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Social Action in Europe:

Sustainable Social Development and Economic Challenges

Acciòn Social en Europa:
Desarrollo Social Sostenible y Desafíos Económicos

Action sociale en Europe:
Développement social durable et défis économiques

Sociale actie in Europa:
Duurzame sociale ontwikkeling en economische uitdagingen

Conference:
Brussels 10-13 April 2011

ensact

European Network
for Social Action

Conference Book

CONTENTS:

THANKS

Merci !

Merci au mouvement et aux différentes énergies qui ont permis la réalisation et la mise sur pied de cette conférence. Il existe en Europe une dynamique qui aspire à une meilleure action sociale, à un meilleur dialogue entre les partenaires de celle-ci au sein de nos sociétés et c'est ce mouvement dans lequel s'inscrit clairement ENSACT. Merci à toutes les personnes ainsi qu'aux associations qui se sont investies tout au long de la préparation de cette conférence, merci à l'ULB de nous accueillir dans ses murs à cette occasion, merci enfin à vous tous participants d'être venus partager avec nous votre intérêt et vos préoccupations concernant le développement social durable.

EN

Thanks!

Thanks to the dynamism of many people and the energy and determination they showed, this conference could be realized. In Europe an important trend is clearly noticeable. It aspires to better social action, to an improved dialogue between parties in our societies. ENSACT is proud to have been able to fuel the dynamism and the movements involved.

Our gratitude goes out to all the people and organizations who have prepared this conference. A special thanks to Université Libre de Bruxelles for hosting the conference. And of course thanks finally to all participants for attending and sharing their interest and concerns about social sustainable development.

ES

Gracias!

Gracias por la movilización, gracias por las diferentes energías que este Congreso haya podido activar. En Europa, hay una importante tendencia hacia una mejor acción social, hacia un mejor diálogo entre los diferentes actores de nuestras sociedades. ENSACT y este Congreso están claramente en el centro de este movimiento y todavía queda camino por recorrer durante los próximos años. Muchas gracias a todas las personas y organizaciones que han estado involucradas durante la preparación de este Congreso, gracias a la Universidad Libre de Bruselas por acogernos en su sede para este acontecimiento, gracias finalmente a todos vosotros, participantes, por venir y compartir vuestros intereses e inquietudes en relación al desarrollo social sostenible.

<div align="right">

For the Hosting Committee
Jan Agten
François Gillet

</div>

Dear participant,

Welcome to the second ENSACT conference on Sustainable social development and economic challenges in Brussels. This second ENSACT conference is meant to discuss the opportunities for sustainable social development in times of intensive economic, political and social changes.

This event will surely contribute to more exchange, more networking and more awareness of what the social work professions stand for. From the beginning we formulated two objectives for this conference: **dialogue** and **social policyin the perspective of sustainable development**.

We realize that only with your contribution this conference can feed the two outlined objectives. We could already feel the passion, the energy and the contribution of many of you through your abstracts and contacts. You have sent almost 300 abstracts and you wish to discuss the contents with your colleagues from other countries in seminars, workshops, symposiums and poster sessions. The dialogue will bridge the gaps between different language groups as Anglophones, Spanish and French speaking people. It will also create exchange between practitioners, teachers, service users, management and policy makers, both from their national and European experiences and expertise. And this is why we all gather in Brussels. Sustainable dialogue is about building relational practices based on appreciative inquiry and focusing on capabilities. In European dialogues we should be aware of the global perspective, we have therefore set up some exceptional events as the symposium about sustainable development in emerging countries, China-Europe dialogue, the development of a Global Social Work Agenda and the discussion on the definition of "social work".

Contributing to the development of a social policy for Europe is our second objective. We could invite some policy related key note speakers to set the scene, but more explicitly we will collect from all sessions relevant ideas, eye openers and questions. These issues are meant to feed the debates of our panel with European policy makers. We plan our voices to be heard. Social sustainabilityintroduces a long term perspective for social action and is a fundamental concept for building social policy in Europe today. Financial and economic crises create new challenges and opportunities for our global society.

We hope for an exciting experience in Brussels, gently mixed with culture and hospitality. You are very much welcome.

Jan Agten, Francois Gillet, on behalf of the Hosting Committee
Nol Reverda, on behalf of ENSACT

Cher(ère) participant(e),

Nous avons souhaité construire une conférence en étant aussi attentifs que possible à la forme et au fond, qui nous sont apparus, plus que jamais, indissociables et indispensables l'un à l'autre.

Sur le fond d'abord, parce que le thème du développement social durable nous tient particulièrement à cœur , et qu'il nécessite une réflexion en profondeur à l'aube des ces années 2011-2020, tant au niveau local que global. Le climat, l'énergie, l'alimentation, la santé et l'éducation des êtres humains posent question. En même temps, cette époque de défis est une chance à saisir, une possibilité qui nous est offerte de changer notre regard sur nos sociétés, et de nous donner les moyens d'agir autrement. Les êtres humains sont face à un défi qu'ils ne pourront surmonter qu'ensemble. Certes nous en avions déjà une certaine conscience voici 25 ans suite à des catastrophes comme Tchernobyl, mais aujourd'hui nous voici au pied d'un mur encore un peu plus élevé, avec la conviction que ce qui évolue en profondeur n'est pas tellement la connaissance scientifique ou les politiques industrielles. Ce qui bouge, c'est à la fois la nouvelle donne climatique et le nouvel équilibre géo-planétaire: il va nous falloir apprendre, de force ou de gré, cette nouvelle réalité. Ces événements et ceux qui vont suivre ont et auront des conséquences sociales de plus en plus profondes.

Sur la forme ensuite, une conférence «durable» cela veut dire aussi un lieu où la manière dont on se parle, où les méthodes que l'on utilise pour communiquer soient respectueuses de

l'environnement, ce qui implique le respect des humains que nous sommes tous et donc celui des différents types de membres qui composent le réseau Ensact .

Nous avons essayé d'équilibrer dans notre programme, les **séances plénières** avec d'autres activités comme des **ateliers** où peuvent s'échanger et se débattre dans la durée (3 heures) des expériences pratiques et des résultats de recherche , des **symposiums** pour développer durablement les réseaux existants, des sessions de posters dans le style **pechakucha** où l'on présente en 10 min max, sans débat cette fois, quelques concepts précis. Des **séminaires** d'1H30 plus classiques où trois intervenants disposent de 15 min maximum chacun,   pour présenter leurs idées, ceci étant suivi d'un débat de 45 minutes avec le public, enfin, des **ateliers de terrain** où l'objectif est de permettre le débat d'idées sur les lieux et avec les personnes concernées au premier degré , les travailleurs de terrain . Vous êtes nombreux à vous êtes inscrits dès le début à ces ateliers de terrain et nous vous en remercions.

La variable temps a été une dimension avec laquelle nous avons voulu jouer dans les activités jalonnant ces trois journées. Nous demanderons aux participants comme aux modérateurs des différentes activités d'y être attentifs. Respecter les délais est une des clés fondamentale d'un développement social durable et nous allons essayer d'y être attentifs…en temps réel.

Merci à vous tous d'être venus,

Jan Agten et François Gillet, au nom du Comité d'Accueil

ES

Estimada/o congresista,
Te damos la bienvenida al II Congreso ENSACT, en Bruselas.

Sin duda este Congreso contribuirá a favorecer un mayor intercambio, mayor número de redes y mayor conciencia de qué es lo que defienden las profesiones sociales. Desde el principio nos hemos propuesto dos objetivos para este Congreso: **Diálogo** y **política social desde la perspectiva del desarrollo sostenible.**

Nos damos cuenta de que únicamente con tu contribución se pueden alcanzar esos dos objetivos. Ya podemos sentir el entusiasmo, la energía y los aportes de muchos de vosotros a través de los abstracts y contactos. Nos habéis enviado casi 300 abstracts y estáis dispuestos a debatir su contenido con vuestros colegas de otros países en los seminarios, talleres, simposios y posters. El diálogo creará puentes entre diferentes grupos lingüísticos como los de lengua inglesa, española y francesa. También generará intercambios entre profesionales, docentes, usuarios de los servicios, gerentes y políticos. Para todo ello nos vamos a encontrar en Bruselas.

El diálogo sostenible se centrará en la construcción de prácticas relaciones basadas en identificar fortalezas y centrarse en las capacidades. El diálogo europeo deberá ser consciente de la perspectiva global, por tanto tendremos que llevar a cabo algunos actos excepcionales como el simposio sobre el desarrollo sostenible en países emergentes, diálogo China-Europa, el desarrollo de la Agenda Global del Trabajo Social y la discusión de la definición de "Trabajo Social".

Nuestro Segundo objetivo es contribuir al desarrollo de la política social de Europa. Hemos invitado a algunos conferenciantes relevantes del ámbito de la política con el fin de tener una visión general pero, a través de todas las sesiones recogeremos ideas relevantes, llamadas de atención y preguntas. Estos temas provocarán los debates de nuestro panel con los políticos europeos. Deseamos escuchar vuestras voces.

Esperamos disfrutar una gran experiencia en Bruselas, incluyendo cultura y hospitalidad.
Os damos la bienvenida a todas/os

Jan Agten, François Gillet, en nombre del Comité de Acogida

ENSACT, the European Network of Social Action, is an umbrella organisation for six European associations in the social domain. These associations are:

- European Association of Schools of Social Work (EASSW)

- Formation d'Educateurs Sociaux Européens / European Social Educator Training (FESET)

- Fédération Internationale des Communautés Educatives (FICE)

- International Association of Social Educators (AIEJI)

- International Council on Social Welfare European Region (ICSW)

- International Federation of Social Workers European Region (IFSW)

Together, these associations represent the full range of activities in the social domain: social professionals, teachers, lecturers, policy developers and service providers. The ambition to combine this variety of perspectives and to create a platform to share ideas and thoughts, gave birth to ENSACT: a network in which the sum is stronger than the individual parts.

One of the main joint activities within ENSACT is the biennial ENSACT-conference, this time in Brussels. This kind of cooperation started originally in Helsinki, 1999, where the EASSW and the IFSW decided to join their conference for one day. Slowly the cooperation expanded, ending up in the first ENSACT-conference in Dubrovnik, two years ago. Now we have the second one in Brussels and the next conference in foreseen in Istanbul, April 2013. Please find more information on ENSACT on our site: www.ensact.org

Nol Reverda, Chair

European Association of Schools of Social Work

EASSW is the European independent branch of the IASSW (International Association of Schools of Social Work established 1928) and brings together schools, universities, institutions and individuals supporting social work education from all over Europe.

EASSW maintains close links with **IASSW**

The **Association** represents and promotes the interests of social work education at the European level, it contributes to the academic and international development of social work and social work education and it provides a European forum for its members.

The **EASSW** tries to pursue its goals through the following activities:

Biennial European congresses
- **Assistance for European exchange programmes**
- **Financial assistance** for new projects
- **Thematic work groups**
- **Regional seminars**
- **Representation** of social work education on the European community level and in European NGOs.

The structure and functions of our association is maintained by the General Assembly, comprising all members and taking place biennially, and by the Executive Committee, with 13 members from 13 European countries. Benefits for members, besides the biennial European congresses, are the EASSW bulletin, informing about new developments in social work education; assistance as described above, the possibility of participation in ongoing projects and activities; intensive co-operation possibilities through the regional seminars; updates information through the eassw website http://www.eassw.org

There are currently 27 countries in membership extending beyond EU countries to others such as Algeria, Israel, Norway and Russia.

For further information see our website:http://www.eassw.org

or contact:Annamaria Campanini   (annamaria.campanini@libero.it), President of EASSW

Jan Agten (jan.agten@khk.be), Vice president, Secretary and membership administration

Formation d'Educateurs Sociaux Européens / European Social Educator Training

From FESET we look forward to participating in this second joint ENSACT conference in Brussels to exchange knowledge and experiences, to find sustainable solutions for a social Europe.

FESET is the European Association of universities and university colleges for Socio-Educational Care Work. We focus especially on the socio-educational/social pedagogical perspective within education, research and practice.

FESET promotes the education of socio-educational purposes, promotes network of educational centres and universities, and is represented in European bodies (namely in the Council of Europe). FESET has given space to the creation of different networks, of which the ESEP network – the European Social Ethics Project - has existed for more than 10 years.

Through our journal: "The European Journal of Social Education" we give space to documents, discuss and develop education, practice and research in the socio-educational field or social pedagogy.

We consider ENSACT and the conference as an opportunity for networking in order to jointly respond, as organizations, to the societal and social challenges. We look forward to the exchanges, discussions and new perspectives.

Inge Danielsen

FESET   president

International Association of Social Educators

AIEJI, the International Association of Social Educators, was founded in the aftermaths of World war II when officials from France and Holland got together to discuss what to do with the many homeless and orphaned children who needed some sort of education.

Today, AIEJI works with two groups: Troubled children and youth and persons with developmental disabilities.

The main aim of AIEJI is to create an international platform for people who work with and for these two groups. An international platform which gives those workers a voice and define them collectively as a profession. In many countries, working with troubled children and youth and persons with developmental disabilities, and other marginalized groups, is not seen as professional work in its own right.

AIEJI promotes the recognition of this group of workers and the field they work in as a profession in its own right which requires certain qualifications and skills and has a common ethical code and standards used in practice. Together they form the common framework of the profession.

AIEJI publishes discussion and policy papers that constitute a collective professional framework for social educators around the world.

AIEJI has members in the Middle East, Russia, the Far East, Europe, Latin America and Northern America.

ICSW

International Council on Social Welfare

The International Council on Social Welfare Europe represents national councils, national institutes and international organisations, together forming a wide range of thousands of non-governmental organisations. ICSW Europe provides a forum for the discussion of social welfare, promotes cooperation, aims at exchange of information, fosters deepening of knowledge and takes actions in social welfare policies and practices, nationally and internationally.

Social welfare as a sector covers areas like social protection, social care, child care, youth care, long term care and community work. Social welfare as a political goal includes socio-economic and socio-cultural policies aiming at equal opportunities, social justice, social cohesion and integration. ICSW stands for an integrated approach of economic, social and socio-cultural strategies and actions.

ICSW Europe works for sustainable social development for everyone. The way ICSW Europe does that is to gather knowledge and spread the knowledge about the present social situation and the present development on the social sphere in our member states and in Europe. The knowledge we gather we spread through expert seminars, conferences and through our Newsletter.

ICSW Europe is an active member of ENSACT and thinks it is a fruitful way to spread its knowledge about the social situation in Europe together with other organizations in the ENSACT. It gives a more complete picture.

Eva Holmberg-HerrströmPresident, European Region of ICSW

FICE

International Federation of Educative Communities – Europe

FICE is a large international forum and network, founded 1948 under the auspices of UNESCO. It is a non-governmental organization maintaining consultative status with UNESCO, the Council of Europe and UNICEF and ECOSOC. **FICE-Europe** (www.fice-europe.org) was founded by member countries of the Council of Europe in 1997, October 9th in Erfurt (Germany) according to the French law from 1901, July 1st and having the agreement and support of the Federal Council of FICE International (www.fice-inter.net). It's full name is: *Fédération Internationale des Communautés Educatives – Europe (FICE Europe)*

Aims of FICE-Europe

Defending, representing and promoting the Rights of the Child, as stated in the UN's Convention and in the official documents of the Council of Europe, especially the rights of children in need of alternative care or special protection. - Developing, assuring and improving the quality of activities in the field of childcare, regarding especially the best interest of children who do not live within their family and are therefore in need of special support. (www.quality4children.info) - Observing strict political and religious neutrality and rejecting all forms of discrimination on the basis of race, colour, national or ethnic origin, gender, sexual preference/orientation, religion, physical or mental disability, special needs, citizenship status.

Joining cultures together and exchanging experience through reflecting practice and theory

FICE-Europe aims to improve all forms of activities in the field of childcare through:
- Organizing of European events for professional staff, study trips and pilot schemes
- Encouraging European exchanges of experts and of children and youth
- Researching specific problems on the field of childcare and publishing the results of these studies
- designing new programs and methods in the field of childcare and families in need of support
- Professional advice and support for the member organizations and institutions in childcare
- Influencing public opinion and political decision-makers on local, regional, national and european level, in order to point out the importance and respective problems of childcare and of family-support

Specialized knowledge from all over Europe

FICE Europe is a European expert-organization for children and youths in need of care. It consists of member organizations (sections), which are represented in almost all European countries belonging to the Council of Europe. Generally they include establishments such as residential homes and other institutions or services operating in the field of **childcare, schools and workshops for disabled people, education and training centers for young people in need of support**, training centers for professional staff. The member organizations are also admitting individual members coming from the social field, higher education or research institutes.

Bibliography: Shaw, Robert: Children, Families and Care - reflections on the first sixty years of FICE. 2008. Publications of FICE-Europe are available from: www.igfh.de.

Recent events: 5.-06.10.2009, National College *Gh.Sincai* in Bucharest, Romania, on: **International Symposium on "Social and Professional Integration of Disadvantaged Youth".** 15.-17.10.2009 - University of Luxembourg. Expert Conference on **Socio-pedagogical work under circumstances of deprivation/restriction of liberty: experiences, perspectives.**

Upcoming events:

Autumn 2011: federal council of FICE in Romania, 6-7 October 2011 www.ficeromania.org

Autumn 2012: federal council and seminar in Luxembourg, www.ance.lu

Autumn 2013: world congress in Bern (CH), 7-12 October 2013 on: **INCLUSION - Young persons in special life situations in the contradictory contexts of Integration - Separation – Inclusion**. www.fice-congress2013.ch

For further information, comments and suggestions, please contact one of the members of the executive committee: Charel Schmit, president, charel.schmit@uni.lu; Gerhard Schemenau, secretary general, g.schemenau@reha-schotten.de; Roland Stübi, beobolligen@gmx.ch; Søren Hegstrup s@hegstrup.dk.

www.fice-europe.org

International Federation of Social Workers, European Region e.V.

IFSW Europe is an umbrella organisation for professional social work organisations in Europe. It has 41 members in 39 countries representing a total of 170,000 social workers. It is affiliated to IFSW (Global) which was established in 1956, and represents social work associations worldwide. IFSW Europe is a non-profit organisation funded solely by membership fees. **Visitwww.ifsw.org/europe**

The work of IFSW Europe is based on the definition of social work agreed at the IFSW (Global) General Meeting in 2000.

Social workers belonging to IFSW Europe member organisations are expected to practice in accordance of IFSW Ethics in Social Work: Statements of Principles, and codes of practice and regulatory requirements that apply in their country.

In their day to day practice social workers across Europe promote social inclusion, social cohesion, and social justice including fighting poverty, by:

- advocating on behalf of individuals and groups
- combating discrimination of any kind, and
- promoting equitable access to good quality services.

IFSW Europe objectives are to:

a) promote social work as a profession through international co-operation, especially regarding professional values, standards, ethics, human rights, recognition, training and working conditions

b) promote the establishment of national organisations of social workers or professional trade unions for social workers and when needed social work organisations where they do not exist, and

c) support social work organisations in promoting the participation of social workers in social planning and the formulation of social policies, nationally and internationally, the recognition of social work, the enhancement of social work training and the values and professional standards of social work.

d) support user involvement

The association's means of action are:

- to encourage co-operation between social workers of all European countries on the basis of equity of participation
- to provide means for discussion and the exchange of ideas and experiences through meetings, study visits, research projects, exchanges, publications and other methods of communication
- to establish and maintain relationships with, and present and promote the views of social work organisations and their members to international organisations relevant to social development and welfare
- to represent the social work profession as an NGO in the Council of Europe, towards relevant organisations in the EU, e.g. in cooperation with the Social Platform.
- to represent the social work profession to the institutions of the European Union, draw the attention of the Union to the issues of concern to social workers and prepare for the free circulation of social workers within the Union.

IFSW Europe e.V. is this year specifically focusing on The Social Consequences of The Financial Crisis through a project. The European national organisations for social workers are within that project sharing experiences about the social *consequences* of the financial crisis in each country. Based on this, IFSW Europe aims at articulating joint *demands* to the politicians and the public on interventions that will reduce these *consequences*.

PROGRAMME OVERVIEW

SUNDAY 10/04/2011

10:00 - 18:30	**Pre-conferences:** 10:00 - 18:30: Ethics 14:00 - 16:30: Psychodrama 14.00 - 17.00: Streetwork
16:00– 18:30	**Registration**
18:30 – 21:00	**Welcome activity** **Briefing meeting for moderators/ideas collectors**
	Permanent exhibition "Yellow Art": creative art project of 'art and psychiatry ' + photo exhibition

MONDAY 11/04/2011

8:00-9:30	**Registration**				
9:30– 10:30	**Welcome ceremony**				
10:30 – 12:30	**Opening session:** Herman Van Rompuy **KEY NOTES** Jef Peeters: "Social Sustainable Development and Social Work" Jean-Michel Bonvin: "Développement social durable et défis économiques: L'approche par les capacités"				
12:30 –14:00	**LUNCH**				
14:00 – 15:30	**SEMINARS**: **Sem11/I/A**: Critical reflection **Sem11/II/A**: Children at risk **Sem11/III/A**: Child protection **Sem11/IV/A**: School **Sem11/V/A**: Empowerment and participation/1	**SYMPOSIA**: Sym11/I/A: International SW Sym11/II/A: Social Work Research	**ULB WORKSHOPS 14:00-17:30** wULB11/I/A: Experiential learning wULB11/II/A: Right disabilities wULB11/III/A: SW social security wULB11/IV/A: Family group conferences wULB11/V/A: Professionalisaton	**FIELD WORKSHOPS 14:00-17:30** 07 field11/I/A: : Digital story telling elderly 10 field11/II/A : Active citizenship and social rights 11 field11/III/A : Social economy	**SYMPOSIUM** **"Social Sustainable Development in developing countries":** Sr Jeanne Devos(Mumbai), Sr Gracy Fernandès (La Formation en Travail Social pour le Developpement à Madagascar), Arnaud Zacharie (CNCD 11.11.11.)

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	Sem11/VI/A: Youth inclusion **Sem11/VII/A**: Disability and Inclusion		wULB11/VI/A: Ethics wULB11/VII/A: Tacit knowledge	30 field11/IX/A: Cooperative housing for elderly 31 fied11/IV/A : Social artistic	
15:30 – 16:00	**COFFEE/TEA**				
16:00 – 17:30	**SEMINARS**: sem11/I/B: Social action/1 sem11/II/B: Elderly sem11/III/B: Employment sem11/IV/B: Passion sem11/V/B: Supervision sem11/VI/B: Outreach work	**SYMPOSIA**: sym11/I/B: accessibility Sym11/II/B: Detention sym11/III/B: Nets of social pedagogy trainings	**Continuing ULB WORKSHOPS 14:00-17:30** wULB11/I/A: Experiential learning wULB11/II/A: Right disabilities wULB11/III/A: SW social security wULB11/IV/A: Family group conferences wULB11/V/A: Professionalisaton wULB11/VI/A: Ethical wULB11/VII/A: Tacit knowledge	**SYMPOSIUM** "Economic challenges"
18:30 – 21:00	**Local hospitality / Film Theatre STAP (Theatre of the disabled) : " Little baby Jesus of Flanders "/ Film "Yo Tambien" (Antonia Naharro) about the life of handicapped people**				
	Permanent exhibition "Yellow Art": creative art project of 'art and psychiatry ' + photo exhibition				

TUESDAY 12/04/2011

	Permanent exhibition "Yellow Art": creative art project of 'art and psychiatry ' + photo exhibition			
9:00–10:30	**SEMINARS:** sem12/I/A: children and families/2 sem12/II/A: children and families/3 sem12/IV/A: Social policy sem12/V/A: Users/1 sem12/VI/A: Education towards sustainabilty sem12/VII/A: Adult education sem12/VIII/A: Sustainable development training/2	**SYMPOSIA:** sym12/II/A: empowerment sym12/III/A: Social Art Leven en Sterven van Jan Devroey sym12/I/A : manageralism **POSTER SESSION:** pos12/I/A Social Development	**ULB WORKSHOPS 9:00-12:30** wULB12/I/A: Intercultural wULB12/II/A: Competences **wULB12/III/A: China – Europe** wULB12/IV/A: Active citizenship wULB12/V/A: Networks wULB12/VI/A: Online help wULB12/VII/A: Culture	**FIELD WORKSHOPS 9:00-12:30** 17 field12/I/A: Giving the word to fourth-world 18 field12/II/A: Near the needs of the persons with handicap 21 field12/III/A: Contemporary art and SW 24 field12/IV/A: Intercultural SW and communication 25 field12/V/A: Alphabetisation et integration sociale 26 field12/VI/A: Mental handicap and mental health 27 field12/VII/A: Giving the word to homeless people 28 field12/VIII/A: economicaly vulnerable amilies
10:30	**COFFEE / TEA**			
11:00–12:30	**SEMINARS:** sem12/I/B: addiction sem12/II/B: community development/3 sem12/III/B: evidence based sem12/V/B: E-Inclusion/1 sem12/VII/B: history sem12/VIII/B: social capital	**SYMPOSIA:** sym12/I/B: social art sym12/II/B: financial crises	**Continuing ULB WORKSHOPS:** wULB12/I/A: Intercultural wULB12/II/A: Competences **wULB12/III/A: China - Europe** wULB12/IV/A: Active citizenship wULB12/V/A: Networks wULB12/VI/A: Online help wULB12/VII/A: Culture	**Continuing FIELD WORKSHOPS:** 17 field12/I/A: Giving the word to fourth-world 18 field12/II/A: Near the needs of the persons with handicap 21 field12/III/A: Contemporary art and SW 24 field12/IV/A: Intercultural SW and communication 25 field12/V/A: Alphabetisation et integration sociale 26 field12/VI/A: Mental handicap and mental health 27 field12/VII/A: Giving the word to homeless people 28 field12/VIII/A: economicaly vulnerable amilies
12:30	**LUNCH**			

14:00 – 15:30	SEMINARS: sem12/I/C: regional, national, europe sem12/II/C: gender sem12/III/C: migrants/1 sem12/IV/C: social capital sem12/VI/C: E-Inclusion/2	SYMPOSIA: sym12/I/C: global action agenda sym12/II/C: internat exchange empowerment **SYMPOSIUM "The Global Agenda Social Work"**	ULB WORKSHOPS 14:00- 17:30 wULB12/I/B: social art wULB12/II/B: lifelong learning wULB12/III/B: SW and challenges of the society wULB12/IV/B:collaboration wULB12/VI/B: sustainalble development	FIELD WORKSHOPS 14:00-17:30: 2 field12/II/B: vocational training people in poverty 3 field12/III/B: social policy 'housing' 4 field12/IV/B: innovative city develoment 5 field12/V/B: Social economy 13 field12/X/B: Psychiatry 14 field12/XI/B: community work 15 field12/XII/B: Intellectual disabilties and psychosocial troubles 16 field12/XIII/B: Streetwork 22 field12/XVI/B: Interim and young adult insertion 23 field12/XVII/B: Streetwork 29 field12/XVIII/B: Geriatric-therapeutic living
15:30	**COFFEE / TEA**			
16:00 – 17:30	SEMINARS: sem12/I/D: community development/1 sem12/II/D: social rehabilitation sem12/III/D: Sustainabel development/1 **sem12/IV/D**: social services **sem12/VII/D**: civil role	SYMPOSIUM: sym12/I/D: managerialism **POSTER SESSION:** pos12/I/D: Institutional frames	Continuing ULB WORKSHOPS: wULB12/I/B: social artwULB12/II/B: lifelong learning wULB12/III/B: SW and challenges of the society wULB12/IV/B: collaboration wULB12/VI/B: sustainalble development	Continuing FIELD WORKSHOPS: 2 field12/II/B: vocational training people in poverty 3 field12/III/B: social policy 'housing' 4 field12/IV/B: innovative city develoment 5 field12/V/B: Social economy 13 field12/X/B: Psychiatry 14 field12/XI/B: community work 15 field12/XII/B: Intellectual disabilties and psychosocial troubles 16 field12/XIII/B: Streetwork 22 field12/XVI/B: Interim and young adult insertion 23 field12/XVII/B: Streetwork 29 field12/XVIII/B: Geriatric-therapeutic living
19:00	**CONFERENCE GALA DINNER**			

WEDNESDAY 13/04/2011

	Permanent exhibition "Yellow Art": creative art project of 'art and psychiatry ' + photo exhibition		
9:00– 10:30	**KEY NOTES:** Richard Wilkinson "Social Sustainable Development and equality" Maria Roth " Tradition and Innovation: crossroads in SW"		
10:30 – 11:00	**COFFEE / TEA**		
11:00 – 12:30	**SEMINARS**: sem13/II/A: curriculum sem13/III/A: social action/2 sem13/IV/A: manageralism sem13/V/A: network SW sem13/VI/A: empowerment and participation/2 sem13/VII/A: migrants/2	**SYMPOSIA:** sym13/I/A: Definition sym13/II/A: Learning through acting	**POSTER SESSION:** pos13/I/A: Rights pos13/II/A: Management of social services
12:30 – 14:00	**LUNCH**		
14:00 – 15:30	**Panel debate – themes and European Reps:** - CoE: Gilda Farrell - EP: Elisabeth Schrödter - EP: - Social Platform - European Commission		
15:30 – 16:00	**COFFEE / TEA**		
16:00 – 18:00	**Plenary and closing**		

SOCIAL SUSTAINABLE DEVELOPMENT AND SOCIAL WORK

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Our planet creaks under the stress of a global ecological crisis, together with the financial and economical crisis. The biggest victims are those who have the least responsibility: the poor. Hence, the relationship between the ecological crisis and the globally growing social gap is an important challenge for social work. From the social perspective sustainable development is in the first place not about the material implications of the ecological crisis, but it questions the fundamentals of the society. Social work has to explore the social dimension of sustainable development and enter it in the public debate. Surely social work has to hold on to principles of social justice, and the strengthening of efforts for a more equal society is a basic condition for a process of sustainable development. But there is more. The current social-ecological crisis needs a transition into a sustainable society, and that is a different society. It involves a change of society's fundamental principles or a 'paradigm shift'. The awareness of ecological limits shows that the redistribution of wealth is a more radical task than thought before. Moreover, it asks for rethinking our ideas of well-being and of emancipation. Now they are connected too much with the possibility to participate in ever-growing material prosperity. We suggest that for a new idea we have to look after the quality of our relations on all levels, beyond the satisfaction of basic needs. So, sustainability is about the quality of our society.

Our exposition of the relation between social work and sustainable development departs from the conviction that the transition into a sustainable society is only possible on the basis of new forms of active citizenship and communal well-being. For that we can make use of important elements from the tradition of social work and of ecological systems thinking. We build particularly on the European project 'The eco-social approach in social work' for a more general framework for social work and sustainable development. Central concepts are empowerment, social capital and resilience. Resilience, the ability of (social-ecological) systems to absorb disturbance, is not only important for an appropriate reaction to the problems of the social-ecological crisis. We will present it as a capacity for social change, for a sustainability transition. Resilience is based on a diversity of subsystems, processes and appropriate connections between them. So social capital is an important condition for resilience, which itself is a condition for empowerment, both as a process and as a result of actual social change. To underscore the possibilities of the empowerment approach for social change, it is also important to emphasize its political character.

SOCIAL SUSTAINABLE DEVELOPMENT AND ECONOMIC CHALLENGES:
A CAPABILITY APPROACH

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During the last decades, a great variety of reforms were passed in most OECD countries with a view to transforming the welfare state into an instrument of activation (e.g. RMI in France, TANF in the United States, the New Deal programmes in the UK, etc). This evolution entails a threefold transformation of social policies and social work practices: a) social expenses are to be activated and become productive in line with the notion of the social investment state (only expenses that contribute to professional reintegration are considered as productive in this perspective); b) benefit recipients are to be induced (via 'making work pay' programmes) or constrained (via workfare schemes) to quickly reintegrate the labour market; c) local agents of the welfare state, as well as private contracted-out providers, are to act as intermediaries towards such quick and possibly long-lasting professional reinsertion. At the core of all these changes, there is an implicit and undisputed view of what objectives should be pursued within the field of social policies and social work. In a nutshell, these targets are strongly connected with increasing the employment rates at a macro level, and accelerating reintegration into the labour market at a micro or individual level. It is thus widely claimed that such a productive view of welfare and social work is the prerequisite for both its financial sustainability and its adequate contribution to overall economic prosperity. This issue being settled, the challenge faced boils down to finding the most efficient modes of governance in order to promote this view among the local agents and the beneficiaries. In other terms, how can these actors be induced or constrained (via sticks and/or carrots) to endorse such a productive conception of social policies?

By contrast, we contend that the connection between welfare and social work on the one hand, and the issue of economic sustainability on the other hand, is a much more complex issue that needs to be carefully re-examined. Indeed, putting people back to work as quickly as possible is not the key to achieving economic and social sustainability. Also, using managerial tools to promote (or impose) such a view among local welfare agents and social workers might not produce the expected outcomes in terms of economic and social sustainability. Drawing on Amartya Sen's capability approach, we develop an alternative conception to this issue of welfare and economic sustainability. The paper emphasizes that genuine social and economic sustainability should rely on the enhancement of the beneficiaries' capabilities, i.e. of their real freedoms to live the life they have reason to value, resp. to choose the job they have reason to value. It identifies the conditions to be fulfilled to this purpose, both in terms of empowering the beneficiaries (what resources, competencies, opportunities, etc. are key in this respect) and respecting their freedom of choice (i.e. avoiding all paternalistic practices where local welfare agents and social workers tend to act as driving belts of administrative expectations). The combination of these two dimensions (empowerment AND freedom to choose) is key to the achievement of social and economic sustainability. The conclusions presented in the paper draw on more than 30 empirical case studies conducted in the EU and in Switzerland in the framework of the EUROCAP (FP6) and CAPRIGHT (FP7) projects.

INFORMATION ON DOMESTIC WORKERS MOVEMENT

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Information on Domestic workers Movement
SECTION II: SUCCESSFUL INTITIATIVES AND ACHIEVEMENTS
NDWM has worked in the spirit of solidarity to empower the domestic workers and CDWS to free themselves and making their living conditions more humane, specially in the following   areas:

EMPOWEMENT OF DOMESTIC WORKERS
NDWM aims at empowering every domestic worker. Towards this the movement tries to contact every domestic worker and creates opportunities for them to come together. Over the years we have seen that domestic workers have imbibed the vision of the movement and a large number of them have become educated to work towards their own liberation. They have become very vocal; there is solidarity in times of crises, and other situations. Some of these workers have become leaders and able to assert themselves for their rights. In most states domestic workers have been prepared to take responsible leadership and some of them have become the animators of domestic workers and represent the movement at offices. They take up initiative to organize meetings and programmes related to their empowerment. They are also being trained in leadership to take up the responsibility of the movement and participate in the regional and national level meetings.

CAMPAIGN FOR LEGISLATIVE CHANGES
NDWM's intense advocacy and lobbying for the rights of the domestic workers through legislative changes has led to several successes at the National and regional level. The NDWM filed a Public Interest Litigation in the Supreme Court of India demanding that domestic work be recognized as a form of unorganized labour. As a result the Supreme Court in a landmark directive passed in November 2005, asked for the Draft Bill on Unorganized Workers to be modified to include domestic workers. Domestic workers have been recognized as workers and brought under the schedule of unorganized workers at the National level.

NDWM has also mooted a "Bill regulating the terms and conditions of service of domestic workers" in several states and at the national level. Though the bill itself has not been passed, it has led to several intermediary benefits. In the states Andhra Pradesh, Karnataka, Kerala, Maharashtra and Tamilnadu domestic workers have been brought under the Minimum Wages Act of 1948. This will have an impact on the regulation of hours of work, fixation of wages, registration of workers, written contracts, arbitration boards, etc. In two other states (Kerala and Karnataka) the minimum wage has been specified by the department of labour. In Andhra Pradesh preliminary notification has been issued on the minimum wage for the domestic workers and a final notification is awaited.

In Tamilnadu domestic workers have been registered as trade union. Members can avail certain benefits meant for the trade   union members in the organized sector. A Code of Conduct for employers of domestic workers has come into effect in many States. In some of the states the movement has advanced to form domestic workers unions, to register them, toenroll them in Life insurance corporation schemes, and other social security programmes.

MIGRATION AND TRAFICKING
NDWM had been working vigorously on the issue of migration of domestic workers. As India shares common borders with many countries, there is a lot of cross-border migration. There are many illegal immmigrants and NDWM had been advocating on their behalf. Within India itself there is a large-scale inter-state migration from the tribal regions of Chatisgarrh, Jarkhand, Rajasthan, Madhya Pradesh, Orrissa and from rural areas of other states to cities and states like Mumbai, Delhi, Goa, Kerala for domestic work. Many of these low-skilled labourers find themselves in situations of involuntary servitude including extended working hours, nonpayment of wages, restrictions on their movement or confinement to the home, and physical or sexual abuse. Many become victims of trafficking. NGOs working in the sector estimate that lakhs of children, especially

girls, are trafficked every year for forced labour. More often than not, the unsuspecting child remains at the mercy of her employer who often pays the salary to an "evasive" agent. At least 70 per cent of children in domestic work in the northern region do not get regular salaries, according to surveys conducted by voluntary agencies.

NDWM has done much to work with SOURCE AREAS and villages to prevent uninformed migration and minimize incidents of trafficking, bondage, exploitation of these girls and women. A consistenant campaign has been undertaken in some of the source areas with the help of different sectors of people to create awareness and to make them equal partners in the process of prevention of trafficking and migration. In some of the villages the movement has initiated activities to prevent trafficking by working with women's group and community leaders. Those already in the city are assisted to find their way back home or given assistance in case of need. We conscientiz village and community leaders to keep an eye on migration flow and not to fall prey to unscrupulous agents. The movement has also taken up the pre departure training programme for domestic workers going overseas and assist in the repatriation of those who find it difficult when they want to return and in rehabilitation of those who have returned. The movement works in collaboration Indian embassies especially in the Middle East to help those with problems.

We have also taken up the issue of bonded labour, brick kiln workers (Punjab, Bihar,) who often become victims of trafficking, and perpetual bonded labour. Legal assistance has been provided to these workers. In course of time some have been liberated or have bargained for better deal of living conditions, wages, education for children and medical facilities.

ELIMINATION OF CHILD LABOUR AND CHILD DOMESTIC WORK

Children in domestic work have been called "the nowhere children" by ILO because they are unseen,, unheard and unspoken in the society as they work hidden behind the closed doors of a home. The intervention of NDWM to high light the exploitation of children in domestic work for the last 15-20 years has brought the issue of children in domestic work in public and into the agenda of national and international bodies.

In 1997 Jeanne Devos spearheaded the campaign to pressure the U.N. to recognize child domestic work as a form of contemporary slavery. Two years later, her efforts, along with that of similar groups in Latin America and South Africa, succeeded in getting the ILO to declare domestic work as one of the "four worst forms of child labor". Devos is part of a worldwide movement that seeks to gain access to national and international resources available to those combating child labor to benefit CDWs. She was awarded the Belgian Peace Prize for her work

NDWM was the first organization to organize a national consultation on Children in domestic work way back in 2000 at Mumbai.

In 2000 the Government of India passed a legislation stating that no government employee should hire a child less than 14 years of age as a domestic help in his or her home. But the law remains largely unpublicised and therefore, not enforced either. One of the best results of sustained campaign by NDWM against children being employed in domestic work and child labour, was the ban order issued on October 10th 2006 by the Government of India. The new ban is aimed at stopping employment of children in households and in the hospitality sector which together employ some 260,000 of 12.6 million child workers in India (government statistics).

In some of the sates NDWM has worked in close collaboration with the department of labour in organizing campaigns, public meetings, raids, rescue and rehabilitation to curb child labour and children in domestic work. We have been incorporated as part of the vigilance committees, rescue and raid teams.

REHABILITATION OF CHILD WORKERS THROUGH "EDUCATION FOR ALL" PROGRAMME

NDWM has been in the forefront of spearheading the EDUCATION FOR ALL programme, believing that a child in school is a child out of child labour. It has a adopted a successful project for "Prevention of child trafficking, child labour and Rehabilitation of child labourers through educational intervention in some of the cities and villages. This project aims at mainstreaming all non school going children into education. Girl children receive special attention as they are potential victims of trafficking and forced labour. At Hyderabad It runs 15 schools, benefitting 200 slums. These schools act as bridge schools preparing them for mainstream schooling, for board/ public examination, for skill training, etc. Many affiliates of NDWM have similar programmes. There are hostels, run for the purpose of educating rescued children or they are sent to schools or hostels run by others.

TYPE OF ACTIVITIES OF THE MOVEMENT

Education: educational programmes are under taken for both children and adults these takes the form of Non-formal education, bridge-schools, training programs (leadership training, sex

education, health camps, communication skills, legal training, gender sensitization, workers rights, human rights), development of creative skills and public education through street plays, artwork, dance and musical performances, …

Crisis intervention: rescue domestic workers and children in domestic work from threatening or abusive situations, shelter for escaped or sick domestic workers, legal aid and protection.

Legal aid in cases of abuse, violence, sexual harassment, bad payment.

Lobbying for recognition and protection of the domestic workers.For implementation of the laws against child labour. We constantly remind the government of our requests through written media, manifestations, documentaries, newsflashes, petitions, advocacy …

Organising of the domestic workers, strengthen them as a group, get them out of their isolation and give them a sense of dignity, self-respect.

Awareness campaigns to prevent migration and trafficking and to create awareness among the bigger public concerning the issue of the domestic workers.

Re-integration of domestic workers in their places of origin.

Counselling to victims of abuse, traumatized victims, and those in transition period

SHG: Formation of self-help groups and introduction to government schemes.

Awareness on child rights among various sections of people has been undertaken through street plays, films, posters, poster completions, celebration of child right days etc. The awareness campaign undertaken in villages and source areas had the participation of different sections of people. It served the purpose to understand how denial of child rights can affect their development in all spheres of life.

NDWM has formed different task forces to address different issues of domestic workers and children in domestic work for greater effectiveness. These are:

Task force on trafficking and migration

Task force on legislation and policy formulation

Social security, welfare, economy, insurance

Networking among domestic workers

Training and capacity building

Children in domestic work, child rights

Each of these teams are headed by a regional coordinator with experience and expertise in the area.

ECCONOMIC EMPOERMWNT OF DOMESTIC WORKERS

Having realized that most domestic workers were victims of huge debt and financial crises the movement very strongly advocated the practice of monthly savings among them. Some of them save Rs. 30 pm, others Rs. 50 or Rs.100. through the practice of monthly savings many domestic workers were enabled to avail loans with low interest and repay their debt. It has also helped them to improve their housing, education of children, health and other financial requirements. These workers are also motivated to join the Life Insurance Scheme specially devised by the central government to help those below poverty line. Through this scheme the beneficiaries children are assisted with scholarship for education for children in class 9-12. Incase of accident and incapacitation the victim can avail Rs 25-50 thousand. In case of natural death the nominee of the beneficiary gets Rs. 30000 and incase of accidental death Rs. 75000.   Besides NDWM has enabled women to form the groups and register themselves with government schemes, whereby the group can avail loans with low interest to improve their economic activities. NDWM has helped these women with fulfilling formalities to avail these services and get them in touch with the officials. We also help them with referral services in case of legal, medical, psychological, marital, educational, housing needs and social welfare services designed to help the backward communities.

ORGANIZATIONAL STRUCTURE

The movement reaches a membership of about 2 million domestic workers. However, according to the World Bank there are 90 million domestic workers in India. 15 million of whom are children. 98% of the domestic workers are women. We work mainly with four groups:

Children in domestic work

Full-time domestic workers

Part-time domestic workers

Migrant domestic workers: they may be categorized as

Foreign migrant domestic workers together with Migrant Forum India

Domestic Workers in diplomatic circles together with Human Rights Lawyers

Children in domestic work: are children that live in the houses of their employers or part time domestic workers doing all kind of odd jobs like taking care of children, dogs and pet animals,

doing shopping, sweeping, swabbing, washing clothes, utensils and running errands. They have no time to play or rest. They are deprived of their childhood, right to education, love and care of their family. These children very often suffer from physical, social, developmental and psychological disorders and become victims of fatalism.

Full-time domestic workers: are the workers who live in the house of their employer, doing all kind of jobs like cooking, washing clothes, sweeping, swabbing, taking care of children, sick, old people and doing some odd jobs. Their living and working conditions are inhuman with long working hours (16 to 18 hours), often not or underpaid. Physical and sexual abuse is common and some even get killed by their employers. They get no holidays or day off. Most of them are illiterate and have no means to contact their families. They are literally locked up in the houses of their employers. They are at the mercy of the employers who often get the maximum out of them. Most full time domestic workers are young girls and migrants from remote villages. There are also some boys (2 %).

Part-time domestic workers: These are women who live mostly in the slums and are working in different houses of rich and middle class employers to earn their livelihood. In general they are illiterate. They have to go to different houses to work as the pay is very low. Their husbands are mostly working as coolies or rickshaw pullers and very often they are alcoholics. These women have no financial support from their husbands or wards, as they too are illiterate and unable to get jobs. So these women domestic workers have to work hard to meet both ends and are unable to send their children to school or provide health care in case of need.

The National Domestic Workers' Movement is a grassroots movement of which the force and life comes from the different groups of domestic workers. The different branches of the NDWM have a lot of autonomy and have variegated ways of organising themselves and working on the issue of the domestic workers. They all respond in the best possible way to the demands and problems of each specific area. They work in their own local language. Some branches work in very close cooperation with each other, especially the branches of the areas where girls migrate from and the receiving areas (eg. Delhi and Orissa).

In 22 states there are the group leaders animators (many of them domestic workers) and regional coordinators, and community volunteers who plan and implement the programme towards the realization of its aims and objectives

Each state has two representatives (eg. the program coordinator and one animator) in the decision making body. The head office is in Mumbai.

NDWM -National Domestic Workers Movement is registred as National domestic Workers Welfare Trust. As a decentralization of administration there are already 12 registered trusts in 12 different states which are registered as branches of National domestic workers welfare trust. At the national level there is the national team who are drawn from among the coordinators with Sr. Jeanne as the national Coordinator. There are two assistant coordinators, one for the Domestic workers, and the other for the Children in domestic work. Fr. Felix D'Souza is the president of the NDWWT.

CONCLUSION

I would like to conclude by quoting Robert Frost
"The woods are wide, lovely and deep
but there are promises to keep
and miles to go before I sleep,
and miles to go before I sleep."

ECOLE DE SERVICE SOCIAL-INSTITUT SUPÉRIEUR DE TRAVAIL SOCIAL (ESS-ISTS) FIFTY YEARS OF SOCIAL DEVELOPMENT IN MADAGASCAR, 1960 -2010

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The journey of the 50 years of L'Ecole de Service Social today known as the Institut Supérieur de Travail Social (ESS-ISTS)   reveals the evolution related to the need, approach, model, academic and structure of professional social work education and practice in Madagascar. The alumni study of ESS tells the story of the graduates, their professional experience, their hopes and concerns for the profession. The in depth interviews and the responses of the graduates confirm the contribution of the profession and envisage a new paradigm in social work with the changes facing the Malagasy society.

L'*Ecole de Service Social* (ESS) malgache, créée par la société religieuse des Filles du Cœur de Marie (FCM) et ouverte le 16 juin 1960, célèbre son cinquantenaire la même année que celui de la proclamation de l'Indépendance de Madagascar le 26 juin 1960. Si la souveraineté malgache recouvrée appartient à l'histoire, le formidable défi tenu 50 ans durant pour faire du travail social une profession nécessaire au développement social de Madagascar relève d'un acte de foi.

Quelles sont les étapes franchies par l'ESS depuis 1960 et quels sont les impacts de la formation en travail social dispensée par l'Ecole pour le développement social à Madagascar ?

Cet ouvrage apparaît au moment où l'ESS s'engage dans un processus au long cours en devenant, depuis le mois de juin 2010, l'*Institut Supérieur de Travail Social* (ISTS).En retraçant 50 années d'enseignement du travail social professionnel à Madagascar, il relate les circonstances de la création de l'ESS, les péripéties de sa mise en place, les attentes de la communauté des FCM dans l'enseignement du service social à Madagascar ainsi que l'engagement pris pour développer cet encadrement. Il s'inscrit complètement dans l'évolution politique de la Grande Ile de 1960 à nos jours. Les résultats de l'étude menée par le *Centre d'Analyse et de Prospectives pour le Développement à Madagascar* (CAPDAM) en 2008 sur les sortants diplômés de l'ESS illustrent le chemin parcouru par l'Ecole depuis 1960.

Accompagnent ce voyage dans le temps du travail social à Madagascar six textes de réflexion et d'analyse sur le sens du social dans la société, sur le sens des valeurs morales en travail social, sur les interactions de la culture, du développement et du travail social, sur le rôle de la société civile dans le développement social, sur l'urgence de tracer une politique sociale durable et sur le sens du quotidien social. L'ensemble offre des pistes nouvelles pour l'enseignement du travail social à Madagascar.

ADAPTER LE SCHÉMA TRADITIONNEL DE LA COOPÉRATION NORD-SUD AUX DÉFIS GLOBAUX DE NOTRE TEMPS

Arnaud Zacharie
Secrétaire général du CNCD 11.11.11

Langue de la présentation: Français

Traditionally, the contribution from the industrialized countries to the emergent ones consists in financing economical and social-help programmes with the aim of increasing the incomes of those countries. However, financial crises in the industrialized countries and climatical crises touching the planet incite to revise this traditional North-South cooperation. It is urgent to promote a carbon-poor growth because new industrial revolutions are also happening in emerging countries like China or India. North and south have thus to accord for developing their development models to an alternative credible and sustainable model.

Traditionnellement, l'apport des pays industrialisés au développement des pays émergents a consisté à mobiliser l'aide au développement pour financer des programmes de développement économique et social, en vue d'augmenter les revenus de ces pays. Ces mesures ont été agrémentées pour certains secteurs de facilités commerciales, garantissant par exemple un accès privilégié aux produits d'exportation des pays en développement aux marchés de consommation des pays industrialisés. Toutefois, la crise financière dans les pays industrialisés et la crise climatique qui touche la planète incite à réviser cette vision traditionnelle de la coopération Nord-Sud.

En effet, il est urgent de promouvoir des modes de croissance pauvres en carbone, au Nord comme au Sud, car les pays industrialisés sont incapables, seuls, de placer le monde sur la trajectoire de 450 ppm, même en réduisant leurs émissions à zéro. En d'autres termes, les pays du Nord n'ont plus toutes les cartes climatiques en mains. Après les « dragons asiatiques » à partir des années 1970, les géants chinois et indiens ont entraîné dans leur foulée plusieurs pays émergents du Sud dans une nouvelle révolution industrielle caractérisée par la délocalisation d'une partie croissante de la production industrielle mondiale dans les pays émergents à bas salaires. Il en résulte que les émissions de gaz effet de serre augmentent suffisamment dans ces pays pour dépasser à terme les limites considérées comme acceptables par les scientifiques. La transition complète des systèmes énergétiques doit donc impérativement être mondiale.

La contrainte environnementale implique non seulement de transformer nos modèles de développement, mais aussi de refonder les relations Nord-Sud et les politiques de coopération internationale. Il ne peut plus être question d'une approche verticale où le Nord dicte la voie à suivre par le Sud. Au contraire, les richesses culturelles du Sud en matière de modes de vie durables sont grandes. Jackson cite ainsi l'enseignement du leader culturel indien, Mahatma Gandhi, qui a inspiré le concept de « simplicité volontaire » et encourageait à « vivre simplement pour que les autres puissent simplement vivre ». Adopter des modèles de développement qui soient généralisables et accessibles à l'ensemble de la planète en vue de garantir la transition socio-écologique du 21ème siècle, tel est le défi commun de l'humanité et une base sur laquelle refonder les politiques de coopération internationale.

Face aux défis environnementaux et financiers globaux, la nouvelle approche de la coopération internationale doit reposer sur des « partenariats globaux » où le Nord et le Sud s'accordent pour faire évoluer leur modèle de développement vers un modèle alternatif suffisamment crédible et durable, et adopter dans ce sens des règles communes dans leurs intérêts respectifs. Mais le Sud n'acceptera une telle évolution que si le Nord assume sa dette écologique et mobilise les moyens nécessaires au financement de l'adaptation aux changements climatiques et de l'atténuation des émissions de carbone. Cela implique de mobiliser des moyens additionnels de financement du développement par la mise en œuvre de taxes globales, comme une taxe sur les transactions financières internationales et une taxe carbone. Cette nouvelle approche de la coopération internationale doit poursuivre un objectif commun : la transition socio-écologique mondiale.

THE PROBLEMS OF RELATIVE DEPRIVATION:
WHY SOME SOCIETIES DO BETTER THAN OTHERS

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Presentation language: English

In this paper we present evidence which suggests that key processes of social status differentiation, affecting health and numerous other social outcomes, take place at the societal level. Understanding them seems likely to involve analyses and comparisons of whole societies. Using income inequality as an indicator and determinant of the scale of socioeconomic stratification in a society, we show that many problems associated with relative deprivation are more prevalent in more unequal societies. We summarise previously published evidence suggesting that this may be true of morbidity and mortality, obesity, teenage birth rates, mental illness, homicide, low trust, low social capital, hostility, and racism. To these we add new analyses which suggest that this is also true of poor educational performance among school children, the proportion of the population imprisoned, drug overdose mortality and low social mobility. That ill health and a wide range of other social problems associated with social status within societies are also more common in more unequal societies, may imply that income inequality is central to the creation of the apparently deep-seated social problems associated with poverty, relative deprivation or low social status. We suggest that the degree of material inequality in a society may not only be central to the social forces involved in national patterns of social stratification, but also that many of the problems related to low social status may be amenable to changes in income distribution. If the prevalence of these problems varies so much from society to society according to differences in income distribution, it suggests that the familiar social gradients in health and other outcomes are unlikely to result from social mobility sorting people merely by prior characteristics. Instead, the picture suggests that their frequency in a population is affected by the scale of social stratification which differs substantially from one society to another.

A ROMANIAN CHALLENGE: SOCIAL WORK WITH ROMA MINORITY

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Presentation language: English

The goal of the presentation is to explore what social work does for Roma minorities to promote social inclusion and prevent their marginalization. The answer to these questions follows the European Union reports about the multiple disadvantages faced by the Roma population in Europe, especially in Eastern Europe, including Romania. Having socially disadvantaged histories and backgrounds, the Roma are disproportionately more often poor, unemployed, without proper housing, sick, uneducated and engaged in criminal activities.

What are the discourses that shape SW with Roma communities? One is the discourse that defines Roma in terms of poverty, and the problems as a result of the culture of poverty. Helping the Roma would resume to helping the poor, and the limits of this work are due to the multigenerational circle of the poverty. The influence of this discourse has to be analyzed in the redistribution policies: social benefits, child allowances, unemployment benefits and so on. Universal child allowance, for example, is not only a difficult burden for the state that has limited resources, but it also encourages increased birth rate of the Roma, while the majority population has a decreased birth rate.

The cultural relativity discourse describes the special culture of the Roma and therefore encourages their special treatment. There are numerous social work issues emerging, especially around child welfare. Are there different rules to evaluate child neglect, child labor or early marriages for Roma and non-Roma communities? Another area sensitive to this discourse is housing policy. Discourses on housing culture and migration as a way of living of the Roma strongly influence policies on social housing for members of Roma communities. The cultural discourse is also influential in Social Work training, requiring raising special cultural awareness.

In the last decade the framework of the rights based SW became stronger, which includes antidiscrimination practices and affirmative action. Human and community rights can be regarded as basic resources that pre-condition inclusion of Roma. In this perspective, the right itself to not be discriminated does not end discrimination.In order to assure equal chances, affirmative actions are needed, as a means for correcting past discriminatory practices and historical disadvantages. This perspective is highly valued by Roma activists and researchers, because it empowers the Roma, and increases the chances of their agency.Successful affirmative actions are, for example, budget places in universities for Roma high-school and secondary school graduates, scholarships for children, adolescents and also adults enrolled in education at any level. But the barriers are the scarce resources. To mainstream this perspective, the stage of isolated and limited project work has to be extended, to a stage of sustainable and inter-sectorial social development.

Thus, the paper advocates for extending the understanding of Social Work with Roma so that it covers all three frameworks as significant and necessary. These three perspectives have to join, to be able to provide resources for severe problems and to reach goals on a long run, to deal with specific cultural elements, as well as to eliminate discrimination and achieve equal chances.

Abstract N° 1

INTERCULTURAL SOCIAL WORK 'AN INTERNATIONAL DISCOURSE'

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Presentation language: English

Keywords: Intercultural Social Work, Ethnic and Cultural Diversity, Identity of Social Work profession

A. The subject of presentation is a research done within ten different universities in sevenEuropean countries (departments/ schools of social work)about: How intercultural social work isreflected and implemented internationally in the social work curricula of different universities.

Main questions were:
1. Is 'intercultural social work' a recognizable concept?
2. How and where in the different curricula is intercultural social work or the interculturalcompetence trained, taught and handled?
3. Is intercultural social work a specific focus in research?

B. How have the author(s) approached the issue?

By semi-structured interviews of experts in the field of intercultural social work. Data have beencollected by transcribing the interviews and analyzing topics, dilemmas. Also by studying policydocuments and/or manuals.

C. What has been discovered as a result of the experience, practice or research?

Within this research dilemmas emerged with regards to the identity of the social work profession; it shows a dichotomy between critical and more ideological approaches, with astrong value base versus 'cultural approaches' that are seen as more pragmatic, with a 'weak' value base. Attempts to identify (inter) cultural competence(s) are considered highly controversial, especially within the critical approaches. A debate within universities about theidentity of the social work profession is missed almost everywhere. This could be an occasion to engage in a debate with international colleagues.

The most important conclusions and recommendations will be presented to the participants anda few questions will be highlighted. This will be connected to the core values of the profession;social justice and human rights.

A follow-up research will focus on ethnic minority students and professionals in social work.

CHALLENGES FOR SOCIAL WORK: HOW TO PROMOTE THE RIGHTS OF THE ELDERLY TO LEAD A DIGNIFIED LIFE? LEGAL FRAMEWORK AND ACTIVITIES IN THE CASE OF VIOLENCE ON THE ELDERLY

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Keywords:Challenges, Social Work, rights in the elderly, violence

Usually the notion of violence on the elderly is assumed to be as the one defined by WHO (2002a: 126) and also by the European Commission (2008: 2): "a single or repeated act or lack of appropriate action, which occurs in the context of any relationship, where there is an expectation of trust which causes harm or stress to an elderly person. " In Toronto Statement (WHO, 2002b) there area several categories or kinds of violence: physical, psychological, emotional, sexual, financial and neglect considering that they can be intentional or unintentional. The violence on the elderly has several typologies (UN, 2004). These can be: self-violence that includes self-abuse and suicidal behavior, interpersonal violence that integrates family life and community and finally the communal violence which includes the social, political and economic. Among these typologies we highlight the inter-personal relation to violence between individuals, within and outside the family, including strangers to the victim. As we know this kind of violence is the most common but now with the increasing number of elderly people in institutions can also come to question who protects the elderly in these contexts.

International agencies have recommended that countries need to be aware of this problem and create legislation compatible (integrated domestic violence and institutional) because the general legislation is not sufficient in these cases due to the fragility of this social group. This poster aims to demonstrate the evolution of the legal protection against the elderly as well as the activities in the country to promote non-violence and support victims and aggressors. It also intends to challenge these actions in view of the limited number of lawsuits that exist within these and those that are filed often for lack of "credible" evidence. This way how can social action and social work promote the rights of elderly and improve their daily lives whether at home or in institutions and also in society itself?

SOCIAL POLICY AND SOCIAL WORK: WHO HAS MORE POWER TO REGULATE SOCIAL ACTION AND TO PROMOTE ACTIVE AGING?

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Keywords: Social Work, Social Action, Policy Guidelines, Home Care, Power, Regulation, Elderly, Active Aging

This communication is about the relationship between policy guidelines and actions of social work professionals in providing home care to elderly dependents. We intend to present a study that examined the implementation strategies of these professionals in providing care for the frail elderly and reveal if these strategies are more a consequence of the policy guidelines or if they include the professionals' ability to act professionally. Who has more power in this relationship? The social work or the policy guidelines?

We tried to understand to what extent this policy includes the following aspects: the elderly dependent, the institutions of solidarity with the home support services and assistance from professional social work coordinator of these services. We examined the provisions and practices in four institutions with the legal status of NGOs. Those found to have distinct functional and organizational structures. They guide the strategic action, including negotiation with the state to create new resources and promote the participation of customers, according to their degree of complexity.

The home support services are among the maintenance, with maintenance services: food and hygiene, diversity as well as maintenance services are other complementary services and specialized albeit on (not available to all customers) and finally institutions beyond the basic care, complementary and innovative invest in innovative services focused on outside activities to the alleviation of loneliness and isolation. In general the social action follows the rules of politics: bridging the basic necessities. This process is carried out by social services from existing resources within the institutions, and, this way, being a form of managing resources according not the diagnostic in needs, but the resources available.

Despite this trend, identified in a institution more complex, because it has more participation from customers, has a multidisciplinary team and greater capacity of social service act strategically in order to meet the expectations of customers and the environment. It follows that a social action that provide resources according to the identified needs. These social institutions and this services is better positioned to promote independence and quality in elderly because it enhances social policies and social action to the reality context (micro, meso,macro).

"JOHNNY BE GOOD"

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Keywords: Behavior problems, at school, new approach.

There are all sorts of reasons why children misbehave in school. Parents and teachers are often confused when children and youngsters suffer from behavior problems such as aggression, oppositional deviant disorders, depression, anxiety disorders. These problems suggest something serious, something chronic. It can also dis-empower a parent, making them scared, as if their child is no longer reachable by them and that it has to be treated 'in splendid isolation', in the hands of therapists and doctors, a discipline guru in a boot camp and ultimately under the influence of medication.

Knowing that it's completely normal that parents and teachers deal with frustrations and find themselves at the end of their rope.

Of course, severe problems have to be taken very serious.They do exist! Even behavior disorders exist! Still, many parents, teachers and even many therapists believe that, when the interaction with a child fails, there certainly must be something wrong with the child's behavior and the first thing to do is to label (and often stigmatize) that behavior and the kid. Too often interaction problems in the family or at school are exclusively attributed to behavior problems of the child/student.

In this workshop we have a brief look on how social work can contribute to a solution focused approach where families and schools work together to express, reinforce and empower their strengths and coping skills. Doing so, the family and school can regain grip on their situation.

THE SOCIAL-PROFESSIONAL REINTEGRATION OF PEOPLE EXPERIENCING SOCIAL EXCLUSION IN THE GRAND DUCHY OF LUXEMBOURG. A SOCIAL PRACTICE BASED ON A PROCESS OF CO- CONSTRUCTION. OBSERVATIONS AND REFLECTIONS FROM PROJECTS FINANCED BY THE EUROPEAN SOCIAL FUND

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Langue de la présentation: Français

The author wishes to expose some of the key insights coming from projects trying to activate /enable people far removed from the **job market** in the Grand Duchy of Luxembourg. With support from the **European Social Fund** and Ministry of Labour and Employment of the said territory, Emmanuel Centre is a social structure who has decided to develop projects for several years **projects focused on vocational rehabilitation** for this type of public. Also, after presenting the general framework within which these projects were registered, the author will present its main components. The target audience, the basic diagnosis, the general philosophy, the methodology used, and the results obtained. The author then will draw some conclusions and critical reflections on the usefulness of such projects but also the difficulties they encounter, and the questions they raise.Thus, although the results for these projects were considered positive, we observe that if the **employment-related initiatives** are useful, they are rarely sufficient for disadvantaged people often combining several "**social disadvantage**". If positive discrimination benefits to disadvantaged people, it is still and always a form of discrimination that penalized those who are at the border of precariousness. We also find that the best leverage, at least one whose effects are more on long term, is the **empowerment of people** in the reintegration process. Helping do not mean to do instead of individuals, but rather co-construct with them a process of integration suited to their resources, their purpose and especially level of commitment.

Argument : L'auteur souhaite exposer quelques unes des principales réflexions émanant de projets visant à activer les personnes très éloignées du **marché de l'emploi** au Grand-duché de Luxembourg. Avec le soutien du **Fonds Social Européen** et du Ministère du Travail et de l'Emploi du dit territoire, Centre Emmanuel est une structure sociale a décidé de développer depuis plusieurs années des projets axés sur la **réinsertion professionnelle** de ce type de publics. Aussi, après avoir présenté le cadre général dans lequel ces projets se sont inscrits, l'auteur présentera ses principaux composants. A savoir le public visé, le diagnostic de base, la philosophie générale, la méthodologie, et les résultats obtenus. L'auteur dressera ensuite quelques conclusions et réflexions critiques sur l'utilité de tels projets mais aussi sur les difficultés qu'ils rencontrent, et les questions qu'ils soulèvent. Ainsi, et bien que les résultats relatifs à ces projets aient été jugés positifs, nous observons que si les **initiatives en matières d'emploi** sont utiles, elles sont rarement suffisantes pour les personnes défavorisées cumulant souvent plusieurs « **handicaps sociaux** ». Si la discrimination positive profite aux personnes défavorisées, elle reste encore et toujours une forme de discrimination pénalisant ceux qui se trouvent à la frontière de la précarisation. Nous constatons également que le meilleur levier, celui du moins dont les effets sont les plus durables, est **la responsabilisation** des personnes dans le processus de réinsertion. Aider ainsi ne veut pas dire faire à la place des personnes mais plutôt co-construire avec elles un processus d'insertion adapté à leurs ressources, à leur objectif et surtout à leur degré d'engagement.

COLLABORATION AMONG KUWAITI SOCIAL WORKERS AND THEIR ACHIEVEMENT

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Language of presentation: English

Keywords: Collaboration- Achievement- Social workers- Kuwait

The following is an exploratory study of the collaboration among social workers and its relationship to their achievement in the Kuwaiti society. While Western researchers have studied social workers' collaboration with other professions, no similar studies have been conducted in Kuwait concerning the collaboration among social workers, as well as its relation to their achievement. Participants were a convenience sample of 313 social workers from various institutions in Kuwait. Results of the study indicated that years of experience, age, and number of children correlated positively with the social worker motivation towards achievement. Additionally, supervisor's attitude toward collaboration, number of children, and income were significant predictors of social worker achievement motivation. Suggestions for future research are discussed.

A CASE STUDY: A PROPOSAL FOR A LOCAL BASED SOCIAL ECONOMY PROJECT

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Presentation language: English

This presentation described the methodology proposed by the Non-Govermental Organisation (NGO) Anelixi to the Hellenic Ministry of Labour and Social Security, in an attempt to involve socially excluded persons in a local based project in Korydallos, Athens.The methods and actions employed by NGO Anelixi were explained and their effectiveness were discussed.

NGO Anelixi was founded by a group of social workers and sociologists in 2009 in the municipality of Korydallos, a south-west suburb of Athens. Its main target is the promotion and implementation of projects that could empower the life of socially excluded persons. Korydallos could be considered as a case study for the following reasons: a) there is long-term unemployment between the citizens of this suburb, b) 12% of the population belongs to a social vulnerable group (e.g. persons with disabilities) and c) 16% of the population lives under the official poverty line.

Under these conditions, NGO Anelixi proposed a local based project, which was based on the theory of social economy, to the General Secretariat for Youth(Ministry of Labour and Social Security), under the general project title "Youth Initiatives 2010".The current project was entitled as "Investigating the possibilities of employing young persons in the Social Economy sector".The specific project lasted six months (September 2010 – February 2011) and aimed to address the economic and social challenges of today, especially in Greece, which faces an economic recession.The ultimate aim of the specific project was placed on the macro-level; it aimed to empower young persons (18-30 years old) in needto investigate the possibility of establishing a Social Enterprise (their own business) in the Municipality of Korydallos.

The innovative actions and methods employed in this project are summarized hereby. The project was based on the methodology of Social Work with Individuals, Social Work with Groups and also Social Work with/in Communities. The above aims cannot be achieved without the establishment of strong links with the Municipality Services, the motivation of local community, the reassurance of available funding and finally the promotion of public relations. In this framework, a network between interested parties had to set up. Also, counseling was offered to participants, in order to empower and encourage individuals to solve daily barriers which restrict them to have a more function life. Moreover, participants were taught social skills such as cooperation in working groups, development of supportive roles and conflict resolution.

This presentation described in details this ongoing project, the methods and actions proposed by the NGO Anelixi and its finally outcomes, in order to evaluate its sustainability and transferability.

PROBLEMS OF THE NEW SOCIAL SECURITY REFORM CONCEPT IN LITHUANIA IMPLEMENTING EUROPEAN STRATEGIES

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Presentation language: English

Keywords: social security, reform, European Union, pensions

Social security reform in Lithuania could contribute towards reaching the Europe 2020 goals for employment and long-term sustainability of public finances.

In Lithuanian it is necessary to adopt in the highest level a new long-term complex reform of the entire social security system meeting the Europe 2020 objectives. The aim of reform is not only to correct social security system but also to reduce the poverty, to promote social inclusion and to establish an equity between different social groups.

Actual economic crisis has shown the importance of the European approach to the socialsecurity systems, long-term sustainability of public finances, role of pension as an important partof the financial system and flexible labour relations. How to implement those thing in the Lithuanianlong-term strategy according European strategies and in the same time to increase in financialsupport for poorer persons' ?

European Union and International organizations noted that in the face of the economiccrisis, the government adopts only the short-term practical solutions. Meanwhile, long-termstrategic plans, which are important to persons' incomes, are ignored. Social security reforms willcontribute towards reaching the Europe 2020 goals for employment and long-term sustainability ofpublic finances.

In Lithuanian it is necessary to adopt in the highest level a new long-term complex reform ofthe entire social security system meeting the Europe 2020 objectives. The main goals of whichwould be:

-to encourage employment (particularly) young persons, women, elderly persons;

-to refuse privileged benefits;

-gradually increase a retirement age;

-revise all social security system benefits;

-it's important to maintain the principle that economic values (i.e. the current economic crisis) should be subordinated to the state social insurance guarantees;

-more transparency, more information about social security rights;

-to maintain pensions guarantees but also to give more responsibility for the persons.

We should have clear long-term strategy and we need to improve the long-termsustainability of public finances and to ensure that financial market regulation.

The Constitutional Court of the Republic of Lithuania in the ruling noted that persons hasthe right to a monetary payment of a respective amount, i.e. the property right. One exclusion - economic crisis, but reduced pensions should be compensated in the future.

The most important thing is to relate the reform of social security system to changes inlabour law, introducing part-time or half-day employment, increasing flexibility of labour relationsand employment.

Also establishing of the independent permanently operating body (social partners council)liable for revision of the social security system or assessment of its course, may help toconsolidate management and transparency of the social security system.

SUPERVISION MEETS EDUCATION

Godelieve van Hees1, Brigitte Geissler-Piltz2, Josefina Fernández Barrera3, Marina Ajdukovic4,Elenor Billo5, Lilja Cajvert6, Ellen Hooyberghs7, Vida Milosevic Arnold8,Miloslav Postrak9, Núria Prat10, Kristina Urbanc11.

Presentation language: English

Keywords: Supervision, Social Work, Educaton, Bachelor's Degree.

The paper summits the research done about Supervision in the Bachelor Social Work from seven case studies done in seven european universities. The comparative research can justly claim to have done pioneer-work in the international field of research into educational Supervision which can be seen as a neglected part of professional supervision. It does show a tendency to the development of a distinct and separate character, primarily influenced by recent developments in Social Work and European Higher Education. Thus the indentity of *Student Supervision* is developing in an international context.

Due to profound changes in the world of work *Student Supervision* is increasingly recognised by the helping professions in Europe. It is acknowledged as an important instrument in preparing students for their future professional requirements which will confront them with the complexity of problematic situations, of risks and contradictions in work processes and competition in co-operative work settings. In supervision the goal is to guide the student to develop as "a reflective practitioner" who integrates theory, methods and personal abilities as a precondition to interrogate the daily practice critically.

Following the results of an European comparative research, we postulate that modern *Student Supervision* has to provide a climate to promote a scientific attitude in meeting the challenges of the changed working field. This new learning profile is based on the ability to reflect experiences and to transfer the gained perception innovatively.

The paper summits the research done about Supervision in the Bachelor Social Work from seven case studies. The participant universities have been CERST Comparative European Social Research and Theory and Faculty of Social Studies, Zuyd University (The Netherlands); Alice Salomon University of Applied Sciences, Berlin (Germany); Department of Social Work, Göteborg University (Sweeden); Faculty of social Work, University of Ljubljana (Eslovenia); Faculty of Low, University of Zagreb (Croacia); Katholieke Hogeschool Univerity College, Geel (Belgium) and the Social Work Department of the Universtity of Barcelona (Spain).

The comparative research can justly claim to have done pioneer-work in the international field of research into educational Supervision which can be seen as a neglected part of professional supervision. But it does show a tendency to the development of a distinct and separate character, primarily influenced by recent developments in Social Work and European Higher Education. Thus the identity of *Student Supervision* is developing in an international context. It should be acknowledged as a special branch with a special academic responsibility in the growing field of supervision.

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PROFESSIONAL PRACTICE OF SOCIAL WORKERS WITHIN THE FRAMEWORK OF THE DEPENDENT CARE ACT 39/2006.

Hidalgo Alfredo(UNED (Spanish Open University)

The ACT 39/2006, of 14 December, on the Promotion of Personal Autonomy andCare for Dependent Persons has become the flagship of the Spanish social policies.This is the first time in the Spanish social action History that a universal subjective rightis recognized within the framework of social services. Certainly, we all accept that thishas been a historical step forward and, as such, it has generated great expectations forboth citizens and professionals. Nevertheless, these past few years after the projectstart-up have been really disappointing. Once again, the unique Spanish model ofregional political divisions has been detrimental to the equal application of themeasures in all the territory, as it has already happened during the progressiveapproval of different regional acts on social services. To sum up, citizens access therights recognized by this important Act differently depending on their place ofresidence. In the same way, professionals encounter different challenges during thepractice of their work, which creates a feeling of helplessness and disappointmenttogether with a lot of criticism against the administration. Specially, people sufferingfrom Alzheimer's disease and their relatives are in the bull's eye as the worst affectedsince the evaluation of degree of dependency carried out by the social workers doesn'tconsider sufficiently mental illnesses. Thanks to the discussion forums and theinterviews accomplished by the author, together with various professionals'monographic writings about this subject, this professor, in his capacity as aCoordinator, has published, in collaboration with the UNED and the General SocialCare Council, the conclusions of these works in two texts which have already comeonto the market. Keywords:Care for Dependent Persons, Social services ,Social worker, Alzheimer's disease,Universal subjective right

SOCIAL WORKERS TRAINING IN A CONTEXT OF INTERNATIONAL SOLIDARITY: STRATEGIC VISION, COMMON INTEREST AND SOCIAL PERSPECTIVE

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Langue de la présentation : français

Learning mobility (physical and virtual) is a fundamental way to acquire professional **competences**, to improve societal **skills** and to develop intercultural solidarity. Mobility enhances competences development and urges teachers and students not to become prisoners of national debates. Pedagogical teams, student and host country can learn from each other, provided they respect the rights of individuals and institutions.

It is a necessity for social work to find new ways to compare **strategies** and join forces in action for human and **social development**. From Hong Kong 2010 to Paris in October 2010, what can we expect for social work in France?

Former des intervenants sociaux dans une perspective de solidarité internationale : Visions stratégiques, intérêt commun et perspective sociale durable des peuples. Aujourd'hui, la mobilité à des fins d'apprentissage (physique et virtuelle) apparaît comme un élément incontournable dans l'acquisition des compétences professionnelles en vue d'une intervention sociale, responsable et solidaire. Au cœur de cette dynamique, l'action locale vient s'inscrire dans le cadre d'une intervention globale au service des droits de l'autre être humain, dans la nudité du visage (Levinas).

Dans ce contexte aux dimensions internationales et multiculturelles, les centres de formation en travail social sont amenés : d'une part, à devoir articuler des logiques de concurrence et de compétitivité à celles des contraintes d'ingénierie des formations et, d'autre part, à former des intervenants sociaux partageant une même vision et un intérêt commun et durable en faveur des bénéficiaires de l'action sociale.

Dans quelle mesure les orientations financières et pédagogiques prises par les centres de formation sont-elles l'expression des visions et des stratégies nationales et internationales en matière de qualité des services sociaux ? A quelle condition la mobilité à des fins d'apprentissage est-elle davantage productrice de compétences qu'elle n'expose les personnes à des utopies irresponsables ? Comment s'assurer que l'intérêt commun du formateur et des personnes en formation en vue d'une mobilité à des fins d'apprentissagepréserve l'intérêt supérieur des bénéficiaires de l'action sociale ?

L'art de former des sujets en vue d'une intervention sociale dans un contexte de **solidarité internationale** exige une posture **éthique** qui croise les prises de risques des parties engagées à l'intérêt des personnes en présence : l'équipe pédagogique, le candidat ouvert à la mobilité et le peuple qui accueille. Une telle formation requiert non seulement une collaboration internationale respectueuse des personnes et des institutions, mais elle suppose également la mutualisation de moyens et d'outils placés au service des personnes et de leurs projets.

Alors que les associations internationales en action sociale (ICSW, IASSW, IFSW) se sont engagées dans une démarche commune pour relever les défis du 21ème siècle (Hong Kong 2010, Stockholm 2012) et que l'Europe se mobilise pour stabiliser son système académique (2010) et professionnel (2012), en France, le secteur du travail social tarde quelque peu à se frayer un passage entre tradition et filiation pour mettre en place un appareil de formation adapté aux enjeux de la modernité. Pourtant, le processus de réforme des structures et des institutions est bien amorcé et il n'est pas besoin d'être visionnaire ou stratège pour comprendre que les choix qui s'opèrent en ces temps de crise pourront conditionner durablement les organisations et la place réservée aux personnes au sein des institutions sociales.

Quelle conviction humaine soutient les choix qui sont opérés au sein des établissements de formation au travail social à l'heure de mettre en place une réforme pédagogique voulue par des instances nationales ou internationales ? Quels engagements personnels en faveur de l'humanité de l'autre être humain sont à l'origine des discours et des choix politiques tenus par les personnes en situation de responsabilité au sein de ces structures ? Les questions qui traversent aujourd'hui le champ du social en France sont multiples et invitent à ne pas perdre de vue les **valeurs** qui réaffirment la dignité et l'égalité de « l'**altérité** dans l'espace social » (Fleury).

EVALUATION OF SOCIAL WELFARE SERVICES AND PROGRAMMES IN THE REPUBLIC OF CYPRUS

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Presentation language: English

Keywords: Welfare services, Republic of Cyprus, evaluation process, local authority

This study investigated the extent to which evaluation processes are in place in social welfare services and/or programs. The sample consisted by 106 Social Services and Programs from all free districts of the Republic of Cyprus. Personal interviews with the higher servants of the social services/programs, annual reports and archives research were used for the data collection. Data revealed that there is limited use of any kind of evaluation process, even though most of participants recognize the positive outcomes of this process.

In modern states, the establishment of social welfare services and programs reflect the existence of a developed social policy framework. The importance of these services is evident through their evaluation. The current study investigated the extent to which evaluation processes are in place in social welfare services and programmes in Cyprus. Focus was also placed on the different evaluation methods employed and how the results/outcomes were used. The research questions posed by this study were the following ones:
Were there previous attempts to evaluate social services and programs?
If yes, what kind of evaluation process was in place and whatwere the results/outcomes?
Following the evaluation, was there a feedback process?
If no, why there was not any evaluation process in place?
Which were the specific barriers which prevented from employing an evaluation process?

The data collected through personal interviews with staff (e.g. directors, higher servants) of 106 Social Services and Programs – directed by public organizations, local authorities or private companies – from all free districts of the Republic of Cyprus.
Data was also collected through annual reports and archives. Qualitative data was transformed into quantitative codes, in order to present it in a reader-friendly format.
Data revealed that there was limited use of any kind of evaluation process. Nevertheless, the added value of the evaluation process was recognized as a necessary tool for improving the provided services. Moreover, the current conditions in Cyprus reveal that there is limited use of the evaluation outcomes. Such a process is evident only in services or programs funded by the European Union.

THE ROLE OF MUNICIPALITIES ON REDISTRIBUTION IN ONTARIO, CANADA: HOW PROVINCIAL WELFARE POLICY COULD ADDRESS POVERTY AT THE LOCAL LEVEL?

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Presentation language: English

Keywords: Social assistance, Municipalities, Policy practice

According to the Constitution Act (1867) of Canada, social welfare is the jurisdiction of provinces; municipalities only strictly follow the provincial directives in policy implementation. However, we argue that an across the board program might not be able to respond specific local conditions. Municipalities should have a high degree of discretion in administering social assistance programs in accordance with local context. Hence, this presentation reports a qualitative study that attempts to develop a policy practice model for social assistance at the local level by examining the role of redistribution at the level of the municipality in Ontario. Data for the study are drawn by interviews in a mid-size municipality in southwestern Ontario from 15 stakeholders of Ontario Works located in municipal social services department, municipal council, community-based organizations, and members of community on Ontario Works.

The study found that: municipalities might not have the legislative and fiscal capabilities for redistribution at the policymaking level but could play an active role at the policy implementation level. A very positive partnership has been found between the province and the municipality, and between the municipality and community-based organizations in program operation. Also a sense of community at the local level could result from a policy process based on strong cooperation; and a responsive service provision model at the local level is the one that policies, standards, and guidelines should be set by the province but the municipalities be allowed more flexibility in the implementation. This presentation also addresses the issue of the possible province-wide migration for any welfare rate difference between municipalities.

The presentation further discusses how this policy practice model could address the feminization and radicalization of poverty at the local level and the challenges in co-ordinating the province and municipality for this policy model.

RECOVERY CAPITAL: TOWARDS A SOCIAL SUSTAINABILITY PARADIGM FOR MENTAL HEALTH PRACTICE

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Presentation language: English

Recovery from **mental health** difficulties involves reclaiming full **citizenship** and social **capability**. It depends on active process ofpersonal **empowerment** - one in which social relationships may be key**.** Drawing upontheories ofhuman and **social capital**, this presentation introduces a new paradigm for mental health practice which focuses in on the personal and social resources that may need to in place ('recovery capital') if people are to be able to navigate successful journeys of recovery and to have the means to sustain their **wellbeing**.

For much of the past century, the dominant paradigm for mental health services across Europe has been one of medicalisation. While this can be of some value in containing people's distress, advances in medical treatment have had no discernible impact in improving longer term rates of recovery - where this is defined in terms of people's ability to lead full and contributing lives as active citizens. Instead, international comparisons would suggest that it is social and cultural factors that play the major part in determining whether people make sustainable recoveries from major mental health difficulties. Indeed, medicalisation and its associated practices may have a perverse impact in terms of lowering expectations, taking away control and initiative, and (inadvertently) legitimating forms of social exclusion and stigma.

Originating from within the service user / survivor movement, the idea of recovery oriented practice is starting to take hold in a number of European countries. An analysis of the international literature conducted as part of the English REFOCUS research study suggests that recovery involves five key processesthat interlink with one another: empowerment and reclaiming control over one's life; rebuilding positive personal and social identities (including dealing with the impact of stigma and discrimination); connectedness (including both personal and family relationships and wider aspects of social inclusion); hope and optimism about the future; and finding meaning and purpose in life.

Much of current practice within many mental health services may not be supportive of recovery – and may instead engender passivity, hopelessness and an internalised assumption that it is only professional experts who can make them better from their 'illness'.   What is needed is a paradigm shift in the way that we think about practice: one that focuses on the person in their social context and examines what may be barriers or opportunities for them in reclaiming a positive 'place in the world'. It has been suggested that Amartya Sen's concept of *social capability* provides a useful starting point in conceptualising this.

Taking this forward, we need a more specific framework for evaluating the personal and social resources that a person may require if they are to make a successful recovery and be able to maintain their wellbeing. In conceptualizing this, it can be helpful to draw upon theoretical constructions of social and other forms of capital in developing a more comprehensive notion of 'recovery capital' – an idea that has already been proposed within substance misuse services in the USA.

Theoretical notions of economic and human capital originated within classical economics – where they were seen, rather uncontentiously, as resources that enabled people's advancement within a market economy. However, other theorists, such as Marx and Bourdieu, have identified capital as a potential site of struggle – as something that can be used to enforce social relations of oppression or exclusion. It is such a perspective that may better capture the experience of many people with mental health difficulties. Drawing on the recent literature, we may identify four types of capital that may be particularly relevant in understanding the position of people experiencing mental distress: economic capital, social capital, identity capital and personal capital. It is through a more detailed examination of these that we may be able to assess the factors that may make a real difference in determining how a person may be enabled to recover and sustain their wellbeing in the longer term.

THE ROLE OF CULTURAL EXPLANATIONS IN INTEGRATING THEORIES INTO PRACTICES FOR
CHINESE YOUTH IN THE CRIMINAL JUSTICE SYSTEM IN CANADA

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Presentation language: English

Keywords: Chinese youth, Delinquency, Promising practices

This presentation reports the findings of a qualitative study of forty-four Chinese youth and twelve parents of their experiences with the criminal justice system in Canada. This study focuses on developing a theoretical model in understanding the criminal pathways of Chinese youth in Canada and identifies promising practices for this population.

The issue of race and crime is under-researched in Canada (Wortley, 2009). That is due to a ban on the release of race-based crime statistics in Canada and challenges related to collecting field data from ethnic minorities. However, the lack of sufficient data in this respect hinders the development of a theory-driven policy framework and evidence-based program initiatives for racialized youth in the criminal justice system (Government of Ontario, 2008). Already, there is a growing concern from the law enforcement that Chinese youth gangs are among the fastest-growing criminal gangs in Vancouver and Toronto (Criminal Intelligence Service Canada, 2006). Hence, it is a high time to understand and identify promising practices for racialized groups in conflict with the law.

This study found that: Chinese youth and their parents have the propensity to internalize the problems thatthey blamed themselves for their inadequacy rather than attributing the issue to systemic discrimination; Chinese youth have a very close tie with the family regardless their levels of crime involvements and intimacy with gang-related friends; they are more hesitant to turn to professional assistance, but ethnicities of the professional helpers is not the most determining factor when comes to asking for help outside the family. In the presentation, we will examine how these findings could inform the existing theories on delinquency to be more culturally sensitive; explore the impact of the within group differences of Chinese communities on theoretical explanations; and discuss the implications for policy formation and frontline practices for this population.

SOCIAL WORK WITH ASYLUM SEEKERS AND REFUGEES : PROMOTING CITIZENSHIP RIGHTS THROUGH COMMUNITY WORK

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Keywords: refugees, community capacity building, social capital.

In an on-going study we have found that there is intense community movement and capacity building expertise being developed within refugee communities. Asylum seekers from Algeria, the Congo and Rwanda arrive with a wealth of experience, skills, strengths, and knowledge they put to the service of their communities through the organizing of refugee community organisations. We argue that social workers need to work alongside refugee community organisations, with the social capital developed in these communities, to ensure full citizenship rights and work toward developing what has been termed bridging capital so that they move from the margins to the mainstream

Asylum seekers are often portrayed by the media and governments as abusers, queue jumpers, unwanted migrants. The precarious nature of their immigration status has led to their being excluded from policy and relegated to the margins of society. In two previous studies on the strategies put in place by asylum seekers to facilitate their long term integration, we found that although living with a precarious immigration status, they are not passive recipients of services nor are they helpless individuals throughout the process. To fill the gaps in social welfare services, new forms of integration practices are being developed at an individual level as well as at a collective level through the creation of social networks. These strategies are defined as a way of reducing inequality and promoting civic participation.

Asylum seekers from Algeria, the Congo and Rwanda arrive with a wealth of experience, skills, strengths, and knowledge – which we define as social capital – that they put to the service of their communities through the organizing of refugee community organisations.

In an on-going study we have found that there is intense 'community' movement and capacity building expertise being developed within these refugee communities.

The question underlying this discussion is how do social workers facilitate the inclusion of people who have arrived as asylum seekers? Inclusion here is defined as accessing full citizenship rights: social, political, economic and cultural through an incorporation process defined by various policies and practices of a nation state. We argue that social workers need to work alongside refugee community organisations, with the social capital developed in these communities, to ensure full citizenship rights and work toward developing what has been termed bridging capital so that they move from the margins to the mainstream.

SOCIAL WORK OR SOCIAL MANAGEMENT, A DISCUSSION OF THE RECENT NATIONAL CHANGES IN THE SOCIAL WORK B.A. PROGRAMME IN DENMARK WITH RESPECT TO THE IFSW DEFINITION OF SOCIAL WORK

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Presentation language: English

Construction of Social Work, in Danish National BA programme. Social Work or Social Management? Challenges to identity of Social Work.

The paper will present the recent changes in the Danish National BA programme in Social Work and argue that they emphasis and represent a shift from Social Work towards the concept of "Social Management" a concept wider than case management in that it encompasses management of social work interventions at all levels, individual, family, group and community . It also emphasises the cost benefit of social work interventions and output evaluation in line with the tendencies of New Public Management dominant in social work public sector organisations.

This shift towards the construction of social work as the management of social initiatives can be seen as an attack on the principles and ideals of social work as a profession as presented by the IFSW definition "The social work profession promotes social change, problem solving in human relationships and the empowerment and liberation of people to enhance well-being. Utilising theories of human behaviour and social systems, social work intervenes at the points where people interact with their environments. Principles of human rights and social justice are fundamental to social work." (http://www.ifsw.org/f38000138.html accessed 20.10.10) The idea of social work promoting liberation dn empowerment and based upon Human Rights and social justice are challenged by the discourse of management, in the revised Danish national BA programme.

The paper will argue that social work as constructed and understood by the IFSW definition is challenged and threatened and that there is an urgent need to reaffirm the independence integrity of the social work profession.

LA POLÍTICA SOCIAL COMO FUENTE DE EMPLEO SOSTENIBLE E INCLUSIÓN SOCIAL

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Términos Clave: Política social, empleo sostenible, nueva ley de servicios sociales en Aragón, Sistema de servicios sociales en Aragón y Catálogo de servicios sociales en Aragón.

En los tiempos convulsos que nos toca vivir, en los que la crisis económica ha intensificado una serie de problemas como el aumento del desempleo o la precariedad en el empleo, el surgimiento de brotes xenófobos y el incremento de personas que precisan apoyo para llegar a fin de mes y se acercan a los servicios sociales en busca de ayuda, es fundamental que los Estados mantengan claros sus objetivos de servicio público y tomen las decisiones pertinentes para afrontar estas situaciones complejas.

En esta ponencia voy a exponer la postura que mantiene el Gobierno Español, otorgando una importancia especial al desarrollo de políticas sociales, en cómo la puesta en marcha de los servicios recogidos en dichas políticas supone un yacimiento de empleo sostenible y estable, así como de reciclaje de personas en situación de exclusión debido a la crisis y su reintegración en el mercado laboral.

Serán mencionadas leyes importantes como refuerzo de estos argumentos entre las que se encuentran: la ley de Igualdad, la ley Contra la Violencia de Género, ley de Promoción de la Autonomía Personal y Atención a las Personas en Situación de dependencia (ámbito nacional), la ley de Cooperación para el Desarrollo y la nueva ley de Servicios Sociales aragonesa (ámbito regional).

Por último explicaré minuciosamente el Sistema de Aragonés de Servicios Sociales que va a implantarse en mi Comunidad y el Catálogo de Servicios Sociales recogidos en la nueva ley. Veremos como dicho Sistema recoge la participación de las iniciativas pública y privada, con y sin ánimo de lucro, en lo que a la prestación de servicios se refiere y conforme a los criterios que marca la Administración de la Comunidad Autónoma de Aragón.

SOCIAL POLICY MAKING AND SOCIAL ACTION

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Presentation language: English

Keywords: Community arts, social action, policymaking, social justice

The workshop is an initiative of Victoria Deluxe and Faculty of Social Work and Welfare Studies of the University College Ghent.

Victoria Deluxe is a community art organisation with the objective to give a voiceto individuals and groups in Ghent, especially those who are excluded from society, people indifficult situations. Throughout their projects, Victoria Deluxe wants to help construct a society based on equality and justice and a stronger democracy. The organisation believes strongly that societyis changeable. 'Power to the imagination' is an important theme in their projects.

The discussions during the work-shop will be focussed on the relationship between 'socialwork' and 'social policy'. Social work should not be reduced to merely executing atop-down implemented policy. Social work should also influence and helpbuilt 'social policy'. Central discussion questions will be :
- How can social workers influence social policy?
- How can different actors, social workers and others, cooperate to built a
More just, equal, democratic society ?
- Which 'political strategies' can be used to strengthen social justice?

We will start with Dominique Willaert's experience at Victoria Deluxe(*www.victoriadeluxe.be)* and, through dialogue, we will search for answers to thesequestions. This workshop gives you the chance to think and dialogue with other socialworkers, students, participants and other stakeholders. We present an interesting workshop about social work, social policy, social action.

You are invited to think with us.

THE PERMANENT INSERTED: TOWARDS SUSTAINABLE MANAGEMENT OF SOCIAL RISKS

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Langue de la présentation: Français

In the current context of welfare state schock, social policies of activation, and weakening of social links, what means a realization of sustainable social policy? It seems impossible to use the concept of sustainability in the social intervention without replacing it in the merging of an integration's society, a social management of uncertainty. In this frame of uncertainties' growing up, isn't it a risk that this "sustainable social" concept would be diverted from his first sense for serving a measuring tool of poor and excluded people? Don't we attend to a swing to a logic of social risks and social problems permanent management? This logic targets and classifies fit people invalidated by economical crises.

Les insérés permanents : vers une gestion durable des risques sociaux

Dans le contexte actuel de l'ébranlement de l'Etat social, de l'**activation** des politiques sociales (Hamzaoui, 2003) et de l'affaiblissement de liens sociaux (Hamzaoui, 2007), que signifie la mise en œuvre d'une politique sociale durable ?? Il nous semble impossible d'examiner la notion de la durabilité dans l'intervention sociale sans la replacer dans le contexte de l'émergence d'une **société d'insertion** et d'une **gestion sociale de l'incertitude**. Dans le cadre de la montée des incertitudes (Castel, 2009 & Palmade, 2003), la notion du social durable ne risque-t-elle pas d'être détournée de son sens premier pour servir un référentield'appréciation de la performance sociale des individus en situation de précarité et d'exclusion ?N'assiste-t-on pas à un basculement vers une logique managériale de gestion permanente des problèmes et des risques sociaux ? Cette logique cible et classifie des publics valides invalidés par la crise économique et le marché de l'emploi.

Pour répondre à ces questions, nous essaierons d'une part, de replacer la notion de l'intervention sociale durable dans le processus d'affaiblissement de l'Etat social et de la société salariale. Ce processus porte un coup fatal à un système centré sur la lutte contre les inégalités pour aboutir à un traitement social individualisé de la **question sociale**(logique assurantiel et asistanciel, l'aide au conditionnel, de la société d'intégration à la société d'insertion…). D'autre part, nous tenterons d'analyser les enjeux et les limites de la gestion des parcours et des **trajectoires** des insérés permanents (nouvelle catégorisation sociale, public cible, responsabilité individuelle, magistrature sociale comme mode de gestion, employabilité...).

Cette communication fait la synthèse d'une série de nos travaux de recherche (évaluation des politiques sociales actives, recherche biographique et de trajectoire d'insertion…) menés depuis une vingtaine d'années dans le cadre de l'Institut de sociologie de l'Université Libre de Bruxelles sur le thème de la question sociale et de la nouvelle configuration de l'intervention sociale.

INNOVATIONS OF ESTONIAN SOCIAL WELFARE

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Presentation language:English

Keywords: management of care services, innovation, assurance of quality.

The theme of innovation has been given increasing attention over the last few years since it stands for novelty, staying abreast of competitors, ideas flowing from action and explosive growth. Innovation is also a successful competitive edge which ensures technological advances, attention on environmental issues and successful implementation of new ideas. It is also an ability to think and act creatively, and which yields measurable benefits each of which allow one stand out and be distinctive. Thus welfare could not do without innovation either.

The Estonian Action Plan for Growth and Jobs 2008-2011 for the Implementation of the Lisbon Strategy emphasises that in order to increase innovation, measures which improve international competitiveness of companies and productivity (impact indicators of innovation and enterprise, application of innovation and intellectual property) and measures which enhance employees´ skills (impact innovation drivers and applications)are most essential. In this Action Plan the government sets out to increase innovation in the economy and to improve Estonia´s ranking internationally.Far-reaching objectives again require treating innovation topics in the field of welfare.

This presentation is based on a study carried out among 40 managers of welfare institutions in Estonia, which focused on innovative strategies and/or activities implemented in these institutions in 2005-2008 and any consequent changes. The study focused on innovative strategies and/or activities carried out in nursing institutions in recent years, including development of new services and changes in service provision, such as pricing, analysis of value for money and organisation management. It also analysed changes in working with clients, staff management, and changes in regional cooperation between organisations, presence of investments in nursing institutions and assistance form foreign partners. The presentation will show major research results and point out positive experience to be shared with colleagues and lessons to be learnt.

FIELDS OF WORK AND ACTIVITY OF SOCIAL WORK SPECIALISTS IN ESTONIA

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Presentation language:English

Social work may be considered a relatively new speciality in Estonia which saw its beginnings in the early 1990s, after the country regained independence. Since then the speciality has undergone a rapid evolution and we can speak about various specialisation within social work, such as social work in child welfare, social work in school, health care or employment, social work in prison and in probation, social work with the elderly and the disabled and with people with mental disorders. All of the above overlap to an extent since all of them apply similar theories, methods and techniques, however, they differ as well in terms of dealing with clients of different types, who have differing needs which thus require a different set of skills from specialists. In order to provide appropriate training for social work specialists, the content of social work needs to be analysed, including the nature of the job, working conditions and work methods and fields of activity.

The presentation is based on "The study of social workers 2006" which was conducted from May 2006 until February 2007. The primary aim of the study was gathering data on the development of social work in Estonia. The questionnaire method was used to collect data from 798 specialists in social work and child welfare, and leading specialists of social work were interviewed.

The presentation covers opinions of social work specialists in the following issues: Jobs and positions in social work; Tasks of specialists, target groups; Specific activities across specialisation; Working conditions, job opportunities and job satisfaction; Specialists´ opinion on which skills and knowledge are required in social work; Their assessment of their own education and training for jobs in social work. The presentation will show the major research results and point out positive experience to be shared with colleagues and lessons to be learnt.

HIGHER EDUCATION AND ADDITIONAL TRAINING IN SPHERE OF SOCIAL REHABILITATION

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Presentation language:English

Keywords: Rehabilitation specialist; higher education and lifelong learning in sphere of social rehabilitation.

Rehabilitation specialist is a relatively new profession in Estonian rehabilitation sphere. Rehabilitation specialist is a person who offers rehabilitation services in order to improve coping ability of a client. Usually this person works as part of the team consisting of different specialists like nurses, psychologists, doctors, fysiotherapists, speech therapists, occupational therapists, social workers, special teachers, teachers etc.

This kind of definition of rehabilitation specialist specifies demands and possibilities for higher education in rehabilitation sphere. The main crotchets of preparing of rehabilitation specialist is a need to first train a specialist in specific profession (nurse, psychologist, doctor, fysioterapist, speech therapist, occupational therapist, social worker, special teacher) and then offer those holding a qualification a possibility to further study rehabilitation as a specific intervention method. This of approach means, that higher education in social rehabilitation sphere should be offered either as a postgraduate program or as part of professional training to those already holding a degree or complete qualification in requiered field.Both, academic and continuing education trainingneed different approach to study process, methods and materials and also require professional standardization as thisis important to all parties: employers, educators and to practicioners.

The main purpose of this presentation is to discuss and elaborate on above mentioned topics and give a short overview of the higher education model and continuing education processes in Estonia.

AN ANALYSIS OF LEISURE ACTIVITIES OF CHILDREN WITH A DISABILITY IN BRUSSELS

Van Puyenbroeck Joris

Commissioned by the Flemisch Community Commission, this study investigated how 6-12 year old children and their parents perceive the range and availability of leisure activities in Brussels. Special attention was given to conceived obstacles and expectations regarding leisure time. We used focus groups (n=41) and a questionnaire (n=165) to get a qualitative in-depth look as well as a more broad perspective.

The results showed that halfof the children do not participate in any organised leisure activity during school year, nor to any organised activity during school holidays. Swim clubs and playground activities are the activities most participated in. Perceived barriers include problems with transport, lack of adapted activities for children with more severe disabilities, relatively high financial cost for relatively poorer families, and not enough information about the available range of leisure activities. The children themselves emphasize, among other, the importance of social wellbeing and inclusion (belonging to the group as 'one of them', being able to show themselves as somebody who 'fits in'). This study recommends the need for a wider range of accessible leisure activities, and more government support for person-centered leisure coach services.

THE WORKING GROUP TO HELP PEOPLE WITH DISABILITIES; BENEFITS FOR PARTICIPANTS

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Lengua de presentación: Española.

This communication shows the group as a context of informal care for people with disabilities and / or their families. The paper analyzes the benefits of the group experience for users, rather they are the affected ones or their relatives. The study was conducted in 19 groups of diverse diseases and/or disabilities. Among the benefits to participants are:

1. .Informational support and material support. All studied experiences placed the reception and the exchange of information as a starting point that motivates participants to continue in the experience.
2. Social Network. The experiences studied up new networks that have a positive effect and, in some cases, beyond the group context.
3. Emotional Support. The emotional support given and received is considered the aspect that gives meaning to the experience and that endures over time.
4. Learning. It higlights the little tricks of everyday life, practical issues about what and how and how to make easier the day to day with a disease or disability.
5. Respite. Primarily on the experiences made by family members, main caregivers, the group means a break in the everyday life and "recharge batteries" for the rest of time.
6. Reciprocity of aid. Give and receive help puts the group in the true protagonist of the experience.

Among the findings I emphasize that teamwork is the most desirable system to satisfy the needs of the participants in the experience. In addition, the study groups contribute positively to the health and well being of the participants in the experience of family members who live with them.
Support groups, disabilities, help, reciprocity of aid.

Esta comunicación muestra al grupo como contexto de ayuda informal para personas con discapacidad y/ o para sus familias. La comunicación analiza los beneficios de la experiencia grupal para los usuarios, sean afectados o familiares. El estudio se ha realizado en 19 grupos de diversas enfermedades y/o discapacidades. Entre los beneficios obtenidos por los participantes tenemos:

1. **Apoyo informacional y apoyo material**. Todas las experiencias estudiadas sitúan la recepción y el intercambio de información como el punto de partida que motiva a los participantes a continuar en la experiencia.
2. **Red Social**. Las experiencias estudiadas conforman redes nuevas que tienen un efecto positivo y que, en algunos de los casos, van más allá del contexto grupal.
3. **Apoyo Emocional**. El apoyo emocional que se da y se recibe, es considerado como el aspecto que da sentido a la experiencia y que la perdura en el tiempo.
4. **Aprendizaje**. Se destacan los pequeños trucos de la vida diaria, cuestiones prácticas sobre qué y cómo hacer que facilitan el día a día con una enfermedad y/o discapacidad.
5. EscucharLeer fonéticamente Diccionario 5. Ver diccionario detalladoRespiro. Fundamentalmente en las experiencias formadas por familiares, cuidadores principales, el grupo supone un parón en la cotidianidad y "una recarga de pilas" para el resto de momentos.
6. **Reciprocidad de la ayuda**. Dar y recibir ayuda sitúa a los miembros del grupo en los verdaderos protagonistas de la experiencia.

Entre las conclusiones destacamos que el trabajo en grupo es el sistema de ayuda más deseado para la satisfacción de las necesidades de los participantes en la experiencia. Además, los grupos estudiados, contribuyen positivamente en la salud y el bienestar tanto de los participantes en la experiencia como de los familiares que conviven con ellos.

FORMACIÓN DE FORMADORES DE TRABAJO SOCIAL EN LA REGIÓN ORIENTAL DE MARRUECOS. UNA EXPERIENCIA DE TRABAJO SOCIAL INTERNACIONAL

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Palabras clave: Trabajo Social Internacional, formación de formadores en Trabajo Social, Marruecos, Región Oriental.

This Communication tries to give to account of the experience of the international project "Formation of Training of Social Work, in the Eastern Region of Morocco" that is made during the years 2009-2011 and that Mohamed I of Oujda is born of the demand of the University and of the social institutions of this region. This project framed within the Program ART GOLD of the PNUD, agreed with the Objectives of the Millenium, counts on the participation of the Spanish universities Andalusian of Malaga, Seville and of Granada, the Italian universities of Perugia and Siena, and social promoters of the Communes of Spoleto and Foligno.

Esta Comunicación pretende dar cuenta de la experiencia del proyecto internacional **"Formación de Formadores de Trabajo Social en la Región Oriental de Marruecos"** que se realiza durante los años 2009-2011 yque nace de la demanda de la Universidad Mohamed I de Oujda y de las instituciones sociales de esta región. Este proyecto enmarcado dentro del Programa ART GOLD del PNUD, acorde con los Objetivos del Milenio, cuenta con la participación de las universidades españolas andaluzas de Málaga, Sevilla y de Granada, de las universidades italianas de Perugia y de Siena, y de promotores sociales de las Comunas de Spoleto y de Foligno.
Entre los objetivos de este Proyecto de colaboración internacional multilateral, se encuentran los de los de proporcionar aquellas metodologías y materias distintivas del Trabajo Social, encaminados al reforzamiento de la UniversidadMohamed Premier en el campo de la construcción del Trabajo Social como disciplina, así como su acercamiento a lo social en el terreno de las prácticas y también al reforzamiento de lo local, mediante la contribución a la formación de actores sociales provenientes de las instituciones locales y de la sociedad civil. Esta experiencia pone de manifiesto el riesgo, en materia de cooperación internacional en Trabajo Social, de mantener las posiciones dominantes de las influencias occidentales y resalta la necesidad de desarrollar teorías y prácticas autóctonas en los países en vías de desarrollo. Las conclusiones de esta experiencia nos invitan a reflexionar sobre aquellas dimensiones epistemológicas y metodológicas que identifican al Trabajo Social a nivel mundial y su adecuación a los diferentes contextos internacionales.

POBLACIÓN MIGRANTE, VIVIENDA Y DERECHOS SOCIALES. ESTRATEGIAS DE INCLUSIÓN DESDE EL TRABAJO SOCIAL

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Presentation language: ESPAÑOL

This document is the result of a practical and theoretical work on social management of habitat, with **immigrants,** in the perspective of **social work**. For this reason we analyze the research conducted in Spain since the adoption of the *European Parliament resolution on the urban dimension of cohesion policy in the new programming period*, to understand the role that social work must occupy in the **social policies** of **vivienda**. Provide proposals based on experience with the migrant population and housing.. And a debate on the role of social workers to guarantee the **social rights** of disadvantaged groups in relation to housing and habitat.

El seminario que se presenta es un trabajo de carácter teórico- práctico donde se han recopilado las principales investigaciones hechas en España sobre la dimesión territorial de la exclusión social desde la Resolución del Parlamento Europeo, de 24 de marzo de 2009, sobre la dimensión urbana de la política de cohesión en el nuevo periodo de programación (2008/2130(INI)). Además del necesario ejercicio de compilación, se ha tenido en cuenta las aportaciones que dichas investigaciones hacen al Trabajo Social y las perspectivas que incorporan para la práctica profesional, basándonos en experiencias realizadas en materia de vivienda y hábitat con población migrante.

Así, el Parlamento Europeo, consciente de los nuevos retos que plantean las complejas configuraciones de nuestras ciudades, ha abogado por la cohesión territorial donde las políticas sociales, la integralidad de las intervenciones y la perspectiva social sean incorporadas al desarrollo urbano con carácter apremiante. Es en este espacio donde el Trabajo Social, como profesión visible en los barrios o zonas más degradadas, en contacto con la población en situación de desventaja social y con unas condiciones de vida en demasiadas ocasiones in-dignificantes, juega un papel determinante. No sólo en la aportación de estrategias inclusivas de los colectivos más desfavorecidos, sino en la elaboración de propuestas relacionadas con una gestión social del hábitat basada en la justicia social y donde sean respetados los derechos de los ciudadanos.

La dimensión territorial de la exclusión social no es sólo cuestión de condiciones de vida materiales, sino de aspectos que están íntimamente relacionados con una ciudadanía activa y una defensa de principios elementales para cualquier ciudadano, más allá de nacionalidades o de situaciones jurídicas. En este sentido, cabe destacar cómo, cada vez más, la población migrante es condicionada a vivir en espacios caracterizados por la segregación étnico-cultural, donde las administraciones juegan un papel contradictorio y en el que los trabajadores sociales debemos desempeñar un rol activo, reflexivo y critico con las medidas en materia de gestión del territorio que se están implementando progresivamente.

Se trata que como profesionales inmersos en estas múltiples realidades urbanas, discutamos sobre la adopción de medidas que favorezcan un enfoque integrado, donde se supere la división de intervenciones y en el que el Trabajo Social debata si está preparado para asumir el papel que le corresponde en la gestión, planificación y demanda de políticas sociales en materia de vivienda y hábitat.

DOES A EUROPEAN SOCIAL MODEL COMPATIBLE WITH THE PROGRESSIVE TERRITORIALIZATION OF SOCIAL SERVICES? THE CASE OF SPAIN

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Presentation language: Spanish

Keywords: european social policy, social services, territoriality, sustainability, intergovernmental management

The purpose of this paper is to analyze the social services provision policy in the Autonomous Community of Andalusia, based on the principle of subsidiary, and in which not only interact with the different government levels but civil society and business organizations have broken into traditional state functions. Through the analysis will attempt to answer the question whether the regional policies (in many cases, thanks to European funding) are true sustainable interventions in a context of deep economic crisis like the present, which contribute to strengthening the European social model to which they aspire.

El actual modelo de distribución territorial del poder político en España ha modulado las tradicionales relaciones entre el centro y la periferia. Este nuevo modelo implica interdependencia, participación, negociación e intercambio. No siempre se ha entendido así. Los primeros años de la democracia se caracterizaron por mantener relaciones de conflicto, en un intento de mostrar ámbitos completamente separados en el desarrollo de las competencias autonómicas. Sin embargo, la gestión intergubernamental a lo largo de estos años ha demostrado lo contrario. Especialmente esto es significativo en el ámbito de las políticas de bienestar en donde las necesidades sociales han desbordado la capacidad del Estado central de dar respuestas públicas satisfactorias. La integración de España en la UE y, en consecuencia, el desplazamiento de los centros de decisión recién creados –las Comunidades Autónomas- añade un actor más a conciliar, en la necesidad de implementar un modelo de cohesión social europeo, con las aspiraciones de autonomía política y de creación de políticas propias.

El propósito de esta comunicación es analizar la política de provisión de servicios sociales en la Comunidad autónoma de Andalucía, basada en el principio de subsidiariedad, y en donde no sólo interactúan los distintos niveles de gobierno, sino que la sociedad civil y las organizaciones empresariales han irrumpido en las funciones tradicionales del Estado. Mediante el análisis se intentará responder a la cuestión de si dichas políticas autonómicas (en muchos casos, gracias a la financiación europea) son verdaderas intervenciones sostenibles, en un contexto de profunda crisis económica como el actual, que contribuyen a la consolidación del modelo social europeo al que aspiran.

WHEN PRACTITIONERS BECAME "CLIENTS"; GREEK SOCIAL WORK IN A TIME OF CRISIS

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Keywords: financial crisis, Greece, IMF, social justice, social action, ethics

This presentation portrays the current situation of Greek social work and its response under a time of severe crisis. It is argued that many practitioners face difficulties similar to those in the receiving end. It draws on policy analysis and interviews with practitioners. As a conclusion, this presentation refers to opportunities for political alliances and social partnerships that have merged under this new environment.

This presentation describes the dramatic changes that Greek social work experienced as a result of an unprecedented financial crisis and the drastic neoliberal measures that followed.

Many practitioners found themselves living in conditions similar to those in the receiving end; the social work "clients". Moreover, ethical, political and professional dimensions of such a rapid and extraordinary change will be highlighted.

Greek social work was developed in the 1940's and for over 50 years it shared basic professional characteristics with other paradigms of the periphery of the developed world (middle class activity, fully sponsored by the state, Anglo-American knowledge base, well defined "boundaries" with the service users and antagonism with other professions).

In the beginning of 2010 Greek economy faced near bankruptcy and it was bailed out by the IMF. A great number of social workers lost their jobs in the first months of the crisis as welfare services were the first collapse. Social Workers who kept their jobs suffered overwhelming pay cuts that brought them below the poverty line- ironically, just as the service users. The majority of practitioners have not been paid for more than six months as the state and local authorities are unable to proceed with the payments due to "lack of liquidity". A big number of front line social work services either closed down or merged with other services.

This presentation portrays the current situation of Greek social work under a time of severe crisis drawing on policy analysis and interviews with practitioners. As a conclusion, this presentation refers to opportunities for political alliances and social partnerships that have merged under this new environment. Professional elitism will be challenged, calling for the exploration of a new social work practice based on social justice and the defence of universal welfare rights at a local and European level.

LEARNING BY INTERVENING: EVIDENCE-BASED PRACTICE FOR SOCIAL INNOVATION AND DEVELOPMENT

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Presentation language: English

This presentation will describe a model of evidence-based social work practice that can be used to promote social innovation and development on the practice, program and policy levels. The processes of research and knowledge development and utilization that have contributed to innovation in the social professions in the U.S. in the last century will be reviewed to provide a context for the analysis. The specific history and current implementation of evidence-based practice will then be reviewed to reveal a diversity of approaches that exist under the rubric of evidence-based practice in the U.S.. Survey data gathered from social work practitioners will be presented to reveal a high level of interest among practitioners in utilizing both conceptual and empirical knowledge to advance development of practice at multiple levels. Implementation of an evidence-based practice model responsive to practitioners' information needs and desire to innovate will be promoted. The hazards of evidence-based practice models that focus narrowly on intervention technology also will be described. The model incorporates the idea that social works are ethically obligated to learn from their engagement in social action and social intervention. Implications for social work education, for providing students with competencies to engage in this model of practice will be presented.

LATIN-AMERICAN YOUTH ENTERING THE PROCESS TOWARDS ADULT LIFE. HOW TO BECOME AN ADULT AND A CITIZEN WITHOUT A LEGAL EXISTENCE?

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Keywords:Rights of service users, empowerment strategies, social professional building policy

We would like to present the results of our research « Young Latin-American youthentering the process towards adult life» in a seminar way, in the sub-topic « active citizenship et social rights ». This research, carried out by an team of the University of social applied sciences, was financed by the CEDIC (Study center on cultural diversity and citizenship in health and social work). We are mainly interested in subjects 6, 8 and point 10.

This study concerns young people who are reaching 18 years of age (the age of 18 years means that children's rights begin to disappear) and who live without a legal status in Switzerland. Our research offers a different lighting and questions the concepts of social rights and citizenship. What does it means to lose children's rights and to become a citizen while they don't have a legal existence? What about the right to vote, the right to begin a post obligatory education, the right to obtain a driving license, the right to marriage? How do they become citizen in spite of a non recognition by society?

We plan to present results of the qualitative interviews made with young people without legal status. We want to question the concept or citizenship and to give guidelines to plan social interventions. How can socials work encourage an active citizenship in spite of the lack of a legal status? What role can social workers play in the empowerment of these young people? Can social workers elude the role of political actors when they work with people who face the consequences of actual policies?

RESILIENCE, COMMITMENT AND HOPE: EDUCATING SOCIAL WORKERS FOR SUSTAINABLE PRACTICE IN 3 EUROPEAN COUNTRIES

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Presentation language: English

Keywords: education, resilience, sustainability, preparedness, social work

This paper will present the findings from a piece of qualitative comparative research, undertaken in Milan, Gotenburg and Bristol. The authors of this paper, from each of the three countries, interviewed student social workers in their final semester at college and after 1 year in practice. The paper considers the extent to which their educations supported their resilience in practice.

This paper is concerned to explore whether the education of contemporary social workers usefully supports their practice.

Primarily, we propose to discuss whether professional education provides effective professional knowledge and skills, and also facilitates the development of personal attitudes and qualities, for example: passion, ideological commitment and resilience.

The paper draws from a small comparative pilot study of the preparedness for practice of social work students in three European countries (Italy, Sweden, England), and the extent to which this education sustained their initial first year in practice, and also their faith, at this point in time, in the continuing viability of their professional social work engagement.

Social workers (then students) were interviewed at the end of their initial training and 1 year into practice, and also asked to consider at this point how they perceived their future as social work practitioners. Using phenomenological methodology, in- depth, semi-structured interviews were carried out by the authors at three locations (Gotenberg, Milan and Bristol) in early Summer 2009 and Autumn 2010, with students who had almost completed their degrees in social work, and again when they had 1 year's work experience in full time social work practice. The research interrogated whether, across a range of dimensions (e.g. theoretical knowledge, professional development, self-evaluation) students felt prepared to practice, and 1 year later, whether they felt that their 'preparedness' had been realised.

This paper will present and critically discuss findings in relation to the themes of professional development (including knowledge and skills) and personal development, particularly resilience, commitment and belief in their capacity to continue as effective, competent and optimistic practitioners. It will consider what aspects of the education of social workers in these three different sites foster positive outcomes.

"REINTEGRATING PEOPLE WITH A PROBLEM OF ADDICTION BY MEANS OF A JOB"

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Presentation language: English

People with a great distance to the **labour** market need the time and the support to learn what is necessary to be in the possibility to get and hold a job on their level. For the **reintegration** of people with a **drug addiction** problem we use the method of "**work**" and we can make the conclusion that it works.

The speaker Guido Maertens is coordinator at the sheltered workshop "De Sleutel" (The Key). For more than ten years now, *De Sleutel* has been working exclusively with drug addicts. *De Sleutel* is convinced that giving them a job is quite an effective means to help them reintegrate into society. After all, it is obvious that most drug addicts have placed themselves on the fringe of society during their period of drug abuse, and it is not easy at all for them to regain a normal function in that society.

However, a thorough modular preparation of this reintegration can lead to positive results in several domains. For some of them it will take quite some time to stabilize and to tackle some barriers to work. For others, we just need a correct screening of their problems in order to find a solution. For a third group we will need a correct evaluation of their options. Only after this can we refer them correctly to an appropriate job. The results are quite promising: today, a hundred or so workers of the target group are active in the social workshops in Antwerp and Ghent, where they got a job in the workshop, as members of the parks & public gardens service or in a renovation crew. A correct approach of these groups allows us to develop some commercial activity as well.

The challenge is that we have to motivate them to grow through to a job in an other organisation or in the normal economical circuit, once we reach a good level of stabilisation. In that way we make place for newcomers in our organisation to start up their reintegration project.

This way of working is rather unique in Belgium and possibly also in Europe, proving that even people that can hardly be employed economically can regain a valuable function in society. *De Sleutel* will be glad to meet other European players in this field and to inspire them with good practical examples, thus inciting employers to change their approach towards difficult target groups (in general) and people with a problem of addiction (more specifically).

RESEARCH: "THE RESPONSIBILITY OF SOCIAL WORKERS IN THE SELF-DETERMINATION OF VULNERABLE GROUPS". IMPLICATIONS FOR TRAINING IN PROFESSIONAL PRACTICE

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Presentation language: Spanish

This paper presents a research about hospital's social work with children and the elderly. The purpose was to identify how social workers perceive their action on the rights of information, decision-making and self-determination of patients and their families. The study has shown that social workers have an optimum preparation for working with vulnerable patients and that their presence is very relevant in ethics' committees. The study makes proposals for teaching the necessary competencies for the development of self-determination and for the ethic commitment of social workers.

"La responsabilidad de los trabajadores sociales en la autodeterminación de los colectivos más vulnerables." Implicaciones de la formación en la práctica profesional. La finalidad de esta comunicación es presentar los resultados del estudio "El Trabajo Social con familias:la responsabilidad de los trabajadores sociales en la autodeterminación de los colectivos más vulnerables" realizada por GRITS mediante una beca de investigación sobre bioética concedida por la Fundació Víctor Grífols i Lucas en su 11ª convocatoria. Se ha considerado de especial interés realizar un estudio en el ámbito de la salud para captar cual es la implicación de los trabajadores sociales en el logro del marco ético y bioético que se ha ido desarrollando en los últimos años a partir de diversas legislaciones a nivel internacional, del Estado Español y de Catalunya.

Los objetivos del estudio han sido conocer la práctica del Trabajo Social con las familias de los colectivos vulnerables en relación a la autodeterminación por procesos de enfermedad; e identificar el papel del Trabajador/a Social en la garantía de los derechos a la información y la toma de decisiones. La investigación se ha desarrollado a partir de la construcción de un marco teórico, donde se han establecido los conceptos básicos de partida: *ética y trabajo social, autodeterminación y vulnerabilidad*, y el marco legal y normativo de referencia. Para la obtención de los datos, se ha elaborado un guión de entrevista en profundidad. El estudio se ha centrado en el ámbito hospitalario público de Catalunya, y con los profesionales que llevan a cabo su tarea en hospitales de alta tecnología. Se han llevado a cabo 45 entrevistas a trabajadores/as sociales de 9 hospitales distintos.

Las principales conclusiones que se derivan del análisis de resultados del estudio son que la autodeterminación está vinculada con la toma de decisiones de la persona sobre su propia vida más allá de los aspectos propios de salud; la noción de autodeterminación es intrínseca al Trabajo Social; se identifican actitudes de sobreprotección y paternalismo por parte de los profesionales y los familiares hacia los niños y las personas mayores debido a que debido a la edad, son considerados incapaces de tomar decisiones; y que el documento de consentimiento informado se utiliza a menudo más como un elemento de defensa del profesional que no un derecho de información del paciente. También se concluye que los trabajadores/as sociales gozan de una preparación óptima para el trabajo con colectivos vulnerables; que ejercen una función mediadora tanto en la relación entre pacientes y sus familias como entre éstas y los profesionales de la salud; y que su presencia en los comités de ética es fundamental para aportar la perspectiva del mundo social-relacional de los pacientes del hospital.

Como propuestas más relevantes de la investigación, se destaca la necesidad de incentivar la formación permanente de los trabajadores/as sociales en materia de bioética, favoreciendo la supervisión y potenciando espacios de reflexión y debate. En el marco de los títulos de grado en Trabajo Social, desarrollar una formación más amplia en materia de ética y bioética en las distintas universidades. Seguir realizando estudios sobre estos temas, estimulando las investigaciones por parte de los trabajadores sociales de salud, promoviendo espacios de colaboración entre las unidades de trabajo social y las universidades.

SOCIAL WORK AND DRUG ABUSE TREATMENT

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Keywords: drug abuse treatment, methadone/buprenorphine, women, social work

The area of drug treatment in Sweden has long been framed as an issue for social work with the goal of normalizing the former drug user back into society again. During the last decades this has changed towards a medicalized view, especial if the target group is people who use heroin. Nowadays are treatment programs multidisciplinary and built upon prescribed drugs as methadone/buprenorphine. The medication is often lifelong and actualizes issues of normality since the agencies can turn into "sheltered islands" in where societal excluded members live everyday life with constructed activities.

In my presentation I will present and discuss an evaluation of a program designed in order to meet the needs from a group heavily opiate addicted women deeply involved in street level prostitution. In the program the women get physical, psychological and social service combined with buprenorphine/methadone. The staff consists of a social worker and a nurse.

The focus for the presentation is: How has the staff managed to form a program in where they are combining psychosocial and medical treatment methods? What do the drug using women think of this kind of program? How important is the prescribed drug?

The results show the importance of make alliances to the women and the necessity of paying a lot of interest in the women's reaction towards the medicine; how it gives them strength in order to change their life situation but also how it maintains and reinforces former feeling of abnormality. These feelings can be interpreted from either an individualized medical frame or a frame where societal circumstances will be taken in consideration. I will argue for this later one and claiming the necessity of in doing social work you must use and create a societal terminology and framework.

TIME BANKS: SOCIAL APPROACHES TO COMMUNITY COHESION

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Keywords: inclusion, citizenship, innovation

Time Banking is an innovative form of volunteering based on mutual support, and is a highly effective system for promoting active citizenship, the growth of social capital and community empowerment. Time Banks build on people's strengths and recognise that everyone in a community has something to offer, including those who may be disadvantaged through health and social care needs.

Time Banks measure and value all the different kinds of reciprocal help and skills people can offer each other. There is no exchange of money – the fundamental concept is that everyone's *time* is valued equally: one hour = 1 time credit.

Participants make an active choice to become a member of the time bank. They 'deposit' their time by giving help and support to others and can 'withdraw' their time when they need something done themselves. People help each other with anything and everything, for example computer skills, motorcar repairs, home visiting, shopping, taking and accompanying someone to an appointment, filling in forms, moving or lifting furniture.

The Changing Minds Centre in Northamptonshire, England has joined up with a volunteer bureau to create a Time Bank called 'Take Time to Make Time', launched in June 2010. It follows the Person-to-Person model,which is the most common approach in the UK. It involves a 'broker', based at the volunteer bureau, who facilitates and records exchanges between individuals and develops the membership of the Time bank.

This paper presents the activity and outcomes of establishing Take Time to Make Time.
Results suggest that members of the Time Bank experience a greater sense of cohesion and therefore make a positive contribute to the social infrastructure of their community.

INTUITION, LEARNING AND SOCIAL WORK: REFLECTIONS, STRATEGIES AND EXPERIENCES

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Presentation language: English

Intuition is an inevitable component of social work practice. For example, it helps social workers to take decisions when there is an emergency. But sometimes it brings to the wrong action. A structured reflection on these mistakes brings to a better understanding and awareness, as well as to a more effective practice.

Intuition is an inevitable component of social work practice. Paradoxically, however, a kind of taboo seems to surround this topic now. In fact, in the past the debate about the nature of social work such as an art or a science was resolved in favor of the second option, probably to achieve greater legitimacy in society and in the academic world.

However, a recent survey conducted with the involvement of workers in social services in Italy (Sicora 2010) has shown not only that intuition is always present in the work of helping professionals, but also that there are strategies that can be used to compress significantly the degree of error caused by the "not rational". Incidentally, both intuition and rational reasoning are needed in social work practice even if they often produce systematic errors. Reflecting on these mistakes makes us better understand how we think and feel and help to correct our practice. Such thinking is very close to the idea of "emotional intelligence" developed by Goleman (1995), who believes that feelings are a vital component in decision-making processes of the rational mind. They can be more useful when the subject is able to acknowledge and experience them, consciously creating an environment of harmony between mind and heart. Also the dual-process model of Kahneman (2002) gives a framework for a better understanding of the whole process.

This activity can be empowered by the use of conceptual tools like reflective frameworks (i.e. Borton's key questions, Gibbs's reflective cycle) and techniques of analytic or creative reflective writing. At the same time open and structured discussions with colleagues about mistakes improve the quality of the "learning organization" where people can express and receive criticism using effective strategies**.**

ACCESSIBILITY IN THE PUBLIC HEALTH CENTERS: A STUDY CASE

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Keywords: Accessibility in buildings, health centers, rights of service users.

Palabras clave: Accesibilidad en edificios, centros de salud, derechos de los usuarios de los servicios.

A person with difficulties in mobility or understanding faces up to a daily obstacle race that other users don't suffer in general. In this framework, the accessibility of any user to the public health centers is a topic of great relevance if we aim to a social welfare and care model based in the human rights whose objective is the no discrimination and equal opportunities.

This fact has motivated the study of the actual situation of the accessibility of any user in primary health care centers of Jaén. Specifically, a study case is presented here in relation to current legislation.

Para la mayoría de las personas, el acceso a cualquier edificio, servicio o información es completamente normal, sin embargo una persona con dificultades cognitivas o de movilidad se enfrenta diariamente a una carrera de obstáculos que el reto de las personas usuarias no sufren. En consecuencia, las personas con algún tipo de discapacidad se encuentran en una situación de vulnerabilidad y están expuestos a sufrir discriminación y exclusión social.

En este contexto, la accesibilidad de cualquier usuario a los centros de salud es un asunto de gran interés en un país que pretende cumplir con un modelo de atención y bienestar social basado en los derechos humanos cuyo objetivo es la no discriminación y la igualdad de oportunidades.

Estas circunstancias son las que nos ha motivado a estudiar la situación actual de la accesibilidad de cualquier usuario a los edificios y demás dependencias de los centros de salud de atención primaria.

Con este propósito, hemos realizado un trabajo de campo de tipo cualitativo-interpretativo en diferentes centros de salud de Jaén para determinar el grado de cumplimiento de la legislación sobre accesibilidad en Andalucía, y tomando referencia de la legislación a nivel nacional. Se conjugan aspectos técnicos en la edificación con otros que suponen una barrera física, sensorial o cognitiva para las personas usuarias.

Los resultados derivados de este estudio no sólo dan una visión de la situación real del mismo, sino que también pretende ser un punto de partida para la puesta en marcha de medidas que mejoran las condiciones actuales.

CORPORATE SOCIAL RESPONSIBILITY AND SOCIAL WORK

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Keywords: social work, company, corporate social responsibility

SUMMARY: This communication is part of the theme of "innovation in the fight against poverty and socialinequality." Increasingly, companies believe that their duty is not only to make a profit but alsothat they are part of an environment with which they must interact to make it sustainable.Thus a company is socially responsible when, in addition to strictly complying with its legalobligations, it voluntarily participates in government, its strategy and procedures, and socialand environmental concerns arising from the relationship with interest groups. This practicehas an internal and external dimension. The first includes the management of humanresources, health and safety at work and environmental management. The second concernsthe company's social action and its relationship with the wider community where it is located.In this context, social work may have a large part to play, in the way it is re-introduced into abusiness environment, an area that, from the now distant "company social work", has movedaway from our profession. But new forms of corporate management are introducing andendorsing concepts recognizable to social workers (social action, volunteering, communityrelations, integration ...). Here our profession has an opportunity to incorporate its knowledgeand experience.However, the profile of CSR managers corresponds to professionals who are not based insocial work. A mismatch which could be balanced out if the profession stopped supportingthe company and it also rediscovered that there is scope for intervention.The author has worked on social and environmental projects. He is currently developing CSRprojects. An experience that has allowed him to discover the bridges that can be builtbetween the two worlds; social and corporate.

Esta comunicación se inscribe en el tema "innovación en la lucha contra la pobreza y la desigualdad social". Cada vez son más las empresas que consideran que su deber no essólo la obtención de beneficio económico, sino que también forman parte de un entorno conel que deben interactuar para favorecer su sost145
ibilidad. Así, una empresa será socialmente responsable cuando, además, de cumplir estrictamentecon sus obligaciones legales, integre voluntariamente en su gobierno, estrategia yprocedimientos, las preocupaciones sociales y medioambientales que surgen de la relacióncon sus grupos de interés. Esta práctica tiene una dimensión interna y otra externa. Laprimera agrupa la gestión de los recursos humanos, la salud y seguridad en el trabajo y lagestión medioambiental. La segunda comprende la acción social de la empresa y lasrelaciones con la comunidad donde se ubica. En este marco, el trabajo social puede tener mucho que decir y hacer, de forma que sereencuentre con el ámbito empresarial. Un ámbito que, desde el ya lejano "trabajo social deempresa", se ha alejado de nuestra profesión. Pero, las nuevas formas de gestiónempresarial están introduciendo y haciendo suyos conceptos reconocibles para lostrabajadores sociales (acción social, voluntariado, relaciones con la comunidad,integración...). Aquí nuestra profesión tiene la oportunidad de incorporar su conocimiento yexperiencia.Sin embargo, el perfil de los gestores de la RSE se corresponde con profesionales novinculados al trabajo social. Un desajuste que puede equlibrarse si la profesión deja de darlela espalda a la empresa y redescubre que en ésta también existe un ámbito de intervención.El autor ha trabajado en proyectos sociales y medioambientales. En la actualidad desarrollaproyectos de RSE. Una experiencia que le ha permitido descubrir los puentes que sepueden construir entre ambos mundos, el social y el empresarial.

USER INVOLVEMENT IN THE DEVELOPMENT OF QUALITY STANDARDS IN SOCIAL SERVICES

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Lengua de presentación: Spanish / Español

Mots clés : Participation, users, quality standards, social services

Palabras clave:Participación, usuarios, estándares de calidad, servicios sociales

This work is part of the ongoing project "Quality Indicators in Social Services (INCASS) (Ref. CSO2008-04359/SOCI), funded by the Spanish Ministry of Science and Innovation. The paper argues the need for identifying quality standards in social services that serve as a strategy to promote user involvement in establishing quality assurance systems: describing the quality standards in social services; justifying the need for user participation; and reviewing the main experiences of user involvement. Finally, we present the main conclusions that can be drawn from our work on the need for minimum and maximum quality standards in social services.

Esta comunicación se enmarca en el proyecto en curso "Indicadores de calidad en los Servicios Sociales" (INCASS) (Ref. CSO2008-04359/SOCI), financiado por el Ministerio de Ciencia e Innovación de España (Plan Nacional I+D+I 2008-2011).

En ella se fundamenta la necesidad de identificar estándares de calidad en los Servicios Sociales que sirvan también como estrategia para promover la participación de los usuarios en el establecimiento de sistemas de garantía de calidad en dichos servicios. En primer lugar, se describen los estándares de calidad en los Servicios Sociales (definición, objetivos, utilidad y agentes implicados en los mismos). En segundo lugar, se justifica la necesidad de participación de las personas usuarias en la gestión de la calidad de los Servicios Sociales, así como las dificultades potenciales que se pueden encontrar para dicha participación (basadas en las dificultades de comunicación, en discursos diferentes y en valores diferentes de organizaciones, usuarios y profesionales). En tercer lugar, se revisan las principales experiencias de participación de usuarios en la identificación de estándares de calidad en los Servicios Sociales, la mayoría desarrolladas en el Reino Unido en las dos últimas décadas (Harding y Beresford, 1996; Rosen y Simmons, 2001; General Social Care Council, 2004). Por último, se presentan las principales conclusiones que se pueden extraer del trabajo relativas a la necesidad de contar con estándares mínimo y máximos de calidad en los Servicios Sociales, con implicación de todos sus agentes clave (organizaciones, usuarios y profesionales), tanto en la definición como en el seguimiento y evaluación de dichos estándares de calidad.

INTERCULTURAL EDUCATION IN CATALONIA (SPAIN): INTEGRATION AND ETHNICITY[12]

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Immigration from poor countries has significantly increased in southernEuropesince 1996. Therefore, there is a growing need to evaluate the integration of students into high schools, as their first step to integrating in Catalan and Spanish society. The study focuses on first-generation students in different multicultural classrooms. It aims to evaluate the relationships between students of different ethnicities and races, and to focus on Intercultural Education inCatalan high schools. Student relations are very much determined by ethnicity and drop-out rates are high among some communities (e.g. the Moroccans).

Immigration in South Europe has significantly increased in recent decades. In Spain, the most significant wave of immigrants arrived between 1996 and 2008 (Colectivo Ioé, 2002; Deusdad, 2009; 2010b). Catalonia is one of the regions of Spain with a higher amount of immigrant population (15%). These immigrants are from ethnically different origins, most of them are from Morocco and Latin America.Catalonia is a region with an autonomous government and two official languages—Catalan and Spanish. A system of Catalan immersion has been implemented so that all future citizens will be familiar with them both.

The case study has focused on six different Catalan high schools in the area of influence of Barcelona and a North-American high school from the State of Massachusetts, with a language Immersion System, as well. The study focuses on first-generation students in different multicultural classrooms. It aims to evaluate the relationships between students of different ethnicities and races, and to focus on Intercultural Education in Catalan high schools in order to achieve future social cohesion.

Theoretically, the study is based in the approaches of James A. Banks (2004), David Gillborn (1995; 2008) and sociologist and political scientist such as Will Kymlicka (2008), Michel Wieviorka (1992), Alejandro Portes (2001), Marcelo and Carola Suárez-Orozco (2008) and Mary C. Waters (2007). The study analyzes not only possible racist attitudes and conflicts among pupils but also antiracist and Intercultural Education, and teachers' practices in sheltered Catalan immersion classrooms (*aules d'acollida*) and mainstream classrooms. It also tries to highlight those features of the immersion system that contrast with the bilingual model and their main consequences. Methodologically, the study is based on classroom observations and interviews with teachers and other education professionals (staff, mediators, politicians), and uses a grounded perspective. I have also done class observations in order to analyze the classrooms' atmosphere of classrooms in order to determine how pupils relate to their native peers and to know better teachers practices.

In the high schools analyzed there is not enough recognition to their cultural diversity. Teachers in mainstream classrooms do not use methodologies such as cooperative learning or role play, which can encourage pupils of different cultures to exchange ideas and discuss things with one another. While sheltered Catalan immersion classrooms used intercultural education practices. Students tend to be grouped ethnically inside and outside classrooms. They usually establish territorial boundaries: Muslim girls are usually in a corner talking and eating, and do not do any sports activity. Boys tend to be grouped ethnically: for instance, Moroccan students and Latinos play soccer, but they do not usually mix. The other Latinos play basketball or talk in mixed groups with Latin girls. This territoriality was particularly noticeable in those schools where there were a high percentage of foreign students. However, it can even be noticed in schools with between 10% and 20 % of foreign students.

RESEARCHING ON QUALITY STANDARDS FOR PROFESSIONALS AND EMPLOYERS IN PRIMARY SOCIAL SERVICES

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Lengua de presentación: Spanish / Español

Keywords: Research, Quality, Standards, Primary Social Services

Palabras clave: Investigación, calidad, estándares, Servicios Sociales de Atención Primaria

The paper introduces an overview of the current project "Quality Indicators in Social Services (INCASS)" Ref. CSO2008-04359/SOCI), funded by the Spanish Ministry of Science and Innovation. The project aims are to know the quality standards required in the Primary Social Services, from the integrated approach of users, professionals and employers. It combines secondary with primary research methods in three regions: Madrid, Murcia and Valencia. The project will provide two key results: two good practice guides in social services for both employers and professionals. The paper ends presenting the progress of results and the main conclusions drawn from them.

La comunicación presenta el proyecto en curso "Indicadores de calidad en los Servicios Sociales" (INCASS) (Ref. CSO2008-04359/SOCI), financiado por el Ministerio de Ciencia e Innovación de España (Plan Nacional I+D+I 2008-2011). La finalidad del proyecto es conocer los estándares de calidad necesarios en los Servicios Sociales de Atención Primaria, a través de la identificación de buenas prácticas de profesionales y empleadores de dichos servicios, desde la perspectiva integrada de tres tipos de participantes: usuarios, profesionales y empleadores. El ámbito territorial de estudio comprende los Servicios Sociales de Atención Primaria de tres comunidades autónomas: Comunidad de Madrid, Comunidad Autónoma de la Región de Murcia y Comunidad Valenciana. En cuanto a los métodos, el proyecto de investigación pretende combinar la recopilación y análisis de bibliografía y de fuentes secundarias, con la investigación a partir de fuentes primarias. En la fase empírica, la orientación metodológica del proyecto es cualitativa, y utilizará como técnica fundamental de recogida de datos el grupo de discusión. El análisis de datos, su discusión y las conclusiones, se realizarán, tanto de forma desagregada (por tipo de buenas prácticas, tipo de participante y comunidad autónoma), como agregada, integrando las perspectivas territorial y de los diferentes tipos de participantes. El proyecto prevé dos resultados clave: el establecimiento de sendas Guías de Buenas prácticas para los empleadores y para los profesionales de Servicios Sociales Generales. La comunicación finaliza presentando los avances de resultados obtenidos y las conclusiones a extraer de los mismos (perspectivas teóricas adoptadas sobre los estándares de calidad en los Servicios Sociales, criterios geográficos acerca del área de estudio, participantes, estrategias de investigación, etc.).

THE FOCUS GROUP AS RESEARCH PRACTICE TO PROMOTE THE INVOLVEMENT OF USERS OF SOCIAL SERVICES

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Lengua de presentación: Spanish / Español

Keywords: focus group, participation, users, social services.

Palabras claves: grupo de discusión, participación, usuarios, servicios sociales

The paper justifies the use of focus group as a qualitative research method to promote the participation and involvement of the users in the quality of the Spanish Social Services, within the framework of the research project "Qualitat Indicators in Social Services (INCASS)" (Ref. CSO2008-04359/SOCI), funded by the Spanish Ministry of Science and Innovation. We describe the focus group as a practice and a technique and analyze the advantages and limitations of this research practice involving user of social services as well as methodological considerations to consider prior to the start of meetings.

En esta comunicación se fundamenta la utilización del grupo de discusión como método de investigación cualitativo para promover la participación e implicación de las personas usuarias de los Servicios Sociales españoles en la calidad de los servicios que prestan. El trabajo que se presenta está realizando dentro del marco del Proyecto "Indicadores de calidad en los Servicios Sociales (INCASS)" (Ref. CSO2008-04359/SOCI), financiado por el Ministerio de Ciencias e Innovación de España (Plan Nacional I+D+2008-2011). Director: Victor M. Gimenez-Bertomeu.

En primer lugar se describe el grupo de discusión como práctica y no sólo como técnica y se analizan brevemente los objetivos, características y rasgos principales de la situación que se conforma en un grupo de discusión que en su inicio no puede estar constituido como grupo previamente.

En segundo lugar, se analizan las ventajas y las limitaciones de la práctica a la hora de implicar a los usuarios de los Servicios Sociales así como las consideraciones metodológicas a tener en cuenta previo al inicio de las reuniones.

La comunicación finaliza con las conclusiones más significativas y la presentación de la síntesis del diseño técnico a seguir para la realización de los grupos en el desarrollo del Proyecto anteriormente citado.

THE SOCIAL RESPONSIBILITY OF BUSINESS AND SOCIAL WORK

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Keywords: Social Responsibility of Business, Social Work, Portugal

Abstract: The object of this thesis is the study of the Corporate Social Responsibility, which is characterized by the voluntary adoption of social and environmental concerns by the companies.

In this study we tried to answer the following question: *Which is the Social Service function on the practices that are developed by the CSR*?

This study's conclusions indicate that the Social Work should have a role in the CSR, making use of its skills and abilities so as to create mechanisms that seek the improvement of the intervention quality carried out by the CSR tow ards its employees and society, considering that the specific factors of the productive restructuration and the industrial relations require a multidisciplinary intervention.

Desde la última década del siglo XX, la responsabilidad social de las empresas (RSE) es tema de discusión en la sociedad, especialmente en el ámbito de la gestión y de la administración, habiendo venido a desarrollarse y a ganar más visibilidad.

Las empresas deben identificar sus lagunas en el ámbito de la RSE e intervenir en consonancia con un conjunto de objetivos de que se destacan el alcance de las metas nacionales definidas para el desarrollo sostenible; el incentivo a los nuevos comportamientos en las dimensiones interna y externa, y la mejoría de la performance empresarial.

Tratándose de una responsabilidad social, esta podrá ser un potencial campo de intervención para el Trabajo Social, el hecho de que los estudios publicados toquen esencialmente las dimensiones de la ética y de la responsabilidad ambiental, con especial enfoque para el desarrollo sustentable.

Se pretende, en el presente trabajo comprender si la intervención del Trabajo Social en el sector empresarial podrá contribuir para mejorar, por una parte la eficiencia y la eficacia de los trabajadores y, por otra parte, la canalización de los investimentos sociales de las empresas para el combate efectivo de los problemas sociales creando espacio para la mejoría de la calidad de vida y del bienestar de los trabajadores y de la sociedad en general.

La investigación en Trabajo Social deberá ser un punto de partida para contestar necesidades/problemas de la sociedad, debiendo, por lo tanto, tener como objetivos principales: "facilitar" la intervención dando respuestas más adecuadas a los problemas, y ayudar a comprender las consecuencias de la acción del profesional.

El objeto del presente estudio es la RSE, que se caracteriza por la integración voluntaria de preocupaciones sociales y ambientales por parte de las empresas. La RSE tiene como principal objetivo la responsabilización de las empresas en la cohesión social y en el desarrollo de medidas que van más allá del mero cumplimiento de las obligaciones legales.

En este estudio se busca contestar a la pregunta: ¿Cuál el papel del Trabajo Social en las prácticas desarrolladas por la responsabilidad social empresarial? Para eso, adoptamos la estrategia metodológica inductiva. En la recogida y en el tratamiento de los datos empíricos, en el análisis efectuado a los informes de la responsabilidad social, recurrimos al uso de las técnicas del análisis documental y de contenido.

El eje teórico que sustenta este estudio es el Trabajo Social Empresarial, que visa la promoción de la cohesión social y la mejoría del bienestar social de individuos, grupos o comunidades.

Las conclusiones apuntan en el sentido de que el Trabajo Social deberá intervenir en la RSE, usando sus competencias y sus habilidades en la creación de mecanismos que visen la mejoría de la calidad de la intervención hecha por la responsabilidad social de las empresas, junto de sus colaboradores y de la sociedad, en la medida en que las determinaciones especificas de reestructuración productiva – innovaciones tecnológicas, mercado global y alteraciones de los procesos de trabajo – y de las relaciones laborales carecen de una intervención multidisciplinar.

Consideramos que, para que tal realidad se concretice, es necesario efectuar primeramente una reestructuración del plan de estudios de la licenciatura. Sólo de esta forma estarán los futuros Asistentes Sociales preparados para insertar el Trabajo Social en las empresas

OLDER PEOPLE AND MIGRATION: CHALLENGES FOR SOCIAL WORK

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Presentation language: English

Keywords:Older people; elders; migration; intergenerational solidarity.

Through an exploration of different aspects of European and global migration as it impacts upon the lives of older people this paper will consider some of the intergenerational problems and strategies have been constructed in response.

With neo-liberal resource rationing and cost-shifting from the state to individuals, families and communities, migration issues can add a further layer of complication. By presenting some examples from a variety of contexts and countries, participants may be stimulated into considering new approaches and perspectives to their own local situation in an attempt to find sustainable social work responses in helping to build intergenerational solidarity and social capital.

Some of the topics covered in this presentation will focus on patterns of migration: older migrants, migrating families and migrant carers. Facilitating and supporting social solidarity both locally and internationally requires social workers to have knowledge of the different contexts for social work with elders in and beyond national boundaries. Promoting values that respect difference and uphold the principles of human rights and social justice are central to this area of work. This presentation will highlight the need to consider migration as a driver for social change, offering the opportunity for new forms of social solidarity that can adapt and support people inter-generationally and sustainably in later life.

NOVEL APPROACH TO INTERNATIONAL STUDENT EXCHANGE IN SOCIAL WORK BA PROGRAMME

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Keywords: Social work BA programme, international students, field research

This presentation will illustrate the innovative BA programme for international students at the Faculty of Social Work in Sittard, Netherlands. This tailor made programme for international students will be presented and possibilities for optimization of opportunities for international students will be discussed.

In the times of globalisation international student exchange plays an important role in Social Work curriculum. International students often have diverse needs and an individualised approach is necessary in order to educate a future social professional.

The faculty of Social Work in Sittard offers social work students from abroad the possibility to study by means of a social field research programme. Programme stimulates students to develop their knowledge and skills in their field of interest and creates opportunities for international experience. Empowering students to design their own study is central.

Student explores the social field by literature study, visiting institutions, interviewing professionals, teachers, experts and writing a final report. What is special with this programme is the fact that student can identify the field he/she wants to research and, in close cooperation with student, tailor made programme will be made in order to accommodate this. This way student can express he's/she's passion, enthusiasm and commitment. The student works in partnership with tutor, professionals from the field, service users and native students. Individual research plan is further developed in an in depth field study.

Proactive engagement of the student is required which provides active study environment and building up network in international environment.

Authors have developed this programme due to the diverse demands and needs from international students. Programme is student-demand centred and project based.

Experience with this programme tells us that tailor made approach is necessary and beneficial when working with international Social Work students. Students profit from the ability to focus on their own topic of interest and develop comprehensive network in the field. Points from this programme can be taken into consideration when developing Social Work curriculum for international students.

MAKING SOCIAL WORK(ERS). FLEMISH SOCIAL WORK STUDENTS' VALUES AND ATTITUDES AND THE PROFESSIONAL SOCIALIZATION ROLE OF SOCIAL WORK EDUCATION.

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Presentatietaal: English

Given that **social work (SW)** adheres to a distinct mission and set of **values**, it is crucial to 'make' social workers strongly committed to these underlying principles. This is realized through a process of **professional socialization** (PS), in which **social work education** (SWE) is generally considered to play a primary role. Despite this important role of SWE, there exists limited empirical insight in the mechanisms through which SWE affects value preferences of **SW-students**. This paper will present a research design for assessing Flemish SW-students' values and attitudes and the role of SWE in the process of PS.

The **social work** profession claims a distinctive position and identity in the occupational landscape because of its adherence to a particular set of **values**(i.e., social justice, solidarity, social inclusion)(Hare 2001). As a consequence, it seems crucial that the social work profession is composed of practitioners who are strongly devoted to these core values (Biggerstaff 2000).

In this regard, several scholars attribute a principal role to the process of **professional socialization** (PS) (e.g. Abbott 1999; Ryan et al. 1995; Weiss et al. 2004, 2005). To 'make' social workers equipped with, and strongly committed to, the 'proper' goals and values, a vital role is attributed to **social work education** (SWE)(Gambrill 1997).

Notwithstanding SWE's primary responsibility in the professional socialization of those aspiring the profession, and the (assumed) consecutive impact on their professional identity and practice, this subject remains a relatively neglected area of research. As yet, a number of studies investigated the values and attitudes of **social work students**, often relating it to the PS-process and social work education. These empirical studies, however, often yield conflicting results (Barretti 2004). Also, scant attention has been addressed to the question whether social work students entering the programmes have different values and attitudes, compared to their peers ('are they social worker' or 'do they become one')? Furthermore, there has been scant attention to the fact that the process of PS is under threat because of the fundamental crisis of legitimacy that social work has been experiencing in recent times.

In this paper, we present the **research design** that we will use to empirically explore the values and attitudes of BSW-students in Flanders (Belgium) and to get a better insight in the PS-process. The overall aim of this study will be: (1) to explore the values and attitudes of beginning BSW-students, (2) to see whether we can discern groups of students with a value- or attitude-'pattern', related to their preferred 'major' in the BSW-education, (3) to assess whether BSW-students have different values and attitudes compared to their general peers, and (4) to examine the nature and dynamics of the process of PS of BSW-students. Based on the data collected through this study, implications for both social work education and social work practice can be formulated.

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ETHICAL COMPETENCE OF CHILD CARE SOCIAL WORKERS

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Keywords:moral /ethical competence, social worker, organization, child care, society

Presentation language: English

Summary: Ethical competence of social workers is a very important part of professional competence. Findings of qualitative research in Lithuanian child caresystem showed that society context and climate of organization are very important for the expression of many professional competences. The need for the postgraduate training about ethics in practice and changes in organizations were articulated. **Keywords:moral /ethical competence, social worker, organization, child care, society**

This paper presents some findings from a study done in Lithuania in 2010. Many sociologists put different names on contemporary societies. Majority of them presents societies as insensitive, risk or consuming human life. The high ideals of human rights and professional ethics are in permanent questioning and disregard. Social workers have to work in the cumulative conflicts and tensions among micro, mezzo and macro levels. During conceptualization of social work profession all authors articulate importance of morale and values as a part of professional competence. Having knowledge, skills and values do not mean that in practice social workers are behaving ethically. Discussing professional competence of social workers in such circumstances encouraged us to see to the ethical competence of social workers in the children homes. There is a research question for choosing the suitable concept discussing between moral competence (Kolghberg, 1984), Podolskiy, 2008) or ethical (Whitton, 2007) competence. The different authors of these concepts use some similar components, but distinguish different aspects as well. For this research the notion of ethical competence was based on Arbouche M. (2008), Arduino S. (2006), Cadieux N. & Laflamme R. (2009), Langlois L. (2005) and Whitton H. (2007) sources.

For the analysis of research data was chosen Whitton, 2007 description of ethical competence that consists of 6 different pieces. Qualitative study based on 10 interviews (~55 min.) with experienced (from 4 to 14 years) social workers with Master degree. The interview bas based on three (2 presented from the researcher and one came from their practice) cases. The main questions about these cases were: What are your feelings and reasoning about this case? How do you act on this case? Why? What is needed for a better functioning of social worker? The data of this research w as analyzed according to the Elo & Kyngas (2007) deductive content analysis, looking for the main 6 elements of ethical competence. Findings show, that social workers have different knowledge about morals and resources of ethic: code, virtues, rules, law, communication, experience, intuition, organizational culture. Comprehension skills of social workers are differently developed, articulating on organizational culture, ethics of justice and care, empathy to all participants or to only a child. Problem solving skills, relates with sharing information, using dialogs, but not using ethics of justice or ethics of critics (Langlois, 2005) with advocating skills. It was easier for participants to analyze the cases presented by researcher than case from their own practice. The organizational context and society context was evidently important for the expression of ethical competence. Participants of the study expressed necessary need for the postgraduate training about ethics in practice and suggested to organize seminars, supervision, group discussions, team work and changes in the organizational climate. More strict requirements for the admission to social work studies and jobs were recommended.

THE NEW "SOCIO EDUCATIONAL ASSISTANT" PROFESSION (SEA) IN SWITZERLAND :
VALUED AND VALUABLE PROFESSIONAL PROFILES,
ISSUES AND STAKES FOR THE DEVELOPMENT OF THE SOCIAL WORK PROFESSIONS

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Presentation language: English

This paper presents the first findings of an ongoing empirical qualitative study (2009-2011) carried out in the French speaking part of Switzerland. This research explores **professional identity** and **professional profiles** in a **new profession** of the social work field named "socio-educational assistant" (SEA). The first findings will show that the construction of professional profiles in the SEA profession is challenging: the preliminary results will point out issues and stakes revealed by this new profession regarding the **development of social work professions,** to which users, professionals, institutions and training systems will need to face up.

A new training, « socio-educational assistant » (SEA) has recently been introduced (2005) in the French-speaking part of Switzerland. It represents a real innovation in the field of social work professions as it is the first social work training available at the upper secondary level of education: until then, all the social work professions were taught at the same and superior level, the tertiary level.

The first SEA graduates entered the labor market in 2008. What resources/competencies and skills are expected and required of these new professionals? What are the values and work ethic of this profession as well as the motivators to practice it? How do the SEA professionals position themselves toward these different elements of their professional profile?

This paper presents the first findings of an ongoing empirical qualitative study (2009-2011) that explores professional identity and professional profiles in the new SEA profession. This research, which builds on a previous study carried out while SEAs were still in training (2005-2008), aims to define the components of the SEA professional identity and their contents, and to grasp the characteristics of a valued and valuable professional profile in this new profession as SEAs enter the labor market. The representations of three different groups of actors are investigated: the SEA practitioners, their employers and colleagues. Approximately 30 semi focused interviews were carried out with these different types of informants.

The first findings will present different perspectives on the SEA professional profiles and highlight similarities and differences between the standpoints of the concerned actors. They will also show that the construction of professional profiles in the SEA profession is challenging: the preliminary results will point out issues and stakes revealed by this new profession regarding the development of social work professions, to which users, professionals, institutions and training systems will need to face up.

TRANSITION PLAN FOR MOBILITY AND ACCESSIBILITY WORKS JAÉN TRAMWAY SYSTEM: MODEL FOR INTEGRATION OF PERSONS DEPENDENT ON PERSONAL AUTONOMY

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Presentation language: Español

Keywords: Accessibility, Building, Integration, and Empowerment Unit.

In accordance with the policy of promoting public transport driven by the Junta de Andalucía, the Ministry of Public Works and Transportation is building the tram Jaén, which will provide the capital of an environmentally sustainable transport system, efficient travel time and regular way, and integrated into the urban fabric.
The objective of this project is to ensure that accessibility is a common feature in our cities and a requirement fully assumed by planners and managers of the same, given their ability or effect to transform reality in accordance with the objective of a space accessible urban.

El Área Metropolitana de Jaén cuenta con una población aproximada de 200.000 habitantes que recurren de forma mayoritaria al vehículo privado como medio de transporte habitual.

De acuerdo con la política de fomento del transporte público impulsada por la Junta de Andalucía, la Consejería de Obras Públicas y Transportes está construyendo el Tranvía de Jaén, que dotará a la capital de un sistema de transportes ambientalmente sostenible, eficiente en tiempos de viajes y regularidad de paso, e integrado en la trama urbana.

En definitiva, un modelo de transporte que aportará vanguardia a Jaén, equiparándola a ciudades como Vitoria, Burdeos, Grenoble, Tenerife y Parla.

Pero sin olvidar, que el modelo de ciudad actual genera un aumento creciente de las necesidades de movilidad, derivadas en gran parte de modelos urbanos dispersos y con separación de usos. Este proyecto se enmarca en la necesidad social y política de dar respuesta a la pérdida de calidad de vida en la ciudad de los ciudadanos con vivienda próxima al entorno de construcción del tranvía, pérdida y dificultades que se agudizan en el caso de los colectivos con problemas de movilidad o comunicación, en definitiva, para personas en situación de dependencia.

Dada esta situación se hace necesario evaluar y dar una respuesta que resuelva de forma integral las necesidades y requerimientos de estos grupos sociales en la ciudad de Jaén para facilitar el diseño del entorno urbano que simplifique y facilite la vida a todos durante el desarrollo de la construcción del tranvía, ya que la participación ciudadana y de los agentes sociales es un factor esencial para el éxito de las políticas urbanas.

El objetivo de este proyecto es conseguir que la accesibilidad sea una característica común en nuestras ciudades y un requisito plenamente asumido por los planificadores y gestores de las mismas, dada su capacidad o sus efectos para transformar la realidad de acuerdo con el objetivo de conseguir un espacio urbano accesible.

SOCIAL WORK IN A SHARED TRAUMATIC REALITY: EXPERIENCES FROM BOSNIA-HERZEGOVINA

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Presentation language: English

Keywords: social work, shared traumatic reality, professional responses, ethical dilemmas

Based on the case-study of the conduct of social workers in Sarajevo under thie siege, this paper investigates the impact of violent political conflict on social workers during the war 1992-1995. The concept of „shared traumatic reality" in which social workers appear not only as service providers and helpers but also as a part of attacked community is used in order to present knowledge gathered. The research findings suggest that within a violent context social workers are faced with a range of important dillemmas wich need to be discused in a professional and academy field.

REVITALIZING RADICAL SOCIAL WORK IN 21ST CENTURY:
PRACTICAL OPPORTUNITIES FOR SOCIAL CHANGE

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Presentation language: English

Presenting four areas of activities which can contribute to social change: demonstrative, cooperative, formative and transformative with practical examples from Croatian perspective. Demonstrative activities are directed to raising public consciousness, cooperative toward building partnership, formative are about transferring knowledge and skills to future activists, and transformative tend to produce direct impact in social reality.

Radical tradition exists in social work from its very beginnings. In spite of this, radicals experienced significant critics, e.g. that radical ideas remained ideology, there weren't many practical implications and influence on social change was marginal. In light of these issues, paper tries to make contribution to practical opportunities of radical social work in 21st century. What is that social workers can actually do to make significant contributions to social change?

Paper presents four areas of activities which can contribute to social change: demonstrative, cooperative, formative and transformative with practical examples from Croatian perspective. Demonstrative activities have aim to raise public conscious on certain issue, resource distribution and structural factors that affect social problem. 'Public' includes professional community, service users, politicians and population in general. These activities range from providing information to transfer social ideas through campaigns, cooperation with media and producing pressure in public sphere. Cooperative activities are to develop partnership in public space through finding partners, establish formal alliances, networking and associating. Possibilities can range up to political pressure (which happens through social movements and pressure groups). Formative activities encompass transfer of specific knowledge and experiences about radical approach to social work students. Stronger binding of social work education with the „real life" of social work clients may open platform for their future social activism that is not necessarily associated with the prevailing „evidence based epistemology" in social sciences. Transformative activities are directed to producing social change in narrow sense: providing new services or initiating changes through political processes. These aims can be achieved either by interfering in legislative processes or through direct political decision making by citizens.

In all of these activities social workers can be seen as initiating and coordinating force that can develop sustainable platform for further social activism.

ZACHTE G, AN INNOVATIVE PROJECT FOR BUILDING NETWORKS FOR YOUNG PEOPLE

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Presentation language: English

Keywords: innovation, project, young people, activation, creativity

Subject of this presentation is "Zachte G" project. It was developed from a need to promote active participation of young people in society. Authors will present the project and make a ling with social work and youth. Conclusions will be drawn about the need of creative approaches and activation when working with young people.

"Zachte G" encourages young people to express their views through art and ensures space and audience where that voice can be heard. It is a virtual platform where young people are given a voice to express themselves and raise and tackle relevant issues in society. This way, young people's opportunities to actively participate in society are promoted and encouraged. Its mission is to contribute to a vital social and economical climate for young and creative people. At this moment project has more than 450 members.

Authors have researched this project by observation and in depth interviews. Paper was written in order to promote this project as a good practice.

"Zachte G" has proven to be an important tool for discussion for young people in the region. It provides arena where creativity and innovation can be exercised and social and economic development promoted.

It is a binding agent for the creative young people. By providing opportunities for virtual and physical communication it enables group forming and promotes social cohesion, as well as the economy in the region. It is, at the same time oriented and shaped by its users, giving them space to communicate their creative talent.

Zachte G project is a important initiative and could be transferable in order to activate young people and promote their participation in society. This initiative stimulates social capital and creates new opportunities for participation and empowerment of young people. It's an innovative project which addresses social and economic challenges young people are faced with.

Web: www.zachteg.nl

EMPOWERING SOCIAL WORK PRACTITIONERS:
(OR) WHY DON'T PRACTITIONERS PRESENT CONFERENCE ABSTRACTS?

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Active practitioners rarely develop abstracts for conferences or write for journal publication. This means that the development of knowledge within the profession is largely in the hands of academics. The result of this can be that the valuable 'practice wisdom' which practitioners hold is shared on a micro basis within defined communities of practice but not on a wider scale. The British Association of Social Workers (BASW) has recognised the fact that few practitioners present abstracts and believing that practitioners have a wealth of practice wisdom to share with their colleagues has developed a project to empower practitioners.

The project will start with the delivery of a series of workshops for practitioners, exploring the importance of practice wisdom and discussing the barriers which practitioners face in developing and submitting abstracts. Taking a solution focused approach, 'enablers' to balance these barriers will be discussed and practitioners will be challenged to develop ideas for abstracts. Mentoring and support will be provided, using those approaches identified as most useful by practitioners in the workshops.

The aim is to develop an annual practice symposium (Conference) based entirely on presentations by practitioners. The practitioners giving presentations judged to be the most interesting to other practitioners will then be supported by BASW to submit abstracts for international conferences such as ENSACT.

This is currently a work in progress, and will be ready to report at the ENSACT Conference. The presentation will explore the findings from the workshops, and report on the outcomes of the project. Particular focus will be placed on the barriers expressed by practitioners and the enablers developed to support practitioners in developing the passion needed to share their work with others. This will be useful to conference participants as we consider the role of 'professional intuition' in social education and practice.

GOVERNING THE POOR: THE LOGIC OF EMPOWERMENT AND PARTICIPATION IN ANTI-POVERTY POLICY MAKING IN FLANDERS

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Presentation language: English

Keywords: anti-poverty policy, people with experience of poverty, empowerment, participation, public service delivery

Since many anti-poverty strategies in the European context are embedded in a participatory logic, social policy has shown interest in putting people with experience of poverty in participatory positions in order to implement anti-poverty strategies for public services and policy units. In this article, the enacted logic of employing individuals with experience of poverty as *poverty experts* is analysed and potential risks and challenges are discussed: do these individuals function as pawns or as pioneers

In the name of democratic accountability in Western welfare regimes, the formal participation of people with experience of poverty in research, policy making, and practice has figured prominently on the agenda in recent decades (Lister, 2002, 2004; Krumer-Nevo, 2008). Beresford (2000) and Krumer-Nevo (2005) argue for the explicit recognition of the viewpoints and perspectives of people in poverty in research, policy and practice as "they have the capacity to place, and indeed sometimes to force, life knowledge on the political, professional, academic and policy making agenda" (Beresford, 2000: 493). In parallel with these international developments, anti-poverty policy making in Flanders (the Dutch speaking part of Belgium) has been based on the principle of empowering people with experience of poverty to support their direct participation since 1993 (Bouverne-De Bie et al., 2003). In this presentation, we argue that the dominant interpretation of empowerment implies a participation process that goes hand in hand with fundamental challenges (see Roose, 2003; Cruikshank, 1999; Miller & Rose, 2008). We illustrate this in exploring the rationale of a recent pilot project unfolding in the context of the recruitment and employment of *experts with experience of poverty* in federal public services in order to bridge a presumed gap between poor people and federal public service delivery. Preceding their employment, people with experience of poverty were educated to transform their experience of living in poverty into expertise by way of following an advanced educational programme. The enacted logic of empowerment and participation in the mobilization of people with experience of poverty as *experts* is analyzed.

CONTRIBUTING TO SOCIAL DEVELOPMENT THROUGH COMMUNITY WORK APPROACH

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Presentation language: English

Keywords: community work, quality of life, citizens participation, education

During the last two decades social work in Croatia was very preoccupied with remediation of the consequences of war as well as with the restoration of modern social services. In this process social work professionals did not pay enough attention to community work approach but were mostly oriented to social casework and social work with groups in the frame of so called psychosocial paradigm. The work with communities remained rather neglected. This fact was the reason for introducing of a new project in Croatian social work practice and education. Three partners (HAN University, Netherlands, University of Zagreb, Croatia and Center for Civil Initiatives, Croatia) joined and launched project with the overall objective to improve the quality of life in communities and increase citizens participation and equal leadership of men and women through education in community development for students and professionals in social work. The project goal was to stimulate community empowerment and citizen's participation in Croatia by building up professional capacity for community development work. This goal has three components:

A) To improve the education in gender-sensitive community development work in the Social Work Study Centre of the University of Zagreb, through the development of a curriculum community development work for MA studies and extending the curriculum for students at BA level with new theory and methodologies.

B) To provide further education in community development work to professional social workers and the development of a summer school to provide this education also in the future.

C) To develop a new practice in community development work in pilot projects, in two Croatian cities - Karlovac and Petrinja, and through this provide practice experience for students and professionals.

The project is funded by Dutch government in the frame of MATRA program and the project results will be presented for the first two years of the project.

IRONY AND SOCIAL WORK: IN SEARCH FOR THE HAPPY SISYPHUS

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Presentation language: English

The current managerial approach in social work is seen as a rationale for the limited scope for discretion of social workers. It is nevertheless observed that social work positions itself as powerless and passive and that this position is "at least partly self-imposed and so can be changed from within" (Bar-on, 2002: 1010). In the light of managerial demands, Evans and Harris (2004) refer to the exaggerated death of discretion as social work cannot solely be seen as a victim of social policy and managerial strategies. In this presentation, we present an analysis of different perspectives in social work on dealing with organisational contexts that are considered as restrictive. First we focus on the finding that social work has an inherently ambivalent character, and argue that the recently inserted and dominant logic of managerialism complicates the recognition of ambivalence. Second, we identify and explore various perspectives in social work literature and practice on dealing with this ambivalence. We state that either social work can attempt to ignore and escape ambivalence, or preserve (the discussion on) ambivalence as an opportunity for social work. We argue for the importance to develop an ironical perspective in social work practice, research and education.

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EDUCATION FOR SUSTAINABLE DEVELOPMENT: SOCIAL LEARNING ABOUT PUBLIC ISSUES

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Presentatietaal: Nederlands

Sustainable development is increasingly regarded as a matter of **social learning**. Social work has a vital role to play in addressing the challenges at stake. Social learning, social work and sustainable development have in common that they are basically radical concepts that run the risk of a pragmatic, depoliticised application in practice. In order to prevent this, social learning processes could address sustainability as a '**public issue**', a matter that cannot merely be dealt with by experts within existing institutions but that requires a continuous struggle for ideas, interests, values, worldviews and opinions within diverse public arenas.

Processen van sociale verandering worden in toenemende mate beschreven als leerprocessen van individuen, groepen en samenlevingsverbanden. Dat geldt ook voor **duurzame ontwikkeling** (DO). Beleidmakers gaan ervan uit dat het streven naar een duurzame samenleving een continu leerproces vereist. Ook in het werkveld, bij concrete initiatieven die streven naar een duurzame samenleving, krijgen leerprocessen veel aandacht. Er lijkt daarbij ook een rol weggelegd voor sociaalwerkpraktijken.

Als reactie op geïndividualiseerde benaderingen van leren komen er meer sociale theorieën op de voorgrond, zoals de notie '**sociaal leren**'. Sociaal leren is het leren van groepen, netwerken en sociale systemen die zich engageren in probleemoplossende activiteiten in nieuwe, complexe, onzekere en onvoorspelbare omstandigheden. Het is een leerproces dat in dialoog en samenwerking met diverse actoren kan ontstaan n.a.v. een maatschappelijk probleem. Problemen in de maatschappij worden gearticuleerd en geïnterpreteerd en toekomstprojecten voor een 'beter' samenleven uitgedacht en uitgeprobeerd. Het concept werd toegepast in verschillende domeinen, waaronder veranderingsprocessen gericht op DO. In die vertaalslag naar concrete praktijken bleek het – nochtans radicaal democratische – concept uiterst kwetsbaar voor gedepolitiseerde interpretaties. De nadruk komt al snel te liggen op het bereiken van consensus en op bureaucratische en expert-gestuurde participatiepraktijken.

Het sociaal werk kan bijdragen aan een meer kritische, politieke benadering van educatie in de context van duurzame ontwikkeling. Dit vereist echter een radicaal democratisch perspectief waarbij duurzame ontwikkeling naar voor wordt gebracht als '**publieke kwestie**', als iets dat niet zonder meer aangepakt kan worden door experts binnen bestaande instituties. Publieke kwesties zijn niet terug te brengen tot feiten die gevat kunnen worden in indicatoren. Kant-en-klare oplossingen zijn niet voorhanden. Het is geen vaststaande maatstaf maar een tijdelijk, historisch resultaat van een continue strijd om ideeën, belangen, waarden, wereldbeelden en opvattingen. Publieke kwesties creëren betrokkenheid en stellen tegelijkertijd gemeenschappen op de proef omdat ze hen uitdagen een antwoord te formuleren op dergelijke complexe vraagstukken. Sociaal leren over publieke kwesties veronderstelt een radicaal democratisch perspectief op gemeenschapsvorming en participatie. Een dergelijk perspectief op sociaal werk waarbij het persoonlijke en het politieke verbonden worden, is dan cruciaal evenals het overstijgen van de beperkende focus op consensus.

CULTURE AND POVERTY. TWO DIFFERENT ANGLES IN INTERCULTURAL SOCIAL WORK PRACTICE

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Presentatietaal: English

In this paper we describe the results of a research project that focused on social work with people of foreign origin facing poverty. Two research questions were central. First: what are the interpreting frameworks and principles of intervention used by professionals in working with clients of a foreign origin in a poverty situation? Secondly: what are the views of the poor service users of foreign origin concerning good social work practices and qualitative helping relationsips? We collected data throug a **qualitative survey**: we interviewed twenty social workers from eight social welfare organisations in Antwerp and sixteen service users of foreign origin living in poverty. An important outcome of the study is that the 'experience of difference' called culture, influences the views of practioners on the causes of **poverty** of their clients of foreign origin. Professionals tend to see the '**culture'** of the clients as the major cause of their poverty. We call this 'the cultural fault model'. By giving voice to the perspectives of service users and by presenting a more sophisticated model on the causes of poverty and social exclusion, we bring an alternative interpretation of the '**ethnic reality'** of service users. In this way, we try to contribute to a reflective social work practice that can lead to better and more effective **helpingrelations with people from foreign origin living in poverty**.

PUBLIC PARTICIPATION IN THE PROCESS OF DESTIGMATIZATION OF SOCIALLY EXCLUDED

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Presentation language: English

Keywords: destigmatization, stereotypes, social integration

Author presents how to make a rehabilitation process more efficient. The author finds work in open environment very significant in the rehabilitation. In the author's opinion in resocialization should be used a strategy of including the socially excluded. The author prepared concrete solutions of work in an open society which could help former prisoners in social integration.The presentation will examine issues of importance in the process of integration of society (social integration), the socially excluded in the mainstream of social life. Interactions between stigmatized and not stigmatized individuals are vital elements of social life. In most every man in her life was in a position to initiate interaction with the person you receive, as a unit marked by the general public. At such moments, it is felt anxiety, embarrassment, fear of a person who is perceived as "Other."

In today's global crisis of values and socio-cultural changes that are affecting thecondition of society, work on planning and execution of the functional system of assistance topersons at risk of marginalization and social exclusion must include the widest possible areain terms of substance. This means comprehensive help - education, work, but also thetraining of social skills needed to cope in an open society. Manifestations of social exclusionare conditioned by the specific environment in which they occur. They are based on thematerial and spiritual poverty, family dysfunctionality, aid institutions, and inappropriateattitudes of society.

The presentation will examine issues of importance in the process of integration of society(social integration), the socially excluded in the mainstream of social life. Interactions between stigmatized and not stigmatized individuals are vital elements of social life. In mostevery man in her life was in a position to initiate interaction with the person you receive, as aunit marked by the general public. At such moments, it is felt anxiety, embarrassment, fear ofa person who is perceived as "Other."

In the presentation, accent will be on creating a mechanism for the appearance of the labelsassigned to specific people - former prisoners, the knowledge of certain values, stereotypesand assumptions operating within a given social group, with particular emphasis onconditions of the destigmatization process.

Will present the results of studies aimed at understanding of the destigmatization determinants former convicts, both from the perspective of society, stigmatizing, and thesame stigmatized - those who stay behind in prison. The presentation will be showed results, the following research questions:
- That social attitudes are stigmatizing or destigmatizing character ex-prisoners?
- As far as social responses allow criminals to get rid of stigma?
- What action the system and individual skills allow us to perceive him/herself by ex-convictsas full members of society?
- What practices and activities organized by the society allow for building and strengtheningthe identity of ex-convicts?

FAMILY HOLIDAYS FOR ALL: A SUSTAINABLE SOCIAL DEVELOPMENT PROJECT

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Chosen aspects: active citizenship and social rights

This contribution will present an innovative project carried out in Valais (Switzerland) in the summer of 2010. It was initiated by a social worker from child protection services, who is currently teaching at the University of Applied Sciences Valais (HES-SO Valais). The aim of this project was to offer families in difficulties the possibility to go on holiday with their children. Considered were families that would not have been able to go on holiday without appropriate monitoring and support (mainly psychological).

53 persons (parents, children, accompanying persons) spent 5 days in a mountain chalet. The main focus of the project was on parental skills training in a relatively playful way and in a non-institutional environment.

The social workers were able to see the families in a different context and the informal circumstances helped the parents to (re)discover their role and to make progress. Activities were organised for the children to provide them with a real holiday experience.

This experience can be considered as an opportunity to stimulate social resources, to initiate or improve strategies to help the beneficiaries and to make sure their specific needs are heard and taken into account.

This project also promotes social sustainability by including students, professionals and volunteers and by deconstructing the stereotypes of socially fragile families.

PARENTS' RIGHT TO PARTICIPATION IN COMPULSORY EDUCATION

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Keywords: Focus on Rights, participation, education, indicators

The paper presents the results of a comparative study on Parents' Right to Participation inCompulsory Education, in different European countries, funded by the EuropeanCommission. This has involved the study of education legislation with the aim of determiningthe explicit existence of the subject under study and the treatment given from a judicial pointof view. The existence of regulation of participation as a condition to guarantee participationis assumed as a premise. A set of indicators, starting with the results of the studies carried out by Eurydice in 1997 and2004, differentiating between individual rights (information, appeal and choice) and grouprights (participation). Each of the indicators has been given a score so that a continuousvariable can be created, as a global indicator. The results of the study present a relatively similar panorama between the different European countries, in comparison with previous studies. In the case of Spain the existenceof judicial guarantees should be emphasized, particularly regarding the right of informationand appeal. The right to participation is situated at the other extreme, although EducationAdministrations undertake the commitment to guarantee the participation of the educationcommunity in the organization, the government, the running and assessment of theeducation centres, reality shows that this objective is still to be achieved, as corroborated bythe low rates of active participation of parents. The paper explains the set of indicators used, the first results obtained are presented in acompared perspective and suggestions for action are put forward as conclusions to the study

BETWEEN SOCIAL SUPPORT AND ECONOMIC DEVELOPMENT-
SOCIAL DEVELOPMENT THROUGH AFRICAN HAIR SALONS IN FRANKFURT?

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Presentation language: English

In my presentation I will focus on **African hair salons** as **ethnic businesses** in Frankfurt am Main, Germany and their significance as social and economic spaces for migrants. I would like to discuss the extent to which Afro salons manifest **Social Development** according to Midgley (1995) through their creation of **social support networks** and economic spaces of **empowerment**. Which influence do the salons have on the **agency** of African migrants?

African migrants in Germany often experience discrimination and devaluation in the German labor market. While African women are often familiar with the art of African hair styles, which they have formally or informally learned in their home countries, the opening of an Afro salon in Germany is an important alternative to an engagement for both women and men. Since African hair salons serve as meeting and informal support spaces in the migrant community, the salon work also amplifies the contact with the group of African migrants (Schmitt 2010).

Before and during a salon opening, African agents benefit highly of useful assisting social networks including family, friends, spouses and/or German contact persons. Also, those contacts often help in obtaining certificates and social degrees, legitimizing the opening in Germany.

Through the salon itself, owners give in turn back their experienced social support to salon guests. Visiting a salon for social reasons is not a rarity: the discussion of personal problems ("informal psychotherapy") or problems with the authorities can be an occasion to seek the exchange with others in the salon. This informal support space in turn sustains itself by an economic profit that the owners of parlors earn.

Economic development and social development take place in reciprocity.

In my presentation I would like to discuss the extent to which Afro salons manifest Social Development (Midgley 1995) through their creation of social (Kessl/ Reutlinger 2010) and economic spaces of empowerment. Social Development differs from social work and social philanthropy in many ways. It does not focus implicitly on needy individuals. Instead it tries to enhance the well-being of whole communities. "(…) social development´s most distinctive feature is its attempt to link social and economic development efforts. Social development explicitly seeks to integrate social and economic processes, viewing both elements as integral facets of a dynamic process of development" (Midgley 1995: 23). In the case of African hair salons in the Diaspora, I would like to deal now with the following questions: How do actors themselves develop and secure social and economic sustainability in a partly disclaiming society of residence through their power of action (agency)? If so, how do they create Social Development outgoing from that salons through the creation of social spaces?

The material is based on the ethnographic research in the context of my dissertation project, on which I work at the Research Center of Social and Cultural Studies (SOCUM) at the Johannes Gutenberg University in Mainz, Germany.

E-INCLUSION: PARTICIPATION OF CAREGIVERS IN THE NETWORK SOCIETY.

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Presentation language: Español

Keywords: Social participation, carers, Network Society, dependenceand long-term care

Currently one of the challenges of social work professionals is based on the guidance, intervention and support of family members, which is responsible for the care of dependent people. This challenge involves the implementation of new ideas and resources for these people, beyond those established institutionally, that is the challenge of e-inclusion and opportunities that the Web can offer as a resource, this will be the topic addressed in our presentation.

En la actualidad política y organizativa, uno de los principales temas de debate que podemos encontrar en varios países es la atención a las situaciones de dependencia y los cuidados de larga duración. La familia y concretamente los cuidadores/as informales conforman la primera red de apoyo en las situaciones de dependencia, desarrollando su labor sin tener necesariamente la información y formación precisa. En este sentido, ser cuidador/a conlleva riesgos psicosociales, ergonómicos, de seguridad, de higiene y cambios sociales, laborales, familiares, de salud y de sentimientos.

Desde las administraciones públicas se hace visible la necesidad de apoyo y son varios los países de la Unión Europea y la Organización para la Cooperación al Desarrollo Económico los que han puesto en marcha mecanismos de protección a la dependencia, en los cuales existen recursos para cuidadores/as informales como: compensación económica, seguro de accidentes, sustitución temporal, formación y asesoramiento.

En contraste, es frecuente aún encontrar un modelo de intervención centrado en la persona dependiente como cliente y la persona cuidadora como co-trabajador o recurso y por otro lado, aquellas instituciones que intentan trabajar con personas cuidadoras, encuentran barreras como la falta de tiempo o la escasez de recursos (Ej.: Tercer Sector).

En este sentido, se hace necesaria la búsqueda de recursos alternativos y sostenibles, entre los cuales la Web como fuente de información, formación, redes sociales y servicios facilita la participación social de las personas que cuidan y puede contribuir a la mejora de su calidad de vida y del propio proceso de cuidado..

En el contexto español encontramos varias experiencias de Webs al servicio de personas cuidadoras, así como de personas con algún grado de dependencia y profesionales. Algunas de ellas son:
- Apoyo al cuidador.es. Curso: Cocemfe Castilla y León.
- Ser Cuidador. Web: Cruz Roja Española e IMSERSO.
- Cuidadoras en Red. Red social: I^{2}BC y Universidad de Málaga.
- Un cuidador, dos vidas. Web y formación: Obra Social La Caixa.
- Red social de cuidadoras y cuidadores familiares. Innovación en cuidados en la sociedad del conocimiento. Cuidadoras.net
- APTIC. Red social de asociaciones de pacientes y TIC del Estado español. Creación: UOC.

Por tanto, se trata del aprovechamiento de un recurso ya existente, aunque para ello se requiere de la superación de barreras como la llamada brecha digital, que afecta en España a más mujeres que hombres, aunque existen diferencias por edades. Por otro lado, curiosamente, el 83,6% de las personas cuidadoras en nuestro país son mujeres.

POLICE, SOCIAL WORKERS AND MIGRANTS, WORKING TOGETHER FOR INTEGRATION AND ACTIVE CITIZENSHIP

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Subject

The presentation will be based on a European research at present conducted by Finland, Sweden, UK, Spain and the Netherlands. This project identifies good practices in cooperation between police and social work in interaction with migrants. Based on analyses of these practices educational material is developed and tested in a joint educational programme for policemen and social workers working in a multicultural context. By mutual recognition of differences and similarities the integration process of migrants will be better understood and supported.

Approach

Integration is a two-way process in which migrants are active actors. For migrants from poor backgrounds and living in marginal districts integration may be difficult to achieve. Tensions in their own communities and between the migrant communities and the world around them (discrimination, marginalization, and criminalization) can hinder integration. Social workers and policemen are the most important local professionals who are active in these communities and who are able to prevent escalation and stimulate active citizenship. They can support newcomers to find their way in society and participate as a full citizen.

Results and transfer

In April 2011 the project will be nearly finished. We expect to deliver 1) a booklet with 25 good practices and a reflective conclusive chapter with challenging innovative approaches and 2) we will discuss with the audience some of our main dilemmas and puzzles, such as 'how to answer the context migrants are in without defining the problems and approaches for them?' and 'if police and social work go hand in hand, what are their roles and responsibilities?' and 'how to integrate without categorizing and stigmatizing?'.

SOCIAL WORKERS PERCEPTIONS AND APPROACHES OF ACTIVE CITIZENSHIP

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Subject

Presentation of and discussion about a comparative European masterproject in researching 'social workers perceptions and approaches of active citizenship' in Sweden and Estonia. The thesis is that internationalisation by involving master students in international comparative research on social work practice is relatively easy to organise and has a great impact and learning value.

Approach

In the academic Norm network 'Participative citizenship' ten Universities from all corners of Europe are working together in the field of master development and European comparative research. Norm promotes cooperation in masters and research, e.g. by developing shared researches and exchange of lecturers around this research. One of the ongoing pilots is this 'social work perception' project, carried out by Linnaeus University (Sweden) and Tartu University (Estonia). Master students from both universities interviewed social workers and discussed the outcomes in a video conference. Lecturers from both universities lectured on active citizenship.

Results and transfer

In the workshop we will present some of the backgrounds of the research, and we will present outcomes of the research among appr. 40 social workers. After that we invite the participants to discuss internationalisation by doing comparative European researches within existing master programs.

SOCIAL WORK AND SUSTAINABILITY: THE CIVIC CONTRIBUTION OF A PROFESSION

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Presentation language: english

Keywords: social work, profession, civic contribution, sustainability, social capital

Our presentation aims to defend the importance of social work's civic contribution as a profession for the contemporary challenge of global sustainability. We begin by de-constructing/re-constructing the concept of sustainability, emphasising the unsustainably of our present global conjuncture. The point of view taken is a prospective one, considering a possible future scenario for the world in 2025. To be able to respond positively to the many and complex challenges this future may bring, social work profession will have to pay special attention to the development of its human and social capital. We finish by debating the possible civic contribution social work may give to sustainability, namely by exploring strategies of qualification, areas of intervention and priority domains for sustainability.

Starting from the idea of **sustainability** as a property of social systems that allows meeting the needs of the present without compromising future generations, we argue that sustainability is one of the central challenges of our times, showing four dimensions: **environmental** (demanding a progressively greater use of renewable energies and promoting behaviours of social actors(individual and collective) which support environmental self-regeneration); **economic**(producers, distributors and consumers must adopt the intelligent practice of creating and maintaining stable economic organisations, in terms of its material,financial and human resources, as well as intelligent and critical consumption practices); **social**(urgent creation, or regeneration, and maintenance of social institutions - families, communities, political institutions - which ensure social cohesion and collective guidance for more demanding levels of protection of human rights and quality of life); **cultural**(ensuring the survival of memory and heritage, while respecting individual and collective identities and promoting inter-cultural and inter-religious dialogue).**Contemporary society is unsustainable**, facing a process of **change** in increasing acceleration for the past 50 years, social **inequality**aggravated over the past 20 years, and by **fibrillation** of political institutions, accused of inefficiency, ineffectiveness and corruption. **Prospective studies** point to the aggravation and increase in complexity ofmany**social problems**, requiring new skills for professionals and citizens. **Social intervention professionals** will have to create conditions to develop the profession's **human capital**(by improving their skills through the reform of **initial training** and the creation of sustainable systems of **lifelong learning**),and also the social capital of the professional community (through the creation of an internal culture based on trust, which increases its cohesion, and professional practices based on social responsibility).

In this context, professions of social intervention in general, and **social work** in particular, have to give a **civic contribution** to make society more sustainable. To achieve this objective, it is essential and urgent to **create and maintain a global network of institutional resources** to understand and characterize the **social context** with their threats and opportunities, to understand and characterize the needs of **clients** (individuals, groups, communities and organizations), and **intervention systems**, with their forces and weaknesses, and to improve forms of intervention at various levels. In terms of sustainability, five **priority areas** of intervention emerge: **environmental citizenship** education, promotion of **corporate social responsibility**, **international cooperation**, advocacy and empowerment of the **"grey" generation** and creating conditions for a **"rainbow" society**.

SOCIAL CONTROL OF TRAFFIC ACCIDENTS AND SOCIAL EMPOWERMENT. RISK GROUPS: YOUNG PEOPLE AND OLDER PEOPLE

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Summary: Traffic accidents are a global and european social problem of first magnitude. The social consequences of this pandemic are: thousands of fatalities, thousands severely injured, thousands minor injuries, physical disabilities, chronic psychological trauma, high health care costs, risk of social exclusion and economic situation in the affected families, psycho-social consequences for victims and economic losses to countries. Statistics show that young and elderly are the two social groups of maximum exposure to the risk of traffic accidents. However, Social Work as a scientific discipline has been lacking in this social problem.

Our investigation began in 2005 and is based on a Social Control of Traffic through the empowerment of society. The research work has resulted in articles, books, courses and a research award Corell Foundation in 2007.

The implementation of the Social Control of Traffic through the empowerment of society can be carried out through a European Pact for Road Safety and State Pacts.

Resumen
Control Social de los Accidentes de Tráfico y Empoderamiento Social. Grupos de Riesgo: Personas jóvenes y Personas Mayores
Los accidentes de tráfico son un problema social mundial y europeo de primera magnitud. Las consecuencias sociales de esta pandemia son: miles de víctimas mortales, miles heridos graves, miles heridos leves, discapacitados físicos, traumas psicológicos crónicos, gasto sanitario elevado, riesgo de exclusión social y económica en las familias afectadas, repercusiones psicosociales para las víctimas y pérdidas económicas a los países.

Las estadísticas indican que los jóvenes y las personas mayores son los dos grupos sociales de máxima exposición al riesgo de accidentes de tráfico. Sin embargo, el Trabajo Social como disciplina científica ha estado ausente en este problema social.

Nuestra investigación se inició en el año 2005 y se basa en un Control Social del Tráfico a través del empoderamiento de la sociedad. El trabajo investigador tiene como resultado artículos, libros, cursos y un premio a la investigación de la Fundación Corell en el año 2007.

La aplicación del Control Social del Tráfico por medio del empoderamiento de la sociedad se puede llevar a cabo a través de un Pacto de Europeo por la Seguridad Vial o Pactos de Estado.

THE ROLE OF INNOVATIVE PROJECTS IN ERADICATING DISADVANTAGES IN SOCIAL WORK EDUCATION

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In 2009, Moscow State regional University as a part of the consortium of some European and Russian higher education institutions began to develop Bachelor Curriculum for Social Work within the framework of the Tempus project.

Social work is still a relatively new profession in Russia. The project aims to improve the status of this profession, to recruit more active and creative educated young people to social work practice. The curriculum is designed to allow students to different mechanisms for solving social problems. The graduates should adopt a particular set of competencies to meet the needs of the practice. They are aimed at developing the skills of project activities, autonomy in solving social problems, the ability to predict and simulate. This is a relatively new direction in social work, since traditionally the bulk of the population has had responsibility for the State to address difficult challenges. Today the State develops and implements a system of legal and administrative mechanisms to shift the social protection of population towards its social support. This process is characterized by empowerment of individuals and groups in solving poverty and social disadvantage. The task of social workers is to learn how to use these mechanisms by themselves and to convey these skills to social work clients.

The project solves many problems of the Russian education. Firstly, it increases the chances of graduates to find work. The project offers flexible forms of cooperation between the universities, joint diplomas. Such features might be attained through the development of relationships with institutions of higher education in Europe, belonging to the project consortium.

Secondly, a priority for us today is to develop academic mobility within the country. There is an active migration of population to capital cities to search for job and training. As a result, in many regions there is an outflow of some specialists, but in major cities of Russia, on the contrary, there is a surplus of them. So, now it comes to information and virtual types of mobility which let through Internet technologies, e-learning receive qualified education in any region, even in small settlements.

Thirdly, the specific objective is to equalize access for high-quality education throughout the country and make it as accessible as possible. Federal universities develop close and varied links with regional universities. A partnership of the project is formed by both public and private higher educational institutions of Russia, which allows creating an educational product that combines different forms of higher education institutions in quality and content of educational services provided in the field of social work.

SUPPORTING AGEING IN PLACE FOR AGING PEOPLE WITH DISABILITIES: POLICY ISSUES.

Joris Van Puyenbroeck

Commissioned by the Ministry of Welfare, Public Health and Family, this study explored and tested the desirability and feasibility of a selected set of policy models to support 'ageing in place' for people with disabilities.

The study was carried out in three phases: 1) We explored (the future of) European policy regarding the subject by means of a focus group with experts from the EASPD network, followed by a high-profile survey. 2) For the context of Flanders, we organised four Flemish focus groups, bringing together practitioners and (representatives of) service users from elder care as well as disability care (N=25) to explore specific policy measures for the context of Flanders. 3) These policy measures were tested on desirability and feasibility with a questionnaire to a representative sample of practitioners and service users (N=170). The results show that to make 'ageing in place' possible for people with disabilities, policy will need to strengthen home care services, support informal care giving more than now and find ways to make elder care and disability care work together. Exchange of expertise is fairly self-evident, exchange of means (staff or accommodation) is not. In the seminar we will focus on some striking results, especially those were practitioners and service users disagree or surprisingly agree in their views on future policy.

APROXIMACION A LOS GRUPOS INFORMALES DE MUJERES: "DE LA PARTICIPACION INFORMAL HACIA LA PARTICIPACION FORMAL".

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Lengua de presentación.Español

We developed a women community social participation diagnosis in a context of multiculturality and social exclusion (Barcelona, Spain) oriented to researching the relational networks and links established by women in informal group systems, and the connections between informal and formal participation as a way for improving the latter. We used a qualitative focus, based in conversation techniques (group and individual interviews) that allowed understanding the dynamics of this process. Results show the relevance of belonging to relational cores, the confluence of vital needs, the need of identity links, as well as the characteristics of relational substance of informal groups.

La investigación se centra en barrios del sur de la ciudad de Badalona,en la proximidad de Barcelona, en un contexto de multiculturalidad y exclusión social.En este marco se realiza una aproximación diagnostica de la participación social de la mujer ciudadana de esta comunidad. Una de las principales líneas de investigación del estudio se centra en el conocimiento de los tejidos relacionales y vínculos que establecen las mujeres en sistemas de grupo informales.Adoptando como punto de partida la promoción de la participación social, componente fundamental de la salud comunitaria, tal como proponen Lord 1993; Bell et al.2008. Sobre esta base, nos interrogamos sobre las formas, elementos y características de la participación grupal informal y los puentes de conexión con la participación formal.¿Qué conexiones se establecen entre la participación en grupos informales y la participación formal? ¿Qué papel tiene la participación informal en contextos de exclusión social? ¿Qué componentes de ésta se pueden promocionar con objetivos de capacitación social de las mujeres?Se ha utilizado una metodología mixta descriptiva con un enfoque cualitativo, basada en técnicas conversacionales que ha permitido entender las dinámicas de la participación informal y sus conexiones con la participación formal.El trabajo de campo se ha estructurado en cinco entrevistas grupales y cuatro entrevistas individuales informales para explorar las características de los grupos informales abarcando una amplia representación de la diversidad de mujeres presentes en la comunidad. Los resultados señalan la relevancia de pertenecer a núcleos relacionales, la confluencia de necesidades vitales entre las mujeres, la necesidad de vinculación identitaria en grupos minoritarios. Así como también las características de la substancia relacional de los grupos informales. Estos resultados nos han conducido a identificar algunos elementos activadores de la participación social de las mujeres desde los grupos informales hacia la participación formal en su comunidad.

TRABAJO SOCIAL CON FAMILIAS: NUEVAS PERSPECTIVAS PARA LA EVALUCIÓN E INTERVENCION SOCIAL: EL CASO ESPAÑOL

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Keywords: Social works with families, social exclusion, families typologies
Palabras claves: Trabajo social con familias, exclusión social, tipologías familiares

In the field of social work with families, there must be taken into consideration the changing trends and new and old social exclusion factors of families acting on them, so we can establish a realistic assessment of their circumstances, like a prior step to any social intervention project. In this paper, we analyze some features of spanish families, and their implications for the design of social intervention projects. Specifically, we review several types of families, and the main risks of both physical and digital exclusion that affect them, in adittion we consider the appropriate strategies from the perspective of social worker professional intervention.

En el ámbito del trabajo social con familias, hay que tomar en consideración las tendencias de evolución de las familias, y los nuevos y viejos factores de exclusión social que actúan sobre ellas, de tal forma que podamos establecer una evaluación realista de sus circunstancias, paso previo a cualquier proyecto de intervención social. En esta ponencia, analizamos algunas características de las familias españolas, y sus consecuencias para el diseño de proyectos de intervención social. Específicamente, analizamos algunas tipologías de familias, y los principales riesgos de exclusión tanto física como digital, y las estrategias más adecuadas desde la perspectiva de la intervención profesional de los trabajadores sociales.

EVALUATING THE ROLE OF SOCIAL WORK IN IMPLEMENTING THE ADMISSION OF TODDLERS INTO PRIMARY SCHOOL IN FLANDERS

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Mots clés: participation of toddlers, school system, social work, policy measure

Since 2010, a new policy was introduced by the Flemish (Belgium) government to allow children into regular primary school system. Children in the third year of the nursery school system are expected to be compulsory present for 220 half days. If they do not fulfil this condition, these children need to undergo a compulsory language test. The goal of this new policy is to better prepare children for primary education in particular on the level of language. Both social work and the school were charged to implement these measures.

In this presentation, we first analyse the purpose of these measures and the role of social work herein. Subsequently, we present the results of a qualitative study of in depth interviews with parents to detect the motivation of parent to let their child(ren) participate to the provided nursery school system.

In our conclusion, we evaluate the effectiveness of this policy. We ascertain that these proposed measures do not achieve the intended goals. On the contrary, parents indicate that trying to meet these objectives ignores the practical and emotional circumstances under which they have to guarantee the participation of their child to nursery education. Where this policy was introduced in order to guarantee the participation of toddlers of vulnerable groups in primary education, these children, because they do not fulfil the required objectives, are punished since they cannot start in primary school system. We conclude this presentation by critically analyzing the role of social work in implementing this policy.

EEN KRITISCHE KIJK OP DE ROL VAN HET SOCIAAL WERK BIJ DE NIEUWE TOELATINGSVOORWAARDEN VOOR HET GEWOON LAGER ONDERWIJS IN VLAANDEREN (BELGIË)

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Keywords: New research, theory and knowledge highlighting social sustainability in interventions by social professionals.

The consequences of social sustainability (or a lack of it) on the social inclusion and exclusion of people.
Ensuring the rights of service users in having their voices heard.
Themes : participation of toddlers, school system, social work, policy measure
De maatregel over de toelatingsvoorwaarden voor het gewoon lager onderwijs in Vlaanderen (België) is een recente maatregel waarvan de instapvoorwaarde geldt vanaf 1 september 2010. Kinderen van de derde kleuterklas zijn verplicht 220 halve dagen naar school te komen. Indien zij deze 220 halve dagen niet halen zijn zij verplicht een taaltest af te leggen om te mogen starten in het eerste leerjaar. Het doel van deze maatregel is dat kinderen beter voorbereid aan het eerste leerjaar beginnen. De school en/of het sociaal werk zijn belast met het uitvoeren van deze taaltest.In deze presentatie gaan we het doel van de maatregel analyseren en de rol van het sociaal werk hierin. Vervolgens presenteren wij de resultaten van een kwalitatief onderzoek . Via diepte interviews bij ouders geven wij de betekenissen weer waarom zij hun kinderen weinig tot niet naar het kleuteronderwijs sturen.In onze conclusie evalueren wij het effect van deze beleidsmaatregel. Wij gaan na of de vooropgestelde maatregelen het effectieve doel bereiken. Integendeel, ouders geven aan dat door praktische en emotionele omstandigheden zij niet in de mogelijkheid verkeren om te kunnen participeren aan het kleuteronderwijs. Daar waar het beleid net dacht de garantie te introduceren van optimale participatie van kleuters uit de lagere sociale klasse aan het kleuteronderwijs zien wij dat net die kinderen –doordat zij de vereiste voorwaarden niet halen – gestraft worden omdat zij niet kunnen starten in het eerste leerjaar. Wij concluderen in onze presentatie een kritische analyse van de rol van het Sociaal Werk bij het implementeren van deze nieuwe maatregel.
Since 2010, a new policy was introduced by the Flemish (Belgium) government to allow children into regular primary school system. Children in the third year of the nursery school system are expected to be compulsory present for 220 half days. If they do not fulfil this condition, these children need to undergo a compulsory language test. The goal of this new policy is to better prepare children for primary education in particular on the level of language. Both social work and the school were charged to implement these measures.In this presentation, we first analyse the purpose of these measures and the role of social work herein. Subsequently, we present the results of a qualitative study of in depth interviews with parents to detect the motivation of parent to let their child(ren) participate to the provided nursery school system.In our conclusion, we evaluate the effectiveness of this policy. We ascertain that these proposed measures do not achieve the intended goals. On the contrary, parents indicate that trying to meet these objectives ignores the practical and emotional circumstances under which they have to guarantee the participation of their child to nursery education. Where this policy was introduced in order to guarantee the participation of toddlers of vulnerable groups in primary education, these children, because they do not fulfil the required objectives, are punished since they cannot start in primary school system. We conclude this presentation by critically analyzing the role of social work in implementing this policy.

FAMILY ASSISTANT AS A NEW PROFESSION IN POLAND – WHAT DO SOCIAL WORKERS SAY TO IT?

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Presentation language: English

Keywords: Act of supporting family and system of foster care, family assistant, social worker, education

Summary: Currently, there is a work on a new Act of supporting family and system of foster care in Poland. One of the objects of legacy is to introduce a new profession, as is a family assistant. The family assistant is a social worker's helper in realizing deepened social work with families with many problems. Therefore, I recognized as an important to inquiry after social workers' opinions on this new solution.

Nowadays, there is a work on new Act of supporting family and system of foster care in Poland. One of the objects of legacy is to introduce a new profession, as is a family assistant. The family assistant is obliged to work with families on increasing parents' care and educational skills and keeping a house, in their natural environment. The aim of assistant's work is the family's achievement of basic level of living standard, which helps their upbringing children and in the same time does not allow separating children from their families. There are some institutions from social welfare that came before a statutory requirement and employed families' assistants. They have worked within the framework of various projects for three years, also in projects, which are co financing by European Union from EFS.

The diagnosis of the actual model of child and family care organization presents various shortcomings in this area. In Poland, wide model of social work with family, which is connected with the Act of social welfare (from 12th March 2004), does not cohere to staff, organization, office possibilities in public social services. Polish form of social work is connected with the clerk's system of material and service social benefits in the social awareness. Besides, there is a lack of staff and organization opportunities to practice social work according to the Western-European and American model. That's why there is a need to introduce a new form, model or profession, as is the family assistant, in the social work practice. The assistant ship is inscribing in the contemporary state and it is an answer to deficits of all social welfare system in Poland. The family assistant is a social worker's helper in realizing deepened social work with families with many problems. Therefore, I recognized as an important to inquiry after social workers' opinions on this new solution.

The aim of this article is to present a new profession in work with families, and also social workers' opinions about this conception. I conduct research between 116 social workers from North-East part of Poland. The research was conducted in June 2010. I posed three main questions in the research: 1) Is there any need to introduce a new profession – family assistant? 2) What are similarities between a profession of family assistant and social worker?, 3) What kind education and skills should have a family assistant? Especially, the last question could be an important topic of the debate on a new profession, as is the family assistant. Now, I present selected findings in points:

Majority social workers noticed the need to introduce the family assistant in social work practice (81,90%). They gave reasons for their choice: "systematical work with families can afford to better recognition families' needs, introduce changes by innovative methods and forms, solve problems".

Respondents perceived similarities between two professions: family assistant and social workers. The family assistant range of tasks is very close to social workers' duties. This answer pointed 84,50%. Above half social workers (63,8%) could realize the family assistant' tasks, if number of family environments were reduced to twenty. Nowadays, social workers have from 80 till 150 environments. That's the main reason, why they cannot pursue social work.

Social workers were asked to rate the importance of different areas of the family assistant work. The most significance areas in their opinion are: motivate to change family (4,73), diagnose family problems (4,67), decide the work-plan with families (4,5).

USING AN EXPRESSIVE ARTS METHOD TO EXPLORE AND DEVELOP THE USE OF THE SENSES FOR CRITICAL AND REFLECTIVE SOCIAL WORK PRACTICE.

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Presentation language: English

Keywords:arts; senses, education; social work; reflection; critical practice

An expressive arts method has encouraged social work students to identify and theorise the complexity of communication in practice situations, including the interplay of atmosphere, physicality, material circumstances, professional identity, cultural contexts, power and ethical tensions. The presentation looks at possible explanations of why and how such methods work and the contribution they can make to talk and text-based social work education. Examples of student work will be shown and participants will share an arts activity using visual and tactile materials to think about an aspect of their own professional experience.

As part of a post-graduate social work module aimed at developing communications skills, an expressive arts method has been successful in encouraging students to bring to consciousness and to communicate the multi-layered nature of practice situations, in particular the conflicting elements which often underlie communication and assessment practice where statutory frameworks have a bearing on participant roles and perspectives. Students unearthed a more complex interplay of interpersonal atmosphere, physicality, material circumstances, professional identity, cultural contexts, power relations and ethical tensions than tutors would have expected from a purely text- or talk-based reflective method.

Subsequently, the arts based visualisations (or soundscape in the case of a visually impaired student) were worked into traditionally researched thematic critical analyses of the practice experiences. The initial non-textual method appeared to have launched students into a deeper and more detailed level of analysis than might have been expected, with observations and interpretations taking into account a range of intuitive and multi-sensorial information. Increased sophistication was particularly marked amongst a subset of students for whom traditional academic methods typically do less well in enabling them to explore and articulate their own socially grounded and often passionately committed practice understandings and standpoints.

The post-hoc analysis presented here explores the process and results of the method, drawing on a range of theoretical sources. In addition to professional development literature, ideas from the areas of neuroscience, spiritual philosophy and sensory ethnography are discussed. Ways in which this and other sensory awareness approaches may contribute to engaged and effective practice in complex and challenging areas, including child protection, mental health assessment and professional supervision, are discussed. The method, results and ideas will be illustrated by examples of student work. Workshop participants will share an arts activity using visual and tactile materials to think about an aspect of their own professional experience

A DELIVERY MODEL OF SOCIAL WORK SERVICE: PROVIDING THROUGH THE COLLABORATION BETWEEN EXTERNAL PROFESSIONAL ORGANIZATION AND UNIVERSITY

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Presentation language: English

Keywords : social work intervention, delivery model, professional organization, university

Abstract: This article first introduces the macro milieu and the situation of Middle- west rural area of China for the development of social work, then describes the the model of providing social work service that is constructed by SWAB and WHUT and is based on Chinese reality, and finally discuss some issues that are important for the entrenchment of social work in China.

According to the Charter of Chinese Communist Party and the Constitution of The People's Republic of China, the ideology of China is conducive to the development of social work system. But the fact is that there are many defects in the system of social welfare , where measures that ensure people's well-being are limited to material aspects and mainly covered urban districts. In rural areas of Middle-west China, institutions that provide means to satisfy people's welfare are in severe shortage. Since the Chinese Communist Party issued the *Resolution of Several Issues on Constructing Socialist Harmonious Society* in 2006,establishing professional groups of social work has been scheduled in the agenda of the Ministry of Civil Affairs and some local governments. Because of insufficiency of welfare resources, it is difficult to establish such system in rural areas of Middle-west China at present.

      Mingde Primary School lies in a backward countryside village, where the quality of children's life is not ideal. Allowing for the political, social, and economical reality of that village, the Social Workers Across Borders (SWAB) and The Social Work Department of Wuhan University of Technology (WHUT) co-construct a peculiar model of providing social work intervention in Mingde Primary School. SWAB provides finance for the implement of this model, and WHUT implement service program. The general rationale for selecting intervention problems is to focus on improving psychosocial functioning that is helpful to children's growth. Cooperation among school leaders, teachers, educational authorities in government sector build an facilitative environment for this model. In order to illustrate the distinctive features and effectiveness of social work intervention, this model determines that four principles guide the formulation of service program - strict adherence to the combination between theories and practice, accountability to all concerned parties, highlighting the distinct features of social work, reflection on professional values and ethics. Under the condition that villagers hardly know social work, social workers should often reach for systems that they intend to intervene. Intervention is organized by the generalist social work practice.

   Social work enterprise is still in its' initial stage of development in China, so the entrenchment of professional status for social work is a problem. Now many people who have no social work degree but in the field of social services are also treated as social work professionals. As for professionalization, social workers must insist on high-level professional standards in practice. Competition with volunteers or non-professional workers represent a real challenge for professional social workers. Social work is imported and still need a process to be accepted by all walks of life in China. Providing services in rural areas is an approach to the field of Chinese life for   social   work.

INTERVENING EARLY TO PREVENT YOUTH HOMELESSNESS: LEARNING FROM EXPERIENCE

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Presentation language: English

Keywords: Exclusion, inclusion, youth homelessness, early intervention, participation

The Framework 7 research project 'Combating Social Exclusion among Young HomelessPopulations' (CSEYHP) works in four countries (CR, NL, PT, UK) and has several aims.

These include understanding the experience of youth homelessness among different youthpopulations (gender, ethnic groups, migrant young people) and testing different methods ofintervention including key working and early intervention to prevent youth homelessness. Theteam based in England was particularly concerned with early intervention methods and thispaper is based on findings on appropriate early intervention.In the four country data base there is evidence from what young people say about supportthat might have made a difference in their homeless trajectories. In this paper the evidence isfirst reported in relation to three groups of young people: those who had care / institutionalexperiences and wanted additional support, those who would have wanted social servicesintervention but did not receive it and those young people who did not experience care anddid not want social services intervention. Second, the evidence on the early interventionneeds are reported in relation to young people who ran away from home and care.

This approach makes a clear statement that by understanding where early intervention cantake place, policy makers and practitioners are better placed to utilise opportunities toanticipate and address young people's needs in order to create different outcomes wherepossible. The implications for further research and practice in this area are manifold. Forexample one finding from the research is that a considerable amount of homelessyoung people experienced the death of a parent at an early age. This clearly has practiceimplications.

WHAT IMPACT DOES A CITIZENS' ACTION OF APPROPRIATION OF PUBLIC SPACES HAVE ON POLICIES ON HOMELESS PEOPLE ? THE EXAMPLE OF THE ACTION OF THE ASSOCIATION « LES ENFANTS DE DON QUICHOTTE » (THE CHILDREN OF DON QUIXOTE) IN PARIS

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Langue de la présentation: Français

How did the action of appropriation of public spaces launched in Paris by the association Les Enfants de Don Quichotte (2006-2007) mobilize citizens, associations working with homeless people and public authorities? What impact did it have on the practices of the management of public spaces and the sharing of such spaces with marginalized people?The aim of this paper is to provide guidance on these questions based on the results of a qualitative study examining the complexity of the interests of stakeholders in the cohabitation in public spaces, from the point of view of the principal actors concerned.

Dans le contexte actuel de compétitivité importante entre villes pour attirer investisseurs et touristes, le partage de l'espace public avec les populations marginalisées n'est pas sans poser des défis importants. C'est dans ce contexte que s'inscrit la mobilisation citoyenne lancée à Paris par l'association des Enfants de Don Quichotte en 2006-2007. Dans une action que ses représentants décrivent comme citoyenne et non partisane politiquement, cette association a appelé tous les citoyens (SDF ou non) à une occupation massive des bords du Canal Saint-Martin avec des tentes. A travers cette action spectaculaire d'appropriation de l'espace public, il s'agissait de constituer un contre pouvoir aux pouvoirs publics pour militer activement pour une politique du logement plus adaptée et trouver des solutions durables pour les personnes sans-abri.

Comment cette action citoyenne et sociale a-t-elle mobilisé à la fois des citoyens, associations intervenant auprès des populations sans-abri et pouvoirs publics ? Quel impact a-t-elle eu sur les pratiques de gestion de l'espace public et son partage avec les populations marginalisées, ainsi que sur le développement des politiques du logement en France ?

Cette communication vise à offrir des pistes de réponses à ces questions à partir des résultats d'une recherche qualitative portant sur la gestion urbaine des espaces publics face aux populations marginalisées. A partir d'un cadre théorique inspiré de l'analyse stratégique et de 24 entretiens menés auprès des autorités urbaines, d'acteurs associatifs et de personnes marginalisées, cette recherche avait pour objectif de mieux comprendre la complexité des enjeux associés à la cohabitation dans l'espace public à partir du point de vue des principaux acteurs concernés.

Mots-clés:Espaces publics, populations marginalisées, politiques urbaines, Canal St-Martin, mobilisation citoyenne, insécurité.

ALTERNATIVE THINKING TO THE URGE OF RATIONALIZED ACTION

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Langue de la présentation : **Français**

We have opted for a critical position on the increasing **rationalization of the social action versus the professionals' creative involvement.**

We rely on three main authors to support our communication: Fernand Deligny, Gérard Mendel and Michel de Certeau.

Deligny allows us to convene the notion of « project » which approach and methodology can't be ignored in the social field nowadays. We then study the concept of « non-project "presence proche" (*close presence*) and "creation de circonstance" (*circumstantial creation*).

Mendel allows us to focus on the notion of "actepouvoir" (*poweract*) as well as "risque dans l'acte" (risk in acting) and to consider how these notions relate to the creativity at sake in acting.

De Certeau's writings help us consider the "l'Art de faire" (art of making), the skillfulness, and the knowledge in action.

Cette communication s'inscrit dans le thème C : "Art du professionnel".
Penser des alternatives aux forces de rationalisation de l'action
Notre intérêt portera autant sur les habiletés déployées dans l'agir qu'à l'intelligence pratique et aux dimensions plus politiques de l'intervention pour aboutir aux questions de formation.

Nous adopterons une posture critique face à la montée des prescriptions et de la rationalisation de l'action sociale au détriment de l'engagement créatif des professionnels.

C'est à partir d'une recherche menée dans le cadre d'étude doctorale et d'une longue expérience d'enseignement dans la formation des travailleurs sociaux et dans la pratique de supervision en institution que nous élaborerons le contenu de notre intervention. Trois auteurs étayeront notre approche : Fernand Deligny, Gérard Mendel et Michel de Certeau.

Deligny nous permet de revenir sur la notion de projet, approche et méthodologie aujourd'hui incontournables dans le domaine du social. Nous étudierons le concept de "non projet", avec en prolongement les notions de "présence proche" et de "création de circonstances". En arrière fond, les questions de l'évaluation et de la recherche de résultats tangibles et opérationnels de l'intervention seront discutées.

Avec Mendel, nous nous intéresserons au concept d'"actepouvoir" et de "risque dans l'acte" en l'articulant avec la créativité de l'agir.

L'auteur définit l'acte comme un engagement qui inclut le risque et l'imprévisibilité. L'indécidabilité de l'acte renvoie au concept d'événement. "On décide une action, on rencontre l'acte" selon Mendel. Position qui nous permet de maintenir un rapport dialogique entre intentionnalité et imprévisibilité et de déconstruire la politique du "risque zéro". L'actepouvoir est présenté comme force de résistance aux facteurs de rationalisation.

Les écrits de De Certeau retiendront notre attention sur l'"Art de faire", sur l'habilité et sur les savoirs d'action.

Ces trois auteurs nous permettent de penser et de construire des alternatives au sentiment d'étouffement exprimés par un grand nombre de professionnels de l'action socio-éducative.

PEAK OIL AND THE IMPACT ON SOCIAL WORK

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Keywords: peak oil; local resilience; housing; food supply

Peak oil – that means that the time of cheaply available fossil fuels is passing by. Current findings on the impact of increasing oil prices are referred to social work. In four scenarios of rise in prices (heating / housing, mobility of people and goods, food and the economic recession) challenges and chances of social work are becoming visible. So social work gives impetus for social development and points the way ahead.

The authors bring together two developments which are rarely regarded as intertwined: 1. the fact that we are facing the (near?) end of the cheap and sufficient availability of fossil fuels; 2. The change from welfare to workfare. They describe the impact on the citizens. Current publications on "peak oil" coming from different international contexts are analyzed and summarized and the changes of social work will be described coming from these developments. So ideas are generated how social work can have a substantial contribution to securing and developing resilience of local / communal living conditions.

Firstly challenges for social policy will be identified which derive from the restricted availability of fossil fuels (on a national and international level) in four scenarios of rise in prices: heating / housing, mobility of people and goods, food and the economic recession. Concrete perspectives for the sustainable development of social work are shown, while ideas are described how public and private social work organizations can prepare themselves for the time after peak oil.

The audience gain (a new) awareness and understanding of the problem and receive "Herrschaftswissen" which helps them to influence the discussion. Social work will be described as a profession which is not reactive (like a fire brigade) but acts pro-actively and gives impetus for social development and points the way ahead.

The participants get introduced in scenarios in which they understand the upcoming developments (scenario-method). The consequences for social work are presented and together with the audience referred to the respective national situations.

DRAMA-CLUB AS INOVATION IN EDUCATIONAL WORK WITH MINOR DELINQUENTS

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Keywords: drama-club, underage delinquents, rehabilitation, educational treatmant.

Number of minor felons is constantly increasing, specialy in countries in transition like Bosnia and Herzegovina. Educational measures which are applied to minor delinquents often do not have enough influence, because measures are not based on needs and issues that delinquent have, but they are derived from administrative routine. Disrupted value system, morals erodion, entrophy and wrong ideals in society contribute to minor delinqunecy expantion. In order to help these young people, during educational work, it is necessary to recognize their attitude, interest, talents and predispositions, to motivate them and to encourage them to face problems by themself. One of education forms in educational-corrective work with underage felons is drama-club in correctional institution in Banjaluka, where stated aspects are main factors in desition of these young people to change their way of life.

Theatre show „I wanna go home", where together act young delinquents, their educators and police officers is true story about destiny of young people who want new chance and new begining in their life. The show raises many questions about society issues, but also states request that society must deal with these issues. Drama-club, as well as show itself, has influence to educational work with minor delinquents, because it showes their positive side, as well as their talents, efforts and wilingness to show that they can and want to be better people.

Main goal of this paper is to demonstrate new experiences in educational work with underage felons, by involving them in drama-club, as inovative approach that showed great results in their social rehabilitation. Drama-club is educational inovation that combines several forms of treatmant, which testify to their importance and role that it has in educational work with underage delinquents.

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SOCIAL REHABILITATION AND RESOCIALIZATION OF CONVICTS

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Keywords: rehabilitation, resocialization, convicts, eduactional treatmant.

In most prison systems, prison punishement is considered as part of rehabilitation ideal, after which people will come back to community completely changed. This change, even if it is practised, is not easy at all, specially in condition of punishement servitude. Main purpose of prison punishement is social rehabilitation of convicts, which is carried out through educational treatmant. In order to make social rehabilitation and resocialization as succesfull as possible, it is necesery to create and addapt treatmant to each convict personaly. This is the reason why we, in prison in Banjaluka, from 2007. to 2010. intorduced many inovative approaches. Some of these were foreign language courses, computer usage education (were educators were also prisoners), magazine that is written and published by convicts, many exhibition of different work done by convicts, taking part in competitions outside the prison, and many other forms of education that also changed attitude of convicts towards punishment. This approach to social rehabilitation work became recognized, not only in Bosnia and Herzegovina, but also in whole region. It is based on principals of humanization, individualization, democracy and resocialization. Different approach in tretmant had affected whole prison atmosphere, becasuse since it strated to be applied, not any rebelion or more significant problem took place, which was often case in earlier period. Also, reserch that was conudcted in prison Banjaluka in 2009. did confirm that more and more convicts accept prison punishement and educational treatmant, which has direct influence to positive social rehabilitation.

Main goal of this paper is to explain process of social rehabilitation and resocialization in prison, but also to present new approaches and inovations in work with convicts, that give back hope to this people and motiv to start changes in their life.

THE IMPACT OF EVIDENCE-BASED PRACTICE ON CHILD PROTECTION SERVICES

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Presentation language: English

The presentation principally links to sub theme A, topics 15, 16 and 26, and will draw on the findings of a commissioned literature review to support improvements in child protection practice in Scotland. It will consider the impact of evidence based practice on:
The assessment and management of risk
Interventions with 'hard to reach' children and families
Incorporating the perspectives of children and parents in child protection interventions

This presentation is based on a literature review which examined research evidence regarding children's services since 2000, including grey literature and analyses of child deaths and case reviews in the UK. Empirical studies were filtered and selected according to relevance and methodological rigour. The review focussed on studies based in Scottish and British contexts, but also drew on significant relevant international literature where there was a lack of British research.

It found that there is considerable anxiety around the assessment and management of risk. Assessment and risk tools can be helpful in supporting evidence based assessment, but cannot replace professional judgement.

In respect of intervention strategies, there is no clear evidence that any one intervention provides the best solution where children are at risk of significant harm. However, the evidence does indicate that tailored interventions and packages of support which take account of a child's individual needs and wider networks, and are focussed on the establishment of positive relationships of trust between a professional, child and their parents or carers are most likely to be successful.

While efforts have been made to incorporate children and parents' perspectives more meaningfully in child protection practice, significant barriers remain when there is need for measures of compulsory supervision or care. Consideration will be given to these barriers and how they might be overcome.

In covering this material, the presentation will provide an overview of the extent to which child protection practice in Scotland has successfully developed in light of the existing evidence base and areas in which it still needs to improve. This overview can be of use in helping inform developments of practice and research in other European countries as to what might and might not work.

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OUTREACH APPROACHES IN SOCIAL WORK : AN INTERNATIONAL PERSPECTIVE

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Presentation language: English

Keywords: outreach, moral dilemmas, qualitative research.

Summary

Outreach approaches in social work are meant for people at risk who are not in contact with social services and receive no help. The qualitative research has been undertaken aiming at identification of moral dilemmas related to outreach in few European countries. The investigation revealed that despite the cultural differences social workers in all countries encounter similar moral dilemmas while applying outreach approach. Those are related to privacy of information, the extent of control over client's life and the balance between client's coercion and voluntariness.

Within the context of the network of several European countries on social work research and master development (NORM), a common investigation was conducted on outreach approaches in social work.

Outreach approaches in social work are meant for people at risk who are not in contact with social services and receive no help. Social workers initiate the contact with potential clients in their direct living environment: on the streets or at people's homes. The aims of outreach are to support people by seeking solutions to their problems, to help people find access to appropriate social services and to reduce harm done by other persons and disadvantage of the environment.

The aim of the investigation was to compare the practices of outreach approaches in the participating European countries and to identify moral dilemmas related to outreach. Students and/or teachers of the participating universities interviewed social workers who had experience in outreach interventions.

The investigation revealed few common moral dilemmas related to different cultural values of clients, privacy of information in observation of illegal activities, the ambiguity of the aim - to help or to control, and the balance between coercion and voluntariness.

The research also raised a few interesting questions: how do social workers identify target groups for outreach approaches; can they be described as the ones who need help but do not ask for help themselves; is outreach approach an inherent part of social work profession or more personal mission? To what extent are the professionals supported by their organization?

At the workshop the results of the investigation will be presented and discussed.

EUROPEAN SOCIAL POLICY AND SOCIAL WORK – UNEQUAL SIBLINGS? GENERAL CONSIDERATIONS TO THE MATTER OF DECONTEXTUALISATION

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Presentation language: English

Social policy and social work follow in each case an own rationality in their actions. Social policy and its institutions as a (re)action at regional, national or European challenges abstracts from the individual case and dissolves it from the context of the social action connections. However social work does not refer to the abstract but materialises in concrete social situations. If professional social work is to be successful, it considers the mutual dependence of the case with its reference framework and looks at it as a whole.

The political decontextualisation of the comprehensive case and the analysis in its components disregarding their coherence leads in the last consequence to the reduction on the monetary dimension – the appointment of flat rates per case, control sentences and the fixation on labour market programmes are examples for this – while social work has a much wider perspective. Besides the financial dimension, which is of course constitutional but nevertheless subordinated, social work takes such things as "problem development", "authenticity", "autonomy" or "social participation" into consideration, only to mention a few.

The degree of abstraction between social work and social policy increases with the higher political level in each case, so that European social policy shows – at this time – the greatest possible "alienation" of the concrete situation under this aspect. Building social policy in Europe means new challenges for social work in re-contextualisation, as a process of refining social policy by re-enriching the monetary dimension by social aspects and their coherence, for example widening the perspective of the European Social Fund from regional employment programmes to the point of child and youth welfare, intercultural-, gender-, mental health issues and long term care. The target of European social policy and social work are similar, in this regard they are siblings, but their "roads to success" are unequal.

INNOVATION PROCESS IN SOCIAL ACTION

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Langue de la présentation: Français

In the context of socio-economic and political changes (budgetary restrictions, contract of public services, competitivness, etc.), the social institutions have to perpetuate their action and to adjust their mission to new constraints. They have to face the challenge to implement a new employment organisation and **human ressources** management, encouraging **innovative**experiences. Our contribution is to develop a **management tool** for the social organisations, for the social workers and for the beneficiaries, on one hand allowing the integration of socio-economic and political changes into a **transition** and **innovation** culture.

Dans le contexte de mutations socio-économiques et politiques, les institutions sociales sont contraintes à innover pour rester pérennes et adapter leurs missions à de nouvelles exigences. Elles se trouvent face au défi de mettre en place une nouvelle **organisation du travail**, tout en valorisant les **expériences innovantes**.

En quoi innover et comment ? L'innovation «*se définit dans l'action et le changement durable. Elle vise à développer l'individu, le lieu de vie (territoire) ou l'entreprise. (…) Elle est tantôt d'ordre procédural, tantôt d'ordre organisationnel ou institutionnel. L'innovation sociale peut être envisagée comme un processus collectif d'apprentissage et de création de connaissances »* (Julie Cloutier).

Le processus d'innovation nous amène à postuler que le développement d'une **culture de l'innovation** dans une organisation d'action sociale repose sur trois axes :

1. **La gestion des ressources humaines par les cadres** : stimuler et gérer la créativité, favoriser la capacité de conduire des projets de transition. Il y a donc une nécessité à trouver un nouveau paradigme de gestion des ressources humaines (RH) qui ne soit pas uniquement axé sur le contrôle, la rentabilité et les normes de qualité.

2. De nouvelles techniques d'intervention sociale : nous sommes d'avis que **le case management** peut être un outil méthodologique pertinent, à transposer dans une logique d'action sociale. Il s'agit d'une approche en tant qu'outil de pilotage de sorte que les professionnels coordonnent des prestations "sur mesure" pour le bénéficiaire qui a formulé une demande d'accompagnement

3. **Le développement durable** : il est intéressant de comprendre comment les institutions d'action sociale intègrent les apports du développement durable dans leur intervention quotidienne et dans les modes de régulation des professions sociales.

Notre objectif est de proposer **un outil de management** aux institutions d'action sociale, aux travailleurs sociaux et aux bénéficiaires, permettant d'une part, d'intégrer les mutations environnantes (socio-économiques, politiques) dans une **culture de transition et d'innovation**, d'autre part, d'éviter les **ruptures** ou les chocs que toute mutation engendre.

TRAINING COMPETENCIES FOR THE NEW SOCIAL SPACES OF COMMUNITY INTERVENTION. A PROPOSAL FROM SOCIAL WORK

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Presentation language: Spanish

In the new spaces of professional action the preparation of future social workers have to focus in creative methodologies and that allow an appropriate and professional intervention. The new social problems take place in sectors that fall in the space of the vulnerability and that they can become permanent situations. We consider that the active answers from the social professions should be articulated in contexts of individual rights in front of the social justice, the competitiveness in front of the equity and the immediacy in front of the sustainability.

El origen de esta comunicación está en la preocupación por profundizar en la transmisión de valores desde la formación universitaria basada en competencias para una adecuada intervención de los profesionales sociales. En los nuevos espacios de acción profesional toma fuerza la preparación de futuros trabajadores sociales en metodologías creativas y dinámicas permiten una adecuada intervención integral, profesional y social.

Los nuevos problemas sociales se focalizan hoy en sectores que caen en el espacio de la vulnerabilidad de forma sobrevenida y que pueden convertirse en situaciones permanentes. Consideramos que las respuestas activas desde las profesiones sociales deben articularse en contextos de derechos individuales frente a la justicia social, la competitividad frente a la equidad y la inmediatez frente a la sostenibilidad.

Por ello es pertinente formar en el ámbito universitario en la capacidad de articular conocimientos, reflexión y sistematización de la experiencia profesional y en posicionamientos éticos que permitan desarrollar un saber intuitivo desde el punto de vista profesional, en relación a la implicación, responsabilidad y efectos de la acción profesional.

La aportación fundamental de nuestra propuesta de enseñanza-aprendizaje se centra en enfatizar la capacidad de liderar procesos de desarrollo comunitario en los que se maximicen valores poco cotizados en las etapas de crecimiento económico-financiero, pero que cobran gran relevancia en las situaciones de crisis. Las intervenciones profesionales deben focalizarse en despertar actitudes críticas y reflexivas en los sectores sociales que se configuran como nuevos sujetos de intervención social. Así mismo, la carga formativa de los profesionales debe construirse desde la autocrítica y la auto-reflexividad de la actividad profesional. Entendiendo estas situaciones de crisis y malestar como oportunidades que obligan la ciudadanía a replantear nuevas alternativas de vida y de trabajo, la formación de los profesionales requiere responder a estos nuevos retos en nuestro espacio profesional de intervención en Desarrollo Comunitario.

SOCIAL WORK EDUCATION ONLINE

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Keywords: target-group, blended-learning, lifelong learning, professionalization, study programs

Innovative study programs that are composed in a blended-learning setting enable practitioners to keep working and take part in continuing education, thus contributing to the professionalization of Social Work. The didactical and methodological concepts are geared towards specific target-groups. A best practice example will show the necessity of offers on online based study programs on university level.

Social Work is confronted with new developments. This refers to organizational as well as to content related issues. Whereas these developments are widely and controversial discussed the methodological point - how we can arrange appropriate learning possibilities and learning arrangements - is still underestimated.

At the University of Applied Sciences in Koblenz/Germany this challenge got faced and several new and innovative online based study programs have been developed.

These Study programs are unique and innovative in several perspectives.

- First, these study programs are composed in a blended-learning setting which enables practitioners to keep working and take part in continuing education. New target-groups, such as parents on maternity leave, main earner who can't afford cutting back on their working hours, professionals without a higher education entrance qualification, are able to enroll in these study programs.
- Second, students are able and encouraged to reflect their practical work and vice versa use their newly acquired theoretical knowledge to improve their field of work, thus improving the interlocking between theory and practice. Several courses in the study programs are especially composed for this important task in order to improve professionalization in the social work.
- Third, new media has permeated the social work as much as any other profession. Social Work professionals have to keep informed about the latest developments; therefore they need to be acquainted with the virtual media. The new study programs avail themselves with the virtual technology, using learning management systems to offer online-courses and -support.

The following main points are going to be discussed in the presentation:
- the necessity of offers on online based study programs for social work on university level
- possibilities of blended-learning as a vital interlock between theory and practice and implementation strategies and experiences
- introduction of the e-learning environment 'Blackboard' (Learning Management System)
- best practice presentation of a study unit

SOCIAL PROFESSIONALS AS KNOWLEDGE WORKERS

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Keywords: competencies for social professionals, passion, enthusiasm and commitment, sustainable, innovative projects and initiatives

Presentation language: English

Sustainable social development implies social professionals making connections in terms of cooperation with (vulnerable) citizens and sharing responsibility with powers in their life-world. The Amsterdam research group *Outreaching social work in civil society* (Wmo-werkplaats) made a study of six practices in the Amsterdam region in 2009/2010, where social workers developed anundivided (integrated and systemic) approach of social issues. The research was focused on results and tensions in the following shifts:

- priority to general professionals operating in the life-world, instead of specialists operating in their offices. With special focus on: How to keep the humble and human dilemmas of communities with citizens in vulnerable circumstances in the centre of action?
- cooperation between the top-down and bottom-up perspectives on the development of social professions. With special focus on: How to connect processes on micro, meso and macro level?
- reviving the professional honour and self-respect in the public sector (from executives to knowledge workers). With special focus on: How to stimulate creative, cooperative efforts on the part of multidisciplinary teams of professionals (and taking in account the devastating effects of the bureaucracy on the innovating and learning potentials of social professionals)?
- sharing the powers in the system world of professionals and the life-world of (vulnerable) citizens. With special focus on: how to relate to these informal powers as social professionals?

The study showed the importance of a special type of Community of Practice, which functions as a mediator between individual learning processes of professionals and service users, and the expansive learning of organizations. Communities of Practice can recognize emotional upheavals as a starting point of individual and collective learning, and in that way, facilitate these learning processes. Management and innovative leadership can facilitate these processes by creating an inclusive change process.

IMMIGRATION, SOCIAL WORK, HEALTH AND SOCIAL EXCLUSION: THE SPANIARDCASE

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We present the results of a four years research about immigration, social work and health. Our perspective is focused on strengthen the skills, knowledge and abilities of the immigrant population. Paying special attention to their social exclusion situation derived from the labour accidents, which often remain hidden by the whole irregular situation in which these workers live.

The results show the importance of the social intervention from the empowerment approach, which increase the culture of safety and health at work, the prevention measures, and diminish the high level of underestimation of the risk of the spaniard working immigrant population (mainly young).

Uno de los principales factores de exclusión social es la salud: una mala salud, una lesión física, un accidente grave, o la muerte, son sin duda uno de los principales riesgos que puede sufrir una persona. El notable flujo inmigratorio en España, (5 millones de personas en los 6 años últimos) y su integración en trabajos precarios, de bajo salario y con condiciones laborales inferiores a las del resto de trabajadores españoles, ha puesto de relieve la necesidad de reformular las estrategias de prevención en el ámbito de los riesgos laborales.

En esta ponencia, presentamos los resultados de nuestra investigación en los últimos 4 años sobre inmigración, trabajo social y salud. Nuestra perspectiva busca fortalecer las habilidades, conocimientos y competencias de la población inmigrante, a través de la intervención profesional de los trabajadores sociales. A la vez, permite evaluar situaciones de exclusión social que se derivan de los accidentes laborales, y que a menudo permanecen ocultas por la propia situación irregular en la que se encuentran estos trabajadores.

En este sentido, los resultados obtenidos ponen de relieve la importancia de adoptar una perspectiva de intervención social basada en el enfoque del empowerment, que permita incrementar la cultura de seguridad y salud en el trabajo, aumentar los niveles de prevención, y disminuir el alto nivel de subestimación del riesgo que se da una población trabajadora inmigrante mayoritariamente joven.

ELDERLY CARE IN UTRECHT

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Keywords: sustainable policy of elderly people-geriatic care and quality of life.

Since the Social Support Act of 2004 the municipalities have the opportunity to develop an cohesive policy on local level. From 2004 elderly care is indicated under the definition of long-term care. Only people who suffers from a chronic somatic illness or have to deal with long-term psychological disorders, can have a permanent stay in an Elderly Care Centre. The healthy fragile old people have to stay in private homes. Hotel care and Respite care are new tasks introduced in Elderly care policy.

My research focuses on how elderly care was organized in the city of Utrecht in the last 150 years. What can we learn from this history? The Guesthouses offered elderly people at risk of impoverishment cheap (or free) accommodation, often alongside clothing, food, fuel and money. Almshouses usually consisted of a limited number of rooms where people stayed, slept and ate together. In the 19th. century and until the middle of the 20th. century men and women lived, ate and slept separated. Sleeping accommodation was in small niches. My main question is how living conditions and privacy was formulated and respected. The paper presentation will give an impression of daily life care in Bartholomeus Guesthouse (BG), which reorganizes their healthy care: form intramural to extramural.

What can we learn from the history of Bartholomeus Guesthouse, in relation to elderly care? Within the field of poor relief and welfare, research interests have recently shifted towards the history of private charity and charitable foundations. Bartholomeus Guesthouse, founded in 1407 by Willem van Abcoude, was (and still is) an Elderly Care Centre over more than 600 years in the centre of Utrecht. Important seeing is old people' care is poverty care. No longer able to work, to finance a living, you have to start begging for food, clothes and fuel. During periods of economic recess it was a phenomena to help the poor, to give shelter and food. The main question is how Bartholomeus Guesthouse still proceeds in taking care of the elderly people in the nearby future.

WORKING WITH PERSONS WITH DEVELOPMENTAL DISABILITIES - THE ROLE OF THE SOCIAL EDUCATOR

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Presentation language: English

Keywords:Community Care, Self-Determination, Rights of Persons with disabilities, Citizenship, Social Inclusion, Professional Competencies, Social Education (3 to 7)

The AIEJI Board has developed from 2009-2010 together with member organisations of AIEJI a discussion paper highlighting the most important themes in working with persons with developmental disabilities based on the UN Convention on the rights of persons with disabilities.

The paper takes its initial point from the fact that despite decades of efforts of normalising and integrating persons with developmental disabilities there is still a long way to go. Therefore, it is necessary in the societal and political debate to articulate a changed vision: A vision about a life of dignity and citizenship through inclusion and participation.

The paper focuses on two central issues: The right of persons with developmental disabilities to have a home which they feel is their own and the use of force and coercion. It is pointed out that the right to have your own home requires a de-institutionalization of the homes and effects the everyday routines in the homes. The use of force and coercion is discussed in the light of the constitutional right of the inviolability of the personal freedom prevalent in most democratic countries. This is put into perspective by discussing care, neglect of care and forced care in the light of the basic ethical values and principles of social educators.

The papertherefore elaborates on the social educational practice aimed at persons with developmental disabilities, and the characteristics of this practice. AIEJI points to the fact that social educators have a number of central ethical values and principles.

In continuation of this, AIEJI wants to highlight a number of articles in the UN Convention on the Rights of Persons with Disabilities and their consequences for the social educational practice. There is a need to construct a model of how an inclusive society could look like - on a societal as well as a political level, but also for the social educators and their professional associations and trade unions.

PLACING INDIVIDUALS IN DIFFICULTY ON THE JOB MARKET IN SWITZERLAND

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Langue de la présentation: français

The activity of **placing individuals on the ordinary job market** is examined in **Switzerland** as practised by various institutions in relation to those who are **unemployed**.

Nous nous intéressons à **l'activité de placement sur le marché du travail** ordinaire en **Suisse** mise en oeuvre dans diverses institutions (offices régionaux de placement, offices d'assurance-invalidité, services d'associations, agences commerciales) pour des **personnes sans emploi** ayant recours à des prestations sociales étatiques. La fonction des divers acteurs qui assurent une activité de placement est «théoriquement » la même, à savoir mettre en relation l'offre et la demande d'emploi. Toutefois, à la lecture des bases légales helvétiques régissant le placement public et privé sur le marché du travail (s'éloignant du principe du monopole public de placement prôné au début par l'organisation internationale du travail), la notion de mis e en relation se comprend dans un sens très large, allant d'une rencontre interpersonnelle entre offre et demande d'emploi à la simple transmission d'adresses. En plus, ces dispositions légales ne nous disent pas grand-chose sur les modalités de mise en œuvre du placement dans des pratiques institutionnelles et professionnelles.

Ainsi, un accent a été mis sur l'analyse des **logiques d'action des professionnels** exerçant une activité de placement dans divers lieux d'action publique, en regardant la place des **travailleurs sociaux** lorsqu'on sait que la mission d'insertion professionnelle fait souvent partie de leurs tâches. Les professionnels du travail social repérés sont en partie en dissonance avec la logique d'action dominante dans maints services s'occupant du placement, selon laquelle le demandeur d'emploi doit être reconfiguré en un chasseur d'emploi, capable de se vendre pour répondre unilatéralement aux exigences de l'économie. Leur intervention nous montre que le concept de « social durable » peut être éclairé en prenant au sérieux la définition de placement sur le marché du travail de publics en situation d'exclusion, qui comprend non seulement une action sur l'offre et la demande d'emploi mais encore sur leur rencontre.

SOCIAL WORK IN THE INTERSECTION BETWEEN PROFESSIONALISM AND ORGANIZATIONAL DEMANDS

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In my presentation I will highlight the tensions between professionalism and organizational demands, by taking a starting point in the differences between Eliot Friedson's (2001) concepts of organizational and professional logic. With a base in empirical studies from Sweden, I will point at a lacking strong collective professionalism for social work, which can lead individual persons employed in to being organizational tools more than professional agents. The main empirical material is a survey from 2008 to social workers in all different kinds of organizations in social work in Sweden about how social workers conceptualize their roles in their organizations.

Social workers work in a wide variety of organizations. Governmental and Non Governmental, Private and Public. In these organizations their tasks are given and they have a specific position. This position, that Lipsky (2010) calls street level bureaucrat, is in tension between the client and the organization. But being a social worker also means being in tension between your own lived experience and demands from the professional field of social work. The professional role as a social worker could therefore be understood as in the intersection between organization and client as well as between professionalism and personal experience. While the relationship to clients and the wellbeing of the social worker as a person often is in focus in everyday discussions in social work, I will highlight the other dimensions of the mentioned tensions – between professionalism and organizational demands. This presentation will take its starting point in the differences between organizational and professional logic. These concepts derive from Eliot Friedson (2004) who has given tools for understanding the different aspects in professional life. In the presentation I will show, with a base in empirical studies from Sweden, how social work is lacking a strong collective professionalism, which makes individual persons employed being organizational tools more than professional agents. The main empirical material is a survey from 2008 to social workers in all different kinds of organizations in social work in Sweden about how social workers conceptualize their roles in their organizations.

HOW MUCH CULTURE DO WE NEED?
INTERCULTURAL COMPETENCE AS AN ASSET FOR SOCIAL PROFESSIONS

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A wide range of training courses, lectures and workshops provide training in **intercultural competence**. This competence is particularly needed when counselling **migrants.** Mecheril, Nohl, Auernheimer et al have detected the following three main problems involved: First, culture in a pedagogical environment is viewed as a problem due to a possible clash of cultures. Second, problems in interaction are usually seen as culture-bound. Third, pedagogical settings are embedded in a hierarchical structure. The goal of my presentation is to put these three assumptions into perspective and to outline the key strategies required to counsel migrants effectively.

Pedagogical professionals' and social educators' everyday work is highly affected by their clients' culture. My presentation summarises the current discussion on the problems in counselling with respect to intercultural settings. Moreover I present the key skills required to handle intercultural counselling situations successfully. Research on the topic of intercultural competence has made three basic assumptions:

First, culture is experienced as problem-based. To put it differently, it is assumed that cultural situations automatically lead to conflicts owing to the differences in norms, stereotypes and ethics. Furthermore a heated political debate has evolved about the dichotomy between allochthones and autochthones. Consequently this debate has an impact on pedagogical work because this kind of discourse about culture has a negative effect on the counselling atmosphere. Moreover, it creates insecurity among the social workers/educators with respect to the degree of responsibility they are supposed to assume.

Second, the phenomen culture in its narrow sense is generally overestimated. If intercultural situations only boil down to intercultural problems, migrants will not be seen as subjects anymore who have personal needs, like finding a job or an appartment or building social relationships. Furthermore historical, political or economic determinants of the migrants' home country may be neglected, but are, nevertheless, also essential for social educators to understand difficulties in the integration processes.

Third, intercultural situations reflect hierarchical structures, i. e. between the educator and the migrant. These structures are seen as given and migrants are, mostly subconsciously, not treated equally, but the educator imposes his or her communication patterns on the migrants. Hence, the educaror should avoid giving advice from his or her own cultural perspective, but should take the migrants' culture and way of thinking into account.

WORKSHOP PRATIQUES SOCIAL-ARTISTIQUES /SOCIAAL-ARTISTIEKE PRAKTIJKEN / SOCIAL-ART PRACTICES

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Trefwoorden: duurzaam empowerment, kunst, cultuur, processen, bemiddeling

Mots clés: renforcement durable, arts, culture, sociale, processus, médiation keywords: sustainable empowerment, art, processes, mediation

Verkenning en uitdieping van sociaal-artistieke methodieken voorbereid door studenten, docenten en werkveld in Belgie. Met Jozef Beuys geloven we dat in vele mensen een vleugje kunstenaar huist. Het is dus een reële kans om bij dit facet van mensen opnieuw aan te knopen, en kunst en cultuur aan te wenden voor de empowerment van mensen die van huis uit minder kansen kregen tot deelname aan het maatschappelijk gebeuren. Het verlangen van kwetsbare mensen om zich te uiten in een kunstdiscipline naar hun keuze, moeten we ondersteunen omdat het een uitstekend middel is voor zelfrealisatie. Kansen scheppen om hun creativiteit te exploreren, samen met artiesten die in dergelijke processen geïnteresseerd zijn, behoort tot de essentie van het SCW. Het gaat om een duurzame emancipatie en sociale activering op micro-, meso- en macroniveau.

Exploration et approfondissement des méthodes sociales-artistiques préparées par des étudiants, des professeurs, et le champ de travail en Belgique. Avec Jozef Beuys, nous croyons qu'en beaucoup d'hommes et de femmes il demeure une étincelle d'artiste. C'est donc une opportunité de renouer avec cette possibilité et de se servir de l'art et de la culture, en fonction du renforcement des gens qui n'ont pas eu dans leur milieu familial, les chances de participer à la vie sociale et culturelle. On estime qu'on doit soutenir le désir des gens vulnérables de s'exprimer via une discipline d'art de leur choix, parce que c'est un moyen de réalisation. Susciter des chances pour explorer leur créativité, en coopérant avec des artistes qui sont intéressés par de tels processus, fait partie du travail social-culturel. Il s'agit d'activation sociale durable au niveaux micro, méso et macro.

Exploration and deepening social-art methodologies, prepared by students, teachers and social-art workers in the field. Together with Jozef Beuys we believe that in many persons an art flavour is covered. So it is a real opportunity to renew wit this possibility and apply art and culture to empower people who have had poor chances to participate in the society. We should support the desire of vulnerable people to express themselves via an art discipline of their choice because it is an excellent means for self-realisation. Creating opportunities for exploring their creativity together with artists who are interested in such processes belongs to the core of social-cultural work. This is about sustainable social activation on micro meso and macro level.

THE SOCIAL CAPITAL IN GUIPUZCOA

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This communication analyses the question of social capital in the province of Guipuzcoa placed in the Autonomous Community of the Basque Country (Spain). For Fernando Barreiro, the social capital is the process and networks that allow to the people to act in a collective way. It is a question of the institutions, relations, attitudes and values that determine the interactions between persons, which supposes, in turn, a social network that produces usefulness and benefits for persons who take part in the same one. The communities that possess a wide and diverse set of social relations and of civic associations, are in better situation to solve their problems or to satisfy their needs.

The social capital refers equally to the capacities of the members of a community: 1) to subordinate the individual interests to those of a major group, 2) to work together for common aims or in mutual benefit, 3) to share values and procedure, and 4) to associate and to form groups as well as stable organizations. These capacities consist of social and particular interactions that, among other things, promote the mutual recognition, confidence, reciprocity, solidarity and cooperation.

The aim of this paper is to know, from a quantitative and qualitative point of view, the characteristics of the social capital, both individual and group, of this territory and to propose axes of intervention to preserve and strengthen his social capital. This work is part of an investigation promoted by the Deputation of Guipuzcoa and carried out by Mondragón's University, in collaboration with Oxford University and the professor of Harvard University, Robert Putnam.

THE DEBATE CONCERNING THE SOCIAL CAPITAL

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Keywords: social capital - theories - applications - limits – propositions

This communication analyses the debate in turn of the social capital. For Fernando Barreiro, the social capital is the process and networks that allow to the people to act in a collective way. It is a question of the institutions, relations, attitudes and values that determine the interactions between persons, which supposes, in turn, a social network that produces usefulness and benefits for persons who take part in the same one. The communities that possess a wide and diverse set of social relations and of civic associations, are in better situation to solve their problems or to satisfy their needs.

The social capital refers equally to the capacities of the members of a community: 1) to subordinate the individual interests to those of a major group, 2) to work together for common aims or in mutual benefit, 3) to share values and procedure, and 4) to associate and to form groups as well as stable organizations. These capacities consist of social and particular interactions that, among other things, promote the mutual recognition, confidence, reciprocity, solidarity and cooperation.

The aim of this paper is to know the principal theories of the social capital, to analyze their applications, to reveal their limits and to propose a new definition of the social capital. This work is part of an investigation promoted by the Deputation of Guipuzcoa and carried out by Mondragón's University, in collaboration with Oxford University and the professor of Harvard University, Robert Putnam.

PARTICIPATION IN SOCIAL WORK: POSSIBILITIES AND LIMITATIONS OF PARTICIPATION OF SERVICES USERS USING THE EXAMPLE OF HOMELESS PEOPLE

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Presentation language: englisch

Keywords: participation, empowerment, homelessness, social work, decision making processes

The article describes the possibilities and limitations of the participation of service users using the example of homelessness. Participation is defined as the involvement of individuals, groups and communities in decision-making processes which affect them directly or indirectly. Empowerment is regarded as a fundamental precondition of participation by which individuals and groups and communities enhance their capacity to be informed, make choices and transform these choices into desired actions and outcomes.

The article shows forms of and approaches to participation and gives concrete examples of participation practices in service user organizations for homeless people. Finally, it deals with the neoliberal misinterpretation of empowerment.

The article underlines that participation is a matter of power and the transfer of power as a measure of participation.

Where participation is not connected to decision making it is merely a talking shop and tokenism.

Participation does not exclude the need for support! It concerns the matter of how the support is provided and aims to increase the autonomy of the homeless people.

WHAT WORKS IN MAINTAINING OLDER PEOPLE WITH HIGHER LEVEL NEEDS AT HOME? - OUTCOMES FROM A LITERATURE REVIEW WITH A UK FOCUS.

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Keywords: evidence-based policy, shifting the balance of care, older people with higher level needs.

It is widely acknowledged that the majority of people wish to remain at home throughout their life rather than be admitted to institutional care. Government policy has actively supported the transition from institutional care to community care over a number of years. This paper aims to bring together the evidence from a number of sources that evaluates interventions for older people with higher level needs to remain at home with a particular focus on Scotland and the UK more broadly. A combination of database, manual and citation searches was used to identify key studies and grey literature. The principal types of grey literature of relevance to the study including policy documents, expert opinion pieces and unpublished primary research were identified via a Research Advisory Group and individual interviews with key informants. In addition contact was made with home care managers across Scotland to identify unpublished locally commissioned work.

Findings have been identified around a range of key interventions including prevention of admission and supported discharge models as well as the emerging fields of telehealth/telecare and home care re-ablement. This review found a potential divergence between what existing research tells us works and the direction of policy in supporting older people at home in the UK. As the impact of the current spending review and the proposed cuts to funding for state services, including those to older people, becomes clearer, it is crucial that resources are targeted at models and interventions which support effective outcomes for older people rather than those which can purely provide evidence of savings. This paper aims to discuss how the existing evidence can be used to support evidenced based policy development which will help older people with higher level needs remain at home and achieve effective outcomes.

THE FLEMISH COMPETENCY PROFILE OF THEBACHELOR OF SOCIO-EDUCATIONALCARE WORK

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Trefwoorden: Flemish competence profile, bachelor level, profession-specific competencies

CONTRIBUTION

This presentation comments on the Flemish profile of competencies of a Bachelor of social-educational care work. This presentation is focusing on the process the six Flemish University Colleges went through together and that led up to the development and delivery of this list of competencies for the training programme of the bachelor degree of social-educational care work.

Special attention is paid to some important aspects such as the profession-specific competencies or roles. This is about the identity of these six training programmes which sets them apart from other programmes.

In the structural decree, the Flemish authorities has laid down the bachelor competencies. The work group on competencies of COO (consultation among all training institutes for social-educational care work) has translated these competencies in their own way.

This presentation goes into the possibilities created by the elaboration and implementation of this Flemish profile of competencies and into possible points of attention.

TRANSFER OF EMPOWERMENT STRATEGIES: ANALYSIS OF PARTICIPATION OF BRAZILIAN EXPERIENCES

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Presentation language: Spanish

When analyzing the "global" and the globalization phenomenon, researches have favored the structural aspects involved. However, these aspects do not exhaust the possible approaches to achieve some knowledge about the reality. When we analyze the "local" level, we find out some specific aspects that are not a small-scale reproduction of the global structuring levels.

The empowerment processes, through capabilities development, express themselves locally in, at least, two levels: socio-economical and socio-cultural. It is this twofold aspect that we have taken into account to carry out the analyses of "participative" participation experiences.

Participation, poverty, capability, effective citizenship experiences, Local Development Human

Título:Transferencia de estrategias de empoderamiento: análisis de participación de experiencias brasileñas

RESUMEN:

En el análisis de lo "global" se destacan los niveles estructurales, pero estos no agotan el conocimiento de la realidad. Al analizar lo "local" se encuentran aspectos que le son específicos y que no son una reproducción a pequeña escala de los niveles estructurales globales.

La participación es el concepto clave, pero como tal está mediatizado por niveles estructurales y estructurantes en términos societales. En el eje socio-político e institucional, podemos preguntar, qué democracia sostiene qué participación. En el eje socio-económico, qué aspectos en el modelo económico favorecen la consolidación de modelos participativos en términos sociales. En el eje socio-cultural buscamos los elementos que generan sinergias colectivas entre actores diversos, que dan sentido de continuidad al eje global-local.

Los procesos de empoderamiento, mediante el desarrollo de capacidades, se expresan en la dimensión local, al menos, en dos niveles: socioeconómico y sociocultural. Desde esta doble dimensión situamos el análisis de experiencias de participación "participativa", que toman el pulso en los diferentes grados de participación según nos referimos a sociedades desarrolladas y en desarrollo, a través del análisis de sendos proyectos: Emprendimientos solidarios y ciudadanía: mujeres, hombres y jóvenes. Contra la pobreza y la desnutrición" y "Generación de renta y trabajo. Creando una puerta de salida de la pobreza y de la dependencia de la tutela gubernamental".

En relación al nivel socioeconómico, sostenemos que en todo ámbito local se genera un sistema de relaciones productivas de 'riqueza', por mínima que ésta sea, que da lugar a negociaciones entre los actores, en relación a la inversión y redistribución de excedentes. Y, de otra parte, la dimensión socio-cultural nos habla del sentido de pertenencia expresado en términos de identidad colectiva de los sujetos sociales. Cuando los individuos y grupos sienten una 'manera de ser' que los distingue de otros.

GENDERED VIOLENCE IN EASTERN EUROPE

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Keywords: gendered violence; comparative research; Eastern Europe; awareness raising; structural focusing; the need for good quality psychosocial work with women and children; children's advocacy

The presentation is a comparative analysis of gendered violence against women and children in private sphere in some Eastern European counriers. It shows the history of activism in social work and among women organisations during the last twenty years and the societal denial towards gendered violence. The feminist and a broader women's movement for active citizenship and against violence has increased the awareness about gendered violence, but has not yet sensitise social welfare services for a good quality psychosocial work with women and children who experience violence. There is an absence of research activities in the field and some of the countries in the region have only recently made a quantitative national research survey on violence in private sphere. The first national survey from Slovenia (2010) has shown that every second woman over the age of 15, has experienced one or another type of violence. Most of them has experienced psychological violence (49%), physical violence (23%), material violence (14,1%), sexual violence (6%) and restrictions of movement (13,9%). The gendered violence shows that men are most often the perpetrators and has showed that none of the existent "myths about victims and perpetrator" could be proven in a scientific study. The research show the interrelatedness of gender inequality and violence in private sphere among the countries in the region.

COMMUNITY DEVELOPMENT AND CITIZEN'S PARTICIPATION IN THE NETHERLANDS AND SPAIN

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Keywords: Social Support, Participation, Active Citizenship, the Netherlands, Spain, Legal Frameworks

This presentation explores the development of community work and the participation of citizens in the quality of their social environment.

The *Social Support Act* (SSA) was introduced in the Netherlands in 2007. The Act's main goal is to organize social support for vulnerable citizens. On the whole, the main theme of the SSA is citizen participation in care-giving and the provision of social support in general society. The Act emphasizes self-reliance and self-care in citizens, and stresses the importance of informal networks, family care-giving and community care. Around this time, similar legislation emerged in Spain by w ay of the *Promotion of Personal Autonomy and Care for Dependent Persons Act.* Similar to the Dutch Act, the Spanish Act aims to support the independent living of vulnerable people and their participation in the community and society as a w hole. The Acts, how ever, w ere introduced for different purposes. In the Netherlands, the Act was meant to deconstruct the social-democratic welfare state and in Spain the Act was meant to improve the performance of public administrative bodies in relation to vulnerable groups. Additionally, the Dutch Act is part of a process of governmental w ithdraw al and increasing citizen's responsibilities w hereas the Spanish Act specifically seeks to shift responsibility from informal care to public professional care. A comparison of legal aims and practical outcomes in the Netherlands and Spain provides insight into three research questions on participation:

1. What does participation mean within each of the Acts? Does this meaning of participation conflict w ith other forms of participation in society, e.g., between caregivers and care receivers?

2. Do either of these Acts pave the way to a 'truer' participative society?

3. .What is the (potential) role for social workers within the two Acts?

PROMOTING HUMAN RIGHTS AND FULL CITIZENSHIP OF PERSONS WITH DISABILITIES IN RUSSIA: THE ROLE SOCIAL WORK EDUCATION IN A GLOBAL CONTEXT

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The Russia Federation has succeeded in significantly reducing its overall rate of Poverty. However, the World Bank's recent poverty assessment also indicates that this success in poverty reduction has been vastly unequal across the country and across population groupings. Indeed the reduction in Government spending and the need for social policy reform have resulted in the further marginalization of persons with disabilities through the reduction of services, benefits and opportunities. People with disabilities and families with disabled children continue to be amongst the most severely affected, as they typically are not able to participate in Russia's social and economic life due to many physical, attitudinal and systemic barriers. This marginalization of persons with disabilities and other minority groups poses major threats to democratic reform and social stability in Russia Society.

This paper will describe the successes and challenges of the Canada Russia Disability Program (CRDP) an innovative social development program which spanned over four years (February 2003 – June 2007), aimed at ending the human rights violations against persons with disabilities, reducing their marginalization and fostering the their social inclusion Russia. The paper will demonstrate how the unique innovative, intersectoral and interdisciplinary multipartite partnerships were used effectively to establish alternative models for service delivery; to contribute to the development and implementation of public policies which support reform, and to promote human rights and better access to services which are reflective of the inclusion of people with disabilities on federal, regional and local levels.

In addition, the proposed paper will use a unique social development framework to examine the specific methods and processes used to bridge the ways of knowing across Russian and Canadian communities of social work educators, service providers and disability NGOs to promote social development. Further it will report on the local, regional and national outcomes and impacts that have been achieved in Russia over the life of this innovative social development initiative.

Finally the paper will outline some specific implications and directions for social work practice and research into the application of social development interventions for promoting human rights.

USERS RESEARCH CHALLENGE FOR SOCIAL WORK PRACTICE AND EXPERT BY EXPERIENCE

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Presentation language: english

Keywords:participatory research, user-led research, empowerment, experimental knowledge, ***mental.***

Presentation is based on the personal experience and results of involvement of expert by experience into research. Through presentation I am going to do two things. Firstly I am going to highlighted how involvement of expert by experience can be challenge for both expert by experience and also for social workers. Involvement of expert by experience into research represents a fundamental shift in power relations. Users research contributes to the »development of theory, values and practice in a way which is not based on the premise that all theories are formed by dominant groups of people" (Clifford et al. 2005:115 in: Maglajlić 2007:57). By entering the research field service users are put in the position of co-creators of theory which is important for »actionable knowledge« as said by Gabi Čačinovič Vogrinčič (2002). Expert by experience thus become part of looking for answers and co-creating solutions. From being passive service receivers they obtain the position of active solution searchers. Article will present the advantages and disadvantages of involvement service user as researcher in social work practice since user research poses a challenge to both the social work profession and service user. Involvement of expert by experience into research shows ensures reconstruction of knowledge and help to develop more a "democratic social science" as Oakley stated (1998:725).

Secondly I will present how user research can be a tool for empowerment. I am going to outline some of individuals and collective empowerment that have been occurred with the sphere of user research.

CO-OPERATIVE MANAGEMENT IN SOCIAL SERVICES – A NECESSARY CONSEQUENCE OF THE SERVICE ITSELF

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Keywords: co-operation, management, social services

Social services are getting under economic pressure. That often leads to disregarding the fact that the aim is offering a service which is a human service. From that certain prerequisites derive which show that there are certain management understandings which follow the neo-liberal paradigm and some not. Management of social services is free to choose and to realize a management understanding which is fitting to the social services as human services.

Text for the conference book:

The SSGI ("SSGI" conf. the EU policy 9/2010) are offering social services which are predominantly described as an interaction between human beings. The author describes management in social services out of the structure of the working relation (alliance) between the client and the professional. This relation is a communicative one and as such necessarily a co-operative one. From that fact derive certain consequences to develop an appropriate understanding of management in social services.

To let one be or feel oppressed by the neo-liberal economic paradigm is not unavoidable. But if managers of social services react as competitive and profit oriented as they are expect to do they force their employees into a double bind situation: with their clients they have to be empathetic and with the management they must act strategically. Co-operative management is able to avoid these contradictions. Referring to the adequate (existing) findings in economic research an idea of management becomes reality that enables the social services to overcome the neo-liberal paradigm in the management.

The audiences quickly understand how certain economic findings are used to secure a system of gaining profits which suites to the regulations of the global finance market but not to the social services. While grasping the idea of co-operative management the audience are lead to development an own understanding of co-operatively managing social services. Especially findings from different European social services will enhance the transfer.

The participants can bring in their experiences and apply the findings to generate a new idea of managing social services. The consequences for social work are presented and together with the audience referred to the respective national situations.

EMANCIPATORY PREVENTION': A CONTRIBUTION FROM AN ETHICAL VIEWPOINT

Bie Melis, Nicole Vettenburg, Peter Goris, Dieter Burssens

Social workers experience daily the problems of those who drop out of the social network. To create more chances for a bigger target group before they drop out of the social network; social workers need to transfer their experience to preventive intervention. This transfer demands different work skills and a different theoretical framework.

Especially because **prevention** is not a neutral concept. Intervening thoughtlessly may well lead to exclusion of risk groups. Therefore it is the responsibility of social work to introduce prevention projects within a frame-work of **ethics**. The concept of "**emancipatory prevention**" offers the social worker this theoretical framework .

The pressure on social workers to catch all those who drop out of the social network increases. Despite the appreciation of their work many social workers feel they are battling against the odds.

When social workers can transfer their experience on problem solving to preventive intervention they are able to create more chances for a bigger target group; preferably before they drop out of the social network. This transfer to a preventive reflex in social caring demands different work skills and a different theoretical framework than the more traditional caring model.

But even so we still have to question if prevention has always an advantage over care? Too often intervention is only focused on stopping a problem in society. Because of a limited approach to efficiency and effectiveness, we sometimes forget to check if the aims that we put forward are socially acceptable. To intervene thoughtlessly may well limit people 's development opportunities. Under the name of 'prevention', intolerance and distrust can be exacerbated which can lead again to the exclusion of risk groups. In this case the social dropout rate will increase again.

This shows that prevention is not a neutral concept. Therefore it is the responsibility of social work to introduce prevention projects within a frame-work of ethics.

In this contribution we aim to stimulate social workers to make the transfer from individual care to overall prevention. But also to do this whilst considering emancipation principles. The concept of "emancipatory prevention" offers the social worker a theoretical framework . In this theory we investigate the opportunities to respond as soon as possible, thereby increasing the options for everyone involved whilst taking into account the individual and the context. It is essential that the target group is encouraged to participate at all stages of this prevention process.

CAREER PLANNING AND DESIGNING OF SOCIAL WORKERS – LESSONS FOR UNIVERSITIES AND WAYS TO SUSTAINABLE PRACTICE

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The paper presents the research which goal was to find out what external and internal factors influences career planning and designing of social work part time students and how higher education study programmes could be improved in order to make these processes for graduates easier.

Career planning and designing as life long process become more and more important for helping professions as dynamic changes in labour market require new competences in order to be concurrent professional who could provide qualitative services (in the broadest sense) to the society.

Different research shows that it is lack of attention to proper career planning and designing at higher education institutions. At the moment education provides competences which allow graduates to seek very narrow career and impede adaptation at the first working place. Only limited number of students has enough competences to plan and later on to design career. On the other hand, universities question whether they have to include competences needed for career planning and designing in study curriculum or have to concentrate on professional competences leaving career for personal responsibility of students.

The aim of the presentation is to discuss how social work part time students plan and design their career. The data was collected in 2010-2011 at Lithuanian universities which educate social workers and compared with similar research data from other countries.

The research focuses on external (social, economic, societal) and internal (physical, psychological, spiritual) factors of career planning and designing. It examines what personal, social and professional competences students need for successful career planning and designing and how universities could shape their study programmes in order to help students to find their best place in labour market. The hidden idea is that properly developed study programmes and adequate surrounding could make easier career of their students and therefore to enhance general quality of professional services.

INTRODUCTION OF SUPERVISION INTO ORGANIZATIONS IN THE CZECH REPUBLIC, WHICH PROVIDE THE SOCIAL SERVICES FOR CLIENTS AS AN INSTRUMENT OF CARE QUALITY IMPROVEMENT

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Supervision in social work as a method of strengthening of quality of provided care of social workers to clients is quite young method in the CzechRepublic. The recommendation for organizations to use supervision for their own employees is related to introduction of law concerning the social services, which was brought into effect in 2007. Supervision became the part of social services quality standards. The role of supervisor in organization and supervision process became the integral part of organizations activities, which provide social services. The increasing demands for education of supervisors are connected with this issue. There are also increasing demands on understanding of community planning within the framework of the CzechRepublic. The motivation of organization's and employees´ deputies is fundamental for implementation of supervision into organization. The information is important for motivation of all supervision process participants and the personal experience of employees with this method is also important.

The author will focus on specifics of introduction of supervision for employees – workers in social services in Homes for seniors. These facilities are specific by their health and social focus and connection of nursing and social care for clients. Further she will focus on risks of supervision in these types of facilities and further on meaning of feedback and self-reflection from supervised people.

THE NEW VOLUNTEERISM. TWO REALITIES, ONE CONCEPT. VOLUNTEERING AND DISABILITY: EXPERIENCES FROM THE UNIVERSITY COOPERATION TO DEVELOPMENT

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Lengua de presentación. Español

Keywords: disability, cooperation to development, volunteer service

Social action permanently raises new challenges, new realities. In order to do this, while taking care to not neglect traditional approaches, often new insights must be contributed that reflect creativity and innovation, appealing even to the artistic sense of social involvement. Besides the lessons learned in one particular context and/or sector of the population, experiences become a territorial/sector innovation when transferred to another setting, as with the University Cooperation for Development.

This workshop comes from the experience gained through various cooperation for development programs, determined by callings for official aid from the La Rioja University and AECID. This experience has involved the development of training, and even implementation of a volunteer service in Piura, Peru, South America.

El nuevo voluntariado. Dos realidades, un concepto. Voluntariado y Discapacidad: experiencias desde la cooperación universitaria al desarrollo

La acción social plantea permanentemente nuevos retos, nuevas realidades a las que hay que hacer frente. Para ello, en muchas ocasiones, aun no dejando de lado aproximaciones tradicionales se debe aportar nuevas visiones que reflejen creatividad e innovación, apelando incluso al sentir artístico de la intervención social, integrando viejas estructuras en nuevas realidades. Además el aprendizaje adquirido en un determinado contexto y/o sector de población, supone tener en cuenta adecuaciones en el nuevo territorio en el que se va a implantar la experiencia, porque en el nuevo escenario pueden darse determinadas características culturales, económicas, etc. a las que se deberá tener en consideración para que el proyecto prospere, como es el caso de la Cooperación Universitaria al Desarrollo. La creación de un servicio de voluntariado puede ser una herramienta tradicional, pero el contexto, punto de partida y resultados no, ya que dependerá del encaje que tengan en la entidad en la que van a desarrollar su labor.

El presente taller parte de la experiencia adquirida a través de diversos programas de Cooperación al Desarrollo, enmarcados en convocatorias de ayudas oficiales de la Universidad de La Rioja y de la AECID (Agencia Española de Cooperación Internacional al Desarrollo). La experiencia permite identificar áreas de intervención vinculadas al Trabajo Social, como son la atención a personas en situación de Discapacidad y el Voluntariado en diferentes territorios. La experiencia ha consistido en el desarrollo de acciones de formación, diseño e incluso implementación de un servicio de voluntariado en una realidad concreta, una región de América del Sur, en la que se necesita la implicación de la sociedad civil, como elemento fundamental para poder transformar situaciones precarias. Contar con el máximo de agentes sociales es motor imprescindible para garantizar un mínimo de éxito de cualquier acción que se pretenda emprender, más en materia social. Por este motivo se fue produciendo un acercamiento a todos aquellos que pudieran estar interesados y relacionados en este ámbito, a la par que se iban clarificando conceptos fundamentales para el entendimiento, necesarios para acometer la acción propuesta. El presente taller se estructura en dos partes, en la primera se expondrán los elementos significativos de la experiencia, de cómo se empezaron a sentar las bases, aun a distancia geográfica y cómo se fueron desgranando objetivos, actividades y metodología de la puesta en marcha. Y en una segunda parte se realizará una actividad práctica de diseño de un proyecto de cooperación universitaria al desarrollo, teniendo en cuenta variables e indicadores que ayuden a su correcto planteamiento y posterior desarrollo.

SOCIAL PEDAGOGY AND THE NORMATIVE CHALLENGE

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Presentation in English

Keywords: Social pedagogy, normative science, education (Bildung), care

Social pedagogy, as a subject in the field of social help and care, has a strong normative emphasis in addition to be a theoretical and empirical science. The normative emphasis has a tendency to be under communicated in times of "performance and evidence". As in all pedagogical action there is an aim and a reason behind the doings. These aims and reasons come from somewhere (conscious or unconscious), and are always related to some kind of values, something (good) to strive for. What is seen as acceptable values are not unambiguous, values have to be argued for and legitimized within a context. There is a need for all professionals who work with service users (patients, clients, youth etc.) to be aware of the way people are met, handled and helped. For example good intentions are not necessarily perceived as this by the user, or what we might think is good help, might as well have the function of social control. What are acceptable values is a normative question and should be enlightened through philosophical terms and perspectives.

In this presentation I will argue that the concept of "education", in a broad sense, can be helpful in this discussion (similar to "Bildung" in German, "danning" in Norwegian and "bildning" in Swedish). The English educational-philosopher Peters has discussed the concept of education, and he argues that knowledge and moral are the two main elements in education. As I see it, knowledge (and understanding, insight and critical thinking) is well taken care of, while the value part, the moral, is much less high lightened in the professional's education. Peters is concerned about the need for some kind of standards based on common values, which can function as a "judge" over the actions taking place. This must go beyond merely ethical theories and the ethical rules within the social professions.

In my opinion such question and demands have to be raised as a necessary part of social pedagogical work. The concept of education is one approach to handle this within the frame of the educational institutions. A social pedagogue in practice has to be educated, understood in the broad sense, to be able to educate those she/he is working with.

We need to raise some fundamental questions: Do our methods function instrumentalistic? Do we treat people as objects? Are we actually carrying out social control? Are our methods helpful in emancipating the users? Do we facilitate the well being of the user? These are examples of questions where there is a need for an in depth analysis about how we see and understand human beings. But this is not enough. In addition there is also a need to be aware of basic values in our society. Leaning on Adorno we must ask how we can be sure Auschwitz does not reappear. There is a need for value decisions, such as stating that democracy is a premier demand.

LEARNING NETWORK 'ORIENTATION OF SOCIAL WORK ON SUSTAINABLE DEVELOPMENT': WHAT CAN WE LEARN?

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This contribution presents the process and outcomes of agood practice in Flanders: the **Learning Network** (LN) 'Orientation of Social Work on **Sustainable Development** (SD)'. The LN is based on the assumption that SD touches upon the very core of the social work profession. It brings together teachers of schools for social work and social workers from diverse organisations for study, building knowledge, and exchange of expertise and initiatives for SD in **social workprofessional education**. The LN addresses both content and didactical approach to develop and incorporate ESD into the social work **curriculum** and into the education system.

In 2008, within the context of the UN Decade of **Education for Sustainable Development** (ESD) and its implementation in Flanders, a Learning Network (LN) 'Orientation of Social Work on Sustainable Development (SD)' has been established. The LN brings together teachers of schools for social work and some social workers from diverse organisations for study, building knowledge, and exchange of expertise and initiatives for SD in the SW curriculum. The LN combines content and **didactics for sustainability** to develop and incorporate ESD into the social work curriculum and into the education system. It aims at increasing the awareness of the fact that SD touches upon the very core of the social work profession.

The LN has been established by 'DHO Vlaanderen' (Sustainable Higher Education Flanders), a temporary project that realized learning networks of teachers in different domains. The one on social work came about on the initiative of Leuven University College (Department of Social Work) in the context of a small research project 'Orientation of Social Work on Sustainable Development' that was financed by the Flemish government. The actors involved are not only teachers of schools for social work but also practitioners in the field since the interaction between theory and practice has always been important in social work professional education. The chair of the network is a teacher. The coordination was taken care of by 'DHO Vlaanderen' and, since the discontinuation of the project, by a policy advisor of the Flemish government.

Diverse content has been discussed so far: the interrelatedness of social work and sustainable development, education for sustainable development (ESD), ecological economics, transition management, consumption and debts mediation, empowerment, competences for sustainable development, global inequality, globalisation, solidarity as a basic value in social work, resilience, etc. From this academic year on, in every meeting we also address a didactic approach: social-artistic projects, working with movies, games, etc. The themes and issues treated in the LN also inspired the content of a recently published handbook about social work and sustainable development.

The LN can be viewed from three different perspectives: ESD policy, social work professional education and social work practice. Undoubtedly, it contributed to the implementation of the ESD Decade in Flanders by fostering valuable learning opportunities in higher education. The impact of the LN on professional education and social work practice can be illustrated with two cases. The first is an Intensive Programme about SD set up by three Flemish schools for social work together with seven foreign partner schools. Secondly, the activities of the LN did affect the practices of Globelink, a youth organisation with a focus on global inequality.

During the workshop at the ENSACT Conference, we discuss the success of the open and bottom-up approach of the LN and examine what can be considered critical factors, 'do's en don'ts' when applying such initiatives in other countries.

WISDOM OF SOCIAL WORK IN CROATIA

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Keywords:social work in Croatia,oral history,contribution to practice

Social workers in Croatia have been educated in the profession of social work since 1952. The first graduate complited the social work course at the High school for Social work in Zagreb in February 1955.

Therefore we are soon to celebrate 55 years of the social work profession in the Croatia. Students of social work were mostly from Croatia, but a number of the students come from different parts of the former Yugoslavia: Slovenia, Serbia and Bosnia and Herzegovina.

Out of 34 enrolled students, 31 graduated and most of them are working in the public services,section for social protection: 14 have been employed in Croatia and 7 have been employed in Bosnia and Herzegovina. The rest are working in other countries of the former federation or abroad.

The first graduete of social work in Croatia was Branko Bodrožic from Šibenik. Previously he worked in service of the social protection of City of Šibenik.

Before 1986, 2 794 social workers gradueted in Croatia. After realizing the need of a higher education for social workers and a required procedure in the college community social work studies were organized.

The first students graduated from that course in 1972 and the first graduate was Ante Matutinović who graduated in November 1974.

More social workers, 1 373 graduates , have gradueted by September 2002.

The social protection of our country has been achieved by educating and employing thousands of social workers. A part of them works in non-governmental organizations , schools and the health system. All their professional practice makes the professional wisdom of the social work. With education skills, working experience and appropriate supervision and cooperation with Croatian Association of Social Workers (CASW) they have created knowledge and skill which we all use today.

These created knowledge and skills witch we are using today have created a sustainable social work development and security even in the conditions of the war which Croatia was forced to protect itself during the nineties.

The purpose of this presentation is to resarch, record and preserve the oral history of the social work in Croatia.

The social work in Croatia during centuries have made an unmeasurable contribution to the development of the society and to the contribution of the social work practice in the world.

Beside the textual part in this presentation, an audiovisual materials will be shown in a documentary form.

« CULTURE, ART ET TRAVAIL SOCIAL : UN RENDEZ-VOUS A NE PAS MANQUER! L'APPROCHE CULTURELLE DANS LA FORMATION DES ASSISTANTS SOCIAUX »

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Keys words : Education – Culture – Creativity – quality – skills – innovation – political actor

Mots clés : Formation – Culture – Créativité - Qualités – Compétences – Innovation - Acteur politique

The social exclusion is not only a economical exclusion, it is also a cultural exclusion, even maybe before... It's why a social worker has to develop cultural skills. It's why in the formation of futur social worker, an important place must be done for the creativity and the cultural discilpines.

Comment valoriser l'intérêt d'une approche culturelle dans le travail social d'aujourd'hui ? Lalogique de l'Etat social actif fait peser une pression croissante pour l'intégration, l'insertion etle contrôle sur les épaules des travailleurs sociaux. Pour s'en libérer autant que pour affirmerl'importance des droits culturels à côté des droits économiques et sociaux, certainscherchent, innovent et introduisent l'art et la culture dans leurs pratiques.

Culture et Démocratie, association qui encourage l'accès et la participation de tous à la vieculturelle, réunit depuis quelques années un groupe de formateurs qui explore les enjeux decette évolution pour la formation des travailleurs sociaux et mène une réflexion sur lanécessité d'introduire ou d'accorder plus de lisibilité aux pratiques artistiques et culturellesdans la formation des assistants sociaux. En 2009, en collaboration avec l'Agence Alter, les
membres de ce groupe ont réalisé une publication sur le sujet (Labiso n°103- 104). Elleprésente les fondements de l'intégration de la culture dans le travail social et dans laformation des assistants sociaux.

Aujourd'hui, cette publication illustrée par des témoignages d'enseignants et d'étudiants àpropos d'expériences « alternatives » menées au sein des structures traditionnelles, sert desupport à des échanges et débats avec les acteurs de la formation, du social, de la cultureafin de définir ensemble une mise en oeuvre pour une approche culturelle dans la formationdes assistants sociaux. De ces échanges sera rédigée début 2011 une série derecommandations qui seront adressées aux institutions scolaires ainsi qu'aux politiques enquestion.

Quelques membres du groupe de formateurs viendront présenter le résultat de projetsmenés en institutions scolaires ainsi que les recommandations tirées de ces expériences etdes débats menés depuis la publication. Recommandations qui ne cessent de rappelerl'importance de l'innovation, du regard critique, du partenariat et de la passion dans le travaiquotidien des (futurs) professionnels du social.

WORK INTEGRATION SOCIAL ENTERPRISES (WISES): SUSTAINABLE EMPLOYMENT FOR PEOPLE IN A CONDITION OF EXCLUSION VERSUS THE PRESENT CRISIS IN THE LABOUR MARKET

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Lengua de presentación: Español

Work Integration Social Enterprises (WISEs) aim at the social and professional integration of those people who are at high risk of social exclusion or who already live in that situation, and also present particular difficulties to integrate themselves in the labour market. Therefore, they constitute a sort of inclusive enterprise, as they diminish social inequalities and poverty –their assets are not merely their profit, but people and their economic integration.

Among the remarkable characteristics and differences of the WISEs, unlike the conventional enterprise, the most outstanding are the following ones: their bet for the alternative solidarity economy; the comprehensive approach of their actions; their employees' personalised follow-up and social promotion, taking into account their later integration into the ordinary labour market; and their work as a network to design new methods in order to answer to the needs of those people who are to be integrated, so as to the challenges of the labour market.

Las empresas de inserción tienen como finalidad la integración sociolaboral de personas en grave riesgo o situación de exclusión social y con especiales dificultades para integrarse en el mercado de trabajo, constituyendo así un tipo de empresa inclusiva, reductora de la desigualdad social y la pobreza, en la que sus ganancias no son sus activos, sino las personas y su inserción económica.

Entre sus destacadas características y diferencias con la empresa convencional, se pueden señalar su apuesta por la economía alternativa y solidaria; el enfoque integral de sus acciones; el acompañamiento personalizado y la promoción social de sus empleados, de cara a su posterior incorporación al mercado de trabajo ordinario; y su forma de trabajar en red, diseñando nuevas metodologías con las que responder en cada momento a las necesidades de las personas a las que pretende insertar, así como a los retos del mercado de trabajo.

El 55,6% de quienes trabajan en ellas son mujeres víctimas de violencia de género, mujeres solas con cargas familiares, drogodependientes, minorías étnicas y reclusos; el 21,4% son perceptores de rentas de inserción y el 33% restante son inmigrantes.

En España, las empresas de inserción se encuentran agrupadas en la Federación de Asociaciones Empresariales de Empresas de Inserción (FAEDEI), que acoge a doscientas empresas, reguladas por la Ley estatal 44/2007, de 13 de diciembre.

OPEN CARE MEASURES FOR CHILDREN AND FAMILIES AND DURABILITY OF AUTONOMY

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Presentation language: French

Socio-educational services for **children** and **families** are based on national and international rights in Switzerland. From then on, how concrete, the question of the autonomy of the children and the families is locally organised, for an effective participation ? The study in 2010/2011of the new « open care measures » (OPM / AEMO) in the country of Geneva brings some elements of reflection for this question. Different forms of **participation** and non-partipation of the families and childrens, observed in this study, will be discussed. Perspectives of adjustment, between children/families - public authorities – professionals, will be a new possible story : **sustainable autonomy.**

Les prestations socio-éducatives auprès des enfants et des familles en difficultés en Suisse s'inscrivent dans le cadre du **droit**national et international, au regard des objectifs sociaux de ses constitutions cantonales et fédérale, del'adhésion par la Suisse en 1963 au Conseil de l'Europe et de sa ratification de la Convention Internationale des **Droits** de l'Enfant. Ce cadre général renvoie à la prise en compte effective, par les pouvoirs publics, par les services officiels et par les partenaires professionnels socio-éducatifs, des droits des **enfants** et des **familles**en vue de leur **autonomie**. Dès lors, de quelle manière concrète et selon quelle perspective durable, la question de l'aide et de la protection est-elle localement mise en oeuvre, dans un pays et une législation caractérisés par le principe de subsidiarité entre instances et acteurs ? Dans quelle mesure, encore plus concrètement, la participation effective à la détermination, par les destinataires/usagers, des contenus et des objectifs des projets qui leurs sont destinés, est-elle activée ? Une étude menée en 2010 et 2011 sur **l'action socio-éducative en milieu ouvert** (AEMO) à Genève, comme nouvelle action spécifique, affiliée au système d'aide et de protection des mineurs, apporte quelques éléments. Les formes de **participation** des destinataires et usagers à la conception, à l'évaluation et au suivi de l'intervention, implicites ou explicites, repérées dans cette étude seront discutées. De l'AEMO par injonction des pouvoirs publics à l'appropriation du dispositif par ses destinataires, les conceptions de la participation varient selon le point de vue et la place des acteurs dans le triangle destinataires/usagers - pouvoirs publics - professionnels. De nouvelles perspectives d'ajustement s'entrouvrent, en regard de la participation possible et effective des destinataires, à l'image d'une nouvelle histoire, celle de **l'autonomie durable** des enfants et familles.

FIGHTING INEQUALITIES: INTRODUCING STREET SOCIAL WORK IN MACEDONIA

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Presentation language: English

Keywords: street social work, social services, social protection, vulnerable population

The presentation begins with a short introduction in the social protection reforms in the Republic of Macedonia which include the implementation of the street work as a novelty in the social work practice. The introduction is followed by the analyses of the present state and the necessity for the implementation of this new form. The next part includes a presentation of the essential components of the street social work program: the targeted vulnerable population, the main purpose of the services, the allocation of the competencies and the collaboration with the institutions.

The subject of this paper is the newly introduced form of social work in the Macedonian system of social protection, the street social work. For the last year it was seen as a challenge for the social care system, especially due to the history of lacking direct approach in providing social services. The goal of this novelty is to increase the opportunities of the whole population for approaching social services and so to improve the social security and diminish social inequalities. The strength of the street social work lays in the direct contact with the vulnerable population, carried in their own environment, and the possibility for reaching alternative measures and forms for tackling risks, as well as the implementation of the principle from-help-to-self-help. Hence, the aim of the street social work is directed towards targeting and eradication of the social risks the local population is confronting. This approach took systematically coordinated collaboration between the street social worker and the institutions for social protection in order to enable a qualitative identification of the risks which disturb the development of the individuals and the community. The social workers have been developing a network of cases which were targeted for special attention and treatment. The implementation, so far, has shown a lack of collaboration between the social protection providers and the other subjects, such as, health and educational institutions, as well as the private sector. The first results of the implementation of the street social work were registered by the report on the six months program carried out by the Ministry of Labour and Social Policy of the Republic of Macedonia in collaboration with the OSCE Spillover Mission to Skopje. For the purpose of the program were employed three street social workers along with two external consultants. The program was realized in the period from July to December, 2010 on the territory of one of the municipalities in the capital of the country, the city of Skopje, where there was identified the vulnerable population which was targeted by the program.

CHILDREN'S RIGHTS: A CONTINUATION OF CHILD PROTECTION? ON THE EMANCIPATORY CHARACTER OF CHILDREN'S RIGHTS

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Presentation language: English

The adoption of the **United Nations Convention on the Rights of the Child** (UNCRC) in 1989 has been a landmark event in the development of a national **child policy**. Since then, governments have been forced to regard children as persons in their own right, shifting child policy from a **child protection** discourse towards a children's rights discourse.

This shift is interpreted in two opposite ways. On the one hand some argue that children's rights should be understood as a **discontinuation** or even break with the old policy paradigm of child protection. On the other hand, children's rights are seen as a **continuation** of child protection.

In this paper we analyze the shift in discourse using the case of child policy in Flanders (Belgium). We will argue in favor of the latter position, making use of a **discourse analysis** that is based on reports written in the framework of the monitoring of the UNCRC by the Committee on the Rights of the Child.

Our observations evoke the question whether the children's rights framework can be considered as an emancipatory framework. We will demonstrate that the answer to this question is a double-edged sword.

AN EXPERIENCE OF NET-WORK: THE GENERAL COUNCIL OF SOCIAL WORK OF SPAIN FACING NEW CHALLENGES OF THE SOCIAL POLITICS

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Keywords: net-work, crisis, social policies, social rights, social workers

General Council of Social Workers of Spain has positioned us on the fact that the economic growth without equity is one way that it does not help to construct citizenship and society. It is a way to fracture and break the society. In the current situation of crisis and cut of social rights, the group of Social Workers of Spain is net-working with differently entities and organisms with common aims. In this communication we present the experience of networking with EAPN, with International Amnesty, with Alliance against poverty, with Government of Spain to defend the development of social policies in Spain.

General Council of Social Workers of Spain is an organization that groups more than 30.000 social workers in the country. Our position is focused on the fact that the economic growth without equity is a way that it doesn't help to construct citizenship and society, if not break it. We are in the same side of the most vulnerable population on which the higher cost of the crisis relapses in opposition to the adjustments based on cuts insocial rights. In opposition to sectors that, paradoxically, sometimes, are responsible of this situation. Also they insist on defending the no-regulation of the rights and the economy, the continuity of an unstoppable neoliberalism, and the reduction of the social expense. With all our experience as social workers who intervene in situations of risk and social exclusion, we claim to the authorities at this moment two immediate measures such as a civil rights: the minimal revenue that allows a standard of worthy living for people who lack economic resources and a guarantee of social services for social integration. In the current crisis and the cutsto social rights, the group of Social Workers inSpain is net-working with different entities and organisms with common aims. In this communication, we present the experience of networking with the European Anti-Poverty Network - Spain for the work of the Agenda 2020, with International Amnesty for the work of Human Rights, with Alliance against poverty for the attainment of the **Millennium Development Goals**, with the Department of Social Politics of the Government of Spain to defend the development of social policies in Spain.

SOCIAL SUSTAINABILITY AND COMMUNICATIVE RATIONALITY AS CRITICAL TOOLS AGAINST THE TRIUMPH OF MANAGERIALISM IN SOCIAL SERVICES

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Presentation language: English

Keywords: Social Competences of Social Work, Managerialism, Factors of Social Sustainability, Communicative Rationality

Summary: There is a growing dominance of managerial and medical-technological solutions in the governance of the field of social professions in Europe. A complex mix of simplified process models and complicated top-down governance are limiting the use of full professional competence of social work as academic profession. Therefore the factors of social sustainability, like citizens' participation, community orientation, holistic approach of human beings in their environment, local responsibility and equal access to resources, are crucial to be applied by social work.

Text: There is a growing dominance of managerial and medical-technological solutions in the governance of the field of social professions in Europe. Social services have become part of health care services in many welfare states. Managerial professions are increasingly influencing the content of social services. Social work practice is structured according to given diagnosis -based categorization of service users, and helping processes are organized in pre-designed mechanism of process models or service chains of isolated units of service packages or "good practices". A complex mix of simplified and controllable practical tasks and complicated top-down governance are limiting the use of full professional competence of social work as academic profession. A comprehensive and critical theoretical orientation of social work is remaining in a defensive position.

The described situation can be critically analyzed by the concept of social sustainability and Habermas' theory of communicative action. As the governance of welfare services is exclusively oriented according to the rationality of service *systems* and de-touched from the *life world* of service users, the impact of services can be contra-productive and economically unsustainable. Social work has the challenging mission of communicating between the needs of citizens' life world and the resources of service system. Therefore the factors of social sustainability, like citizens' participation, community orientation, holistic approach of human beings in their environment, local responsibility and equal access to resources, are crucial to be applied by social work. These factors can be practical and theoretical weapons against managerial and medical approaches. They can also be connected theoretically with the communicative rationality of life world and the new-found deliberative discourse in welfare services. The presentation will include examples of participatory services which apply to factors of social, economic and ecological sustainability.

SOCIAL WORK AND POLICE: A DIFFICULT ENCOUNTER?
UNDERSTANDING POLICE SOCIAL WORK BETWEEN CARE AND CONTROL

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Recently, several scholars have pointed at the changing role of the police in dealing with social problems, with an evolution towards a police characterized by its growing social responsibility. More and more, the police come into a field that is traditionally occupied by social work. The growing social function of the police can be understood from the changing social position of both the police and social work that is expressed in the idea of 'blurring boundaries'. Social work can no longer claim exclusivity on welfare interventions, while the police lost its monopoly with regard to security. With the evolution towards entities of "police social work" and "community oriented police" these blurring boundaries became institutionalized within the police.

In this paper, we will go into the issue of this encounter of social work and police framed within the field of tension between care (welfare, assistance, emancipation) and control (security, justice, power). We will juxtapose two understandings of police social work interventions. In an *organizational* understanding of police social work, "care" is linked with social work and "control" with police work. This organizational distinction in practice is faced with plenty of limitations. The complexity of social problems for which social work and the police are addressed does not allow intervening exclusively caring or controlling. Instead, we will analyze police social work interventions from an acting point of view. In this approach, care and control are recognized as two *perspectives* on issues such as insecurity, criminality, violence etc. Caring or controlling interventions are not considered as two types of distinct interventions. Care and control are part of every intervention set up by social work or the police. This approach offers a contemporary research agenda to study the encounter between social work and police.

IMPLEMENTATION OF FAMILY GROUP CONFERENCES IN BOSNIA HERZEGOVINA

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As a result of the Dubrovnik conference(2009), where we organized a symposium on the subject of 'social conflict and reconstruction', the centers for social work from Sarajevo and Banja Luka decided they were interested to work with Family Group Conferences (FGC). FGC is a method in which families and social networks (extended families) take their own decisions about solutions for social problems. This process leads to better and more responsible social networks. The role of social work is to support and empower the (extended) families in realizing their own plans. They can no longer 'take over'. Social work in Bosnia Herzegovina expects that FGC will lead to less pressure on their professionals. Also as a result of war, traumas and ongoing political (and ethnic) tensions social work has to deal with a lot of severe social problems (alcohol, drugs, home violence, poverty).

To start and support the process of FGC implementation the Amsterdam University of applied sciences, the Dutch Eigen Kracht Centrale and the Organization for Safety and Co-operation in Europe (OSCE) organized three workshops in Bosnia and Herzegovina. These workshops where hosted by OSCE. During the first of these (three day) workshops 35 social workers from both entities (Sarajevo and Banja Luka) were trained in working with FGC. At the second and third workshop 25 citizens took part as well; FGCs are coordinated by trained citizens.

During the the second workshop an NGO was formed; Family Network Bosnia & Herzegovina. This NGO is going to take care of facilitating, supporting and training the volunteers (conference organizers).

Subjects:

Change of role for social work; not taking over but supporting (research by universities)
Working with civilians as FGC facilitators
From OSCE/international perspective: stimulating cooperation between centers for social work with different ethnic backgrounds

HOW CAN SOCIAL WORK CONTRIBUTE TO SCHOOL SUCCESS AS ONE OF THE MAIN PROTECTIVE FACTORS AGAINST SOCIAL EXCLUSION?/PRESENTATION OF AN ACTION RESEARCH PROJECT *PROFESSIONAL FOUNDATIONS FOR FURTHER DEVELOPMENT AND IMPLEMENTATION OF CONCEPT "LEARNING DIFFICULTIES IN PRIMARY SCHOOL"*

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Presentation language: English

A group of researchers at the University of Ljubljana, at the Faculty of Social Work within the research project *Professional Foundations for Further Development and Implementation of Concept "Learning Difficulties in Primary School"* is trying to use contemporary social work concepts of help to make them useful in the school environment. The results of a qualitative analysis of the action research shows that participants see learning and help co-creation in working relationship for children with learning difficulties as a good and effective concept. The only concern refers to the systemic obstacles connected with time and organizational problems.

One could argue that a topic, closely connected to school environment, may have little to do with social work and social exclusion. The fact that every child goes to school is promising, because every child has the opportunity to have an experience of respect, dignity, and success. Much research has studied the connection of school success and success in people's later life, and stresses the importance of positive experiences in facing challenges in the school environment. This brings up an important question for social work: how can our profession contribute to school success? A group of researchers at the University of Ljubljana, at the Faculty of Social Work within the research project *Professional Foundations for Further Development and Implementation of Concept "Learning Difficulties in Primary School"* is trying to use contemporary social work concepts of help and co-create answers – together with children who are having learning difficulties, their parents, and school professionals – to make them useful in the school environment.

The results of a qualitative analysis of the action research shows that participants in the project see learning and help co-creation in working relationship for children with learning difficulties as a good concept. The model is effective in practice; changes in the teaching process and the progress of pupils are evident. The concern about a lack of utility of the concept refers to the systemic obstacles connected with time and organizational problems, which could make implementation of the model into a school system more difficult. Finding answers on how to make this kind of help co-creation possible for as many students as needed is a future challenge for our project and for contemporary social work.

A NEW INTERNATIONAL NETWORK: SOCIAL WORK STUDIES AS ADULT EDUCATION (ALLISW)

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Presentation language: English

Keywords: Social work education as adult studies, work-and-study-situation, international networking

Summary: The particular needs and options of social work students in adult and part-time education have not been yet addressed at European level, although increasing number of students are studying the MA-level of social work besides working in the field. The ALLISW network will offer mutual support in developing social work education offered as adult studies according to the concept of Life-Long-Learning. This calls for particular pedagogical solutions and also opens new options for direct practice research.

Text: The particular needs and options of social work students in adult or continuing education have not been yet addressed at European level, although increasing number of students are studying the MA-level of social work besides working in the field. The ALLISW network will undertake significant steps in developing professional education of social work at MA level offered as adult studies according to the concept of Life-Long-Learning. Students who have already entered the working life visit the university mainly during the evenings and weekends. This calls for particular pedagogical solutions and also opens new options for direct practice research.

ALLISW will add to shared European knowledge of social work in the particular work-and-study situation, opening new realistic options for adult students who have problems to participate to conventional student mobility programs. The concrete aim of the ALLISW is to develop international learning options for the adult students in work-and study situation to match their particular situation. Adult students can seldom use the 6- or 12 months ERASMUS-options for exchange study. But teachers' mobility programs, shared distance learning, shorter joint seminars and mutual practice visits are possible, for instance.

The network is coordinated by the University of Jyväskylä (Kokkola University Consortium), Finland, with the partners from Universities of Lisbon, Ljubljana (Slovenia), Petrosanu (Romania) and Tartu (Estonia). Further partners with this particular setting of social work education are welcome to join our network.

A DIALOGICAL APPROACH IN CO-CREATING SUPPORT AND HELP IN SOCIAL WORK

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Presentation language: English

Keywords/dialogical approach, strength perpecitve, co- creating solutions, paradigm shift, expert on experinece, accountable ally

One important and neglected topic of the science of social work are the borders we build between "us" the social workers and "them", the users. We have to give up our fascination with problems and pathology that give us the power we should never use, and learn to employ the users strength in a process of co-creating good outcomes. The concept of the strength perspective (D. Saleebey 2009, p. 43), argues for the shift from problems and risks to strength and solutions. It means changing the fundamental frame of practice and a paradigm shift. It is a new language in social work. Saleebey says: »It is manifested in a deep change in attitude and frame from which to understand and engage those with whom we are working.«

My thesis is that »*co – creation*« is the best term to be used in the new language of social work to describe how we define the process of help. Co – creation articulates the new, postmodern paradigm and redefines the roles of both – the client and the social worker: in the co – creating process for good outcomes there are the client as expert on experience and the social worker as accountable ally. Co - creating processes in social work, based on the strength perspective challenge our professional roles, habits, traditions but it is a challenge we have to take.

EUROPEAN MASTER IN SOCIAL WORK:
A CHALLENGE FOR SOCIAL WORKERS AND TEACHERS IN SOCIAL WORK IN ACHANGING EUROPE

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Presentation language:English

Keywords: European master, social inclusion, social policy, lifelong learning

In this seminar you will be informed about the cooperation of seven Universities, situated in all parts of Europe, bringing together their knowledge and experiences to create a European Master in Social Work. Regarding the needs of clients and social workers in Europe today, a master programme has been created about social inclusion and combating poverty in a changing Europe.

Topics are e.g.: children and youth at risk, elderly people, intercultural competencies, community intervention, social work and human rights, social policy of international organizations, labour and social inclusion.

European Master in Social Work:

a challenge for social workers and teachers in social work in a changing Europe. In Europe there is a growing need for common education programmes to share professionalknowledge, skills, a professional attitude and behavior of social workers. Though social workmostly is locally organized, social w orkers, teachers, trainers and social services in Europeshow more and more interest in comparing methods, techniques and professional challengesacross borders.

In this seminar you will be informed about the cooperation of seven Universities,situated in all parts of Europe, bringing together their knowledge and experiences to create aEuropean Master in Social Work. Regarding the needs of clients and social workers inEurope today, a master programme has been created about social inclusion andcombating poverty in a changing Europe.

Topics are e.g.: children and youth at risk, elderly people, intercultural competencies,community intervention, social work and human rights, social policy of internationalorganizations, social dynamics in an enlarging Europe, labour and social inclusion.

Regarding the lifelong learning concept this European master course is developed for adultlearners, working students in the professional field who are able to share their experiencesw ith peer students from other European countries in virtual class rooms guided byinternational teacher groups united in a consortium. By using the experiences of thestudents as input for educational programmes student centered learning is guaranteed aswell as studying based on competencies for social professionals.In this seminar you will be informed about the contents and about the challenges to createsuch a common programme such as:What to do with different cultures and different education systems in our seven universities?Blended learning: How to bring together adult learners in one course delivered in six countries?How to deal with different legislation and different regulations in each participating country?

SOCIAL WORK, THE THIRD SECTOR AND DEMOCRATIC ASPECTS IN WELFARE PROVISION: COOPERATION BETWEEN THE CITY OF GOTHENBURG AND NON-PROFIT ORGANIZATIONS

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Keywords: Welfare, Democracy, Non-profit Organizations, Third Sector, Civil Society

The discussion of the third sector and its role in the provision of welfare has garnered remarkable attention over the last decade. The democratic potential of the third sector became a focal point in the debate; non-profit organizations are expected to communicate societal problems to political decision makers. In Sweden, new forms of cooperation between the public and the third sector were developed and debated. It is of particular interest to investigate innovative types of cooperation and their effects. The aim of this study is to identify different contributions of non-profit organizations regarding both social work and democracy. A particular focus is drawn to the cooperation between the third sector and the public service and how this affects the democratic contribution of non-profit organizations. With a critical approach power relations and organizational theories have been considered. The empirical body consists of qualitative data, compiled in a case study in Gothenburg, Sweden. The "social economy department" of the city provides financial and consultative support to non-profit organizations. Representatives from two of these organizations and the municipality were interviewed. The findings of the thesis reveal a trusting relationship between the organizations and the municipality; in a mutually beneficial way they are working together and learning from each other. Third sector social work functions as a complement to the public service; they can provide service which the municipality cannot or is not willing to supply. However, non-profit organizations also adapt to requirements of the municipality and undergo a process of change. Besides the beneficial aspects the cooperation is also a balancing act. Non-profit organizations, obtaining support from the municipality, did not appear as radical organizations but rather, as flexible and creative contributors to welfare. It is conclusive from the analysis that non-profit organizations contribute to a progressive and deliberative practice in social work.

THE ESSENCE OF COMMUNITY ARTS (SOCIAL ARTS PROJECT) IN FOUR FUNCTIONS. BY DEMOS

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Keywords: community arts, social arts projects, participation, disadvantaged groups, social deprived groups, diversity.

Demos is a centre of expertise in participation of social deprived people in culture, youth and sports. Community arts (known locally as 'social arts projects') is a field of practice we support since its very beginning in Flanders, because we conceive community arts as an entry point towards diversity in the arts sector in general (Kerremans, 2009), and as active forms of cultural participation for social deprived people in particular.

The discourse on community arts in Flanders has a remarkable history (De bisschop, 2009), as this practice originated from the context of poverty reduction –project based support since the early '90's (Leye, 2004)- and shifted to a more sustainable embedding in the Arts Decree since 2006 (Leye, 2004). This framework shift did not only cause a highly diverse field of practices and projects but also induced a big challenge to find a common language to talk about the essence and aims of community arts. Our lecture will focus on a set of 'functions' which we articulated as being –in their totality and interaction- the essence of community arts. We developed this framework through a long process of consultancy with both the community arts practices themselves and experts in community arts, i.e. policy makers and scientists. The functions we will distinguish are (1) *imag(en)ing*, which focuses on the importance of creating symbols, used in order to change perceptions and thus resembles the arts' function of 'estrangement' (Brecht, 1978); (2) *participation,* which emphasizes the importance of a specific view on and practice of participation, where people are involved in the process of making art starting by the phase of design of an arts product, and as such gives utterance to a competence based approach; (3) *socially relating*, which aims at the central value of encounters with a diversity of people, thereby re-opening one's personal environment and offering a tool for community building: community arts as a 'social interstice' (Bourriaud, 1998); and (4) *deepening of audience involvement*; which stresses the effect of authenticity, identification with content and form on the public's experiences. These four functions consolidate and specify the general goals of community arts, i.c. broadening of both the arts and the notion of wellbeing (Demos, 2010).

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SOCIAL CAPITAL, COOPERATIVE INTELLIGENCE AND SIGNIFICANT DIALOGUE: TRENDS AND DIMENSIONS OF SOCIAL INTERVENTION TO ENHANCE THE QUALITY OF DEMOCRACY AT THE LOCAL LEVEL

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Lengua de presentación: Español.

Keywords::Professional ethics, citizen participation, development and community intervention, social capital, quality of democracy

The comunication presents the strategic values and cross-citizen participation in local governance and improving the professional action. In its development affects the participation opportunities offered to social intervention from a community perspective at the municipal level, referring to the ethical principles and the theoretical and normative framework to guide professional action from a participatory perspective. Finally, we present a systematic, from the practical and empirical studies of trends in the provision of inclusive policies at the municipal level in the area of social welfare and the dimensions of analysis and implementation of participatory practices oriented to enhance the quality of democracy at the local level.

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La participación ciudadana es un elemento definitorio de la intervención de los profesionales de la acción social y que se plasma en sus definiciones y códigos éticos. La preocupación por la participación ha sido y es una constante; situándose el dilema principal en torno a decidirse por una intervención profesional que asume la responsabilidad directa en la resolución de los problemas sociales, o bien, con un enfoque centrado en el proceso. El modelo de participación de la población en la toma de decisiones que adoptemos en la práctica profesional, es un elemento crucial y transversal en la consideración de uno u otro enfoque de la intervención social. La participación se puede considerar y gestionar desde diferentes formas e intensidades. De manera sustantiva o como proceso, promoviendo el acceso real de los hombres y de las mujeres a la toma de decisiones en la elaboración, ejecución y evaluación de políticas y programas, o por el contrario, subordinada a las actuaciones profesionales y directrices políticas; siendo un simple medio cuyo objeto es legitimar políticas, programas y actuaciones profesionales. De esta forma, la participación puede variar en un continuo, desde el puro simbolismo a la integración completa en todas las fases de los procesos de toma de decisiones. Contestar al para qué, cómo, cuánto y cuándo (definición y priorización de necesidades, determinación de estrategias y objetivos, seguimiento y evaluación, etc,) integremos la participación en la toma de decisiones es determinante en el modelo y la perspectiva de la intervención profesional.

La comunicación presenta los valores estratégicos y transversales de la participación ciudadana para la gobernanza local y mejora de la acción profesional. En su desarrollo se incide en las potencialidades que ofrece la participación para la intervención social desde una perspectiva comunitaria en el ámbito municipal, aludiendo a los principios éticos y al marco teórico y normativo que orienta la acción profesional desde una perspectiva participativa. Por último, se presenta una sistematización, desde la práctica y los estudios empíricos realizados, de las tendencias observadas en la oferta de las políticas de participación en el ámbito municipal en el área de bienestar social y las dimensiones de análisis e implementación de prácticas participativas orientadas a intensificar la calidad democrática en el ámbito local.

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USING PRACTITIONER FOCUSED RESEARCH TO PROMOTE SUSTAINABLE PRACTICE WITHIN A STATUTORY CHILD CARE AGENCY IN ENGLAND

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Keywords:practitioner focused research, sustainable organizations, supervision.

Practitioners in a statutory child care agency in the North of England had expressed disquiet about the quality of supervision in their agency and requested that action be taken. We were commissioned to explore their concerns since the agency recognised the importance of this activity if service provision was to be safe and the workforce sustainable. The focus of this paper is to describe the findings and recommendations of this bottom up research and the steps taken by the agency.

Practitioners and their line supervisors were asked to comment on a range of themes. These included their experiences and expectations of supervision; the extent to which it enabled them to reach a higher level of practice; and the main barriers for effecting positive change within supervision.

The research took place in 2009 and we reported that same year. The report kept faith with the voices of the practitioners. They valued formal supervision that was systematic, effectively recorded and facilitated by supervisors who were person centred, knowledgeable and who kept up-to-date with higher level training in supervision. The recommendations from the research had a resonance with senior management thinking. Considered and speedy action was taken in the form of a redrafted 'Supervision Guidance' that drew on the findings. Following a period of consultation, that emphasised the need for ownership of the guidance by staff at different levels in the organisation, it was implemented in September 2010. Two months later an external review, that had been critical of the supervisory processes within the agency earlier in the year, commented that good progress had been made. This paper will focus on those findings that can be transferred to social work practice in a range of settings.

LONG-TERM SOCIAL CARE FOR DEPENDENT PEOPLE IN THE NETHERLANDS AND SPAIN: CROSSING PATHWAYS AND RESILIENCE TO CRISIS.

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Presentation language: English

Keywords: Long-term care, dependence, models, crisis resilience, Spain, The Netherlands, political discourse

Long term social care to people in dependent situations seems to be an increasingly important field in Europe. There are important reasons that may explain this situation: increasing demand because of ageing population, cost reduction constraints and gender equality and work career issues.

We present a comparative analysis of two recent (2006) changes on this issue from two very different countries, the Social Support Act in The Netherlands and the Law on the Promotion of Personal Autonomy and Care for Dependent Persons in Spain. We will also discuss their initial degree of resilience to crisis.

An initial comparison of both acts shows some interesting elements:

1. The Netherlands goes from a unified administrative system to a decentralized one, w hile Spain comes from a decentralized one and tries to unify the response system.

2. Spain tries to develop a universal service while The Netherlands tries to work to a more discrete allow ance.

3. Spain w ants specifically to move the responsibility for the social care from the informal carers to the public professional care (inspired by the Scandinavian model) w hile the Netherlands seems to aim at the opposite direction (quoting Spain as a reference for informal care)

We have an interesting picture of a political discourse of a Southern country going North and a discourse in a Northern country going South, requiring a more in-depth discussion:

1. How is this political discourse translated to social care systems in the field?

2. To w hat extend an institutionalized and complex framework can be adapted to those changes?

3. What seems to be the initial pattern of resilience to crisis in both cases?

THREE-FOCAL ACTION IN ITALIAN SOCIAL WORK:BETWEEN CULTURAL SOURCES AND INNOVATION

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Language of présentation : French

We propose a discussion on the three-focal view approach, starting from a comprehensive study of practical and theoretical development of Italian Social Work and considering profession historical matrixes. This threefold perspective aims to simultaneously consider the citizen, contextualizing the individual in his own environment but also recognizing his subjectivity, as well as the social background and the organizational/institutional context where the social worker operates.

Social workers act to face individual problems, but also to support the actions undertaken by the citizenship, promoting the awareness towards collective demands.

Using a three-focal view systemic effects can be produced. Dealing with the cases it will be possible to understand if the use of institutional and social resources is effectively suitable to answer emergent demands, to identify budding opportunities and critical deficiencies in life-environment from which problems derive.

Coming to operating reality, the work volume dedicated to the cases usually assumes hypertrophic dimensions, leading to a bureaucratic drift risk; and consequently to several difficulties in using a three-focal approach. To be actively engaged in the setting-up of a sustainable social policy, the professional community has to re-establish the equilibrium between technical and political dimension in the social worker's role. The sense of an emancipative mission is one of the cornerstone of the Social Work, introduced by Richmond and Addams from different positions but agreeing in the necessity of social reformspromotion, and has to be reconstructed.

Competences oriented to the three-focal approach have to be developed in fundamental and continuous formation, in order to:stimulate new opportunities/resources, following an empowerment logic;support proficiency in acting for citizens and social aggregations as expressions of active and caring citizenship;bring forward to local government organs needs and demands expressed by the citizenship, supporting a social policy respectful towards human dignity.

A partir d'une étude transversale des développements théoriques et pratiques du service social italien et d'une reconnexion à l'origine historique de la profession, on propose le domaine de l'optique trifocale, comme la capacité de prêter attention simultanément au
- citoyen, dans sa subjectivité et dans son environnement ;
- contextes social, institutionnel et organisationnel dans lesquels le professionnel travail.

En plus de l'action face aux problèmes des individus, les professionnels pourraient promouvoir la citoyenneté active et la sensibilisation sur les besoins de la collectivité. Grâce à une action trifocale on pourrait produire des effets systémiques: ainsi, en travaillant avec les usagers, on ira obtenir des informations pour évaluer la conformité des ressources sociales et institutionnelles aux besoins émergents et pour identifier les nouvelles possibilités, mais aussi les insuffisances des milieux de vie d'où viennent les problèmes. Il ya une difficulté généralisée dans le décollage de l'action trifocale dans les situations opérationnelles où le travail individuel est devenu hypertrophique et il risque la dérive bureaucratique. Pour participer à la construction des politiques fondées sur le durable social la communauté des professionnels doit restaurer l'équilibre entre la dimension technique et celle politique du rôle, en reconstruisant le sens de la "mission" émancipatrice qui a été « son propre » dès la contribution de Richmond et Addams qui, de positions différentes, postulent la nécessité de promouvoir des réformes sociales.

Dans la formation de base et permanente, devraient être développées les compétences orientées par la trifocalité, en vue de : stimuler de nouvelles possibilités et des ressources dans une logique « empowerment »; soutenir le pouvoir d'action des individus et des groupes sociaux avec lesquels s'exprime la citoyenneté active et la solidarité ; représenter la voix du peuple local, donnant une impulsion à la politique sociale inclusive et respectueuse de la dignité humaine.

DEVELOPMENT AND ASSESSMENT OF STUDENTS' COMPETENCIES DURING PRACTICE PLACEMENTS ABROAD

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Keywords: competencies, practice placement abroad, appreciative inquiry

In many European Countries social work curricula are in change. Competence based learning and rethinking integration of theory and practice are important issues in this process.

Practice placements in one's own country or abroad are an important part of the curriculum. But which competencies do we put forward when we have to judge whether a student was successful for practice? At K.H. Kempen University College (Geel, Belgium) a competence based assessment form has been developed during the past few years. This form is the result of cooperation with field workers and lecturers of the Social Work department. To come to this result, a lot of attention was spent on the contextualization of competencies. This means that generally formulated competencies are translated into professional situations. The same process was set up, regarding the specific context of practice placement abroad. In this way intercultural and comparative competencies, related to the work in an international context, became more concrete and integrated in competence based assessment criteria.

In this symposium we want to present competencies,as they are formulated in the social work curriculum. Ideas of how K.H. Kempen University College wants to integrate intercultural, international and comparative competencies into the curriculum and how they can be assessed during practice placement will be presented.Experiences and good practices can be exchanged. Reflections and reactions of participants can lead to improvements.For this an appreciative approach, based on the method of Appreciative Inquiry, will be used. This exchange of strengths and good practices might lead to a common view on aims and competencies for professional practice for students going abroad.

OUR SPACE
A GLOBAL APPROACH ON PREVENTION OF SOCIAL NUISANCE OF YOUNGSTERS

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Keywords:prevention, nuisance of youngsters, outreaching, participation, global approach

During the summer of 2007, the city of Turnhout was confronted with a group of non organized youngsters, gathering around at a specific place causing nuisance. Residents in this neighborhood complained and feelings of insecurity raised. What initially began with looking for possibilities to reduce nuisance caused by the youngsters, ended with fundamental questions on the vision of the city concerning public spaces and the youngsters hanging around there and the way how to handle this social nuisance. Finally but nevertheless the question on how to reinforce the bond with the group of non organized young people had to be answered.

A project was set up with clear objectives. After consulting all parties involved, everyone agreed that hanging around is a fundamental right. The social nuisance that sometimes comes together with it , should be handled in all its aspects with all partners involved. And young unorganized people cannot be reached by sitting and waiting for them.

In this field workshop some key success factors of the project will be emphasized. At first there is the involvement of the target group and the fact that young people take the initiative. Another very important factor is that the objectives are determined by all the stakeholders: policymakers, police, prevention service and youth and welfare organizations. They all are gathered around one vision. There is also the fact that also politicians recognize the fact that congregating on public spaces is a right for all. And at last an outreaching approach to lower former thresholdsand ease the accessto youth services is important.

This project is an unique example on how several parties work successfully together in a positive way to a problem that often gets a more repressive approach. Part of the program of this field workshop will be a presentation of the project, some testimonials of youngsters involved and a visit of the 'castle square', the place where the problem was located.

ONLINE HELP WH@?

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Keywords:online help, competencies online social worker, social media, preconditions

In this modern times, online help is one of the big issues, concerning the way to contact clients that need help. In this workshop three different aspects of online help will be presented. Lieve Hendrickx is staff member of a CAW (general welfare centre). The focus on of this presentation will be the use and potential of online media. Organizing online help is not something thatjust happens .It requires vision and choices.Why choose for online help?What applications can be used? Which target groups can benefit from this offer and for what purposes can it be used? What structural aspects or preconditions must be met?What skills are needed to insure the quality of online aid?

Stefanie Schurmans will present the results of research on online help. In the first part of the study an inventory was made of the major online initiatives in Flanders based on characteristics of clients, organizations and the kind of help offered. The second part contains a number of case studies in which is examined in depth howonline social work processes take place. Also some good andinnovative practices from different sectors of social work will be described. The third and final partwill focus on how good processes should ideally look and what the competencies of an online social worker are. An important point here is the way a social worker can connect/relate authentically with clients.

Remmelt Veenkamp, will present the influence of Social Media in the Health sector, and what this means for Social Work in the Netherlands. Mobil Internet (smartphones) grows now 8 times faster as the internet did on its top in the Netherlands. This growth gives a big boost to digital communication. Social Media like Facebook, Twitter, etc are very popular, and not only for youngsters. Our clients are active within those platforms. What does this mean for the relation between a Social Worker and its client, and what does this mean for our organizations.

VALENCIAN PLATFORMS DEFENDING LAW 39/2006, OF PROMOCION OF PERSONAL AUTONOMY AND CARE FOR PEOPLE IN DEPENDENCE SITUATION

Jaime-Esteban García Vilar (coordinator)

We are about to explain a citizens´ movement: the valencian plataforms in support of the implementation of the personal autonomy and care for dependent people promotion Law, how they form, how they are organized and their work and activities developed in defence of the proper implementation of a new right of citizenship. This legal right was recently recognized by a state law, the Law of Promotion of personal autonomy and care for dependent persons (Law 39/2006); but its poor application in some regions has been the seed for this direct involvement of citizenship.

The movement brings together fifteen local platforms in the regions of Alicante, Castellón and Valencia (Spain), as well as several organizations and associations.

The platforms of the Valencia area promote social mobilization activities with the proposal of protest and denunciation, as well as ludic activities and other expenses.

The platforms, in their task of information and public dissemination, organize talks and various types of conferences to inform about the content of the law and to assess its implementation.

To this effect, they have the involvement and the support of a monitoring state group (the state association of directors and managers of social servicies) and a regional one too (Valencia Observatory of dependence) in which there are involved professionals (mostly social workers), dependent persons and affected relatives.Ensuring adequate and quality care within the public social services,able to respond to the legitimate demands and new challenges. Keeping user participation in social intervention´s processes and not to transform them into benefits and services processes. Considering the citizen, their opinions and situations, the axis of the implementation of social policies against market speculative interests.

Remmelt Veenkamp, Inholland university of applied science, will present the influence of Social Media in the Health sector, and what this means for Social Work in the Netherlands. Mobil Internet (smartphones) grows now 8 times faster as the internet did on its top in the Netherlands. This growth gives a big boost to digital communication. Social Media like Facebook, Twitter, etc are very popular, and not only for youngsters. Our clients are active within those platforms. What does this mean for the relation between a Social Worker and its client, and what does this mean for our organizations.

HELPING CHILDREN TO FIND A VOICE! ON SIGNIFICANCE OF THE CO-CREATIVE WORKING RELATIONSHIP IN SCHOOL FROM A HIDDEN CURRICULUM PERSPECTIVE

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Presentation language : ENGLISH

Keywords:social inclusion, hidden curriculum, co-creative working relationship, pupil's voice

In the context of the research project The Co-creative Working Relationship at School (2009-11) I will discuss the concept of the cocreative working relationship at school from a specific perspective, the so-called hidden curriculum. I believe that this brings us closer to the root of the problem of social exclusion at school by revealing the most problematic negative effect of schooling: pupil's passivity, dependence, alienation, and resignation. The concept of the co-creative working relationship at school in which the pupil's participation, his/her real involvement in the process of learning and helping - the pupil's voice - is put forward as the crucial question, can be strongly supported if the perspective of the hidden curriculum is considered.
I am going to participate in this conference as a research member of a large comprehensive research project called *The Co-creative Working Relationship at School* (2009-11) which has been led by professor dr. Gabi Čačinovič Vogrinčič, at the Faculty of Social Work, University of Ljubljana. In my contribution I would like to discuss the concept of the co-creative working relationship at school from a specific perspective, the so-called hidden curriculum in schools (P. Jackson, 1968; M. Apple, 1979, 1992, 1998; K. Lynch, 1989 and others).

I believe this specific perspective of hidden curriculum brings us closer to the root of the problem of social exclusion at school. It exposes another side of schooling: by hidden curriculum children in schools are taught passivity, alienation, uncritical adaptation, dependence, and resignation which is contrary to the declared academic mission of public school: developing a child's autonomous and critical thinking, independence etc. The researchhas shown that the most problematic negative effect of the hidden curriculum is the student's everyday repeated school experience of not being listened to. And it is precisely this day-to-day experience that makes the students strengthen their passivity, dependence, alienation and finally their resignation.

From this specific perspective we could add an argument FOR the concept of the co-creative working relationship at school in which the student's participation, his/her real involvement in the process of learning and helping - the student's voice - is put forward as the crucial question. Although the school changes at the level of the hidden curriculum are slow as they involve an intervention in the most 'natural' daily routines, which are deeply rooted in the school as an institution, the preliminary research results which I am going to present at this conference prove the co-creative working relationship as a successful tool for intervening in this hard core (hidden curriculum) of the school. The co-creative working concept is a successful tool for helping children to find a voice and be heard.

VOICELESS: IRISH CHILDREN AND SOCIAL WORK ADVOCACY IN CRISIS: A STUDENT PERSPECTIVE.

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Six vulnerable children were neglected, abused and failed not only by their parents and social workers, but also by Irish society. This is the core finding at the centre of the *Roscommon Child Care Case* (Gibbons, 2010). The report reflects a complete breakdown in our constitutional obligation to protect children. Why were the voices of these children not heard? Proposed here is a detailed investigation into how social work can be changed through advocacy, education and consultation, so that as a society we can hear the voices, needs and concerns of our children. That there is an urgent need to return to core values of advocacy in social work must be considered a basic lesson from this report.

This case brings into stark relief a professional incompetency in Irish social work practice. Social workers and their managers involved in this case suffered from a deficiency in basic core skills and knowledge and adopted a laissez-faire approach to implementation. This paper seeks to investigate these inadequacies by challenging current epistemological approaches in social work training from the perspective of a social work student. The author will argue that the outcome of the Roscommon crisis results from a non-reflective dispirited approach to practice and considers the extent of academic and professional inertia in the training, supervision and ultimately the practice of social work in Ireland.

In reviewing interventions, particularly in the field of advocacy, the author suggests that an important task for Irish social work will be to seek advice and build alliances with our European counterparts. As a means of developing best policy and practice in this sphere, Irish social work practitioners, educators and students with a duty of care to children, need to re-frame their focus on advocacy to ensure that it is possible to develop interventions in the context of the challenges and opportunities presented by theConvention on the Rights of the Child and the Declaration of Human Rights. This paper proposes to make a contribution to the debate.

COLLABORATION IN SOCIAL WORK RESEARCH

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Presentation language: English

Keywords: social work research, cooperative knowledge production, evidence based social work

How can science and practice create a meaningful synergy?We present some research methods and results from social work research projects in Flanders. We look together for key factors in successful cooperation between researchers and practitioners. What are the conditions for a research-minded culture within social work organisations and for a practice-based culture within research organisations? Wediscussthefeasibility, valueandpitfallsofcollaborationmodelsinsocialwork research.

Social work research, what's in a name? Questions are being asked on how this research should be conducted and what kind of research social work practice needs. Social work research is dominated by tensions and questions on the usability, the implementation and more generally on the identity of the research. Social work research is not profiled as a distinct academic discipline but departs from an interdisciplinary point of view. Moreover, it holds a characteristic research approach that is oriented towards change and has an egalitarian relationship between the objects and subjects of research (in most cases the practitioners and the researchers). More should be learned about the way collaboration can support both research and practice and what challenges nowadays are faced in this respect.

In this symposium, we focus on these questions: How can science and practice create a meaningful synergy? What are the preconditions used to accomplish that?

For a thorough exploration we present some cooperative models of social work research. In dialogue with the participants of the workshop we look for the conditions for a research-minded culture within social work organisations and for a practice-based culture within research organisations.We will focus on the roles of researchers, social workers, their organisation and/or the (external) customers.

DECISIONMAKING AND DILEMMAS OF ITALIAN CHILD AND FAMILY SOCIAL WORKERS

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Presentation language: English

Keywords:child protection services, managerialism, ethical dilemmas, evaluation, change, competence, reflexivity.

The paper presents the result of a qualitative study carried in Italy (Lombardia) with social workers, aimed to analyze how macro changes in the welfare organization and in the Judicial system have had an impact on the criteria used by social workers to make decisions in dilemmatic situations in child and family services.

Child protection services are characterized by the task of constantly balancing the need for protection of the child and the need to help parents, with the mission of evaluating and treating the situations where problems of family life and parental behaviour create risks for children's lives, in order to achieve a better standard of living for children. In their daily work, social workers have to make decisions that take into account different levels of judgement and evaluation, in situations where there is a structural ambivalence and no clear evidence of the 'right way' to act. Viewed from an ethical perspective this uncertainty raises perennial questions about 'what is right" and "what is good" and professional and organizational cultures should contribute to helping practitioners deal with those dilemmas. Professional decisions about what is in the 'best interest' of the child are influenced to what happens in two macro areas, the organization of Welfare and the Judicial system, both of which have being characterized by deep changes in the first years of 2000's. The former with cut spending, managerialism, subsidiarity, and separation between social and health services, localization and the latter with the demand of 'new' role of Justice related to a liberal view and more guaranties for people involved in legal proceedings.

In my paper I'll present the results of an empirical and descriptive study based on in-depth interviews with 32 social workers, selected through snow balling, following three different variables (seniority, level of specialization, the magnitude of the town). I followed the hypothesis that those macro changes result in an incongruity between the explicit mission and the context of child and family daily work, and that this increases the complexity of the 'normal' dilemmas faced by children and family services, and gives rise to a new ethical awareness. The interview covered 4 areas: self presentation of professional history, major changes experienced in last 5 or 10 years, ethical dilemmas and 'difficult' situation (Banks, 2004), Explicit and underlined criteria of judgment, (what social workers quote as values, quality and motivation.

Using content analysis I found *two main categories of dilemmas*. I named the first category of dilemmas as "structural": it is typical of child protection work and it refers to the difficult of balancing the needs for protection of children as well as the need to support the parents (e.g as referring a family to the court, evaluating risk for children, placement, substitute care, referring penal crimes). The second category of dilemmas arises in the relationship between social workers and the organization, with the structural ambivalence (Lorenz, 2005) of the 'double mandate' and the professional autonomy. In my paper I concentrate on the second one, where social workers quoted the impact of: a) reduction of resources and b) on going process of managerialism, understood as distrust and control over professionals. In those cases social workers experience heavy tensions between the professional and the institutional mandates and feel a serious threat to their concept of professional integrity. I broadly named these dilemmas as symptoms of a "divorce" between professionals and organization. Those situations are reported as "ethical dilemmas" and social workers react with withdrawal, changing of the working place, 'individualisation', adaptation. (Bertotti T. 2010, Decision making and Ethical dilemmas of Child and Family Social Workers, Social Work & Society, vol 8. (urn:nbn:de:0009-11-27168)

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AN EVALUATION OF A EUROPEAN PEACE III PROJECT ON PREPARING STUDENTS TO WORK WITH VICTIMS AND SURVIVORS OF POLITICAL CONFLICT IN NORTHERN IRELAND

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There are many challenges involved in the teaching of contested and sensitiveissues to social work students. This paper summarises a European Union PEACE IIIfunded project that used an innovative, service user partnership approach to deliverteaching to social work students on the challenging subject of social work andpolitical conflict in Northern Ireland.

The paper is organised in three parts, reflecting the diverse nature of the evaluationprocess. Part 1 presents the findings from surveys of four cohorts of BSW students(n=c200) across a four year period (2006-10). Part 2 presents the findings fromindividual, semi-structured interviews (n=12) with university staff and victims/survivors of theconflict, who provided the training programme. Part 3 concludes witha presentation of findings from a survey of practice teachers (n=30) who providedsupervision for some of these students during their learning opportunities.The findings from the evaluation revealed high levels of interest by students and staffin exploring ways in which the traumatic effects of the legacy of 40 years of conflictcan be discussed and addressed. Staff and students also highlighted ways in whichsocial work students and staff can be better prepared to meet the needs of victimsand survivors of the conflict.Some of the issues raised during the life of the project are peculiar to the conflict inNorthern Ireland. However, the authors conclude that some of the lessons learnedfrom this evaluation are transferable to other contexts, in particular to societiesacross the world where social workers have a role in dealing with needs of citizenstraumatised by political conflict.

DIGITAL COMPETENCES FOR A DIGITAL SOCIAL PROFESSIONAL

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English

First a short overview of some good practices of **online** social work will orientate us to the theme of guiding clients on the **Internet** and using the Internet as a social work tool. From these examples digital **skills** will be pointed out. An example of a competence **profile** and according skills will be presented. A translation into the **curriculum** will be suggested and the experience with a special **training** programme for social workers will be presented. A thinking-out-of-the-box-moment and a discussion can give us more insight.

The **expertise unit 'eSocialWork'** supports the idea that good use of the Internet contains a lot of chances for vulnerable children, youngsters and adults. Adequate use of the power of the Internet as a tool for social inclusion challenges the social work field to digitalise. A **digitalisation** on two sides: in the first place from a client perspective as a tool for inclusion, in the second place from the side of the social worker himself to discover new possibilities of online social work. Clients will solicit for the help of the social worker in using the Internet. On the other hand the social worker should continue digitalizing his social work practice. It's not a big secret that these **challenges** are pretty huge, not in the least because of the 'innovation through resistance-attitude' of the social worker (Rafferty en Steyaert, 2009): social workers who are critical compared to all `new' possibilities, and therefore (…) show capacitance against the unthinking implementation of technology. One way of coping with this resistance is to increase the **digitalcompetences** of the social worker. All of these skills are frequently defined as digital literacy: instrumental skills, structural skills and strategic skills. Moreover also needed are very specific skills that could be pointed out as **e-practice** skills for social work (skills needed for doing digital social work). These competences should be included in the curricula of the social professional or earn more attention in vocational training.

During the first semester 2011 eSocialWork rolled out a specific approachable training for Flemish social workers consisting of theoretical, practical and coaching modules. This training is based on a first self-designed concept of digital competences for social workers. The Catholic University College Hasselt, Social Work Department will try to implement these competences into the 2011-2012 curriculum. The following competences are pointed out: (1) showing a positive attitude towards the Internet, (2) being media-literate online, (3) being able to guide clients in their use of the Internet, (4) integrating the use of the Internet in daily practice and (5) specific competences for specific online care (e.g. care by chat or email). Different levels of skills are defined for each competence. In the next period this list needs further reviewing and translation to different social work professions.

'I NEVER THOUGHT THINGS COULD GET WORSE FOR MY SON' A CARERS PERSPECTIVE ON ENGLISH POLICY FOR LEARNING DISABLED ADULTS.

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The paper focuses upon recent developments in English policies for adults with a learning disability, and charts 25 years of social engagement from someone who occupies 'dual spaces' of educator & parent. The paper outlines policy shifts through the lens of a personal biography, and poses a challenge to social professionals: who speaks for those who do not speak for themselves and how does policy address this. The paper concludes with a call to develop meaningful strategies of engagement and resistance to policies which diminish the quality of people's lives.

Personal biography; people with learning disabilities; personal, professional alliances.

The focus is recent developments in English policies for adults with a learning disability, which promote 'personalised budgets'. This potentially positive development is, however, in the context of reduced public expenditure and neo-liberal politics. The paper charts 25 years of engagement as a mother, social professional and educator with the changing themes of policy and their impact upon service users and families. It also explores the question of people who occupy 'dual' or 'multiple spaces'.

Through an analysis of policy and personal biography, current proposals are analysed though both a personal and professional lens. The account begins with a narrative of progressive hope, which now faces a time of re-evaluation and potential despair as learning disabled people bear the brunt of many of the Governments proposals to cut back public expenditure.

These experiences have caused a personal and professional re-evaluation of dominant trends in disability analysis, such as the 'social model' and 'normalisation'. The question: 'who represents and speaks for those who do not speak for themselves?' has to be re-formulated, since dissenting and critical voices are silenced. Additionally, it has provoked the question, 'Why are my views as a parent/carer so readily dismissed, as social professionals seek to provide services which are not in my sons best interests?'

These questions are posed to social professionals with the challenge to listen to the concerns of parents who in the English context are seemingly highly valued when they provide 'free' care, yet easily dismissed when they challenge developing policy orthodoxy. The paper examines these questions from the biographical standpoint of personal, professional and political engagement.

The presentation concludes with a proposal for meaningful alliances between all groups involved to develop strategies of engagement and resistance to neo-liberal policies which diminish people's quality of life.

ENGAGING WITH THE POLICY PROCESS: THE IMPORTANCE OF 'NARRATIVE' FORSOCIAL PROFESSIONALS.

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The paper focuses upon developing students' awareness of aspects of the policy process, notably the developing media narratives which have helped create new groups of 'undeserving' in England.It uses theories of 'the other' to show how such narratives develop and are sustained, arguing that social welfare professionals are subject to the same media imaging. For that reason an educative approach is important to enable them to develop an engagement with policy processes and a professional resistance to welfare cuts.

A key element of social professionals' education is developing an understanding of all aspects of the policy process. This paper focuses upon how an orchestrated media presentation demonised certain groups of welfare recipients as being 'undeserving', in the run up to the announcement of welfare cuts in the UK of up to 40% of existing budgets.

There was an equally efficient campaign to promote a narrative of cuts being 'necessary' and 'inevitable' which ignored the role played by banks and financial institutions in creating the crisis. The narrative also promoted the concept of two classes of people: the 'hard-working tax-payer' and the 'welfare recipient'. By drawing upon theories of creating and sustaining 'the other' the paper examines how the Government was able to cast groups previously seen as 'deserving' as being part of 'the other' group. This allowed for attacks upon welfare provision and benefits – including some for disabled people in residential care – which were ideologically significant and yet raised relatively insignificant amounts of revenue.

The paper records how many of these media images were part of the everyday discourse of social professionals at the onset of their course of study, and consequently it argues that the 'values' of social professionals cannot be 'taken for granted' as they too are subjected to the same media imaging. How such narratives are created and sustained needs to be a part of an educative approach to policy engagement for three main reasons:

·It promotes understanding and awareness of what occurs;
It then enables social professionals to challenge these narratives;
It allows for social professionals to begin to generate counter narratives.

In this way social professionals can become part of oppositional movements and engage in professional resistance to welfare cuts, forming alliances with those directly affected by them, who for the majority of their service user groups are people who are in receipt of welfare payments.

CREATING A SOCIAL NETWORK FOR HOMELESS YOUTH

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Keywords: youth, social network, methodology, homeless, enduring support

Workshop with all kinds of activity for the participants.

Summary
Homeless young people have no place to stay and no stabile social network. The relation with their family and friends is damaged and broken. They meet fellows in misfortune and don't know how to get grip on their lives. Social workers try to help them and are very capable in solving their direct, material problems, but how do you create a stabile and durable social network?

Two years of research gave direction for two teams of social workers on a methodology way to discover various means to renew and restore damaged social networks. What are the results of these efforts and what methods can help to focus on creating a durable social network?

SOCIAL SUSTAINABILITY PROJECT AND THE UNIVERSITY COMMUNITY ENVIRONMENT

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Idioma de la presentacón: castellano

Keywords: Social Work, student project, environment, social sustainability

Since the university was built a student project called "Recycle" T "of the School of Social Work, University Complutense of Madrid about the university community and the environment. It arises from the initiative of subject Social Work with groups in the 2008-2009 academic year, the lack of resources for recycling at the school and the lack of sensitivity of the university community were the main topics of analysis.

El proyecto estudiantil *Recicla –T* se comienza a construir en el contexto universitario de la Escuela Universitaria de Trabajo Social, Universidad Complutense de Madrid con respecto a la comunidad universitaria y medio ambiente. Este surge de la iniciativa de la asignatura Trabajo Social con grupos en el curso académico 2008-2009, la carencia de recursos para reciclar en dicha Escuela y la falta de sensibilidad de la comunidad universitaria fueron los principales temas de análisis.

El objetivo general se centraba en hacer una campaña de sensibilización hacia los estudiantes sobre la importancia del reciclaje y como objetivo especifico conseguir los recursos para que haya un reciclado adecuado en la Escuela.

Durante el proceso encontramos, que había diferentes actores implicados en la responsabilidad del objetivo específico y que dependía de una planificación y gestión a largo plazo para conseguirlo.

El resultado de este aprendizaje ha sido trabajar en grupo y analizar la importancia de un tema que es parte de la sostenibilidad social en el entorno de la comunidad universitaria, descubrimos que era importante crear una documentación visual de la experiencia para mostrarlo y ver que hay mucho camino para trabajar.

En el curso académico actual y teniendo como referente el año Internacional de la Biodiversidad se ha retomado el proyecto, ya que la Universidad se encuentra inmersa en un proceso de cambio trabajando en unas líneas estratégicas de una universidad saludable y sostenible.

KNOWLEDGE AND ACTION: SPECIFICITY OF SOCIAL WORK

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Langue de la présentation: français

The relationship between knowledge and action is constitutive of the action of social workers. This can be seen from two points of view: training and research.

Social formations are based on integrative alternate. The social worker is involved in the action. The analysis of the practice is important in this work, as well it is in training.

We can see a research action, involving stakeholders in research, research-oriented action. This particular situation has led to the birth of AIFRIS.

AIFRIS wanted to focus on the most logical expression of this emerging work by promoting the mother language, before other languages.

Connaissance et action : spécificités du travail social.

Le rapport entre la connaissance et l'action est constitutif du travail des professionnels de l'intervention sociale. Ceci peut s'envisager sous deux angles : la formation et la recherche.

Les formations sociales reposent dans de nombreux pays et singulièrement en France sur l'alternance intégrative. L'étudiant (qui est bien souvent en situation de travail) alterne dans la même année des temps d'enseignements et de formation en école et des temps de pratique professionnelle en stage ou en exercice du métier.

Ainsi il mobilise tour à tour des concepts issus de connaissances théoriques et des concepts tournés vers l'action, issus de la culture professionnelle.

Ceci est à considérer autour d'un postulat ancien : on attend comme conséquence de cette formation par alternance intégrative une évolution personnelle de l'étudiant. Dans l'intervention sociale, le travailleur social est impliqué dans l'action et tout d'abord dans l'observation, ce qui implique un travail sur les représentations personnelles et les représentations collectives.

D'où l'importance dans ce travail, comme dans la formation, de l'analyse de la pratique.

Dans la recherche sur le travail social, on voit l'existence d'une recherche-action qui associe les acteurs à la recherche, recherche tournée vers l'action. De même, on trouve dans les équipes de recherche des universitaires, mais aussi des formateurs en travail social et des professionnels.

Cette situation particulière a conduit à la naissance de l'AIFRIS qui a pour objet la mise en lumière de cette recherche peu connue. Cette situation doit interroger la reconnaissance de ce champ professionnel et son statut de secteur économique représentant des emplois pérennes et non délocalisables, facteur d'aménagement du territoire.

L'AIFRIS a voulu privilégier l'expression la plus logique de ces travaux émergents en favorisant la langue maternelle (le français pour l'AIFRIS), étape avant un transfert vers les autres langues.

PROXIMITY SOCIAL WORK IN PUBLIC SPACE WITH VULNERABLE AND EXCLUDED PEOPLE

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CASTELLANO

Keywords:Proximity, empowerment, outreach, peer workers, social exclusion, socialInclusion

We present the results of an analysis of active proximity practices (outreach, travail de milieu)in Barcelona, Amsterdam and Montréal. These practices deal with vulnerable people that may have little or no connection with social service institutions. The aim of the project was to ascertain to what extent are practitioners (social workers, volunteers, activists) able to connect with the needs and expectations of vulnerable people, how are contacts established and how do vulnerable people view and value their work and that of the institutions they work for. Our approach has been exploratory and comparative, working both on literature research and empirical analysis of examples of the practices we were interested in, mainly by means of in-depth interview and focus groups with practitioners, managers and service users.

RESUMEN
Esta comunicación trata sobre el análisis de las prácticas de proximidad activa (outreach, travail de mileu o trabajo de calle) en tres ciudades diferentes: Montreal, Amsterdam y Barcelona. En que medida estas prácticas realizadas desde perfiles diferentes de actores "practioners" (trabajadores sociales, voluntarios o activistas) tienen capacidad o no de conectar con las necesidades de las poblaciones, con sus expectativas, como realizan el contacto y por lo tanto cómo son percibidos y que legitimación tienen los dispositivos y las practicas por parte del público diana que puede estar alejada de los servicios sociales primarios. Nos hemos acercado al tema a partir de una investigación exploratoria de tipo compartivo que ha consistido en la realización de una investigación bibliografica y una investigación empírica. La investigación bibliográfica se ha basado en una revisión de la literatura científica y profesional vinculada a este tipo de prácticas de inclusión y promoción de la participación de las personas marginalizadas que utilizan el espacio público como lugar de vida. La parte empírica ha consistido en la realización en cada uno de los paises de entrevistas en profundidad y grupos focales al público diana, a los operadores de este tipo de prácticas "practoners" así como a responsables de los organismos que desarrollan este tipo de prácticas desde la proximidad activa.

La relación de la intervención social con la marginalidad a menudo ha sido cuestionada, porque se basa en la capacidad de los organismos y especialmente de los practioners para poder reincorporar a las poblaciones a la sociedad. Esta investigación nos ha permitido poder identificar los factores que actuan como poleas para activar este tipo de procesos de recuperación social con poblaciones fuertemente exclusidas desde la proximidad activa que actua como categoria de acción. Hemos podido identificar diferentes tipos de proximidad (activa, construida y de existencia) y las lógicas de acción que son de promoción del individuo o centradas en la acción colectiva.

Esta investigación nos aporta información relevante sobre la importancia de los procesos de implicación y partiicipación que se pueden promover desde este tipo de prácticas que deberian ser consideradas por todos los organismos que trabajan con poblaciones marginalizadas y en situación de ruptura con el mundo social instituido.

POST QUALIFYING SOCIAL WORK EDUCATION; SOME CRITICAL ISSUES AND CHALLENGES FOR MANAGEMENT EDUCATORS

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Keywords: Management, social work, curriculum, values, post qualifying education

As traditional relationships between government and citizens are transformed by neo-liberal ideas the role of social work has become strongly influenced by the language of markets in England (Harris, 2003), which is challenging the values that underpin social work, (Dustin, 2007). When considering the impact of these ideas on post qualifying social work curriculum, in particular management, it is pertinent to ask whether academics are educating managers to become compliant agents of social policies, or whether they are providing sufficient critical frameworks and new knowledge to enable managers to challenge neo- liberal ideas in a transformative and positive way for service users. This paper reviews the research evidence from a small sample of post qualifying management programmes in England. Research was undertaken to review the content of social work management programmes that were approved by the General Social Care Council, and were taught at a Masters level. One programme is being taught via e-learning. The content was scrutinised for evidence of a critical and reflective approaches in teaching, and whether values such as social justice, equity and sustainability were embedded. Semi-structured interviews with academics were also undertaken to explore the materials and approaches used in their teaching. The findings highlight what is working well but also identifies where there are areas for critical consideration. These findings must be understood within a wider context where generic management subject knowledge is routinely being used by academics in the teaching of social work management, and its impact upon curriculum. The research concludes by identifying three key challenges facing management educators in relation to embedding values such as social justice, equity and sustainability within the curriculum.

A DILEMMA IN SOCIAL ACTION: TARGETED OR GENERALIST SOCIAL SUPPORT AND SOCIAL ACTION. REFLECTIONS ON A PROJECT WITH SINGLE MOTHERS IN CATALONIA

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Presentation language: English

Keywords:integrated approach, targeting, affirmative action, dilemmas in social action, single parent.

The project on which the paper is based has been developed in Reus (Catalonia, Spain) jointly by local social services and faculty from the Universitat de Barcelona, as part of a research project on single parenthood and social exclusion funded by the Spanish government's Instituto de la Mujer. The project was conceived as an action–research project to empower a group of single mothers that had been users of local social services by identifying and developing the strategies they use in their lives to cope with hardship. A series of workshops were carried out to improve self–confidence and create new social connections using several techniques (image–theatre, music, network analysis, storytelling, etc.). This allowed us to move on from a simple casework approach to a much more integrated approach (casework, group creation and development, community organizing) that eventually gave birth to a local single parent association.

The project has showed how a more complex integrated approach to social work has definite advantages, but also has brought about some of the dilemmas of social action. Whereas building a social group of people affected by a specific kind of problem may draw force from shared experiences and proximity, and help a specific vulnerable group create social awareness on its situation an its problems, that specificity may also be a limit to grow and to build alliances with other parts of the population. The limits and risks of targeted and affirmative action are especially important in a context of very limited services and resources, raising such problems as the drawing of boundaries between who belongs and who doesn't to the group, the stigmatization of the group or a part of it and conflicts with other parts of the population for access to services.

ROLE OF DOCTORAL STUDY IN DEVELOPMENT OF SOCIAL WORK PRACTICE AND COMPETENCE: CROATIAN EXPERIENCE

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Keywords: doctoral study, social work, theory, competences, researches.

Aim of the presentation is to discuss the role of doctoral programme in social work in recognising and promoting competences for reflexive research and reflexive practice in social work. The following questions will be discussed: (1) what are educational outcomes of doctoral programme and how are they embedded in expected professional competencies? (2) What is the role and responsibility of social work doctoral study in promoting social work as a profession? (3) What are the ambiguities between devalued status of social work and the increased academisation of social work? (4) What are recommendations for future development of doctoral studies in social work?

This issue will be approached from theoretical and empirical perspective, as well as from the perspective of authors' experience of teaching in doctoral programme in social work and social policy. The discussion will be supported by content analyses of final doctoral theses defended at the Department of Social Work, Faculty of Law, University of Zagreb from 2004. to 2010.

The results of content analyses showed that doctoral theses are focused on recognition of social work as profession and improvement of social work practice with service users. The challenge is how to make these researches recognised and used by practitioners, users and decision makers. They also should be presented to a broader audience in order to bring more understanding of social work mission and values and promote it as a profession.

Our experiences as a teachers is that the doctoral study program in social work is strong facilitator for personal learning and creating a new knowledge for social work at the same time.

SOCIAL WORK EDUCATION: DIALOGUE BETWEEN EUROPE AND CHINA

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Presentation language: English

Europe and China are both struggling to realize a sustainable social development. Both continents are facing difficulties and opportunities to undertake this endeavour. Similarities and differences in this process are a basis to establish a fruitful dialogue on social work education and social work profession.

The workshop will be an excellent occasion to illustrate the own perspective on how to develop knowledge and competences for social professions, improving a critical and reflective attitude to support a sustainable social development and contribute to develop the global agenda.

As a European Association of Schools of Social Work we participated in a project called Forum China Europe (www.china-europa.forum.net) based on the dialogue from society to society to create a bridge between these two regions. This Forum, was launched in 2005 with the support of the Charles Léopold Mayer Foundation for Human Progress. The scope of this Foundation, established in 1982 is to finance, through donations or loans, research and initiatives that would contribute in a significant and innovative way to the progress of humankind .

The China – Europe Forum is one of the initiatives held by the Foundation as a means to open a society-to-society dialogue; it is an informal process, but rigorously organized with a common structure, method and tools. Representatives of many sectors and of different socio-professional backgrounds take up subjects of concern to them and discuss the issues that are common to their field in each society. Europe and China are both struggling to realize a sustainable social development, facing difficulties and opportunities to undertake this endeavour.

To share our experiences and underline similarities and differences in social work education we organized two workshops in China (Beijing 2009 and Shanghai 2010) with participants from several Chinese and European universities.

The major questions raised, as common, in the workshop were concerning:

The connection between social work education and social policy. One concern was how to engage politicians to create a more positive image of social work. Another was how to develop strategies to push the labor market in the social-work field to establish a career-ladder for social workers;

The social work education was a core discussion under different aspects: how to plan and assess Social work curricula; how to train social work educators; how to make the connection between theory and practice in education more effective and improve the quality of field work supervision; and how to combine social work teaching with social work research.

Internationalization vs indigenization. Looking also at the next congress in Hong Kong, one issue was how to implement an international definition of social work that can take into account not only the local cultural background, but also how to balance the need to have a common understanding and global guidelines in education with the need to indigenize the social work teaching and practice. One very important aspect underlined was the importance to develop and improve cross-cultural research in social work

Profession. In discussing the profession in both regions, one common concern was how to enhance the process of the professionalization of social workers while providing continuing education to enhance the quality of the interventions. On the other hand the importance of learning some lessons from practitioners that are working in the field and having fruitful andeffective experiences was underlined.

The ENSACT conference is an excellent occasion to continue this process with the participation of some Chinese colleagues, who have been invited to come to Brussels to discuss our common problems, challenges and future projects. Presentations from both sides China and Europe, will illustrate the own perspective and contribute to develop the global agenda. They will lead to undertake concrete action for further   our   cooperation.

REVIEW OF THE INTERNATIONAL DEFINITION OF SOCIAL WORK

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Presentation language: English

Summary

The workshopin Brussels will introduce the joint work in progress, and seek input and involvement from the participants in the **ongoing discourse and debate about the international definition of Social Work**. The focus of the definition review was on the following elements:

Familiarity and use of the definition;

Shortcomings, additions, and development;

Propositions and suggestions for further elaboration.

The on-line questionnaire is still open to collect more evaluations from more social workers from more countries, from more continents, go to http://www.eassw.org/definition.html

It will be closed on 1 May 2011.

In 1996 the IFSW in conjunction with the IASSW established a working party to review the definition of social work. That work came to a conclusion in 2000 at the Montreal Conference with the revised definition was considered by both organizations. It was formally adopted as a joint Definition of Social Work in May 2001 at the IFSW/IASSW Meeting in Copenhagen. At that time it was agreed that the definition should be reviewed at 10-yearly intervals.

Actual process

A joint working party on the definition of social work is established. It is broadly based on the process that was used successfully for work on the Global Qualifying Standards and the Ethics of Social Work – Statement of Principles. The work on the revised definition is now in progress.

The on-line survey will last until 1 May. The results will take the definition forward to the Joint IASSW – IFSW – ICSW conference in Biennial Congress - Stockholm, Sweden 9-12 July 2012

Summary of the reviewmethodology

In a first phase (May 2010) a survey was anonymous and worldwide spread via the websites of IASSW and IFSW, EASSW. The questionnaire was an on-line application in 8 languages: English, French, Spanish, Italian, Turkish, Arab, Japanese and Chinese. Access to the questionnaire was only possible through a password which could be derived via e-mail.

The results of this first phase survey (mainly from Europe and the US) were presented at the world conference in July 2010 in Hong Kong. It was introduced as a warming up input for discussion. About 250 participants from all over the world took part in the discussion.

Discussion and further development in the workshop

The conclusions will be discussed in groups, where also other approaches can be brought in and suggested to set up a pathway for further development.

References: http://www.ifsw.org/f38000138.html

CONSULTING WITH CHILDREN: ADDRESSING CHILDREN'S RIGHTS IN SOCIAL WORK RESEARCH

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Presentation language: English

Conducting research with children is both challenging and rewarding. Rewarding, in that involving children in research promotes a more respectful and realistic appreciation of children's views and abilities as social actors in their own right. Challenging, in that children are still widely considered to be "adults in the making", resulting in their views enjoying less validity than those of adults. In this presentation the differences between these approaches is underlined and the author discusses what it means to further develop and enhance child-friendly social work research.

Children's Rights, Participation, Research with Children, Research Ethics, Social Inclusion, Child-Friendly Approach.

Do social work researchers examine and challenge the omission of children's voices in studies that relate directly to them? Do they offer children opportunities to be taken seriously when they voice their opinions? There are considerable gaps when it comes to implementing the UN Convention on the Rights of the Child (UN CRC) in social work research design, approach and practice. At the heart of this presentation is a vision of how social workers might best contribute towards promoting and securing child-friendly research through the implementation of the UN CRC. This fulfills the social work professions' core values, and mandate, to promote social justice and social change by advocating for children's rights (IFSW, 2002).

This presentation strives to link the theory of basic human needs (Bunge, 1989, p. 44; Obrecht, 2009; Staub-Bernasconi, 2007 pp. 170-174), the life-condition approach (Gerhard Weisser, as cited in Prim, 1996) and Amartya Sen's capability approach (Clark, 2007, pp. 32-45) to children's well-being and the realization of children's rights. The experiences, attitudes, and the meanings that schoolchildren in Austria and Australia ascribe to their sense of belonging to a school community are elicited, compared and reflected within the UN CRC framework, bringing the reality of children's lives to the forefront. In this process particular focus is on conducting research with children in line with the general principles of the UN CRC with special reference to Article 2 (child's right to equal enjoyment of their rights), Article 3 (the best interest of the child), Article 12 (the child's right to participate in decision-making processes in all matters concerning her/him and giving them due weight in accordance with the child's age and maturity) and Article 28 (the child's right to equal education) (United Nations, 1989; IFSW, 2002). Qualitative data will be generated through school-based focus group discussions using an interview guideline incorporating the afore-mentioned UN CRC Articles.

To promote the value of social work research with children as social actors in their own right, the author focuses on developing and enhancing child-friendly research through operationalizing children's rights. This presentation highlights the value of children's rights-focused research, and explores lessons learnt to offer guidance to social workers as to how rights-based research might be undertaken.

THE GLOBAL ACTION AGENDA AND EUROPEAN PERSPECTIVES

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Presentation language: English

The purpose of this workshop is to open the discussion to the European community of social workers, social development practitioners and social work educators on how to help to shape the Global Agenda, contribute to the process and to find agreed strategies to promote it. The results will be collected as the EASSW contribution to this world -wide-discussion.

The European integration process, globalisation and new perspectives regarding internationalisation has had a significant effect on social work approaches and social work practice. In its self-understanding and self-image social work is an international human rights-profession and is aiming at social justice in a global word.Within the last decade some important documents and recommendations have been renewed (e.g. the International Definition of Social Work) and developed (e.g. The Global Standards of Social Work) to assert this claim. Furthermore the internationalisation of social work discourses has demonstrated that an international profession must reflect the tension between universal aims and indigenous social work approaches.At the end of the last international congress held in Hong Kong in June 2010 on "Social Work and Social Development", the three organizations IASSW- ICSW- IFSW decided to put the so-called "Action Agenda" forward. This "Action Agenda" for social work and social development in the next decade should create synergies among professionals to lead the global agenda for people-centred sustainable social progress.

The following issues are seen as crucial:

Social and economic inequalities within countries and between regions: The growing inequalities and their implications, related also to the modalities chosen by world leaders to deal with the economic crises.These are producing an ever-worsening marginalisation of populations and of the working poor , an increased vulnerability of poor people in countries which do not have an adequate social protection floor, and community disintegration

Dignity and worth of the person: Many aspects are evident in this field such as :Human rights issues in relation to social, economic, cultural and political situations; respect for diversity and different belief systems, especially indigenous and first people's voices; political instabilities, violence, dominations, and the erosion of peace building processes; terrorism and modes of response by states and the modalities of handling global conflicts; migratiom, refugees, human trafficking, immigrants, immigration and ways of handling these issues; the role for social work practice, education and social development

Environmental Sustainability: Actions in handling disasters of natural and human origin, including management and prevention; involvement of local communities in developing responses; implications for sustainable social development; protecting the physical environment; proactive engagement with social, human and ecological development

Importance of human relationships: Family and relationship issues and challenges across the lifespan emerge as a major concern in relation to the transformation of the world. For example: the needs of children and families, people with Disabilities,people needing health and mental health services, people who are ageing, people with drugs and substance abuse problems, people suffering from violence within domestic and intimate relationships

The purpose of this workshop is to open the discussion to the European community of social workers, social development practitioners and social work educators on how to help to shape the Global Agenda, contribute to the process and to find agreed strategies to promote it. The results will be collected as the EASSW contribution to this world -wide-discussion.

THESOCIAL CONSEQUENCES OF THE FINANCIAL CRISIS – AN IFSW PROJECT

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Presentation language: English

Keywords: Social work; financial crisis; users of social services

IFSW Europe e.V. is specifically focusing on The Social Consequences of The Financial Crisis through a project. The European national organisations for social workers are within that project sharing experiences about the social *consequences* of the financial crisis in each country. Based on this, IFSW Europe aims at articulating joint *demands* to the politicians and the public on interventions that will reduce these *consequences*.

The Symposium invites all social actors to take part in the discussion towards such *demands*, to develop the project's recent findings and outcomes further.

The financial crisis has serious social consequences in Europe and becomes even more important with pronounced aggravation of the crisis in the latest year. The accelerating problems of debt in Greece and Ireland together with common developments in other countries can create a new and dangerous situation which can worsen the social problems because of stern social cuts.

IFSW Europe e. V. is in 2010-2011 organizing a project to investigate and highlight the social consequences of the financial crisis in Europe. This initiative addresses and takes forward the activities in the 'European Year for Combating Poverty and Social Exclusion'.

The aim is to organize a process where the national IFSW member organisations inform each other about the social consequences of the financial crisis in each country, and they meet to discuss the findings and actions needed.

Three phases:

A: Collecting data - national data, responding to a common questionnaire. To receive a brief description of the changes in the social situation in each member country since 2007 as a result of the financial crisis and the related political processes. To give a picture of the development of matters which member organisations consider important to understand the changes in the social conditions in their country, including knowledge of the consequences of the financial crisis for the users of social services and for social workers. The descriptions may include relevant practice case-examples.

B: Regional workshops – a focused discussion based on the working paper from phase A.

C: This symposium (April 2011) – the findings and outcomes is presented for a joint discussion with social workers and European political and administrative representatives. To articulate demands to the politicians and the public on interventions that will be able to reduce the identified social consequences of the financial crisis.

Do note the European video reflecting on the IFSW European project and the World Social Work Day 2011 http://www.youtube.com/watch?v=KcXDnKbIBTw

SILENT SCREAMS OF RUNAWAY GIRLS WITH STREET LIFE EXPERIENCE

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Presentation language: English

Keywords: runaway girls, street life, gender roles and patriarchy

Summary

The study aims to discuss the phenomenon of street girls in Turkey in the lights of concepts of traditional (patriarchal) gender roles, oppression and urban life. In the study, findings of small-scale qualitative research with runaway girls will be discussed in the lights of existing local/regional studies. Qualitative research and phenomenological approach has been used in the study. Data gathered through focus group interviews with eight girls between 10-19 years old. Each interview was audio-recorded. The interviews conducted at the CYC's (Child and Youth Centers) of Istanbul Provincial Directorate of Social Services..

Most of the studies on street children focused on boys working or living on streets. Similarly in Turkey, existing data on runaway girls with street life experience is dramatically inadequate. The problem is their invisibility. It is a crucial fact that greatest risk in street life for runaway girls is becoming a victim of commercial sex market. The number of studies about runaway girls with street life experience is limited in Turkey. Dominant patriarchal values keep the issue as "taboo". It can be considered as one of the reasons of limited numbers of research. Finding runaway girls is difficult and it may be perceived as dangerous/risky by researchers.

The study aims to discuss the phenomenon of street girls in Turkey in the lights of concepts of traditional (patriarchal) gender roles, oppression and urban life. In the study, findings of small-scale qualitative research with runaway girls will be discussed in the lights of existing local/regional studies. Qualitative research and phenomenological approach has been used in the study. Data gathered through focus group interviews with eight girls between 10-19 years old. Each interview was audio-recorded. The interviews conducted at the CYC's (Child and Youth Centers) of Istanbul Provincial Directorate of Social Services.

The analyzed data indicated that patriarchal culture and traditional gender roles have strong relationship with the phenomenon of runaway girls. It is revealed that the girls grew up within oppressive and conservative family environments. The second remarkable result of the study is the "link among migration experiences of the families, having adaptation problems to urban life, contradictory values (rural-urban), and lack of adequate social services and becoming a dysfunctional family.

THE HEAD AND THE HEART IN SOCIAL WORK: TENSIONS AND CHALLENGES FOR CONTEMPORARY PRACTICE

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Presentation language: English

Keywords: professional profiles; scientific-bureaucratic profile; scientific-humanist profile; methodological finalism; empiricist assumption

The professionalization of Social Work was based on the idea that social intervention follows a rationale with specificities in terms of theoretical foundations, technical procedures and ethical framework. The constitution of the post-war welfare states in Europe created a well-established professional field as social policy "doers".The ultra-modernity trends in contemporary societies compel Social Work to evidence-based practices, managerialism, standardization and technocratic performance that seems to lead to the actual de-professionalization of Social Work.

This paper will discuss the role of the head and the heart in professional profiles and the subsequent implications and challenges posed to the profession.

The professionalization of Social Work was historically based on the idea that social intervention follows a rationale with specificities in terms of theoretical foundations, technical procedures and ethical framework. In that sense, it can be argued that Social Work is a modern profession, as it appears in the lip of modernity with the social division of work. The constitution and development of the post-war welfare states in Europe created a well-established professional field as social policy "doers".

The ultra-modernity trends in contemporary societies compel Social Work to evidence-based practices, managerialism, standardization and technocratic performance that seems to lead to the actual de-professionalization of Social Work.

The crossed tendencies in the profession for «methodological finalism» – meaning the conversion of means into ends in social intervention aiming above all the accomplishment pre-determined of methodological steps – and for the «empiricist assumption» – concerning the resistance and neglecting of the role of knowledge, research and mostly reflexivity in professional practices – set the context for a professional intervention focused on problem-solving and result-demonstration and a narrow perspective of short-termism in action, as well as in the analysis of clients' circumstances. In that scope, Social Work can be seen as no more than a bureaucratic and administrative practice.

Professional discourses point out to two different professional profiles referring to what most social workers currently are and to what they should be. In the first stance we find a scientific-bureaucratic profile centered on the figure of Social Work Technician; the second points to a scientific-humanistic profile centered on the figure of Social Assistant.

This paper will discuss the role of the head and the heart in these two professional profiles and the subsequent implications and challenges posed to the profession, based on discursive data collected from Portuguese social workers.

THE GLOBAL ACTION AGENDA AND EUROPEAN PERSPECTIVES

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Keywords : Action Agenda, universal aims indigenous approaches , European perspectives

The European integration process, globalisation and new perspectives regarding internationalisation has had an significant effect on social work approaches and social work practice. In its self-understanding and self-image social work is an international human rights-profession and is aiming at social justice in aglobal word. Within the last decade some important documents and recommendation has been renewed (e.g. the InternationalDefinition of Social Work) and developed (e.g. the GlobalStandards of Social Work) to assert this claim. Furthermore the internationalisation of social work discourses has demonstrated that an internationalprofession must reflect the tension between universal aims and indigenous social work approaches.

At the end of the last international congress on >Social Work and Social Development < the three organization IASSW- ICSW- IFSWdecided to put the so-called "Action Agenda" forward. This "Action Agenda" forsocial work and social development in the next decade should createsynergies among professionals to lead the global agenda forpeople-centred sustainable social progress. The following issuesare seen as crucial :

Social and economic inequalities within countries and betweenregions
Dignity and worth of the person
Environmental Sustainability
Importance of human relationships

The purpose of this workshop is to open the discussion to the European community of social workers, social development practitioners and social work educators to contribute to the process and help to shape the Global Agenda and to find agreed strategies to promote it. The results will have access as an EASSW contribution to this world -wide-discussion.

ACES AN INTERNATIONAL MODULE: FOR DAILY PRACTICE OR GLOBAL CITIZENSHIP?

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Presentation language: English

The seminar will consider, share and explore with participants the significance of values and ethics in teaching international social work as part of the social work curriculum, and how we can evaluate its effectiveness. We have chosen to extend the moral outlook of students on the international module towards an understanding of global citizenship whilst grounding it in local practice. The question remains whether our intentions have been translated into changed attitudes amongst our students. We will present some of our methods of teaching and evaluation over the last six years.

The EU has long required jointly developed teaching projects to address social inequality; not a difficult task for social professionals. A question for educators is whether such teaching is effective and how much we can or should influence students' values. We will discuss these questions in relation to an international module which is supported by a Tempus project (ACES). This work involves universities in Sheffield UK, Kiev Ukraine, Ljubljana Slovenia, Tbilisi Georgia and Vilnius Lithuania.

The UK focus is often about the 'local is global is local' in order to demonstrate how international perspective are relevant to daily practice (Lawrence et al 2009). However International social work values (IASSW/IFSW) and definitions of international social work include wider moral perspectives that go beyond the local; something we describe as 'global citizenship'. Healy talks about understanding the connections between the actions and policies in one country and the impact on others (2008). She also refers to action to challenge injustice by advocating for the oppressed internationally not just locally (2001).

Learning that 'the local is global is local' automatically introduces people and events from afar and, in our experience, raises interest in social justice especially at the individual and emotional level for example asylum seekers. This paper argues that being a global citizen requires a more objective and strategic understanding which necessarily entails action if education is to impact on and generate social professional practice that operates with integrity. As such the activity requires engagement with value issues in respect of both the student and educator.

This paper discusses the ways that we have attempted to do this in our joint module, Global Issues in Social Work Practice, considers what effectiveness in such a joint activity might look like and how we have tried to evaluate our effectiveness.

UTOPIA: SOCIAL EUROPEAN TOUR

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Keywords: Disability – Culture – Debate – Inclusion – Dignity – Excellence

Large social and medico-social changes are afoot in Europe. Drawing on 50 years of expertise in the area, we wish to contribute to the development of a fair and equitable organisation. Today, we are worried the changes will open the floodgate of an open market with unclear regulations. We accept organisations could compete against each other, but neither for the sole purpose of saving public funds nor to increase profit for the private sector. The changes Europe wishes to initiate must be ethically sound putting the dignity of those involved first. To achieve this, we must formalise procedures to ensure the quality of our service. Competition, yes, but only in order to improve the quality of life for those who suffer from disabilities.

Training, CPD, appropriate staff ratio and decent salaries are essential.

And so was born UTOPIA, in collaboration with ARFIE, here to remind the politicians of the central role of the "People".

We aim to raise the awareness of decision makers through artistic manifestations. Catalyse is a Flagship inclusive association. It is a professional actors' troup made up of adults with learning difficulties. It proves that differences can fade away, that disabled people can take part in cultural events and be active citizens. These objectives can be reached, subject to adequate funding.

A festival or tour would be organised for the troup to perform at prestigious venues in European capital cities and where we would invite MEPs and heads of states.
European Union must be strongly rooted in a dynamic of mutual support and social solidarity, and keep debate alive.
3 subjects: 2, 6 and 13.

FAMILY GROUP CONFERENCE (FGC) INTERNATIONAL METAEVALUATION: EVALUATION APPROACHES AND METHODS STRENGTHS AND WEAKNESSES

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Presentation language: English

The presentationfocus on the results of Family Group Conference international meta-evaluation with two different aims. Firstly, I pragmatically describe how evaluation can inform practice in order of designing and implementing both pilot projects or permanent services. Hence, evaluation research and reflexive practice should integrate one another in a circular process of creating knowledge and improve efficacy of process and outcomes. On the second hand, intrinsically connected with the first aim, I adjust the focus on implementation strengths and weaknesses taking into consideration contextual environment and variables.

Although, Family Decision Making models have been implemented in different countries and cultural contexts over the last two decades, few evaluation studies have been carried out that would demonstrate the efficacy and impact of these models. Indeed, international studies are mostly based on process evaluation and customer satisfaction. This presentation aims to show the findings of a FGC meta-evaluation focused on a deep methodological study developed from the theoretical literature and refined from an analysis of 40 empirical international evaluations on the use of FGC in child welfare.The empirical review seeks to enlighten approaches to evaluation (experimental/positivistic, social process/constructivist and pragmatist/quality according to Stame) and methods strengths and weaknesses in order to build a flexible conceptual framework that can guide both researchers and practitioners in designing future Family Decision Making evaluations. In addition, the review points to the misuse of evaluation concepts in some empirical studies that stated a purpose but didn't employ appropriate data. Technically speaking, this presentation refers to the most appropriate evaluation design as the one able to respect *evaluandum* principles and nature as well as widening the use of findings and recommendations. The study is based on the rationale that evaluation is a constructive and contextual process as opposed to a tight choice of a certain paradigm regardless of the cultural environment. The review recommends that research into FGC takes into account contextual responsiveness including a wide range of issues like the culture of welfare, the practitioner's defenses, the spreading of the model and the interaction between implementation and program theory. According to the findings of the meta-evaluation and the theoretical review, this presentation proposes a critical reflection on two approaches as Theory Based Evaluation by Carol Weiss and Realistic Evaluation by Michael Pawson that have previously not been utilized in the study of FGC.

SWIM (SOCIAL WORK INTERNATIONAL MATERIALS): AN OPEN ACCESS CURRICULUM RESOURCE

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Keywords - Open-access platform, international curriculum materials, SWIM.

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In the workshop we will engage participants in sharing and illustrating methods of using open access materials across the curriculum; in particular to develop knowledge, skills and values with regard to internationally orientated social work. Through experiential activities we aim to help participants to identify relevant themes for inclusion in their own curriculum. We will share and discuss how curriculum materials can be used to develop sustainable social development and we would wish to collaborate or support similar initiatives or developments in open access curriculum materials in other countries.

The benefits of including international perspectives in the social work curriculum have been well made over the last 15 years. The expansion of the EU and globalizing forces means that social professionals face this dimension daily, often amongst the most marginalised. At the same time the possibilities of collaboration at European and international levels to impact upon social development, policy and practice have increased.

Social work educators have a responsibility to prepare students for internationally oriented roles by:
- Developing a critique of their own country's construction of problems and responses through comparative study;
- Harnessing international resources and policy conventions to benefit service-users;
- Supporting (inter)national initiatives to challenge inequality.

The International Committee of UK University Schools of Social Work is developing an open access platform hosting learning and teaching materials on international issues. The materials have been tried and tested, in the UK, Europe and internationally. This open access site will offer sustainable resources to encourage and accelerate the integration of international perspectives across the mainstream curriculum for social professionals.

The contributors have found that internationalising the curriculum gives students the knowledge and perspectives to engage as European and international citizens. It also develops their critical thinking skills and enhances reflective practice, thereby aiding the creation of critical and socially aware professionals

The workshop will be organised to illustrate how the open access materials can be used across the curriculum, the international resources and approaches that can contribute, through education, to sustainable social development and to encourage the development of similar projects internationally.

The underpinning values for social development will be explored in relation to curriculum activities and learning tools. Experiential activities will help participants to identify relevant themes for inclusion in their own curriculum.

SOWOSEC PROJECT : THE ALLIANCE OF REGIONAL, NATIONAL AND EUROPEAN NETWORKS FOR A SUSTAINABLE SOCIAL SKILLS TRAINING

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Langue de la présentation: Français

For several years the IRTS Poitou-Charentes works for the recognition of social work as a field of innovative answers to economic and social issues. The treatment of social issues led policymakers and stakeholders to integrate more and more their interventions in a European context**.** By committing to a draft ofjoint development of a **European Master** ofSocial Work andSocial Economy, in a **network** of 8 European partners, the IRTS Poitou-Charentes wants to propose a particularly high-level qualification training program for an audience of project leaders, managers in organizations, establishments and services within the field of health, social work and the social economy.This project is conducted through a local **partnership** between the IRTS Poitou-Charentes and the Institute of Social Law and Health of the Faculty of Law and Social Sciences in the University of Poitiers. Developping this project in the long term requires the articulation of social policies and **training system** in the 3 levels of action: local, national, and European. In order to contribute to an experimentation of **sustainable** social and economic development and to network professional practices of actors engaged in the 8 countries, SOWOSEC is initiating, since 2009, exchanges between trainees in the network. The interculturel project management module develops a broader and comparative reading of local practices. European social cohesion needs not only to get social policies connected but strong networks of citizens involved in **social work** and **social economy.**

Le projet SOWOSEC: l'alliance des politiques régionales, nationales et européennes pour un social durable par la formation qualifiante.

Depuis plusieurs années l'IRTS Poitou-Charentes travaille pour le reconnaissance du travail social comme champ de transformations du monde politique et sociale. Le traitement de la question sociale conduit décideurs et acteurs à inscrire de plus en plus leurs interventions dans un cadre européen. En s'engageant sur un projet de développement en commun d'un **Master Européen** de Travail Social et d'économie sociale , dans un **réseau** 8 partenaires européens, l'IRTS Poitou-Charentes vise tout particulièrement une qualification de haut niveau pour un public destiné à occuper des fonctions de porteur de projet, de management, dans les organisations, établissements et services relevant du champ de l'action sanitaire et sociale et de l'économie sociale .

Ce projet est conduit dans le cadre d'un **partenariat** local entre l'IRTS et l' Institut de droit social et sanitaire,de l' UFR de Droit et Sciences Sociales et l' Université de Poitiers. Inscrire ce projet dans le durable nécessite une articulation entre le système local des politiques sociales et de **formations** et celui des politiques sociales nationales et européennes. Pour contribuer à un social **durable** une expérimentation de mutualisation des pratiques professionnellesdes acteurs engagés dans les pays partenaires du master SOWOSEC est initiée depuis maintenant deux années. Dernièrement, cette initiative s'accompagne d'échanges entre stagiaires venus de pays européens partenaires du programme pour élaborer une lecture plus large des pratiques locales. Ce qui anime cette mise en connexion c'est l'établissement d'une cohésion sociale européenne pas seulement portée par les politiques sociales mais bien par les acteurs citoyens du **travail social** et de l'**économie sociale.**

« Rien n'est possible sans les hommes, rien n'est durable sans les institutions […] les institutions peuvent, si elles sont bien construites, accumuler la sagesse des générations successives.» Jean Monnet, Mémoires, éditions fayard, 1976

INTEGRATION OF GENDER EQUALITY IN PUBLIC POLICY –
THEORETICAL, METHODOLOGICAL AND SOCIAL ISSUES*

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Langue de la présentation:French

*Keywords: gender equality, gender mainstreaming, gender gap;public policies,*socialcohesionanddevelopment

The project intends to emphasize and to increase the theoretical and practical relevance of **gender mainstreaming**, as an interdisciplinary and integrating perspective for the application of the principle of equality of chances between women and men in the **public policies** and the daily social and organizational practices. The project intends to present the qualitative and quantitative instruments of integration and monitoring of the gender perspective in concrete social contexts, instruments which may lead to the mitigation of disparities/inequitable differences *(***gender gap***)*, of inequalities and discriminations existing between genders (those socially created) in various fields of public and private life.

RESUMÉ:

Le thème:INTÉGRATION DE L'ÉGALITÉ DE GENRE DANS LES POLITIQUES PUBLIQUES -

enjeux théoriques, méthodologiques et sociales*

Le projet envisage l'augmentation du degré d'intégration de la perspective du genre *(**gender mainstreaming**)*, comme méthodologie d'analyse et d'intervention sociale, dans le fonctionnement des organisations et dans le processus d'élaboration des projets et des **politiques publiques**. Le projet veut mettre en valeur la relevance théorique et pratique de la perspective du genre, comme perspective interdisciplinaire et intégratrice d'application du principe de **l'égalité de genre** dans les politiques publiques et dans les pratiques sociales et organisationnelles quotidiennes. Le projet se propose à montrer la pertinence des instruments qualitatifs et quantitatifs d'intégration et de surveillance de la perspective de genre dans des contextes sociaux concrets,des instruments qui peuvent conduire à l'atténuation des disparités/différences inéquitables *(**gender gap**)*, des inégalités et des discriminations existantes entre les genres (celles qui sont construites socialement) dans divers domaines de la vie publique et privée. Ainsi, la perspective du genre offre un fondement théorique, méthodologique et axiologique pour réaliser une **cohésion sociale** et valoriser tout le capital humain dont une société dispose pour le **développement**.

PROFESSIONAL WISDOM AND ETHICS: A SYMPOSIUM

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Presentation language:English

Keywords:professional wisdom, ethics, dilemmas, problems, moral competence, students

This symposium is coordinated by the *European Social Ethics Project* of FESET and the *Ethics and Social Welfare* journal. A range of contributors will offer different perspectives on the concept of 'professional wisdom' in the context of the work of the social professions. What do we mean by 'professional wisdom'? How does it incorporate concepts of 'professional intuition', moral perception, moral competence, reasoning, empathy and other emotions? What insights can we draw from Aristotle's concept of 'practical wisdom' or 'phronesis'? What is the role of professional wisdom in moral perception, decision-making and action? How does it relate to technical knowledge and skills and evidence-based practice? Does professional wisdom offer an alternative or complementary paradigm to professional principles for understanding and conceptualizing ethics in professional life? What other related conceptualizations are there for exploring how we tackle ethical difficulties in professional life? Richard Anthone will discuss philosophical aspects of the concepts of professional wisdom and moral competence. Sarah Banks will consider what we can learn from a variety ethics cases collected from around the world as part of a book being edited under the auspices of the European Social Ethics Project. Adalberto Carvalho and Elena Theodoropoulou will present the work of the network 'Problema' and the concept of the 'exodic way' (cf Michael Serres) as an approach that focuses on constructing problems rather than solving dilemmas. Dalija Snieškienė will present her findings from research on moral competences of child care professionals and students' responses to ethical difficulties during fieldwork practice. We will conclude with a discussion with participants of the implications for professional education.

THE REINFORCEMENT OF THE BODY OF KNOWLEDGE IN PENITENTIARY SOCIAL WORK: COOPERATIVE KNOWLEDGE PRODUCTION AND TACIT KNOWLEDGE

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Presentation language: Dutch (Nederlands)

The Central Psychosocial Service (PSD) of the Federal Justice Department places the need for **knowledge production** and knowledge exchange high on the agenda. Because of a high staff turnover, a large part of the **tacit knowledge** that is present on the work floor is threatened. Therefore a project was launched in an attempt to capture this experiential knowledge. Starting off from the theory of '**cooperative knowledge production'** (Gredig & Sommerfeld, 2008), a model of cooperation between researchers and senior social workers was derived. In this presentation we zoom in on the theoretical framework, the methodology an results of the project.

Een sterk veranderende samenleving levert steevast nieuwe uitdagingen voor het sociaal werk in al zijn vormen. Ook in de sector van het penitentiair sociaal werk is dit voelbaar. Sociaal werkers op het terrein worden geconfronteerd met een erg complexe opdracht en ervaren een grote nood aan handvaten die richting geven aan hun professionele handelen. Vanuit de Centrale Psychosociale Dienst (PSD) van de FOD Justitie wordt in dit kader de nood aan kennisproduktie en kennisuitwisseling hoog op de agenda geplaatst. Door een groot personeelsverloop dreigt een groot deel van de kennis die aanwezig is op de werkvloer, met name bij ervaren sociaal werkers, verloren te gaan. De onuitgesproken en niet neergeschreven ervaringskennis die deze ervaren sociaal werkers hebben opgebouwd, is van grote waarde voor de PSD. Daarom werd een project uitgeschreven waarin een poging gedaan werd om deze ervaringskennis te capteren. Vanuit de theorie van 'cooperative knowledge production' (Gredig & Sommerfeld, 2008) werd gekozen voor een samenwerkingmodel tussen onderzoekers en ervaren sociaal werkers. Persoonlijke SWOT-analyses rond het werken met cliënten, het werken in teamverband en het werken op organisatieniveau werden geanalyseerd en leidden tot een aantal sterke aandachtspunten, kenniselementen en concrete acties die het sociaal werk in gevangeniscontext sterker moeten maken voor de toekomst.

In deze presentatie wordt in eerste instantie een theoretisch kader geschetst waarin het belang van een sterker body of knowledge voor de professionalisering van het sociaal werk wordt scherpgesteld. In tweede instantie wordt ingezoomd op het concrete project en de gebruikte methodologie. Tot slot worden de conclusies van het project voorgesteld samen met de concrete realisaties en toekomstplannen.

THE BOUNDARY MODEL: A SOCIAL WORK TOOL FOR THE DETECTION OF INCESTUOUS SITUATIONS AND THE TREATMENT OF INCEST VICTIMS.

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Presentation language: English

From 1990 until 1993 an autobiographical research model was designed with incest victimsin a general medical practice in Antwerp. This research was coached by the department offamily medicine of the University of Antwerp and designed by three generalpractitioners. This autobiographical researchculminated in a publication: "The Boundary model in diagnosis and treatment."

Since 1993, the boundary model has been used on different occasions in a partnershipbetween social workers and general practitioners.

This lecture wants to give an insight into the boundary model and its opportunities for socialwork. A theoretical framework and cases will be presented.Social casework in the sector of **family social work** en public health social work is faced withall sorts of new challenges. Now that current events place both **incest and pedophilia** backinto civil discourse places, social workers are confronted with questions in the field of expertstudy in cases where there is a suspicion of incest or pedophilia. The same current eventsalso carry victims of incest and pedophilia to professional aid and treatment: they both seekproper treatment as tools to help **empower** their lives and that of their social network.From 1990 until 1993 an **autobiographical research** model was designed with incest victimsin a general medical practice in Antwerp. This research was coached by the department offamily medicine of the University of Antwerp and specifically designed by three generalpractitioners: Dr. Verrept, Dr. Schillemans and Dr. Maes. This autobiographical researchculminated in a publication: "**The Boundary model** in diagnosis and treatment.".

Theresearchers found that incest victims have few boundaries for themselves and their livingenvironment. Their lives are dominated by border transfers placed around twelve segments.These segments refer to space, time, body, family, gender, generation, culture, humananimal,life-death, twelve concrete segments that are registrable in situations of everydaylife. When at least five of the twelve boundary segments have been violated, the researchersspeak of 'incestuous situations' in which it is impossible to categorically demonstrate thatincest is really present. However, this analysis can shed light on the need for professionalhelp in order to avoid possible danger of incest.Since 1993, the boundary model has been used on different occasions in a partnershipbetween social workers and general practitioners. It became clear that the model is aconcrete tool for the detection of incestuous situations, but also showed methodical andtechnical possibilities in the treatment of incest victims. By learning clients to close violatedboundaries through social work practice they were empowered in their personal healingprocess.This lecture wants to give an insight into the boundary model and its **opportunities for socialwork practice**. A theoretical framework and practice cases will be presented.

THE LONG TERM CARE AS A SOURCE OF EMPLOYMENT IN TIMES OF CRISIS

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La Lagunade la la presentación: Español

The impact of an aging population and increased care needs have been considered by various European Councils, which have recognized their positive effect in the labor market. However, the aging population poses new opportunities to create new jobs related to the quality of life of elderly and dependent people. The aim of this paper is to demonstrate that social services are emerging as a new source of employment in times of crisis. In Spain employment has been gradually decreasing, while social services have increased in 143,000 jobs since 2008. Finally, social sustainability actions seek to advance towards an inclusive society.

El impacto del envejecimiento de la población así como el aumento de sus necesidades de atención, derivadas de este crecimiento, han sido abordados por los gobernantes, en diferentes consejos europeos, que han reconocido el efecto que esta demanda social está teniendo sobre los Estados miembros, con una dimensión positiva en el mercado de trabajo. Así mismo, la diversidad territorial existente en Europa, dificulta un desarrollo territorial equilibrado y sostenible, siendo este uno de los objetivos centrales de la UE. La actual crisis económica y financiera ha llevado a un descenso rápido y agudo de la actividad económica unida a tasas de desempleo elevadas. Sin embargo, el envejecimiento de la población genera nuevos desafíos para el mercado de trabajo considerándose una oportunidad para crear nuevos **empleos** relacionados con la calidad de vida de los mayores y personas en situación de **dependencia**. Así emergen nuevos yacimiento de empleo en tiempos de crisis asociados a estas actividades relacionadas con los servicios sociales. En **España,** desde el 2008 el número de ocupados ha ido descendiendo progresivamente, sin embargo, la generación de empleo relacionada con los servicios sociales ha aumento aproximadamente en 143.000 empleos desde 2008 al tercer trimestre del 2010 (EPA, INE).Las ramas de actividad relacionadas con la atención a las personas en situación de dependencia generaron más empleo que el resto de los sectores económicos españoles. Los servicios de asistencia en establecimientos residenciales durante el año 2008 crearon 42.000 empleos. Y las actividades de servicios sociales sin alojamiento, 2.800 ocupados. Esta dinámica de creación de empleo se ha mantenido hasta la fecha de hoy, si bien es cierto, que está sujeta a la incorporación y/o trasvases de ocupados de otros sectores económicos que han considerado la atención a las personas en situación de dependencia como una vía para salir de su propia crisis laboral, sin olvidar, a todas aquellas mujeres que han dedicado su vida al cuidado y esta ley ha dignificado su trabajo. Por este motivo, en el año 2009 que las actividades de servicios sociales sin alojamientos generaron unos 34.300 empleos. Este crecimiento progresivo alcanza su máximo en el tercer trimestre de 2010, ya que la creación de empleo ha sido favorable para ambas ramas de actividad, 33.200 empleos para las actividades de servicios sociales sin alojamiento y 22.700 empleos nuevos para las actividades de asistencia en establecimientos residenciales. El objetivo de esta comunicación es realizar una aproximación al mercado de trabajo relacionado con las actividades de servicios sociales, a través de un análisis del impacto de la ley de promoción de la autonomía personal y atención a las personas en situación de **dependencia** aprobada 2006, como medida para hacer frente envejecimiento de la población, y con una progresiva implantación hasta el 2015. Finalmente, todas las acciones hacia la sostenibilidad social pretenden avanzar hacia una sociedad inclusiva, que tome en consideración la solidaridad entre generaciones, que asuma y mejore el bienestar de la ciudadanía creando más y mejor empleo, reduciendo el riesgo de exclusión social, garantizando la salud pública y la protección ante situaciones de **dependencia**.

SMALL-SCALE GERIATRIC-THERAPEUTIC LIVING PROJECT FOR PEOPLE SUFFERING FROM DEMENTIA

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The non-profit association Huis Perrekes has been in existence since 1986. It is a small-scale geriatric-therapeutic living project for people suffering from dementia. The organisation runs three autonomous houses, each one for 15 people. Its goal is to provide a holding environment, both material and immaterial, in which these people can maintain their independence and their dignity and realize their maximum potential.

The organisation was founded out of dissatisfaction with the then current medical model, which emphasises deficiencies, such as loss of memory, deteriorating language skills, and confusion.

By contrast, Huis Perrekes starts from the competence model, which stresses abilities still left. According to this model people with dementia have a rich and intense inner life. What they experience contains a most individual inner truth and this inner truth unveils a most individual experience. Each personal story is unique and invites or forces the 'Other' to come to grips with his or her desires, fears and mortality.

In each house, the residents live together. They share their joys and sorrows. The material and immaterial environment invites residents *hic et nunc* to experience their lives as meaningful and to play meaningful roles in the lives of others. It has been an explicit choice of Huis Perrekes to make the communities heterogeneous with regard to the different stages of dementia, age and social background.

Each house is managed by a separate multidisciplinary team consisting of nurses, nurse assistants, an occupational therapist, an educational therapist, a music therapist, a physiotherapist and a medical doctor. Each team member empathizes with and tries to enter into the inner world of the residents. At briefings and meetings the team members attune their minds. As a result, they function in similar ways and thereby create and consolidate the holding environment in an interdisciplinary way.

WORKSHOP CIRKANT PAT
PROJECTDIENST ARONDISEMENT TURNHOUT
EXPERIENTAL LEARNING ON A CONTEXTUAL GROUND

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Presentation language: English

Keywords: experiential learning, contextual therapy, adolescence, self-esteem, autonomy, LSCI

In this workshop Cirkant, a Flemish organization within the parental en family support care, will present a unique project. In this project they combine the method of experiential learning with contextual therapy.

The project focuses on adolescents who feel insecure or unsafe in a 'talkin cure' and who are rather introvert. It also focuses on youngsters for who the 'classical' therapies has failed.

The aim of this project is to increase the self –esteem, the autonomy and to define the meaning of the role they take in the interactions with others.

In this workshop the social workers will present their original working method on a animated way. Furthermore they will share experiences about their practice with the youngsters and their context.

Finally, the project of Cirkant will be linked with LSCI, life space crisis intervention, a verbal therapeutic method which is teached at future educators on the University College Karel de Grote.

SOCIAL SUPPORT FOR UNEMPLOYED IN LITHUANIA:
THE ROLE OF LIFELONG LEARNING

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Presentation language: English

Keywords: social protection, social support, lifelong learning, adult participation

The paper presents the problems in social protection system of Lithuania. The passive forms of support provided for unemployed, such as social assistance benefits, early retirement pensions, disability pensions, etc., still predominate in Lithuania. They cannot sufficiently prevent movement into poverty and do not stimulate employability. Active means, such as various knowledge updating and requalification courses, become more and more important. They encourage both employers and job seekers to participate into social movement against poverty and unemployment. Paper presents the data of survey on adult's participation in lifelong learning.

The aim of the paper to present the problems in social protection system of Lithuania appeared in the period of recession. Analysis of the situation showed, that passive forms of support provided for unemployed, such as social assistance benefits, early retirement pensions, disability pensions, etc., still predominate in Lithuania. They cannot sufficiently prevent movement into poverty, do not stimulate employability and do not match the principles of flexicurity. Only sickness and maternity benefits provide high income security and enhance employability. Active means, such as various knowledge updating and requalification courses, become more and more important. They encourage both employers and job seekers to participate into social movement against poverty and unemployment. Paper presents the data of survey on adult's participation in lifelong learning (LLL), conducted in the frame of international research project EU 6 FP Towards a Lifelong Learning Society in Europe: The Contribution of the Education System - LLL2010 (www.lll2010).

The results of survey show that motivation for participation in learning is quite different among adult learners. Across all participants, 45 per cent enrolled for mainly job related reasons, 55per cent enrolled for personal, mainly not job related reasons. The majority of the participants (89 percent) were motivated by the need to acquire the knowledge necessary at work, including 20 percent encouraged to study by the employer. Half of the adults learned during working hours, 74 percent were paid for training courses by employer. Survey results revealed that those involved in self-education made up 45 percent. The aim for further research is to analyse the participation of under-representative groups into LLL ant its input into social cohesion.

The results of survey show that employers(71 per cent)trust and wish their employees to study at education/consultation organizations. 34 per cent would let their employees attend formal education sessions on a permanent leave. Almost the same number of employers wishes their subordinates learn in the work place. Employers are not enthusiastic about higher and university studies for their subordinates (about 14 per cent and 7 per cent respectively). Employers wish their employees to attend short trainings (up to 2 days 59 per cent). 49 per cent of employers would let their employees attend follow up seminars which take longer than 2 days. Only 11 per cent of employers would let their employees leave for long trainings, more than one month long. In general, Lithuanian adult learners have a positive attitude towards overall lifelong learning. 63per cent of learners have positive attitudes to overall LLL, 37per cent - neutral, and 0,4 per cent negative. Differences in attitudes between the separate levels of education are rather small.

The strategy for education and lifelong skills upgrading shall contribute to future-proofing Lithuania. At the same time, it is a contribution towards the realization of the common European objectives for social cohesion and reduction of unemployment.

PARENTHOOD AND PSYCHIATRIC PATHOLOGY.
RIGHTS OF ADULTS AND CHILDREN, STRATEGIES OF EMPOWERMENT,
PROFESSIONAL SKILLS.

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The presentation language: Spanish.

Keywords: interventions to support the parents, ill-*treatment,*child and adults rights, professional skills and attitudes, casework, networking.

A child is an individual, distinguished from its family which has the duty to accept and to supply him in the growth and upbringing. However, not always the parents accomplish such duties. In all these contexts, speaking about protection of the minor, when the familiar nucleus or its members shows difficulties, you cannot leave the family out of consideration: protecting the minor means supporting the family and protecting it.

The author presents a research that is the capitalization of the support interventions for adult's psychiatric pathology carried out between 2002 and 2009 at a mental health centre (Piemonte–Italy).

Un niño es un individuo distinguido de su familia: esta tiene el deber de aceptarlo y asegurar su crecimiento y desarrollo. Sin embargo no siempre los padres absuelven a tales deberes, por ejemplo en los casos de maltratamiento o en casos de familias multiproblematicas. Estas son las en que son presentes factores cuál paro o subempleo de los adultos, deterioro del vivienda social y personal de los miembros de la familia, desviación social, sintomatología psiquiátrica de los caregiver.

En todos estos contextos, dónde el núcleo familiar o sus miembros presentan dificultades, no se puede, hablando de tutela del menor, prescindir de su familia: tutelar el menor significa proveer un apoyo al núcleo familiar y tutelar la familia misma.

Tal posición permite de superar la contraposición entre el menor, considerado como víctima y el padre/madre como culpables: en algunos casos, los operadores tienen que elegir con cual parte alinearse, el niño o los padres,.

La autora presenta una búsqueda en el ámbito de las acciones de soporte a la genitorialità de adultos sintomáticos para patología psiquiátrica efectuada entre el 2002 y el 2009 en un centro de salud mental italiano.

El objetivo del trabajo es localizar modalidad de colaboración entre servicios socio-sanitarios (servicio social, psicología de la edad evolutiva, servicio por las dependencias patológicas, de salud mental, consultorio familiar), agencias educativas y autoridades judiciales.

Ulteriores áreas indagadas conciernen las acciones activadas a soporte del rol genitorial, también en presencia de fragilidades personales, en el respeto del Papel de los Derechos del Niño (ONU), las estrategias de empowerment, competencias profesionales de los operadores, cuadro legislativo nacional y regional.

La búsqueda ofrece dados cuantitativos sobre el campeón con respenco al área diagnóstica, edad, sexo de los adultos, número y edad de los hijos, acciones efectuadas, presencia de modalidad de gestión integrada

SOCIETY AS TEENAGE PARENT – A 'MARRIAGE' BETWEEN SOCIAL SERVICES AND CIVIL SOCIETY?

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Presentation language: English

Ever since the introduction of the contact person in the early 80's it has been one of the most used ways of the social services to support teenagers in providing an "ordinary" person to talk to, socialise with and be guided by. At present around 20 000 young persons in Sweden have their own contact person, a person who on a voluntary basis gives of his or her time and acts like a bridge between civil society and the social welfare. Offering a contact person to a teenager at risk of developing social problems is for the social services a popular and relatively simple way of both providing social and emotional support, establishing contact with the young person and its family and gaining some control of the life of the teenager and the family. Sometimes it is also a measure that is considered relatively harmless and acceptable by the teenager and the family even when other measures are rejected.

The aim of the project *Society as a teenage parent* is to gain knowledge on what content is included when the social welfare decides to indicate a contact person for a teenager. Further to investigate how this can be understood as a way of executing parental responsibilities where the family of origin seems to fail. The presentation will be of a work in progress and will discuss themes arising from focus groups interviews with professionals and contact persons involved in initiating and providing the measure. It will also discuss some preliminary findings from studying social services files, from three local authorities, where the measure is discussed, outlined and decided upon. One theme considers the "fatherlessness" and the corresponding "insufficient mother", a theme where the contact person will be expected to act as a male role model.

EDUCATION IN SOCIAL MEDIA FOR SOCIAL CHANGE

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Presentation language: English

Keywords: social media, self-representation, social inclusion, social change, ICT, Europe, good practices

Social media are probably one of the main issues that conform the reality for young people in Europe today. Professionals should understand the implications and uses of these media and start using them as a tool for social change.

Social media are web-based media that make it possible for users to build social interaction for the (co)creation of value and social capital. Social media are bottom-up and user- generated (ex. Blogger, Facebook, Youtube, Twitter, Netlog, Wikimedia and Wordpress)

We understand social media as a tool for social change in that user-generated contents may (although not necessarily do) create alternative images of otherwise excluded or negatively portrayed groups (such as ethnic minorities, women and young people), while setting the agenda about certain topics in mainstream media.

The authors draw from the experiences in a Spanish government-funded project (Models of attraction and relationships among teenagers: a case study of Fotolog in Spain) and from two European funded projects: BRIDGE-IT (on Appropriation of ICT by immigrants and ethnic minorities) and ROOTS AND ROUTES (Digital video and social media as a space for self-representation).

In the first part we discuss how Spanish youngsters use image-based communication media as an instrument for self-representation with regards to models of attraction and love. We have analysed 400 unique entries in Fotolog, one of the main social network sites used by Spanish teenagers.

In the second part we present some examples of good practices (and not so good practices) follow ed by social workers and social educators in informal education settlements after an analysis of a sample of 44 case studies with several European partners.

Finally we discuss some implications of this approach in professional education and the tension between formal and informal field practices.

INTERCULTURAL SENSITIVITY DEVELOPMENT AND TRAINING EVALUATION: HOW EVALUATION CAN INFORM TRAINING AND HIGHER EDUCATION CURRICULA DESIGN AND DELIVERING

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Presentation language: English

The presentation focus on the importance of evaluate training achievement of defined aims and objectives. Indeed, evaluation can support organizations in a developmental reflexive path in order to design and re-design efficacy and effective training. The customers satisfaction is important, but practitioners have to require an efficacy evaluation in order to improve their designing and tailoring skills as well as organizations should know if the training as moved people to develop their abilities and skills or not. Hence, I propose two empirical examples that aims to clarify how group assessment and constructive process evaluation can guide in tailoring training.

Social work has always been related to diversity and non-oppressive practices but nowadays dealing with diverse cultural frameworks should become an educational commitment. Indeed, uncertainty brings people to detect a scapegoat or an enemy, to look diverse people in a defensive way to diminish the fear. A multicultural society doesn't automatically lead to an intercultural one as well as intercultural sensitivity is not a natural competence or delivered with a degree. Hence, dealing with different worldviews in a culturally sensitive way is an ethical commitment for social work and for higher education. Research suggests that most of social workers have ethnocentric worldviews: what does it mean that for practice? This presentation is grounded on the rationale that academic curricula and professional training should take into account intercultural sensitivity development as a cross competence to promote. The Developmental Model of Intercultural Sensitivity (DMIS) by Milton Bennett is an interesting theoretical and practical framework for social work in order to develop a culture-general competence and the skills involved in facing differences. Indeed, this framework explains the reactions of people to cultural difference using concepts from cognitive psychology and constructivism and it is organized into six stages of increasing sensitivity. The underlying assumption of the model is that as one's experience of cultural differencebecomes more complex and sophisticated, one's competence in intercultural relations increases as well as organizations enhance their ability in living changes as an opportunity. This presentation suggests to focus on training design and delivering process more bifore than on contents. What does happen if a group is in defense and you propose contents that stress cultural differences? The presentation propose two empirical examples that aim to clarify how group assessment and constructive process evaluation can guide in tailoring the most appropriate training contents in order to achieve the purpose of personal and organizational development.

Abstract N°326

ROLE OF INTERNATIONAL AND NATIONAL ASSOCIATIONS OF SCHOOLS OF SOCIAL WORK IN CREATING CULTURE OF PROFESSIONALIZATION OF SOCIAL WORK

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Presentation language: English

Keywords: culture of professionalization of social work, associations of ssw

Reflecting on more than eighty years history of International Associations of Schools of Social Workand twentieth anniversary of Polish Associations of Schools of Social Work, which took place in 2010, I would like to discuss the role of these organizations in creating culture of professionalization of social work. The author's intention is to analyze some activities of associations of schools of social work in historic and comparative prospect to show some aspects of constructing multidimensional spaces for culture of professionalization of social work.

Analyzing prospective of the **culture of professionalization** due to Jean Maria Barbier it is a kind of symbolic and/or real space constructed within organization, which creates institutional framework for the activity of social work education and social work practice. The aim of creation this phenomenon of space is transformation in social and individual dimensions. Culture of professionalization consists of elements (spaces) of constructing professional identity of social workers educators, social workers and social politicians in temporary and multi-dimensional prospect. There is a space for creating social goods and professional services; space for social activity and professional practice; space for education in social work and space for reflection on professional development.

The associations of schools of social work for many years have been creating a multidimensional space for the exchange of ideas about the social work education and social work profession, giving an opportunity to develop friendly cooperation between many countries/schools and defining perspectives for future projects of social work concepts and practice. They have been organizing international and regional conferences/seminars sharing ideas, results of research on social work and developing programs of professional training. They have established platforms for transnational and national networks for cooperation in teaching and research as well as they have established platforms for proactive social policy initiatives across many countries.

Due to organizations of social work and social work education - professionals are able to play an active role in order to bring a social work perspective on European and national welfare policy.

Between them the European Association of Schools of Social Work since 1995 has represented and promoted the interests of social work education at European level, contributes to the academic and international development of social work and provides the European forum for its members. It also offers the opportunity to develop a cooperation and lobbying relevant European institutions and supports project funds for research and practice based activities. In athor's opinion, fulfilling the objectives - associations play the unique role in academization, standardization and institutionalization of social work and create new dimension of professional culture across countries.

SOCIAL ENTREPRENEURSHIP IN THE UNIVERSITY OF BARCELONA-SPAIN

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Summary: Our research from University of Barcelona-Spain is focused on a comparative assessment of learning patterns of social innovation and entrepreneurship in Europe and other regions of the World in order to identify and create a Guide for succeed practices and outcomes to Pedagogy, Social Education and Social Work careers.

In the context of current crisis, we should increasingly pay more attention to a sustaintable social economy close to social values, where Higher Education has responsability for these new challenges. The traditional economic model is questioned and goes through urgent changes requiring everyone to find alternatives to the severe economic crisis and the current capitalist economic model. Social Knowledge Transference and Mobilization is targeted as a new responsability of the university. The knowledge transference of science and technology it has hard support in our country, not so with the knowledge transference from the Social Sciences. The new profiles of social professions need to be creative in social innovation and entrepreneurship.

Our research from University of Barcelona-Spain is focused on a comparative assessment of learning patterns of social innovation and entrepreneurship in Europe and other regions of the World in order to identify and create a Guide for succeed practices and outcomes to Pedagogy, Social Education and Social Work careers.

Our main aims are:**1**. Analyze and develop a theoretical and conceptual framework on social innovation and social entrepreneurship.**2**. To identify best practices in Europe and other regions of the World in order to improve social economy growth, competitiveness, and quality of life of individuals and communities.
3. To create a Guide for Succeed Social Entrepreneurship and Innovation Learnings.**4**. To identify the teaching-learning skills, methodologies, competencies and contents that social entrepreneurs and innovators need. **5**. To create a Social Entrepreneurship Learning Guide (SEL Guide) for Higher Education.6. Looking for gender, multicultural and environmental issues.

„The position and trends of social work in Estonia - from social worker's point of view"

The process of globalization and national socio- economic trends have brought about active discussion on the future of social work among the professionals of social field. Main trends concerning social services are the position of social work in the society, privatization of services, localization and increasing importance of the third sector and active citizenship in social services.

In the course of globalization and national socio- economic trends there are several processes that have effect on the development of social work like changes in the structure of population and families as well as new public administration as a trend. The development of social work in Estonia is not an isolated process, therefore we were interested in whether and how these changes influence the development of social work in Estonia. To observe the changes, we focused mainly on the position of social work in the society, on the effect of the developments in society on social work and on the division of responsibilities on providing social services.

In describing the processes of changes that take place in social work, specialists active in social field have an important part to play, since specialists have the most adequate knowledge on the developments and processes in social work. Therefore, the present thesis aadresses the changes and challenges of social work through the eyes of specialists who are active in social services. The specialists represent different levels of social services: providers of customer services, officials/ managers working in social field as well as policy-makers.

The thesis is aimed at analyzing the opinions of the specialists involved in social services on the development and position of the profession, on the role of the third and private sector and citizens in the division of responsibilities in social services. The empirical part of the thesis describes the positions of social work specialists on the issues regarding social sevices. The study reveals whether spcialists are aware of the development and position of social work, what is their opinion of social work as a profession in Estonia, whether they see citizens as resource and whether they are ready to co-operate with them. Attention is also paid to the division of responsibilities in social services and the delegation of services to the third sector and the rise in the market share. The results of the study pointer out the need to increase the reputation of the profession of social work in the society, to pay continuous attention to developing the third   and   private   sector   as   well   as   to   the   activation   of   citizens.

THE POSITION AND TRENDS OF SOCIAL WORK IN ESTONIA - FROM SOCIAL WORKER'S POINT OF VIEW

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Keywords: social work profession, definition of social work, values, changes in the society, social services, social responsibility, the third sector, market, activation of citizens, co-operation

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THE RELEVANCE OF THE RESEARCH IN SOCIAL WORK FROM THE EVIDENCE-BASED PRACTICE FRAMEWORK. BENEFITS AND CAUTIONS: AN APPROACH FROM HIGHER EDUCATION IN SOCIAL WORK

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In the last decade, Evidence-Based Practice (EBP) has been developed in the Social works field to describe the process in which practitioners make practice decisions in light of the best research evidence available. This approach means that the research activity has raised a higher position than it has been so far in Spain, hence that the EBP deserves to be taken into account. Therefore, from the university degree in Social Work we should be concerned about training in Social Work research, especially EBP and about its careful application.

La distancia entre investigación y la práctica ha marcado el desarrollo del Trabajo Social en España, como en muchos otros países. Los profesionales del Trabajo Social en raras ocasiones examinan los resultados de la investigación o los utilizan para orientar su práctica. En la última década, en los países anglosajones, se ha desarrollado en el área de Trabajo Social la Práctica Basada en la Evidencia (PBE) como una extensión del término Medicina Basada en la Evidencia (MBE) para describir el proceso por el cual los profesionales toman decisiones sobre su práctica basadas en la evidencia de las mejores prácticas disponibles.

Esta perspectiva significa que la actividad investigadora está alcanzando posiciones más altas de las que ha tenido y que merece ser tenida en cuenta. Por ello, desde el ámbito universitario en Trabajo Social estamos preocupados por la formación de los estudiantes en investigación en Trabajo Social y sus aplicaciones. Esto implica una habilidad para crear conocimiento sobre cómo aplicar el conocimiento en diferentes situaciones y diseñar una agenda de investigación para los futuros profesionales a la luz de los cambios en el contexto actual. También estamos interesados especialmente en el proceso de difusión de resultados y transferencia de conocimiento. Como consecuencia estudiar la Práctica Basada en la Evidencia ya ha llegado a ser un requisito para la cualificación profesional.

Si analizamos este modelo de trabajo, tenemos la parte positiva: necesitamos pensar en la investigación para legitimarnos como investigadores en nuestra profesión. En este proceso, encontraremos nuevas formas de enfocar, debatir y mejorar nuestro trabajo. Supone también una nueva forma de valorar y validar nuestro trabajo. Sin embargo, también deberíamos ser prudentes porque podríamos correr el riesgo de minimizar la experiencia profesional, considerar que los profesionales disponen de tiempo para desarrollar la PBE, o usarla solo para mejorar los estándares de calidad de los servicios sociales.

TENSIONS AND CONTRADICTIONS ON HUMAN DEVELOPMENT: SOCIAL WORK CONTRIBUTIONS TO SUSTAINABLE SOCIAL DEVELOPMENT THEORY AND PRACTICE

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Lengua de presentación. Español

Keywords: Social Work, Ethics, Human development, Human Rights

Palabras clave: Trabajo Social, Ética, Derechos Humanos, Desarrollo

Nowadays, it is becoming more and more relevant to write about sustainable human development, especially if we add the contributions from university research (and more specifically from social work) into the knowledge transference process to society. The main objective of this paper is to focus on the tensions and contradictions that social action professionals have to face in order to lead their professional practices towards social development promotion in this context of financial crisis and global challenges.

La reflexión sobre desarrollo humano sostenible desde Europa, debe partir de un análisis crítico sobre los diferentes planteamientos teóricos de desarrollo e involucrarse en el marco de una ética global, comprometida con la justicia social y los derechos humanos. Las acciones sociales de los profesionales deben contribuir a esbozar un modelo europeo universalizable, basado en la redistribución de la riqueza, en la participación democrática y la solidaridad social, enfrentando las contradicciones que en el siglo XXI está generando nuestro sistema de bienestar occidental.

Desde nuestra posición académica, consideramos que es necesario poner en valor el conocimiento producido por los actores sociales: por una parte, por el interés que tiene la política social en incorporar conocimientos de la práctica para contribuir a transformar las condiciones de opresión y de exclusión, y por otro, para generar contenidos académicos enriquecidos por las experiencias práctica. Se trata de superar las tensiones generadas por la dicotomía: conocimientos teóricos/ prácticas sociales, creando referentes éticos y políticos que contribuyan a promover valores y acciones en favor de la materialización práctica de los derechos humanos en todas las partes del planeta.

En este sentido, resultan de gran interés las aportaciones que puede realizar el Trabajo Social, puesto que se define como una profesión que:

Promueve el cambio social, la resolución de problemas en las relaciones humanas y el fortalecimiento y la liberación del pueblo para incrementar el bienestar. Mediante la utilización de teorías sobre comportamiento humano y los sistemas sociales, el trabajo social interviene en los puntos en los que las personas interactúan con su entorno. Los principios de los Derechos Humanos y la Justicia Social son fundamentales para el trabajo social (FITS).

El trabajo social aporta principios y valores para la acción y promoción de un desarrollo humano sostenible en la diversidad de contextos. No obstante, para tratar de superar algunas de las tensiones y contradicciones generadas por el modelo económico dominante, necesitamos dotar a las nuevas generaciones de profesionales de pensamiento crítico para cuestionar las propuestas de Cooperación Internacional desarrollistas y desvinculadas de la teoría crítica de los Derechos Humanos, de herramientas metodológicas que permitan la valorar si las políticas de cooperación potencian las capacidades de las personas y de los colectivos para generar procesos de desarrollo humano sostenible y de una formación ética cimentada en la corresponsabilidad y solidaridad de orden global.

RELATIONAL DYNAMICS IN MULTICULTURAL SCHOOLS: A SOCIAL NETWORKS ANALYSIS

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Keywords: multiculturality, education, social networks analysis, Spain

One of the basic issues to assess the social impact of multiculturality in highly populated migration areas is that we need to study the existing relational dynamics of their citizens. In this communication we present a study of the social networks analysis of more than 500 young students (14 to 16 years old) in three schools of the municipality of Sant Boi de Llobregat (Barcelona).

Sant Boi de Llobregat is a 80,000 inhabitants locality in the Barcelona province of Spain. In recent years it has received an important flow of newcomers from different origins and it emerged the need to develop an action research project. This network analysis was developed under a research project funded by the Ministry of Education and Science of Spain ("Improving the intercultural coexistence of young 14-16 years old students with learning-service projects in cooperation with field workers") developed from 2009-2011. The project was also linked and coordinated with three community work projects.

The social networks analysis was designed to assess the relational dynamics of youngsters in three main areas: (1) in classroom; (2) in the institute; (3) in the recreational areas in the city. It also aimed to provide relevant information for teachers, institutions and political actors and community workers.

The research instrument was an online survey that covered several fields, like origins, language uses, recreational activities, relational time patterns, uses of the public space and uses of online communication networks.

The results of the analysis to present in this communication are especially relevant but the process was important too, because this project also needed to address several important questions like:
- The access of sensitive and personal information from the students and their use from other actors
- The methodological challenge to work with qualitative data in such a big scale
- The mix of relational and geographical data and patterns

PROBATION AND SOCIAL WORK: A MODEL BASED ON EMPOWERMENT

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Presentation language: English

Keywords: probation, social work, empowerment, social ecology

Several important works of research, carried out mainly in the USA and Great Britain, show that probation models based on control strategies such as strict monitoring and intensive surveillance are substancially ineffective. On the other hand, probation programs strongly oriented to treatment and rehabilitation achieve good outcomes, such as recidivism reduction, and represent the new generation of community corrections. These results emerge from a recent model of treatment of young people with serious antisocial diseases and justice problems: the Multisystemic Therapy (MST), developed in the USA by S.W. Henggeler and replicated in Europe. In Norway, in particular, the process of implementing MST started in 1999. The MST therapists have different professional education; norvegian studies indicate that some of them have a degree in social work.

One of the most important principles of this model is empowerment: it refers, in particular, to families having the capacity to deal effctively and indipendently deal with the challenges of raising children. The interventions enphasize the development of skills that family members will use to navigate their social ecology.

MST uses a home-based model of service delivery and strives to change youths' functioning in their natural settings -home, school, neighborhood, peers-, promoting responsible behavior and decreasing irresponsible behavior. Thus, the goals of MST are: decreasing youth delinquency and other antisocial behaviours, while attaining these goals reducing out-of-home placements. MST uses a model in which therapists have small caseloads, provide services in the home, at times convenient to the family. The average lenght of treatment is about 60 hours during a period of 4 months.

SETTLEMENT EXPERIENCES OF LESBIAN, GAY AND BISEXUAL NEWCOMERS IN BRITISH COLUMBIA, CANADA: IMPLICATIONS FOR SOCIAL WORK EDUCATION

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Presentation language: English

This presentation will report on a study of settlement experiences of lesbian, gay and bisexual immigrants and refugeesin British Columbia, Canada.Implications for social work education in relation to policies, curriculum content and links with LGB communities will be presented.

Canada has a highly successful multicultural policy supporting the integration of newcomers into society; its federal Charter of Rights and Freedoms and provincial human rights codes recognize the rights of LGB citizens to full inclusion in society. While the importance of addressing the settlement service needs specific to racial minority, female and young newcomers is recognized, those of LGB migrants are for the most part overlooked. A qualitative descriptive approach was used to deepen understanding of LGB newcomers' settlement experiences in BC and of perceptions of how their needs could be met by settlement agencies; to explore service providers' views of the needs of these populations; and to gather community members' insights into how LGB organizations could better respond to the needs of newcomers. LGB participants were recruited from three cities of various sizes in British Columbia, partly on the basis that people living in larger cities generally have more welcoming attitudes regarding same-sex sexual orientation than people in smaller towns and rural areas. Interviews were conducted with 30 LGB newcomers, 20 service providers and 20 LGB community organization members. Emerging findings suggest that some LGB newcomers anticipate exclusion if they were to reveal their sexual orientation, particularly in seeking social services, and that their full participation is impeded by the heterosexism entrenched in society and services. LGB newcomers need information regarding the rights of LGB people in Canada and about social services relevant to their needs. There is also a need for development of culturally appropriate services and collaboration among settlement services and LGB community organizations.

EXPERIMENTAL PRACTICE PLACEMENTS IN SOCIAL WORKEDUCATION

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Keywords: Experimental practice placement – innovation – opportunity

Summary: Experimental practice placements differ from traditional ones because they give the opportunity to promote innovative social work projects. Projects can arise from a non defined proposal of a social service / voluntary organization or from student's interest in working in certain area. The projects' aim is pursued in network with other subjects interested in it, including service users. The experimental practice placement is an opportunity for student and the host service/organization. The former acquired and improved his/her professional skills in non traditional areas of social work while the latter can bring innovation and involvement of service users.

Experimental practice placement was introduced in social workers' education in Catholic University of Milan – Italy - some years ago.

These placements differ from traditional ones because they give students the opportunity to conceive and promote innovative social work projects, according to their interests, in partnership with a Government Agency or a Voluntary Organization. The project's aim is pursued in network with other subjects interested in it, including service users. For agencies where students realize their projects, the practice placement (in Italian Stage) is an opportunity to experience new services, new work methods, new partnerships with service users.

The project idea, on the extent of interest, may arise from a non defined proposal of a social service or a practitioner, or from the student's interest in working in a certain area namely disability, people who are emarginated or with alcohol/drug addiction, childcare, and elderly people.

The experimental feature of these placements, unlike the traditional ones, requires all players to take a view of research and trading. The negotiation is important between the availability of the agencies and/or the practitioners' interests, the student's interests, the training purposes and the service users' interests and other citizens involved.

The experimental practice placement can have different aims. For example:
- advocacy projects, with service users and citizens involved in planning and assessing services
- micro-projects to introduce innovative ways to respond to specific needs
- building or assessing new professional social work tools or methods
- cooperating in drafting documents for assessment
- organizing events for people awareness on social issues
- projects for empowering service users, particularly those labeled as really problematic
- promotion of mutual help

Based on past implemented and concluded experiences it is evident that the experimental practice placement has been an opportunity for both the student and the host service/organization. The former acquired and improved his/her professional skills in non traditional areas of social work while the latter can bring innovation and involvement of service users.

PARENTS IN GROUP

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Keywords: mutual help – involvement – rights – voice

Summary: The group work with parents of children in care is a way to recognize and promote the families' right to take part in the decision making process even when their children are in care. Parents can bring their voices and skills into the group. They can meet others engaged in similar struggles, share experiences, offer and receive support. Taking part in the group allows members to feel less alone and more involved. Parents who attend the group

The presentation will be about the experience of a mutual help group, among parents whose children live away from their families, in residential home or in foster care with another family.

The experience presented arises from an initiative of the Voluntary Organization "La Casa davanti al sole" - Italy.

Children have the right to live with their parents, and social workers must work to ensure that children remain with their families. However, we know that in certain situations this is not possible, namely when there are family situations that are unsafe or abusive for children. In this case it is necessary to take children away from their families with or without their parents' consent. But the fact that the children are in care does not annul the parents' right to take part in the decision making about matters that concern both them and their children. Although some parents have problems or are unable to take care of their children, this does not automatically mean that they don't love them. Supporting parents is what children need in order to feel better and to improve the possibility of a re-unification.

The experience in childcare and in children protection services brought a group of social workers to verify that it is really difficult to take care of a child, without the involvement of his/her parents. Protecting children that live away from their families involves helping them to safeguard their own story, their identity needs, and to recognize the families' right to have a voice in the decision making about their lives.

Parents have their life knowledge and personal expertise that practitioners cannot have. This knowledge, integrated with the professional's technical skills, contributes to define paths for improving and wellbeing and what is in the child's best interest.

Moreover, when parents are involved and see themselves respected in their right to have a voice in the decisions, it is more likely that they regain trust and motivate themselves to work together with practitioners.

The mutual help group for parents is a way to promote these processes and it can help towards re-unification. It is important to keep parents involved in the child protection, and empowerment group work appears to offer a way to achieve this. In the group parents who are engaged in similar struggles can meet, share experiences and both offer and receive support.

The group meets every 3 weeks, on Friday on the social cooperative's premises. 8 families attend the group.

In the group, over time, there are more and more mutual-help dynamics; members don't worry about any judgment because everyone is in the same difficult conditions.

An emergence of relations of trust was noticed among the members, which has brought a new strength into the relationship; they have recovered their voices and skills and this was helpful to recover their role as parents. Participation in the group also allows members to:
- feel less alone
- establish good relationships and improve communication with social workers
- have confidence in taking control over their lives and in taking care of their children

In the group there is a social worker as a facilitator of the empowerment process among parents. The facilitator helps members communicate with each other and get in touch with their skills and resources.

A video of this experience will be presented, featuring the voice of the parents attending the group.

THE ROLE OF SOCIAL WORK IN A SOCIAL ACTION GROUP: ACCOMPANYING PEOPLE AND PROCESS

Núria Prat Bau

Presentation Language: English

Participation. Empowerment. Gender.Social action groups. I present the results of a qualitative research on a women empowerment process within a social participation framework on public space in an urban disadvantaged area. I describe the common characteristics for the role of social action group promoter, based in the personal development of the women group members and on the construction of a process, to enable these women to build on themselves and collectively in a different identity. In this research I highlight the socioeducational components of the social worker role in accompanying social action groups.

Using the results of a qualitative research study focused on a case study on participation and empowerment of women in relation to open public space in a deprived urban context in Badalona, in the Barcelona metropolitan area(Prat, 2010). Idiscuss the educational role of social workers in social action groups.

It is imperative to approach the concept of citizenship and politics, understood as the ability to be active in the *res publica*, meaning that civil society, organized or not, wants to be a real player in public life and take decisions towards a better quality of life in a broad and general sense (Heras, 2008). Also Arendt (2001) discusses on how to recover the meaning of politics for the lives of men and women.

It is in the context of organized citizens where we find social action groups. On the one hand these can emerge spontaneously within communities, be self-administered and become part of broader civic movements. And on the other, groups are deliberately fostered by community programs and citizen services or institutions, with the aim of enhancing health and community development. Thus, this case study is an example ofa practice in a frame of social participation with a gradual change and growth of women empowerment.

Results present relevant factors involved in defining the role of social workers when she or he accompanies social action groups. This case study shows how socioeducational tools facilitate the empowerment process. The results allow further understanding of these critical factors and the identification of the key tools for the professional development of social workers who act as community workers accompanying social action groups.

CHANGES IN WELFARE PROFESSIONS – CHALLENGES TO PROFESSIONAL SOCIAL WORK?

Anne Kristine Solberg

A new and different type of professionalism seems to be developing in the welfare sector. What is happening in welfare professions should be seen in light of changes in public sector and in society more generally. In this paper I will call attention to the fact that economical thinking, as represented in New Public Management (NPM), may have a tremendous impact on professional work. Greater efficiency and effectiveness in producing and delivering public sector services is the stated objective of NPM (Evetts 2009). Obviously, this focus will leave its mark on work contents, role performance and relationships in work organisations. As pointed out by Evetts, managerial control, standardisation of work and procedures, and externalised forms of regulation are some of the characteristics in this framework. Such elements are important in what Evetts calls organisational professionalism, which is a different and contrasting ideal-type to occupational professionalism. The latter is characterised by discourses constructed within professional groups, collegial authority, discretion and occupational control of the work. When discussing the meaning of these changes in work organisations, I will also draw on the work of Sara Banks (2006, 2008) on professionalism and contents in professional social work in changing organisations. Since I am especially concerned about what is happening in work areas where women are in majority, I think it is of great importance to be concerned about the meaning of gender, when going further into changes in welfare professions. Built on male standards as they often are, models and theories used in promoting changes are not gender neutral. As pointed out by Dahle (2008), a gender perspective has been missing in theories and discourses of professionalism and professions; hence, putting on gender lenses would shed light on power relations otherwise not seen.

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FAMILY GROUP CONFERENCES: AN EXAMPLE OF RELATIONAL SOCIAL WORK

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Presentation language: English

The author would like to present the results of Ph.D. research on family group conference (FGC). FGC is a decision making and planning process whereby the wider family group, with the support of social services, makes a Plan to safeguard the welfare of a child in need.

In my work I try to argue that FGC is not just like a family – centered practice focused on the rights ofparents and child to take part in the decisions about their life, but as a relational process in whichall the relationships and actions involved, include cooperate to make a plan to protect the child.

The theoretical frame work of my argument draw s from relational social work (Folgheraiter, 2004) -based on the principal concepts of networking and societal practices - that point up that if social problems are caused by dysfunction in relations then the solutions also develop from goodrelations.

This evidence forces the repositioning of social care practice in child welfare: social problems off families in need are not solved only by the expert interventions of professionals. It is through themotivated initiative and synergic actions of people, supported to cope with difficulties byprofessionals, that relational social work occurs. In this meaning, the social worker needs to payattention to the ways in which individuals understand their needs as well as the ways in which theymeet them through their networks. The principal function of the social worker is to provide therelational guidance: the practitioner's actions are linked with a network of people w hose aim is toguide (linking, steering and developing). This ethnographic study utilized multiple-methodsincluding non- directive interview s, participant observation and shadowing. The author immersedherself in the organizational life of two FGC services in London to discover the relational aspect ofFGC model and process.

LEARNING FROM USERS

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In recent years we have seen a larger users involvement in social services planning and policiesmaking. Unfortunately in the field of Social Work Education did not happen the same.In fact, as users can contribute to improving the quality of social service through their experience inthe same way they can participate to get better and more close to people's daily life the educationof the students in social service. The students can learn a lot about their future social work skillsfrom experiential knowledge and feeling of social services users and family care givers.The abstract want to presents the results of an experience started since last year that involvesservice users and students of the first year of degree in Social Work (Catholic University of Milan).Fifteen students had an individual interview with a user and then they had all together (students andusers) a group meeting to evaluate and reflect on this experience. The group was facilitated by oneof the users with a largest experience in self- help groups.Finally the students presented their experience to their mates to share with them what they learnedduring a meeting that was again facilitated by two experienced users.The aim of this experimental project was to allow students to experience their natural help skillsand to know the user as a person with capabilities and resources.

YOUTH ACTIVE CITIZENSHIP PROMOTION THROUGHOUT COMMUNITY ACTION FRAMEWORK. CONTRIBUTIONS FROM A CASE STUDY

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Keywords: youth, participation, community action, active citizenship

Palabras clave: participación ciudadana, jóvenes, acción comunitaria, ciudadanía activa

This paper explores new strategies to promote the participation and active citizenship of young people. Throughout the analysis of a social action experience that took place with students from a high school located in a town near Barcelona (Spain), we explore the contribution of the community action approach in the promotion of new strategies to involve youngsters in active citizenship projects. The aim of the project is to contribute to the empowering of young people and to encourage them to have an effective voice in policies that affect them.

La comunicación que se presenta explora en nuevas estrategias de promoción de la participación y la ciudadanía activa entre la población joven que contribuyan a su empoderamiento y les abran nuevas oportunidades para hacer oír su voz en aquellas cuestiones que les afectan y preocupan. A través del análisis de una experiencia de acción social con adolescentes llevada a cabo en tres institutos de un municipio de la provincia de Barcelona (España), se explora en el valor añadido que puede aportar la perspectiva de la acción comunitaria en la promoción de estrategias de participación juvenil.

La investigación se realiza a partir de un trabajo conjunto entre un grupo de investigación de la Universidad de Barcelona y el Departamento de Participación del Ayuntamiento de Sant Boi de Llobregat (Barcelona, España). Ha sido financiada por la Dirección General de Investigación Científica y Técnica del Ministerio de Educación y Ciencia de España. Es un ejemplo de construcción de alianzas y partenariados entre el mundo local y la universidad, con la finalidad de enriquecer y retroalimentar ambos procesos de práctica y reflexión.

La perspectiva de la acción comunitaria permitiría inscribir las experiencias de participación juvenil en un contexto de proximidad convirtiéndose en una oportunidad para que los jóvenes experimenten una participación con contenido. Las nociones *experimentación* y *participación con contenido* emergen como elementos centrales en el aprendizaje de la participación y el fomento de una ciudadanía activa.

LEARNING BASED ON THE EXPERIENCE OF SERVICE USERS. NEW TEACHING ROLES FOR EDUCATION AND TRAINING OF SPANISH SOCIAL WORKERS

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Keywords: Trabajo Social, personas usuarias, educación basada en competencias, convergencia educativa europea.

Presentation language: Spanish

In Spain, the new BA in SW poses significant challenges for theoretical/practical training of Social Workers. In Spanish literature, studies address the necessity of changes in traditional roles of students, teachers and also professional social workers who work as tutors in practical training in SW. There are no studies addressing the teaching role that can be played by users of services where Social Workers operate. We describe an experience of recognizing such role for Social Work students in Alicante University as an excellent opportunity of acquiring professional competences.

Aprendizaje basado en la experiencia de las*personasusuarias de los servicios. Nuevos roles docentes en la educación teórica y práctica de los Trabajadores Sociales en España*

En España, los nuevos títulos de Grado en Trabajo Social suponen importantes retos para la formación teórica y práctica de los Trabajadores Sociales. Uno de estos retos es el reconocimiento académico del conocimiento a través de la experiencia, de las personas que utilizan los servicios en los que ejercen los Trabajadores Sociales (incluyendo cuidadores informales).En nuestra literatura especializada, encontramos trabajos sobre la necesidad de cambios en los roles tradicionales de estudiantes, profesores y, también, de los Trabajadores Sociales profesionales que colaboran como Tutores en la formación práctica en Trabajo Social. Sin embargo, no se habla del reconocimiento de de la participación, como docentes, de las personas que utilizan los servicios en los que ejercen profesionalmente los Trabajadores Sociales. Tras valorar sus posibilidades y dificultades en el ámbito europeo, se describe el inicio de una experiencia de reconocimiento de este nuevo rol docente en la Universidad de Alicante, como excelente oportunidad de adquisición de competencias profesionales. La experiencia se está desarrollando con estudiantes de primer curso del Grado de Trabajo Social, en una asignatura denominada *Iniciacion a las Habilidades* Profesionales, ofreciendo oportunidades de aprender de las personas usuarias y sus cuidadores informales. El alumnado aprende, practicando con las personas usuarias, a ser competente en el reconocimiento de : a) los derechos de todas las personas a tener oportunidades de Desarrollo Humano, pudiendo realizar elecciones que afecten a sus vidas y sin discriminaciones ; b) el reconocimiento de la violencia social que genera la injusticia social enraizada en estructuras sociales; c) la comunicación de modo empático al establecer una primera relación profesional; d) la aplicacion de los principios y la ética del Trabajo Social. Las actividades docentes se realizan tanto en Entidades sociales públicas o privadas como en la propia universidad, con diferentes modalidades pero siempre incluyendo la mayor interaccion entre estudiantes y personas usuarias. Cada sesión, cualquiera que sea su modalidad, incluye un trabajo de preparación previo de las personas expertas y del alumnado. Los estudiantes se muestran muy motivados y valoran positivamente la experiencia de esta modalidad de enseñanza-aprendizaje. El profesorado considera compensado su esfuerzo extra ante la alta motivación de los estudiantes. La experiencia se pretende seguir consolidando a lo largo de los otros tres cursos del Grado, adaptada al perfil de cada uno de los cursos. Se está elaborando material docente multimedia que permitirá una mejor transferencia de resultados.

ETHICS AND SOCIAL INTERVENTION IN SCHOOL CONTEXTS: EMPOWERING STRATEGY OF CYBERBULLYING TEENAGE VICTIMS

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Nowadays, school violence is a concerning topic in the scientific community and education, as it is show in the research projects of the last ten years and in the reports issued by the education policy institutions. In Spain, the figures are more or less similar to the levels of the other countries of the European Union. The aim of this paper is to analyze the new ways of school and individual values in the development of cyberbullying.

En la actualidad, la violencia escolar es un tema que preocupa ampliamente tanto a la comunidad científica como a la educativa, tal y como se refleja en las distintas investigaciones realizadas en este ámbito en la última década y en los informes realizados por las distintas instituciones de política educativa. Desde una inquietud académica enmarcada en un proyecto de investigación PSI 2008-01535/PSIC "Violencia escolar: victimización y reputación social en la adolescencia", se han revisado las distintas aportaciones teóricas y aplicadas sobre el estado de la cuestión.

En España, las cifras se mantienen más o menos en los mismos niveles que en los demás países de la Unión Europea. Lo cierto es que en este último decenio, han sido muchos los esfuerzos e iniciativas nacionales e internacionales que se han llevado a cabo para reducir y prevenir los problemas de violencia y acoso escolar, y para fomentar la convivencia y la integración del alumnado en el aula. El objetivo de este trabajo es analizar las nuevas formas de acoso escolar en jóvenes, teniendo en cuenta las influencias de valores culturales, sociales, familiares, escolares e individuales en al desarrollo del acoso escolar a través de las nuevas tecnologías (teléfono móvil, internet, etc..). El desarrollo de problemas de conducta violenta en la escuela a través de las nuevas tecnologías se relacionan con determinados factores individuales (satisfacción con la vida, autoestima, empatía, soledad, depresión, estrés, valores), familiares (clima familiar, comunicación con la madre y el padre, cohesión afectiva, conflicto familiar), escolares (clima escolar, interacción profesorado-alumnado, afiliación entre estudiantes, actitud hacia la escuela), y relativos al grupo de iguales (reputación social y grado de aceptación social en el grupo). Estas variables pueden actuar como factores de riesgo o protección. A su vez, la situación del acoso escolar a través de las nuevas tecnologías de la información y de la comunicación incide negativamente en el ajuste psicosocial de agresores y víctimas. La Federación Internacional de Trabajadores Sociales (F.I.T.S.) afirma que el medio escolar es el primero en el que se pueden detectar posibles anomalías antes que en otras instituciones de forma globalizada, y que facilitaría una intervención que esté influyendo negativamente en el alumnado.

El Trabajo Social en el ámbito escolar principalmente debe favorecer las relaciones entre el medio escolar, familiar y comunitario. Es prioritario poder trabajar en red con los profesionales implicados en los tres ámbitos, para la prevención, detección y atención del alumnado adolescente implicado en los problemas relacionados con el acoso escolar. Por lo tanto consideramos que los profesionales del Trabajo Social del ámbito socio-educativo debe aportar estrategias de intervención, no sólo desde la atención directa de casos sino también desde la prevención, en coordinación con los recursos sociales disponibles: tutores y tutoras del alumnado, familias, centros docentes y profesionales de otros servicios comunitarios.

FROM FLEXIBILITY, ETHICS, REFLECTIVITY, DOUBT TO AMBIGUITY: THE STRATEGIES OF THE SOCIAL SERVICE FOR THE PROTECTION OF RIGHTS

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Presentation language: French.
Keywords: flexibility, professional advocacy, ethics, reflectivity, political role, poverty, defense mechanism, casework, sustainable social development.

The authors deal the topic of the protection of rights and the sustainability of social progress pointing out the concepts of flexibility, ethics, reflectivity, doubt and ambiguity, the competences of the social worker and the importance of his political role within the social policies.

With regard to the ethical, moral and human values aspects, their substantiality and complexity linked to the problems that might occur are emphasized: real situations, some doubts and ambiguities meant as manifestation of defense mechanisms and wrong interpretations of the core responsibility are represented.

Mots clés : flexibilité, réflexivité, plaidoirie, rôle politique, développement social durable, intervention individuelle et collective, mécanismes défensifs.

Les auteurs abordent le domaine de la protection des droits et celui de développement durable social à partir des notions de flexibilité, éthique, réflexivité, doute et ambiguïté, en considérant les compétences et le rôle politique de l'assistant social.

Ils vont examiner – dans le cadre italien - le progressive effritement de l'Etat social et la structuration des formes d'inégalité face à lesquels il faut affirmer l'existence des droits inaliénables, au but de protéger l'équité, l'égalité et promouvoir la valeur de l'inclusion sociale. On se questionne sur la difficulté/possibilité de concevoir l'intervention professionnelle pas seulement auprès de la personne et celle ci pas en contraste avec l'intervention collective.

Plusieurs obstacles entravent la reconnaissance des droits des citoyens: comme l'une des fonctions du service sociale est la représentation et la protection des usagers, il est à travers le plaidoyer professionnel qu'on peut contribuer à la justice sociale.

Le service social, pour faire face aux problèmes, fonctionne sur plusieurs niveaux: celui, plus facilement visible et descriptible, de l'intervention individuelle et familiale, de l'être à côté, et celui le moins évident, incontournable, du travail communautaire, des connexions parmi les services, dans le but de co-construire des politiques sociales et de santé sociale respectueuses de la communauté locale et de ses instances.

En ce qui concerne l'éthique il est souligné sa substantialité et sa complexité liées aux dilemmes qui peuvent se présenter: à partir des situations concrètes, doutes et les ambiguïtés seront conçus comme manifestation de mécanismes défensifs et d'interprétations erronées des éléments constitutifs de professionnalisme, précisément ceux qui devraient conduire à contester la discrimination négative, à distribuer équitablement les ressources, en s'opposant aux pratiques déloyales. A la base on devrait rencontrer la passion civile et politique qui n'est pas possédée par une sphère d'expression privilégiée, mais doit être le pivot de toute action professionnelle.

THE IMPORTANCE OF COMMUNICATION AND SOCIAL SKILLS IN THE UNIVERSITY TRAINING OF SOCIAL WORKERS AND SOCIAL EDUCATORS

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Presentation:Spanish/Español

Keywords: Professional Intuition, Communication and Social Skills, University Training.

Our communication is part of the topic of 'professional intuition' and reflects on the proper competences in the help relation within social work and social education. Our interest on this topic was growing up during the elaboration of the syllabus of the subject Communication and Social Skills in the new degrees on Social Work and Social Education in the Pablo de Olavide University in Seville, Spain. This experience has shown the students' lack of formation in communication and interpersonal/group relation competences, as well as the reflection on his practice, values and reference frameworks for their professional future.

Nuestra comunicación se enmarca en la temática definida como "intuición profesional" abordándola desde la necesidad de compromiso ético de los trabajadores/as y educadores/as sociales los conocimientos, habilidades sociales y de comunicación y el autoconocimiento personal necesarios para desarrollar las competencias adecuadas en la relación de ayuda en el trabajo social y la educación social. La sub-temática en la que hemos incluido nuestro trabajo es aquella descrita con la tarea de "educar a los profesionales sociales con el fin de desarrollar una actitud crítica y reflexiva, con un enfoque en valores como la justicia social, la equidad y la sostenibilidad".

El acercamiento a dicha temática ha devenido desde las inquietudes académicas y profesionales suscitadas en el marco de la elaboración de la guía docente de la asignatura Habilidades Sociales y de la Comunicación. Dicha asignatura nació con el objetivo de implantarla en la nueva titulación en los grados de Trabajo Social y Educación Social en la Universidad Pablo de Olavide de Sevilla, España.

La práctica pedagógica de las competencias específicas del Título de Grado en Trabajo Social y Educación Social exige de los alumnos/as un desarrollo personal que facilite el afrontamiento de los retos y desafíos que les surgirán en la realidad profesional. La experiencia de elaboración de la guía docente de la asignatura ha ido mostrando la necesidad formativa del alumnado en competencias comunicativas y de relación interpersonal y grupal así como la reflexión sobre su práctica y sobre sus valores y marcos de referencia en su futuro profesional. Por otro lado, la propia asignatura contempla métodos y técnicas a través de los cuáles poder vivenciar dichas competencias mediante el uso de casos prácticos reales y/o simulados del campo profesional.

Nuestra experiencia demuestra que la formación universitaria del alumnado en las competencias desplegadas en esta asignatura puede revertir en el desarrollo de estrategias de intervención, reflexión y formación en valores de gran necesidad actual en el Trabajo Social y la Educación Social. Dichas estrategias serán útiles no sólo para los/las estudiantes sino también, y sobre todo, para los/las futuros profesionales que trabajarán en los procesos de relación de ayuda en el contexto de las políticas sociales.

THE ROLE OF SOCIAL SUPPORT NETWORKS IN THE SATISFACTION OF THE PSYCHOSOCIAL NEEDS IN ELDERLY LOW VISION PEOPLE

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Keywords: Low vision; psychosocial needs, life quality, elderly

Research about psychosocial aspects in low vision has shown that these people present emotional disturbances; daily life skills and social impairments.

Our research analyzes low vision impact in their quality of life and the role of social support networks in satisfying their needs.

We assessed 50 elderly people with low vision and others 50 elderly without low vision.

Assessment specific needs of low vision elderly people could differentiate needs caused by low vision from needs caused by age. In order to design intervention programs to improve their personal and social well-being. Furthermore, we can advance in the statement of their social rights.

La OMS define la Baja visión cuando se posée una agudeza visual inferior a 0,3 en el mejor ojo y/o un campo visual inferior a 10° del punto central de fijación. Aunque escasa, la investigación sobre el impacto de la baja visión en la capacidad funcional, y los aspectos psicosociales de estas personas, no obstante, diferentes estudios han puesto de manifiesto que estas personas pueden presentar los siguientes problemas: Dificultades en la movilidad y en la realización de actividades de la vida diaria; diferentes repercusiones en su estado emocional y social.

Objetivo: Nuestra investigación analiza el impacto de la baja visión en la calidad de vida en personas mayores con defectos de campo central y el papel que desempeñan las redes de apoyo social en la satisfacción de sus necesidades.

Método:Evaluamos a un grupo de 50 personas mayores con defecto de campo central y a 50 personas mayores sin baja visión como grupo control.Se evaluaron las siguientes variables: Agudeza visual; Sensibilidad al contraste; Calidad de vida (CUBRECAVI)

Resultados: En el momento actual se han analizado los datos del grupo experimental y se está evaluando al grupo control, por lo que los resultados definitivos están aún en proceso de análisis.

Conclusiones: La evaluación de las necesidades específicas de las personas mayores con baja visión, nos permitirá, por un lado, entender cuáles son las necesidades de estas personas debidas específicamente a la baja visión, y cuáles son necesidades debidas a la edad y por tanto, compartidas con otras personas mayores. Además de diseñar programas de intervención para mejorar su bienestar personal y social, así como, su calidad de vida ajustados a esta población y avanzar en el reconocimiento de sus derechos sociales.

Palabras Clave: Baja visión; necesidades psicosociales; calidad de vida; vejez.

BETWEEN THE IMMIGRANT AND THE HOMELESSNESS CONDITION: CHALLENGES OF A PHENOMENON IN THE PORTUGUESE SOCIAL REALITY

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Presentation language: English

Keywords: immigrants, homelessness, social exclusion, public policies, social intervention

This presentation is based on an exploratory study conducted in Portugal between March and November 2010, aiming to understand the social phenomenon of people who are, simultaneously, immigrant and homeless in Portuguese society.

The study results presented in this paper derive in part from the implementation of a national survey (680 valid questionnaires), that allowed to design a profile, as well to understand the main patterns of an emergent social phenomenon in Portuguese society: people who are, simultaneously, immigrant and homeless. The overwhelming majority of the answered questionnaires refers to individuals who live in the district of Lisbon (75.6%, representing 514 individuals), which can be explained by the coexistence, in this geographical territory,of situations such as strong urbanization, attraction of migrant labor force, and poverty increase.

In turn, an interview was conducted with twenty homeless immigrantswho were accompanied by two private social institutions in the city of Lisbon. These interviews allowed, in a comprehensive logical, outline the ideal-type way of life of homeless immigrants, since their migration project until the condition of homelessness.

Two distinct categories were identified: the «homeless immigrants» and the «immigrants homeless». In the first situation, we found a homeless person, who is also an immigrant, i.e., his condition is not directly dependent to his immigration status: there are many similarities between his life path until the current condition and the journey of a Portuguese citizen who is in the same circumstances. His situation of homelessness always occurs after the immigrant condition, resulting from a life journey marked by social exclusion processes following a successful phase of the migratory process. In the second group, we found cases in which immigration status depends on the situation of homelessness, matching with the arrival at the Portuguese territory.

The study results allow us to define some challenges to public policies and social intervention developed in Portugal, in order to prevent and minimize the vulnerability and extreme destitution that affects people who are simultaneously in the condition of immigrant and homelessness.

THE (IM)POSSIBILITY OF DEVELOPING PROFESSIONAL COMPETENCE AND REFLECTIVE ATTITUDE

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Keywords: social professionals, professional competence, reflective attitude, passion, professional loving care ('menslievende zorg')

The (im)possibility of developing professional competence and moral attitude

Within ethics of care a tendency can be noticed that does found professional caregiving on *relationships* instead of care performances and activities. A professional loving care attitude has been characterized by professional skills embedded in ethical engagement constantly focused on the clients' 'good'. Nowadays it has been claimed that due to the individualization in our culture and due to economical and market forces that influences the heart of care, the focus on relationships has been put under pressure. Thus, the question is how (futureous) social professionals can be enabled to (keep) provide(ing) the required professional care for their (futureous) clients. The Professorship Care for people with an intellectual disability of the Han University of Applied Sciences has undertaken applied research to be able to describe the learnabilityand trainability of a reflective attitude based on professional loving care.

This research focuses on:
- the necessary competencies that are needed to provide professional loving care;
- the applicability of these competencies within the educational curricula for (futureous) professionals;
- the development of training and coaching trajectories in which professional loving care has been taken seriously.

In this seminar first attention will be paid to the most important outcomes of this research. After that in interaction with the audience the learnabilityand trainability of a reflective attitude based on professional loving care will be discussed.

IDENTIFYING AND EXCHANGING GOOD PRACTICES OF PROFESSIONAL (RE)INTEGRATION OF YOUNG AND ELDERLY PEOPLE (45+)IN A PARTICIPATORY BOTTOM-UP APPROACH: EXPERIENCES AND FINDINGS FROM A RESEARCH FORMATION PROJECT.

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Keywords:professional reintegration, good practices, bottom-up/formative process

As a consequence of the return of social insecurity and precarious working conditions, the field of professional reintegration has developed rapidly in Luxembourg over the last few years and become one of the major employment sectors for social workers. This growth has happened in a quite haphazard and uncoordinated manner, as organisations have primarily been focused on their proper development.

In the context of the "European Year 2010 for Combating Poverty and Social Exclusion", a research team from the University of Luxemburg submitted a project in order to collect good practices, especially in the field young and elderly (45+) people's professional reintegration. The focus of this presentation does not lie on the description ofgood practices, but on the first experiences and findings concerning the bottom-up process initiated by the research team as an innovative way to discussing good practices.

The process was composed of several stages resulting in the organisation of a national seminar aimed at decision makers and professional actors from the social and economic sectors. First, organisations concerned by the problem of professional reintegration where identified and activities described and classified by type. In second place, a total of 6 focus groups (8-10 participants per group) with service directors (2), professionals (1), service users (2) and human resource managers and recruiters (1) where conducted in order to analyse existing representations of professional reintegration and good practices as well as identify key topics and themes of exchange for the national seminar. In a next stage, a questionnaire was distributed amongst service directors in order to systematically identify conceptual orientations and activities/practices. The results from both research processes were presented in the first part of the two-day seminar as a background lecture. The main part of the seminar was constituted of workshops organised around 3 major themes.

First results from the evaluation of the project and the seminar show a large acceptation of the initiated process by the different professional actors as a means to enhance critical thinking and create a readiness to exchange good practices. Moreover, first steps have already been taken to establish a permanent exchange platform on good practices.

« WHEN EMPLOYMENT POLITICS ACTIVATE THE ASK FOR WORK, HOW DOES IT MODIFY THE ROLES OF THE LOCAL OPERATORS IN THE SECTOR OF SOCIO-PROFESSIONAL INSERTION (AND WITH WHICH EFFECTS) ? »

Lebrun Michaël

Keywords:(un)employment – politics – insertion – jobseekers – governorship

It's an honor for us to submit to you this plan of communication, written en oral, related to the Sub-Theme « A » (links between social politics and social action), to be presented by preference in French in a workshop or in a seminar related, by example, to « evidence-based practices » in employment politics.

Through the « labour market's mixed management » developed in the Brussels-Capital Region (BCR) and the federal device called « job seeking behavior's activation » builded by the National Employment Office, federal and regional governments want to develop one « market » of the jobseekers' placement through specifically profiled insertion's pathways. Based on "evidences" of the economics theories related to monetary (or not) incentives on the labour market, and explicitly inscribed in the framework of the supranational strategies for employment (OCDE, ILO, European Commission), of the « active labour market policies » (ALMPs), the (para)public action of the BCR mainly targets the jobseekers, summoned to "activate themselves" on their job searching as welle as in the development of their "employability". By this way, the ideology of the activation, initially prerogative of the technocratic elites, invests the field of the social action, trying to close the associative actors in the socio-professional insertion in the immediate profitability's logic mixing call for tender's mechanisms, contractualisations in succession, quantitative evaluations and shaping of teaching programs according to "market's requirements".

In this communication, we would like to explore the frontiers and the stakes of the ALMPs's reference frame, before to dress a rapid description of the transformations impulsed by the Brussels' labour market's "middlemen", and to confront this new institutional structure to the evolution of the figures and of the facts realities in the Brussels' labour market, to be able to show if this new modes of governorship contributes effectively to an improvement of socio-professional insertion of the jobseekers.

SHADINGS IN THE SOCIAL WORK LEARNING DYNAMICS

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Keywords:creativity, innovation, subjectivity, social work, reflection

The teaching of social work in Portugal is not a recent case but it mainly widened to the public sector. The quality of education in social work is increasingly relevant, whether the new guidelines of Bologna involve a new teaching-learning dynamics. This research intends to postulate the fundamental skills in social work: creativity, talent and innovation, opposing the affection and repetition, establishing and encouraging critical, ethical reflection and active dialogue.

"Accordingly, the purpose is to describe and analyze the learning procedures developed with students of the 1st and 2nd cycle of social work, trying to understand how this dynamic of learning can be operationalized and enhanced, in order to lead to perennial results at personal and relational levels, reinforcing interpretative and cognitive skills triggered during the learning process".

This study focus:
a) the relationship from the reality experienced by students in a position to stage, with their symbolic expression;
b) expansion of their subjectivity on an ontological basis;
c) analysis the discursive content according their subjective dimension;
d) meanings and innovations in the learning process of social work.

This study is based on the need for greater emphasis to the richness of the dynamic learning process, using several sources of meanings and different readings and interpretations of the real life, influencing behaviour and attitudes in different social situations, particularly social problems. Despite the undoubted importance of systematization of knowledge of the social work, we argue for a transformative pedagogy, urgently needed, enabling students to incorporate in their learning process their own experiences and visions. We challenge the traditional stiffness associated to the three traditional teacher / student / knowledge and we conclude stating that this relationship is not the only area of learning, but only a possible starting point for a greater sustainability and consistency of training in social work, which aims to improve dynamic, relational and creative skills, maximizing the reconfiguration of social work in this new century

TRAVAILLER LE SOCIAL AU 21ÈME SIÈCLE, EST-CE ADHÉRER SYSTÉMATIQUEMENT AUX POLITIQUES GESTIONNAIRES?

CORDIER Françoise, professeure à la Haute Ecole Provinciale de Charleroi, Présidente de l'a.s.b.l. ABFRIS[13]

LEBRUN Michaël, assistant au Département des sciences sociales et des sciences du travail de l'Université Libre de Bruxelles, président du Comité scientifique de l'a.s.b.l. ABFRIS et membre du comité de relecture du congrès ENSACT

Née en 2008 de la volonté de pérenniser une dynamique partenariale enclenchée lors de l'organisation d'un congrès scientifique en 2007, l'ABFRIS est un réseau émergent visant, comme le précisent ses statuts, à « promouvoir [en Belgique] le développement scientifique, pédagogique, professionnel et le rayonnement de l'intervention sociale de langue française ».

Lors de notre dernière journée d'études (29 avril 2010, Jemeppe-Sur-Meuse), professionnels du social, chercheurs en sciences sociales et enseignants des matières sociales ont confronté leurs analyses des mouvements qui impactent le secteur social, exprimant certaines interrogations sur les transformations des rôles et des représentations des travailleurs sociaux dans le cadre de nouvelles politiques sociales confinées toujours au plus à la gestion territorialisée de problématiques largement déterminées par des paramètres transnationaux.

Nous proposons de relayer ces interrogations et d'ouvrir le débat sur la thèse d'une véritable dégradation des politiques sociales, productrice d'un contexte global hostile aux représentations de soi des professionnels comme moteur de changement social. Le malaise de la profession diagnostiqué vis-à-vis du référentiel gestionnaire et utilitariste des nouvelles politiques sociales est-il partagé ? Si oui, quelles sont les possibilités de développement d'alternatives à même de susciter, çà et là, dans les organisations de travail, comme dans les relais politico-institutionnels et dans les structures d'enseignement, une saine et constructive résistance (à distinguer d'une opposition de principe) à un contexte normatif opérant une forme de conditionnement de la pensée ? Les participants adhèrent-ils à cette nécessité de développer une résistance vis-à-vis des formes jugées néfastes d'instrumentalisation du travail social ou au contraire, se sentent-ils plus utiles désormais dans les rôles de contrôle social que semblent leur réserver les nouveaux dispositifs d'intervention ? Enfin, quel rôle une association comme l'ABFRIS devrait/pourrait jouer dans un pareil contexte ?

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JUDGMENT AND DECISION MAKING IN CHILD PROTECTION

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Keywords: Child protection, judgment and decision making, knowledge use

Making judgments and decisions about suspected cases of child abuse at the point of first referral is a responsible, but daunting task. Professionals who work with this type of referrals are usually confronted with lacking, incomplete, or incongruent accounts of the child's and family's circumstances. Drawing on an embedded case study of a Flemish child protection agency, conclusions are presented about how child protection workers construct service user identities. Taking a social constructivist approach to in-context judgment and decision making, three referrals and five queries for advice were studied by means of participant observation and interviews, as they were processed by the agency's multidisciplinary team. A particular interest is taken in how various types of knowledge and knowing are employed to inform this process.

A process model of child protection judgment and decision making at the point of first referral is theorised on the basis of the outcomes of this study, which was conducted within the framework of a PhD-thesis. Implications of this conceptualisation of judgment and decision making at the point of first referral are considered in terms of policy, research, education and practice. In addition, the role of formal knowledge in the studied processes will be discussed, and a critique of experimentalist evidence-based approaches to risk assessment and intervention will be provided, illustrated with the generated research data.

SOCIAL SUSTAINABILITY OF PEOPLE WITH DISABILITIES IN THE UNIVERSITY

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Idioma de la presentación: castellano.

Keywords: Student, Visual disability, Barriers, University.

This research will consist of three parts. The first, containing the research study made at the University Complutense of Madrid, to identify the barriers and obstacles that the university student of visual disability have in their learning and training. A second, explainingthediagnosishas beendevelopedfromtheresults ofthe study. And third, where it is proposed an intervention, which is presented asrelevant and appropriateto minimizeandovercome the barriers andobstaclesthatarepresentedtostudentswith visual disability.

Las personas con diversidad funcional siempre se han encontrado con barreras en el terreno de la educación, inclusive en el ámbito universitario.

El estudio de investigación analiza la situación de los estudiantes con discapacidad visual de la Universidad Complutense de Madrid (UCM), partiendo de una hipótesis que apunta, que los estudiantes con discapacidad visual se encuentran con barreras en cuanto a la inclusión educativa y social, diferentes según los estudios que realizan y el tipo de discapacidad. Esas barreras pueden presentarse en cuatro situaciones, en la interacción con los docentes en el proceso enseñanza-aprendizaje, en las relaciones con el resto de estudiantes, en la interacción con el personal de gestión, administración y servicios y en cuanto a los recursos técnicos, los instrumentos y las herramientas necesarias para poder realizar su proceso de formación universitaria adecuadamente.

Para comprobar la hipótesis se han articulado metodologías cuantitativas y cualitativas. Encuesta, entrevista, grupo de discusión y estrategia DAFO son las técnicas empleadas.

Los resultados muestran que los estudiantes con discapacidad visual, sí, encuentran barreras, y obstáculos diferentes en función de la discapacidad y en función de los estudios que realizasen. En cuanto a las cuatro situaciones en las que se producen esas barreras, en la que más obstáculos encuentran los estudiantes con discapacidad visual, es en la interacción con los docentes en el proceso enseñanza-aprendizaje. En un segundo lugar, se situarían las situaciones de interacción con los y las compañeras y el personal de administración y servicios de la Universidad, donde los estudiantes con discapacidad visual se encontrarían obstáculos y barreras que dificultan su formación universitaria, pero en menor medida que en la situación de interacción con los docentes. Y en último lugar, la situación que menos barreras y obstáculos les puede ocasionar, es la que se refiere a recursos técnicos, instrumentos y herramientas.

Observando los resultados, se puede percibir que la situación de interacción con los docentes en el proceso de enseñanza-aprendizaje, es la que más barreras y obstáculos parece producir en el desarrollo formativo de los estudiantes con discapacidad visual en la Universidad, por ello es la situación a la que más prioridad se ha de otorgar a la hora de intervenir. Por esta razón, tras el diagnóstico, se planifica una intervención dirigida a los docentes y basada en la sensibilización y concienciación sobre la situación de los estudiantes con discapacidad visual.

Así pues, observando la situación anterior, se concluye que sería necesario realizar futuras intervenciones para mejorar la situación de estos estudiantes fomentando la sostenibilidad social y la igualdad de oportunidades a través de la política social de la Universidad.

OPPORTUNITIES OF SOCIAL CAPITAL FOR IMMIGRANT SOUTH AMERICAN WOMEN

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Idioma de la presentación: castellano

Keywords: Social Capital, gender, immigration, resources

Since the research study intends to address the relevance of social capital in the life of the collective of immigrant women from South America, residents in the district of Ciudad Lineal, Madrid (Spain) and the resource users Kanguroteca Amigó Foundation.

Triangulation was the methods used for conducting this research project have therefore been used both quantitative methods: surveys and statistics, as well, has resorted to qualitative techniques in depth interviews, participant observation and document analysis.

Keywords: Social Capital, gender, immigration, resources

La llegada de personas inmigrantes extracomunitarios comienza a finales de los años noventa en España y, ha supuesto uno de los fenómenos más importantes de nuestra historia reciente. La inmigración ha influido en todos los ámbitos de la sociedad. Es obvio que todo emigrante, cuando decide emigrar, abre para sí un futuro nuevo que está lleno de incertidumbres. Dejará atrás los espacios conocidos y familiares; se alejará de los vínculos y costumbres que han dado forma a su vida; perderá apoyos.

Hoy en día, hay indicios de que la mirada de las mujeres hacia ese futuro que les deparará la emigración es diferente respecto a la mirada de los varones; su condición femenina apelará de otra manera de lo que lo hará la masculina, además, tal condición, puede esconder para ellas distintas dificultades y distintas promesas.

Desde el estudio de investigación se propone abordar la relevancia que tiene el capital social en la vida del colectivo de las mujeres inmigrantes procedentes de Suramérica, residentes en el distrito de Ciudad Lineal, Madrid (España) y usuarias del recurso *Kanguroteca* de la Fundación Amigó.

La triangulación ha sido el método utilizado para la realización de este proyecto de investigación pues, se han utilizado tanto técnicas cuantitativas: encuestas y datos estadísticos, como también, se ha recurrido a técnicas cualitativas: entrevistas en profundidad, observación participante y análisis documental.

Tras analizar la información obtenida, la conclusión a la que se ha llegado, es que las usuarias del servicio tienen interés por ampliar su capital social pero, debido a sus extensas jornadas laborales y a las responsabilidades domésticas que arrastran las relaciones sociales pasan a un segundo plano en sus vidas.

En general, el grado de capital social podría ser considerado como un indicador de la evolución del proceso de integración y asentamiento de las personas inmigrantes.

CHALLENGES OF SOCIAL WORK IN THE SCHOOL COMMUNITY IN A POSTMODERN SOCIETY

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This study presents the significant issues obtained in the study, based on the use of a mixed research methodology on the COMMUNITY PARTICIPATION IN THE SCHOOL. This work was performed under the Master Social Workers, Management and Evaluation of Social Services of the School of Social Work at the Complutense University of Madrid, during the 2009-2010 academic years. Through this study was designed to investigate the impact of the changes that have occurred in the actually society and its impact in the field of community social work.

Este estudio recoge las cuestiones significativas obtenidas en el estudio, basado en la utilización de una metodología de investigación mixta, sobre la la participación comunitaria en la escuela.

El estudio de investigación se ha realizado en el marco del Máster de Trabajo Social Comunitario, Gestión y Evaluación de Servicios Sociales de la Escuela Universitaria de Trabajo Social de la Universidad Complutense de Madrid, durante el curso 2009-2010. A través de este estudio se pretendía indagar en las repercusiones de los cambios que se han producido en la sociedad actual y su impacto en el ámbito del Trabajo Social Comunitario.

La sociedad española, se caracteriza porlos diversos cambios vinculados a fenómenos como la transformación de los roles de las mujeres y de los modelos familiares, el envejecimiento de la población o la restructuración de los mercados laborales, hechos que han influido en los modos de vida de las familias, y en concreto en su interacción con la escuela, han generado una marcada desvinculación de la familia con la escuela, esta cierta crisis en la interacción entre la familia y la escuela, se intenta paliar con los programas de conciliación de la vida laboral y familiar; son insuficientes y lo que analiza son tensiones entre la familia y la escuela, situación que no favorece el contexto en donde se desarrolla el menor.

De allí que se considere necesario y pertinente ejecutar un proyecto de intervención denominado Iniciación al Trabajo Social Comunitario en la escuela.

THE ACTIVE PARTICIPATION OF PEOPLE OF IMMIGRANT ORIGIN THROUGH NEIGHBORHOOD ASSOCIATIONS AS A MEANS OF SOCIAL INCLUSION.

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Idioma de la presentación: castellano

Keywords: associations, immigration, participation, social capital.

This study aims at the importance for immigrants to be part of the neighborhood associations of their neighborhoods as a means to ensure full citizenship. After analysis of the information collection, concluded that the neighbors of immigrant origin not participating in the neighborhood networks due to the extensive workdays to which they have to face because, in many its precarious situation. In the measure to achieve a greater participation in the fabric neighborhood of our neighbors of immigrant origin, could be considered as a clear indication of increase in their civil rights and social.

El aumento de la población inmigrante en años recientes en toda España, junto a su mayor presencia y visibilidad en nuestra sociedad y de manera más cercana en nuestros barrios, han evidenciado las múltiples facetas que el fenómeno posee y, por tanto, la pertinencia de fomentar el asociacionismo entre nuestros nuevos vecinos con el objetivo de transformar las necesidades en oportunidades de desarrollo de las comunidades.

Las asociaciones vecinales pueden ser el referente de los diversos orígenes, de las diversas sensibilidades, pueden ser la vía para conocer problemáticas y aspiraciones, la voz necesaria para quien todavía no dispone de otros medios de participación. Y, podría añadirse, también son el mejor vehículo para establecer un diálogo entre los colectivos de inmigrantes y la llamada, sociedad receptora.

Desde este estudio de investigación se propone abordar, la relevancia que tiene para este colectivo la participación activa a través de las asociaciones vecinales.

La metodología utilizada ha sido la triangulación, mediante técnicas cuantitativas como la encuesta a las personas de origen inmigrante y las cualitativas mediante entrevistas en profundidad a presidentes de las asociaciones vecinales.

Tras el análisis de la información recogida, se concluye que los vecinos de origen inmigrante no participan en las redes vecinales por desconocimiento de tales entidades y principalmente por falta de tiempo debido a las extensas jornadas laborales a las que tienen que hacer frente debido, en muchos casos debido a la precariedad laboral.

Se hace necesario por tanto, aumentar la capacidad de las asociaciones en el fomento de la participación de los vecinos de origen inmigrante mediante una mayor difusión, para integrar, en lo posible, a todas las identidades culturales representadas en los barrios.

TRAINING AND PARTNERSHIP OF THE / AS SOCIAL WORKERS DEVELOPMENT COOPERATION

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Idioma de la presentacón: castellano

Keywords: Social Work, partnership, development cooperation, training, resources.

In 2010 we celebrated the International Year of Cultural Diversity and Biodiversity. Now we need to reflect on the educational approach starting with the vision of a global village in which we all live and work. We cannot think of social services in the European society without considering the cultural aspect. Development Cooperation and Interculturalism are two relatively new aspects within the social work and therefore very interesting to approach from the University School of Social Work

La Cooperación al Desarrollo y la Interculturalidad son cuestiones relativamente recientes dentro de los campos de actuación del Trabajo Social por ello es importanteel abordaje desde las Escuelas Universitaria de Trabajo Social, se han ido incorporando nuevos conocimientos a los estudios y por consiguiente al trabajo profesional.

Una intervención en la realidad social y contextual de la Cooperación al Desarrollo ha de tener en cuenta, cuestiones como las normas, valores, creencias y actitudes propias de las diferentes culturas de origen. Son cuestiones de interés en la formación de los/las trabajadores sociales

Desde la práctica, la Asociación de Trabajadores Sociales Solidario (TRASS)es una asociación de profesionales voluntarios que desde 1997 trabaja para el desarrollo sostenible de comunidades de África y de América Latina que entre sus objetivos está la promoción de modelos de actuación de acuerdo con las características y necesidades de cada país, la sensibilización de las comunidades locales para potenciar sus recursos humanos, la concienciación de la sociedad española en cuanto a la solidaridad internacional, la búsqueda de recursos para apoyar proyectos de desarrollo, la formación en el campo del desarrollo, conseguir una mejor calidad de vida, empoderamiento de la comunidad y de las mujeres y la formación e investigación en el campo de la Cooperación al Desarrollo.

El resultado de este estudio es analizar la importancia de una formación que permita gestionar las cuestiones culturales por medio de un conocimiento del contexto y de la cultura para poder realizar una intervención con el individuo, grupo o comunidadque potencien sus recursos humanos y materiales, que le lleven a valorarse y valorar el medio ambiente, la autosostenivilidad y la autogestion.

En muy limitados países hay profesionales autóctonos del Trabajo Social formados para el desarrollo sostenido, lo cual nos plantean retos: aportar conocimientos y personas formadas (campo de trabajo), la eficacia de las ayudas que se envía por los Estados u organizaciones la mejor ayuda es empoderar a las personas, a los representantes institucionales para mejorar el índice de desarrollo humano de su país.

TWO REALITIES COMMUNITY SOCIAL WORK

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Idioma de la presentación: castellano

Keywords: community, students, participation, rural and University.

The Project University Community - Rural Community developed by the University School of Social Work at the University Complutense of Madrid, is intended to build bridges between the two areas, with the objective of getting a deeper knowledge of the aspects related to the community development, from a prospective of enrichment and mutual learning. We believe that academic knowledge combined with the experience is one of the key tools that can promote rural development

En el proyecto *Comunidad Universitaria - Comunidad Rural* de la Escuela Universitaria de Trabajo Social de la Universidad Complutense de Madrid (UCM), se trabaja con la clara disposición de establecer bases de cooperación entre los agentes participantes, en el desarrollo de modelos y proyectos de futuro. Para ello, es necesario establecer mecanismos de coordinación y cooperación para conseguir actuaciones integrales y de aprovechamiento racional de los recursos, creando puentes estables en el tiempo.Esta propuesta trata de encontrar respuestas a las siguientes reflexiones: en un entorno caracterizado por profundos cambios: ¿Cuáles son las propuestas del/la trabajadora social de futuro para la comunidad rural?, ¿Qué relación/es pueden establecerse entre la comunidad universitaria y la comunidad rural que redunde en la mejora de la calidad de vida de las personas?

Desde sus inicios, hasta hoy en día, se han llevado a cabo varios encuentros en ambos sentidos, entre los docentes y estudiantes por parte de la Universidad y representantes institucionales, profesionales y vecinos/as de Gotarrendura y San Juan del Olmo,(Ávila), contemplando el trabajo en diferentes ámbitos: social, medioambiental, salud, animación y convivencia, recuperación cultural y tradiciones, incidiendo de forma especial en el tema intercultural, intercambios de saberes y conocimientos. En las jornadas celebradas en el 2009 las líneas de trabajo se centraron en la creación de un grupo de trabajo estable con el fin de coordinar y establecer las prioridades de trabajo en este contexto. Se propone iniciar la colaboración entre ambas partes para recibir estudiantes en prácticas del Grado en Trabajo Social, buscando integrar su trabajo en los proyectos o actividades. Se evaluaran los curricula del alumnado así como las necesidades de ambos municipios, a fin de que la colaboración sea satisfactoria para ambas partes.

Otra línea de colaboración es la participación de estudiantes del Máster Oficial de Trabajo Social Comunitario, Gestión y Evaluación de Servicios Sociales para la realización durante los dos años lectivos de su formación, del practicum en el municipio. Éstas consistirían, durante el primer año, en el estudio previo, diagnóstico y propuesta de un programa de intervención comunitaria en los dos pueblos.. Durante el segundo año, la puesta en marcha de dicho programa y su evaluación. Todo el trabajo implicaría la necesaria participación de la población en todo el proceso. Es preciso subrayar, por otra parte, que el alumnado del Máster es profesional. Se plantea como propuesta crear Seminarios en ámbito rural, que aborden el tema del Desarrollo Comunitario desde un prisma amplio (mujer, diversidad funcional, comunidad, etc.). El formato puede ser un fin de semana en Otoño y otro en Primavera que reúna a personas provenientes de la Universidad y de núcleos rurales que puedan estar interesados /as en la temática que se plantea. En el 2010 se programa un taller en referencia a este proyecto en la X Semana de la Ciencia en la Escuela Universitaria de Trabajo Social de la UCM.

FROM EXCLUSION TO EMPOWERMENT. WHAT SOCIAL WORKERS (AND OTHER SOCIAL PROFESSIONALS) CAN DO WHEN WORKING WITH YOUNG PEOPLE LIVING WITH HIV/AIDS

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Keywords:empowerment; people living with HIV/AIDS; social work services; Romania; transdisciplinary team

After almost thirty years of existence AIDS epidemic is no longer considered from its medical consequences, but rather the social ones. One of the main tasks of a social worker when working with people living with HIV (PLHIV) is to prevent social exclusion and (re)build self-confidence, while the main public concern is with his/her risk behaviours. In Romania where a 'generation' of about 7,000 nosocomially infected children survived for 20 years and became adults, there are additional challenges faced by young PLHIV like poor education, poverty, stigma and discrimination.

Between 2007 and 2010 an NGO implemented a programe targeting young PLHIV registered with „Dr. Victor Babeş" Hospital from Bucharest. Considering the needs of these young people, the project aims to offer information, education, training for social integration of young PLHIV through education for life (family planning, prevention of STIs and unwanted pregnancy), counselling for vocational and occupational integration, development of independent living skills, attending training courses. To respond the needs of those long-term hospitalised an occupational therapy centre was created. To ensure the quality of services provided, the staff benefited of supervision and training courses in the field of HIV/AIDS.

As a result of the services provided by one social worker, three psychologists and two occupational therapists 155 PLHIV were counselled for health, 192 received conselling for professional integration, 31 attended a training course and 22 were employed. Also 255 attended occupational therapy activities.

Beyond figures, the multidisciplinary team turned into a transdisciplinary one with young PLHIV's active involvement (acting as peers, role models for others). With social professionals support, PLHIV become more confident and prepared to adapt to adult life and discovered new skills (leading to empowerment). At general level, between 2004 and 2009, the ratio of those availing of public social services increased from about 30% to 56%.

THE ROLE OF RESEARCH FOR SOCIAL ACTION. EVIDENCE FROM OUTREACH PROGRAMS FOR MOST-AT-RISK ADOLESCENTS FROM ROMANIA

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Keywords:social work research; hard-to-reach groups; outreach; sustainability; most-at-risk-adolescents; Romania

In Romania social work/outreach programs addresing hard-to-reach groups whose behaviours are criminalised such as commercial sex workers (CSW), injecting drug users (IDU) and men having sex with men (MSM) are implemented only by NGOs and financed by international donors (UNICEF, UNODC, GFATM). While the prevalence of HIV among these groups is still low the situation could change rapidly if public harm reduction and outreach programs are not available.

Between 2007-2010 a program financed by Irish Aid Fund through UNICEF targeting most-at-risk adolescents (MARA) for HIV was carried out. The program started with a baseline research to explore the access to harm reduction services and risk behaviours of female sex workers and injecting drug users aged under 25 years. Based on these results seven NGO's in four cities (Bucharest, Timisoara, Iasi and Constanta) providing outreach services for marginalised groups have been financed by UNICEF to specifically target MARA. Other activities included advocacy, elaboration of working methodologies and a research of organisational capacity of the funded NGOs. As a final stage of the overall program an evaluation of the projects implemented was carried out (July – September 2010) against 6 indicators: relevance, eficacy, efficiency, impact, sustainability and replicability. The research used a qualitative approach and included in-depth interviews with 45 MARA clients (15 CSW, 20 IDU, 10 MSM) and 11 interviews with programme managers from each NGO in each location.

Outreach programs were considered by their users as relevant, useful for them, helping them stay healthy and to find support when needed. The major challenge for organisations is long-term sustainability due to lack of public funding of such programs.

The way forward to ensure sustainability is within a public-private partnership. The role of research is crucial in documenting policy changes and advocacy efforts for social programs addressing marginalised groups.

GREEK PUBLIC DEBT CRISIS AND GLOBAL CAPITALISM: THE CONSEQUENCES TO THE WELFARE STATE AND THE CHALLENGES FOR THE SOCIAL WORK PROFESSION

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Presentation language: English

Summary: The Greek Public Debt Crisis is examined within the context of global capitalism. It is argued that under the pretext of the public debt crisis vast resources are transferred from the working people to the capital. A parallel process of appropriation is under way in the majority of EU countries. The lies used to legitimize this appropriation are analyzed. The consequences to the welfare state and the challenges for the social work profession are presented. This presentation is based on public sector social workers interviews.

Introduction: The so called Greek "Public Debt Crisis" is examined within the context of global capitalism, ie, within the larger and longer transformation of the world system, including the change in the regime of accumulation of the capital (Harvey, 2005, 2007). Since the 1970's almost all over the world resources are transferred from the poor to the rich deepening existing inequalities . The IMF and the WB as the medium of global capitalism (Harvey,2007· Beck, 2005· Stiglitz, 2002) has been engaged in that process of world transformation since the 1970's too. They impose policies on behalf of capital to maximize its profit with detrimental effects to the welfare state and with rising socio-economic inequalities (Garuda, 2000; Harrison, G.2005). Now IMF is engaging in a similar process in Greece. Greece accrued a budget deficit and was forced to borrow 110 billion Euros from IMF and EU due to pre-existent neoliberal policies, ie, tax breaks and subsidies to the rich as well as bank bailouts and an enormous military budget. The austerity plan (Economic Adjustment Program- EAP) imposed on Greece by IMF, ECB, EU and accepted by the Greek government clearly demonstrates the deeper entrenchment of neo-liberalism. The situation in Greece is part of a capitalist project shared by other developed and developing countries and is the result of a political process that has started when capitalism as a way of social organization started. On one hand we have bank bail outs and on the other social spending cuts reflecting a welfare state for the rich and capitalism for the poor.

Preliminary Findings: Public sector social workers at welfare departments and at hospitals that were interviewed report chronic underfunding and understaffing which became worse under the EAP social spending budget cuts. They describe difficulties to fulfilling even the most basic activities of supporting people in dire need. Additionally, they describe a drastic increase of the case load due to the rising numbers of unemployed/uninsured people that seek support as well as due to the freezing imposed on hiring staff. The budget cuts put constraints in eligibility requirements which raise questions of inappropriate ethical practice. Professional practice even in rural areas has become mostly office bound due to cuts in travel expenses. In their attempt to deal with the increase case load and the decrease of the budget social workers report attempts to activate informal networks of support as well as links with charitable and faith based organizations. Overall, they state that the delivery of the public sector social services has been extremely undermined by budget cuts. Thus, the potential contribution of the Department of Social Welfare's to poverty alleviation and welfare provision is seriously undermined. Similar results in the provision of welfare services have been found in other countries that implemented IMF imposed structural adjustment programs (Laird, 2008).**Applications and Conclusion:** Evidence produced from Greece has implications for similar countries implementing similar neoliberal public debt cutting policies. Across European Union countries governing parties under the pretext of the economic crisis are undermining the welfare state in a similar way. The social work profession having a social justice oriented mandate should challenge the glaring socio-economic inequalities and work towards the redistribution of power by joining forces with unions and other social justice organizations that are resisting the cuts in order not only to defend the welfare state but also to demand a human needs based budget. Now that we recognize the inter-connections of local and global process (Dominelli 2010) is more than evident the need to build coalitions both across local/national and international lines (Ferguson and Lavalette 2006· Ife, 2008) in order to overturn the neo-liberal global agenda since it cannot be combined with issues of social and economic justice.

RIGHTS OF CHILDREN WITH CANCER

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Presentation language: English

Keywords: Rights of Service Users, Social Policy and Social Action

Social Workers from 3 Health Institutions from Portugal, Portuguese Institute of Oncology of Porto, Portuguese Institute of Oncology of Lisbon and Pediatric Hospital of Coimbra, who work in Oncology Pediatric Services, present their experience in working in partnership with a Social Worker from the Association of Parents and Friends of Children with Cancer, ACREDITAR, showing the way they develop their practice and research through networking, exploring new ways of sharing their professional development and inspiration in this particular area, empowering the service users to ensure their rights in having their voices heard, describing their social action to contribute for a better life quality of the patients and families, mainly through social advocacy in order to provide the support needed to face the illness situation.

In the European Year of Volunteering 2011, this group of 3 Social Workers highlights their long experience in working with the users of paediatric oncology services in partnership with the Association Acreditar, which is basically composed of volunteers, including the Board. The volunteers are trained during a course given by qualified professionals such as doctors, nurses, social workers, psychologists and teachers. In general terms, all of the Association activity gravitates around one common objective: to humanize the areas, the language, the treatments, the support, and the daily life of children with cancer and their families, thereby creating a positive atmosphere of hope, which is essential for dealing with this illness. With this aim, Acreditar promotes various leisure and educational activities and publish a number of books, both originals and translations, which are distributed free of charge to the families and children with cancer. A bi-annual Newsletter provides information of all activities both region and nation-wide.

The main objectives of this networking is to uniform the social practice, exchange of knowledge and experiences, research in this specific area and to propose changes in social policies to obtain better rights for the children with cancer and their families.

We share the following phrase, which embraces the philosophy of Acreditar's project: "Care for the child with cancer, and not only the cancer within the child".

AN EXPERIENCE OF EDUCATIONAL COLLABORATION BETWEEN MEDITERRANEAN COUNTRIES. AN APPROACH TO THE REALITY OF UNACCOMPANIED IMMIGRANT CHILDREN

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Presentation language: Español.

Keywords: social work, educational experience, skills acquisition, international collaboration, Unaccompanied Immigrant Children

As result of a collaboration within the European Network EUSW, arises an educational experience involving two teachers and a group of students from the Regional Institute of Social Work Bordeaux Aquitaine (France), and also two professors from the Department of Social Work and Services Social Pablo de Olavide University of Sevilla (Spain) which are collaborating with the National Institute of Social Action of Tanger (Morocco).

The goal of this educational experience was to have an approach to the reality of unaccompanied immigrant children who arrive in Andalusia (Spain) from Morocco. To this purpose, they developed several activities in different places: Tangier (Morocco) and Andalusian provinces as Cadiz and Seville (Spain. The project involved the collaboration of several public and private entities.

We find the effectiveness of the used methodology, which encouraged pupils to acquire a range of cognitive skills, as well as procedures and attitudinal training as an essential way to be able to train future professional social workers.

Fruto de la colaboración en el marco de la Red Europea EUSW, surge una experiencia educativa en la que participan dos profesoras y un grupo de estudiantes del Instituto Regional de Trabajo Social Aquitania de Burdeos (Francia) y dos profesoras del Departamento de Trabajo Social y Servicios Sociales de la Universidades Pablo de Olavide de Sevilla (España) y en la que colabora el Instituto Nacional de Acción Social de Tánger (Marruecos)

El objetivo de esta experiencia educativa era aproximarnos a la realidad de los Menores Inmigrantes No Acompañados que llegan a Andalucía (España) procedentes de Marruecos. A tal fin se desarrollaron distintas actividades, tanto en Tánger (Marruecos) como en las provincias andaluzas de Cádiz y Sevilla (España) en colaboración con diversas entidades públicas y privadas que trabajan con este colectivo. Esto nos ha permitido acercarnos a la realidad de la que parten los menores, a cómo se desarrolla su proyecto migratorio y a recursos e intervenciones profesionales que se implementan tanto en el país de origen, como en la Comunidad Autónoma Andaluza.

Como resultado de la experiencia, constatamos la eficacia de la metodología aplicada, ya que ha favorecido que el alumnado adquiera una serie de competencias cognitivas, procedimentales y actitudinales esenciales para su formación como futuros profesionales del Trabajo Social y que trascienden la propia temática de los Menores Inmigrantes No Acompañados.

Entre esas competencias podemos destacar: comprender la complejidad del comportamiento humano y de la realidad social en la que se desarrolla; comprender las dificultades de adaptación de las personas a las diferentes situaciones personales, familiares y sociales a las que se enfrenta; analizar críticamente la realidad y diferentes formas de intervención social desde distintos contextos políticos, sociales y culturales; fomentar la empatía hacia las personas en situación de dificultad; tomar conciencia sobre situaciones de injusticia social y la falta de equidad.

WORK EXPERIENCE IN RED: THE CONSTRUCTION OF THE NETWORK OF SOCIAL INTEGRATION OF JEREZ DE LA FRONTERA

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Presentation language: Español.

Keywords: Social Work Community, networking, synergies, social exclusion, vulnerable groups, social policy.

We intend to show the process of how public protest against the begging practice by homeless people may generate a synergy between different entities such as public or private, both examples are located in Jerez (Spain). We include among these examples the ones held by institutions attending directly to the Homeless,as the School of Social Work.

Thus began the construction of a relational identity, which generates a process of networking from which we are to address several situations of social vulnerability which people living in the city are facing quite often. After these two years, and having gradually incorporated vulnerable associations, we find a need of structuring and formalizing a way or method of collaboration in a network, to assist to a the general population, and groups of more vulnerable people in greatest social exclusion. The purpose would be to help them to improve their living conditions.

Se pretende mostrar el proceso por el cual, desde una protesta ciudadana puntual sobre la práctica de la mendicidad de personas sin hogar, se genera una sinergia entre distintas entidades públicas y privadas de Jerez (España). Entre éstas se encontraban instituciones que atendían directamente al colectivo de los Sin Techo y la Escuela de Trabajo Social.

Se inicia así la construcción de un espacio relacional con identidad propia, que genera un proceso de trabajo en red desde el que abordar distintas situaciones de vulnerabilidad social a las que se enfrentan las personas que viven en la ciudad. Trascurridos dos años, y habiéndose incorporado progresivamente otras entidades entre las que se encuentran asociaciones de colectivo especialmente vulnerables, se ve la necesidad de estructurar y formalizar un método de colaboración, de trabajo en red, para intervenir tanto con la población en general, como con las personas que integran los colectivos y, que se encuentran en situación de mayor exclusión social, para favorecer la mejora de sus condiciones de vida.

Desde el primer momento la Red de Integración Social ha estado trabajando desde el respeto a la persona, potenciando las capacidades personales, fomentando la eliminación de barreras sociales que dificultan la inclusión social, favoreciendo los valores de participación y de solidaridad social. A esto incorpora una filosofía reivindicativa de los derechos que asisten a los ciudadanos en la búsqueda de la justicia social y de respeto a la dignidad de las personas. Todo ello desde el mantenimiento de la autonomía de cada una de las asociaciones e instituciones que integran la Red.

Ha sido muy significativa la presencia e implicación de trabajadores sociales, que representando a diversas entidades, han contribuido desde su inicio a la construcción de la Red**.**

FRANCISCO SOCIAL WORK FACING THE POVERTY AND SOCIAL EXCLUSION: THE CHALLENGES OF SOCIAL JUSTICE AND RECOGNITION IN THE SOCIAL ASSISTANCE REALM

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Keywords: social policies reconfiguration, social justice, recognition, voice and translation, social relationship of assistance, social work.

This paperessays an analysis of some significant challenges that social work and other social professions are facing in the context of the new social question and reconfiguration of social policies.It gives particular attention to the challenges of social justice and recognition facing by this professions over the "new" policy roadmap for social assistance / social action guided by rules of autonomy and responsibility of individuals.

An important topic is related with the voice translation in social work process: the translation and (re)interpretation of needs and subjective identities in the public sphere.

The document is based either in the debates currently facing the public policies both in empirical studies in which the author participated in recent years in Portugal in the realm ofsocial assistance / social action public services.

SOCIAL WORK IN PORTUGAL: A COMPARATIVE PERSPECTIVE

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Keywords: social work as a profession, Portugal, comparative perspective

This paper essays an analysis of the social work profession in Portugal. It presents a historical overview of the evolution of Social Work profession in our country and a current global profile of the profession. Will be essayed an analysis of its key features and the power of this group as a historical profession in the social field.

The analytical perspective adopted combines an approach based on «attributes» of occupations («attributes approach») and an approach that conceives the professions in terms of «power» («power approach»), following the proposal of Weiss & Welbourn (2007) from the perspective of comparative analysis of the social work profession in different countries and welfare state models.

The main objective of this paper is to support and enhance the comparative analysis of this profession, both in the specific context of Southern Europe, in which our country is integrated, both in a more general level of international comparison (cross-national analysis).

EXPLORATION OF THE POTENTIAL FOR REGIONAL CENTRES OF EXPERTISE ON EDUCATION FOR SUSTAINABLE DEVELOPMENT IN SOCIAL WORK EDUCATION

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Presentation language: English

Keywords:education for sustainability, social work, community development, HE competencies, social action, global networks, big society

Where does sustainability feature in social work practice and education? With the emergence of the UK Coalition Government's 'Big Society' concept and ensuing debates as to whether they represent potential for community empowerment policies or merely a devolution of state-provided services, where does social work education stand in meeting the needs and competencies for sustainable social development? Does Education for Sustainable Development offer a path leading towards a community and social development competency set which better equip practitioners to undertake their professional duties in these complex situations?

This presentation advocates for the promotion of inclusive and diverse dialogue regarding Education for Sustainable Development and its relevance within Social Work curricula and assessment within Higher Education Institutions. The London Regional Centre for Expertise on Education for Sustainable Development (UN University/Institute for Advanced Studies accredited) provides the initial focus for this research with the intention to extend the contributory voices of educators within social work round the global RCE network.

Furthermore, this presentation sets out to examine the possibilities and potential role for Education for Sustainable Development in developing benchmark competencies within social work HE programmes. With their inclusion of social and community development values and principles, RCEs offer social professionals ESD perspectives from deep ecology and holistic, local/global perspectives of sustainability and inclusivity – environmental, economic and social – thereby charting a convergent course with that advocated by UNEP and UNESCO.

**DEN TEIRLING DAY-ACTIVITY CENTER AND ARTISTIC WORK PLACE FOR PEOPLE WITH PSYCHIATRIC PROBLEMS :
A PROCESS OF RECOVERY AND REHABILITATION**

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'Den Teirling ' is a meeting place for people with psychiatric problems. The visitors can take part in all kinds of activities and workshops.

The visitor, participant chooses his own activity, and has several choices every day, like cooking, sport, music, art workshop, crafts, internet and computer class, language conversation class…Besides that het participant can volunteer for a job as waiter or receptionist. The help they get is supportive, it is 'doing it together' starting from the motivation o f the participant.

Den Teirling chooses to also work on the 'recovery' of the participant through artistic activities, doing this in an implicit manner. Recovery is seen as the process of a person that is trying   to pick up the thread of his life, giving his life direction and content.
'Implicit' because the art workshop offer the possibility to express one selves creativity with focus on the artistic product. Through this process people can gain confidence and work on their 'recovery'

In 'Den Teirling' we try to lead these workshops taking care of the quality so that participants go through an authentic experience and the process has an influence on their 'being' and on ' the way the are in life'

The art practice approaches the people from their power and competences. In 2010 we start a theater production, on demand of many participants. This will be led by a professional dramaturge, who chooses after having met the candidates, to work with a fixed group. The participants engage themselves for this production and will work towards a performance. Educators from 'Den Teirling' will join the process and will be present to support.
Another engagement will be taken by other participants who will join in by making costumes, attributes, scenery and posters. Also the catering will be taken care off: the cooking and baking group will provide the hungry souls.

This artistic process will be spread over the whole organization of 'Den Teirling'

THE LIVED EXPERIENCE OF ADDICTION AS A PROFESSIONAL COMPETENCE

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Theme: The lived experience of addiction as a professional competence
The School of Social Work of Windesheim University of Applied Sciences in Zwolle (TheNetherlands) offers an educational program for students who have been dependenton alcohol or drugs en who want to assist persons with an addiction on their way to recovery and use their own experience as a professionalworker.
The educational program transforms the **personal experience** of these students with**addiction** to a **professional competence**.

The lived experience of addiction as a professional competence: an education program

The School of Social Work of Windesheim University of Applied Sciences in Zwolle (The Netherlands) offers an educational program for students who have been dependent on alcohol or drugs. The educational program transforms the personal experience of these students with addiction to a professional competence. The students learn to use their former substance abuse problems in their professional role. Windesheim University of Applied Sciences works together with mental health centers and centers for professional drug and alcohol addiction treatment. These centers offer former addicted students and employees the possibility to practice their new experience based competence in on-the- job-training. The training program is empowering for the social workers, but it also seems to help clients whose struggle and shame is well-known by the counselor who assist them. Windesheim University of Applied Sciences also facilitates a research program on the development of the lived experience of addiction as a professional competence in collaboration with centers for the treatment of addiction, especially the Addiction Center of the North Netherlands (VNN).

The research program focuses on existential aspects in the recovery of addiction. The recovery of addiction is seen as a search for meaning in the struggle with existential theme's like life and death,loneliness and connectedness, freedom and adjustment, responsibility and guilt. The symposium will present some aspects of the educational program. The practical relevance, the risks and opportunities of experience based knowledge in the field of addiction treatment and recovery will be discussed. From the field of addiction treatment, an advisory expert and a former addicted social worker (member of an ACT-team) of Verslavingszorg Noord Nederland (VNN)will discuss their practice. A PhD- researcher of Windesheim will present some outcomes of her research. Participants of the symposium are invited to share their own thoughts and experiences on the subject.

IDENTIFYING AND EXCHANGING GOOD PRACTICES OF PROFESSIONAL(RE)INTEGRATION OF YOUNG AND ELDERLY PEOPLE (45+) IN A PARTICIPATORY 12BOTTOM-UP APPROACH: EXPERIENCES AND FINDINGS FROM A RESEARCHFORMATION PROJECT

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As a consequence of the return of social insecurity and precarious working conditions, thefield of professional reintegration has developed rapidly in Luxembourg over the last fewyears and become one of the major employment sectors for social workers. This growth hashappened in a quite haphazard and uncoordinated manner, as organisations have primarilybeen focused on their proper development. In the context of the "European Year 2010 for Combating Poverty and Social Exclusion", aresearch team from the University of Luxemburg submitted a project in order to collect goodpractices, especially in the field young and elderly (45+) people's professional reintegration.The focus of this presentation does not lie on the description ofgood practices, but on thefirst experiences and findings concerning the bottom-up process initiated by the researchteam as an innovative way to discussing good practices. The process was composed of several stages resulting in the organisation of a nationalseminar aimed at decision makers and professional actors from the social and economicsectors. First, organisations concerned by the problem of professional reintegration whereidentified and activities described and classified by type. In second place, a total of 6 focusgroups (8-10 participants per group) with service directors (2), professionals (1), serviceusers (2) and human resource managers and recruiters (1) where conducted in order toanalyse existing representations of professional reintegration and good practices as well asidentify key topics and themes of exchange for the national seminar. In a next stage, aquestionnaire was distributed amongst service directors in order to systematically identifyconceptual orientations and activities/practices. The results from both research processeswere presented in the first part of the two-day seminar as a background lecture. The main part of the seminar was constituted of workshops organised around 3 major themes. First results from the evaluation of the project and the seminar show a large acceptation ofthe initiated process by the different professional actors as a means to enhance criticalthinking and create a readiness to exchange good practices. Moreover, first steps have already been taken to establish a permanent exchange platform on good practices.

USAGE DES LOIS ET RÈGLES ÉGALITAIRES DE L'AIDE SOCIALE PUBLIQUE PAR LES TRAVAILLEURS ET TRAVAILLEUSES SOCIALES : DANS QUELLE MESURE CELA RENFORCE-T-IL OU ÉGRATIGNE-T-IL LA DIVISION SEXUELLE DU TRAVAIL AU SEIN DES FAMILLES À L'AIDE SOCIALE ?

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Presentation llanguage : Français

This presentation concerns our study of **family normativity**, based on the family economic function. Our research (quantitative and statistical) looks at interventions by social workers (SW) from the **public welfare** system in French speaking Switzerland. We analyse the underlying rationale for action of these SW in their interventions within the legal framework. The results of the study show that the family normativity of the SW varies according to the type of family problem encountered and the SW's professional experience, and that it significantly influences the **gender division of labour** within the family group.

L'objet de cette communication porte sur la normativité familiale que nous étudions à partir de la fonction économique de la famille. Notre recherche (qualitative et statistique) porte sur les interventions des assistantes et assistants sociaux (AS) de l'Aide sociale publique en Suisse romande. Nous analysons les logiques d'action que ces AS mobilisent pour conduire leur intervention dans ce cadre législatif.Les résultats de l'étude montrent que la normativité familiale des AS varie selon le type de problème familial abordé et le parcours professionnel de l'AS, et qu'elle infléchit significativement la division sexuelle du travail au sein du groupe familial.

La communication présentera les premiers résultats statistiques de l'enquête en mettant en évidence quels sont les facteurs sociaux du renforcement et de l'affaiblissement de l'égalité des sexes dans la famille. Cela mettra ainsi en évidence le fait que la normativité des AS ne dérive pas exclusivement de leurs décisions personnelle, de leur personnalité mais qu'elle est structurée selon les trajectoires professionnelles et le contexte organisationnel des AS

Mots clés : aide sociale publique, normativité familiale, division sexuelle du travail

ECETT: LEARNING THROUGH TRAVEL IN THE HUMAN CENTERED OCCUPATIONS

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Keywords: European network, exchange of good practices, journeymen apprenticeship, lifelong learning process

ECEtt is a European learning network initiated in 2004 by five networks of therapeutic communities for addicted persons with the support of the European Commission. After the success of the method in the field of "addiction", ECEtt and the high school HELHA-Charleroi initiated a transfer of this learning method to the benefit of social workers and trainers working in the fields of social exclusion, vocational reintegration, rehabilitation centers and prevention and interested in continuing training. ECEtt organizes short traineeships for those learning professionals and puts them in touch with resource institutions in Europe which have developed expertise and good practices in the same fields. Each trainee remains the key player in his research. The idea is to enable them to meet practitioners in other places facing the same type of issues and having developed relevant responses. The exchange of knowledge happens on the model of the trade guild tradition. Six helpdesks (in seven languages) help trainees, step by step, to organize an effective trip and to discover good practices through meeting with peers. After return, written good practices are gathered in an open data base and trainees are coached in order to ensure follow-up of the learning experiment. ECEtt-Networks gathers 700 traineeships places in the sector of rehabilitation and a new network is developing in the sector of social work. Travel costs of trainees can be funded by Mobility grants offered by "Leonardo da Vinci" Agencies. You've got the questions…We've got the networks. Design your trip together with us!

THE THIRD RESPONSIBILITY: STUDENTS CONTRIBUTING TO SUSTAINABLE DEVELOPMENT BY ENGAGING IN COMMUNITY BASED RESEARCH

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Universities students can contribute to sustainable development by engaging in community-based research. Universities have long been seen as places in an ivory tower, generating knowledge and research that is not always applicable to "the real world". In addition to teaching and research, service to the community through community-university partnerships is recognized as a "third" responsibility of universities. A number of studies have shown the positive outcomes for students from community based service learning and participating in community based research, but there is limited research into the outcomes for the community organizations and some research that shows that positive outcomes appear negligible. The potential positive outcomes involve building community capacity through increased volunteerism.

Since 1997-98 Carleton University School of Social Work has structured the Master of Social Work research course so that students in small groups engage in research with community agencies. This paper will explore this community-based research partnership, including the quality of the relationship between the student and the agency and whether the students were able to make a contribution to the organization. Agencies completed a questionnaire about whether the research carried out by the students promoted individual and organizational change and contributed to a research-minded culture. This project has added another layer of community voice to our course, provided training and orientation for the community agencies and evaluated the impact that the research projects have had for the agencies and the community in general.

TERRITORIAL LOGICS AND PROFESSIONALIZATION IN THE SCOPE OF SOCIAL WORK

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Langue de la présentation: Français

Last years' social issues led up to new answers in terms of **social politics**. They are characterized by a larger transversality and a better recognition of the **territory.** At the same time the politic organization supported these changes particularly by the decentralization laws in France. We are concomitantly experiencing disruptions in the professional practices mainly with regard to the new frames of reference which underline the territorial and collective logics. Indeed, the **social intervention** in the territorial view is essential to all the **social work** professions included the frames.

The introduction of these new requirements   raises the question of the impact on professionality and the new settings up of the professional groups.In this context, do the expectations or requirements of the organizations have a real impact on the practices used by the **social work** professionals? Or at the same time are there new professions emerging out of the **social work** field and which would suit more to these new constraints or trends ?

This will lead us to wonder about sustainable development conditions in the transmission or heritage (legacy)of **social work** professionalities.

Les problématiques sociales de ces dernières années ont amené à de nouvelles réponses en termes de **politiques sociales.** Elles se caractérisent par une dimension plus transversale, et une plus grande prise en compte du **territoire** Parallèlement l'organisation   politique et administrative a accompagné ces transformations notamment par les lois de la décentralisation en France; la prise en compte territoriale s'est également étendue à travers le cadre européen. Nous assistons de façon concomitante à des bouleversements dans les pratiques professionnelles notamment au regard des nouveaux référentiels où les logiques territoriales et collectives sont mises en exergue. En effet, **l'intervention sociale** sous le prisme du **territoire** s'impose à l'ensemble des professions du **travail social** y compris les cadres (le projet et le partenariat pour les éducateurs spécialisés, l' ISIC (Intervention Sociale d'Intérêt Collectif) pour les assistants de service social et les conseillers en économie sociale et familiale,….).

L'introduction de ces nouvelles exigences tant au niveau de la formation que des professions pose la question de l'impact sur la professionnalité   et les recompositions des groupes professionnels. Les attentes ou exigences des organisations dans ce contexte à travers les nouvelles formes de management qu'elles développent ont-elles un réel impact sur les pratiques des professionnels "canoniques" du **travail social** ? Ou bien, assistons-nous en parallèle à l'émergence de nouveaux métiers hors du champ du **travail social** qui seraient plus adaptés à ces nouvelles contraintes ou orientations ? C'est notamment le cas avec les **formations** universitaires en **intervention sociale** (licence professionnelle et master professionnel) qui sont en rapport direct avec le développement des projets territoriaux, urbains, politique de la ville,…

Ceci amènera à nous interroger sur les conditions du développement durable dans la transmission ou l'héritage des professionnalités du **travail social**. Autrement dit, à quel prix, le développement durable est-il possible en matière d'action sociale au regard de la professionnalité des acteurs ?

THE HISTORY OF SOCIAL WORK INITIATIVE
SHAPING THE FUTURE OF SOCIAL WORK REQUIRES A REARVIEW MIRROR

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Keywords: history of social work, innovation, open access

Discussions about shaping the future of social work have the natural tendency to look forward and forget about the past. After all, the past has happened and can no longer be changed. From this perspective, there is no need to be concerned about the apparent lack of interest in the past of social work and the profession's historical roots.

We would however argue that knowledge about the past is helpful in shaping the future. Knowing about the work and life of Arnold Toynbee, Jane Addams, Mary Richmond, Ann Hartmann and many other social work pioneers is not only a matter of curiosity. Many of social work's current challenges are not that different from those in the past. Key concepts of today's debates, such as empowerment or evidence based practice, have been around for many decades. Knowledge about their background and the way social work has developed through the discussions of the past enriches the current discussions.

The lack of interest in the history of social work goes hand in hand with a lack of accessible information. There are a myriad of in-depth studies on very specific elements of this history, but no simple and attractive format to introduce the subject to students or others interested in acquiring an overview. When some years ago the concern about a lack of knowledge about general history in the Netherlands resulted in a highly popular format of a 'history canon', we quickly adopted that format for social work, both in the Netherlands as well as Flanders (see www.canonsociaalwerk.eu).

The strong positive feedback on both websites and the good take up in social work education as well as international interest in the format provided the background for the current history of social work initiative (www.historyofsocialwork.org). In the presentation at the ENSACT-conference, we will outline the background of this initiative and the plans for the near future.

Life must move forward, but it can only be understood backward
Søren Kierkegaard

One sees of the future about as much as one knows about the past
Ortega Y Gasset and Marie Kamphuis

Nil novi sub sole
There's nothing new under the sun

RECLAIMING CHILD PROTECTION - PREVENTION AND PROTECTION ARE NOT AN 'EITHER/OR'

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In the 80s and 90s, UK professionals worked together effectively to implement child protection policies which resulted in the protection of children and conviction of perpetrators. There has since been an increase in knowledge about the global industry of child abuse – the international illegal adoption trade, trafficking for sexual, commercial and domestic exploitation, online abuse, trade in abusive images and the illegal organ trade. However, instead of an increased protective response to child victims of serious crime, the UK has pursued a policy of prevention as an alternative to protection. The language of child protection changed from abuse to concern, risk to need, investigation to assessment and from protection to the broad concept of safeguarding.

Procedural, time-limited assessments of the child and family's needs were imposed at the expense of child protection investigation and did not include risk analysis or focus on perpetrators. Child protection protocols, although still enshrined in legislation, were severely minimized. The child protection register, an effective multi agency intervention to protect children identified as being at high risk of harm, was abolished. The police threshold for joint working changed from that of significant harm to requiring evidence of crime. This approach led to a limited police response with less attention to forensic analysis. As social workers assessed need and police focused on prosecution, a gap in practice became evident – that of the joint investigation of significant harm.

The numbers of UK children subject to a child protection plan does not reflect known prevalence rates and plans in the categories of physical and sexual abuse have more than halved since the policy shift. Serious case reviews of child deaths from abuse have highlighted that professionals often worked in partnership with families but neglected proactive investigation and action to protect the child from harm. A government review into child protection in the UK will report in April 2011.

ASSESSING ACTIVE LABOUR MARKET POLICIES ACCORDING TO THE RECIPIENTS' CAPABILITY FOR VOICE: TEACHINGS FROM THE SWISS EXPERIENCE

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Langue de la présentation: Français

Since the so-called crisis of the welfare state, the movement towards **activation** has deeply changed social protection and **social policies**progressively turned into social integration policies. This new conception of welfare policies impacted on the definition and the entitlement to social rights as well as the very meaning of social citizenship. The aim of this contribution is to assess active labour market policies in Switzerland against Amartya Sen's capability approach. To this purpose, specific attention will be paid to the welfare **recipients' capability for voice**in order to analyse to what extent active policies actually meet individual needs.

Depuis ce que l'on appelle la « crise de l'État providence », le mouvement vers l'**activation** des**politiques sociales** a profondément bouleversé le fonctionnement de la protection sociale. Au niveau européen, cette tendance à l'activation a été promue, entre autres, par l'OCDE (1994) et l'Union européenne via la Stratégie européenne pour l'emploi (1997). Dans ce contexte, l'activation des bénéficiaires de l'État social et l'accélération de leur retour sur le marché de l'emploi ont été perçues comme étant les solutions les plus appropriées pour endiguer l'accroissement des dépenses sociales et contrebalancer les incitations négatives qui découleraient d'une allocation quasi inconditionnelle de droits sociaux. Ainsi, les politiques sociales se sont progressivement mutées en politiques d'intégration. Cette nouvelle conception de la protection sociale a donc impliqué une redéfinition du droit et de l'accès aux prestations sociales, transformant par extension la signification même de la citoyenneté sociale. En effet, l'activation des personnes au bénéfice de prestations sociales exige l'individualisation des prestations et procédures. Cependant, comme bon nombre d'auteurs l'ont souligné, l'adoption d'une approche individualisée dans le cadre de politiques sociales est un enjeu hautement ambivalent. Si cette démarche ouvre la voie vers la création de solutions plus adaptées aux besoins individuels, elle peut également se traduire en une approche plus contraignante et conditionnelle de la relation que l'État social entretient à l'égard de ses bénéficiaires.

Dans ce contexte, il apparaît donc nécessaire d'analyser ces politiques dites « actives » en fonction de leur capacité à prendre en compte le point de vue et les attentes des bénéficiaires.Cette démarche permet en effet d'évaluer dans quelle mesure ces nouvelles pratiques répondent de manière effective aux besoins individuels ou si celles-ci se résument en une sélectivité accrue des ayants droit de la protection sociale. L'objectif de cette contribution est d'apporter des pistes de réflexion en ce sens en employant l'**approche par les capacités** développée par Amartya Sen pour analyser l'évolution récente des politiques actives de l'emploi dans le contexte suisse. Nous allons ainsi nous demander dans un premier quel est l'impact de ces réformes sur les acteurs chargés de mettre en œuvre ces programmes d'activation au niveau local. Puis, dans un deuxième temps, nous nous pencherons sur l'influence de ces politiques sur la *capability for voice* des bénéficiaires, c'est-à-dire sur leur capacité à exprimer et faire valoir leurs points de vue tout au long de leur prise en charge et à participer plus généralement à la définition des moyens et des fins de leur réinsertion. Nous conclurons alors en mettant en évidence les principaux facteurs qui devraient être pris en compte dans l'analyse des politiques sociales en vue de promouvoir la *capability for voice* effective des individus.

WHAT IS THE ROLE OF SOCIAL-CULTURAL ASSOCIATIONS IN SOCIAL COHESION IN RURAL VILLAGES? RECOMMENDATIONS FOR BRIDGING PEOPLE WITH DIFFERENT SOCIAL BACKGROUNDS

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Presentation language: English

Keywords: Social-cultural associations, Social Capital, RuralVillages

Method: This study is based on a survey among 1,568 citizens and 10 group interviews withsocial-cultural and other local stakeholders from 5 Flemish/Belgian rural villages. Theresults/recommendations were discussed within these villages and in educational/researchsettings, and were translated in actions/good practices.

Results: Compared to non-participants or participants in non-social-cultural associations,participants of social-cultural associations are less focused on self-interest, are more likelywilling to help local residents, feel more responsible for their own village, etc. But, at thesame time, they seem to be reluctant to engage in contacts with non-Belgians and to workwith gay people. Above that, more collaboration between social-cultural and otherassociations seems to be advisable in order to reach a more differentiated public (nowmostly 40+years old people/residents, women, etc.), and for practical reasons (agendasetting, lobbying for collective accommodation, organizing common activities). Recentexamples show that a strategic approach of implicitly combining several kinds of activitiesand publics (without stigmatizing anybody), can be fruitful.

Relevance: Our study results in many actions on behalf of several social segments: people ofdifferent age groups (-18 years till 60+ years old people), new residents, etc. The central ideabehind several of these actions is that people should get enough freedom to choose theirown activities (they should not take 'all the package' before becoming a 'good member').Personal communication and the timing of the activities are crucial (e.g., during the day in theweekend with parallel opportunities for or with the kids). Besides that, somerecommendations call for a systematic monitoring of the quantity/quality of the localaccommodation, activities and associations (key elements of a lively local life), and for morecollaboration between all the authorities that make policy influencing social cohesion atseveral levels and in many domains (e.g., mobility, rural planning, safety, sustainability).

COMPETENCE BUILDING FOR SOCIAL CHANGE

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Social Work – Virtual Campus (SW-VirCamp), arranged spring 2010 an online course for Bachelor students in 'Community Work from an International Perspective' with students from 9 countries. Students' evaluations show that the course stimulates students' integration of theories into practice and their understanding of how to assist people to improve their own communities by collective action. Using a virtual case presented with videos and the Green Park Community blog students developed ideas for projects for social action and change.

The VIRCLASS Consortium (The Virtual Campus for Social Work) initiated an application for grants from the LLP – Virtual Campus Programme to develop a Virtual Campus for international comparative studies in social work. From 2008-2010 the EU-funded project, Social Work – Virtual Campus (SW-VirCamp), developed as one of it's objectives a 15 ECTS online course for Bachelor students in 'Community Work from an International Perspective'. The course was arranged spring 2010 and 50 students from 9 countries started. Students' evaluations show that e-learning stimulate students' integration of theories into social practice and increase students understanding of how to assist people to improve their own communities by collective action. By developing a virtual case presented with videos and the Green Park Community blog students developed ideas for projects for social action. Project plans were developed by a group of students communicating with 'the citizens' in online role-play. Both Bachelor students and professionals with experiences from community work projects participated in this course.

Participatory Action Learning and Action Research have been used as framework methods both for curriculum development and throughout the course. Continuous feedback and action based on evaluation have been done both by conducting group interviews with teachers and giving surveys for students. The results of the data collection have been reflected back to the participants and changes have been made during the process and been taken into account when planning the next course.

After the EU-funded project period a SW-VirCamp Consortium of seven partners take the responsibility for drifting the Virtual Campus with online courses (5 modules are offered), an overview of study abroad and practice placements abroad, offering students in-depth studies on international social work.

In our presentation we show how the use of the case material and the structure of tasks stimulate students' experience of cooperation and development of projects related to community work and competence building for change. Visit our webpage http://vircamp.net.

QUELLE POLITIQUE DE FORMATION
POUR LE RÉSEAU INTERNATIONAL DES TRAVAILLEURS SOCIAUX DE RUE ?

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Principes

Toute politique de formation est aussi une contribution à la politique.

Nous entendons par là qu'une politique de formation donnée contribue aux rapports de force dont les politiques sont à la fois le produit et la cause en partie efficiente.

Les politiques de formation, parce qu'elles agissent directement sur le capital culturel d'un corps professionnel, façonnent évidemment en retour le développement des sociétés.

La manière dont seront par exemple construites les « questions sociales » influera directement sur les rapports de force qui opposent les acteurs qui luttent pour la définition du modèle de développement qui orientera les choix, la distribution du pouvoir, l'usage et la redistribution des ressources.

D'où l'intérêt pour beaucoup d'occulter le lien entre « politique de formation » et « formation des politiques », ce qui permet de mettre un certain nombre de choix fondamentaux hors de portée du travail critique.

Une formation au travail social comme le travail de rue ne pourra donc que :

– tenter de rendre raison, diffuser et développer les savoirs propres construits dans l'expérience par les travailleurs eux-mêmes;

– relier ces savoirs et les pratiques qu'ils concernent à la production de la société ; dans la mesure où cette production a pris aujourd'hui une dimension mondialisée (c'est-à-dire où le modèle dominant tire sa force de son extension géographique et de sa capacité d'intégration – Félix Guattari parlait de « capitalisme mondial intégré), cette dimension doit également être constitutive de la recherche et de la formation;

– permettre de dégager les enjeux et alternatives politiques qui sont aujourd'hui en débat : sens de l'Etat, rôles du secteur associatif, paradigme de référence (comme l'intégration, la cohésion sociale, …), places respectives et interactions des dimensions sociale, économique, politique, culturelle, écologique, éducative … dans nos sociétés.

En conséquence, la politique de formation au travail de rue doit s'inspirer largement de la méthodologie et de l'expérience du réseau international des travailleurs de rue lui-même.

PROMOTING THE HUMAN RIGHTS OF WOMEN ASYLUM SEEKERS

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In Western countries asylum seekers are amongst the most marginalised and disadvantaged groups. Women asylum seekers experience additional and specific difficulties and oppression. From the perspective of the current IFSW definition of social work therefore, they are of central concern. Both national and international codes of ethics require social workers to promote social justice and human rights, and the empowerment of excluded people. However state sponsored social work is framed by the intersection of welfare and immigration legislation, leading to significant contradictions and ethical dilemmas (Cemlyn 2008, Hayes and Humphries 2007). This paper explores these issues primarily in the UK context.

It summarises specific vulnerabilities experienced by women seeking asylum, including lack of gender sensitive asylum processes, sexual attack by people in authority, and destitution leading to selling sex for survival. It examines the legal frameworks that shape the experiences of women asylum seekers, which include the significance of international rights instruments, including CEDAW in relation to gendered experiences of torture and political persecution (Freedman 2010), and article 8 of the ECHR for women seeking to maintain family life (Stevens 2010). It also explores the processes of implementation of these instruments at national level, and how progressive change to enhance rights has developed, through campaign coalitions and legal challenges.

The social work role in these campaigns and challenges is examined. There are positive examples of social work involvement in local campaigns and support processes, through radical networks, projects and research (Butler 2005). However social work is generally absent from national campaigns, and dominant interpretations, especially in the statutory sector, make it hard to avoid collusive involvement with immigration control, despite sustained individual efforts (Cunningham and Cunningham 2007).

In this context, the paper asks how social work can reclaim its full place in promoting the human rights of asylum seekers.

CITIZENSHIP AND DIVERSITY- PROMOTING INCLUSIONARY SOCIAL WORK PRACTICE WITH SOCIALLY EXCLUDED GROUPS

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Summary: **Active Citizenship and Social Rights,** creating new opportunities for diverse populations has been the focus of a European – Canadian learning experience with exchange of 40 students in field placements. How social work meets the needs of socially excluded people in ways that empower and help them take control of their lives has been explored by social work students from 4 schools of social work: Durham University, UK (Lena Dominelli, Project Lead), Metropolitan University College, Denmark, (Helle Strauss), Dalhousie University (Marion Brown) and the University of Victoria (Mehmoona Moosa Mitha, Canadian Lead). The project is funded by the European Union and the Canadian Government.

The project has enabled social work students to undertake practice placements in agencies for marginalized people in Canada, the UK and Denmark working with diversity amongst socially excluded groups, who may be established indigenous citizens of a country or newcomers-immigrants, migrants and asylum seekers. Amongst these groups are the indigenous peoples (First Nations, Inuit, Métis) of Canada and Greenland (Inuit) and black and minority ethnic (BME) groups in the UK, Denmark and Canada. The project has been continuing over a period of 3 years.

Conferences for students, practitioners and academics in the schools involved have been organized in order to broaden opportunities to compare and lean about practices in the different countries.

From the beginning of the project different procedures for evaluation of field practices was identified and also language issues have been a concern primary for English speaking students in Denmark. Despite these challenges the English speaking students have had meaningful work experiences as many Danish service users speak English, furthermore the difference in language offered special opportunities for learning.

The students have been writing a confidential log for the project throughout their practice placement about their experiences and reflections. Those logs represent a wide-range of problematic including professional, moral and ethical issues, differences in curriculum, in agencies, in political correctness etc. Selected topics is analyzed with attention to difference in nation, agencies, personal background of the students as well as how schools and practice teachers can prepare and support students better.

The project has provided an opportunity for students to compare and learn about inclusive practices in social work in a different culture and context. They became aware that the welfare systems in these three western, industrialized countries are very different and discovered methods of social work practice unknown to them before. They haverealized that also with less supportive welfare systems and agencies unable to meet service user's basic needs, social work practice can still be creative and profoundly supportive of the service user's dignity and human development. The outcome and gained knowledge about different practices in integration procedure for Indigenous people, migrants, gay and lesbian, homeless people, childcare etc. has been a source of learning forfuture practice of the students. Also practice teachers and faculty involved have gained by the different inspiration and learning experience than with students from their own country.

MY JOB IN SOCIAL WORK MAKES ME HAPPY!

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Presentation language: English

Social professionals who understand the strategy of their organisation, their personality and ethical values can connect to the source of **happiness** in the job.

In a **global economy** clients are shoppers of services, financial interventions are changing and international networks are shifting the culture and strategy of social organisations.

Higher education and**Human Resources Management** in the **Euregion Maas Rijn** create **talent management** programmes. The focus on personality, **ethical values** and lifelong learning will make that the social professional can stay full of **passion** and energy.

My job in social work makes me happy!
A social professional has in Europe the basic knowledge to start his profession in the social field. He is be able to act client-oriented. But to stay in vital work relations the social worker has to find a balance between his personal values and those of the organisation.

The commitment of social professionals varies by the type of organisation. The culture of an organisation is of great influence on commitment. Normally the culture of organisations of social work are human-oriented. But organisations are shifting to a market-oriented culture. This means an adaptation of the way a social worker has to work, think and act.

The environment is changing. The global economy makes that international contacts and networks are becoming more important. That clients are shopping for social services and health care. They choose organisations, and even select the country where they find the best service. How to face reality and to cope with it? How to stay enthusiastic and full of commitment in all these circumstances?

Human resources management has to take care of the position of the employees in social organisations. This means that all human resources strategies towards talent retention are extremely important. For example involvement and fresh ideas are possible if human resources managers have appropriate tools for every age: youngsters, and older professionals need other conditions to grow. For youngsters fun is one of the topics in a work environment. They look for an organisation where lots of activities are possible in combination with their life interests. Older professionals are enjoying coaching activities or long life learning in combination with their daily work activities.

Higher education of young social workers or coaching programmes for social professionals can create the new competencies which are needed to maintain enthusiasm and passion.What has been discovered is that the organisation, the personality and the ability to focus on your personal ethical values are key indicators of happiness in the job.When a professional can discover his "personal brand", he can stay full of passion and energy!

EMPOWERMENT STRATEGIES FOR CHILDREN, YOUNG PEOPLE, ADULTS, ELDERS AND FAMILIES

D'Souza Jacinta School of Social Work (India)

1.What is the subject of the presentation?

Empowerment strategies for children, young people, adults, elders and families

Empowerment starts at the individual level and can spread up to the community level.The empowerment process is viewed as "stimulating a process of social change that enable the people to exert greater influence in socio-economic and political areas". It is to create conditions where the people have a real choice in occupation, housing, healthand especially on any social issues like leadership building, organization of women, removing deprivation and developing a political propensity. These are some of the essential ingredients of empowerment strategy.

2. How have the author(s) approached the issue?

The author has approached the issue from the point of personal experience   and   practice. The author is the principal of School of Social Work, since 1999, which offers social work programmes at the undergraduate, postgraduate and doctoral levels. The institute has celebrated its golden jubilee on 31st May 2010.   The institute has extension services – Family Service Agency, Family Counselling Centre, CHILDLINE (Nodal Agency; the collab agency is Y.M.C.A. which has a toll free 24 hour helpline 1098 for children in distress) and Anganwadi Training Centre (training centre for grassroot level workers both for urban and rural areas).

3. What has been discovered as a result of the experience, practice or research? The following has been discovered as a result of experience and practice.

Children

Express spontaneously and freely

Blossom and socialize with other children.

Eager to learn

Young People

Their innate potential and talents

Enhancement of their self confidence and esteem

Ability to make appropriate decisions for life

Focused and goal oriented

Enthusiastic and passionate about the task assigned to them

Adults

Illiterate poor and marginalized sections willing to be literate

Acquire skills and training that would help them sustain themselves

Women:

• Broaden the boundaries of their social roles
• Endows them with greater skills and resources
• Transforms their attitudes and values
• Education which provides access for employment opportunities
• Endows them with economic security
• Combat   domestic violence, sexual harassment at work place as well as in public domain
• Join movements and campaigns

Elders

• Feel Secure
• Face the challenge of old age with serenity
• Positive Thinking

4. What can be learned or transferred?The following can be learned:

Empowered people whether youth, adults or elders make a difference in their own lives,families and in the occupations they are engaged in. They are so grateful and energized that they in turn become catalysts and change agents. They live the motto of our institute "Love is made fruitful in service". They are thus harbingers of hope, peace and love, which is a great need of our society today.

WHAT IS 'MY' SPACE? BELONGING, RIGHTS AND RISK IN CHILDREN'S RESIDENTIAL CARE

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Presentation language: English

Young people living in **residential care** are living in a shared space. But what meanings are given to that space? Does the **physical environment**or **lifespace**support a community underpinned by common values? Or is the space appropriated by external agendas? Using findings from two development projects implementing social pedagogy in children's residential care in England, this paper will debate some meanings given to space in residential care and consider some implications for democracy in childhood while being **looked after by the state**.

Interest in social pedagogy is growing in England and in the UK as a whole. In 2007, following research comparing residential care in England, Denmark and Germany, the government funded a pilot programme in children's residential care homes. For this pilot programme social pedagogues trained in Germany and elsewhere were recruited to work in children's homes with a mandate to practise as social pedagogues. At the same time, workplace based training programmes began to be available. One of the critical but often neglected aspects of group living is the physical environment that is shared, often called 'lifespace'. Social pedagogues in the pilot programme have drawn attention to the use of industrial rather than domestic equipment, the use of buildings with narrow and dark spaces, the over use of locked doors and restrictions on young people's movement and use of the outdoor spaces. Use of the physical environment relates to the relative priority given to avoidance of exposure to physical risk, such as through health and safety regulations, rather than learning that might be gained through risk-taking.

Meanings of lifespace, particularly relating to the physical space inhabited, vary and are under-researched. Use of the concept of lifespace is related to those of 'milieu' and 'community' in therapeutic institutions and refers to all dimensions of the experience of living in group and the organisation of space for maximum shared benefit.

Using data from the pilot programme and a workplace based training programme, this paper will explore some emergent findings about lifespace and open a debate about what the implications might be for young people's sense of place, belonging in a place and their rights to a place in residential care. We argue that the concept of lifespace is under-developed in relation to the physical environment of living in residential care and pose some questions for its further refinement.

NEW CITY – A CITY WHERE EVERYONE IS INCLUDED

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Presentation language: English

New City is a project aiming at mitigating social exclusion and unemployment among young people through different innovative methods. At the core of our method is the belief that personal development by our youths must be paired with societal change and cooperation between all areas of society, in order to make real inclusion possible. In our presentation we would like to describe how we work for individual development together with youths and also summarize their views about the system and address them to our partnership. The partnership then uses the case-descriptions as a ground for structural and systemic change.

New City is an ESF-project working together with young people (18-24) seeking employment or studies. Project owner is the non-profit economic unity "Drömmarnas Hus" (translated "The House of Dreams"). Our focus is reaching young people who are far from the labour-market and live in what can be called social exclusion. We have a holistic approach when meeting young people; since being unemployed or marginalized seldom is caused by one factor, we have to be able to help the youth in a variety of areas. If a youth is having problems with housing, drugs, crime, or health and is looking for a job, we have to sort out what we can do and what where else we can find adequate help. The important thing is that we listen to the whole story without judging and without drawing too a strict line between what is ok to talk to us about and what is 'not our mission'.

We also have an approach based on the idea that we should meet the youth where they feel comfortable. That means both geographically and socially. Our youth-coaches are working outreaching at the different meeting-places where our target group is, but our outreaching activities also include walking the streets in our target-areas. In the meeting with young people we also try to use a language and behave in a way that erases the boundaries between the youth and the professional. The coaches in New City are themselves relatively young (under or around 30), "young-meets-young" is one key success for us.

Our activities include individual coaching based on solution focus. When it comes to our group-activities we try to find innovative ways to make them motivational, fun and first and foremost; based on what the youth say they need. All activities must be aimed at getting our participants closer to the job-market or studies, but apart from that we have few regulations. If a young person has an idea for a project or an activity we try to make it happen. A few of our activities include boxing-coaching, a New City soccer team, trips to Denmark to look for jobs, art and photo workshops aimed at strengthening self esteem, alternative job-fairs, free haircut and job-coaching, coaching in ferris-wheel.

Apart from working directly with the young people we work with our partnership (representatives from Malmö municipality, the Swedish unemployment board, UngArt and Prokrami) in order to show the need for, and initiate structural change. Stories from youths that describe obstacles they have encountered in looking for employment are presented for the partnership and we discuss how and what can be changed in the system.

In summary, New City is working with a holistic perspective meeting the young people "on their turf", through a variety of activities trying to spark personal growth and development. Through our partnership we then use the experiences of our target group as a ground for structural change. The project setup and the fact that the project owner is not part of the authorities give us the possibility to work within the system but also criticize it based on the youth's stories. New City shows how innovative social work *together* with young people can be a powerful tool in closing the gap between our target group and the labour-market, in moving from exclusion to inclusion.

At the workshop we would like to discuss our methods and experiences and learn from other European actors working within our field.

TRANS-CULTURAL LEADERSHIP FOR SOCIO-CULTURAL CHANGE

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Presentation language: English

Keywords: Trans-Cultural development, leadership, socio-cultural change

What leadership competences are needed to manage the dynamic processes of constant change and diversity affecting everyday activities of many organizations and communities?

In the age of globalization culture is constantly on different dimensions in transition. Leaders are far more active producers in the processes of meaning and decision making and have strong impact on the environment in terms of socio-cultural development and value creation in organizations and structures. As active meaning-making producers leaders should strive for trans-cultural leadership for transformation for a meaningful direction of change. The main goals of the workshop therefore are: 1) to discuss and explore qualities of leadership to balancing economic and ethical requirements beyond cultural differences and gaps. 2) to initiate a work group for possible common project(s) on the development of the concept of trans-cultural leadership for socio-cultural responsibility and a meaningful survival that goes beyond national borders and ensures humanities.

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In the age of globalization culture is constantly on different dimensions in transition. Leaders have strong impact on the environment in terms of socio-cultural development and value creation in organizations and communities. As active meaning-making and decision-making producers leaders schould strive for trans-cultural transformation for a meaningful direction of change in the communities and societies they are "contributing" their commitments to with their actions.

The proposed workshop is based on the thesis worked out in "Trans-Cultural Leadership for Transformation" published by the author in Hampshire/New York, Palgrave Macmillian, in 2011:

Managers and leaders are bearers of a cultural system affecting ethics under which they work for. Culture is more than just nationally or locally defined characteristics. It produces and is produced by the collective in the search for meanings of their actions. Leaders are not just a product of the culture they come from. Far more they are active producers of processes, which search for meaning inside and outside of their organizations and communities. They are bearers of responsibilities towards the environment they are interacting with and contribute by their own examples to the creation of the environment they work for and live in. Leaders are not accomplished personalities. While mentoring others for trans-cultural leadership they increase their leadership competence. Not knowling the answers in advance and accepting crises to come, they can still model the way for others while establishing sense for improvement and creating values with others. The meaning-making and values creation processes support not only cognition and creativity of there is a need of change. Positive social emotions sustain relationship and cohesion in the challenges of difficulties and in the confrontation with of anxieties and insecurities going along with transformation. Supporting others in transformation develops self-mastery and fosters collective mastery in the process of trans-cultural transformation.

The main goals of the workshop is not to lecturing about the thesis what trans-cultural leadership is, but

a) to discuss and explore qualities of leadership of individuals and collectives to balancing economic and ethical requirements beyond cultural differences and gaps.

b) to initiate a work group for possible common project(s) on the development of the concept of trans-cultural leadership for socio-cultural responsibility and a meaningful survival that goes beyond national borders and ensures humanities, e.g. what trans-cultural leadership of humanities and human rights could be and how to seed this concept in socio-cultural actions.

ON THE DIVERSITY AND THE PRESENT EXISTENT CONDITION OF WELFARE SERVICE INSTITUTION FOR CHINA'S AGED: A FOUR-DIMENSION ANALYTICAL FRAMEWORK - BASED ON A SURVEY IN HUBEI PROVINCE

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Presentation language: Chinese (with an interpreter)

Keyword: welfare service institution, the present existent condition, Diversity, A four-dimension analytical framework

Abstract: Based on a survey of 192 welfare service institutions and office leaders in Hubei, this article analyzes common features of welfare service institution from the following six aspects, namely, institution service, staff treatment, employers' quality, management, policy and society supports. With a four-dimension analytical framework, the author compares the similarities and differences among national welfare institutions, social welfare institutions, private welfare institutions and community institutions from five facets. Lastly, the author suggests the future development of the reformation of social welfare socialization.

ANALYSIS AND REFLECTION ON THE SITUATION OF SOCIAL WORK FIELDWORK EDUCATION - A SURVEY OF UNIVESITIES IN WUHAN,HUBEI

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Presentation language: Chinese (with an interpreter)

Keywords:social work;fieldwork

This empirical research aims to study the situation of social work fieldwork education in Wuhan, in which we analyse the experience and difficulties fieldwork education is facing.We conclude that fieldwork educaiton is increasingly normalized and institutionalized. However, difficulties like low social cognition and the lack of consensus among students still exist. Moreover, limited institutions make it difficult for students to carry out their practice work. Since social work is in its starting period in mainland China, social work educators and practioners should work jointly to explore an appropriate pattern for social work education.

LEARNING HOW TO BECOME A PARTNER

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Language of presentation : French :

Social workers develop their activities under public authorities' control, and they are well-known as "interfaces" between several different partners. Nowadays, their professional know-how mainly consists in creating and developing networks. The new social workers need to boost local energies and they must succeed in enhancing groups or institutions' ability to meet, negotiate and work together. This implies knowledge and acquiring new skills in networking. **"*How to create and enhance partnerships*"** becomes an important part of "tooling" social workers. Social work education must include training to efficient methods and acquiring the relevant skills, namely the pooling of resources between institutions or persons who recognize the need to build up collective answers and to set up common actions.

Les travailleurs sociaux travaillent sous l'autorité des politiques tout en étant à **l'interface** de plusieurs partenaires associatifs ou administratifs. Ils ont à développer une pratique de réseaux. De nouveaux espaces de rencontres, de négociation, d'apprentissage entre acteurs institutionnels s'ouvrent. Ils fonctionnent tant bien que mal avec leur lot d'alliance et de concurrence.

Ces nouveaux travailleurs sociaux ont besoin de dynamiser des énergies locales, des forces vives, de nouvelles compétences en mobilisant les institutions ou les groupes existants. Cela suppose la connaissance du **travail en réseau** dans un **développement social de territoire.**

Le partenariat devient donc un élément incontournable de l'outillage du travailleur social , à savoir la mise en commun de ressources entre des institutions ou des personnes relevant d'institutions qui reconnaissent la nécessité de faire appel aux ressources des autres pour aborder des problèmes identifiés nécessitant une réponse collective.

Dans ce nouveau jeu social, les cadres de direction, les éducateurs ou les assistants sociaux ont un rôle indispensable de **médiateur** entre trois catégories de partenaires :

- les partenaires de population organisés ou non en association ou les usagers d'une institution ;
- les partenaires politiques, administratifs ;
- les partenaires institutionnels, intervenants publics ou libéraux, des associations…

Il nous faut donc faire évoluer les référentiels métiers et les contenus de formation des travailleurs sociaux, le travail en réseau et en partenariat de se décrète pas. Le travailleur social d'aujourd'hui a besoin de **nouvelles compétences** adaptables aux nouveaux besoins du terrain :

- répondre collectivement à des problématiques de plus en plus complexes.
- connaître son territoire d'intervention et les différents acteurs qui l'animent.
- repérer ou rassembler un réseau, s'y intégrer et le faire vivre.
- mobiliser et construire des partenariats se et les animer par le travail en réseau et de médiation.
- co-construire des projets avec ces partenaires et les mettre en œuvre. Décider collectivement.
- évaluer ces actions collectives.

Conclusion.

Cet outil, est sans prétention sinon celle de sensibiliser, mobiliser, adapter la formation des travailleurs sociaux qui se heurtent de plus en plus à des situations très complexes qui nécessitent des rapprochements de ressources, de compétences et de moyens. Cet outil a aussi une autre prétention, celle de faire un choix d'action sociale, qui s'appuie sur le développement social local qui permet de combiner modernisation et solidarité, efficacité économique et création de lien social, respect de l'individu et organisation collective.

SOCIAL WORK EDUCATION OF CHINA IN REFORMING AND OPENING ：HISTORY, STATUS AND OPPORTUNITY

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Based on the analysis of the causation and background to the development of contemporary social work education in China, this paper introduces leveled projects, main courses, universities, graduates, field placement and licensing system related to social work education. In the second part, the globalization and localization of social work values and ethics, and the relationship between the study of foreign theory and practice model and the development of domestic ones have been discussed and illustrated by the success in rebuilding and social work after the 512 Earthquake in China. The third part is dedicated to the discussion of opportunities in and corresponding suggestions for the social work education exchange between China-Europe.

SOCIAL WORK SERVICES AND LOCAL GOVERNANCE
—A EMPIRICAL STUDY OF ZHEJIANG NHDISTRICT

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Keywords:local government; community; social work; empirical study

"The 12th five-year-plan" development stage is the great development of China's social construction, "Multi-center" governance will inevitably bring about innovations of grass-roots social management system. Social work services, is one of the most important part of social welfare system, also is one of the most effective means to solve deep-rooted social conflicts. Zhejiang NH District, is the pilot experimental area of national social work personnel construction. This paper is based on empirical research, proposes the focus of grass-roots social management system innovation is the community, and the key is comprehensive social work services; Analyses the grass-roots experience, strengths and limitations of NH District to promote social work services, and puts forward four measures.

SOCIAL WORK AND POVERTY ALLEVIATION:
INVOLVEMENT SPACE AND INVOLVEMENT WAY

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Presentation language: Chinese
Keywords:social work; poverty alleviation; involvement space; involvement way

Social work can play an important role in poverty alleviation.Current rescue policy has not broken away from the influence of the traditional government relief policy. Professional social work needs to be involved to overcome the defect and deficiency of the current anti-poverty policy.Social work can greatly contribute to improving policies relevant to poverty relief and increase targets'capacity to deal with related problem to ensure sustainability. This paper analyzes the important function of the involvement of social work,and discusses social work's involvement space and involvement way.

1.The role played by Social Work in poverty alleviation

The displays of the role played by social work in poverty alleviation can be divided into several aspects

Firstly,Social work can provide speciallized values for poverty alleviation

Secondly,the strengths perspective of poverty alleviation is from social work

Thirdly,Socail work provides some specialized methods and paths to alleviate poverty

2.the space of Social work intervenes in poverty alleviation

There is a relation between the social work and poverty alleviation.It makes the social work to alleviate poverty

(1)On the origin of Social work,the poverty alleviation is the beginning of the social work.

(2)On history of social work,the poverty alleviation was existing in the process of the social work development.

(3)From the value of the social work,the poverty alleviation contains much values of the social work.

3.The ways of the social work involvement in the poverty alleviation

(1)we should set up the value of "taking people as the foremost".

(2)Building a platform of the social work involvement

(3)Taking the poor's ability construction of poor as the key work.

(4)Promotes the poor to participate in the poverty alleviation.

(5)Using the special values and methods of the social work to provide the special service.

NEW METHODOLOGICAL INSIGHTS AND SKILLS FOR THE GUIDANCE OF PARENTS WITH MENTAL DISABILITIES IN DEALING WITH EDUCATIONAL AND BEHAVIOUR PROBLEMS WITH KIDS AND ADOLESCENTS

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Presentatietaal: Engels

In dealing with educational and behaviour problems usually **parents with mental disabilities** make a twofold demand for help: in the first place, they desire a clear diagnosis. In the second place, they desire a **treatment** that is specially adapted to their child / adolescent. To put it otherwise: 'What is going on and what can we do about it?'

A new **methodical** concept was developed based on the methodology of educational support, which itself is based on the 'idea of empowerment'.

Which kind of treatment ?
Once a family has determined that they need help, there are many kinds of treatment that they should explore. First, there are popular group-based, residential, and "life-experiential" options, like survival camps, boot camps, … which have had some limited success. Research indicates that the most effective treatments are programs and treatments are family-based and multisystemic.

CARE (Concrete- Analyse- React- Evaluate) , a four steps program is a **family-based - intervention** designed to prevent and treat child and adolescent educational and behaviour problems. This therapy targets families with children and adolescents who are displaying -or are at risk for developing-behaviour problems. The goal of CARE is to improve a youth's behaviour problems by improving family interactions that are presumed to be directly related to the child's symptoms, thus reducing risk factors and strengthening protective factors. CARE is a short-term, problem-oriented intervention. A typical session lasts 50 to 60 minutes. The average length of treatment is 10 to 12 sessions over more than 3 months.

Conclusion
A new family-based is developed for kids and youngsters with behaviour problems. The treatment seeks to significantly reduce or eliminate problem behaviour and to improve overall family functioning.

This treatment can be illustrated by an instruction-video (illustrating specific techniques)

THE DIVERSITY POLICY IN DAY CARE DE TOUTER: ANAPPROPRIATE PROVISION FOR ETHNIC MINORITIES IN YOUTH CARE

Bie Melis, Inge Rosseuw

Presentatietaal: Engels

The realization that the potential target Group of the **youth care centre** De Touter has becoming more and more **diverse**, led the Organisation to opt for an **inclusive intercultural policy**. The policy is inclusive because it acts on the different processes of the Organisation: structural, personnel and content.

The power of diversity:

Usuwa (13j) from Congo lost her mother in a racial conflict. She now lives with her sister in Antwerp and does not like school. Khaled (11j) whose parents came from Afganistan, wants to be a doctor. His father is in jail. Alia (6j) was born in Antwerp like her father, but her mother came here through marriage and is afraid of everything.These children were referred to de Touter for day-care service or for family guidance.The children and their families are in need.

Since the start of De Touter as the first day-care centre for youngsters and there families in need, our organization has always chosen to work primarily for the most vulnerable groups. We were used to dealing with poor marginal white families. Over the last years the social context has changed. Problems of the clients have become more complex and the cultural and ethical background has become more diverse. Research showed that especially Moroccan families (the biggest immigrant society in Antwerp) couldn't find their way to access youth care. The Moroccan community did not know about the support offered by organizations, and existing organizations were not keen to adapt to this new group.

Soon the same problems appeared for the fast growing group of different immigrants that settled in Antwerp. Within our organization we recognize the needs of this new very vulnerable group in our society. We aim to give them the best support we can offer. That's why we made the choice to develop an inclusive way of dealing with the diversity of our new clients. The challenge of diversity engaged our organization in several processes: structure, human resources and social practice.

For the start we chose to work with a group of solely Moroccan youngsters supported and cared for by Moroccan supporters. The experience gained from these group informed the diversity in the other existing groups. We chose to work with ethnically diverse colleagues throughout the whole organization. We also conducted in-service training sessions, where we debated the specific needs of clients with different roots and cultures and the traumas of their migration and the difficulties of integration. Additionally we learned to have great respect for the survival capacities of our new clients. We developed ways of achieving better communication and improved our creative approach to dealing with their different needs.

The challenge still goes on, but we are confident that the care of the most vulnerable children and their families, and the aim to give them more chances to develop, is building a better future for all."

During the visit to our organization you will get the chance to have a look at some of our groups in the day centres. During the visit we will explain you briefly the structure of the Belgian youth care system and the roll of De Touter within this context.

After the short tour through the building we would like to present our intercultural policy which we have developed throughout the last few years. This polity contains aspects of the structure of the organization, the way we work, the way we select personnel, and the way we train them.

We hope to share these experiences with those of our visitors.

"FORM'EDUC", AN INTEREST GROUP OF SCHOOLS OF SOCIAL CARE WORKERS, SUPPORT OF A PROFESSION AND A PROFESSIONAL IDENTITY

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Langue de la présentation: FR

Training centers are an important support of professional identity. In Belgium this topic is particularly relevant for **Social care workers** schools. Form'educ is an **interest group** created in 2001 for supporting the trainings of social care workers, in the academical context and in other ones (as Long-Life-Learning trainings for example). The group is totally organized by volunteers. This paper will present: 1. the **work mode** of this group 2. the evaluation of the **results** after 10 years 3.different **perspectives** of the group for supporting a profession facing new challenges.

Les Centres de formation sont un lieu important de la **construction identitaire** d'une profession. En Belgique francophone, c'est particulièrement le cas pour les écoles **d'éducateurs spécialisés**, dans la mesure où elles sont un relais important entre les terrains de pratique et la formation académique, dispensée soit dans des Hautes Ecoles, soit dans des centres de formation en cours d'emploi (appelés en cours de promotion sociale). Un autre aspect important est qu'il n'existe plus, depuis un certain nombre d'années, d'association professionnelle qui défende et structure la profession de l'intérieur. (Peut-être est-ce en train de changer ?)

Form'Educ est une **association de formateurs** d'éducateurs spécialisés créée en 2001 à l'initiative d'une quinzaine d'entre eux, issus de différentes Hautes Ecoles en Communauté française de Belgique. Depuis 2006, les formations d'éducateurs spécialisés organisées en Promotion Sociale (Formation en cours d'emploi) ont également rejoint cette association.

D'une manière générale, Form'éduc a travaillé régulièrement depuis son lancement à la mise en commun des expériences et pratiques de formation, à la réflexion sur la place et le statut de la profession d'éducateur spécialisé, ainsi qu'à l'amélioration des formations proposées. Elle met sur pied des **journées d'étude** organisées à la Marlagne Le 25 octobre 2005, « Educateur spécialisé entre métier et formation », le 19 février 2008, « Pourquoi des éducateurs spécialisés aujourd'hui ? » ainsi que tout récemment, le 22 février 2011, « Educateurs spécialisés, quels écrits professionnels ? ». Form'educ a aussi récemment constitué un groupe de travail pour préparer le **référentiel de compétences** pour les éducateurs spécialisés en accompagnement psycho-éducatif, ceci à la demande des pouvoirs publics.

Cette communication se propose :

-de présenter le **fonctionnement** de cette « association de fait », fonctionnant intégralement sur le **bénévolat** et qui suit son chemin sans la moindre subvention publique.

- d'étudier ensuite le **bilan des 10 ans** d'existence de cette association en analysant quel fut son triple rôle, de dynamiseur, de coordinateur et de formateur joué par et pour les différentes institutions qui y adhèrent.

-d'envisager enfin quelles seraient les **perspectives d'avenir,** sachant qu'une association professionnelle l'APDES est en reconstruction et que ces deux associations, chacune sur leur terrain propre, ont sans doute beaucoup à s'apporter mutuellement.

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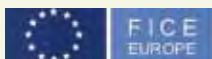
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