had the opportunity to engage in different activities. In addition, psychosocial support was offered. The leaders for the activities at these meeting places were recruited among former refugees who themselves had arrived in Sweden as unaccompanied minors. Research is sparse concerning how foreign-born leaders' experience how it is to support the integration of the newly arrived minors. Thus, the aim of the study was to explore the perceptions of the meeting place leaders, also former refugees, when supporting newly arrived minors' integration in society.

Methods: This is a qualitative study in which interviews were conducted with leaders, also former refugees, at the meeting places for unaccompanied minors in municipalities. Data were analysed using network analysis.

Results: Based on the preliminary analyses of the interviews, a thematic network was developed. Basic themes were identified, which in turn generated four organising themes and one global theme. The organising themes were 'integrating together', 'keep going', 'living in no man's land' and 'being proud helping others'. The four organising themes were then clustered into the global theme of 'living in the shadow of political decisions'. Although they all expressed a frustration concerning the migration politics, they all perceived the helping role as very important and connected to positive emotions.

Conclusion and implications: The findings show the massive impact from the national political decisions concerning the right to stay permanently or temporary, which affected the daily lives of the newly arrived at the meeting places and demanded an attitude of never-ending hope in leaders. Despite being forced to deal with difficult emotions - such as despair - the results underscored the important role of feeling proud to help others. Furthermore, the own experiences of being a refugee were valued and shared in meeting the unaccompanied minors. The integration process is generally complex, and further studies of what is helpful in the integration process are needed.

How professionals modify standardized tools - Adapting standardized tools into Child Welfare Practice

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Background and purpose: Professional services are expected to apply new organizational ideas and tools to improve services, which has contributed to an increase in the use of standardized tools in Child Welfare Services (CWS). This can be understood as an institutional adaption process in which the professionals play a key role. Furthermore, it represents a change in the field of CWS and calls for employees to acquire new skills and adapt to new modes of work. Thus, professionals are subject to managerial control and regulation. However, they are not passive agents who comply with the rules. Professionals may use their discretional power to modify the standardized tools in order to make them fit with their values, roles and practice. In this study, our aim is to explore the implications of introducing standardized tools into the field of social work. The research question is: How do the CWS professionals adapt to the Kvello framework (a Norwegian assessment tool) and the Circle of Security (COS) program in their daily practice. This paper studies the modification process by taking an institutional work approach, which examines the relationship between agency and institution. This implies an emphasis on the professionals' behavior both individually and collectively in relation to the institutional process of transforming the CWS by making use of standardized tools, i.e. the construction, the maintenance and the disruption of institutional work.

Method: The study has a case study design and we conducted observation and semi-structured interviews with 37 frontline workers and 7 supervisors in two child welfare offices. Additionally, 15 client documents from one of the offices were included. Key themes in data collection were how the CWS employees do when they adapt to the selected standardized tools in their daily work and their reasons given for acting in relation to the tools.

Results: The preliminary findings suggest that the professionals in part comply with the standardized tools. It also seems as the professionals modify or reject the tools as they see fit in agreement with their professional beliefs and values. This also takes place when the tools fit poorly with the work they are required to perform. This shows that the professionals are active agents using discretional power. But at the same time the tools challenge the existing institutional rules. Additionally, the tools clarity and introduction into the CWS also seems to influence the adaption process.

Conclusion: Professionals comply with their management when they find that the standardized tools support their work. However, when the tools are found to be at odds with professional work tension arise between the management and the professionals. We argue that despite of managerial control and power, the possibility for change depends on the professionals. This is because professionals are active agents and exercise the power they possess. Furthermore, there seem to be situations of window dressing in relation to how the tools are applied in practice.

Intention to seek professional and non-professional emotional help among young Jewish adults from various religious sectors

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Background and purpose: Young adulthood (ages 18-30) is a time in which significant life choices and transitions are made. These changes may lead to the development of emotional crises, and studies have found that most mental disorders emerge in these ages. Although young adults experiencing mental distress are at high risk, they often avoid turning to mental health treatment, with the more conservative, segregated closed communities, such as the Jewish ultra-orthodox community, being at even a higher risk as they tend to hide mental health problems and not seek professional help. The purpose of this study was to examine the association between self-perception variables, religious-cultural variables and the intention to seek both professional and non-professional (e.g., family and friends) mental health help among young adults in Israel.

Methods: In this cross-sectional study, 282 young adults aged 18 to 30 (M=23.83,SD=3.29) filled out self-report questionnaires regarding attitudes, self-stigma, expected risk and expected benefit from turning to help, perceived social support, religious identity, and intention to seek professional and non-professional help if they encounter mental health distress. Questionnaires were delivered manually or on the web. Among participants, 21.9% defined themselves as ultra-Orthodox, 36.9% as religious, 10.9% as traditional and 30.3% as a secular. Data were analyzed using a multiple hierarchic regression.

Findings: The means of intention to seek professional help (M=3.61, SD=1.26, range:1-6) and non-professional help (M=3.72, SD=1.22, range:1-6) were slightly higher than the possible mean. Intention to seek professional help was associated with lower self-stigma, higher expected benefit and more positive attitudes (β=-0.12, p<0.05; β=0.11,p<0.05; β=0.46,p<0.001; respectively). Intention to seek non-professional help was associated with lower expected risk and higher expected benefit and perceived social support (β=-0.14,p<0.05; β=0.21,p<0.001; β=0.18,p<0.01; respectively). No differences were found between the various religious groups in self-stigma or intention to seek professional or non-professional help.

Conclusions and implications: Findings reveal the contribution of self-stigma, expected benefit and attitudes in explaining intention to seek professional help; and expected risk, expected benefit, and perceived social support in explaining intention to seek non-professional help. Social workers should bear in mind that many young adults do not intend to seek mental health treatment when needed and develop interventions to raise awareness of importance to seek such help. Interventions should focus on reducing self-stigma and on discussing attitudes towards seeking help, and risks and benefits of turning to help. Social workers should also collaborate on this matter with key community figures who may be the first source of help young adults turn to when in distress. Furthermore, the fact that religiosity had no effect on respondents' intention to seek help may indicate a positive change in the ultra-orthodox community regarding mental health treatment. A change which may have occurred as a consequence of the new Israeli Mental Health Reform which integrated mental healthcare into physical healthcare. Future research should examine other dimensions of religiosity and their association with one's intention to seek mental health help and investigate young adults' pathways of seeking mental health help, moving from non-professional help to professional help.

Social work and political agency

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Changes in the spirit of times and its related political climate have a direct influence on thinking in social work and on thinking about social work. The history of social work in the Netherlands clearly shows how orientations constantly shift between a more individual-oriented approach and a more societal-oriented approach. In which the latter show more involvement with political decision-making. The transition from the post-war welfare state to, what is in the Netherlands called a participation society, entails radical changes in social policy. The starting point of the current Dutch social policy is that 'the government comes closer to the citizen', that complex bureaucracy is reduced, that self-reliance is essential and that citizens show more involvement and responsibility for each other. In September 2018, a report of a long-term study appeared, which evaluated whether the changes have fulfilled their promises so far. The researchers found that this is partly the case, but also that a number of shortcomings of the new social policy become visible. One is a 'democratic deficit'. The researchers mention that there is little room for social workers for open and critical debate about the underlying principles of new policy. They do oppose, but mainly quietly and not openly. (Bredewold, et al. 2018).

It appears that social workers are unable or unwilling to contribute to the public debate that underlies relevant and work related policy decisions, even though they experience shortcomings of social policy in their daily work. Perhaps because they do not always find themselves in a position that enables them to participate in public discourse, as they depend on the goodwill of their employers and local government. Or maybe because they are totally alienated from these policies which arise from a completely different logic. (Tummers, 2012). Or is their professional orientation characterized by a more individualistic-reformist view and/or a reflexive-therapeutic view, as Malcolm Payne distinguishes. (Payne, 1997). Or perhaps social workers lack the knowledge and skills to actively participate in the public domain. However, to embody social justice and human rights in social work practice, professionals need to think behind social policy to analyze in how far these principles can be recognized in their daily practice. And if they notice severe shortcoming, they should 'act' in the words of Hannah Arendt (Arendt, 1958), by speaking out in the public discourse.

The poster-presentation shows the results of an analysis of current social work discourse with regard to the political as debated in articles in leading journals, publications and discussions regarding the social domain in the Netherlands. The analysis is based on quantitative and qualitative data and shows to what extent a political dimension is distinguished in the task of social workers and how the position of social work is seen in the public debate. This analysis is part of a study of the political dimension of social work and the contribution thereto by the thinking of Hannah Arendt.

Labor motivation of social workers of state and non-state social services' organizations

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The focal point of the paper is a comparative analysis of Russian social services' workers employed by state and non-state organizations and their major motivational reasons for work. The reform of the social services' system is currently underway in Russia. In 2010, Russian government adopted the series of laws targeting the development of non-state sector of social services for the population, i.e., non-profit and commercial organizations, individual entrepreneurs' businesses. There is a growing body of literature which shows that this approach corresponds to the main trends in the global development of social states [see Salamon, 1995; Salamon, 2002; Salamon & Toepler, 2015; Salamon & Benevolenski & Jakobson, 2015]. In 2018, in accordance with the national plan, the share of non-governmental organizations providing social services in each region should amount to at least 10%. In our study, we proceeded from the fact that the labor motivation is one of the essential factors for the development of non-governmental organizations.

We utilized a survey method for our study. The study was conducted in February - May 2018. The main instrument for the survey was a questionnaire, which included 23 questions. A survey was conducted among social workers of 5 state organizations, 4 non-profit public organizations, and 2 private organizations. N=141 people. The sample study included social workers whose employment organizations were in three cities of the region. The choice of the organizations was random. The reason behind the choice was the desire to more diversely present social services and to indicate their location and the specific needs of their benefits among the population of the region. Women accounted for 97% of survey participants. This number corresponds to the real gender structure of workers employed in social services. The sample was representative with respect to the age, work experience, and the education of the respondents.

Consequently, we developed a sustainable complex of motives of social workers employed in different types of social organizations. In state organizations social workers are motivated by the content of their work, working conditions. Of much importance are the relations with superiors and colleagues. In public organizations, the share of respondents who noted the attractiveness of labor content is almost a third higher than in state ones. For them, the significant motives included self-development, good relations in their work team, and public recognition. The respondents from private organizations pointed out to the combination of motives related to the labor content and the need for public recognition of their work. They also noted the relationship with colleagues and the opportunity for self-development.

The general conclusion is that, the labor motivation of state institutions' social workers is oriented more towards the internal rather than the external environment. Social workers of non-state services are more focused on the result during their work activity, i.e., the satisfaction of direct consumers of their services. The functioning of public organizations relates to the labor incentives developing the staff. Alternatively, private institutions seek the public recognition of their activities.

Regional variations in care planning in Northern Ireland: An infringement of the children's rights

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International research and official statistics indicate that regional variations exist in relation to the type of long-term placement identified for children in care (i.e. return to birth parents, kinship care, foster care, adoption, Residence or guardianship Orders). In Northern Ireland, in the Care Pathways and Outcomes study (a longitudinal study following 374 children who were in care in Northern Ireland under 5 years old on 31/3/2000), we found that there was a significant relationship between the type of placement children ended up living in and the Health and Social Service (HSS) Board area (equivalent to Local Authorities in England and Wales) responsible for them. This finding became the drive for the Regional Variation Study, which explored the reasons behind this relationship.

As part of this study, between January 2015 and May 2016, we conducted focus groups with senior managers involved in care planning in each of the five Health and Social Care Trusts in Northern Ireland. Based on the study findings, an ecological model of decision-making in care planning was developed. In this model, decision-making regarding care planning in each of the Trusts is partly influenced by three different kinds of factors: 1) individual and team factors; 2) regional practice factors; and 3) global context factors. Differences among all of the HSC Trusts were found within the model's three levels, despite all of them operating under the same broad policy framework for care planning. For instance, different mindsets were obvious, as participants in some of the Trusts clearly equated the notion that children should be provided with a permanent home with adoption, while in focus groups in other Trusts, that was not the case. In addition, the Trust structures and initiatives differed slightly, and there were differences in the global context factors influencing decision-making (e.g. Courts' influence, and population characteristics of each area, such as poverty levels, minority ethnic population, and sectarian divide).

The existence of these differences is an important issue because all children entering the care system, irrespective of their background, should be treated equally and in a consistent way, with the identification of long-term placement based upon their particular needs, not local placement dynamics. Thus, on the basis of the UN Convention on the Rights of the Child (UNCRC), children should have the same opportunities, and any post-code lottery regarding children's placements should be considered an infringement of these rights. We believe that regional practical guidance and policies should be developed collectively by the Trusts, so as to avoid the possibility of children facing a post-code lottery regarding the placements given to them.

This poster will endeavour: 1) to highlight the historical regional variations found in the Care Pathways and Outcomes study, and those shown in recent official statistics; 2) to briefly describe and explore the findings of the focus groups in the Regional Variations study; 3) to display the ecological model of decision-making; and 4) to discuss potential implications and suggestions for a more socially just practice in relation to care planning.

How do families of people with substance use difficulties live with fears or concerns related to substance misuse?

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In Norway shows statistics that substance users have a risk of premature mortality that is 10 to 20 times higher than the general population (Gjersing & Bretteville-Jensen, 2014). Family members to substance users relate to a duality: the substance-dependent person can become drug free, but he or she may also remain substance dependent and live a risk-filled life. The objective of this study is to summarize how families of people with substance use difficulties live with fears or concerns related to substance misuse? How is the possibility of drug related death" thematised within the family and for those surrounding the family? How is the combination of hope for improvement / fear of drug related health risks or death experienced by the families?

My topic is relevant for social workers, who meets families where member(s) has substance abuse problems. Globally there is 100 million adults who are likely to be affected by their relatives' addiction problems (Orford et.al., 2010) Research on addiction treatment supports that outcome of treatment is better when family is involved, both for the patient and family members (Kalsås, 2016).

When refugees become alcohol outlet owners in the 'hood: an exploration of temporality, urban policy, and social movement in Philadelphia

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In 2017, the City of Philadelphia (USA) passed an ordinance to regulate "beer deli" alcohol outlets operating in predominantly poor, African American neighborhoods. Among its stipulations, the ordinance prohibits physical barriers, such as bullet-resistant glass, between merchants and customers. Proponents say the prohibition is meant to foster respectful interactions between merchants and customers. The store owners, many of whom are Cambodian and Vietnamese refugees in origin, argue that the measure is intended to run them out of business by the threat of violence.

In this study, temporality theories are used as a lens through which urban policy is explored in relation to race, translocality, and refugee trauma. By focusing on the dispute between city officials, Cambodian and Vietnamese store owners, and community activists, this study uses a combination of data to highlight processes through which urban policy is understood as racial and multiscalar and informs urban governance and social movement.

Muslim organizations as actors in child and youth welfare – A neo-institutionalism analysis

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About 2500 very differently structured muslim organizations exist in Germany. Most of them not only function as places to practice religious rites, but also offer social services on voluntary basis for their own members and other interested participants. Meanwhile, there are indications of certain transformation processes in the welfare sector. Thus, there seems to be work alongside the established and formalized social services provided by Muslim organizations. Studies have shown that the embedding of these organizations varies greatly from region to region. Noticing that nowadays muslim actors are very differently represented in the municipal structures of welfare provision, their offers do not always get as much consideration and appreciation as those of other more established actors.

The PhD project focuses on the tendencies of institutionalization from muslim organizations and to identify to what extent these tendencies contribute to sustainably anchor these organizations in the structures of child and youth welfare. With this neo-institutionalism perspective in mind, the aim of the dissertation project is to identify the mechanisms of how these organizations are established. This way, tendencies and conditions of institutionalization processes for a sustainable anchoring of Muslim organizations in the structures of regional child and youth welfare are pointed out.

The current explorative study was conducted in one region in West Germany, collecting 16 network cards and interviews. Interviewees are members from the established child and youth welfare services as well as members of the muslim organizations.

The PhD Project is part of a bigger research project focusing on the question of how a sustainable establishment of muslim child and youth welfare services in communal structures of welfare provision can be achieved. In total two regions in West Germany are selected. Both differ in population composition. They will be compared to figure out the main positive and negative influencing factors for the sustainable establishment of muslim social services. In total, the sample includes over 32 interviews and network cards.

Changing the child welfare system from within: The system level involvement of birth parents with prior child welfare service experience

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Background:Birth parent involvement at a system level in child welfare (CW) is an emerging international trend where parents share their perspective in various meetings to inform CW system improvements. This type of birth parent involvement is a key component of parent partner programs in the USA where parents with prior CW service experience not only mentor parents, but also represent the parent voice throughout the child welfare organization. While parent involvement may offer new insights, little is known about how system-level involvement is reflected in practice or what it achieves. Further, the limited research on these programs focuses on service recipient outcomes with no research identified on what outcomes may be achieved through the system level involvement of parent partners. This study is a first step to understanding how birth parents in parent partner roles may be influencing positive change in the CW system. Research questions explore the perspectives of birth parents in parent partner roles, specifically what they hope to achieve from their system level involvement, and how their involvement contributes to CW system improvements.

Methods: The study used an exploratory qualitative research design. Two sites in the USA were selected based on their status as national leaders in parent partner programs. All birth parents with prior CW experience in parent partner and parent partner coordinator roles for at least six months were invited to participate. Twenty-eight birth parents participated in telephone and focus group interviews using a semi-structured interview guide. Participant demographics reflected those of program staff with the final sample reporting as predominantly White, Non-Hispanic (92%) mothers (70%) aged 32 to 60 (M=42) years. Participants experienced long-term, multiple, and complex social problems. Substance abuse was the most common reason for prior CW involvement with some reports of co-occurring domestic violence and mental health difficulties. Most participants (96%) were previously involved for reasons of neglect, and 93% experienced child removal. Data was transcribed and themes identified through constant comparison using NVivo 11. Trustworthiness criteria were credibility, transferability, dependability, and confirmability.

Findings: Data revealed a range of domains in which participants perceived actual and anticipated outcomes at the individual, family, CW system, and community level. Across domains, outcomes at the CW system level were most readily identified. CW system outcome related to system change contributing to a more family friendly, humane, fair, participatory, and effective system. Outcomes identified by participants were both proximal and distal, suggesting a potential interrelated pathway to outcome achievement.

Conclusions: Parent involvement at a system level, despite gaining traction in the CW field, remains a nascent area of research. This study provides new and important insight into parents' perceptions of how their system-level involvement develops and influences system change. Early findings suggest the system level involvement of birth parents may be contributing to a more humane and just CW system and that birth parents anticipate further improvements in these areas as their involvement continues. This study identifies practice and policy implications to promote meaningful involvement among some of the most vulnerable parents in society.

Professional counseling on sexual violence and the gender perspective

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Participatory research on prevention and intervention in counseling centers against sexual violence

Background: Professional counseling centers against sexual violence are central institutions of the professional handling of sexual violence. They perform a wide range of tasks, from counseling/intervention to further education/prevention. Despite their high relevance for pedagogical practice, they have so far only rarely been part of a scientific debate.

Most of these counseling centers were created in specific times and a specific welfare society, from victim initiatives, from women's or men's movements. Girl counseling centers e.g. often have their roots in the "New Women's Movement", thanks to which the subject of sexual violence was made public, not only in German speaking countries. Until today, many counseling centers work gender-separated. It can be assumed that gender perspectives are influencing the counseling process and the prevention work.

Purpose: The major goal of our research project is to examine, to which extent the gender dimension has an impact on the conception of a counseling center and the counseling offered there. In addition, the view of young people living in youth welfare institutions is raised: How do they see and experience the content and methods of training and the images of gender that the counseling centers provide in prevention trainings for professionals?

Our research project organized as a participatory project. Science and practice, in particular the Westphalian Wilhelms-University Münster and the counseling center Zartbitter Münster e.V., work hand in hand and with equal status. The knowledge gained will be incorporated into the development of a field-specific further education series, designed to support the transfer of knowledge from experienced professionals to skilled workers new to this professional field. This is of particular importance in view of changing welfare society and upcoming generational changes in counseling centers.

Methods: In order to find out to what extent the gender dimension is relevant for the collective orientation patterns (as defined by Bohnsack) in the counseling centers, teams of counseling centers recruited throughout Germany are invited to discuss their counseling practice and the influence of the gender dimension in group discussions (subproject A, University of Münster). In addition, these counseling centers are accompanied in prevention trainings in institutions of youth inpatient support (subproject B, Zartbitter Münster e.V.). Young people living in these institutions are invited to participate in these trainigs for their professional care team for a limited amount of time. Subsequently, these young people are invited to group discussions. All group discussions are analysed and interpreted using the documentary method. In addition, the conceptions of the counseling centers are evaluated by means of qualitative content analysis (Mayring) to determine to what extent the gender perspective is also reflected there.

Further perspective: The research project is financed by the Federal Ministry of Education and Research and scheduled for three years, from 2018 until 2020. At the moment (november 2018) we are in the final phase of the data collection. Initial results will be available in the coming year.

Promoting of solidarity in services for foster families in Italy

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BACKGROUND AND PURPOSE: In the last thirty years, Italy has made significant progress in the legal recognition of the right of minors to have a family. Minors who find themselves temporarily deprived of a suitable family environment should be placed in the care of a family; minors are only to be placed in an educational community if placement with a family is not possible. In practice, however, this criterion is not fully implemented due to an insufficient number of households available relative to need. The present poster summarises the results that emerged from a research carried out by the undersigned over a three year period between 2014-2016. The intended hypothesis was that the foster services, public and third sector, with due methodological and organisational attention, can activate solidarity networks that help to respond to the need for family care for children and young people.

METHODS: The research activity focused on the study of good practices carried out by ten Italian "Centres of Excellence". The great inhomogeneity of the information systems for assessing the interventions of the local social services prevented the identification of excellence in terms of quantitative outputs and outcomes. Therefore it was necessary to resort to qualitative criteria of an organizational and experiential type: centers continuously active for at least ten years; equipped with a multi-professional team; members of national networks for reflection of good practices in the field of family care; indicated as excellent by the majority of the other Centres involved in the research. Ten organisations were finally chosen so that they would be equally distributed among the North, Centre and South parts of the country, half of which would be Centres activated by the public service and the other half by non-profit organisations.

FINDINGS: The research, realized through an articulated work of interviews of the managers of the centers, has revealed the following main "success factors":

- the presence of a multi-professional and successful inter-institutional integration team;
- the creation of an adequate network; the variety and gradual nature of commitment proposals that are addressed to families;
- the activation of multi-channel awareness methods and the use of appeals and testimonies;
- an adequate relational dynamic between operators and foster families and the group aggregation of available families.

CONCLUSIONS: The results allow us to state that the first element to building a broad and effective promotion of family solidarity is within the Centres themselves and that it is the responsibility of the professionals who work there to deal with their motivation, determination, competence, team spirit, etc. Alongside this, it is also necessary to reaffirm how much the path of the protection of social rights in Italy still has to take in the important step of defining the essential levels of benefits in order to guarantee a consistent basic minimum throughout the country.

Teaching social work students tools to help families manage their household finances

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Background and purpose: In light of searching ways in which social workers can help families in multi-problem situations in a changing welfare society, this presentation deals with social work education. Focusing on the fact that some of the factors that characterize these families are financial problems such as poverty over time, lack of resources and low income, a special program was held for social work students (Bodden and Dekovic, 2016; Sousa & Rodrigues, 2009; Tully, Nade & Lesser, 2008). The presentation describes a study that accompanied program where social work students participated in a workshop run by "Paamonim". Paamonim is a nationwide volunteer organization in Israel, dedicated to helping families and individuals manage their household finances. In the workshop, the students learned tools for managing household finances in order to provide information regarding the families' rights, and customized solutions for families in poverty. Research questions: (1) What are the attitudes of the students regarding the role of social workers in providing material support for families and helping them manage their household finances? (2) ? Is there a connection between students' socio-demographic background variables and their attitudes? (3) What is the contribution of the workshop to the students' knowledge and the learning tools?

Methods: The sample consisted of 134 social work students during their first year of fieldwork training in the welfare departments. 55 students studying in a regular program, and 80 students in a retraining program (these students study social work after earning a degree in a different academic discipline).After receiving the approval of the university ethics committee, the study was conducted in two stages. In the first stage, the participants signed an informed consent, and they completed a questionnaire regarding student attitudes about the role of social workers, and socio-demographic questionnaire. In the second stage, after three months of participating in the workshop, the students filled out the questionnaires again, and completed a feedback questionnaire.

Findings:The attitudes of all students regarding the role of social workers in providing material support for families and helping them manage their household finances were positive at a medium level or higher. A significant correlation was found regarding age; that is, the older the students, the less positive their attitudes were. The attitudes of regular program students were more positive than the attitudes of the retraining program students, both before and after the workshop.

All the students acquired more tools for assessing the economic situation of the clients, and for helping them in managing their household finances as a result of their participation in the workshop. The workshop contributed to the students' knowledge household management, and they used the tools to a medium extent while treating families in their practical training.

Conclusions and implications: The workshop enriched the students' knowledge, and the skills learned were important and useful for their role as social workers, working with families in poverty, to rehabilitate their financial situation. Therefore, the practical recommendation is to continue holding such a workshop as part of the curriculum.

The engagement of social workers from minority groups in policy practice: dilemmas and challenges

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Background and purpose: The strengthening of the neoliberal economic worldview, which advocates minimal government intervention in solving social problems, causes serious harm to groups with limited social power. In Israel, this is true especially in Arab society, which faces overt and covert discrimination in relation to resource distribution, political power, and accessibility to information and services. In light of this reality, Arab social workers in public welfare services are required to engage with and influence social policy that will reduce inequality and ensure social justice and equal accessibility to basic social resources. However, the potential challenges awaiting Arab social workers who engage in this activity might influence role perception of involvement in policy shaping processes and their actual involvement in policy practice. The two aims of the proposed study are as follows: (1) to examine Arab social workers' perceptions of their role regarding their engagement in policy practice; (2) to shed light on their actual engagement in policy practice (characteristics and fields of engagement, and action strategies).

Methods: The study was based on mixed methodology, which included two focus groups and a quantitative survey (N=180). Participants were social workers employed in social service departments in Arab local municipalities in Israel.

Findings: The Arab social workers showed an ambivalent perception of their role in relation to their engagement in policy practice in light of gaps between their culture of origin and their Western professional socialization and in view of their perception of institutional obstruction on the local-political and political-organizational levels. Nonetheless, community social workers had a more positive perception of engaging in policy practice than individual social workers. Another finding of the study was that Arab social workers in Israel are engaged in policy practice, but the percentages are much lower than in the general population. A strong national-political identity alongside previous positive personal experiences in the policy arena was found to increase their involvement.

Conclusions and implications: The research findings point to the unique contribution by Arab social workers, who are engaged in policy practice, to empowering the society in which they act and to coping with social exclusion. The findings indicate also that Arab social workers' engagement in policy practice is a complex issue. The professional perception of involvement in a policy arena that is deeply rooted in universal Western culture poses a conflict for the social workers with a collectivistic orientation. However, they seem to understand the importance of their involvement in policy practice and in being open to undergo a process. Therefore, it is important to develop culturally sensitive training and supervision to promote engagement of social workers from minority groups in policy practice.

Session B1: Human rights and social justice

Ensuring the right of social welfare to every citizen

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My research focuses on social work at the mezzo level. The objective of the local government is to create a stable environment for the population and to ensure the offering of public services. The Europeanization process of state welfare, the framework of laws with the social policy and the knowledge of social work gives interaction each other in social welfare practice at the local organizational level. The aim of this paper is to discover who are the target groups of the social work in the local governments?

Critical approaches to social work practice attempt to integrate professional social work values within personal, social, and political contexts. Critical realism acknowledges that knowledge is socially and culturally situated but at the same time asserts that social structure exists. Followed the idea that the processes of 'false consciousness' can operate to occlude the idea that social relations and structures are constructed, and therefore changeable (Bryant, 2015; Behring 2013; Ferguson & Lavalette, 2013; Fook, 2007; Fook, 2005) The extended case method (ECM) is an ethnographic research method that focuses on a detailed study of concrete empirical cases with a view to "extract" general principles from specific observations (Burawoy, 1998).

Before when the social worker starts client's work, should first be made research done to establish which risk groups to be served in the local government. Therefore, the first step has been to discover the clients` groups in the small local government. According to collected empirical data, listed the risk groups in the rural local government, the probable clients in rural areas may consist of the following: 1) Low-educated, middle-aged and older, often unemployed people with alcohol-related problems; 2) Elderly people living alone in villages; 3) Adults with disabilities; 4) Family members who care for their relatives; 5) Families with children whose parents are unemployed or low-paid workers; 6) Families with alcoholic parents and 7) Families living in dilapidated country houses or Soviet era apartment buildings.

As regards the description of the client of the small local governments, the unclarity persists: 1) at the state level, there is no agreement, who is the client of local governments and 2) most importantly, this understanding and agreement is missing also at municipal level. It can be argued that in a situation where the tasks of social work are set on the national level only in general terms, the local government's client is not clearly defined.

Therefore, the main question is, how knowledge, the value and goals of social work transfer into everyday practice with the understanding contemporary rights of the European Union`s citizen. The actual challenge of the Estonian public discussion is how to ensure the right of social welfare every citizen to receive the public benefit from a local government in case of the need. Participating in European Welfare Governance, the progress of the client-centred paradigm of social welfare should shift into focus.

<u>Session B1: Human rights and social justice</u>

Policy-making on prioritisation: is the social justice issue in sight or out of sight?

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Background: Social workers often find themselves in a role of policymaker because they have to negotiate and make decisions concerning resource allocation on a micro-level, in the context of scarce resources. The scarcity creates a need for decision-making on prioritisation. Social workers have to decide who should have priority to whom in receiving care, and why.

Many social workers meet this problem every day. Yet it is a far from evident matter. Decision-making on prioritisation is a controversial issue. It is an important challenge and a burning question if we consider social work to be a practice that strives for social justice.

Remaining questions after a systematic literature review:

In the context of a PhD-project, we performed a systematic literature review on research on prioritisation processes. The main findings are the following:

- The existing research mainly shows an objectifying approach. The development of measuring instruments and their psychometric reliability and validity are put forward as a guarantee for right decisions.
- The dilemmatic character of the decision-making and the inevitable space for discretion that accompanies these decisions are almost completely out of sight, although literature on discretion provides ample evidence that these are very much present in practice.

By reducing social work to a technical instead of a political practice, a challenging question seems unanswered in this type of research, namely how do problems of social justice such as prioritisation take shape in the interaction between policy and practice?

The case of prioritisation decision-making in Integrated Youth Care: Following up on this review, our presentation will focus on the policy process of 'Integrated Youth Care' in Flanders. This policy process is an interesting case because it impacted upon the system of resource allocation and prioritisation processes in a broad domain of professional care for children and young people. It explicitly refers to the United Nations Convention on the Rights of the Child and thereby places this issue in a human rights context, but it has also been criticised as an example of social policy based on a logic of managerialism and control, depoliticising the domain of welfare.

Content analysis on policy documents: Do we see the same objectifying and controlling approach in Integrated Youth Care as in international literature, or is there some recognition of the fact that social justice is at stake in these decision-making processes?

To answer this question, 38 policy documents were selected in a systematic search. Most documents were retrieved from the website of the Flemish Parliament (www.vlaamsparlement.be). Next to that, relevant documents were looked up on the websites of the Agency for Youth Welfare (www.jongerenwelzijn.be) and the Agency for Persons with Disabilities (www.vaph.be). To retrieve actual legislation, the website www.codex.vlaanderen.be was consulted.

We performed a content analysis on these documents, using Nvivo software. In our presentation, we will discuss the main findings of this analysis. The discussion of these findings opens an interesting debate on different interpretations of the concept of social justice, one of the central themes in this conference.

Potential and possibilities for civic and political engagement in social work as a means of achieving greater rights and justice for marginalised youth.

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This Paper reports on an EU funded project based in three cities (Dublin, Belfast and London) called 'Engaging Urban Youth'. It explores how disadvantaged youth in urban environments experience marginalisation and makes the case that social workers, who are often working individually with marginalised youth, need to pay more attention to the theories and evidence around civic and political engagement as a way of developing their capacity to practice in a manner that seeks to promote human rights and social justice.

The methodology included interviews with 66 key informants from across the three cities. In addition, 28 focus groups were conducted with young people across the three cities. Each group generally comprised between about 6 and 12 young people, approximately aged 14-25. Findings from this study were analysed thematically. We will report these findings with a focus on the four main areas for practice development that emerged from the study: broadening outreach and deepening engagement; normalising participation; responding to ideological and practical tensions and addressing structural inequalities. Overall, the research has highlighted the range of global issues for youth engagement. The research demonstrated how strongly context influences the potential for and barriers to the civic and political engagement of marginalised youth. We identified the potential effects that practitioners and young people believe active engagement can have on youth development, social change, and long-term citizen engagement. The findings show how young people themselves interpret their place in the world and the opportunities, barriers, and potential responses to constraints on their civic and political engagement.

The findings show the importance of engagement of young people as citizens—both civic and political actors with autonomy and responsibility for contributing to the common good. This is especially important in social work where we are working with some of the marginalised youth as represented in this study. We argue that successfully engaging young men and women in the institutions, communities, and contexts in which they live and building their capacity as social actors can be a critical factor in their positive development as individuals, enhance their future role as citizens, and promote their current positive contribution to these same contexts and institutions. We use the evidence from this project to set out ways that social work can take more cognizance of civic and political engagement with young people as a mechanism to address social issues like exclusion, poverty, criminal behaviour and so on. It also offers a way to engage young people in partnership to seek to maximise the positive potential of more proactive involvement of young people in civic and political matters affecting their own lives. We connect the findings to theories of participation and highlight importance of enhancing both individual and collective participation through more focus on civic and political engagement especially with marginalized youth.

'Just knowledge': can social work's 'guilty knowledge' help build a more inclusive knowledge society?

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In contemporary societies, the value and importance of knowledge is increasingly tied to its potential to generate profit. This raises questions about whether and how knowledge can, at the same time, be harnessed and valued for its capacity to advance social justice. This paper considers these questions in relation to social work knowledge and academic research, featuring Weick's (1999) account of 'guilty knowledge' as a counterbalance to the market-oriented focus of the knowledge economy. For Weick, social work's knowledge; its deep and expansive knowledge of human experience, 'glimmers' with value. However, it 'is not the official coin of the realm, and so it forms the guilty knowledge of social work' (p. 35). Today, almost two decades later, Weick's words could not hold more relevance. For, although knowledge has indeed become the coin of the realm, the coin that is recognised within the 'research economy' of the university tends to be from a different mint. Higher education has become substantially shaped or inflected by neoliberal versions of the knowledge economy, which stress the possible marketability of particular kinds of 'knowledge product' that translate into tangible outcomes and 'competitive advantage'. This market orientation is prompting universities to become 'knowledge businesses', expressly packaging, branding and selling knowledge as a commodity. Understandably, pressures towards knowledge commodification in the contemporary higher education landscape give rise to anxieties for many of those who see universities as vitally important broadly-based social institutions. There are practical and ethical concerns that profit incentives may ever more frequently override social, intellectual, and cultural agendas. Lying behind these concerns are also fundamental epistemological worries that economistic discourses have pervasive and powerful reductionist effects – making it more difficult to 'see', let alone respond to, what really matters. The narrow lens of economic reasoning, which reduces 'all values into economic costs and benefits', has been found to be particularly unsuited to the holistic integrated approach needed to deal with most social problems. Most generally there is a fear that universities are being 'hollowed out' such that their historically distinctive patterns of contribution to society are simply lost as their norms and practices converge with those of countless other profit-based institutions. Addressing the theme theme of embodying social justice and human rights in social work research, this paper acknowledges the bases and importance of current critical anxieties surrounding knowledge production and use in higher education. It also seeks to move beyond negative and sceptical readings of contemporary higher education by attending to some of the less commodified and more diverse, forms of 'valuable knowledge' in universities , using social work knowledge as a focus. This focus, it suggests, provides a way of opening up discussion about conceptions of knowledge production and use that are directed by social justice considerations, and allied to this a tentative vision of a more inclusive conception of a knowledge economy, or perhaps a knowledge society.

Session B2: Politicisation

Social workers in social services in the Arab sector in Israel: political or professional commitment – dilemmas, difficulties and challenges

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Background and Purpose: In the local authorities in Israel, there are two distinct levels: the political level of the elected officials, and the professional level of the appointed employees. Between these two levels, there is a continual level of structural tension. The Spillover Effect is a situation in which the organization's political aspect is highly influenced by external forces stemming from the cultural, political and economic systems that surround the organization. Hence, social workers in the Arab sector in Israel have a unique set of commitments. Alongside organizational and professional commitments, they also have a political commitment to mayors. This is characterized by political pressures, which undermine their ability to fulfill their roles.

Methods: The study participants were 178 Arab social workers employed in 25 social welfare departments, chosen randomly from the 84 social welfare departments in the Arab sector in Israel. The response rate was very high: 89%. It is important to note that the participants who completed the questionnaires were field workers, and did not hold any administrative-level positions (team leaders, instructors and managers). The questionnaires included the following measures: professional commitment, political commitment to the mayor, leadership, organizational commitment, mayor's involvement, and socio-demographic variables, such as: gender, age, marital status, education, country of birth, years of experience in the social work profession, number of years at work/in the organization, job scope (full/part time position), tenure, and political activism.

Findings: Findings revealed negative correlation between social workers' political commitment and professional commitment. We also found positive correlation between social workers' professional commitment to mayors' transformational leadership style. Two variables were systematically contributors to professional commitment: scope of employment and affective organizational commitment.

Conclusions and Implications: According to the study, it was found that when social workers or managers do not support mayor's political attitudes, there is an increasing risk that human resources will not be managed according to professional considerations and clients' needs. Decision-makers should acknowledge the unique dilemmas faced by social workers in social services in the Arab sector. They should also be aware to the positive impact of transformational leadership on social workers' professional commitment that could improve work performances. Study findings may lead to the prospect of a new law that will regulate social workers' status and job responsibilities, as well as their relationships with colleagues, partners and other professionals in the local authority.

Re-constructing 'the political' in social work practice with refugees: the case of Israel and Germany

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The ''refugee situation'' is one of today's pressing issues globally. Accordingly, social work with refugees is a growing field of practice, which raises ethical and practical dilemmas, questioning the profession's relationship with the nation state and other political contexts. Political aspects of practice could be seen either in a narrower sense, as activities in the electoral or policy advocacy arenas; or in a wider sense, as the way power shapes allocation of rights and resources, and influences intra-organizational dynamics and interventions (Reisch & Jani, 2012). The connection between the profession and 'the political' is debatable: On one hand, during the past several decades, social work practice has become more politicized. On the other hand, social workers are increasingly reluctant to confront the political dimensions of their practice, or to challenge forces who run counter to their mission (e.g: Reisch & Jani, 2012; Finn & Jacobson, 2009). Social workers in the field of "refugee work" are often criticized for applying oppressive practices, yet research that incorporated their views of macro level contexts is still limited. The current paper wishes to fill this gap by examining social workers' perceptions and strategies regarding (what they understood as) 'the political' in their practice with refugees.

The paper is based on findings from a qualitative study, which employed a Constructivist Grounded Theory approach (Charmaz, 2016). Social workers working with refugees in two host countries of different environments (Israel and Germany) were interviewed. Contextual differences include public discourse toward refugees, asylum and welfare policies, etc. Semi-structured in-depth interviews with 23 social workers (12 in Israel, 11 in Germany) were conducted and analyzed.

Finding indicates how political contexts (e.g. election results) influence social workers practice and their client realities. Social workers' perceptions of 'the political' in their practice included a varied range, starting from a 'political work' perception, high-lightening advocacy and policy change related strategies, and up to a 'human to human' one, emphasizing an 'a-political' and humanistic nature. Differences and similarities between Israeli and German social workers' perceptions were found. For example, in Israel, 'political work' was positioned mostly from outside the welfare system, whereas in Germany also from within. These and other similarities and difference will be presented and discussed. Finally, although the findings demonstrate a dominant construction of 'the political' in the narrower sense, by analyzing them from the perspective of politics as power allocation, the paper will suggest that a wider range of perceptions and practices can be understood as 'political'.

In conclusion, the proposed presentation offers a contribution to the ongoing debate regarding the professions' role in light of changing welfare societies, by re-thinking the notion of 'the political' in social work practice with refugees. Implementation for social work education and practice will be discussed.

Deradicalisation or repoliticisation? How to prevent political violence in youth welfare work

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Background. In the aftermath of the attacks on the Twin Towers, the concept of 'radicalisation' was developed by security experts as a way to grasp the root causes of terrorism. After the attacks in European cities by home-grown terrorists the term became specifically connected with issues of integration and radical Muslim beliefs. The strong emphasis on individual religious determinants became common sense in policy and practice (Kundnani, 2012; Della Porta, 2009). In Flanders (Belgium), new policies on the prevention of 'radicalisation' were developed. Specifically for youth work, projects were financed aimed at 'the enhancement of positive identity development' of young people at risk. We examine the counterproductive effects of these 'deradicalisation policies' on youth work.

Methods. The impact of the radicalisation policies and discourses are examined through exploratory case-studies in 3 Belgian youth work organisations that work with young people with migrant roots. The selection was made in order to have diversity on their reaction on the call for deradicalisation projects and on the local context and policies on deradicalisation and inclusion. Their approaches to radicalisation were examined by means of documents studies, (participatory) observations of 14 activities and 20 interviews with youth workers, team leaders and experts.

Results. Youth organisations show an ambiguous reaction to (de)radicalisation. It is rejected explicitly because of the stigmatising effect on the Muslim youth and the negative effect on the trust bond between workers and youngsters. However, workers are heavily influenced by the common 'language of radicalisation' in their explanations, approaches and practices. Their proclaimed focus on societal root causes as explanations for political violence is not always incorporated in their day-to-day approach. The pedagogical approach, focused on individual identity development, involves a paradox: it protects the youngsters against the hardest stigmatising effects of the radicalisation discourse, but at the same time it trumps out more structural work on discrimination and inequality. Their pedagogical approach ends up matching the dominant deradicalisation approach and pushes out a more politicising view on youth work.

Implications. Socially vulnerable young people with a migrant background do not only experience strong grievances about stigmatisation, discrimination and marginalisation, but they also experience less space for the expression of these grievances. This should bring out renewed attention for politicising practices in youth work where the young target group are actively involved as a political subject. This structural work, based on human rights, seems to entail a continuous antagonistic dynamic, internally and externally, to uphold politisation as an explicit organisational goal.

Is good social work political social work? Negotiating quality and different expectations in relation to social work's political role

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Backgound and purpose: Defining and assessing quality in social work practice has become a very relevant issue connected to evaluation, accountability and – in the end – the legitimacy of social work. However, attempts of quality control often rely on abstract and simplified ways of defining quality based on universal rational criteria and from external viewpoints. We approach the quality issue in a different way, arguing that quality assurance in social work is a political and moral enterprise and that negotiating quality is part of a methodology sui generis of social work practice. The proposed contribution will present the main findings of a project of participative quality development in social services in South Tirol in Northern Italy. The project is based on the assumption that quality standards get their validity only as the outcome of a negotiating process between the different actors involved. The aim of the project was a) to explore the different dimensions of quality within the perspectives of different stakeholders and b) to identify ways and reference points of negotiating quality between general principles and the specific requirements of particular situations. This way, the project aimed to contribute to the development of more complex quality systems, which include participatory mechanisms allowing creative negotiations and reflexive thinking to occur.

Methods: The study explored dimensions and negotiations of quality from the viewpoint the main stakeholders in both public and private social services involving service users, social workers, managers and local political councilors. The research was developed in different phases and data were gathered through the combination of multiple, both qualitative and quantitative, methods (focus groups, semi-structured interviews, an online collection of accounts of critical incidents and an online questionnaire). The presentation will concentrate on the outcomes of the qualitative part of the study.

Findings: The project identified four main dimensions along which the different stakeholders define quality: the political role of social workers, their ability to work and play an active role in the organisation, their ability to connect to other professionals and services, and the direct relations to service users. In accordance to the main conference theme and the question of how social work values can be embodied and realized in social work practice, the presentation will particularly focus on the political dimension of social work pointing out different expectations, challenges and limits regarding social workers' political role and engagement.

Conclusions and implications: The findings give indications for the development of more comprehensive quality assurance systems, which can take into account different dimensions of quality. In particular, different understandings, expectations and limits in relation to the political role of social workers can contribute to the negotiations of how social work core values should be embodied and realized on different levels and in different directions of social work practice.

Session B3: Social work in a comparative perspective

The contextuality of accountability strategies: a cross-national case study of the relation between context factors and accountability strategies of social workers

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Despite the contextual embeddedness of accountability practices in social work, existing work has largely ignored the relation between accountability strategies of social workers and the context in which they operate. Drawing on analysis of a cross-national case study of accountability strategies of social workers in nonprofit organizations, this article investigates the relation between three context variables (distance, governance model, government finance) and the accountability strategies of social workers. The data (N26) gathered was based on a qualitative mixed method design. In the Dutch case we found that social workers used result-oriented accountability strategies to live up to the performance-based services agreements with the local government. Moreover, we found that the social workers made use of the close distance with the government to negotiate their relevance with the local government. In the Flemish case the social workers also used result-oriented accountability strategies, because of the performance-based services agreements with the Flemish government. However, their negotiation strategies were more limited compared to the Dutch case, because the distance with the national government was bigger. In the German case the social workers only used financial accountability strategies. Despite the close distance, the local government only expected minor accountability information and hardly regulated the nonprofit organization. The study demonstrates that context factors influence the accountability strategies of social workers and highlights the importance of embedding the analysis of accountability practices in the policy context.

Family social work in the cross-pressure between the welfare state and the reality of social problems – a four-country comparative study

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Comparative research has the ability to reveal patterns in how professional social work is negotiated and carried out in a cross-pressure. On the one hand, state policies and institutional fragmentation provide conditions for higher or lower degrees of discretion in the decision-making. On the other hand, changes in social/family structures and the dynamics of social problems impose challenges such as new family forms, migration, addictions and violence. Understanding how this cross-pressure is perceived by social workers in different types of welfare systems, can build new knowledge for the profession's efforts to support families with complex needs. Such knowledge includes how to make the most of the resources provided by the welfare state and can even contribute with resistance and critique that may influence policies and human service systems.

The data presented here comes from the international comparative research project Family complexity and social work (FACSK), a NORFACE/Welfare State Futures project, in which six countries in Europe and two in Latin America were included. Demographic data and descriptions of family policies and service structures were complemented with over 50 focus groups with social workers from different service areas (child welfare, mental health, addictions and migration). For the purpose of this presentation, Chile, Ireland, Lithuania and Sweden were selected to represent four different family policy regimes.

The analysis of the four countries indicates that the cross-pressure that social workers experience is regime-related, i.e. that conditions for their work vary due to the country's position on a de-familisation – familisation scale. There is a significant variation between countries on the system level, e.g. how welfare organisations are structured. Also, there is variation on the problem level, e.g. different migration patterns and their consequences. This variation prevails, even if all countries bare witness of neoliberal welfare policies that adds to the both the efficiency pressure on service organisations and to increased inequalities and social exclusion. In spite of the variation on the system and problem levels, it seems as the social workers in Europe and Latin America in many ways share a professional ethos. This is visible in how they understand the role of the family and the ways in which they regard structural restrictions for their actions in relation to families with complex needs.

Session   B3: Social work in a comparative perspective

Continuity and discontinuity in relationships for looked after children

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Background and Purpose: Social relationships with family, friends, and significant others throughout a child's development are a core component of her or his identity and socio-emotional well-being. This is particularly so for vulnerable groups, such as children in out-of-home care. Indeed, the United Convention of the Child's Rights as well as the English Children's Act 1989 specifically recognize the right of children in care to sustain connections with significant others, first and foremost with birth family members. Nonetheless, the removal from their home environment and subsequent changes in placement and schools, often leave them quite isolated and with few long-lasting connections to rely on for support. The lack of such supportive ties poses particular difficulties as these young people leave care and face the multiple tasks entailed in the transition into adulthood and independent life. Internationally, there is growing recognition by child welfare agencies of the critical need to strengthen social networks and support for children in out-of-home care. This paper examines the potential to re-establish important relationships for children in care, explores the meaning children ascribe to these relationships, and identifies junctures along children's care histories where relationships were initially lost.

Methods: The study draws on semi-structured interviews with children in care (20; ages 6-16), professionals in children's services (20) as well as on focus groups with social workers (7) and foster carers (7). These were conducted as a part of the first data collection wave of a three-year evaluation of the UK-based Lifelong Links programme, which aims to build long-lasting support networks for children in care, evaluated across seven local authorities in England. All interviews were recorded and transcribed verbatim. Common themes were identified by a constant comparative approach, coded and organised with the assistance of the NVivo software analysis package.

Findings: Children identified a wide range of people important to them whom they were able reconnect with, including birth parents, siblings, extended family members as well as former foster carers, social worker and teachers. Re-establishing these links enhanced children's understanding of their life histories, strengthened their sense of identity, belonging and self-esteem and provided an opportunity for the processing of feelings of rejection. The prospects for long-lasting support was another substantial benefit shared by many children. The findings demonstrate that in many instances the social care system acted on the presumption that children were left with few birth relatives, with whom they could reconnect, particularly on the paternal side, without adequately exploring these options. Restrictions of contact with birth family members that were introduced when children first entered care, some of which relied on partial or incorrect information, were rarely reviewed over time. Possibilities to sustain or re-establish connections with former foster carers or professionals were also largely overlooked.

Conclusions: The findings highlight the need for social network informed practices in social work with children in care and similarly disadvantaged populations.

The transnational effects of transformed welfare capitalism on young unemployed people in Germany and Spain and the ambivalent involvement of social work

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Following the EU multiple crisis which started in 2008, social transformation displays new challenges for profession and discipline of social work: The change of the production model towards post-fordist, financial capitalism (Jessop 1999; Dörre 2009) has led to new economic distortions causing mass unemployment, growing precariousness and fragmented labour markets all over the EU. Along with this economic change, welfare states transform themselves in what some authors call post-welfare states (Moreno 2012; Kessl/Otto 2009), in which shrinking and individualizing support is answering collective aims (Lessenich 2008).

By these changes, young unemployed people are especially affected. An empirical research based on 60 narrative interviews with young unemployed in Spain and Germany displays how transformation enters their everyday lives. On the one hand, outcomes show the different appropriation possibilities of the individuals summarized in six different coping manners, which are strongly stratified along class, gender and ethnicity. On the other hand, characteristics of the two different welfare capitalistic regimes are elaborated, applying a methodological design "from below" (Steinert/Pilgram 2003, Graßhoff 2013). This approach allows to detach from the unambiguous logics set by institutions and to study everyday practices as producers and reproducers of the social instead – also in response to a one-sided political focusing on neo-liberal effectiveness (Gille 2018).

But it isn't rather the expectable difference between two countries which are traditionally assigned to distinct welfare state families (e.g. Serrano Pascual 2007; Walther 2011; Chevalier 2016; Dingeldey 2017) which astonish. Instead, it is the similarities of agency modes and regime characteristics in both countries which arouse most interest as an outcome of the actor-based research. It shows that the ongoing transformation of the social order in the European countries implements it effects in everyday life of social work addresses in very different locations of the European Union and by that underlines the transnational character of ongoing changes (Gille/Klammer 2017).

Social work itself plays a crucial role in this transnational transformation of welfare capitalism across Europe. Although specific programs display strong national characteristics, in both countries similar tendencies can be found in the contribution to contradictory ways of rationalization and formation (Kessl 2013). On the one hand, social work interventions reinforce social inequality by assigning to underprivileged economic positions or violent communities, or by reproducing neo-social logics and overstraining the responsibility of "sheer individuals" (Castel 2011). On the other hand, social work can contribute to open up hegemonic symbolic orders and strengthen material participation, e.g. by supporting processes of liberation or de-commodified life areas. The presentation aims to reveal the interwoven symbolic and material contributions of social work within the ongoing and transnational transformation of welfare state capitalism.

Session B4: Social work history

The history of social work practice in Denmark – changes in knowledge/identity in social work at residential care centers

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The paper presents an ongoing (and almost finished) sociological historical study of changing times and development of forms and contents in knowledge in social work practice in the period from 1900-2000 in Denmark. The focus is on social work practice with children and young persons placed at residential care centers.

With a Grounded Theory inspired approach the study identifies the development of forms of knowledge and the content in knowledge. The empirical analyses take the point of departure in two kinds of data – documents and interviews. The documents analyzed are based on legislation and other written materials about courses, training and education. In addition the many journals and periodicals in this area are analyzed with the aim of presenting debates about the need for knowledge in the period from 1900-2000. In addition ten 'old pioneers' with long experience in social work in the area have been interviewed – managers, first principals, first students etc.

The study is based on a critic of the theories about knowledge for working (too much) with oppositions (theoretical contra practical knowledge, tacit contra spoken knowledge, expert contra everyday knowledge, knowledge-in-action contra knowledge on paper etc.) and for focusing on forms of knowledge often not including analyses of the content in knowledge.

The findings in the study identify the historical development of four forms of knowledge which are part of the identity of social work today. The oldest one is value based forms of knowledge (religion, ethics, social engagement etc.) that exists in the whole period with different focus and different rhetoric. Experience based forms of knowledge (based on interaction, learning by doing) are emphasized as very important especially until 1940's. Skills based forms of knowledge (knowledge about sport, leisure time activities, craft, needlework etc.) become important from 1930's. Scientifically based forms of knowledge (psychiatry from 1940's, psychology from 1950's, sociology from 1970's, neuro science from 1990's) becomes more and more important and the influence on social work practice has changed much through the ages.

The study also identify a historical development concerning the content in knowledge from an interconnected focus on the target group and the aim (child saving) to a focus on the target group and the aim and the intervention/methods (treatment and integration/inclusion etc.).

Dealing with the legacy of political conflict: Researching the views of social workers in Northern Ireland

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Background and Purpose: Despite the fact that social workers have been dealing with the legacy of the Northern Ireland conflict for fifty years, few empirical studies have been carried out in this field. A decade old study revealed the experiences of mental health social workers in dealing with violent contexts and the choices they made in helping clients (Campbell and McCrystal, 2005). More recently, ways of preparing students for practice in such contexts have been explored with a particular focus on engaging victims and survivors as educators in social work educational programmes (Coulter et al, 2013; Campbell et al, 2013).

Methods: The aim of the study was to identify ways in which social workers were affected by and intervened in the lives of clients experiencing conflict related problems.

A mixed method approach was used to achieve this aim and recruitment to the study was achieved through stakeholders in a range of social work agencies in Northern Ireland. An online survey was launched in September 2017 designed to elicit demographic, likert scale responses and open text responses from social workers (n=103) who had practiced in the period before the signing of the Belfast Peace Agreement (1998). In addition, the research team purposively sampled respondents who were known to have particular experiences relevant to the study objectives. Follow up interviews with a stratified sample (n=30) of this population were carried out from January - May 2018. Results

Respondents had more encounters with bomb scares and road blocks compared to other forms of violence (shootings, bombings, sectarian abuse). A total estimate of 3645 incidents were reported.61% percent felt that they had been at moderate or high levels of risk and 48% said that their own sense of cultural and religious identity had been moderately or highly challenged. The trauma of these types of incidents became normalised as part of the job and only in later years on reflection does the magnitude and severity of this type of challenging work really strike home. The need to get on with the job always came first and often at great personal risk for many of the social workers involved.

Conclusions and Implications: Social workers in Northern Ireland have been exposed to high levels of multiple adversities where detachment from the wider violent and political milieu has been an important way of coping. Faced with such challenge, social workers in conflict situations need the support of colleagues and employers as a necessary part of coping. This is particularly important in offsetting the professional and personal impact of trauma in later years.

50 years of social work: changes and continuity in the social work role in adoption in Scotland

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Reflecting on the past can be a constructive way to prepare for the challenges of the future. This paper draws on research commissioned as part of Social Work Scotland's celebrations of 50 years since the Social Work (Scotland) Act 1968. This legislation made radical changes to social work within Scotland and was passed at a time of great optimism. This was underpinned by a belief that the State had significant responsibility to intervene in supporting individuals and communities to address social problems, a belief that has been increasingly challenged since then (Daniel and Scott, 2018). The empirical research this paper draws upon sought to understand changes and continuities in the social work role in adoption in Scotland since 1968, through a combination of documentary analysis of adoption files and interviews with key informants. This robust qualitative enquiry was supported by reference to literature and U.K. legal developments over that time. The research was a collaborative endeavour by academics and practitioners with an interest in adoption across three different Scottish institutions.

The U.K.'s approach to domestic adoption has been described as 'almost unique' in Europe (Ward and Smeeton, 2016). This paper examines the shifts in values, societal structures and practice that created the current model for adoption in Scotland and considers how well prepared it is for the future. A key finding was that increasing sophistication in the social work role over the past 50 years has had both benefits and costs for individuals and families affected by adoption.

The social work task in adoption has become increasingly fragmented and managerialised contributing to a fragmentation and distortion of adoption records. This potentially undermines the extent to which adoption files can meet the future identity needs of children being adopted now. Adoption records are documents for the child, not only for the legal and administrative processes that serve to secure that child within an adoptive family. However, an adversarial legal system and the 'electronic turn' (Garrett, 2005) in social work, with expectations of voluminous recording of assessment activities and decision making, can create tensions with implications for the rights of each member of the adoption triangle. Paradoxically, the increasing role of social work records in evidencing decision-making and providing for accountability can 'crowd out' the 'soft information' that can be of vital importance to adopted people. Social work must consider its responsibility to evidence not only the need to sever birth ties, but also the affection, care and intentions of birth relatives who were unable to look after the adopted child.

This paper argues for the value of an historical perspective in social work research and practice and the contribution that can be made by documentary research methods to illuminating the past. Adopting this perspective allows our profession to see more clearly the historically and socially contingent nature of current law and practice, providing compelling insight into the extent to which social workers are able to meet the needs of families and individuals now, and in the future.

"Social salvation" and social justice: the social gospel influence in social work development in the progressive years

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Background and purpose: Religion shaped the emergence and development of social work in the Progressive Years, not only influencing the perspectives adopted initially to answer to the "urban and social question", but also as a key factor to impulse social work pioneers to social reform. In particular, the social Gospel movement in the context of Christianity, based on concept of "the Kingdom of God on earth" shifting the "social salvation" rather than "individual salvation", the social Gospel movement contributed to embodying social justice in social work practice and policy.

This presentation is part of a wider ongoing research on social work and social reform in the Progressive Years, adopts an historical approach and is based mainly on secondary sources, but also on primary sources like archives, letters and other sources.

Main points of the presentation: The presentation explores, firstly, the development of the social Gospel movement in the context of social sciences emergence and social work profissionalisation in the Progressive Years in United States and, secondly, how religion beliefs and theologies influenced both Settlement movement leaders such Jane Addams, Graham Taylor or Robert Woods, and social work pioneers of Charities movement, such Mary Richmond among others, leading them to embrace the values of human rights, social responsibility and social justice in social work practice and policy.

How the presentation will address the conference aims and themes: The presentation will address the conference aims and themes. Firstly, because revisiting and gaining a deeper understanding of these social work roots is a heuristic and inspiring legacy for today's social work facing human rights and social justice challenges under a societal context of uncertainty and changing welfare state paradigms. Secondly, because this historical approach is a valuable contribution to social work education for human rights and social justice.

Conclusions from and implications for practice, policy or further research: The research puts in evidence that the religion beliefs, and the social Gospel in particular, played a relevant role in the formation of thought of social work pioneers and in their orientation to human rights and social justice as core part of social work values.

Other conclusion is that departing from different starting points, visions and approaches adopted to tackle the social and urban question, the social reform towards the social justice is a foundational element of the profession social ethics. According to this, one of the major implications for education and practice is to stress the social work conception as policy-based profession and the development of competences in social policy analysis and policy practice, but also the critical reflexivity about professional purpose and the political dimension inherent to social work values. Regarding research, more evidence and understanding is necessary on the social work policy practice engagement and education.

Session B5: Social work education

Advancing human rights in social work education and practice through inclusive (research) projects

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This paper argues for inclusion-oriented approaches in the threefold combination of social work research, practice and education. Reasons behind this are the tasks and responsibilities that follow from the UN CRPD and limited involvement of persons with intellectual disabilities in both social work research, education and practice. The 'nothing about us, without, for us' principle is still insufficiently practiced.

In spite of scholarly conceptualization and recognition of inclusive research with persons with an intellectual disability (Walmsley 2001, Bigby et al 2014, Embregts et al 2018), this remains an area that needs to be further investigated.

The paper is underpinned by, still ongoing, qualitative research between 2015-2019 carried out according to the principles of the Grounded Theory Approach by K. Charmaz (2006). Data of 22 cases have been collected comprising interviews, spoken and written reflections of students conducting inclusive (research) projects and persons with an intellectual disability participating as co-researcher or team member (N=64). The reflections cover topics such as power, power relations, equality and inequality, human rights and empowerment.

This paper explores the possibilities and shows proof of good experiences and lessons learned in the Netherlands between 2015-2019. This paper addresses the process of combined inclusive research, practice and education, the benefits and challenges for the researcher, the social work student, co-researcher and social work practice. Several examples of benefits are: feeling competent, experiencing new social valued roles, opening new perspectives, expanding life-world, awareness of power relationship between social work and the service user. Examples of challenges are: convincing social workers that inclusive research can be valuable for the co-researcher, service users and social work professionals, dealing with sensitive and hurtful situations (scientific knowledge versus service users experience), balancing between taking and giving too much control, switching to accessible language, equal input in collaborative reflection.

This paper wants to contribute to the search for sustainable opportunities to strive for and respect values of human rights such as inclusion and equality. Hence the threefold combination of social work research, practice and education. Nothing about us without us is not obvious in social work research, practice and education. Inclusive (research) projects can change this.

Developing professional identity of social work students: Russian case

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Professional education is inherently linked with the identity construction. Researchers argue that the concept of "professional identity" can have different meanings. Wiles (2017) distinguished two usages of this term: the first uses the notion of professional traits to refer to the learning of students in terms of standards, values, altruism, expertise, professional codes and autonomy; the other uses the term to convey a sense of what it means to be a social worker.

In a Russian context, an exploration of each of these meanings of professional identity can reveal the gaps and contradictions between the discourses of our education system and professional practice, as well as expectations and attitudes of social work students towards their future profession. The definitions will act as a framework for the discussion of the current challenges that Russian universities face when developing social work education programmes.

(1) Professional Identity as desired professional 'traits'

Social work education providers and social work providers can understand the competences, skills and function of social work with a different focus. Traditionally, the Russian higher education system focuses mainly on theoretical education rather than on training, centring on the idea that having a fundamental theoretical background, combined with a holistic conceptualization of professional problems and solutions will help students to adapt to any workplace within 2-3 months. However, nowadays under the pressure to provide graduates who are 'job ready', Russian universities have to prove that their graduates have the appropriate skills to correspond to the narrow specializations of new-formed Professional Standards. The differences of the approaches often lead to students having difficulty in transitioning from education to work, and forming their professional identity.

(2) Professional Identity as a sense of being a social worker

A special feature of social work education in Russia is that students come to professional education directly from school. These young people, usually aged from 17 to 23 years old, have trouble not only in identifying themselves with the social work profession, but also, and probably to even more of a degree, in coming through an 'identity crisis' and constructing a particular version of themselves. Thus, one of key objective of social work education, evident in the curriculum requirements, is to facilitate the formation of their personal identity, which contribute to the development professional one.

In the presentation I will discuss these challenges for developing social work programme in St. Petersburg State University with focus to combine its existing strong academic programme with the new requirements of practical orientation, new ways of cooperation with professional community for developing professional identities of students, as well as including in the curriculum a new special training for social work students to promote their identities with using art methods. Results of ongoing study of social work students' problems in the process of forming their professional identity will be also presented.

Social work students' professional identity: exploring its formation

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Becoming a social worker is a long process. Choices to choose this professional path is contingent on personality, ideology, career prospects and belonging to social groups in terms of class, gender, ethnicity. During social work education, new perspectives on social work may challenge the original motivations, expectations and propensities of students. For example, what happens when expectations of supportive relations with clients collide with the aspects of social work that involve being a street-level bureaucrat with limited professional discretion? Social work students often have a strong drive to engage in therapeutic conversation with clients. What happens when such expectations collide with teaching about manual-based interventions?

Professional socialization in higher education has mostly been investigated in relation to high-status fields such as law, medicine and business. In those contexts, scholars have often focused on socialization into elite communities. Entry to social work education in Sweden is highly competitive, although the profession itself does not have a similar elite status as compared to lawyers or physicians. In that sense. This raises questions on how professional status is managed by students.

Previous research into social work education has mostly been directed at how theoretical understanding and skill development is accomplished. This study contributes by addressing how professional identity is developed in the course of teaching, but it also takes a broader approach by looking closer at the student culture formed around social work education.

The overall aim of this project is to fill a research gap by exploring how social work students are socialized into a professional identity, and how this identity is constituted. What are students' initial expectations and motivations? How is professional identity formed during education? More specifically, this paper will analyze the initial stages when new students enter a social work program. What are their expectations and how do they make sense of what they learn in the beginning of their program?

The project will have an ethnographic approach. The main focus will be on a cohort of social work students that will be followed from the very beginning of their 3.5-year-long education. Data collection will involve observation of lectures, seminars, interactions in class, as well as student interaction out-of-class and after school. Students will also be interviewed. Contrasting data with less intensive data collection will be gathered from social work students at two other universities. This paper presents an initial analysis of data from the first stage of the field work, which will take place in January 2019.

Defining the standards for an empirical research on social services and social work in Albania: methodological framework and first empirical findings

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Comparative research on Welfare Systems in Europe evidences high levels of variability among countries. These variations are due not only to a general restructuring of Welfare System models in Europe since the 1970's (Vampa 2016) but also to original internal differentiation: European welfare states display a different mix of universal, occupational and means-tested benefits and services. Continental Europe models are different from Southern Europe models. As a matter of fact, some tend to use more cash transfers and others are more inclined to use services (Ferrera 2005). All this fits into a framework of radical transformations, that need to be contemplated in the face of the impact of changing demography, new lifestyles, rapidly increasing cultural diversity and in direction of growing socioeconomic inequalities (Giddens 2006, Marmot 2015). The broadly underlined difficulties in dealing with different models of Welfare Systems in the European Union (Hemerijck 2013) make the research on the developing steps of social services delivery in countries outside the EU a challenging but problematic activity. One example of this puzzling activity is currently carried out within the rapidly changing political and social environment of Albania by the T@sk project.

The ERASMUS+ Capacity Building T@sk project aims at reinforcing and modernizing the delivery of social services in Albania by empowering the Albanian Higher Education System. The T@sk consortium is composed of three Albanian Universities, three EU Universities (Italy, Spain and Portugal, representative of the Southern model of Welfare State) and one Italian Professional Order of Social Work. The initial phase of the T@sk project aimed at an in depth understanding of the social services delivery practice in Albania, with a particular attention to the professional structuring of the Social Work activities implemented in the three Albanian selected areas (Tirana, Elbasan, Shkodra). The empirical research carried out by the Albanian universities and supervised by the other T@sk partners aimed at understanding whether, in the rapid process of transformation of the Albanian welfare policy framework, it is possible to talk about the adoption of a specific type of Welfare model. In particular, starting from the investigation of the influence of the past non-democratic regime, the research focused on: i) the principles and the norms of the Albanian Welfare State; ii) its main actors; iii) the levels of access for citizens; iv) the management and financing practices.

The presentation will highlight the methodological approach adopted for the analysis; the principle difficulties encountered in the field research when dealing with an investigation in a rapidly changing environment; and the main findings collected, with a particular focus on the role of the Social Work professionals within the (to be better defined) "Albanian model"

Session B6: Relationship-based social work

Improving relationship–based practice, practitioner confidence and family engagement skills through restorative approach training

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Background and purpose: Restorative Approach (RA) is an ethos and process that has been linked to a reduction of interpersonal conflict and improved relationships in various service settings but whose use is little explored in family services. In practice, growing numbers of UK family programmes are adopting RA in the belief this is likely to promote relationship-based, family-focused, whole-family approaches. This research describes the findings of an evaluation of an RA training programme; the Restorative Approaches Family Engagement Project (RAFEP) that was delivered to voluntary sector family practitioners across Wales. The training intended to increase the use of RA amongst practitioners and agencies, raising practitioner confidence when working with vulnerable families, and improving the extent to which and how practitioners engage with families.

Methods: The mixed methods study utilised questionnaires and focus groups. Quantitative measures investigated pre- and at 3 time points post- training practitioner perceptions of confidence, levels of family engagement, and organisational attitudes to RA with 112 practitioners. Post-training focus groups with 23 trainees explored practitioner opinion of RAFEP and perceived changes to service delivery and receipt.

Findings: The findings suggest RAFEP training promoted practitioner understanding of RA and increased perceptions of confidence when working with families in four specific aspects: developing positive relationships with service users, increasing communication, identifying service user needs/goals, and facilitating change. Qualitative data indicated that practitioners attributed the increased confidence to the service delivery framework engendered by the training and associated tools which facilitated its use and improved family engagement. Whilst host organisations were generally supportive of practitioners attending RAFEP training there was little evidence that knowledge and use of RA had been fully integrated into practitioner host agencies unless the organisation had previously used a restorative ethos.

Conclusions and implications: This study gives a number of important insights into the ways in which RA may help practitioners increase service efficacy and strengthen their engagement with families based on the embedded importance of positive relationships and strengths-based approaches. Our findings also suggest that whilst most practitioners reported having utilised RA in their practice, adoption of, and integration of the approach was less uniform at the level of their broader organization. It is recommended that whole teams or even organisations receive training, rather than a subset of individuals, to help embed the changes in working which RA calls for. Some efforts to directly target organisational level support for adoption of RA may also have potential value, alongside the training of individual practitioners.

Researching the importance of human relationships in swedish social services

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The social worker-client relationship is a central area of social work – in research and in practice. Furthermore, the social worker-client relationship is generally described in accordance with core professional and ethical values of social work in terms of changing lives through human relationships (IASSW 2018; IFSW 2014). According to the social workers in the study presented in this paper, the worker-client relationship is also what brings a sense of meaningfulness to the job for professionals (Sjögren 2018). Despite this, there is a lack of research about the worker-client relationship in the organizational context of Swedish Social Services, where a majority of social workers are employed. The aim of this presentation is to introduce a study of how social workers talk about these relationships. A further aim is to discuss the importance of developing a more elaborated body of research on the matter within the Swedish Social Services.

The empirical data in the study consists of qualitative interviews with 20 social workers with work experience in the Social Services and with a university degree of social work. In the last twenty years, the Social Services organization has been aligned according to values connected to evidence-based social work and knowledge production. It is reasonable to assume that different generations of social workers handle increased demands of standardization and evidence-based practice in different ways. Following this, two generations of social workers have been selected; 1) senior social workers with long-term work experience (at least 10 years), and 2) junior social workers with short-term work experience (1-5 years). The data has been processed using thematic text analysis.

Firstly, a basic relational view of human change and interaction is described. Secondly, the study highlights the social workers' professional valuation of knowledge in the day-to-day work. It is illustrated by describing the social worker-client relationship as a knowledge-base for assessment work. There is unanimity in emphasizing the central importance of the social worker-client relationship and the social workers describe that the relationship is something they use in their work. The assessments are based on knowledge from different sources, but first and foremost on knowledge derived from the social worker-client relationship. In the valuation of different sources of knowledge, a kind of contrasting logic that sets standardized working methods connected to evidence-based social work against individually adapted relationships is identified. These results have implications for further research.

The requirements for evidence-based knowledge production should not be embraced uncritically in social work research. Still, in order to guard the professional field of social work practice and research from external pressure and societal changes, it might be of importance to reflect upon ways of developing scientific knowledge in core practices where core professional values are embodied. This paper calls for further and more in-depth research about the worker-client relationship in social work academia. Such an orientation might serve as a foundation for knowledge development that emphasizes the holistic perspective of social work, where both standardized methods and close relationships are seen as prerequisites for professionalism.

Engaging individuals vulnerable to stereotyping in self-reflection through image work

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In recent years, arts-based research methods have gained a substantial standing in qualitative social work research and practise. The methods, which include techniques such as collage work and photography, have been utilised to contextualise individual experiences and combat stereotyping. The presentation aims to provide information on the self-reflective process that working with images evoked in research participants and in the researcher. The standpoint of this presentation is that self-reflecting image work can be a valuable resource in research with the aim to empower individuals vulnerable to stereotyping and to increase researchers' awareness of stereotypes that, in the case on migrant clients, may be based on ethnicity or country entry status.

The presentation focuses on the assumption that human experience consists of conscious and subconscious elements. From this follows the realisation that knowledge about the world is not always transparent. Empirically, the presentation is based on a small-scale qualitative enquiry conducted in Finland. The study employed a picture collage method in mapping out migrant individuals´ worldviews and the data was gathered in winter 2015/2016. The sample was made up of six adult clients (four men and two women) in third sector integration services. The presentation illustrates the types of hidden knowledge produced in a research setting that enabled the research participants, individuals who have an elevated risk of being stereotyped, to identify significant themes related to their understanding of the world via a visual exercise. The participants then performed a spoken narrative to the visual material produced.

The presentation discusses how working with images can amplify the individual´s own voice rather than forcing it to fit into the available, at times stereotypical, interpretations of challenging life situations. Acknowledging the links between the individual´s inner world and the outer world supports the individual's self-determination, and hence in social work practise the method offers an opportunity for social workers to validate the client´s self-understanding. This is important to the profession since, in any respect, intuitive hopes and fears guide actions and inactions. The method not only reveals the story teller's world, but it makes the listener's limited knowledge explicit. Continued efforts are needed to make pathologizing elements in social work visible so that they can be worked upon.

Social work in mental health services: intervention with long-term users in a managerial welfare system

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Background and purpose: Italian Health Service was born in 1978 and 25 years ago evolved toward a business model, aimed to expenditure restraint and efficiency; this choice involved also Mental Health Services, by several measures, including lack of new hiring and, often, a consequential weakening of teamwork. These measures also influenced Social Workers' role within Mental Health Services, and especially the way of their engagement with "chronic" long-term users. The research rises in a Mental Health Department in the city of Rome and starts from a Social Workers' reflection on their engagement with long-term users; the information system data showed that Social Workers were called for taking care of long-term users more than short time ones, so they thought that further analysis was needed. The research hypothesis was that long-term users' paths could make them chronically ill and that the paths could depend also on organizational matters.

Methods: The research used a mixed methodology: a quantitative study on 290 long-term users (all the users followed in 2014 by Social Workers, who were followed by the Mental Health Department for 10 years, at least); a qualitative study with semi-structured interviews to all 14 Mental Health Department Social Workers.

Findings: Main research findings show that long-term users have been taken care of by other Mental Health professionals in the average at the age of 33/34, and by Social Workers at about 40 (because, in lack of teamwork, other professionals decided when each user needed Social Work intervention), and many of them waited for that intervention over 10 years; that about 1/3 of long-term users sought between 13 and 52 Social Workers' interventions in the whole year; that interviewed Social Workers take a positive view with regard to their interventions amount, linked to each user's situation.

Conclusions and implications: Research results suggest that this organizational model gives Social Worker a secondary role, like a supply provider, rather than a professional who takes care of people; and in this way, users' life quality and disease process could worsen. This is an important challenge for Mental Health Social Workers, who need to choose between complying with this model and try to draw up another one, introducing new global points of view and playing a new role.

Session B7: Poverty-aware social work

Poverty-aware social work and children at risk: tackling the risk monster

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Background and purpose: The use of individualized discourses to explain the sources of families' problems linked to neo-liberal politics of 'risk' have reduced the complex, multifaceted causes of parental difficulties to one of individual deficit and responsibility, with little attention to social determinants of harm or social contexts of families' lives. In our presentation we will present an alternative approach – the Poverty-Aware Paradigm (PAP) – that broadens the narrow, punitive nature of child protection interventions by contextualizing risk and linking it to poverty and social marginalization. As such, it incorporates greater recognition of the harm, distress and disadvantage poverty and inequality inflicts on children and families lived experiences.

Main themes: The PAP, developed by Krumer-Nevo (2016), offers a theoretical, ethical, and practical framework for critical social work with people living in poverty. Building on the paradigm's main premises and adapting them to the context of risk we will address three paradigmatic questions and offer PAP as an analytical framework for critical social work in the child protection system.

In ontological terms we will address the questions, 'What is risk?' and 'What are the characteristics of parents with children at risk?' and answer them by offering a contextual, social analysis of risk. In epistemological terms we will deal with the question 'What kind of knowledge is needed in order to identify and asses risk?' by asserting that knowledge is socially constructed and positioned we will point to the importance of producing knowledge through close relationships with parents. Thus, entailing social workers to both challenge the construction of risk as a concept defined exclusively by professionals and recognize parents' knowledge of their children and children's needs. In axiological terms, we will ask 'what ethical stance should guide social workers when they are working with children at risk and their parents?' and answer it using the concepts of the 'best interests of the relationship' between children and their parents and 'standing by' parents in their attempt to create good relationships with their children and resist poverty and social exclusion.

Given that both the presenters are social work academics who maintain links to practice, the presentation will include examples from the authors' research, as well as practice with families for the purpose of reviving theoretical concepts and exemplifying the implications of PAP in the child protection system.

Contribution and links with conference themes: Applying PAP in the context of risk and child protection has three main contributions to the growing body of knowledge dealing with child protection and poverty: first, it serves as a comprehensive framework that grounds the interrelatedness of poverty, social inequality, parenting, risk, and social work practice. Second, it connects between issues of theory, ethics and practice and offers practice implications. Finally, it offers a political social justice agenda for child protection and the construction of risk in it. It is therefore strongly linked to the central theme of conference in relation to core values of human rights and social justice, as well as the first two and fourth sub-themes.

Toward a poverty-aware social work: social workers' constructions of success and failure with the poor

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Background and purpose: Social workers working in public social services deal with the most disadvantaged populations who are usually exposed to multiple poverty-related problems. In recent years in Israel, these services have experienced deep changes both linked to contradictory trends. On one hand, the system has developed services shaped by critical and structural views of poverty (Poverty Aware Social Work) and on the other hand, new public management (NPM) approaches are shaping the practices of social workers. As part of these changes, social workers have to redefine and assess their outcomes in quantitative terms. These new demands confront social workers with the need to revise their professional constructions including their views of "success" and "failure" in their work with poor populations. The present study examined the ways in which social workers perceive and construe these concepts when addressing the needs of people living in poverty.

Methods: This presentation discusses the findings of an innovative qualitative study based on in-depth individual interviews with 80 social workers in the public social services in the North of Israel. Findings

Findings: unfolded a wide range of definitions. It shows that the definitions of success and failure are highly affected by personal values and organizational culture. In addition, the study discloses a wide range of variations in the way participants define their roles and goals in their professional work with poverty. In general, the study expose the system difficulties and confusion to reach to a single and shared definition of "success" and "failure" when dealing with the complexity of poverty.

Conclusions: The study show the limitations of NPM approaches to provide clear guidelines to social workers to address highly value-laden problems such as poverty. It also strengthens the need to develop more poverty-aware social services and to incorporate poverty courses in social work education programs at the BA and MSW levels. In addition, we suggest to focusing future research on the impact of the changing institutional contexts on the development and implementation of poverty-aware interventions, services and polices.

Creating the social in the medical. The development of poverty-aware rehabilitation practices

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Background/purpose: Social work originated in the movement from early capitalist individualism into a policy aimed at recognizing the need for social cohesion. However, the epistemology on which social work is based has always been under pressure and is an ongoing quest. Social work has often relied on the medical discipline and profession as a source of inspiration. This has also always been criticized, as the focus on the medical is often perceived as the base in which the "therapeutic turn" sprouts. It has been argued that this focus on the medical leads to a preoccupation with the individual instead of the structural within social work.

This is also the case in welfare work with children, especially with "children in poverty". The shift to a policy of prevention places a strong focus on the individual. This is interrelated with the concept of an active citizen who takes responsibility for his or her own well-being and that of others. Although these new discourses can be seen as important for social work, these new (medical) understandings also legitimize the intervention in the lives of the most marginalized families, thus endorsing individualization and decontextualization of social problems. As such they legitimize interventions in vulnerable families (such as families in poverty), ignoring the nature of poverty as a structural problem. This leads to a critique on social work that unfolds as a poverty-blind practice.

Methods: In this doctoral research project, we want to remain loyal to the social justice aspirations of social work, and research how poverty-blind approaches can be challenged and poverty-aware perspectives and practices can be developed in rehabilitation practices. We will rely on the poverty-aware paradigm, that is developed by Krumer-Nevo (2017), and consists of three interrelated facets: (1) ontological (concerned with the questions: What is poverty? What are the essential characteristics of service users?), (2) epistemological (What is considered to be knowledge? How do we come to know and evaluate the situation?), (3) axiological (What are the ethical stances that should be taken in regard to poverty?).

Our research field is situated in practices that are developed by the Flemish centers for ambulatory rehabilitation (CAR), regarding the following question: What is the perspective on poverty in the Flemish CAR and how does this relate to a social work perspective and a medical perspective? What are the key conditions for the development of poverty-aware practices in the Flemish CAR and what is the role of social work in this development?

We do this by qualitative and interpretative research from practices in the CAR. Multidisciplinary focus groups and semi-structured interviews are used to study how these practices are shaped.

Findings: The research is still ongoing. The first findings can be categorized in the following topics: (i) networking as part of combating structural poverty, (ii) recognition of the complexity of poverty and (iii) making the problem of poverty visible and understandable in the organization.

Conclusions/implications: We want to develop quality characteristics of a poverty-aware CAR, as well as addressing the political and structural barriers.

Developing a poverty-aware pedagogy: from paradigm to reflexive practice in post-academic social work education

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Background and purpose: In the international realm, social work receives due recognition of policy makers for its vital role as an academic discipline and practice-based profession in the struggle against poverty and social inequality. Although social work has a long history in its commitment to deal with this social issue and a consensus about the fact that poverty entails a violation of human rights has been established in the global realm, critical social work scholars have argued that poverty reminds us to the necessary commitment of social work to pursue social justice (Boone, Roets & Roose, 2018). This complexity therefore calls upon social work practitioners to make sense of poverty in well-considered and contextualised ways, and challenges them to take a critical and reflexive stance in the social work practices they develop. This makes the question how to educate professional social workers in the development of poverty-aware practices extremely pertinent.

Method: In this paper presentation, we build upon an existing conceptual framework that intends to capture how a poverty-awareness can be the subject of teaching in social work programs (see Krumer-Nevo, Weiss-Gal and Monnickendam, 2009) and engage in a pedagogical experiment in a post-academic social work education course offered at Ghent University in Flanders (the Dutch speaking part of Belgium). We adapt a qualitative research approach and analyse individual reflection papers and focus group conversations to learn which insights they acquire during their learning process.

Findings: As a research team, in our qualitative content analysis we identify five important common themes throughout the data: (1) poverty is an instance of social injustice, (2) the ambiguity of notions of commitment and solidarity, (3) poverty is an instance of social inequality rather than social exclusion, (4) from recognizing micro-aggressions to tackling macro-aggressions, and (5) from being heroic agents to bringing social change 'from within'.

Conclusion and implications: We address the importance and different aspects of teaching social workers how to reject a value-less, relativistic and neutral position, and to take a reflexive stance in their professional commitment to social justice.

Session B8: Working conditions

A sustainable working life in social services: ways to improve the working conditions of social workers

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The current study is based on the results from a research project, the aim of which was to investigate what factors at the workplace are connected to social workers' satisfaction with their work and their intention to remain at the workplace. A comprehensive questionnaire on how they perceived their working conditions was distributed in the county of Stockholm, Sweden, during 2014 among 349 social workers in 49 workgroups in child welfare. The response rate was 81% (349 of 430) (Tham, 2017; 2018). The questionnaire was based on QPS Nordic, elaborated by Nordic researchers with the aim to measure psychological and social factors at the workplace (Dallner, 2000). The study included all the social workers who were handling investigations of children and youth in half of the municipalities and town districts in Stockholm. The questionnaire was collected through personal visits to the work groups. The data were analysed with SPSS. Interviews were conducted in six work groups where the social workers had expressed greater satisfaction with their working conditions. In the interviews, two clear themes emerged: the importance of team work, and the crucial role of having enough support and guidance from one's supervisor, especially when new at the workplace. In the current study carried out between January 2017 and December 2018 in the municipality of Gävle, these results were implemented in five teams of social workers in child welfare. The social workers were offered: a) weekly small group supervision for NQSW; b) team-strengthening efforts such as training in communication and group-work, led by a teacher from the University of Gävle; and c) training for the five team leaders with the aim to strengthen them in their role as supervisor. Initially, at project start in January 2017, the baseline working conditions in the five teams were measured with the QPS Nordic questionnaire used in the previous studies. The first follow-up, carried out after the first project year, showed that working conditions had improved in several aspects. The social workers expressed greater satisfaction with the quality of their work, with how they communicated as a team and with their relations with their clients. In addition, they were more satisfied with the help and support they received from their supervisors. They also rated their health and well-being as better than it had been the year before. Only a few answered that they intended to look for a new workplace, compared with almost a quarter of the participants at project start a year earlier. The answers to the open-ended questions showed that the social workers appreciated the small group supervision for the newly educated as well as the team-strengthening activities. The managers of the units included in the implementation study recently reported that today, after almost two years, they have no vacancies and only a few social workers have left the workplace. In this presentation, the results of the final data collection in December 2018 will be presented.

Differences between the working conditions of the Romanian urban and rural social workers: implications for practice

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There is a widespread opinion among Romanian social welfare practitioners that work place resources and environments for workers in the field are meager against the backdrop of a seriously underfinanced social welfare system, leading to high turnover rates and burnout. While increasing research addressing various barriers to effective work environments in the Romanian social work system has emerged in recent years, there are relatively few studies investigating differences in work place conditions and job satisfaction across the urban-rural divide.

We drew data from a larger mixed methods study (semi-structured in-person interviews, N=112; online quantitative survey, N=1143) that examined the Romanian social work workforce. Here we analyse the differences in work place conditions between social workers from rural and urban areas in Romania and weight them against their levels of job satisfaction and professional development needs. Qualitative interviews were digitally recorded, transcribed verbatim, and coded using Atlas 6.0 qualitative software.

The survey findings suggest that, while subjective evaluations of work resources are quite similar for both urban and rural social workers, there are marked differences in the way social workers perceive other work-related aspects, i.e. job orientation, workload and trust amongst co-workers. While urban social workers declare receiving more support from colleagues and supervisors for initial integration in the workplace and lower workloads than those working in rural settings, the trust in co-workers is higher for the latter. The qualitative findings suggest that social workers in both settings rely to a great extent on informal support systems for solving cases and that the primary reasons for job satisfaction are symbolic rewards. A high need for professional supervision in the workplace and for identifying networking opportunities can be identified in both settings. Implications for enhanced working conditions in terms of the professional development of Romanian social workers are discussed.

The grey work force in Swedish social services

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This study aims to explore a relatively new phenomenon in the Swedish social work context; the abuse of workers in social services (personal assistance and elderly care in the home) who are work force migrants, via the law on labor migration, and/or undocumented migrants. On the labor markets aimed at e.g. construction and restaurants there are reported cases where people who are labor migrants or undocumented migrants are met with unsafe working conditions, meager or no payment, unsatisfying housing, debt situations, and different kinds of abuse. The question asked here is then if the same tendencies can be seen within the welfare sector. As an explorative study where the people who are subjected to these situations are hard to reach, a focus group where set up including union representatives for welfare services and for undocumented migrants. This study is ongoing, which means more focus groups and/or interviews are planned before the ECSWR.

A first finding from the focus group interviews shows that there are indeed such cases as have been seen in other labor sectors. The informants told of some hundred cases a year involving workers in personal assistance within in the Stockholm, Sweden district, that have been in the same situations reported from the sectors such as construction, restaurant, cleaning, and delivery. There is also a worry among the informants that the workers in these situations are afraid to make contact with the right authorities when being victims to different kinds of abuse and mistreatment as they then stand the risk of being deported. This have been noticed when contacts are made with the union representative. The informants also told of different aspects on structural level who withheld such situations. These were discourses within politics and also within functional impairment.

The empirical gathering and analysis are yet to be completed, however, there are already some highly interesting implications that can be noticed here, connected to how we view workers within welfare branches that usually not hire workers with higher education, to how we view the people who seek the assistance of those welfare branches, and to the politics surrounding the welfare sector.

Social workers' value profiles and job performance

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Background and purpose: Values are abstract goals that reflect what people consider important in their lives. They also direct behaviors and performances. In the proposed presentation we report findings on the relationships between profiles of four higher order groups of values: self-enhancement, self-transcendence, openness-to-change, and conservation (Schwartz, 1992) and job performance among social workers. More specifically, using Schwartz's theoretical framework, we asked two questions: (1) Which value profiles do social workers endorse? And (2) What are the associations between these profiles and job performance?

Methods: A total of 900 social workers participated in the study. They were recruited through professional social media platforms. Most of them were female (87.9%), their average age was 36.5 (SD = 6.54). Their average number of years in the social work profession was 13.5 (SD = 10.1), and their average number of years on the job was 8.6 (SD=8.2). Most of them (68.8%) worked in the public sector and described themselves as secular (66.8%).

Values were measured by the Portrait Values Questionnaire (PVQ) developed by Schwartz. Participants were asked to rate how similar they are to the person described in the portrait, on a 6-point Likert scale (1 = "not like me at all", 6 = "very much like me"). As recommended, the 57 items were aggregated into four broad value dimensions: self-enhancement, self-transcendence, openness-to-change, and conservation. Scores were calculated as the means of items in each value dimension: a higher score indicates more resemblance to the person described in the portrait.

Job performance was measured by a nine-item questionnaire developed by Onwezen, Veldhoven and Biron. Participants were asked to rate their responses on a 5-point Likert scale (1 = "never", 5 = "always"). Exploratory factor analysis yielded two-factors: perceived work performance and perceived abilities.

To identify the number of value profiles that best fit the data, we performed a Latent Class Analysis (LCA) in Mplus 8. To compare work functioning across value profiles we performed ANOVA tests.

Findings: The analysis yielded three differentiated value profiles: (1) Growth-self-centered focused profile (8.2% of the sample) includes participants who attribute high importance to openness-to-change and self-transcendence values and the highest level of self-enhancement values; (2) Social focused profile (36.6% of the sample) includes participants who attribute high importance to self-transcendence values and the highest level of conservation values; and (3) Growth-focused profile (55.2% of the sample) includes participants who attribute higher levels to openness-to-change and self-transcendence values.

Findings also showed that social workers who endorsed growth-self-centered values and growth-focused values perceived their abilities to perform the job as higher than those who endorsed social-focused profile. Furthermore, those who endorsed growth-self-centered perceived their work performance as higher than participants in the other two profiles.

Conclusions and implications: Social workers who endorsed self-transcendence and conservation values perceived their abilities and work performance lower than social workers in the other two profiles. Implications for training and management styles will be discussed.

Session B9: Participatory Action Research

Session B9: Participatory Action Research

Pathways of dropping out from high school

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The decision to drop out is complex and reflects unique life circumstances of young people. Variety of factors within the individual, the family, the school, and the broader community that contribute to dropping out from high school are well documented. There are literature gaps on understanding the mechanisms leading to high school dropout and which factors promote youth re-engagement in educational contexts.

The aims of this study were to explore how high school dropouts perceive risk and protective factors during their educational path and how they comprehend their future life plans and decisions.

The study is based on 22 semi-structured interviews conducted with young people who have experienced dropping out from high school. Their personal narratives were examined in context to better understand the meaning behind their behaviours and attitudes and how these vulnerable group of young people can achieve adaptive developmental outcomes in adverse conditions. The participants were between the ages of 16 and 20 years, including nine females and thirteen males. Dominantly, they dropped out from vocational high schools.

The results illustrate diversity of lived experiences in and out of school environment that contribute their dropping out from high school. Results confirm that risk and protective factors involved in school disengagement are complex, varying, and often intertwined. Results with re-engaged youth have revealed that they are motivated to return to school through social relationships with family and friends and through self-determined motivations. The majority of these individuals indicated that they returned to school because someone encouraged them.

These findings are consistent with a life-course perspective of dropout as a complex, dynamic process of academic disengagement that develops over time. They emphasized need for a personalized multi-component approach that considers the unique profile of risk and protective factors of the individual. Results may be also used to help alleviate barriers to educational re-engagement and for promotion of youth's positive educational outcomes. Ethical and methodological challenges related to reaching this vulnerable group of young people will be discussed as well.

"Other lenses, other voices". Lessons from a Participatory Action Research with migrant experienced users

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Background and purpose: This paper will present critical thoughts on the author experience leading training in an EU-funded project in Piedmont, Italy for personnel working with asylum seekers and migrants more generally and on the results of participatory research activated during the training. The VeSTA project (Towards Welcoming Territorial Services - Asylum Fund, Migration and Integration FAMI 2014 – 2020) was leaded by Piedmont Region; partner: Department of Law and Political, Economic and Social Sciences, University of Eastern Piedmont; Institute of Socio-Economic Research of Piedmont; Italian Association for Juridical Studies on Immigration). Ongoing training involved 13 trainers, 736 operators and social workers from institutions, social and health services and shelter for migrants, by 55 meetings and 330 hours of training in 7 different areas of the region. An important objective was to question interpretations of migrants' behaviour and needs in terms of "their culture", since perspectives of this kind are common among those working with migrants in Italy, and interventions often influenced in consequence. Drawing on our previous research on migration and on media representations of migrants, trainers tried to present other "lenses", encouraging participants to think of migrants not just as "members of a cultural group" but as "social actors" acting within the constraints of a social situation. This focus on social actors helps to avoid viewing migrants as passive victims or manipulators taking advantage, and to encourage social-health workers and workers in asylum reception centres, to reflect more on the social situation in which migrants take decisions and form plans. A particularly innovative part of the project was the involvement of 17 migrants as "experts in the relationship with the social services". After a Participatory Action Research and a short training, these participated as lecturers in certain sessions, making proposals for an anti-oppressive services' approach.

Method: Drawing on data garnered using Participatory Action Research (PAR) approaches into biographic narrative interviewing, migration timeline and focus group (Wengraf 2001) the group together with the researcher has extracted 10 tips to suggest to social workers to build anti-oppressive actions in their organizations. Each life story has been analysed by the group paying particular attention to both the process activated by social services and the relationship between the migrant-user and the social worker.

Findings and Conclusions: Specific findings will be presented. However, the most difficult phase was the initial one: preventing the group from becoming a self-help group and turning participants life stories from testimonies into suggestions for social workers required our commitment, courage, humility and involvement. In the training sessions with the social workers, in fact, every "migrant experienced user" never reveals what their problem are or was, but rather uses the positive aspects and criticalities encountered in the relationship with health and social - services and with the social workers as a guide for the suggestions that they intend to propose to social workers.

Session B9: Participatory Action Research

Foster care adolescents as research advisers: lessons learnt from the field

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Background and purpose: The inclusion of a child and adolescent-centered focus in studies of well-being is particularly important for disadvantaged, vulnerable and/or marginalized adolescents (Auerswald, Piatt and Mirzazadeh, 2017).This includes adolescents on alternative care. The research on Advancing the Wellbeing of Adolescents in Foster Care: From Action-oriented Research to Better Policies and Practices which is being implemented in 2018-2019 aims at improving the foster care system in Serbia so that it better supports the well-being of adolescents in care.

As a basic ethical and methodological challenge, the research team asked the question of 'how' to involve adolescents in research and obtain their unique perspective. It is necessary that it be in accordance with their best interests and their evolving capacities to make independent decisions and to participate in the protection of their own welfare. In order to address this challenge, we established the Youth Advisory Board of seven foster care adolescents. This paper will summarize the characteristics of the experience and examine the effects of engaging foster care adolescents as advisers in research on capacity building and co-creation of knowledge in social work research.

The main points: Starting from the position that children and young people can offer new perspectives as they are 'insiders' to peer culture where adults are 'outsiders', the Youth Advisory Board was set up as a "counterpoint" to the Research Steering Committee. Adolescents were recruited and guided in a specific process as advisers during the research process: in pre-testing of research approaches and instruments, the method of recruiting respondents, organization of data collection, interpretation and dissemination of research findings. It was a challenging and active process of communication, involving listening, hearing, interpreting and co-constructing meanings. The strategy of engaging foster care adolescents as advisors tried to respond to some of the key issues in participatory research, such as participation, choice, co-construction, reflexivity, flexibility, time, space and relationships (Raffety 2015).

Conclusions and implications for practice, policy or further research: The experiences in working with The Youth Advisory Board raise important issues related to research ethics and strategy and methodological value of research with children. Significant participation of adolescents as research advisers in key aspects of the research process enables researchers to re-examine and redefine their approaches, improve strategies both in the field and towards research commissioners and users.

Families' participation in child protection. A case study of a best practice

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Since 2011, the Italian research-group LabRief (University of Padua) is working in an intensive-care-programme for vulnerable families which is called Programme of Intervention for Prevention of Institutionalisation (P.I.P.P.I.). This programme has been funded by the Italian Ministry of Welfare and it has now reached its 7th implementation involving 181 territories in Italy, more than 2500 children and about 3000 practitioners. The P.I.P.P.I. uses participative and transformative evaluation (PTE, Serbati & Milani 2013) that is not limited to determining whether practice is effective, but also is a mean of empowerment and social change (Shaw 2011). Data were collected directly by professionals with families, considering all of them as co-researchers. They were expected to work together around data and measures that were used as means to identify both the strengths and the difficulties and to foster positive child developmental pathways.

Inside the P.I.P.P.I. a series of case studies were developed to achieve an in depth understanding of the effective processes undertaken by participants with families. The case selected for the oral presentation has been chosen because it reflects a best practice in using the PTE as well as the participation path and is undertaken following the indications of the Critical Best Practice. Through interviews and focus groups with the main actors of the case, an in-depth understanding of the mother's and professionals' viewpoints about what built the success in their practice has been reached.

The interviews highlight the changes in the viewpoints between the different actors (mother towards the practitioners and vs., the mother towards the children, the practitioners between themselves) and a progressive construction of a common vision.

The discussion of the findings will consider three components: the technical solutions offered by research or science (technical components) become meaningful when participants not only apply them, but act upon them, building, internally, the meanings to be enacted (internal component). In the case study this came about through dialogue between people, and through negotiation and reflection on competence, visions and values (communicative component).

The case study puts the participatory processes promoted by the P.I.P.P.I. under the spotlight and suggests that the suggestion of best practices and solutions to be implemented is important, but not sufficient. Dialogue and comparison processes are fundamental to discuss and integrate in the real context such proposals.

Session B10: Integrated approaches

Improving outcomes with integrated care in a marketized welfare regime

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Background and purpose: International comparisons show that social welfare regimes expending less on social services or integrated models of health and social care have comparatively worse health outcomes. Notably, the U.S spends less on healthcare than other industrialized nations, and has worse health outcomes. The growing recognition that investment in social services or integrated models of health care and social services can have a significant impact on health outcomes has prompted U.S. social work researchers to begin to examine models and mechanisms of integrated care at both the system and service levels. Research has shown that integrated service programs that include transportation, housing, income support, nutrition, child care and outreach can have a positive effect on health and behavioral health outcomes. This paper will present findings from a series of analyses evaluating integrated service models in substance abuse treatment in the U.S. Research shows that a majority of addiction treatment program clients have a substantial number of health and social problems; the severity of these problems is a negative predictor of outcome; integrated services focusing on these problems can be effective in reducing addition an improving health and social outcomes. The research questions addressed are: (1) Do interventions that integrate health and social care result in improved outcomes in addiction treatment? (2) What specific service strategies and mechanisms can be identified as active ingredients that result in improved outcomes.

Methods: The study used a quasi-experimental design and data collected from 1992-97 for the National Treatment Improvement Evaluation Study (NTIES), a prospective multi-level cohort study of substance abuse treatment programs and clients. The analytic sample included 1,123 women and 2,019 men; 1,812 Blacks, 486 Latinos and 844 Whites.

Findings: Overall, findings show that outcomes improve when providers rely on integrated service delivery models and tailor services to client needs. In these studies, education, housing, transportation, child care and assertive outreach services were related to reduced post-treatment opioid use for both men and women. Men and women differed in their responsiveness to specific service strategies. Men benefited from the availability of on-site services and frequency of counseling which resulted in reduced post-treatment heroin use for men, but not for and women.

Conclusions and implications. Overall, findings reinforce emerging research related to social determinants of health and integrated health and social care. In these analyses, behavioral health programs that included social services such as transportation, counseling, child care and assertive outreach had a positive effect on health and behavioral health outcomes. In a U.S. health and social care context heavily focused on individual responsibility and marketization, social work researchers should continue to focus on client-centered service delivery models that tailor services to client needs and optimize health and social service integration.

Shifting the responsibility to overcome the non-take-up of social rights: a realist evaluation of proactive and integrated social work practices

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The non-take-up of social benefits and social support is a persistent and substantial problem in contemporary European welfare states. The problem of non-take-up – where not all individuals realize the rights they are entitled to - puts pressure on the idea of social justice and simultaneously hinders social policies to achieve their full potential. The phenomenon of non-take-up is often explained by a lack of information and psychological barriers at the client-level, while the solutions are often situated at the level of the policy design. There is a clear need, however, for more usable knowledge that focuses on how social work practice can overcome the non-take-up of social rights.

In this paper, we present the results of research project on integrated social work practices in Flanders, Belgium, oriented at realizing the rights of vulnerable groups. We conducted a realist evaluation of social work practices to explore how, why and under which circumstances the non-take-up of social benefits and support can be effectively addressed. We systematically develop CMO-configurations – a core principle of realist evaluation – to further understand and explain how these successful practices worked. We conclude that social workers and organizations have an important role in proactively bringing the information and the procedures to realize rights to vulnerable groups. More particularly, we show how mechanisms such as (1) integrated practices, (2) proactive and outreaching approaches and (3) generalist social work are shaped in specific contexts by social workers and how these contribute to the realisation of social rights

The well-being outcomes of the multiprofessional case-management for Finnish long-term unemployed

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Background: Finland, as well as the other Nordic countries, is among the most equal societies in the world. Although Finland is striving for equality, there are large groups suffering from the effects of inequalities. One of the most vulnerable groups in regard to decreasing health and well-being are the long-term unemployed. Prior studies clearly show that unemployment causes (or co-exists with) physical and mental health problems, heightened risk of suicide and other problems of well-being (Heponiemi et al. 2008; Herbig et al. 2013; Milner et al. 2013). Labour market interventions have usually been evaluated only in relation to accessing competitive labor markets and education, or taking part to other services. However, changes in well-being have often been neglected in these evaluative studies.

The current employment policy in Finland is based on a rather bureaucratic, activation policy based approach, where individual needs of the unemployed are rarely met. Compared to this, another approach called multi-professional casemanagement is considered to be more suitable method for the long-term unemployed. This service, provided by municipalities, includes help from social and health care professionals and is tailored to the individual needs of the service user.

Methods: The study is researching the outcomes of multi-professional case management in unemployment services on the well-being of the Finnish long-term unemployed in five cities. The participants have been continuously unemployed for over 12 months. After six months, the interventions were evaluated by using an experimental design with the matched pair method. The measures of the effectiveness of the interventions were implemented using WHOQoL-BREF, UCLA loneliness scale, and capability.

The statistical analysis was done using propensity score matching. This was conducted with dataset of 146 participants (73 persons participating in intervention and 73 persons on non-intervention, chosen as a control group). Matching in pairs were completed successfully.

Results: After matching, minor positive changes in the psychological and environmental dimensions on well-being could be detected in intervention group. The positive change in physical dimension for the intervention group was statistically significant. Not all changes were positive, though: loneliness for the persons in the intervention group seemed to grow.

Conclusions and implications: Multiprofessional case-management seems to be beneficial for quality of life and capabilities of the long-term unemployed. The outcomes are promising even with relatively short six month follow-up period. The main limitations of the study were small number of the participants and limited time span for the follow-up period.

Evaluation of outreach casemanagement in reducing non take-up: insights from the field.

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Background and purpose: In 2016 the municipal council of Kortrijk (Belgium) has launched the programme MISSION in order to increase the take up of rights amongst people living in poverty and depriviation. MISSION stands for "Mobile Integrated Social Services Increasing Outcome for users in Need" and is subsidized for three years by EaSI, the European Union Programme for Employment and Social Innovation.

The programme includes a temporary support of 6 to 12 months by five outreach case managers (ORCM) who are tasked (1) to visit people living at risk of poverty and social exclusion, (2) to assess their needs and (3) to guide these people in finding the right kind of support.

The programme evaluation consists of both an effectiveness test by means of a randomized controlled trial and an action research in order to understand how the ORCM handle, their motives and to provide deeper insight into the determinants of their interventions. In this paper we shall present and discuss the first insights after 18 months of running the programme.

Methods: A participative action research is set up in close collaboration with the ORCM and the managers of the local council responsible for further implementation. A mixed method approach is used to gather and analyse data. The five ORCM register their daily activities on a digital platform, and every month they have to fill in a questionnaire regarding the determinants for (the absense of) progress in the living conditions of each case. The preliminary analysis of these data have been discussed in several foucusgroups to get a deeper insight from the perspective of the ORCM, clients, managers and other stakeholders.

Preliminary findings and further research: The action research reveals the factors that influence the succes of the method, but also the tensions and structural limits that function as obstacles between the method and the effective take-up of rights. The professional network of the ORCM appears to be crucial to create progress in the take-up of rights. Empowerment on an individual level is not sufficient to overcome the lack of accessibility of social services. The OCRM seem to be excellent outreachers: they reach clients and they work in an accosting way in every direction: towards the clients, but also towards the social services. They are actively searching for harmonization between needs and supplies and they will not give up on their clients. As a result, tensions might occure between the 'general and less conditional' OCRM and the 'specialized and conditional' social workers. Moreover, the ORCM experience a conflict between their loyalty to the client and taking up the role of neutral coordinator. The combination of outreach working and casemanagement for the most depriviated persons is difficult to combine by the ORCM.

Session B11: Social work in urban areas

Negotiating neighbourhood change in later life: acts of adaptation, resistance and withdrawal among older adults living in Melbourne, Australia

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Attachment to place and the feeling of belonging within a neighbourhood or community is known to contribute significantly to wellbeing in later life. Much existing research has focused on identifying aspects of the neighbourhood environment which promote place attachment in later life, yet little attention has been given to the role that neighbourhood change processes, such as gentrification and demographic transformation, have in shaping the experiences of community-dwelling older adults. Understanding how older adults perceive, experience and respond to neighbourhood change is vital for achieving the United Nations vision of an 'Age Friendly World' in which older citizens remain engaged, visible and valued members of our communities. This presentation will provide some preliminary insights on this topic, drawing on findings from a study involving multiple in-depth interviews with eleven older adults living in a single municipality of Melbourne, Australia. With an average length of residence of nineteen years, these older adults had lived through a period of rapid gentrification and socio-demographic transformation. For many participants, these neighbourhood change processes disrupted established routines, social networks, and activities, contributing to a sense of disconnection and withdrawal from the community they once knew. A second subset of participants noted similar neighbourhood changes but were able to adapt through forming new social networks and cultivating different spaces of belonging. Several individual and structural factors were found to influence older adults' responses to neighbourhood change, powerfully shaping their later life experiences. Several areas for social work engagement with issues of neighbourhood change were identified, from working with communities to support inclusive development practices and resist disruptions caused by gentrification, through to working with individual older people to manage and adapt to a 'new neighbourhood'.

The potential of bonding capital for social cohesion in gentrifying working-class areas of Amsterdam

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This presentation focuses on how vulnerable communities can continue to feel they belong in the city through social and welfare work in gentrifying neighborhoods.

Gentrification, or the economic and cultural appreciation of formerly disinvested and devalued inner city areas by an affluent middle class is well documented and debated. In these debates, a key point of concern is the literal displacement of long-term, less-to-do residents by middle- and upperclass residents. In practice, many neighbourhoods in larger European cities today, feature a social mix of gentrifiers and non-gentrifiers. In this context, Putnam's (1995) influential account of bonding and bridging social capital is omnipresent 'to promote social mixing as the way to generate social cohesion and economic opportunity' (Lees 2008: 2451). While this suggests that residents of a lower socio-economic status benefit from the influx of newcomers with a different income position, research evidence of this effect remains very limited. Instead, original residents often experience an erosion of their social support networks and more indirect displacement pressures because of the 'remake' of their neighbourhood. Moreover, contacts between low-income and higher income households tend to be superficial at best and downright hostile at worst (Ibid: 2456).

A key question for social and welfare work is how this erosion of social cohesion can be addressed and compensated for. Given the limited evidence of bridging success in mixed neighbourhoods, we argue that an aim for social welfare and civic initiatives to contribute to bridging between different communities is too ambitious. Based on our ethnographic material, we argue that to ensure the social well-being of differently positioned groups within mixed neighborhoods, it is more realistic to aim for a combination of strong and weak ties, or bonding and bridging social capital at different levels.

In our presentation, we will explore how community centres can contribute simultaneously to the fostering of strong ties within groups and weak ties across groups. Our empirical examples demonstrate that while bridging activities often highlight binaries of difference, bonding practices tend to contribute to a shared sense of common sensibilities that do not necessarily override but coexist with ongoing diversity of perspective and practice. In this way, by developing bonding capital, trust can be built and a sense of control over one's life can be reclaimed. At the same time, this bonding capital helps to create weak ties, or alternatively a sense of familiarity across different groups within a neighbourhood by fostering relationalities of openness across differences rather than through the celebration of difference (see also Glick Schiller and Irving 2015).

Social work and the challenges related to diversity in urban neighborhoods

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Globalization has resulted in growing diversity in urban neighborhoods and new challenges for professionals. Increasing ethnic, religious and cultural diversity comes with certain risks, such as tensions between citizens with and without a migration background, a rising number of mobile or commuter citizens that challenge the social cohesion within neighborhoods or groups with contradicting values (increasing moral diversity). Social professionals focus on social inclusion but, at the same time, face contradictions and polarization between groups and individuals, especially on sensitive issues such as radicalization of young people, sexual diversity, religion, discrimination and racism.

In this paper, we present the results of a cross-national European seminar (including participants from Belgium, Finland, Great-Britain, Hungary, Italy, the Netherlands and Spain), in which we mapped tensions in relation to diversity and polarization, identified strengths and risks related to increasing diversity, detected challenges for social professionals and discussed useful theories or theoretical concepts to understand the complexity of urban tensions. Besides this theoretical contribution, we will also focus on the educational setting used in the seminar, as it offered a great opportunity to compare different case-studies, focusing on distinctive urban tensions in diverse European urban settings.

Social work in child-friendly cities: challenges and opportunities for the implementation of children's rights in local communities

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Both in Flanders (the Flemish speaking part of Belgium) and internationally, building child-friendly cities and communities is a major priority since several years. This is, amongst other things, due to a demographic shift, causing an increasing amount of children living in an urbanized area. Children who grow up in a city are often facing complex challenges, like limited access to the public domain, lack of facilities to play, unsafe traffic with a limited mobility as a consequence, daily living conditions of poverty, etc. At the same time, the city is as well a place of opportunities for children, with a wide range of social organizations, active neighborhoods or a 'superdiverse' living environment.

Social work can play a key role in contributing to the realization of child-friendly cities and communities. They often do so in many ways, as a local civil servant developing local policies for the city, as a member of an NGO working in daily practice with children, etc. Nevertheless, it is not always clear what the contribution of social workers and social work organizations can be in realizing a child-friendly city or community.

Commissioned by the Flemish government, a participatory research project was set up with social workers from different cities and communities in Flanders. During round table dialogues, they discussed challenges they currently face in working on a child-friendly city or community. In a next phase of round table dialogues, social workers explored answers that could be given to these challenges to overcome them and to pro-actively work on children's rights in a local community. Additionally, focus groups with children between the age of 8 and 14 years were organized. Using the technique of diamond ranking with pictures, children were asked to give their views on how to deal with challenges they face. As a result of this participatory project, an 'inspiration frame' was developed, consisting of 6 'building blocks' for social workers and social work organizations. In this presentation we will elaborate on these building blocks and on how these building blocks can be used by social workers to actively engage in building child-friendly cities and communities.

Symposium 1

The Child Welfare Inequalities Project - is social work reinforcing injustice?

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This symposium will present findings from the Child Welfare Inequalities project funded by the Nuffield Foundation which aimed to quantify and understand inequalities in the proportions of children who are either on child protection plans or registers (CPP) or who are being 'looked after' in out of home care (CLA) in the four UK countries: England, Northern Ireland, Scotland and Wales. The project accessed and analysed administrative data to identify and compare rates between neighbourhoods, areas and countries. Qualitative case studies provided an in-depth understanding of child welfare social work practice and identify possible explanations for the differences in intervention rates. The findings of the project raise fundamental questions about inequality and injustice in child welfare services in the UK and the role played by social work.

Within every country children in some places are much more likely to be looked after or on a protection plan than children in other places. Within each area and each country these differences are systematically linked to family socio-economic circumstances. There is a strong social gradient. Each step increase in deprivation is accompanied by an increase in children's chances of being a CLA or on a CPP.This is seen for different age groups and for boys as well as girls. There are also profound but complex inequalities between ethnic groups. These findings parallel inequalities in health and education with long term consequences for health and wellbeing.

 However, the overall inequalities in rates between countries cannot be explained by deprivation levels as the most deprived country: Northern Ireland, has the lowest CLA rates and the second lowest CPP rates. A linked analysis of children's services funding patterns in England shows that local authorities with higher levels of deprivation-based demand have experienced larger cuts under austerity policies than lower deprivation areas. As a result, tighter rationing means that children in higher deprivation areas are systematically less likely to experience a CPP or to be a CLA than children in equivalent circumstances elsewhere.

Qualitative case studies of practice and a programme of focus groups with social workers in England and Scotland found that social workers and the agencies in which they worked rarely engaged directly with the material circumstances of family life. Poverty was not perceived as a risk factor for children, or not core business for social work. However, practice in Northern Ireland showed some different patterns which will be discussed in this symposium.

Some broad policy directions are suggested by these findings: a policy objective of reducing children's services inequalities, greater attention to the impact of socio-economic conditions on children's life chances in policy, practice and training and better data, including data about family circumstances. The three papers in this symposium will provide: an overview of the quantitative findings from the Child Welfare Inequalities Project; an overview of the qualitative findings from the case studies and an analysis of barriers to social work responses to poverty.

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Background and purpose: Although numerous international studies point to large variations in child welfare interventions, comparative analysis has tended to focus either solely on England or the UK as a whole, discounting differences between the four UK countries. This paper compares the operation of child welfare systems across England, Scotland, Wales and Northern Ireland in 2015. It focuses on two key measures: the proportion of children with substantiated child protection concerns (CPP) and the proportion 'looked after' in out of home care (CLA). Intervention rates are hypothesised as resulting from a combination of demand and supply factors.

Methods: The findings presented are derived from the descriptive analysis of administrative data (24,000 CLA and 12,000 CPP) drawn from either representative samples or whole populations in the four UK nations.

Findings: Despite data limitations and a number of legislative, operational and definitional differences between nations, effective comparisons of key metrics can be made. All nations and local administrative areas show a strong social gradient but the slope and the rates of intervention vary substantially between countries and between localities. Inequalities in intervention rates are strongly patterned by age and ethnicity but gender inequities are small and relatively consistent.

Conclusions and implications: such extreme inequalities - often multiples rather than fractional differences - present profound challenges for social work practice and for the policy, funding, education, research and inspection context of child protection. The predominant focus on risk and investigation is leading to increasing levels of high cost, late interventions with growing rates of family separation against a background of the withdrawal of the state from family support. The example of Northern Ireland challenges current assumptions about how many children should be in foster and residential care. The implications of these inequalities for policy and practice will be discussed and research gaps identified.

Will Mason* (1), Claire McCarten (2)
1: Sheffield University, 2: Queen's University Belfast, United Kingdom

Background and purpose: This paper discusses the findings from fieldwork in 14 sites within six Local Authorities in England and Scotland. These case studies aimed to address two research questions: 1. What is the interplay between decisions to intervene in children's lives and their social, economic, and material circumstances? 2. What are the relative strengths of the variables that influence the unequal rates in decisions to intervene?

Methods: The case study sites were identified using a robust data driven process. This involved identifying Local Authorities (LAs) that were ranked as being high or low deprivation (within the top or bottom third on an overall ranking of LAs according to deprivation). Comparable case study sites were then identified within each chosen LA. Data collection included detailed site demographics; visual data (maps, mapping exercises, and photographs); quantitative data about supply and demand (including referral rates, caseloads, social work ratios, and expenditure data), six to eight family case studies per site; observational data (gathered through periods of immersion in the teams); and comparable qualitative data, collected with standardized tools.

Findings: In routine conversations in the English and Scottish sites, poverty was largely unmentioned by social workers, but when prompted, connections are made between harms and poverty. Practice, shaped by organizational culture and the consequences of austerity, is focused on notions of managing individual risk detached from socio-economic conditions. Poverty is the wallpaper of practice: too big to tackle and too familiar to notice.

Conclusions and implications: The data suggest social work has arrived at some complex and contradictory positions in responding to poverty. This reveals broader social and cultural influences, and that fresh conceptual and applied approaches are needed, given the systematic, structural relationship between interventions and deprivation. Emerging findings from Northern Ireland suggest some significant alternative forms of practice and context.

Symposium paper 3: Barriers to addressing poverty in UK social work practice

Calum Webb* (1), Godfred Boahen (2)
1: Sheffield University, 2: British Association of Social Workers

Background and purpose: This project aimed to explore the mechanisms by which poverty becomes the wallpaper of practice as opposed to core business, and, by drawing on social workers experiences, to develop practical guidance on how to reverse this.

Methods: Five workshops with social workers and people with lived experience of poverty and involvement with children and families' social services were held across the UK. This included those working in highly urbanised, and very deprived areas as well as others in more rural areas where small pockets of deprivation were more common. The biographies of practitioners were varied: with some being in practice for decades and others being newly qualified. Workshops followed a semi-structured design to more easily identify differences between areas.

Findings: Social workers with long histories within the profession were able to describe narratives of the increasing marginalisation of poverty in their work and how these were related to broader structural and cultural changes; institutional, systemic, and organisational pressures; and increasingly individualised framings of family difficulties. These included factors such as strained resources, funding and high caseloads, changes in the availability of direct financial support for families, reductions of supportive and early help services under austerity. People with lived experience were very aware when a poverty lens was missing from practice, and reflected on the negative impact this has had on their relationships with social workers.

Conclusions and implications: Social workers are both cognisant of the role that poverty plays in the lives of people they work with and are able to develop effective anti-poverty practice, but there are persistent barriers to working in this way. Furthermore, the longer social workers are precluded from working in this way, the more they feel that the ability to bring poverty back into the core of their professional identity slips away.

Symposium 2

Decision making practices in gerontological social work

Anna Olaison* (1), Sandra Torres (2), Emilia Forssell (3), Marjaana Seppänen (4), Sarah Donnelly (5)

1: CESAR- Centre for Social Work, Uppsala University, Sweden; 2: Department of Sociology, Uppsala University, Sweden; 3: Department of Social Science, Ersta Sköndal Bräcke University College, Sweden.; 4: Department of Social Research/social work. University of Helsinki, Finland; 5: School of Social Policy, Social Work and Social Justice, University College Dublin, Ireland.

This symposium will focus on a professional and theoretical challenge embedded in decision making practices within gerontological social work namely how social justice and human rights are integrated in social work practice and policy.

Theoretically the aim of the symposium relates to one of the core values of social work i.e. embodying a social justice and human rights perspective as it is described by philosopher Nancy Fraser. Fraser (2007; 2008) conceives social justice from a three dimensional perspective where recognition and misrecognition operates on an economic level, redistribution and maldistribution on a cultural level and representation and misrepresentation on a political level. Each of these can be viewed from an affirmative and transformative perspective. Affirmation involves strategies that do not affect existing structures, as opposed to transformation, which aims at changing underlying structures. Departing from Fraser's theoretical division, the overall aim of this symposium is therefore to address the different ways in which social justice operates in different decision making practices within gerontological social work. First we will analyze challenges of redistribution and maldistribution in enabling older people to maintain capabilities and functions in assessment situations. Secondly we will analyze cases where social justice are challenged through recognition, misrecognition and representation, misrepresentation that may affect how older people to get access to services. As such, the three presentations in this symposium will explore how gerontological social work addresses and responds to older people's needs and also how social workers reason about the risks and potentials when affirmative and transformative perspectives are adapted on different levels in decision making processes.

The symposium consists of three presentations that highlight different, yet connected aspects of social justice in decision making processes in gerontological social work practice. The first presentation analyses the ways in which decision making processes play out in social work case files and brings attention to how older people's needs are presented in such a way as to motivate coherent and professional judgements in social work documentation. The second presentation examines how knowledge is produced in gerontological social work rehabilitation focusing on how social workers' descriptions of assessment, support and care-taking frames in decisions regarding this practice. The last and third presentation discusses social workers' experiences of involvement of people living with dementia in care-planning processes and discusses how to ensure an effective practice and support consistent with opportunities for participation in the decision making processes for this specific group of older people.

During the symposium we will bring the three presentations together in a discussion about challenges and possibilities using the core values of social justice and human right as well as what they can mean to decision making practices in gerontological social work. The presentations contribute to current research and debates about the development of theory in social work and have implications for the organization of care and services for older people in a changing welfare society.

This symposium is organized in collaboration with the Special Interest Group on Gerontological Social Work.

Anna Olaison* (1), Sandra Torres (2), Emilia Forssell (3)

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This presentation departs from the ongoing debate on the role that documentation plays in the decision making processes of older people's needs within social work. It is based on a study of documentation within need assessment practice in Swedish elderly care. The aim is to shed light on whether foreign-born background or native-born background, gender and age have any relevance to the ways in which older people's needs are described in the case files that are used in this practice. The data – which has been analyzed using quantitative content analysis and multiple regression analysis - is comprised of case files (n=202) containing investigations (n=488) into requests for welfare services. The results of the analysis show that, women were granted home care (including practical services) more often than men. Foreign-born older people were granted home care grants to a greater extent than Swedish-born older people. Regarding the parts where judgments and decisions are made, there are differences in terms of how decisions are justified and presented in the case files: foreign-born older people's assistance needs are more often connected to motivations about the additional workload that their relatives perform. The results partially support the critical debate about how clients are constructed through decision making processes in social work documentation. The study also adds new knowledge to this discussion by showing that categories such as gender and having a foreign-born background and to some extent also age makes a difference in relation to which services are being granted and to the way in which needs get documented. As such, the presentation will contribute to the debate on the challenges that a social justice and human rights- informed practice poses for documentation practices in social work and raises questions about the manner in which decision making processes are conducted.

Symposium paper 2: Assessment, support and care-taking: gerontological social work practices and knowledge

Eva Rossi (1)·, Marjaana Seppänen* (2)

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In the context of ongoing demographic change in western societies – specifically, the increasing number of older adults, there is a consequent increase in the need for gerontological social work. The present study focuses on a specific field of social work in a specific context: gerontological social work, referring to work with older adults and defined as a specialised area that connects common social work knowledge and gerontological knowledge. Despite the growing body of social work research, it can be said that there is a lack of consensus about what social work is and what social workers do, in both academic and public discourses. This applies in particular to gerontological social work. The purpose of this presentation is to report a study in which the aim was to identify, analyse and interpret key practices of knowledge and social justice in gerontological social work. We explore social work practices and knowledge in the context of gerontological rehabilitation using data gathered through thematic and dialogical interviews with seven social workers. In those interviews, social workers described their daily work with older adults. Using frame analysis, the data revealed assessment, support and care-taking frames,

which included many practices. The social work knowledge consist of factual, theoretical, procedural, practical, and personal knowledge. Furthermore, clients' personal knowledge is essential in social work practices of every kind. The study findings identify the importance of support and care-taking practices in gerontological rehabilitation, as well as a need for extensive social work knowledge.

<u>Symposium paper 3: Care Planning Meetings with Older People: Issues for Policy, Social Work Practice and Patient Participation</u>

Sarah Donnelly

School of Social Policy, Social Work and Social Justice, University College Dublin, Ireland

In recent years there have been national and international policy advances around capacity and decision-making and an apparent burgeoning human rights-based approach to the issue all of which have the potential to impact on the experiences of older people. There is little evidence however on whether these policies and principles are being translated into gerontological social work practice and whether traditional paternalistic approaches to decision-making are being challenged within our professional social justice remit.

Although Care-Planning Meetings (CPMs) are an increasingly common part of gerontological social work within multidisciplinary teams (MDTs), it is uncertain how, and by whom, the voice and wishes of older people, including those with a cognitive impairment, are given due priority. In addition, there is little professional guidance on how to best plan and facilitate CPMs for older patients with cognitive and communication deficits and other often complex needs. An added challenge is the wide, often diverse, and conflicting range of perspectives held by health and social care professionals and other family members who may be involved in the decision-making process. The purpose of this presentation is to draw on best practices within the research literature as well empirical research on CPMs with older people carried out in the Irish context. This research highlights considerable variability in how older people participate and are involved in decision-making around their care. The findings show that family dynamics and existing relationships can also play a role in how older people participate and are involved. The facilitators and barriers to effective participation and decision-making for older people are considered and best practice guidelines for social workers in CPMs will be discussed which could help promote an individualised approach to participation that best reflects the older person's will and preferences.

Symposium 3

Children's and practitioners' voices, behaviours and actions: exploring professional practices in everyday child care social work

Gillian Ruch* (1), Karen Winter* (2), Fiona Morrison* (3), Viv Cree (4), Mark Hadfield (5), Wendy Eerdekens* (6), Randi Juul* (7), Inger Sophie Dahlo Husby* (7), Michelle Lefevre* (1)

1: University of Sussex, Brighton, England; 2: Queens University Belfast, Northern Ireland; 3: Stirling University, Stirling, Scotland; 4: University of Edinburgh, Edinburgh Scotland; 5: Cardiff University, Cardiff, Wales; 6: Artevelde University College, Ghent, Belgium.; 7: Norwegian University of Science and Technology, Trondheim, Norway.

There is an ever expanding interest in how we can research and enhance our understanding of the place and positioning of children in everyday social work encounters and the professional responses of social work practitioners to the challenging circumstances the children they work with face. In this symposium five papers will be presented that explore cutting edge research using innovative methodologies from diverse national perspectives: Belgium/Flanders, the four nations of the UK and Norway. Common to each of the papers will be a focus on children's and practitioners' practices and agency. In the final section of the symposium the overarching commonalities from the five papers will be identified and drawn together with the intention of beginning to map out a European framework for understanding of professional practice in child care social work contexts.

Symposium paper 1: Understanding professional agency: the micro-dynamics of practice from a Goffman perspective

Gillian Ruch* (1), Karen Winter (2), Mark Hadfield (3), Fiona Morrison (4) and Viv Cree (5)

1: University of Sussex, Brighton, England, 2: Queens' University Belfast, Belfast, Northern Ireland, 3: Cardiff University, Cardiff, Wales, 4: University of Stirling, Stirling, Scotland, 5: University of Edinburgh, Edinbourgh, Scotland

Longstanding concerns about the nature of social workers' communicative encounters with children have been re-ignited recently by policy and practice initiatives in the UK that have placed such encounters centre stage. Despite this state of affairs there are remarkably few studies that have explored in detail these communicative encounters. This paper draws on data from a large-scale Economic and Social Research Council funded four nations of the UK research project, capturing how social workers configured and re-configured their communications with children. Focusing on social workers' approaches to influencing their micro-interactions with children, the enactment of their professional agency is conceptualized in terms of Goffman's ideas of 'framing', 'footing' and 'alignment'.

Symposium paper 2: Children's voices on their own participation in Flemish youth care

Wendy Eerdekens*

Artevelde University College, Ghent, Belgium

In the last few decades the involvement and participation of children and young people in youth care has received increasing attention. Since the publication of the UN Convention on the Rights of the Child (UNCRC, 1989) we have seen a changed notion of childhood, with children being considered as autonomous social actors who are able to construct their own lives. Since 2004 the

Decree of the Legal Status of the Minor in Youth Care has regulated the participation of children in youth care in Flanders. One of the items is maximum participation of the young people and children. Participation is a hot item. Nevertheless, in daily practice social workers are still balancing the tension between participation and protection. The younger the child the more thresholds there seems to be: parents are gatekeepers; it is incomprehensible for the child; it takes too much time; it will traumatise the child (again). These are arguments from the perspective of adults, but what are children's perspective on this issue? What message are children giving to youth and social workers? In a practice focused project, children between 6 and 12 years old are advocating for participation through semi-structured interviews (using a creative and participatory approach). They have given us an insight into their experience, feelings and desires.

Symposium paper 3: Understanding children's encounters with professionals from the perspective of Honneth's theory of recognition

Inger Sofie Dahlø Husby* and Randi Juul*

Norwegian University of Science and Technology, Trondheim, Norway.

Norwegian social work authorities have recently highlighted the need for encounters with children known to Child Welfare Services to be collaborative practices (The Norwegian Child Welfare Act). Collaborative practices between children and professionals in this context may be challenging and generate ethical dilemmas. Professionals are expected to balance children's rights to be involved in matters affecting them –participation - and protection. In a Norwegian qualitative research project we have examined children's experiences of recognition in encounters with professionals. Presenting two narratives we demonstrate what promotes and prevents recognition in such collaborative practices.

Symposium paper 4: Communicating with children about sensitive matters: attuning to affect in child protection encounters

Michelle Lefevre

University of Sussex, Brighton, England

Central to the social work role in child protection settings are the difficult conversations which need to be held with children about complex and contested matters, e.g. asking them about their family lives in order to ascertain whether parenting is abusive or neglectful. These are often highly challenging and emotional encounters, given children's vulnerability, the sensitivity of what is being discussed, and the likelihood of children being frightened, angry, distressed or traumatized. Through capturing videos of social workers' everyday practice during home visits, our research has been able to closely examine such encounters to identify factors and processes which facilitate or impede these conversations. This paper will explore recordings with young children in the context of concerns about neglect; it will be shown how practitioners needed to appraise and attune to children's affect so that they knew whe n to back away from focused discussions which might distress or alienate the child.

Symposium paper 5: Trust and social work with children – unpicking the ethical threads

Fiona Morrison* (1), Viv Cree (2), Gillian Ruch (3), Karen Winter (4) and Mark Hadfield (5)

1: University of Stirling, Stirling, Scotland, 2: University of Edinburgh, Edinburgh, Scotland, 3: University of Sussex, Brighton, England, 4: Queens' University Belfast, Belfast, Northern Ireland, 5: Cardiff University, Cardiff, Wales

Trust is deemed a core condition for relationship-based social work, without trust relationships cannot be built and lives cannot be changed and improved. Yet, the role of children and families social work, is to enter and intervene in the private lives of families with or without their consent – what does this mean for trust? Is it ethical to anticipate, in this context, that children place their trust in social workers? This paper draws from a large UK qualitative study of children and families' social workers' encounters with children in a child protection context, which involved ethnographic observations of encounters between children and social workers, interviews with social workers and video-stimulated recall methods. The paper will explore how trust is judged, negotiated, earned and indeed refused when issues of power are profound. We find that trust is entwined with notions of vulnerability, risk and uncertainty. We argue that rather than endeavouring to 'build trust', aspiring to 'be trustworthy' is a more realistic, and crucially, a more ethical endeavour for social work with children.

Session C1: Decision making and social work

Professional decision-making in Dutch social work: an action model

Mariël van Pelt* (1), Marcel Spierts* (2)

1: Movisie; 2: Marcel Spierts Onderzoek & Ontwikkeling

In their daily practice social workers take many decisions when providing support and services that improve the social functioning of people in vulnerable situations and enhance the social quality of society Although professional decision-making is a key concern in social work practice, it was rarely a focus for research in the Netherlands.

Two qualitative explorative research projects, designed as comparable case studies, were conducted in the period 2015-2018. Both relate to naturalistic decision-making and study decision-making processes in the daily practice of professionals who work in situations characterized by "difficult conditions such as limited time, uncertainty, high stakes, vague goals and unstable conditions" (Klein, 2008, p. 456).

The first study was led by the following research question: how do social workers actually take decisions, which factors and actors influence decision making and how can decision making be improved? The second study focused on patterns and mechanisms of decision-making and tried to answer the question of what professionals experience as supportive and non-supportive in their decision-making process.

Various methods of data gathering were used to get a thorough and deep insight in decision-making: observations of team meetings (N = 22); interviews with individual professionals (N =36); diary study (N= 12); interviews with professionals about their diaries (N= 12); focus groups (N=12).

Six different social work teams as a whole and individual social professionals in those teams were monitored and compared. The teams varied in approach, structure and in target audiences.

Despite the differences between the teams and the social work professionals in these teams, the findings discovered interesting common ground. Although a lot of collegial consultation takes place, professional decision-making is primarily individual decision-making. Professionals themselves describe their decision-making as 'searches' that take place primarily on the basis of experience and intuition. Knowledge, argumentation and assessment do play an important role, but often only implicitly. Five (f)actors were identified that influence decision-making: the client with his/her preferences, needs and desires; use of (different sources of) knowledge; societal mission and social values; the professional and his/her values, expertise and experience; the organization and organizational context. These (f)actors impact the whole decision-making process. This implies that the social worker has to know, understand and interpret various perspectives, is able to voice these perspectives and relate these perspectives to each other. Very often competing values have to be weighed by the social worker. This implies that decision-making is a matter of balancing values and perspectives . This balancing forms an important aspect of democratic professionalism (Spierts, 2017).

These conclusions led to the development of an action model for decision-making that social workers can use to analyse, reflect on and legitimize both individual and team decision-making. The research findings, the model and its implications for democratic professionalism will be presented and discussed at the conference.

Children's participation in making decisions about their lives

Judy Warburton*

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The Children's Hearings System is Scotland's care and justice system for children and young people. Decisions are made about children and young people who commit offences or are in need of care and protection by a lay panel of three members who have been provided with background information and professional recommendations and have the skills to facilitate an effective discussion between the professionals and family in an atmosphere conducive to the child's participation, in order to arrive at a decision which addresses the needs of the child rather than the deeds.

 My ongoing PhD research explores the process of arriving at child welfare decisions in this forum with the aim that being able to describe how children's hearings make decisions will achieve a better understanding of the factors that influence this complex and diverse decision making process. A series of semi-structured discussions were carried out with the decision makers and professionals who take part in Hearings exploring their perceptions of a number of aspects of the process, the interviews were largely with the panel members and social workers but also included Children's Reporters, safeguarders, teachers, Rights officers and advocates and Solicitors. Interviews were analysed using a number of lenses, including the Decision Making Ecology models and Goffman analysis. The research to date has identified a number of tensions within the system, one of which is dealt with in this paper.

The Hearing System is a welfare based system in which the best interest of the child is paramount and participation of the children and young people about whom decisions are being made has always been a key principle, but how we ensure that the children and young people's right to have their voices listened to and their views given due weight in decision making in this forum, as with others, is far from straight forward. Using some of the findings from the research above, this paper will look at different and evolving approaches to thinking about how we should be listening to children and involving them in the process of making decisions about their lives, it will consider what good child participation looks like in the context of the Children's Hearing decision making and the implications for wider social work practice.

The collective participation of young people in care in decision-making processes

Rebecca Jackson*, Bernadine Brady, Cormac Forkan, Edel Tierney, Danielle Kennan

NUI Galway, Ireland

In the Irish context, a significant proportion of complaints examined by the Ombudsman for Children's Office are made by or on behalf of children in the care of the State. Furthermore, a number of investigations into the provision of services to children in care highlight systemic deficits. The experience of the care process, along with factors produced by prior life experience, have been linked to poor outcomes in adulthood, poor mental health, difficulty accessing accommodation, lower educational attainment and higher levels of welfare dependency. Therefore, it is argued that work needs to be done on enhancing the experience of care overall if social justice is to be achieved.

Over the past decade, the collective participation of children and young people in the care of the state has been recommended as a key component of effective service delivery through input into policy. However, the literature articulates concerns that participatory initiatives often fail to influence policy and practice, achieving only personal and social benefits for the small cohort that access the opportunity.

In the Ireland, Tusla, the Child and Family Agency, has adopted the Lundy Model (2007) which is an articulation of Article 12 of the UNCRC (1989), and applied it to a model of collective decision making in partnership with independent advocates. This study explores the operations of the Tusla & EPIC Young People in Care's Fora to reflect on the utility of applying a human rights framework to young people's participation in the development of practice and policy, whilst discussing the implications for social work practice and the young participants.

Methodology: This research uses a multi-method qualitative approach to explore this model of collective participation. As the practice model is underpinned by a rights-based approach, participatory methods were utilised to gather the views of the young people involved, including the design of focus group format, visual frames and recruitment materials. Creative methodologies and visual frames were used to enhance young participant's capacity to engage with the research and ensure ongoing consent. As the participation of young people in formal settings is facilitated by adult practitioners, semi-qualitative interviews were also conducted with stakeholders attached to the fora.

Findings: This initiative provides an opportunity for collaboration between practitioner and young person in care to advocate for the improvement of the care experience for all. Tensions between protection and participation, adult and youth agendas, and the limits of influence can affect the level of participation achieved. There is however, emerging evidence of potentially transformative outputs that can influence practice in this area highlighting the utility of implementing the Lundy Model in practice to ensure the achievement of participative rights in the pursuit of improved service delivery.

Implications: Time, the recruitment of young people and the engagement of appropriate facilitators and decision-makers in the resource scarce social work environment remains a challenge to collective participation. However, the production of potentially beneficial practice recommendations and the benefits accrued to you participants suggest that this is an area worthy of development.

Accountability and governance in child care decision making

Judy Warburton*, Duncan Helm*

University of Stirling, United Kingdom

In Scotland decisions about the needs of children and young people who commit offences or are in need of care and protection are made not in court but by The Children's Hearings System. Decisions are made by a lay panel of three panel members who have been provided with background information and professional recommendations and have the skills to facilitate an effective discussion between the professionals and family in an atmosphere conducive to the child's participation, in order to arrive at a decision which addresses the needs of that child rather than the deeds. In this system panel members are the ultimate decision makers, and although the decision they make are based on, and often reflect, the judgments and recommendations of the child's social work team, this is not always the case.

When the Hearing System was established it was in response to a review of how Scotland treated children who offend and in the early days the majority of decisions were in relation to children and young people who committed offenses. In more recent times the balance of cases has changed significantly with the majority of cases being brought on care grounds involving child protection and neglect.   This represents a huge increase in the complexity of the decisions that panels have to make and increased demands on panel members to make good quality consistent decisions. The need for consistency in decision making across panels has led to on-going discussions around the possibility of greater professionalisation of Panel chairs and the recent introduction of some panel member continuity for individual cases.

This joint paper brings together two pieces of research, a doctoral study which interviewed the decision makers and professionals who are involved in Children's Hearings in order to better understand the factors that influence this complex and diverse decision making process and an ethnographic study of Social Work decision making. It will consider how we might theorise the evaluation of judgment. Using an ecology model approach (Baumann et al., 2011; Helm and Roesch-Marsh, 2016) we will explore key tensions in decision making accountability and governance in Children's Hearings and present a broader consideration of the relevance of these to European social work decision making.

Session C2: (Self-) advocacy and participation

<u>Session C2: (Self)- advocacy and participation</u>

The choice to struggle: grassroots movement for public housing of welfare-clients mothers in Israel

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Background and Purpose: Recent decades have witnessed an increasing trend toward the development of critical social work, that perceives people living in poverty as social agents who resist their poverty. However, relatively limited research has examined the process in which people in poverty, and specially women, decide in a specific turning-point to embody political-collective agency and join a social protest. The current paper explores this issue, through a study on community organization among poor, welfare-client's mothers who need public-housing in Israel.

Following the erosion of public housing services under neoliberal Israeli governments, we are witnessing the manifestation of single-mothers' activist grassroots founded by welfare clients that refuse to accept the current policy and aim to create social change. In the study, an attempt was made to bring the voices of those activist women, and understand what motivated women in poverty to organize collectively and struggle for social justice? How does the encounter between the women and welfare services shape their mobilization process? How does the intersectionality of motherhood- poverty-welfare service-use shape their experience?

Method: The study was a qualitative-phenomenological research based on 15 in-depth semi-structured interviews with welfare-client women, who were active in the public-housing grassroots.

Findings: The findings revealed that the mobilization process has developed in according to three complementary aspects: multiple severe meanings of homelessness; women's relationships with the welfare state and its' services; and the women exposure to social protest as a legitimate resistance strategy. The women ascribed physical, emotional and symbolic meanings to homelessness as reflected in inability to provide basic needs, violation of human rights, and a sense of transience and dehumanization. Motivated by the fear of losing custody of their children, they perceived the protest as an embodiment of 'good mothering', that challenges social workers' perceptions. Furthermore, the findings showed that interpersonal encounters between the women and the welfare state agents constituted the 'turning-point' in their decision to join the protest. Following unsuccessful attempts to receive public-institutional assistance, and due to deterioration in their situation, the interactions between them and the welfare agents were characterized by significance crisis of trust that led to grievance and mobilization process. Moreover, using virtual social networks, the women established democratic consciousness, and created identification process characterized by resistance to poverty's othering, sense of solidarity and recognition.

Conclusion and Implications: The research shows that the encounters between women in poverty and welfare state' agents in a neoliberal era, constitutes a significant arena for mobilization process. Moreover, it shed light on the way in which intersectionality constructs meanings of homelessness and leads to the formation of collective action. In addition, the women's organization process shows that virtual social networks and collective identity significantly shape the choice to embody political-collective agency and struggle for social justice. This kind of research provides new possibilities to understand mobilization and organizing process of welfare-clients communities. Moreover, the findings reinforce the importance of bringing women's voices and encourage their participation in the development of poverty-focused-welfare programs.

A critical examination of local youth organisational resistance to post-2010 austerity in Brixton (London) & Leith (Edinburgh)

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From reduced provision (Cummins, 2018) to the closure of entire services (Sutton Trust, 2018), Conservative-led post-2010 austerity has decimated community-based organisations throughout Britain (Cooper and Whyte, 2017; Wiggan, 2017). This ECSWR paper therefore critically examines the realities of the austerity agenda on the youth provision of two community-based organisations, the Brixton Soup Kitchen (South London) and Sikh Sanjog (Edinburgh). Utilising an array of research methodologies including contextualisation through Christakopoulou et al.'s (2001) tripartite approach to community profiling, qualitative interviews with community practitioners, and supplemented by census data, the paper investigates the specific ways each service sought to resist state-imposed austerity. With both organisations supporting racially, culturally, and ethnically diverse populations, the precise and often disproportionate impact on marginalised communities, constitutes a central focus as the paper addresses failure at state level to prioritise values of equality and social justice in supporting vulnerable communities (Blackman and Rogers; 2017; Emejulu and Bassel, 2015).

The youth provisions serving as the focus of this paper offer insight into how resistance strategies against austerity within local organisations are being developed in Scotland and England to support young people. The Brixton Soup Kitchen (BSK) started in 2013 and quickly gained traction as it stepped in to provide a much needed service not only to the homeless but also the wider community in south London. Like many other community groups in London, they are responding to an intensification of regeneration, redevelopment and gentrification which serve to further intrench inequality and deprivation (Colvin, 2017). Founded in 1989, as the Leith Sikh Community Group, Sikh Sanjog support Sikh women and girls, as well as the broader Black and Minority Ethnic (BME) community in Edinburgh. Based in the UK Parliamentary Constituency Edinburgh North & Leith, Sikh Sanjog reside in a community experiencing some of the most significant levels of inequality in Scotland (SIMD, 2016).

Voluntary and community support organisations such as BSK and Sikh Sanjog are stepping in to support young people in spite of further cuts to public services. This should not be reflected as a step in the direction of localism, of which the Conservative Party's Big Society is a part. Instead it is argued that this is a reflection of community organisations resisting austerity measures to support local young people. Resistance can take a multitude of forms, this research paper considers how these two youth-orientated organisations are utilising ever reducing resources to provide young people with vital support on housing, employment and welfare in the face of state-failure to support already marginalised communities. In considering the drastic impact of austerity, this paper explores the motivational factors that lead to these forms of community-based resistance.

Written by researchers with lived and professional experience of the studied communities and with support from youth work practitioners at both the Brixton Soup Kitchen and Sikh Sanjog, this ECSWR paper critically considers the impact of state sanctioned austerity on youth communities. It concludes by celebrating the context-specific forms of resistance from two community-based youth organisations some four-hundred miles apart.

Muslim organizations in child and youth care

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Background and purpose: Refuge and immigration are a central European issue. In traditionally Christian countries, dealing with Islam seems particularly challenging. To embody and realise the core values of human rights and social justice new ways of integrating and dealing with cultural and religious diversity must be established. In this context, the submitted contribution focuses on how young Muslims and Muslim organisations can be integrated into existing child and youth welfare structures in order to prevent inequality and social exclusion and to deal with super diversity. For this purpose, the research project "Muslim organisations in child and youth welfare" will be presented.

Young Muslims are an increasingly important group of potential users of child and youth work services in most European countries. About 4.3 million Muslims live in Germany of whom over 40% are under 25 years of age. This means that the proportion of children and young people is disproportionately high compared to other population groups. A relatively high proportion of these young people are growing up in disadvantaged circumstances and therefore require additional support and encouragement. However, child and youth welfare services do not seem to reach young Muslims sufficiently.

As studies show, in contrast, the approximately 2350 mosques in Germany reach Muslim children and young people with their services. However, these services have so far hardly been taken up in child and youth welfare and rarely receive public funding.

For this reason central questions of the research project are

- What offers do mosque and other Muslim organisations make that can be assigned to the area of child and youth welfare?
- what are the conditions for success and barriers to the integration of Muslim organisations into child and youth welfare structures?
- What offers do Muslim youths take up and what significance is attached to the Muslim faith in these offers?

Methods: The research questions are examined by using a mixed methods design. In order to analyse conditions for success and cooperation structures, public institutions and Muslim organisations in two major German cities will be interviewed using guideline-based interviews and egocentric network cards.

The perspective of young Muslims is collected with the help of a participatory research approach. Together with young Muslims, a questionnaire will be developed which asks about the needs and interests of young Muslims.

Findings, Conclusions and implications: Overall, the activities of the Muslim organisations are manifold. These are achieved through a high degree of self-organisation and intrinsic motivation by volunteers. However, the services are not yet sufficiently institutionalised. This is also due to the lack of knowledge about suitable contacts on the Muslim and other sides. But networks and cooperation play an important role in embedding them in child and youth welfare structures. Another challenge is fundamental scepticism towards Muslim organisations.

For the integration and participation of Muslim youth, the embedding of Muslim organisations in existing structures is of high relevance. For this to succeed, mutual openness, knowledge and trust are necessary. Basically, the focus should be on the needs of children and young people.

The girls work method: the role of empowerment in building girls' agency

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Background and purpose: Young people in the age of 10 to 23 are dealing with the development of their own identity. In the past, the social environment determined the identity of girls. Nowadays young people face the task to choose their own identity. For girls living in vulnerable circumstances is this extra hard. Besides the transition to adulthood (Dunne et al., 2014; Metz, 2011), these girls face a form of marginalization as a result of deprivation, a lack of skills, capabilities or possibilities or contradictory role expectations. Girls Work is a method of professional youth work that support girls living in vulnerable circumstances with their identity development in the aim that they are better capable of shaping their own lives now and as adults (a capacity also referred to as agency). It is hypothesized by the youth workers that the methodical principles (i.e., the guiding principles of the methodical actions of youth workers) contribute to the development of girls' agency, and that this contribution is mediated by girls' empowerment process (Rappaport, 1987).

Method: The paper is based on an online questionnaire that was administered to 393 girls who participate in 52 Girls Work activities within 8 youth work providers in the Netherlands. The girls have the age between 10-23 years (Mean = 13.68, SD = 3.27) and live in deprived neighborhoods. Although 92% is born in the Netherlands, 74% has a mixed cultural background. From the girls who participate in secondary school, 72% follows vocational education and 28% higher education. For this study, we used three self-constructed scales to measure agency, empowerment and the methodical principles of the girls work method. To measure agency as defined by Bandura (2006), we used 13 items (α = .833) and to measure empowerment as defined by Rappaport (1987) and Zimmerman (1995), we used 17 items (α = .826). The methodical principles were measures with 27 items (α =.92), and were checked with youth workers to check whether the items were still in line with the Girls Work practice. Serial mediation was used to test this hypothesis.

Results: Results indicate that all of the methodical principles, with the exception of the use of context, are important to helping girls develop agency. Four of the methodical principles contribute to both empowerment and agency, while the other methodical principles contribute to agency only through empowerment.

Conclusions and implications: This paper points to the importance of the empowerment-process of girls to help them develop their agency. It also shows that the methodical principles of the Girls Work method contribute to the acquirement of agency. This contribution is mediated through empowerment. The study also confirms that to generate empowerment, all three components of the individual level – personal control, critical awareness and participation – are necessary.

Session C3: Place-based and spatial approaches in social work

"A girl's place is in the home": spatial gendered scripts in narratives of runaway and homeless girls

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Background and purpose: Little is known about the unique gendered experiences of runaway and homeless girls. In this interpretive qualitative study we adopted a critical-feminist perspective that sees the female body as a manifestation of social expectations and norms, as well as a site of social control (Bartky, 1998; Bordo, 1995). Our goal was to examine whether and how the socio-political meanings attached to the appropriate whereabouts of a girl's body are reflected in the accounts of runaway and homeless girls. We explored whether and how the common perception that the appropriate place for women is the home, while in the public realm they are thought to be vulnerable and wanton, shapes the experiences of these girls, including their relationships with helping professionals.

Methods: This article is based on semi-structured, qualitative, in-depth interviews with 17 Israeli girls (ages 14-21), conducted as part of a study of how girls who have left home or were pushed out of home seek out and receive help. The analysis followed the approach of interpretive interactionism (Denzin, 2001).

Findings: Analysis of the interviews indicated the potential relevance of social directives that prescribe the home as the normative dwelling place for girls in three critical aspects of the girls' experiences: (1) girls' delay of leaving home, despite their suffering in it; (2) their efforts to comply with social normativity and domestic codes while out of home; and (3) the encounter some girls had with the social work system and helping agents, which was often centered on returning them to their home.

Conclusions and implications: The findings suggest that the girls' delay of leaving home, and their choice to leave home to another domestic destination even when it meant enduring further abuse, may also have been influenced by their wish to maintain normativity in regard to domesticity (Bartky, 1998). In the encounters of the participants with helping professionals, the latter often acted as social control agents directing the girls to remain at home or return home. In reference to Foucault's (1977) panopticon metaphor, the girls' narratives suggest that some of these helping professional acted like the guards of the social watchtower, trying to prevent the deviant activity of living in the street and to spare the girls, their families, and society the social price that such deviations entail.

We hope the findings will raise debate and discussion among professionals about the processes and causes that impel girls in distress to leave their homes (or not, as the case may be), their experiences outside the home, and how to best adapt the services offered to help them. We call on helping professionals to examine critically the socio-cultural context in which they extend assistance to girls in distress and to girls who leave or are pushed out of their home, to develop awareness of the role of socio-political contexts in the dynamics leading girls to remain in an abusive home or to leave it, and to avoid professional discourses that contribute to repressive and disciplining practices with these girls.

Session C3: Place-based and spatial approaches in social work

Rebuilding social cohesion in old industrial districts in Wallonia – facing precariousness through a social rights approach?

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The social cohesion policy in Wallonia is influenced by the year 2000 strategy of the Council of the European Union seeking to address six fundamental rights (revenue, health, housing, work, education, socio-cultural fulfillment) through local strategies. The Walloon government outlines four intervention axes: socio-professional integration, housing, health and addiction treatment, reinforcement of social, intercultural and intergenerational ties. The coordination of local public and community based welfare services is a central consideration. According to the figures of 2013, 181 municipalities receive a total annual amount of 22 million € together with specific indirect funding through labour related tax exemptions.

We will discuss based on a research started in 2017 how citizens gain access to these fundamental rights and how local social work and other related actors adapt this relatively new policy. In cooperation with four municipalities situated in old industrial districts and a local research-intervention NGO, we investigated throughout four different scopes: work/socio-professional integration; families and social ties; housing and living spaces; social cohesion. The research is based on a co-construction methodology with the municipalities and the social cohesion policy actors. Different empirical methods have permitted to reconstruct the history of these old working class territories (through debate groups and field tours with local actors and historians), to understand challenges as well as forms of cooperation (47 semi-directive interviews with professionals) and to better seize the experience of young people (25 semi-directive interviews).

The results show that even if the past of an industrial region is still relevant, full employment is gone and the industrial society (Touraine) is over for a long time. The main concerns are the lack of work and the persistence of unemployment, poverty and social isolation. Most of the citizens prefer living in proximity spaces, depending on their socio-economic capacities the access to culture, sports or arts is marked by strong inequalities. Many people face mobility issues. The ongoing change and complexification in family relations and social ties are part of the reasons explaining the presence of numerous situations of social isolation. Even if, at a formal level the coordination between services is very important, in practice, most of the actors are overwhelmed by the persistence of multiple precarious situations and their lack of resources to address these problems appropriately. Besides, the ongoing tendency to more workfare is undermined by the difficulty to propose "real" solutions for young people in terms of education programs leading to employment. We will discuss how social actors try to adapt facing individualization as a societal challenge (Beck) to face these issues. Social cohesion policy remains an interesting tool addressing fundamental rights, but it needs to be completed by other actions to improve the economic condition. The debate regarding social justice marked by the tension between recognition and redistribution (Fraser/Honneth) allows us to address further challenges regarding citizens in precarious living conditions, social rights based social work/policy and the need for more participatory research with citizens, social work and policy actors and researchers.

From case to space: opportunities and challenges for realizing the citizenship of people with multiple disabilities in practice

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Background and purpose: Disability paradigms have shifted in policy and practice over the last century, which has led to dead-end polemical discussions on pros and cons of residential and community-based care for people with intellectual disabilities. The discussion has primarily focused on finding the right 'place' for people with disabilities (i.e., either the residence or the community), yet disguises the lack of 'space' needed to embrace the difference of impairments in social interactions (Vandekinderen & Roets, 2016).

The present study adopts a socio-spatial perspective in social work as a fruitful avenue for the promotion of a citizenship climate in residential care for disabled people (see Warming & Fahnoe, 2017). This point of view allows a multi-layered understanding of social spaces beyond single-case or group-case oriented approaches to social work. A socio-spatial analysis forms the starting point and leads to the central research question: "How does the socio-spatial context in residential care influence the realisation of citizenship in practice of disabled people?"

Methods: The study design includes a socio-spatial analysis of both the built ('place'/ 'matter') and lived environment ('space'/'mind') of a residential care service for 29 adults who suffer from a traumatic brain injury. These adults need care and support in all life domains, due to intellectual and additional physical impairments (herafter multiple disabilities). The care center is located in a middle-class residential area in a rural village. Photovoice, mental mapping, surveys, interviews and focusgroups are used as strategies of data collection in relation to a diversity of stakeholders, and a thematic analysis is applied as a strategy of data analysis.

Findings: A socio-spatial analysis of both the built (place/matter) and lived environment (space/mind) highlights both opportunities and risks for realizing the citizenship of people with multiple disabilities in practice. Within the different stakeholder groups, opinions are often also varying. This makes it necessary to differentiate and to avoid homogenisations. Some specific results include:

(1) There are varying thoughts about the accessibility, traffic safety and the possible problem solutions within the neighbourhood, and

(2) Almost three quarters of the neighbours are convinced that people with disabilities are better off in a specialized facility.

Conclusions and implications: The findings enable us to identify that different stakeholders have different perspectives regarding 'care with/in the community' and that people with multiple disabilities are still often not easily accepted as human/citizen in social interactions. The next step in the research project is therefore to set up an action research project with representatives of all the relevant shareholders. In addition to people with multiple disabilities and their relatives; neighbours, voluntary and professional staff, the organization's management team, local policy makers and other social organizations are considered as relevant stakeholders in this project. Given the nature of the research context and question, action research, involving all of these stakeholders, is considered as the most appropriate method. The aim is to work proactively together with them to develop a socio-spatial vision on how to realize citizenship in practice.

The decline of postwar social housing: Prak & Priemus (1986) revisited

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Background and purpose: The citizenship of residents living in social housing complexes in urban contexts is often under pressure. Contemporary high-rise social housing complexes in Flanders (the Dutch speaking part of Belgium) are often demolished, threatened with demolition, and/or suffer from a bad reputation and relation with the surrounding city. This paper presentation concerns a current doctoral research project about the place social housing occupies in the urban landscape from a perspective of lived citizenship, in which the realization of the right to housing is central. The purpose of the project is to cast a different light on the dominant social problem construction about social housing, which entails that social housing is regarded as a 'pocket of otherness' in the urban fabric and its residents are seen as people/individuals who fail. The projects departs from an insider perspective of the tenants to analyze structural causes for the decline of social housing, and adopts a socio-spatial approach to social work research (see Warming & Fahnoe, 2018) to examine how the construction and reputation of the buildings influence the biographies of residents, while social housing itself has been subject of a changing policy discourse and paradigm.

Method: The project relies on an theoretical framework being developed by the Dutch researchers Prak & Priemus (1986), that describes the reasons and principles behind the decline and demolishing of post war social housing. Although their analysis is very relevant in its historical meaning, it requires a revision in the face of contemporary social realities and local knowledge of residents of social housing. The study is informed by auto-ethnographic fieldwork of the researcher within the inside world of social housing blocks in the city of Ghent, that were/are meant to be demolished.

Findings: Both policy makers, housing corporations, tenants and social workers who attempt to provide support do not appear to be homogeneous, rational actors. Therefore, the motives they act upon and their mutual solidarity relationships appear to be much more complex in reality. This research offers a much more in-depth insight in the different realities concerning decline, which offers insights about how to question and prevent the decline of social housing in the future.

Conclusion and implications: This research wants to advocate for a new modus operandi in relation to social housing, that radically questions the reproduction of poverty and social inequality through social housing stemming from a co-creation of knowledge between in the inside and outside world of these buildings.

Session C4: Human rights and social justice

Orienting mental health social work practice to human rights

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Background and purpose: This paper is relevant to the main conference theme of 'social work research, practice and core values of human rights and social justice in a changing welfare society'. It addresses the conference sub theme of 'embodying social justice and human rights in social work research, practice and policy'. It does this by drawing on social work research that is linked closely to the domains of practice where issues of human rights and social justice are confronted.

Mental health social work in the UK occupies a unique position as the lead social profession involved in the use of compulsory mental health law (Campbell 2010; Davidson, Brophy and Campbell 2016). In England and Wales this role is occupied by the Approved Mental Health Professional (AMHP). The law envisages that the AMHP brings a social perspective to bear on the assessment and consideration of less restrictive options.

Internationally there has been an emphasis on the United Nations Convention on the Rights of Persons with Disabilities (CRPD) (2011).This has had a significant impact on debates about mental health law with an increasing emphasis and concern for human rights.

The paper focuses on how social work AMHPs employ a social perspective when using the law in practice. In doing so, it argues that there are opportunities to orient action towards human rights when considering competing perspectives of carers and service users.

Methods: Eleven social work AMHPs, purposively selected from three different local authorities in England, participated in the study, which used qualitative in-depth interviews to collect data about using the law in circumstances where compulsory admission to hospital was a possibility. The use of case stories encouraged participants to provide a rich description of events as they unfolded over time. The data were analysed using Framework analysis (Ritchie and Spencer 1994). Computer Assisted Qualitative Data Analysis in the form of NVIVO was utilized to manage the data, and to support data analysis.

Bourdieu's (1977) concept of habitus is used to make sense of participants' accounts of the action that unfolds when they use the law. Possible organisational factors impinging on human rights perspectives are proposed, drawing on Lipsky's (1980) street level bureaucracy.

Findings: An important factor in the decision to use compulsory powers in mental health law to detain a person involves the AMHP taking a wide perspective in terms of their understanding of the individual that is relational to the understanding of others, and understanding the person in their environment in relation to how they relate to others. The paper outlines that the social and family situation of the person assessed is an influential factor in the decision to detain.

Conclusions and implications: A key implication of the study highlights opportunities for social work AMHPs to orient action towards human rights when they use the law in practice.

In doing so, personal recovery approaches are discussed as a framework to reconcile competing needs of carers and service users at the point of assessment for compulsory admission to hospital.

Claiming our seat at the table: examining the role of community-engaged social work research in advancing human rights

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Globally, the complex social and health problems confronted by contemporary social work are intricately linked to each other. Health disparities and social inequalities, for example, can only be fundamentally understood in the context of natural and built environments and within the broader economic, social, and political systems that shape the conditions of these milieus. Human rights, a core value of social work, are an absolute requirement that should guarantee individual and collective access to resources within these systems. Social work's quest towards social change in the context of changing welfare state paradigms should include multi-system approaches that embody human rights and social inclusion. Of significant concern, however, is the modest inclusion of community voices in social work research. We argue that community practices, narratives, and cultural resources are indispensable in knowledge production and should be a key aspect of contemporary social work research methodologies. In this presentation, we will engage international colleagues in the discussion of the unique and crucial perspectives that community-engaged social work research brings to the table and how it could serve as an engine that drives the inclusion of communities in these conversations.

This presentation is organised in three parts. First, we describe the principles and processes of community-engaged social work research and synthesise the current state of social work interventions that adhere to these principles. Second, we present a community-engaged social work research framework underpinned by principles of human rights; elaborate on its key components; and discuss "the ideal" versus "the reality" of its implementation. In this section, we focus on the need for new methodological processes that recognize organized communities and collectives exercise of their social and cultural rights, often overlooked in public policy designs and local public administrations; and for greater intentionality in recognizing collective strengths and resilience of communities that receive little attention from conventional approaches that narrowly focuses on problems and deficits. This allows us to discuss the importance of identifying cultural resources and methodologies that communities implement day-to-day including their daily praxis of harnessing global technologies and communication to exercise their rights and confront economic, political, and migratory challenges, and social isolation/exclusion. Using case examples from Latin America, Taiwan, and the United States, we will discuss community-centred approaches and processes through which community members individually and collectively overcome challenges and contribute towards intervention development consistent with their worldviews. The third section includes a discussion of the challenges and rewards of an inclusive research process that is not constrained within foreign frameworks and priorities but instead values community member participation; acknowledges their distinctive experiences; and recognises their capacity to define change for themselves and to work towards advancing their social, political, economic, and cultural rights. We will conclude with specific suggestions to ensure community inclusion at the research table and a call to action to consider alternative models of social work research that incorporate community methodologies and their everyday processes of collective reconfiguration, guiding values, and cultural organization and administration to confront their own challenges commonly overlooked by transnational scientific networks.

Human rights - a challenge and possibility for social work education and social work practice in a changing Norwegian welfare state

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Recent changes and neoliberal reforms have influenced and transformed the Norwegian welfare state and social policies, and reduces spaces for professional discretion and responsibility (Kamali & Jönsson, 2018). There is a need to examine the role of social work, explore how social work values can be revitalized and reinforce social work as a human rights profession. This article discusses human rights as a challenge and possibility for social work education and practice in a neoliberal Norwegian welfare state.

Addressing human rights may sometimes have a credibility that other methods might not hold because of roots in internationally agreed on declarations and charters globally and nationally, and because it links with professional codes of ethics (Ife, 2000; Turbett, 2014). In Norway, the knowledge of human rights are considered to be especially useful when social workers are advocating on behalf of marginalized groups in society, such as asylum seekers, roma people or drug addicts (Näsholm, 2014). Less attention has been paid to how the welfare system fulfill its obligations for the guarantee for the social rights for marginalized people (Dean, 2015). This is especially relevant in a neoliberal Norwegian welfare state where the focus on the political and civil rights is prevalent, but where the social rights often are taken for granted as a part of the welfare states general provision for the citizen's well-being. In this article, I will discuss how strengthening human rights perspective in social work education and practice can enhance social work in a neoliberal welfare state by strengthening the impact of human rights norm especially in relation to social rights.

The article is based on a theoretical analysis of; (i) How values of social work and social work methods are challenged by New Public Management (NPM) reforms and welfare nationalism (ii) How human rights are described and integrated in social work literature relevant for social work education and in central social policies in Norway (iii) How human rights are integrated in the Global Statement of Ethical Principles (IASSW, 2018).

Based on the theoretical analysis, the discussion shows that the consequences of the neoliberal developments in the welfare state actualises the question of human rights in a new way for social work. The article argues that strengthening human rights in an anti-oppressive perspective might strengthen ethical practice to challenges unjust practices and promote social justice in a neoliberal welfare state.

Hannah Arendt and social work

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Given the recent renewed scholarly and popular interest in the theorisation of Hannah Arendt (1906-75), this paper briefly outlines some of her key ideas articulated in books such as *The Human Condition* and in her numerous articles and shorter, incisive journalistic pieces. Social work engagement with Arendt has been meagre (Bay, 2014; Smeeton, 2017), but this theoretical contribution will argue that there is much to gain in examining this intellectual's prolific and often controversial contributions. Arendt's work is underpinned by a concern for human rights and social justice which are central, not only to the conference, but – more fundamentally – to the value base of social work. What is more, her intellectual preoccupations may have a new resonance in our turbulent contemporary world given the proliferation of 'outsider' and pariah figures and the apparent revitalization of, what Arendt baldly termed, 'lying in politics'. Despite acknowledging the importance of Arendt's theorisation for social work, this paper will maintain that there are still substantial problems with her contributions and this is partly attributable to, for example, the Cold War context in which she was writing.

Session C5: Social work and migration

Social work practice and psychosocial support for newly arrived young refugees – a systematic literature review

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Background and study purpose: The European Commission highlights that around 50 million children are in migration worldwide and that approximately 50% of the refugee population are minors. Underage refugees are thereby considered especially vulnerable and in need of psychosocial support (Volkan, 2017; Berthold, 2014). According to international agreements such as the Convention of the Rights of the Child, children have to be specifically protected. In other words, states are required to ensure children's wellbeing and to promote physical and psychological health for children as well as an adequate standard of living from the first day of their arrival in a host country.

Even though migrancy and the move of children is not a new phenomenon, but an issue that social work and other health professions have always been dealing with, the increasing number of displaced children and youth worldwide brings along specific challenges not just on the political and societal level of states, but also for social work practice (Lyons & Huegler, 2012). Approaches that focus on psychosocial and mental health support of refugee youth can be found in various countries, however knowledge about different programs and established structures is limited as academic research is rare.

The aim of this paper is therefore to fill a gap in the academic literature and provide an overview of already existing studies on mental health interventions and psychosocial support aiming to increase the wellbeing of refugee youth (accompanied as well as unaccompanied). Considering the importance of prompt support after arriving in a host country, the review focuses on the first year after resettling.

Method: A systemic literature review is carried out using four major databases being relevant in international social work/psychology research (PSYCINFO, PSYCNDEX, PubMed/Medline, Web of Science). We searched for studies examining psychosocial support and/or mental health interventions within the first year after arrival in a host country and specifically for refugee youth. Articles on drug as well as in-patient treatments or with a clear psychiatric focus as well as interventions for staff or helpers are excluded. Literature from 1990 on is included. Additionally, publications by various (N)GOs (UNHCR, Human Rights Watch, IOM, WHO, UNICEF, Medico International, BAMF) working with refugees and/or children are added to the analysis. We also scanned reference lists and corresponded with experts.

Results and implications for social work research and practice: Preliminary findings point towards the increasing need for professional psychosocial support for refugee minors. It is of crucial importance to conduct evidence-based research and to evaluate existing social work practices in the reception of accompanied and unaccompanied minors within the receiving societies. It further points towards the need of additional empirical research on an individual level focusing on psychosocial care of young refugees in the very first year after arrival in order to enable practitioners to implement informed support.

Social work with unaccompanied young women: who do you see?

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Young women's experiences of forced migration are under-examined in the literature and their voices are not often heard in national or global debates. Unaccompanied young women arrive in the UK without family or safe carers and may be accommodated by local authorities. Although social work has a pivotal role in their support, there is very little research specifically about social work with this diverse group of young women. Practitioners occupy positions of power in relation to young women who may be alone in the UK. However, the extent to which young women's rights are protected, or undermined, by social work has been under-examined in the literature and in professional debates.

The paper will present findings from research with young women and social workers in England, carried out by a social worker with current experience of work with migrant young people. Qualitative data was gathered through in-depth creative interviews with 8 participants, which included free drawing within the interview space, and through an autobiographical diary kept over a 12 month period. The young women were aged between 17 and 21 and the practitioners were all working with at least one unaccompanied young woman. An extended form of Voice-Centred Relational analysis was used to explore the ways that social workers and young women construct and experience each other, and the understandings that develop within and around their encounters. Doreen Massey's work is used to consider these interactions as forms of gendered social-relations, located within a particular space-time. Wetherell's theory of affective-discursive practice is also drawn on, to consider how embodied, emotional responses are working to shape understandings.

Findings suggest that both 'ways of feeling' and 'ways of thinking' are affecting the understandings that emerge in practice encounters. They show that young women value contact with consistent and engaged practitioners, who can understand and support their unique trajectories. The findings futher indicate that fixed understandings are unhelpful for migrant young women who are engaged in individual, aspirational processes of personal and cultural change. The paper will therefore argue for relationship-based practice models, supported by systems which create reflexive spaces for practitioners and which promote an informed, resourced, multidisciplinary approach. The paper will also propose that practitioners need to pay greater attention to the excluding discourses present within professional spaces. As social work practitioners, who make claims about social justice and anti-oppressive practice, the paper argues that we cannot continue to close our ears to dehumanising and racist discourses present in social work spaces, if we are to ensure that young women's rights are protected.

In a time of increased forced migration into Europe, and polarised discourses about refugees, it is imperative that social work research considers how we respond to young women seeking asylum, and what role social work has in supporting young women to maintain and exercise their rights as human beings. The paper raises important questions about the social justice aspect of social work with migrant young people, and the need to promote narratives and understandings that humanise rather than exclude.

Social quality and key processes in refugee integration in Finland

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Background and Purpose: Equity and a sense of freedom, social justice and solidarity are conditions for the integration of refugees and migrants in any society. Arguably sustainable social policy and social work practice should underscore migrants access to resources, their capabilities to make choices and their motivation and commitment, toward achieving shared societal values. The 4 critical processes namely, security (environmental conditions), empowerment (polity, mastery), inclusion (belongingness and respect) and cohesion (participation, solidarity) are associated with the social quality framework (Beck et al. 1997, van der Maesen and Walker 2012) and provide a unique framework for the analysis of the integration (Vaarama and Pieper 2008; 2016) of recent refugees living in regional Finland

Methods and Findings: Results from a subjective quality of life survey (210=N) involving quota and asylum refugees, between the ages of 18 to 65years, in the first 4 years of resettlement in Eastern Finland were re-interpreted using a social quality framework. Quantitative findings suggest that refugees generalised trust in Finnish society was high and yet economic insecurity, poverty and hunger represented the reality for over half the asylum seekers surveyed. Whilst all respondents were unemployed, over half the men surveyed felt prepared to undertake full time work and possessed intermediate education and vocational qualifications. For married refugee women the employment of their husband was of higher priority than their own employment. Qualitative evidence suggested that refugees desire greater political involvement in Finnish civic life however survey results suggested that participants experienced a lacked a sense of mastery over the demands of daily life. Surveyed participants expressed gratitude to the Finnish people for asylum, however report, regular exposure to discrimination, racism and high levels of social isolation and loneliness. Despite a sense of exclusion from mainstream Finnish society, refugees continue to seek out new opportunities for participation and solidarity. The inter relationship between the different dimensions of social quality of life is complex and characterised by contradictions.

Conclusions and Implications: From a social quality perspective, refugee integration requires the synergy of multiple social processes, including security, empowerment, inclusion and cohesion. Integration policy and practice in Finland, and for that matter other parts of Europe, should perhaps incorporate more holistic, interactive and multidimension frameworks instead of current one-dimensional models based solely on employment and language acquisition. It can also be argued that the social quality approach contributes to an emerging interest in civic and social integration social work (Nash, Wong and Trlin, 2001).

Guardianship needs for children on the move

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In 2017, among the total number of persons who applied for international protection, 27,060 are considered to be unaccompanied minors (Eurostat, 2018) compared to 63,245 in 2016. Yet, the actual number of unaccompanied minors may exceed the above displayed number as not all children choose or have access to claim for asylum or not all children are identified as minors, making them most often invisible to the state authorities. Noteworthy that while all children on the move face challenges connected to the reasons fleeing from their country of origin, to their journey until reaching a safer country and to the reception conditions of the country they enter, unaccompanied minors constitute a significantly vulnerable group, given that they are separated from their primary care-providers and stand alone in a foreign country.

The principal aim of the research was the development of Standard Operating Procedures for guardians within an interagency and multidisciplinary collaborative framework. A starting assumption of the project was that it is vital to take into consideration the capacities and views of children by directly involving them as key actors, in order to inform effective protection strategies. In this sense, the project follows a child-rights based approach, which is the core and starting element of the initiative as a whole. Concomitantly, it is considered that by strengthening the role of the guardian within the child protection system, children's rights are better safeguarded. The project implemented a participative approach in which key professionals (guardians and professionals in the field of migration, asylum and child protection) and stakeholders, as well as unaccompanied and separated children are involved into it. Moreover, by engaging actors from multiple sectors, it was intended to enhance interagency and multidisciplinary collaboration.

The research design was based on a qualitative approach with the utilisation of focus groups with unaccompanied children and guardians in order to establish knowledge resources able to complete existing gaps in practice and policy. Two focus groups per group were implemented in different cities. Semi-structured interviewing was also carried out with key policy makers in the field of asylum and migration. The questions were informed by the CRC and relevant guardianship principles. The findings constructed around the following main themes: Role of the guardian, living conditions of children, challenges in children's lives, positive aspects in their lives and suggestions for guardians.

In this respect the most important findings from the children's perspective focus on the need for better educational, social and welfare services as well as on empowering them to be part of the decision-making process about their lives. On the contrary guardians emphasized on heavy workload, lack of training and proper infrastructure to substantially support the children. In conclusion it is apparent that although policies and guidelines are in place children services are not fully compliant, which consists a rights violation.

Session C6: Social work and ageing

Narratives of dignity in old age in the city of Zagreb

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The results of the research on the rights of the elderly in the City of Zagreb, carried out by the Foundation Zajednički put in 2013, show the elderly see their rights violated mostly in the area of safety and personal dignity. In order to further clarify and contextualize these results, in 2016 the Foundation carried out the study Narratives of dignity in old age. The aim of the study was to see how older people conceptualize dignified ageing and factors which endanger it. The following research questions were asked: Do older people perceive discrimination, and if yes, in what contexts? How do older people perceive dignified ageing? Do they relate dignified ageing with active ageing?

A semi-structured individual interview was used, and the participants were 32 older people (16 male and 16 female) in Zagreb, half of whom live in a retirement home, and half in their household. The interviews were recorded and later transcribed. After systematization and coding, the following results were obtained: Older people experienced discrimination within health institutions, public transport and public spaces, retirement homes and private companies. Health institutions were criticized the most; older people experienced the following: inappropriate behavior of medical staff during care; inappropriate communication and denial of medical help. Also, they criticized public transport and public spaces where they experienced: ignoring; objectivization, verbal abuse, physical threat, theft. The participants in retirement homes are mostly satisfied with their existential security and available activities, however, some expressed high dissatisfaction with: quality and diversity of food; quality of provided care; theft of personal items, inability to participate in the decision-making processes (i.e. change of home's GP if they are not satisfied with the service). What they criticized the least was their experience with private companies (i.e. bank or mall), but still, they were verbally abused, objectivized and cheated in those places.

Older people conceptualize dignified ageing as a dimension of six mutually related categories: preserved health; secured food and assistance of others; material security; family support; socialization; work contribution. If only one category is missing, their feeling of dignified life in old age is disrupted. Although all participants confirm that dignified ageing is necessarily related to active ageing, only one participant perceived active ageing through a social dimension – being active in the community and for the community (i.e. volunteering or activism), while the rest perceived it through a personal dimension – private activities directed at achieving personal satisfaction (i.e. foreign language learning or workout). Such results point to the need of educating the elderly about their rights and mechanisms of enjoying and protecting those rights, as well as empowering them for social actions. However, there is also the need to educate experts on specifics of working and communicating with the elderly, as well as to inform the society of specific needs and problems older people face, and of potentials with which they can contribute to the development of society.

Promoting dignified and inclusive health and social care for older trans people in Wales

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Pervasive transphobia in public services has been identified in a United Kingdom Parliamentary report on equalities (House of Commons Women and Equalities Committee, 2016). A previous scoping review also identified gaps in published research on trans issues, which has been skewed towards younger trans people, and focussed on medical interventions rather than social welfare (Baker and Maegusuku-Hewett, 2011). In order to address these gaps, the Trans Ageing and Care (TrAC) project, based at Swansea and Bristol Universities, has been engaged since 2016 in a cross-sectional mixed-methods research study that involves trans community members in examining current health and social welfare provision for older trans people in Wales, in order to promote inclusive and anti-discriminatory practice.

In this presentation, we report both on key findings and the project's participatory framework. Firstly, we discuss the themes arising from life story interviews conducted with 22 older trans people (age range 50-74 years). Interviewees participated in two separate interviews each, co-led by the trans ally research officer and a trans-identifying peer interviewer. The interviews focussed on the participants' experiences of their contacts with health and social care services at key points in their personal biographies, their sources of support, and concerns and hopes for their futures. These findings are also placed within the context of the participatory values embedded in the project, which has worked in partnership with trans and older LGBT community organisations in Wales to honour the centrality of trans people's voices at all levels and stages of the project.

Secondly, we present findings from an online survey of a range of health and social care practitioners (n=>165), based on their knowledge of, and attitudes towards, working with older trans people in order to identify good practice and barriers to inclusive care.

Finally, we present examples of dissemination outputs, through digital stories and workshops with older trans people and practitioners, and discuss recommendations for developing more inclusive professional practice, including social work.

Contextual characteristics of public elderly care and intergenerational support in China

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Background and Purpose: Public elderly care resources are increasingly improved in China these days in terms of pension systems and social care facilities, which may influence intergenerational support between elderly parents and adult children. Studies on welfare states have provided heated debate on the crowding-in and crowding-out effects of cultural-contextual factors on intergenerational care (Deindl & Brandt, 2011; Haberkern & Szydlik, 2010). However, few are known for the interaction pattern between contextual factors and familial intergenerational support in China. Based on the human ecological theory (Bronfenbrenner, 1979), the extent to which interpersonal processes facilitate individual development varies depending on familial, social and cultural contexts. Therefore, regarding intergenerational support in Chinese families, contextual resources and social services of elderly care may closely influence the dynamics of family support. This study is aimed at addressing two research questions: (1) What are the associations between contextual characteristics of public elderly care resources and intergenerational support in China? (2) How does gendered-pattern of intergenerational support vary according to these contextual factors at the provincial level?

Methods: The current study combined micro-level data from the China Family Panel Studies (CFPS, 2010), a nearly national representative sample of Chinese families, and macro-level data derived from a variety of national statistical resources (N=14,825 parent-child dyads nested in 25 sampled provinces). It applied four-level random-intercept logistic regression models to consider the nested data structure.

Findings: Results showed that contextual indicators (i.e. Institutionalized rate, Coverage rate of old-age social protection, Replacement rate of pension) of public elderly care resources did not have salient associations with familial intergenerational support in China such as in the European welfare states. In addition, daughters seemed to be particularly overburdened in provinces with overall better public elderly care resources, with sons' decreased likelihoods of providing support but increased chances of receiving support.

Conclusions and Implications: This study contributes to the application and understanding of ecological framework for intergenerational support. Additionally, for policy makers and social work practitioners, it draws attention to the necessity of making supportive social policies and practical programmes for family care. Social work services are particularly important to support female caregivers who come from provinces with overall better public elderly care resources in China.

Couples living with dementia orienting themselves towards an uncertain future: adopting a couplehood-lens on interaction

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Dementia is a chronic illness that not only has substantial effects on the life as well as future for the individuals diagnosed, but also affects those with whom these individuals have relationships. This has implications that need to be addressed by professional practice, not least since research has shown that the support available for couples managing dementia is insufficient. There are few studies today of how couples jointly talk about their future with dementia and how they adapt to it as a couple as well as individuals. Therefore, this presentation is guided by the research question: How do couples in interaction orient themselves towards an uncertain future with dementia?The study benefits from using the conversation analytic method when studying video-recorded interactions among 15 couples living with dementia. The findings show that either or both spouses can actively request knowledge about the progression of dementia, but at the same time the spouses without dementia express awareness of the uncertainty that is connected to a future with dementia. Moreover, either or both spouses may also express contentment with "not knowing". In all examples, one or several of the participants alternate between taking epistemic stances of knowing and unknowing as well as ascribing stances to others, and spouses can display similar or oppositional stances. The findings suggest a need for developing communicative practice for couples to jointly talk about dementia, as well as a need for practitioners in elder care to find ways of providing emotional support. At policy level, there is also a need to address couples as something more than the sum of one individual with care needs and one who cares for him/her.

Session C7: Child and family social work

Understanding the outcomes of child protection court proceedings

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Background and purpose: Child protection court proceedings are one of the most serious forms of state intervention in private and family life. There are crucial debates about whether the 'right' cases are brought to court, at the 'right time'. Too soon, and children may be unfairly separated from their families; too late, and they may suffer long-lasting harm. Either way, the consequences are life-changing. It is essential to know what sort of cases are brought to court, and why; how courts deal with the cases; and the outcomes, in two senses: the orders that are made, and the longer-term well-being of the children.

Methods: This paper draws on empirical research into the outcomes of care proceedings for a randomly selected sample of 616 children in England and Wales, from six local authority areas. About half the sample started proceedings in 2009-10, and the others in 2014-15, after notable reforms to the care proceedings system intended to speed up the duration of cases. The researchers studied court records, local authority case files, and administrative data on children in need and children in care. This enabled them to compare proceedings and orders under the two regimes, and what happened to the children subsequently, after one year for both samples and after five years for sample 1. There were also interviews with 56 local authority staff to get a picture of the policy and practice issues, and two focus groups with judges.

Findings: In terms of court orders, there are striking differences between the outcomes for the two samples. Overall, the proportion of cases ending with adoption plans about halved, whilst those ending with plans for kinship care about doubled. The proportion of cases ending with the child remaining with, or returning to, one or both parents also increased. But are these 'better' outcomes for the children? That depends on the longer-term outcomes. Here, the complexities become apparent. Most children did experience stable placements over the relatively short follow-up periods of the study, but many showed significant emotional or behavioural difficulties. Court plans did not always work out. The plans least likely to succeed were those for the child to live with his/her parents.

Conclusions and implications: The findings raise profound questions about the purpose of child protection court proceedings and the meaning of 'good outcomes'. There are significant challenges for achieving good well-being for the children, especially given the adversities they and their families have experienced. There are sometimes challenges of competing interests (for example, between siblings) and resource limitations. Law and social policy give priority to placing children with their birth parents or extended family, but a significant minority of these prove to be unsuccessful. This has practical implications, to ensure assessments are accurate and support plans realistic. There are also implications at a policy and ethical level, to realise that 'the outcomes of care proceedings' are not only to do with the individual children, but linked to views about social justice and the well-being of society as a whole.

The process of coping with child abuse within context: young Palestinian women's perspective

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Background and purpose: Coping with child and adolescent abuse has been extensively studied in Western society over the past decades. Though coping with child abuse may relate to the context in which it occurs, to the best of our knowledge, no studies have examined the immediate and long term coping process following child abuse among young Palestinian women in Israel. Palestinian girls and young women are vulnerable in the sociocultural and sociopolitical contexts in Israel, due to the intersectionality of their marginalized positions in society. These positions, which include their gender, age, ethnicity and nationality, alongside with facing abuse, may jeopardize their developmental process into adulthood. Our presentation will allow the voices of this marginalized population to be heard by describing a study regarding their coping process following child abuse. Gaining such knowledge is important not only theoretically but also practically, in order to develop effective social policy and culturally adapted interventions.

Methods: We conducted a qualitative study among twenty Palestinian young women who had been abused in childhood. The study was based on a purposive sample, with the intent of achieving variation among participants. Theoretical understandings from the semi-structured interviews were developed using a grounded theory approach.

Findings: In the short term, four strategies of coping were identified: keeping the secret, self-blame, self-renunciation, and using stress relief practices. In the long term, two main patterns of coping emerged: distancing and integration. Distancing refers to moving away from the abusive experience both psychologically and physically. The integration pattern was manifested in two ways. One was a more accepting tone of the sociocultural reality, through the use of rationalization and a positive restructuring of self, based on having respect for culture and not breaking up the family. The other was a more critical tone towards Palestinian society. While staying part of the community, the young women actively set new boundaries in their interpersonal relationships and broke sociocultural barriers.

Conclusions and implications: Our findings underscore the influences of the sociocultural environments that shape the coping process of young Palestinian women who have experienced child abuse. Moreover, our study emphasizes that the developmental stage of young adulthood may be a critical phase for reaching out to young Palestinian women who have experienced child abuse, as they are struggling to find their own way in the world. The social policy towards young Palestinian women should stem from acknowledging their right and abilities to thrive. More specifically, increasing their accessibility to higher education and employment can facilitate their economic independence as well as their overall sense of empowerment.

In addition, the fact that over time only few participants used formal support systems in order to cope with their traumatic experiences calls for a critical examination of the social and mental health services provided. More resources should be invested in the provision of culturally-adapted intervention programs aimed to reduce and address the problem of child abuse and its consequences in Palestinian society.

Implementing trauma-informed care across child systems of care – benefits and challenges: a systematic review of the evidence

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Background: Trauma-informed care (TIC) is a whole-system organisational change process which seeks to embed coherent practice models across settings (SAMHSA, 2014). It emerged from the Adverse Childhood Experiences (ACE) study in the US (Felitti et al., 1998) with subsequent international research establishing a strong graded relationship between the number of childhood adversities and negative outcomes across multiple domains over the life course (e.g. Hughes et al., 2017). Childhood adversity is known to be exacerbated by wider social conditions, with the relationship between poverty, community violence, precarious housing, discrimination and poorer life chances well established (Bywaters & McLeod, 2012). TIC strives to build collaborative relationships with children and the important adults in their lives, as well as improve care consistency across organisations and sectors. It aims to mitigate the impact of adversity by enhancing child and family capacity for resilience, and reduce organisational practices that may exacerbate the detrimental effects of trauma and adversity, and constrain engagement.

It is proposed that the increasing recognition of the significance of early social experiences offered by ACE research represents a paradigm shift for health and welfare systems. TIC implementation presents therefore an opportunity to harness this momentum for whole-systems change, embedding social justice and human rights values in contemporary social work practice by taking account of adverse childhood experiences and adverse community environments (Ellis & Dietz, 2017). ACE-awareness and TIC is, however, not without challenges (e.g. Atwool, 2018; Holland, 2018), including the potential to stigmatise service users by insufficient attention to social and economic drivers of childhood adversity, and organisational and systemic constraints.

TIC is gaining momentum across the US, UK, Europe, Australia and New Zealand with a growing body of initiatives and context-specific implementation guidance. Systematic reviews have focused on residential and inpatient care (e.g. Bryson et al., 2017), as well as organisational-level training initiatives (e.g. Purtle, 2018). To date, there has been no systematic review of organisation-wide TIC implementation in child systems of care.

Methods: Social work academics in Queen's University Belfast were commissioned by the Safeguarding Board for Northern Ireland to undertake a rapid evidence review of trauma-informed implementation in child welfare, health, education and juvenile justice using systematic search, screening and review procedures. Review outcomes would be used to inform the regional cross-departmental Early Intervention Transformation Programme.

Findings: Almost eighty papers reporting on TIC implementation at state/regional and organisational/agency levels were identified. The review found considerable commonality with the broad implementation domains of workforce development, trauma-focused services and organisational change reflected across settings. A narrative synthesis is presented of TIC implementation strategies across systems of care, together with associated evidence of effectiveness. Key research gaps and methodological challenges are identified.

Conclusions and implications: ACE-awareness and TIC implementation is growing across settings and jurisdictions. This opportunity must be seized by social work to avoid the pitfalls of a reductionist understanding of childhood adversity, and maximise the potential for welfare systems change grounded on the principles of social justice and human rights. Reviewing the evidence is one way to achieve this outcome.

<u>Session C7: Child and family social work</u>

Voluntary care and informed consent in child protection in Ireland and Finland: The 'acceptable' face of coercion and power in social work?

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Background and purpose: The findings of a recent cross-country analysis of child welfare removals in eight countries (Burns, Pösö and Skivenes, 2017) found that voluntary care is a surprisingly popular pathway into state care; but that, despite a growing evidence base on child welfare removals through the courts, there is little empirical data on voluntary care removals. There are no previous Irish or Finnish studies examining this care pathway.

Ireland and Finland, like many other countries, have systems for parent(s) – and children in some circumstances – to voluntarily agree to the placement of a child in state care. To protect the human rights of parents, children and young people, it is essential that the decision-making power of social workers in these processes is examined. The objectives of these independent national studies overlap in a critical examination of the exercise of professional power through an exploration of what informed consent means in voluntary care processes. In particular, the concept of 'voluntariness', and parents' and children's human and basic rights therein, is explored. The purpose of this presentation is to explore the notion of informed consent in voluntary care arrangements as a policy, legal and practice feature and as informed by the empirical work with social workers in both countries.

Methods: Both studies adopted a mix-methods approach. In Ireland, the study involves a national survey and focus groups with social workers, and interviews with lawyers. A further phase with children and parents is being designed. In Finland, the study includes, at the first stage, interviews with social workers, case file analysis, observations of hearings and social workers' "think aloud" recordings in three municipalities; at the second stage, the previous findings will be further elaborated with stakeholder groups of children and parents in the child protection system.

Findings: Both studies are presently collecting and analysing the data, and our presentation at ECSWR 2019 will be the first time this data is presented. The findings so far highlight the complex nature of informed consent in voluntary care. The risk that voluntary care arrangements can result from coercive social work, and a misuse of professional power and informed consent given by parents (and children), cannot be ignored. The role, competences and ethics of individual practitioners and their managers and their awareness of the rights of those involved become important in a reflective approach to the use of voluntary care.

Conclusions and implications: The findings of these studies will contribute to a critical and nuanced examination of the use of power in social work and we examine how parents' and children' rights can be protected. Ethical practice and securing informed consent in voluntary care arrangements is crucial in embodying social justice and human rights in child welfare practice and policy. There should be more attention given to this topic in research both conceptually and empirically than heretofore.

Session C8: Co-creation and Participatory Action Research

Co-creative knowledge on peer work within social work practices

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Background and purpose: The recent evolutions in mental health practices and policies increasingly focus on the deinstitutionalization of care and support for socially vulnerable groups. As a consequence, the position of citizens changes, they become possible partners in the realization of care and support. This evolution is accompanied by a growing movement of peer workers which strongly relates to the idea of 'nothing about us without us'. There is however a lack of clarity on the purpose and concrete embedding of peer work in social work practices. It endangers the instrumentalization of peer work, strengthening social inequality.

Methods: The research approach is based on the concept of co-creation which is considered useful in solving complex (social) issues and realizing (social) change. We engage with social work practices within mental health and addiction care (cf. nine teams), starting from the idea of co-creation of knowledge in relation to the question on how to structurally embed peer work.

Findings: The development of peer work should embrace human rights as a social-political stance. Peer work then becomes part of the striving towards more democratic practices, a shared knowledge construction on social problems and more social justice. As such we open up pathways to connect daily practices of care with broader issues. Doing so, power dynamics can be questioned and broken at an individual, organizational and societal level. However, experiential, professional and scientific knowledge are still being valued differently.

Conclusions and implications: In conclusion: it is essential to approach peer work as a collective social work practice in which the co-creation of knowledge is crucial. The idea is to start and maintain a shared dialogue where we connect different forms of experience, knowledge and expertise, based on a shared responsibility, with the aim of realizing qualitative care and support in a more just society.

Top-down meets bottom up: negotiating the ethics in co-produced research

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Research involving some element of co-production or partnership between professional researchers and service users or members of community organisations is becoming increasingly popular. Often there is an ethical rationale for this – based on the belief that people with expertise by experience on a particular topic have a right to play a role in creating knowledge for social change ('epistemic justice'). This presentation investigates critically the 'co' in 'co-production', highlighting some of the often hidden paradoxes and unsurfaced dilemmas. Drawing on 28 ethics cases from a new book (Banks and Brydon-Miller, 2019), we will consider the tensions between 'top-down' and 'bottom-up' ethics. 'Top-down' ethics includes: a) requirements for institutional ethical review, and b) the norms, values and motivations of the academics and professional practitioners. 'Bottom-up' ethics comprises the norms, values and motivations of community partners and service users.

Institutional ethical review sets the framework within which research may be conducted - regulating relationships between different stakeholders in advance (e.g. relating to consent, payment, data protection and ownership). Ethical review is often criticised as rigid, risk averse and excessively constraining – especially for co-produced research, which tends to be fluid and flexible. More importantly, it often sets terms for reference for what counts as ethics and whose ethics count – based on impersonal, rights-based approaches concerned to protect 'research subjects' and the reputations of research institutions and funders. An example of this tension arises in the case of a community researcher in e-Swatini deciding whether to stick to an agreed research protocol when researching health issues amongst people she knows, regardless of the fact that the questions are unnecessary and hurtful.

Academics and researchers may undertake co-produced research with a motivation to expose and challenge social injustice. They have a vision of a 'good society' and may wish to challenge stigmatisation and contribute to improving the lives of service users and members of community groups. But what if service users/community partners do not share these norms and values? For example, an Australian feminist practitioner researcher discovers the victim-blaming views of a community researcher on a domestic violence research project and reflects about how to respond.

How do academic and practitioner researchers decide when to challenge and when to respect indigenous values? How do partners negotiate together the values and norms of research processes and outcomes, both in advance and as the research proceeds? This requires considerable work by all partners to develop ethical sensitivity, surface their own values, recognise and examine value clashes and negotiate ethical positions and actions. This has practical implications (time, resources), but above all, emotional implications in terms of moral labour or 'ethics work'. This presentation draws on case examples from around the world to examine the everyday ethics work undertaken by partners in co-produced research, utilising insights from virtue ethics and the ethics of care to develop a situated ethics of social justice for co-produced research, with a view to improving practice in an approach to research that is increasingly popular, but for which many researchers are ill-prepared.

"Don't write about me without me". A study on an Italian pilot program in participatory report writing

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Background and purpose: Social workers spend a lot of time on writing tasks, which tend to be seen as an administrative burden of secondary importance compared to other "true" helping functions. Instead, writing - particularly case reports - can have a significant impact on processes and outcomes of professional practice.

Reports affect users' lives, due to their influence on decisions about needs of protection and care delivery.

Reports are not neutral. They can give voice to users and carers, or they can silence them. Reports contribute to "construct" reality, in telling users' stories as a failure, or as a hard journey towards a more hopeful landscape. This, in turn, disempowers or supports users and carers in improving their wellbeing.

Writing reports can be a critical reflective practice, if the social worker uses it to analyse his/her own representations of users and carers, and his/her role in their lives.

Users' and caregivers' participation in report writing can provide a major contribution in transforming it into an anti-oppressive practice, that embodies social justice and human rights. In this presentation, the first (as far as we know) Italian experiences in participatory report writing (PRW) will be discussed.

Methods: A small three-steps-pilot program was developed.

- In a first step, after a brief initial training on critical social work reports, social workers from a Children Residential Service wrote three reports together with children, their parents and/or caregivers. These reports served as a basis for draft guidelines for a PRW process.
- In a second step, other practitioners from Child Protection and Children Residential Services were engaged, and a total of seven PWR processes were realized.
- In a third step, an evaluation was conducted. A textual analysis of reports was carried out, with regard to their contents and language, also in comparison with previous reports by the same workers, about the same cases. 17 unstructured interviews were made with users and practitioners, about their experiences. The resulting qualitative data were subjected to a content analysis.

Results: The reports showed a better content quality. Users felt to be well represented. Language became clearer, both for users and professionals. Some arisen difficulties were faced: such as to avoid professional jargon rhetorical devices to figure out the social worker's role not as a simple collector of the various points of view, but as a key-person in writing a narrative where different opinions could have been placed; to decide whether to share or not some delicate information with little children some delicate information; and to find time to write together. On this basis, more detailed guidelines on developing a PRW process were outlined.

Conclusions and implications: To write a report in a participatory way resulted a limited task, but with a strong symbolic value, as it calls into question the power relation between users and practitioners. While more studies would be needed for a full development of PRW practice, this program showed that PRW has the makings of promoting a new way to look at users and a more empowering approach.

Shared ownership between social work professionals and network as leverage for sustainability in outcomes?

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Professionals and informal network work together in obtaining solutions to problems, using different knowledge. A strong tendency, in politics as well as in society, emphasises the need of participation of service users and their network, as well as civilians mutually in creating outcomes and solutions to occuring challenges. Professionals need to relate to service users, their network and the society as equivalent in their different roles. Scholte (s.d.) refers to the working alliance between professionals and network as a key factor to make methods/interventions work.

We argue that shared ownership is an indispensable condition in order to create this alliance into a successful, long-lasting commitment to sustainable change. Admiraal (2012), Krüger (2010) and Avgitidou (2009) state that everybody involved should feel part of the group in an equal responsibility for the collaboration as well as its outcome. A feeling of belonging can be achieved by mutual trust and safety in which all participants can speak up and can show vulnerability. Akkerman & Bakker (2011) describe this as a common community and thus as a way of boundary crossing. It includes the importance of brokers, belonging to both worlds and therefore able to make bridges.

Research questions are:

- In which way can this concept of shared ownership be a leverage for sustainability in outcomes of cooperation in welfare and care?
- Are existing methods of collaboration characterized by elements of shared ownership?
- What is the role of brokers in creating a sense of shared ownership?
- When do both parties involved consider reached solutions/outcomes as shared?
- What should be the position and attitude of social professionals in reaching shared ownership?

Together with students in social work, we execute practice based research in 4 different contexts. We focus on youngsters and their network in family group conferences. Secondly we focus on youngsters in situations of poverty and exclusion, united by a socio-cultural organization. A third study will be situated in elderly residential care. The final study is situated in a municipality where local authority is installing a caring network with the local volunteers.

Each practice will have a specific focus and a different methodology. In the first research we will conduct semi-structured in-depth interviews. In the following 3 areas we will do action research.

With these findings we hope to grasp the role of shared ownership and its determing factors for sustainable collaboration.

Session C9: Social work and measurement

Data linkage and cohort analysis to understand the impact of policy change on children's care journeys

Judith Masson* (1), Ludivine Garside (1), Jonathan Dickens (2)

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Background: Data on children in the care system in England and Wales (and elsewhere) provides snapshots of entry, exit and the care population but does not track how children move through the system, and thus the impact of changes in laws, policies and practices. In addition, where court decisions commit children to care or return them to parents, systematic information is not available to courts about the consequences of those decisions for children. The Outcomes of Care proceedings for Children before and after Care proceedings Reform Project (2015-2018) was designed to test the potential of data linkage to fill these gaps, and to examine children's outcomes before and after major legal and practice reforms, which limited the length of care proceedings to 26 weeks (half the prior average duration).

Methods: A natural experiment comparing process and outcomes for 2 random samples of children subject to care proceedings in the same 6 local authorities in England and Wales in 2009-10 before reform (S1: 170 cases 290 children) and 2014-15 after reform (S2: 203 cases 326 children). Data relating to children, families and the proceedings were collected to court files and linked to administrative records of the children's care and services from the local authorities (match rate: S1 90%; S2 98%). Further detail was extracted from social care files for a subsample of 60 children from each sample, and for subsequent proceedings, from the Cafcass database in relation. Analysis using SPSS compared the two cohorts in relation to proceedings, court orders and care journeys/ outcomes 1 year after proceedings ended. S1 was followed for 5 years. Comparisons in terms of well-being were made for the subsample.

Findings: Deterministic methods were successful for matching court to care data; cases brought before the court during the two periods were very similar in terms of children's ages, child protection concerns, children's services involvement etc but court process and orders were significantly different in key respects. Proceedings were shorter after the reform and orders were different, with fewer children committed to care during proceedings, fewer orders approving adoption plans and more supervision orders or orders for care by relatives (SGOs). Limited information was available in administrative records about children not in care following proceedings but cases were generally open as 'in need' for 1 year after the order. Children who were re-unified exited care at the end of court proceedings not subsequently.

Conclusions: Three variables from the court data: the dates for the start and end of the care proceedings and the order made enabled identification of the separate cohorts in the administrative data and analysis to show the impact of the legal changes. Such analysis provides the basis for feedback to courts about children's outcomes and assessing the impact of legal / court change on decision-making. Work is ongoing with local authorities to test whether they can apply the same approach adding these variables from their legal department case management systems.

An experimental approach to reducing non-take up of benefits and services at the local level: set-up, results, and lessons learned

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Welfare states are plagued by high levels of non-take up (NTU) of benefits and services. NTU represent a failure of welfare states in granting each and every one the social rights one is entitled to. In this research project we seek to assess the impact of the MISSION program, an outreach program towards disadvantaged families at the local level in the Belgian city of Kortrijk. The objective of the program is to increase the take-up of local social services and benefits, with a particular focus on employment and income protection. The study is designed as a randomized controlled trial (RCT) which enables us to test whether close counselling by multi-disciplinary outreaching case handlers is effective to increase take-up rates. The experiment lasts until the end of 2019. In addition we aim to 1) further our understanding of the underlying mechanisms of NTU; and 2) examine other possible outcomes of the intervention. Therefore the RCT is complemented by a mixed method approach in which participants to the experiment are surveyed before and after the treatment, in order to shed light on determinants of NTU and examine as well other outcomes including well-being, social network, trust in institutions, satisfaction with social services and objective measures of living conditions. This enables us to go beyond the 'what works?- question and discuss the reasons why something works (or doesn't). Moreover, action research is deployed to gauge how case handlers achieve their goals and to improve the flow of information between local organisations, families and case handlers. In this presentation we present the design and methodology of the study, discuss ethical considerations in the set-up of an experiment in 'real life' involving disadvantaged families, and present first results.

A new approach for local government decision-makers using economic evaluation and capability-adjusted life-years: exemplifying a NEET intervention in Sweden

Anni-Maria Pulkki-Brännström*, Curt Löfgren, Lennart Nygren, Anneli Ivarsson, Lars Lindholm, Klas-Göran Sahlén

Umeå University, Sweden

Background: Preventing continued marginalization of youth in the NEET (not in Employment, Education or Training) category can increase life expectancy. Rigorous evaluations of NEET-related interventions are scarce and often not consistent with maximising citizens' quality of life. In this paper we conduct an economic evaluation of a hypothetical NEET intervention in the Swedish context. We use capability-adjusted life-years (CALYs), a novel outcome measure that captures quality-of-life effects including but not limited to health, which is the targeted effect in the corresponding measure in health care, i.e. QALYs.

Methods: Lifetime productivity gains and local government budget impact were estimated for a hypothetical cohort of 30 youths. The intervention was assumed to prevent one youth from remaining in the NEET category. Data from Swedish national registers were used to estimate productivity gains, costs and cost savings over the average life course associated with finalizing upper secondary education. Life-years gained were estimated using age-, sex-, and education-specific mortality risks from Statistics Sweden. The interim CALY dimensions were taken from a Swedish pilot study and CALY weights for "lower secondary" and "upper secondary" education were estimated from a cross-sectional random sample of the Swedish population. A threshold value for acceptable cost-effectiveness was cautiously assumed to be substantially lower than the corresponding threshold value for QALYs in Sweden.

Findings: The presentation demonstrates calculations of this approach in a model including:
- Intervention costs including additional schooling.
- An estimated effect – i.e. how many of the target group that leave the NEET position and what difference this makes in terms of CALYs compared to remaining as NEET. An approximation is made to life courses for persons with different educational levels (population data).
- Additional life-years due to the mobility from a NEET situation to a higher life-course.
- Gender differences.
- The related net incremental increase in local government (municipal) revenues.
- Productivity gains for women and men.
- Chosen discount rate (3%).
- Elderly care costs for women for men.

The main outcome is the CALY value for the individual. The acceptable Cost/CALY gained depends on the chosen threshold value. The model also produces the distribution of cost effectiveness for the subsectors: local government, county (health care) level, state level and for society as whole (including production value). The approach includes an alternative way to calculate: Given a chosen threshold value (cost/CALY gained) an intervention has to transfer at least X persons to the higher life course. In the absence of evidence-based interventions, decision makers can use the model for a reasonable judgment of whether this will be a likely outcome of the intervention.

Conclusions: Health economic evaluation methods can be successfully adapted to help local government decision-makers to maximize quality of life. CALYs include capability dimensions that are emphasized in a human rights perspective, and are a relevant outcome measure when health-related quality of life is insufficient to capture the full benefits of interventions outside the health sector.

Who matters? Using social network analysis to explore important relationships of at-risk parents

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Personal networks of parents are a complex web of interdependent relationships that go beyond the boundaries of the household. These networks vary significantly in their size, density or composition. Research has shown, that personal network configurations have a strong influence on the quality of parenting. Particularly, social support has been stressed as a very important factor (Armstrong et al. 2005). In fact, research suggests that the availability of social support for example leads to more frequent (and positive) parent-child activities, to more pleasure in the parenting role or to an increase of parental self-efficacy. Nevertheless, social networks can also have negative effects on parenting practices. Personal relationships can be a source of frequent conflict, stress, control or ambivalence. As a matter of fact, the co-occurrence of positive and negative dimensions is a common feature of personal networks of parents.

However, access to social support is not given to all parents to the same extent. Research suggests that parents in disadvantaged situations have less access to social support than other parents. This lack of resources can raise the risk for vulnerability, especially when crises or challenging situations occur. Against this background, the consideration of personal networks of parents using child welfare services is very relevant to understand their embeddedness in social contexts.

Based on a sample of 60 at-risk parents living in Switzerland, I will present the advantages and challenges of applying social network analysis in social work research. The focus will be on egocentric networks. For example, I will show how social network data can be collected and how network measures (e.g. centrality, density) can be applied and usefully interpreted. The parents in the sample were interviewed at the beginning of a social pedagogical family intervention in the year 2018. This home-based intervention addresses families in which the well-being of a child is at risk.

In this presentation, I particularly address the conference theme "methodological developments". Social network analysis is an innovative and easily applicable research method, which stresses a socio-ecological view on individuals. Social network analysis is a tool to explore important relationships of service users and to evaluate whether social work interventions have an impact on the structural position of individuals in their personal networks. Thereby, this paper contributes to the postulated need of a conceptualization of a social network perspective in the discipline of social work (Geens & Vandenbroeck, 2014). Moreover, evidence about personal network configurations of parents using child welfare services as well as ways to approach and change these networks is important information for professionals to design their interventions.

Symposium 4

Students preparedness for placement & practice, a transnational study

Kirsteen Laidlaw* (1), Elena Cabiati* (2), Oystein Henriksen* (3), Caroline Shore* (4)

1: University of Cumbria, United Kingdom; 2: Catholic University of Milan, Italy; 3: Nord University, Norway; 4: University College, Cork, Ireland

This symposium arises from the ESWRA special interest group in Research on Social Work Education. For this symposium we have four researchers employed by different European Universities to share a common worry and aim for Social Work Education: how to support students to be ready and prepared for the reality of practice in placements and practice once qualified.

It is often stated that the relationship between social work education and practice is nonlinear: how theory and education programs help students in meeting the reality of social work practice remains a controversial issue filled with complexity. Although globally there is agreement about the importance of achieving a balance between theory and practice, the reality is that there is a lack of robust research evidence to achieve this goal. "Practice shock" is a term used often to describe the impact on students & new graduates in meeting the reality of the practice. Shock suggests that this impact could be adversely challenging and therefore may have negative influences on an individual's professional development and personal wellbeing.

After a preconference workshop held in 2016 in Aalborg, the researchers decided to establish a comparative study between the different interested HEI's. The research aim was agreed as "how teachers and students could work together to better the effectiveness of transnational social work education programmes". This now involves a longitudinal project of at least 3 years. Different HEI's are at different stages in the data collection process but data was first collected in 2017 and it is planned that each project will last approximately 3 years.

Within this framework each researcher has identified specific research goals to investigate using both qualitative and quantitative methods, according to the peculiarities of the individual researcher within their context. At each university we are all progressing with our project in accordance to our ethical permission and research design. Students from Bachelor's and Master's programmes as well as practice educators and university tutors are being invited to participate.

From an initial analysis interesting outcomes are emerging that could inform European social work education programmes. Some of these issues are: the promotion of anti-oppressive education; the development of strategies to help students in preventing and overcoming practice shock; the promotion of coherence as a suitable way to bring into focus the complexity of the interrelationships between theory and practice; and the active engagement of students and practice teachers in the evaluation and improvement of social work education models.

This symposium focuses on the presentation of the research design and a discussion of the initial analyses. The authors will combine the themes that have emerged from each University with key common points that are of interest to the transnational context of this topic.

Symposium paper 1: "Like a jigsaw puzzle coming together"

Caroline Shore*

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Successful completion of a social work degree in Ireland, as in other jurisdictions around the globe, requires students to engage in periods of both college and practice-based learning. A presumption of coherence between these two contexts is assumed within programme design, with

significant focus on 'preparation for practice' built into teaching and learning approaches in the educational institution. How students experience such preparation,is the focus of the first phase of this planned longitudinal study.

All students registered in first year of the Masters and third year of the Bachelors degree in social work in one university in Ireland in 2017 were invited to participate in online surveys to establish their perceptions of preparation, and the related but subtly different concept of 'readiness' for initial exposure to practice. Data collection occurred both directly before and just after first supervised fieldwork placement. Focus groups to probe deeper into survey responses were a facilitated on the students' return to campus. This study utilises a predominantly qualitative approach, to reveal each student's perceptions and prioritise their voice.

Findings indicate that although students perceive that college prepared them relatively well for certain defined aspects of practice, including some skills and theoretical approaches, there were other, more nebulous pieces to the practice experience which in retrospect they felt could only be truly 'learned' through immersion in the placement. The centrality of the individual practice teacher to each student's sense of professional development on placement was a further key finding.

Symposium paper 2: Are Social Work Students' agentic service users of their programmes or disempowered consumers?

Kirsteen Laidlaw*

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This paper will examine areas that reduce the level of perceived agency of Social Work Students in England to experience the empowerment & confidence we all wish for them. To improve practice we must evaluate our education programmes, and as academics, demonstrate the agentic role models we wish our students to emulate in practice.

In England, there has been a push towards the marketisation of Higher Education where students pay the equivalent cost of a luxury car to get the opportunity of training and registering as a Social Worker. One outcome of marketisation is that many commentators believe students are no longer 'idealistic learners' but 'consumers of education', eager to get a degree & become part of the consuming society. It is erroneously claimed, students can give feedback about courses and change the subsequent ranking from various University Guides.

Political landscapes can also impact education delivery in Social Work. The most recent examples we have seen are the attempts of a 'struggle for the soul of Social Work' acted out through the competing contemporaneous reports published in 2014.

The additional element is the regulation of programmes, where there has been a political desire for commonality that has bled into uniformity and consequently a focus on the statutory requirements of Social Work rather than community action and social justice.

We would like to investigate and compare these issues in the Universities and nation states involved in this research project and to determine if it is possible or desirable for students to utilise their agency in the evaluation and development of programmes. The question that remains is how do we as academics support and empower students within the current political and regulatory environment to ensure their voices are heard?

Symposium paper 3: To guide and be guided towards the reality of Social Work Practice

Elena Cabiati*

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In the context of the Catholic University of Milan, the research project aimed to investigate "Who and what helps students to positively meet the reality of practice", starting from a crucial step:

the first practice placement. It is known that the first practice placement is for all students expected and demanding. From several years, alongside a general satisfaction, students' reported a common challenging point: the distance that they perceived between theory (what they have learned in the university) and practice (what they meet in the fieldwork). To learn how to lessen this gap, increasing coherence between "what educators think considered needed for the practice" and "what students perceive as necessary to cope with the reality of practice", our research has involved 75 students at the second year of bachelor's degree and 40 experienced practice teachers. In 2018, the research actions have been conducted through quantitative and qualitative tools: interviews and surveys with social work students pre and post the practice placement experiences, Delphi-technique with a group of practice teachers, meeting groups with students and practice teachers. Expectations, opinions, concrete suggestions and requests have been collected from both sides. Findings highlight the relational dimension of social work education: to guide a future social worker and to be guided in becoming a future social worker is a jointly demanding process, an act of reciprocally influence and responsibility that beyond formal collaborations require helping relationships and dialogue spaces between students, practice teachers and professors.

Symposium paper 4: Coherence between education and social work practice in a transitional context

Oystein Henriksen*

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The relationship between education and practice is complicated. This concerns both the relationship between theory and practice within education and between the learning outcomes from the education programs and the competence requirements within the profession. In the field of education research, the term coherence is often used in studies of such issues. The concept is inspired by Antonovsky's concept Sense of Coherence, and emphasizes the importance of establishing meaningful relationships between conditions that contain tensions. At present, new management systems and framework plans for social work educations in Norway are being established. We can identify many different tensions in this work. On the one hand, there is an increased ambition to define social work as a discipline with its own autonomous knowledge base (See the global definition of social work from, IASSW 2014). On the other hand, there is a strong focus on education being more practice-near, where specific competence requirements within different welfare services should govern the content of education.
Our research project focuses on coherence within learning outcomes among social work students and newly educated social workers. To what extent and in what way do students and educated social workers manage to establish meaningful relationships between theory and practice in education, and between education and professional practice? To study this, we conduct focus group interviews with students after practice placement (in fifth semester), social workers within the first year of the profession, and social workers who have been in the profession for 3-5 years. We plan to complete data collection by the end of 2018.

Symposium 5

Aesthetic turn in social work: embedding the arts in social work practice and research

Susan Levy* (1), Ephrat Huss* (2), Tony Evans* (3), Erik Jansen* (4), Eltje Bos* (5), Menny Malka* (6), Paola de Bruijn* (4)

1: University of Dundee, United Kingdom; 2: Ben Gurion University, Israel; 3: Royal Holloway University of London, United Kingdom; 4: HAN University of Applied Sciences, Netherlands; 5: Amsterdam University of Applied Sciences, Netherlands; 6: Sapir College, Israel

This symposium draws together academics from across Europe involved in pioneering work in the use of arts in social work research and practice. This work led to the 2018 first Routledge edition of Art in Social Work Practice: Theory and Practice, International Perspectives, edited by Huss and Bos. The collection of six papers presented for this symposium will introduce the aesthetic turn in social work and add layers of complexity into this field of research and practice. The papers draw on both theoretical and empirical perspectives from diverse European contexts and with a range of user groups.

The use of art as a methodology will be introduced for co-creating knowledge, developing new forms of communication and as a conduit for social change. The embodied relational aesthetic integrates and captures the subjective experience of the individual, the relational context, and the physical socio-cultural context of the research participant. Two of the presenters problematize the meaning and the ambitions of creativity in social work. One arguing that creativity presents opportunities for practitioners to work with policy discretion, offering a humanising, problem-solving and innovative approach that can help frontline staff to recognize discretion as a site where creativity is used to make services work. The second, draws on work with people with profound and multiple learning disabilities, calling for (re)engaging with the affective and relational dimensions of creativity, rather than economic rationalisation, to build meaningful and transformative outcomes for service users. The impact of the arts on wellbeing is further explored through distinguishing between the intrinsic, instrumental and constructive value of art. This paper uses the concept of epistemic injustice to highlight how the arts can represent specific types of epistemic practices that potentially provide valuable support for people in marginalized positions, and that this should be visible within social work. Drawing on findings from a range of European projects, Antonovsky's Sense of Coherence is used to evidence the impact of the arts on wellbeing and overall happiness. A study utilising PhotoVoice as a methodology to connect the micro and macro experiences of children of addicted parents further contributes to building understanding and the empirical foundation of the aesthetic turn in social work.

Symposium paper 1: Using Embodied Relational Aesthetics in Social Work Research

Professor Ephrat Huss (1)

1: Chair: Arts in Social Work Masters Specialization, Charlotte B. and Jack J. Spitzer Dept. of Social Work, Ben-Gurion University of the Negev, P.O.B 653, Beer-Sheva 84105, Israel

This presentation connects to the conference theme of methodological developments and innovation in social work research: its aim is to describe the embodied relational aesthetic turn and its contribution to social work research specifically. It will describe and integrate sensory, perceptual, autobiographical and cultural memory elements, and most importantly, the relational elements into research - so that a triangle between the subjective experience of the individual, the relational context, and the physical socio-cultural context or world of the research participant is captured in research.

The presentation will firstly outline the mechanisms and rational of arts based research such as the interrelationship between subjective and objective knowledge, as caught in figure and background, spatial elements as social recourses, and sensory and emotional elements as expressed in symbols.

Secondly, it will demonstrate how these mechanisms enable a reflective but also expressive broad hermeneutic space within which to enable social workers and service users to co-create knowledge so as to "re-search" for the multiple truths of both of their experiences- outside of the limitations of professional abstractions.

Thirdly, the presentation will discuss the rational for placement of arts in research - as method, subject and outcome of research - as a way to create more communicative forms of knowledge to enrich both academic but also service user-communities. Finally, methods of using arts collaboratively as a methodology for social change will be outlined.

Implications of this model for including arts and humanities as a "third pillar" in social work will be discussed. Relevant publications from the author's books and papers on arts in social work research will be utilized as examples of the above theories, arts mechanisms and their placements in research.

Symposium paper 2: Using Drama as a Form of Inquiry: Discretion, Creativity and Policy Work

Professor Tony Evans (2)

2: Department of Social Work, Royal Holloway, University of London, Egham, Surrey, TW20 0EX, UK

In this presentation, I will use the idea of creativity to challenge the traditional approaches to policy discretion as a prosaic problem of ill-fitting cogs in machines of law, policy and practice — where discretion is seen as a deficit in policy, a hole, that occurs: '(…) whenever the effective limits on his [a public officer's] power leave him free to make a choice among possible courses of action or inaction' (Davis 1971: 4). Creativity, I will argue, offers a more fruitful way to look at frontline discretion in the policy process as humanising, problem-solving and innovation, which in turn can help us to recognize discretion as a site where creativity is used to make services work. To do this I will first consider creativity as an integral but under-recognized aspect of discretion in human services. Seeing discretion through the lens of creativity draws our attention to its role in crafting services around policies. I will then explore problem-solving, imagination and understanding and engaging with other people's perspectives, as aspects of creativity. Creativity, I will argue, enables practitioners to recognize discretion as a positive dimension of their practice; to find space to provide services, and breathe life into policy on the ground; and it translates bloodless documents and protocols into human services.   As such it has the potential to contribute a critical edge to discretion in the relationship between social work and policy — but in considering this we also have to consider the ethics of policy discretion.

Symposium paper 3: Embedding the Affective and Relational Dimensions of Creativity in Social Work Practice

Dr Susan Levy (3)

3: School of Education and Social Work, University of Dundee, Dundee, DD1 4HN, UK

Threaded throughout Scottish social policy discourse practitioners are being tasked with working in more creative ways to co-produce social care with service users and carers. This paper argues that the prevalence of references to creativity in policy and practice should be contested. All too frequently creativity is interpreted in economic terms, doing more for less, which can productively lead to innovative and new ways of working. Whilst valuing this as an approach to integrating change into professional practice, it can lead to a disconnect from the experiential and affective dimensions of creativity and 'art as experience' (Dewey, 1934). Drawing on empirical findings from a study based on artists working with people with profound and multiple learning disabilities (PMLD) in a learning centre in Scotland, the paper will argue for realigning creativity with experiencing art as affective.

This appreciative inquiry used qualitative data from reflective diaries and semi-structured interviews with artists, carers and learning centre management, collected over an eight month period. The affective and relational dimensions coupled with motivating practitioners, 'giving permission' for them to work differently and be inspired by their work, were fundamental to the impact of enhanced wellbeing of service users and practitioners. It will be argued that this approach to creativity emerges when there is an openness and flexibility within health and social care policy and practice.

Symposium paper 4: Art Inequalities: Cultural Capabilities and the Social Worker

Associate Professor Erik Jansen (4), Paola de Bruijn (5)

4: Research Centre for Social Support and Community Care, HAN University of Applied Sciences, Kapittelweg 33, 6525EN Nijmegen, The Netherlands, 5: Research Centre for Social Support and Community Care, HAN University of Applied Sciences, Kapittelweg 33, 6525EN Nijmegen, The Netherlands

Recently, we have distinguished the intrinsic, constructive and instrumental values of the arts for human wellbeing and human capabilities in particular (Jansen, 2018a; 2018b). Intrinsic value refers to artistic value for its own sake, as in aesthetic value or value inexpressible in other terms, such as for play (Huizinga, 1938). Instrumental value pertains to externally obtained value, such as art providing money, social cohesion or creative innovation. Constructive value combines intrinsic and instrumental aspects into the socio-epistemic domain, interweaving hermeneutical and social processes, e.g. with socially engaged or activistic art.

In this presentation we focus on the constructive value of art. We developed a social practice model of art which is based on the new materialism approach (Fox & Alldred, 2016). Furthermore, we apply Fricker's (2007) theory of epistemic injustice and argue that artistic activities, culture and the arts are part of our collective hermeneutic resources. These resources are essential for an individual's task of making sense of and reconciling herself in relation to a rapidly evolving and complexifying world (see Bauman, 2007; Ewijk, 2018). In our view, the arts represent a specific type of epistemic practices potentially providing valuable support for people in marginalized positions. Thus, unequal access to these practices may lead to epistemic injustices that, as grave entrenched inequalities, should be of social workers' special concern. In the presentation we advocate social work research and practice methods promoting insight in these injustices and extending the professional action repertoire. One such method is based on the art education method Visual Thinking Strategies (Yenawine, 2012) allowing participants to engage in dialogue concerning existential issues, which is currently being adapted for use in social work (Bruijn, in preparation).

Professor Eltje Bos (6)

6: Amsterdam University of Applied Science, Research Institute for Societal Innovation Wibautstraat 5A, Amsterdam 1091 GH, The Netherlands

How art based work, through some insights of positive psychology by Seligman and Lyubomirsky and others, help to understand why art based interventions in social work can contribute to resilience.

Exploring how the salutogenic 'sense of coherence' approach by Antonowski with its concepts of comprehensibility, manageability and meaningfulness relates to the happiness hypothesis by Seligman and Lyubomirsky. This hypothesis claims to unfold the aspects in a human life that contribute to a feeling of wellbeing /happiness. It helps to understand how art based social practice can contribute to resilience (to feeling positive about oneself and to enhance the capacity to influence one's circumstances). In this exploration examples from recent European projects will be used; storytelling in 5 European countries to connect youngsters belonging to cultural groups that hardly even encounter each other, and the feeling of wellbeing of Syrian refugees in Europe expressed in photography.

Symposium paper 6: Using Photovoice to Integrate between the Micro and Macro Experiences of Children of Addicted Parents

Menny Malka (7)

7: School of Social Work, Sapir College, M.P. Hof Ashkelon 79165, Israel

In this presentation, I will present a protocol for the implementation of photovoice as a basis for group therapeutic intervention for children (which are in early adolescence stage) of alcohol addicted parents. In addition, I will present three central themes that characterized individual and group processes during the intervention and explore the unique role of photovoice as art base methodology that connects between micro (Internal reality) and macro (external and social reality). The three themes are:

1) Individuation through photography
2) Create a safe distance with photography to talk about difficult topics
3) Photography as a means of projection

Finally, key insights will be presented regarding the contribution of photovoice to group therapy for children of alcohol addicted parents.

Symposium 6

Social work as a policy actor in realizing a human rights perspective

Joris De Corte* (1), Rudi Roose (1), Gal John* (2), Weiss-Gal Idit (3), Guidi Riccardo* (4)

1: Universiteit Gent; 2: Hebrew University of Jerusalem; 3: Tel Aviv University; 4: University of Pisa

Throughout the history of the profession, social work has aimed to find a balance between the treatment of individuals and a more structured approach to realize broader social reforms. Nevertheless, a long-standing critique on social work is that it is 'a dog that doesn't bark', as it doesn't live up to the challenge of changing unjust policies, and as such is merely an affirmative practice of the status quo.

In this symposium, we focus on the critical role of social work as policy actor in realizing a human rights perspective. Our key argument relates to the fact that this policy role is performed at three distinctive yet interrelated levels of analysis: the micro-level of the day-to-day activities and support provided by individual social workers who are using discretion when actually implementing social policy measures; the meso-level of the collective decisions made within the organizational entities in which these social workers are embedded; and the macro-level of the social policies that affect the lives of all individuals, groups and organizations that live and operate within a well-delineated geographical area.

Hence, in order to realize their social justice mission, social workers must be primarily able and willing to capture a wide variety of needs, concerns and aspirations of (disadvantaged) groups of people within a society or community. Moreover, these micro-level observations or frustrations about experiences of injustice or the impotence of people to shape their own lives might then provide a breeding ground to raise broader debates at the meso- and macro-level as well.

Performing a policy role at the meso-level is then about the ability of social workers to find a way to transcend this mere individual level and to translate particular concerns into issues that are collectively discussed within their own institution, administration, organizational entity, etc. This reflective process is basically shaped by launching both formal and informal debates and dialogues with fellow frontline workers and managers to structurally improve the quality and accessibility of the organizational support that is provided to people and groups.

Finally, the policy role is also exerted by transferring these signals or concerns to the macro-level of social policy makers. This is done through various advocacy strategies with which individual social workers and social work organizations also aim to influence the perceptions and decisions of those possessing the power to develop and evaluate social policies.

Whereas these micro- and meso-level practices are mainly used to inform (or change) social policy measures, we must also recognize the reciprocal impact of the macro-level as policy measures shape (or limit) the autonomy and flexibility of the social work profession to perform its activities on a day-to-day basis.

In sum, the main aim of this symposium is to discuss the need for theoretical and empirical knowledge for social workers and social work organizations to performing their policy role through the complex interplay between the micro-, meso and macro-level.

Symposium paper 1: Exploring the role of social workers as policy actors from the perspective of neo-institutional theory

Joris De Corte* (1), Rudi Roose (1)

1: Department of Social Work & Social Pedagogy, Ghent University, Henri Dunantlaan 2, 9000 Ghent

Within many contemporary welfare states, the social work profession has acquired a relatively autonomous position as a mediator between the public sphere of government and the private sphere of individuals and families. This intermediate position implies that social workers constantly (re-)negotiate the relationship through which private needs and wants are transformed into issues of broader concern.

Hence, in order to realize their social justice mission and to perform a political role, social workers capture a wide variety of needs and concerns of (disadvantaged) groups of people within a society or community. More importantly, we equally acknowledge that these day-to-day experiences and micro-level observations offer fertile ground to launch collective debates and a reflective process within their own organization about issues such as the quality, usefulness or affordability of the support that is provided.

Hence, our contribution to this symposium focuses on how individual social workers use their own agency when shaping their day-to-day work as street-level bureaucrats. We hereby rely upon insights derived from neo-institutional theory to explore how social workers succeed in initiating critical reflections about social policy measures and the subsequent practices that are developed within the organization in which they are embedded.

Based upon several empirical studies that were conducted in the fields of poverty reduction, homelessness care and Child Welfare Protection, we provide concrete examples of situations in which social workers deliberately use their agency to initiate critical reflections in the mind-set of their front-line colleagues and also managers about some of the guiding logics and operational rules, criteria and routines that are often taken-for-granted and no longer questioned.

Paper 2: When Does Opportunity Knock for Social Worker Policy Actors?

John Gal* (1), Idit Weiss-Gal (2)

1: Paul Bearwald School of Social Work and Social Welfare, Hebrew University of Jerusalem, Binyamin Mazar Street, Jerusalem, 2: School of Social Work, Tel Aviv University, Dr George Wise St, Tel Aviv

Social workers’ policy engagement has been the subject of growing interest in the social work discourse in recent years. In order to contribute to theoretical and empirical knowledge for social workers and social work organizations seeking to undertake their policy role, this lecture will seek to better understand one of the types of factors that determines this engagement, particularly on the macro level.

The focus of much of the discussion on the factors associated with social workers’ policy engagement has been on social workers’ motivation to engage in policy practice and the degree to which their workplaces facilitate this type of activity. However, the discourse tends to ignore the impact of the policy environment on this. Drawing on the concept of “opportunity structures” and insights from the neo-institutionalist literature, this article suggests that social workers’ access to the policy-making process is crucial if we seek to better understand their policy practice. On the basis of examples from different countries and historical periods and a more in-depth examination of Israeli case studies, we underscore the ways in which opportunity structures deriving from

institutional or temporal factors lead to divergences in the form and level that policy engagement by social workers takes in different contexts.

Symposium paper 3: The Policy Practice of South European Social Workers' Organisations in the Shadow of Austerity

Riccardo Guidi (1)

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Although the political responsibility is robustly rooted into social professions, comparative studies showed that social workers' policy engagement tends to be worldwide low, especially when the reference is to the so-called 'policy practice'.

One can wonder if something has changed in the critical juncture Europe has lived in the last 10 years. Especially in the Mediterranean countries economic recession and austerity politics have had so heavy impacts on social and human rights that social workers' responsibility to act for social justice has experienced a radical and dramatic test bed.

The Paper addresses the evolutions of social workers' policy practice in the shadow of austerity in three moves. First, starting from Gal, Weiss-Gal (2015) proposal, it discusses the importance and pitfalls of collective policy practice and the role of professional organisations. Secondly, mainly based on social movements and critical policy literature, it formulates different hypotheses on the evolutions of (collective) policy practice under the pressure of recession and austerity. Finally, it compares the situated action of social work professional organisations in Italy, Spain and Greece in hard times.

Research results allow to develop the debate on social workers' policy practice in so far as they contribute to better shape the intertwine of 'professional' and 'political' into the macro-scale collective policy practice and the relevance of social work professional organisations. Moreover, it helps us to define different paths of collective policy practice in (Southern) Europe and account for the divergence by considering the national interrelationships between agency and structural features.

Symposium 7

Social work in an era of restrictive migration policies. The case of return-counselling.

Robin Vandevoordt* (1), Joris Kennis* (2), Claudia Olivier-Mensah (3), Erlend Paasche* (4), Sigrid James* (5)

1: Refugee Studies Centre, Oxford University; 2: Fedasil, Brussels; 3: Institute of Education at the Johannes Gutenberg University Mainz and Institute for Social Work and Social Pedagogy in Frankfurt a. M; 4: University Of Oslo. Department of Criminology and Sociology of Law. Norway; 5: University of Kassel, Department of Social Work and Social Welfare, Germany

Introduction: In the fast-changing contexts of global migration, social work practices are continuously in need of review. Across Europe, governments are shaping living environments and legal contexts in order to restrict immigration and induce effective return. To do so, they often outsource significant parts of the implementation of their policies to social workers. This gives rise to a series of methodological and deontological tensions: can social workers find their place within the dominant approach of migration management? How can social workers reconcile or contest these objectives with the aims and aspirations of the migrants they work with?

Panel theme: Throughout migrants' trajectories, "returning" to their country of origin tends to be a possibility. On the one hand, this includes a natural process of reflection and decision-making of the returning migrant. From this perspective, the role of social workers can be defined as one of providing assistance and social support to ensure a sustainable return stimulating well informed decision-making, return preparedness and reintegration. On the other hand, government agencies increasingly use assisted voluntary return and reintegration programs (AVRR) for particular groups of migrants, as a first stage of voluntariness before enforcing return. From that perspective, social workers' task is to convince and eventually comply migrants with return. The ongoing discourse 'to be tough on immigration', the common reframing of 'irregular migration' and the simplification of concepts like 'home', 'voluntariness' and 'preferred outcome' thereby complicate social workers' role of providing social support.

The panel therefore intends to explore the experiences, practices and methodological approaches of frontline workers and how they position themselves in the field of migration management and social support. We will focus on the following questions:

- How can return decision-making be conceptualized in a framework of disputable voluntariness?
- How do social workers position themselves vis-à-vis restrictive policy goals?
- How do migration management objectives and discourses influence the outcomes of social work?
- How can social workers leave room for migrants' agency, and what are the challenges they face in doing so?
- How can methodological approaches enhance the validity of return counselling?
- How can we best conceptualize the linkages between AVRR and social work?

Panel outline:

- Robin Vandevoordt: Judgment and ambivalence in migration work. On the (dis)appearance of dilemmas in assisting voluntary return.
- Joris Kennis: Return-counselling. Social work in the decision-making of migrants.
- Claudia Olivier-Mensah: Policy recommendations for improving return-counselling. A social work perspective in the German context.

- Erlend Paasche: Social Work and Soft Deportation: Assisted Return Between Rescue and Control.
- Sigrid James: The Dual Role of Social Workers in Supporting Young Adult Refugees and Implementing Programs and Policies toward Labor Market Integration

Symposium paper 1: Judgment and ambivalence in migration work. On the (dis)appearance of dilemmas in assisting voluntary return.

Robin Vandevoordt*

Refugee Studies Centre, Oxford Department of International Development, University of Oxford 3 Mansfield Road, Oxford OX1 3TB, United Kingdom

Street-level bureaucrats implementing nation states' migration policies increasingly find themselves in a structural tension between providing social assistance and regulating the flows of people entering and leaving the national territory. As a result, doing migration work involves a wide range of difficult, ambivalent situations. This article examines how and under which conditions these tensions translate into moral and political dilemmas in street-level bureaucrats' everyday work. In doing so, it draws upon original qualitative research with street-level bureaucrats working in the Belgian programme for assisted voluntary return. The article concludes by proposing an approach centred around the notion of immunisation so as to understand the social context in which ambivalence and its contraries are produced.

Symposium paper 2: Return-counselling. Social work and the decision-making of migrants.

Joris Kennis*

Fedasil, Federal Agency for the Reception of Asylumseekers, Voluntary Return Unit, Karthuizerstraat 21, 1000 Belgium

Governments are tending to implement a 'dual options approach' for the return of migrants by linking voluntary return to forced return in case of non-compliance. The humanitarian objective for individual guidance is strongly emphasized by outsourcing the 'voluntary stage' of this policy to social work. However, the institutional objective - managing migration - leads to increasing control on the individual decision-making.

For return-counselors giving correct information and risks-benefits assessment is essential, especially when doubts remain on the safety and the expected living-conditions of returnees in the home country. This individual concern contrasts with the migration policy interventions, interfering in the decision-making of migrants to induce return.

How can return decision-making be conceptualized in a framework of disputable voluntariness?

This paper aims to explore the methodological approaches and the experiences of social workers in return-counselling. First, we discuss the impact of 'migration-management' on the method of counselling, when objectives as effective departure and compliance with legal migration gain importance. To what extend do we have to convince migrants to return?

Second, in answer to the attention given to return as legal obligation for particular groups of migrants, two recent evolutions strengthens social workers to address a social realm: the trend towards a more holistic approach of return-counselling and the capacity of reintegration programs to involve returnees' communities. Has today's return decision-making to be revisited with these new realities?

As conclusion, we report on a discussion group with return-counsellors. How do they understand their role in the decision-making of migrants? What is the experienced impact of migration policies on their position and functioning as social worker? We differentiate return-counselling in receptioncenters, returndesks and outreach.

Symposium paper 3: Policy recommendations for improving return-counselling. A social work perspective in the German context.

Dr. Claudia Olivier-Mensah*

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Ever since in 2015 the "refugee crisis" was proclaimed by Europe and 1.1 million asylum seekers were registered in Germany in this year, calls for „the" solution to the problem have become louder and louder: Return! Increasing financial investments in assisted returns can be observed in Germany and Europe in general.

Beside offensive practices of deportation, asylum seekers are also called upon to voluntarily return to their countries of origin as soon as the situations in these countries has improved. The Federal Government and the German Federal States work in cooperation with the Reintegration and Emigration Program for Asylum Seekers in Germany (REAG) which belongs to the International Organization for Migration (IOM) to organize and monitor voluntary returns. However, what has so far been overlooked in the lists of measures designed to deal with the refugee policy is the perspective of the actors, the refugees themselves, and also which role social work can play in that context.

The current paper describes the increasingly restrictive German return policies and explores how and under which existing institutional regulations and conditions, improvements can be achieved for the people affected by those return regulations. This results in five policy recommendations for structurally improving return counselling in Germany.

The paper is located in the interface between migration research and social work and opens up a transnational perspective with regard to the current refugee situation focusing on the subjective and structural side of return management policies in Germany.

Symposium paper 4: Social work and soft deportation: Assisted return between rescue and control.

Erlend Paasche*

University Of Oslo, Department of Criminology and Sociology of Law, St. Olavs plass 5, Domus Nova, 0130 Oslo, Norway.

To incentivise the return of rejected asylum-seekers and irregular migrants, most European states support Assisted Voluntary Return and Reintegration programmes (AVRRs). While such programmes are integral to immigration control, there is also an element of social work in the way they are discursively framed by agents of immigration control. This is especially true for the post-return phase. Firstly, the stated target group are marginalized migrants who have invested much in failed migration projects and, upon return, often face stigmatization in sending communities and within their disappointed sending household. Secondly, the stated objective of facilitating post-return reintegration goes beyond the promotion of individual empowerment and wellbeing of the returnee to stimulate-level development. Finally, the humanitarian language of post-return

assistance as 'reintegration services' and AVRR recipients as 'beneficiaries' likewise suggests linkages with social work. In this paper I argue that the humanitarian language of social work has been coopted by immigration control interventions, for the overlapping purposes of incentivizing unlawfully resident migrants' compliance with AVRRs, catering to the political preferences of both liberal and illiberal voters and minimizing public resistance to AVRRs, and eliciting the collaboration and support of migrants' states of origin. Based empirically on three governmentally commissioned evaluations that the author took part in, of AVRRs from Norway to Afghanistan, Iraq, Kosovo, Ethiopia and Nigeria, I then go on to outline some problems in the implementation of these programmes in practice. Finally, I reflect on alternative ways of conceptualizing AVRRs that I argue are more in line with the academic literature on empirical realities, while also being more grounded in critical theory. Knowledge of the post-return realities that typically await prospective AVRR returnees, I argue, are essential for the social workers tasked with offering assistance and guidance prior to their return.

Symposium paper 5: The Dual Role of Social Workers in Supporting Young Adult Refugees and Implementing Programs and Policies toward Labor Market Integration.

Prof. Dr. Sigrid James*

University of Kassel, Department of Social Work and Social Welfare, Arnold-Bode-Straße 10, D-34109 Kassel, Germany

Labor market integration is viewed by the German government as a key task toward the process of adjustment of young refugees (German Federal Ministry of Labor and Social Affairs, 2017). Social workers play a crucial role in the process of integration and adjustment, working as mediators between refugees and the 'receiving society.' Germany has invested considerable funds toward the development of programs aimed at preparing young adult refugees for the entry into the labor market, and the question is whether these programs are indeed attaining their goals and how to measure success in this area. Though it is too early for long-term outcome studies, there is reason to be doubtful about the effectiveness of these programs given considerable structural barriers and an insufficient adaptation of working concepts from labor market integration projects designed for German young adults toward the particular needs of young adult refugees. Two methodological approaches serve as the basis for examining the stated question: (1) a scoping review of existing labor market integration projects and evaluations with young adult refugees to identify stated goals, guiding concepts, implemented methods, and achieved outcomes, and (2) final results from an 18-month mixed method evaluation of a labor market integration project for young adult refugees in a mid-size city in Germany. Results from the evaluation and review will be integrated and synthesized to critically appraise the effectiveness of labor market integration projects, to identify existing individual and structural barriers, and to discuss needed modifications. The complex dual role of social workers working to support young adult refugees while implementing top-down programs and policies will be discussed.

Symposium 8

Shame thinking for social work theory, research and practice

Elizabeth Frost* (1), Alessandro Sicora* (2), Anna Gupta* (3), Mark Hardy* (4), Marian Peacock (5)

1: UWE Bristol, England; 2: University of Trento, Italy; 3: Royal Holloway College, University of London, England; 4: University of York, England; 5: University of Edgehill, England

This symposium will consider the issue of shame and social work. It will, through its five proposed papers, discuss the underlying social and political contexts of shame, its impact on professional workers and service users and its relationship and interactions within the field of social work. In line with the theme of the conference, the overall concern of the paper is with social justice and human rights (the absence of which are heavily implicated in the experience of shame) and the collection of papers then address shame in relation to: its political and policy context; appropriate research methodology; shame and blame in organisations; service users shamed by poverty, and the relationship between shame and risk. Collectively these 'shame papers' relate to all of the subthemes of the conference. As an entity, the shame symposium insists on an analysis of shame that implicates the state and its social policy and welfare practices in generating shame, and challenges the prevailing neo-liberal focus on the emotions, particularly powerful negative emotions, as purely individual problems.

The proposal of a symposium in relation to shame starts from the underlying position that to address such an issue as shame one needs to engage with a range of perspectives. Shame will be understood within the papers from a contemporary psychosocial perspective, which considers its political context in neo-liberal societies and its social application, for example, as stigma, labelling and denigration, as well as how this is then experienced by the individual subject to such injustices.

Paper 1 sets out the contemporary social work literature of shame, arguing that social policy decision are often experienced acutely and destructively by the individuals and communities they impact on, through e.g. unemployment. The issue of shame within the profession of social work is raised in Paper 2. Both within the profession and more generally as social phenomena, emotional awareness, emotional intelligence and focus are now understood as positive aspects of selfhood. Paper 2 aims to make close links between how the emotion of shame is generated in social work organisations and experienced in common and differentially with service users. Paper 3 turns its attention to the shame experienced by service users within callous and often punitive political and organisational systems. Not only shamed by their poverty but with a higher chance of being subject to child protection interventions, this constitutes double suffering, double punishment and double shaming. Paper 4, meanwhile problematises some of the assumptions we tend to make about the role of fear of shame in risk averse practice, highlighting the role that the agentic motivation of social workers themselves plays in distinctions between 'positive' and 'negative' risk aversion. The final paper considers how best we can research this painful and often unspoken state, bringing to our research work the skills and sensitivity that positions us along-side service user interviewees and supports them to speak. Feed-back from the non-presenting members of the consortium – the 'audience' -will be a valuable component of the overall presentation.

Elizabeth Frost (1)

1: Department of Health and Social Science, University of the West of England, Blackberry Hill, Bristol, BS16 1DD

This paper, as the introductory paper of the symposium, will firstly offer an overview of contemporary developments in 'shame thinking' in social work, referencing research and theoretical literature to look at how carefully applied theory is altering the landscape of practice and research in this field.

Drawing on social work and social policy research, the paper will then review the literature to understand what mechanisms generate shame. Evidence generated mostly in Western Europe and the USA, suggests that the neo-liberal state and austerity policies engender the potential shaming of communities and individuals. However, such shame is experienced as a devastating personal emotion by, for example, those who experience poverty because of this. Research in run down communities suggest similar causation and similar outcomes.

Theme three is the personal experience of shame, considered the psychosocial concept of 'double suffering'. Shame is frequently generated by actions external to the individual: social policies or through personal abuse by others. The acute and pervasive emotion of shame is internalised where no external 'fault' is evident. Shame, e.g. is often experienced by the victims of abuse and violence, inflicting 'double suffering': the abuse, and the ongoing emotional devastation of shame at this. Likewise with poverty: e.g. from poverty to shame to social disconnection to loneliness: again this may be experienced as a 'double suffering'.

Offering remedial and therapeutic interventions with shamed communities and shamed individuals is an urgent, contemporary challenge for social work.

Symposium paper 2: Shame and social work in the organisation

Alessandro Sicora (2)

2: Humanities and Cognitive Sciences, University of Trento, Via Verdi 26-38122, Trento, Italy

This presentation is focused on the connection between shame and organisations in social work and presents some of the outcomes of recent exploratory research carried out in Italy. Mistakes and blame are frequent and common presences in any social work organisation. Being wrong is an unpleasant emotional experience especially when accompanied by the sight of the damage done and when internal or external voices not only blame for the wrong action but also criticise the whole person. The shift from 'I/you made a mistake' to 'I am/You are a mistake', that is 'I am/you are a failure as a practitioner or even as a person' is easy and common, and shame may be the resulting feeling. Even if it may be useful feedback to give constructive opportunities of learning from mistakes, criticism is more often felt by people as an attack and a sabotage to their own self-confidence and this produces more commonly defensive reactions, rather than listening and reflecting. In these circumstances learning from mistakes becomes almost impossible for the individual and the whole organisation.

The author will present some examples of short reflective writing by social workers and social work students who made an in-depth structured reflection on some of their most relevant experiences in relation to this issue during research workshops conducted by the author. Feelings of lack of personal and organisational resources and competencies, strong empathic reactions to hard situations faced by service users, complex relationships with colleagues and managers are some of the emerging outcomes from this exploration. At the same time, the social workers involved

gave interesting suggestions on how to create organisational contexts where understanding and sharing even feeling of inadequacy produce more resilient social workers and better interventions.

Symposium paper 3: Shame, poverty and the child protection system

Anna Gupta (3)

3: Department of Social Work, Royal Holloway, University of London, Egham, Surrey, TW20 OEX

Although there is no official collection of data on the socio-economic circumstances of the families of children on child protection plans or in the care system in the UK, a study by Bywaters et al (2018) confirmed that there is a clear link between social deprivation and a child's chances of being on child protection plans or out of home care. However practice is heavily influenced by individualised risk discourses and punitive blame culture has developed. The paradox is that we know most of the children are from poor backgrounds, and poverty is largely invisible in child protection practice and policy.

Drawing upon a number of research studies with families living in poverty and experience of the child protection system, this presentation explores how family members describe the shaming experiences of poverty and how these can be compounded by the actions of professionals in the child protection system. In a risk saturated system, feelings of blame and shame dominate and can lead to avoidance and defensiveness, dynamics that inevitably disrupt the potential for effective protective and supportive work with children and families.

The presentation concludes with recommendations for poverty-aware critical social work practices that attend to the material realities of families lives, whilst also addressing the affective dimensions of living in poverty and being involved in the child protection and family court systems, with a particular focus on workers reflecting on 'what what they do does'.

Symposium paper 4: Positive and negative risk aversion: exploring blame, shame and practitioner agency in precautionary practice

Mark Hardy (4)

4: chool of Social Policy and Social Work, University of York, York, YO10 5DD

Risk aversion – the tendency to err on the side of caution – is evident in social work, though our understanding of both its causes and effects is less clear. Although critics point to the role played by actuarial logic, actually risk aversion cannot be reductively attributed to actuarial knowledge strategies but instead is better theorized as a function of practice in an environment in which social worker concerns regarding blame and shame are very real. In this paper I draw on empirical data to explore two related questions. Firstly, how to blame and shame intersect with individual practitioner subjectivities in actual incidents of precautionary practice? Secondly, should risk aversion necessarily be regarded as a negative phenomenon? The key argument of the paper is that practitioners themselves specify 'varieties' of risk aversion, discernible by reference to their own agentic motivations. In some instances, practitioners recognise precautionary practices as driven by fear of the consequences for themselves of 'failure', usually potential 'false negatives' and the attendant attribution and inculcation of blame and shame. Here, exclusionary or inhibitory judgments are justified by reference to concerns regarding safety or harmful behaviour. They also, however, specify instances in which, on the basis of considered deliberation, they quite intentionally impose such measures on service users because they believe this is the right thing to do. Here, collective well-being is privileged ahead of the service users right to self-determination, and risk aversion reconstituted as necessary and reasonable. These findings raise questions

regarding the assumptions that underpin discourses of risk, safety and partnership, and I will conclude the paper with some discussion of their implications for these ongoing debates.

Symposium paper 5: Using the free association narrative research method (FANI) to explore questions of shame and social justice

Marian Peacock (5)

5: Faculty of Health and Social Care, University of Edgehill, St Helens Rd, Ormskirk Lancashire, L39 4QP

The FANI method emerged as a response to frustration regarding the limitations of both survey research and the qualitative interview as conventionally understood. Since its inception (Hollway and Jefferson 2000), the FANI method has been used in a wide range of studies, most notably in health and in criminology, (Gadd 2007; Garfield 2010; Hollway & Jefferson 2013) and has been shown to be particularly useful in topic areas which are troubling, sensitive or likely to engender shame and where participants may experience a need to "account" for themselves. Using multiple interviews with small numbers of participants, the method is open and exploratory to ensure that the areas of interest for the study are covered, but with the use of very few questions and with questions structured to engender the telling of the participant's story. The method aims to facilitate exploration of "defended" positions, accessing thoughts, narratives, emotions and interpretations. Underpinning these processes is the idea of the "defended" subject and its counterpart, the defended researcher; with these concepts serving to both explore what might be generated in the interview setting but always locating this within the social. It is this latter aspect which serves to bring in social justice questions.

This presentation will explore three studies where the FANI approach was utilised to draw out issues of shame and social comparison which hold together the personal and the social. The studies, concerning women's' lives in an unequal society; family food practices and Non-Epileptic Attack disorder (NEAD) show how understandings of neoliberalism and inequality enter into the social and personal world and how central shame is as a facilitating mechanism. Key characteristics of the method will be examined with particular reference to it arguably lends itself to use by researchers with "practitioner" backgrounds, such as social workers.

Keynote session 2

Politics, preoccupations, pragmatics: a race/ethnicity redux for social work research

Charlotte Williams OBE*

RMIT University, Melbourne, Australia

The need for sustained scholarly analysis and knowledge building on issues of race and ethnicity in social work research is as compelling as ever given the intensification of global racial inequalities, issues associated with the 'migrant crisis', the spread of populist racialized political discourse and the ongoing downward pressure of neo-liberal imperatives. This field of research has been subject to deep conceptual shifts, competing theoretical orientations, new methodological trajectories, ambivalence and, some say, conspicuous attrition. In this redux, I draw on multi-disciplinary and cross-national theorising to examine shifts in the contemporary context of 'race' research (politics), my readings and observations of current trends and tendencies in social work research (preoccupations), and an examination of some of the challenges of race/ethnicity scholarship (pragmatics). In these terms I seek to ask critical questions of the social work research enterprise, of the European academy and of the responsibilities of social work researchers, resurrecting Boushel's searching question: 'What kind of people are we?'.

Keynote session 3

How could a "capability approach" influence social work practice?

Tania Burchardt*

London School of Economics, UK

The capability approach developed by Amartya Sen puts what people are able *to be* and *to do* at the centre of a framework for thinking about what is of value. I consider how this abstract idea can influence what we see and measure as social problems, how we work with people, and the solutions that we identify. I begin by outlining some core concepts of the capability approach – capabilities, conversion factors and agency – and by explaining the way in which interpretations and applications of the approach diverge beyond this core. I go on to illustrate how these concepts shape the analysis of social problems, using examples including the Measurement Framework used by the Equality and Human Right Commission in Britain, and the analysis of poverty and deprivation in complex households across Europe. Changing the measurement and analysis of social problems alters what we see, and can make visible groups, issues and barriers that were not previously on the agenda. The next section of the talk considers how the capability approach can affect how we work with people, drawing on the Participatory Action Human Rights Capability Approach developed by Re-InVEST an example. The final section shows how changing what we see and how we work can in turn affect the solutions we identify. This is illustrated with an application of the capability approach by Participle, a social enterprise which has developed innovations in work with families, and in community health. In conclusion, I reflect on the potential 'added value' of the capability approach in social work research and practice.

Session D1: Social work education

Critical possibilities in the neoliberal academy: making space for feminist perspectives in social work education

Geraldine McCusker*

Manchester Metropolitan University, United Kingdom

The ascendency of neoliberalism in Western higher education institutions, and the negative impacts of this have been well documented, resulting for some in what Giroux (2011:125) described as the 'slow death of the university'. These impacts can be felt most keenly in disciplines such as social work whose curriculum and approach to teaching contradict much of neoliberalism's value base and discourse (Preston and Aslett, 2014; Smith et al., 2018). Effectively, the neoliberal corporatisation of universities enacts an undermining of socially just pedagogies, as Rohrer (2018) notes, it reroutes us away from critical pedagogies.

Yet, critical pedagogies have a key place in social work education, as it is a discipline mandated on social justice. Thus, anti-oppressive and anti-discriminatory perspectives have a significant and central focus in theory, practice and education in UK social work and elsewhere (Sakamoto and Pitner, 2005; Strier and Binyamin, 2014, Garran et al., 2015). A commitment to social justice, empowerment and emancipation is also a non-negotiable stance at the basis of all feminisms (Basu, 2013). Consequently, I argue feminism is integral to social justice debates and vice versa.

In this paper I will report on a project undertaken to resist neoliberalism and reclaim learning spaces. I worked with students to establish a feminist space where we could explicitly discuss experiences of marginalisation, disadvantage, oppression, discrimination and social injustices. The students were recruited to the project on a volunteer basis.

The students I worked with were contemplating a future career as social workers. It was my contention that I could support student success in this endeavour through explicit discussion of feminist perspectives, and the creation of a feminist classroom.

Working with feminist pedagogy principles of reciprocity, power sharing, supporting voice, community building, and mutual respect (Webb et al., 2002), we forged a space in which to support the development of emancipatory practices that students could take into their future work. Bondy et al., (2015) asserted that feminist pedagogy makes issues of social inequalities central to the curriculum in order to encourage students to ask critical questions, challenge assumptions and effect social change. Such aims dovetail neatly with the core values of social work, and this work represents an attempt to embody and realise such goals by making space for critical possibilities.

Qualitative data was collected via focus groups, individual interviews and reflective journals. The Listening Guide was used as a method of data analysis in order to maximise putting students' narratives at the heart of the analysis (Brown and Gilligan, 1993; Doucet and Mauthner 2008; Petrovic et al., 2015; Woodcock, 2016, Woodiwiss et al., 2017).

Key findings reflected how the feminist classroom promoted greater awareness of the extent of structural inequalities, willingness to identify with feminism as a useful critical perspective, and a strong desire to work to resist the effects of social injustices in their own lives as well as those of future service users.

Session D1: Social work education

Is the academic social work education a liberal space ?

Rebecca Shelie Ranz, Nuzha Allassad Alhuzail*

Sapir college Israel, Israel

Objectives: Academic space is considered a liberal and pluralistic space, encompassing populations of different religions and identities. At the same time, most of the universities and colleges are essentially secular. This includes the social work profession that had been inspired by religious values before adopting a secularized approach. This study examines this inherent tension through the experience of twenty Muslim and Jewish religious social work students in a secular Israeli college, with the aim of deepening our understanding of their experiences and their perception of the secular academic space in which they study, and of the secular-religious tension in social work more broadly.

Method: Qualitative research of twenty social work women students in an Israeli college.

Research tools: semi-structured interview

Data analysis: Interpretive analysis of meaning units

Results: Four main themes emerged from the analysis of the interviews. The first is the first encounter with the academic space – "the first shock". The religious students experienced academic space as dismissing their faith, disrespecting their religious affiliation, and labeling them in a negative and stereotypical way as primitive and uneducated. The second theme – "Is academic space liberal?" – referred to the interviewees' experience of academic space as dual. On the one hand, on the declarative level, it is liberal while on the other hand it has a hidden discourse that is not particularly tolerant of religion. The third theme – the "outsider" – related to the religious students' experience of college as a space that excludes all those who do not belong to the mainstream of the academic world. Finally, "silencing and intimidating space" referred to the secular space as acting to prevent them from expressing their views and to their fear that this would jeopardize their chances of graduating successfully.

Conclusion: This study should be read as a warning sign to the academic world. It suggests that in the 21st century, it is still a homogeneous establishment characterized by secularism and "whiteness", which identifies itself by being liberal but actually makes it difficult for other voices to be heard. Awarenessof this internal contradiction is essential particularly in social work programs.

Transformativity in international social work education: reframing anti-oppressive perspectives in a global context

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Background and Methods: Social work's 'signature pedagogy' of field instruction aims to teach future practitioners to think, act and perform ethically, and with integrity. International practicums (IP) complexify yet enrich possibilities for actualizing these aims in international contexts. Students who participate in IPs often describe such experiences as transformative, including gaining comparative views of social welfare, further knowledge of human rights and social justice, and witnessing the structural forces of globalization on local communities and practices. However, this paper demonstrates that what has been deemed transformative can also be misinformed and incomplete representations of the IP experience in significant ways. Through an autoethnographic account of an IP in Southern China (completed in 2014), this article connects the enduring and changing impacts of such pedagogical experiences with research on international social work education. While much scholarship exists from academics and researchers reporting on their students' IP experiences, this paper elaborates an international practicum in-depth from the participating student's perspective.

Findings and Conclusion: Ethno-racial and cultural socialization concerning personal/professional identity, and the politics emerging at the interstices of Global North-South and East-West encounters are discussed. In particular, I share experiences regarding the implementation of Western social work programs/interventions in the rapidly developing and changing context of Southern China. 'Transformative' post-practicum insights concerning power, privilege, oppression and cultural imperialism in a contemporary international social work context are revealed through the perspectives of anti-oppressive practice (AOP). Crucially, these post-practicum insights are revisited and reframed after three years researching social work in Hong Kong. Through critical reflection to develop a 'theory of practice', the concept of transformativity is introduced to represent this layered learning process. Transformativity aims to inspire anti-oppressive and reflexive knowledge production in international social work education through ongoing critique of transformations.

Building research capacity: postgraduate social work students' experiences of undertaking research and using the learning in their first year of practice

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Background and purpose: The process of undertaking systematic, disciplined research is synonymous with good social work practice (McLaughlin 2012). The Professional Capability Framework (BASW 2018) stipulates that social work students must demonstrate research proficiency but evidence suggests they struggle to make the important connection between research and practice (McCrystal and Wilson 2009; Steinberg and Vinjamuri 2014).

There has been much discussion about the need for educators to ensure social work students are research minded but little has been written about students' experiences of the research process and even less is known about whether and how they go on to use the skills they have developed in future practice. We will present the findings of a study that aimed to investigate the potential benefits of undertaking a research project for postgraduate social work students. The study sought to answer the following research questions:

- What are postgraduate social work students' experiences of the research process?
- In what ways does undertaking a research project support students' professional development?

Methods: Phase 1 comprised documentary analysis. In order to equip students with the knowledge and thinking skills to support development of critical reflection the Masters in Social Work programme at Northumbria University requires students to explore a topic in depth through conducting their own research project. In addition to writing up the findings of their research students have to write a 2,000 word reflective piece on the process of undertaking a research project and how they expect to use the learning in their future practice. In 2017 23 students gave consent for us to analyse the contents of these reflective pieces using thematic analysis.

In order to investigate the extent to which these students went on to use the learning from undertaking research in their future practice Phase 2 involved face to face semi-structured interviews with six students who had moved into practice. Interview data were also analysed thematically.

Findings: Documentary analysis has been completed but fieldwork is ongoing. Early findings suggest postgraduates find the research journey challenging and experience a range of positive and negative emotions. Most demonstrate a level of criticality when discussing their research methods and their application, but there is less evidence of reflexivity in terms of being able to demonstrate awareness of the influence the research experience has on the researcher and the people being studied or the social and political contexts within which the research was situated (Payne and Payne 2004; D'Cruz 2014). Participants report that undertaking research positively impacts on their professional development but they identify a number of challenges when entering the practice context which prevent them fully utilising the research skills they have developed.

Conclusions and implications: The findings have relevance for social work education. They will inform the development of the social work curriculum at Northumbria enabling us to more successfully support students to undertake independent research and to understand the links between research and practice. They will also inform the ways in which we work with employers to build research capacity.

Session D2: Children's rights and child poverty

A longitudinal study of child welfare inequalities in out of home care

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In the past 40 years, both health policy and educational policy in the UK have adopted commitments to reducing socially created inequalities. However, an inequalities perspective has only recently begun to emerge in relation to child protection and child welfare services more widely.

Children's services across the UK face crises of demand and confidence. A substantial growth in the numbers of children in out of home care in Wales (rising from 4635 in March 2008 to 5955 in March 2017) has come as austerity policies have posed a serious challenge for local authority budgets and placed sustained pressure on family finances. Successive scandals affecting current and historical cases of systemic abuse have added to demands on services. Such headlines deflect attention from another major issue: very large inequalities in a child's chances of being in out of home care between and within local authorities. Child welfare inequalities occur when children and/or their parents face unequal chances, experiences or outcomes of involvement with child welfare services that are systematically associated with structural social dis/advantage and are unjust and avoidable.

Using routinely collected administrative data relating to almost 9000 children (n=8853) who entered out of home care in Wales over a six year period (2008 – 2014) and the Welsh Index of Multiple Deprivation (WIMD), the analysis to be presented focuses the relationship between neighbourhood level deprivation and the likelihood of a child being placed in out of home care. Using a social inequalities lens the intention of the research to be presented was to investigate the presence of a 'social gradient' in the likelihood of children entering care and its extent.

The findings of the analyses show the presence of a 'social gradient' in the rates at which children are placed in care in Wales. There is an observable pattern in rates, which increase for each step increase in deprivation level. A child living in the 10% most deprived neighbourhoods in Wales is almost 12 times more likely to be placed in out of home care than a child living in the 10% least deprived neighbourhoods. A 'social gradient' is present consistently across years and regardless of how the data are disaggregated i.e. age group, legal status, etc. The data suggest that a child's likelihood of becoming 'looked-after' in Wales is to an extent not a postcode lottery. It is instead part of a systemic pattern where there is a concentration of intervention in children's lives in the most deprived areas in the most punitive way, by removing children from their homes.

It has historically become rather taken for granted that the work of children welfare services takes place largely in the poorest communities. The evidence provided by this research suggests that poverty reduction needs to be at the heart of social work intervention and not at its margins. The implications of this need to reframe social work practice will also be discussed.

Improving health and well-being of children in poverty: a group intervention

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In 2016 in the Netherlands 292.000 children lived in a family with a low income (CBS, 2018). For some of these families, low income results in problems in their daily living (buying food and clothing, being unable to join school trips, etc.). Research shows that children in low income families are more likely to feel excluded, have a poor physical health and lower school results compared to children who grow up in households with sufficient income. These study results have led to a huge amount of interventions in the Netherlands to support children growing up in poverty.

Most poverty reduction interventions in the Netherlands focus on providing money for low income families, or supporting them in finding funding opportunities. Also, there are initiatives like a foodbank and a clothing bank, where people can go to after approval of the local government.

The current project has a different approach. Our goal is to improve the health of children living in poverty by empowering parents to work on short term goals related to their children's health. We use a broad definition of (positive) health: physical well-being, mental well-being, quality of life, social participation, daily functioning and meaning. In developing the intervention a participatory approach was applied. Families living in poverty, social workers and health professionals working with these families were constantly involved in the process of development by giving feedback. In addition, an experience expert is full member of the project team.

The intervention 'Gezonde kinderen in krappe tijden' (Healthy children in times of sparsity) consists of 5 group meetings in which the domains of positive health are the leading themes. The meetings are guided by a duo: a professional and a person living in poverty. The meetings are held in the daily life-environment of the participants, for instance in a school or a community building. During the meetings there is plenty time for the participants to share experiences and bring up topics for discussion.

An effectiveness study is conducted to investigate changes in children's and their parents' health. The study consists of three measuring moments (before, directly after and three months after the intervention). Approximately 80 families participate in the intervention, held in 8 cities or villages. Their results are compared with results of a control group, consisting of another 80 families, who will take part in the intervention, but only after the research has finished. Several outcome measures on parent and child level are measured, such as quality of life, health and empowerment.

In the presentation we first pay attention to the participatory approach in developing the intervention. After presenting the interventions itself, we will then present results of the study. Finally, we will reflect on this new type of interventions, not focused on providing money or finding funding, but focused on developing short term goals related to children's health and well-being.

Problematic and paradoxical constructions of emotions: findings from an ethnographically Informed study of how social work practitioners understand and use their emotions in practice.

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How are social work practitioners' emotions understood and used in social work practice? This question formed the basis of an innovative year-long ethnographically-informed research study. This paper reports some of the key findings which emerged from this research.

Emotions are a central dimension of the relational, human encounters which underpin social work practice. This is particularly so if commitment to social justice and recognition of human rights are to inform the interactions between organisations, practitioners and people who use services. Practitioners use emotions intuitively and dynamically in everyday practice, yet despite increasing attention to emotions in organisational practice (Ferguson, 2016; Gibson, 2016; Moesby-Jensen & Nielsen, 2015) the role and use of practitiones' emotionsremain ambiguous in contemporary welfare. In contrast to social work, researchers in other disciplines illuminate the importance of emotions to professional practice, challenging binary constructions which traditionally suggest emotions constitute the opposite of professional dispassionate rational practice (see Feldman-Barret, (2017) on neuroscience and law; Theodosius (2008) on nursing; Zembylas (2005) on education).

Prompted by this apparent gap in our knowledge about the role and construction of emotions in social work, this study aimed to explore practitioners' experience and use of emotions in everyday practice and the individual and organisational factors which impacted on this. Fieldwork was completed over a 12-month period in an English Local Authority Children's Service, informed by a combined social constructionist and psychosocial theoretical framework. The research site was a Referral and Assessment service which was the first point of contact between the community and children's social care services. The main focus of activity by practitioners was the assessment of child welfare and child protection concerns, when referrals were received about or from children and families in the local community. This study took place with three teams, whose membership changed during the study. An ethnographically informed approach facilitated practice-near research which accessed the sensory, contextual and embodied emotions experienced by practitioners. Data collection included observation, informal and extended field interviews and diaries. This resulted in over 300 hours of observational data of everyday practice, 30 extended field interviews and researcher and practitioner diaries.

A key overarching finding was that emotions were constructed problematically by both practitioners and managers. This construction placed practitioners and their use of emotions in a paradoxical position. On the one hand findings showed that emotions were pervasive in the lived experience of everyday children and families practice. On the other hand, findings showed a highly ambivalent understanding of emotions and their place in professional practice. Paradoxically the data showed that emotions were used in relationship-based systemic practice but at the same time the presence and experience of emotions were predominantly perceived negatively. This presentation will explore some of the implications this paradoxical positioning of emotions raises for contemporary social work and its delivery within the wider neoliberal environment. The findings of this study highlight the importance of developing research-based understanding of emotions in the context of changing welfare societies and challenges to the role and identity of social work.

Social workers' perspectives on children's rights: A qualitative study

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Background: Every social worker can contribute to the promotion and advocacy of human rights through education, policy initiatives or welfare services (Steen, 2006). However, how to implement the concept of children's rights in social work practice has been a difficult issue. In responding to the argument that realization of children's rights is due to lack of knowledge and understanding of children's rights (Campbell & Covell, 2001), whether social workers acquire child rights knowledge and skills in practice are significant to explore. Thus, this study aims to find out whether Taiwanese social workers are aware of children's rights and what ideals they hold for children's rights. Further, it examines (1) how they gain an awareness of the United Nations Convention on the Rights of the Child, if they have ever heard of the Convention, and (2) which issues regarding children's rights need to be highlighted in social work education.

Method: In this research, qualitative interviews were conducted with 94 social workers through purposive as well as snowball sampling. This research mainly uses a thematic analysis to encode, classify and analyse the collected data on the basis of specific concepts.

Findings: According to the demographic variable data of the interviewees, there were 83 women, 10 men and one person of other gender. In terms of age, there were 43 social workers aged less than 30 years, 49 aged between 30 and 39 years and two aged over 40 years.

According to the interview data, only one interviewee has never heard of the term 'children's rights' and only three interviewees have not heard of the 'United Nations Convention on the Rights of the Child'. Routes for learning about the Convention were mostly pre-qualifying education, professional development, government advocacy, etc. Interviewees reflected that human rights issues often cause contradictions and controversies of ethical dilemma in practice. Thus, it is recommended that social work education needs to highlight issues with children's rights, in particular reflective training should be conducted through case studies. Furthermore, as an advocacy role in helping children being aware of themselves as rights holders, social workers are expected to acquire skills and knowledge of working with children. Also, social workers are expected to obtain knowledge of laws or policies relevant with children through educational training.

Conclusion: Although most interviewees had an initial understanding of children's rights, they found it complicated to work with children due to consideration of balancing the best interests of the child with parental or cultural consideration. Social workers need to be culturally competent and professionally sensitive to meet the complexities and challenges of promoting child rights in practice.

Session D3: Integrated approaches in social work

Collaboration in integrated practice

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The paper deals with collaboration between users and social workers in Norwegian Labour and Welfare administration (NAV), and their collaboration with other professionals to make welfare services qualitatively good and promote a life in which the user is included in community. The research question is: "How can users and social workers elaborate collaboration with other actors in order to realize helpful welfare services?"

Today welfare policy about work is a key, which means that users should as far as possible be helped with a job to become independent. In recent years, political reforms in the health- and welfare services have given more specialized and differentiated welfare services to achieve the best and most effective services for users. This increases the risk of fragmented. The consequences entails increasing demands for professional collaboration. Much of the research on collaboration in social work focuses mainly on collaboration between professionals without involving users. However, user involvement is also an important concept in social work.

12 users and their social workers (12 social workers) in NAV were interviewed individually about their experiences from helping processes. The users had complex problems and needed different services, e.g. economic support, a job or work training and different support in their everyday lives.

Through the analysis, we focused on critical cases of the helping processes that illustrates the variety and extent of the data material. Two patterns of collaboration practice in the helping processes were identified. The one pattern illustrates a working relationship between user and social worker combined with interprofessional collaboration in the form of integrated practice. The other pattern illustrates a relationship between user and social worker combined with interprofessional collaboration marked by barriers that prohibited integrated practice. A user`s active participation and a social worker's collaboration with other professionals and people from the user's network are decisive for achieving integrated practice.  Users` preferences and the context of the work influences opportunities for developing working relationships and interprofessional collaboration.

High conflict divorces. An efficacious collaborative and integrative approach to combat high-conflict divorces

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Background: In the Netherlands, approximately 20% of divorces end up in a high-conflict divorce. The impact on children can be extremely stressful and traumatic through which they are at high risk for adverse social, emotional and academic outcomes. During ongoing drawn-out legal processes, children are caught in the middle in which their best interest is often obscured by what is best for the parent, ultimately causing more harm. New interventions and initiatives for this high-risk population 'pop up' throughout the country. At the same time, relatively limited research is available on the effectiveness and efficacy of such interventions.

Aim / research questions: As part of a large scale research project, it was investigated which elements are crucial for the development of a collaborative, tailored and appropriate approach to assist parents and their children who experience high-conflict divorce and to prevent that problems get worse.

Method: By means of interviews and focus groups with parents, judges, lawyers, professionals from the child protection board and social workers, information on the crucial elements of an efficacious approach was gathered on both the content and the process of current interventions in high-conflict divorces.

Findings: Although organizations agree to handle in the best interest of the families and children, they operate from different norm, value and role perspectives impeding an optimal collaborative approach attuned to the specific needs of this vulnerable group. Children are often not involved in family solutions and their best interest seems to be at stake. In addition, professionals are often insufficiently aware of the approaches and activities carried out by the other organizations involved. The extended privacy regulations also seem to limit the ability to effectively partner with those organizations around high-conflict divorce. Mandates by courts and professionals are sometimes wanted and needed. With respect to the content of social care, a personal, integrative and tailored approach is necessary to address the needs of the families more adequately. Key elements include: involvement, attunement, profound knowledge and skills on high-conflict divorces, respect, neutrality, attention for bereavement and hope.

Conclusions/implications: As the decisions about custody and visiting rights will have an enormous impact on the lives of the children of high-conflict divorce, their perspectives should be taken into account more and therefore their voices need to be heard. In the care system collaboration in a more structured, systematic and client-centered way is necessary. Role clarification and communication about the progress throughout the (care)trajectory is seen as an important element for effective care for families in high-conflict divorces. The implications of our research on the specific role of the collaborating partners in order to accomplish a mutual goal are discussed.

When a law is not enough – developing family mediation in interprofessional collaboration

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In the Marriage Act of 1987, family mediation was established in Finland as a new statutory social service for all kinds of family disputes, but especially for divorcing parents in custody disputes over their children. The law prescribed the family mediator to be an individual who is familiar with child welfare, family guidance work or with family law, and who, by his or her previous experience and personal characteristics, is adequately competent to work as a mediator. The legislation left open at least three important questions: 1. how is the family mediation service to be organized, 2. what kind of structured process is needed and 3. who are the mediators? The municipalities did not get any uniform guidelines in how to provide the mediation service and, therefore, it developed slowly, if at all.

FASPER-project (2009-2014) was built up as a multi-organizational and multi-disciplinary effort to research and develop family mediation, aiming at boundary crossing and co-creation of knowledge. The project began with interviewing 100 practitioners working with divorcing families and found out that local authority social workers, psychologists, family therapists and family counsellors, as well as family counsellors of the Lutheran Church, had continued to use their own professional techniques under a generic label of 'mediation'. Family mediation was a kind of no man's land, belonging to no single profession. This may create an open battlefield for the professions – or invite to genuine boundary crossing collaboration. As an answer to the questions left open in the legislation, FASPER created a unified, collaborative approach to family mediation as a structured, short-term intervention for parents in conflict and developed a specialised training programme to be rolled out nationally.

Despite an effective dissemination project (Haavisto 2018), the family mediation service is still unequally available to the citizens. Practitioners, who attend nationwide mediator training programmes and work in municipal and ecclesiastical agencies responsible for providing family mediation, report that mediation seems to be something extra over the normal workload. The blurred vision of family mediation is clearing up, yet slowly, and thus raising questions about professional contradictions over the jurisdiction and ownership of the concepts (Abbott 1988). The underlying question of conceptual difficulties in translating concepts, such as family mediation defined in a law, into practice is crucial for the interprofessional efforts to improve practices (Haavisto & al 2016).

To better understand the situation of family mediation today, we apply the history of the present approach (Skehill 2007). In this paper, we analyse main turns in the development of family mediation in Finland. As one of the turning points, we investigate the discourses concerning both divorce and parenting, and the role of welfare society and social work at the time of legislating the Marriage Act 1987. Based on the analysis, we discuss the possibilities and restraints of the future development and the establishment of family mediation, but in addition, more broadly of social service innovations and practices in the changing welfare society.

When wicked problems meet complex systems. Understanding complexity in the organisation of social work in welfare states

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This paper deals with the issue of complexity in social work. Drawing upon findings from research with social workers in four service areas and in eight countries representing four different welfare regimes, the concept of complexity is scrutinised. Even though complexity is visible both in the situations of the clients of social work, the interventions social workers do and the organisational and institutional surrounding of these intervention, this international research reveals what we may label unnoticed aspects. Our analyses point towards how institutional and organisational structures of social services generate a loss of complexity. For example, that complex needs are transformed into simplified explanations with more or less standardised solutions. The family is deconstructed in this transformation which is implicated in efforts to really work with 'whole family' approaches. Individualising pressures appear even in familialised and re-familialised welfare regimes where there may be an overt policy orientation to family (seeing its parts and how they go together) but practices that individualised social needs. Complexity is also related to poverty which appears relatively unnoticed in the research findings, together with other forms of complex issues related to violence, disabilities etc. The chapter concludes with a discussion of the consequences of the hidden or unnoticed complexity of social situations and problems.

Session D4: Human rights and social justice

Rights-based practice in social work with migrants – reflections from an ethnographic study on street-level encounters with migrant family service-users and social work professionals

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Social work is said to focus too often on human needs instead of human rights (e.g. Healy 2008). In this paper, we discuss prospects and benefits of rights-based practice (e.g. Ife 2012) in social work with migrant families. Drawing on rich ethnographic data from social work with migrants in adult social work and child welfare services in the capital are of Finland, the paper analyses the nexus between rights-based practice and migrant citizenisation. What is the role of rights-based practice in the encounters between social workers and migrant service users? How does rights-based practice link to citizenisation?

The paper is part of a collective and collaborative ethnographical research project to examine how migrant citizenization is linked to power asymmetries in the restructuring welfare state. The ethnographic data used in this paper consists of participant observations carried out in the context of bureaucratic institutional encounters between migrant family service-users and social work professionals, occasionally intermediated by language interpreters, as well as individual interviews of these service-users and professionals. The migrant participants have backgrounds as refugees or asylum-seekers, labour/study migrants and/or migrants through family ties. The participants come from different backgrounds in terms of language, nationality, gender, age and role in the family, all having resided less than ten years in Finland. The ethnographic analysis builds on thick description of three cases, analysis of the dimensions of rights-based practice in them, and discussing the interconnections of rights-based perspective to citizenisation in these cases.

In the data of this study, rights-based practice is maybe not loudly articulated or mainstream, and the service system steers the professionals to assessment of needs instead of telling the service-users about their rights. In the analysed examples, rights-based practice is portrayed as deconstructing the obvious power asymmetries between professionals and service-users by explaining profoundly, how the bureaucratic system works and what are the ways in which the service user can influence their own situation, or telling the service-users about their rights, and demanding other professionals in the service system to respect them.

The results suggest that rights-based practice is of great importance especially when working with migrant service-users, who are in vulnerable positions, and may not know how to navigate in the service system and what are their rights within the service system – or more broadly in the new country of residence. Understanding, how the welfare state and its services function, and what are individual's rights in that system, creates also venues for full citizenship, trust and experience of being included in the society.

Social justice and diversity in relation to loss and death: a neglected Issue

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Introduction and background: Undoubtedly loss, bereavement, death and dying identify themselves collectively as a subject matter for social work in a variety of settings: as a part of everyone's life, in end-of-life care, and supporting bereaved service users who have lost family and friends in various ways. The power and influence of religious authorities and traditions are diminishing, whereas the financial and economic paradigms are becoming increasingly meaningful and partly replace religious ones. The commodification and medicalisation of death and dying are of vital significance within the conflicting fields of help, control, power and politics. As a result of intersecting factors some groups of service users have limited or no access to adequate support or end-of-life care, are excluded from benefits and receive little empathic understanding.

Methods: A qualitative survey of all social work curricula of one country highlight how future social workers are prepared, accompanied and educated within the context of a generalist Bachelor programme regarding the themes of loss, death and dying over a lifespan. The question is asked whether, and in what manner, loss, death and dying - as defined by practice, research and education - forms a part of the curriculum focussing on social justice and diversity.

Findings: The primary findings show that loss, death and dying are hardly ever mentioned and, when they do surface as an issue, they are primarily presented from a medical viewpoint - a reflection of a societal perception.

Reticence to talk about loss, grief and death can lead to a lack of understanding about these complex issues, on-going stigma and ultimately a less empathic approach towards service users.

Conclusions: In terms of social justice it is essential to think more widely about loss, grief, bereavement and death and take into account the diversity of service users. It is vitally important that, through expanding teaching around these issues by embodying human rights, social justice and diversity in social work education, we gain a deeper understanding of loss in various forms, and give permission to talk about it in order to help to remove some of those barriers. The lack of infusion of social justice and diversity themes around loss and death within social work education is highlighted through discussion of a qualitative study of all Austrian Bachelor curricula of Social Work.

Access to justice as a basic human right: private lawyers and social workers working together in a community centre

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We have studied how private lawyers and social workers have been working together to inform and advise vulnerable people about legal issues within a social setting. The project was studied using different research methods, such as participative observation, interviews and focus groups (triangulation). The project aimed to provide legal aid in two different community centres (CAW), one in Tienen, a small town in a rural area, and one in Louvain, a university city, both of which work with vulnerable people (2015-2018 part of the BELSPO Project Justice and Management). Based on the literature, one might describe this way of proactive legal aid service as 'peripatetic outreach' or 'inreach'.

Private lawyers normally provide consultations in different settings. Their services are more reactive, and are usually used by middle class people. Private lawyers could be characterised as somewhat distant, mostly problem-focused, behaving more rationally, looking for the objective facts and interpreting these facts within a legal framework (atomic). Primarily, they wish to intervene immediately and see themselves as advocating on behalf of the clients (the advocacy model). In contrast to the private lawyers, social workers were client focused, sought more proximity, built up relationships, worked within the life world of the clients, were more contextual, more present (best interest model).

The presence of the private lawyers led the clients to trust them more. The presence of the lawyers even changed the attitude of the social workers to the law. While attending the consultations of their clients with the lawyer, they also obtained more knowledge about the current legal issues, as they had lacked basic up-to-date legal information. They became more aware of how to detect legal issues; more aware that they could detect the different legal issues at a very early stage in social contact with the client.

The study revealed several important features for proactive socio-legal practice: professional proximity (rather than distance), responsibility (to respond adequately to the social and legal issues), communication (to be agents of transformation), to be legally present (in time and space, and intervene if necessary).

To support these features a socio-legal practice needs :

1) Interdisciplinarity: legal and non-legal organizations should work together in a formal and informal way
2) to be located in the same areas or places as vulnerable people
3) Flexibility: urgent matters, time, space
4) to take costs into account: seems more expensive, but can save costs created by X-inefficiency on the second line
5) Monitoring: how to improve outreach socio-legal services
6) Intradisciplinarity:
    a) social workers should obtain more legal skills to detect legal issues, and even provide basic legal advice and refer or orient the client in a more guided way
    b) lawyers should learn more communication skills and other methods.

<u>Session D4: Human rights and social justice</u>

Their voices, their lives: children's epistemic injustice in the knowledge economy

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The importance of including the voices and perspectives of children in research is increasingly recognised. Yet, the extent to which children are given opportunities to make meaningful contributions to research remains limited, and growing pressures towards commodification and consumerism in the current research landscape may further compound this issue. Addressing the central conference theme of social work research, practice and core values of human rights and social justice in a changing welfare society, this paper explores how children's experiences and perspectives can best be included in, and used to shape, the research process within this broader socio-economic context. The author observes that research has become substantially shaped by neoliberal versions of the knowledge economy, in which the notion of participation is increasingly determined by a consumerist agenda. This new 'market-driven' emphasis often results in tokenistic engagement strategies, which do not adequately embody the social justice aspirations required for children's meaningful participation in research. In fact, concerns have been raised that participation conducted within this framework may result in a whole new set of injustices, which are distinctively epistemic. Employing Fricker's (2011) lens of epistemic injustice, this paper considers the implications associated with involving children as active rather than passive participants in the research process. It provides a critical examination of the way in which current neoliberal agendas often cloud or obscure important aspects of children's social justice, and highlights the risks of research conducted in these adult-governed systems, which can leave children's accounts especially vulnerable to misinterpretation and render their voices false, unreliable or irrelevant. In doing so, it explores the role of social work researchers in counterbalancing concerns of risk and reliability with a focus on social justice when conducting research with children. Only when research effectively enables children to express their own subjective worldview, it is argued, can social services and policies accurately reflect and address the unique experiences and needs of children. Drawing on the author's current PhD research, this paper considers the particular challenges involved in conducting inclusive, socially just, research with children transitioning from military communities. Within the strict authoritarian structures of military life, individual thoughts and actions are often dictated by the larger 'military family' or 'mission', where the concept of total institution disregards children's independence, suggesting that young people in this context may be particularly vulnerable to hermeneutic injustices. An understanding of the unique aspects of military culture, and the innate ethical challenges this poses to the advancement of children's social justice and human rights, is essential if social work research with this distinct subgroup is to embody the ethical and values base of the profession. Given the current lack of societal understanding around the experiences of children of defence families, the importance of foregrounding their voices and experiences within the research process is of paramount importance.

Session D5: Social work and LGBTQ

LGBTQ young people's experience of housing and homelessness services in England

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Outline: Lesbian, gay, bisexual, trans* and queer young people (LGBTQ YP) are more likely to be homeless and experience housing difficulties than their peers, often because of family issues related to coming out. The prevalence proportions are widely debated but range between 11-40% of homeless YP, which is significantly greater than the proportion of YP that identify as LGBTQ. Generally, they have more significant health issues than other young homeless people including mental health issues. This study sought to improve understanding of LGBTQ YP's experiences of being homeless, and the housing/homeless service responses to them. These aims seek to improve service delivery, and LGBTQ YP experiences. Therefore, it aligns with the sub-theme of embodying social justice and human rights in social work research by seeking to improve support a highly marginalised group of YP.

Methods: This mixed method study used interviews and an e-survey to gather data. 15 YP were interviewed from three locations in England, with a median age of 18.5 and a range of identities presented. The interviews were analysed using thematic analysis. The e-survey of both quantitative and qualitative questions was sent to 189 generic housing and homelessness services in England in three metropolitan non-London locations, seeking their knowledge of their service users and the ways they support LGBTQ YP that might use their services. It received 41 responses (22%), and a targeted phone encouragement campaign ensured each region was represented. Descriptive statistics and thematic analysis were used to analyse the responses.

Findings: Interview participants generally described a poor experience of non-LGBTQ-specific services, particularly of local authorities, which received unanimously negative responses. They experienced significant emotional impacts from being homeless, and a feeling of constant danger and fear. The financial implications they identified were significant, and appeared difficult for them to resolve independently. Their experience of an LGBT youth homelessness service was uniformly positive, with several suggesting the service saved their lives. Trans* YP described specific issues, including the gendered nature of housing options for homeless people, which created significant issues.

Many respondent organisations did not collect sexuality or gender identity (42% sexuality; 32% gender identity), with several stating that most LGBTQ users requested their identity not be kept on file because of fear of family or community reprisals. Those organisations that did collect data had a range of 10-20% of service users that were LGBTQ YP. Most respondents were unaware of LGBTQ-specific services in their area.

Conclusions: Given that LGBTQ YP described poor service provision by housing/homelessness services (including homo/transphobic attitudes), and that they are more likely to be homeless than their peers, their needs should be considered by these services. Without the knowledge of how many LGBTQ YP they work with, and LGBTQ-specific services, it is likely their service provision could be improved. Better links between LGBTQ-specific services and housing/homelessness services are needed to support this vulnerable group. Further research is needed to understand the prevalence of LGBTQ YP homelessness, and policy work is needed to improve their experiences.

LGBT in small cities. The role of social work to combat LGBTphobia beyond the big cities. The case of Girona (Spain)

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Background and purpose: The big city is presented in the West as the "natural" arriving place for LGBT people. The big urban environment has been proclaimed as the favourite place for the identity expression, community safety, associational activities, anonymity and leisure of LGBT population. On the contrary, in the small cities and rural areas the access to these resources is much more problematic because the dimension of local agencies, the associative structure or the strength of the LGBT community is lower than in big cities. However, LGBT experiences also occur in small cities, where representations, practices, and discourses about sexuality are crossed not only by class, gender, and origin but also by other cultural and social issues, as well as with urban life involvement. Therefore, the sexual diversity experience cannot be reduced to the big city. In this sense, the invisibility of LGBT people often also taken place in social work services, even, the LGBTphobia can be produced in our own work places.

Methodology: This research is based on 26 in-deep interviews to LGBT people and Stakeholders in Girona and 2 focus groups in the city. This research follows the ethical standards in European Social Sciences Research.

Results: We propose organized the discussion in four main points: (1) the experiences of LGBTphobia in Girona, the particularity of a small city; (2) the social policies towards LGBT people; (3) the role of sexual and gender diversity as element with concern all spheres of life and cross contexts, origins and economical features, and (4) the social work professionals and challenges to favour safe, understanding and empowering of LGBT people in social work services.

Conclusions and implications: This research shows that the experience of LGBT people in small cities is crossed by personal and community experiences, but also by the context of the small city. That's mean that the services of social work should be adapt their care to the sexual and gender diversity beyond than individual situations and thinking on the construction of sexuality and gender in interaction with the urban life inherent to small cities.

Lesbian stepchild adoption – alliances and conflicts with child protection services in Germany

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This paper examines the legal and social difficulties of lesbian parents with child protection services in Germany. Legal and shared parenthood of lesbians is not envisioned in the German legal system. Therefore, lesbian parenthood is only possible after lengthy adoption process during which social workers in child protection services and courts act as 'gatekeepers'. I will focus on the challenges of lesbian parents during the adoption process by presenting data from interviews with lesbian parents during and after these proceedings. Through the data, I will illustrate how lesbian parents find themselves under constant surveillance and in a painfully vulnerable position. The paper will explore the parents' fear of losing/ not gaining their parental rights through the ongoing legal processes, the anger at the invisibility of the specific marginalisations and discrimination of lesbian parents within their extended families, by LGBT institutions as well as by the state. I will illustrate how the conception of parenthood becomes a contested site of negotiation between the lesbian couples and child protection services. Last but not least, I will explore the possibilities of operating critically as a social worker within child protection services in Germany.

Session D6: Social work and criminal justice

Does a right based approach fit prisoners needs? The case of prison labour.

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In this article we apply a rights based approach to evaluate the use of labour in prison. Functions of prison labour are highly contested in scientific literature. Some studies emphasize positive outcomes of prison labour in terms of the perceived personal advantages and re-integration (Saylor & Gaes, 1992; 1997, Alos et al. 2015, Bushway, 2003). Other authors criticize prison work because of its moralizing nature and the doubtful contribution towards integration in society (Western et al. 2001; Hunter & Boyce, 2009; Shea, 2005; Guilbaud, 2010).

To date, despite the key role prison labour has in prison sentences, little research has been done to analyse to what extent prison work addresses the needs of people in prison. Therefore, in this paper we analyse prison labour through the conceptual lens of thin and thick needs of Dean (2010; 2015). In doing so we shed light to what makes prison work valuable for prisoners. We conduct 14 interviews with prisoners in a Belgian prison.

Our results show that earning money, structuring time and being busy are very important motivators for people in prison to work. However, our results also indicate that when people experience that prison work makes them feel as being part of a larger whole and gives them the opportunity to have social contact with people external to prison, prison work is perceived as more positive. The results show that if we want to threat prisoners as full human beings, prison work should address thin and thick needs of people in detention.

Forensic social work: professionals' perspectives on violence and delinquency in Greek refugee settings

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Background and purpose: In recent years many studies have investigated violence as expressed in refuge settings mostly focusing on gender-based violence highlighting the cultural issues that arise. This study constitutes an effort to investigate all forms of violence as expressed in refugee settings and to explore the views and perspectives of social workers upon violence and delinquency issues as far as prevention and the causes of violence are concerned.

Based on the IRC report (2017) that indicates many scopes of violence in refugee population apart from gender-based violence, the main purpose of this research is to investigate what types of violence, crime and delinquent behaviors are exhibited in refugee residual settings and to look for any measures that could contribute to the prevention of such behaviors. In addition, this study aims to explore the role of social workers in cases of refugee violence, to critically view their sources of information and to record their views upon such issues.

Methods: For the purposes of the study a qualitative research was designed and conducted via recorded semi-structured interviews. The data were classified and analyzed using thematic analysis. The sample was 18 social workers working at refugee camps and other refugee residual settings.

Findings: Social workers point out that all forms of violence may be detected in refugee camps whereas in other residual settings (i.e. guest houses) they have only encountered scattered cases of violence or delinquency incidents. Although there are many cases that have taken the legal route, the majority of cases is only recorded through rumors or from other community members. The forms of violence as expressed include domestic violence, sexual exploitation of unaccompanied minors, women or of their own children, prostitution, trafficking, self-harm (cuts on arms and legs) and violence against humanitarian aid workers. Delinquent behaviors as manifested include stealing, use of drugs, cybercrime while young boys and unaccompanied minors often exhibit aggressive behavior and use of threats as a tool to gain any benefits. The only preventive measure that social workers indicate is education but cultural issues may stand as an obstacle in the process. Literature review also supports similar suggestion such as school-based to promote the refugee integration (see Roussau & Guzder, 2008).

Conclusions and implications: Delinquent behaviors, crime and violence in its worst forms are manifested in the sanctuaries of the refugee camps where most of the victims or humanitarian aid workers feel unable to cope with the extent of each situation. Social workers, often exposed, find themselves fighting with invisible monsters and since they operate on the outskirts of the state they feel helpless and frustrated. Education is considered as a powerful tool that could prevent violent behaviors and contribute to a smooth integration which in turn would dissolve many cultural differences.

Social care in Scottish prisons: the absence of social work

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There is no formalised or structured social care in Scottish prisons which is impacting on the wellbeing and rights of prisoners. A Memorandum of Understanding between health and the prison service provides for the provision of health care in prisons, a social care equivalent is lacking.

This paper will draw on a recent study that addressed the following questions:

1) Current Context: How is social care currently conceived, experienced and practiced in Scottish prisons?
2) Policy Context: What are the policy challenges/opportunities for providing social care in prisons?
3) Future Context: What is the vision for the future of social care in Scottish prisons?

The qualitative study used data from: semi-structured interviews in three prisons with prisoners (n = 8) and prison governors (n = 3), and an online survey circulated to all 31 Chief Officers of the Health and Social Care Integration Joint Boards in Scotland (33% completion). A grounded thematic analysis was used to analysis the full data set.

Of concern, evidenced through our data, was the absence of social work within the prison environment. References to social work tended to refer to a lack of engagement with prisoners. Recommendations from the study include: social workers taking a lead role in assessing and co-ordinating social care in prisons. Policy, planning and programmes to be developed according to global practices delineated by the UN Convention on the Rights of People with Disabilities (UNCRPD) which formulates disability as evolving, shaped by interactions with the person in their environment. The adoption of a holistic definition of social care that facilitates for pro-active purposeful activities and interventions that support the development of an affirming disabled identity framed by the 'Six Principles of Emancipatory Social Care'. The development of approaches that empower and facilitate for the voice and agency of prisoners to be included in social care decision making.

Our findings call for social work services to more effectively support prisoners with social care needs and to work more collaboratively with other professionals to ensure the seamless provision of services to prisoners in Throughcare: the move from the community into prison and back into the community.

Working with female offenders in care: the perspectives of professionals from youth offending teams

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Background: Research conducted in England and Wales has found that young people in state care are at greater risk of offending when compared to young people not in state care. Additionally, research has found that female offenders with care histories are more at risk of their offences escalating in frequency and seriousness, often into violent offending. As a result they make up 61% of girls in custody. However to date no research has been done on youth offending practice with this specific population.

This project aims to gain a better understanding of frontline youth offending practice with female offenders from care. It draws on what youth offending practitioners identify as the main needs and risks faced by this population and any challenges they present to practice. It examines the role of meeting complex welfare needs within a criminal justice paradigm and explores how finding this balance is both incorporated into frontline practice and professional identities.

Method & Sample: A thematic analysis was completed on a series of semi-structured interviews with 20 youth offending practitioners across three local authorities in England. The practitioners came from various professional backgrounds, including social work, probation, youth work, police community support and education. Practitioners were employed with a youth offending team for an average of 6.5 years, with the longest being 13 years and the shortest being 2 years. All had experience of case managing female offenders who were also in care.

Findings & Implications: The findings from this project suggest that relationship based practice is key to effective youth offending work with female offenders who are also in state care. Practitioners reported that building effective relationships requires time and patience as female offenders from care often have experienced significant rejection and lack trust, particularly in professionals. When compared to the Children's Services social workers, youth offending practitioners believed that they were able to build these relationships much more effectively. They felt this was due to a number of things, including being able to meet with the young person much more regularly than the Children's Services social worker. As a result the youth offending pratitioners in this study identified as the primary 'welfare' focused professional in the young person's life. Practitioners were then required to reconcile their role of undertaking offending desistance work whilst meeting the complex emotional needs of female offenders in care. This created a split in practitioners professional identities. Some practitioners felt that meeting complex welfare needs of female offenders in care was not the priority of the youth offending team. Other practitioners felt that meeting complex welfare needs was inherent in completing desistence work and considered this integral to their practice.

The implications of these findings contributes to a deeper understanding of professional identity in youth offending practice, the ethics of a welfare focused youth criminal justice system, the role of the 'corproate parent' and inequalities in gendered practice.

Session D7: Social work and intersectionality

Social workers' interventions for people with mental health problems in residual settings for refugees in Greece

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Background and purpose: Over the last eight years, Greece has experienced an increase in the number of refugees followed by a corresponding increase in the number of social services, which need to be involved in providing the basic means to this vulnerable social group. Some of these people are suffering from mental illnesses due to the difficulties they had faced during their migration journey. In such cases, social workers have to work, not only with those who suffer from depression or post traumatic stress disorder, but also with those who suffer from serious mental illness and urgently need to follow prescribed treatment.

The main purpose of this research is to investigate how social workers manage their workload in terms of dealing with complex mental health issues and to investigate the types of mental health problems that refugees face. The study aims to explore the dynamic role of social workers in the treatment of mental health problems within the services of refugees in various settings, including services for the families, adults, children and unaccompanied minors.

Methods: A qualitative methodology was used for the purpose of this research focused on the views of social workers. The sample of this study was 22 social workers employed in various refugee care settings and data collection was based on conducting, transcribing and analysing semi-structured interviews.

Results: This project has enabled us to look into the thoughts, views and perceptions of social workers regarding the existing problems that refugees deal with. Working with people with mental health problems within a camp affects the work of social workers in many terms. For example, some refugees suffer from depression and other mental health issues due to their long and traumatic journey, while others are using their situation to get favours from the care system, or to get their visa to move to other European countries. Other serious mental health problems such as schizophrenia or others that may threaten their life are also apparent whereas self-injuries are like a chimera.

Conclusions and implications: Mental health care of refugees in Greece is provided in the shadows of the health care system. A variety of cultural issues immerge in refugee's perceptions about their health status. Moreover, as soon as they leave camps or other residential provisions, their treatment is under question.

As professionals, social workers exercise their influence by supporting patients in making the right decisions about their mental health issues, but also by negotiating friendlier policies for them. Additionally, the role of social workers makes mental health care more humane and helps to reduce their distress. What might help is the documentation of people with such problems in order to provide a continuity of care such as proper referrals.

The meaning of recovery at the intersections of ethnicity and gender for African and Caribbean men in England

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Background: The aim of this paper is to consider the meaning of recovery for African and Caribbean men with experience of mental health issues in England. The paper will draw on findings from a qualitative study that explored to what extent socially-oriented oriented approaches to recovery can better support African and Caribbean men to break the 'stalled cycle of recovery'. It sought to illuminate the perspectives of service users, family, carers and practitioners on recovery in relation to 'race' and culture; to describe the characteristics of activities that promote wellbeing for African and Caribbean men; and to explore to what extent socially-oriented oriented approaches to recovery address the lived experience of these men. The study was conducted in the context of the disparities these men face in mental health services in England, which is seen as a contravention of their human rights

Methods: A qualitative design using a phenomenological approach captured the dynamics of recovery processes and outcomes for African and Caribbean men across two study sites. Participant were recruited via community based organisations that provided mental health services to African and Caribbean communities. Fifty-nine in-depth semi-structured interviews were conducted with African and Caribbean men with mental health experience (n=30), supporters/family carers (n=15), and service providers (n=14). Data were analysed using Interpretative Phenomenological Analysis (IPA). At two co-creation events, service users co-analysed the data.

Findings: Recovery for African and Caribbean men is a complex, dynamic concept. A number of interconnected and often overlapping aspects collectively represent and contribute to recovery. These include recovery as a healing journey, leading a 'normal' life, autonomy and control, aspirations for the future, identity, and being free from health services. The discovery or recovery of agency was identified by the participants as possibly the most significant dimension of recovery. A further key finding was that social recovery is significantly facilitated by creating safe spaces in which men can develop authentic relationships of interdependence based on mutual trust and shared life experiences. Within safe spaces African and Caribbean men were able to build relationships of equality that enabled them to develop the constructive personal and collective identities needed to acquire a sense of individual agency that is central to recovery and human rights.

Conclusion: Whilst previous research similarly highlights issues of autonomy, social inclusion, personalisation, and identity as fundamental to recovery for all service users, this paper argues that recovery for African and Caribbean men is underpinned by their lived-experience at the intersections of ethnicity and gender and social inequality. Social workers should acknowledge the men's personal and collective understanding of recovery based on their unique life histories, which can be achieved by adopting a social justice and human rights perspective.

Identity, culture, community and language in social work practice

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The paper comes out of a PhD study which focuses on experiences of and perspectives on equality and diversity from Black women and culturally Deaf women who use sign language, working across a range of public sector organisations. Although the total participant number (thirty) represents a variety of professional roles, this paper extracts the data that relates specifically to social work and social workers (five) four of whom are Black women and one who is a culturally Deaf signer. The paper makes use of participant data to discuss issues of identity culture language and community. It does so by using the narratives of the research participants to reflect on experiences in and of social work practice as they discuss identity interchanges with service users, carers and colleagues while carrying out their professional roles. Using an intersectional lens the paper also draws on existing literature on identity politics to apply this to the specific personal and professional dialogical identity interchanges being discussed and reflected on. In drawing out the complexities of application of identity theory to social work, the paper highlights some key implications for social work education and practice across the social work profession.

This was a qualitative research study where data was collected via focus group and semi-structured interviews. Access was via a form of snowball sampling giving participants more influence over the research and provide an opportunity for them to endorse the research as discussed by Brown (2005) in her research with non-heterosexual women. Young & Hunt (2011) describe the way Deaf people are often seen as objects of research. As the researcher is a qualified sign language interpreter, interviews with Deaf women were conducted in British Sign Language and interviews with Black women were conducted in spoken English. Data was interpreted via thematic analysis. The theoretical framework guides the research and researcher was a combination of Deaf cultural discourse and 'Africanist Sista-hood in Britain' (Obasi, 2014 & 2018), which is a development of black feminist, womanist and Africana womanist frameworks of analysis but focused on the specific position of Black women in the UK.

The paper concludes by addressing the following questions:

- Do the particularities of Deaf community, language, culture and or ethnicity test the boundaries of our understanding of these concepts?
- Does the change in focus from anti-racist social work to a greater focus on promoting diversity provide Black female social workers with adequate tools to deal with the particular forms of racism they face in practice?
- Does social work education need to do more to prepare students overcome the barriers in cross cultural approaches to the definition and assessment of need in different cultural groups?
- Is the rhetoric of social work professional values enough to deal with the day to day challenges of supporting service users and carers living with realities of such ingrained structural inequalities present in UK communities and organisations?

Ethnicity, race and old age: studying inequalities in an injustice-oblivious way

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Studies at the intersection of ethnicity/ race and aging/ old age – which inform gerontological social work in various ways – are a crossroad now that increased diversity is a given in older populations. This presentation – which is based on a book that will be published by Policy Press in 2019 entitled Ethnicity & Old Age: Expanding our Imagination – relies in a scoping review of scholarship on this intersection published over the past two decades on peer-reviewed journals focusing on aging/ old age and on those that bring attention to ethnicity/ race and migration. (n=336). Using the three topics that have received the greatest attention – health inequalities/ health and social care/ social relations and caregiving – this presentation will expose what the review shows as far what characterizes this scholarship and the theoretical underpinnings that underline it. The review performed has divulge the seven most pressing obstacles that this scholarship is facing at present if it is to expand its imagination of what ethnicity and race means to aging and old age. By alluding to these obstacles – which are about lack of an explicit research agenda; narrow samples, perspective and reference categories; structure and culture-obliviousness; reliance on a small number of methodological approaches; choice of dissemination outlets; stagnation in understandings of ethnicity and race and lack of analytic clarity – this presentation will argue that if we are to unleash our imagination as far as the intersection in question is concerned, we need a social justice-informed and diversity-astute research agenda, as well as social work policies and practices that allow us not only to shed light on the injustices that ethnic and racial older minorities face, but work towards combating them.

Session D8: Child and family social work

The challenges of parenting in a dynamic world: how social services can support parents' coping strategies

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The context: The study of parenting has produced an abundance of literature, with a growing number of self-proclaimed experts setting standards, giving instructions and identifying mistakes. On the other hand the voices of those with parenting responsibilities, particularly in challenging family circumstances, are seldom heard and have not been systematically explored (Geinger et al. 2014;). The study presented here aimed at identifying new knowledge about parents' self-representations and how professional practices connect with them. While recognizing parental roles and rights, the study is underpinned by a framework which underlines social responsibilities in supporting parental roles and child rearing and challenges the individualistic view of parenting which has become prevalent in contemporary society (Richter and Anderson, 2012). The outcomes of the research will make a contribution to more inclusive social work policies and practice interventions.

Methods: The research design was based on a qualitative participatory approach, with an advisory board including both professionals and parents, all of whom were members of family associations. The board supported the research design, the identification of the informants and the analysis of the data. We explored through semi-structured qualitative interviews the views of 50 parents and 40 professionals in the South Tyrol region in Italy. The professionals selected for the research were teachers, social workers, educators, psychologists, and lawyers. As for the parents, we chose to privilege diversity and to have examples of parents with different life circumstances, from the more traditional situations, to different family structures, families with a migration background, living in poverty or coping with disability. The research adhered to University ethical guidelines, all participants signed an informed consent form and all outcomes have been anonymised.

Outcomes: The data indicate that although parenting was described as highly problematic, both by professionals and parents, the multiplicity of family structures, such as families resulting from divorce and remarriages, patchwork families or single parents families, in keeping with other research, was not in itself deemed responsible for the difficulties families faced. The main challenges that emerged in the interview were related to financial instability, time management, parental authority and isolation. Differences in perspective between professionals and parents in relation to the identified themes offer stimuli for reflection on how services for families can be improved in ways that incorporate parents' self-identified coping strategies and competencies.

Parent engagement in non-voluntary child protective services: giving voice to parents

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Background and Purpose: Social service providers have long agreed that client empowerment and inclusion in the service planning and delivery will result in improved outcomes. Although it is especially difficult to engage parents who are being investigated for neglect/abuse, meaningful parent engagement could give voice to and make parents as key stakeholders visible and ultimately lead to better safety and permanency outcomes for families (Anthony, Berrick, Cohen, & Wilder, 2009; Cohen & Canan, 2006).

To increase parent engagement, there has been an emerging use of "parent mentors" or "parent advocates" who share parents' experiences of child welfare involvement (Cohen & Canon, 2006). While the "parent mentoring" approach has been promoted, for example, in education and mental health fields, there is little empirical knowledge on its effectiveness in working with marginalized populations, such as parents in the child welfare system (Mizrahi, Lopez Humphreys, & Torres, 2009; Singer et al., 1999).

In order to fill this gap, the study examined the following research questions: What was the process of engagement and rapport-building between parents and parent advocates? What were the perceived benefits for parents receiving assistance from parent advocates? What were the qualities of effective parent advocates?

Methods: Qualitative data were generated from face-to-face interviews with parents (n=16) who attended child safety conferences, parent advocates serving them (n=35) and child protective services staff involved in these cases (n=41).

Results: The findings illuminated the benefits of this model and identified the multiple constructs that comprised engagement: (a) reduction of mistrust, (b) parents' agreement to the service plan and receiving assistance, (c) understanding that the help matters, and (d) active participation, such as acceptance of services and following up with caseworker recommendations.

Respondents stressed the following in relation to the role of the parent advocate: (a) parent advocates' characteristics and (b) parent advocates' approach. Both categories referred to establishing a trusting relationship. Characteristics of effective parent advocates included personal features as well as having a shared experience. Knowing that advocates had successfully negotiated the child welfare system for themselves instilled hope for parents going through similar experiences. Approach meant the ways in which advocates conveyed their role of an advocate for parents; being a source of social support, non-judgmental and non-stigmatizing; making parents feel that "they are not alone", and offering practical help/resources.

Conclusions and Implications: The study findings indicate that parent organizing is a step forward towards building a family-centered practice in a highly adversarial and legal environment. To increase the use of advocates and enhance engagement, policy, organizational, and administrative attention is needed that supports inclusive, participatory, and family-centered practice. The author will present implications for policy, practice and research.

'That was heartbreaking': exploring barriers to the recognition of mothers in care proceedings

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Background: There have been growing concerns that approaches to parents involved in child protection interventions in England are increasingly authoritarian. This shift has been associated with neoliberalism and the preoccupation with risk and individual blame; the idea that the needs of children can be understood in isolation from their families and from broader social and economic factors; and an instrumental view of parenting (e.g. Parton 2014; Featherstone et al 2014; Rogowski 2015). In contrast with authoritarian approaches, recognition theory has been put forward as a potential framework for respectful, relationship-based and holistic practice with parents in child protection situations (e.g. Turney 2012; Waterhouse & McGhee 2015).

The focus of this paper is the application of recognition theory to our understanding of social work practice with parents – particularly mothers – prior to and during care proceedings.

Methods: The paper is based on PhD research into social workers' perceptions and experience of the ethical and emotional dimensions of decision making in care proceedings in England. Qualitative analysis was undertaken of data from 19 individual semi-structured interviews and 2 focus groups with local authority social workers, senior practitioners and team managers.

Findings: A major theme that emerged from this research was the subjectively painful nature of 'recognition' for social workers. The recognition of a mother with strengths and vulnerabilities, and as a human being losing her child, was at times experienced by case-holding social workers as painfully sad, even 'heartbreaking'. At the same time, the nature of legislative and adversarial court processes, and the types of evidence required to convince a court to make an order, exerted pressures on social workers to depict parents in particular ways that focused on their deficits and individual responsibility or incapacity in order to justify intervention. Conceptualising a mother as culpable or having made a choice not to prioritise her child, with the moral overtones involved, made the decision to intervene feel more straightforward. In contrast, recognition of a mother's strengths and difficulties heightened practitioners' sadness and conflictual feelings. Sadness and dissonance were also associated with greater depth of thought and dialogue with others.

However, participants reported that the need to 'keep going' at difficult times made it harder for them to reflect on painful and conflicting emotions during care proceedings. Reflective space was further impeded by the relentless throughput of work in statutory settings.

Conclusion and implications: The paper concludes by briefly considering the implications of these findings for ethical practice and decision-making. Potential ways in which emotional and procedural barriers to the recognition of mothers in care proceedings might be overcome are considered. The need for strategies that can support social workers in the ethical and emotional dimensions of their work and increase opportunities for reflection with others is also emphasised.

The ethics of social work with unborn and newborn babies

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Assessing and intervening in the lives of unborn babies perceived to be at risk has become an established social work activity in the UK. Pre-birth child protection processes may be instigated in pregnancy to plan for the care and protection of vulnerable babies post-delivery. As unborn babies can have no legal rights until birth, no legal measures can be taken. Parents are asked to participate voluntarily in planning for their baby's well-being. However, this means that parents can have no legal recourse when it comes to the substantive decisions being made about their future family life.

This empirical paper draws closely on data from doctoral research conducted in an urban Scottish local authority over one year between 2014 and 2015. The ethnographic fieldwork combined non participant observations, mobile research methods, and interviews with social workers, child protection case conference chair persons and expectant parents. The study included 41 participants and created rich data about the nature and meaning of pre-birth child protection work. The research findings raise important questions for practice, policy and social work ethics.

'There's nae, there's nae appeal system, there's nae, you cannae do anything about, they rule the roost that's it… What they basically say goes'

(Extract from research interview with expectant father, Bill).

In appeal cases brought by families after separation at birth, Courts have generally ruled that it is appropriate for social workers to intervene at birth to protect a child from harm where reasonable grounds exist. However, local authorities have been criticised for failing to consider alternatives to separating mother and baby in order to achieve the baby's safety, and for not giving prior notification to parents of their intention to remove their child at birth. Within the English context 'pre-proceedings' have been successfully trialled (Masson and Dickens 2015), designed to address some of the legal and ethical complexity of intervening in the lives of unborn babies. No pre-proceedings have so far been introduced in the legally and administratively different Scottish context.

This paper seeks to consider the uncomfortable question of whether our society's efforts to protect children from harm at the very start of life, can result in social work procedures which may be understood as contributing to the structural violence and oppression experienced by families already significantly disadvantaged by poverty and structural inequalities. Increases in state intervention in the lives of newborn babies, infants and their families have been reported across the U.K. Yet the increase in the child protection practice of intervening ever earlier in life on families is not straightforwardly attributable to policy. Rates of removal at birth appear geographically diverse in England (Broadhurst et al 2018) potentially raising questions of social justice. Furthermore, writing in the Scottish context Woods and Henderson (2018) suggest that these significant shifts in child welfare practice on the lives of families and on local authority resources remain largely unassessed.

Session D9: Social work and professionalization

<u>Session D9: Social work and professionalization</u>

Young generations of social workers in times of depoliticization

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Background and purpose: "… it is to be expected that the future generation of social workers follow the attitude that people are responsible for their own social issues and social support is just available quid pro quo" (Dollinger, Oelkers, & Ziegler, 2013, p. 2).

Based on literature, three depoliticization tendencies seem to characterise newest generation of social workers: first, the diminution of interest on the structural level of social problems. Second, the new generation social workers is supposed to incline the idea of welfare conditionality. And third, different authors describe an evolution towards an increasingly shallow technical, ticking-boxes professional. The new generation social workers seems to conform with the policy climate in which social justice is increasingly under pressure. It is our contention that this debate is one-sided. It disregards contextual and institutional aspects and is exclusively focused on the newest generation. As they do not take part in this debate, we aim to give them a voice by examining their professional perspectives.

Methods: This paper reports the analysis of 44 interviews of social workers in a public welfare centre in Flanders (Belgium). Drawing on the three layers of Mannheim's (1928) generational theory, we demark generations of social workers on a temporal, socio-cultural and unifying layer. Generational differences between these generations are identified by similarities and discontinuities in the professional perspectives of early career experiences of social workers.

Findings: Although it is indisputable that societal shifts fuel the depoliticization of the newest generation, we observe that this does not affect the whole generation in a similar manner. The newest generation consists of sub groups, generation-units that exhibit a variety of professional perspectives. While one generation unit goes along with stringent activation strategies, other members of this generation reluctantly bring in a contradistinctive rights perspective. However, in an institutional context of technicality and ICT-applications – installed by previous generations - the political strategies of newest generation of social workers are limited.

Conclusions and implications: Based on generational theory we need to consider the ability of the newest generation to signal procedural and institutional barriers that hinder their pursuit for social justice. They voice restrictive institutional arrangements that force the new generation to start off in a framework that promotes individual oriented, conditional and technical social work. This process is mediated by an overgrown institutional bureaucracy and the fact that the shift in balance from agency of the social worker toward managerial control is perceived as 'normal' for the youngest generation.

Power, professionalism and the value of colleagues for social workers in Sweden 2008-18

Kerstin Svensson*

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Background and purpose: Social work practice is highly dependent on its context. When the welfare society changes, the preconditions for social work changes. How does that affect the practice and the professional role for the social worker? This presentation aims to bring some data from Sweden to the discussion on how social work practice and professionalism develops. This will be done by focusing on how social workers describe their professionalism, how they value their colleagues and how they argue about power in and over their work.

Methods: This presentation is based on a survey that has been completed by Swedish social workers in 2008 and 2018. The survey was both times sent to randomized samples of social workers organized in the Union for Professionals (Akademikerförbundet SSR), the largest professional organisation for social workers in Sweden. The replication of the survey makes the data useful both for descriptive analysis and for comparisons over time. The 2008 survey had a very high response rate (77 %) after three reminders, while the 2018 survey unfortunately showed a much weaker response rate (34 %), despite five reminders. Still, there is no obvious bias in the respondents as a group, and the material in total consists of 744 + 510 respondents, why at least general tendencies can be elucidated. A general descriptive analysis frames the results, and for this specific presentation an analysis is made with three aspects in focus: professionality, collegiality and power. The responses to questions concerning these issues has been analyzed and compared. In order to get a deepened understanding the analysis is anchored in other studies of professions, especially of social workers, and in theories of power, specifically power in and over professional roles.

Findings: The results show both continuity and change. Fewer say 2018 that they are in control over their work and more say that they are under pressure at work. Yet, in both surveys, they emphasized both the importance of and the existence of supportive relationships with colleagues. In relation to clients, they show very ambiguous approaches to power. They know they have it, but they do not claim to use it.

Conclusions and implications: There are tendencies that social workers in Sweden has been more professionalized the last ten years. This can be argued as it is more specialized and as there is a high level of trust in collegiality. On the other hand, the findings from the survey show that social workers' discretionary space is more limited today. Further, the social workers argue both 2008 and 2018 that the people they work with and for expect them to have power. Nevertheless, having power has negative connotations for Swedish social workers, which could be seen as a weakness in the professionalism. Social workers would probably have better opportunities to promote social justice and human rights if they would acknowledge the power within their roles and practices and use the power for the benefit of the people they work with and for.

Functional stupidity and social workers: a pilot study

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Social work is a profession underpinned by values of care, human rights and social justice. Yet, research has shown that social workers often refrain from addressing organisational issues that prevent them from living up to professional norms.

The aim of this paper is to investigate how social workers relate to aspects of their jobs that contradict what they believe is morally and professionally right. We do this by using a model of functional stupidity, i.e. an unreflective mode of compliance to organisational demands. The model consists of 10 different rationales for being functionally stupid that are drawn from three so-called reflective modes of compliance: despair, cynicism and authoritarianism. This paper reports a pilot study of the operationalisation of the model of functional stupidity, and an analysis of functional stupidity among a sample of social workers.

A series of Likert-type items was developed addressing assumed problematic aspects of contemporary social work practice, and how one relates to these aspects. The aim of each item was to measure to what extent a respondent endorses a given rationale for being functionally stupid at work. A measure of work satisfaction was also included in the questionnaire to test the relationship between functional stupidity and work satisfaction. A convenience sample of social workers, recruited from six municipalities in Sweden and representing several areas of the social services, such as social assistance, child protection and addiction, were provided with the functional stupidity questionnaire. A total of 120 participants completed the questionnaire, a response rate of 42%.

The majority of items had good response distributions, indicating the potential to discriminate among participants in terms of the level of endorsement of functional stupidity rationales. A multiple linear regression analysis show that despair and cynicism modes, together with the rationales fun, machismo, and adaptionism, explained 44% of the variance in work satisfaction. Further, the regression analysis showed that cynicism had a significant negative association with work satisfaction (b=-.28), while the fun rationale had a significant positive association with work satisfaction (b=.54).

The paper shows that being un-reflective at work is a prevailing way to handle the job as a social worker. As the first study to operationalise the concept of functional stupidity, it contributes with knowledge on how the model might help us understand how social workers motivate working on tasks they would rather not do.

The framing of the social workers' identity in the media. Insights from Romania

Florin Lazar*, Valentina Marinescu, Silvia Branea

University of Bucharest, Romania

Background and purpose: Social work in Romania was re-stablished after the fall of communism in 1989, being a relatively young profession with a (sometimes) contested identity within the general public/audience. Beside the confusion with other social care professionals (e.g. foster carers or personal assistants being presented as social workers in the media), social workers themselves strive for public recognition of their work (Lazar, Degi, Iovu, 2016). Thus, how social work profession is represented in media is important for professionals and service users alike. Guided by the media framing theory (Entman, 1991; Gamson, 1989), which considers that repeated discourses and phrases on a subject shape the representation formation of a domain/topic within the media audience (Sieff, 2003), we investigate how Romanian online media framed the social work profession over a seven years period (2010-2016).

Methods: The quantitative content analysis grid comprised 10 relevant keywords (e.g. social workers, social workers in Romania, foster carers, social work, etc.) and the final sample on which we made the analysis comprised 932 valid articles retrieved in the first 15 Google.com pages.

Findings: Social work is not the main topic of the article (69%), persons or events being the focus of the article. The personal stories are preferred (38%), over analyses of the policies (21%) or legislation (20%). Social workers are not presented in the articles (86%) and are less likely to be cited within the articles than other professionals. The main topics covered are child abuse and neglect, poor people and the functioning of the welfare system. The articles are about social work system in general, not focusing on an issue, or making recommendations to social problems (65%). The articles are usually informative (87%) and generally social work is presented in a neutral manner (44%) and sometimes positively (19%).

Conclusions and implications: Social workers are not the primary definers of their work or/and of the social issues covered in the articles about social work. The social work as profession and social workers are schematically presented since articles lack the personalization of social worker and the general context. The main frame used in the sample was the problem frame - the cause frame and the solution frame missing from Romanian media.

Based on our findings we consider that social workers and their professional body organization need to have a continuous dialogue with the media/journalists and public relations professionals, a higher number of press releases and other social work-related events from/by National College of Social Workers in Romania or to create a best practiceguide for journalists on reflecting social work-related events. Future studies could use a critical discourse analysis to reveal how the professional identity is constructed within the media content.

Symposium 9

Methodological developments in the study of professional judgment and decision making: the DARSIG symposium

Andrew Whittaker* (1), Denise Harvey* (1), Brian Taylor* (2), Mabel Stevenson* (2), Julia Emprechtinger* (3), Michael Rölver* (4)

1: London South Bank University, UK; 2: Ulster University, Northern Ireland, UK; 3: HES-SO Valais-Wallis, University of Applied Sciences Western Switzerland; 4: University of Münster, Germany

Professional judgement, decision-making processes and the management of risk are central components of good social work practice that raise challenges for researchers, practitioners, service users and policy makers. The Decisions, Assessment and Risk Special Interest Group (DARSIG) of the European Social Work Research Association (ESWRA) has drawn together four papers that outline methodological developments and innovation in social work research on DARSIG topics.

All of the papers are empirical studies that demonstrate innovative methodological developments in studying aspects of decision making and risk. The studies range in methodology, from ethnography to randomized controlled trials. The studies include a range of practice settings in various European countries.

The first paper by Brian Taylor and Mabel Stevenson outlines how individuals with dementia were involved in data analysis for a qualitative study about risk communication in dementia care in Northern Ireland. The presentation highlights the importance of innovative approaches to involving service users as co-researchers; examines some of the barriers that can be experienced; and illustrates approaches to address these.

The second paper by Julia Emprechtinger is an innovative ethnographic study of joint decision-making in child and adult protection authorities in Switzerland. It engages with the lived experience of their quasi-judicial practice in order to study the interactional decision-making in four authorities involving both routine and non-routine cases.

The third paper by Michael Rölver is a study of professional discretion in case conferences within services for disadvantaged youth in Germany. Using a documentary method, the study examines how practitioners negotiate discretion in their everyday professional lives.

The final paper by Andrew Whittaker reports the findings of an empirical study about how novice practitioners can learn decision-making skills in England. The study is a randomized controlled trial of an educational intervention that enables social work students to develop pattern recognition strategies through intensive digital feedback for highly experienced practitioners.

Symposium paper 1: Involving people with dementia in data analysis: research innovation and empowerment

Brian Taylor* (1), Mabel Stevenson (1)

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Context: Involving people with dementia in research is challenging, but is important for empowerment and for improving research quality. Shared decision making needs improved communication about risk between professionals and those cared for, so as to ensure mutual understanding and more appropriate services.

Methods: Four individuals with mild-moderate dementia assisted with mid-point data analysis for a qualitative study about risk communication in dementia care. The study itself involved interviews with 17 people with mild-moderate dementia regarding communicating about care risks while living at home. Co-researchers were recruited through Service User Review Panels of the Alzheimer's Society. The Office of Research Ethics Committees for health and social care in Northern Ireland gave ethical approval. The two-hour data-analysis session with the co-researchers involved three interactive twenty-minute sessions using selected interview transcripts, focusing on: (1) definitions of risk; (2) risk communication regarding a health risk (medicines management); and (3) risk communication regarding a social care risk (driving).

Results: The inclusion of people with dementia in analysis enabled the use of a wider range of perspectives on the meanings in the data. This generated new insights that were explored in subsequent data-gathering interviews. In particular, the co-researchers assisted the research team in identifying information of practical importance to service users, which informed public dissemination. The co-researchers provided evaluative comments on the session.

Discussion: Despite a clear oral and written description of the role, it was necessary to remind the co-researchers continually that they were not respondents, but co-analysts. The co-researchers had opportunity to exercise their skills as well as contributing to the quality of the study. The involvement of co-researchers with dementia added to the data analysis particularly in terms of highlighting issues of practical importance to service users. This presentation will provide additional detail on the above points.

Symposium paper 2: Joint decision-making in Swiss child and adult protection authorities: challenges of ethnographic research to catch the "joint" in the decision-making process

Julia Emprechtinger* (1)

1: School of Social Work, HES-SO Valais-Wallis, University of Applied Sciences Western Switzerland, 3960 Sierre, Valais, Switzerland.

Context: This paper suggests an emphasis on *joint* decision-making and the related interactions between the involved decision-makers. The Swiss child and adult protection authorities, competent for quasi-judicial decision-making, seem to be an ideal example to study, as their decisions are made by an interdisciplinary board of at least three professionals. That means that every decision has to be formally taken and/or confirmed by the case-wise assigned board members. The intention behind the related law, in force since 2013, was to guarantee multi-perspective, well informed, timely and better decisions in the sensible field of child and adult protection.

Methods: The ethnographic approach with observations and in-depth interviews in four authorities studied the interactional moments of these *joint* decision-making processes to better understand the significance and implications of cooperative decision-making. *What* does joint decision-making exactly mean for the examined authorities? *Where* and *when* does it happen? *Who* is involved behind the official formal decision-making board?

Findings: Using the example of one child and adult protection authority, I will discuss the challenges of catching the moments of (tacit) agreement on decisions. Results show that the decision-making process and its formality vary on a continuum from routine to non-routine cases. Routine cases seem to end up in decisions prepared by a non-board team member closely related with the assessment and through (informal) exchanges with colleagues. The board serves here as a control layer. Non-routine complex cases, in contrast, are narrowed in time and space to the court-like hearing of the concerned person and the ensuing deliberation of the decision-making board.

Discussion: An ethnographic approach to study *joint* decision-making allows us to identify power relations (often) unseen by the involved agents and reveals multiple insights in practices of

interactional decision-making behind the formally equal integration of all three board members with their expertise.

Symposium paper 3 - The collective structure of discretion and its significance for social work practice.

Michael Rölver* (1)

1: Institute of Sociology, University of Münster, Germany

Context: Professionals in social work deal with multiple challenges in their daily work while facing a high level of complexity. Discussing decision-making in social work, discretion often is regarded as a double-edged sword; on one hand enhancing professional autonomy while on the other leading to arbitrary decisions. A lack of analytical reasoning based on scientific knowledge has been identified for social work practice in a variety of studies. Evidence-based practice seeks to provide structured and standardised tools for social work. But finally, complexity still is there; decisions must often be made without sufficient knowledge, and discretion inevitably comes into play. This is expected to be the case in youth service for disadvantaged young people.

Aims: The professional and organisational structuring of the process of discretionary reasoning is the focus of the ongoing PhD project being presented. Sociology of knowledge provides a distinct comprehension of different sources of knowledge. We can distinguish for instance between explicit and implicit knowledge. Karl Mannheim argues for a recognition of the so called kollektiver *Erfahrungsraum* (collective experiential space) as a source of knowledge in addition to scientific knowledge. Following an inductive approach, the aim is to explore *le sense pratique* (Pierre Bourdieu) of discretion.

Methods: Real case conferences are analysed using the documentary method of Ralf Bohnsack. The methodology allows for analysis of implicit knowledge in context of professional action. A collective frame of orientation of social work teams is reconstructed with a workshop of four researchers guiding the interpretation process. The focus of analysis is not the individual level but the collective experiential space beyond common sense.

Discussion: Expert discussions are the basis for reconstruction of the social and professional significance of discretion. In contributing to the symposium, the first empirical findings will be presented. Identified types of negotiating discretion are discussed.

Symposium paper 4 – Can novices learn to see through the eyes of experienced practitioners? A randomised controlled trial to study whether child protection decision making skills can be learnt.

Andrew Whittaker* (1)

1: School of Health and Social Care, London South Bank University, London, UK

Context: Increased awareness of child abuse has recently led to increased referrals in the UK at a time of public sector resource constraints. Frequent staff turnover has meant that many frontline social workers are relatively inexperienced but must make complex decisions quickly. Finding effective ways in which social workers can learn to make safe decisions to manage this complexity is therefore a key research and policy priority.

Aims: The study examines whether rapid digital feedback for an expert panel can help inexperienced social workers to learn cue and pattern recognition skills to support such decision-making. The study draws upon the theoretical framework of Kahneman and Klein who identified

that one of the key pre-requisites for developing expert decision making skills is timely feedback to enable novices to link their decisions with outcomes.

Methods: The British Academy and Leverhulme Trust-funded study is a randomized control trial of the ShadowBox™ educational intervention to provide intensive feedback to social work students to enable them to develop pattern recognition strategies that inform their decision making. Inexperienced practitioners are presented with real life vignettes in a computer lab and must make key decisions. Those in the intervention groups will receive immediate video feedback after each decision from a panel of highly experienced practitioners, who explain what information they would have paid attention to. Those in the control group receive no feedback. Data will be collected using Qualtrics software and a MANOVA analysis will be conducted to assess the impact of the intervention on participants' decision making abilities.

Results and discussion: Data collection and analysis are on going and the paper will present the final results along with key lessons learnt. The training method has been successfully used to train US Marines and New York fire fighters but has not been trialled in the UK.

Symposium 10

Who cares? Who responds? Who fails? Refugees, social work and human rights

Marina Rota* (1), Sofia Dedotsi* (2), EmilioJose Gomez* (3), Dora Dimitra Teloni (4), Ilse Derluyn (5)

1: Ghent University , Belgium; 2: University of Northumbria. United Kingdom; 3: Castilla-La Mancha University . Spain; 4: University of West Attica. Greece; 5: Ghent university, Belgium

Symposium proposal from the Special Interest Group 'Social Work Research on Integration Policies with Migrants and Refugees (SWIM)'

By adressing these three questions. Who cares, who responds, who fails? the authors of the symposium intend to open a debate on the challenges that reception of refugees (and particularly Unaccompanied minors) entails in terms of dignity, respect for Human Rights and welcoming conditions. How this reception is, in most of the cases, precarious and insufficient and how this reality (and the previous stages of transit conditions) has an effect on the physical and mental health conditions of refugees. Also it will be discussed how social workers deal with these situations in countries seriously affected by retrenchment policies that dismantled most of the reception facilities previously existing and make their working conditions precarious and harmful .

This symposium aims, thus, to critically discuss and debate the values of human rights and social justice in the context of refugee crisis, presenting research from a Mediterranean perspective – the countries of Greece and Spain. These countries along with Italy, are at the 'borders' of Europe, with unprecedented numbers of refugee arrivals fleeing war and prosecution. The refugee crisis of 2015 occurred also in a period of austerity and fragmentation of social services as well as rise of racism and anti-immigration rhetoric. What is the impact of this context to refugees' rights for asylum? What is the reality of social work professionals in the frontline? The symposium debates these questions, challenging the notion of 'borders' and its impact on human and labour rights of both refugees and professionals. Three presentations will be offered in this session: 1) Marina Rota, Researcher (Ghent University), presents findings of the CHILDMOVE project, more specifically on the reality of unaccompanied refugee manors in Greece, revealing hazardous circumstances which violate children rights; 2) Sofia Dedotsi, Senior Lecturer (Northumbria University), discusses research findings on social workers' profile and working conditions in the Greek frontline services for refugees and migrants, highlighting their challenges and needs; 3) Emilio Jose Gomez Ciriano, Accredited professor at castilla-La Mancha university will present the results of a research focussed on the reception conditions of unnacompanied minors in Madrid

Whist this Mediterranean perspective may be different from other countries in Europe and beyond, yet offers important insights of how human rights are constructed in policies, services and practices at the 'borders' of Europe. The symposium will conclude on emerging needs for further social work research and practices in times of crisis.

Symposium paper 1: Living in limbo: the reality of Unaccompanied Refugee Minors (URMs) in Greece

Marina Rota*

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This presentation is based on an ongoing research project to examine how the flight experiences affect the URMs psycho-social well-being in relation to traumatic experiences in their home country and daily stressors in their current setting. Our aim is to provide unique insights in the diversity of- and evolution in- their experiences while fleeing from home, and their impact on their wellbeing. The project takes place in 5 countries Libya, Turkey, Greece, Italy and, Belgium and we try to identify the risk factors impacting URMs' mental health longitudinally, hereby questioning the classical differentiation between 'daily stressors' and 'trauma', possibly evolving towards an elaborated theoretical and empirically validated concept of 'cumulative trauma'.

This presentation focuses on the situation of URMS in Greece as documented after two years of research. In Greece there is no official data about the number of URMs. The only available data is from the National Center for Social Solidarity based on the number of referrals for accommodation. According to these numbers the estimated number of unaccompanied children asking for shelter in Greece is 3,290 while the total number of available places is 1,191. From the remaining 2,242 some hundreds are in "protective custody" or in camps while others are homeless. The presentation will reveal how most of these minors remain in a legal and social limbo for years. Absence of legal representation and guardianship, combined with slow bureaucratic procedures, leads to long waiting lists for asylum recognition and/or family reunification. In most of the cases they have no or little access to education, health care and legal information. The financial crisis keeps even recognized refugee minors with full employment rights away from the job market. Either in a shelter, in detention or homeless, escaping the country remains their ultimate goal.

Symposium paper 2: Working conditions and challenges of frontline social work professionals in Greece

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Since 2015, social workers are in the frontline of the refugee crisis, facing a series of difficulties in helping effectively their users through a context of austerity, anti-immigration policies, racism and under-sourced social services. This study was a self-funded, quantitative research project carried out from June to August 2018 for the first time in Greece, with main research questions: the identification of the profile and working conditions of social workers, problems of service users, social work practice in micro and macro level and its link with the wider social movements. An online anonymous self-completed questionnaire for social workers working with refugees (n=137) was administered using an online database, whilst data statistical analysis was accomplished using R-Project and SPSS software tools. This presentation, will critically discuss part of the findings in relation to the profile of frontline professionals and their working conditions. It was found that the vast majority of the respondents are women (79,6%), newly-mid qualified (65,6%) working mainly in EU-funded projects. Findings on their working conditions reveal the difficulties and challenges social workers face and their sources of support in a complex and under-sourced welfare system. This presentation contributes to the symposium the perspective of professionals at the 'borders' of Europe and suggests that social work research plays a key role in raising the voice of refugees, professionals and activists in defending human rights and social justice in policy and practice.

Symposium paper 3: Children of nobody, children of nowhere: Welcoming unaccompanied minors in Spain?

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The attention of unaccompanied minors in Madrid has changed drastically after the years of austerity (2008-2012) when many centres had to close due to retrenchment policies. At the present moment there are no specific facilities aimed at them and as soon as they arrive in Madrid they are referred to reception facilities children´s shelters conceived as emergency placements for children entering care. As a result, there are minors with different needs cohabiting in emergency placements that outnumber by far the accommodation capacities of these centres and neither the personnel is prepared for managing tensions that erupt daily nor the premises are adequate for attending them. This situation has been repeatedly denounced by Save the Children and Fundación Raíces. Both institutions have expressed their concern on aggressions and bad treatments to minors, most of whom don´t want to stay in the premises and scape to the nearby parks because they don´t trust educators, social workers, nor security guards. In the parks some of them sniff glue because they feel desperate and alone. Some of them also can be observed close to the public library trying to catch the open wifi connection. In the last two months six of them disappeared and no one knows where they are. We will present the results of a research made in the two reception facilities and the parks nearby in which unaccompanied minors stay and will discuss on the stigma, the attitudes and the roles of the different actors involved.

Symposium 11

Realist evaluation in a changing world context: Examples from Switzerland, Finland, England and USA

Mansoor Kazi* (1), Minna Kivipelto (2), Sigrid Haunberger (3)

1: Fredonia State University of New York, United States of America; 2: National Institute for Health and Welfare, Social Policy Research, Finland; 3: Zurich University of Applied Sciences ZHAW, Switzerland

Realist evaluation can provide important answers regarding the effectiveness of human service programs in the context of changing welfare paradigms. This symposium presents examples from four countries across Europe and North America. The realist evaluation paradigm has been developed in the last three decades to inform the development of practice evaluation, informed by the work of Pawson & Tilley (1997); and Kazi (2003). The paradigm is defined as follows (Kazi, 2000: p.317):

'Realist evaluation seeks to evaluate practice within the realities of society. Practice takes place in an open system that consists of a constellation of interconnected structures, mechanisms and contexts. Realism aims to address all the significant variables involved in social work practice, through a realist effectiveness cycle which links the models of intervention with the circumstances in which practice takes place'.

At each cycle, a better approximation of reality is obtained with regard to what works, for whom and in what circumstances. Evidence from data gathering is used to adjust the practice to better meet the needs of the users and to generate the desired changes in the target problems that are being addressed by the practice intervention. This paradigm is inclusive, utilizing any research method or a combination of methods that can best reflect the realities of practice. There is growing recognition that it is necessary to inquire into the 'black box' of service delivery and examine the interactions between variables relevant for practice.

However, a number of trends have appeared within this paradigm that are emphasizing one part of this approach as primary and almost to the exclusion of all others. The opening of the black box is examined precisely to gain a better approximation of reality with regard to the circumstances in which the practice outcomes may or not be achieved. The realist investigators may begin with theory, but at the same time we must be aware of the black box as a whole, and the parts that we are developing, with the awareness of the contribution to the whole, i.e. the investigation of the realities of practice as it unfolds, the contexts in which it operates, and the interrelationships between the outcomes, the intervention and the contexts.

Social work actions are complex interventions, which can produce different outcomes in different circumstances. The overriding questions here is how to find criteria for effectiveness and which method of impact evaluation is to be used. The realist evaluation framework involves developing a 'context mechanism, outcome pattern configurations' (CMOCs) that allow researcher and practitioners to understand 'what works for whom in what circumstances'. In this symposium, we outline one promising approach, realist evaluation, which seeks to explain not only what works but what works for whom in what circumstances and why. The symposium presents empirical studies from Switzerland, Finland, United Kingdom and USA regarding the effectiveness of realist evaluation for social work practice and research. The symposium concludes that realist evaluation is not a panacea, but offers some interesting opportunities for designing (impact) human service evaluations.

Symposium paper 1: Title Realist Evaluation Can Investigate What Works and for Whom: Utilizing Live Big Data from Chautauqua and Rockland Counties (NY State) and Manchester City Council (UK)

Dr. Mansoor A. F. Kazi*

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Can we apply critical realism to the big data already collected by schools and human service agencies to promote well-being? This is a demonstration of award-winning realist evaluation with live big data from Chautauqua & Rockland Counties (NY) and Manchester City Council (UK). Research methods drawn from both epidemiology and effectiveness research traditions are demonstrated in a realist evaluation in partnership with human service agencies and the schools to investigate what programs of intervention work and for whom to enhance well-being. Real live data from management information systems (schools, social services, mental health, youth justice) is used to investigate the effectiveness of the human service interventions. As the emphasis is on data naturally drawn from practice, quasi-experimental designs will be demonstrated using demographic variables to match intervention and non-intervention groups. Binary logistic and linear regression will be demonstrated as part of epidemiologic evidence based on association, environmental equivalence, and population equivalence. The demonstration will show how evaluators work in partnership with these agencies, to clean the data, and to undertake data analysis with them at regular intervals and not just at the end of the year. Establishing cause and effect in real time is a particular theme of this demonstration. As the data mining includes all service users (e.g. all school children in school districts), it is possible to investigate the mechanism, context and outcome configurations in real-time. This is a mixed methods approach, combining the traditions of epidemiology and effectiveness research in human services (Kazi, 2014) to investigate demi-regularities (Lawson, 1998, in Archer et al., Critical Realism). The author has extensive experience in evaluation of human services programs in the U.S., United Kingdom, and Finland and was awarded the US federal agency Substance Abuse and Mental Health Services Administration's Gold Award for Outstanding Local Evaluation in July 2010.

Symposium paper 2: Measuring Effectiveness in the Experiment of Inclusive Social Security

Dr. Minna Kivipelto*

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This paper is presenting the effectiveness evaluation model in the Experiment of Inclusive Social Security. In the experiment, six municipalities are developing and testing new models for inclusive, empowering and participatory social work. In the experiment, the effectiveness is evaluated using the KEY-measure and nationwide register data. In this paper, the evaluation model of the Experiment of Inclusive Social Security is presented and results from first evaluation round are represented. The KEY is an online measure for determining the effectiveness of social work intervention with adults. The measure will be filled twice with each client of the experiment. The design and development of the KEY measure utilized realist evaluation approach with single case-design. In the experiment, the KEY is integrated to the client data management systems. Mobile applications are also used with clients living in sparsely populated areas. The purpose of the use of information technology is that it makes the evaluation more flexible and independent of time and space. The focus is on applying realist evaluation in the context of changing welfare paradigms, and this paper will demonstrate how realist evaluation is able to investigate context, mechanism and Outcome configurations (CMOCs) in a changing world.

Symposium paper 3: Impact evaluations in social work with realist evaluation: Empirical Applications and methodological challenges. A systematic review

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Social work actions are complex interventions, which can produce different outcomes in different circumstances., and especially in a changing world. The overriding questions here is how to find criteria for effectiveness and which method of impact evaluation is to be used. The realist evaluation framework developed by Ray Pawson and Nick Tilley seems to be particularly suitable for impact evaluations in social work. The framework involves developing a 'context mechanism, outcome pattern configurations' (CMOCs) that allow researcher and practitioners to understand 'what works for whom in what circumstances.' In this contribution, we outline one promising approach, realist evaluation, which seeks to explain not only what works but what works for whom in what circumstances and why. A systematic review was undertaken to find empirical studies regarding the effectiveness of realist evaluation for social work practice and research. We searched eight electronic databases, 33 papers met our inclusion criteria. The paper concludes that realist evaluation is not a panacea, but offers some interesting opportunities for designing (impact) evaluations in social work. In this contribution:

- we highlight the situation of realist evaluation based impact evaluations in social work,
- we show examples, how CMOCs have been developed by different methods, for example qualitative, quantitative, Qualitative Comparative Analysis,
- we answer the question if realist evaluation is keeping its promise to work out context-dependent mechanisms,
- we point out what theoretical and/ or methodological aspects should be clarified when using realist evaluation.

Symposium 12

Social work history and claims of abuse: beyond a single story

Mark Smith* (1), Jo Woodiwiss* (2), Lieselot De Wilde* (3), Griet Roets (3), Bruno Vannobergen (3)

1: University of Dundee; 2: University of Huddersfield, UK; 3: University of Ghent, Belgium

This symposium proposal addresses questions of social work's relationship with its past, focusing, specifically, on the contemporary and thorny issue of how it responds to revelations of historical abuse in state care and community settings. As such, the proposal sits within the main theme of the conference, 'Social work research, practice and core values of human rights and social justice in a changing welfare society'. It also addresses the sub-themes:

- Embodying social justice and human rights in social work research, practice and policy
- Social work practice in a changing welfare society – contemporary and historical perspectives
- Methodological developments and innovation in social work research, capacity building and co-creation of knowledge in social work research.

In recent decades, a powerful narrative that speaks of awful and endemic abuse among children in state care has taken hold. Responses across the (primarily Western) world follow a formulaic pattern of advocacy on the part of individuals and interest groups, public inquiry, personal testimony, media coverage and official apology (Murphy, 2010).In this context, formal inquiries commissioned by authorities are perceived as a political priority to repair human injustices and to come to terms with the failure of social welfare policies and services in the past, so as past failings might never happen again. In this process, a singular story or common narrative of history is laid down, one of human rights abuses, resultant psychological trauma and the need to provide former residents of care homes with opportunities for redress. It is a story told not just by self-identifying victims, but also by some activist groupings, therapists and human rights lawyers. This dominant story then provides a framework within which others then make sense of their own experiences, thereby retelling and reaffirming it.

Beneath any master narrative, however, lie a number of submerged narratives (Butler and Drakeford, 2005). Moreover, in her reflections on social work history, Taylor cautions against the too ready acceptance of 'received' narratives drawn from activist accounts, concluding that by stepping outside these conventional understandings 'we place ourselves in a better position to capture the complex, fragmented and contested activities that constitute social work past and present' (2008, p. 694) allowing us to rethink the relation between the past, present and future.

This is what we propose in this symposium. We represent an international grouping of academics from Belgium, Scotland and England, each of whom, independently, has conducted empirical work on this subject, which problematises received narratives of historical abuse. The symposium will question human rights claims to uncover a normative truth, locating discussion, instead, on the ways in which such 'truths' are narratively constructed. It will also contribute to the development of a social work historiography that is critical and fine-grained and which allows for the construction and telling of different narratives rethinking the relation between the past, the present and the future.

Mark Smith* (1)

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Approved and what were, in Scotland, called List D schools do not have a good reputation in policy circles or in the public imagination. They are associated with poor educational and social outcomes and have, in recent years, become identified as sites of institutional abuse. Such negative views do not reflect the complex history and purposes of the schools, nor some of the positive rehabilitative work they performed and the impact they had on residents' lives. The negative image that has developed around the schools potentially stigmatizes those who attended them, rendering their memories of life in the schools peripheral and unimportant when set against dominant public accounts.

The aim of this presentation is to re-appraise views of the schools through outlining my current book project, which adopts a narrative and autoethnographic methodology to present the stories of a number of boys I looked after in one such school in Scotland in the mid to late 1980s augmented by the stories of some staff members.

The book provides insights into the pre and post care experiences of the boys/men and their trajectories through life, but will also offer rich insights into the rhythms, rituals, routines and relationships that existed in the school. The school in question has been subject to historical abuse allegations, which those interviewed contest vigorously. The presentation will also capture a particular moment in time for social work history that, while once mainstream, is now rendered peripheral, through considering the role of a religious order in running the school in question.
The findings tell a very different story of residential schooling to that provided in received accounts and highlight the need for historical accounts to listen to a range of voices.

Symposium paper 2: Beyond damage: a critical engagement with contemporary narratives of historic childhood sexual abuse

Jo Woodiwiss (2)

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Since the Jimmy Savile case in the UK, widespread media coverage of celebrity sexual abuse cases has raised public concern and large numbers of adults have identified themselves as victims of historic childhood sexual abuse (CSA). However, for many, their experiences are framed within a particular narrative framework that directs them to see themselves as overwhelmingly damaged and to identify any such damage in their lives as the result of historic CSA. This in turn can encourage those who are unhappy or dissatisfied with their lives to equate such unhappiness with past abuse and identify themselves as victims of CSA.

This paper draws on research exploring adult women's engagement with narratives of CSA. As this research showed, any single story cannot accommodate all experiences. When that story becomes dominant, those whose experiences are not acknowledged are at risk of being silenced and left without a framework to make sense of their experiences, which are in turn at risk of being unrecognised as abuse by others. The dominance of any particular story can also result in a re-telling or re-interpreting of experiences to fit a contemporary narrative.

The paper looks at our contemporary CSA narrative and argues for the need to move beyond this singular story in which victims are constructed as (sexually) innocent, passive and lacking agency and seen to be overwhelmingly damaged by their experiences. The paper argues for the need to separate wrongfulness from harm and (sexual) innocence from childhood. This would enable us to recognise sexual abuse in all sexually abused children and recognise that CSA is wrong irrespective of psychological damage. In doing so we would all be better equipped to recognise CSA, and victims would be better able to tell their own stories which may, but may not, include psychological damage - or even CSA.

Symposium paper 3: Challenging the Normative Truth Logic in the Politics of Apology: the role of life histories

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In recent years, the historical abuse perpetrated against children in residential child welfare and protection services has increasingly been perceived as a public concern. In the context of this European and global development, several formal inquiries commissioned by authorities into the alleged historical abuse of children in social work services were perceived as a political priority to repair human injustices. The number of official public apologies has continued to increase since the turn of the century. By inquiring into historical abuse in child welfare and educational institutions, governments of the Western world attempt to come to terms with the failure of social welfare policies and services in the past and close a rather dark chapter in their national histories.

In this presentation, we question the normative truth logic that is at stake in these politics of apology as a way to give recognition on both an individual and a collective level. Based on an oral history research that retrospectively explored the life histories of former orphans in the city of Ghent (Belgium) after the Second World War, we analyse and critique the current apology trend and argue it is impossible to puzzle together one common historical narrative. Moreover we argue that social work needs to critically deal with its own confusing history, with which it is interwoven, to be able to clarify what contemporary social work represents and deal with these allegations. We therefore explore the relevance of the notion of 'presence' in order to rethink the relationship between the past and the present.

Workshop 4

Participatory research in triple function: professional core development, work with addressees and analytical results

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Research on social work is also to be understood as research for social work. This means that methodologies have to be developed and applied that contribute to the reflection and development of social work and its framework conditions. In addition to this requirement for research aimed at the profession and practice of social work, social work research has also to be developed from the perspective of the addressees of social work.

Rationales of the Workshop: Social work research should be designed in a way that it can contribute in the long term to establish, strengthen or restore individual and structural agency. These principles of social work also operate as the bases of participatory research approaches. Those research designs do not only include the implicit knowledge of social work professionals about their addressees, but understand the addressees themselves as involved in the research and its results. Additionally this means that such participatory research also helps to increase the participation opportunities of disadvantaged social groups in particular.

Approaches of participatory health research and participatory social work research – extending the tradition of action research – are challenged to develop suitable methods which, firstly enable the addressees to participate in research, secondly can be linked to social scientific discussions and, thirdly enhance professional practice by pushing learning processes.

Presentation of Empirical Participatory Research projects: Based on three concrete research projects, the workshop will discuss

1) how the academic knowledge, the implicit and explicit knowledge of institutional actors and the knowledge of the addressed social groups in research can be correlated – without creating hierarchies and maintaining them in the research process.
2) which mutual expectations exist among the academic researchers, the professionals in social work practice and the groups of addressees and how these expectations influence the research process.

The presented research projects focus on different target groups and different professional and civic settings:

1) Healthy neighborhoods for the elderly: participatory health research in collaboration with professional and civil society actors (Age4health);
2) Good coexistence in the immigration society: action research with volunteers in refugee aid, refugees and citizens in rural communities (DIWAN);
3) Participation opportunities of older people in nursing homes (PASTA)

Didactical Conception of the Workshop: In the workshop we will present the three projects shortly and then discuss them in a world café with four tables. The topics of the tables will be:

1) Mutual expectations of participating groups: addresses, social worker and researchers
2) Extent of participation of target groups
3) Dealing with hierarchies in the research process
4) Contribution to the professional development

The results of the world café discussions will be presented to all participants at the end.

Poster session 2

Economic abuse, economic hardship, and mental health symptomology in a community-based sample of women in the United States

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University of Texas at Arlington, United States of America

Background and purpose: The consequences of experiencing intimate partner violence (IPV) for the mental health and economic well-being of survivors can be devastating. Scholars have identified economic abuse as comprising tactics that hinder economic self-sufficiency and harm economic self-efficacy through financial exploitation, economic control, and employment sabotage. These include preventing or limiting work or school hours, stealing income or cash gifts, harassment at work or school, damaging her credit history, and dominating family finances through demanding receipts, preventing her access to money, or making unilateral decisions. Working with survivors of economic abuse is an emerging area of social work practice. However, few studies have explored the impact of economic forms of abuse on the mental health of survivors or the role of economic hardship in this relationship. The current study explored the pathways between economic abuse, economic hardship, and mental health symptomology including posttraumatic stress disorder (PTSD) and depression. Study hypothesis included:

1) Economic Abuse will be associated with increased depression and PTSD symptomology, controlling for the effects of other forms of IPV.
2) Extent of economic hardship will partially mediate the relationship between economic abuse and mental health symptomology.

Methods: Four hundred thirty-five female community college students from four campuses in one Midwestern city in the United States were randomly selected to participate in a web-based survey. It contained validated measures of exposure to intimate partner violence, including physical, sexual, and economic abuse, as well as validated measures of economic hardship, PTSD, and depression. Analysis included bivariate correlations, hierarchical regression analysis, and mediation analysis using Hayes's (2018) technique.

Findings: In hierarchical regression models, extent of economic abuse, but not physical or sexual abuse, was significantly associated with both depression and PTSD symptomology. Mediation models revealed that experiences of economic hardship partially mediated the relationship between economic abuse and both PTSD and depression symptomology. However, a substantial portion of the effect of economic abuse on mental health was transmitted directly.

Conclusions & Implications: Survivors of all forms of IPV face serious challenges in addressing the far-reaching consequences of coercion and control in their lives. These results highlight the potential impact of economic abuse across life domains. It can lead to serious mental health consequences while also deepening survivors' economic dependence on their abusive partners, ultimately limiting available routes to safety and security. These findings underscore the importance of services including economic advocacy, education, and direct resources for survivors to address the effects of economic abuse. They also point to the necessity of equipping advocates to help survivors navigate complex systems, including mental health and financial service systems.

Substance use disorder, social exclusion and diversity: a model of emotions, cohesion and communication based on the experiences of 16 family members in Iceland living with SUD

Jóna Ólafsdótir*

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This study shares the experiences of 16 family members that have lived with family who have Substance Use Disorder (SUD). This includes 4 parents, 4 adult children, 4 siblings and 4 spouses. The study asks first, what are the experiences of family members living with an individual with SUD? In particular, their experiences of affection and emotional bonds? And second, what are the experiences of each family member regarding cohesion and communication? Qualitative and narrative analysis was applied. Overall, relatives felt SUD has had a negative effect on their families' emotional bonds. Parents and adult children reported greater affection toward their relatives with SUD. This is expressed by positive emotions such as caring and hope. Whereas spouses and siblings expressed more hostile feelings such as hopelessness or rage. Out of the analysis a model was formed showing the dynamics between specific family members and the family member with SUD which could be used as a tool to understand increasing poverty, inequality, social exclusion and diversity.

Perceptions of knowledge, research use and evidence-based practice among Swedish medical social workers – a qualitative study

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Background and aim: With the intention to do more good than harm, it is important to rely on practice that is rooted in evidence-based guidelines so that clients are given the exact care they need. Thus, from a client safety perspective, the social worker needs to apply evidence-based practice (EBP). Learning more about the medical social workers' perceptions of EBP has the potential to contribute to an increased understanding of how best available knowledge can be implemented in medical social work settings to provide high quality and safe practice to clients. Therefore the aim of this study was to explore medical social workers' perceptions of evidence-based practice (EBP), including factors relevant for the successful implementation of evidence into medical social work practice.

Methods: This is a qualitative study. Eight focus group interviews were conducted that included 27 medical social workers. Data were analyzed using qualitative content analysis.

Results: Analysis resulted in two categories: "knowledge in practice" and "challenges in relation to the implementation of EBP" and four subcategories: "practice based on research evidence or experience", "obtaining new evidence of practice", "research and the social work context", and "barriersand facilitating factors". Participants tended to perceive EBP as theoretical and positivistic while perceiving their own knowledge as eclectic and experience-based. Although they perceived the relevance of research findings to their practice, they expressed a need for support to translate research into policy and practice. They also reported that studies about their specific work were scarce.

Conclusion and implications: The facilitating factors suggested by the medical social workers which concerned, e.g., a specially designated person responsible for supporting the increased use of research findings, support for prioritization of time, increased opportunities for the sharing of knowledge, and time for consultations, need to be considered when promoting the implementation of EBP within medical social work settings. The medical social workers' suggestion for the facilitation of knowledge exchange needs further investigation.

Resilience and mindfulness enhancing techniques in education of adolescents

Zuzana Poklembova*, Antónia Sabolova Fabianova

University of Presov, Slovak Republic

This paper describes a comparative research, consisting of two separate studies. Main aim of this research was to compare results of two independent groups (students of conservatory and students of social work), focusing on resilience and mindfulness.

The sample included more than 50 students, in both groups data were recollected in post-test after one year of different activities (social-psychological training, consulting, different mindfulness techniques), using Brief COPE questionnaire (Carver 1997); The Connor - Davidson Resilience Scale (2003); The Resilience Scale for Adults (Hjemal, Friborg, Martinussenová, Rosenvinge;2006) and Five-facet mindfulness questionnaire (Baer et al., 2004). Data were analysed in SPSS.

The research findings have important implications for future education and curriculum improvements, including mindfulness and resilience enhancing techniques as a tool of stress reduction in both groups and burnout syndrome prevention in future social workers.

Newly qualified social workers in Scotland: initial findings from a five-year longitudinal study

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Very few empirical studies have traced the experiences of newly-qualified social workers as they progress in their careers. As a result, very little is known about the acquisition and development of skills and knowledge at the start of professional social work practice, and how these early-career professionals maintain their value base in the face of growing welfare challenges that impact on relationships with service users (Grant et al., 2016). In Scotland, we find that a number of social workers leave the profession within five years of qualification. This study will attempt to provide insight into factors that matter to newly-qualified staff, and factors that impact on decisions to leave or stay in practice. This poster will present preliminary findings from a national five-year longitudinal study on newly-qualified social workers in Scotland (funded by the Scottish Social Services Council).

This is a mixed-method longitudinal study. It includes a series of national repeat-measure online surveys, in-depth interviews, focus groups and ethnography. Purposive sampling is used; the study is tracing only newly-qualified social workers who qualified in 2016. This research is producing quantitative and qualitative data – both are respectively analysed and synthesised with each subsequent year of data collection. A thematic approach is applied throughout this study.

From online survey data, a significant proportion of newly-qualified social workers report high levels of confidence across a range of knowledge and skill categories. Many report the ability to practice in ways that align with core social work values, and a high proportion indicate positive levels of satisfaction with supervision, training and learning opportunities. However, data collected from interviews, focus groups and ethnography, suggests a more complex picture. Indeed, Interviews and focus groups provide a nuanced representation of experience that suggests we have underplayed the importance of local practice cultures and informal learning in the first stage of social work careers. Findings from ethnography suggest that new agile working practices are providing fewer opportunities for newly-qualified staff to engage informally with other, more experienced staff. Other findings suggest that austerity measures from government are having significant impact on the ability of social workers to meet the needs of service users, and that we have understated the significance of emotional labour in everyday practice. Important questions are raised here about the methods we use more broadly in social work research and practice when attempting to build an accurate picture of lived experience; different methods produce different responses, and the project team have identified this as both challenging and valuable in this study.

Early findings from the study have informed a recent review of social work education in Scotland. Emerging findings are currently informing plans for a supported and assessed year for all newly-qualified social workers employed by Scottish organisations. The study concludes in 2021, and findings will be disseminated to the Scottish Government and other key stakeholders. The project team will produce a series of articles for publication in academic journals.

'...little pieces of my life missing...': child social care recordkeeping for memory and identity

Victoria Hoyle*

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Records and archives - as touchstones of memory - give communities, families and individuals access to shared history and values. In family settings, written records and photographs document significant events and milestones. However, for adults who grew up in out-of-home care, parented by the state, these identity objects are often missing. Care experienced adults may have significant gaps in their childhood memories and unanswered questions about their own lives. In the absence of family archives many turn to subject access requests under European Data Protection legislation to see the records held about them by local government, charities, schools, health services and archival institutions. In particular the records created and used by social workers form the core of their personal histories, helping to create and reconstruct narratives about themselves in the past (Colbridge et al, 2017).

Our poster presentation will describe ongoing research at University College London that seeks to deepen our understanding of information rights and responsibilities in social work records in this context. The MIRRA (Memory – Identity – Rights in Records – Access) project explores how records of child social care are thought of, created, used and managed throughout their existence from multiple perspectives. It adopts a theoretical framework from the archival studies field to provide new insights. The research is participatory and change-oriented, bringing together care-experienced people, social workers, information professionals and academic researchers to design, conduct and contribute to the study and its outputs. Through interviews and focus groups it interrogates legislative and regulatory frameworks for social care recordkeeping in England, considering the complex issues of privacy, confidentiality and service provision that create tension in and around the 'file'. It further explores the personal, emotional and wellbeing dimensions of recordkeeping processes.

Our findings demonstrate the lifelong impacts that recordkeeping has on care-experienced people, informing the construction of memory, identity and sense of belonging. Data suggests that the quality, form and accessibility of records is critical for wellbeing, and should be seen as social work rather than bureaucracy for performance management or accountability. At present, lifelong information needs are not adequately met or resourced in records systems' design, in recordkeeping protocols or in legislation that governs access.

The landmark ruling of the European Court of Human Rights in the case of care leaver Graham Gaskin (ECHR 7 Jul 1989) established a right to social care records under Article 8 (Privacy and Family Life). Our presentation situates this right within the broader context of social justice for care experienced people, addressing the central conference theme. MIRRA has wide-ranging implications for both social work and information governance practices, and aims to develop a recordkeeping framework that can meet the unique and specific needs of care-experienced children, young people and adults. The necessity of change is clearly demonstrated by recent inquiries into institutional child abuse in Europe, which have highlighted the necessity of records in providing reparation and redress for the trauma and inequalities that many care leavers have experienced (Evans et al, 2017; IICSA, 2018; MacNeil et al, 2018).

Shifting the balance - social workers and service users learning together about social care research

Sonia Patton* (1), Anne Mc Glade* (2), Brian Taylor* (3), Campbell Killick (3), Johanna O'Shea (3)

1: Service User, United Kingdom; 2: Health & Social Care Board, United Kingdom; 3: Ulster University, United Kingdom

This poster presentation will demonstrate how an incremental shift in power imbalances can be achieved through the provision of learning and development opportunities to create a cultural change in social work research-mindedness. It will address the strategic drivers necessary to bring about this change.

The Social Work Research and Continuous Improvement Strategy (HSCB 2015) coupled with organisational willingness, commitment and resources; created opportunities to support service users and carers to play a partnership role in research in Northern Ireland. A post-qualifying, post-graduate Research Methods Programme has been provided for social workers for many years through a partnership between employers and Ulster University. From 2016, comparable modules are now offered to service users and carers who attend the same teaching and undertake almost identical assessment tasks. Extending this to a full MSc in Co-production and Development of Social Care Research in 2018 fulfils a commitment to the better engagement and involvement of appropriately-trained service users and carers in order to support them to engage effectively in research-related activity.

The presentation will briefly detail course content and will be brought to life through the illustration of views and experiences based on the three years of learning together as articulated by social work practitioners, service users and carers.

Ideas will be presented on types of activities in which service users and carers will engage following the course, in order to develop research-minded organisational cultures in social care in which service users are involved; thus ensuring that the ethos and principles of equality and human rights are integral to the process.

Promoting social engagement for young adults living in social isolation – Social workers and health care professionals' perceptions of success factors

Maria Violette Ayoub*, Camilla Udo*, Eva Randell*

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Background: Today the global number of young adults not in employment, education or training seem to increase. A large proportion of the group are unemployed and disengaged and have not been in contact with any authority. Thus, they are invisible to many community services and official agencies. The situation standing outside the society may have negative long-term health effects and statistics shows that more than a third of the target group after ten years still not work or study. Socially withdrawn youth is a complex phenomenon and very few young adults seek help, often due to their lack of motivation. For this reason, unemployed and inactive young people are often described as being a difficult group to support and engage. Further, there is currently limited evidence on the effects of interventions directed to socially withdrawn youth not in employment or education and the use of evidence-based practice has to be improved.

Aim: The aim of this study was to investigate social workers and health care professionals' experiences of working with young adults living in social isolation, and to identify which interventions the professionals find most successful in supporting the young adults' engagement in society.

Methods: In this study a qualitative method was used. Ten semi-structured interviews were conducted that included thirteen employees from social services and outpatient psychiatric clinics in a Swedish county. Data were analyzed using thematic network analysis.

Results: Analysis resulted in two general thematic networks: "barriers of the transition into adulthood" and "to manage complex needs". Participants tended to associate the issues of young adults with difficulties related to transition into adulthood. Mental health problems, low self-esteem, school related problems and limited social networks also came out in the interviews as factors that characterized unemployed and disengaged socially withdrawn youths. Participants described that successful work to re-engage these young adults included an empowerment-oriented perspective with a focus on the individual strengths, integrated and coordinated interventions and a flexible working approach.

Conclusion: Today the societal changes and the process of individualization place greater demands on individual resources and capabilities which might increase the risk of social exclusion. Participants indicated that the complex problems of socially isolated young adults and experiences of long-term disengagement may contribute to stable and persistent withdrawal from society. Early identification and support for youths at risk of social withdrawal, a holistic approach, multifaceted interventions and tailored and flexible activities is deemed crucial to help reintegrate these young people. Further investigation is required to examine the effects of interventions targeting socially withdrawn and inactive young adults.

Participatory methodologies in research and social intervention

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The analysis of local potential, capacity and needs, benefits greatly from the use of participatory methods. These are best suited to the production of relevant knowledge regarding the priorities, perceptions and practices of institutions and citizens. While on the one hand they enhance the collection of valuable information for political decision-making, on the other hand they constitute the empowerment of all entities and persons involved. International development cooperation agencies, including the United Nations (see the recommendations included in the Millennium Development Goals 2010-2015), recognize that political processes gain sustainability insofar as they are comprehensive and gaining legitimacy in the eyes of the population.

The participatory project methodology is, in our view, a strategic tool for diagnosis and community development, which allows for the production of knowledge and transformative and sustainable intervention through participation. The use of participatory methodologies undoubtedly plays an important role in the process of diagnosis, planning, action and evaluation of public policies, but also in social intervention processes. Therefore, the activation of participation is not a passive variable; it interferes, visibly or invisibly, in the positive or negative results of the action. Integrating the participation of citizens in the political process is now a requirement that decision-makers and professionals can not ignore.

From a descriptive analytical approach, it is intended to make explicit a theoretical framework that shows the scientific, social and political pertinence of participatory methodologies and to divulge a collective work produced from an initiative developed in the classroom context of a curricular unit of research inscribed in the Master's program in Intervention, Innovation and Entrepreneurship of two Organic Units of the University of Coimbra (Faculty of Psychology and Educational Sciences and Faculty of Economics), whose theoretical and pedagogical reference is also being implemented in the Master in Social Work of the same University (Faculty of Psychology and Educational Sciences).

Social work – from lunacy to capacity, a 146 year journey

Amanda Casey* (1), Elaine Wilson (2)

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Background of the presentation: Social Work traditionally navigates transitions in service users lives and especially in the healthcare context where support is provided to patients facing a new diagnosis, a change in function and role or a change in their home circumstances. All social work is underpinned by three interlinking elements: theoretical frameworks, code of ethics and values and legislative and policy frameworks. Currently Irish social workers are working in a legislative and policy framework vacuum as Ireland moves from the Lunacy Act 1871 to the Assisted Decision Making (Capacity) Act 2016. Under current Irish legislation capacity is an all or nothing choice. If a person is deemed to lack capacity they may be made a Ward of Court meaning they lose all legal rights and are entirely dependent on the courts using a "best interests" approach to decisions about their care. This presentation will discuss how social workers navigate this vacuum whilst maintaining their client centred focus and uphold core values of human rights.

Summary of the main points: The move from a status approach to capacity to a functional approach fits well with social work practice for a number of philosophical and practical reasons. It supports the commitment the social work profession to utilise a person centred approach for service delivery and it also embraces a strengths based perspective which supports resilience and coping skills. Social workers are ideally suited to use the functional approach due to skills in risk assessment and management, and also the ability to use responsible advocacy at both the individual and macro level. Social workers are experts in psychosocial assessments which seek to represent the will and preference of the service user, however there is often a tension between the organisational agenda, in the form of discharge planning, and the social work agenda of upholding human rights.

How presentation will address conference aims: The presentation examines the difficulty for social workers to uphold core values of human rights that are intrinsic to our profession, when working within a system that is flawed and is not meeting the needs of its citizens. Townsend (1998) believes that that "the concept of autonomy directs us to recognize the potential agency in each of us to participate" (Townsend, 1998: 31). Autonomy is therefore nurtured when individuals' thoughts, actions and interactions are valued. Whilst there is little disagreement in the literature that autonomy is central to older people's well-being and an essential ethical principle of health care practice, upholding older people's right to autonomy in care planning is fraught with a lack of knowledge and understanding about what that actually means.

Conclusions: Irish social workers are currently trying to negotiate their role in a legislation vacuum. More research needs to be carried out to highlight how individuals are being impacted by the lack of legislation, and social workers ideally placed to do this as they working at the intersection between individuals and the state.

"Reaching the hard-to-reach" – success factors to include families living in poor socio-economic circumstances into a qualitative study

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Background and purpose: Populations in highest service needs are often the least reached by health promotion and prevention (Bauer, 2005). This is also the case for families living in poor socio-economic circumstances concerning their access to addiction prevention services. Hence, these families are affected by social as well as health inequalities that have to be tackled by public health social work practice and research. Therefore, our ongoing qualitative study, drawing on the concept of candidacy (Mackenzie et al., 2013), poses the following questions:

- How do socio-economically deprived parents and their (pre-)adolescent children become candidates for addiction prevention in German-speaking Switzerland (or not)?
- Against what constellations and (life-)circumstances do parents and children identify that information about addiction prevention, offers of help and/or contacts to specialists (e.g. social workers) are relevant for them (or not)?

In recruiting interviewees, we have been facing the challenge of gaining access to a population that is already hard to reach by health promotion and prevention. What success factors have been identified that enable us to include socio-economically deprived families into our study?

Methods: Following Grounded Theory (Strauss & Corbin, 1996), verbal data is collected and analysed iteratively using a theoretical sampling strategy. We recruit interviewees in different ways: E.g. face-to-face, social media, snowball technique and recruitment via addiction prevention services.

Findings: We identified the following success factors to include socio-economically deprived families into our study:

1) REDUCE BARRIERS AND BE ACCESSIBLE EASILY: We keep the recruitment process low-threshold. E.g. we communicate the study title in a simplified form. In order to be not too academic and institution affiliated, we created the flyer without graphic designers and without the logo of our university. We offer a contact option via mobile phone, thus the people can call us or get in contact via SMS; additionally, we are also accessible outside business hours. Furthermore, we talk and text with interested people in a colloquial way.
2) GATHER INFORMATION ABOUT THE SOCIAL SPACE OF YOUR TARGET GROUP: Amongst others, we recruit families by addressing them personally on the street. To increase the chances of success, we take a closer look at the social space of families: Where do families with (pre)adolescent children spend their leisure time? Where do economically deprived people live? Where do families obtain low-cost offers (e.g. second-hand stores)?
3) GIVE FINANCIAL INCENTIVE: On the flyer and in a face-to-face conversation we emphasize the fact, that the families receive an expense allowance for their participation.
4) BE FLEXIBLE: We are flexible, especially regarding place, time and setting of the interview. Therefore, we prevent possible rejections caused by transport costs, non-existent childcare etc.
5) SHOW ENDURANCE AND STAY REFLEXIVE: We are not discouraged after a rejection, show perseverance, apply diverse recruitment strategies and reflect them constantly.

Conclusions and implications: The hard-to-reach can be reached, but it takes a lot of time. According to the theoretical sampling, researchers must regularly reflect the applied strategies, since the strategies can affect the sample. Moreover, an openness for different solutions is required.

Professional endurance of unsolvable fears in high conflict divorces: the forgotten existential dimension

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High conflict divorces are a burdensome problem in the Netherlands and a lot of research on this topic takes place. Despite the introduction of the compulsory parenting plan and mediation in 2009, the number of high-conflict divorces in the Netherlands appears to have increased in recent years (De Ruiter & Van Pol, 2017). The problem is that urgent that the Justice Ministry arranged two years ago a Divorce Challenge which asked for innovative approaches of this difficult issue. Most of these projects and research focus on practical, legally or psychological solutions.

Recent research of Windesheim University of Applied Sciences showed that professional (both social workers and lawyers/mediators) conduct plays a role in promoting escalation. They found that professionals often work in a solution-oriented and pragmatic way, too much focused on solving the problems. There seems to be a case of incapacity for work in which one is insufficiently (consciously) competent in the way parents are approached and in the recognition and deepening of the underlying problem of separation such as pain, sadness, fear and anger (Bunthof et al, 2017).

The existential aspects of these destructive divorces are lost sight of. Professionals feel uncomfortable with the tragedy and the unsolvable brokenness that is also the case. A high conflict divorce can be seen as an existential boundary situation. It activates existential fears like that of death, existential loneliness, guilt, shame, restraint and meaninglessness (Yalom, 1980, 2015). The divorcing parents have to find a new balance in their life and have to handle these existential fears that accompany this process. Time is needed for recovery. Professionals however are not used to exploring existential fears that are feeding the fight and are not able to handle existential dilemmas themselves.

The last two years we developed an existential perspective on high conflict divorce.

The existential perspective was inspired by experiential knowledge of these painful divorce processes. Experiential experts indicate the relevance of this perspective but also the difficulties in articulating the existential concerns that are at stake. We presented an existential model in focus groups with social workers and lawyers who welcomed this approach with enthusiasm. They asked for further research form this perspective in practice.

In 2018 a follow-up study was started. The aim of this research is to acquire new knowledge and skills for professionals and counselors of high conflict divorces.

The research design contains:

- a literature study;
- semi-structured interviews with professionals and experience experts;
- a pilot group to develop an approach for a reflective Learning Workgroup (see below);
- participatory action research (PAR) (Abma et al 2018) that contains:
  - a reflective Learning Workgroup;
  - responsive evaluations in focus group (with experiential expert to evaluate the approach in the learning workgroups);
  - responsive evaluations with professionals and experience experts to validate the developed vignettes.

'Swimming in darkness' – a phenomenological study exploring social workers' lived experience of emotion in their work with children

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Context of study: This poster presentation will highlight emerging findings from an initial study which seeks to capture the lived experience of social workers in their use of empathy and their emotional responses to the children with whom they work. The use of empathy as a skill and the worker's ability to regulate their own emotions have been identified as important indicators of their ongoing emotional resilience. (Grant & Kinman, 2014)

Method: The project utilises a multi method exploratory approach combining Interpretative Phenomenological Analysis (IPA) with Visual Research methods to support the participants' exploration of their own experiences. Participants engage in a projective, image creation task using small world objects, which seeks to capture emotional aspects of their practice with a specific child. They then participate in a semi- structured interview to discuss their image and associated thoughts and feelings about their work. This innovative study design, informed by the researcher's therapeutic practice with children, seeks to support participants to step back from their everyday practice in order to approach their experiences from a more reflective, externalised position (Mannay, 2010, Mannay et al, 2017). Visual methodologies have been proposed as particularly useful when exploring complex, multi-dimensional experiences such as emotions (Kara, 2015).. The research design seeks to offer a synergy between the methods used and the focus of the study on the exploration of emotion.. Examples of these will be presented in the poster.

Sample: Participants were recruited from 2 Children's Services departments in England during the summer of 2018. The sample includes 8 experienced social workers (defined as having three years or more experience) and a smaller comparison group of 3 newly qualified social workers (less than 18 months experience).

Data analysis and Findings: The Data analysis is ongoing at time of writing. Emerging findings from the study will be presented, through both key Superordinate and sub-ordinate themes emerging from the IPA analysis and an analysis of the visual symbols and themes emerging from the image creation task. Findings include the extent of workers' emotional commitment to children, the use of touch and authentic sharing of emotion with children, the relationship between empathy and action in social work, the specific emotional impact of removing children from their birth family or placement and the emotional impact of organisational structures and procedures.

Implications of study: It is anticipated that the findings from this study will contribute to our understanding of supporting emotional resilience and practitioner wellbeing. Implications for the education of social work students in relation to empathy skills with children will also be considered. The presentation will also seek to consider the potential benefits and limitations of integrating IPA and visual research methods.

Postgraduate training and research in social work in Portugal

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The changes that occur in modern day society demand from the professions that intervene in it, namely Social Work, the need to resort to research as the most adequate path to unravel reality's essence and complexity and, from that point forth, to produce knowledge. Social Work is a profession based in values and its action is underlined by the Human Rights Principles and Social Justice, which, in turn, imparts its identity to the profession. Positioning ourselves in a complex society, the qualification of professionals and renewal of knowledge through research and the prosecution of a postgraduate degree becomes an invaluable tool for the development of this profession.

This presentation aims to show some results of empirical work originating in a developing PhD thesis, and has the objective of contextualizing the evolution of research in the years between 2007 and 2017, in postgraduate research in Social Work conducted in Portugal and understanding how Social Workers integrate the fundamental values of Human Rights Principles and Social Justice in their daily practice.

We used a mixed methodology based on the statistical analysis of DGEEC's database and of the identification of the number of graduates in both the 2nd and 3rd cycle of studies in the period between 2007 and 2017; we also based our methodology on research conducted in the archives of Universities in the Lisbon area and 27 semi-structured interviews to Social Workers with a Master's degree.

With the present research, we were able to conclude that despite the verified growth in the last decade, the number of Master degrees and PhD degrees in Social Service is still low, that the themes of the thesis investigated by the professionals is directly related to their area of research, that their postgraduate training main goal is to acquire skills that allow them to answer the challenges and complexities of professional practice, and that the issue of Human Rights Principles and Social Justice is implicit in the interviews, but it's less relevant as the main theme of research.

Methodological developments and innovation in social work research, capacity building and co-creation of knowledge in social work research

Marian Zandbergen*, Nesrien Abu Ghazaleh, Erik Essen

Hogeschool van Amsterdam, Netherlands, The

The transition from youth to adulthood does not always run smoothly. Especially when we consider the groups of young people for whom it is not self-evident that they find their place in education, work and a domestic life because they struggle with challenges within themselves or their environment. With the absence of the right support, these young people might fail to participate socially as well as economically; there is a risk of ending up in the margins of our urban society (including having debts, a lack of basic qualification in education, unemployment, lack of suitable housing). One of the challenges of this support on the road to adulthood, is to look further and broader than the 'right here, right now' problems that require the most attention. Because what happens when the youngster has a relapse?

Following national developments in the area of a more future focused method of youth support (from support within the school setting to youth work or youth care), the 'Fieldlab Future Plans' of the Hogeschool van Amsterdam set up a research program that aims to contribute to improving the professional support of young people, by strengthening their social participation though working on their future plans.

The concept of empowerment plays a central role in how young people are able to successfully use individual, relational and contextual resources when confronted with limitations and setbacks. In this research we not only gain knowledge in how the professional can aid these young people but we also empower the participating youngsters by having them tell their story and future plans. We do this by using storytelling as a method. Storytelling increases empowerment of youngsters and helps them tell their story. Additionally, through their story's we can learn how (local) professional support for young people can be improved in helping them in their transition to adulthood and helping them in striving for a better future.

Over 50 youngsters have participated in these storytelling workshops so far. The workshops were set up as a kind of group interview, but combining the gathering of data with group forming games and theoretical and practical knowledge of telling good stories. Reciprocity was key to the success of this way of research. Over half of the workshops were guided by trained students, to shape the peer to peer focus of our fieldlab. These students were trained and guided by researchers. In the spring of 2019 the same youngsters will participate in a follow up workshop and in between the workshops the researchers will be in contact with the organizations that hosted the workshops to see how they can benefit from the input of the youngsters regarding making future plans.

Session E1: Co-creation and Participatory Action Research

Dialogue seminars – a promising method for user involvement and co-creation of knowledge?

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Background and purpose: Within follow up work targeted at long term users, social services' goal is to succeed in qualifying them to be self-sufficient. However, there might be shortfalls between what is being provided, how the users experience this and what they themselves regard they need. Both social work practice and research need to widen and intensify a search for approaches that can improve services and outcomes for the users.

The paper will discuss involvement of users in the context of knowledge production, drawing from experiences from a research project where involvement of users was a requirement: The user representatives required a study where the objective was to explore a methodology fitted to capture users' experiences of social services. They suggested dialogue seminars in order to produce such knowledge. Their initiative was approved, and they moderated such seminars.

The objective of this presentation is to describe and discuss: How can users contribute to development of methods that informs the co-creation of knowledge, and why? The project is approached as a particular form for practice research, contextualised as modus 2 knowledge production (Nowotny et al. 2001).

Methods: 51 long term users (dependent on benefits from 4-20 years) of social services were invited to participate in dialogue seminars. Their age was 25-65 years, and represented a mix of both gender and ethnicities. They were asked to discuss «What have been the most helpful for you in your encounters with social services, and why». Later, one dialogue seminar with 13 users and 48 social workers attending, was arranged with the aim of discussing how to implement the users' perspectives. Data is diverse (written notes, participants' presentations, and observational data), and analysed using thematic analysis (Braun & Clarke 2006).

Findings: Users' perceptions of «helpful help» were identified as: The social worker-user working relation; knowledge of the labour market; inter-professional collaboration. Competences required of the social worker to succeed in this: Relation-based competences; knowledge about labour market and economy; interprofessionality. The management of the municipality then asked for enhanced collaboration in order to develop a local «implementation guide» to secure their involvement of users in development of services.

In regard to the methodology, an important finding is how the project's users as moderators, was a significant factor in securing trust, facilitating for giving voice to the participating users. It was experienced as both empowering and as producing knowledge of relevance.

Conclusions and implications:The findings have implications for both practice and research. Dialogue seminars is a promising methodology for giving voice to users' experiences and acknowledgement its' relevance for informing social work practice. The findings indicate how involvement may be approached in order to empower and secure partnership in research. The users were acknowledged as partners on equal terms; given responsibility to facilitate the dialogue seminar project. This requires that conventional researchers share power and involve users as more than mere consultants in research.

Giving a voice to the voiceless: the impact of participatory research on co-researchers

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The purpose of this paper is to analyse the experiences of two groups of co-researchers, engaged in two different participatory research projects: one regarding the theme of young carers in the Italian context, the other on the research of origins by Italian adult adoptees. Participatory research is an unconventional research method and it is based on the principle of "giving a voice to the voiceless". Its aim is to engage people who are traditionally considered objects of research and to enhance their experiential knowledge of the topic being studied. The protagonists of participatory research are expert by experience. They are defined as co-researchersand are involved in the steering groupalong with an academic researcher. Integrating the technical and professional skills of the researcher and experiential skills of the co-researchers, all participants in the steering groupwork together on the research design, according to the principles of social justice and anti-oppressive practices.During group meetings, co-researchers share and narrate their individual life stories and experiences pertinent to the theme of the research, in order to explore the target topic. In this stage members of the steering groupdevelop a deep synthesis and rework their experiences. From this emerges an empowerment process which generates advantages for each co-researcher, the research group itself and the entire research process. Those who are more fragile and hidden, especially people in the group who are without any legal or social recognition, benefit most from this process and some co-researchers seem to define their identity. We highlight how the participatory research process develops a personal transformation in co-researchers and promotes social changes and a virtual circle of research and practice.

We analysed the topic involving seven co-researchers in a focus group. The participants came from two different participatory research projects: three were young carers and four were adult Italian adoptees who searched for their origins. We chose to make a focus group with all of them in order to explore their motivation for taking part in the research and the meaning that participation in research would have for them. We also look at the possibility that participation could lead to personal transformation and ultimately to social change. The co-researchers involved had not previously had the opportunity to reflect and jointly discuss their participation as research co-researchers.

The text analysis of the transcription from the focus group showed us an increase in co-researchers' awareness of their life paths. It was useful for their developing significant personal transformation. Inside the steering group, people could share their stories and activate mutual dynamics. Some co-researchers reworked their lives and restored their identity; they felt more competent and were more mutually supportive of each other. Despite their high socio-cultural level, some co-researchers had never made their voices heard before, because they lacked personal and collective awareness and identity, which are useful tools for personal and social change.

These considerations could inspire future research in the collaborative research process, promoting the exploration of personal transformation and social change in fragile and hidden groups.

Participatory theatre for knowledge co-creation by integrated neighbourhood teams

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This contribution illustrates the added value of a creative learning intervention for transformative learning among professionals in a specific context by going beyond rational and verbal interaction. In Amsterdam, just like 87 % of all municipalities in the Netherlands, integrated neighbourhood teams have been installed as an answer to the reform of the welfare state. During the last decade, the social domain has gone through its strongest change since 1945. Transitions by new national acts and policies have gone hand in hand with decentralizations which have transferred most responsibilities in the social domain to municipalities accompanied with less financial means. On the local levels, these changes are being translated into policies, responsibilities, interventions and repertoire which require strong changes in professional behaviour of all stakeholders. Nowadays, many social professionals find themselves working in interdisciplinary teams focussed on empowerment of people or families dealing with multiple challenges in their lives. Professionals from elderly care, youth care, community development and welfare organizations need to collaborate while they have to reconcile various professional perspectives on a specific problematic situation. At the same time there is a shift for many professionals from solving problems for clients towards empowering them to solve problems themselves based on their own strengths or their network. Most of the structural transitions might be finished, but the transformation in professional behaviour following these changes is just starting to develop.

Despite a series of courses in various methods, the Amsterdam neighbourhood team professionals strongly felt a need to deepen their experiences with situations in which the contact with a client or family somehow stagnated. Together with the Amsterdam University of Applied Sciences they developed a form of participatory theatre through which they could – and still can – collectively reflect on critical situations and contribute to practice development at the same time. This process firstly consists of preparing a show by finding a critical situation that is rehearsed in order to emphasize its complicating elements in the acted interaction. Secondly, the participatory theatre show is played and reflected upon afterwards by the participants. Thirdly, the useful insights are internalized in one or more additional performances by the participants and collected in a guidelines document. A central element in the theatre show during the second step is that professionals in the audience can stop a developing scene at any time and replace the person who plays the professional in the stagnating contact with the client or family. Accordingly the participants playfully experiment with roles, expectations, potential solutions, language, behaviour and attitude. The crux is that both verbal and non-verbal alternatives are involved, not only unleashing rational, but also embodied, and often hidden, professional experience and personal opinions. This way the evocative power of participatory theatre suspends what is rationally known to be right and opens up a space for transformative learning where co-creation across intuitive 'best guesses' develop into new individual and collective practice wisdom. I will argue that this kind of knowledge co-creation should complement more traditional practice research methodologies.

The dignity circle: a typology of (in)dignity

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'Human dignity' - the basis for the Universal Declaration of Human Rights - has been accused of being too abstract a notion to be useful in practice. However, a distinction must be made between 'intrinsic dignity' and 'social dignity'. Where the former concerns the shared belief that dignity is an inherent quality of all human beings, social dignity reveals dignity to be a feature of relations, and something that emerges in practices. The aim of this study is to give the concept of 'human dignity' more operational value regarding care and support for people with multiple problems. Therefore, experiences and meanings of dignity were explored using participant observations, in-depth interviews and focus groups. We brought together three perspectives: 1) people facing multiple, co-occurring socio-economical and psychosocial problems, 2) care providers involved in their care and 3) policymakers concerned with this group. In line with existing theory on dignity, we found that people more easily talk about undignified experiences than dignified ones. Our study shows that being seen or treated as empty space, an object, a child or a monster is central in the experience of dignity violation. Care-recipients, care practitioners and policymakers try to maintain and restore dignity. Based on these practices, we have formulated four forms of dignity, respectively being seen and treated as: participant, unique, adult and friend. We present these four forms of dignity violation and dignity in the 'dignity circle'. The 'dignity circle' contributes to making it easier to pinpoint and consider the dilemmas and complexities regarding dignified care. Dignity materializes within institutional settings where conditions such as scarcity of resources and inequality of knowledge and power are at play. Some forms of dignity violation are in part products of the care setting and therefore not completely avoidable. Moreover, with opportunities for dignity come risks of its violation: advancing one form of dignity may go at the cost of another form of dignity. The 'dignity circle' is a typology that offers the possibility to be precise about what dignity constitutes in practice and can be used as a tool for reflection and decision-making for care practitioners and policymakers.

Session E2: Child and family social work

<u>Session E2: Child and family social work</u>

The importance of supports for children's placements and for young people leaving care: a case of social justice

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Children who enter the care system have suffered abuse and/or neglect, and because of that, they are more likely to have a range of complex needs. Carers (either being foster, kinship, birth or adoptive parents) might struggle caring for these children if they are not appropriately and timely supported. This might lead to placement disruption and instability, and in turn affect the wellbeing of the children (as well as the carers themselves). Article 18.2 in the United Nations Convention on the Rights of the Child states that 'States Parties shall render appropriate assistance to parents and legal guardians in the performance of their child-rearing responsibilities and shall ensure the development of institutions, facilities and services for the care of children'. This is particularly relevant in the case of young people in care. In addition, as young people age out of care, they experience a high risk of social exclusion, so supports become very significant at that time of their lives.

The Care Pathways and Outcomes Study is a longitudinal study following 374 children who were in care and under five years old on 31/3/2000 in Northern Ireland. We followed where the young people ended up living, whether they returned to their birth parents, went into kinship or non-relative foster care, or were adopted. In 2009/2010, we interviewed 77 of the children, then aged 9-14, and/or their current caregivers; and we are now interviewing them aged 18 to 23 and their parents or long-term carers. Data collection is ongoing, and over 50 young people and/or their parents or carers have taken part in the study. In this presentation, we will focus on the young people's and their carers' perceived need for supports and whether these were satisfied (during their childhood/adolescence) and are being satisfied (in their early adulthood) or not. We will draw on the qualitative interviews with parents/or carers and the children in 2009 and with the young people in this current phase (2018-2019). We will compare the provision of supports in each type of placement. We will also explore to what extent the quality and level of service provision influenced the outcome of any placements that eventually disrupted. So far, for nine of the young people who have taken part in this phase of the study, their long-term placement disrupted or broke down. The carers and young people that experienced this felt they were not appropriately supported before the disruption occurred, and in some cases, they believed it could have been prevented. In addition, we will also look at the provision of supports for young people leaving care. We will explore the implications for practice from a social justice perspective.

Tackling the ambiguities in the welfare state in the post war period. Exploring inconsistency between reformative promises and the legacy of neglect, abuse and violence in child welfare institutions

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Equality, social justice and social welfare are at the very heart of the welfare state. Avoiding poverty, ensuring access to work, contributing to the economic development and promoting wellbeing in societies are intrinsic objectives of the welfare state's legal order. Considering the substantial extension of social security systems, the professional discourses on subject-oriented methods and participation in welfare state structures as well as in reformative academic networks and social movements, it is alarming that recent research reveals such a long history of neglect, abuse and violence in child welfare institutions. For example, the vast majority of children and youths in worldwide residential care institutions experienced only slightly improved conditions by the end of the 1980s.

The proposed paper will discuss research work on the development of child and youth welfare in the recent contemporary history in Switzerland based on the results of the recently finished research of the network «Placing Children in Care: Child Welfare in Switzerland (1940–90)». Comparing various regions and combining different perspectives (educational concepts, state intervention, concepts of childhood) the results contribute to understand the factors responsible for the striking inconsistency between reformative ideas, new concepts of child centered education and human rights on the one side and the legacy of coercion and of concepts of obedience on the other side. The paper will line out the heterogeneous welfare landscape in Switzerland, shaped by rural and urban spaces as well as by academic environments and denominational milieus. To conclude it will suggest theoretical considerations trying to grasp ambiguities linked with inconsistencies in transformation processes.

The critical case approach in serious case reviews of children significantly harmed or killed

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This study investigates the methodological robustness of using a critical case research approach to exploring the interdependencies between poverty, race and ethnicity in child protection social work. It also explores the implications of this for improving policy and practice. In the United Kingdom it is a legal requirement that when a child who is known to social care or other key public agencies dies or is seriously harmed there is an enquiry to understand what has happened, why it has happened and to learn lessons to improve services. This is achieved through the production of an Overview Report, which draws out learning and makes recommendations to rectify identified problems and prevent repetition. These reports are major drivers of local level policy and practice to protect children. Similar enquiries are undertaken in other countries often referred to as Child Death Reviews.

Yin (1994, p.13) promoted single-case and multi-case studies as a means of investigating situated social phenomenon from which derives Critical Case Research that focuses on situations of crisis within organisations. Serious Case Review reports reflect this research method in key respects. They are meant to be objective, examine extreme circumstances and outcomes in child protection social work, and focus on policies, processes and practices. Like Critical Case Research, these reports have also been widely criticised for investigating arguably atypical instances, which scrutinise exceptional situations as evidenced in Prof. Preston-Shoot's (2018) review of the literature.

This study identified all the available Overview Reports concerning families from minority racial, ethnic and/or faith backgrounds available from the open access national online archive for the period 2013-2017. Any summarised or heavily redacted Overview Reports which provided too little detail were excluded. From the remaining 30 reports all passages referring to race, ethnicity, faith, nationality, language or immigration status alongside intersecting structural factors such as poverty, gender, disability etc. were excerpted. These were then converted into synopses comprising of critical details linked together with relevant contexts, events, and factors from the related Serious Case Review. These were in turn analysed to examine how the Overview Report linked together individual and structural factors in making recommendations for future policy and practice.

It was found that the essentially critical case approach employed in Overview Reports was variable in recognising structural factors and their interplay with family related factors where children suffered significant harm. This often meant failing to draw on evidence from outside of the family situation. Consequently the circumstances and dynamics examined were decontextualized and a number of recommendations made in Overview Reports overlooked broader commonalities and wider environmental conditions. The study concludes by identifying methodological improvements to the critical case approach underpinning Serious Case Reviews.

**Focus on general social work to create an environment for positive parenting.
A different approach in family-support by an inter-professional team**

Beatrijs Melis

Karel de Grote University College (KdG), Belgium

Subtheme: Social work practice in a changing welfare society – contemporary and historical perspectives

Background and purpose:

In youth care there is a growing awarness of the need for preventive parenting support. The project: 'family-coaches 03, set up by the city of Antwerp, is responding to this need by supporting vulnerable families from pregnancy until the child is 3 years old. Vulnerable families are poor families who experience problems in different areas of life.

The family-coaches are drawn from different areas of expertise within the social services and form an interprofessional team.

In the first instance coaches don't focus on parenting alone but on the stress caused by the other problems which have a negative impact on family life as a whole. Bringing down the stress level, offers more opportunities for the parents to give attention to their children. In contrast to the narrow focus on parenting problems, this generalist approach enhances and expands the role of the coach. Parents also experience this approach as being more supportive and less intimidating.

The research

The city of Antwerp has chosen to support this new concept by launching an action research. Karel de Grote University College (KdG) and University of Antwerp (UA) are partners in this research.

The researcher of the Centre of Expertise 'Strenght based social work' of KdG works in close collaboration with the practitioners in an effort to improve and legitimize the quality of the coaching.

- Through participative observation and focus discussions with the team, we register their motivation and knowledge and their needs to realize the project goals.

- Based on a scale, in which parents give a "satisfaction score" to different life situations, the evolution of the clients continue to be charted periodically. This evolution is made visible in graphic representations. (Depourcq, Depauw & Driessens, 2013). The measuring instrument was drafted in cooperation with family-coaches to also serve as a tool in the individual counseling alongside the global impact measurement.

- By following 9 cases by means of regular in-depth interviews with the family-coaches we look at how they implemented the concept and the theoretical frameworks. We interviewed the parents about their experiences with this new form of support.

First results

After the first year, the scales of measurement show an increase in the satisfaction of the parents on the different life situations. Coaches experience 'general social work' as a significant expansion of their work possibilities. For the coaches who worked in youth-care services it was not always easy to find the balance between the attention paid to parenting and the need for support on other issues. For the coaches coming from general social work organizations it was a challenge to maintain the focus on the child throughout the support on other problems. The coaches indicate that the inter-professional team is necessary for sharing the knowledge built up by different areas of expertise.

Session E3: Social work and mental health

The family focused practice of professionals in the United Kingdom – promoting social justice through supporting children in the context of living with a parent with mental illness

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Background and purpose: Internationally, it is estimated that between a fifth and a third of adults receiving treatment from mental health services have children, and that between 10-23% of children live with at least one parent with a mental illness. Children living in such circumstances have a higher rate of child maltreatment and out of home care. As such, it is postulated that better inter-disciplinary working between adult mental health services and child protective services could produce better outcomes for all family members. However, we have limited knowledge of the degree of family focused practice by professionals working in different sectors. Addressing the conference theme of "Embodying social justice and human rights in social work research, practice and policy" this study set out to explore:

1) The extent, nature and scope of professionals' family focused practice.
2) The factors that predict, facilitate and, or hinder family focused practice.
3) How family focused practice may be further promoted.

Methods: This mixed methods study involved:

a) A systematic review of the literature on family focused practice
b) The development of a logic model
c) A survey of 3585 professionals (social workers, nurses, psychologists and psychiatrists) working within adult mental health and children's services in one region of the United Kingdom, using the validated Family Focused Mental Health Practice Questionnaire
d) In depth qualitative interviews with professionals (n = 30) in adult mental health and children's services
e) In depth qualitative interviews with service users (n = 21) who are parents with a mental illness

Findings: This study found that levels of family focused practice by professionals, as reported by professionals and service users, are low. Family focused practice is related to professional role (children's services v adult mental health services), disciplinary background (social work v other disciplines), and setting (community v residential). The results of statistical analysis indicate that the level of skills and knowledge relating to the impact of parental mental illness on children is the most important predictor of both adult mental health and children service professionals' family focused practice.

Conclusions and implications: The United Nations Conventions on the Rights of the Child and the Rights of Persons with Disabilities clearly set out State responsibilities to support individuals within the context of their family. In this study families and professionals report that practice would be improved through child and family focused training for professionals, improvements within adult mental health and children's services in the availability of psycho-educational resources, and support groups for the whole family, including children. It was also emphasized that better understanding of service roles and responsibilities among professionals in supporting families when parents have a mental illness is important along with more opportunities to engage in joint working and inter-agency co-operation.

Overall, this study contributes original ideas and significant new knowledge to how we conceive of, and practice in family focused ways. It challenges our ideas of conceiving of mental illness as a deficit, and reimagines the concept of interdisciplinarity as practised.

The need for a family-based practice: a study of Norwegian teenage girls living with a mentally ill parent or a parent with a drug-abuse problem and how they experience their own problems and needs

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This paper describes the results of a qualitative study of adolescent girls' experiences as mental-health patients who also must deal with a parent with mental illness or a substance-abuse problem, or both. It focuses on adolescents' self-narratives and how they weave their parental problems into their own difficulties. This theme has become of particular relevance in Norway, where children living with mentally ill parents or parents with drug-abuse problems, sometimes referred to as 'young carers', achieved individual patients' rights through an amendment in Norwegian law in 2010. This amendment gives children access to information on their parents' diagnoses, further help and treatment.

In-depth qualitative interviews with nine teenage girls who live in these circumstances show that they see their problems as reactions to adverse life events but do not necessarily link their own mental health problems with their parents' illness. It also shows that help is both difficult to find and stigmatised, which makes it even harder to establish a viable self-narrative. The findings indicate that the girls are engaged in a complex meaning-making process towards a viable self-narrative that preserves family bonds, coherence and a positive identity. The process and outcome are influenced by the degree of parental support that the teens receive as well as the cultural narratives they absorb about family life, normality and mental illness. Good professional help is almost synonymous with the process of understanding and being understood.

This paper reflects upon the reported needs in relation to increased fragmentation and individualisation of support services. On the basis of what these children have reported about how they understand their own problems and needs, this paper argues for a more holistic and family-based approach in developing appropriate help for young carers living with mentally ill parents or parents with drug-abuse problems.

The discourse between the recovery processes of mentally ill persons and their parents

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Since the 1970s, there has been a world-wide revolution in the concept of rehabilitation of people coping with mental illness, focusing on recovery in the rehabilitation process. Most studies in the field have focused on the recovery process of the mentally ill person. However, in recent years, there has been a growing understanding that the family of the mentally ill person bears the burden of treatment, and recent studies have begun to focus on processes that promote the recovery process of the mentally ill person. The aim of the present study was to systemically examine recovery processes in the family , while distinguishing between the recovery processes of schizophrenic patients and their parents and the interaction between them, by combining the concept of recovery with general systems theory.

The study was carried out according to the principles of the qualitative method, specifically according to Grounded Theory in the ontological context and in the socio-cultural context of Israeli society.

For this purpose, 15 parent dyads and their mentally ill son/daughter were interviewed using semi-structured interviews. In each family, each of the parents (aged 50-60) was interviewed separately, and the mentally ill son/daughter (aged 18-22) was interviewed separately as well. The uniqueness of the present study is the use of thematic analysis at three different levels: 1) analysis of the individual interviews (the mentally ill person, mother, father); 2) dyadic analysis of the parental unit and the marital unit; and 3) triadic analysis of the entire family unit. The three-level analysis yielded major insights, revealing the perspectives of the individual, the couple, and the family system.

The findings of the study were categorized into four main themes:

1) Reactions to an outbreak of a mental illness in the family and relevant experiences.
2) Patterns of coping in the family.
3) The change towards recovery: Family processes that drive change and its different aspects.
4) The interaction between processes of change in the family: On overview of the interaction that takes place between the processes of change in the family.

The theoretical contribution of the study is the systemic examination of recovery processes. The findings of the study combine two fields: the concept of recovery in mental health and systems theory. In addition, the findings led to a better understanding of the contribution of intra-family interaction to processes of development and growth of the individual and the system.

The practical contribution of the present study lies in the understanding that intervention that promotes recovery processes of the mentally ill person or the healthy family member must take into account the systemic examination of the entire family. Therefore, it is important to include family therapy in recovery and rehabilitation processes of the mentally ill.

Furthermore, the methodological contribution of the study is the use of multi-dimensional analysis that includes classic-thematic, dyadic-thematic, and triadic-thematic analyses, because dyadic and triadic analyses are rarely used in the literature in general and in the field of mental health rehabilitation and recovery in particular.

The social work role in CTOs and compulsory mental health treatment in the UK and Ireland: A comparative scoping review

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This comparative scoping review charts and compares current and emerging issues for social workers involved in the use of compulsory mental health legislation in the UK and Ireland. It acknowledges a dearth of research evidence in this key area of social work practice and an urgent need to address it given the significant human rights implications of forced detention and medical treatment. Specific focus is given to community based compulsory treatment orders (CTOs), which now exist in three UK jurisdictions: England, Wales and Scotland. The subject of considerable controversy at their inception, concerns have increased over time, in particular about the effectiveness of CTOs in the prevention of future mental health crisis (Burns and Molodynski, 2014) and a striking upward trend in their usage (Campbell and Davidson, 2017).

This paper starts by offering a historical overview of the role of mental health social workers in the UK and Ireland. Discussion draws out distinctions across jurisdictions, but notes the imperatives shaping the inclusion of social workers in decision-making related to CTOs and the use of compulsory measures more broadly. Analysis is provided of key comparative themes, including the rationale for CTOs, legal thresholds, service user rights and trends in the use of CTOs and equivalent statutory measures. Attention is paid to the roles social workers undertake, both in terms of formal decision-making regarding applications for CTOs and post-hoc care and monitoring. This is compared with the social worker role in the two jurisdictions without CTOs: Northern Ireland and the Republic of Ireland. Available research evidence into how CTOs are experienced by service users and social workers is then explored, acting a basis for detailed consideration of the ethical challenges that social workers face in carrying out their legal obligations therein. Here, focus is given to the inherent tensions between CTOs and social work's espoused commitment to human rights and social justice. This is further illustrated by analysis of the paradigmatic shift in thinking about the legality of compulsion brought about by the United Nations Convention on the Rights of Persons with Disabilities. In addition, discussion considers the extent to which social workers can bring a social model perspective to counter prevailing medical discourses in framing and responding to mental distress in statutory settings. Relatedly, their ability to holistically meet people's broader social and cultural needs is critiqued in the context of welfare austerity.

Overall, the paper is offered as a springboard for future discussion and collaborative empirical research regarding the compatibility of the mental health social work role with a human rights perspective in this highly contested area of social work practice.

Session E4: Social work and austerity

In the shadow of the welfare state: a closer look at hybridization between professionals and informal actors

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Since the classical welfare state in the Netherlands is slowly evolving to a 'participation society', citizens in need are expected to find support firstly in their own informal social networks, and when such networks are absent, from volunteers from outside their own. For this reason professionals are instructed to work in continuous interaction with informal parties, such as informal caregivers, neighbor networks and civic initiatives. The key ambition of policy makers is that professionals and informal parties incrementally become intertwined. 'Hybridization' between formal and informal parties is an important goal; policy makers aim for a collaboration which is characterized by mixes activities and value orientations.

In actual practice, the implementation of this policy ideal turns out to be complex and raises critical concerns. Particularly in larger urban contexts, informal social support networks are far from self-evident. Cities are characteristically home to numerous vulnerable individuals and households. At the same time, the urban setting forms a challenge to the development of strong social networks and communities of informal support. In a context where professional social support is downscaled and informal social networks are absent, the danger of failing to deliver support to those most vulnerable looms large.

What are the reasons why the implementation of this policy ideal is so complex? Existing research suggests that -particularly in a time of increasing workloads and budget shortcuts- professional actors experience difficulty identifying and mobilizing informal actors around vulnerable clients or households. For their part, many informal actors experience a distance and lack of trust vis-à-vis professional actors.

Our presentation will build on these insights and supplement them with findings from our own recent research project. In this research project, we focused on the division of responsibilities between formal and informal actors in the social domain in different neighborhoods and districts of the larger Amsterdam metropolitan area. We conducted a large series of in-depth interviews with both professional and informal providers of social support about the definition of their own roles, their experiences with cooperation with one another, and the dilemmas that they encountered.

Our key finding is that formal and informal actors have not merged together to become hybrid social support agents, but instead continue to operate from within separate, parallel worlds. They operate alongside one another, but not with each other, in supporting vulnerable residents. In our analysis, we describe three sources for this key finding: unfamiliarity, disagreement and indistinctness. We will illustrate these three sources using rich empirical examples.

In the final section of our presentation, we will address the consequences of these findings and possible responses. Is it a problem that formal and informal actors operate alongside each other? Does this ultimately threaten the provision of social support to those who most need it? We will attempt to answer this question. The presentation will end with an exploration of the ways in which the gap between formal and informal actors can be bridged, and which forms of cooperation and division of responsibilities are realistic and useful to aim at.

Session E4: Social work and austerity

Reshaping social welfare services in a turbulent society - a time for social innovation?

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Understanding social innovation in social service delivery through non-governmental organisations (NGOs) is being presented in the literature predominately from the perspective of the western European countries, while it remains mostly overlooked in terms of post-conflict or weak performing countries. 25 years after the war, the welfare system in Bosnia and Herzegovina remained fragmented, undeveloped, mostly based on the cash benefit system, while the preventive activities are mainly neglected. Years of war and long-lasting transition in this former socialist state have resulted in turbulent political, social and economic conditions. Since the government has not been able to meet increased needs of post-war society, many NGOs have become active in the delivery of social services as a result of the presence of international donor fundings proposed for the country's reconstruction and development. By addressing welfare challenges and coming up with their own, often new, community-specific solutions in a turbulent and uncertain context, social services delivered by local NGOs have developed specific innovative elements; even they have not been identified as such.

This is a presentation of the draft of the mixed method PhD study. The propose of the PhD study is to examine whether and how NGOs engaged in post-war relief with a more traditional role can be involved in the process of social innovation by finding alternative solutions for social problems and adjusting themselves into the possible position of innovators and service providers. The topic of this presentation will mainly address the conference subtheme on social work practice in a changing welfare society. It will provide insight into the potential aspects of local NGOs with a more traditional role to develop social innovation by addressing welfare challenges and reshaping social services in a turbulent setting.

A summary of the main points of the presentation: a) to present what role do NGOs play in supporting potential social innovation in delivering social services and reducing the risks of vulnerable citizens within the fragmented and undeveloped welfare system, b) to explain the triad relationship between international donor-local NGOs and local government affects the social welfare sector, not only by filling the gap with social services but also how it stimulates or prohibits the creation of potentially innovative social practices from the bottom-up approach in a challenging and uncertain context.

The work presented here can have profound implications for future studies of social services, NGOs and social innovation and may also be of help to local and international stakeholders to better structure their policies and funding to support NGOs initiatives in welfare field and eventually lead to new programmes and support schemes.

Changing of the guard: food aid recipients' views on the nationalization of social assistance in Finland

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When policies directed at vulnerable groups are concerned, decentralisation has been a trend discernible throughout Europe in recent years. However, Finland recently chose an opposite strategy by transferring, from the beginning of 2017, the implementation of social assistance, the strictly means-tested statutory financial support of last resort from adult social work within the municipal social services to the Social insurance institution of Finland, a Weberian-type state bureaucracy, responsible for handling statutory universal social security benefits which are granted on fairly 'clear-cut' criteria.

Main goals of the reform were making the application process less stigmatizing and putting an end to the locally varying implementation practises. While the strictly means-tested scheme itself, including various elements of subject to case-to case discretion in decision-making, was left basically unaltered, the reform has meant both a more formalized and automated application process, as well as a de-personalization of case handling and a de-professionalisation of the frontline staff making assistance decisions.

As one means of understanding the consequences of this reform, in this paper we focus on the legitimacy of this reform, by investigating empirically views among people queuing in a breadline in Helsinki, Finland, many of which have turned to informal food aid as a complement to social assistance. We utilize datasets from two different surveys, one made immediately prior to the reform (N=386 fielded in October 2016) and the other one after the reform had been enacted for about 1,5 years (N=258 fielded in October 2018). The surveys both included the same questions about whether the respondents perceived that the social assistance reform has furthered feelings of equality and fairness (see e.g. Rothstein 1998), and decreased feelings of stigma and shame (Shildrick & MacDonald 2013).

Neoliberal governmentality in social work practice. An example of Polish social security system

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Background: The presentation contributes to the debate on the power relations in social work practice and impact of neoliberalism as embedding neoliberal governmentality (the organized practices by which subjects are governed) on the professional conduct of social workers. The aim of the study is describing power relations at work: functions and effects of power in the field of social work practice. The general idea was to understand and examine the nature of the relationship between policy shaping social work and the practice by the example of power relations exercised by social workers in changing welfare society. Findings concerning the nature of relations between social workers and clients led to the implementation of governmentality perspective and neoliberalism as an explanatory idea of forces shaping Polish welfare state and contemporary social work. Therefore, I am using the perspective combining governmentality with historical-political sociology (HPS) in order to answer questions 'why' and' how' in context of dominant discourses shaping regimes of practice in social work.

Methods: The study is based on qualitative methodology and analysis that comprise the adaptation of the governmentality and HPS perspective. The approach enabled the integration of policy, culture and ideology level with the individual agency ensuring that both descriptive and causal accounts are accommodated. Qualitative data were generated from an in-depth interview with 30 (10 per agglomeration) social workers and family assistants with at least one year of practice experience and full time employed in social work centers in largest agglomeration in Pomerania region in Poland. The purposive sample was based on several criteria generating most possibly diverse data, these are gender, years of practice, type of practice and department belonging. The data were recorded, transcribed, categorized and coded, allowing the identification of essential elements in the data set and compare them with other data and interpret with theoretical perspective of governmentality and HPS. The analysis was based on engaging theory into the qualitative analysis that enabled knowledge to proliferate and multi-faceted interpretations and in same time avoiding reducing data to simple categorizations.

Findings:
- Social workers' narrations represent the sovereign-repressive modality of power and perceive themselves as powerless individuals which uncover the logic of governmentality on the level of practice.
- local patterns and specificities of neoliberal governmentality of the Polish welfare state were identified such as 'catholicization of welfare state' and prevalence of 'historical legacies'.
- social work practice in narrations of social workers is subsumed to neoliberal governmentality as the consequence of policy transfer observable on the micro level.
- links between practice and broad policy change level were identified by the implementation of HPS and governmentality approach in order to relate micro-level of individual interpretations of practices with perspective focused on alliances between manifold institutions shaping policy and everyday practice.

Conclusions:
- The discussion of how power relations are embedded in social work practice should raise awareness among social workers.
- Policy institutions should take into account local conditions and interpretation while implementing and developing social policy.

Session E5: Human rights and social justice

Norms and values put at stake. A critical realist perspective on human rights, social work and social welfare

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Background and purpose of the presentation: Implementing human rights in social work practice is an issue that most social work educations in Europe are including in their curriculums. However, human rights perspectives may often function as a label that sometimes legitimates policies and reforms that are contradictory to human rights. In public discussions, politicians sometimes engage in a competition to mention human rights as often as possible.

Many basic values in the public services today are challenged by a number of restrictions. Restrictions owing to financial limitations, liberal marketization and strong conditional policies, are only a few examples. However, in national laws and in the UN declaration of human rights, the rights of people who are suffering because of deprivation are strongly expressed. It is a crucial issue to investigate why policies that bear the "human rights label" are deceptive and unsuccessful.

Content and core arguments: Based on my own research from studying social workers´ implementation of a workfare policy, I will present arguments for why and how a critical realist perspective may be useful for an in-depth analysis of incoherencies in the treatment of human rights in social work practice.Today´s political climate challenges the UN Declaration´s articles 22-27 (economic, social and cultural rights) and, largely, the articles 3-21 (civil and political rights). An empowering fact is that these values are concretely visible in the national and international official documents that describes social work´s value based practices and its close connection to human rights.

My experience from educating master students in human right issues in a master course program entitled "Social work, social welfare and human rights: Normative perspectives on professional social work in the public welfare sector" will make the starting point for my presentation. My intention is to discuss human rights in competition with other normative constraints (legal norms, ethical standards and ethical context variables). A central question is: Does the universal significance of human rights mean that they should be implemented the same way in different cultural contexts? Is there, or should it be, a universal consensus on a human rights hierarchy?

In a critical realist perspective there is no genuine contradiction between facts and values. This is a controversial point in critical realism as a philosophy of science that needs to be given attention. Consequently, by addressing some of these critical questions on human rights, I will touch upon questions about normativity in social science research.

Relevance: This theoretical and empirical informed presentation will be highly relevant for the conference´s overarching themes subthemes.

Governing English social work: the tyranny of transformation

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Social work in England has been subjected to successive waves of reform as part of wider changes in the welfare regime. While the symbiotic relationship between the New Right and New Labour transformations of social work attracted sustained attention, in the contemporary context the more far-reaching current iteration of reform has attracted far less scrutiny.

The paper terms this iteration 'governmental professionalism'. The term is used in two senses: first, to signify that the new paradigm is a government strategy seeking to bring about ideological changes in social work. Second, the paradigm is seen as a form of disciplinary power that seeks to inscribe mind-sets and character traits on social workers. The paper draws on Fairclough's approach to critical discourse analysis1 in considering one key official government document, Putting Children First (2016)2, that is centrally focused on the promotion of this new paradigm and that has provided impetus for its realisation.

In Fairclough's methodology, critical discourse analysis seeks to penetrate the surface of social phenomena by analysing unequal power relations and discursive processes through the language in which phenomena are expressed. The paper considers a number of facets of these relations and processes with regard to governmental professionalism, drawing on Fairclough's concepts. For example, the operationalisation of governmental professionalism has three aspects: it is enacted - there are new ways for social workers to act and interact; it is inculcated - there are new identities for social work and social workers to inhabit; it is materialised - it seeks to achieve its operational objectives within reconfigured structures and practices.

In order for governmental professionalism to be operationalised, Putting Children First (2016) stresses what is presented as the self-evident need for social work to be transformed. Transformation is presented as: an empathic caring response to a changing environment; a common sense and natural process; a much-needed reinvention of social work; and a process that engenders uncertainty as a precursor to achieving the necessary changes.

The paper concludes that governmental professionalism is a means of managing the decline in social work services as resources shrink. It is also meant to be the final word on the longstanding debate in England about the purpose and role of social work. It is presented as inevitable change instead of intentional change (i.e. as the result of political choices). It is portrayed as though there are no choices about the character or direction of change; it embodies a set of ideas about how change is to happen and the targets for change; and it seeks to encapsulate what is knowable, say-able and do-able in social work. In other words, it seeks to be hegemonic by colonising the space in which change can be articulated

Arab youth involvement in delinquent and antisocial behaviors: exploring the relevance of Hirschi's social bond theory in a traditional culture and from a qualitative perspective

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Background and Purpose: Hirschi's (1969) social bond theory is one of the most widely examined and influential perspectives used to explain the involvement of youth in delinquency. According to this theory delinquent behavior results when an individual's bond to society is weak or broken. This social bond has four elements: attachment, commitment, belief, and involvement.

Most studies of social bond theory have been conducted in the United States and other western countries and utilized self-report research employing quantitative research based on diverse sample sizes. However, social bond theory's ability to explain youth involvement in delinquency in non-western countries, especially traditional cultures, have not been widely examined.

The current study aims to fill this gap in the literature by exploring youth involvement in delinquency using qualitative research to study Arab Palestinian youth in Israel. Addressing youth delinquency within the unique socio-cultural, economic, and political situation of the Arab minority in Israel will enable us to examine the theory's applicability to the explanation of deviant behavior in a variety of contexts.

Method: In-depth face-to-face, semi-structured interviews were conducted with 15 Arab youth aged 16–19. All of them were Muslims. The boys had committed minor crimes and some of them were supervised by probation officers, who in Israel are social workers. A snowball sample was used in order to locate the youth.

The topics in the interview guide included characteristics of the youths' encounter with their parents; with professionals, such as social workers or teachers; and situations reflecting conflicts and ways of coping with them as derived from their own experience. Data analysis was performed in three stages: 1. The researchers read the interviews to become empathically acquainted with the interviewees' narratives. 2. Units of meaning were identified, and 3. Similar utterances were grouped into themes.

Findings: The results of the interviews are anchored around the four main elements of social bond theory (attachment, commitment, involvement and belief) and the way their presence in a youth's life might reduce delinquency. However, the study's results showed that bond elements can be better predictors of youth violence while taking into consideration the socioeconomic, cultural, and political context of the adolescents. This is critical especially among youth from non-western cultures, such as the study's population—the Arab Palestinian minority in Israel—that have received little research attention in this regard.

Conclusion and Implications: The study's findings reinforce the uniqueness of the situation in which Israeli Arab adolescents live. It is a complex situation that reflects their economic, social, and political status, and that seems to have an impact on their involvement in antisocial behavior and delinquent activity. The structural constraints created by poverty, inequality, and oppression are central to our understanding of youth's involvement in crime. Due to their disadvantaged circumstances, the youth in our study had limited opportunities to develop positive attachments, commitment, and involvement, which are important for preventing engagement in criminal behavior. We suggest contextualizing Hirschi's theory to enrich the observation of the theory's four elements in diverse social, political, and economic conditions.

Perspectives of German and Austrian students on policy practice in social work

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Political attitudes, political participation and attitudes towards a political mandate of social work among social work students in Germany and Austria

Objectives: Political interest and political engagement to promote social change are generally seen as essential for social work. There are some interesting results about social workers' policy practice (Gal/Weiss-Gal 2016l) resp. political social work (Pritzker/Lane 2018). But less is known about the political participation of students (e.g. Swank 2012). The frame for analysis is often the Civic Voluntarism Model by Verba/Schlozman/Brady (1995) claiming that political participation depends mainly on educational and cognitive, motivational and social resources. The main question of this presentation is how prepared well are students of social work for policy practice and political social work in terms of political participation and political mandate.

Methods: The section Social Work Policy of the German Society for Social Work conducted an Online-Survey among more than 30 universities in Germany and Austria with 3,467 (Germany) and 196 (Austria) participants, mainly students of social work. The survey took place between July 2017 and April 2018. The subjects of the questionnaire were: Interest in politics, attitudes towards politics, democracy and the welfare state, political efficacy, trust in institutions, political participation, attitudes towards political mandate. For comparisons with the attitudes of the general population other data sets as the European Social Survey are taken account.

Results: Most of the students show attitudes corresponding with the foundations and definitions of social work. Their political interest is average. Political participation and some of its determinants, eg. political efficacy, are more distinct than in the general population. A political mandate for social work is widely supported by the students. Nonetheless, certain students agree with popular prejudices towards clients of social work. Also a subject of discussion is the students' satisfaction with democracy and their trust in politcial and governmental institutions.

Conclusions: Some work has to be done in Germany to improve the education of social work students. Especially concepts such as policy practice and political social work should be implemented systematically in their studies, but the fundamentals and cognitive resources as knowledge about the impact of social policies should also be addressed.

Session E6: Child and family social work

"Imagining yourself in the future to improve the present". A qualitative research on Future dialogue method in child protection

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In the international field, several studies have focused on family group decision making. In general, the families describe the possibility of being involved in the decision making process as a positive one. This also means that from the social workers' point of view, they are not alone in coping with problems and they can link their professional actions with the experiential knowledge of the families. Participatory social work practices give voice to people involved, promoting social justice and human rights.

One of the methods which promote family participation in decision-making processes is Future Dialogue (FD). FD is an innovative practice aimed at coping with growing worry about a specific situation and creating a plan to improve that situation, in collaboration with the people involved.

At case level, FD is a method to allow meetings between people connected with the user and the network of professionals, when they are in a "grey area" of worry. FD foresees two professionals, not connected with the case, whose role is to facilitate the dialogue.

In this presentation, a qualitative research on the FD method will be explained. The aim of the research was to study the FD method and to analyse this practice both as a process and an outcome, starting with the accounts of the participants in the session.

The research was based on experimentation of the FD method at case level in the Italian child protection field. In this presentation, results emerging from 14 semi-structured interviews with children, family members, social workers who had participated in FD sessions, will be discussed. These qualitative data were subjected to a content analysis. The data were enriched by the information collected through observation of the FD sessions by the researcher and through analysis of documents produced by facilitators (notes from the facilitator's diary and a document, written by the child protection social workers, to activate the intervention).

The objective was to describe and analyse how FD could be set-up and implemented.Particular focus was given to the worry which motivated the intervention, who participated in the FD session, how the meeting evolved and the contents of the written plan. Furthermore, the research was aimed at knowing the subjective perceptions of the participants (social workers and other professionals, family members, friends and facilitators) relating to their involvement in the FD session.

The research highlighted how the FD method stimulates reflection among the participants and their capacity to find coping strategies to deal with a shared worry. People interviewed described their participation in the FD session positively. Efficient empowerment processes are promoted by this professional practice. The strong points and critical issues of the method will be discussed.

This research enriches the studies of family group decision making confirming the efficacy of participatory social work practices in child protection. The results could stimulate service managers, social workers and researchers to continue practising and studying collaborative methods in child protection.

Interdisciplinary work in youth care: how do children benefit?

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Because of transitions in the welfare system, municipalities in the Netherlands now have new responsibilities in the domain of youth care. In response to this, manymunicipalities have chosen to work with district-oriented inter-professional teams, who can connect to requests for help in that area. The idea is that different social workers with different backgrounds can take care of all the questions in the community. Many people support this idea, but does this work in the daily practice of social workers?

In our research we followed the transition in youthcare since 2014 until now. We observed and interviewed different kinds of teams working interdisciplinary; in schools, healthcare, interdisciplinary teams working in neighborhood, specialized teams and a residential group. One of the main results we presented in 2017, is that it is quite hard to keep the child in focus while working interdisciplinary. Literature on multi-agency working identifies shared purposes and goals as important factors contributing to successful collaboration (Rose, 2011). Our research however shows that a perception of a shared goal is often lacking. Succesful collaboration appears to be hindered by several issues, for example role confusion and worries about ones professional identity, doubt and insecurity about ones capabilities and mutual distrust between social workers. As a consequence the care for the child and its family is no longer the main topic of conversation in interdisciplinary teams.

In this presentation we will explain why it is so hard to keep focus on the child and his family in interdisciplinary work, especially in times of change. We will also reflect on the complexity of this issue and what works. 'What works' is also the current focus of our research project and we will present the first results.

Being 'present': the perspectives of young people in care on the benefits of youth mentoring relationships

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Background: Relationships are widely acknowledged as being at the heart of practice and pivotal to positive outcomes in social work and social care. However, as a consequence of the increased managerialism that characterises much social work practice, relationships in social work are often deployed in an instrumental way. In contrast to this instrumental approach, Baart (2002) highlights a different approach, which he calls the 'presence approach', whereby the worker or volunteer is 'there for others' without focusing directly on problem solving. According to Baart, presence practitioners take time to get to know the person and their environment deeply and strive to affirm the fundamental dignity of the person. While not being problem-focused, these approaches may lead to problem solving.

Formal mentoring programmes facilitate the development of a friendship or 'match' between an adult volunteer and a young person, with the objective of supporting the young persons' personal and social development. The aim of this paper is to draw on Baart's theory, among others, and research findings with young people in care who have had a mentor to illustrate the perceived benefits of a 'presence approach' for children in care in terms of coping and resilience.

Methodology: One to one narrative style interviews were undertaken with 13 young people (aged between 13 and 24) who had or currently have a mentor while in care. Participants were located throughout Ireland and were recruited through the Foróige Big Brothers Big Sisters programme, through which they had been matched with a mentor.

Findings: Young people's lives had been shaped by events that occurred in the multiple systems with which they interact, including their birth families, foster families, schools, communities and social services. Some of the young people were coping well and doing well, while others experienced barriers and challenges to progress in school and community. The mentoring relationship worked in a range of ways to support young people to cope with social and emotional issues, education and life and career directions (Frydenberg, 2019). Young people valued that the mentor was 'there for me' and contrasted their approach to what they perceived to be the more instrumental approach of the social worker.

Conclusion: Young people in care valued a 'presence approach' which allowed time and space for a trusting relationship to develop. These empathetic, growth fostering relationships allowed them to reveal their authentic selves and deal more effectively with the obstacles in their lives. It is argued that social services should explore ways in which young people in care can be supported to develop meaningful relationships characterised by a 'presence' approach, which have the potential to bring values of human rights and social justice into the care system.

Stop and go-rules in child protection

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Based on the empirical findings of a current Danish qualitative study we present a number of common heuristic rules-of-thumb employed in decision-making regarding out of home placement of children in need. Taking our starting point in solid research-based knowledge on systemic as well as individual decision-making patterns (Gigerenzer, 2007; Kahneman, 2011; Munro et al., 2016; Taylor, 2017), we wish to initiate a discussion on how such patterns relate to national and international welfare paradigms and legal trends in child protection cases. Such trends include a strong focus on compliance with deadlines, procedures and written substantiation for assessment and action, child interviews, different demands for consent, co-operation, negotiation and sanctioning in social workers' relation with parents and children. These forms of regulation embody strong values of individual responsibility and conditionality and increase the complexity in social workers' decision-making including a need for practical, heuristic rules-of-thumb in order to navigate between children, parents, professionals and managers in a setting of limited economic means, time pressure and a multitude of legal requirements.

The study addresses the question how social workers manage these tasks in a child and family rights perspective and with a view to implications for policy and future research.

The study is aimed at co-creation of knowledge and use an innovative and mixed research methodology, inspired by the systemic approach of Fish et al, 2008. It draws on a broad spectrum of qualitative in-depth data collected in collaboration with two Danish municipalities selected on the basis their representative character demographically and their approaches to child protection cases. We have observed 108 child protection decisions taken by case workers and managers during 18 meetings.14 cases with decisions pro or con on out-of-home placement were selected for a closer analysis in order to identify heuristic rules of thumb in the decision-making. We analyzed the comprehensive case files (from 160 to 973 pages) and followed up on the findings in 6 group interviews with 12 caseworkers and 6 managers.

Session E7: Social work in a changing society

How do we adapt to policy guidelines in a changing society? Entrepreneurship' limits and potentials for social work

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"We live liquid times. Nothing is to last". It is from these words that Bauman (1998) conceptualizes the current context: marked by fluidity, volatility, uncertainty and risk (Giddens, 1991). Labor relations are not exempt from such "winds of change", turning into fluid and deregulated fields. Within this uncertainty and liquidity, exacerbated by the impacts of a neoliberal wave, we are witnessing the wider debate around the entrepreneurial activity as a privileged strategy to address the scenarios of structural unemployment and precariousness labor. Fact that was highlighted during the Lisbon Strategy, considering entrepreneurship as one of the bases of European Union policies.

Entrepreneurship is a structured process between different actors predetermined to change, based on market principles such as profit and individualism. However, when we move to Entrepreneurship in its social dimension, it is possible to identify some links between their own values and those of Social Work (SW), namely: empowerment, democracy and social needs' satisfaction.

It is with this mindset that we aim to contribute to the understanding of the SW-Entrepreneurship relationship, in the (re)discovery and development of (new) potentialities and capacities of the population, as part of the SW 'mission, and how such a link will contribute to the (re)construction of (new) orientations, models and strategies for professional practice.

The present research is part of an on-going PhD research in Social Work about innovation in the professional and academic field of SW, namely the potentialities that entrepreneurship and innovation bring to SW, in regard to the integration of socially vulnerable publics. The aim is also to develop a thorough discussion of the limitations of this approach in solving such problems and how this can be seen as a further expression of individuation policy trends. To do so, we're guided by a mixed methodology, applying quantitative data collection techniques – survey to 52 participants of social entrepreneurship training programs - and qualitative - two focus group: one with social workers linked to the academy and another one with social workers close to the "practice field".

In fact, we intend to present part of the research that focuses on the development and incorporation of entrepreneurship and social entrepreneurship in the formulation of social policies in the European context, followed by a particular analysis about its incorporation into the design of Portuguese public policies.

The analysis will proceed focusing on the following layers: (i) the implications of such guidelines in the different domains of SW, namely, in the academic and practical dimensions of the discipline, (ii) the potentialities and constraints that (social) entrepreneurship and (social) innovation entail for Social Work itself, particularly in relation to its ethical values and principles.

Social workers' motivation to help in a changing welfare society – vignette study

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For three decades after the collapse of Communism, Polish society has been changing. New tasks and paradigms of social work have emerged. The shift has also a had great impact on social workers and their attitude to the effectiveness of their work. Due to these changes, there is an urging need to overhaul the welfare system. One of the basic questions during society changes is: What kind of motivation SW have to help, what drives them to work efficiently?

Our study examines the field of the motivation of social workers to effectively help clients. The first step of the study was to review the literature on motivation for the effective support of clients. It resulted in indicating 15 factors of motivation put into three wider categories: intrinsic, extrinsic and organizational. Intrinsic motivation is directly related to workers' responsibility for work and their self-esteem. This dimension also includes self-development and workers' desire to have a challenging job. The most significant aspect indicated in the literature is altruism. Extrinsic factors contain elements dealing with promotion and salary, receiving positive feedback from supervisors, colleagues and clients. Assistance and support can mediate workers' exhaustion. Good reputation also has a great impact on overall satisfaction. The organizational dimension represents components of agency operation, such as quality of supervision and clarity of guidelines. This dimension also refers to working resources, for example, technical equipment.

Based on these factors, we have developed 28 vignettes according to indicated factors. During the research, respondents assessed on a five-point Likert scale how important a given situation was for their motivation to effectively deliver their service. We have also collected socio-demographic data to strengthen the analysis. The pilot study examines 250 social workers from different regions of Poland and different areas of social work. The first stage of analysis was to indicate the factors which motivate the most and the least. The next will be to ascertain the correlation of each factor with socio-demographic data.

The initial results surprisingly do not show that the financial factor is the most important. Early data analysis shows that the most important factor was intrinsic – receiving positive feedback from the client. The second was connected with the amount of salary. The third was the quality of relationship with coworkers. As can be seen, the relational factors were the most important for the effectiveness of SW work. The less affecting factors indicated by SW was control, time pressure and quality of supervision and clarity of guidelines. Interestingly, all of these factors are organizational. The final results of the study will be presented at the conference and in an incoming article.

The experience of a reform of the welfare system shows that in most cases in Poland it has failed. In our study, we have tried to answer the question concerning the main factors of effective social workers' work with clients. By answering this question we can help strengthen the reform and also to reinvent the way of introducing modern and effective social work.

Out of the treadmill: social work in times of liquid modernity

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This paper takes as its starting point the challenge posed in the Conference Invitation: How can social work research and practice operate in the context of changing welfare state paradigms, and how can core values of human rights and social justice be embodied and integrated in the daily practice of social work and social work research? The paper discusses this "how can"-question, underlining the importance of first asking "what is the problem"-question. The UN as well as the EU have both described the present-day situation as a social crisis of a scale that is unprecedented in decades. This indicates that 'solutions' must be found outside the therapeutic room and a narrow social engineering-approach in social work. Research, education and economic support has to be re-organized from an individual-oriented perspective in the direction of finding structural/organizational approaches. The perspectives and values emphasized by the International Federation of Social Workers have to be highlighted and operationalized in more detail. This has implications for research (away from a meticulous evidence-based perspective), for education (curriculums oriented towards a supraindividual level), and for social work practice (a return to the community-oriented tradition). Using Norway as an illustrative case, the author discusses why innovation in social work should pay more attention to organizational- and action-oriented approaches.

Radical-relationship based social work practice as a response to political and economic austerity in the UK

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This paper will explore the 'tensions' that have developed within 'austerity' driven UK social work services. It is the premise of this paper that 'austerity' is a false narrative, and what we are observing is a continuation of economic, political and social neoliberalism that has shaped public social service provision in the UK since the late 1970s. To locate the contemporary 'austerity' driven neo liberal discourse this paper will explore the overarching historical, political and economic themes that have shaped social work service development within the UK.

The discussion within this paper has been developed from an ethnographic research process - that draws upon twelve months of embedded participant observation within a local government children's social work team. The paper will explore the position that good social work practice has been developed in an austerity framework, from re-imagining the social intervention of 'relationship' based practice. Within the discussion, we will propose that good relationship based practice can be 'radical' as it seeks to engage and develop a meaningful social work intervention.

The paper will put forward the critical perspective that social work practice; with direct reference to relationship-based practice; can be experienced, and critiqued through the macro social, political and economic forces that shape our lived experience. It is our position that you can ground 'macro' global forces and explore them from a 'micro' or local social work practice perspective - to develop a critical narrative that is pragmatic and responsive to radical change. The discussion within the paper will position that a global economic narrative advanced by neo-liberal practices has resulted in the reduction, retrenchment and repression of state welfare and public social services. This reconfiguration of welfare and social services has created a situation where social work practice has become reduced to a 'relationship based' or individual helping model of supported 'self-care'.

Within the discussion, we will explore the possibility and tension for operating in a radical manner in a restrictive economic-practice context. The analysis within the paper will highlight that relationship-based practice can promote radical social work through a grounded intervention that places emphasis on the direct time spent with service users, the provision of personal support, and the development of enhanced social relationships.

Session E8: Digitalisation

e-Social group work. Evolution, state of the art and a renewed research agenda

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Background: The promise of a new era for social work practice thanks to computer-based technology is a classic that keeps repeating from the first introductory papers published on this topic (Finn & Lavitt, 1994; Weinberg, Schmale, Uken & Wessel, 1995). From the beginning of the Internet, social workers have been aware of the potential of "the Net" for social intervention. Very soon, they also showed their worries about its many risks (Parker-Oliver & Demiris, 2006; Reamer, 2013).

Social group work has not been alien to this promises and reservations (Coulson, 2018). In fact, some of the first articles on Social Work and Information and Communication Technology (ICT) explicitly referred to groups or were written by group-workers (Galinsky, Schopler, & Abell, 1997).

But what has really happened to online social group work in the last two decades? What will be the future of its practice? What, if any, should its research agenda be? These are precisely the questions raised in this piece of research. A research that aims to contribute to our knowledge of how technology is impacting on the practice of social work in a changing welfare society.

Purpose: This study systematically reviews the social work scholarly literature to investigate the origins, evolution and the state of the art of online social group work.

Methods: The specialized databases "Social Work Abstracts" and "Social Services Abstracts" were explored to select the most relevant papers about online social group work from the early 1990s to 2017. The searching strategy comprised Boolean expressions where all possible synonyms for the terms "social group work" and "online" became combined. The search was performed in the title and abstract fields of the databases.

Findings: A total number of 210 papers were found and content analyzed. Main periods were distinguished and trends and principal changes in e-social group work were highlighted along the time. In each main period attention was paid to the kind of papers published (programmatic, descriptive, research results and research process), the population attended, the needs and problems focused, the types of groups developed, and the kind of technologies employed.

Conclusions and implications: The paper ends by highlighting the strengths and weaknesses of e-social group work. It also proposes a renewed agenda of the specialized field of e-social group work for the coming years.

Information and communication technologies in social work practice

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Traditionally social work has been a profession that identifies with helping clients to deal with social problems with the help of face-to face communication. Due to digitalization more of these interventions are mediated through digital channels of communication and the need for more research on how digitalization effects social work practice is addressed in several literature reviews of the topic. In Norway, the digitalization of governmental agencies is progressing fast and the Norwegian Welfare and labor administration (NAV) has developed new ways of communicating with its users online. This is the background for this research project, which aims to look into how the use of Information and Communication Technology (ICT) in social work can affect the practice in various areas. The goal is to gain knowledge about how the use of ICTs is experienced by both the social worker and the user. What impact it has regarding aspects like case management, the collaboration between users and social workers, and the possibility to empower the user when it comes to participation in different life areas will be important to consider.

The study will be conducted as a case study based on research of three different kinds of ICTs introduced in social work practice as a part of the digitalization expanding in new areas:

- Digital Activityplan, a digital tool for counselors to follow-up on jobseekers in NAV
- Digital application process for social welfare allowance
- Volunteer chat counseling

The goal behind implementing these three different kinds of ICTs varies and when analyzing the use of ICTs and its implications it is important to look at it within its own context. Different kinds of data concerning the specific ICT will therefore be gathered. Most importantly, focus group interviews with social workers and interviews with clients regarding their experiences will be a central part of the study.

As well as researching the use of three specific ICTs and the impact for social work, other important question that the study hopes to answer will be; what implication does the digitalization have for social work student curriculums? Are social work graduates equipped to take part in evolving new types of technology to support their practice? Does the digital society call for new ways of interventions in social work?

The relevance of an ICT convivential approach in social work. Theoretical framework and results on a study on three Albanian universities

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Background assumptions: As part of the European Project T@SK, ICT concerning Social Work practice usually is not a usual topic. In this sense ICT are taken as mainly neutral tools and only subrogated to services that social workers -and Social Scientist in a broader sense-, to some extent forced to use in their everyday practice. This technophobic conception has its counterpart in the technophilia that supports ICT's as tools that provides solutions for any problem. From a philosophical point of view both conceptions treat ICT and technology as external and neutral tools that can be good or bad depending on their use. This approach to ICT proves to be wrong when treating technology as something external, neutral or imposed. Like all artefacts, ICT's are part of sociocultural particular and material developments that guide user's actions in specific paths shaped depending on the control that users have over the tool. The consequences of this two neutral approach to ICT is an obvious lack of control over tools. Also may lead to an unreflective use, harmful for the quality of the profession in multiple stances such as teaching, service providing, and alike. From a theoretical approach, the goal is to address ICT as part of social structures and understand them as political without falling into technological determinism (Winner, 1980). Therefore using Bruno Latour's framework about Composing gives us a broader field than the mere dismissal of technology. The solutionism approach can also provide a technical framework to analyse to what extent there are assumptions on technological frameworks in Social Work developments. Finally, Illich's conviviality gives a criterial framework to evaluate from an ethical perspective relations and influences of ICT for everyday practice. As conclusion we want to stress that this tension is essential to that everyday practice and should be addressed critically to prevent technological determinism.

Methods: This theoretical framewrok is being used in a European founded project with three Albanian Social Work Faculties (Tirana, Elbasan and Shkoder), applying a survey on ICT-skills to students, administrative staff and professors in the context of a European Project (T@SK). In this presentation we plan to present the main findings of this survey and the consequences of adopting this convivential framework –use free software and free licences instead of commercial software for empowering Albanian institutions for example.

Conclusions: Finally, the implicantions in using this theoretical approach leads to a reflection about the use of founding, taking in consideration the state of the art in each university. As conclusion we also present the results of this process and the change in the scope on how to improve and develop an ICT structure for different stakeholders in the Social Work field in Albania.

How to optimize the customer journey in public social services from a user perspective

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Background and purpose: User experience is a hot topic in the commercial sector. However, it is striking that social services pay so little attention to customer orientation (Van Dooren, 2018). While the methodology of focussing on user experience by means of the customer journey (Lemon & Verhoef, 2016) in order to detect gaps has the potential to reach a broader audience and to tackle underprotection of social rights. Therefore, the purpose of this research is to study the opportunities of digital tools to optimize the customer journey in social services of local government.

Methods: The research methodology is threefold: (1) establishing the state-of-the art by means of desk research (screening of 308 websites of social services of local government in Flanders-Belgium), (2) 10 focus groups with social workers, and (3) participant observation and in-depth interviews with 30 end-users of public social services (differentiated across gender, age, educational level, ethnicity, digital skills, …).

Findings: The selection of digital tools that social workers and end-users find usefull to optimize the customer journey in public social services can be summarized as follows: (a) exploring phase: customer oriented structure of website, (b) contact phase: multichannel approach from which the user can choose, and (c) engagement phase: activating and empowering digital tools.

Conclusion: The customer journey is a useful methodology in order to grasp user experiences with regard to social services. It offers added value to question both the supply and demand side concerning how to optimize public services by means of digital tools. Accordingly, the ideal customer journey in public social services is being cocreated. This research shows how digital tools can be part of the remedy in the fight against underprotection of social rights.

Session E9: Child and family social work

Implementation effectiveness of the Reclaiming Social Work model in Finland

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Background and purpose: The crisis of child protection systems is one of the most topical social issues at our time, not only in Finland but also in other Western countries (e.g. Berrick et al. 2016). In order to reform the malfunctioning system, the Reclaiming Social Work (RSW) model is being piloted nation-wide in 31 Finnish local authorities in 2017-2019. The RSW model is an innovative practice model developed in the London Borough of Hackney, England. The model was designed to improve the quality of service by integrating systemic family therapy with child protection practice. Previous research suggests that the RSW model provides a better quality of child protection services than normal practice (Bostock et al. 2017, Forrester et al. 2013). However, despite the growing body of implementation research, there is little knowledge of successful implementation of complex social interventions, such as the RSW model, between countries. This presentation presents findings from a mixed methods study that analyses the implementation effectiveness, namely the success of implementation, of the RSW model in Finland.

Methods: The research utilises implementation evaluation framework by Meyers et al. (2012) that focuses on following areas: fidelity, dosage, quality of the innovation's delivery, participant responsiveness, degree of program differentiation, program reach and documentation of adaptations. This kind of analysis is particularly essential when adapting interventions for new settings. In order to provide an in-depth understanding of the implementation, the data consists of questionnaires and interviews that are collected from multiple stakeholders from selected three local authorities. For this study, 111 families were examined using assessment forms and 16 family members interviewed. Furthermore, 35 social workers participated in surveys and 32 in interviews. Complementary data includes questionnaires and interviews of managers, trainers, clinicians and national key implementers.

Findings: Preliminary findings illustrate that the implementation of the RSW model in Finland is still in an initial implementation phase. For example, there is lack in fidelity, dosage and the quality of delivery in all local authorities. All participating local authorities implemented different adaptations of the model. The findings also highlight significant differences in the implementation of the model compared to the roll-out in England. For example, the role of model developers, Morning Lane Associates, in training, consultation and coaching of English local authorities seems substantial while there was no similar support available in Finland. This is a surprising result, as previous research does not acknowledge this facilitator role for implementation outcome in England.

Conclusions and implications: To conclude, the findings illustrate the complexity of the RSW model as well as the complex nature of child protection services as an implementation environment. The study offers useful methodological knowledge about combining social work research and implementation science, particularly by focusing on complex interventions and their transportability challenges. The results also provide important insights that can guide policy-makers and professionals how to deliver complex social interventions into practice in the future.

<u>Session E9: Child and family social work</u>

Managing demand for children's social care

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Background: In England, children's social care (CSC) services are widely reported to be in (or near) crisis, due to a combination of rising demand and funding cuts. Child poverty has risen steadily while changes to funding formulas have taken their toll on local government finances, particularly in the most deprived areas. Most councils have responded with cuts to spending on universal, community-based provision while protecting core statutory services. This paper reports on a new study of children's social care, which explores the role of demand management in the wider context of welfare provision.

Method: The study aimed to identify trends in demand for CSC services from 2010-18 and analyse how services had tried to manage this demand. A quantitative methodology was adopted to explore national data returns for English local authorities, collating performance indicators on activity, expenditure and workforce.

For the trend analysis, key indicators for all local authorities were plotted over time to identify continuities and changes. For the correlation analysis, Spearman's rank correlations were used to establish associations between key variables. The analysis was run separately for each year between 2010 and 2018. Significant correlations that were consistently found every year were combined to explore the key mechanisms of demand management.

Findings:

1) Rates of CP interventions, care proceedings and care orders rose every year from 2010-17, while rates of referrals and CIN have remained largely unchanged. These trends point to continued escalation in the use of CP interventions by local authorities to manage demand.
2) Correlation analysis provided evidence for three interconnected mechanisms of demand management: screening, rationing and workforce churn.
3) Screening refers to the tendency for LAs to either escalate (screen in) or filter (screen out) cases at different thresholds, in response to levels of demand. Overall, higher demand was associated with more screening out, particularly at referral and assessment, and shorter timeframes of work for children in need and children on CP plans.
4) Rationing refers to the tendency for LAs with higher levels of demand to spend less on the children they work with. LAs with more referrals and CIN had lower levels of expenditure per CIN. These LAs also had higher rates of CIN per social worker, higher caseloads, were more likely to close cases early and less likely to work longer term with children.
5) Workforce churn arose from the rationing response to high levels of demand, and refers to the tendency for LAs with higher rates of CIN per social worker to have higher rates of agency workers, turnover and vacancies.

Conclusions and implications: The findings suggest that child welfare in England is rebalancing towards protection at an already high level of statutory involvement with children and families. It is clear that such a policy is unsustainable for services, and ill-suited to help families already hard-hit by austerity measures. Demand management is unlikely to solve challenges that require a fundamental reappraisal of current approaches to CSC.

Session E9: Child and family social work

Taking into account the clients's view – how do professionals construct the client's perspective?

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Background and purpose: One of the core conceptual elements of justice and human rights are autonomy and self-determination. Much of social work, however, is characterized by a relationship of help and care, implying an asymmetry of needs and resources between the professional and the client. On the bases of such asymmetries, social workers and other professionals may claim to be advocates of the client's autonomy. This, in turn, implies being aware of a client's subjective wishes and conceptions of good living and, at the same time, of a client's objective needs and resources. In other words, professionals develop a perspective on their client's perspective. Our paper deals with such professional perspectives within the court-like adult protection authorities in Switzerland. In these authorities, professionals (mainly) from social work and law, form an interdisciplinary board commissioned to decide on protection measures for vulnerable adults and children. How do they build the client's view into their own perspective, in order to preserve the client's autonomy?

Context and methods: The presented results are part of an ethnographic study of the Swiss child and adult protection authorities. Observation and in-depth interviews with several involved decision-makers in four different authorities allowed gaining insights in professionals' views on the clients' participation in assessment and decision-making.

Findings: Findings suggest that professionals often refer to the client's perspective to motivate the form and substance of proposed interventions. In the context of interprofessional deliberation, reference to the client's view is inherently contradictory: clients are seen as lacking full capacity to act (as a legal condition of most action), yet and at the same time they are (and have to be) seen as actors pursuing their own goals. Differences between social work and legal professionals' perspective on clients' perspective appear mainly with respect to three topics: (1) the definition of who is/are the person(s) constituting "the case" to be treated (including, e.g., the family or not); (2) the professional's perception of the appropriate degree and kind of participation of the person concerned, in the assessment and decision-making procedure; (3) the way professionals anticipate and take into consideration the client's perception and experience of professional self-presentation and action. These differences can partly be explained by professional affiliation or disciplinary origin. Partly, they seem to be rooted in individual professional experience and biography as well.

Conclusions: The fact that a professional's perspective on clients' perspectives is produced by a complex mix of professional concepts and an inextricable chain of professional and biographical experiences, is a strong argument in favour of time-spaces for collective reflection, particularly in interprofessional contexts. Confronting one's own individual perspective with differing views of professionals from the same or another disciplinary background allows for adjusting individual preconceptions and biases with respect to the agency of clients. As such, it is crucial for the promotion of clients' autonomy and rights.

"When do we say 'Oh well you are going to die young but whey hey' and when do we decide to do something about it?" Childhood obesity - a child protection concern or a step too far?

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A key challenge for social work concerns the extent to which a child protection paradigm continues to define professional identity. Debates in the UK and more widely are challenging that paradigm by considering whether child wellbeing is better served by broader definitions of child maltreatment which allow a consideration of the impact of poverty and structural inequalities, with safeguarding being located within a public health agenda, rather than the current narrow focus on significant harm and child protection. This paper considers these debates in the context of a research project which addresses an area of increasing concern to health and social care professionals; the extent to which child obesity represents a child protection issue.

Obesity is a key public health concern, not least because of its substantial impact on morbidity and mortality, child development, links to child sexual abuse and the wider costs to the health service and society. Whether childhood obesity should be considered a child protection issue has divided commentators, with many questioning whether a child should be removed from parents who do not seek to reduce their child's weight, where significant obesity is identified. This divide is reflected in the social work profession where there is resistance to a role focused on bodily surveillance, whilst also acknowledging the need to investigate neglect where evidence exists of a clear parental failure to manage a child's diet, health and fitness. Similar divisions exist in the medical profession and debates are taking place in Australia and the US but with little research to inform policy and practice.

The research discussed in this paper was undertaken by a multi-disciplinary team and sought to identify existing practice, through interviews (N23) and focus groups (N3:23) with key stakeholders from social care, health and education in one area in the UK, exploring their decision making, views and experiences of working with obesity and the child protection system. Participants included both senior managers and front line staff from statutory social work; community doctors and hospital based paediatrician; school based nurses, health visitor and teachers. The data was subject to Framework Analysis. Key findings regarding personal and professional standpoint, and the complex, nuanced and value laden impact of individual and agency thresholds on practice are considered in respect of service provision. The over simplification of threshold judgements as 'linear and rational' Platt and Turney (2013) is explored in the light of case examples. The research demonstrates how the tensions surrounding a child protection paradigm play out in the specific area of childhood obesity, and how they impact on individual and agency practice, potentially inhibiting the services and support offered to service users.

Session E10: Social work and disability

Participation as a continuum – a grounded theory on the participation of persons with disabilities in different areas of life

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Background: The UN Convention on the Rights of Persons with Disabilities (CRPD) defines "full and effective participation and inclusion in society" (CRPD, article 3) as central principle to be met by the contracting nations. Switzerland signed the CRPD in 2014. Therefore, Pro Infirmis, one of the biggest Swiss organizations for persons with disabilities, wanted to know how persons with disabilities can participate in the German-speaking part of Switzerland and how they perceive participation in their daily life (barriers, enhancing factors etc.). The objective of the qualitative study was to capture the phenomenon of participation in different areas of life, by the subjective view of persons with different kinds of impairments. Thus, we posed the following research questions:

- What possibilities and restrictions to participation can be observed in adult persons with physical, cognitive, and/or psychological impairments in the contexts of work, housing, education, family, partnership, and leisure time?
- What barriers and facilitators to participation can be identified, and how do persons with disabilities deal with them?
- What resources can persons with disabilities access themselves? What kind of support is needed?

Methods: The qualitative study was carried out according to the approach of the Grounded Theory (Strauss & Corbin, 1996). From 2015 to 2016 problem-centred interviews (Witzel, 1985) were conducted with 23 persons (12 women, 11 men) aged from 30 to 53. The data was analysed following the principle of "Theoretical Coding" (Strauss & Corbin, 1996).

Results: Following the narratives of the interviewees, participation can be understood as a continuum. The subjective experiences of participation in the areas of housing, education, work, family, partnership, and leisure time can be located in this continuum. The participation continuum extends on a horizontal level (participation impaired vs. participation takes place) and a vertical level (separative setting vs. inclusive setting). Inclusive settings cannot be equated with complete participation and separative settings cannot be equated with participation that is always impaired. Taking into account the interviewee's perspective, diverse levels of participation are, in general, possible in separative as well as in inclusive settings. The following barriers to participation were found: Undiversified and inflexible supporting services in housing, education, occupation and for leisure time activities; lack of individual financial resources; unsufficient support by relatives and professionals; and low self-efficacy. The facilitators found were flexible and diverse support services in the above mentioned areas, caring relatives, supportive professionals, and high self-efficacy. Individual coping strategies when confronted with barriers ranged from non-functional coping, self-stigmatisation, reframing/acceptance of barriers and looking for support to acting with complete independence. Several persons are stuck in a so-called "in-between", i.e. between separative and more inclusive settings. For example, some of the interviewees do not have any opportunity to pursue gainful employment in the first labor market, but at the same time are not challenged enough in the structures of the second labor market.

Conclusions: Switzerland doesn't meet the CRPD requirements. Transitions into inclusive settings, for persons in separative settings as well as for persons who are stuck in an "in-between", should be facilitated.

Supporting decision making to protect human rights

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Background and purpose: Making decisions about one's own life is a key aspect of independence, freedom and human rights. Mental health law has previously allowed compulsory intervention by health and social care even when a person has the decision-making ability to decline intervention. This unfairly discriminates against those with mental health problems and intellectual disabilities who nonetheless have the relevant decision-making abilities. In May 2016 the Mental Capacity Act (Northern Ireland) became statute law. In contrast to other countries this capacity legislation will replace rather than operate in parallel with mental health law. A core principle of the new Act is that people are "not to be treated as unable to make a decision...unless all practicable help and support to enable the person to make a decision about the matter have been given without success" (Article 1(4)). This is central to ensuring that people's rights are respected, specifically under Article 12 of the UN Convention on the Rights of Persons with Disabilities, which requires equal recognition before the law. Social workers are often pivotal in protecting people's autonomy but there is very limited research evidence available about people's experiences of the range of approaches to supporting their decision-making

Methods: This research was funded by Disability Research on Independent Living and Learning (DRILL). The research team was a co-production partnership between disabled people, Praxis Care, Mencap and Queen's University Belfast. 41 participants were purposively recruited and participants were 18 years or over, had a mental health problem and/or intellectual disability and could provide consent. Individual semi-structured interviews were conducted by a peer researcher and an academic researcher working together. Interviews were audio-recorded, transcribed and thematically analysed.

Findings: The interviews explored participants' experiences of making both everyday decisions and major life decisions. The findings indicate what has or has not worked for participants and provide an overview of the current and potential approaches to support. Decision making was identified as a central aspect of people's lives. Participants discussed the positive role which decision making can have in their life but also how it felt when they are not supported to make their own decisions. Participants said there were three things that make decision making harder: the type of decision; the role of other people; and what the outcome might be. Time was consistently identified as a very important factor in making decisions. In terms of support, people said they would like: practical support including more accessible information; emotional support including someone to talk to; and sometimes the options to choose from. The peer researcher aspect of the project strengthened the research process and was valued by participants.

Conclusions: Many service users require some level of support with decision making and social workers should be ensuring that they have access to the appropriate full range of supports. Although much of this project focused on the positive potential of support, the limitations and potential complexities of support should also be explicitly considered. The research provides key messages for social work education and practice.

Net-Flex: exploring expectations, needs and motivations of secondary networks and facilitating resilient networks of adults with acquired disabilities living at home, within current disability policy and practice in Flanders (according the responsive research methodology)

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Background and purpose: Societal changes and current government policies are causing a drastic shift in the landscape of care. The shift from a care- to a support-oriented approach aims at the provision of support that is organized with and within the community as a way to guarantee the rights of people with disabilities. The United Nations' Convention on the Rights of People with Disabilities, for instance states: "Convincedthat (…) persons with disabilities and their family members should receive the necessary protection and assistance to enable families to contribute towards the full and equal enjoyment of the rights of persons with disabilities" (preamble 24). From the prevailing citizenship paradigm, participation in society and solidarity, among other things, are put forward.

In that sense, increasing attention is being given to the strength of social networks: disability policy stimulates the provision of care by the client's own/natural network. Policy makers expect that, in addition to informal care, professional and voluntary care, secondary networks will also be called upon and that care providers will activate them. We consider a "secondary network" as the group of informal carers who somehow play a role in the support of disabled people. They are not seen as a key figure in the support network, but circulate as a kind of satellite around the key carer or disabled person.

Our research aims to formulate answers to the following questions:

- What are expectations, needs and motivations of secondary networks of adults with acquired disabilities living at home, within current disability policy and practice in Flanders?
- Which role/position can professionals adopt to facilitate these secondary networks and which knowledge, skills and attitudes are desired?

Methods: We employ a qualitative research method, specifically the responsive research methodology (Abma & Widdershoven, 2006). This approach is grounded on a social constructivist knowledge theory, poses dialogue on key theme's concerning claims, concerns and issues central and aims to create reality in interaction with stakeholders. Participants are 1) persons from the secondary networks of adults with an acquired disability in a chronic phase and 2) professionals of organizations that provide ambulant support. Both groups are actively involved during four different phases of the research: the exploratory phase, the consultation phase, the deepening phase and the integration phase. In the final phase, all results of the former phases are presented to professionals, which may result in suggestions and implications for the relationship between informal and formal care givers.

Findings: Key themes concerning claims, concerns, and issues of the persons from the secondary networks of adults with an acquired disability in a chronic phase that were gathered during the consultation phase by means of 8 in-depth interviews, will be presented.

Conclusions and implications: The answers to the research questions might imply that secondary networks should not be activated by professionals (in order to maintain the spontaneous relation between people). However at this stage of the research process the specificity of the responsive methodology doesn't allow to formulate implications. Conclusions concerning the consultation phase will be presented.

Being able to participate and belong in the community: social inclusion of people with a disability from an environmental perspective

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HAN university of applied sciences, The Netherlands

Introduction: The UN-convention for people with a disability focuses, among other things, on full inclusion and participation in the community of people with a disability. In the Netherlands interest in community-based programs to organize support for people with a disability is stimulated by the decentralization of social policies from national to local level (Social Support Act 2007; 2015). Different social services work together on neighborhood level to promote social inclusion and participation in the community of people with a disability. Although the level of the neighborhood seems to be an important focus in community-based support programs, still little attention is paid to the impact of the differences between neighborhoods and the opportunities for participation and social inclusion. For people with a disability to be able to connect and experience belonging, a focus on environmental context in the process of social inclusion is needed. More insight is required on the role and the nature of neighborhood characteristicsin the process of social inclusion, as they do influence the opportunities for community engagement (Völker, Flap, & Lindenberg, 2007). Therefore our research question is formulated as follows: How do environmental conversion factors influence the process of social inclusion of people with a disability in neighborhoods?

Methods: Data were gathered for a qualitative case study in three different neighborhoods in the mid-size urban town of Nijmegen in the Netherlands (<200.000 inhabitants). In total 34 individual in-depth interviews were conducted with citizens with mental health problems and intellectual and developmental disabilities and their ego networks were mapped. Further, 27 volunteers, who were active in 15 community-based small groups in the neighborhoods were interviewed. Finally we organized 4 focus groups, in which 17 respondents participated. During the focus groups we used the methods of q-sort and vignettes. We analyzed these data using the capability approach (CA) (Nussbaum, 2011; Sen, 2009) in general and more specific a conceptual framework from Robeyns (2005), in which we focus on the environmental conversion factors.

Conclusions: The results are published in a PHD thesis (Brummel, 2017). Based on the analyses we found differences in the level of connectedness between the three neighborhoods. In one neighborhood most social contacts arose on the level of neighbors, while in another neighborhood social contacts arose mostly on the level of community-based small groups. Different characteristics influenced these levels of connectedness, like the amount, quality and openness of public facilities, the history of the neighborhoods, and the distance towards the city center. But also the social norms and the branding of the neighborhoods were influencing the level of connectedness.

With this presentation we want to contribute to social work practices by exploring the meaning of working within the physical and social community in order for people with a disability being able to connect and belong in the neighborhood. Using the capability approach as a theoretical framework, we also embody social justice in social work research.

Symposium 13

Social innovation, social work and its socio-political context: dimensions and challenges

Jean Pierre Wilken* (1), Anne Parpan-Blaser* (2), Katrine Mauseth Woll (3), Sarah Prosser (4), Tor Slettebø* (3), Erik Jansen* (5), Elke Haanraadts (6)

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Social innovations are innovations that are social in both their ends and their means. Specifically, social innovations can be defined as new ideas (products, services and models) that simultaneously meet social needs (more effectively than alternatives) and create new social relationships or collaborations. In other words they are innovations that are not only good for society but also enhance society's capacity to act. 'Innovation' refers to the capacity to create and implement novel ideas which are proven to deliver value. 'Social' refers to the kind of value that innovation is expected to deliver: a value that is less concerned with profit and more with issues such as quality of life, solidarity and well-being (European Union, 2011).

In this symposium we explore the relationship between social innovation and social work. How can social work contribute to social innovation? What are the preconditions for social work being or leading to social innovation?

In the first paper, current insights from the literature about the connexion of social innovation and social work as well as its dimensions will be presented. The second paper will highlight experiences with a model of learning communities which aim at creating innovation in the field of social work. In the third presentation, findings of two studies on community work and social innovation in practice and in social work education will be presented. The fourth contribution will present the results of an action research project which aimed at social innovation of the local service system in a local community.

Symposium paper 1: Social innovation = innovation in social work? Differentiations, references and conceptual clarifications

Anne Parpan-Blaser*

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With the aim to differentiate terms and to relate them to different concepts of social innovation this paper encompasses two parts. First, based on the results of our own research (Parpan-Blaser/Hüttemann 2015, Parpan-Blaser 2018) and findings from the current literature on innovation in social work and in the public sector, specific conditions for innovation in social work are being derived. In addition, five dimensions of innovations in the welfare system (Evers/Ewert 2015) will be discussed: innovations in services and how they address users, innovations in regulations and rights, innovations in governance, innovations in methods of working and financing, innovations that concern the whole welfare system.

A second part of the paper is focused on some preliminary reflections on innovation and its socio-political conditions: What developments are needed, possible and wished for in the actual welfare

regime? What is the link between (austerity) policies and social innovation initiatives? What effects do innovation by social work have in view of its orientation towards social problems and addressing users and their needs?

Symposium paper 2: how to practice social innovation?

Jean Pierre Wilken *

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This paper will present the experiences with Communities of Practices aimed at improving or redesigning social services in the Netherlands (Wilken, 2012, Wilken et al, 2013). In this approach, a group of professionals and service users work together with action researchers. The process follows principles of design research and Theory of Change. In the first phase a thorough analysis is made of the current state of the services and the desired change. In the second phase, a prototype of the new service is developed, based on state of the art knowledge. In the third phase, the prototype is tested. Research monitors both the innovation process and the outcomes. Information from the research is fed back into the design process. This can lead to adjustments improving the prototype and retesting it in daily practice. The paper will also highlight conditions and pitfalls for successful innovation in the field of social work.

Symposium paper 3 : Community work and social innovation in practice and in social work education

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There are a vast number of approaches to community work in deprived neighborhoods. Common to all is that they try to link the interests and resources of people within the neighborhood together and thereby increase the capacity of the residents to improve their lives and their surroundings. Communities are outcomes, not actors (DeFilippis 2001). People and institutions can possess resources and take action, communities cannot. Additionally, all places or communities are products of a myriad of complicated social, political, cultural and economic relationships that extend geographically beyond the area of interest. Communities are, however, outcomes that matter because they affect and constrain future possibilities.

Within this context we present two case studies from neighborhood-focused work in Oslo. The first is a community incubator that supports citizens to develop their own ideas to address their own needs. The social enterprise approach of the incubator ensures the lock-down of social and economic value into disadvantaged areas in a way neither conventional businesses nor the public sector can do as effectively. The second case study uses new kinds of collaboration to uncover and record tenants experiences of living in social housing. Innovative research alliances and methodologies have resulted in knowledge that would otherwise have been out of reach. Both case studies use inside-out information to co-create new knowledge that will be of significance for future systemic innovations.

We conclude by looking at the questions of how to enable and support the cultures, systems and individuals that facilitate co-creation of knowledge and solutions in community work practice and social work education. The key value is involvement from the inside-out.

Symposium paper 4: We are bamboo: stimulating network-based social innovation

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Recent reforms of the Dutch welfare state (MinVWS, 2015) have led to a decentralization of responsibility for social care and support from the national to the local government. For municipalities this has created the need for creating a new local system of services. This process involves many and diverse stakeholders.

With our research group, we supported the joint learning process for this systems transformation in a large-scale action research project in Venlo, a city with 100.000 inhabitants in the south of The Netherlands. Due to incidents in the network eco-system, such as financial shortages, the initially planned learning infrastructure of interlocking learning communities was quickly abandoned and evolved into a more grass-roots and organic approach. For network partners, this was exemplified by using the metaphor of a bamboo-forest, which capitalizes on the rhizomatic properties of networked innovation. The instruments and procedures applied in the process aimed at facilitating deliberation, (building) collaboration and partnerships, and shared sense-making.

The impact of our social innovation intervention is assessed by following the development of the networks over time and by monitoring the substantive developments by way of reconstructing a learning history based on participants' and action researchers' lived experiences. In other words: how do collaboratively developed ideas and insights, spread through the local network of participants (Pentland, 2014).

In the paper we share characteristics of the approach as it emerged in the network learning process, the instruments developed and used and share key insights from the study. Moreover, we reflect on the consequences of our outcomes for the social welfare reforms in The Netherlands and the position of social workers.

Symposium 14

Teaching judgement and decision-making in social work

Duncan Helm* (1), Autumn Roesch-Marsh* (2), David Saltiel* (3), Martin Kettle* (4)

1: University of Stirling, United Kingdom; 2: Edinburgh University, United Kingdom; 3: University of Leeds, United Kingdom; 4: Glasgow Caledonian University, United Kingdom

This symposium consists of four interlinked papers on the theme of education for social workers in professional judgement and decision-making. In doing so, the papers will consider significant questions for practitioners, educationalists and researchers alike: How are judgements made and how should they be made; what constitutes "good" judgement and decision-making; and how are decisions evaluated? The questions are rooted in influencing discourses on human rights and social justice as well as the role of social work in rapidly changing welfare societies across Europe. Social work educators are required to answer such questions in the design and delivery of their programmes. Exploration of contemporary social work education on these themes therefore provides insight into the development of practice perspectives over time and in different political climates.

Judgement and decision-making may be considered as two distinct but interlinked phenomena; drawing inference from the data and choosing between different courses of action. In other words, social workers must make sense of things and then choose what to do. They must do so countless times each day, often in very challenging environments. Social worker judgements are commonly made on the basis of partial and contested information, frequently in conditions of chronic uncertainty. The consequences of social work decision-making can be life-long and or life-changing significance yet the learning environment here has been described as a "wicked" one because the lack of clear, timely and accurate feedback can make it very difficult for social workers to learn from previous decisions and use his knowledge to inform and improve future practice. There is also a pervasive discourse promoting technical/rational approaches to issues which we belief to be inherently practice/moral in orientation. In such an environment, there is a pressing need for effective teaching at qualifying- and post-qualifying levels of provision to develop critically reflective and humane social work practice.

The contributors to the symposium are all experienced academics working in universities in the UK. Within these universities, there are a range of different programmes and modules which include teaching on judgement and decision-making. Some are qualifying programmes designed to develop skills, knowledge and values commensurate with the requirements of the accrediting professional/regulatory authorities. Other programmes are post-qualifying programmes, designed to meet the ongoing learning needs of professionals in health and social care. Approaches encompass theory-driven teaching designed to promote critical reflection on policy and practice frameworks while others are more focused on practice-specific issues such as guarding against bias in judgement or developing skills in analytical report writing. Each paper will provide insight into different and distinct approaches to teaching judgement and decision-making at these universities. This will provide a rich description of contemporary social work education and an opportunity to share and debate diversity of approaches across Europe.

Symposium paper 1: Dynamic and ecological models of judgement and decision-making: Post-qualifying Masters provision

Duncan Helm* (1)

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This paper provides an insight into approaches to teaching judgement and decision-making (JDM) to professionals studying for a post-qualifying Masters degree at a Scottish University. The programme is the MSc Applied Professional Studies, delivered at the University of Stirling, Scotland since 2016.

The MSc is delivered at level 11 of the Scottish Credit and qualifications Framework; equivalent to European Qualification Framework level 7. It comprises 18 modules of either 20 or 40 credits and students may select different combinations of modules to best meet their learning needs. There are a range of distinct pathways leading to named awards (e.g. MSc Applied Professional Studies (Child Welfare and Protection). A range of modules include specific teaching on judgement and decision-making, including "child welfare and protection", "adult support and protection", and "working with risk and uncertainty".

The paper begins with an overview of the programme structure and where, within this programme, students are supported to develop their skills, knowledge and values in relation to professional JDM. Consideration is then given to the theoretical lenses used to inform content and approaches to teaching and assessment in each module. Underpinning frameworks include ecological models of JDM and dynamic models of assessment and care planning. The strengths and limitations of these approaches will be reflected upon in relation to feedback and evaluation from students, academics and other stakeholders involved in the delivery of these modules. Finally, these findings will be considered in relation to the influence of changing political landscapes on social work and how to share and build best practice across European social work education.

Symposium paper 2: Empathising with service users; reflections on service user and carer perspectives in teaching decision making

Autumn Roesch-Marsh* (1)

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This paper explores a range of pedagogical approaches aimed at encouraging social work students to understand and take account of the service user and carer perspective in their decision making across BSc and MSW qualifying social work programmes at the University of Edinburgh. Discussions of decision making and the teaching of decision making often focus on the technical and theoretical aspects of the task and, while some address the ethical issues, little work has been done about how to teach students to value, engage with and respect the perspective of service users. This paper will outline the use of four specific pedagogical strategies aimed at helping students to appreciate and empathise with the perspective of service users: direct teaching from service users in a community based project, one to one interviews with service users where users give students feedback on their approach, reading narrative texts which explore service user experiences, and role plays which allow students to inhabit the position of service user. The paper will argue that in order to promote social justice, social workers need to be able and willing to empathise with the service user experience and take this into account in their decision making. Learning how to do this must begin during their initial social work training and the approaches outlined in this paper offer some suggestions about how this might be done.

David Saltiel* (1)

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This paper focuses on the author's design of an undergraduate module on decision making in social work and the lessons learned from running the module several times: it first ran in Sept 2014 so is currently in its 5th iteration. The module is a compulsory level 2 module on the BA (Hons) in Social Work at the University of Leeds.

The design and content of the module were shaped by the author's research for his PhD and by an understanding of good practice in teaching and learning.

The module starts with some basic discussion of what is meant by "fact" and "opinion", how easily (or not) they can be distinguished and then using some case examples to examine how social workers might present matters of fact and opinion in reports, with a focus on the importance of precision and empirical detail. We then move on to examine different forms of reasoning, how we gather and evaluate potentially fallible evidence, how uncertainty and complexity are ever-present issues in social work and the importance of a secure and safe organisational context.

These are relatively inexperienced students who have yet to undertake an assessed practice placement. Increasingly I have come to see the module as being about instilling good thinking habits: how to think clearly about some complex issues and how to read complex academic material and write about it critically. Particularly instructive have been the discussions with students on fact and opinion, how difficult it is to pin down "facts", what counts as "good evidence" and whether we are really making truth-claims rather than achieving objectivity. These have often been initiated by the students who have been prompted by some of the module material to reconsider taken-for-granted epistemological and ontological issues.

Martin Kettle* (1)

1: Glasgow Caledonian University, G4 0BA, Glasgow

Aligning to the overall theme of this symposium, this paper explores the use of Serious Case Reviews (SCRs) in teaching judgement and decision making (JDM) in social work education. SCRs are a dominant feature of the social work discourse in Scotland and other Anglophone countries, and it has long been argued that they have a disproportionately large influence on policy and contribute to the development of risk-averse practice. Nonetheless, they remain a significant part of safeguarding discourse, and it is deemed important that students engage with them.

Located in the context of a module on JDM within one Scottish University, groups of social work students are allocated a SCR report to analyse using a range of themes, and then are asked to present their findings back to the larger class. In terms of evaluating this experience, students are asked to reflect on the exercise, both in terms of learning derived from the report, but also about the process of working as a group. Students were asked to reflect at two points, immediately upon completion of the exercise and also after a passage of several months.

A number of important themes emerged from the discussions. Firstly, the exercise had a strong emotional impact on students, and those emotions included distress at the outcomes of the reports and anger and frustration about some aspects of the practice that are seen as leading to those outcomes. Secondly, although they found the exercise challenging, students were able to successfully analyse and synthesise reports that were often extremely complex. Thirdly, they were

able to identify and evaluate key themes, particularly around professional challenge, information-sharing and communication. Finally, this experience of using SCRs as teaching tools underscores that students are able to move beyond the classroom to identify implications for their own practice.

Symposium 15

Applying research in the Scholarship of Learning and Teaching (SOTL) to change social work education

Trish McCulloch* (1), Mark Smith* (1), Stephen Webb* (2), Mairi Anne Macdonald* (2), Shona Robertson* (1), Fiona Clark* (1)

1: University of Dundee, United Kingdom; 2: Glasgow Caledonian University, United Kingdom

Growing interest in the Scholarship of Learning and Teaching (SOTL) identifies teaching and learning as serious intellectual work worthy of conceptual and empirical study. This proposal draws on some of the literature on SOTL to begin a conceptual and philosophical exploration of the current and possible state(s) of social work education and how it might meet changing welfare needs. Its focus is Scotland but will, we imagine, have wider relevance. It addresses the conference themes:

- Social work practice in a changing welfare society – contemporary and historical perspectives
- Human rights, social justice and social work education

In an increasingly complex and globalised world, social work practice is confronted with changing needs, demands, and population flows, and the need to embed human rights and social justice considerations within its response to these shifts. Yet, state sponsored social work education has failed to adapt to these changes and to the complexity they reveal, attempting to reduce and codify knowledge within prescriptive competency, skill and 'evidence-based' frameworks. In many respects, this situation speaks to wider cultural preoccupations with risk and political concerns to control professions but it also reflects a paucity of theorising about social work knowledge and critical pedagogies. Compared to other disciplines, there is a limited philosophy of social work education; in a Scottish or UK context; the profession is conceived as narrowly practical and vocational, which has implications for its status as an academic discipline; in the UK social work is being squeezed out of research-intensive universities.

This symposium on social work education will offer papers from Scottish-based academics across different universities and policy-makers. At this stage it offers a primarily conceptual rather than an empirical approach to the subject. Indeed, arguing for the development of a philosophy of social work education is, necessarily, conceptual in its initial stages.

The symposium will seek to open up some of these debates around the tensions between an increasingly complex and 'strange' world of practice with attempts by government and policy makers to simplify and codify social work education through recourse to competency and evidence-based frameworks. Specifically, it will seek to engage with the question of what kind of epistemologies and pedagogies might be required to support social work practice that is increasingly fluid. This fluidity might suggest pedagogies of change or even transformation, certainly of uncertainty, strangeness, affectivity, and reflexivity.

We would intend to use the opportunity of the symposium to take forward some of the issues we raise through broader international collaboration to extend a scholarship of social work education.

Stephen Webb* (1)

1: Glasgow Caledonian University, School of Health and Life Sciences, Cowcaddens road, Glasgow, G4 0BA, Scotland, UK

Today social workers are mainly positivists. But positivists under cover. The cover is the sort of reclaimed social constructivism which accompanies the sentiment of an instrumentalist, evidence-based agenda. Qualitative methodologies can privilege empiricism in the same way that methodological positivism does.

The "crisis of the empirical", the calamity over measurement, doubts about so-called "objective knowledge" and questions about the value of measure, so keenly debated in contemporary social science have yet to fully register within social work education. If anything, the inception of the evidence-based practice agenda in the late 1990s took social work in a different and damaging direction. What has been described by some educators as the 'mindless empiricism' of evidence-based practice has led to fresh innovations in thinking about empirical methodology. Now, we can more radically, question the conventional distinction between the 'objectivity of science' and the 'subjectivity of culture'

This opens social work education up to what Thrift (2005) calls the possibilities of a 'roving empiricism' which explores the multiple dimensions of rhythm, affect and senses of signification. Drawing on the work of Patricia Clough this paper will argue for an "infra-empiricism" which permits a rethinking of education for social workers in relation to affect and situated entanglements.

The paper explores the likely consequences of this new way of connecting epistemology to ontology in education through a radical reworking of the empirical as affective states. This reading of what Clough calls the new empiricism lends itself to developing a pluralist ontology for social work education - recognising the existence of a plurality of encounters of visceral perceptions and pre-conscious affect. Julia Kristeva refers to this as a pedagogy of "durative processes" driven by twists and turns in time.

Mark Smith* (1)

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There is a dearth of philosophical thinking around social work education. It operates within a 'taken for granted' space whereby theory, increasingly derived from 'scientific' or 'evidence-based' perspectives, is assumed to be able to be abstracted and straightforwardly applied to practice. Essentially, education is seen as a transactional, technical/rational endeavour. Such a view is associated with de-professionalisation.

A classical understanding of education would regard it as involving a fundamental transformation in a student's understanding and being. This requires intellectual autonomy - an ability to think, decide and act for oneself rather than accept and apply received knowledge uncritically. But it also involves an element of personal investment or authenticity. And, in so far as social work is inevitably implicated in value disputes, the profession is more a moral/practical than a 'scientific' endeavour.

This paper will begin to develop an alternative conception of social work education with an Aristotelian idea of praxis at its heart. Praxis is guided by a concern to further a conception of the

good life and of human flourishing, which requires a moral disposition to act rightly. This involves a practical rationality, what Aristotle called phronesis and requires an understanding of other people and of how we 'are' with them.

Phronesis is neither a matter of simply applying abstract principles, nor it is about the acquisition of a skill but about the development of a 'virtuous' person, one disposed towards questioning and criticizing for the sake of more informed and responsible engagement. This cannot be achieved through following codes or conforming to rules but requires the cultivation of a moral standpoint. It also requires the capacity to cope with uncertainty and 'strangeness'. This paper will draw on philosophical ideas around 'practice' as an alternative and a challenge to dominant political conceptions of social work education.

Symposium paper 3: Moving from power to coproduction in social work research and education?

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Social work is tainted by the impact of longstanding neo-liberal policies and the extent to which they have subverted the ethics of professional learning and practice. This paper will develop an understanding of the imperative to translate this shame into a different modality, and the challenge of starting on this journey when we do not know what the outcome will be. It will explore the extent to which we are prepared and able to respond to the urgent new challenges faced by social workers and the people they work with, particularly in relation to fluidity and uncertainty.

Extending the previous paper on Aristotle's concept of phronesis, through drawing on the work of Flyvbjerg, Foucault and Habermas, I will introduce a necessary exploration of issues of power. Specifically, I will explore the relative powerlessness of the people who use social work services, and the different type of powerlessness claimed by social workers as they dispense their responsibilities as agents of the state.

I will go on to suggest that a new language and a different type of power sharing is necessary between the state and the individual, between worker and service user and between all of us individually and collectively, to achieve meaningful change. I will examine recent Scottish Government policy on public service reform and highlight the challenges of achieving this while we remain hidebound by neo-liberal thinking and practices. The paper concludes that while an overarching philosophy for social work is necessary, this cannot be separated from the imperative for action and calls for consensual rebellion as an act of intent and promise of change. Social work education must play its part in this transformative agenda rather than reproducing a failing status quo.

Symposium paper 4: Social work education for the crossroads

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Social work education is again under scrutiny. In Scotland, the Scottish Social Services Council recently completed a lengthy review with recommendations now sitting with the Scottish Government for action. In England, social work education is undergoing substantial reform and is

the site of fierce political and professional debate. Two recent reviews, commissioned by different government departments, produced starkly different conclusions regarding the health of social work education and recommended ways forward. Meanwhile, the UK government has invested heavily and rapidly in 'fast track' and specialist models of learning that increasingly set social work education in England apart from its UK and European counterparts. At the same time, across the UK, we are witnessing the closure of some of social work's most established education and research sites, as social work as an academic discipline becomes increasingly vulnerable in the new global market of higher education.

Notwithstanding the significance of the above, a cursory reading of the history of social work education suggests it has 'always been thus'. Like social work, social work education operates persistently in the crossroads, that is, in the spaces between competing and conflicting ideologies regarding the 'what', 'why', 'how', and 'who' of social service and social change. The paper considers the implications of this constant, namely: how to educate for a profession and practice positioned persistently in the crossroads? Consideration will be given to: the role of the academy, issues of philosophy and pedagogy, the place of research and evidence, and learning identities. The paper concludes that if we wish to realise the potential of professional learning, we need to do so critically, reflexively, and via a more collaborative identity and practice.

Symposium paper 5: Designing social work programmes for contemporary social work practice

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Against the backdrop of the wider philosophical and professional debates about social work education addressed in previous papers in this symposium, the periodic review of social work programmes at a Scottish university offered an opportunity to explore these broader issues in the context of curricular review and re-design. In this process, we have been drawn to a notion of 'graduateness', identified in the scholarship of learning and teaching (Kreber, 2013), exploring how philosophical accounts of authenticity might help us to explore the graduate attributes which are relevant to contemporary professional education and practice.

While aware of and attracted to this literature at an intellectual level, feedback from students regularly tells us that they want more instrumental input on how to be a social worker. This is mirrored in the early results of an ongoing review of Newly Qualified Social Workers (NQSW) in Scotland, where some NQSWs felt that universities should place more emphasis on preparing students better for practice placements by providing more practical/specialist inputs on key areas of social work practice. Our programmes review process must be seen to reconcile this stakeholder urge for certainty with the philosophical recognition of the inherent complexity and 'strangeness' of practice.

This paper seeks to explore how we will use the review to make our pedagogical assumptions more explicit to students and other stakeholders, to destabilise notions of certainty and 'best practice' and to highlight to them the inherent complexity of practice. We will foreground pedagogies that encourage critical thinking but also qualities of moral commitment and responsible engagement to prepare students for the 'strangeness' of practice. In this sense we will address conference themes of social justice and social work education in the context of a changing welfare society.

Workshop 5

Researching ethics in social work

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Ethics has in the past decades been of growing interest for social work researchers, as the challenges and vulnerabilities in social work practice are multiplied with the growing complexities of human lives and changing welfare societies.

Corresponding difficulties in researching ethics in social work thus necessitate ongoing methodological developments and innovation while understandings of this field can greatly contribute to knowledge base in social work as well as capacity building. Hence, the SWERG (Social Work Ethics Research Group), currently a group of social work researchers from six countries, is dedicated to researching ethics in social work practice, involving aspects such as ethics and professional identity, ethical decision-making, the role of virtue ethics, professional wisdom, ethical dilemmas, ethics education etc. The aims of SWERG are to explore these perspectives in international contexts, with their specific education traditions and social policy frameworks. The validity and relevance of such research rests also on including cross-national and cross-institutional perspectives – and these can be reached through collaboration of researchers across countries. The SWERG group members believe that establishing an interest group (such as a SIG in ESWRA) could facilitate an establishment of a pan-European (and wider) network of researchers interested in social work ethics.

This workshop will build on the research capital of the SWERG group members, presenting the topics and methodologies they are currently pursuing. Its aim will be to invite future collaborators who are interested in social work ethics, professional identity, decision making etc. to share their own interests and quests and explore common grounds for further development. Particular attention will be given to exploring interest for a special interest group in the framework of ESWRA that would be dedicated to the mentioned topics.

With short presentations and small group activities the workshop aims to map the interests and initiate a development in researching ethics in social work. We envisage the format of the workshop will be as follows:

1) Introductions and brief sharing of experiences and expertise of participants in researching social work ethics.
2) Researchable topics in ethics - brief discussion based on participants' experiences of what topics are being researched and what areas are under-researched.
3) Methodological challenges - short presentations from SWERG members on challenges they face, including: the dominance of dilemmas, the social construction of ethics, analysing discourse through an ethical lens, etc. Discussion and recording of other participants experiences.
4) What role might a SIG play? Small group discussions on what people would want from a SIG, followed by sharing in large group and creating a list of possible functions.
5) If a decision is made to form a SIG, agreement on next steps.

Session F1: Discretion

The changing shape of professional discretion in the contemporary welfare state

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In this presentation, I will consider the changing shape of professional discretion in the contemporary welfare state. Welfare services meet needs which have increasingly been characterised as social investments — in young people's potential, the actualisation of employment potential of adults etc. As part of this process, professional discretion has re-emerged as a key strategy of 'personalisation' to tailor and adapt services to individual goals and circumstances to realise these goals. However, not all people who need welfare services fit this policy worldview. For instance, users of adult social services, particularly older people, tend to be seen as a cost rather than an investment. While the rhetoric of investment, empowerment and service peppers policy documents in social care, these claims need to be interrogated from the point of view of social justice. This presentation will analyse key aspects of the new Care Act and the broad policy context of social care in England. The analysis underlines the budget-driven logic of the reforms, the 'naturalisation' of contentious and moralising assumptions about relationships of care in communities, and deployment of 'relationship' as a professional practice to manipulate service users into making the 'right' choices for a social extraction state. In this context, I will argue, practitioners' discretion is being reengineered by policymakers and senior managers as: an entrepreneurial skill to make policy work; as a place to extract care and assets from individuals, families and communities; and to nudge and guide service consumer to make 'the right choices'. In short, a top-down the logic of discretion that challenges the profession's commitment to social justice.

The use of discretion by social assistance professionals: a quantitative verification

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Since the seminal work of Lipsky on street-level bureaucrats, the idea that local professionals shape policy has established itself on the research agenda. However, the question of whether the use of discretion by street-level professionals is high or low has not been answered. It is often taken for granted, based on qualitative research , but a quantitative verification is lacking due to the scarcity of data on treatment that can be related to professionals and their organizations.

Here, I aim to address this research gap using data from a richly documented experimental vignette study in which 572 social assistance workers from 76 Belgian agencies were each surveyed concerning the social assistance eligibility and sanction treatment of nine unique client cases. Belgium has federal social assistance legislation that is implemented by professional social workers in municipality-based local agencies. Besides citizen criteria, this legislation provides little detail on eligibility and sanction criteria.

The data, analysed using multi-level techniques, show that eligibility decisions vary moderately among social workers in the same agencies. Inter-professional treatment variation is considerably higher with regard to sanction treatment, however. The professionals' welfare state attitudes have a high influence on sanction predictions. Their perception of the need to monitor and sanction welfare state recipients in general strongly influences their predictions concerning sanctioning the hypothetical clients in our study. This observation confirms the previously claimed but seldom empirically investigated idea that attitudes and beliefs may influence treatment choices

The disagreement among professionals was highest with regard to client characteristics that deviate from what could be considered 'clear' profiles, for example having children, homelessness, health problems and lack of diligence. Little evidence was found to support the notion that agency-specific arrangements lead to more or less use of discretion. In municipalities in which professionals reported feeling that their recommendations were mostly followed in clients' treatment, more inter-professional variation was found. However, in agencies which had internal guidelines on the interpretation of the work willingness condition, I found more variation.

I conclude that qualitative statements about the room for and use of discretion should more often be substantiated by quantitative evidence.

Researching strategies of discretion in dealing with poverty and social inequality: the 'black dog' of child welfare and protection

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Background and purpose: Social work is currently increasingly rooted in changing socio-economic and political developments, which is reflected in the persistent prevalence of poverty and an intensification of existing social inequalities. Poverty and social inequality have, however, far-reaching consequences for the lives of children and families, and these developments provide major challenges for social work. Our presentation is based on a current research project in Flanders (the Dutch speaking part of Belgium), that focuses more specifically on the challenges for child welfare and protection practices. In Flanders, child welfare and protection is currently working according to Signs of Safety, which is perceived as an innovative, strengths-based, safety-oriented and evidence-based model of child protection casework.

Methods: This qualitative research project explores the strategies of discretion of social workers in child welfare and protection in working with families in poverty situations. We conducted 13 qualitative interviews and 5 focus groups with frontline social workers and their team coordinators and supporters between September 2017-January 2018. Findings: Our inductive qualitative content analysis allows us to identify formal as well as informal strategies of frontline social workers. The main finding is that they struggle with the fact that poverty seems to function as a so-called wallpaper of practice (Morris et al., 2018): it is too big to tackle yet the Signs of Safety orientation also prevents them to deal with it and even leads to switch off the overall presence of poverty in the families. Moreover, our research shows that the overall child welfare and protection agency, a governmental organization, does not consider poverty of the families internally as a negotiable issue, which results in a lack of strategies and resources to support social workers in the task of understanding and addressing the consequences of poverty. In a metaphorical sense, poverty might be considered as the 'black dog' of child welfare and protection (according to Winston Churchill's refusal to deal with the complexity of his condition). Conclusion and implication: Our research shows that it is very relevant to make a transparent subject of discussion of the ways in which frontline child welfare and protection workers deal with poverty and social inequality in the overall agency. Changes in the organizational culture and policy practice therefore seem vital.

Session F2: Child and family social work

The hidden children. Inside the world of Italian young carers.

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This paper introduces research on young carers in an Italian context. This topic describes the issue of caregiving performed by children. The activities of care begin when one family member has a chronic illness or disability and there are no alternatives for coping with these difficulties. There are many factors associated with the issue of absence of alternatives, such as: few financial resources, a weak informal support network (relatives, friends and neighbours) and insufficient aid from social and health services.

Even if the phenomenon has been studied in different countries, it has not been widely investigated in Italy. There are two possible explanations for this lack of research: the Italian welfare system and the concept of childhood. In Italy welfare is familistic. It means that the State has only a residual role in providing resources or services to support citizens. Furthermore, families are mandated to provide care by themselves. One would argue that the work of care is usually associated with adult figures, in particular women, but not with minors. As the new sociology of childhood suggests, this happens because minors are considered without autonomy and their own agency and dependent on adults. Moreover, Italian law (L. 104/92 which refers to disability) recognises the important role of family in caregiving, but only of adults.

The issue of this research project was analysed with a mixed-method research with three levels of analysis. Firstly, a secondary analysis on Istat data (multipurpose survey on "Aspects of life"- 2015) was useful to understand the characteristics of children and teenagers and to compare foreign verses Italian families and the differences between northern and southern Italy. Secondly, a survey in middle schools in Milan, was helpful to understand the outcomes connected to the child's role. The questionnaire was built with a participatory research model. Lastly, focus groups were organised with young carers, in which the aim was to understand their needs, awareness and the perceptions of young caregivers.

Italian young carers have the same characteristics as other young carers world-wide. The phenomenon is hidden and unrecognized. Consequently, young carers and their families lack recognition and welfare provision. The analysis shows the activities that young carers provide in their family: instrumental and care-related. The outcomes are connected to school, peer relations and personal wellness and sometimes to mental health problems.

The phenomenon is common in both Italian and foreign families living in Italy but there is a great difference between the north and south. The research highlights how children and teenagers are involved in informal family work often relegated to women, instead of being perceived within the traditional concept of childhood.

This research could inspire new reflections on the perspective of young carers, how they should be supported with their family and recognized in their roles of carers and as children.

Social status of women carers in Slovenia: policies and consequences

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Welfare regime in Slovenia is highly gendered, what is partly also a consequence of ignorance towards gender inequalities. Slovenia is indeed one of the best according to the international comparative data such as Gender (in)equality index (GII and GEI) what results mainly in "gender blindness" of the government. One of the critical fields of gender inequality is family care. We will present research results on a service of a "family assistant" introduced by the government in 2004. The family assistant is a service provided by a family member or other person that permanently resides with the elderly or disabled person. The condition to obtain the status is opting out form employment or to keep part time work. We were interested in how policy makers translate ideas into normative framework of the services and what the implications for a family carer are. We were also interested in what kind of a care regime is significant for Slovenia.

Qualitative methods were used for data collection, and the semi-structured interview was created. The population consisted of carers in the fields of disability and the elderly. Snowball sampling was used due to the sensitive nature of the research topic and the privacy of respondents, who were often hard to reach and less than forthcoming in their responses. Field work was conducted from July to December 2016 and included 44 interviews with carers. The collected data were transcribed and coded. A thematic analysis was used to focus on particular themes, that is how policy framework influences distribution of care in families and what are the implication of financial arrangements for carers.

Regarding the first research question we can conclude that the social organisation of care in Slovenia is gendered and influences women's lives in many ways. Women are in a liminal position between paid labour and informal care, and are in a vulnerable social position. The data show that more than 80% of family assistants are women, and personal traits that are traditionally and culturally ascribed to women are used to promote and popularize the service. The policy measures address women's ethical and moral attitudes towards their own children and relatives. Looking closely at the financial arrangements of the service, what was the second research question, it becomes clear that the state tends to strengthen family obligations towards the dependent person. Slovenian social policy strongly emphasises that welfare is a family or personal responsibility. The family assistant is a prime example of the outcome of such a policy of re-familiarisation. Apart from domesticating women, payment for the care they provide as family assistants becomes a family responsibility. Finances include the assistance and attendance allowance received by the cared-for person, financial participation in the event that family members earn more than a set amount, the municipality's claim on the estate of the cared-for person, etc. The care provided by women thus becomes a family responsibility, with the state coming in only in cases where the family cannot cover the costs.

The core values of the welfare state and the new values dictated by the technological world. Social workers' perception of their ability to balance and influence

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Background and purpose: The technological developments that have taken place in recent decades have enhanced the impact that the media has on molding public opinion on various issues. This development is important for social workers who have to function in a crossroads between the core values of the welfare state and the new values dictated by the technological world. This conflict is particularly significant for child welfare social workers engaged in cases of protecting children and young people at risk. Those cases are associated with what is known in the professional jargon as "extreme cases" – ones that have undermined the moral compass of the general public and society as a whole, and generally led to a visceral need on the part of the public, the social workers and the media to reinstate a universal order. The present qualitative research is aimed to examine how social workers perceive their ability to balance between the two types of values

Methods: A total of 24 Israeli social workers engaged in the protection of children and young people were interviewed in a semi-structured interview.

Findings: In their responses, the social workers present a variety of factors that can be related to their ability to balance between the core values and the new values as well as to influence the media coverage such as: the nature of the events covered, the journalist as a person, the economic and political constraints inherent in the reality in which the media operates, the characters involved and the relations between the social workers and the media.

Conclusions: Social workers cannot ignore the influence of the technological world on how their work is done and how it is perceived by the public. The awareness of factors that affect the balance between the basic values of the welfare state and the new values that the technological world brings, may enable social workers to have a higher sense of control both in decision-making processes and in the way they are perceived by the public.

Session F3: Homelessness and social work

Social street work: an ecological approach

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Background and purpose: Social street work is a low threshold working social work method, which aims to support clients striving towards full citizenship in society. This methodology focusses on social support of marginalized people, who otherwise are hard to reach, have lost their connection with society and face multiple problems like depts, addiction and homelessness. Social street work focuses on strengthening the self-sufficiency and the psychological development of their clients and on decreasing their social redundancy. In this, social street work interacts intensively with persons present in the environment of their clients (Rauwerdink-Nijland & Metz, 2018). The methodology of social street work is a highly appreciated practice, specifically of their relevance for their clients: people living in the margin. What lacks is an understanding of the relevance of social street work for the environment of their clients.

 In this paper we will present an ecological perspective on social street work which makes visible what the contribution is of social street work to the (temporarily) home-situation, the neighborhoods and other professionals who deal with the clients.

Methods: This paper is based on three online surveys which we developed ourselves. First a literature analysis was conducted to determine both the environments to which social street work contribute as well as the supposed contribution to the environment. Three environments are identified: 1) informal carers who provide (temporary) shelter; 2) neighborhoods where clients manifest themselves in public space, and 3) colleague-professionals involved with clients. Secondly, a group of 14 social street workers in Amsterdam validated these environments and the supposed contribution. The outcomes were used to develop three online questionnaires, one for each environment.

Social street workers conducted two of the three surveys during their daily interaction (informal carers; N=110 and neighborhoods N=154). Collaboration partners were emailed by the researcher to ask if they want to fill in the online survey (N=74). The analyses are descriptive and were carried out using SPSS PASW Statistics 18.

Results: The outcome is an in-depth description of the qualitative and quantitative contribution of social street work to informal carers, the neighborhood and colleague-professionals. It becomes visible that social street workers act from an ecological approach in which the relationship between people and society is a central concept. Social street workers have a role in reducing the burden experienced by the informal carers. Secondly social street work affects the liveableness of the neighborhoods by decreasing (social) nuisance. Finally we can conclude that social street workers influences the establishment of a working alliance among marginalized people and colleague - professionals.

Conclusions and implications: This paper makes visible that social street work functions through an ecological approach in which it mediates between clients and the persons in their life world. This paper shows that social street work is of value to those environments.

Learning on the move: exploring work with vulnerable young men through the lens of movement

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Background and purpose of the presentation: This paper discusses a practice context in which process and movement are central to the provision of care and support. Whilst it is not a presentation of research, it does draw on data from a research project conducted with an arts and social care organisation working with homeless men in Manchester, England. In the research ethnographic, mobile methods and visual methods were used to explore the complex task staff undertake in engaging and supporting highly vulnerable young men. The organisation's commitment to getting alongside these young men includes a mobile and highly improvised use of temporary city centre spaces for delivering its work. In the paper, I argue that these movements of practice are not simply a logistical necessity or a physical activity, but involve a kinetic way of attending, reflecting, thinking and knowing in which the organisation's movements are intrinsic to the provision of care and support.

A summary of the main points of the presentation: In social work and welfare, how well practitioners know is central to the realisation of good practice. Hence, the expert practitioner – through greater sensitivity to cues in the environment and greater capacity to respond to the cues with judgement and precision – is more capable of developing an intersubjective space of exchange. This paper directs our attention to the relational affordances of movement in welfare practice, or to put this another way, that movement is one means by which people are able to work productively together.

The apparent refusal of help exhibited periodically by vulnerable people can make the task of working with them even more complex because as well as being excluded they also seem to exclude themselves. Disconnected and phobic about reaching out to other people, for many of these men, surviving has involved developing highly idiosyncratic "practices" of looking, moving and attending which become intrinsic to their sense of self, as well as the style of service provision that they might be prepared to engage with. I argue that, somewhat ironically, it is sometimes the physical infrastructures of the city – rather than other people – that provides these men with experiences of containment, respite and release. And, that this is simultaneously depressing and hopeful.

I explore how the mobile practices of the organisation respond to the movements of the young men as they experience and know the city. I focus on the ways in which these movements of practice and practitioners are central to the delivery of a relational and embodied form of practice and hence to the provision of care and support.

Conclusions from and implications of your presentation for practice, policy or further research: I conclude by arguing that approaching these practices through the lens of movement opens out a set of important considerations about the knowledge-based and relational affordances of the modes of movement exhibited by workers.

I also argue that defending this sort of work has become especially difficult in a commissioning climate driven by notions of fixing.

"You just cannot stop thinking that this is predominantly symptom treatment": negotiating antagonisms in social activation programmes with homeless people

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Background and purpose: The paradigm of activation has been structured differently in the European states, but they have in common that the responsibility for unemployment has been individualised. In the German public employment service (PES) it also led to an expansion of the groups of people who are to be activated, e.g. focusing on 'less market-compatible' or 'hard-to-place' jobseekers. Against this background, social work with homeless people is created as part of workfare programmes. Their aim is to stabilise the person and to promote employability only in a long-term perspective.

Methods: In our secondary analysis we used qualitative data that was collected in two different projects: Semi-structured interviews with social workers and placement staff of the PES are conducted in the project 'Social Activation in Germany' and semi-structured interviews with homeless people are conducted in the project 'Homelessness in the Nuremberg metropolitan region'. To analyse our data we used a mix of sequential analysis and a grounded theory approach in order to gain different latent structures of meaning of how social workers, job placement staff and homeless people perceive social activation programmes.

Findings: By implementing 'social activation projects' social workers and placement staff of the PES are promoting new labour-market measures to integrate homeless people in the labour market. On the one hand with a focus on the whole person, these labour-market measures offers aim to promote the ability to cope in everyday life and to expand social participation in society. On the other hand embedded in the activation policy, social activation remains between enabling and control. Even though social activation is more holistic than other employment measures, it is embedded in structures that are outcome-oriented. This antagonism has to be negotiated by the professionals. However, there is another antagonism referring to the perspective of homeless people: Many homeless interviewees speak from a very marginalized position. They complain that the society does not grant them the same rights and possibilities compared with ordinary people of the society. This perceived social inequality does not change by social activation programmes. For the homeless people only symptomatic treatment is carried out instead of fighting the causes of their marginalized position in society.

Conclusions and implications: As a human rights profession social work has to negotiate between different antagonisms, particularly with regard to antagonisms between homeless people and society and the perceptions of the construction of the social security system.

Session F4: (Self-)advocacy and participation

"We didn't think it was actually gonna happen" – self-organization among people affected by homelessness and substance use

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This paper discusses collective action as an approach to change the material and cultural position of people affected by homelessness and problematic use of substances. In 2015, a social action emerged in Norway. People who had experienced problematic relations to substances and marginalization in the housing marked partnered with an NGO and mobilized people who had no place to live after substance treatment or prison, to create a self-managed housing facility with social enterprises to create homes and work for themselves. Homeless people are unlikely candidates for social movement recruitment, because of fragile social ties and scarce networks (Diani 1992; Diani and McAdam 2003), low socioeconomic status and lack of resources (Cress & Snow, 1996; Edwards & McCarthy, 2004) and trouble with self-apathy, lack of self-confidence and high mobility (Hasegawa, 2006). Given the presumably unlikeliness of such a mobilization, how can we explain the emergence of this collective action?

The paper is based on a participatory action research project exploring a collective action attempting to establish an affordable self-governed solution to homelessness and unemployment, while also challenging the public image of people like themselves by showing that this was possible. Data was collected as field notes, interviews and a survey during the project, and analyzed continuously in collaboration with the participants. Collective identity has been suggested as a tool for analyzing collective action and the pluralities and tensions constituting it, (Melucci, 1995). We seek to answer the question: What possibilities exist for collective action by people affected by homelessness and problematic substance use in Norway?

Collective identity and collective action was created in a mutually reinforcing process by challenging the professional attitudes of fatalism, institutionalizing and stigmatizing language, while working for material changes. Through efforts and accomplishments from action, the collective identity of the group was strengthened, and further consciousness-raising encouraged, creating a three-dimensional process of action, identity and consciousness-raising. Central elements were the strength of the idea and actors, but also a process of collective identity. However, our analysis also shows substantial barriers on the cultural and structural level. Institutionalization and fatalism was a challenge to making action, while individualization was a challenge to the collective identity. However, these challenges also include possibilities for further consciousness-raising, collective identity, and subsequentially collective action.

Earlier research present people affected by homelessness or substance use as "atomistic" and lacking a sense of temporality, being present-centered and ego-centered, (Elias & Inui, 1993; Lemke, 2016; Loehwing, 2010; Van Doorn, 2010). Our findings of the creation of collective identity, long term planning, investment in long-term ends, fixed-time meetings and attribution of outcomes to action are proof of both solidarity and temporality among the participants. In fact, our material rather suggest that present-centeredness could be the result of interaction with helping professions. The notion of the present-centered homeless people legitimizes exclusion and fatalism, and implicitly indicts the sufferers as unable to become democratic citizens (Loehwing, 2010). There is a need to further explore collective approaches to homelessness and revise the assumptions behind current policy and practice.

Giving voice to women working in the sex industry: a voice-centered relational model based qualitative social work method

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This qualitative, exploratory research examines the barriers that prevent women in sex work in Ireland from accessing co-ordinated health and social work services. Using an adapted voice centred relational model, the study examines the experiences of women engaged in sex work. The study underpins a feminist standpoint epistemology theoretical framework, and gives voice to minority groups who remain excluded from research, policy and practice. The findings indicate that women involved in sex work are primarily working indoors, hold precarious legal status and are in Ireland as a response to global migration and economic necessity. Street based sex work, too, remains evident with a strong link to family breakdown and addiction. The women discussed their experiences of their health and well-being and the impact of minimal health and social work supports available to them. The research highlights the need for further health and social work service development throughout the country of Ireland that is respectful to the various social determinants which impact on the lives of women in sex work. This study contributes to Irish knowledge and, in particular, pertaining to the psychosocial experiences of women involved in sex work and the Irish health and social work service. It has profound implications for future studies in the field of Irish sex work and proposes a strong case for qualitative research as a tool to address practice and policy change, alongside, extending the debate on sex work both nationally and internationally to include the perspectives of women involved in the sex industry.

Identifying barriers faced by Ottawa Somali youth in accessing post-secondary and vocational opportunities: an example of community-based participatory research

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In Canada, over 80% of the Somali population is under 30 years of age (Naji, 2012). These youth represent a visible, ethnic and religious minority, and experience high rates of poverty and unemployment (Kenny, 2007). The unemployment rate for Somali youth 15-24 years of age participating in the paid labour force is 33.4% compared to a 16.6% national average (Statistics Canada, 2011).

In this presentation, we explore a community-university partnership between the Somali Centre for Family Services of Ottawa (SCFS) and the Centre for Studies on Poverty and Social Citizenship (CSPSC) at Carleton University in Ottawa, Canada, to carry out a needs assessment focusing on the barriers faced by Somali youth in accessing post-secondary education, and employment training opportunities. The central objectives of the needs assessment were to identify the barriers Somali youth face in accessing post-secondary education and employment training programs, and to solicit feedback on the supports youth need to address these barriers. The overarching objective of the project was to create the necessary resources and/or programs to support Somali youth to both access and succeed in post-secondary programs and employment paths. A participatory action research method (Dudley, 2010) informs the project, partnering with the Somali and Muslim community, and Somali youth throughout all phases of the research. Focus groups (n=4) were facilitated at the Somali Centre for Family Services with youth (n= 32) ages 17-30 years of age.

Five themes were identified during the analysis; barriers to accessing post-secondary education, barriers to accessing job placements and training programs, barriers to securing employment, a need for a Somali-focused employment resource centre, and a need for Somali youth mentors. Informed by the voices of this study's youth participants, the Somali Centre for Family Services of Ottawa successfully secured government funding to establish a mentorship program for Somali youth.

The first part of this presentation will address the need for and benefits of university-community partnerships to address social justice issues. The presentation will then provide highlights of the study. Presenters will then discuss strategies for how such research can be used to impact social work practice, and public policy agendas.

Session F5: Social work and migration

Social work with Unaccompanied Asylum Seeking Children (UASC)

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In November 2016, 40 unaccompanied asylum-seeking children were brought to Scotland as part of the UK Government's resettling scheme under the Dubs Amendment, following the demolition of the Calais 'Jungle' camp. An urgent appeal went out to Scottish local authorities to provide care for the children and they were placed in a range of care settings including foster placements, children's homes and supported accommodation.

Employing autoethnography as a research method, this paper provides a personal account of my role in caring directly for one of the children and providing respite, friendship and support to several others. Autoethnography is a method of qualitative inquiry in which the author uses self-reflection and writing to explore their personal experience, and connects this story to wider cultural, political, and social meanings and understandings. It accommodates the study of the messiness and uncertainty of social life.

The study reflects particularly on the social work response to these children, within the context of human rights and wider institutional, social and political forces. Drawing from my unique position as an experienced children and families social worker, as a parent and now, as an academic researcher, I reflect upon the experience of working with social workers as a first time foster parent in a very specific context. A Bourdieusian concept of cultural capital is used to critically analyse the various practices and symbolic systems including assumptions, values, and beliefs that have been applied to a very new and different situation that challenges conventional social work practice.

Much of the existing research is centred around uasc as a particularly vulnerable group, focusing from a medical perspective on the children's emotional well-being and themes of loss, uprooting, separation and trauma. This focus on identifying problems and on locating these at the individual level is criticised by Chase et al. (2008), who caution that understandings of these concepts may differ and the need for services to take that into account. Similarly, Alver and Øyen, (1997) argue that focusing predominantly on problems and vulnerability can contribute to skewed perceptions which overlook children's agency.

There is a critical need for research on the children's life situations based upon exploration of their own perspectives. This study focuses on their strengths and resilience and the way in which everyday care can meet their needs. It challenges the notion that the children are necessarily 'traumatised' by their experiences. It also addresses the impact of the structural conditions that they face in the host country.

I will reflect on what has worked well and where lessons can be learned so that for future children coming to Scotland, a more nuanced and culturally-sensitive approach to their care can be taken.

Prevention of international youth migration' social risks as social work challenge: case of Russia

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Background: In the post-Soviet period Russia experienced an intensive immigration from CIS countries. Labor migration has a recurrent character, but a significant number of migrants settle in Russia, having the legal or illegal status, and the incoming migration flows largely consist of young people. The lack of capital and barriers to the integration of young migrants lead to the emergence of new social inequalities in the field of economy, education, social security, housing, culture and politics. This situation is fraught with increasing social risks, understood as the possible negative effects that can affect all participants in the migration process: the migrants, the host and the donor society. At the same time, migrants are not involved in the social services systems, since they are not citizens of Russia. Identification of social risks and reflection of social support are the purpose of this study.

Methods: In addition to quantitative methods (statistical analysis of migration data, a telephone survey (more than 2000 respondents), qualitative methods were used, such as focus groups with migrants (28 focus- groups) and expert interviews (24 interviews).

Findings: The analysis of research data allows highlighting the migration risks. In the area of labor the main risk for migrant in Russia is a risk of labor exploitation in the circumstances of informal employment. Many employers violate labor rights of migrants, not formalizing the employment relationship, delaying or not paying wages, increasing the length of the working day, without observing the requirements for working conditions and safety. The trust to dishonest mediators and the lack of awareness of migrants about their rights and responsibilities exacerbate this risk. The most vulnerable group is illegal migrants, as they have little or no access to support institutions.

The recent tightening of Russian migration policy, have led to increased control by police, which causes great suspicion and mistrust of migrants in relation to the authorities. Most young migrants do not feel xenophobia from the host population, however, in regions where there is a significant cultural distance between migrants and the host population; there is an increase in discrimination in everyday interactions.

Conclusions: Despite the fact that young people are the most numerous categories among all foreign citizens, in migration policy young migrants do not stand out as a significant group at all. The regional policy is reduced to the implementation of federal policy, and it means that in the field of social work, local social agencies are very limited in providing support to migrants. The migration policy needs decentralization and should be carried out first of all at the level of the city and city municipalities, where the direct interaction of authorities, employers, migrants and the host population occurs. In the sphere of adaptation and integration of migrants it is necessary to build not the control institutions, but inclusive institutions that ensure full interaction between the host society and migrants. The key actors for provision of social supports for international migrants should be non-governmental organizations.

Communicative methodology: a case study about integrated plan for the Roma in Catalonia (Spain)

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Approximately one million Roma People live in Spain. However, as in many other European countries, this community is experiencing serious situations of inequality and social exclusion, as an example, although education is a human right and access to higher education must be equal for all people, 43.2% of the Roma population has not completed compulsory education and only one 2'3% of the Roma population has a higher diploma or a bachelor's degree in Spain (Damonti, P., & Arza, J., 2014).

Taking into account this situation, social organizations are mobilizing to reduce inequality in the education of the Roma population. In the H2020 Project SOLIDUS (2015-2018) "Solidarity in European societies: empowerment, social justice and citizenship" we have identified different successful actions -with social impact- that have been shown to contribute to overcoming the economic crisis. One of these actions is implemented by the Integrated Plan for the Roma in Catalonia, coordinated by the Catalan Government. This action provides, among other things, training for adult people over 25 years old to pass the entrance exams to the university.

In SOLIDUS research, in order to evaluate the results of this action, we used the communicative methodology (CM), this methodology has been recommended by the EU for its potential impact on research with vulnerable groups (The European Union Spanish Presidency, 2010). The CM is not limited to identifying those elements that perpetuate situations of inequality, but it allows us to go a step further by identifying the strategies that make it possible to overcome these situations (Gómez, Puigvert, & Flecha, 2011; Valls & Padrós, 2011). This is done through an equal dialogue between the researchers and the community in which researchers contribute with scientific knowledge and it is understood that all people have cultural intelligence so they can contribute in the investigations analyzing the social reality in which they live (Gómez, Puigvert, & Flecha, 2011; Oliver, de Botton, Soler, & Merrill, 2011). In the CM the voice of the community is incorporated throughout the research process (Flecha R., 2014) and especially works to include the voice of the most vulnerable people, who are normally excluded from the decision spaces as they are the Roma people (Brown, Gómez González , & Munté Pascual, 2012).

Against the stereotypes about the lack of interest of Roma people in education, the case study showed a progressive increase in the number of people enrolled in the training, each of the 5 editions. 15 people have already passed the entrance exam to the university, allowing them to access to a university degree. Likewise, the participants state that their participation in the training course has effects in other social areas such as health or work, as well as in the academic performance of their children.

The results of the SOLIDUS research identified and analyzed successfully actions, thereby providing to society as well as to policy makers evidences to support social intervention and the elaboration of policies that make human rights and social justice effectives for all citizens.

Session F6: Co creation and Participatory Action Research

Wellbeing effects of the 'participatory group-based care management' for 65+ aged people

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Health and wellbeing inequalities are difficult to reduce within all age groups. Current methods do not seem to reach older people with multiple needs, especially in a changing welfare society. As part of a Finnish consortium project "Inclusive Promotion of Health and Wellbeing (PROMEQ)" this intervention study examines effects of 'Participatory group-based care management'. The intervention model was designed using a co-creative, "bottom-up approach" based on focus group discussions with end-users, older people living alone, and in collaboration with professionals working in elderly care services. The aim of the intervention was to promote older people's health and wellbeing by providing social and peer support, supporting access to appropriate services and the participants' involvement in planning the contents of the intervention.

A mixed-method Randomized Controlled Trial (RCT) was conducted in six Finnish municipalities and cities with all together 392 participants. The inclusion criteria of age 65+, full-time retirement, living alone, expression of at least one form of health and wellbeing deficit and the use of health and social services at least twice in six months, were used. Baseline and three follow-up surveys for intervention and control groups, participatory observation and focus group discussions were used to evaluate the six-month intervention process and to study the health and wellbeing effects of the intervention.

In terms of the quantitative data, used outcome variables were the WHO Quality of Life-BREF (WhoQol-Bref) instrument, the Revised UCLA loneliness scale (with 12 items), and generalized trust (two items) and institutional trust (six items). A longitudinal regression with generalized estimating equations (GEE) model were used to estimate parameters for both group (intervention and control) and time effects, also group-by-time interaction. The analysis was conducted firstly in whole sample and secondly in subgroups according to level of quality of life (QoL) using the cut-off point 60 (scale 20-–100).

In the whole sample, effects were found only on trust in government and public authority. However, the intervention showed positive effect on loneliness among older people with poor QoL and enhanced trust in public social care. In addition, generalized trust and trust in municipal decision-making enhanced among older people with good QoL. Preliminary findings from qualitative data support these results adding detailed information of the causal mechanisms between the intervention and its effects.

In previous studies, relatively little has been achieved when identifying effective interventions to address complex social phenomena, such as loneliness. Based on our findings, participatory group-based care management has potential to increase generalized trust and some components of institutional trust. Additionally, the model and its elements of peer and social support offer a promising approach when aiming to reduce loneliness within certain target groups. The results are useful for social work practices, especially when working with vulnerable older people who are suffering from different forms of social exclusion.

Impact of women's political participation on their family life: a case study of district Peshawar

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The progress of a country can be evaluated on the basis of the socio-political status of women. Likewise, women's participation in politics cannot be understood in isolation without taking into account the general picture of women in a society. In past, women were discouraged from participating in political affairs andwere confined to roles such as a wife, mother, mother-in-law, homemaker, child bearer, household servant and were denied any decision-making role.However, with introduction of 33% quota for women in 2000 in Pakistan, it was assumed that when such a large number of women will step into public life their family life will disrupted. Their children will be neglected and may result in relationship problem with husband. Therefore, the purpose of the study was to know the impact of women's political participation on their family life. The study aimed to investigate the positive and negative effects of women councilors on the socialization of their children; their relationship with their spouses and their family members (other than children and husband). This study was conducted in district Peshawar, Khyber Pakhtunkhwa. The data was collected from four administrative towns i.e. town I, II, III and IV through qualitative method by using in-depth interview and Focus group Discussions (FGDs). The study found that besides having facilitating factors such as joint family system, middle or old age of the female councilors(where they are free from the caring and rearing of children) encouragement and motivation by male member of the family, there were also discouraging factors for women to actively participate in political activities such aspatriarchy, lack of education, unwelcoming attitude of Nazims and other male colleagues and lack of awareness about their roles and responsibilities. As a result they could not understand the local government system properly and stayed at home without having any participation in the local government system as a union councilor. It is concluded thatwomen councilors remained at home and in most of the cases their children and relationships at home remained unaffected.It is recommended that the government should modify the local government system according to the culture of Pakistan and proper monitoring of the local government system should be carried out to ensure women's active participation at all forums of local government.

SoCaTel: a co-creation methodology in use for digitalization of long-term-care services and co-creation methods

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Co-creation and co-production practices have traditionally been implemented in business studies but their presence is becoming more prevalent in co-designing social services, so as to address stakeholders' needs and increased successful implementation. SoCaTel is a H2020 project funded by the EC (see www.socatel.eu), which aims to improve the overall provision of long-term care services to older adults across Europe, via the digitalization of processes and the incorporation of co-creation values. This paper presents the co-creation methodology implemented in the SoCaTel project, where a comprehensive range of stakeholders were involved including social workers, nurses, primary care doctors, care workers, informal carers, older adults, researchers and software developers (Quadruple Helix approach). To date SoCaTel has carried out two co-creation workshops in four different countries (Finland, Ireland, Spain and Hungary), which are representative of different welfare models. Our experience with co-creation has been consonant with the argument that public services have the challenge of multiple end-users (and stake-holders), who have different (and often conflictual) definitions of a successful outcome of the service. On the one hand, participants' feedback has been very positive in terms of engagement and enthusiasm with the co-creation experience.. On the other hand, co-creation requires significant effort and organization to successfully engage with all stakeholders, select appropriate methodologies and suitable venues for the workshops. Finally it is also necessary to communicate and disseminate the findings across a range of traditional and digital media The results have been rich in terms of innovative propositions to address different challenges in long-term care services. Digitalization was proposed as a potential solution, generating more consensus than was initially expected.

Session F7: School social work

The role of schools in helping to refocus social work: sustainable change or hope over reality?

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Background and purpose: Across Europe and North America there has been a long history of schools' involvement in protecting and supporting the welfare of children. In England, as elsewhere, schools are now expected to take increasing responsibility for providing early help. However, this has happened at a time of increasing autonomy of schools. During the first decade of this century a model of universal services for all children emerged with tiers of targeted and specialist services to respond to higher levels of need. A change of government and the impact of austerity resulted in policy and philosophical shifts as well as reduced budgets reflecting a changing welfare society. Thresholds for qualifying as a 'child in need' and hence for a statutory response have risen over the last three years.

Many areas have sought to redesign their services to halt the number of children involved with statutory social care, and offering early help enables social work resources to be directed towards those most in need. Several reports have examined agencies' responses to early help, but the research reported here provided the first opportunity to capture data on schools' and social care's response at a national level.

Methods: This study is nested within a larger project that is investigating how schools support and engage in decision-making and multi-agency working for the protection and safeguarding of children. After a scoping stage across 20 local authorities, surveys were sent to education and social care representatives as well as to local safeguarding children's boards (LSCBs) in all English local authorities. This paper draws on the responses from education and social care and compares their views on the extent to which schools are engaging in early help and how this is facilitated or challenged. In-depth work is ongoing with 60 schools which will allow their views to be represented.

Findings: Half of the respondents from education services and two-fifths of those in social care reported a reduction in early help services in their areas over the past five years at the very time when policy was . The survey identified a very mixed picture, with some areas providing a range of services directly linked with schools whereas others provide minimal support. At the same time, with the shift in the status of schools and diminishing role of local education services, schools often need to pay for preventative services at a time when their budgets are under increasing pressure.

Conclusions: The paper will provide further contextual analysis of the implications of this for social work with children and families in England. Schools are a universal service now expected to respond to demands that previously would have attracted a statutory intervention involving social workers. How well schools are able to carry out this role will help to determine the ability of social workers to use their professional skills with those most in need of them.

Psychosocial intervention and social reproduction in Hong Kong secondary schools: situating social work and school-based support services in/as the 'psy-curriculum'

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Background: Hong Kong's school social work (SSW) service established in 1977, and today provides stationed services within secondary schools through NGOs. The service aims to identify and help students with academic, social or emotional problems, maximize their educational opportunities, develop their potential and prepare them for responsible adulthood. Hong Kong social workers are encouraged to advance social justice and improve the welfare of individuals and society through advocating changes in the formulation of policies and legislation. Some argue, however, that the government's intention through establishing the SSW service was to reproduce the status quo, rather than promote system change. This study traced and delimited possibilities for the embodiment of social justice through school social work practices, and considered how practices and policies at the intersection of education and welfare systems may preclude social justice and/or system change.

Methods: Multi-sited observational fieldwork was conducted in three secondary schools between December 2017-April 2018. The three schools were selected to represent a range of characteristics, including school category (comprehensive, subsidized or international), admissions criteria, and medium of instruction. Through analysis of documents and field notes, participant and non-participant observation, and interviews with school-based support services (SBSS) staff, the work of SBSS was explored. This included how staff conceptualized and intervened in issues of marginality (students deemed 'at-risk' for adverse schooling processes and outcomes), and the ways staff were/could be supported in their practice.

Findings: Social workers represented a single—and sometimes marginalised—component of a much larger and diverse SBSS system, which varies among schools and can include guidance and discipline teachers, pastoral care tutors and counselors. SBSS systems were structured by differences in school visions, access to resources and divergent constructions of what constitutes a student 'at-risk', care and support, and student need. Through engagement with historical and contemporary scholarship on the 'psy-disciplines', I theorize the constellations of SBSS work as psy-curriculum—interprofessional, affective technologies of care, intervention, psychosocial discipline and indeed, social reproduction. Emerging at the interstices of welfare and education, the psy-curriculum is activated through concerns over student well-being and academic performance. However, it is entwined with local, global and even 'placeless' imaginaries, divided along class, ethno-racial and linguistic lines.

Conclusions: While welfare in education is typically conceptualized (and funded) as a public good, the concept of 'psy-curriculum' shines an optic on the uneven distribution of psychosocial support (that is, SBSS) in a highly stratified and marketized educational system. While SBSS serve an essential purpose in preventing and responding to psychosocial issues that affect students' academic and well-being concerns, their role—as psy-curriculum—legitimizes the social reproduction of inequalities through education, where some pay $300 HKD (~£30) a year in school fees and others pay upwards of $160,000 (~£16,012). This study engages with calls to 're-politicize' the social work profession in Hong Kong, and the challenges/opportunities for the SSW service to advocate a more equitable distribution of community resources while traversing the psy-curriculum. Broader implications for SSW services in urban locales marked by high inequality, and marketized/privatized education systems are considered.

Session F8: Social work and criminal justice

Patterns of working alliance in probation supervision, the impact on offender recidivism

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Background and purpose: The working alliance between the therapist and the client in psychotherapy treatment has been found to account for an important part of the variance in outcome. Because it is independent of techniques, it is relevant for social work, even though social work is not 'therapy'. In the social work domain no research has been done on working alliance. In our research-program 'working with mandated clients' we conducted a longitudinal study into working alliance in the context of probation in the Netherlands. The working alliance in involuntary treatment differs from the working alliance in voluntary treatment. The difference is due to the dual role of the provider of mandated treatment: he does not only care for, but also have control over the client. This is the reason why the model of the working alliance in voluntary treatment is insufficient. In the first phase of the program the characteristics of the working alliance in the context of probation were investigated. An empirical model of the working alliance and a concept questionnaire were developed, based on international instruments supplemented with specific items for the Dutch context (Menger & Donker, 2016). The Working Alliance for Mandated Clients Inventory (WAMCI) obtained is a validated questionnaire that can be completed by both probation workers and clients (Menger, 2018). The WAMCI contains the following subscales: trust, bond, goals and restrictions and reactance.

The follow-up study presented here focuses on two questions: 1) What patterns of change can be distinguished in the course of the working alliance characteristics during supervision? 2) Do the patterns of change impact the recidivism?

Method: This prospective cohort study is based on two measurements with the WAMCI of 199 probation clients, supplemented with the data of the Judicial Documentation System. Recidivism was assessed from the second measurement to the end of the follow-up period four years later. The relationship between the course of the client-rated working alliance characteristics and subsequent recidivism was analyzed with a Cox regression analysis.

Results: The study shows that the client-rated working alliance characteristics changed significantly during the supervision. Three different patterns of change emerged: increasing, decreasing and stable patterns. This means that the working alliance demonstrates a dynamic pattern.

The second aim of this study was the examination of the impact of the course of the working alliance on recidivism. Support was found for a relationship between the stable patterns of trust and reactance and recidivism in the subsequent period of 4 to 5 years. The relationship between the patterns of the other two characteristics and recidivism was not significant.

Conclusion: These findings show that the concept of the working alliance deserves the attention of social workers. Building trust and avoidance of reactance can have a positive effect on recidivism. The WAMCI can play a role in this as a tool to monitor the working alliance.

Exploring capabilities in social work: support for ex-prisoners

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The capabilities approach is often considered as an important theoretical framework for social work interventions. Few empirical studies, however, focus on how the approach can contribute to social work interventions.With qualitative research we study the extent to which the approach is applicable in the case of support for ex-prisoners in order to (re)integrate in society after their release from prison. As guiding concepts, we employed the basic concepts of capabilities, human dignity, agency, full participation in society and quality of life that are essential in the capabilities approach (Nussbaum, 2000; Sen, 1987). This approach was refined by means of in-depth interviews with (ex-)prisoners where we use the capabilities approach to explore their capabilities and support needs after their release (Thompson et al., 2009), and incontinuous exchange with field workers. In a next step we conducted in-depth interviews with ex-prisoners that applied for coaching and in-depth interviews with voluntary field workers that support them. We illustrate this approach in our paper by means of individual cases where we discuss howthe capabilities approach is applied to identify both one's internal capacities and external expectations (but also internal and external resources) – and at the same time to formulate the objectives by means of quality of life dimensions in which the client needs support in order to strengthen his/her relevant capabilities (Nussbaum, 2000; Shalock et al., 2002) – and how these capabilitiesimprove during a coaching process. The results show that there are many discrepancies between ex-prisoners' internal capacities and the expectations of their external environment, impeding the (re)integration process. Through this analysis we gain insight into the valuable contribution of a capabilities perspective in both social work research and in the fieldwork of supporting ex-prisoners in their reintegration in society.

Session F9: Sustainability

Ecosocial innovations – small-scale models for changing unemployment policies and social work practices towards sustainability

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The paper is based on a four-year long, Finnish research project that connects research on social policy and social work with transdisciplinary research on ecosocial transformation. It asks among others how social work can follow the principles of human rights and social justice and simultaneously integrate the goal of ecological sustainability in their work with clients. In the center of the research are ecosocial innovations. These innovations are small-scale organisations on the local level that are successfully putting the principle of sustainability into practice. They find innovative solutions and combine social and ecological goals, often in the context of local or regional social and solidarity economies. In the first phase of the cross-national study we conducted six case studies in Finland, Italy, Germany and Belgium that consisted of field visits, document reviews and individual and group interviews with people engaged in the ecosocial innovations. The current phase, presented here, is based on case study interview material and an additional literature review. We examined in what way unemployment policies, employment promotion programs and activation measures in the respective countries are helping or hindering the activities of ecosocial innovations. Further we asked, what impulses and ideas for social policy changes in the field of unemployment policies arise from ecosocial innovations and how this could inform social work? The findings of the study revealed a strong relationship between local public institutions related to unemployment – employment offices, job center, and social administration – and most innovations. They all have to rely on employment promotion programs or subsidized voluntary work, due to their creative mix of work, employment and engagement. This necessary relationship turned them often into important partners for regional or local public institutions. The interdependency means that all ecosocial innovations know how to benefit from existing systems, but they are also well aware of obstacles and malfunctions. What is missing the most are long-term perspectives for people engaged in ecosocial innovations and a better acknowledgement of the additional value of the innovative ecosocial practices. This counts for all unemployment support systems despite national differences. The analysis revealed further the potential of ecosocial innovations to influence and enhance local social administration from a bottom-up perspective, which can eventually contribute in creating new ecosocial policies. The findings are also highly relevant for social work organisations and social workers working with unemployed people who want to integrate ecological goals into their work. In conclusion, innovative ecosocial practices established by ecosocial innovations have a twofold potential: First, they can be considered as forerunners for new ecosocial policies in changing welfare states towards economic and ecological sustainability. And second, they can serve social work as innovative models for new practices that combine social and ecological goals together with their clients.

Ecosocial innovations enabling social work to promote sustainable economy in changing welfare society

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Background: The paper addresses the core mission of social work in changing welfare society to reduce poverty both globally and locally by new means, which neither harms the environment nor depends on economic growth. Making use of the experiences of so-called ecosocial innovations in our empirical research, we will analyse how alternative economic models may apply to social work.

Confronted with the destructiveness of the contemporary mainstream economy, over-exploiting both social resources and the capacity of the Earth's natural resources, social work needs to support efforts creating fundamentally new opportunities for people's livelihood. As a response, alternative economic practices and models of organisation are emerging. The basic elements of these are: a reframing of economic purpose; a decline of throughput of materials and energy; more just distribution as a quality of economic design; and economy as a diversity of practices, many of them beyond the market. Further, they highlight the need to re-embed economics in social relationships and the centrality of co-operation and care, as well as the reclaiming of the commons and the connected opportunities for bottom-up socio-economic practices. On this basis, new theories are articulated about how a structural socio-economic transition of society is feasible.

Purpose: In this light, the results of our four-year research project on ecosocial innovations in five European countries will be evaluated by looking at their economic structure and economic challenges. Ecosocial innovations are social innovations, e.g. recycling workshops, which embed an ecological dimension and combine ecological and social goal setting. We ask how they demonstrate the urgent necessity for a new economic thinking in Social Work and offer paths towards solutions.

Methods: The research project has collected a basic overview data of 48 ecosocial innovations by a snowball method and selected six various examples for a cross-national multi-case study in Finland, Germany, Belgium, UK and Italy. This presentation will draw upon the empirical results and analyse theoretically how the prevailing new economic practices how the prevailing economic practices may provide a new contextual environment for social work.

Findings: The empirical results of the project bring evidence that grass-roots level innovations are growing in the fields around social work which may have a potential to open pathways towards sustainability transition of society. Interconnections between ecosocial innovations, social work and alternative economic models are identified.

The results will be analysed from the perspective of how the various concepts of alternative economies demonstrate the urgent necessity for a new economic thinking in Social Work and how the new economic practices may offer solutions.

Conclusions and implications: This analysis will give insights into how a new sustainable economy is possible to be applied in social work in the changing welfare society. This perspective will be compared with new developments about the socio-economic transition of society.

The invisible social worker in informal social work practices

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In Flanders and Brussels we see bottom-up initiatives of citizens boom. They are committed to the care and integration of refugees, in the fight against poverty, in the care for people with a disability or take action for better mobility and air quality. These citizens focus on themes that touch them personally, with the aim of realizing social change. They succeed in putting their theme on the public agenda, they realise concrete activities and play an active role in participatory democracy.

Citizens' initiatives point to the strength and altruism of citizens and the use of social capital (Van der Lans, 2013). It sounds nice, a government that withdraws and at the same time helps its citizens to take personal responsibility in order to save the welfare state with the strengths of citizens. Various voices (Deleeck, 1984, Scholtens & van Dijk, 2012, Dominelli, 2014, Kinsbergen, 2014, van Bochove et al, 2014), however, point to challenges, limits and dangers that citizens' initiatives entail. Think of aspects such as division of tasks, decision-making power and responsibility, uncertainty about the continuity of initiatives, mechanisms of social exclusion and doubts about the sustainability and long-term perspective of the solution that is offered. From the perspective of the professionals, this raises questions about the role of the professional.

We set up a study to gain insight into this dynamic of citizens' initiatives. 364 citizens' initiatives were questioned about their origins and the themes they use, how democratically they are put together, how they organize themselves and how they work together with government and civil society. For this we conducted in-depth interviews with the leaders of the citizens' initiatives.

An important result of that research was that many citizens' initiatives came about from a certain need, because certain fundamental rights are not realized by other actors (Plovie, 2018). They take matters into their own hands because they have to. Because of the goals they pursue and the activities that they set up, we can describe many of these citizens' initiatives as informal social work practices.

In this paper I focus on informal social work practices and the place of professionalism in these informal practices.

In the first place, I do this by contrasting the objectives and methods applied in these citizens' initiatives against the global definition of social work and social work methods. In addition, we describe the professional actions in these citizens' initiatives. We see professionals and paid social workers professionally acting in these contexts. The professionalism of citizens is created because so-called super-volunteers through various participation initiatives build competencies around organizing themselves and expanding activities aimed at well-being and social change. Paid social workers are often involved in these citizens' initiatives as an invisable force. Finally, we examine what the added value is of these paid social workers, again by referring to that global definition of social work and their specific role as a democratic professional (Dzur, 2008).

Session F10: Working conditions

Session F10: Working conditions

Social Work in Unseen Workspaces

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Work has become increasingly detached from conventional and fixed places of work (Felstead & Henseke, 2017), with the move to more flexible working practices including the potential to work from home. Indeed, over 25% of those in employment in the UK report that they sometimes work from home (Hampton, 2017). The social work profession is not immune to these changing working practices and over the past decade there has been an increase in the examination of social worker working practices and the workspaces in which they take place (Ferguson, 2008, 2010, 2011, Jeyasingham, 2014). This includes work crossing into the home domain (Jeyasingham, 2018) however this is an area which remains underexplored in social work despite being a complex phenomenon (Koslowski et al, 2017).

Studies in social work report that social workers value working from home, particularly when needing to undertake specific tasks such as writing reports Jeyasingham (2018) or would welcome the opportunity to do so (Ravalier, 2018). This mirrors studies outside the social work discipline which have highlighted employee satisfaction with homeworking (Wheatley, 2012, Bloom et al 2015). However, tensions from this practice are also reported, with homeworking increasing home-work conflict (Haddad, 2009, Felstead & Henseke, 2017), something also suggested by Jeyasingham (2018).

The study reported in this paper focused on the home workspaces of social workers from across a number of local authorities within the Greater London area. In this respect the study seeks to capture data from participants experiencing a range of organisational cultures and approaches to home-working. The study uses a mixed-method approach to data collection, drawing on respondent-led photography (photographs of home workspaces), 'image-text' (Mitchell, 1994) and photo-elicitation interviews (Harper, 2010).

The study aims to examine social worker's views and experiences of their home workspaces, to understand the nature of home-working in social work and the rewards and constraints derived from this working practice. The study also explores the home workspaces themselves.

Initial findings from the study will be presented and will specifically consider:

- The meaning social workers give to the home-workspace and the practice of working from home.
- How the boundaries between workplaces and personal spaces are being experienced and understood by social workers, drawing on boundary theory (Kreiner et al, 2009)
- The home-workspace itself, significant artefacts and their meaning for social workers.

How does 'fitness to practice' relate to social work 'values'? An examination of public documents from 'competence and conduct' hearings in England.

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Background and purpose: There are many recent examinations of values and how these (are said to) underpin social workers' and other health and social care professionals' practice (see e.g. Banks, 2012; Bell & Hafford-Letchfield (eds), 2015). Underpinning professional values for the 'caring' professions include taking action (often with other professionals) on behalf of 'disadvantaged' or 'vulnerable' people, and specifically for social workers, commitments towards social justice, and human rights. However, it is often difficult to pin down how these values and commitments translate into actual 'professional' practice. Similarly there is debate amongst social workers about how to link professional 'theory', especially about values, with 'practice', something with which students in particular often struggle. The Health & Care Professions Council is the regulatory body currently covering English social work (in addition to some other professions allied to health and social care), with parallel regulatory bodies for Scotland, Wales and Northern Ireland. The HCPC website points out that whilst the regulatory body must uphold identified professional standards, fitness to practise is 'not just about professional performance' but also concerns issues of public confidence in the relevant profession.

Methods: This study asked:

- what can examination of some recent, public 'fitness to practise' records of hearings held by the HCPC 'competence and conduct committee' add to our understanding of social work values?
- Which values do social workers seem to be 'transgressing' or 'upholding', as revealed by these 'fitness to practise' materials?

I examined publically available (online) HCPC documentation about hearings related to registered social workers in England during 2017 (from January to December), with more detailed examination of the first 100 cases concerning individual practitioners. I have excluded the small number of cases coming before the 'health' committee rather than the 'competence and conduct' committee, although there is sometimes overlap between the two. In my analysis anonymity is maintained for practitioners, their employers and any participants in these panel hearings.

Results: I obtained quantitative and qualitative data, and identified 270 individual practitioners coming before the committee during 2017. Many come before the committee several times as their own case is reviewed across the year/ from a previous/to the next year. Outcomes from the committee include the case being dismissed, sanctions (conditions) being imposed for a certain period, or 'striking off' the individual from the professional register. I will discuss how such decisions can reflect issues of 'professional values' as well as organisational or workforce issues in more detail in the presentation.

Conclusions/ implications: Previous research on GSCC and subsequently HCPC 'conduct' hearings by McLaughlin and colleagues (2017; 2010) (including interviews with social workers) has demonstrated the effects that 'fitness to practise' hearings can have on individuals and their careers; this work also indicates some flaws as well as strengths in these organisational processes. I attempt to explore further what kinds of professional values these hearings appear to address, and suggest how practitioners and regulatory bodies can respond to these issues.

Social work regulation – comparing outcomes in fitness to practice proceedings for social workers, nurses and doctors

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The professional regulation of the social work profession takes many different forms across the world. The structures, processes, ethos and reach of these regulators has a significant impact on the practice of social work and, specifically, on the shape of disposals made by the regulator on practitioners accused of breaching the regulatory standards.

Currently, in England, UK, social work is about to be subject to its third regulator in seven years. Building on several previously published articles on this theme (e.g. Leigh et al 2017), the authors have examined the policy journey of regulation, its processes and the experiences of social workers going through Fitness to Practice proceedings. More recently, the authors have considered international social work regulation, looking specifically at case studies of England, New York (the US has state based regulation) and New Zealand. Building on a clear theoretical approach (e.g. Rothstein et al 2013), we found that different countries were at different points along the professional 'regulatory journey' – but three key considerations in analysing this position were found to be (i) the control of the definition of the role and function of the social work task, ii) the construction of the notion of public interest and, finally, (iii) the attitude to risk within the regulator and its political sphere of operation. In applying these frames of reference, the authors offered a starting point for an analysis of the different shapes of social work regulation internationally.

The authors now wish to consider how regulatory outcomes around fitness to practice proceedings compare across different professions. By examining publically available secondary data in the UK, this research develops a reasoned, methodological approach to consider what the relevant factors may be in arriving at disposals for similar types and seriousness of breaches of regulatory standards across three contrasting professions: social work, nursing and medicine (doctors). Exploring these outcomes, the researchers ask the question whether there is a role for a regulatory function of 'moderation' that ought to apply to ensure that similar offences are disposed of in a similar way across professions. Should, for example, social work fitness to practice disposals be more shaped by public perceptions of the profession than the offences themselves? How might (and should) concepts of fairness, social justice be implemented by a regulator's regulator function such as the Professional Standards Authority in the UK - which oversees the regulatory bodies of several health related professions. Conscious of the international nature of this issue, the authors then consider how this learning may apply to social work regulation across the world given the different stages of its journey and the often rapidly changing nature of the welfare society in general.

The Global Self-Care Project: perspectives of European practitioners

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Self-care is a"multidimensional, multifaceted process of purposeful engagement in strategies that promote healthy functioning and enhance well-being" (Dorociak et al., 2017, p. 326). Increasingly, self-care is viewed as essential to adroit, ethical social work practice. Despite the burgeoning self-care movement affecting the broader social work profession, very few, studies have explicitly examined the concept among social work practitioners.Of particular paucity are studies that examine the self-care practices of social workers in European countries. The Global Self-Care Project (GSCP)seeks to address these limitations in the current empirical literature.

This study, which is part of the GSCP, employed the Self-Care Practices Scale (SCPS) to explore the self-care practices of practitioners in Slovakia, Poland, and Czech Republic.

SCPS is an 18-item measure designed to have respondents designate the frequency with which they partake in professional and personal self-care practices, respectively. Primary data were collected from practitioners in each country, then managed and analysed via IBM SPSS version 24.0 (SPSS, Inc., Chicago IL). Overall, findings indicate that social workers (N = 600) in the sample engaged in moderate amounts of personal and professional self-care, respectively. Moreover, data indicated significant differences in self-care by health status, and number of weekly hours worked was a significant predictor of self-care.

This presentation is pertinent in several ways. This study contributes to an empirical knowledge base pertaining to the self-care practices of practitioners in Europe, thus addressing a significant dearth in the current literature. As well, this presentation will offer pragmatic education, policy, and research implications associated with improving self-care practices among social workers. Lastly, this project can serve as a model for multidisciplinary, international research efforts related to self-care. Participants who engage in this presentation will: appreciate the need for attention to self-care in social work, in general, and among European social workers, specifically; and, understand findings related to this study.

Workshop 6

Safeguarding young people in care. Supporting a healthy sexual development of children and young people growing up in residential and foster care.

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Different articles in the UNCRC refer to the broad theme of sexuality. "States Parties shall ensure that the institutions, services and facilities responsible for the care or protection of children shall conform with the standards established by competent authorities, particularly in the areas of safety, health, (…), as well as competent supervision." (art. 3)

Article 19 stresses: "1. States Parties shall take all appropriate legislative, administrative, social and educational measures to protect the child from all forms of physical or mental violence, injury or abuse, neglect or negligent treatment, maltreatment or exploitation, including sexual abuse, while in the care of parent(s), legal guardian(s) or any other person who has the care of the child.

2. Such protective measures should, (…) include effective procedures for the establishment of social programmes to provide necessary support for the child and for those who have the care of the child, (…)"

However, there is abundant international evidence that organizations responsible for the (residential) care of children have great difficulties in guaranteeing these rights. National investigations in European countries show a high prevalence of sexual abuse in residential /foster care. Social professionals working in (residential) care frequently avoid discussing sex and sexual abuse issues with children because they view it as an inappropriate topic or believe it would encourage children to become sexually active (Green, 2001, 2005). Taboos around frank discussions about sexuality may create an environment where children are uncertain about what is and what is not appropriate or abusive (Higgins, 2010; Lev-Wiesel et al., 2014). The lack of expertise on addressing sexuality is seen as one of the main risk factors .

Four Universities together with different practice partners in Belgium, Denmark, The Netherlands and Scotland conducted participatory research and developed education and training for (future) social professionals to build competencies on guiding a healthy sexual development of young people in care (Erasmus+ project). With our research project we mean to go further than the (usual) prevention of abuse, but rather aim at supporting healthy sexual development of young people (with the effect of preventing abuse) in order to address the fundamental right of children to a warm and safe environment. This requires a shift in the minds of social professionals, and all stakeholders.

In this workshop we will address:

1) What are needs of young people in care when it comes to sexual development?
2) What competencies do social professionals need to address these needs?
3) Supporting social professionals to fulfil the needs: demonstration free online course for teams.
4) Supporting future social professionals to fulfil the needs: demonstration free tools for arranging a summer school for social work students.
5) Supporting lecturers in teaching on sexual behavior of young people in care: demonstration of a website for lecturers.

Workshop 7

Anti-racist and anti-oppressive - complementary or competitive models of social work education

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Our workshop explores whether the practice shift from anti-racism to a broader anti-oppressive practice paradigm has led to a dilution of anti-racist education and critical pedagogy. Two social work tutors will reflect upon their different educator standpoints and present auto-biographical and empirical evidence which enables them to reflect upon the implications and gains of this discursive shift for how social work students learn and develop awareness of social discrimination.

We draw upon an emerging educational model to map out our respective positionalities and assess empirical work on how student learn best about social oppression.

The empirical work we will draw upon is from a recent work in England which focused on the educational outcomes and experiences of undergraduate students who participated in a discrete component of learning on anti-racism as part of their professional training. The workshop explores the educational outcomes of this teaching and the different sets of footprints it left on learners. We will draw upon different strands of this research to explore the pedagogic relevance and practice utility of teaching students about 'race', racism and anti-racism and whether this enables them to develop 'cultural awareness' and 'cultural competence'. This will be contrasted with an approach centered on Anti-Oppressive Practice and consider the utility of these two approaches in challenging the attitudes and values of individual students, and lead to 'perspective transformation' (Mezirow, 1981), and 'critical consciousness' through the process of conscientization (Freire, 1970).

We will assess how this educational work can be captured and evidenced using Carpenters level 1 and level 2 educational outcomes (Carpenter, 2005)

The empirical evidence presented is important for European Social Work because there has been limited attempts to empirically capture how educational programmes measure the outcomes of 'race' equality and anti-oppressive practice teaching and which approach works best. The evidence presented will demonstrate how structured teaching on anti-racism and anti-oppressive practice can result in critical dialogue and lead to knowledge, skills and attitudinal change (Carpenter, 2011). In addition, workshop materials will explore how students and educators may be silenced in this emotive area of learning for fear of attack of being labelled prejudiced and racist.

As crital eduactors we will focus on key issues and areas of teaching and learning which we believe are important for conceptualising and embedding transformative learning expereinces in the social work currculum. Our workshop adddresses how different strands of learning can be embedded into teaching and measured to affirm the valuable pedagogic role of anti-racism and anti oppressive practice models in professional social work training.