

1st July 2003

EUSW— European Social Work: Commonalities and Differences - Annual Meeting Report – Dornbirn: 26th June 2003



Socrates



Istruzione e cultura



Fachhochschule Vorarlberg



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EUSW FURTHER THREE DAYS IN AUSTRIA

For the second time in the same year, EUSW TN members met to share opinions and ideas on the state of advancement of the activities undertaken within the Working Groups of the network and to evaluate the opportunity to expand EUSW activities in other European projects, helping to involve Social Work in new challenges and initiatives.

If during the first Annual Meeting the Network members discussed about the common approach to be adopted in order to expand Social Work dimension focusing on the set up of the structure of the EUSW Thematic Network and the presentation of each Institution partner, the second conference focused on comparing Social Work education in Europe. The second annual meeting of the EUSW Thematic Network took place at the Fachhochschule Vorarlberg and the network could take advantage from the participation of external experts involved in Social Work Thematic. As invited keynote speaker, Prof. Manfred Woebcke presented "The Social Work Profession and Social Work Education in Europe. Social Work: variety of the Profession in Europe".

The EUSW Annual Meeting was also opened to the coordinator of the Phoenix Thematic Network, Prof. Laurinda Abreu, who offered a significant added value to EUSW experiences.

The first AM helped to identify the specific Working Groups in charge of implementing each output under the direction of one of the institutions members in the Direction Board. The groups operated in order to produce their own specific outputs and during the Second Annual Meeting each WG leader presented the outputs achieved. The meeting was attended by 35 representatives from 28 European Institutions and 22 European Countries. Prof. Staffan Höjer from Göteborg University, meeting and conferences WG leader, opened the conference introducing all participants and expressing the network gratitude to the hosting Institution.



Prof. Staffan Höjer
Goteborg University
Sweden



Fachhochschule Vorarlberg



EUSW Conference Programme

26th June – Thursday

1.00 – 2.00 pm	Registration
2.00 – 3.30 pm	Welcome
	Chairman Prof. Staffan Hojer Mag. Kurt Koleznik <i>CEO, Fachhochschule Vorarlberg</i> Dr. Greti Schmid <i>Land Vorarlberg</i>
	Dr. Oskar Müller <i>Rector, Fachhochschule Vorarlberg</i> Dr. Frederic Fredersdorf <i>Head of degree program Social Work</i> Prof. Annamaria Campanini <i>Board of EUSW</i>
3.30 – 4.15 pm	Reception
4.15 – 5.30 pm	Keynote
	Dr. Manfred Wöbcke "The social work profession and education in Europe"
5.30 – 6.00 pm	Discussion
6.00 pm	End of session
7.15 pm	Departure to the mountain village of Schwarzenberg
8.00 pm	Dinner at Gasthaus Hirschen in Schwarzenberg



Fachhochschule Vorarlberg



EUSW Conference Programme

27th June – Friday

9.00 – 9.30 am	Chairman Prof. Annamaria Campanini Report from Board of Directors
9.30 – 10.00 am	Prof. Kyosti Urponen Presentation of the Website, and report from the WG4 – Website
10.00 – 10.30 am	Prof. Elizabeth Frost and Prof. Geoff Wilkinson Report from the WG3 – Newsletter
10.30 – 11.00 am	Coffee break
11.00 – 11.30 am	Prof. Annamaria Campanini Report from the WG2 – Book
11.30 - 12.00 pm	Prof. Carsten Otte Report from the WG5 – Summer school
12.00 – 2.00 pm	Lunch
2.00 – 4.00 pm	Workgroup discussions
4.20 pm	Departure to Bregenz
5.00 pm	Guided tour through festival stage on Lake Constance
7.00 pm	Dinner at Restaurant Gebhardsberg



Fachhochschule Vorarlberg



EUSW Conference Programme

28th June – Saturday

9.00 – 10.30 am	Chairman Prof. Staffan Hojer Work in working groups with focus on future activities
10.30 – 11.00 am	Coffee break
11.00 – 12.00 pm	Prof. Annamaria Campanini Planning of future activities, Information and report from the staff in Parma and the board
12.00 – 13.00 pm	Lunch
1.00 – 2.00 pm	Prof. Laurinda Abreu (Phoenix TN) Networking the networks: Information and discussion about our networks connection and cooperation with other European Social work networks.
2.00 – 03.00 pm	Evaluation and discussion about EUSW future
3.00 – 3.30 pm	Coffee break
3.30 – 4.30 pm	Closing of the seminar
7.00 pm	Farewell dinner with music at Restaurant Gütle, Dornbirn



Fachhochschule Vorarlberg



Annual meeting participants

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26th June 2003 – 2.30 p.m.

Welcome speech by the Rector Prof. Oskar Müller

Opening of the meeting

Prof. Oscar Muller, the Rector of Fachhochschule Vorarlberg, opened officially the EUSW Conference

Ladies and Gentlemen

For the next few days, you will be attending a social-work conference on “Commonalities and Differences.” Let me welcome you with a brief mathematical excursion, though you may laugh. However, at least at the beginning of this social-work conference, here are some thoughts on consensus and diversity within and outside the realm of mathematics.

Mathematics is said not to be very easy for most people. This is even true for mathematicians. And this is why in the 18th century the famous mathematician Jean Baptiste d’Alembert told his doubting students simply to persevere in their mathematical endeavors because faith would naturally appear in and of itself: “Allez en avant, et la foi vous viendra!”



Prof. Oskar Müller – RECTOR
Fachhochschule Vorarlberg
D DORNBIRO1
AUSTRIA

“Let me welcome you with a brief mathematical excursion...” First of all, it seems that people sometimes have to accept issues before they understand either the issues themselves or the concepts that underlie such issues. Please note that d’Alembert used the French word *foi*, which means “belief” or “faith.” Apparently, even mathematicians have to believe in their profession. Their leap of faith (or their canon) is necessarily closely related to a general agreement on basic rules (e.g., “ $1+1=2$ ”) and is therefore based on broad consensus in the community as a whole. Amongst other things, it is this broad and unquestionable consensus that makes mathematics a widespread and powerful force. And it is this kind of consensus that seems only to be achievable if the topics under discussion are abstract, artificial and ideal constructs that give the impression of having no immediate impact on real and everyday life. Of course, one might also ask if this kind of consensus is only restricted to such an artificial coincidence of conditions.

What does it happen if we leave this artificial domain and start dealing with living subjects and populations? In such cases, we can observe that common consensus quickly dissipates in the heat of controversial debates, especially concerning practical questions that seem to have an immediate impact on real and everyday life. What remains? We have entered the field of individual value judgments and free decision-making. In other words, we are dealing with processes that are subject to what we call “free will.” We have entered the domain of morality and ethics and are faced with a long philosophical tradition and its discourse. Is there any place left for consensus in this realm of values? Can values be reduced to common and fundamental ones?

At first glance, it seems that we might even find some kind of consensus in morality and ethics. An example worth mentioning is Schopenhauer’s two principles, “Do not injure anyone” and “Help everybody as much as you can.” Most of us are not able to imagine these plausible principles being rationally refuted by anybody. But can this prohibition to injure and this command to help be considered to be global standards that go beyond our personal feelings? As we all know, and as we look around the world, these principles can quickly fail and run into real conflicts concerning behavior, especially within different cultural frames.

The lack of clearness is situated in the administration of human rights, whose roots can be found in those questions of morality and ethics I mentioned before. The Universal Declaration of Human Rights, some of whose principles can be traced back to the Enlightenment, that is, to that century in which the mathematician d’Alembert lived, was formulated by the UN about five decades ago. This cannot be said to be a long tradition. The UN Declaration was drafted in the shadow of a disastrous world war and is rather an attempt to achieve future global agreements and consensus in crucial points and values.

Although the UN General Assembly emphasizes the need for general consensus (the Preamble to the 30 Articles states: “Whereas a common understanding of these rights and freedoms is of the greatest importance for the full realization of this pledge.”), these rights—which also represent, of course, the essential foundations of social work as a profession—are by no means naturally accepted, nor have they been generally adopted. And, as is in discussions on morality and ethics, these rights are often sacrificed on the altars of non-obligation and of individual exegesis in the contexts of local justice. This allows people and nations worldwide to justify the suppression of minorities, the death penalty, wars, etc., etc.



...Rector's welcome speech

Let me give just one brief example for this impasse. Within our civilization, freedom is claimed to be a constitutional civil right. If, for example, we look at Article 13 of the UN Declaration, we read, "Everyone has the right to freedom of movement and residence within the borders of each state" and "Everyone has the right to leave any country, including his own, and to return to his country." Not only are such statements a constant and controversial subject in questions of political asylum, they also have consequences within our borders.

Being just a layman in social affairs I may be wrong, but I have the strong impression that freedom in our civilization has—amongst other things—something to do with opulence. Furthermore, poverty is not only a phenomenon restricted to certain countries but also a multilateral phenomenon. Even in Europe we can find the working poor or people who are not even "free" to work in order to earn a living. At the same time, others celebrate their freedom as guaranteed by the Declaration on highways in congestions caused by thousands of equally free fellow citizens. This is a two-edged freedom, which, moreover, pushes global surveillance into the very limits of privacy.

Additionally, the social values under discussion are embedded in socio-political contexts. This results, for example, in linguistic barriers between, say, the generations of the 60s and the 80s and people born today. In dealing with these phenomena you therefore have to apply diachronous and synchronous (geographic, demographic, political, etc.) approaches in order to get an overall view.

"Within our civilization, freedom is claimed to be a constitutional civil right..."

Some people (such as philosophers, social scientists, and others) are experts on these topics, but many others (such as medical doctors, politicians, economists, etc.) have the status of "social laypersons in practical realms," although their work might nevertheless be of great importance for and have great influence on individuals and society. They all have to act "socially" in different cultures, different societies, different organizations and different enterprises. And they all have to—and certainly try to—base their acts on something that might be called "consensus." However, does it exist, this mysterious "1+1=2" in the social sciences? Having a short look at the biological, psychological and social universe illustrated above one might be justified in being pessimistic.

If mathematics is considered to be complicated, what should one think then of the social sciences, social theory, and, finally, social work? Indeed, all the inconsistencies I have pointed out are deeply rooted in our thoughts and feelings and hence seem to be unsolvable. We would otherwise not be too pessimistic. The problems under discussion also reflect the fact that diversity makes crucial and enriching contributions to the quality of our existence. Nonetheless, we should not abandon our dialogues or our attempts to provoke a breakthrough in the development of a common understanding of common issues, whether they are social ones or not. In the long run, this is an attempt guided by the utopian idea of a worthy existence for all, and the peaceful, mutually appreciative—and, therefore, open-minded—coexistence of people, social groups and nations.

In 2002, the degree program Social Work started at Vorarlberg University of Applied Sciences. With the incorporation of social sciences into our institution, Vorarlberg University of Applied Sciences enlarged its mission statement from technical and economic aspects to include social ones. The mission changed from our local contribution to "wealth and competitiveness" to "wealth and competitiveness in an environment worth living in." And this makes a great difference to everyone concerned.

The degree program Social Work is still a young program which is trying to establish bridges between abstract and theoretical questions and their practical application in everyday life. The instructors and researchers in this program made it possible for this conference to come to Vorarlberg. At this point, I would like to thank all the people who have contributed and are contributing to the success of this conference.

In this spirit and on behalf of Vorarlberg University of Applied Sciences, I am glad to welcome you to Vorarlberg and to our university. I think this conference will result not only in a lot of interesting sessions and discussions, but also in new approaches and answers, and even, perhaps, in some kind of consensus, and—certainly, not less important than the academic discourse itself—in new relations.

Thank you.

Speech transcript



4.15 p.m. – The keynote speaker Prof. Manfred Wobcke

Universität Mainz

The second annual meeting of the EUSW Thematic took benefit from the participation of keynote speaker Manfred Wobcke.

The Social Work Profession and Social Work Education in Europe

Social Work: Variety of the Profession in Europe

Social work is – at first glance - related to support, help, care, education, animation, counselling, and advice, among others. It is service for people, for individuals or groups or communes. It is performed by people with a variety of training and education. In Germany the long debate on the relations between social work, social education, and social pedagogy started in the 1970s with the introduction of social work education in the universities, and from the 1980s a similar and lasting discussion could be observed in Spain. The debate is still going strong, as will be shown. The social educator or social pedagogue is regarded as responsible for all outside-school and extra-familial educational activities. Roughly one half of the German social workers hold a qualification in social pedagogy. In France we find similar terms, the *éducateur spécialisé* and the *animateur*. In Italy and France there are more professionals in social occupations holding a qualification as “educator” and in “animation” than in social work. Close to the concept of social pedagogy is this term “animation” that we also find in French-speaking Switzerland and Belgium and in Spain. Adding up to this debate on the relation and differences of social work and social pedagogy it is furthermore argued that pedagogy is a development of education, has a wider meaning towards self-directed learning processes and is therefore closer to social work (than social education is). Social pedagogy is said to include all forms of social activity beyond institutions and instruments.

It is impossible to make a clear distinction between social education, social work, and social pedagogy, to define the different terms and to describe the professions and included activities. At present the social work profession seems to be a still uncomplete summary of differently defined activities. Something that will be able to put the discussion “on hold” for a while is possibly the idea that practice is always first, before the related profession comes into existence. Reflecting on practice, developing ideas and concepts, creating theories will eventually lead to the forming of a profession. For a careful differentiation we would therefore need different practices and different concepts. As long as we do not have them we might consider social education and social pedagogy as educational variants of social work.

Looking at Studies

In Europe there is a strong interest in international and comparative studies on social work and related social professions. But as the variety of the professional activities is very broad and the understanding of what is social work is so different there is – up to now – no study that documents at least the main areas of social work activities in Europe, not to speak of all of them. Europe is presently consisting of more than 40 countries, in many of them social work is a young area of activity, training, research, and documentation. For this reason comparative research in the past had to be restricted to few selected countries with sufficient documentation and to selected aspects and activities of social work.

A few examples: There is a study on residential care by *Gottesman* (1991), including 23 countries but concentrating on one area (namely residential care). Reports collected by *Puhl and Maas* (1997) refer to organizational structures, fields of activities, and methods of social work in nine countries of the European Union. A documentation of *Colberg-Schrader and Oberhuemer* (2000) refers mainly to professions and practice in day care in four countries of the European Union. There are many more such studies, and although the European perspective prevails, the documentation mainly refers to a small part of social work and mostly to only certain countries.

At the University of Mainz we undertook several studies on social work in selected European countries before the year 2000

...the keynote speaker Prof. Manfred Woebcke

that collected information about forms of professional activities in Spain, Ireland, Italy, the Netherlands, and Poland. In order to do comparative research it is also very difficult to include different reports on the social work situation in single countries into one new international study as these reports usually show a different understanding of social work and document different activities. Our latest comparative study (2001) also includes only a part of the European countries and does not rely on local experts. We are therefore presently conducting a research project on education and training for social professions in 44 European countries based on local expert research and documentation.

Recent Development

Important changes could be observed during the last decade. The transformation of industrial societies into service orientated societies and the building of civil societies in Eastern Europe influenced the social work profession profoundly, as did the modification of the structures of the welfare states in east and west Europe. Finally there is an intensive process of building up international relations which has practically developed forms of exchange and networks and can already be found in contemporary social work. Social professions as part of the service industry show a high growth rate within the changes on the labour market but also have to develop the ascribed competences. Regarding the transformation of the welfare state they have the task and responsibility to define their specific contribution for the development of a new social culture.

During the last 30 years only a few professions have seen dynamic changes like social work. These will probably continue - with a tendency towards work with the elderly (because of the changing structure of the age pyramid) and towards work with the poor (because of economic changes). As an increasing proportion of the population in almost all European countries are encountering (long term-) unemployment, potential problem areas are already beginning to emerge. These social conditions confront social work with a new clientele and the need for new ways of working.

The process of reorganization of the welfare state has started in several European countries and can clearly be observed in the Netherlands and in Germany. The safety net is considerably changing towards an activating welfare state aiming at reducing the receiver role of the clients and at increasing the participation of the citizens in need. Social workers will be expected to take part in new strategies of the transforming welfare state, helping to achieve the new goals, and thus will be facing new fields of activities.

A Summary of Observations and conclusions

Looking at the present situation of the social work profession and related social professions in Europe we can make the following observations and draw the following conclusions:

- Social work services are provided in the broader context of welfare provision and therefore also depend – at least partly - on the welfare system of the specific state. In many countries the social services are mainly in the responsibility of state agencies (like Scandinavia, Ireland, and the UK), in others these agencies are predominantly non-governmental (like Austria, Switzerland, Germany, and the Netherlands). Subsidiarity is the key idea of providing social work services in the last countries, and in Germany it is even the main principle of social policy. But in all countries we find social agencies of both types, and the non-governmental institutions are often financed through the state (and carry out statutory duties).
- We can identify areas of "classical" social work with main problem situations and client groups like families in need, work with poor people, disability problems, the elderly, adaptation problems (people released from prison, homeless people, alcoholism, drug addiction, and others). In the centre of this "classical" social work we see families that are excluded from mainstream participation because of oppressive life burdens (victims of the circumstances).
- There are social education and social pedagogy with a variety of social professions and activities (including kindergarten, leisure pedagogy, cultural pedagogy, socio-cultural animation) that in some countries are considered to be part of social work.
- Social work within the health care system and clinical social work (within the hospital) as well as social therapy and

rehabilitation work are in some countries considered not to be part of social work. - The same applies to social work within the justice system and justice institutions (penal system, probation).

- There are activities like counselling, social-counselling, therapy, social-therapy (all related to clinical psychology) which have established themselves and developed within the social work system of some countries.
- The situation regarding immigrants, asylum-seekers, and refugees and the related xenophobia, hostility and violence to foreigners in some European countries emphasized and extended a special area of social work, namely youth work and community education with minorities, with right-wing youths, anti-discrimination work and intercultural pedagogy.
- The social professions are female dominated professions mainly rendering reproductive services to households; there is not always much prestige and payment returned.
- and there is no clear relation between a specific training or education for a social profession and vocational activities.

Generally social work has become so differentiated that it can be called an independent discipline which encompasses and intersects with material provision, care, control, education, forms of leisure, as well as health and psycho-social care.

Looking at the upcoming of nation-building in Europe, at the development of the European Union towards the United States of Europe, social work is and will be part of all processes. At national level social work is already active with immigrants, asylum-seekers, refugees, contributing to the desired problem-free multicultural society. The battle against xenophobia, hostility, and violence will eventually be won under the flag of integration. At European level social work will contribute to unifying the different social policies of the national states.

Education for Social Work

Training and education for social work and social professions in Europe extend from

- short training at the work place for simple helper functions
- to education in special schools and technical colleges at lower level (and often in the secondary sector) for work with a special clientele as children or elderly
- to education in special schools (post-secondary colleges, academies) with specialized study courses such as social work and/or social pedagogy
- to training at university level in various courses like social work, social sciences, social pedagogy, social administration, social policy.

A research project at the Department of Social Work of the Institute for Education of the University of Mainz on training and education for social work in Europe, based on books, journal articles, and online documents, was carried out in the year 2000 and brought the following results. Some changes, additional information, and developments have been added, since, but not systematically.

Research Project in 2000

All European states - with the exception of the small principalities - offer training for the social professions. This training follows various models: from a system of basic training to university study. The process of graduate education and professionalisation has been particularly marked during the last three decades. With regard to the orientation of content, social pedagogy, social work and social policy are dominant. The generally expanded areas of study and professional knowledge and practical and research competencies are varied. For example, the proportion of practice based learning can vary from 5 % to 50 % of time spent in training (Council of Europe 1995). Also the forms of regulation and licensing vary considerably. On the one hand there are more centralised politically controlled systems, and on the other hand regulation is undertaken by a union of the training establishments. Moreover, responsibility for the financing of training establishments ranges from the state through local authority to private, voluntary or religious bodies. For a complete picture of the training landscape in Europe, one would need a separate study based on local experts. In this general overview of the systems of different countries, those where training systems have been developed over a more lengthy period of time will be described in more detail. The northern, western and southern European countries fall into this category. Whereas in central and eastern Europe, the processes of transformation are not complete, so it will mainly be the developing trends that will be covered.

Denmark

Study can be undertaken in 32 technical colleges (*Socialpaedagogiske Seminarier, Fachschulen*) of which four are state run and 28 are independent (although state financed). The number of social pedagogues in training at each school is between 400 and

900. The courses comprise seven semesters within which three practical placements (of three, six and six months) must be completed.

Education at college level takes place in four vocational training institutes (*Social Hojskole*), the so called 'National Schools of Social Work'. The use of the English term in the education system is on pragmatic grounds, namely the reliance on English language literature and teaching (Kornbeck 1999). Graduation follows six semesters of study (of which one is in practice) and leads to the award of the 'Diploma in Social Work'.

The University of Aalborg offers a post-graduate course in social work. Graduates from colleges (*Sociale Hojskole*) with a Diploma in Social Work can obtain an M.A. in Social Work (without the possibility of a doctorate). In Greenland (which is part of Denmark) social workers are trained at university (B.A. in Social Work).

Developments and perspectives

The Nordic Committee of Schools of Social Work (NCSSW), a consortium of Scandinavian social work training establishments, is concerned with clarifying training standards. It is envisaged that there should be a partial rapprochement between the colleges (*Sociale Hojskole*) and the universities, among other things in such a way as to enable the lecturers in the colleges to undertake research.

Finland

At the level of the vocational schools (*technical college, Fachschule*) training comprises 100 weeks of study leading to the attainment of basic examinations in social and health services; the professional title sounds comparable to 'assistant social worker'. After this two year basic education, there follows a half-year specialised elective course on a chosen client group (children and young people, handicapped, the elderly). Graduates of this course are qualified for so-called 'non-professional' areas of activity within social work (mainly primary care).

This basic examination in social and health services entitles entry for study at a college-type social work institute called *opisto* (*Fachhochschule*). A comprehensive 140 weeks course leads to an 'Expert in Social Work' qualification which has greater flexibility and is suitable for work with a variety of client groups and problem situations. This capability was achieved through the integration of applied research in the curriculum.

At universities the qualification following the study of social work is M.A. in Social Work. Institutes of social work, established in faculties of social science, exist in six Finnish universities as well as the Swedish department of the University of Helsinki. A three year period of study leads to a B.A. in Social Work and a further two years to an M.A.; following this there is the possibility of a doctorate. The University of Kuopio offers an English language M.A. course in subjects including criminology, the sociology of minorities, social work in the penal system, the probation and youth justice system.

Furthermore, there are non-academic teaching centres to complement university education (Satka & Karvinen 1999). These are local annexes of the university in which university lecturers work in cooperation with social workers. The University of Jyväskylä, for example, has established an introduction to practice, which, in conjunction with trained social workers, involves a year long project, as a way of gaining competence. Underlying this principle is the conviction that it is not possible to gain professional competence in the classroom, but only in the field. At the University of Turku social work students are trained together with psychologists and doctors at the University's advice clinic (Satka & Karvinen 1999).

Developments and perspectives

At present training is in a phase of renewal and reform, and discussions about the future concentrate on the 'average families' which have not previously been among the clientele of social work. Because of increasing unemployment and the resulting social work clientele new ways of working will have consequences at the level of social work education (Satka & Karvinen 1999). There is a need for social workers to possess adequate and immediately relevant practical competencies as well as their intellectual and moral qualities (Satka & Karvinen 1999).

Iceland

Social work in Iceland began in 1957 with one social worker, today there are 300. Up to 1980, training took place in the neighbouring Scandinavian countries. With the establishment of a university course, the training of students lies in local hands. Social work training was created at the University of Iceland in the Faculty of Social Sciences. This is a four year course: the two year basic study comprises psychology, sociology, research methods and social policy. The third year concentrates on social work, includes a practice placement and leads to a B.A. in Social Sciences. A further year of 'top-up' study along with a four

month practical placement completes the four year study period. A Certificate of Qualification in Social Work is linked to the final examinations.

Developments and perspectives

As a member of the Nordic Committee of Schools of Social Work (NCSSW), Iceland is concerned to adapt its training structure to that of the other Scandinavian countries.

Norway

Training predominates in eleven state colleges (*Sosialhogskolen, Fachhochschulen*). It lasts for two years (including a seven month practice placement), leads to a Diploma in Social Sciences and the professional title *Sosionom*. The areas of work are, for example, rehabilitation, hospital, family work, work with the elderly, and probation.

The Norwegian State College of Local Government Administration and Social Work (comparable to university) offers – in the Department of Child Welfare in Oslo - a three year training leading to the Diploma in Child Welfare which is approved by the Norwegian Council of Social Work Education. The course includes two practice placements, each of 15 weeks. Graduates are employed in work with children, young people and families. The Department of Social Work of this College offers a three year training (including a six month practice placement) leading to the Diploma in Social Work. At the University of Trondheim there is also a course leading to an M.A. in Social Work; graduates mostly teach in colleges (*Sosialhogskolen*).

The Norwegian State College is a member of the Nordic Committee of Schools of Social Work (NCSSW) and is concerned to promote standardisation of social work training in the Scandinavian countries.

Sweden

A three year non-academic course in social work and social care is offered in 28 colleges (*vardhogskol*). These courses specialise in a particular client group (e.g. the handicapped or the elderly) or on a specific activity (e.g. pedagogy of leisure - *fritidspedagog*).

The study of social work at Swedish universities is markedly similar to the British and American models of university study. Training of social workers (*socionom*) takes place at six universities. The normal qualification (B.A. - *kandidatexamen*) is attained after three and a half years (seven semesters). The curriculum predominantly involves academic study, but does however conclude with two practice semesters (Otto & Antskog Dietrich 1997). Further academic qualifications such as the M.A. (*magisterexamen*, a further two years), licentiate (two years) and doctorate (four years) are likewise available: several universities provide opportunities for in service study for these. The entry qualification for a doctorate is a licentiate. The University of Göteborg additionally offers an English language course - International Master of Arts in Social Work - which is also open to foreign students. The content of graduate courses concentrates on social and behavioural sciences, research methods as well as scientific theory.

United Kingdom

Training for social work is sited in more than 100 establishments, of which a third are universities and two thirds colleges of higher education. Most students (90 %) choose a non-graduate course which lasts two years leading to a Diploma in Higher Education or Diploma in Social Work. Youth and community work can be studied at 25 colleges of Higher Education or Higher Education Institutions (HEI). The course is for a minimum of two years and leads to a Diploma in Social Work.

At university level there are a variety of social science courses which lead to a Bachelor level qualification. These can encompass various specialisations: Bachelor of Arts (B.A.) in Social Work and Sociology, Bachelor of Social Science (B.Soc.Sc), Bachelor of Social Work (B.S.W.) and others. Courses involve two practice placements of three and four months. In some universities (e.g. East London) placements constitute half of the course. Since 1992 the University of Portsmouth in conjunction with the Skovtofte Seminarium in Copenhagen has offered a British/Danish B.A. in European Social Work. The one year post-professional study builds upon the British DipSW, and for Danish social workers follows on from their three year training at the technical college (*Seminarium*).

Developments and perspectives

In view of the fact that almost all students opt for the two year non-graduate route to the DipHE and DipSW, there is some discussion in the universities whether this ongoing practice orientated form of study can do justice to the complex requirements of social workers (Lyons 1998).

Ireland

Training for work with young people, care and residential work takes place in establishments of comparable level to colleges and technical colleges. Training for health social workers, those working with the handicapped, and probation officers takes place in universities. 40 % of Irish social workers are employed in work with children and young people by regional health and social services. The most significant employer is the Health Ministry with eight regional service centres.

There is a three year course in Youth and Community Work at St. Patrick's College in Maynooth which leads to a (non-academic) Diploma. Three year courses in child care at several regional technical colleges and polytechnic lead to the Advanced Diploma in Child Protection or in Child Care. The Dublin Institute of Technology offers a two year training in child care work leading to the Certificate in Early Childhood Care and Education (CECCE).

The Irish universities (Dublin, Cork, Trinity College Dublin) offer courses in social and community work that are seen as applied social science. Study can be at the (non-graduate) level of the Diploma in Social Work and Diploma in Youth and Community Studies as well as at Bachelor, Higher Diploma and Masters level. A three or four year course at a university can lead to a Bachelor degree in Social Studies, Social Science or Social Work. Four year courses include a one year foundation year. A Bachelor qualification can, on the one hand, be built upon by a further two years study leading to a Higher Diploma (in Youth and Community Work, Applied Social Studies or Social Work Studies), and on the other hand to the Master of Social Work (MSW) or Master of Social Science (M.Soc.Sc). The Higher Diploma differs from the Master's qualification in that no dissertation is required.

At present there is an observable increase in students on Master of Social Work courses, namely those which combine the subjects of child and youth care with social policy and social research.

Germany

The training for social professions was taken up after the Second World War at various different technical colleges until a reorganization of the education for social work and social pedagogy in the 1970s led to post-secondary colleges (*Fachhochschulen*) with a diploma in social work or social pedagogy (at some of the schools there is a combined award). Around the same time social work and social pedagogy were introduced into university education within departments of educational sciences. Whilst the colleges still emphasize the differentiation – social work mainly for positions in public social services distributing welfare benefits and social pedagogy mainly for extra-familial educational activities – the universities discuss it, but do not offer special courses.

There are today about 400 technical colleges (*Fachschulen*) in the country offering training for several social professions such as day care work, work with elderly, or kindergarten staff. The courses are generally of two years with a following practice year which results in statutory licensing. These *Fachschulen* have presently 20.000 graduates per year (90 % of whom are women), most of them for kindergarten work, but among them 4000 for work with elderly people.

There are 60 colleges (*Fachhochschulen*) in Germany (16 of them operated by the Catholic and Protestant churches) with study programs social work (*Sozialarbeit*) and/or social pedagogy (*Sozialpädagogik*) or welfare (*Sozialwesen*). A course comprises 6 semesters (3 years) studies and a following one year practice (licensing year). There are presently 50.000 students in these colleges with 8500 graduates per year.

50 universities offer academic courses in education consisting of four years (minimum) studies, the last two years in a special field such as adult education or work with handicapped or social work/social pedagogy. The academic grade to be achieved is *Diplompädagoge* (diploma in pedagogy) which is comparable to a Master's degree. The average study time is about five years, there are presently 3000 graduates per year, 50 % of whom did specialise in social work.

Statistics reveal that in Germany with a population of roughly 82 million in the year 2000 one million persons were working in the social professions, 42 % of them in kindergarten, 32 % in care for elderly, and 22 % (225.000) in social work and social pedagogy. Of the 10 % unemployed most have no or low (formal) qualification.

Austria

The profound changes in social work activity (resulting from the spread of crisis situations, long term unemployment, social need, housing problems, migration problems, new poverty) brings a need for changes in the content of training. The previous concentration on treatment methods, counselling and therapy, case work and family work has not shown itself to be fully adequate (Wilfing 1997).

In the secondary sector there are numerous state technical colleges (*Fachschulen*), so called vocational high schools (*Berufsbildende Höhere Schulen - BHS*), which include colleges for social services (70 training establishments) as well as edu-

cation establishments (6) and colleges of social pedagogy. The duration of courses is between two and three years (Badelt & Leichsenring 1998).

Training also takes place in eight colleges of social work, maintained by the state as well as the Catholic Church (Caritas), the professional association and the regions which are also involved. Social work training takes three years (six semesters including a five month practice placement) and leads to a diploma. The eight schools cater for 1200 students each year, of whom 320 graduate annually (Badelt & Leichsenring 1998).

Developments and perspectives

During the last years many debates covered the future structure of education and training for the social professions and criticised the multiple competencies, the lack of coordination, the different qualification levels, and the lack of networking between the current systems. Most of those responsible for training reinforced the desire for a new concept of training establishments, which could exist as an academic element of the tertiary sector. At present various suggestions for reform are being discussed: the conversion of the academies in colleges (*Fachhochschulen*) – which has already partly been done - and the lengthening of the study period to four years (eight semesters) under the umbrella of the discipline of social management.

Switzerland

In French-speaking Switzerland, as in France, social work has encompassed a variety of professional activities, while in German-speaking Switzerland social work has been differentiated between social work (previously 'care') and social pedagogy (previously 'residential work'). A rapprochement between these concepts is now in prospect, primarily because increasing areas of activity are emerging, which cannot be responded to in a unilateral way by any of the three disciplines of social work, social pedagogy or 'socio-cultural animation'. At present training for the social professions is located in various technical colleges (*Fachschulen*) and, for social work and social pedagogy, in colleges for social work (*Fachhochschulen*).

Numerous courses in secondary education are on offer which lead to the occupations of, among others, educator, residential worker, carer, and worker with the elderly or families (Kühne 1997).

At 17 colleges (*Hochschulen, Fachhochschulen*) for social work there are three types of scientifically based courses of a social nature (but with varying structures) which lead to a diploma: social work (10 schools), social pedagogy (14) and 'socio-cultural animation' (5). This training extends over four years with two to three compulsory practice placements adding up to a year's practice. Training organisations are for the most part foundations and associations which derive finance from the cantons (mostly) and the state (Kühne 1997).

The University of Friborg offers a course in social work and the University of Zürich studies of social pedagogy. The universities of Neuenburg and Lausanne, within their social science courses, offer specialisation in social work with about 60 graduates a year (Kühne 1997).

Perspectives: It is planned that the higher technical colleges (*Fachschulen*) should be converted to colleges (*Fachhochschulen*) in which financing will be largely taken over by the state. The HFS diploma will henceforth be available in the three disciplines (Kühne 1997), although attempts are being made to bring all three together in a College (*Fachhochschule*) for Social Work.

The Netherlands

In approximately 60 colleges (*Hogescholen, Fachhochschulen*) vocational training for social professions is kept strictly separate from the university education (van der Laan 1997). 23 of them offer social work courses (*Hoger Sociaal Agogisch Onderwijs*). To translate the Dutch term *Agog* as 'social work' is somewhat imprecise since it encompasses a broad spectrum of social professions: cultural work, (ergo-)therapy, social work, personnel management, welfare rights advice and social pedagogical work. These fields represent six different disciplines in the college-courses. Study is for four years, of which the third is a practice year. It leads to a B.A. and entitles both to the professional practice of social work and as entrance qualification for post-graduate study at a university (post-professional or M.A. programme).

Currently it is only possible to obtain a qualification in social work at a university by way of four year study in social sciences (leading to an M.A. or doctorate). The one exception to this is the Chair in Social Work at the University of Utrecht.

New developments: Some HSAO-colleges have introduced an M.A. programme, often in conjunction with Anglo-saxon universities in order to be able to offer students an internationally recognised degree.

Belgium

At present training exists in 23 colleges (*Fachhochschulen*), 12 of which are in the Flemish speaking region and 11 in the Francophone region of the country. Each college has its own traditions and its own particular training orientation within the framework of statutory guidelines. Colleges are located under the universities in the tertiary sector and are maintained by private organisations (4 schools), communes, provinces or the state (19 schools). Social work training in the colleges (*Institut Supérieure de Formation Sociale* and *Hoger Instituut voor Maatschappelijk Werk* respectively) involves three years study, although there are two courses of four or more years. The practice component varies from school to school. Courses lead to a state diploma in social work (*Diplôme d'État*). Besides that there are a dozen related qualifications. The national Ministry of Education only recognises the state diploma and the legally protected title of '*assistant social*'.

Basic social work training courses do not exist in the universities, but students who have completed study at the colleges can register for a post-graduate licentiate in social and political science, sociology, criminology, social medicine and hospital administration.

Luxembourg

Luxembourg is the only country in the European Union in which there is no independent training for social work (as it is understood internationally) at college or university level. Undoubtedly this is because of the size of the state which only has a population of about 380.000. In the mid eighties, there were only about 140 social workers and since then their number has scarcely increased (Roulleaux 1986). Social work belongs to the 'para-medical professions' and therefore comes under the Ministry of Health.

Training opportunities for these professional groups in Luxembourg are limited to a four year technical college (*Fachschule*) course with a 30 % practice component and leading to a state diploma (*Diplôme d'État*). Social workers who want to train at a college (*Fachhochschule*) or university usually do so in a neighbouring country (Belgium, France or Germany).

There are plans for a degree course for educators (*éducateur gradué*) at the Institute for Social and Pedagogical Studies (*Institut d'Études Éducatives et Sociales* - IEES). Aside from this there are one year short study possibilities at the Luxembourg University Centre which prepares students for study programmes at universities in neighbouring countries.

France

There is a broad spectrum of professional specialisations with 160 varied training institutions, courses and qualifications. The majority of training establishments are private, although publicly financed. Only eleven schools have a public or semi-public status, and only 53 have courses classified as social work in the narrow sense. Moreover, the French social work (*travail social*) includes the fields of social action (*action sociale*) and social support (*aide sociale*), which accounts for why the training options and levels are more various (Deroide 1997).

In principal, 'educators' (*moniteurs-éducateurs, éducateurs, éducateurs de jeunes enfants*) and social pedagogues (*éducateurs spécialisés*) are trained in *Écoles Normales* (technical colleges). Training of social workers (*assistantes de service sociale*) takes place mainly in relatively small state or state recognised *Écoles Normales* (47) as well as in independent ones (3) and in universities (3) and lasts between 8 months (for family workers - *travailleurs familiaux*) and three years for the various other professional groups. Within the binding framework of a national curriculum, about a dozen different specialisations are offered, for which the practice component is between 30 % and 50 %. The requirement for successful completion of the national diploma in social work (*Diplôme d'État d'Assistant de Service Social*) is a three year course of study which includes 14 months of practice. The state diploma is a requirement for entry to professional practice. An unusual feature is the training for 'home managers' (*directeurs*) - these are trained on a three year course at the National School for Public Health (ENSP - *École Nationale de la Santé Publique*) in Rennes, the highest state training institution in the social and health fields (Deroide 1997).

Regular social work courses are offered at three universities (*Institut Universitaire de Technologie*) in Grenoble, Paris V and (*Institut Universitaire Professionnalisé*) in Villetaneuse. The first two offer a two year course 'social carers' (*Carrières Sociales*) with a diploma qualification, the other a three year course leading to the state diploma in social work (*Diplôme d'État d'Assistant de Service Social*). There is a greater number of universities which have 'top-up' courses and further training for professionals in social welfare leading to a licentiate or Master's qualification in social sciences. Finally, for professionals holding the state diploma in social work there are about seven universities which offer further training leading to the Higher Diploma in Social Work (DSTS - *Diplôme Supérieure de Travail Social*).

Developments and perspectives

On the one hand, there is the historical tradition of predominantly non-university training for the social professions, and on the other, a trend towards establishing basic social work training (with state diploma) and further training in the universities. This process has implications for the future because there will be different demands for qualifications in the social field (Deroide 1997, p. 87).

Spain

In 1981 42 schools (29 Church, 9 state, 4 private) for social studies (*Escuela de Estudios Sociales*) and for family and social education (*Escuela de Formación Familiar y Social*) with state recognition as technical colleges and three years courses were converted to colleges (*Escuelas Universitarias*) and affiliated to universities. The study of social work (as the subject was now termed) was integrated nationwide as a subject in its own right with a practice component of 40 %. The three year course is located at the lowest level of the three level Spanish university system and leads to the Diploma in Social Work (*Diploma en Trabajo Social*). 28 university schools have been integrated as independent faculties (*area de conocimiento*) in the normal university structure, whereby the status, duration and qualification of the courses remain unchanged (Hernández 1995). In the meantime an increasing number of universities (as in Italy and France) are offering diploma courses in social pedagogy (*Educación Social*). This course is classified as a second-level university subject of the science of education and concludes after five years with a licentiate or Diploma in Social Education (*licenciado*). A Master's degree or a Ph.D. cannot be obtained.

Developments and perspectives

Along with Ireland and Turkey, Spain is the only European country in which social workers are exclusively trained in universities. With the establishment of the complementary course in social pedagogy leading to a licentiate, a dualism has been created which is viewed with some scepticism by the social work subject areas, but could contribute to the establishment of the profession on a more scientific basis, which all would welcome.

Portugal

The development of social work is more closely bound up with the Catholic Church than in other European countries and modernisation of the welfare system only began after the revolution of 1974. Currently there is a decentralisation of services and a mix of state and private responsibility.

The former Catholic schools for social work (*Instituto de Serviço Social*) in Lisbon, Coimbra and Porto have, since 1979, been converted to colleges for social services (*Instituto Superior de Serviço Social*). The four year course of study is set in the framework of a national curriculum. 90 % of those enrolling are women and the final qualification is a Diploma for Social Services (*Diplomado em Serviço Social*).

All private colleges not connected with universities or other colleges can award a licentiate (*Licenciatura*) and are entitled to set up post-graduate courses leading to an MSW (*Mestrado*). Those qualifying have the title social worker (*Assistente Social* or *Trabalhador Social*).

At university level a four year course for social work at the Institute for Social and Political Science at the state Technical College of Lisbon leads to a Diploma in Social Policy. The university at Miranda do Douro (*Universidade de Trás-os-Montes e Alto Douro*) offers a five year basic social work course leading to a licentiate in social work. There is also a course in 'social services' at the Portuguese Catholic University in Vizeu. Here it is possible to obtain all three qualifications: the licentiate, Master's and a doctorate (Athayde Flora 1986).

Italy

Most training courses for the social professions (which includes both social workers and pedagogues) were created at the end of the sixties. As a rule training establishments are private, but there are also university colleges involved (Filtzinger & Salvatori 1997). Up until 1987, social work training took place in 91 technical colleges (79 private, 12 public) and seven schools which were affiliated to universities. In 1987, with the introduction of specialised university schools (*scuole dirette a fini speciali*), 35 of these training establishments were transferred to the university sector. Pedagogues (*educatori professionali*) were to be trained in private schools maintained by the provinces or communes (about 10 altogether) and the community-based social centres ASL (about 20). These are three year full time courses. Alongside this there is still a training for family and residential workers (*assistente domiciliare e dei servizi tutelari*) which is run by the regions and involves 600 hours of tuition. It is also worth mentioning the training for 'animators' (*animatori*) which is unregulated and offered in various private institutions (involving from 200 to 1200 hours).

In 1993 at the specialised university schools three year part time courses leading to a 'University Diploma in Social Service' were initiated. In the meantime there remains the possibility in several universities of a course in educational science (*corso di*

laurea in scienze dell' educazione), in order to take account of out-of-school activities this has been renamed 'pedagogical science' (*corso di laurea in scienze della formazione*) so as to allow social pedagogues and related occupations the opportunity to specialise. The course lasts four years and leads to a doctorate (*laurea*).

Perspectives

Full time university courses in educational science with the possibility of specialising in social work/social pedagogy have only been implemented in a few universities. Social pedagogy is hardly developed as a science, there is still a large gap between theory and practice. Efforts to introduce reforms in relating training to practice are overshadowed by socio-political circumstances: in Italy too the dismantling of the welfare state is in full swing. Public responsibility in social affairs, in any case under-developed, is gradually reverting to the private and commercial domain.

Greece

Professional social work in Greece has a relatively recent tradition. After the Second World War four schools for social welfare and social work were founded. The state only became involved in 1970 with the establishment of two departments of social work at Technical Educational Institutions (TEI) in Heraklion and Patras. This signalled the end of the private schools, when in 1985 departments of social work became established in the Schools of Health and Social Welfare of these Technical Educational Institutions (TEI). Henceforward social work training was exclusively located in the TEI system. Greece is thus one of the few European countries with no more private training institutions.

The Greek system makes a clear distinction between 'university' and 'non-university'. Social work training at the three Technical Educational Institutions TEI (Athens, Heraklion and Patras) is a three and a half year non-university training. Courses are organised according to a nationally binding curriculum and offer theoretical knowledge and practical competence. Practice constitutes 45 % of the training. There are about 250 graduates a year of whom 95 % are women. The qualification is a diploma (*Ptychion*) with subsequent recognition by the Ministry of National Education and Religion (MNE).

Social work graduates can go on to study 'related' four year university courses in the subjects of political science, administration, pedagogy and medicine. Complementing the college (TEI) training, there is the possibility at one university of specialisation in social work leading to an M.A. within the subject of 'social administration' (Council of Europe, 1995, p. 21)

Perspectives

Expansion of the long demanded opportunities for university education is still imminent. Further training, university or non-university, is scarcely developed yet.

Turkey

In 1982 the Academy for Social Work (*Sosyal Hizmetler Akademisi*) and the Department for Social Work and Social Services in the Faculty of Social and Administrative Sciences at Hacettepe University in Ankara were amalgamated in an independent College of Social Work (*Sosyal Hizmetler Yüksekokulu*) at Ankara University. Training is basic, more general than specialised, lasts eight semesters and includes a 30 % practice component. There are an approximately equal number of men and women students. Study leads to a university diploma and the professional title is that of 'social worker' (*Sosyal Çalışmacı*) (Tomanbay 1986). Since the mid eighties this college offers post-graduate studies leading to an M.A. or Ph.D., and since the early nineties this has also been possible at two other universities. In addition 'specialists in social services' are trained in the Faculty of Medicine at the University of Istanbul (Nelson 1994). In the first phase of social work training Turkey received international support (UNICEF, UNESCO etc.) and the curriculum was strongly influenced by American ideas.

Perspectives: The current training opportunities can barely meet the growing demand in modern Turkish society for qualified professionals.

Central and Eastern Europe

Training for the social professions in the countries of the former 'Eastern Block' is bound up with the societal transformation that has taken place. Central to this transformation is the shift from the socialist planned economy to a capitalist free market. This has been accompanied by democratisation of the political system as well as changes in social structure and culture. Social change has been characterised by the need to deal with the collapse of the old authoritarian regime and the consequences of structural change which have not lead to a gradually implemented and social policy regulated capitalism, but to a liberal 'turbo-capitalism'. Despite the social, economic and political differences between individual countries, these three factors have everywhere lead to a rapid increase of social problems, which have quickly approached the western European levels, and with regard to poverty and shortages have by far overtaken them.

Training for the social professions in central, south eastern and eastern Europe can find itself subject to a certain tension. On the one hand, there is a need for trained professionals in the public services, and on the other hand the slowly emerging civil society has a need for socially and democratically motivated 'activists' who will set up organisations that are independent of the state and are involved at grass roots level (Jack & Jordan 1998). The tension between these two emphases is resolved differently in different training establishments: the state colleges are more closely bound up with the public sector social services, and the independent/private schools cooperate more closely with the non-governmental sector. Training for the social professions is thus bound up with the character of the training institutions with their correspondingly different traditions. It may be that a tradition of social pedagogy at universities will result, or that the 'Schools of Social Work' of the twenties will be re-established. On the other hand, there is the flexibility and a demand for setting up self initiated projects - with all the opportunities for learning that they present. Today, the process of rapid change in the countries of central and eastern European countries is not yet complete.

Hungary

Developments in Hungary show education around three subject orientations. The course for social policy is, for example, particularly concerned with unemployment and job creation programmes. The social pedagogy course has been primarily developed in the pedagogical colleges and is concerned with work with children, young people and their families. Social work courses can be placed somewhere between these two (Budai 1995). The basis for these courses is the college law of 1993 which defines the length of courses in universities (up to 5 years for an M.A.) and colleges (4 years). At the end of the nineties, there were courses in social policy at the universities of Budapest, Debrecen and Pecs. Budapest also has a university social work course.

Lithuania

Lithuania provides an example of the development of differentiated courses (Leliugiené 2000). After independence in 1990 a very rapid development took place, characterised by the adoption of western European and American concepts (as a result of finance from these countries). 1992 saw the first one year course for social work at the university of Vilnius. In the same year a Master's programme was initiated simultaneously with a college based B.A. course. In 1998 there came a B.A. in social education at the University of Kaunas. At the end of the phase of innovation, and resulting from an evaluation by the 'Social Ministry' (responsible for social work) and the Education Ministry (responsible for social pedagogy), it was declared that social work and social pedagogy should stand neatly separate from each other. Social work was to be structured in the 'medical colleges' of the universities, while social pedagogy was only to be on offer at the universities. Qualifications were differentiated according to the American model (B.A., M.A., doctorate). The third model of study for social educators was to be developed at the University of Kaunas and to integrate the advantages of social work and social pedagogy (Leliugiené 2000).

The Czech Republic

In the Czech Republic too, the development of social work has been prompted by the dynamics of the changes. The increase in social problems has meant that unqualified personnel had to be employed in the social sector (over 60 %, Chytil 1998). In the meantime eleven academies of social work offer a three year course. Likewise at three universities there is a three year B.A. course and a five year Master's course. Curricula are modelled on courses from the USA, the Netherlands and also Great Britain.

Poland

Poland provides an example of the modernisation of the social work curriculum (Majewska-Galeziak 1998). After the establishment of the first Schools for Social Work in 1991, there began a nationally coordinated process of constructing a 'modern' training programme. In this, methods, social and organisational qualifications were identified as needed for the preparation of social workers. These were to be gained on a five semester course with elements of social work as a discipline, social science, social phenomena as well as methods of intervention. Courses also included practice, a project and specialised studies. This model was instituted in 15 colleges. To this extent, 'modernisation' signifies the adoption of global standards and of predominantly American social work models.

Russia

Social work training in Russia takes place in 100 'Schools of Social Work'. They were established in 1991 and standardised in 1995 (Fokine 1999). Here too, study is on a multi-disciplinary basis. On the one hand the demands on social work with regard to the rapidly growing poverty, unemployment and disorganisation are immense. On the other hand, the state's resources go back to meet the needs of social policy.

Prospects

The current and future development of social work in central, south eastern and eastern Europe is not predictable. The situation of countries which are partly en route for the European Union, partly in a state of confusion from mafia-like early capitalism, is decidedly heterogenous. Training is in a similar position. The reality is simply not consistent with the modernisation programme. Creative new developments are to be seen alongside the traditional authoritarian attitudes or social engineering of state intervention. The anti-state movement at the end of state socialism not only liberated democracy, but prepared the ground for a capitalism that brought wealth on a few, and poverty for many. If no (renewed) counter movement of state social security emerges, then the fine songs about a civil society that were sung in central and eastern Europe, could well become a swan song. In this respect it is reasonable that the eastwards extension of the European Union should be a social one.

Summary

In many countries the system of education and training for social work is more heterogenous and manifold and less uniformed and standardized than that of other professions.

- 1 Social work training institutions in the various countries of Europe were founded between 1896 (England, The Netherlands) and 1990 (Slovakia). In this respect, the social pedagogical century can be rightly proud. However, the dynamics of development have varied widely. Training first began with a process of training for an occupation, which then developed through specialisation and degree level education to professionalisation and a scientific status. In part professional development was secured as a discipline when, for example, social pedagogy was identified as a scientific discipline in its own right and courses were subsequently created.
2. Schools of Social Work were founded and managed by Christian churches in all West European countries with the exception of the UK and Ireland. Although school-founding was thus related to the charity idea, social work itself was spreading with secularisation, an increase in state as opposed to Church-run colleges. In eastern Europe on the other hand, especially in those countries where the state college system is only slowly modernising, religious and independent training institutions are being created.
3. 'Social work' is predominantly located in colleges or similar university bodies. Wherever social pedagogy does not exist (or hardly exists) as a science, 'social work' has been well able to establish itself as a discipline. A certain tension, or lack of close relationship, between social work and social pedagogy is evident almost everywhere. At the same time there are other disciplines which relate to social work (e.g. political science, community and social science, health science).
4. Profession and academic discipline are theoretically quite separate, but in reality training in both areas is closely linked. In the case of social work, the establishment of a training course is typically a precursor for the development of 'the science of social work'. And social pedagogy is partly distinguished as a branch of educational science and occupational training is located in diploma courses.
5. Since 1995 there have been two professional organisations. The European Association of Schools of Social Work (EASSW) carries out the work of the International Association of Schools of Social Work (IASSW) in Europe and, in particular, records information on the subject areas of social work. The European Association of Training Centres for Socio-Educational Care Work, as a parallel organisation, includes training establishments for social pedagogy and social education. (*Sozialpaedagog, Sozialpädagogische Hulpoerlener, Éducateurs Gradués, Care Workers, Éducateurs Spécialisés, Sozialpädagogogen, Educatores Espezializados* etc.) (Seibel 1995). This marked dualism at a European level between social work and social pedagogy is an astonishing modern tendency. With the establishment of a science of social work, this split has even widened. Newly created institutions in central, south eastern and eastern Europe have replicated and reinforced this dualism, or, as in Hungary, created three courses in social work, social pedagogy and social policy.
6. Interdisciplinarity and multiple perspectives are important characteristics of social work and social pedagogy courses. In principle there are social science courses which are more, or less, structured around a 'leading discipline'. Methods training is accorded a relevant place, whereby it offers various specialisms with regard to research and intervention methods. Almost all courses include a practice element, which can vary from a few weeks to more than a year, and which are variously prepared for, supervised and evaluated. Training courses can last from less than one and up to five years. An increasing Americanisation is apparent, which puts forward the model of 'Bachelor + Master + Doctorate'. Courses in eastern Europe, in particular, are geared towards this model.

There has been a rapid development since the year 2000. At present the structure of academic studies and the contents of study courses show strong dynamics. The reasons for this development are manifold, as are the ways and directions. There is at least a growing European education area, characterized by international study courses, by mobility of teachers and students, and by the developing of mutual recognition systems of the European countries (not including precise contents of the education, training, and evaluation, though).

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At the end of keynote speech all participants were asked to discuss about Social Work both as a Profession and Education in Europe.

6.00 p.m End of session



27th June 2003 – 9.00 a.m – Report from Board of Directors

Prof. Annamaria Campanini, EUSW Co-ordinator, University of Parma, explained most important accomplished tasks.



Prof. Annamria Campanini
University of Parma
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During these months many tasks were accomplished.

- We asked Brussels the amendment to add new partners to the network and we succeeded. For this reason, the first year of activity saw the partnership increase in numbers with the addition of Fachhochschule Vorarlberg of Dornbirn, Brussels, Magdeburg, Mittweida, Zaragoza, Budapest, Kaunas, Olsztyn and Helsinki.
- We prepared and sent a new application for 2003-2004, collecting suggestions by the Board Members, and also for the WGs. New Partners added for the second year of activity: Sofia, Prague, Lubljana.
- We are still waiting for the official communication but we know that our second year has been approved;
- Some of us attended the EASSW European congress, presenting also some papers. I spoke about our network and I was also asked to present my statement for the European committee of EASSW; I was elected. I think we can consider this result not only connected with my person, but mainly related to the work we all have done in our TN.
- During this meeting we found other partners interested in participating in the TN and especially useful should be the contact with a colleague from Scotland who is responsible for the international contact of Social Work Education Journal .
- We have also to consider that we have a change in the Board and, as a consequence, in one of our Working Groups. Carsten Otte, who has been a member of this Board since the very beginning and leader of WG5, has been on retirement for some weeks; for this reason, he decided Anne Karin Larsen will take his place from now onwards and I believe Carsten's was the best choice possible. For this reason I would like to say officially welcome to Ann Karin, aware that the huge amount of work she has already been doing for the network will increase in responsibility.

“We asked
Brussels the
amendment
to add new
partners to
the network
...”

Concerning the evaluation this period, from my point of view, let me say something.

- 1 One of the problems I found is that there has been a sort of slowness in our communication and also to respond in time to our tasks. Everyone, and myself at the first place, is very busy with own work; perhaps, we need a stronger negotiation with our University to save time to put into this work. For that we need to make a policy, to find strategies, to show how important this project may be for the prestige of the participating University.
- 2 The newsletter group members should be more committed (not only waiting for Jeff's work) and active to use this tool to send updated and interesting information in real time.
- 3 The Website should be implemented with links, information, and also must present the activities that are organised within the network (e.g. Ewa told us about interesting exchange that she had with Denmark, or that Bristol hosted an I.P. on the users participation and so on) We have also to detail how to send information, who has to decide which information goes on the web, etc.

We have to remember that we are entering the core of our work and this requires a very strong effort by everyone and very frequent, fast and efficient contacts among all of us.



9.30 a.m.— Report from Prof. Kyosti Urponen

Working Group 4—Website

Prof. Kyosti Urponen introduced the presentation of the web-site

Working Group 4 (web-site) met from 27th February 2003 to 2nd March 2003 in Rovaniemi at the University of Lapland, Finland.

The work done so far was evaluated. Concerning this it was stated following:

- The planning of the web-site was started in the beginning of December 2002.
- Web-site has been implemented according a top down principle. There are links from the web-site to other important links. Through these ones is found information about:
 - * Universities which give social work education
 - * Organisations of universities
 - * Collaborative organisations of NGOs and their member
 - * Welfare organisations of different Countries
 - * EU
 - * Other links which comprises information about social fields.

During the meeting were taken following decisions which were proposed to the Direction board:

- The graphical layout of the web-site was approved. It includes an official logo of the Project and the flag of EU.
- The domain www.eusw.org was accepted and confirmed.
- It was accepted that the web page will be set on the server at the University of Lapland using the domain www.eusw.org.

The web-site was activated in the end of March. The site presents the Project, Working Groups, Projects members, European Universities of Social Work, Organisations, welfare system, social problems.

WWW.EUSW.ORG



→ [About EUSW](#)

News

→ [Education](#)

→ [Newsletters](#)

→ [Meeting info](#)

→ [Link page](#)



No news!

Search from archive:



10.00 a.m. – Report from Prof. Geoff Wilkinson

Working Group 3—Newsletter

The Working Group met as arranged in Amsterdam on the 19th. and 20th. June 2003. Dick Herweg, Tiiu Mason and Geoff Wilkinson were in attendance; apologies were received from Gudrun Ehler and Liz Frost. Thanks are extended to Dick Herweg for providing accommodation for the meeting and also for his hospitality to Group members. Progress to date was reviewed and forward planning was conducted.

Fabio Cappello resigned from the Group on 4th. June 2003 as he is unable to participate in more than one European Project. He proposed Giovanna Lucchini as his replacement.

The Group has experienced difficulties in producing the Newsletters in a prompt and timely manner. This is largely due to pressures of other work and the requirement to produce four Newsletters per annum. There have been difficulties in acquiring the content of Newsletters as well as in producing it on time. I would recommend reconsidering the production schedule; one, or possibly two, Newsletters a year may be a more achievable target.

Geoff Wilkinson has resigned from the Thematic Network due to increasing levels of work in other areas. A new editor will be sought.

11.00 a.m.—Report from Prof. Annamaria Campanini

Working Group 2—Book production

After the 1st annual meeting in Parma, Liz and I prepared a list of topics to be developed within the chapters.

We received more or less the half of chapters before the WG meeting that took place in Parma at the end of February.

Liz, Gunther, Maria Tomasa, Maria José and Gerard attended all this meeting, and the work was very fruitful. Together, we read some chapters, we discussed about both the contents and the form, we shared our ideas about some necessary amendements, and we decided how to work for the introductory chapter and for the conclusions.

We decided that this task should be accomplished by Liz and myself. We also stated that the group should work for the second year on another book, this new one more focusing on special topics and, as much important, led by someone else.

Liz and me had further two meetings, one in Bristol last April and a second one in Copenhagen in May, taking advantage from the possibility offered by our running Intensive Programme and the European Congress.

In these meetings we could work at the introductory chapter and organise the conclusions, after reading all the chapters.

I think that this output will be very important. Many colleagues in Europe are really interested to read our pages, and for this reason so I believe we must be proud of it.

Now we have to decide how to work to disseminate the book as a product. We have invested a considerable amount of money for the its printing and, therefore, we have to be sure that the book will be bought and used, at first place, in our institutions. But each one of us should also take care to diffuse it at national level.

There may be silly organisational details that may result as determining for its diffusion. For instance, one or more national or local distributors may be identified and contacted in order to check about the possibility to commercialise the product, so to inform colleagues about both its existence and how to get it. Conferences for its presentation might be organised in many institutions, etc.

Concerning the second volume, the Working Group could be re-defined also in its components so as to match participants' and contributors' interests.

A special thanks goes to Liz for the clever, competent and patient work done with me, to all the regional editors who have done a very important job by:

- collecting the papers;
- advising the colleagues on the different aspects

and thank you all very much for giving such a relevant contribution to this work.



11.30 a.m. Report from Prof. Anne Karen Larsen

Working Group 5—International School

Dear friends,

those four days felt like a week of work I think. I think we all did a very good job, and I just want to summarize some thing and by this report also give this information to those who could not be at the Dornbirn meeting.

Working group 5 have got 3 new members after this meeting:

Bob Sanders from Swansea in Wales, Jaana Viemero from Helsinki in Finland and Kerstin Gynnerstedt from Jønkøping in Sweden.

We decided to have our next group meeting in Madrid.

We will start the meeting in the morning at 09.00 the 7. Nov. and have a meeting for Friday and Saturday. Sunday our friends in Madrid will arrange some sightseeing, so if its possible to go back late in the evening on Sunday, I will suggest so. I hope you all will be able to come at this meeting. Andres will fill us in on details, and sort out the accomodation and so on. The Book-group will be meeting in Madrid at the same time.

The next annual meeting will be in Hungary starting about 1 o'clock noon the 6. May and last till 8. May.

We will need I suppose also this time a group meeting before the conference starts so please also be able to arrive in Hungary for a meeting about 4 o'clock in the afternoon at the 5. May.

What happened in Dornbirn.

I write this first of all to inform those of you who could not come to Dornbirn, but also as a minute for all of us to remember what happened later and to make sure that I have not misunderstood anything.

WG5 by me, presented two powerpoints that had been discussed and a little bit corrected by the group before presentation to the big group.

The first one was the presentation of our ideas for the Advanced Study of European Social work including an e-learning period starting in january - june/july 2005 and with an ending residential period for two weeks in the end of July 2005. Including credits, curriculum and so on....

The second presentation was the results from the survey about the e-learning experiences among the participants.

I think the participants were impressed by the presentation and the ideas from the group, but a little too overwhelmed by the ambitious program. A lot of participants have never used an e-learning program and are not familiar with the idea yet. But many seems to think that the idea of trying to do something with the e-learning instrument is to good to skip at that we should do something to start the process.

WG5 went back for new group-meeting and the decision about our mandate should be taken the last day at the conference.

Our discussion in these meetings resulted in the proposal which I enclose here:

An adjusted suggestion for the learning period for students in EUSW-TN

Presentation for the 2. annual meeting of EUSW TN in Dornbirn. 27. June 2003

Suggestion 1:

An e-learning period starting in march – june + a summerschool for 2 weeks in the end of July

The e-learning period is voluntary, but students who wants to join it will follow a structured program that also will be connected to the residential period in July.

Suggestion 2:

We offer two weeks of summer-school program.

Workload for students:

Students following the e-learning period will have 15 weeks of work with 4 hours pr. Week as an expectation for work. This gives 60 hours of work.

The students in the summerschool period will have 10 days of work and about 6 hours of work pr. Day = 60 hours of work. + social activities and excursions about 20 hours.

Total package: model 1: **140 hours of work**

Model 2: **80 hours of work.**

Curriculum:

In model 1, about 500 pages to read including the EUSW-TN vol 1.

In model 2, supposed to read EUSW-TN vol 1.

Credits:

No offer of credits will be suggested. This question has to be sorted out during the pilot project in 2005.

Staff – hours of work – an estimate:

Model 1:

2 hours pr. Week during the e-learning period. Pr. Teacher involved. This gives 30 hours of work (depend on how many students who will join the program, and the way work and responsibility will be organized and divided amongst teachers)

During the summerschool: responsible teachers coaching and teaching groups: 80 hours

This gives a total of 110 +?

Curriculum development : teachers work.

About 200 hours of work per theme.

Four teachers involved gives 50 hours of work pr. Person during the autumn/spring 2003/04

To make the template and the study plan:

WG5: Anne Karin + the theme and summerschool coordinators, about 50 hours each?.

Those who will be coordinators for developing the themes will need more hours of work than the rest of the group members (may be?)



...report from Prof. Anne Karen Larsen

RESPONSIBLE PERSONS FOR EACH THEME

We need one co-ordinator and 3 co-workers for each theme including the summerschool. This gives 20 persons. Members of WG5 will be working on this, but need some voluntars.

Main theme 1: Ethics, methods and working principles in social work

Theme 1.a Discrimination and Oppression as a phenomenon in Europe in the societies in general and amongst people individually and in groups

- o The ethics of social work towards discrimination and oppression
- o Methods of social work and working principles

Co-ordinator: Bob Sanders

Co-workers:

Theme 1.b Poverty and social exclusions as a phenomenon in Europe. Economical differences in the European countries and amongst people in each country.

- o The ethics of equality and living standards
- o Methods of social work and working principles in prevention of poverty and social exclusion.

Co-ordinator: Julija Eidukeviciute

Co-workers:

Theme 1c Ethnic diversity in Europe

- o Ethical aspects and dilemmas in social work concerning work with minority groups
- o Methods of social work and working principles connected to social work with immigrants and refugees.

Co-ordinator: Andres

Main theme 2: The Welfare State – social law and social policy: implications for education and practice of social work were approved by the group.

- Organization of the welfare system in different countries
- The definition, status and importance of voluntary work in the 3rd sector
- Social law –benefits – social security
- Social policy in different countries: Political implications for social work and the equality of living conditions.

(may be we in this theme also could include: structure and processes in social organizations)

Co-ordinator: Carsten Otte

Co-workers: Kerstin Gynnerstedt
Jana Viemero

Main item 3: Social Work Education: skill training – Theory and methods used in education of social workers in Europe.

- What do we mean by social work skills?
- What are the theoretical aspects of skill training?
- In what way are skill training done in the different institutions of education?
- Content of literature used, writers and books
- Presentation of different methods of skill training
- Commonalities and differences in skill training of social work in Europe.

Co-ordinator: Michel Veevae

Co-workers: Ewa Kantowicz

May be one from Jønköping?

Construction of the summerschool part:

Co-ordinator: Vincenzo Fortunato

Co-workers : members of group + WG1



...report from Prof. Anne Karen Larsen

Marketing: WG1 (I don't know if they agreed)

Evaluation of the program: The board group

The result of this second presentation for the whole audience resulted in a decision from the chairman (Staffan) that WG5 will go on to work on suggestion 1, and our ideas will be presented for the Board meeting in the end of November this year. Then the Board will make the decision about the student activity part.

Annamaria reminded the participants about the application for next year which says that there will be some activities also with e-learning for the following year.

During the conference I also got the opportunity to give a short presentation of the e-learning platform called "it's learning". This will be used as the platform for the e-learning part in EUSW TN. The financial part is taken care of by the Bergen University College. This means that we as participants in the EUSW TN can use this platform for our activities for the next two years to come. To get access to this platform you need a password. I will give you access as soon as I manage to get the time to do this. I send you an e-mail and inform you, and give you some instructions for help in the beginning. I hope our working group can start to use this instrument for communication and open discussions as soon as possible.

I was appointed as leader for WG5 at the conference and will join the board as a consequence of this decision. Carsten as you know will retire from work and for this reason cannot have any formal position in the project. He will have the status as an external expert and I'm very glad however that he decided to continue working in the group and also that he will take responsibility as a co-ordinator for the theme 2.

OK- what then?

Geoff will in the next Newsletter announce the results from the conference and will also present our wishes for more participants that can and are willing to work for the next year on developing the themes suggested and the summerschool program. We need to have more names by the 1. September.

As you will see from the attachment I mentioned above, the WG5 members that participated in the meeting have made their choices for work. I took the chance to suggest you Vincenzo to be the co-ordinator for the summerschool. Please let me know if you can't. Of course you can't do this alone and we need more volunteers to be your co-partners in this. I'm not sure what is the situation for you Paulina, but both you and Eduardo are very welcome to choose what you want to work on.

WG1 - as the coordinator of meetings have told me that they will be willing to give you (us) a hand with the arrangements.

My job as a group leader will be to co-ordinate you all and to try to make everything go together. I will suggest time when things have to be delivered and need to be informed by the theme and summerschool co-ordinators about the work. If we use the "its learning program" for work, everything can be open to all of us. Before this starts to work I will suggest that when we send e-mail to each about the progress, we also send a copy to those in the group who is not directly involved but who need to get information.

I will also start the work on a template and a study plan for the whole program, but I will need help from the co-ordinators to make some suggestions for the objectives of every theme and the residential period. I don't know when will be the best time for you to do so, but I will try to make a suggestion for the study plan by the 1. September. This might be too ambitious, but I'll try. I gladly receive suggestions from you all for this work.

I think we all should try to have a first suggestion about the curriculum of the themes and summerschool ready for our group-meeting in November. All taking responsibility for what they have agreed on I hope this can be possible. I also hope that it can be possible for you to get some allocated time from your employer to work on this project. I don't think we shall make this work our new hobby.

I thank you all for your good work and co-operation and support, I really enjoy this working group.

I remind us all that we agreed to give a short reply to the sender of messages from this group, just to let the sender know that you have received the message and if there will be some problems by doing things.

Powerpoint presentation by Prof. Anne Karen Larsen

EUSW - report from WG5 – student activities

- Presentation of the ideas (so far) for the
- Advanced Study of Social Work in Europe



12/27/2003

1

The International Summer School in Social Work Quoting the renewal application for 2003/2004:

“The launch of the school is foreseen for the third year of the project but this second year will be crucial for its set up and definition. This period will be used to define: the institutions directly involved in the School development, the core courses, the credits and procedures for the recognition at European level. Important steps will be taken towards guaranteeing the presentation of the School at all levels (Ministries of Higher Education, institutions, associations, professional bodies, third parties”

12/27/2003

2



...powerpoint presentation by Prof. Anne Karen Larsen

Objectives of the WG5

- To develop and carry out a study program in European Social Work with use of e-learning, video conferences and with a residential period closing the course at the end of July 2005
- The first course are considered to be a pilot project, and the evaluation and the experiences will be taken into account when planning the next studyprogram for 2006.

12/27/2003 3

Target group of students

- Postgraduate students and
- Professional social workers
- Undergraduate students may join the program under special circumstances

12/27/2003 4

Schedule

- Study program from January – July 2005

12/27/2003 5

Curriculum (preliminary suggestions)

- Readings: EUSW-social work in Europe vol1.
- Chosen books according to themes
- One compulsory written task during the e-learning period
- A group presentation as an ending assessment during the residential period

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Credits

- The course will give 15 ECTS
- It will be a part time study with a duration of 6 month during the e-learning period and a fulltime study during the 14 days of residential period in Parma, Italy
- Suggested number of hours of work will be approximately 200 - 300 hours
- Readings: 1000 pages

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Suggestions for main themes during the course

```

    graph TD
      PT((Parma presentation)) --- MT1a((Main theme 1a))
      PT --- MT1b((Main theme 1b))
      PT --- MT1c((Main theme 1c))
      PT --- MT2((Main theme 2))
      PT --- MT3((Main theme 3))
    
```

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...powerpoint presentation by Prof. Anne Karen Larsen

Structure (ideas)

- Students attending the program will choose one main theme when they start.
- Groups of student attending the same main theme will communicate in an multinational e-learning group
- Special tasks and assignments will be proposed during the program

12/27/2003

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Structure ..

- Lecturers/professors from different universities involved in EUSW will contribute with their material and coaching of specific groups
- The e-learning period will start in January and end with a
- Residential period for 2 weeks in Parma, Italy.

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Structure...

- In the beginning of the residential period several core speeches will be given to expand the vision of the specific main themes and to inspire and increase the knowledge and discussions in the groups

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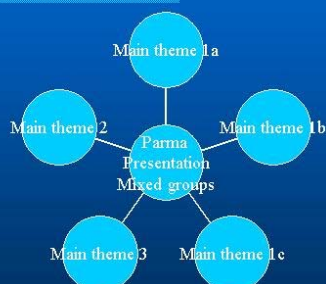
Structure....

- During the residential period students will continue to work in the same group as they know from the e-learning process but will mingle with different groups in the last part of the period to exchange knowledge and expand their experiences.
- Teachers will be available for coaching the groups

12/27/2003

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Suggestions for main themes during the course



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Main themes – an overview:

1. Ethics, methods and working principles in social work, related to:
 - a) discrimination and oppression as a phenomenon,
 - b) poverty and social exclusions,
 - c) ethnic diversity in Europe
2. The Welfare State – social law and social policy: implications for education and practice of social work
3. Social Work Education: skill training. Theories and methods used in education of social workers in Europe

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...powerpoint presentation by Prof. Anne Karen Larsen

theme 1: Ethics, methods and working principles in social work

● theme 1 - 1a:

- Discrimination and Oppression as a phenomenon in Europe in the societies in general and amongst people individually and in groups
- Ethics of social work towards discrimination and oppression
 - Methods of social work and working principles

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Main theme 1 – 1b:

- Poverty and social exclusions as a phenomenon in Europe. Economical differences in the European countries and amongst people in each country
 - The ethics of equality and standards of living
 - Methods of social work and working principles in prevention of poverty and social exclusion

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Main item 1 – 1c:

- Ethnic diversity in Europe
 - Ethical aspects and dilemmas in social work concerning work with immigrants and refugees.
 - Methods of social work and working principles connected to social work with immigrants and refugees

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Main item 2: The Welfare State – social law and social policy: implications for education and practice of social work

- Organization of the welfare system in different countries
- The definition, status and importance of voluntary work in the 3rd sector
- Social law – benefits – social security
- Social policy in different countries: political implications for social work and the equality of living conditions

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Main item 3: Social Work Education: skill training – theory and methods used in education of social workers in Europe

- What is our understanding of skill training
- Theoretical aspects of skill training
- How is skill training carried out
- Exchange of literature used
- Presentation of different methods of skill training
- Commonalities and differences in skill training of social work students in Europe

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Technology

- E-learning program will be used
 - Suggestions: it's learning
- Advantages are: easy communication between students and teachers during a longer period of non residential study
- Making it possible for students to prepare for an intensive residential period
- Making it possible to achieve credits
- Increase communication and exchange of lectures and study material between different countries
- Encourage development of new materials

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...powerpoint presentation by Prof. Anne Karen Larsen

Starting the implementation of e-learning

- Decision about what e-learning program to use must be taken in Dornbirn-meeting
- Participant institutions/ teachers are invited to use the program from Sept. 2003 and then to start to communicate and develop the curriculum in detail
- During the 2.nd week of february 2004 there will be a video conference where curriculum and the experiences by using the e-learning program are discussed.

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Schedule

- Implementation of the e-learning program



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Team/resources needed

- Committed participants/persons who will take responsibility for developing and creating the learning material for the different themes
- And make it compatible for an e-learning process
 - Data equipment and program knowledge
 - Production of new material
 - Translation costs

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Resources needed

- Time – investments from the participating institutions
- Money – financial support from
 - EUSW/TN
 - Participating institutions
 - Minerva/Erasmus?
 - Sponsors, other local sources?

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Tasks to be solved by participants in EUSW

- Marketing plan
 - Who wants to do the work
- Responsible for financial questions
 - Administration in Parma
- Process and ending evaluation of the learning project
 - Who: internal or external evaluation
- E-learning program - questions
 - Who: Bergen? + one staff member at each participating institution

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Tasks to be solved by participants in EUSW

- Videoconferences
 - Co-ordination: Bergen
 - One person responsible from each participating institution
- Developing the curriculum and learning methods
 - Who: a group of creative participants /3 persons per main theme
- Find and make appointments with lecturers for the residential period in Parma
 - Who: a minor group of four people getting suggestions from the participants and making appointments for juli 2005.

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...powerpoint presentation by Prof. Anne Karen Larsen

Tasks to be solved by participants in EUSW

- A couple of persons has to prepare papers for accreditation and approval of the curriculum at each participating universities?
- Or can the approval be done just by one responsible university – the University of Parma?

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Challenges!

- Tecnology – dataequipment with internet connection is needed for the students and teachers.
- Resistance against e-learning has to be overcome
- A lot of practical work!
- How to get the time needed for this?

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The coordination of the learning program

- Responsibility for the coordination of the learning program will be:
- The project coordinator + WG5

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Important dates

- Residential period 2005: the end of July : fromtill.....
- Decision about the structure of the Study will be taken in Dornbirn:
 - Part time study with e-learning and a residential period or
 - Just a residential period

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Important dates and decisions if we decide to go for the e-learning

- Decision about what e-learning program to use? Have to be taken in Dornbirn.
- Participating institutions in developing the e-learning curriculum will have access to the program and will start to co operate in the middle of september 2003.
- A video conference will take place in the second week of february 2004
- Deadline for the curriculum of the e-learning part will be in May 2004. Presentation for the annual meeting in EUSW in June 2004

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Decisions about evaluation

- Are we going to evaluate the study program? Yes or no. Decisions in Dornbirn.
- If yes: the design for the evaluation program has to be finished in october – nov. 2004

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28th June 2003 – 9.00 a.m.

Report from Prof. Staffan Höjer

Working Group 1—Meetings and Conferences

Group members:

Gabriela Ciot	Romannia	ciot_gabriela@hotmail.com
Gudrun Ehlert	Germany	ehlert@htwm.de
Istvan Levente Fruttus	Hungary	mucsizsofi@hotmail.com
Staffan Höjer	Sweden	staffan.hojer@socwork.gu.se
Maria Michailidis	Cyprus	michailidis.m@intercollege.ac.cy
Zsofia Mucsi	Hungary	mucsizsofi@hotmail.com
Answin Weissenborn	Austria	answin.weissenborn@fh-vorarlberg.ac.at

(not present but member of the WG1)

Agnese Geslere	Latvia	agnese.geslere@labklajiba.rcc.lv
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We discussed a lot about e-learning at the conference in Dornbirn, and some of us were doubtful whether it is a good way or not to use in connection with the summer school. Anne Karin made us an offer to test the e-learning programme two years for free. I think it would be interesting for us to try it in our communications within the Working group one. I will ask Anne Karin if she could set up a conference group for us, and if you think it is a good idea we could test the programme when we want to contact each other.

Keynote speaker: many people thought it was a good idea to have a keynote speaker, even if not every one was pleased with the content of this years speech. Next year an idea is to as two of our network members to be commentators to the speech, for instance 10 minutes each. If our next topic will be the conditions for social work in Eastern Europe the commentators could be Eva from Poland, Agnese from Latvia or Gabi from Romania (or somebody else). Their task would be to compare the speech with the experiences from their own countries. After this we shall have a discussion open for the whole meeting.

- We decided that the next annual meeting will be in Kecskemét (and Nagyköros) Hungary (80 kilometers outside Budapest) on the 6-8 of May 2004. The conference will start with registration at 1 pm on Thursday 6. Some working groups and the board may arrive at Wednesday 5. The commitment for the date and place will be confirmed between the university in Hungary and Parma within next week.
- The working group 1 is responsible for the programme at the annual meeting. All questions about the programme must be confirmed with WG1. The staff in Parma is responsible for the economical transactions. All questions with any economical consequences must be confirmed with the staff in Parma. All issues about the realization of the annual meeting, for example accommodation, seminar facilities, receptions and the social programme, will be handled by the arranging university in Hungary. The WG 1 will assist with this.
- Some experiences from the meeting in Dornbirn:
 - The most difficult thing with the arrangements was that the participating partners did not announce if they would come in time. (only 11 partners did this in time! The last one was made one day before the conference). We must all do better than that next time!!
 - It is important to have arranged details concerning the keynote speaker good time in advance.
 - There is no use to ask the WG in advance who will like to use rooms on the day before the conference. Prepare rooms, and wait for the WG to ask for this. (Sometimes the WG cannot plan this in good time in advance)
- We decided to have a keynote speaker at the next annual meeting in Hungary. A suggestion from our Hungarian partners is to ask the second state secretary of social affairs; Kinga Göncz to speak. She will be asked to speak about Social work in Eastern Europe with a special attention to the situation to the situation in Hungary.
- Some network members have expressed the need to have more time available for the working groups next year.
- Other aspects that could be in the programme next year:
 - Information about the so called: Tuning project. What is the aim of it and how does it affect our network.
 - Life after death of the network? Two possible sorts of activities (1) increased bilateral and multilateral cooperation (2) application for a prolonged or a new network activity (using all, or some of the assigned partners)
 - Something about research. We could investigate the interest for joint projects and/or give people some time to present some research that is interesting for our network.
 - A better form of presentation about what kind of experience all the different network members have to increase possibilities for cooperation.
- Since the programme is not finalized yet, we plan to have the next working group meeting in Kecskemét, Hungary between the 30 of Jan and 1 Febr 2004. For this the staff of Parma will contribute with €300 for each member of the working group. This is supposed to cover our costs for the journey and for the accommodation.



11.00 a. m. – Report from Prof. Laurinda Abreu, Phoenix TN co-ordinator



Networking the networks: information and discussion about our networks connection and co-operation with other European Social Work networks

The network is coordinated by the University of Evora and supported by the European Commission, within the framework of the Socrates Programme (Erasmus Thematic Networks). It also receives funding from the Portuguese Government, and collaborates with other institutions: the Milbank Memorial Fund, the Gulbenkian Foundation and the Compostela Group of Universities.

The objectives

1. To identify social-health alterations, provoked by great economical transformations and their demographic consequences (colonisation, industrial revolution, globalisation), creating a database which will function as theoretical support for the reforms of public welfare and social solidarity systems.
2. To deepen the knowledge of the most important moments of healing- practice evolution and the history of Medicine, in relation with the political and ideological aspects of each country.
3. To identify past and present differences and similarities between health and public welfare policies within the different European countries, characterising the motives beneath.
4. To deepen the knowledge of social inequalities, in terms of genre and age, in the access to past and present welfare institutions.
5. To identify the forms and effects of social rehabilitation nowadays in order to avoid mistake repetition.
6. To identify ethnic minorities and picking up information that may help to preserve their customs and cultural heritage.
7. To draw a map with the main social problems inherent to Europe, and those which have been brought by migration.
8. To compare the main existing European welfare systems, as well as the investment that each country is making in public health professionalization in order to fight against endemic diseases and in order to improve mental health.
9. To compare the programmes of Medical History in different countries to establish the relevance for health assistance organisation and quality.

Being a structural point of all societies, public welfare and attention to the poor and ill has always been a main problem for institutional power. The different ways in which every country tried to solve the problems related to well-being and people's health has varied over the years according to ideological contexts and financial resources.

Yet, apart from the particularities from each State, there have been some moments in which all Europe has mobilised in search of answers for basically identical problems. For this reason, it is possible to individualise three great stages in European history that were, at the same time, moments of rupture of current social support systems and of modernisation of health and social solidarity structures.

The first stage is the one of the decline of the feudal world and formation of Europe. The second one is the situation which arose from discoveries and economic globalisation. The third one occurred during the process of European industrialisation and ended up in the creation of the providence-State.

The current collapse of the frontiers, the social problems arisen from the political de-structurization of Eastern Europe and the economic globalisation force us to rethink social policies nowadays. This means that Europe is living a new moment of rupture and transformation of both health and public welfare policies.

Linking to the Phoenix web-site it's possible to get information in relation to:

- The Partners
- The Participants
- The Scientific Committee
- The Assesment Panel
- The Working Groups



...Report from Prof. Laurinda Abreu,
Phoenix TN co-ordinator

And

- Texts, Pedagogical materials and Educational Political Recommendations for Ministries and Departments of Education of all EU members
 - Establishing Quality Markers for Health Assistance
 - Health and Socio-Political Recommendations for the European Union Governments
- Effects of Major Diets on Public Health

Work in progress. First Year.

- Seminar –European Health and Social Welfare Policies (Evora: 20, 21.09.2002)
- Workshop –Health and Social Change (Linköping/Evora: 22.09.2002)
- Book –European social welfare systems in perspective (Paris: Summer 2002)
- Seminar –Vienna
- Groupware and Directory Service Systems Implementacion
 - <http://phoenixtn.org>
 - <http://phoenixtn.net>
- Production and information about the composition, activities and products of the TN will be available on-line and enable to remote access and integration

Work Centres

At this moment, PHOENIX TN has five main centres

- * Linköping Universitet
- * Universitat Vien
- * Ecoles de Hautes Etudes and Sciences Sociales de Paris
- * Universidade de Santiago de Compostela
- * Universidade de Evora

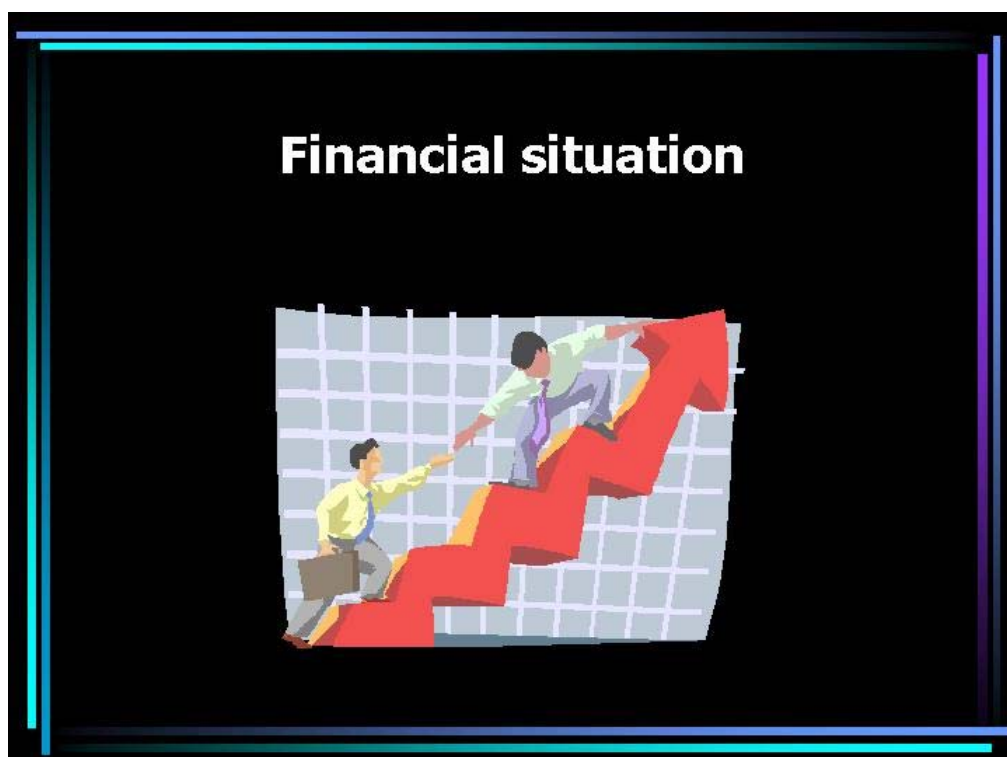
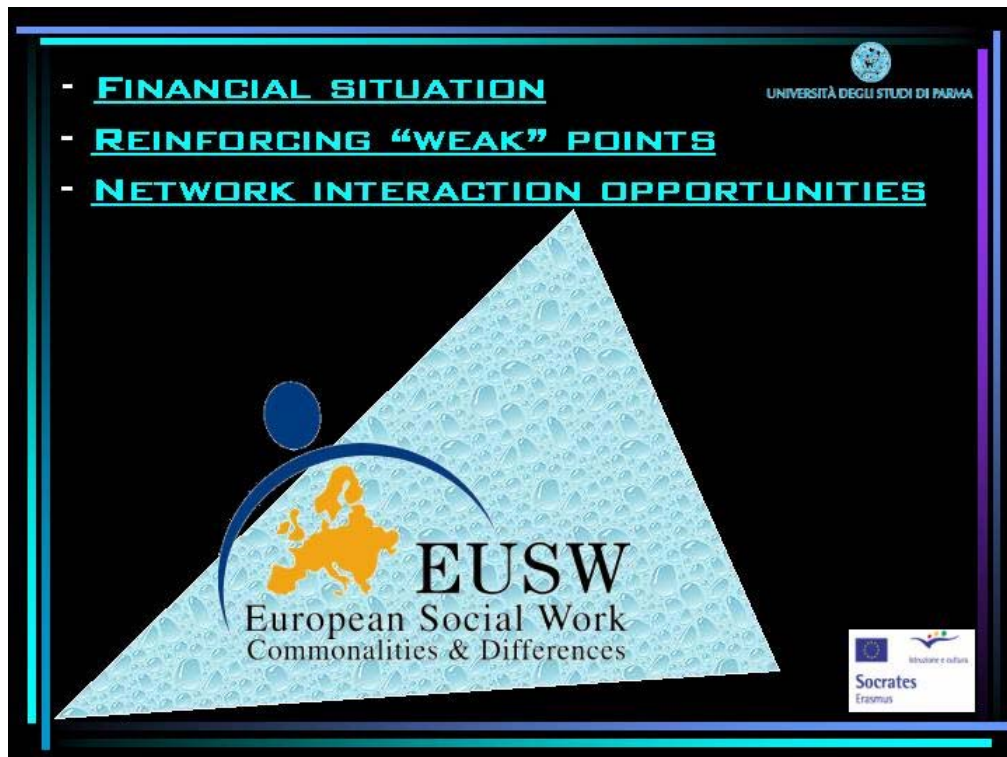
Work in progress. Second Year.

- Text and Pedagogical Materials –Coordinated by Prof. Xosé Armas Castro from University of Santiago de Compostela
- Comparative History of Public Assistance in Europe –Coordinated by Phoenix Scientific Commission
- Establishing quality markers for health assistance –Coordinated by Prof. Mariapia Viola Magni from University of Perugia
- Recommendations for Education Departments of all EU members –Coordinated by Prof. Luís Capucha from ISCTE



13.00 a. m. – Report from the staff in Parma:

Dr. Alessandro Bernazzoli presented planning of the future activities





...Report from the staff in Parma

Until now, the project is respecting the given work plan

All the foreseen outputs are at a relevant stage of development

Mobility costs

Mobility grant awarded: 31.975 €

Mobility grant used: 31.440 €

Mobility grant remaining: 535 €

The grant was used to cover:

- accommodation and subsistence costs for the Annual Meeting in Parma;
- accommodation and subsistence costs for the Annual Meeting in Dornbirn;
- travel, accommodation and subsistence costs for 3 Working Groups meetings (Book editing WG, Web site WG and International School WG);
- travel costs for the Thematic Networks coordinators meeting in Bruxelles (Jan. 2003)

More money should be available also for a meeting of WG co-ordinators to prepare the Final Report

Staff costs

Staff costs awarded: 20.000 €

Staff costs used: 5.700 €

Staff costs remaining: 14.300 €

The grant was used to cover:

- secretariat costs for EUSW headquarters (3.000 €);
- organisational staff costs for the International School WG meeting in Kaunas (400 €);
- organisational staff costs for the preparation of the Annual Meeting in Dornbirn (2.000 €);
- staff costs for some partners in need

Some money will be shifted to make possible the realisation of some project outputs.

Sub-contracting

Sub-contracting awarded: 3.000 €

Sub-contracting used: 0 €

Sub-contracting remaining: 3.000 €

The grant will be used to cover:

- correction of book chapters
- costs for the book editing and printing

The money currently available is not enough to cover this kind of costs; therefore, we need to shift some money from other voices.

Under this heading the Network can pay for services offered by external agencies and actors

Web-site implementation

Grant awarded: 4.000 €

Grant used: 0 €

Grant remaining: 4.000 €

The grant can be used to cover:

- we are currently waiting for the estimation of costs used to implement EUSW web site (mid August)

Current estimation 3.000 €

Newsletter printing and translation

Grant awarded: 5.000 €

Grant used: 0 €

Grant remaining: 5.000 €

Since no money will be used either for printing (on-line publication) or translating (articles are already issued in English) the Newsletters, only a part of the grant will be used to cover newsletter expenses:

- realization costs (to UK BRISTOL02)

Estimation: 3.000 €

The money left will be used to add financial availability to the realisation of the book:

- translation costs for the Book
- part of the printing costs for the book.

Estimation 2.000 €

...report from the staff in Parma

Book editing

Grant awarded: 5.000 €

Grant used: 0 €

Grant remaining: 5.000 €

The grant will be used to cover:

- printing and realisation costs for the Book

In order to accomplish this, this money will have to be shifted to "Sub-contracting Costs", since the book editor will be an external enterprise

Current estimation 5.000 €

Rental of halls and premises

Grant awarded: 5.000 €

Grant used: 3.622 €

Grant remaining: 1.378 €

The remaining grant can be used to cover:

- mobility costs;
- further unforeseen costs

Current estimation 1.378 €

Proposal of revised budget

HEADING	ACTUAL BUDGET	NEW BUDGET	TRANSFER
Mobility costs	535	8913	6000 from staff costs 1378 from "Rental of Halls and Premises" 1000 from "Web site implementation"
Staff costs	14300	8300	
Sub-contracting	3000	10000	2000 from "newsletter printing and translation" 5000 from "Book editing"
Web-site	4000	3000	
Newsletter printing and translation	5000	3000	
Book editing	5000	0	
Rental of halls and premises	1378	0	

Reinforcing "weak" points

**Each network member is:**

- a beneficiary of the project;
- a contributor to the achievement of the project results;
- a potential "disseminator" of the network activities;
- a source of information for the project.

Some considerations...

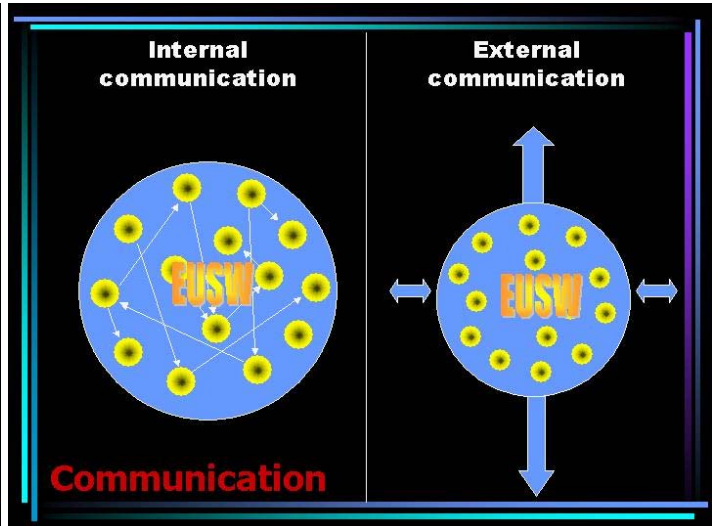
- The quality of the results achieved will reflect the amount of commitment shown by ALL partners;
- A constant feedback and commitment by each one of us are the only ways to guarantee the complete and successful achievement of all the foreseen objectives;
- It is important "to keep an eye" and feedback on all of the ongoing activities in order not to lose the overview of the project.



...report from the staff in Parma

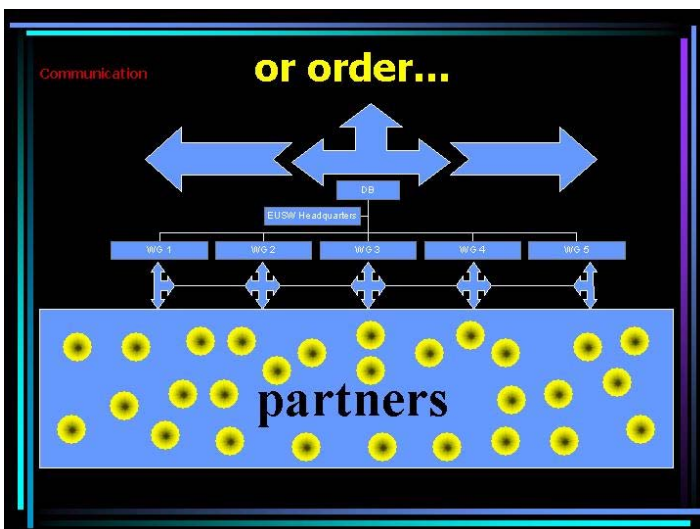
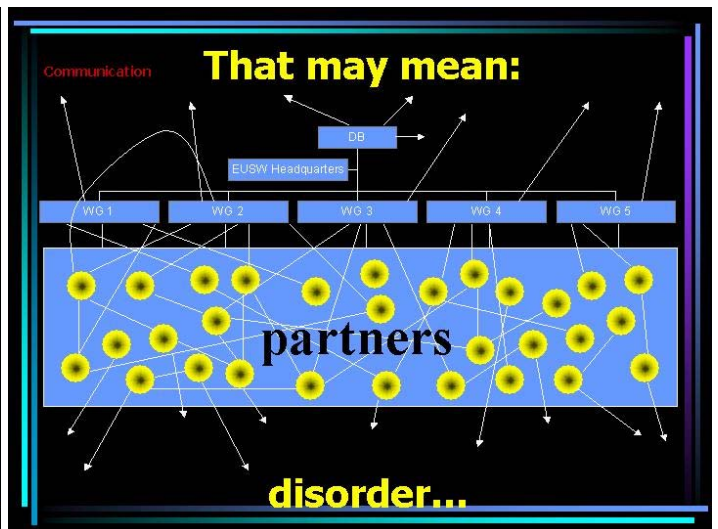
Risks

LOSS OF EFFICIENCY
DECREASE IN QUALITY
DECREASE OF COHESION



Communication

The definition of a good and efficient strategy of communication is the first step to ensure an enduring, good and efficient network



Communication

DIRECTION BOARD (Prof. Annamaria Campanini, Prof. Elizabeth Frost, Prof. Geoff Wilkinson, Prof. Staffan Hojer, Prof. Kyosti Urponen, Prof. Ann Karin Larsen)				
EUSW HEADQUARTERS (Alessandro Bernazzoli, Roberta Oliveri, Loredana Gianolini)				
WG1 (Prof. Hojer)	WG2 (Prof. Campanini, Prof. Frost)	WG3 (Prof. Wilkinson)	WG4 (Prof. Urponen)	WG5 (Prof. Larsen)
Meetings and conferences	Book editing and production	Newsletters and bulletins	Web site development	Student related activities and International Summer School

...report from the staff in Parma

Please send:

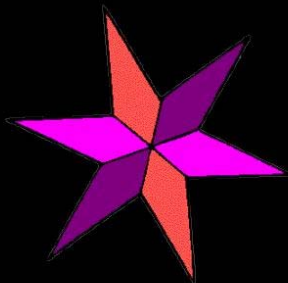
- news
- information
- feedback
- advice
- whatever you consider as helpful and useful

To EUSW DB members or
Headquarters

Each contribution offered by a network member means a significant help towards the achievement of one of the primary goals of the project

Mutual help

Network interaction opportunities



Beside the "institutional" duties, the network should be:

- a platform for discussion;
- a joint venture towards something new, useful and exciting;
- a group of institutions working towards a common goal;
- A SOURCE FOR NEW PARTNERSHIPS TO BE CREATED AND NEW PROJECTS AND PROPOSALS ENCOURAGED AND PROMOTED

A SOURCE FOR NEW PARTNERSHIPS TO BE CREATED AND NEW PROJECTS AND PROPOSALS ENCOURAGED AND PROMOTED

The network should be able to:

1. increase the number of bilateral agreements among partner institutions;
2. increase the number of exchanges of students and teachers;
3. produce new applications for Socrates Intensive Programmes...

4. produce new applications for other European-funded Programmes and activities (PROGs - Development of Joint Curricula, MINERVA - Open and Distance Learning, GRUNTVIG - lifelong learning and permanent education, etc., ALFA - Cooperation with Latin America, TEMPUS - cooperation with Eastern, Balkans and Mediterranean Countries);
5. export EUSW expertise and know-how;
6. suggest and develop themes for research projects.



...report from the staff in Parma

The development of such activities would help:

- to increase the potential of the network in terms of both expertise, ideas and co-operation potential
- to disseminate the existence of this network

Thank you very much

Have nice summer holidays

Loredana and Alessandro

All participants enjoyed in the meeting and at the end of the meeting they were asked to evaluate the process and to give suggestions.

Following the results in the next pages.

Here enclosed some important point :

- *to take the opportunity to maintain contacts among the Institutions partners of EUSW TN*
- *to do a lot of productive work being done in the different working groups and to have plenary activities that were appreciated (see the evaluation meeting).*
- *to introduce a keynote speaker to talk about research on the Social Work profession and the Social Work Education from an European perspective*
- *to do some networking among other networks with related aims as EUSW and to invite them to inform about their activities. Prof. Laurinda Abreu added a relevant value to EUSW experiences.*

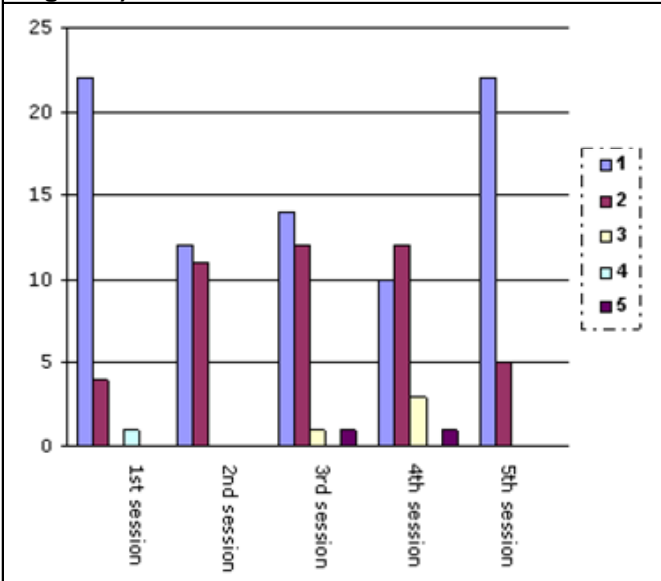
4.30 p.m Closing of the seminar



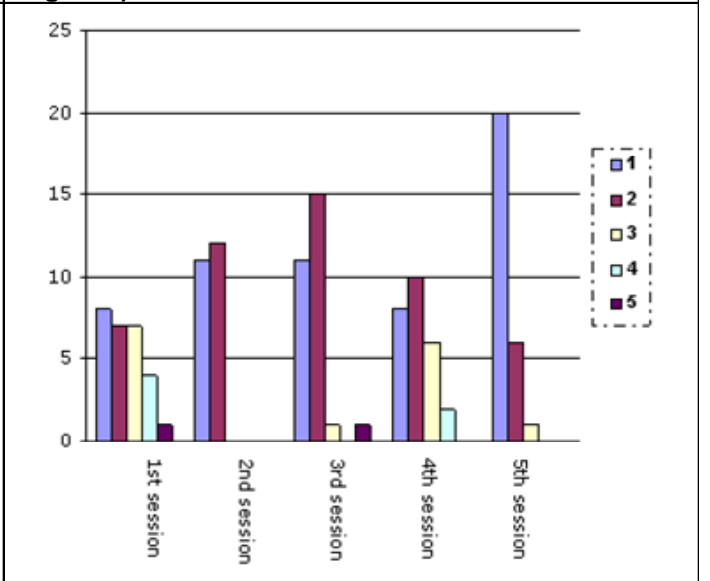
Evaluation of the meeting

- 1st session. Introducing Keynote
- 2nd session. Presentation of the Working Groups progress by WG representatives
- 3rd session. Setting up EUSW work plan for the second year of activity
- 4th session. Introducing co-operation with other European Social Work Networks
- 5th session. Administrating EUSW

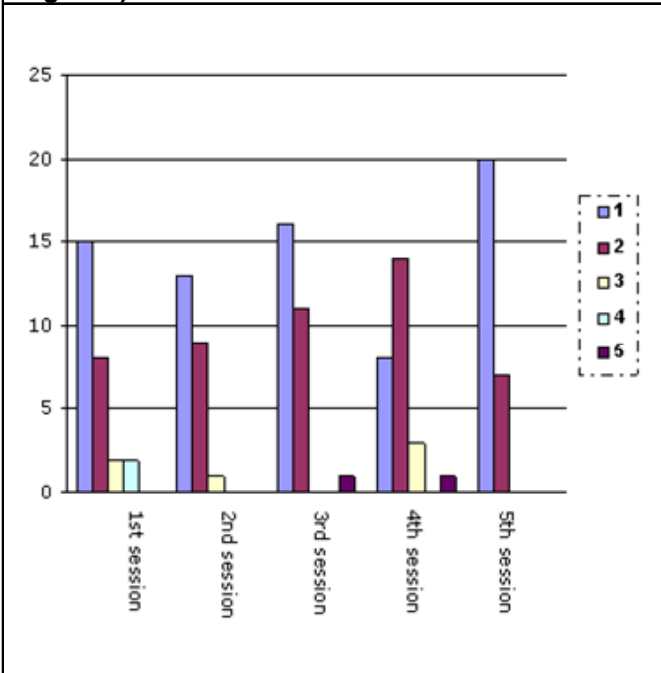
The session was well organised (<=> empty; 1= excellent, 2= good, 3= satisfactory, 4= weak, 5= negative)



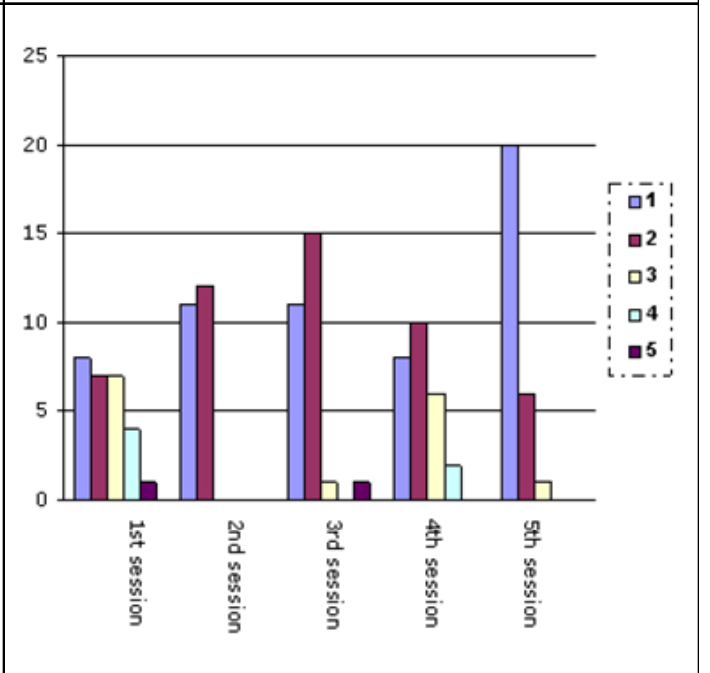
The room set-up was suitable (<=> empty; 1= excellent, 2= good, 3= satisfactory, 4= weak, 5= negative)



The chair/presenter(s) of the session were very knowledgeable about the topic (<=> empty; 1= excellent, 2= good, 3= satisfactory, 4= weak, 5= negative)



The session gave me a good update on the session topic (<=> empty; 1= excellent, 2= good, 3= satisfactory, 4= weak, 5= negative)





Evaluation of the meeting

- 1st session. Introducing Keynote
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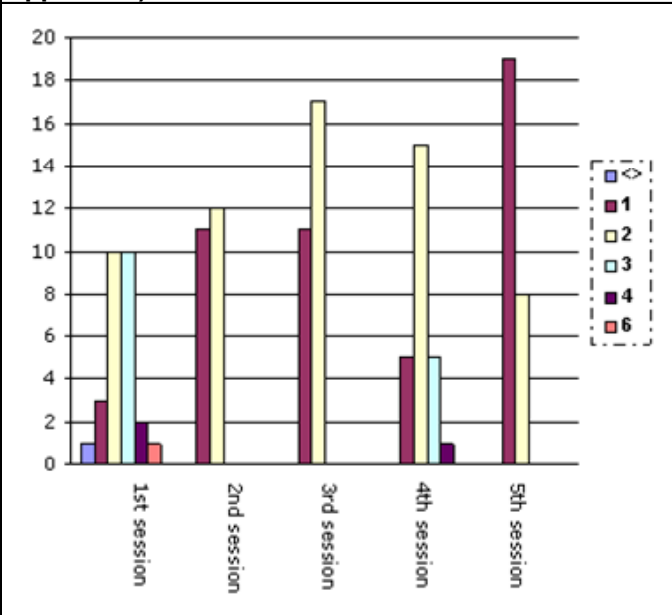
Did the session meet your expectations (<=> empty; Y= yes; N= no)	Did the information material describe the session correctly (<=> empty; Y= yes; N= no)																																				
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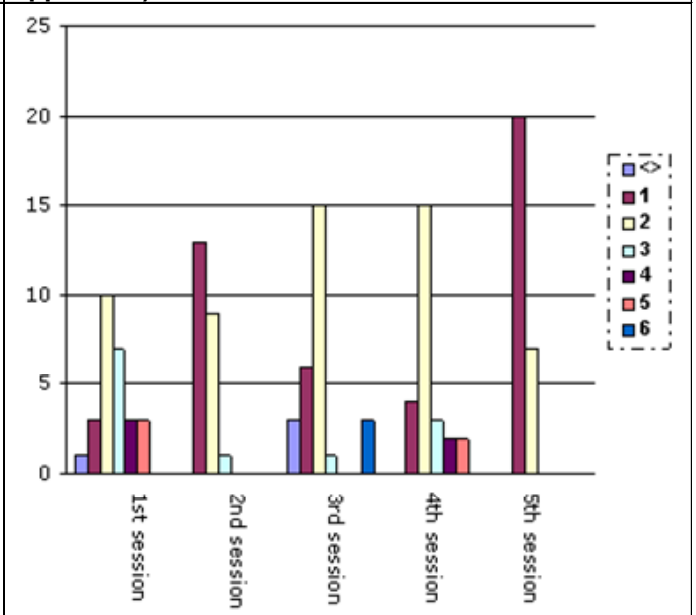
Evaluation of the meeting

- 1st session. Introducing Keynote
- 2nd session. Presentation of the Working Groups progress by WG representatives
- 3rd session. Setting up EUSW work plan for the second year of activity
- 4th session. Introducing co-operation with other European Social Work Networks
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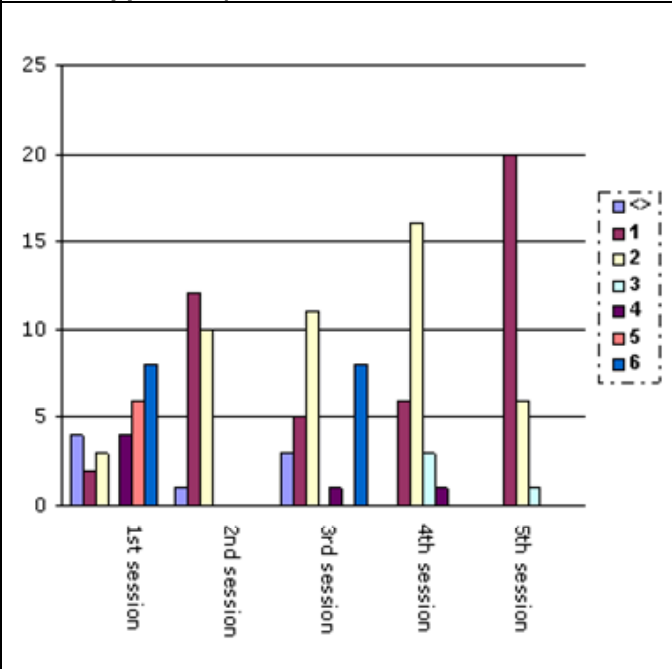
Quality of the content: (<= empty; 1= excellent, 2= good, 3= fair, 4= insufficient, 5= poor, 6= not applicable)



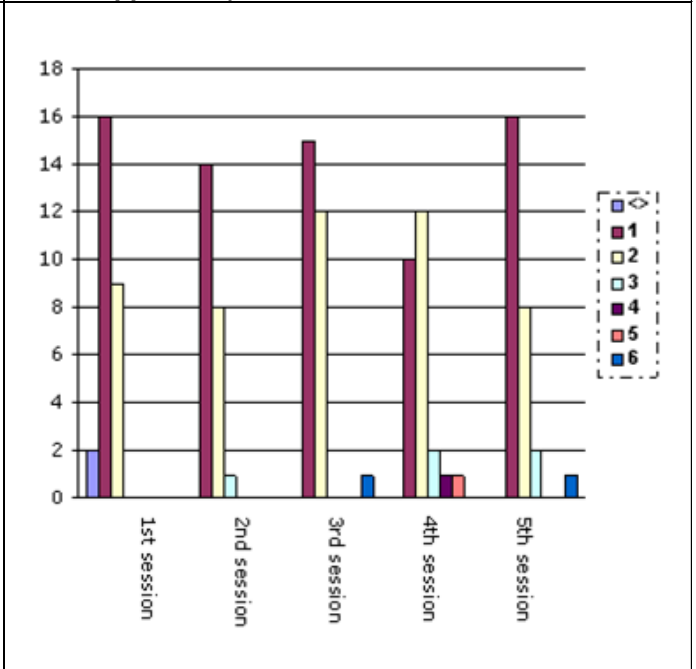
Quality of the presentation: (<= empty; 1= excellent, 2= good, 3= fair, 4= insufficient, 5= poor, 6= not applicable)



Clarity and usefulness of visual aids (<= empty; 1= excellent, 2= good, 3= fair, 4= insufficient, 5= poor, 6= not applicable)



Opportunity for asking question: (<= empty; 1= excellent, 2= good, 3= fair, 4= insufficient, 5= poor, 6= not applicable)

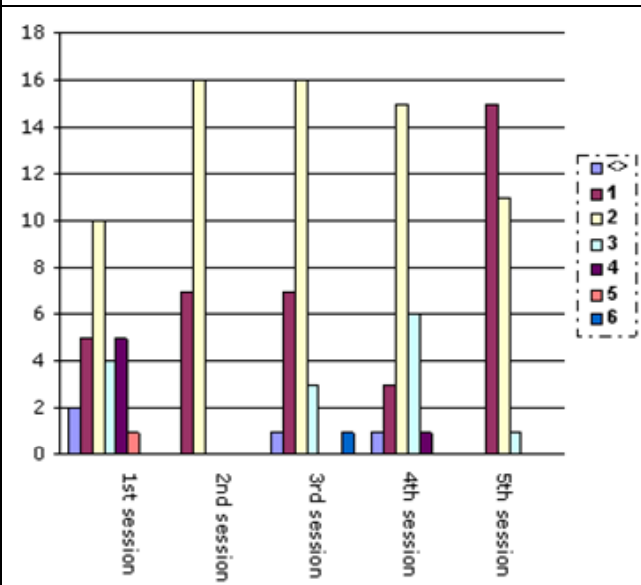




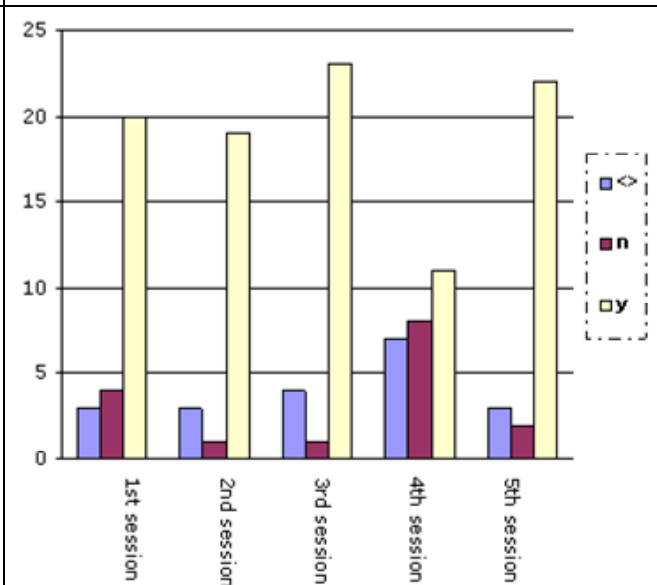
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Opportunity for learning: (<> empty; 1= excellent, 2= good, 3= fair, 4= insufficient, 5= poor, 6= not applicable)



Should this session be included again in the next meeting (<> empty; Y= yes, N= no)



What is your overall opinion of this session? (<> empty; 1= excellent, 2= good, 3= fair, 4= insufficient, 5= poor)

