

20th Biennial International Symposium of
**INTERNATIONAL CONSORTIUM
FOR SOCIAL DEVELOPMENT**

JOINT CONFERENCE
OF ICSD AND ICSD
EUROPEAN BRANCH

JULY 7-11, 2017

**International
Scientific
Conference**

**PANORAMA
HOTEL**

**TRG KREŠIMIRA
ČOŠIĆA 9**

**ZAGREB
CROATIA**

**BOOK OF
ABSTRACTS**



International Consortium
for Social Development



University of Zagreb, Faculty
of Law, Department of Social Work

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20TH ICSD SYMPOSIUM OVERVIEW

Contemporary society brings many challenges in researching and understanding different facets of social development in different parts of the World. Global issues are usually multi-causal and have a multi-level impact on people's lives. Therefore, 20th ICSD Biennial symposium is aimed on opening the space for academic and professional discussion on the role of multidisciplinary perspectives of resolving global and local issues. The second objective of this conference is to highlight the importance of collaboration between disciplines in order to gain social and economic prosperity respecting principles of human rights and social justice on both local and national level. In that context we defined the main theme of this symposium, which is ***Multidisciplinary Education and Practice for Social Development and Social Good***.

In addition, six sub-themes of the symposium are focused on economic and social issues in social development processes, with emphasis placed on multidisciplinary contribution to social development and the role of emerging knowledge, practice and research as resources for national strategies and local investments for social development.

1st Symposium sub-theme: *Social and Economic Issues from Multidisciplinary Perspectives* – consists of the following topics:

Economic development and social prosperity, Social services and social policies for welfare state, Sustainable development at the local, national, and international levels, Economic and social policies impacting diverse communities, Media and technology in the context of social and economic development, Population and demographic changes – inter-generational commonalities and differences, Public and private sector partnerships and solutions: welfare mix, Social development and social cohesion, Social investments: perspectives for the future.

2nd Symposium sub-theme: *Governance and Leadership for Social Development and Social Good* – consists of the following topics:

Governance on national and local levels – strategies and best practices; Social and economic responsibility; Politics and social and economic development priorities; National economic policies for social good; Public and civil sector involvement in providing social services; Media, governance and social responsibility; Institutional vs. community-based services: challenges and opportunities; Services in community: accessibility and affordability; New politics – new perspectives.

3rd Symposium subtheme: *Social justice and Human Rights* - consists of the following topics:

Social justice and social and economic inequality; Human rights from different perspectives; Human trafficking; Protecting the rights of the indigenous and minority populations; War and post-war communities; Migrants, refugees and asylum seekers; Poverty and its impact over the course of life; Urban poverty; Un/underemployment – workplace policies and worker rights; People with disabilities; Gender equality; Mental health parity; Age as a risk: youth and the elderly in social inclusion/exclusion; Evidence of new social risks; Social diversities and social integration.

4th Symposium subtheme: *Environment in economic and social context* - is consisted of following topics:

Environmental justice and community; Rural and urban areas – resource distribution; Agriculture and industry – GMOs, small farmers, and the politics of big agriculture; Pollution and health impacts; Climate change – Impact on community and the way of life; Responses to natural disasters.

5th Symposium subtheme - consists of the following topics:

National and international collaboration for social and economic development – a multidisciplinary perspective; Innovative collaborations on the micro–macro continuum; Social innovations for sustainable development; International collaborative projects and the role of research and evaluation.

6th Symposium subtheme: *Higher Education for Professional Practice* - consists of the following topics:

Teaching techniques and methods for inter-professional professional practice; Education and knowledge for professional development; Service learning and multidisciplinary approaches; University-community programs/

20TH ICSD SYMPOSIUM OVERVIEW

project-based collaborations; Use of technology to teach across geographical boundaries; Life-long learning and continuing education.

We received 195 abstracts over the abstract submission period, mostly from academics. After review procedure, we accepted abstracts for 132 oral presentations, 5 panels, 9 posters, 8 workshops, and 2 round tables. Authors who applied for conference participation come from the following 27 countries: Albania, Austria, Australia, Brasil, Bulgaria, Bosnia and Herzegovina, Denmark, France, Germany, Kosovo, Malawi, Hong Kong, India, Scotland, Singapore, Slovenia, South Africa, Serbia, Sri Lanka, Norway, Poland, Romania, Thailand, Turkey, United Kingdom, United States of America, Vietnam, and Croatia. Because of numerous research papers that international academics presenting at this symposium this meeting is classified as an international scientific conference.

Therefore, I would like to thank our participants from all over the world who gave significant contributions to this conference and make us more connected by sharing experience and knowledge.

This scientific and international event is so valuable for all of us, and especially for the host university – University of Zagreb. Thank you all!

*Gordana Berc, Ph.D.
Chair of the 20th Biennial
ICSD Symposium, Zagreb*

WHY DID HOTEL PANORAMA BECOME THE 20TH BIENNIAL ICSD SYMPOSIUM VENUE?!

Hotel Panorama was built in 1968 and is located in the neighborhood called Trešnjevka. In the 70s when the Panorama hotel was built, high-rise buildings were mostly built for housing purposes. Unlike the Western European and American buildings of that time, when construction of high-rise commercial buildings was dictated by powerful companies, there was no such a driving factor in socialist Yugoslavia. The builder's role was taken over by the construction of flats, which were heavily influenced by the influx of the population from rural areas to the cities. This hotel was also built just for the purpose of caring for the non-married (single) workers, and was supposed to accommodate the workers who came to Zagreb to meet the needs of the job.

The importance of hotels has been growing ever since 1972, when the Sports Hall (in the neighborhood) has been opened in its vicinity, which for a long time was the main city location not only for sporting events but also for various cultural events, from rock concerts to humanitarian events. In this connection, the hotel has been redefined by a number of famous guests. In the period of the Croatian War of Independence (1991-1995), the hotel provided accommodation and necessary services for war refugees. After a few long years the refugees (mostly women, children and elderly people) left the hotel and moved to their homes (1999-2000), and the reconstruction of the hotel began. Since that period the hotel has looked like it does today, with the glass facade, and it is the tallest hotel in the county (<http://mapiranjetresnjevke.com/kvartovi/stara-tresnjevka/hotel-panorama/>).

The Panorama Hotel has a long history with significant social dimensions for our city of Zagreb, while the Trešnjevka neighborhood where it's located even nowadays keeps the spirit of previous industrial times with the houses of the same height of cornices (8 meters) and with plaster-coated fronts, that appear orderly and harmonious (Radović Mahečić, 2002.).

About the history of Trešnjevka: During the first decade after the First World War, some 2000 miserable low houses without building permits were raised on the city periphery. Entire settlements – Trešnjevka, Trnje, Marinovka, Sigečica, etc. – emerged, populated by workers, small craftsmen and merchants. With time, the city was forced to take these settlements into account, layout lanes, and put in place the infrastructure for electricity and water supply. By the end of 1928, the Municipality made a rule-book, which made possible obtaining the supplemental certificate of occupancy for the houses that satisfied basic hygienic conditions. A regular grid of streets formed rectangular blocks with small plots, regrettably without realizing good spatial organization, and with no planned social content. A detailed regulatory plan for low housing building-up of the area between Ozaljska street, Selska street and the Samobor railway line along Krapinska street was produced as late as 1933, and ushered in a more intensive urban regulation of the Trešnjevka area. Housing developments of small family houses had become a characteristic feature of Trešnjevka, most often built in the form of terraces. Individual blocks had been built since the 1930s, until the 1960s and in late 60s in the middle of Trešnjevka hotel Panorama emerged as a modern building with a history that its architect Slavko Jelinek could not even imagine.



WELCOME FROM PRESIDENTS



Dr. Barbara W. Shank, President, ICSD
Dean and Professor, School of Social Work
St. Catherine University, University of St. Thomas



Dr. Gordana Berc – Chair, 20th Biennial ICSD
Symposium, President ICSD European Branch
Associate Professor, Faculty of Law, Department of
Social Work, University of Zagreb

It is our great honor and pleasure to welcome you to the 20th Biennial ICSD International Symposium in Zagreb, Croatia!

After great conferences in previous years, we are preparing the symposium with a new perspective on the social development context. As you would remember, in Dhaka (2011), we focused on the issue of good governance and its importance for building knowledge and social development. In Kampala (2013), we explored new frontiers in social development and its challenges that contemporary societies are facing. Our last symposium in Singapore (2015), led us through transforming societal trends and different models in community leadership connected with social development.

Our 20th Symposium in Zagreb (2017) is focused on multidisciplinary education and practice for social development and social good. Why? Around the world we are facing different approaches and national strategies to gain social and economic development, which bring different solutions of social problems. These approaches also can bring a challenge to gain social justice and social rights for all. We also know that global social problems, economic crisis, poverty, inequalities and other serious global issues are connected with many causes and have serious consequences for many people around the world. Furthermore, no matter whether we work on the macro or micro professional level, problems are usually multi causative and impact multilevel dimension of people's lives. In order to provide strategies and programs for constructive answers and help in crises, different expertise and team work are sorely needed. Our 20th Symposium welcomes all disciplines and professions that can make a positive change for people bringing their knowledge and skills, research and practice, and mutual cooperation. 20th Symposium combines our biennial conference with our ICSD conference, but the ICSD Regional European Branch conference! Our purpose is to attract professionals and academics from Europe, as well as other parts of the world, to focus on the European perspective in the economic and social development context.

As you know, Europe is a continent with a long history, with many differences between nations and countries that are in some way unified by social, political, economic, educational and other contexts. These differences create strong discussion and challenges, sometimes conflicts, relative to collaboration between countries and within countries. In planning this conference format, we could not predict actual events in European countries that have attracted attention from the rest of the world: the situation in Ukraine, terrorism in central Europe and the migration route in the Balkan region. These are considerable challenges for Europe today. There are many theories and perspectives that try to explain these current situations. We know from previous experience in our not so distant past how time for open discussion and respect are crucial for making important decisions. As experts and professionals, we are always called on to intervene, to discuss and prevent consequences and to give voice to the most vulnerable groups. We believe that this meeting in Croatia will gather experts that will provoke discussion on the European reality, on social movements and social changes as well as about the social, economic and safety base consequences, not only in Europe, but in the rest of the world.

Let us give you a few details about Croatia: Croatia is a Central European and Mediterranean country, which went through 40 years of socialism as one of the federal states in Yugoslavia. This country experienced a 4-year war period and in 1991, became an independent state with a parliamentary political system. Croatia became a member of European Union in 2013. Croatia has a rich history from 1000 BC, many natural beauties and a population of approximately 4.2 million people. Croatia has a long coastline and more than 1000 islands being declared the most desirable destination in the world in 2016 according to Google data analysis. Zagreb is the capital city of Croatia with around one million citizens. In the last few years, Zagreb was named as a famous tourist destination.

We know that the 20th Symposium in Zagreb, July 2017 will be a great meeting place for all professions. We will greet old friends and meet new international colleagues to exchange our experiences to further collaboration in the future. We hope that you will make time to enjoy Croatia, its safety and beauty, and thereby successfully combine business and pleasure.

Welcome to the 20th ICSD Symposium, Zagreb 2017!

WELCOME FROM THE HEAD OF DEPARTMENT OF SOCIAL WORK, FACULTY OF LAW, UNIVERSITY OF ZAGREB



Nino Žganec, Ph. D., Associate professor
Head of the Department of Social Work
Faculty of Law, University of Zagreb

Distinguished participants of the 20th Biennial ICSD International Symposium,

Let me welcome you to Croatia on behalf of the University of Zagreb, Faculty of Law, Department of Social Work, and its faculty members who are proud to be the co-organizer of this important event. Thank you for choosing our faculty to be a partner in organizing this year's symposium that will elaborate such relevant issues framed in the topic of multidisciplinary education and practice for social development and social good.

The University of Zagreb has a long tradition, dating back to 1669 when the Holy Roman Emperor and the King of Hungary and Croatia Leopold I recognized the status and granted privileges of a university institution to the Jesuit Academy (Academia Zagrabiensis) in the free royal city of Zagreb. This recognition was adopted by the Parliament of the Kingdom of Croatia on 3 November 1671. Therefore, the University of Zagreb accepted the year 1669 as the year of its founding, and celebrates its University Day (Dies academicus) on 3rd of November.

The Faculty of Law, University of Zagreb, was established in 1776 and is among the oldest institutions of the University of Zagreb, with continuous functioning together with the Faculty of Theology and Philosophy. Nowadays, the Faculty of Law is proud of its fine tradition, and it seeks to be a modern institution engaged in cutting-edge research and education. It is equipped with a modern library, which offers not only over 400.000 volumes, but also access to numerous international databases, and houses a European Documentation Centre.

Finally, social work has been a subject in formal education in Croatia since 1952 and celebrated its 65th anniversary precisely this year. Starting with the education of social work in the time of the communist regime was rather unusual, and Croatia was the first among the former communist countries where this happened. Since 1982, social work has come to be a department of the Faculty of Law. Since 2002, when a special scientific field was awarded to social work, a new era of professional development has been made possible with the introduction of several MA and PhD study programs.

Croatia is a small country with a long and very dynamic history marked very often by its important geographical position between east and west, north and south. The recent history of our country is characterized by transition from socialist to market economy, by reconstruction and recovery from the consequences of the war, by accession to the European Union, and finally, by the impact of the economic recession that hit the country rather heavily. All these influences left many challenges to those professions who deal with most vulnerable parts of the population and who are called on to give their contribution to social cohesion, human rights and social justice.

Among major social challenges in the country should be noted unemployment, poverty, rather fragile social protection system, problems with access to social rights, demographic problems and problems with the pension system, to mention only a few. Therefore, the importance and roles of professions which deal with social issues seems to be greater than ever. We have to tackle many open challenges in our society actively and systematically, we need modern answers to many new and old questions, and we need to find proper answers to challenges connected with future development of our societies.

I am convinced this symposium will bring many of these answers and solutions, but also that we will be able to open new questions regarding next phases of development of our societies which will be more socially just, sustainable and inclusive for all groups of its populations.

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ICSD SYMPOSIUM SITES:

1980 Hong Kong
1982 United Kingdom
1984 Canada
1986 Japan
1988 Sweden
1990 Costa Rica
1992 USA

1994 Sri Lanka
1996 Portugal
1998 Egypt
1999 South Africa
2001 Turkey
2003 India
2005 Brazil

2007 Hong Kong
2009 Mexico
2011 Bangladesh
2013 Uganda
2015 Singapore
2017 Croatia



IVAN SVETLIK

Ivan Svetlik, born in 1950, is Rector and professor of Human Resources and Social Policy at Ljubljana University, Slovenia. He was vice rector of the University of Ljubljana (2005-2008), Minister of Labour, Family and Social Affairs of Slovenia (2008-2012) and a member of the editorial committee of the European Journal on Vocational Training edited by CEDEFOP. He has been involved in the country's labour market, social security, education and training reforms, as well as in consulting in these fields in the Balkan countries and HRM in companies.

His main research topics and interests are: work, employment, education, human resources, social security, and quality of life. He has co-operated with international networks and institutions, such as ITF, CEDEFOP and CRANET network on human resource management research. He published over 400 articles, book chapters and books.



IVANA MILAS KLARIĆ

Ivana Milas Klarić, Ph. D., Croatian Ombudswoman for Children, teaches Family Law at the Faculty of Law in Zagreb where she is employed as an assistant professor. Her specific areas of interest are: custody, autonomy of will and medical law, especially from the point of view of protection of children and adults with disabilities. Ms. Klarić has participated in many international and domestic academic and professional conferences and has published many academic and professional articles. She was a member of several working groups for the drafting of regulations and is an editorial board member of several scientific journals in the

fields of law and social work. She is a co-editor of the proceedings "Protecting the Best Interest of the Child" (2015). She was a member of the expert team for drafting the Council of Europe Strategy for the Rights of the Child (2016-2021).



DARJA ZAVIRŠEK

Prof. Darja Zaviršek, PhD. is sociologist, professor and chair of the Department of Social Justice and Inclusion – Disability Studies, Gender and Ethnicity at the University of Ljubljana, Faculty of Social Work, and Honorary Professor at the Alice Salomon University of Applied Sciences Berlin. Since 2008 she has been the president of the Eastern European Sub-Regional Association of the Schools of Social Work, at the IASSW and a board member of the IASSW; she is the co-founder and chair of the Indosow- International Doctoral Studies in Social

Work, 2009-2014; and is the national representative of the Academic Network of European Disability Experts. She supported the development of social work education in several Eastern European countries (Ukraine, Georgia, Kosovo) and was recurrent visiting professor at different universities: Central European University (2005-2015, Gender Programme), University of Banja Luka (2000-2007), University of Kiev Mohyla (1997- 2010), Tbilisi State University (2010-2015), University of Zuyd, Maastricht (International MA 1998-2011). Currently she teaches at the Master Programme of the University of Applied Science Alice Salomon Berlin, "Social Work as a Human Rights Profession". Areas of research: gender, disability, ethnicity studies, history of social work, violence. She wrote, edited and co-edited 17 books in Slovenian and English, and wrote over a hundred of scientific and professional articles.



NINO ŽGANEC

Nino Žganec, Ph.D. is from Croatia where he finished study of social work and obtained his PhD. Since 1991 he has worked at the Faculty of Law, Department of Social work, and is currently associate professor and head of the Department of Social Work Department at the Faculty of Law, University of Zagreb. His writings, research interests and practice include community social work, human rights and organization of social services. He introduced several new social work subjects in the curriculum of the social work study as e.g. ethics in social work, social work and human rights and other. He became president of the European Association of Schools of Social Work and vice president of the International Association of Schools of Social Work in 2015. He was assistant Minister and state secretary in the Ministry of Labour and Social Welfare in the government of Republic of Croatia over the period of 2000-2005. During his term of office, he initiated and led the reform of the Croatian social welfare system. He is the president of the Croatian Anti-Poverty Network and member of the Executive Committee of the European Anti-Poverty Network.

20TH ICSD BIENNIAL INTERNATIONAL SYMPOSIUM 2017 ZAGREB, CROATIA
ICSD and ICSD European Branch joint conference

**MULTIDISCIPLINARY EDUCATION AND PRACTICE FOR
SOCIAL DEVELOPMENT AND SOCIAL GOOD**

BOOK OF ABSTRACTS

PLENARY LECTURES

THE ROLE OF THE OMBUDSMAN FOR CHILDREN IN THE PROTECTION OF CHILDREN WITHIN THE SOCIAL WELFARE SYSTEM

The Ombudsman for Children monitors the compliance of national regulations with international documents which are binding in the field of the protection of children's rights. The co-operation of the competent bodies at the national and regional level is one of the basic preconditions for quality protection of children. The role of the social welfare system in this is extremely large. In the presentation, will be discussed the model of this cooperation in Croatia and the position and role of the Centre for Social Welfare, as well as the role of the relevant Ministry of Demography, Social Policy and Youth in achieving conditions which are necessary for protecting children's rights. In addition, the recommendations of the Ombudsperson for Children addressed to the relevant Ministry and the difficulties, challenges and doubts about the social welfare system functioning will be emphasized.

The importance of multidisciplinary education and practice that respects knowledge and experience from different perspectives in order to protect and provide children's rights will also be highlighted. Therefore, the compatibility of the social work programs within the academic system with the needs of the beneficiaries of social welfare systems, especially children will be discussed as a challenge for both education and practice. One of the important topics of discussion will highlight the support to professionals in the social care system, the need for continuous, comprehensive education that should provide a high quality of professional services to families and children in order to work on improving children's life conditions on everyday level.

Furthermore, cooperation on the international level and international networking of the Ombudsmen's for Children on regional and broader level is an important segment for improving legal and social platforms of protecting children's rights. Nowadays the protection of children's rights on the Balkan region are in the focus of many professions, especially in the context of migration crises of the peoples from the Middle East, and international cooperation on these levels is more than necessary.

KEYWORDS: ombudsperson for children Croatia, human rights, children's rights, social welfare system

HAVE SOCIAL DIFFERENCES BECOME PART OF THE POST-TRUTH SOCIETY?

In the keynote presentation the issue of understanding of social development will be addressed. Two specific issues will be discussed in particular: the impact of globalisation on social differences, their social and political consequences and possible remedies; and social and political consequences of the creation of post-truth society.

Social development in a wider sense embraces everything connected with lives of individuals and societies and thus includes changes in the nature and the issues of technology. Development has its value dimension, either positive or negative, and should not be identified with growth. From this starting point, the impact of globalisation on social differences, which have quite different social and political consequences in different parts of the world, will be presented. It seems that they are critical for the marginalised undeveloped countries and also for the developed ones, where working and middle classes appear to be losers. Loss of prosperity, political radicalism, forced migration and terrorism are only some of the consequences. It seems that the solutions to these problems cannot be found in preaching traditional values but in addressing the issue of distribution of wealth. Citizenship income and working time shortening could be two alternative solutions. The other burning issue is creation of the virtual/post-truth society. Although it seems harmless at first sight, it might lead to serious social and political results with terrible consequences for individuals and mankind, such as spreading of infectious diseases and environmental catastrophes. The logic of the creation of post truth society will be discussed. Although it seems that it has been generated technologically, a great deal of responsibility could be ascribed to the irresponsible utilisation of knowledge. We will argue that both phenomena, increasing social differences and the post-truth society, are highly interlinked.

KEYWORDS: globalisation, post-truth society, social development, social differences

NEW FACES OF AN OLD PHENOMENON: XENPHOBIA AND NEOPATRIARCHY AS A CHALLENGE FOR SOCIAL WORK AND SOCIAL DEVELOPMENT

The post-socialist pushback policies against the refugees encompass an entire array of the might of the repressive state: the newly militarized state borders, increased securitization, externalizing, institutionalizing and spatially segregating the migrating people, the police and paramilitary brutality against young men, all of which is coupled with ideologically and propagandistically inflated xenophobia, racism and anti-Islam attitudes. Some post-socialist EU member states refuse to take part in the relocation processes and others set conditions to accept only “desirable” refugees. These xenophobic reactions are framed in the global processes of neoliberal globalization and in the global anti-migration movements, but are at the same time rooted in the economic, political and social histories of Eastern and Southeastern Europe, and the Balkans. In order to take a stand against the ensuing crisis of humanitarianism, complex social work responses are needed at the individual, institutional, curricular and research level, both as reflection and as intervention. The crisis of humanitarianism not only imposes violence upon the external other, but also on the locals who are instrumentalized in the re-establishment of old-fashioned nationalisms and re-emerging masculinities. Women who attained formal equality during communism are pushed out of the labor force, or experience continuous gender pay and pension gap, different forms of gender power inequalities, violence, the “sticky floor”, glass walls and ceilings when trying to reach leadership positions, or are publicly demonized as professionals in social care vocations. Elderly women, systemically threatened by poverty, are the biggest losers of the post-socialist restructuring of the economy and social relations. The re-traditionalisation of post-socialist societies is supported by the local churches that gained dominance as the survivors of oppressive communist regimes, and are now spreading fears of “islamization.” These developments gave rise to neopatriarchy as the new ideological horizon that is very well served by mounting xenophobia. Social work, itself under enormous pressure of neoliberal politics, has an important role to play in education, research and social practice in dealing with the new faces of old phenomena.

KEYWORDS: migrating people, xenophobia, post-socialist states, neopatriarchy, social work social development

SOCIAL WORK PRACTICE AND EDUCATION – NAVIGATING BETWEEN NEOLIBERALISM AND PROMOTION OF HUMAN RIGHTS

It is rather clear that the concept of the welfare state has been breaking down rapidly at least for the last two decades. The global economic crisis of the second half of 2000s empowered the idea of neoliberalism more than ever before. The consequences are visible in everyday practice of social work which came under growing pressure of requests directed toward the processes of modernization, financial rationalization and effectiveness (oriented to reduction of “social expenditures”), standardization, specialization etc. The so called “competence based” frame in social work education on one side and individual responsibility for own future at the open market on other side represent just two sides of the same coin designed to reduce “unnecessary costs” that can appear inside of the system of education, social welfare and others if these systems will not be arranged according to the measures and principles of maximization of financial profit.

The dominance of economic logic in governing of all aspects of society opens little space for another way of thinking. It seems that words like humanism, social equality, social justice or human rights are slowly but certainly losing their fight in the open market of modern politics, public communication and development plans. The profession of social work has grown out of values of humanism, respect for diversity, social justice and social inclusiveness, promotion of positive social changes and the idea of freedom. Because of this social work should persistently and tirelessly contribute to another way of possible relations in society that would be able to bring alternatives to unsustainable and unjust balance of power, goods and possibilities. This calls for social work professionals to oppose the idea of neoliberalism and to sustain a constant challenge to the dominant paradigm of social development. With the perspective of promoting and protecting human rights, social workers show how differently society may look like and how values of the free and secure human being overcome all other values of economic growth. Social work under neoliberal dominance was put aside and became too much administrative, humanitarian, reactive and weak. It seems that the role of social workers is misused when they are positioned to be safe guardians in an unjust society. Decision makers perceive them as “guarantors of social peace”. To overcome this unacceptable position, social work should become more political, more proactive and more powerful. Many professional assets social workers already possess, and rest of them should be built. Huge responsibility lay on social work education as well as on practice, but the time for professional awakening was never more important and opportune then now.

KEYWORDS: social work, neoliberalism, education, human rights

Theme

ENVIRONMENT IN ECONOMIC AND SOCIAL CONTEXT

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TOWARDS AN INDIGENOUS KNOWLEDGE STRATEGY IN COPING WITH CLIMATE CHANGE: A NARRATIVE APPROACH

Climate change is a threat to sustainable and ecological development globally and particularly in Africa. Despite the government's (South African) attempt to mitigate the latter harsh conditions, the challenge remains. One notes with concern that the most affected by climate change are the vulnerable, poor and marginalised, those residing at the peripheral spaces. Therefore, this paper seeks to fill this gap by providing local indigenous strategies that can be utilised to mitigate climate change in rural and marginalised communities. Indigenous Knowledge Systems emanating from the human spirit are life experiences organized and ordered into accumulated knowledge with the objective to utilize it in order to improve quality of life. Thus, the indigenous knowledge strategies will strive to create a liveable environment for both human and other forms of life, making a strong case that the IKS are located in the context of utilitarian and creative force for the sake, or rather with the objective to ensure comprehensive well-being for both humans and other forms of life.

The strategies will focus on particular values, beliefs, rituals, traditions and environmental relationships that exist in any community. Narratives from the custodians of indigenous knowledge were collected from Maruleng Municipality in Limpopo Province of South Africa to mitigate the impacts of climate change, especially in rural areas where resources are limited. Indigenous knowledge and cultural theories are used to discover uniqueness and indigenous ways of coping. The theories were selected with the intention to guide practitioners to intervene in climate change impacts in a local, culturally appropriate and sensitive manner.

The findings revealed that Indigenous knowledge could be essential for the survival of the community, in general or specific fields, such as protection and use of the local environment, enhancing food security, especially during periods of climate change. In addition, it could also be used as a tool of sustainable and ecological development.

KEYWORDS: climate change, indigenous knowledge systems, adaptation, communities, environment

GENDER ANALYSIS FOR THE PROJECT “SOIL PROTECTION AND REHABILITATION FOR FOOD SECURITY IN INDIA”: IMPLEMENTED IN MADHYA PRADESH AND MAHARASHTRA

Women constitute 43 per cent of agricultural labor force in the developing world. Over 75% of the daily time of a rural woman is spent on farming-related activities, including caring for livestock and collecting water. Female farmers produce 50% of all food crops. In South Asia, 70% of agricultural workers are women and 60–70% of rural marketing is done by women. In India, women are more likely to be engaged in agriculture than men, but much of this work is performed informally as part of a family's subsistence (Lahiri-Dutt 2014: 11). The “labor burden” of rural women is higher than men which also includes a significantly higher proportion of unpaid household chores (Nyuki, Kruger and Starr, 2013). Despite women's contribution to agriculture, the gender gap is persistent and women's labor and knowledge contribution to agriculture and human development remain largely invisible. They face gender-specific challenges to participate fully in agriculture. Women most often are not owners of the means of production; they are more likely to be paid lower wages and have little access to resources, inputs and services (FAO2011). To fill this gap, a Gender Analysis was commissioned by Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) in the provinces of Madhya Pradesh and Maharashtra in India. The study attempted to understand the following research questions: What are the different roles men and women perform in agriculture in the selected geographical locations? What are the household and farming decision-making and assets ownership patterns? What is the access to resources, information, technology and trainings to both men and women? A mixed method approach of data collection was used for this study. For the quantitative study, a structured questionnaire was designed, pre-tested and used to capture the response from respondents. For qualitative study, a semi-structured FGD guide was used. Using Multi-stage sampling technique, the study interviewed 290 respondents and 277 women participated in the FGDs. The Gender Analysis for the current project highlights the severe gender gap in agriculture in the selected districts in India. The construction of the male and female as gendered beings define the gender norms and codes in these communities circumscribing the roles, power, privileges and constraints faced by each of the gender category in agriculture and other activities. It defines who can plough, who can own land, who has mobility, who has access to resources, who does domestic chores. It marks out power, privilege, control and opportunity. It sets out who has agency and voice in that setting to decide and control.

Women in the selected districts under the project face severe gender-specific constraints. Developing an understanding of the nature of the gender gap through this study was the first significant step. Recommendations based on the current study include, among others, women friendly policies, accessible inclusion of women in planning and management, access to financial products, addressing training needs, and accessible extensions services.

KEYWORDS: gender, disparity, resources, decision-making

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GENDER-BASED VIOLENCE AND SEXUAL HEALTH AMONG FEMALE SEX WORKERS IN THE CONTEXT OF EARTHQUAKES AND TRADE EMBARGO IN KATHMANDU

Seventeen hundred female sex workers (FSWs) are estimated to work in Kathmandu, though this number is considered an underestimation. Previous research has found that street-based FSWs in Kathmandu experience high levels of violence, limited condom negotiation power, and barriers to health care access. This research study explored the relationship between gender-based violence and health among FSWs in Kathmandu. This relationship was examined in the context of post-earthquake and mid-trade embargo with India. The local school of social work and sex workers' rights NGO were community partners in this research study and provided instrumental support in the formulation of the study, community partnerships, and linguistic and cultural translation. Semi-structured interviews were conducted with 30 FSWs during December 2015. A feminist political economy lens was used to interpret these results, and data analysis consisted of reading the data line-by-line, identifying themes and coding categories to uncover relationships between themes and categories. Participants discussed their entry into sex work as the result of a vulnerable economic and social position following emigration from rural areas to Kathmandu. The FSWs indicated that the earthquakes and trade embargo had negatively affected market demand resulting in an even more unstable economic livelihood. Violence was widespread and was perpetuated by clients, significant others, fathers, brothers, police, and employers, suggesting that exposure to violence is a constant rather than simply related to their role as FSWs. Participants indicated that clients do not want to use condoms and that this may result in violence perpetrated by the client. The impact of alcohol use on both gender-based violence and condom use was also discussed. This research study has implications for the importance of developing prevention and intervention efforts focused on the connection between gender-based violence and sexual health. Research findings suggest that gender-based violence prevention efforts and sexual health education directed at both sex workers and male clients and intimate partners are needed. All participants are already engaged in a sex workers' rights NGO which is encouraging, as this represents an opportunity for community building and education.

KEYWORDS: sex work, prostitution, sexual health, gender-based violence, natural disasters

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ENHANCING TRANG AN LANDSCAPE COMPLEX'S RECREATIONAL BENEFITS TO VIETNAMESE VISITORS

Trang An Landscape Complex is Vietnam's latest and sole mixed natural and cultural world heritage site officially recognized by UNESCO's World Heritage Committee in July 2014. The complex is situated in Ninh Binh province, Northern Vietnam, and is famously known as an "outdoor geological museum". It currently receives 3.5 million visitors annually compared with the target of 7.2 million in 2020. Records for 2014 showed that almost 90% of the total visitors were Vietnamese. Most of visitors came to the complex in February and March. The uneven tourist distribution results in the underemployment of more than one-third of the local population. Meanwhile, the province's tourism sector plan targeted a two-fold increase in Vietnamese visitors from 2015 to 2020 at an 8.5% average annual growth rate. This study estimated the recreational demand of Vietnamese visitors to Trang An Complex and measured the changes in recreational benefits, given that recreational activities are increased at different periods of the year.

Individual Vietnamese visitors to Trang An Complex were chosen as interview respondents. Samples were taken using two approaches: respondents were interviewed in the Trang An Complex following a skipping pattern and respondents who visited the Trang An Complex as part of a package tour from the tourism companies in Hanoi were directly interviewed. Data from a total of 292 on-site and off-site respondents were collected from July to August 2015.

Using the individual travel cost method, the Tobit censored regression model was employed to estimate the recreation demand. Hypothetical scenarios of proposed activities at different periods of the year were constructed. Respondents were then asked to state how many trips they would make under this hypothetical situation. Of the total respondents, 91% expressed an intention to return to Trang An Complex under the hypothetical scenario. The recreational value for a Vietnamese visitor was computed at USD 282.34 per trip while the aggregate non-market benefit of the Complex was found to be USD 872.81 billion. Increasing recreational activities corresponded to an increase to USD 350.84 per trip and USD 1,227.94 billion in recreational value and recreational benefits, respectively. Thus, to augment the recreational benefits of Trang An Complex, it is recommended that nature- and culture-based recreational activities, as well as a mixture of the two, be introduced during unpopular months.

KEYWORDS: recreational benefits, world heritage, trang an complex, contingent behavior, travel cost method

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BUILDING PEACE AND A “STEADY-STATE SOCIETY”: THE CONSTRUCTION OF PEACE, THE CHALLENGE AND PROSPECTS OF ACHIEVING A 'STEADY-STATE SOCIETY'

Peace is not merely the state of not being at war. It is a state without violence, prejudice, or discrimination. “The construction of peace” includes all the steps to constructing such a society. In contrast to today’s growth-at-all-costs global economy, the steady-state society is the stage that is reached when humanity accepts the limits on the growth of its population and its economy. It is the culture of the so called “slow lifestyle” whereby almost the entire population reaches ripe old age, the natural environment is preserved as a functioning entity, and enhanced social well-being as well as sustainable growth are achieved. Even though humanity has lived through the agricultural revolution, the industrial revolution, and the information revolution, we still keep going through cycles of war and conflict. We no longer have eyes for the anguished faces of child victims of dioxin, afflicted during the Vietnam War, nor do we have ears for the wails of grief uttered by women and children suffering in war-torn regions. Japan has now become the first country in the world to demonstrate the impact of preserving most citizens’ lives successfully into old age. It will become the first country to become a “steady-state society”. I believe “Satoyama science” (which refers to forests and grassland near villages, where nature shows the path to culture) is an academic field that can provide numerous hints about where to look for ways to achieve a society with a slow lifestyle. I think a reexamined agriculture (resulting in a regeneration of the human community through an examination of the interaction of science, nature, and culture) would be the central theme of successfully developing the society of the future. I would like to add that in order to develop eco-social welfare, we need: T H E F E C H S, too. In order to integrate T: Tourism, H: Health and welfare studies, and E: Ecology, we must develop plans and policies suitable to the local situation, linking F: Food, E: Energy solutions, C: Care, H: Housing, and S: Sports as a field of study. In other words, though these academic areas and fields of study have been discussed and developed independently, in order to develop the steady-state society we must integrate and comprehend T H E F E C H S in a globalized society. That is, to establish eco-social welfare: while the public sector (central and local governments), the private sector (market and non-profit organizations (NPO), and the individual component (families and localities) cooperate and collaborate with each other, environmental studies, welfare studies and tourism (as an aspect of the joy of living) are linked; the integration of all of these is an important subject to study and an important thing to teach, if we are to realize a steady-state society.

KEYWORDS: peace-building, steady-state society, sustainability, “satoyama”, health, ecology

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RESILIENCE AND VULNERABILITY OF CLINICAL SOCIAL WORKERS AFTER NATURAL DISASTERS

In 2011, Japan's Tohoku region was hit by the deadliest earthquake and destroyed by the subsequent forty-nine feet tsunami, which resulted in more than 22,000 deaths or missing people. The tsunami disabled the power supply of the Fukushima nuclear power stations, and triggered the meltdown of nuclear reactors. In fact, Japan established a well-planned emergency system and policy with strict building codes to increase earthquake resistance. As a result, the 2011 earthquake did not cause much damage and death; however Japan did not anticipate the devastating impact of the tsunami. Furthermore, 6 years after the disaster, coastal residents in the Tohoku region are still struggling with the nuclear crisis; as of 2017, radiation measures at the Fukushima nuclear reactors point to unprecedented levels (McCurry, 2017). Japanese social workers have supported the victims and survivors of the disaster and provided crisis intervention services. In the course of their professional duties, social workers have listened to survivors' and victims' trauma stories over and over. When human service workers are exposed to indirect trauma, they can develop negative psychological outcomes such as secondary traumatic stress or compassion fatigue which is similar to the symptoms of post-traumatic stress disorder. The aim of the present study is to examine the prevalence of secondary traumatic stress (STS) in social workers who responded to victims and survivors of the 2011 Tohoku earthquake, tsunami, and nuclear disaster. A self-administered paper survey was sent to social workers in the Tohoku region in 2012, who assisted victims and survivors affected by the disaster. The 13-item Compassion Fatigue scale was adapted to Japanese social workers to measure STS. A total of 114 social workers completed the survey, and a final data set included 107 due to missing data. Out of 107 social workers, 64 were identified as clinical social workers who provided crisis counseling interventions to victims and survivors.

There was a significant difference in STS between clinical social workers ($M= 4.7, SD=2.0$) and non-clinical social workers ($M=3.9, SD=1.4$), $t(1) = -2.1, p= 0.3$. The results suggest that clinical social workers exhibit a higher level of secondary traumatic stress than that of non-clinical social workers.

An issue for the social workers in the sample of the present study is that they came from the Tohoku region and they themselves may be victims of the disaster. In this case, hearing traumatic details from clients can bring social workers' own traumatic memory and increase arousal and emotional reactions. Some victim social workers may re-experience their personal trauma over and over. The

present paper will provide implications for social work practice in terms of post-disaster resiliency to help clinical social workers. In addition, this paper will review recovery plans and efforts by the government and discuss environmental justice on behalf of residents, farmers, and fishermen affected by the tsunami and nuclear meltdown.

KEYWORDS: disaster, secondary traumatic stress, post-disaster resiliency

PERSPECTIVES OF SCHOOL PERSONNEL AFTER A NATURAL DISASTER: THE 2011 GREAT EAST JAPAN EARTHQUAKE

Natural disasters of unprecedented proportion have been observed throughout the world during the last decade. The attention to social and ecological context is especially important when working with children, because children's recovery from disasters and their emotional well-being are largely dependent on the support and care provided by the adults around them. Among the primary caretakers of children are school personnel who have access to all of the children in a school, regardless of whether they are exhibiting symptoms of mental illness or not.

Data were collected from seven elementary school personnel in two coastal cities, Ishinomaki and Kesenuma, in the Tohoku region of Japan, from May to July 2014. School personnel included classroom teachers, administrators, school nurses, and school counselors. Two measurement tools were used, one is the Coping Inventories of Stressful Situations in Japanese, and the other is a questionnaire. The questionnaire in Japanese was developed to gather the information necessary to assess the extent of the disaster experience of the school personnel, and how they understood the impacts of the earthquake on their students.

Respondents reported a low level of confidence in their understanding of how the disasters affected students' academic performance ($M = 3.56$, $SD = 2.05$) and their development ($M = 3.76$, $SD = 2.08$), as well as how to discuss issues concerning the disaster with parents or guardians ($M = 3.82$, $SD = 2.17$). School personnel also reported a higher confidence in their ability to understand students' behaviors ($M = 5.30$, $SD = 2.37$).

In the first multivariate analysis, compared to school personnel in Kesenuma, school personnel in Ishinomaki were more likely to report that Great East Japan earthquake increased students' aggressive behaviors and decreased students' academic performance ($p < 0.05$ and $p < 0.10$ respectively). In the second analysis, there were statistically significant differences between school personnel working with older and younger students. School personnel working with older students were more likely to report that the 3.11 earthquake increased students' visits to nursing offices, problems in the family, and difficulties in their development than school personnel working with younger students. Further, school personnel working with older students were more likely to report their students were impacted having lost a parent or parents and believe that 3.11 earthquake would have a long-term negative impact on their students.

Results do not indicate particularly high scores on the impact the 3.11 earthquake had on the students in the area of student behaviors, academic performance, development, or family

situations. However, respondents indicated that they were concerned about the long-term negative impact of the disasters on their students. Respondents' confidence levels in their knowledge of how the earthquake impacted students' academic performance, behaviors, and development, as well as their ability to discuss these with students' parents or guardians, were low. This may be an indication that the profound concern for their students is based on some other factor than what they actually see in their students on a daily basis, such as the fear of anxiety of PTSD.

KEYWORDS: natural disaster, children, school personnel, resilience, trauma

MITIGATING THE IMPACT OF DROUGHT IN NAMIBIA: IMPLICATIONS FOR SOCIAL WORK PRACTICE, EDUCATION AND POLICY

Namibia is an economically prosperous, upper middle-income country, but remains one of the world's most unequal countries. This inequality is exacerbated by increasing droughts. The impact of drought in Namibia on people, animals, and the land is particularly experienced by rural households that depend on the land for their livelihood. The country has maintained an exclusive emergency stance on drought, largely focusing on reacting to drought crises, as opposed to proactive enhancement of the preparedness and adaptive capacity of households in rural communities in particular. Social workers focus mainly on micro-level practice, and do not target poverty, hunger, unemployment, inequality and livelihood options, making already vulnerable people even more vulnerable when drought strikes. Their contribution to social development is largely absent from policy efforts aimed at mitigating vulnerability which arises from environmental crises. A qualitative study was conducted in seven of Namibia's 14 administrative regions. A case study design was adopted, using cases sourced from various sites. Through purposive and key informant sampling methods, 51 participants were selected for the study, including 19 household participants, 12 social workers, 11 school principals, 7 students of social work and two drought relief coordinators. Data was collected through face-to-face or interviews by telephone, and analysed by means of thematic analysis. The research findings indicate that social workers can mitigate the socio-economic and environmental impact of drought in Namibia by adopting a green social work model (Dominelli, 2012). Social workers, in partnership with other stakeholders, can play a role in mitigating the impact of drought. Training in disaster management can become a tool to empower social workers to become agents of social change who actively promote social, economic and environmental justice. The training should include a policy dimension, introducing all policies relevant to the environment and socio-economic development, along with skills to influence and develop policy.

KEYWORDS: natural disasters, green social work, social and economic development, environmental justice

LOCAL ACTION GROUPS AND SOCIAL INEQUALITY: LEADER PROGRAM AS A NEW ACTOR IN CROATIAN RURAL AREAS

The presentation is based upon a series of semi-structured interviews which were performed with LAG managers in Croatia in July, August and September of 2015. LAGs are approached as new actors in Croatian rural areas, and they are based upon the rise of the newly established project class (see Kovách and Kučerová 2006; 2009).

The presentation builds upon the critical literature on LEADER program, and especially the question of its role in social in/equality in rural areas across Europe. In Croatia, two types of LAGs are identified: those which are socially inclusive and those which are elitist in the sense that they predominantly work with the elites in rural areas. So, on one hand, there are LAGs which insist on retaining a primarily consulting and coordinating function, insisting that their focus is on developing strategies, strengthening local capacities, establishing networks between various sectors, and offering education and information related to various funding opportunities. On the other hand, there are those which decided to assume a more engaged and activist-minded approach, or to focus more actively on including the less skilful and suitable individuals and groups in the processes of projectification. The presentation examines the argumentation of managers regarding the two opposed poles, and attempts to juxtapose the attitudes expressed in the interviews with some of the outcomes of LAG activities, such as strategies or project activities. It particularly focuses on the bottom-up approach as the professed tenet of the LEADER program, and it questions to which extent it is followed in LAG activities. As it is evident from research, the role of local towns and municipalities has been among crucial factors in the successful functioning of Croatian LAGs so far, because of the issues such as financing and, also, the fact that a LAG is officially represented by its president, who is usually, and at the same time, employed in positions such as mayor of a local town or head of a local municipal council.

In conclusion, the presentation also focuses on different ways in which project class participates in the making of LAGs as new actors of rural development. It proposes the establishing of the difference between the internal and external project class, which differs in terms of its social background as well as its personal relation toward the territory that the LAG encompasses.

KEYWORDS: LEADER, Croatia, Local Action Groups, project class

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LOCAL FAMILY SOCIAL SERVICES IN CROATIA BETWEEN EUROPEAN UNION'S STANDARDS AND RURAL REALITIES

Developed local social services have become one of key priorities in Croatian social policy and social care system. Impetus has been particularly given by the approach which is strongly promoted by the European Union and European Social Fund. There is a push to develop decentralized, user-oriented and inclusive social services that would be accessible on a local level and for the most vulnerable population. Rural communities are facing this challenge in particular due to a lack of various structural resources. EU promotes a welfare mix in developing local services that are owned by many different actors, such as the private sector, NGOs and local institutions. The aim of this research was to detect what kind of local family social services exist in rural communities in Croatia. The second aim of this research was to determine what standards of the European Union are integrated in family social services, such as: various sources of funding, accessibility, inclusiveness, active participation of service users. Particular focus was placed on services to tackle various family risks during the lifespan.

Data were collected using online questionnaires that were filled out by local municipality representatives (N=200). Stratified probabilistic sampling was used taking into account regional affiliation and the level of development for each municipality. Research results indicate that local services are not balanced enough and do not cover various families' needs. In rural areas, they are mostly oriented on meeting the needs of elderly people who live with family and family members with disabilities. Furthermore, on a local level in rural areas, the European Union's approaches and standards are still not sufficiently integrated. It is noticeable that there is more space to use project funding schemes, because local services still depend to a great extent on national budget funding and do not involve service users in decision making in a significant way. Social work and its role is discussed as a profession that manages local services, using social planning techniques and project management approach.

KEYWORDS: family social services, rural communities, European standards

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EUROPEANIZATION VS. RE-LOCALIZATION: DIFFERENT APPROACHES TO ISSUES OF RURAL DEVELOPMENT IN CROATIA

Rural development is the umbrella term under which diverse aspects, such as agriculture, social issues, and economic development meet on the, quite broadly defined, common ground – the rural area. Not only are diverse aspects tackled, but diverse actors are also being involved in the process of rural development. At diverse administrative levels, such as local, regional and national, the processes of Europeanization of rural development have been taking place. This is being manifested primarily in appropriating, at every single level, the whole rhetoric of rural development agenda by diverse actors. This includes local politicians and agency workers, but farmers as well. They all seem to embrace the projectified approaches to rural development, including the accompanying discourses. Such approaches might sometimes be criticized, but rarely questioned. On the other hand, there are grassroots movements that aim at creating a new model for boosting local agriculture, i.e. its specific form –organic agriculture. This model anticipates different social relationships and aims to promote solidarity (especially between producers and consumers) and economy of solidarity in general. In this paper, two different approaches, one top-down, the other bottom-up, to rural development will be analyzed and their impacts compared. The first one includes the analysis of the currently visible effects of Agribusiness project (joint IPA project of Croatia and Bosnia and Herzegovina) on the rural Dubrovnik surroundings, where the interdisciplinary team of researchers from the Ruralia group carried out the research in May 2016. The second one refers to the rather new grassroots movement in Croatia (active since 2009): community-supported agriculture. The movement itself has bifurcated into the two slightly different directions. This paper focuses on the development of community-supported agriculture in the region of Istria, where it has been known in the past two years under the name of Solidarity ecological groups, and its impact on the local (organic) agriculture. Since both efforts are aimed at boosting organic agriculture in Croatia, it will be interesting to analyze their concrete impact on this type of agricultural production.

KEYWORDS: Europeanization, re-localization, rural development, community-supported agriculture

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EUROPEANIZATION OF RURAL DEVELOPMENT: CHALLENGES AND PRACTICE

According to Radaelli, “processes of Europeanization, refer to processes of construction, diffusion and institutionalization of formal and informal rules, procedures, policy paradigms, styles, ‘ways of doing things’ and shared beliefs and norms which are first defined and consolidated in the making of EU decisions and then incorporated in the logic of domestic discourse, identities, political structures and public policies” (Radaelli 2000:4). These complex processes are infiltrating into various aspects of lives of both EU member and non-member states. They not only affect diverse aspects of politics, but also influence everyday lives of inhabitants. The EU’s rural development policy helps the rural areas of the EU to meet the wide range of economic, environmental and social challenges of the 21st century. Frequently called “the second pillar” of the Common Agricultural Policy (CAP), it complements the system of direct payments to farmers and other measures in order to manage agricultural markets (the so-called “first pillar”). The concept of rural development is not directed toward agriculture, forestry and ecology exclusively, but includes issues such as promoting social inclusion, poverty reduction and economic development in rural areas.

Diverse actors involved in complex processes of rural development (politicians, developmental agencies, NGOs sector, LAGs, farmers and their families) are being submitted, voluntarily or involuntarily, to the logic of Europeanization while trying to achieve their goals.

This panel invites papers that scrutinize diverse effects (both positive and negative) that processes of Europeanization have on rural areas, especially having in mind the agenda of rural development.

Some of the following issues could be addressed:

1. Implementation of new EU funding ratio opposed to traditional agricultural orientation
2. Rural areas as a setting for sustainable development: dynamics of ecological, economic and social issues
3. Considering rural context as a determinant of equality of chances
4. Rural surrounding as an inclusive surrounding.

KEYWORDS: Europeanization processes, rural development, rural areas, development policies

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GENDER AND SOCIAL INCLUSION MAINSTREAMING IN CLIMATE POLICY: LESSONS FROM ACTION ON CLIMATE TODAY

Action on Climate Today (ACT) is a regional programme which works with government stakeholders in nine South Asian locations to help integrate climate change into their policies, plans, and budgets. Key programme activities include policy and budgetary streamlining and harmonization, strengthening decision-making tools, building a climate change knowledge base in the policy sector, supporting location-tailored climate-smart development and adaptation planning, and promoting investments in climate-related projects. Since late 2016, the authors have been providing technical support to the process of mainstreaming gender and social inclusion (GESI) in all of ACT's locations. This has presented both serious challenges and unique opportunities for innovative learning and practice. The crux lies in the available points of intervention: because the implicit theory of change for ACT's climate work is premised on advocacy interventions at the policy level, associated gender and social inclusion mainstreaming activities also require policy-level entry points. We note that this is in line with current high-level reflection on gender and climate action.

As practitioners, how do we approach the problem of mainstreaming GESI in a programme whose operational terrain lies predominantly at the policy level? GESI mainstreaming in the climate change sector is not a new concept: it has long been recognised that building climate adaptation and resilience is largely meaningless without an explicit focus on women and vulnerable groups. And there exists a very substantial body of applicable case documentation, toolkits, methods, and M&E frameworks. However, most of this work has been carried out at project or local levels, in direct contact with stakeholders, implementers and beneficiaries. The problem of mainstreaming gender and social inclusion into policy, where local impacts may lie far downstream, presents distinct challenges: advocating among government stakeholders for the need to address GESI issues within climate change advocacy is rendered inherently complex in some locations by the social norms, culturally-determined behaviours, and structural obstacles which often produce and reproduce gender-based and social exclusion in the first place. In other locations, policy-level gender and social inclusion mainstreaming has a significant local history, but may be stagnant, reduced to box-ticking, and isolated from newer developments in the climate sector. Moreover, across all locations we are addressing the problem of measuring change: traditional GESI indicators are of less value for 'evaluating influence' in the policy theatre. Assessing the value and effectiveness of the work therefore also calls for an innovative approach to MEL.

In this paper, we begin by describing some of the most salient features of the multi-dimensional and contextual challenges faced in GESI mainstreaming within the ACT programme. Drawing on location-based case studies, we then present the main approaches and frameworks we have applied to the mainstreaming work. We conclude by identifying key lessons learned and proposing mechanisms for applying these in other contexts.

KEYWORDS: gender, inclusion, climate, adaptation, policy

DIFFERENTIAL EUROPEANIZATION OF ENVIRONMENTAL ACQUIS COMMUNAUTAIRE IN SERBIA

The paper examines differential Europeanization of environmental *acquis* in Serbia. Theoretical framework combines two dominant accounts of Europeanization, the rational-institutionalist one which conceptualizes the pressure for adaptation (conditionality policy) as a mechanism of external incentives which affects the distribution of resources of domestic actors, and the social-constructivist one which sees it as a mechanism of socialization with respect to new rules and norms. The two accounts have been successfully combined to explain Europeanization of environmental policy, having been found to operate depending on a specific type of policy and the affected sector.

The paper makes use of quantitative methods and determines the costs of required environmental reforms on the basis of government documents. In line with the rational-institutionalist theoretical framework, it predicts which specific sub-chapters of environmental *acquis* should be most advanced in terms of approximation to EU standards, those associated with the lowest costs: subsectors of chemicals and horizontal legislation, followed by more costly sectors of air quality, industrial pollution and waste management and expecting water management to be the least well approximated. Actual progress is determined by coding European Commission Serbia Progress Reports from 2003 to 2015, ranking the mention of good/substantial progress, progress, some progress and no progress of specific sectors into separate categories.

The findings show chemicals and horizontal legislation largely conform to expectations. Contrary to expectations, EU norms about sulfur contents of fuel, belonging to the sector of air quality, sulphur content, are so poorly transposed and implemented that Serbia is facing sanctions by the Energy Community. The implementation of said norms in Serbia mostly affects the public enterprise Oil Refinery Pančevo is. In the sector of industrial pollution, the IPPC (integrated pollution prevention and control) permit system, which affects public enterprises as well as private actors, is so poorly transposed and implemented that Serbia is trying to negotiate longer implementation deadlines. Unlike relatively advanced implementation of VOC and waste co-incineration part of industrial pollution *acquis* which affect private operators, implementation of Large Combustion Plants (LCP) directive that affects state-owned electric power industry actors makes slow or no progress at all. In the waste management subsector, areas of solid waste, sewage sludge, waste from extractive industries, which fall under the jurisdiction of public utility companies, significantly lag behind

compared to areas of packaging or hazardous waste, where greater transnational networks operate which also affect private operators.

The main argument is that if costs are borne primarily by operators (private sector) and end users (taxpayers, energy consumers etc), Europeanization tends to be smoother than what would have been predicted on the basis of costs. However, if costs are borne primarily by public enterprises and public utility companies, over which political parties in Serbia exercise firm control and which are characterized by non-transparency, patronage, nepotism and corruption, Europeanization is, as a rule, stalled. The conclusion refines previous findings in that it shows not only the type of the industry affected (export-oriented/serving domestic consumers), but also the type of economic actors in terms of their ownership structure (private operators/public enterprises) accounts for the outcome of Europeanization.

KEYWORDS: Europeanization, environmental *acquis*, rational-institutionalism, Serbia

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ASSET BASED COMMUNITY DEVELOPMENT RESPONSES TO NATURAL DISASTERS: “COMMUNITIES DOING IT FOR THEMSELVES”

The impacts of a natural disaster affect the whole community and, therefore, require community efficient disaster management practices. Natural disasters by their very nature are disruptive to the lives of people and communities, and result in substantial loss of life and cause social upheaval which leads to many people becoming homeless, helpless and hungry. Consequently, the needs-based approach has primarily been used to address natural disasters. The needs-based approach has seen many people receiving temporary relief from outside the community with minimum input from the community, which leads to a sense of apathy and hopelessness and a dependence on external institutions to fill the gaps. Therefore, an Asset Based Community Development (ABCD) approach that advocates a paradigm shift from a deficiency, needs and problem-based orientation to strengths and assets approach was adopted as a theoretical framework of the paper. The ABCD framework believes that coping with a challenge lies in the hands of the community, thus following a community process of constructing and using their experience, knowledge (skills) and assets (existing community resources, skills and abilities) to explore ways of addressing and coping with the encounters of being affected by natural disasters. Methods: in working with communities affected by natural disasters, a Participatory Action Research (PAR) was applied as the methodological frame. The people affected by natural disasters were selected through purposive judgement sampling. Data was collected utilising participatory ABCD methods through focus group discussions. Participatory and qualitative methods of analysis were employed in the study. The following exploratory question was raised: How do people affected by natural disasters in rural areas rebuild their lives after experiencing a natural disaster? Results: Based on the findings, a practice model for rural communities facing natural disasters was developed, in collaboration with relevant stakeholders among whom community members represented the main stakeholder. Assets and capabilities of the community formed the basis of this model of which the main components will be presented at the conference.

KEYWORDS: assets, disaster, community development, strengths, social work

PERSONAL TIES AND INFORMAL PRACTICES IN CROATIA: THE ROLE OF “VEZA”

Contrary to the expectations of (Western) scholars, the immediate switch from socialism to capitalism did not happen in Central and Eastern Europe (CEE) in the beginning of the 1990s. From the governance perspective, it is evident that the transformation from relation-based to rule-based governance is still under way. In addition, new modes of governance, such as networks and communities play a greater role than was initially expected. Informal practices that seem to be inherited from the previous system have developed in various ways. Deeply rooted informal mechanisms such as the use of personal ties appear to be widespread both within and outside the state sector, where their special importance for entrepreneurship is still largely under-researched.

Entrepreneurship literature strongly argues that entrepreneurs rely on both formal networks and personal ties, and as such, entrepreneurial networks have significant influence on entrepreneurial processes and outcomes. Besides the access to resources, the literature set in the context of Western developed economies demonstrates that networks stimulate and contribute to entrepreneurial success. However, limited research from the former socialist economies of CEE argues that entrepreneurial personal ties, in particular, were a crucial factor for emergence of entrepreneurial activities. More importantly, the literature demonstrates that entrepreneurial personal ties in the context of CEE countries may evolve into informal and corrupt practices.

To address this research gap, our study investigates unique personal ties, called “veza”, in Croatia. We employ the qualitative interpretivist approach and investigate entrepreneurs, stakeholders and ordinary citizens relying on “veza”. Our findings reveal significant differences between interviewed entrepreneurs and non-business people when it comes to the role of “veza” and its meanings. Furthermore, our findings demonstrate how such informal practices have led to the existence of another phenomenon called “uhljeb” – a public sector employee whose main competence and prerequisite for employment is political party “veza” or nepotistic “veza”.

KEYWORDS: informality, networks, post-socialism, entrepreneurship, veza

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ENVIRONMENTAL JUSTICE IN INDIGENOUS TERRITORIES AND BEYOND: RESPONSES OF A US SCHOOL OF SOCIAL WORK

Indigenous Peoples around the world continue to experience extreme poverty, health disparities, discrimination, marginalization, environmental racism, and threats to their cultures and traditional ways of life (United Nations, 2009). In the US and elsewhere, corporate interests promote unsustainable development and environmental degradation, largely at the expense of poor and Indigenous Peoples. Despite vulnerabilities, Indigenous Peoples remain resilient and continue to assert rights under treaties and the United Nations Declaration on the Rights of Indigenous Peoples (2008). Indeed, protections in the Declaration promote a sustainable, environmentally sound land ethic for all Peoples (Echo-Hawk, 2013). Although Indigenous Peoples traditionally define themselves by connections to and stewardship of the land, their voices are often marginalized in discussions of the environment and natural resources (United Nations, 2009). In the US in 2016, an historic gathering of tribes and allies stands in solidarity against the Dakota Access Pipeline to protect the water (aka the NODAPL Movement). These *water protectors* have been met with tear gas, rubber bullets, and water cannons resulting in substantial injuries (Devon, 2016; Stand with Standing Rock, 2016). This Indigenous-led resistance has become a focal point for conflicts between those who exploit natural resources for profit and those who support environmental justice and sovereignty of Indigenous nations.

A School of Social Work in Western New York State developed an initiative to promote multidisciplinary critical evaluation of issues leading to action. The fall 2016 initiative focused on *Environmental Justice in Indigenous Territories and Beyond*. Synchronous technology facilitated participation of people near the proposed Dakota Access Pipeline and people in Western New York. Two events on this topic drew a multidisciplinary audience of students, staff, faculty and community members. The group was multiethnic, including about 40% Native Americans, and ranged in age from teenagers to elders. Facilitated discussions led to development of task groups focusing on 1) distributing accurate information about NODAPL, 2) developing connections between students/activists in North Dakota and Western New York, and 3) encouraging the university to support the Water Protectors and Indigenous environmental justice.

This presentation describes how a School of Social Work employed a multidisciplinary response to support Indigenous groups striving to protect the environment. These actions modeled social work values, demonstrating to students in the school, other members of the university, and the

community at large that the social work profession has a commitment to environmental justice, Indigenous Peoples, and societal change.

KEYWORDS: Indigenous, Native American, environmental activism, NODAPL

Theme

**GOVERNANCE AND LEADERSHIP FOR SOCIAL DEVELOPMENT
AND SOCIAL GOOD**

HOW TO ENHANCE THE FIELD OF YOUTH INFORMATION: FOCUS ON ACTUAL INFORMATION NEEDS OF YOUNG PEOPLE AND INTENSIFIED COOPERATION

Youth Information services is becoming an ever more important part of the field of youth work. These institutions were established to provide access for young people to reliable, neutral and accurate information pertaining to all areas concerning them and can be found now in almost every European country (Cangelosi, 2012, S. 1). The provided information should be comprehensive and accurately fitting to the reality of the lives of young people. Until now there is hardly any empirical basis on the actual information needs of young people and no scientific research on Youth Information.

With funds of the youth department of the local government, we managed to operate a representative online-survey amongst 1.811 pupils aged 12 to 19 in Styria/Austria (Auferbauer & Lederer-Hutsteiner, 2015). Key issues were the degree of familiarity of young people with the institutions of youth information and their actual information needs (in connection with their preferred information channels).

The information needs of young people are manifold and differ along certain categories (gender, age and social status of their parents are important predictors, while any migration background in contrast is not). With this empirical data, it is possible to determine the perceived information needs of young people and to plan accurate programs (e.g. workshops in schools or in youth clubs) along group-characteristics like age, gender, social background et cetera.

Face-to-face interviews with youth (information) workers (n=15) show that certain issues (like sex education or work on their information and media competences) are very important for young people, even if they do not ask for it directly. It helps to prevent possible later harm – so in addition to the expressed information needs there are further topics to address. When it comes to young people at risk and/or those with fewer resources and opportunities we see a paradox: These people would have the most urgent needs for youth information, but it is very difficult for these institutions to get in touch with kids at risk (e.g. young people with any kind of disabilities, with a different cultural background, with substance abuse and/or young people, who are not in education, employment or training). So there is the challenge to intervene as early as possible and to reinforce cooperation between sectors such as school, youth work and youth welfare. On the basis of interviews with representatives of Youth Information services (n=6), further innovative approaches to connect young audiences to topics could be detected. These models of good practice often have

in common that they address young people quite broadly and then provide strong support for those in need. Furthermore, they often establish good cooperation with persons who are suitable to act as multipliers and gatekeepers to young people that are hard to reach.

So, various aspects are necessary to make Youth Information a useful support for young people in a society that offers more options and fewer prerequisites for some on one hand - but on the other hand also threats and self-responsibility without security networks for most.

KEYWORDS:youth information, youth work, professional cooperation

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THE WORK OF THE SOCIAL WORKER AT THE NATIONAL INSTITUTE OF SOCIAL SECURITY – INSS IN THE CONTEXT OF FINANCIAL CAPITAL

The purpose of this article is to analyze the work of social workers at the National Institute of Social Security (INSS) - Management of Belém-Pará/Brazil, problematizing the priority of meeting the demand for Continuous Benefit (BPC) of the Social Assistance policy to the detriment of care according to the demands of the Social Security policy. It was based on an empirical research carried out with 12 social workers of this administration, whose main mission is to provide services aimed at social protection of workers and their families in case of illness, death, aging , by means of granting social insurance benefits. However, the work that the mentioned social workers have been performing since 2009, when their inclusion in the aforementioned social-occupational space was completed, prioritized rather the issues related to social evaluation of the users of Social Assistance Policy aiming at accessing BPC. In order to deepen the analysis of the data obtained in said research, data from the Annual Social Work Bulletin from 2009 to 2016 were also used. In light of Marxist social theory, these data were analyzed which made possible the understanding of the political determinants, as well as economic and social aspects of professional work of the social worker at the INSS agencies at the national level and in the state of Pará, and the finding is that one of the most general determinations of the social worker's work in this Institute after 2009 is related to the social-liberal model adopted in the policies of Brazilian governments in the last decades that, under the aegis of financial capital, have prioritized investments in focal policies aimed at the social segments that live in situations of extreme poverty. It is recorded that these policies constitute guidelines of the World Bank worldwide, and in particular in Latin America. The results obtained with the accomplishment of this article indicate that despite the priority given to the public utilization of the Social Assistance policy - despite expressing an advance in the quality of the services provided for the users of this policy - the work of social workers which was aimed at the insured people covered by Social Security has ceased to be a priority and, at many times, these people had their demands neglected. In view of this situation, it is urgent to create strategies for the struggle of social service, as a right of the INSS policyholders, which requires a theoretical and political basis for continuous collective commitment of social workers, allied with the working class that goes in addition to day-to-day attendance at this institution, as it becomes imperative to articulate demands with the workers' collective, aiming to confront the counter-reforms announced since the Brazilian

government of Dilma Rousseff and currently by the illegitimate government of Michael Temer. The mentioned counter-reforms are aimed at withdrawing social rights and encouraging private insurance to meet the interests of financial capital, and not to ensure public welfare as a right for citizens.

KEYWORDS: social service, social security, continuous benefit, financial capital

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ISSUES AND PROBLEMS OF WOMEN STREET VENDORS – COMPARATIVE STUDY BETWEEN INDIA AND NEPAL

Unemployment and poverty are inherent to any developing nation. Although the authorities attempt to create equal opportunities in urban and rural geographies, many rural areas still lack basic amenities and opportunities, encouraging migration. Most of the migrants lack skill or education, or both, in securing a job in formal/organized sector and many such men and women take to street vending. The Supreme Court of India, in 2010, recognized street vending as a source of livelihood, and directed the Ministry of Housing and Urban Poverty Alleviation to work on a central legislation [policy], and a draft of the same was unveiled to the public on November 11th, 2011. In this context, it is important to study the prevailing issues of street vendors.

Objectives are to assess and compare the prevailing conditions of women street vendors in India and Nepal.

In an attempt to understand the plight of women street vendors, a study is conducted in select districts of South, North and East India and Nepal. Structured schedule is used to collect data concerning women vendors through interaction with more than 350 women vendors, and analyzed using statistical tools to arrive at conclusion.

Some of the findings from the analysis of data are:

1. 42% of Indian vendors and 13% of Nepalese vendors are Illiterates. All vendors from India are above 18 years of age whereas 5.6% of Nepal vendors are younger than 18 years, and 19% of Indians are above 50 years and only 2% of Nepal vendors are above 50 years.
2. In India, 24.6% vendors work for more than 10 hours whereas in Nepal, only 3.7% work for more than 10 hours
3. 57.7% of Indian vendors indicate that they face disturbance either from police or from other sources during their work whereas 66.7% Nepal vendors face disturbance during their work.
4. In both countries the vendors do not get access to basic amenities.
5. Though there are organizations to support street vendors, 83.3% of vendors in India and 92.6% of vendors in Nepal are neither members of any organisation nor aware of their rights.

The study of women street vendors in India and Nepal indicates that the situations are not very different in these countries. Women, being a disadvantaged section of society, suffer due to lack of education, awareness and facilities, but force themselves to work and earn a livelihood. Policy

implementation and active support from organisations for street vendors may change the situation for the better. Social workers play a significant role in empowering street vendors.

KEY WORD: street vendors, informal sector, policy, social work

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THE ROLE OF A CENTRAL BANK IN PROMOTING COMMUNITY AND ECONOMIC DEVELOPMENT

The Federal Reserve Bank of St. Louis works to identify challenges and opportunities for low- to moderate-income (LMI) communities in five areas of policy expertise: community development finance; financial access, capability and empowerment; neighborhoods and housing; small business; and workforce development. As a part of the central bank of the United States, it seeks to bridge these five key areas of community and economic development to conduct analyses, develop resources and share ideas that lead to measurable differences in LMI communities and increase the efficacy of practitioners and policymakers. Further, the Federal Reserve Bank of St. Louis fosters collaboration among key players from financial institutions, nonprofits and government agencies, as well as public officials, researchers and practitioners to stimulate ideas and share insights that address the challenges and opportunities present in LMI communities.

To highlight the role that a central bank has played in promoting stronger economic outcomes for LMI communities, this presentation will highlight two key initiatives:

1. With an aim to strengthen communities across the Arkansas and Mississippi Delta region (some of the most persistently impoverished counties in the United States), the Federal Reserve Bank of St. Louis launched the *Delta Communities* initiative to bring local leaders together for regional forums that have built awareness of promising tools and strategies for community and economic development. To date, twelve forums have taken place and have featured presentations from regional and national representatives with experience in building and sustaining community and economic development efforts. *Delta Communities* has resulted in new investments into the Arkansas and Mississippi Delta region and the emergence of new initiatives to improve economic outcomes for local households and neighborhoods.
2. In late 2016, the Federal Reserve Bank of St. Louis published a new volume of research entitled *Economic Mobility: Research and Ideas on Strengthening Families, Communities & the Economy*. The volume brought together leading experts and academics to share original thoughts and research on what is known about the state of economic mobility in the United States and the potential of upward mobility among individuals from lower-income families. The volume is being used in communities and classrooms to better understand economic

mobility in the United States and to inform strategies for improving the economic outlook of households and neighborhoods across the nation.

These examples and others will help conference attendees develop a better understanding of the role a central bank may play in promoting community and economic development within lower-income communities.

KEYWORDS: central bank, economic, community, development, policy

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THE TRANSFORMATION OF URBAN BLACK AMERICA INTO THE WORLD OF FREE ENTERPRISE

This is a bold economic undertaking to establish urban poor African Americans into a “quasi-sustainable” community. The African American has never experienced social, economic or political parity in America from the impact of chattel slavery. Over centuries, African Americans have endured segregation, and watched the widening “wealth gap” between them and almost all other ethnic groups in the country. African Americans, primarily economically poor urban dwellers, are reverberating from all the economic ills and social manifestations of poverty – crime, poor housing, mental and psychological impacts that are recycled and now pile up to generations of neglect and make it impossible for “catch-up,” except that a “bold experiment,” intervention, is conceived, mounted and put into action immediately.

This paper will define a “unique process of organizing community people,” and engaging and facilitating them to become producers of commodities and “stock holders” rather than primarily the receivers of assistance. For the urban poor black American in the ghetto this is “the last frontier” to establish a foothold in urban living as masses are being shifted out of cities into the “hinterlands” suburbia and rural America. This means of standing and holding their urban ground is essential as the encroachment of other “migrant” groups arrives on the wave of the “digital revolution” to uproot the dwellers as a result of causing increase in cost of land, apartments, rent, occasioned by the new incoming workforce.

Aqua/Hydroponics will be the “engine” for the “thrust” of this dynamic to enable urban black America to become economically viable and able to negotiate, with sufficient “cash flow” to become citizens of regard. What is proposed is a plan to transfer the “urban ghetto” which is a “food desert” into a thriving “food oasis.”

KEYWORDS: aquaponics, transformation of food deserts, sustainability, socio-economic development organizing

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RULING THE ORGANIZATION OF SERVICE DELIVERY: AN INSTITUTIONAL ETHNOGRAPHY OF INTEGRATED NCD PROGRAM IN INDIA

Health system integration has been on the public health agenda for almost four decades since the Alma-Ata declaration that emphasizes integrated primary health care. It has been considered as a means to improve access to health services and improve health outcomes. It was believed that an integrated approach would address some of the health system's problems caused by the donor driven program and targeted disease interventions such as service duplication, fragmentation within the local health system, poor coordination, and interruption in routine service delivery. Currently, there is growing recognition to adopt the integrated health system approach to the long-term sustainability of disease control programs and health system strengthening. In 2008, the Government of India piloted National Program for Prevention and Control of Cancer, Diabetes, Cardiovascular Disease and Stroke (NPCDCS) for prevention and control from NCD in India. In 2010, the program was extended to 100 districts and implemented in two districts of Bihar. The integration of the NPCDCS aimed at optimum utilization of existing resources and provide the continuum of care to patients suffering from non-communicable diseases.

This paper's research uses Canadian sociologist Dorothy E. Smith's institutional ethnographic methodology to explore and critically analyse local and trans-local relationships shaping the local practices. The primary researcher generated the data through employing participant observation, key informant interviews, and textual analysis.

The study confirms that the implementation of "ideal" integrated program service delivery differs from reality in the context of lack of human resources and infrastructure. The study shows that resources (especially human resources and infrastructure) are pulled from the integrated NCD program and shifted to other prioritized disease program and service delivery, resulting in poor implementation of the integrated NCD program. The local-level priorities, availability of human resources and local administrative decisions play an important role in the implementation of the integrated program. Furthermore, new program management discourses and emphasis on "ownership of the program" by local program management unit, often lead to such decisions that put patients and staff at risk.

The integrated program strategies ignore the local program management context, local process, and availability of resources and often resulted in poor service delivery. The integrated approach, which is highly emphasized in policy documents, needs to be re-examined with respect to its claim of cost

effectiveness and improving patient's level outcome. The knowledge generated from this study will assist policy makers and program managers to re-organise the NCD service delivery based on local context and realities.

KEYWORDS: integrated health care approach, non-communicable diseases, service delivery, governance, institutional ethnography

MEDIA COVERAGE OF MENTAL HEALTH ISSUES IN CROATIA

The way the media covers mental health issues largely reflects, but also affects the public attitude toward mental health. Specifically in cases of writing about depression and suicide, media professionals hold a great deal of responsibility- it is proven that responsible reporting can positively affect readers and even encourage those at risk to seek help. Analyzing the content of Croatia's most widely read internet news portals ("24sata.hr", jutarnji.hr, net.hr), the term depression is used in a few different contexts, which, in majority, differ from its clinical and scientific definitions. Most often, the term is used in a way that can minimize or even change its meaning; for example in expressions like "the most depressing day of the year" or providing instant solutions like "going for a walk" or "eating mood-boosting food". The main problem with this kind of reporting is that it doesn't acknowledge the seriousness of the mental issue but it also gives a message that it is something that is changed very easily, if you are to follow given instructions. This kind of reporting can also transmit a message that it is our own fault if we continue to feel sad and/or depressed. Seeking professional help is mentioned in a minority of the articles, which then usually include a more complex view of the issue and tend to include opinions from one or more mental health professionals. Not very far from that, coverage of the other very important mental health subject, suicide, usually includes simplistic explanations which are often connected with financial problems, advancing the idea that poor people more often commit suicide, which is not the case. Many articles give straight-forward reasoning behind the suicide, linking it with one particular stressful event like bad grades or a break up, which directly overlooks the main predictor, which is in the domain of persons' general mental health. In general, the most popular Croatian news portals tend to provide many misguided pieces of information about mental health, rarely mentioning professional help and usually giving instant solutions combined with sensationalistic headlines, especially in the context of suicide. A possible answer to that question can be found in the WHO 2008 publication called "Preventing Suicide- a Resource for Media Professionals" which gives some very specific guidelines on how to have a take on responsible reporting that can have a positive impact on readers and which could be very helpful in the context of Croatian news portals.

KEYWORDS: depression, suicide, media coverage

EXPERIENTIAL KNOWLEDGE IN THE PROVISION OF SOCIAL SERVICES – TOWARDS USER INVOLVEMENT IN SERVICE PLANNING AND GOVERNANCE

In the recent decades, strengthening the user perspective in welfare service provision has become a policy initiative in many countries, including Hong Kong. In the name of ensuring service quality, the Hong Kong Social Welfare Department requires subsidized welfare service organizations to involve the welfare service users in service planning and management as a condition for continual funding support. Despite the claim to transform the welfare service users from passive recipients of service to equal partners to service providers, welfare service users remain submissive to the service providers in decisional forums of welfare service organizations. As a significant basis of power, formal and elite knowledge continues to outshine lived experience of service users as the knowledge premise to guide practice and service decisions (Borg et al., 2009; Glasby & Beresford, 2006). Proponents of participatory practices have been advocating for recognizing the personal and lived experience of service users as a major source of truth in the mandate of knowledge (e.g. Beresford, 2000; Borg et al., 2009). However, how personal experiences can be inscribed as a new form of authority in the knowledge mandate is under-researched.

The study employed qualitative methodology to understand how welfare service providers interpreted the users' narratives of service use, and assessed validity of the narratives for informing decision-making for service. Data were collected from six focus groups of welfare service practitioners from a major elderly care organization in Hong Kong, involving a total of 22 professionals and care workers. Videos of users speaking of their detailed experiences during service use was presented to each focus group, before participants engaged in interrogating and scrutinizing those experiences with a view to improve service design. The focus groups were tape recorded and transcribed, and analyzed with the assistance of NVivo 10, which is a software for organizing qualitative data.

The study identifies that authenticity was necessary but not sufficient for supporting truth and validity of the users' experiences. Inclined to infer the users' dispositions from their narratives, service providers assessed truth and validity of the users' experiences from the judgment of service users they formed. At the same time, implicit judgment of service performance in the users' experiential accounts also elicited defensive responses from service practitioners, to the effect that their emotional energy was diverted from empathetic understanding of the users' experiences. The study concludes that in participative spaces for user involvement in the social care sector, the

experience-based and tacit “folk” knowledge of welfare service users can be marginalized if these emotional factors are not taken care of.

KEYWORDS: user involvement, welfare service management, experiential knowledge, validity claim

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CORPORATE SOCIAL RESPONSIBILITY (CSR): A COMPARATIVE ANALYSIS BETWEEN BRAZIL AND THE UNITED STATES

This paper analyzes the relationship between the creation of the Corporate Social Responsibility (CSR) movement in the international arena and its emergence in Brazil. We argue that debates and the actions related to CSR have their origins in the USA and spread across the globe, thus reaching Brazil, due to a new bout of globalization that began in the 1970s. Notwithstanding this fact, we claim that the consolidation of the CSR movement in this South American country should not be simply treated as an artificial import of an American agenda. It was the result of a complex cultural translation work which was carried out through negotiation and conflict between different local, national and international actors. We examine the trajectories and encounters of two of these players: Business for Social Responsibility (BSR), in the USA, and the Ethos Institute, in Brazil. BSR is both a product and an agent of transformation of the American CSR movement. It moved from embracing a critical and national agenda aimed at denouncing the collusions between the Federal government and large corporations (and the social and environmental losses they caused) to a more positive and global agenda that aimed at building management tools capable of making multinational corporations more responsible with respect to social issues and the environment. In such an agenda, the NGOs were supposed to play an important role.

During the globalization of CSR led by NGOs and US companies, a group of entrepreneurs from São Paulo, which has been engaged in the discussion of social problems in Brazil since the 1980s, based itself on the BSR organizational model and subsequently formed the Ethos Institute and expanded the CSR debate in Brazil.

Despite the influence exerted by BSR on Ethos, the peculiarities of the CSR vision constructed by the Brazilian Institute are remarkable. This, unlike BSR, whose CSR model was focused on the internal decision-making process of multinational corporations, maintained an engagement in public policy and sought to insert CSR in the governmental agenda and in a broader national development project.

This analysis was developed using two methodological approaches. The first is the comparative historical method based on the idea of “multiscalar spatial-historical reality” developed by Renato Santos and Inti Soeterik. The second is the idea of the “field of power”, coined by French sociologist Pierre Bourdieu. Data for this research were collected from digital sources produced by the BSR and

Ethos and semi-structured interviews with people who participated actively in the history of both organizations.

KEYWORDS: corporate social responsibility, Brazil, United States, field of power, politics of scales.

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DIGITAL DIVIDE AND ITS IMPLICATIONS FOR SOCIAL DEVELOPMENT IN INDIA – A CASE STUDY

Indian economy has seen rapid developments in recent years and this has added huge pressure on policy makers in India to take all necessary steps to sustain this development. The greatest challenge confronted by the Indian Government is to prepare all segments of its population groups to take active part in sustaining the country's growth. Digitising the Indian economy has been one of the key policy focal points of the Indian government in recent years. India adopted an ambitious National e-Government Plan in 2006 and since then has taken many radical steps in creating an Indian community which is digitally connected. It is presumed that all segments of the Indian community have access to digital devices to access the internet and have the technical knowledge to use digital technology to play an active role in the development of India. However, the 2014 UNDESA E-Government development index states that India still has a long way to go in terms of e-government development. India has been ranked 5th lowest in the e-government development index which clearly highlights a wide digital divide placing some segments of the Indian population in disadvantaged position. Keeping this in view, this paper will discuss the Indian government's policies regarding e-governance and the extent to which digital divide has been a challenge to policy makers in India and the ways in which the digital divide can be narrowed.

Case study method will be used as a research methodology. Data for this paper will be collected from secondary sources. A systematic review of literature will be conducted, including research publications, government policies and reports from international bodies. Based on the evidence, the paper will identify the segments of Indian communities which are left behind and suggestions will be made to empower these communities by narrowing the digital divide in the country.

KEYWORDS: digital divide, social development, public policy, India

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THE POTENTIAL OF “RESTORATIVE” LEADERSHIP IN STRENGTHENING SOCIAL DEVELOPMENT AND SOCIAL GOOD

Restorative justice is a concept of justice, common in the context of the criminal justice system. The concept aims to restore justice and this is done by incorporating different strategies in dealing with transgressors, offenders and repeated offenders. Its main objective is to heal rather than hurt through punishment. In the context of organisations, restorative justice principles and practices have been adapted in various settings. For instance, restorative justice is used in Australia to address issues related to corporate governance, described as the concept of responsive regulation (Ayers & Braithwaite, 1992; Braithwaite, 2002). Responsive regulation is an approach to compliance whereby the regulator (either governments or other actors who regulate) is responsive to the underlying motivation of those being regulated, such as fear of being detected or desire to earn respect (Ayers & Braithwaite, 1992; Braithwaite, 2002; Nielsen & Parker, 2009). It is based on the assumption that sometimes punishment may not be effective and instead persuasion and dialogue would be better.

The application of restorative justice and its values in compliance management can be seen in the context of governmental organisations as well. For instance, a higher level of conformity with rules was noted when regulators adopted the principles of restorative justice in investigating compliance with regulatory frameworks in a nursing home based in Australia (Braithwaite, 2009). When state regulators engaged in negotiated conversations with managers of corporations and industries (such as nursing homes, trade groups, and commercial enterprises), compliance was seen to be greater (Braithwaite, 2009).

Based on the literature that highlighted the benefits of restorative justice in ensuring compliance, a research study was carried out with five commercial organisations based in Singapore. The study also reviewed unethical business practices of commercial organisations that led to disastrous outcomes to consumers and society at large. The outcome of the study revealed leaders adopting certain principles and values of restorative justice in conditioning their employees to engage in ethical business practices. Their “restorative” leadership style ensured compliance of the organisation with the corporate governance framework and developed the employees’ involvement in corporate social responsibility activities.

The findings, although limited to the context of commercial organisations, the principles and values of restorative justice in the area of leadership may be applied in any organisational setting. It is

argued that this type of leadership style is critical especially in the context of governmental organisations, civil societies and voluntary welfare organisations. The values of respect, responsibility, reintegration and restoration (Abdul Rahim, 2015) expanded from the principles of restorative justice seek to prevent and repair harm in society at large. Restorative leadership requires the leader to consider the various stakeholders in the development and achievement of the organisation's mission and vision. By considering the impact of an action on the stakeholders and society at large, restorative leadership principles can promote social development and social good.

KEYWORDS: Restorative justice, leadership, ethics, governance, social good

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SOURCES OF JOB SATISFACTION AMONG ROMANIAN SOCIAL WORKERS

The aim of this paper is to explore the sources of job satisfaction among Romanian social workers at different career levels, and working in different social settings and organizations (i.e. child protection, health, disability, the elderly, local social services). We conducted 75 semi-structured interviews with social workers selected through snowball sampling using key informants. Social work was described as a demanding and challenging profession, no matter the area of practice or professional experience, sometimes social workers meeting large demands of social users with restricted resources. Nevertheless, Romanian social workers get much satisfaction from their actual jobs having a high commitment to their work. Although constraints as the low incomes and the limited resources are not always compensating the effort of social workers daily occupational tasks, they show out a high intrinsic job satisfaction. A significant source of their job satisfaction seems to be direct contact with service users, especially with children, being motivated by doing something valuable for their lives (i.e. facilitating their access to education or their family reintegration, supporting them to achieve skills for an independent life). Satisfaction with their jobs was also influenced by small appreciation gestures expressed by their service users, i.e. a simple smile or a spontaneous hug from a child during or after the intervention process, or any minor improvement in their lives as a result of intervention process. Other sources of job satisfaction are good relationships with co-workers and their social support, challenging work given by different social problems facing their beneficiaries, variety of tasks sometimes exceeding social work traditional areas, enjoyment in building a professional relationship with service users. We highlight that understanding the job satisfaction experienced by social workers, despite the constraints, helps different social settings and organizations to better understand the implications of their policies and practices on both social workers' decisions as well as the social users' interventions results.

KEYWORDS: Romanian social workers, job satisfaction, implications for motivation, professional constraints

SOCIAL ACTIVATION AS PRIORITY IN SOCIAL POLICY: CONTRADICTION WITH SOCIAL WORK VALUES?

Social activation is one of important concepts in social policy, especially in the field of employment policies, and in recent time it has been a priority in the field of social protection policies as well. Contemporary research has been focusing on social activations' governance, trying to detect trends of convergence or divergence in various countries. Due to different methodologies and different ways to operationalize the concept of social activation, the results and conclusions are often also different. The purpose of this presentation is to show how the (various) measures implemented on the basis of concepts of social activation are consistent with social work values and where the main contradictions appear. The method we have used is the analysis of existent recent findings regarding social activation governance in some European countries (Germany, Denmark, Norway; Great Britain, the Netherlands). After that we compared the results with some basic contemporary social work values and practices defined by International Association of Schools of Social Work in order to find out which social activation measures are more or less consistent with them. As people (individuals, groups, communities or organizations) are in central focus of social work practice, we also put attention to the role of users in social activation services and programs.

Results show the prevailing role of the neo-liberal agenda in social activation and therefore various contradictions to contemporary social work values and practice. Even in measures where the person is declared as a central priority and as competent (which can be at a glance similar to social work practice), the implementation of measures depends on the notion of the person. In some countries persons who receive social assistance are shown as opportunists or sometimes lazy persons who exploit the public funds and therefore they are controlled and obliged to accept any kind of work or other social activity. In others (which are rare cases) persons in social activations services or programs are shown as competent persons who need support and empowerment in order to find activities which are in accordance with their needs and competences.

Concept of social activation is therefore ambiguous already on the declarative level and even more in the practice. Social workers performing social activation services and/or programs should carefully reflect on and respond to issues that are in contradiction to contemporary social work values and practices. If not doing so, social workers would agree to narrowing a person down to only a "labor force" who should be adapted to each labor market situation in every moment.

KEYWORDS: social activation, social work, neo-liberal ideology, empowerment

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MANAGING WASTE PICKERS ON LANDFILLS IN SOUTH AFRICA: CONSIDERING POLICIES AND PRACTICES TOWARDS SOCIO-ECONOMIC DEVELOPMENT

A key element of recycling is the efforts by an estimated 60 000 to 90 000 South African waste pickers who make a living from recycling from landfill sites. The waste pickers' recycling activities that are at the lower end of the recycling value chain have, over the years, played a key role in the recycling process of mainline recyclable waste. The waste pickers' activities save municipalities in South Africa an estimated amount of R750 million per annum. Supporting and integrating waste pickers in a variety of ways in the waste management plans of municipalities are becoming critical. Research has shown that waste management policies and practices directly influence the waste pickers' access to recyclable waste and their livelihoods. Access to waste is the most critical aspect that affects waste pickers, as it influences their potential income.

The different policy and management approaches followed by municipalities in their attempts to adhere to the National Waste Management Strategy and the Polokwane Declaration may have unintended and devastating consequences for the vulnerable waste pickers.

This paper describes the results from the collective case study research design employed to collect both qualitative and quantitative data of the waste pickers and landfill managers on nine landfill sites in South Africa. The paper highlights key unintended consequences for the vulnerable livelihoods and quality of life of landfill waste pickers stemming from each policy and management approach.

The presentation describes different policy and management strategies on nine landfill sites in South Africa and the unintended consequences for livelihoods of waste pickers. The results indicate that, although well intentioned, decisions made without consulting the waste pickers may have exclusionary consequences. It is recommended that the co-existence and co-production of the waste pickers and the municipalities should be based on inclusive and participative decision-making processes.

KEYWORDS: waste pickers, informal economy, waste management, landfill sites

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INNOVATIONS IN CHILD WELFARE TEACHING: EXPERIENTIAL LEARNING IN THE AFRICAN AMERICAN COMMUNITY

Racial disparities and disproportionality exist in a number of systems that employ social work professionals, including child protection. Classroom learning only goes so far in preparing future social workers for the role of child protection professionals, particularly when understanding and challenging inequities in the African American community.

Experiential learning is described as learning by doing and has a strong reflective component. It usually occurs outside of the regular learning environment. The experiential learning day in the African American community was an interdisciplinary collaboration with community agencies, scholars, University faculty and the Title IV-E Child Welfare Fellows Program. To design the day itself, data were collected about the needs of future child protection workers to provide culturally responsive services to African American families from key informants, including social service providers from the African American community, community elders and scholars, present and former child protection workers, university faculty and students. A multi-part curriculum was developed and approved. A knowledge pre-test was developed to assess the child welfare student knowledge about local and national African American history, culture, contemporary issues and resources in the community, child protection policies, and theory. It was structured learning that literally transported students out of the School of Social Work building and into the community.

Prior to the experiential learning day itself, all student participants were given access to an online learning platform that included a written introduction about the goals and content of the day; three videos to review: (a) faculty explaining the purpose of experiential learning in the African American community, (b) Post-trauma Slave Syndrome video (DeGruy Leary, 2004) and (c) The Struggle for identity: Issues in Transracial Adoption (New York State Citizens' Coalition for Children, 2007). For the experiential learning day itself, students were guided by a faculty member from the Communications Department who is a scholar investigating the interactions between social identities, media discourses, and the public, provided context and history of local social services agencies, recreational centers, churches, and schools as students visited locations. In addition, a Griot, an African American storyteller (Celebrating African American Culture & History, 2016), participated in creating three stories of African American families who had experiences with the child protection system. Three practice approaches, intergenerational (Waites, 2009), Black experience (Bent-Goodley, 2009) and relational (Winbush, 2014) were summarized into practice

strategies for child welfare students to consider and apply to the families portrayed in these stories. A feedback discussion and evaluation of students' reflections followed the case application. A post-test to assess knowledge was administered after students completed all activities.

Participants' overall evaluation of the Experiential Learning Day has been positive. Four key themes have emerged: (a) lack of familiarity with some of the agencies; (b) new awareness of the differences in views about community resources; (c) the need for more information about the community; and (d) surprise at the stereotypes about the community reported by the media. Challenges were the lack of time at agencies and the length of the learning day.

KEYWORDS: education, cultural responsiveness, child welfare, experiential learning

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SECURITIZATION, RACIAL CLEANSING, AND DISASTER CAPITALISM: NEOLIBERAL DISASTER GOVERNANCE IN THE US GULF COAST AND HAITI

Disasters are sites where people who are marginalized in society may be secured, controlled, displaced and capitalized on. Through post-disaster relief and recovery policies, practices, and discourses, their bodies and movements are monitored and disciplined, as their freedoms and destinies are governed. We introduce a term “neoliberal disaster governance” (NDG) as a way to identify this phenomenon in disaster settings. Through a critical discourse analysis of news media after Hurricane Katrina and the Haiti earthquake, we argue that disaster sites are extensions of everyday life which are required by the forces of economic neoliberalism.

We analyzed media discourse from the New York Times, a mainstream US publication with a substantial global reach and impact. To obtain the newspaper articles, we conducted a search in the Lexis Nexis database. We reviewed these articles for eligibility and excluded articles that had only passing references to the disaster, and included articles that offered substantial coverage of the topic. This selection process yielded 233 articles about the Haiti earthquake and 224 articles about Hurricane Katrina.

We used NVivo 9 software to organize the news stories and identify basic themes. The first author coded the articles for themes, some of which were deductive and others inductive. Secondary analysis focused on the interpretive categories of neoliberal paternalism and disaster governance. The authors met regularly to discuss the codes, the coding process, and interpretations that were emerging from the data in relation to the theoretical frameworks and empirical literature on disasters and humanitarianism. We were guided by critical discourse analysis to reveal socially constructed meanings that lie behind everyday realities.

NDG is manifested through three key discourse frames in the media documents we analyzed for the Gulf Coast and Haiti disasters. The first and most central frame of interest and visibility is securitization of disaster survivors and militarization of disaster settings. The second frame is displacement, deconcentration of poverty, and racial cleansing. We view these two dimensions as key tools or mechanisms for the third dimension to manifest, namely disaster capitalism. In both settings securitization and militarization was legitimized through a narrative that the disaster setting is a dangerous place. Racial cleansing played out through the descriptions of the horrors of Port-au-Prince, coupled with proposals for decentralization of the country away from Port-au-Prince, and in the case of the Gulf Coast, descriptions of filth, alongside justifications for policies that prohibited

largely African American New Orleanians from returning to their homes. In both Haiti and the Gulf Coast, there was an abundance of stories of many actors profiteering after these disasters.

It stands to reason that when people are traumatized and displaced from places which represent their roots, neoliberal paternalism and disaster capitalism may prevail to further disadvantage and marginalize them. It is the duty of advocates, humanitarians, policy-makers, and scholars to be alert in detecting such forces and acting to disrupt them. We envision that through joint, interdisciplinary, and grassroots action, a people's or democratic disaster governance can prevail.

KEYWORDS: critical discourse analysis, disasters, displacement, militarization, racism

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ZAGREB ARCHDIOCESAN FAMILY COUNSELLING CENTRE – WORK AND ACTIVITIES: COUNSELLING WITH INVOLUNTARY CLIENTS

Family counselling centre of Zagreb archdiocesan Caritas (CZN) has been providing services according to professional counselling models and standards since 2010. Main work is based on counselling with individuals, couples, families and groups in order "to help the needy in personal growth and development, in resolving life crisis and difficulties and to create new skills to assist in resolving the current crisis" (Berc, 2014).

A social worker and a psychologist are employed in the centre which is open every day from 9.00-6.00 PM. All provided services are free of charge for clients, which makes the family centre services very accessible and affordable to individuals, couples and families, alongside professional staff, long working hours and proper setting.

In a five-year period in the family counselling centre 2110 clients were included in different types of counselling and 7203 treatments were provided. All clients can be classified into three groups: a) people who seek professional help based on their own initiative, b) people that do not see the need for treatment and change, but after encouragement by a professional decide to start and continue with counselling and c) people who refuse or avoid counselling, but are obliged by an institution to begin the treatment because of existing high-risk factors that compromise the wellbeing of their children and family, mostly as a result of partner conflicts and poor or inexistent parental communication (Ajduković, 2015).

For the purpose of this presentation we observed particularly the third group - involuntary clients, regardless of age and personal problems they have. This group of involuntary clients initially shows anger and resistance towards participation in counseling mainly because of the pressure from institutions they are referred from, and because of sanctions that are threatening them if they don't seek professional help.

Clients' resistance is a challenge for counsellors who need to find a way to animate their motivation, at least minimally, in order for them to continue with treatment after the very first session and to encourage their motivation for further cooperation. The clients' sense of control, achieved by deciding freely to continue the treatment, and partnership with the counsellor significantly increase clients' active participation in treatment.

In a five-year period 36% (N=753) of involuntary clients were referred to the family counselling centre by an institution (such as a social welfare centre) and 57% (N=426) of them continue their

counselling process until the conclusion of treatment. It is interesting that among them are 7% more men than women.

In the anonymous evaluation questionnaires that clients submit there are frequent comments like this one: "I was angry that I was sent to the centre, but I'm glad that I came and stayed in treatment."

Caritas counselling family centre is highly accessible, cost-free counselling service provider whose work is based on professional standards and cooperation with state institutions on a local level. Cooperation with local institutions, particularly with centres for social welfare, increases the centre's accessibility because, according to our research, 57% of our involuntary clients turn voluntary and complete their counselling treatment.

KEYWORDS: Caritas, counselling, involuntary clients, local cooperation

SOCIAL LEADERSHIP FOR THE FUTURE OF SOCIAL TRANSFORMATION AND SOCIAL DEVELOPMENT

Social Development and Social Change

Social development and social transformation are intertwined - one cannot exist without the other. Leadership in social policy, research and emerging social development practice, in the global arena, involves more than having a vision – it requires innovative strategies and practical problem solving of key issues faced by different societies. The recent global economic crisis can also act as a call for leaders and social development experts to help chart new directions for the wellbeing of various societies, especially those in the emerging economies (Yi, 2016).

Social development professionals have entered the domain of preventive intervention and calls for resolute and enlightened leadership, not just by political and economic elites and thinkers, but by people from all walks of life and at all levels of society. No community or nation can develop in isolation without affecting or being affected by others.

Social Systems Change, Empowerment and Social Inclusion

From the social system's perspective, not only is marginalizing sub-groups to be avoided, but actively accepting and incorporating these into society as well will eventually foster greater social solidarity. The emphasis is on the rule of law, with just laws that function so as to promote constructive forces for social integration rather than follow a divisive or destructive orientation. It is expected that the rule of law can promote greater order and thus allow freedom within its constraints. After all, people from all nations aspire to liberty in their lives, but people would also want to enjoy security (Gearty, 2013).

Empowerment of people and communities enables them to make choices that enhance social resilience. Dealing with vulnerability at the individual, community or environmental level, including vulnerable populations such as children and women, in different cultural contexts (Tan, 2016) is essential. The building of social capital through volunteering and leadership development is also vital for developing resilience. A social inclusion approach, such as accepting people with disabilities or isolated, provides for greater social cohesion and social integration (Tan, 2016).

Technology and Innovation for Social Transformation

Technology can also play critical role in providing information and training, and thus empowering social workers and social developers to be more effective agents of change. The Global Institute of Social Work provides an effective forum, in the form of free online courses and training programmes, to share knowledge and skills and best practices in different domains.

Social transformation is based on values of social justice and human rights (IFSW, 2016). Social change and social development approaches, innovative procedures and paradigms must be both empowering and sustainable. The perspective for social development and social transformation must thus be people-oriented, respectful of all cultures and traditions.

Conclusions

In this time of economic and socio-political upheavals, there are opportunities for leaders to promulgate different perspectives, ways of thinking and making change and so move forward with a long-term vision for a more just and equal world.

KEYWORDS: social leadership, social transformation, social inclusion, empowerment, social innovation, technological change

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VOICING THE VOICELESS: AN ANALYSIS OF THE ROLE PLAYED BY FEMALE AGENCY IN THE ANTI-DOMESTIC VIOLENCE MOVEMENT IN SRI LANKA

Sri Lanka provides a unique setting to study interpersonal violence issues from the perspectives of security, governance, law and development. Sri Lanka stands unique in South Asia for granting of equal status – access to education, health, and employment – to women. From a rights perspective, Sri Lankan women gained the right to vote in 1931, and the country holds the record for having the first elected female Prime Minister in the world. Sri Lanka also has a comparatively high number of women in various roles of responsibility across the administrative, academic, and other spectrums. In addition, Sri Lanka also has a strong presence of agencies that serve women. There are numerous non-governmental women's agencies working for female empowerment; these agencies are generally headed by women. In fact, different women's groups have pushed and are pushing forward demands for women's liberation from violence. Yet, with a backdrop of such a supportive women's environment, the domestic violence (DV) movement in Sri Lanka is still in its early stages. But, progressive efforts are being made, such as the passing of the Prevention of Domestic Violence Act (PDVA) in 2015, and the creation of a national plan of action supporting the prevention of domestic violence. The elected and appointed female officials and their leading female non-governmental sector counterparts, along with activists, appear to be playing a central role in these, somewhat less-coordinated, but ambitious efforts (Gunawardena, 2014; Kodikara, 2012; Wijayatilake, & Guneratne, 2002). Little is known about the respective and successive roles they have played and the barriers that still exist. There are many research gaps with regard to a full understanding of this movement, and there is a lacuna of systematic studies. To fill this gap, this paper specifically attempted to understand the role played by female agency, in the form of female leaders, activists, and other female stakeholders in the anti-domestic violence movement in Sri Lanka from their own words.

This study is part of a larger, multi-layered research study that looks at the historical context of domestic and family violence movement from multi-stakeholder perspectives, looking at the progress made to date, gaps in policy, and service needs. The approach used in the larger study is mix-methods, using both qualitative data and secondary data. Nvivo software package was used to code the data and develop a typology of different themes.

Study findings highlight the crucial role played by numerous female leaders in the domestic violence movement in the country. The barriers they encountered, as well as strategic steps they took to

overcome barriers, are presented. Finally, the status of the movement, including the progress made to date, as well as the future aspirations for the movement, is also presented from the perspective of these female leaders.

The data gathered would enhance the knowledge base on DV in Sri Lanka. The results of the current study have implications to provide an impetus to introducing new policies and practices. The implications for the domestic violence movement and the human services sector are also discussed.

KEYWORDS: domestic violence, movement, Sri Lanka, female agency, women's rights

Theme

HIGHER EDUCATION FOR PROFESSIONAL PRACTICE

IDENTITY DEVELOPMENT OF SOMALI COLLEGE STUDENTS

Student identity development has been used as a lens to examine how college experience impacts student development and has been an important aspect of higher education research and practice. Despite the voluminous research on this topic, there is very little literature on the experience of immigrant students and the formation of their identity. The absence of research on the experiences of immigrant college students presents opportunities for researchers to explore the identity development of immigrant college students and its impact on these students' educational outcomes and personal well-being.

The United States is home to the largest Somali diaspora outside Africa with the largest concentration in the state of Minnesota. This paper examines the experiences of Somali college students in the United States. Using a constructivist grounded theory approach, the research integrated two models in order to inform the conceptual framework of identity development of Somali college students: Broffenbrenner's socio-ecological model and Multidimensional Model of Identity Development (MMDI). Using semi-structured in-depth interviews, 41 college students of Somali origin were interviewed for this study.

To examine the experiences of Somali college students, this qualitative study conceptualizes how undergraduate Somali students construct their ethnic and racial identity in the context of attending college. The study explores the following research questions:

- How do Somali students perceive their racial and ethnic identities?
- How do Somali students identify the experiences and factors that influence the formation and development of their identities?
- How do Somali students make meaning out of their collegiate experiences?

The paper helps educational institutions and individual educators adapt to the changing demographic makeup of Minnesota's college students. This paper also provides insights into the experiences of these students and the impact of such experiences on their academic success and personal well-being. Implications for student development, engagement and sense of belonging are discussed. The paper discusses the findings and its relevance to student affairs practice, policy and future research. Recommendations to higher education leaders, educators and policy makers on creating conditions that promote success and development among immigrant college students are included.

KEYWORDS: student development, identity, immigrants, Somali, university

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THE USE OF EVIDENCE IN POLICY-MAKING AND THE IMPORTANCE GIVEN TO SCIENTIFIC EVIDENCE IN SOCIAL WORK BRANCH: THE CASE OF ALBANIA

This study focused on features of evidence-policy-making relationship in Albania and the importance given to scientific evidence in the branch of social work in Albania. It pointed out several issues. Firstly, official documents lack sources of information and its specification. Secondly, analyses focus on description rather than explanation of the problems. Thirdly, policy success indicators refer to the number of beneficiaries and expenses incurred rather than policy impact on individuals, households or communities. Fourthly, the “data” concept is limited to description of situations and examination of policies. Sixth, policy monitoring and evaluation capacities are weak.

The study also analyzed the content of the curricula of three university subjects –Evidence-Based Social Policy, Social Policy, and (Qualitative and Quantitative) Scientific Research– to examine the importance given to scientific evidence in the social work field of study. In addition, one of the authors brought her teaching experience from the Department of Social Work and Policy of the Faculty of Social Sciences (of the University of Tirana). The following question governed the analysis of the collected information: What importance does social work ascribe to use of evidence when designing social policies? The teaching curriculum of the Social Work and Policy Department emphasizes the use of scientific evidence, its accurate understanding, and the criteria to be met by the latter in order to classify as scientific evidence.

One of the identified problems relates to students’ lack of access to scientific, evidence-based studies due to scarcity of evidence-based research conducted in Albania. Yet, curricula should initially provide students with scientific knowledge and practical skills. It is challenging to know that the scientific evidence in Albania is still deficient. In addition, the social science domain and some of its methodology do not satisfy and abide by scientific standards.

A careful examination of the curricula and the teaching experience of one of the authors of this research in Research Methods class will be explained in the article.

KEYWORDS: evidence, policy-making, research, indicators, social work

EXPERIENCE WITH MIGRANT CRISIS – CHALLENGE FOR SOCIAL WORK PRACTICE AND EDUCATION

According to the Croatian Ministry of Interior, 658,068 refugees and migrants entered Croatia during the migrant crises on the so called Balkan route. During the refugee crisis from September 2015 to March 2016 about 340,000 have passed through the transit center in Slavonski Brod. In Croatia there are two shelters for accommodation of applicants for international protection: in Kutina, with the capacity for 100 people, and in Zagreb (former hotel Porin) with accommodation capacity for 600 people. In addition, the Reception Centre for Foreigners was established in Ježevo and the border-crossing point in Bajakovo on the Croatian-Serbian border, where refugees met with the police administration and the Border Police Directorate of the Ministry of Interior. Besides legal registration, medical care, psychosocial support for refugees and asylum seekers, education for their children, as one of the issues that Croatian government was facing with at that period of time, was provided as well as .

The real challenge in this situation was how to meet basic needs of immigrants and refugees and to provide adequate help for people who went through the experience of war and came from different cultures and speak different languages. How to organize constructive and sufficient care for the needy and how to provide a humane response on many levels is a challenge in itself. In the 1990s, Croatia and neighbor countries went through the four year war period and have experience with providing different services for this group in need, and some knowledge and practice were useful in facing with this situation.

Social work as a profession has always been directed to the needs and interests of the most vulnerable groups, such as immigrants and refugees. Experience in work with refugees and immigrants who are traumatized, sick, vulnerable, and belong to different age groups (from infants to the elderly) is a very stressful and challenging task for professional helpers. Professional knowledge and skills, personal and professional attitudes, ethical principles and other competences are important in order to provide a complete service to people in this situation. The question is how professionals should be prepared in order to achieve these professional goals, and how to provide professional help for them. The main goal of this presentation will be focused on suggestions concerning ways to improve social work curricula in order to prepare social work students for work with this group of clients on individual, group and local community levels. The second aim of this presentation is to examine current social work curricula in order to highlight the content that should

be implemented in the curricula and enhance professional competences in this area, as well as to provide suggestions for designing national policy agendas pertaining to this issue.

KEYWORDS: migrations, practice, higher education

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THE CHALLENGES IN EDUCATING AND PREPARING THE NEW SOCIAL WORKER

Times have changed and so have the challenges in social work education with today's generation. As a result, in this presentation we will address "The Challenges in Educating and Preparing the NEW Social Worker" with potential solutions to addressing these concerns from a macro, mezzo, and micro perspective. Looking at the larger picture, social work often has limited funding to provide truly comprehensive education which is needed to fully prepare students, while this depends on the locality of each social work program it is a serious challenge. Lack of funding leads to a limited number of schools with accredited social work programs or schools not being able to accommodate multiple social work curricula. Other challenges include how individual institutions have to adapt to the culture of their surrounding areas, limiting social work students with regard to exposure needed at times to practice with diverse populations around the globe. Schools that provide social work curricula have small numbers of professors available to provide students with one-on-one attention needed, while there is also the problem of classroom sizes. Many students struggle with not being offered a variety of social work classes that focus on a specific specialty that may interest them early on during their education. Across the country, social work programs are very conventional, lacking the flexibility needed for nontraditional and traditional students to complete the curriculum or serve as a deterrent for potential social work students because of the intensity of the program. Many students also have issues with obtaining field placement at a clinically appropriate site to prepare them for future social work practice. All of these challenges represent difficulties for students who do choose the great path of becoming a social worker. During this presentation you will come to understand how these challenges affect our new social workers, who are being presented to our community.

KEYWORDS: education, challenges, funding, curriculum, and traditional/non-traditional student

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HOW DO UNDERGRADUATE SOCIAL WORK STUDENTS VIEW THEIR PROFESSIONAL TRAINING AND THEIR POTENTIAL TO PROMOTE SOCIAL DEVELOPMENT?

Conferences and academic presentations tend to reflect the views and work of persons who have developed considerable expertise. However, it can be refreshing and enlightening to hear the voices of persons who are just entering a field or profession, to listen to what they can tell us about their experiences as they prepare to start a career. It can be especially interesting to hear voices of persons from different cultures and countries who are entering the same professional field, to see the contrasts and commonalities in their experiences as students and as persons attracted to the goals of social development.

This panel includes students from diverse backgrounds, including a non-traditional student, and European-American and African-American students. The panel will also have students who have studied social work in Croatia and Sweden. These students prepared anecdotes and observations of their experiences as undergraduate students related to points listed in the ICSD-2017 sub-theme of Higher Education for Professional Practice. Students will also describe their motivations in entering the social work profession, their thoughts about the most hopeful and promising trends in social development, and their concerns about the challenges facing social workers and social work students who want to promote social development.

In this panel presentation, social work students from a variety of backgrounds in the United States and Croatia will present a comparative discussion of their thoughts and experiences as social work students. The students will describe the most valuable aspects of their social work education, and the portions of their training that they enjoy or understand the least. They will also discuss: motives for entering the social work field; issues offering the most promising and inspiring potential for social development; experiences with service learning and experiential learning; and multidisciplinary approaches to understanding social development, as perceived and understood by students who are not yet finished with their professional development. What are the goals of social work students, and why do they enter the field? Do their experiences as students give them opportunities to learn about social development, and what attracts or repels them from working professionally on social development issues? The panel will present some in-depth qualitative and anecdotal observations about social work education from the perspective of undergraduate social work students.

Social work students everywhere face some similar issues. Social work training and the professional emphasis is on treating clients or client groups, and while students also learn about social development and develop some skills in promoting social development, there are far fewer internships or job positions that focus on social development. Social work students also enter the field in the same world where common problems associated with globalization, resurgent anti-democratic nationalism, growing inequalities of wealth and power, and nativist or reactionary backlash against increasing diversity shape opportunities.

KEYWORDS: social work education, cross-cultural comparisons, personal narrative, discussion panel

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INTERDISCIPLINARY STUDY ABROAD: FACILITATING UNDERSTANDING OF HEALTH ENVIRONMENTS AND OUTCOMES

At least 1.8 billion people around the world use a contaminated primary water source that can transmit a host of illnesses and diseases leading to hundreds of thousands of deaths each year (WHO, 2016). Modern outbreaks of diseases dependent on available and hospitable aquatic environments, such as legionnaires (2014, Portugal), cholera (2014, South Sudan; 2015 Democratic Republic of the Congo, Iraq, and United Republic of Tanzania; 2017 United Republic of Tanzania) and typhoid fever (2015, Uganda), as well as recent incidents of polio (2016, Afghanistan and Pakistan), promote continued efforts by public health officials and organizations to understand and communicate the connections between environmental and water quality, water accessibility, and human health. This presentation will detail the facilitation of an interdisciplinary study abroad course designed to promote a deep understanding of and appreciation for these topics by post-secondary students majoring in scientific disciplines at an American liberal arts university. This undergraduate course was designed to thoughtfully integrate the disciplines of environmental science, statistics and epidemiology, biology, and history and relied upon partnerships between US and Croatian professionals and academics within those fields. Sixteen American students, the majority of whom identified as pre-health profession, participated in this course in the summer of 2016. The first phase of the course used traditional collaborative classroom and laboratory approaches and was facilitated on the students' primary campus in the United States. Throughout this phase, American professors engaged students in interactive lecture and discussion, small-group investigations and data-analysis activities using statistical software, and required students to complete content-related readings and assignments. The second phase of the course was facilitated over three weeks in Croatia using first-hand experience and site visits, local experts, small-group collaboration and discussion, mini-lectures facilitated by American and Croatian university professors, and individual critical reflection. Site visits included the Croatian Institute of Public Health, the University of Osijek, Vukovar, Kopacki Rit, Plitvice, the Cetina River basin, and the island of Hvar. Visits to these locations, coupled by presentations made by local experts, allowed students to learn about water safety and sanitation, centralized vs. decentralized water supply, war's impacts on water quality and human health, industrial and agricultural effects on water quality, the influences of socio-cultural and economic inequalities on water access and human health, and human water use impacts on the environment and human health. As a result of their course-related

experiences, interactions, and assignments, students were able to soundly articulate the biological, cultural, economic, and environmental implications of changes in water quality and availability. Furthermore, the potential for transformative learning that will shape students' future practice as both health professionals and global citizens was enhanced through this study abroad course. Evaluations of the course indicate that students experienced a profound shift in their understanding of and appreciation for the complex interplay of science, research, history, culture and community.

KEYWORDS: study abroad, environmental science, statistics and research, transformative learning

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STUDENTS' SELF-EVALUATION AT THE FACULTY OF SOCIAL WORK IN LJUBLJANA

The thesis analyses the results of the Faculty of Social Work students' evaluation of their own abilities. In the theoretical part, I will describe the history of education for social work in Slovenia; some advantages and disadvantages of the Bologna process; the comparison between the importance of the involvement of students in the study process and the relationship between the social worker and service user; competencies that the students of the Faculty should acquire; the ECTS; the Faculty's tasks and goals; the fields of social workers' employment; the problem of internship in the field of social welfare and the structure of professional exams. In the empirical part I will describe a study of self-assessment of the students' qualifications. The study includes the responses of 161 bachelor-level students and 52 master-level students.

The goal of the study was to represent satisfaction of students with newly acquired knowledge and their feeling of competence for work in the field of social work. I looked into what the students have planned after graduation, knowing that finding a job in this field might not be easy. I also wanted to find out what the students do alongside studying and what experience they gain during student practice. The goal was also to publish my findings in *Socialno delo*, the professional journal for social work in Slovenia. My plan was also to apply the results on a state level for the regulation of internship issues.

The results of the study revealed that master-level students see themselves as the most qualified, based on the competences of the program they chose. The undergraduate level students also feel the most qualified for work in the field of social welfare for which they are studying. The students feel increasingly qualified from year to year. The students also often engage in various extracurricular activities, but only few of them work in the field of social welfare. As expected, the majority of students answered that they intend to wait for internship after finishing their education, since it is a necessity for a professional exam, and the professional exam itself is necessary for employment in social welfare.

KEYWORDS: social work, qualification, competences, self-assessment, students of social work

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REAPING BENEFITS OF EARLY PROFESSIONAL DEVELOPMENT DURING THE WAR AND POST-WAR TIMES

Professional development of many helping professionals is determined by national and international legislation (e.g. psychology, medicine, social work). Among other things, those frameworks regulate the ratio between theoretical and practical components of the university education for the purpose of easier transition of young professionals into the labour market.

Social and political circumstances in Croatia during the Croatian War of Independence created a specific framework for professional development of young psychologists and other helping professionals, which differed substantially from the circumstances of professional development during peace times. Many students and young professionals had been actively engaged in providing various kinds of help and support to refugees, displaced persons, soldiers, and returnees during the war and post-war period. They had been working under professional supervision, and participating in different educational programs and training. Such specific practical engagement and additional education accelerated the development of their professional skills and competences, which greatly supplemented their basic academic education. Many of them became expert providers of psychosocial services, counselling and support in post-traumatic recovery.

The aim of our study was to gain insight into acquired and developed skills and competences among young paraprofessionals and professionals, through their engagement in paid or unpaid work related to war and post-war circumstances in Croatia. We also wanted to see how that influenced their later professional choices as well as whether it had manifested in their present professional and personal lives in any way.

We will present the results pertaining to qualitative research data we collected via online survey from 58 psychologists, social workers and other helping professionals, who had been working or started working in any kind of jobs related to war and post-war circumstances in the period between 1991 and 1998, while they were either students close to finishing their studies or professionals with less than five years of professional experience. Professional experience in the war and post-war period had a large and significant impact on the development of participants' professional interests and choices, and motivated them to actively pursue the specific professional activities and set high performance standards. As for the impact it had on their current jobs, their early professional experiences shaped their professional values, competences and standards, enriched their experience, built professional competence and also formed them as professionals with humanistic

values and high standards of professional work. Finally, the data show they still feel consequences of the war on the personal level, and that the specific framework of their early professional development had a significant impact on their private life, relationships and personal growth and development as well. The paper will present the dilemmas related to risks and benefits of exposure of young professionals to trauma-related work in their early professional development. Nowadays, that kind of work is still mobilizing many young people and helping professionals to engage in voluntary, paid or unpaid, work within the current social context, as is for example the case with immigrant crisis. The ways in which higher education and professional practice could promote early personal and professional development, prevent secondary traumatization or promote secondary resilience will be challenged.

KEYWORDS: personal development, professional development, professional competences, secondary traumatization, secondary resilience

SOCIAL PROTECTION AND MIGRATION IN ALBANIA: IS THERE EVIDENCE OF EVIDENCE-BASED POLICY-MAKING?

The post-communist and transitional Albania is characterised, among other factors, by strong demographic changes with direct impact on social protection and social rights. Among other influencing factors, migration has been of outmost importance. While Albania has been one of the top recipients of remittances in the world, policy has not kept up with the pace of change, particularly in relation to migration developments. This paper looks at the relation between social protection developments and migration in post-communist Albania. Revising and analysing policy documents and policy research in the area, from 1990 to date, it is observed that policy framework and processes in the area of social protection have not responded to migration developments and the respective needs in a proportional manner, confirming a weak link between evidence and policy-making. It is found that various governments, ruling the country between 1991 and 2003, treated emigration primarily as a means to export unemployment and import wealth through remittances. Hence, this early stage of social protection and migration is marked by poor policy and legal developments and sometimes even exploitative ones. The early limited focus on the issues of migrants has often been seen mainly as rhetoric to attract votes rather than to produce measurable results. Since then, the attention on migrants, and particularly returned migrants has continuously grown. However, rather than evidence, it is the international actors that have had their say. The first important milestone in this respect is the National Strategy on Migration 2005-2010 and the respective Action Plan, including a dedicated chapter A2 "On the return of Albanian citizens from EU countries". They both resulted from the EU pressure on Albania to address and minimize illegal migration from Albania to EU countries and develop an inclusive vision of policies on migration in the country. This first step was followed by specific measures such as the decisions of the Council of Ministers on vocational education and employment and specificities in the law on social aid and social services with respect to migrants. Nonetheless, the first decade of the 2000s too was characterised by an overall weak legal framework and even weaker results, with no evaluations on implementation of the foreseen measures and the actual achievements in the reintegration level of those benefiting from them. Policy-making and law making with a greater focus on migration intensified only after 2010. Recent developments in the area have yet to show an improved link between evidence and policy-making. Observations concerning the education policy in the recent years are used to claim the persistence of weak practices of evidence-based policy-making in social protection and returned migrants.

KEYWORDS: social protection, migration, policymaking, Albania

THE SOCIAL SERVICE WORKFORCE IN ALBANIA: STRENGTHS AND CHALLENGES IN REGARD TO CHILD PROTECTION

This paper presents results from a study that aimed to understand Albania's social service workforce, specifically their practices, skills, knowledge, and interests in child protection. Primary data were collected from a variety of sources including social service workers, educators, and social service managers. The sample included a total of 62 respondents covering three main regions of the country: central (Tirana), north (Shkodra) and south (Vlora and Fier) Albania. A combination of qualitative methods was used to gather data, including 11 semi-structured interviews, 4 case stories, and 7 focus group discussions with 47 participants including a consensus building exercise. Data were analysed thematically. Two levels of coding were used. The first level used KEYWORDS: deriving from the themes of interest: the panorama of the social service workforce in Albania; education and human resources management; skills, knowledge, and interests of the social service workforce. The second level of coding focused on exploring differences and commonalities among the different categories of respondents.

Findings indicate both strengths and ongoing challenges facing social service provision, child protection, and the related workforce. The functioning of the social services and child protection services in Albania is challenged by issues of professionalism, poor coordination among relevant actors and limited resources and capacities in supporting the workforce. Regardless of legal provisions, the social services workforce—including child protection services—continues to be dominated by non-professional social workers. This is often combined with poor coordination and responsiveness from other actors with statutory duties to contribute in the management of child protection cases. Capacities built within the social service workforce and among related child protection actors, as well as the networks established among them, are difficult to sustain due to high turnover rates of employees. Another ongoing challenge includes limitations on resources for social service workers to do their work and a lack of incentives (including adequate remuneration) for the workforce.

Nevertheless, social work education has been growing fast in Albania with three university-level social work programs offering all three levels of studies (BSW, MSW, and PhD). Yet, there remain several gaps in social work education. First, there is a disconnect between academic training and the realities of social work practice. Overall, there is not enough exchange between educators and practitioners to provide the curricula with content relevant to real social work cases in the field. Second, supervisory skills are weak, and professional supervision has not been effectively introduced into practice in Albania. Finally, practical training during a student's enrollment in a social work education program is limited in terms of time and diversity of experience. Despite these challenges, the findings ultimately indicate strong interest in supporting social service work in Albania. This

research feeds the global research movement that aims to provide insight into the complex realities facing social service workers and indicate areas to improve and support the social service workforce.

KEYWORDS: child protection, social work education, Albania, social service workforce strengthening

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TEACHING CROSS-CULTURAL COMPETENCE: AN INTERNATIONAL SERVICE LEARNING APPROACH

Given the “melting pot” nature of society in the United States, nowadays social workers are working with a very diverse racial and ethnic client population. Most social workers are also confronted on a daily basis with varied situations reflecting the imprint of globalization through the populations that they serve; refugees, immigrants, migrant workers who may be economic immigrants. Some of the situations these professionals may encounter could range from female genital mutilation cases to severe cases of domestic violence stemming from various cultural mores (Hokenstad & Midgley, 1997). In order to be able to proficiently address these situations, it is imperative that social workers develop cross-cultural competence and gain some international exposure through different avenues provided by the internationalization of the social work educational curriculum.

Within the last decade, cross-cultural competence in general has become an essential principle of social work education and practice in the United States and abroad. This focus is dually emphasized: in education through the Educational Policy and Accreditation Standards (EPAS) designed and implemented by the Council on Social Work Education (CSWE), and in practice through the Code of Ethics of the National Association of Social Workers (NASW). NASW is also providing additional resources for students, educators, and practitioners through the Standards and Indicators for Cultural Competence. Additionally, some efforts have been made by various social work programs to provide their students with various international exposure opportunities.

Research shows that there are numerous benefits of providing students with international exposure opportunities, such as expanding on some of the steps leading to development of cultural competency and student expertise, building confidence, self-assessment, understanding of globalization and global interdependence, increasing interest in the human arena and volunteer work, shaping attitudes and vision, and improving critical thinking (Chieffo & Griffiths, 2004). This presentation will focus on how international exposure, more specifically the international service learning (ISL) trips, could assist in the development of cross cultural-competence. Furthermore, a cross-cultural competence model/framework will be presented as well. The model presented throughout the paper is the result of a longitudinal inquiry and observations throughout several international service learning trips and study tours developed and implemented by the authors. The ISL trips also have the potential to help prepare social work students for international careers, as well as for successfully working with culturally diverse populations in the United States.

KEYWORDS: international service learning trips; cross-cultural competence; diversity

PROMOTING SOCIAL DEVELOPMENT THROUGH SERVICE LEARNING IN A SECONDARY SCHOOL IN UGANDA: A CROSS-CULTURAL EDUCATIONAL EXCHANGE

Service learning, an educational movement that developed in the 1980s, focuses on bringing classroom learning to life through service and volunteer experiences. In engaging in such experiences, students can contribute to the economic and social betterment of their community. Despite the overlap between the conceptual base of social development and service learning, little to no formal research has been conducted exploring the connections between these fields or how service learning can be used to contribute to social development. The purpose of this study was to explore ways in which service learning could be used to help make a meaningful contribution to the social development of a secondary school and surrounding community in Uganda.

During the summer of 2013, two USA social work faculty members traveled to Uganda to volunteer at a private school serving orphaned and vulnerable children located in a town with a high prevalence of HIV/AIDS, unemployment, and widespread poverty. Ugandan school administrators and teachers shared a desire to know more about service learning and how it could be used with students at their school. In response, team members developed and delivered a multi-session training on service learning that included a discussion of theory, implementation strategies, and hands-on activities to assist in the process of curriculum development. Team members were cognizant of historic imperialistic tendencies whereby foreign concepts are imposed on “recipient” communities, and were therefore very careful not to push strategies on Ugandan teachers and staff. Instead, the team worked collaboratively with Ugandan team members to help them consider ways to implement service learning in their community.

A year later, a member of the team returned to Uganda to conduct research on the implementation of service learning. Interviews were conducted with teachers and administrators to learn about projects that had been conducted. Qualitative focus group discussions were conducted with two secondary school classes to assess students’ perceptions of the service learning activities. Results were analyzed by the researchers using coding and theme development.

Researchers found that a number of projects had been implemented, such as (a) participation in community and school improvement, (b) development of handicrafts that could potentially be sold, and (c) participation in agricultural activities to support school and community nutrition programs. A total of 60 students participated in focus group discussions. Results indicated that students had positive reactions to their experiences with service learning. Students indicated that numerous skills

had been learned that would be useful to them both in terms of the development of the community, but also in terms of the financial betterment of their families. Recommendations were made concerning future use of service learning at the school.

Although results from this qualitative study cannot be generalized to other populations, results do show that service learning can be used to promote social development. Outcomes included the development of social capital, work skills, education, and community improvement. Implications for future research as well as future strategies for using service learning in the area of social development will be discussed.

KEYWORDS: service learning, social development, cross-cultural exchanges

MODERN SOCIAL WORK INTERVENTION AND TRADITIONAL COMMUNITY-BASED SYSTEMS OF SHARING AND CARING: A HARMONIOUS ARRANGEMENT FOR AN INDIGENIZED SERVICE DELIVERY

Western style social work education and practice are seen as somewhat strange concepts in Sri Lanka. The country claims the existence of generations-old, community-based “sharing for caring” strategies to help the helpless. For some time now, these systems have been eroding mainly due to influences from trends of community fragmentation and expanding values of individualism, although there is a range of other reasons too. As a result, a number of new forms of personal and social issues have accumulated across a range of disadvantaged communities. Many seem to be left without any means of support to regain the equilibrium between themselves and their social environment. The situation demands external institutional interventions. One pragmatic way of intervening is achieved through social work because, inherently, this is the core purpose of professional social work practice. However, as aforementioned, many of these professional social work intervention strategies seem to be non-responsive to the local community. This actually anxiously pressurizes us, as social workers, to search for a socio-culturally appropriate way of using professional social work intervention to help individuals, families, groups and communities to deal with the conditions of social malfunctioning, disadvantage and exclusion. A proposed social work education program with the social development perspective is an outcome of a thorough consultative process conducted with a range of grassroots-level human service work practitioners of public, community and non-government organizations. The new program offers a model in which a harmonious partnership arrangement between the traditional community care systems and modern social work intervention strategies is conceptualized and contextualized with a social development perspective to social work education and practice in the country. In it, the interventions are regarded as simple, community-friendly, communicable, evidence-based and generated by client systems alongside professional social workers. Therefore, the entire focus is on the community and community resources for action. The action is based upon community values amalgamated appropriately with universal values, principles and codes of conduct of professional social work practice. The action is delivered through community structures and leadership. It can be implemented at different levels of client systems. Overall, this is all about community capacity building. The new program offers the value basis and core skill sets that students need to engage in for capacity building. This paper aims to discuss this harmonious arrangement for a localized, rather indigenized, social work service delivery, which benefits from the brainstorming scholarly audience

and improves the program further. In hindsight, it also aims to promote the social development perspective in social work education and practice in third world countries like Sri Lanka.

KEYWORDS: community-based systems, social work intervention, capacity building, social development

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OWLS: A PATHWAY TO COLLEGE COMPLETION

In the current model, students can transfer up to 66 credits earned from different sources. Students enroll in a one-credit 8-week course where they develop a competency portfolio based on prior learning from work/life experiences. Up to 24 credits based on an evaluation of the portfolio may be awarded. The last 6 credits for the degree students earn from the capstone, which is a field-based project that reflects new competencies acquired from their coursework. The department seeks to expand the degree options to include competency based education.

The department intends to partner with other programs to launch competency based education for *employed* non-traditional students which is different from its current model. Students still can transfer up to 66 credits from different sources and earn up to 24 credits from prior learning. To earn the remaining 30 credits for the degree, however, students would complete CBE capstones they perform in the workplace. A CBE capstone consists of a productivity domain that defines elements consisting of tasks, functions, and activities expected of an employee in a select occupation position. These elements link to select competencies that further delineate into knowledge, skills, and abilities, including specific tools and technologies one would use to perform these domain elements.

Students follow a detailed lesson plan that one can implement within the context of the workplace. To measure progress of learning, they begin a capstone by taking a formative assessment consisting of 80 items. A CBE Capstone provides students with personalized learning, guiding them to specific learning modules needed to increase assessment performance to a level that indicates capstone proficiency.

Upon attaining capstone proficiency, students would implement a performance-based assessment (PBA), which is a real-world activity one would do on the job within a select occupation. In so doing, the students' performance of the PBA at a defined *mastery* level determines completion of the CBE Capstone. Upon completing a capstone, students would earn initially a micro-credential representative of the productivity domain.

Students can opt to transform the micro-credential into college credits towards the degree upon their payment of tuition. Each capstone represents 3 credits, so a student would need to complete a total of 10 capstones to earn 30 credits. The department is working to implement the model as a pilot project.

There are other attributes unique to the proposed model worth considering. The Department proposes a subscription payment model, i.e., a fee for so many months of access to the CBE Capstones. This implies students will not have to wait for a formal semester to begin to enroll, but can start their capstones on any day of a given month. They may complete as many capstones within these months, and can renew a subscription for additional months as needed to complete their CBE capstones towards the degree.

KEYWORDS: Competency Based Education, workforce learning, CBE, education, competencies

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ENGAGEMENT AND INVOLVEMENT IN SOCIAL JUSTICE WORK AT A UNIVERSITY

Universities place a strong emphasis on social justice and advocate a philosophical stance that diversity is excellence (Haring-Smith, 2012). This applies to recruitment, retention and developing a welcoming environment for faculty and students from traditionally oppressed and diverse groups as well as supporting the surrounding community. However, there is little research on faculty members' perceptions of their social justice action. Exceptions are limited to anti-racism work (Milem & Hakuta, 2000; Valentine, Prentice, Torres & Arellano, 2012) and work with students in their classrooms (Hurtado, Milem, Clayton-Pedersen, & Allen, 1998).

To capture faculty perceptions of engagement and involvement in social justice and diversity work, a qualitative design with a phenomenological perspective approach (Creswell, 1994) was used to address the research questions. Creswell's grand tour research question along with sub-questions framed the study. The grand tour question was "What are your perceptions of equity and diversity work in higher education?" Nine sub-questions explored various aspects of the topic. The constant comparative method was used to analyze personal narratives with a purposive sample of faculty members who were recruited via an emailed invitation from the authors.

Despite some concerns about how administrators support faculty's efforts, members followed their personal and professional values to advocate and support issues of social justice. Faculty members also described how their multiple social identities shaped their work. They assumed three roles: (a) advocates for students and the surrounding communities, (b) critics of the definitions of the terms "equity" and "diversity" with an aim of enhancing the understanding of them and (c) visionaries to transform the university's environment to not only follow equity and diversity principles, but also form alliances across all significant groups.

Faculty members welcome the ongoing struggle with issues of social justice that continue to demand attention as they interact with a diverse student population and engage in and with oppressed communities. Implications will be forwarded to identify how faculty members can continue to advance their work in spite of the barriers they encounter.

KEYWORDS: faculty engagement, social justice, universities, engagement and involvement

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DEVELOPMENT OF HARM REDUCTION AND RISK PREVENTION PROGRAM FOR YOUTH IN THE COMMUNITY

The Faculty of Social Work in Ljubljana has responded to the invitation of the Municipality of Ljubljana in 2016 to develop a new program and new approaches for work in the field of alcohol use among youth citizens, especially those in the age group of 15 to 19 years old. Our previous research and project work, especially the qualitative research “Alcohol Use among Youth in Ljubljana?” (2009) and the project “Co-creation of Community Work in Primary Schools in the Field of Alcohol Use in Ljubljana” (2009 - 2013) provided us with a good insight into the dynamic and characteristics of alcohol use in this particular group of youth in the local community. The major conclusions stemming from previous research work was that it is important to work with youth on the basis of their everyday experience, including social and economic contexts and cultural surroundings. The development and implementation of a new program are based on empowerment and community development principles, and follows the philosophy of harm reduction and risk prevention. The initiative group started work on the volunteer base. All the key community actors had been invited to discuss the idea: the group of volunteers, students, researchers from the faculty, representatives of the municipality, youth workers and most important, young people as well. One of the important aims of the project is to activate young people in creating methods for work; therefore, the program does not include only sharing preventive information, but it creates space for active participation of young people in planning and implementing activities. By using and adopting the methods of risk assessment and individual planning as dialogical approaches for analysing and planning of the “risk situations”, we are encouraging young people also to rethink their experiences and attitudes about alcohol use. The intensive dialogue with young people allows all the involved individuals to name and recognise not only the potential risks, but also benefits of engaging or not engaging in particular behaviour or risk. The problems of alcohol use among youth cannot be separated from other current problems, challenges and questions of adolescence and tasks for emancipation. This is an approach which is in tune with the main tasks of “growing up”, as adults and teens work together to negotiate a change in the relationship or behaviour that accommodates a balance of autonomy and ongoing connection, with the emphasis on each taking the responsibilities for behaviour and actions. In this way young people are involved in acquiring new abilities to think about and plan for the future, to engage in strategies that are more sophisticated for decision-making, problem solving, and conflict resolution, and to moderate their risk taking to serve goals rather than jeopardize them. One of the main principles of our project is that we are in constant dialogue with young people, which offers us

a possibility to incorporate knowledge about their needs into actions and plan those responses that are aimed at concrete and actual situations.

KEYWORDS: young people, alcohol use, risk analyse, community, empowerment

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CHILDREN CHANGING THE CHILD WELFARE SERVICES AND THE EDUCATION OF CHILD WELFARE WORKERS

The innovation and research projects My Life Cooperation and My Life Education are joint projects between Children in the Change Factory, 6 Child welfare services in the central part of Norway and NTNU (Norwegian University of Science and Technology) and HSN (University College of Southeast Norway), financed by the NTNU and BUF-dir (The Norwegian Directorate for Children, Youth and Family Affairs) and HSN. The innovative elements of the projects are the implementation of new working methods in child welfare services with the aim to strengthen the cooperation between children, child welfare services and social work and child welfare education programs. The children are giving advice, and they ask to be listened to, in order to improve the quality of case work, family support, foster families, care work in institutions, psychiatric institutions etc. Implementing new modes of education for students in the child welfare field through the participation of children with experience of child welfare services and a more pronounced focus on students' own life histories and their training in communicative skills are central elements of the projects. Finally, a process evaluation of these innovations is also included in the projects.

The methodology in the projects is heavily influenced by the principles in participatory action research as described i.e. in *Participatory Action Research* (Whyte, (Ed)1991) including group meetings for planning and reporting, qualification by discussions and lectures, structured qualitative interviews with partners who are involved with the child welfare, student involvement, evaluations and description of new routines in welfare services. The use of mixed part time employment between the child welfare services and the university has also been an important part of experience sharing.

This paper will present some of the advice given by children and the experience of child welfare workers with the implementation of new principles and methods of participation and co-creation in child welfare work. Reflection on needs for new skills in professional training will be emphasized.

KEYWORDS: child welfare, participation, communication skills, social pedagogical education

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TEACHING ABOUT RESETTLEMENT IN A TIME OF UNCERTAINTY REGARDING REFUGEE AND IMMIGRANT POLICY

Forced migration is increasing worldwide. Over 65 million people are currently displaced, an increase of five million in 2015 alone (UN High Commission for Refugees). Contributing factors include wars, political unrest, economic decline, natural disasters, land depletion, and global warming. Compounding the problem is the resurgence of ultra-nationalism in many countries, leading to weaker political support for the liberal order that has been in place since World War II, under which international conventions have been developed concerning human rights and signatory countries' obligations to accept refugees and asylees. Schools of social work have an important role to play in preparing social workers to address these issues.

This session will present an example of a course that attempts to prepare social workers for work with refugees and immigrants at three levels: direct practice, community development, and policy advocacy. The University of Minnesota School of Social Work has developed a graduate-level course "Working with Immigrant Populations," which covers policy, direct practice, and community development with both refugee and immigrant populations.

The course begins with factors driving migration movements worldwide, and then focuses on the history of the policy responses of several countries and the United States to refugees and immigrants. It also includes relevant UN declarations and conventions and the UNHCR system.

Next it focuses on some common patterns in the migration experiences of refugees and immigrants, recognizing that each person and ethnic group may experience different issues in movement from the country of origin to the country of destination. The U.S. system for refugee resettlement is discussed and critiqued, including the roles of voluntary refugee resettlement agencies, resettlement workers, community social agencies, and policy advocates. Typical problems of adjustment are discussed, including commonly occurring role conflicts and reversals: husband-wife; parent-child; grandparents-parents, and so on.

Thirdly, specific strategies and skills for engaging immigrants and refugees in various practice settings are emphasized, supported by research findings on service utilization of immigrants and refugees. Immigrants' and refugees' needs cut across many fields of practice such as income maintenance, legal services, education, health and mental health, family services, juvenile and criminal justice, child welfare, youth development, and aging.

Examples of community development approaches to immigrant and refugee communities are presented and critiqued, as are strategies for advocacy of changes in immigration and refugee policy. The current uncertainties regarding changes in U.S. and other countries' immigration and refugee policies provide ample material for discussion of issues and strategies that can be employed.

Student evaluations and comments on the course will be summarized and discussed, as will students' propensities to engage in immigrant and refugee work.

The need for social work with immigrants and refugees is likely to increase in the foreseeable future along with the need to employ social development strategies to address the issues. Schools of social work can help meet these needs by developing courses that focus specifically on refugees and immigrants.

KEYWORDS: refugees, immigrants, forced migration, resettlement

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HOW DOES USER PARTICIPATION INFLUENCE CHILD WELFARE EDUCATION IN NORWAY?

Norway is often held up as a classic example of a Nordic welfare state, since the government, both federal and local, has primary responsibility for the welfare of its citizens. Even if the government is a primary provider, volunteer organizations also make a substantial and important contribution. Norway has historically had a strong tradition of voluntary work, and a large portion of the population is involved in such activities. This paper looks at the recently vibrant area of social entrepreneurship. This is a growing field internationally and is also attracting increased interest in Norway. Ingstad Lorentzen and Loga (2016) have investigated the plurality of organizations in Norway, which operates between the private, public and voluntary sector. Since 2008 Norway has experienced a profound interest, and increased attention towards social entrepreneurship, and the number of actors and organizations are growing. This paper describes different aspects of user participation within child welfare education in Norway. Light will be shed on this issue by investigating the role of the Norwegian user organization, “Forandringsfabrikken” (translated: The Change Factory). This is an interesting example, since it has managed to influence social service at a broad level, such as policy and lawmakers, practitioners within social services, and educational institutions. Forandringsfabrikken has worked to “bridge the gap”, not only between users and practitioners of child welfare services, but also between research and practice, and between politicians, practitioners and users.

The paper presents how the educators within child welfare experience the increased influence of Forandringsfabrikken. This influence might potentially be considered problematic since some of the practices in child welfare education are challenged from outside. This means that some of the concepts and values that the education program has used traditionally, and often taken for granted, are now under critical examination. The data will be collected through a combination of qualitative interviews with educators within the field of child welfare.

KEYWORDS: welfare education, user participation, social entrepreneurship, change factory

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DISMANTLING COLONIAL COMPLICITY IN HIGHER EDUCATION: EXAMINING THE INTELLECTUAL PREPARATION OF SOCIAL WORKERS AND TEACHERS

Over the past half century, the world has seen an increase in the practice of “social development” via the creation of major policies and organizations such as: the World Bank, the United States Agency for International Development (USAID), Peace Corps, Oxfam and Save the Children. These organizations and others similar to them have pursued disaster relief, poverty alleviation and global health efforts, but they have also maintained an explicit agenda for social and economic development in the “Third World”. The field of social development has been critiqued for its reliance on colonial logic and goals (Said, 1978; Escobar, 1995; Sen, 2001; Wainwright, 2011). This session examines how the professional fields of social work and teacher education in the United States are steeped in similar logic that directly impacts professional development and practice in work with youth and communities. Drawing on primary sources, historical intersections and shared professional values between education and social work (e.g. cultural competence, social justice, helping youth “at risk”, intervention, parent outreach), we articulate a framework of colonial complicity. In this framework, Western cultural values and behaviors become the implicit norm by which the rest of the world is measured. Our session will explore how teachers and social workers have learned via their own primary, secondary and higher education systems to *exist in* and in fact, *mobilize* this colonial logic in their everyday practice. Our session will illuminate the following findings:

1. The historical construction of teacher education (Labaree, 2008; Williams, 2005) and social work (Gray, Coates, Yellowbird & Heatherington, 2013; Gray, Coates & Yellowbird, 2008; Razack, 2009) in university systems maintained colonial power dynamics, which reified the social order for Indigenous and black communities.
2. “Settler colonialism” as a field of study is all but non-existent in social work and teacher education programs, ensuring that anti-colonial practices in these fields do not become common.
3. Indigenous youth and the descendants of enslaved Africans continue to face epistemological violence at the hands of practitioners in education and social work, rendering these fields complicit in the maintenance of a colonial system of oppression.

Because many practitioners of “social development” emerge from higher education in these two professions, we challenge them to identify and name their underlying theories of practice, explore

the assumptions and outcomes of such practice and the possibilities to make a radical paradigm shift in order to disrupt this colonial enterprise. We will present historical source material and pedagogies including exemplars drawn from critical youth studies (Lesko, 1995; Bay-Chang, 2003) and Indigenous studies (Johnston-Goodstar, 2013; Tuck & Yang, 2012; Waziyatawin, 2008; Grande, 2004) that have shown promise in rupturing this colonial monopoly. Our session commits to sharing this knowledge, as well as to interactive participation in a collective and discursive re-imagination of higher education and professional development that can serve the goals and adhere to the ethical principles of decolonized social development.

KEYWORDS: decolonization, social development, higher education, social justice

BRIGHTSIDE PRODUCE - A FINANCIALLY SUSTAINABLE MODEL FOR DELIVERING FRESH FRUITS AND VEGETABLES TO SMALL URBAN STORES

Limited access to healthy, affordable food is common in low-income urban neighborhoods in the United States where residents suffer disproportionately from obesity and other diet-related health conditions. Corner stores and other small food stores make up most of the existing food retail infrastructure in these areas. Increasing healthy options in such stores thus provides a unique opportunity to support the health and well-being of urban residents.

Small-scale retailers face particular barriers to stocking fresh fruits and vegetables (FFV), in part because traditional produce distributors require minimum orders that are well above the needs of most small stores. A business model for distributing small quantities of low-priced FFV to corner stores could help create consistent, long-term conditions necessary to make healthy diet choices easier for all urban residents.

Here we describe BrightSide Produce, a financially sustainable model that has been piloted for delivering FFV to small urban food stores in Minneapolis MN, and provide results of a pilot program evaluation to assess feasibility and manager satisfaction.

The on-going BrightSide program pairs university students and community youth, and is funded by sales to stores and a “Buyers Club” consisting of university students, staff, and faculty. BrightSide youth and students regularly contribute to university classes in multiple disciplines, and the program provides research and service opportunities to undergraduates. Using store manager interviews conducted by an independent evaluator, we found that a majority of participating store managers considers FFVs profitable items, and all managers were very satisfied with their relationship with BrightSide and would recommend the service to other store managers.

These results suggest that this type of university-community partnership can achieve multiple academic goals while simultaneously meeting the FFV distribution needs of small urban stores. It provides a foundation to complement in-store investment, consumer nutrition and other intervention programs. More broadly, it demonstrates how universities can start and develop social ventures that simultaneously create economic wealth and positive social change.

KEYWORDS: change making, food desert, food insecurity, social innovation, social entrepreneurship

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THE CHALLENGES OF MIGRATION IN SOUTH EAST EUROPE AND SOUTH KOREA: CREATING AN EVIDENCE BASED POLICY AGENDA

Labor mobility between neighborhood countries has been noticeable in South East Europe. Migrant workers in South East Europe tend to be young and employed in agriculture and construction (Sarajevo, 2015). Similarly, South Korea has received a substantial number of young migrant workers from neighborhood countries in Asia, and they are predominantly employed in low-paying, labor-intensive occupations that many Koreans shun, such as agricultural labor, construction and healthcare aid.

Another similar feature of the labor markets in South East Europe and South Korea is long-term unemployment which lasts for more than a decade. An ageing population and low birth rate present additional constraints on the long-term economic growth of South East Europe and South Korea, which has influenced migration labor policies. In terms of migration labor policy, Croatia and South Korea have a similar migration labor policy in that migrant workers are entitled to social security benefits as nationals.

In South Korea, the plight of migrant workers has received attentions from the media and scholars (Denney, 2015). Migrant workers in South Korea reported that they have to endure discrimination, as well as harsh and exploitative working conditions with a lower salary than native Koreans for equal work (Board, 2015; Yoo, 2011). The wage gap between migrant workers and native workers is the largest among OECD member nations (Jhoo, 2015).

Migrant workers in South Korea must obtain permission from their employers when they change their jobs under the Employment Permit System. Therefore, migrant workers are scared to report their employer's abuse and labor violations. In regard to foreign labor regulations in South East Europe, some categories of temporary migrant workers cannot change jobs or sectors (Sarajevo, 2015).

The panel will introduce the labor migration policy in South East Europe and South Korea to address social injustice and labor rights. In addition, the panel will discuss legal and policy aspects of labor mobility and compare South East European countries with South Korea. Implications for social work practice and policy will be discussed.

KEYWORDS: migrant workers, labor market, South East Europe, South Korea

MIGRATION AND DIASPORA COMMUNITIES IN CONTEMPORARY KOSOVO

Migration, either connected to the pursuit of employment and better living conditions or as a result of political violence, is by no means a new social phenomenon. It has existed throughout world history, shaping geographies and subjectivities past and present. One important result of the migration movements has been the creation of the distinct transnational communities, or diaspora, in different countries in Europe and across the world. Diaspora is based on the real and imagined connections between the migrants' place in the host country and their homeland. In Kosovo, one in every third household has a family member abroad, and one in every fourth receives remittances, which is indeed the major source of external finance. Integration of diaspora into social, cultural and economic life of Kosovo is manifold and is manifested through formal and informal practices. This paper looks beyond the diaspora's contribution to the national economy in Kosovo. It focuses on the political, cultural and emotional underpinnings of migration and diaspora. The paper seeks to account for the diverse inter-connections of processes and motivations of migration and diaspora practices taking place today. It is premised on cartography as a research strategy to enable a culturally, historically and politically informed analysis of migration patterns, citizenship, cultural politics, identity and belonging. The central question here is how the multiple and myriad forms of real, virtual and symbolic interactions between Kosovo migrants/diaspora and Kosovo citizens are enacted and how they have shaped identity. The paper shows that the migrant experience and diaspora can be understood only in relation to the homeland. Yet, the inter-subjective relations with the homeland are often ambivalent and full of tensions of identity and belonging.

KEYWORDS: Kosovo, migration, diaspora, identity, culture

STUDYING FOR A PHD IN SOCIAL WORK AND SOCIAL WELFARE IN NORTH AMERICA WITH AN EMPHASIS ON SOCIAL DEVELOPMENT

The purpose of this workshop is to provide attendees with an overview of doctoral education in social work and social welfare in North America, and will be geared to potential students who are interested in pursuing their PhD in North America with an emphasis on social development. There is a shortage of researchers possessing the advanced research skills necessary for developing, planning, and evaluating social welfare policies and social service interventions that promote social good. PhD programs can prepare those interested in advancing social work and social development knowledge base for a career in research and/or education. The workshop will first cover the general rationale for Social Work PhD programs in the North America, which is to prepare future scholars, researchers and educators who function as stewards of the discipline and are able to promote social justice and human rights through their research and teaching. The workshop will then introduce attendees to the general structure of PhD programs in North America, and explain differences among universities and social work doctoral programs in North America, as well as differences between North American PhD Programs that include a strong emphasis on coursework compared to dissertation-only PhD Programs in most other regions. The workshop will cover how some PhD programs incorporate multidisciplinary approaches in their program design, and how PhD Programs in North America are increasingly emphasizing multidisciplinary concepts such as team-based science and community based participatory research. Attendees will also learn about the general admissions processes to PhD Programs in the United States, and about what various types of North American universities are looking for when admitting applicants into their PhD programs, with a particular emphasis on international applicants. Finally, the workshop will describe career opportunities available to social workers with a PhD. This workshop will also cover the practicalities of studying in a research-based PhD in social work in North America, and will allow plenty of time for participant questions. The lead workshop presenter is currently the President of the Group for the Advancement of Doctoral Education in Schools of Social Work, an organization of 92 social work doctoral program directors, primarily based in North America, who represent their member universities.

KEYWORDS: doctoral education, higher education, PhD, social work, North America

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THE PURPOSE AND SCOPE OF POST-GRADUATE EDUCATION IN SOCIAL WORK: IMPLICATIONS FOR THE ADVANCEMENT OF SOCIAL DEVELOPMENT

As future leaders in the social work profession, post-graduate-level students are uniquely positioned to advance social development principles through research and teaching. Understanding the perspectives of current students regarding the nature and scope of their training, the extent to which social development has been a part of their education, and how they intend to promote social development in their work can lead to the formation of ideas and strategies through cross-cultural exchange. Engaging in critical dialogue will also enhance understanding of the opportunities and challenges in promoting social development, given the current socio-political environment.

This presentation will utilize a panel discussion format. Presenters will offer anecdotes and observations regarding their experiences as well as respond to direct questions regarding: structure and goals of doctoral programs, motivations to pursue doctoral education, future career trajectory, exposure to social development theory in prior practice experiences and their current studies, and challenges and opportunities in promoting social development principles as future social work scholars. The panel presentation will also discuss how research is used to generate knowledge that informs social work practice and how students intend to remain connected to practice while engaging in research. In addition, the panel will explore current debates in social work doctoral education such as the demand for advanced clinical training for practitioners versus the need to develop scholars who generate new knowledge and research on practice.

Participants will learn about the purpose and structure of doctoral education and its implications for the advancement of social development through the use of observations, narratives, and critical dialogue with others from diverse backgrounds and cultures.

Social development strategies complement social work's mission of addressing social and economic injustice. In order to advance social development perspectives within the profession, it is essential that future social work scholars be exposed to social development theory and principles. However, it is critical to understand the experiences of doctoral students and their perceptions of the opportunities and challenges in using social development to inform their research and teaching. Dialogue regarding these issues can help generate cross-cultural solutions that address barriers and promote social development globally.

KEYWORDS: social work education, doctoral programs, cross-cultural dialogue, panel presentation

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INTERNATIONAL SERVICE-LEARNING IN POST-WAR CROATIA: CAPACITY BUILDING FOR SOCIAL WORK PROFESSION

Building on a strong partnership with University of Zagreb, Department of Social Work, and a local community organization serving a post-war community in the Osijek and Vukovar region, in 2011, the Indiana University School of Social Work developed an international service-learning course that aims at strengthening social work students' competencies to work with post-war communities. This study examines learning outcomes of a five-year study abroad experience in post-war Croatia.

All 49 students who completed the International Service-Learning course in the past five years were emailed and invited to participate in this study. Drawing on a data set of 30 student respondents to a survey, and one focus-group of six students, the study examines key learning outcomes gained through participation in the program. For purposes of this study, four subscales were developed: (1) critical thinking/academic development, (2) cultural competence, (3) personal and leadership developments, and (4) civic participation/global mindfulness. Average scores for each subscale were calculated. The results show substantial improvement in learning outcomes as a result of taking the course in all subscales, especially in cultural competence (Mean=4.48, SD=0.55) and global mindfulness (Mean=4.38, SD=0.60). More specifically, through focus group data, we learn that international service-learning experiences become a powerful learning platform that goes beyond teaching students professional competencies, shaping their leadership skills, as well as positively influencing their roles as agents of change in their own communities. Preliminary results indicate that, through living in a post-war community even for a short time, and working with local Croatian organizations, students begin to confront their own realities and prejudicial notions, and become more inclusive of different views that question their personal assumptions, and prepare them to interact with refugees in Indiana and other parts of the world. More importantly, students appear to begin shaping a sense of pluralism, question their upbringing, and build on the ability to work in dissonant and unequal environments. The implications for practice, teaching and research are also explored.

KEYWORDS:service-learning, study abroad, post-war community practice, global mindfulness, macro-practice

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ASSESSING THE INTERPROFESSIONAL COMPETENCE OF ADVANCED PRACTICE NURSING AND MASTER OF SOCIAL WORK STUDENTS USING CLINICAL SIMULATIONS

The quality of care provided to patients in primary care settings is dependent on the interprofessional collaboration of healthcare professionals. Interprofessional collaboration has the potential to improve patient outcomes and offer better patient-centered care. However, little is known about the use of clinical simulations to teach Family Nurse Practitioner (FNP) and Master of Social Work (MSW) students about interprofessional collaborative practice. We hypothesized that a clinical simulation would increase self-reported interprofessional competence (measured by the Interprofessional Collaborative Competency Attainment Scale–ICCAS) and improve perceptions of interprofessional education (measured by the Student Perception of Interprofessional Clinical Education-Revised instrument–SPICE-R).

The clinical simulation consisted of two case vignettes using standardized patients: a young adult with chronic pain and drug-seeking behavior and a teenager with insomnia and a history of anxiety. Student participants were doctoral level FNP (n=15) and MSW (n=15). The FNP and MSW performed dual and sequential (warm handoff) assessments. In the dual assessment, pairs of FNP and MSW students engaged in a pre-encounter huddle (5 minutes), followed by a patient assessment (30 minutes), huddle (10 minutes), presentation to patient (10 minutes), and post-encounter reflection (5 minutes). In the sequential assessment, pairs of FNP and MSW students had a pre-encounter huddle (5 minutes), followed by either a FNP or MSW encounter (14 minutes), handoff (2 minutes), FNP or MSW encounter (14 minutes), huddle (10 minutes), presentation to patient (10 minutes), and post-encounter reflection (5 minutes). Students completed pretest-posttest measures (ICCAS and SPICE-R) and wrote a 2- to 3-page reflection paper. ICCAS and SPICE-R data were analyzed using Wilcoxon Signed Rank tests and reflection papers were coded thematically using a constant comparative method.

ICCAS findings indicated significant improvements from pretest to posttest for FNP and MSW (combined) on all six scale sub-domains: communication, collaboration, roles and responsibilities, collaborative patient-family-centered approach, conflict management/resolution, and team functioning (all p-values < .001). Smaller differences between pretest and posttest were reported for FNP regarding roles and responsibilities (p<.01) and for MSW regarding conflict management/resolution (p<.05). No significant differences were found on the three factors of the

SPICE-R: interprofessional team-based practice ($p=.88$), roles/responsibilities ($p=.33$), and patient outcomes ($p=.21$). Qualitative data from reflection papers corroborated the quantitative findings.

Clinical simulation has the potential to teach nursing and social work students about the importance of interprofessional collaborative practice. In particular, it can enhance interprofessional competence by presenting structured opportunities for learning about each other's domain of expertise and scope of practice. Future research is needed to clarify FNP's and MSW's unique and overlapping roles on interprofessional teams and explore patients' perceptions of dual versus sequential assessments.

KEYWORDS: interprofessional practice, interprofessional education, clinical simulation

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REFLECTING ON EMBEDDING “CRITICAL REFLEXIVITY” IN THE DEVELOPMENT OF A MASTER’S PROGRAM ON SOCIAL CHANGE AND INTERNATIONAL DEVELOPMENT AT A REGIONAL UNIVERSITY IN AUSTRALIA

The internationalisation of curriculum (IoC) literature is predominantly focussed on developing knowledge of students of other cultures, attitudes, values and ethics. The focus is on studying “others or other cultures” as opposed to unpacking how privilege, identity and power impact one’s own understanding of the world. This paper borrows from debates from a critical standpoint within critical reflexivity to argue that cross cultural understanding is not a competency but a disposition towards thinking, analysing and understanding the world based on critiquing the “Self” and its relationship with the “Other”.

The paper using insights from critical reflexivity will reflect on the educator’s experiences of developing a new master’s program in social change and international development in a regional university in Australia. Through their reflections of being involved in the development of knowledge, skills and values in the curriculum, we will unpack how “critical reflexivity” as a pedagogical tool was used to address the question of inter- and/or cross-cultural competency in the curriculum.

As a way of conclusion it is argued that embedding critical reflexivity in the curriculum allows educators and students to address the question of privilege, power and colonisation as opposed to gaining understanding and/or competency in other cultures. An approach that places one’s understanding of “self”, “privilege” and power will equip educators and students to undertake ethical practice when working in international contexts. To that end, we assert that an approach which puts the focus on ‘self’ and ‘power’ in the curriculum will allow us to mitigate hidden and/or unconscious biases in our understanding of other cultures.

The paper will contribute to extending the pedagogical understanding of inter and/or cross cultural competency in the internationalisation of curriculum debates. A pedagogical approach that uses critical reflexivity positions the understanding of “self”, “privilege” and power will allow students as well as educators to tackle hidden unconscious biases and develop ethical practice when they work in international contexts.

KEYWORDS: Internalisation of curriculum, critical reflexivity, critical pedagogy, inter-cross cultural competency in higher education

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PREPARING STUDENTS IN THE FIELD OF SOCIAL WORK FOR THEIR (ACTIVE) CONTRIBUTION TO THE DEVELOPMENT OF A SOCIALLY AWARE COMMUNITY

Having studied in different fields, we found ourselves interested in the topic of human rights and social development. That inspired us to enroll at the Faculty of Law, Department of Social Work. Our intention was (and still is) to acquire specific knowledge and skills that would make us competent professionals who are also activists in the field of social justice, development and human rights.

Using the format of a panel discussion, our intention is to share experiences of and motives for studying social work. We will also be presenting the syllabus and student practice in the four year BA program at the Department of Social Work. Specifically, we will highlight those experiences and courses that shaped us as future professionals and maintained our motivation for social justice. Having also acquired some of experience in both professional and voluntary work during the BA program, we will present our experiences and how studying social work prepared us for it. Through the self-report method as employed by several students, our aim is to start a conversation with fellow colleagues about our similarities and differences in the BA program and the potential for advancement of social work education in Croatia.

Exchanging our experiences, we would like to come up with different ideas on how to enhance the syllabus in order to provide us with even more well-rounded, holistic and modern approach to social work. Additionally, we would like to get a better grasp of what “social work” stands for in different cultures, for culture is what shapes a community. Differences in culture and environment make us face specific challenges and understanding those differences can help in dealing with the challenges. Social work represents not only a multidisciplinary field of study, but also an inevitable tool in dealing with social injustice. Finally, our own values, attitudes and motivation combined with theoretical and practical knowledge acquired during the BA program shape us into active participants in the development of a (more) socially aware community.

KEYWORDS: experiences, human rights, BA in social work, student practice.

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ADDRESSING SOCIAL JUSTICE ISSUES RELATED TO HEALTH THROUGH INTERPROFESSIONAL EDUCATION.

Interprofessional education (IPE) has evolved over decades, gaining marvelous momentum in Europe, Australia and Canada before gaining traction in the US. IPE is an approach to engage students from various disciplines to work with each other to address complex situations through collaboration. According to the Canadian Interprofessional Health Collaborative, interprofessional collaboration is a “partnership between a team of health providers and a client in a participatory collaborative and coordinated approach to shared decision making around health and social issues” (2010). The definition captures the collaborative nature of healthcare to address medical as well as social aspects, and facilitate engagement to close the health gap and make collaborative practice more common. IPE should be infused in the curriculum.

One of the grand challenges for social work is to close the health gap as “... 60 million Americans experience devastating one-two punches to their health—they have inadequate access to basic health care while also enduring the effects of discrimination, poverty, and dangerous environments that accelerate higher rates of illness” (aaswsw.org). Additionally, in the global front, the sustainable development goals set the agenda to meet the current needs without losing focus on future generations. Interweaving the grand challenges and the sustainable development goals to address the current and future needs of society to foster social justice is vital. Hence, innovative strategies to emphasize overall health and well-being must be a priority in social work education.

The National Interprofessional Competency Framework identifies six competency domains pertinent to interprofessional collaborative practice. The competencies include communication, care, role clarification, team functioning, collaborative leadership and conflict resolution. While the focus of IPE has been in health care, the author postulates that it also has a major role to play in non-health settings, especially keeping the profession of social work in focus. One example that can best highlight this is in the area of refugee resettlement programs.

It would be prudent that in this field health care teams work closely with teams from the professions of law, business, political science, social work, EMT's, and others to help situate a refugee from their place of origin to their current stable living environment in a major city. While much has been written about the availability and accessibility of healthcare taking into account the social determinants of the clientele, larger societal and policy changes on health care access are much needed in order to address the influence of policy to practice in rural, urban and refugee settlement camps.

This paper will highlight how courses were conceptualized at the bachelors, masters and doctoral level in the micro-macro continuum to implement IPE to address varying health related needs.

KEYWORDS: interprofessional education, health, social justice

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FOSTERING MEANINGFUL ENGAGEMENT ONLINE

Creating an environment for meaningful engagement requires instructors with a clear sense of purpose, and students committed to engage. Mediating these are the logistics of the technology. This poster presentation will illustrate engaging instructions for students that encompass the standard “netiquette” for online work and the instructional strategies used to reinforce student adherence and collaboration in making asynchronous and synchronous sessions *valuable learning experiences*.

Curriculum in this three-year doctoral program is grounded in program goals, faculty-articulated teaching philosophy, and competencies/practice behaviors established for program assessment. The guiding principles of Quality Matters (QM) are implemented in the design of the online environment for students, with particular attention to achieving a standard format and design in the curriculum management system (CMS) across courses. Monitoring QM implementation is completed by Instructional Resources and Technology unit of the university.

The conceptual organization of the program influences instructional delivery of the curriculum guided by the principles of the Community of Inquiry model: Social Presence, Cognitive Presence and Instructor/teacher Presence. These dimensions support and enhance students’ engagement in their learning. For this program, these dimensions along with basic social work skills, especially those of social group work, guide our faculty and how we use technology to enhance engagement during asynchronous and synchronous learning.

Once students move past learning the logistics of the online environment, we’ve noted the tendency to ignore the basic lessons of “netiquette” that were so critical to “survive” the transition from classroom to online learning. One critical purpose of incorporating synchronous sessions in online courses is to facilitate building and fostering the community of learners, thus enhancing social presence. For the instructor the synchronous session is another avenue for enhancing both cognitive presence – engaging in the content and learning a particular course – and for reinforcing instructor/teacher presence through the visual and auditory means of synchronous interaction.

Netiquette in this environment requires computer capacity in terms of internet connection and equipment, the parameters of which are identified as essential for participation in the program. Students are expected to have reliable internet connections. Netiquette items identified in multiple ways through program descriptions, orientations (online and in person), and colorful handouts, clearly identify the need to use USB connected headsets to facilitate hearing, listening, and

communicating – for the individual student and for interactions among classmates and with the instructor.

Interacting for both asynchronous and synchronous sessions relies on instructors having a clear purpose for each module and class session. Without this, students question the *efficacy of online education*. Presenters will illustrate several examples of how an administrative program manager and program director developed strategies for working with faculty to ensure this level of pre-session organization, and will feature one faculty member's playful approach to the importance of using headsets for clear and fruitful communication.

Critical choices in instructional design need to be thought through as online instruction is often quite different from the traditional classroom. Choices such as when to use synchronous or asynchronous modalities, for example, are important. Selection of different instructional platforms and applications can empower or constrain various approaches. Class management in an online environment may be a concern. Assessment of learned competencies needs to be addressed.

KEYWORDS: : engagement, netiquette, instructional strategies

MIGRATIONS: ON POLITICS AND SUBJECTS

Movements of people through South Eastern Europe (SEE) have, in the past years, been observed and “commented upon”, as well as being responded to, by usage of the mechanisms of “politics of fear” (Ahmed 2004), facilitating a dehumanization of immigrants, refugees and asylum seekers and legitimizing violence against them. In this context, resentment and fear are mobilized in order to implement various policies and legitimize current governance. Policy responses are increasingly not supported with reliable data, while migrants are defined through fear. For example, in Slovenia the Ministry of Interior officially reports on “extreme pressure of illegal migration”, while out of 400.00 refugees passing through Slovenia, only 40 persons requested asylum formally. On the other hand, the recent influx of refugees and inabilities of responsible authorities to react appropriately to this phenomena, leading also to stark human rights violations, has reminded social work educators of the importance of specific knowledge and skills required by social workers in order to respond to migration and refugee movements and contexts, as well as of defining the role of social work in dealing with migrants and refugees as specific vulnerable population groups. The (social work) curricula stand between, on one hand, reproducing and on the other hand critically assessing and responding to the dominant discourses. Social work education has a defining impact on social work practice that can predominantly be part of this governance, or they can rather actively strive to predominantly contribute to improving the lives of refugees and migrants.

This presentation will, on the example of Slovenia, discuss both the lack of reliable data and relevant policies in regard to immigration, as well as responses to these situations in the context of social work education. It will draw on Agamben’s theory of bio-power and his discussion on the problem of dominance of national security and citizenship over the moral obligation to human beings (cf. Papastergiadis, 2006).

KEYWORDS: social work education, human rights, “politics of fear”, immigrants, refugees, asylum seekers

LEARNING MODULE: IMPLEMENTING EQUITY, INCLUSION, AND ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES IN HIGHER EDUCATION

There is a tendency to assume higher education instructors are solely responsible for implementing “accommodations” for students who report having disabilities and request accommodations (Americans With Disabilities Act of 1990 (ADA of 1990); Americans With Disabilities Amendments Act of 2008 (ADAAA of 2008)). The purpose of this presentation is to describe a learning module for teaching higher education instructors ways to ensure that all students, including students with disabilities can fully participate and enjoy the benefits of their classes (Hackman, &Rauscher, 2004; Section 504 of the Rehabilitation Act of 1973 504).

While the implementation of “universal design” in public spaces has to some degree benefited students, there continues to be a need for further development of educational equity and inclusive learning environments (Hackman, &Rauscher, 2004; Schelly, Davies, & Spooner, 2011; The Access Project, 2010). Halib (2012) views accommodations as a way of ensuring all students can fully participate in the social and psychological aspects of learning. Educational equity, inclusion, and fairness are concepts focusing on the prevention of discrimination of students with disabilities, and represent endeavors that can work to help and prevent students’ personal conditions from interfering with their academic successes (OCED, 2008). My experience teaching in higher education has led me to believe that some higher education instructors have limited exposure to terminology for education equity and inclusive learning environments relevant to accommodations for students with disabilities. This limited exposure makes it difficult for instructors to know how to create educational equity, inclusive learning environments, and accommodations for students with disabilities.

The learning module that I describe in this presentation is based on a process-learning format that emphasizes thoughtfully challenging participants to perform (Smith & Spoelman, 2009). This scheme involves having participants work together and take responsibility for enhancing their understanding of concepts and strategies being studied (Smith & Spoelman, 2009). The participants in this learning module are accountable for taking the initiative in gaining knowledge of how they can achieve educational equity and inclusive learning climates in classes as they develop strategies for the implementation of accommodations for students with disabilities. Hintz, Burke, and Beyerlein (2013) describe this format as participants working on sequential activities in teams, looking for information, asking and answering questions, and developing strategies.

Since the social construction of disabilities and ideas about educational equity, inclusion, and accommodations are entwined in the changing discourse on power and inequality in our society, one of the purposes of this module is that the participants will have learned a collaborative process for continuing to self-reflect and critically examine the need for change in how they teach and for how they implement learning environments in their classes (Halib, 2010). This presentation gives an overview of a process for constructing activities for transforming teaching environments and for cultivating organizational change in higher education. The next step would be to expand a set of learning processes to address other aspect of educational equity, inclusion, and accommodations for students with disabilities.

KEYWORDS: disability, equity, inclusion, accommodations, higher education, instructors

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SOCIAL RIGHTS OF DISPLACED PERSONS IN POST-WAR BOSNIA AND HERZEGOVINA

The intention of this paper is to provide an overall analysis of the conditions under which migration took place in Bosnia and Herzegovina, how these migrations have changed human lives and destroyed human dignity in times of crisis, and analyse the situation of refugees and returnees many years later.

The issue of migration in Bosnia and Herzegovina is quite complex since more than half of the population had to change their place of residence, and migration was going in two directions: external and internal. Those who left the country integrated into host countries very successfully where they found great support in the process of integration through social support, but also later through economic integration through the labor market. Diaspora represents very important economic and social capital for social stability and informal social protection system for their family and relatives in the county.

Forced migrations at the beginning of the war later transformed into voluntary migration, changing the demographic composition of Bosnia completely. Places with ethnic majorities became places with ethnic minorities. After the war trauma and huge losses in property, family members suffering torture and many displaced persons did not want to return to their pre-war homes. A number of migrants returned to their homes after the war, but still a large number of refugees and displaced persons are not considering a return to home because of safety, as well as violation of the most basic social rights. One of the most important human rights implemented in post-war Bosnia is property return, but many other problems and mostly social rights are still not solved like: housing, employment, education, health care, social protection etc. Houses destroyed during the war were reconstructed with huge financial support by the international community, but still many of them have no electricity. There is a number of refugees still living in collective camps. According to the statistics only 0, 8-1, 00% of returnees are employed, without any social rights, whereas the elderly and families with children are the most vulnerable.

KEYWORDS: migrations, refugees, returnees, social rights

HOW CAN MODERN TECHNOLOGIES BRIDGE THE GAP AND BRING THE WORLD TO OUR CLASSROOMS?

Modern technology brings different benefits and it is almost impossible to avoid virtual environments in our everyday life. Virtual communication is a universal and dominant form of communication used by all age groups and professions. Modern technologies are rapidly evolving and the challenge for teachers is to keep up with current trends.

By definition, e-learning is learning utilizing electronic technologies to access educational curriculum outside of a traditional classroom. The advantages of e-learning are numerous: increased availability (after hours, in the comfort of one's own home, reduction of costs), implementing modern technologies in the educational curriculum, availability and suitability for students, possibilities for lifelong learning etc. Challenges in implementation of distance learning techniques in the teaching process are important to discuss. It is also important to promote possibilities to enhance teaching at the university level and individual course level. E-learning techniques are challenging considering the measurement of lecture hours, preparation of e-learning materials, technical support at the institutional level, computer literacy of teachers, the rigidity of the system.

University of Zagreb initiated the e-learning course "Social Work in Virtual Environment", and this presentation will include detailed description of the online course content and e-learning methods. Course objectives are to introduce students to the possibilities of contemporary social work through modern technologies, new risks in a virtual environment and specific ethical standards in the use of modern technologies in social work practice. Furthermore, the course objective is to familiarize students with the various possibilities of e-learning. Through this course students will acquire skills in the use of technology in direct practice with service users, and they will also be able to create their own e-learning content.

In the classroom, we should use benefits of online environments and promote adaptation of traditional practices, as well as legislation and protocols. Another important facet is technical support to ensure effective and contemporary teaching techniques combining virtual contexts and various aspects of e-learning with classroom teaching.

KEYWORDS: modern technologies, distance learning, contemporary teaching techniques

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THE CHALLENGES OF MIGRATION IN SOUTH EAST EUROPE: CREATING AN EVIDENCE BASED POLICY AGENDA

Recent movement of peoples through Southeast Europe (SEE) has resulted in policy makers, as well as educators developing ad hoc responses to address the situation created by large numbers of migrants transiting through countries and communities that are ill prepared to handle the associated economic and humanitarian pressures. Furthermore, as agents of social change, social work educators are challenged by how best to incorporate content into curricula at the bachelors and masters levels as they prepare new cohorts of students to assume leadership roles in this migration work.

The real challenge in this situation is the absence of consistent or even constructive data on the migrants that would lead to more humane, rights-based policies and actions on part of the nations of SEE and the rest of Europe. This panel will report on the view from their countries: Albania, Bosnia, Bulgaria, Croatia, Greece, Kosovo, Macedonia, and Slovenia, countries that are primarily transit countries in the current migrant movement to Western Europe.

The panel presentation will begin with a 2:30 min. video that depicts the devastation and destruction of war, famine, and poverty but also suggests hopefulness when world leaders act together in working for social change and social development. We will then take a look at a recent research project conducted in Albania showing the use or lack of evidence in policy making. The subsequent panelists will report by highlighting the social development and human rights challenges posed by the extensive migration through their countries and point out the gaps in evidence for sound policy decisions. The final panelist will provide a summary of the policy implications and the evidence necessary to effect clear, consistent and rights-based policies in support of the latest flow of migrant peoples across Southeast Europe.

KEYWORDS: migrants, evidence, policy, Southeast Europe, human rights

MULTIDISCIPLINARY, INTERPROFESSIONAL AND CROSS-CULTURAL SERVICE LEARNING: A CASE STUDY IN COMMUNITY/UNIVERSITY PARTNERSHIP

Interdisciplinary education is becoming more popular as students increasingly register for double majors or major/minor combinations that bring together differing theories, concepts, and principles. Generally, this means taking courses in different departments without any pedagogical synergy that brings the two together. In addition, service-learning engagement usually occurs a few hours at a time over several weeks over a semester.

The course to be discussed was an inter-disciplinary, service-learning, study-abroad course for social work and nursing students, co-taught by professors of nursing and social work. The highlight of the course was a 2-week cultural immersion in Central America, which linked students with community-based agencies for a service-learning experience. Both nursing and social work are service professions at the undergraduate level with internships as part of their training, but each has its own practice philosophies. Students, most of whom had not yet done their internships, learned to collaborate and build interprofessional competency in a culture much different from their own. The goal was to work with agencies on long-term sustainable outcomes that built capacity for individuals, organizations and communities.

The purpose of the course, titled Health and Human Services in Belize, was to provide an opportunity for students to understand global and local perspectives on health and human services through service-learning in Belize. Through the course, students explored the history, culture and health and human service infrastructure of Belize, in the context of thinking critically about global issues in nursing, social welfare and public health. Students met weekly for 10 weeks prior to spending 10 full-time working days in agencies in Belize City. Client populations included youth, people living with HIV/AIDS, the elderly and families. While in Belize, in addition to their 2-week placement, the students attended lectures and performances, and visited cultural sites such as museums and ruins, and explored natural resources such as forests and coral reefs. There were also regular evening de-briefings for students to engage with the professional and personal challenges they were facing as developing professionals in a cross-cultural setting.

To ameliorate the impact of culture shock, linguistic and cultural differences, students were enrolled in a 10-week course prior to departure. In this course they learned theories of development, intercultural practice methodologies, and service-learning strategies that deployed the ethical principles of both nursing and social work. The presenter co-designed the course and has co-led it

for five years, bringing almost 100 primarily nursing and social work students to Belize during that period.

The outcomes of the course included products such as grant proposals, health education curriculum, and professional development for staff on the ground. Students developed skills in interprofessional collaboration and cross-cultural practice.

It is possible and worthwhile to build courses across disciplinary and professional sites that transcend the typical lecture format to engage communities in sustainable endeavors. It requires creativity, tenacity and collaborative engagement, and produces unique learning outcomes that last a lifetime.

KEYWORDS: service-learning, cross-cultural, pedagogy, multidisciplinary, interprofessional

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TRANSITIONAL JUSTICE IN THE US AND ABROAD: A COLLABORATIVE TRAVEL STUDY

This oral presentation will provide an overview of a Master's in Social Work course that focused on the broad framework of transitional justice, its application in Kenya and the possibilities for application in the United States. The transitional justice framework is an intervention for addressing mass human rights violations.

Transitional justice uses a multi-level approach to examine communities and determine what mechanisms were in place or absent that allowed for mass human rights violations and social injustices. It then uses a combination of four components: criminal proceedings, truth commissions, reparations, and institution building, to right the dysfunctions and transition the community. These components are used differently in each instance depending on the situation of the community, the cultural expectations and traditions, and the voices within the community.

Nancy Fraser's theory of social justice provides a foundation to assess community functioning on multiple levels and a basis for teaching a course like this in social work education. Fraser argues that previous theories of justice created an unnecessary divide between distributive justice, recognition, and representation (Conway & Singh, 2014; Fraser & Hrubec, 2004). Fraser defines distributive justice as addressing class injustices and resource inequities, while recognition is more concerned with status of individual members within a community and institutionalized respect (Fraser & Naples, 2004). Representation was a later addition to Fraser's theory and it addresses the ability of members within a community to represent themselves within the community as well as the ability of an entire community to participate in the larger political process (Conway & Singh, 2009).

Transitional justice is a large undertaking and one that can be worked through by means of readings and lectures, but not fully understood without walking for a moment in the shoes of those most likely to benefit or be harmed by the process. Because of this, we built upon Fraser's theoretical framework and took the subject matter out of the classroom by developing a collaborative travel study course with partners in Kenya.

Students in this travel study spent the spring semester learning the theory and history of transitional justice, specifically focusing on Kenya towards the end of the course. The travel study component involved in-country education, visits with local NGOs, and opportunities to interface with Kenyans who were directly impacted by events that led to their transitional justice process. The trip was

coordinated by a colleague on the ground in Kenya who was able to secure lodging, transportation, and itinerary details.

This presentation will provide participants with an overview of transitional justice that they will hopefully want to add to their portfolio of frameworks for community change and social justice. It will also provide the logistical information on how to navigate the challenges of coordinating a trip to another continent and within a culture that may hold very different expectations around planning and preparation, as well as how to prepare participants academically and socially for an intense learning experience in a new and possibly uncomfortable environment.

KEYWORDS: travel study, transitional justice, Kenya, social work

Theme
NATIONAL AND INTERNATIONAL COLABORATION FOR
SOCIAL AND ECONOMIC DELVELOPMENT –
MULTIDISCIPLINARY PERSPECTIVE

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LEARNING YOUR ABCDS: ASSET-BASED COMMUNITY DEVELOPMENT, INTERNATIONAL SERVICE LEARNING, AND COMMUNITY ENGAGED RESEARCH IN RURAL MALAWI

Asset-based community development ([ABCD]; Kretzman & McKnight, 1996) is used in the context of community engaged research to establish a sustainable university-assisted component of the Malawi Children's Mission (MCM). ABCD uncovers individual and collective strengths and resources that community members can use to address the problems they define as needing attention, and has been used successfully in sub-Saharan Africa (Yeneabat & Butterfield, 2012). MCM started as a feeding center in 2007 and now also provides primary education, health care, and emotional support services to 150 orphaned children and their families from three rural villages impacted by profound economic hardship and loss of family members due to HIV/AIDS. The continual stress, traumatic losses, and daily focus on survival can drain energy from once vibrant families and undermine community power. While the struggles are clear, the communities are rich in the relational and community aspects of social capital. By organizing with community members, this project fosters economic development through interdependent networks of adults who are invested in the healthy growth of the community. Thus, ABCD is both an approach to engagement and a set of strategies for identifying and mobilizing community assets for change to support adults as they support their children.

Working in collaboration with the social services director and other staff from MCM over three site visits in 2015 and 2016, we have conducted individual interviews with members of the M'bwana, Jamali, and Mwazama communities (n=35), small group meetings with the village chiefs and sub-chiefs (n=10), and large community meetings open to all residents (approximately 350). These interviews and discussions focused on how community members and leaders envision the future and what they want in terms of support to achieve their vision. Integral to the process, researchers and MCM staff and executive leadership communicate regularly to review the process, clarify questions researchers have about local customs and culture that impact data and analysis, and identify open codes for analysis. We also return to community members for added clarification and advice on how to implement ideas generated by the research.

Driven by our findings, we are developing a sustainable micro-financed entrepreneurship project whereby university faculty would work with MCM staff, community members, and village chiefs to

support community members' development of a business that benefits their communities. This includes (a) providing information on micro-financing and what has worked in similar sub-Saharan communities; (b) teaching bookkeeping skills, business management, and business development plans to the entrepreneurs; and (c) helping the entrepreneurs prepare business plans and annual reports to the MCM board of directors.

The project involves making and selling soap to local businesses and individual consumers. MCM staff oversees the coordination of the project with support from university faculty. Each year, university students will work on the project during the spring semester, and follow-up during their on-site visit in the summer. This conference presentation will focus on the process and benefits of the ABCD approach for the local communities and for the university students involved in international service-learning.

KEYWORDS: Asset-based community development, university-assisted development, micro-entrepreneurship, community engaged research

EVALUATION OF A SOCIAL DEVELOPMENT INTERVENTION FOR HIV-POSITIVE SINGLE MOTHERS LIVING IN EXTREME POVERTY

Women account for more than 60% of all HIV infections in Sub-Saharan Africa and 75% of those among ages 15-24. Although it is generally acknowledged that interventions addressing the structural drivers behind these disparities remain urgently needed, few studies explicitly focus on the unique “triple threat” of HIV/AIDS, gender inequity, and poverty that women in Sub-Saharan Africa face. Further, while the adaptation, testing, and acceptability of Western evidence-based interventions in African contexts permeate the literature, the evaluation of existing interventions created by and for Sub-Saharan African communities themselves has received comparably little attention. Consistent with social work values, researchers using a bottom-up approach that honors local community priorities and values can advance the field by identifying model community-driven programs with demonstrated local impact and potential for scale-up elsewhere in Sub-Saharan Africa. This presentation reports preliminary findings from an evaluation of one such community-driven initiative in Kenya.

The Women Equality Empowerment Project (WEEP) is an 18-month intervention designed to improve the health and well-being of HIV-positive Kenyan single mothers living in extreme poverty. The program has three phases: stabilization, skill development, and sustainability. A participatory evaluation approach was used, involving program participants and staff as collaborators throughout the study. Data were collected at three time points: enrollment (T1), end of program phase 1 (T2), and program completion (T3). A staff-administered survey assessed a range of health, psychosocial, and economic outcomes. Data were analyzed using IBM SPSS (Version 23). For the preliminary analysis, paired samples *t*-Tests compared participants’ pre-test and midpoint scores on seven key psychosocial outcomes: (1) Stress, (2) Acceptance of one’s HIV status, (3) HIV stigma experienced, (4) Perceived ability to provide for children, (5) Empowerment, (6) Hope for future, and (7) Income-generating skills.

Participants in the preliminary sub-sample ($n=20$) were women aged 29-55 ($\bar{x}=39.7$) with between 2-7 children in their care ($\text{mean}=4.1$) from two geographically diverse areas of Kenya (one large urban informal settlement; one rural village). Women reported significant reductions in HIV stigma ($t[19]=3.25$, $p=.004$) and stress ($t[19]=2.77$, $p=.01$) and significant increases in self-acceptance ($t[17]=-3.34$, $p=.004$), hope for the future ($t[18]=-6.05$, $p<.001$), and income-generating skills ($t[19]=-5.62$, $p<.001$) from intake to program midpoint. Empowerment decreased from T1 to T2 ($t[19]=3.68$, $p=.002$); changes in ability to provide for children were not significant.

Significant improvements in the majority of psychosocial outcomes between intake and intervention midpoint suggests that participation in even the initial component of WEEP (Stabilization) can yield important benefits. Possible reasons for the two unexpected findings include insufficient dosage and greater awareness of empowerment deficits after participation. Preliminary analysis limitations include the small sub-sample (n=20) and data availability from only two of the eight WEEP centers; a multi-center analysis of program impact is currently in progress. Nevertheless, these preliminary findings, consistent with previous qualitative results, suggest that the WEEP program is a promising intervention to improve the well-being of HIV-infected single mothers in extreme poverty. Recommendations for comprehensive evaluation and potential for scale-up beyond the local setting will be discussed.

KEYWORDS:HIV/AIDS, social development, poverty, gender, intervention

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COMMUNITY PERSPECTIVES ON OVERCOMING POVERTY IN RURAL KENYA

More than 700 million people live in extreme poverty, with Sub-Saharan Africa bearing much of the global poverty burden (United Nations, 2016). Extreme poverty's impact is especially pronounced in rural areas where households may struggle to meet multiple basic needs, including food and safe water, basic sanitation, health services, and education. The United Nations' Sustainable Development Goals call for an end to poverty by 2030, bringing renewed international focus to this critical issue. Yet, global poverty discourse has been dominated by government officials, NGOs, academics, and other professionals—rather than the real experts: poor people themselves. Research is needed to amplify voices of the global poor and ground solutions in the geographic, political, and social contexts of individuals' lived experiences (Global Pulse, 2010; Narayan, Chambers, Shah, & Petesch, 2000). This presentation reports results of a community-based participatory research project to identify community strengths, challenges, and citizens' recommendations for addressing poverty in rural Western Kenya.

This cross-sectional study was conducted as part of a Study Abroad course. A community assessment was collaboratively developed and refined by social work researchers, students, and Kenyan community partners, resulting in an instrument assessing four priority areas: household demographics, well-being, resources, and community characteristics. Two open-ended items asked respondents to identify (1) the biggest obstacles to overcoming poverty in their community and (2) things that would improve their community. Over five days, students partnered with Kenyan community leaders, who served as translators, to interview adult heads-of-household in six villages. Data were entered on-site and completed surveys became property of the community.

Households (N=265) were diverse with between 0-6 adult males and 0-11 adult females and similar ranges for boys/girls. Respondents lived in the community for 25 years on average; nearly 65% were married and 46% were raising someone else's child(ren). Primary school was the highest level of education for 46% of households; 40% had at least one household member complete secondary school. Sources of household income came from small businesses (47%), farming (32%), fishing (20%), casual labor (11%) and family (7%), with a weekly mean household income of 1,102 shillings (approximately \$11 USD).

Ten themes emerged regarding obstacles to alleviating poverty: inadequate education (noted by 40% of respondents), lack of jobs (32%), lack of financial resources such as business capital (31%), community disunity (17%), inaccessible/unaffordable health care (11%), unsafe water (8%), food

insecurity (6%), lack of electricity (5%), and government corruption (4%). Many of these same themes were identified in respondents' recommendations for community improvement: Education (45%), job opportunities (35%), health care (25%), community unity (18%), clean water for cooking & drinking (16%), locally available electricity (10%), resources to support farming (9%), and computers (6%). Participant quotes will be shared to contextualize each theme.

Poverty alleviation strategies must reflect the voices of people struggling with extreme economic hardship, and community-based participatory research provides a mechanism for amplifying these voices. Implications for advancement of social development initiatives reflecting the geographic, political, and social realities of rural communities will be discussed.

KEYWORDS: poverty, social development, international social work, community-based participatory research, Sub-Saharan Africa

TOWARD AN INTEGRATIVE DESIGN OF ECONOMIC AND SOCIAL DEVELOPMENT—LESSONS LEARNED FROM ECONOMIC DEVELOPMENT INVOLVING SOCIAL ENTREPRENEURSHIP

Economic development is often initiated to create growth opportunities where there are none or to promote poverty reduction where poverty is entrenched. However, there is longstanding evidence that some development efforts have not afforded poverty reduction and may have caused a growth-only kind of development (Dang and Pheng, 2016; Gupta, Pouw, & Ros-Tonen, 2015; Sen, 1999; Stiglitz, 2013). Sometimes this is called “distorted development”. Displacement caused by economic development is an unintentional outcome of even the best development.

Social development is employed to help those who are marginalized, oppressed, or living in poverty, and for the purpose of inclusion of all citizens. Social development also fosters human capital by building individual capabilities (Sen, 1999). Using both economic and social development becomes important in creating an integrative model for improving wellbeing.

The paper presentation will address the following 5 goals: 1) review of economic development initiatives that have caused displacement; 2) Definition of social entrepreneurship and the role of social entrepreneurship as a social and economic development tool; 3) Lessons learned from economic development displacement that can inform social entrepreneurs; 4) An example of social entrepreneurship using the Small Enterprise Economic Development Program (SEED) (a derivative of the Grameen Bank); and 5) presentation of elements that would contribute to an integrative social and economic development design. The framework for this presentation is informed by inclusive development, systems theory, and ecological perspectives.

Methods and Methodology:

This presentation draws on a rigorous literature review and the components of economic development while using the critiques of distorted development to move towards the integration of social and economic development. In addition, the presentation draws on the research and analysis of a programmatic example of social entrepreneurship. A synthesis of the elements of social and economic development is generated and will be presented.

Results include a preliminary discussion of lessons learned from economic development displacement for social entrepreneurship. Key elements are delineated for that which should be included in an integrated approach. The presentation also adapts these key elements in a review and analysis of the Small Enterprise Economic Development (SEED) program. This example highlights

more integrative social/economic development with a discussion of its limitations for such integration.

Results also include the presentation of an integrative design element that can inform social and economic development with a case being made for social entrepreneurship as a key unifying mechanism. For instance, the work of social entrepreneurs must consider the various elements (economic and social) that create optimal development, while understanding that the environment (economic and social) in which they will be working may be suboptimal. Social entrepreneurship becomes a key connector of economic development and social development. The integrative design that is presented can be applied to social and economic development and is not limited to social entrepreneurship. Conclusions include a discussion of policy and practice implications and empirical research gaps that need to be filled.

KEYWORDS: economic development, social entrepreneurship, integrative social/economic development

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THE MEANING AND POSSIBILITIES OF PARTICIPATION IN RESEARCH IN HAITI: A CASE OF COUNTER-HEGEMONIC RESISTANCE

Practitioners have extensively promoted the participation of local citizens alongside professional experts in international development projects. Such practices are thought to promote civic participation, increase citizen buy-in, and enhance project sustainability. The Caribbean island of Haiti is a context in which “participation” has been co-opted and, in turn, contested. After the 2010 earthquake, humanitarian aid and development specialists descended on the site of this devastating disaster, making Haitians particularly vulnerable to the whims and desires of such outsiders’ agendas, as well as distortions of what it means to participate in a disaster recovery project in one’s community. I will discuss experiences working with community leaders from three rural communities in Haiti and introduce a provisional model of participation in social science research and social development.

I will discuss research practice experience working with a group of community leaders representing peasant associations, youth groups, and university students from three rural communities in Haiti. The group was formed to advance the capacities of peasant communities and to enhance the networks of rural actors. In my reflection on participation in research, I draw from experiences working in Haiti, extensive field notes, and peer debriefings. The relationships with these communities began after the January 2010 earthquake, beginning with a PAR project to assess the needs of eleven rural communities. In collaboration with another US-based researcher, I was conducting training with twelve community leaders to be researchers in a research project to study the role of participation in disaster recovery. The study was not an explicitly PAR project and retained several elements of a traditional research study—the principal investigator formulated the overarching research questions, retained control over the budget, and made final decisions about analysis and dissemination.

The community members were being trained to collect primarily quantitative data. In my view, the participants turned a two-day research training into a setting of dialogic, critical appraisal, and democratic engagement by demonstrating their local expertise, thinking reflexively, and sharing power with one another. The community leaders inquired deeply into the purpose of the study and the underlying benefits accruing to researchers. They wondered about specific questions on the survey, and advocated for outcomes that the research could manifest as well as specific benefits

that could ensue for their communities. Beyond mere performance of the task of implementing the research as automatons, they were truly engaged in the process, concerned and committed. Thus, our collaborators brought democratic participation alive.

This experience defies the perpetual constructions of Haitians as fatalistic, dependent, and resistant to working “cooperatively and effectively”. This experience of democratic participation as a space of counter-hegemonic resistance in research calls for researcher-practitioners working in Haiti, as well as other similar settings and contexts where power needs to be contested, to practice self-inquiry and to promote emancipatory stances. Chances are that they will be shown how to do this by the people who yearn for new social relationships.

KEYWORDS: Haiti, hegemony, participation, participatory action research, resistance.

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THE BRICS, HEALTH AND HIV IN BRAZIL, SOUTH AFRICA AND MOZAMBIQUE

Brazil is one of the BRICS, a political and economic grouping of nations, along with Russia, India, China and South Africa. Since 2009 this group has posed a counterweight to the world's main economic powers. The BRICS account for 42% of the world's population, 25% of global GDP, and 40% of the global burden of disease. Since 2011, the Ministers of Health of the BRICS have held annual discussions of co-operation in the field of health, in an effort to confront problems that affect these and other emerging nations. The present study discusses the contribution of the BRICS to providing access to health services for people with HIV, especially anti-retroviral treatment, in Brazil and South Africa, which are BRICS nations, and also in Mozambique, a country with high rates of HIV. The study employs qualitative and quantitative methodology, gathering data from the BRICS, governmental and non-governmental organizations, focusing on the AIDS epidemic. It uses data on health in the countries covered. More in-depth understanding of the BRICS is produced by adopting a critical-dialectical perspective, identifying the contradictions of the process of construction of a new world order by the BRICS and the repercussions of its resolutions in the field of health. It is believed that the logic that governs the universalization of the right to health services and medicines is opposed to the idea of health as a highly valuable commodity, and it is impossible to ignore the fact that the BRICS countries have come together with the intention of disrupting the global balance of power, which lies in the hands of dominant countries. The analyses conducted show that the influence of the BRICS is important in ratifying international UN, WHO and UNAIDS resolutions, setting priorities in the struggle against AIDS and bolstering the role of these international organizations in health governance. Meetings of the BRICS Ministers of Health seem to prioritize AIDS, along with flexibilization of the TRIPS Agreement and reaffirmation of the Doha Declaration, placing public health concerns above the interests of the pharmaceutical industries of developed countries. While South Africa has concentrated its efforts on confronting AIDS in its own territory, India has played an important role in the production of antiretroviral drugs accessible to people in the poorest countries. Brazil is a global leader in the fight against AIDS, with its preventive endeavors and the establishment of distribution of anti-retroviral drugs as a universal right since 1996. Even before the BRICS existed as a coalition of forces, Brazil was forging the direction that would later be adopted by international health authorities. In Mozambique, a non-BRICS country and a target of Chinese, Indian and Brazilian interests, Brazil has been consolidating cooperation in the field of health, with

the opening of an anti-retroviral drug factory and robust support for action against the disease in a region that has a high prevalence of AIDS, including technology transfer and South-South cooperation which involves democratization and capacity building in the poorest countries, and not only subordination of these countries to the interests and directives of dominant nations. The changes proposed by the BRICS, while subject to the capitalist world order, are moving in the direction of greater solidarity and cooperation.

KEYWORDS: HIV/AIDS, BRICS, health policy, anti-retroviral drugs

Theme
**SOCIAL AND ECONOMIC ISSUES FROM A
MULTIDISCIPLINARY PERSPECTIVE**

SOCIO-ECONOMIC DEVELOPMENT OF LOCAL COMMUNITIES IN CROATIA: IMPACT OF THE THIRD SECTOR

Since the turbulent post-socialist and war period in the 1990s, the third sector (in this paper it is presented as the one between the market and the state) in Croatia has reached a certain degree of institutional and infrastructural development. There was an increase in institutions supporting the development of the third sector, and it is a topic of an increasing number of policy documents and collaboration. Its impact was, for example, recognized in the advocacy for rights of individuals or certain groups and providing social services (CIVICUS, 2011), but the impact of the third sector on local communities was not adequately investigated. Cooperation and partnerships of different local stakeholders are still not sufficiently developed, due to the lack of financial and human resources. Thus, synergy effects in strengthening the welfare mix are missing (Bežovan, 2007). The institutional and financial framework is generally favours “stronger” and more professionalized organizations more, whereas smaller, local associations and self-help initiatives are often left aside (Bežovan, 2010). Also, the centralized and paternalistic state is over-regulating the development of services and social programs, while development of local social programs is not coordinated and planned (Stubbs, Zrinščak, 2012).

This paper aims for showing how the third sector impacts the socio-economic development of local communities. This question will be discussed by analyzing the developmental path of the sector, and its impact on local communities in Croatia. We will present part of the results of the research conducted in the frame of a doctoral dissertation, “The Impact of the Third Sector on the Socio-economic Development of Croatia” and research conducted as part of FP7 project “Third Sector Impact”. Both types of research were conducted using qualitative methodology that included interviews with key stakeholders and case studies of different types of organizations in the sector. The impact of the third sector on local communities was found in several different areas: “building” of social infrastructure and social capital, the creation of community identity, social inclusion of different social groups and provision of social services. Results will be discussed taking current achievements of the third sector into consideration, as well as its role as one of the agents of the development of local communities. In conclusion, we will look at the potential and obstacles to achieving a greater impact on part of the third sector on the socio-economic the development of local communities.

KEYWORDS: third sector, impact, local communities, socio-economic development

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BARRIERS TO THIRD SECTOR IN CROATIA: CHALLENGES TO SOCIAL DEVELOPMENT

The conditions for third sector organizations (TSOs) in Europe have significantly changed as a result of the global economic crisis, including decreasing levels of public funding and changing modes of relations with the state (Pape, et.al, 2016). Policy changes associated with austerity do not stand alone, but take place against the background of broader societal changes in Europe and, in this case, in Croatia. Government policies toward the third sector can also be seen as one of the key drivers of change. In Croatia that is especially connected with the path dependency in the development of the third sector.

The third sector is still rather unknown to policy-makers and the wider public in Croatia, while the professional community is becoming aware of the concept. Over the past couple of years, the Croatian third sector has experienced some notable legislative changes, which were generally pushed against the background of the quest for the sector's greater transparency and financial control. This paper will analyze barriers faced by the third sector in Croatia and put them in the context of challenges to the wider social development of our society. The paper will be based on the results of research conducted on the FP7 project Third sector Impact (TSI). The research methodology consisted of analysis of secondary sources (available documentation, the legal framework, and previous research), the online survey with individual organizations in the sector and interviews with key stakeholders in the sector.

The changing character of financing and volunteering has shown to be a challenge for the organizations. Projectification and bureaucratization are prominent among organizations. The tax framework is not adjusted to needs of development of the third sector, especially taking into account their economic activity and growth of social entrepreneurship. One of the significant obstacles is public perception of the sector and relationships with political elites. Furthermore, the legacy of paternalistic social policy is still visible in the widespread expectations from the state to organize and deliver social, healthcare, cultural and other services.

Besides analyzing distinctive barriers to the third sector, we will put them in the context of relationships with other sectors (private, state) and possibilities for enhancing the social development of Croatian society. Furthermore, the positioning of the third sector within the context

of other European countries that participated in the project will allow a certain degree of knowledge about the development of Croatian third sector in a broader context.

KEYWORDS: third sector, barriers, path dependency, social development

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VIOLENCE IN INCOME-SEGREGATED NEIGHBORHOODS: A PARADIGM SHIFT

Many neighborhoods in the United States are affected by segregation, including by race, ethnicity, or income. While race and ethnicity play a monumental role in neighborhood segregation, income inequality encompasses all races and ethnicities. In 2013, the top one percent of families nationally made 25.3 times as much as the bottom 99 percent in the United States (Someiller et al., 2016). Low wages, high costs of living, high income taxes, health care costs, child care costs, and the cost of higher education, are all contributors to income inequality in America (Kornbluth, 2014).

One of the major consequences of income inequality is low-income violence prone neighborhoods. Several factors contribute to neighborhoods being more prone to violence, including income inequality, being densely populated, residents lacking a sense of community, and a dearth of resources such as schools, recreational activities, and health care (Vargas, 2013). Further, research has shown that living in a densely populated, low-income neighborhood can have a negative effect on an individual's physical and mental health as well as their overall life satisfaction (Roy, Hughes, & Yoshikawa, 2012). A 2007 study showed that a person's perception of economic inequality between themselves and people around them leads to a higher chance of violence (Hipp, 2007).

We conducted a grounded theory research with residents from a low-income segregated neighborhood to understand violence in their community, their experiences, how they navigate their way through the violence, and their perceptions of how the violence can be addressed at micro and macro levels. Data were collected through focus groups/individual interviews with seven current residents of low-income, segregated neighborhoods. Participants' definition of violence focused on explicit violence and implicit factors such as lack of basic amenities in the neighborhood that led to or produced a fear of violence. All the participants talked about how they personally navigated their way through these violent situations and the toll it took on them. They talked extensively about the role that community organizations (schools, youth clubs), the city, and major corporations in the neighborhood can play to promote safety in the neighborhoods. They emphasized the need for political advocacy and organizations/professionals to help them organize and fight for social change and collective safety.

Based on the findings from the study, we will discuss implications for macro social work practice. Historically, the social work profession was rooted in a micro-macro mission. However, the 2011 CSWE data show that only 8.8% of MSW students are enrolled in macro areas with community

planning/organization being 2.1% and social policy at 1%. Specht and Courtney (1994) contend that the number of clinical social workers in the U.S. has increased fivefold in the late 20th century. We will share how social workers and other professionals can collaborate to mobilize citizens to engage in social action and community development- as community-driven movements have the most potential to reduce serious crime/violence and better the quality of lives of communities.

KEYWORDS: violence, income segregated, macro practice, political advocacy

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THE RELATIONSHIP BETWEEN TYPE A & B PERSONALITY AND TENDENCY ON INTERNET BANKING USAGE

Competition in the banking sector has been increased considerably in recent years. Providing banking services to consumers with fast, easy and affordable prices provides a considerable competitive advantage. Internet banking is vital to competition in banking. One of the most important advantages of internet banking is offering the service to the customer at low cost. The advantage of internet banking to customers is that they can access the service at the desired time, desired place and at the appropriate cost.

On average, a banking service can cost ten times less compared to the cost of a traditional service if it is delivered via the Internet. Due to this reason, banks are trying to direct their customers from branch and ATM machines to internet banking. To this end, the banks carry out various marketing activities. These activities include:

- Continuous updating of web sites,
- Continuous development of internet banking technology,
- Providing customers with web design which is easy to use,
- Consumers are not charged or undercharged for various transactions when using internet banking
- Internet banking is trying to offer customers more deposit rates or lower credit rates.

However, some consumers do not use this service even though they are aware of the advantages of internet banking. In the literature, it is seen that the studies about the reasons why bank customers prefer internet banking are focused on issues such as *trust, information need, accessibility of internet banking, ease of use of internet banking sites, technological characteristics of internet banking sites, content of internet banking sites, intention to use internet banking*. On the other hand, it seems that there is a limited number of studies about the effect of personality traits of bank customers on internet banking preference and use. People's behavior and attitudes are different from each other as much as their physical appearance. The reactions people exhibit to events they experience are different from each other in terms of their thoughts, feelings and behavior. It can be said that these differences among people are generally caused by individuals' personality traits.

Due to explanations advanced above, in this study, the relationship between the reasons that motivate bank customers to use internet banking and personality types will be investigated. The data will be collected by questionnaire. 300 questionnaire will be gathered with convenience

sampling method. The Turkish validity and reliability study of the scale developed by Friedman and Roseman to measure the personality types of the students in the study will use the "Personality Trait Test" scale developed by Arikan and Aktaş (1988). The scale is composed of 14 questions of Likert type 8 grades. Other scales to be used in the study are Davis et. al (1989). The perceived utility, perceived ease of use, social impact, perceived security, web site features, internet banking usage scales by Şiker (2011) will be used as well. Study findings will be analyzed by SmartPLS, Lise 8.8 and SPSS programs.

The study findings will contribute to academics, bank managers, sector representatives and other policy makers.

KEYWORDS: marketing, finance, internet banking, a & b personality type, consumer behavior

GRANDMOTHERS' ROLE AS CAREGIVERS: TRANSFORMING A HOME SPACE INTO A CONTESTED SPACE

Grandmothers as caregivers to children when their parents are unable or unwilling to care for them is a universal phenomenon (Arber & Timonen, 2012) that is often culturally-informed (Herlofson & Hagestad, 2012), and occurs in families who are struggling with poverty and need social support. Public child welfare and advocates of family well-being have deemed it the most preferred form of child caregiving arrangement for preserving family and cultural ties (Breheny, Stephens, & Spilsbury, 2013). Internationally, when grandmothers assume this supportive role, it is often unclear whether they are being child-savers or mother-savers (Herlofson & Hagestad, 2012). Despite their assuming this role more often than other relatives, little is known about how the caregiving influences the home space of the grandmother. The conceptualization of a home space in the context of caregiving incorporates theoretical lenses from social geography, gerontology and feminism (Chouinard, 1997).

Grandmothers were recruited from local social service agencies serving relative caregivers in a major US city. Twenty-seven (27) grandmothers volunteered to provide their experiences with barriers to caregiving. They participated in telephone interviews that were audio-recorded and transcribed. The constant comparative approach to data analysis and member checking were used.

Four key findings emerged as indicators of home space as a contested space. First, we noted the presence of conflict due to the actions of adolescent grandchildren. Second, maintaining the well-being of grandchildren thrust grandmothers and their adult children/parents of grandchildren into competition for the caregiving role. Third, when child protection workers were involved, they placed demands on the grandmothers that resulted in a stressful relationship. Fourth, there were disagreements between the grandmothers and their adult children/parents of the grandchildren about the latter's readiness to reunify the family.

Given the frequent social supportive or generative role that grandmothers extend to their adult children and grandchildren, their home space ought to remain as such. Thus, implications will be forwarded to social workers for strategies to prepare grandmothers, adult children/parents and grandchildren in care respectively to cope with conflicts resulting from grandmother caregiving.

KEYWORDS: grandmothers as caregivers, contested space, home space, poverty, social support to families

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PARTICIPATORY RESEARCH ON NEW VOLUNTEERING

Volunteering plays an important role in democratic societies. In addition to public social services, volunteers provide their time and conduct activities, unpaid, for the benefit of groups or communities others than their own families. According to latest reports, 46% of Austrians who are over 15 years old are engaged, either formally or informally, in different fields of volunteering, being involved socially within their neighborhood or even in large social organizations (cf. BMASK 2015: 18ff.). This rate of volunteering is similar to other European countries' (e.g. Germany, UK, Netherlands or Hungary) (BMASK 2017). Due to current societal and global transformations, volunteering is changing from formal engagement, e.g. within NGOs, towards spontaneous, short-time activities with less commitment to repeated activities and with minimal formalities (cf. Backes 2011: 66f.). This new voluntary engagement is found especially in three fields of social work: 1) migration (due to recent refugee movements), 2) intergenerational work (cf. Findenig 2016) and 3) civic participation (cf. IFES 2013: 26), mostly realized in various socio-economic projects like repair cafes or swap meets. Citizen participation characterizes this new form of volunteering (cf. Seckinger 2014: 249). Web-based social media allow volunteers to exchange information easily and to coordinate immediate action and reaction to social challenges like the recent refugee movements. Although plenty of quantitative data concerning volunteering already exists, research on transparency, referring to problems and challenges from the perspective of volunteers themselves, is lacking. Matters of interest could be, for example, how to motivate and support volunteers, how the relationship between volunteers and employees can be organized or how volunteering influences the health of people. To find out more about relevant issues on new volunteering and to create adequate solutions for contemporary problems of volunteering, we initiated a cooperative, participatory research project in February 2017. Our cooperative partners are: 1. volunteers engaged in inter-cultural, intergenerational and civic volunteering, 2. Work Area of Public Health, Department of Sports Science, University of Graz, 3. Department of Interactive Systems and Data Science, University of Technology (TU), Graz. Together with our partners we work in different settings of participatory workshops (cf. Heimgartner, Pilch Ortega Hernández 2012), through which topics of new volunteering are examined, solutions developed and, finally, results presented to the public. The aim is not only the improvement of volunteering practice, but also inspiring societal and community life in general. A specific goal of the participatory research is the development of the web based crowd solution software.

KEYWORDS: new volunteering, participatory research, crowd solution software, societal change

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HOW SHOULD WE CONCEPTUALIZE AND OPERATIONALIZE INDIGENIZATION IN SOCIAL WORK PRACTICE?

Many people are displeased with the pace of social development, and some are quite vocal in accusing social work of being a profession that is inadequate in its role of promoting social development. Many have made the case that the social work profession is essentially rooted in values and assumptions appropriate within Anglo-American culture, but less appropriate in other cultures, and therefore social work has limited potential for promoting social development in non-western cultures or indigenous communities. A counter-argument is that social work is based on universal values, as determined by authoritative consensus texts such as the Universal Declaration of Human Rights, and also incorporates values and principles that demand social workers approach social development and social work practice in ways that are sensitive to local culture and circumstances.

Conceptualization of indigenization in social work can be considered using a variety of approaches. Social work offers models characterized by Midgley's (1981, 2010) observations and the critiques of Gray, Yellow Bird, and Coates (2010). A similar approach is expressed in the cross-cultural psychology literature, with models offered by psychologists such as Adair (1996) and Sinha (1997). Another approach to defining and conceptualizing indigenization would consider values in terms of measured differences in dimensions emerging from values surveys, such as those used by Hofstede (1983; 2001), Schwartz (1994; 2006), or Inglehart and associates (2000; 2003), or differences in emphasis among moral foundations (Haidt, 2012). Another approach would use a historical perspective, looking for values or traditional practices in texts or traditions specific to a culture, and an understanding of how social development evolved in a society before social work institutionalized itself as a profession.

This paper presents the various models for conceptualizing indigenous practices in social work with examples of which observable and measurable indicators could exist, and discusses how we could apply these models in examining social work and social welfare in Taiwan. The main emphasis is on problems that emerge as one considers how phenomena that seem "indigenous" may result from exposure to ideas that arrive from other cultures. Furthermore, while it may be obvious that some indigenous practices can be more appropriate and helpful, it should also be apparent that some indigenous practices may block social development, which raises the question of whether we must

try to measure “good indigenous” and “bad indigenous” practices, and how those would be distinguished using certain indigenous criteria.

The paper proposes a measure of indigenous social work in which persons engaged in social development would be asked to rate various practices that seem to represent local indigenized practice, including some that are just “different” and others that may seem “exemplary”, and others that may seem “reactionary” or “superstitious”. Attitudes toward both applications of “particular”/“localized” and “universal”/“western” standards should be measured. The use of scenarios with choices for various reactions could be used to measure preferences for indigenized action. A measure created for Taiwan could be adapted for use in other cultures.

KEYWORDS: indigenization, social work, Taiwan, operationalization, values

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BIOGRAPHIES OF VOLUNTEERS IN THE SOCIAL SECTOR

Both formally and informally, volunteering offers an immense contribution to social work in our society. Quantitative studies in Austria (More-Hollerweger & Heimgartner 2009, Hofer 2016), Germany (BMFSFJ 2014, 2016), France (Bazin & Malet 2016a), Italy (ISTAT 2014), Poland (CBOS 2016) and Switzerland (Friday, Manatschal, Ackermann & Ackermann 2016) prove this. Volunteering is intertwined with individuals' lives in a variety of ways, whereby time-related, existential and meaning-oriented dimensions play a role. The access of different groups of persons (e.g. asylum seekers, persons with migrant background, unemployed persons) to volunteering can be discussed on the basis of the double function of volunteering. On one hand, volunteers offer services for society; on the other hand, the voluntary activities are an opportunity for participation (Findenig and Heimgartner 2017). The present study poses the question of how people integrate voluntary activities into their biographies. We analyze how people start volunteering, what meaning people find in it, and what effects they experience through volunteering. The connections to family work and paid work are particularly worked out. The possibility of participation and thus avoiding non-participation are, moreover, put into structural and organizational contexts. The perspective which people have on the state is additionally made visible. In the predominantly qualitative empirical study, volunteers (n = 50) and representatives of social services and other experts (n = 20) were asked about biographical contexts of volunteering. These contents are also supplemented quantitatively (n= 100 volunteers and 45 social services workers). The results reveal pluralistic biographies that people develop during their lifespan. They refer to the needs which people have, and the meanings that people give to their lives. Developments in volunteering can change social work and thus society in the future. The future of the distribution of paid and unpaid labor is essential to our society. The equitable distribution of different forms of work between women and men is associated with this. Essentially, it is connected with our categories of time.

KEYWORDS: volunteering, biographies, participation, distribution of time, forms of social work

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FAMILIES AND SOCIAL DEVELOPMENT: UNPACKING THE STEPMOTHER IDENTITY PARADOX FROM MULTIDISCIPLINARY PERSPECTIVES

By discussing the significance of families for achieving social development, this paper aims to discuss the growing phenomenon of blended and step-families and identity issues experienced by stepmothers. Additionally, it advances a view to developing needs-based policies and programs from multi-disciplinary and multi-sector perspectives to strengthen social development of families with a focus on stepmothers. Drawing on the census data and in depth interviews with stepmothers, it analyses stepfamily trends and identity crisis experienced by step-mothers. It is often tempting to consider parenting as linear in its construction. However, in a challenge to established norms, the paper explores stepfamily complexities and how stepmothers came to understand their own self-identity. In the analysis, experiences of stepmothers are unpacked to reveal how inconsistent expectations are in relation to the realities faced by many stepmothers. Stepmothers consistently reported that they have a greater difficulty in knowing how to engage in a vortex of inconsistent norms, accepted rules or guidelines, all of which work together to create individual anxiety and role ambiguity. It is the ambiguity of the stepmother role which gives rise to disharmony and disruption, poor adjustment and harmful family functioning, resulting in distress and negative mental health consequences. Hence, stepmothers have been found to have great difficulties integrating social expectations to fit within the family structure. With this view, multi-disciplinary practitioners are necessarily required to be aware of the unique characteristics, dynamics and processes of blended and step-families, and where relevant within their contextual practice, they need to be trained in appropriate blended and step-family interventions and to play a central role in informing policy and advocate for these families. Recognising the contributions of a plethora of disciplines and sectors in enhancing the well-being and social development of families, and in promoting healthy outcomes for future generations, the paper will suggest a range of possible structural and individual solutions/approaches to assist the design and delivery of needs-based services.

KEYWORDS: social development of families, blended/step-families, stepmothers, self-identity, services for step-families

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CAREER PATHWAYS FROM PSYCHOLOGICAL TO ECONOMIC SELF-SUFFICIENCY AMONG LOW-INCOME JOB SEEKERS

The purpose of this study is to examine the relationship between the rate of change in psychological self-sufficiency (PSS) and that of economic self-sufficiency (ESS) among participants of the Health Profession Opportunity Grant (HPOG) programs in the United States. In order to fill the gap in workforce development literature and practice, recent studies have investigated the composition of PSS and the extent to which it impacts ESS. PSS has been conceptualized as a process-driven measure that transforms the negative perceived employment barriers into a positive employment hope. Further, supported by the literature on mental contrasting with implementation intentions (MCII), non-cognitive skills, and positive psychological capital, PSS is emerging as the core element in the theory of change in workforce development. However, previous studies have been limited in using cross-sectional data with a structural equation modeling technique without controlling for various demographic variables. In order to fill the gap in the literature on PSS, this study examines longitudinal data in a multivariate model to see if time variant PSS affects the difference in the ESS scores.

Survey data were collected between September 2013 and January 2014 from 350 participants of two workforce development programs funded by the HPOG grant of the U.S. Department of Health and Human Services. The sample included individuals who had at least two time-point data on key variables of interest in this study, whose age ranged between 17 and 59 ($M=31.06$, $SD=9.72$). Most of the sample were female (93.1%) and about half were African-American (50.9%). In order to examine the improved rate of PSS, the employment hope scale (EHS; Hong, Polanin, & Pigott, 2012) and the perceived employment barriers scale (PEBS; Hong, Polanin, Key, & Choi, 2014) were used. Point-in-time PSS was operationalized as the difference score between EHS and PEBS; and the change in PSS was calculated by subtracting the PSS score at Time 2 from PSS at Time 1. Multiple regression was used to analyze the relationship between PSS and ESS after controlling for demographic and socioeconomic variables. In this study, the Women's Empowerment Network (WEN; Gowdy & Pearlmutter, 1993) Economic Self-Sufficiency Scale was used to measure ESS.

A multiple regression analysis revealed that the effect of change in PSS on the change in ESS was positively significant ($B = .127$, $p < .01$) controlling for other demographic variables and EHS and PEBS scores at Time 1. As the change in PSS increases by 1 point, ESS increases by .127. The improved rate of PSS is a key determinant of increase in ESS.

Findings imply that, in order to promote ESS, workforce development agencies should collaborate with social services organizations to provide services that help low-income job seekers strengthen PSS—the ability to transform seemingly impossible barriers into the possible employment hope—overtime so that the level increase in ESS can be sustained over time.

KEYWORDS: psychological self-sufficiency, employment hope, perceived employment barriers, career pathways, health professions opportunity grants (HPOG)

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THE PARADGIM OF ECONOMIC GROWTH – A CHALLENGE TO WELFARE SOCIETY?

The paper questions the ideology of economic growth as an effective and a sustainable foundation for welfare society.

“Growth” is a relatively unexplored concept in economic philosophy. Its roots, however, can be traced back to early Greek philosophy, where growth originally was related to nature and the biological life of man. This way of conceiving growth was later transposed to the field of economy, leading to a circular understanding of economy, based upon nature both as a model and as a mentor.

In modern times, this conception has been replaced by a linear conception of growth, where economy is considered as open ended and where it may be formulated in a mathematical and exponential manner.

However, a short retrospective account of economic history demonstrates that in mankind’s early history, there was no question of economic growth in the modern sense of the term. Man produced and traded within the framework of a stable economy. The global economy grew extremely modestly. According to a report prepared for the OECD, in the period lasting from the start of the Common Era to 1820, the economy grew with between 0 and 0.22 percent a year. In reality it was only Europe and then the United States who experienced anything resembling growth. First, with the industrial revolution the western world began to achieve economic growth of up to the 2 to 3 percent, a number conventional economists almost regard as the normal state nowadays.

The conclusion follows that the importance of economic growth for the development of the modern society has been greatly overestimated. This is the subject of the first part of the paper.

In the second part I propose a new model of growth. This model is based upon a circular understanding of economy. By this I do not presuppose only an economy that promotes greater resource productivity, aiming to reduce waste and avoid pollution. It will also be argued that the concept of circular economy should be expanded to include social and ethical values, which constitute the true goal that circular economy has to achieve if it should function as a sustainable foundation for the welfare society.

In the third and last part I will discuss in more detail what those values are and how they can be realized in a better way in circular, rather than in linear economy.

The result of this discussion is that every citizen must be included in the economy. This means that everyone must have the opportunity to participate in economic circulation. Further: circulation economy leads not only to economic equality through increased growth. Equally important is the social equality it creates. It lays the basis for an active social community where the individual gets the opportunity to participate in the economy and thus to develop responsibility to the community and a feeling of personal dignity.

The paper is based on an analysis of the history of economy and the concepts of growth, social values and circular economy.

KEYWORDS: growth, circular economy, social values, communicative action

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THE ELDERLY AS AGENTS OF COMMUNITY DEVELOPMENT: A TRANSDISCIPLINARY INTERVENTION IN POST-DISASTER COMMUNITY REBUILDING IN YA'AN OF SICHUAN, CHINA

A 7.0-magnitude earthquake hit Lushan county of Ya'an city, Sichuan Province on 20 April 2013. The Lushan earthquake damage was lesser than the 2008 Wenchuan earthquake's where 70,000 houses collapsed and 2 million people across 19 prefectures and 115 counties of Sichuan province were affected. The impact of the disaster on the social level is still phenomenal and the challenge of recovery, rehabilitation and rebuilding is daunting. M village, an old village in S township, was chosen as an intervention site. M Village, like other Chinese villages, had lost its young adults to work in the cities, skewing its demography towards older people who are left behind and children without family. They lived in a dilapidated, rundown community where older buildings had bad ventilation, poor hygienic conditions, dim lighting, and no public spaces. The old community also became dilapidated and its traditional culture, architecture, custom, skill and wisdom, were dying. After conducting the assessment of needs and assets mapping by using the method of oral testimony, social workers discovered that many older people and local building masters held knowledge of traditional construction processes. They were keen to revitalize traditional culture and had a wish to build a building for gatherings and entertainment. Social work on its own could not fully tackle this community's multiple needs on its own, especially over environmental and physical space which is associated with notions of belonging and identity. A trans-disciplinary action research methodology was adopted. Social workers worked hand-in-hand with the elderly, and architects explored an alternative model of post-disaster community reconstruction to enhance the quality of life of the elderly who are left behind in this disaster affected community. In the process, we discover the power of the elderly who did not only passively receive the assistance from the outside, but also actively participated in the community rebuilding process. The team built a community kitchen which enabled villagers to develop new, cooperative forms of organization for long-term sustainable development of the village. This paper presents the participatory action research process, the contribution of the elderly, and trans-disciplinary interventions in post-disaster community reconstruction.

KEYWORDS: elderly, post-disaster reconstruction, participatory action research, community kitchen, China

FORMATION OF ROOT BRIDGES: A CONCEPTUAL FOCUS ON SUSTAINABILITY

Sustainability is a very broad term which generally refers to the process whereby humanity is able to meet current needs while maintaining the ability of future generations to meet their needs. This process is closely linked to the environmental movement, which has gained world-wide momentum over the past fifty to sixty years, as well as deep a concern for social justice and regard for spirituality. The World Commission on Environment and Development in 1987 defined sustainability as "development that meets the needs of the present without compromising the ability of future generations to meet their own needs". Sustainable development has emerged as the guiding principle for long-term global development. Consisting of three pillars, sustainable development seeks to achieve, in a balanced manner, economic development, social development and environmental protection.

Every year since 1988, the people of Shiliang Jashar (a village in the Khasi Hills of Meghalaya, India) constructs and reconstructs a bridge made out of purely eco-friendly products. This practice provides a glimpse into the formation of "root bridges" found all across the valleys of the Khasi Hills in Meghalaya, India. What can be derived from this annual event are the social capital and a close association with the natural behaviour of the environment, resulting in deep insights as to how far off in time can we do justice to the idea of a sustainable world.

This practice which has endured through time is unbending, abiding by age old prescriptions tabulated on values exemplified to the vicinities, stretching the durability and sustainability where principles and values precede the product. The future generation lives at the mercy of the present generation whereas resources are limited. It is the present generation who decides how much of the resources to use and leave behind. But "U Thied Ka Lawei" (Sustainable Root) has in fact made their lives better by implementing and passing the knowledge with techniques and skills, economically understood as intergeneration equity.

The methodology used is qualitative with ethnographic roots by using digital video as a form of interpretative evidence through activities, interviews, narratives and audio-visuals. Through observation, correlation and a narrative analysis are adopted not only to conceptualise, but also to observe an on-going practice paving a way forward for the present generation to achieve some of the sustainable developmental goals.

This practice weaves perceptions or ideas to adopt and adhere to, while at the same time providing insight into actions necessary for an enduring future. It also tells us how the Khasi forefathers had a vision which provides solutions to the challenges facing our world today.

The “root bridges” of Meghalaya in India are not only symbolic but are also a living example of how the close association of man and nature embedded in challenging values and principles, practiced by the inhabitants of Shiliang Jashar in this instance, is paving the way and setting up foundations for generations and generations into the future.

KEYWORDS: sustainability, social capital, eco-friendly, intergeneration equity

BREAST CANCER SCREENING DISPARITY AMONG KOREAN IMMIGRANT WOMEN IN MIDWEST: FINDINGS FROM ANDERSEN'S BEHAVIORAL MODEL

Breast cancer is the second leading cause of cancer-related deaths among women in the United States (U.S.) (Miller, King, Joseph, Richardson, & CDC, 2012; Siegel, Naishadham, & Jemal, 2012). Korean immigrant women residing in the U.S. are not exception to the threat of breast cancer. However, Korean immigrant women reported having relatively low breast cancer screening rates compared to other racial/ethnic minority women in the U.S. (Lee et al., 2010; Lee, Fogg, & Sadler, 2006; Lee, Stange, & Ahluwalia, 2014), but higher breast cancer screening rates than women in Korea (Choi, Lee, Park, Kwak, Spring, & Joun, 2010). This implies that Korean immigrant women may be diagnosed with breast cancer at later stages than other women due to their low screening participations, which results in increased mortality. Using three breast cancer screening methods, mammogram, Clinical Breast Examination (CBE), and Breast Self-Examination (BSE), this study aims to investigate breast cancer screening rates and its associated factors to inform future intervention strategies.

A cross-sectional survey was conducted with 168 Korean immigrant women aged 40 and older living in Midwest area. Andersen's Behavioral Model of Health Services Use (1995) theoretically guided this study and logistic regression was used to examine factors associated with screening receipt and performance.

About 71% of the women surveyed have had mammography at least once in their lifetime, whereas 36.3% have had a mammogram in the past three years. Women aged 60 years and over had the highest mammogram rate (60.5%) while women aged 40-49 had the lowest mammogram rate (26.3%) in the past three years. The rate utilizing CBE was much lower than mammography or BSE: 59.5% of the women have utilized CBE at least once in their lifetime, whereas 32.2% had CBE in the past three years. About 76% of study participants have performed BSE at least once in their lifetime, whereas about 68.4% have done BSE in the past three years. With regard to associated factors, knowledge of each screening method was strongly correlated with participants' use of each method. Other factors associated with the three screening methods were also reported: older age, low barriers to mammogram uptake, and lower educational attainment were positively associated with getting a mammogram; distrust of physicians and higher education level were negatively correlated with CBE receipt, while cancer history of family members was positively correlated with CBE receipt; and health insurance was negatively associated with BSE practice.

Study findings suggest overall low rates of recent breast cancer screening receipt and performance. Particularly, the participants' recent mammogram uptake rate is significantly lower than the one stipulated by the Healthy People 2020 objective (81.1%). There is an urgent need for education on breast cancer prevention among Korean immigrant women, particularly those with a higher level of barriers and younger age. To promote breast cancer screening in this population, health education should be combined with strategies to increase health care access such as bilingual screening services or assistance of scheduling for screening and transportation.

KEYWORDS: breast cancer, Korean immigrants, mammogram, health disparity

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PARENTS' HEALTH LITERACY AND ITS LINK TO CHILDREN'S HEALTH OUTCOME: DOES HEALTH LITERACY PLAY A KEY ROLE?

This study aims to investigate the link between parental health literacy and children's health outcomes. Findings revealed that parental health literacy was a significant correlate of child health outcomes only for children of Latino US-born, Latino immigrant, and Asian immigrant parents.

Low health literacy has been identified by previous research as an important factor linked to negative health outcomes (Berkman, Sheridan, Donahue, Halpern, & Crotty, 2011). However, there has been little research done on the relationship between parental health literacy and children's health outcomes, particularly in sub-groups of immigrant families (DeWalt & Hink, 2009). This study aims to investigate the status of immigrant and US-born parents' health literacy levels, as well as how their health literacy relates to their child's health status.

This study utilized data from California Health Interview Survey (CHIS) collected in 2007. Participants were 5,877 parents and their children aged 4 to 10. The parents' health literacy level was assessed using two proxy items. Children's health outcome was measured by parents' self-report.

Results indicated that Latino US-born, Latino immigrant, and Asian immigrant parents had significantly lower health literacy levels than non-Latino white US-born parents. Health literacy was a significant correlate of child health outcomes only for children of Latino US-born, Latino immigrant, and Asian immigrant parents such that higher health literacy was correlated with reports of better child health.

The findings posit that there is urgent need to customize health literacy educational messages and future intervention strategies aimed to raise parental health literacy regarding their children, particularly among Latino and Asian immigrant parents, to enhance their children's health and well-being.

KEYWORDS: health literacy, immigrant, parent, child, health outcome, Andersen model

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SHIFTING PARADIGMS: APPROACHES TO ENSURE WELL-BEING AMONG CHILDREN IN THE UNITED STATES

Poverty is a globally ubiquitous and distressing problem that continues to evade efforts at alleviation. Children are especially malleable, vulnerable, and susceptible to the adverse effects of living in poverty. The crippling consequences of childhood poverty are pervasive and interfere with optimal cognitive, social, and emotional development. Furthermore, living in impoverished conditions increases children's risk for exposure to violence, malnutrition, and can lead to social isolation/exclusion which impacts quality of life and opportunities across the lifespan. Child welfare policies and programs are enacted and established as a response to counter the negative effects of living in poverty. However, efforts to ensure child well-being in the U.S. have historically taken a residual, crisis orientation, a reactive approach, which has proven to be ineffective. This is evident in the rising income inequality, perpetual racial inequality, and a child poverty rate of 21% with children and families of color being overrepresented. The harmful effects of economic and racial inequality are palpable in educational and child maltreatment outcomes with low-income families and children of color being disproportionately represented in child welfare systems and having poor educational outcomes. There is limited programmatic emphasis on preventive approaches that include early investment practices to assist in healthy child development. Therefore, the U.S. is in need of a paradigm shift to promote well-being for all children that is institutional and universal, proactive, and preventive in nature. Social development theory and social investment approaches offer such a paradigm that emphasizes economic and social well-being of a society creating conditions in which children can flourish. The purpose of this workshop is to provide a review of current social investment efforts in the U.S. and discuss opportunities for the broad expansion of these efforts, particularly in areas of education and the prevention of child maltreatment. Specifically, the adaptation and augmentation of strategies such as child savings accounts, family friendly child care, work policies, and education as a resource to build human capabilities will be discussed.

KEYWORDS: child maltreatment, education, human capital, social investment, poverty

CHARACTERISTICS OF RISK SEXUAL BEHAVIOUR OF THE STUDENT POPULATION IN THE CAPITAL OF CROATIA

The paper is focused on research among students in the capital city of Croatia (Zagreb) and the influence of their peers on risky sexual behaviour and alcohol consumption. The main goal was to investigate the characteristics of risk sexual behaviour of first year students and to determine the correlation between peer pressure and alcohol consumption with risky sexual behaviour.

The participants in the research were freshman students (N=222) at two different faculties in Zagreb: Faculty of Law and the Faculty of Civil Engineering in Zagreb. The research was conducted by means of web survey using the Questionnaire on Peer Pressure (consisting of 24 items, authors: Lebedina-Manzoni and Ricijaš, 2008.), 4 questions from European School Survey Project on Alcohol and Other Drugs, 2013, and questions about the construct of risk sexual behaviour from the questionnaire HIV/AIDS-Related Knowledge, Attitudes and sexual Behaviors as Predictors of Condom Use Among Young Adults in Croatia (authors: Štulhofer and associates, 2007). Furthermore, there were some socio-demographic questions about gender, age and leisure time.

Data were analysed by means of descriptive statistics and Pearson's correlation coefficient. Ethical principles were respected: anonymity, voluntariness, the right to opt out, privacy, objectivity and the right to be informed about the results.

The results show that student population in Zagreb generally cannot be described as a population engaging in risky sexual behaviour. Furthermore, peers do not have much influence on risk sexual behaviour for the student population, but results show that peers do influence alcohol consumption by the student population. There is a correlation between alcohol consumption and "having sex for one night". Those students who are more under pressure of their peers have sexual intercourse under the influence of alcohol more often.

Although the student population is a specific population, probably more responsible than youth in general, prevention and education about the danger of risky sexual behaviour is necessary, as well as prevention of alcohol consumption. This is a task for the media with its influence, school programs, social welfare and health care services.

KEYWORDS: students, risky sexual behaviour, alcohol consumption, peers pressure, prevention

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UTILIZING THE SUSTAINABLE DEVELOPMENT GOALS TO SUPPORT SOCIAL DEVELOPMENT

The UN Sustainable Development Goals (SDGs) created a new, people-centered development agenda that applies to all countries, through a series of global consultation. Civil society organizations, citizens, scientists, academics, and the private sectors from around the world were all actively engaged in the process to develop the Sustainable Development Goals. Officially starting in January 2016, the SDGs include 17 goals and 169 targets, and are applicable to all countries, not just the developing countries targeted by the MDGs (see <https://sustainabledevelopment.un.org>). By targeting three aspects of development – social, economic, and environmental (United Nations, 2015) - they aim to eliminate hunger and poverty, achieve gender equity, and take action to address climate change and non-sustainable development, among other goals. With the SDGs, we have a major opportunity to do something new that will have a dramatic impact on the extent to which humanity is able to transition to a truly sustainable, just, and equitable future leading to prosperity for one and all.

The presenters will provide an overview of the SDGs – what they are, how they were developed, and how they are being implemented. A discussion of the meaning of sustainability and its application to social development practice will be facilitated.

Once a basis of knowledge has been established, the interactive part of the workshop will consist of engaging attendees in activities related to the SDGs that they will be able to utilize in the classroom or in practice. Participants will engage in exercises that promote understanding of the SDGs and will be asked to formulate ways in which attendees can become actively involved in the implementation of the SDGs in their own community by pairing UN work to date on indicators with community development practices.

The presenters will also devote time to the relationship of practice and the measures of progress for SDGs. This can include the need for these to be manageable, relevant to different levels of government, informative about change and comprehensive with respect to SDG characteristics.

KEYWORDS: sustainable development goals, practice, implementation

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SEEKING REFUGE IN THE LIBRARY: A COLLABORATIVE MODEL OF SOCIAL WORK AND LIBRARIANSHIP

More and more social workers and librarians are recognizing the profound and increasingly important practical connections between social workers and librarians, particularly in public libraries. While a relatively new concept, social workers and contemporary American librarians share a common inception during the progressive era of the late 19th and early 20th centuries. Termed “Whole Person Librarianship”, this model builds upon the social work conceptualization of seeing and serving the client – or patron – as a “whole person” in the context of their life. To date, at least five public libraries in the U.S. and one in Canada have hired professional social workers and dozens of other collaborations between libraries and social services are being developed all the time. Dominican University also offers a joint MLIS/MSW program.

This workshop will present a collaborative model between social work and libraries currently emerging across the country. The presenters, one public librarian and one social worker, will share some of the emerging national models of social work-library partnerships. Presenters will explore with participants how field instructors or social work faculty can reach out to public libraries, create robust field work plans and find community supervision for social work interns in the library. Attendees will also have the opportunity to share ways they have collaborated with libraries in their communities or educational settings.

Social workers have a great deal to offer librarians and vice versa. As “front line” workers, both professionals know what it’s like to confront problems, find solutions, and serve as a place of refuge. While at times the line may seem blurred, each profession brings its own unique set of knowledge, skills and values. Collaboration between librarians and social workers builds upon what each can bring to mutually serve similar types of clientele. As public spaces, libraries attract people looking for access to the internet, help with literacy, or a warm and safe place to be when homeless. As social workers, we can support librarians with referrals to needed services for their patrons; training on how to create a welcoming atmosphere, how to demonstrate warmth and empathy while maintaining boundaries or how to deal with crises.

Libraries also offer excellent field placements for social work students. Students can interact with patrons at a micro, mezzo or macro level. These activities may include programming within the library, outreach to the community, running support groups within the library, or serving on coalitions to end homelessness.

We will explore the partnerships between librarians and social workers that have emerged across the United States as well as our work in building models of cross-disciplinary work serving shared populations in the library and through social services. While librarians and social workers share social justice motivations, we will explain how their methods are complementary and yet still distinct – i.e., librarians do not have to become social workers. At the end of this presentation, participants will come away with many practical ideas and also the ability to explain why this work is important.

KEYWORDS: libraries, multi-disciplinary, social work, collaboration

SOCIAL AND ECONOMIC ISSUES OF THE MOST VULNERABLE COMMUNITIES IN CROATIA: A CHALLENGE FOR SOCIAL WORK

A community is an entity characterised by micro features of its inhabitants, complex interactions on the mezzo level, and the structural frame consisting of cultural, normative and institutional bases. Communities sometimes do not succeed in fulfilling its purpose and the phenomenon of underdeveloped communities exists world-wide. Without any doubt, Croatia is a country with tremendous regional inequalities. This paper is based on an exploratory research and will present some characteristics and dimensions of Croatian communities' underdevelopment. The study used a mixed methods approach whereby qualitative and quantitative methods were employed. The sample consists of 453 respondents in six municipalities – four are developmentally vulnerable and two have experienced developmental progress. Results point that underdeveloped communities are characterised by erosion of demographic potential, idyllic natural basis and/or interesting cultural heritage, underdeveloped and less competitive local economy, high unemployment, underdeveloped local services, underdeveloped active citizenship, participation in activities for the benefit of the community and neighbourly solidarity. Quality of life differs in underdeveloped communities compared to developed ones. There is a larger share of the unemployed population with lower income, and residents more often depend on social transfers. Residents are more likely to experience difficulties in meeting their everyday expenses. Although there are no differences in living conditions, the only difference is the fact that much of the housing stock in war-affected assisted municipalities is provided for usage by the Government and issues regarding property are still unresolved. Differences are identified in the education status since the educational structure is less favourable in underdeveloped municipalities. Furthermore, respondents in the war-affected municipalities emphasize structural obstacles in their children's education. Health is poorly rated in assisted municipalities. Family functioning is recognized as a resource, and surprisingly, assessments of family functioning are the best in the post – war underdeveloped municipalities. It is assumed that the war strengthened family cohesion in spite of reduced cohesion at the local level. Social contacts are also intensified in underdeveloped municipalities, probably due to reduced employment, but on the other hand, residents in these communities receive a lower financial support from informal sources. Residents in all municipalities very rarely participate in some organized leisure activities. But, in underdeveloped municipalities they are more burdened with providing care for a family member. Residents assessed satisfaction and the importance of certain life aspects. Greater importance is granted to financial status and education in assisted

municipalities, as well as involvement in community life. They are less satisfied with their careers, but more satisfied with their family life and themselves which is recognized as their personal resource. Based on these phenomenological insights, possibilities for social work practice will be discussed.

KEYWORDS: underdeveloped community, community social work, regional development, development inequalities

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THE INCOME TRANSFER PROGRAMS AS STRATEGY AGAINST POVERTY IN LATIN AMERICA: REALITY AND LIMITS

Latin America is considered as one of the more unequal regions in the world. It has a large income and property concentration and a weak and disintegrated labor market. In this context, the economic crises of 90s in the last century favored the intervention of the State in order to protect the growing poor population. CEPAL (2009) identified implementation of the Conditioned Income Transfer Programs in 17 countries of the Continent, covering 22 million of families, about 100 million of people, 12% of the population of the countries, applying in median 0.25% of the PNB. The survey and investigation of bibliography and documents developed by researchers from Brazilian, Argentine and Uruguayan Universities in 2012, found high prevalence of the Conditional Income Transfer Programs in the context of the Social Protection System among the Latin America countries as main programs directed to fight poverty in the continent. This abstract presents a proposal of an article that aims for contextualizing and drafting a general view about the Conditioned Income Transfer Programs (PTRC) as implemented in Latin America. In order to develop a general problematization pertaining to those programs, its main traces will be pointed out: who is their target population, its objectives, its coverage areas, the criterion to be included, to stay in the program, to be dismissed from the programs, what are the conditions demanded from the families to remain in the programs; which are the benefits and the possible impacts. The discussion will also try to highlight the contribution and weakness to meet the central objective of the Income Transfer Program in Latin America, that is, to fight poverty and extreme poverty. The discussion will also enable that those programs in the field of the contributive social protection, within the ambit of social policies in the Continent, stand out.

KEYWORDS: poverty, income transfer programs, Latin America

MULTIDISCIPLINARY TEAM WORK IN THE SLOVENIAN SOCIAL PROTECTION FIELD

In Slovenia we have 62 Centers for Social Work (CSW). These public institutions represent key actors in the field of Slovenian social protection. More than 100 acts (laws and other) define their work and majority of their tasks (67 % of them) are called public authorization tasks. They also perform coordination tasks (26 %) and carry out a few (7% of all their tasks) social services. Tasks related to the coordinating role, and consequently team and multidisciplinary work, can also be found among their public authorization tasks and among social services they provide.

The aim of this paper is to analyze tasks of CSW by the Catalogue of their tasks and compare them to existing research and legislation, focusing on the area of inter-organizational coordination, team work and integration of different professionals (and different areas such as health care, education, administration of justice, police) in public and other sectors. Since the majority of employed professionals in CSWs come from the Faculty of Social Work, the aim is also to examine how inter-organizational and team work are represented in the study program of social work.

Several texts, analyses and research articles on tasks of public authorization and social services that CSWs provide are available. On the other hand, their coordination tasks have been more or less neglected in the literature and among researchers. The exception (to some extent) is the coordinating role in the field of helping the victims of domestic violence which is also the most comprehensively managed (with numerous accepted protocols, laws and other acts, and 12 appointed coordinators across Slovenia) among all coordinating roles.

Results show that there are big differences in the amount of legislation, protocols etc. among coordination tasks. Some of their tasks (i.e. coordinating role in the field of domestic violence) are thoroughly defined and established, while others (such as local area networking or provision of professional support for other providers of services) are neither known by the professional public nor well defined or operationalized. Results also show that among other or “non-coordination” tasks a lot of them (especially among public authorization tasks) have at least one task that could be classified as (multidisciplinary) team work. If we look at, for example, activities under the tasks that are encompassed in category called Measures regarding Children’s Protection, we can calculate that approximately 20-25% of time for each task social workers (or other professionals) should be involved in some sort of (multidisciplinary) team work.

I can conclude that coordination tasks along with team and multidisciplinary work represent an important part of social work in CSWs. It is to some extent surprising that at the faculty (in social

work study) we only have 6 (out of 99) undergraduate courses that develop students' competences for that kind of work.

KEYWORDS: centers for social work, inter-institutional cooperation, multidisciplinary teamwork, legislation, social work study program

UPBRINGING, SOCIALISATION AND EXCLUSION IN KNOWLEDGE SOCIETY

Industrial society had a strong dynamic of inclusion, and not only because the labour market needed unskilled labour in considerable quantities. Industrial society also had values attached to work that served as an effective counter-culture to the knowledge economy's and the school's values (Bernstein 1971; Willis 1977). While school and the educational system were only an interlude in most peoples' lives in industrial society, school is nowadays seen as the only route to employment and to proper adult status. Working life as the anchor for a counter-culture has vanished.

Childhood in knowledge society is systematically structured and organised to qualify children for the knowledge based labour market. The family was earlier supposed to secure good emotional and social development for its children, but is now being allotted increasing responsibility for securing their cognitive development and attainment. Upbringing in this ethos is extended to require effort on behalf of children, to qualify them for a form of working life where subjects must develop and sell knowledge that is itself always in a process of development. This form of upbringing and socialisation puts little emphasis on values attached to participation and responsibility in work as such, unless these reinforce knowledge society's imperatives linked to work, such as the search for efficiency, flexibility, managed change and effective solutions. Upbringing does not prepare children for a work ethos in which participation, belonging and responsibility to a collective at the workplace are important. Young people who are not educated appropriately suffer exclusion, or they may be left with ideals, attitudes and expectations that cannot be realised in the labour market. To engage in unskilled work at a young age will be to assume a "loser" identity, a marker for a failed childhood and poor school performance. Although society appears to communicate an acknowledgment of the value of work as such, whatever its rewards and status, most parents will want their own children to educate themselves out of the non-competence based segments of the labour market.

The material will be obtained by means of interviews with a group of young people in the local authority follow-up service.

Education has been regarded as a route to emancipation from oppressive and alienating labour. Childhood is increasingly seen as an arena where parents invest time and resources to secure their children's path through the educational system. Those children who not qualify themselves often are without direction; they are unable to engage in work that does not realise their own values and needs. We must ask why so many young people do not have work and do not pursue studies. Surely it is so not only because of exclusion or negative selection mechanisms (Olsen & Jentoft, 2013;

Olsen, Jentoft, & Jensen, 2009), but also because the content and context of work is not in harmony with dominant values in upbringing and socialisation.

KEYWORDS: exclusion, knowledge society, emerging adulthood, socialisation,

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FAMILY MEDIATION IN CROATIA – PSYCHOSOCIAL INTERVENTION AND/OR ALTERNATIVE DISPUTE RESOLUTION

Family mediation has been encouraged in Europe, especially by the European Directive on Mediation (2008/52/EC) which aims for promoting amicable and cooperative conflict resolution by stimulating the use of mediation and ensuring balance between mediation and judicial proceedings. Recommendation on family mediation (R(98)1) has been advised to member states due to many reasons, such as the growing number of family disputes, detrimental consequences of conflict for families, high social and economic cost to states and special characteristics of family disputes: persons will have interdependent and continued relationships, they arise in a context of distressing emotions and increase them, and separation and divorce impact all the members of the family, especially children. Due to different social and legal factors, family mediation is developing and is being practiced in various ways and organizational environments. In Croatia, the rise of family mediation in recent years is mainly seen within the social welfare system as psychosocial intervention, and partially within civil and legal organizations. By introducing obligatory first mediation session for those who cannot create parenting plans themselves, it became a judicial precondition in divorce and other child related proceedings. Results of qualitative written survey with social welfare professionals (N=56) and interviews with family law judges (N=10) will be presented, taking into account their perspective on family mediation in general, current implementation and suggestions. Preliminary data analyses demonstrate that there is a positive perception of family mediation on principle, but it is often negative with regard to current implementation and some multidisciplinary cooperation challenges. There are differences between social welfare professionals and judges in understanding the purpose and scope of family mediation and their professional roles in promoting family mediation. Joint training and obligatory pre-mediation procedures are proposed. There is a strong tendency that development of family mediation should be mainly undertaken by social services as helping psychosocial intervention rather than alternative dispute resolution procedure at courts.

KEYWORDS: family mediation, social welfare system, family judges, alternative dispute resolution

PARTICIPATORY PRACTICES IN COOPERATIVE DEVELOPMENT AND SUPPORT ORGANIZATIONS: A NEW AREA FOR SOCIAL WORK IN THE UNITED STATES

Worker cooperatives are community-driven approaches to livelihood and income generation that are recognized as a method to address poverty, support youth employment, address gaps in social services, play a role in achieving the UN 2030 Sustainable Development Goals, and promote social justice and economic opportunity. The conceptual model here is designed to foster the understanding of participation in the context of the social economy, and specifically, in the development and support of new worker cooperatives. Understanding participation in this context has the potential to protect the authenticity of the cooperative model and the benefits to workers and communities that it promises.

This poster presents a conceptual model to define the points of influence of participation in the development and support of worker cooperatives. Drawing upon factors in specific contexts that strengthen or dilute participation in organizational settings can inform how participation manifests in similar contexts. The social economy is focused on the primacy of the person, sustainable growth, social and economic balance, and democratic governance as distinct aims in the formation of organizations and activities to meet members' and community needs.

Through worker cooperatives, collective initiatives create work environments that more directly meet the needs of working individuals. Opportunity through cooperatives can be created by individuals and groups with the knowledge and resources to initiate them, but the benefits may be forgone for disadvantaged groups of people who experience the worst levels of poverty. The level of effective training provided by support organizations creates a potential tension with the level of autonomy and participation of individuals seeking support.

The driving question behind the creation of the model is: how are participatory processes encouraged and managed alongside the educational and support goals of cooperative development as a poverty alleviation strategy?

With attention to context-specific factors and an intersection with social work, this question remains a salient area for exploration given the recent interest, support, potential, and development of worker cooperatives in response to income inequality, poverty, and unemployment.

To maintain fidelity to the cooperative model and ensure participation in cooperative development, this poster presents a framework that demonstrates participation as a mechanism, outcome, and influencing factor in cooperative development.

This model contributes to the knowledge base through providing a framework to identify points of intervention and strengthening potential to ensure that workers are included in new initiatives going forward. The strength of the model lies in its mapping out of the role of participation in each element of the social economy that relates to cooperative development and support. Through this model and its contribution to the understanding of participation in this context, it is hoped that a further contribution will be an increase in people-centered economic activity and strengthening of groups and organizations involved in such activity. More theoretical and empirical work by social work scholars related to the cooperative model can promote, strengthen, and ensure the sustainability and promise of a better work environment, empowerment in livelihood, and the security of workers to meet their basic needs.

KEYWORDS: worker cooperative development, participation, social work, poverty

SEVEN YEARS POST-EARTHQUAKE: NEW AND BETTER HAITI?

One theme that tied the conception of the 2010 post-earthquake disaster recovery was a grand narrative of a chance to envision a new Haiti and to use this historic opportunity for a new start and building back better. Virtually everyone communicated hope for improvement in Haiti over its pre-disaster conditions. However, one of the clearest or rather most popularized recovery outcomes thus far is that the billions of dollars that were raised for recovery purposes were allegedly misappropriated or failed to trickle down and reach Haitian people and government. Shuller (2016) critiqued these recovery assessments and blame games stating that Haiti continues to be seen as “a mass, singular, undifferentiated Haiti” (p. 9) and blamed for its own misfortunes. With this concern in mind we will attempt to review Haiti’s progress against some of the markers signifying “new” and “better.”

Our attempt to evaluate the new and better nature of Haiti since the 2010 earthquake is predominantly based on the secondary analysis of the Latin American Public Opinion Project data. The data from a nationally-representative sample in 2006-2014 were compared. We hypothesized that the mantra of new and better Haiti did not materialize and that there were no significant positive changes from pre-disaster conditions. We used the following domain proxies: (1) economic – perceived individual and national economic situation; (2) political – trust in local government, political parties, and police, perception of public corruption, evaluation of administrative handling of corruption/citizen security; (3) social – interpersonal trust, quality of municipal services, life satisfaction, civic engagement. Obviously each of these categories entails so much more, and this brief review is by no means comprehensive or conclusive, and in-depth, longitudinal research is warranted.

Counter to our hypothesis, according to LAPOP public opinion results, Haiti has experienced post-disaster progress in some social, economic, and political terms when compared to pre-disaster indicators. Particularly, trust in local government and people show a consistent improvement in the post-disaster period. Data also show that Haiti was indeed recovering from 2008 or 2010 natural disasters across the three domains right after the earthquake. Perceived levels of individual and country’s economic situations, trust in political parties and police, life satisfaction, and civic engagement in 2012 were better than in 2008 or 2010. However, these indicators went slightly down again in 2014. In addition, perceived public corruption was elevated in 2012 with reinforced administrative handling of corruption and citizen security during the subsequent years.

Counter to hegemonic renderings of Haitians and numerous critiques of failed post-earthquake recovery that perpetuate the all-too-familiar image of Haiti as a failed project in general terms, the reviewed LAPOP findings indeed show some trends of progress. The conclusion of this review is that Haitians may have become slightly better off economically and socially and appear to have made some progress politically. However, with the limited available indicators, it is questionable whether the recovery was sustainable to create a "new or better" Haiti.

KEYWORDS: Haiti earthquake, disaster recovery, new Haiti, building back better

CHALLENGES FOR SOLIDARITY AND TRUST IN BOSNIAN SOCIETY

The presentation will discuss the very important social phenomenon of solidarity and trust in modern Bosnian society. Modern society at a time of global crisis compels us to think and recognise the impact of complex network of independent, primarily political and economic, conditions and how they create multiple pressures on individual human existence. As a consequence of all these processes, social solidarity suffered obvious changes. The most dominant threats to solidarity are individualisation, alienation, urbanisation, insecurity, moral crisis, lack of trust, nepotism, corruption and technologisation.

Bosnian society is a very complex society, and in addition to global economic and political changes, there have been many additional challenges pertaining to solidarity in past three decades. Economic transition from socialism to liberal capitalism, political changes, war, migration, ethno-centralisation, and many other processes interfered with the understanding of solidarity and trust. Besides general understanding of the phenomenon of solidarity, critical understanding of the concept itself and how it changes in times of crisis and emerging situations will be provided.

Solidarity in general is a positive concept and represents very important social capital which has to be materialised through material and non-material help. In poorer societies like Bosnia, material support still takes a very important place among citizens, but it seems that non-material support like empathy represents an important resource too. In “normal” times, there is scepticism toward solidarity in modern society in general, but in emerging situations this resource suddenly changes. Emerging situations like war, floods, earthquakes or food deprivation are situations in which this resource suddenly mobilises people and where human life and survival become priority. When human life is in danger, all other “important” characteristics such as ethnicity, religion or nationality become less important. A few political protest where citizens demonstrated a great level of solidarity and cohesion happened over the past few years. Thus, solidarity takes many different forms and it changes in different periods of time.

KEYWORDS: solidarity, modern society, post-war society, crisis

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A QUASI-EXPERIMENTAL STUDY ON THE EFFECTS OF MINDFULNESS-BASED DEMENTIA CARE ON CAREGIVER WELL-BEING

The older adult population is anticipated to increase exponentially in the next twenty years. For example, in 2014, people 65+ represented 14.5% of the population but are expected to become 21.7% of the population by 2040. One in three seniors dies with Alzheimer's or another form of dementia. More than 5 million people in the United States have a form of dementia with more than 70% receiving care from relatives and friends (Alzheimer's Association), equating almost 18.1 billion hours of unpaid care. Family caregivers spend more than \$5000 a year on caring for someone with dementia. This extensive responsibility takes a devastating toll on caregivers. The Alzheimer's Association reports that nearly 60 percent of Alzheimer's and dementia caregivers rate the emotional stress of caregiving as high or very high, and that about 40 percent suffer from depression. Caregivers of people with dementia are more likely than non-dementia caregivers to have multiple problems, including poor physical health leading to increased mortality, lower immune function, emotional issues, social isolation, and mental health concerns such as depression and anxiety (Aschbacher et al., 2006).

Mindfulness is emerging as a promising practice in addressing the needs of the caregiver population. Preliminary studies indicate that mindfulness-based interventions are effective in reducing caregiver stress (Hoppes, Bryce, Hellman, & Finlay, 2012; Minor, Carlson, Mackenzie, Zernicke, & Jones, 2006; Oken et al., 2010; Whitebird et al., 2013). However, research on mindfulness-based programs specific to the needs of dementia caregivers is limited at best. Additionally, research on mindfulness-based programs with caregivers have typically demonstrated methodological limitations such as small sample size, lack of longitudinal impact, or the lack of a control/comparison group.

This presentation will share the results of a longitudinal quasi-experimental study on an innovative Mindfulness Based Dementia Care Program for family and professional caregivers, designed specifically for dementia caregivers. The intervention group included 25 family and professional caregivers. The comparison group included 15 waitlisted participants. The variables mindfulness, self-compassion, stress, and quality of life were examined at 3 periods of time: baseline, program completion and 6 month follow up. We found statistically significant differences between the intervention and comparison groups with regard to all four variables (mindfulness, compassion, and QOL scores increased and stress scores decreased dramatically). We will explain what components

of mindfulness and compassion were more instrumental in leading to these changes longitudinally. Participants qualitatively shared how this program had a noticeable impact on their relationship with themselves, and equally importantly with the care-recipient, which led to their collective better quality of life and well-being.

Through our experiences with the program and the quantitative and qualitative data collected, we will share how social workers and other professionals can work with the elderly population to help them increase their mindfulness skills, coping skills and better manage their stress. We will offer recommendations for implementing such training in the future and their rigorous evaluations with the goal of helping caregivers navigate the stress while also improving outcomes for the aging care recipient and reducing the risk of elder abuse.

KEYWORDS: mindfulness, dementia care, caregivers, well-being

INTERGENERATIONAL DIFFERENCES IN HOUSING ACHIEVEMENT- AN AGE-PERIOD-COHORT ANALYSIS

Housing represents both a major cost for households and the main source of wealth. Yet the housing market is volatile in most societies and this makes housing achievement very uneven for households who buy at various junctures of the housing market cycle. However, decision to buy is also influenced by other demographic and economic factors, such as family life cycle, employment status as well as the state of general economy and people's perception regarding the status of their future. In most developed economies, the opportunities for achieving homeownership are decreasing, partly due to unprecedented asset bubble caused by the quantitative easing of central banks, and partly because of the enlarging wealth inequality. The literature on housing and social development reveals the differential experience in housing achievement of different age cohorts and points to the widening gap in housing wealth between the age cohorts who benefited from the surge of house price and those, largely the young cohorts, who are increasingly becoming unable to afford homes due to rapid price appreciation.

The uneven growth of housing achievement and the consequential gap in wealth accumulation of housing assets have social and policy implications. On the one hand, the widening wealth gap has deepened the generational fracture that has been created by the changing economic structure and welfare state restructuring in many developed economies. On the other hand, such gap is also widening within cohort groups between owners and renters which is further reinforced by the withdrawal of commitment on social housing provision. However, homeownership has been targeted by some countries as a new source of welfare support. Packaged as "asset-based" welfare, encouraging the attainment of homeownership and unlocking the wealth of housing have been at the centre of a revised welfare state effort, particularly in countries in East Asia.

This paper will look at the housing experience of different age cohorts in the context of different time junctures of the housing cycle to shed light on how housing shapes their collective experience. The paper will employ micro-data of the Hong Kong Population Census and By-census from 1981 to 2006. Whilst traditional analytic methods for analyzing cohort and age effects were only able to combine the age (group), period (cycle) and cohort effects two at a time, and hence create problems of age-period-cohort entanglement. A new modeling method enables us to assess the unique contribution of these three elements.

Hong Kong presents an interesting case, whereby a highly volatile and expensive housing market co-exists with a very high proportion of state supported housing. With such empirical data, this paper is

able to discuss the impact of housing wealth and connect it to the impact on social development, particularly on asset based welfare state effort.

KEYWORDS: Hong Kong, age-period-cohort analysis, asset based welfare

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POSITIVE YOUTH DEVELOPMENT PROGRAMS: A STRATEGY TO PROMOTE SOCIAL DEVELOPMENT AND SOCIAL COHESION

Positive youth development programs are an important part of a prevention science framework (Catalano, Berglund, Ryan, Lonczak, & Hawkins, 2004). These programs may be particularly useful for promoting social development and social cohesion for youth who have experienced maltreatment and familial separation following placement into foster care. There is a growing recognition of the importance of sibling relationships in the prevention science field (Feinberg, Solmeyer, & McHale, 2012; McBeath, et. al, 2014), yet few programs exist specifically to meet the needs of sibling groups experiencing foster care related separation.

This study evaluates an international, multi-site program designed to provide short-term reunification for sibling groups separated by foster care, through a week long summer camp experience. During camp, sibling groups engage in typical camp activities in addition to “signature event” programming designed specifically to strengthen the sibling relationship. The research questions guiding this investigation are: does participation in a short-term, camp based reunification program for siblings in foster care: (1) improve sibling support, and (2) decrease sibling conflict.

Survey data was collected from 359 youth across 6 camp locations ($M=60.9$, $sd=23$, range=29-103) using a pre-post survey design. The age range of youth was 7-21, with a slightly greater number of female (52.2%) and non-white (54.9%) participants. The majority of participants (58.9%) were first time campers. Pre-camp surveys were administered on the first day of camp, and data from an alternate-form post-survey was collected during the final day of the camp experience. Dependent variables include a change score for a 7-item measure of sibling support (pre- $\alpha=.82$, post- $\alpha=.88$) and a 2-item measure of sibling conflict (pre- $\alpha=.72$, post- $\alpha=.75$). Independent variables included age of the youth ($M=12.3$, $sd=3.0$) and number of prior camp exposures ($M=1.8$, $sd=1.3$). Data were nested according to camp location, and analysis was conducted using hierarchical linear modeling procedures.

Sibling Conflict: The intercept-only model suggests a reduction in sibling conflict across all camps (mean=-.25, $SE=.05$, $p<.05$). The ICC (.00) suggests no significant variance in sibling conflict can be explained by camp location. Youth age and number of times at camp did not significantly predict change in sibling conflict scores.

Sibling Support: The intercept only model found a reduction in sibling support across all camps (mean=-.11, $SE=.03$, $p<.05$). The ICC (.06) suggests 6% of variance in sibling support can be explained

by camp location. The fixed effects model suggests the number of prior camp exposures is associated with an increase in sibling support ($\gamma_{10}=.06$, $SE=.02$, $p<.05$).

Findings suggest the program may be promising for reducing sibling conflict, and improvements in sibling support were noted for youth who had prior exposures to the camp. Short-term reunification programming for siblings in foster care may be an effective, low-cost prevention strategy to strengthen sibling relationships, promote social development and cohesion, and may potentially buffer the negative long-term consequences associated with maltreatment experiences and foster care related familial separation.

KEYWORDS: maltreatment, youth development, social development

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CASE STUDY OF A CONTEMPORARY YOUTH GANG MEMBER'S UNDERSTANDING OF HIS LIFE CIRCUMSTANCE: A STRENGTHS-BASED PRACTICE PERSPECTIVE

Historically, the presence of youth gangs in the United States has received little attention from social work or human service agencies. In fact, the profession has increased its focus on clinical issues in treating individuals and their families and reduced its outreach efforts to youth gangs. This approach was adopted despite reports of more than three quarters of a million active gang members in the United States (O'Donnell & Egley, 2008). The high prevalence of youth gangs; their disproportionate involvement in criminal activities, in comparison to non-gang youths; and the human and social costs should be a clarion call for action from services providers, policy makers, and society at large. This paper will utilize the strengths model and existential perspective as a practice approach for effective intervention with youth gang members.

The study utilized a qualitative research paradigm in case study application. Data was collected over six months of intensive, weekly, in-home sessions with the injured gang member. Counseling sessions were audiotaped, transcribed weekly and later analyzed for themes using qualitative content analysis approach. The client granted approval for audiotaping the sessions and including the data in the study. The data was analyzed by means of a three dimensional framework which included the strengths perspective (Saleebey, 2006); (Erickson, 1963) stages of psychosocial development, and existentialist philosophy (Frankly, 2014). The strengths perspective allowed for greater emphasis on abilities, talents, and resources rather than deficits (Saleebey, 2006). Erickson's model of life cycle development provided the platform for dealing with issues of trust, which is critical in the counselor-client relationship. Existentialist philosophy provided an approach to finding one's self and the meaning of life through free will, choice, and personal responsibility. Frankly (2014) explains that people who were able to find meaning in their rich inner lives have better chances to survive adverse life situations.

During the course of six months of intensive in-home therapy, the participant developed coping and problem-solving skills in three critical areas; (1) developing a plan to address the gap in service delivery; (2) building greater trust and rapport in the therapeutic relationship, (3) developing resiliency and clearer understanding of his life experiences and the positive qualities of his situation.

This case study underscored the benefits of using a strengths based approach intervention with youth gang members.

KEYWORDS: strengths perspective, trust, resilience, existentialism, gangs

Theme
SOCIAL JUSTICE AND HUMAN RIGHTS

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ENGAGING WITH YOUTH IN TRANSITION: CHALLENGES, RISKS AND OPPORTUNITIES FOR SOCIAL WORK PRACTICE WITH A HUMAN RIGHTS APPROACH

This paper discusses a range of youth transition issues, particularly experiences of early school leavers, and social workers' approaches to working with them to enhance their well-being in terms of health, education and employment, as well as peer support. In addition to drawing on the author's own two decades of reflective practice with disengaged young people in Melbourne, it employs the qualitative research method incorporating the Biographical Narrative Interpretative Method (BNIM) to explore lived experiences of early school leavers related to them transitioning in an important phase of their lives. Preliminary findings of the study show that although Australia rates as one of the well-developed educational systems in OECD countries, a considerable number of its young people do not complete secondary educational level studies. The crucial phase of youth transition is a complex area for social policy as well as for social work and human services practitioners. Lived experiences of young people who leave school early reveal that they generally experience a number of social, cultural, familial and economic barriers. Many of these people encounter difficulties related to their family relationships, abuse, mental and physical wellbeing, which often lead them to experience exclusion from safe and secure families, education, training and employment. Even those who make some progress seem to fall back into difficult situations, which cause repeated hurdles in their transition. The experiences both within a large federal agency as well as of working collaboratively and in partnership with a number of non-governmental agencies show that social work practice is leading the way in developing new understandings about useful engagements with disengaged young people. The study has implications for both policy and practice to effectively address barriers with a human rights perspective and positively contribute to enabling early school leavers to smoothly transition back into educational and/or training settings that increase their chances of fulfilling employment and enhance their social functioning.

KEYWORDS:social inclusion/exclusion, youth, education, income, poverty

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PROFESSIONAL AND PEER SUPPORT ACCESSIBILITY AFTER THE DEATH OF LOVE ONE IN MALAYSIA AND FINLAND

With the emerging cases of traumatic deaths, deadly disease transmission and deaths from malignancies, bereaved individuals may find more challenges throughout their grieving process. The challenges may include health, psychology and social problems. In order to help them to adapt with the loss, they might need support from the professionals. One of the concern arise is the availability and accessibility of getting professional bereavement support and peer support in supporting bereaved individuals to cope with their losses. Professional bereavement support and peer support organization in Finland as for example, provide wider form of professional support compared to Malaysia. With more opportunity to get access to get help from professional help providers in Malaysia, the role of bereavement support in Malaysia can be established and benefit bereaved individuals in Malaysia. This study will use a comparison of two countries in looking at the availability and accessibility of professional bereavement support and organized peer support among bereaved individuals in both countries. Nevertheless, another issue that is also worth to study is the attitude of both societies in the countries to receive help from the professional help providers. Looking at this point, suggesting that the cultural background may also contribute to the attitude in receiving help from the professional providers. There are a number of peer support organized in Finland; committed suicide, child's death, close family members of the homicide and widows. Groups are also arranged for children. In addition, there are several online support groups on the Internet. Some peer support groups are professionally managed, but groups are also guided by peers who have experienced of death a love ones. They have own experience and training for peer guidance guides. This study is important to envisage the potential of widening the role of organized bereavement supports and identify challenges that may hinder the availability and accessibility of receiving professional helps.

KEYWORDS: bereavement support, accessibility, knowledge and cultural beliefs.

PRINCIPLES FOR HUMAN RIGHTS-BASED SOCIAL WORK PRACTICE

Social workers around the world advocate for human rights, yet it is not always clear how social workers can incorporate human rights-based approaches in their practice. This presentation shows that social workers can incorporate five rights-based principles across multiple practice fields and domains.

Social work *Codes of Ethics* of professional organizations around the world appeal to the concept of people having “rights” that social workers need to advocate for and respect. However, it is not always clear how social workers can actually incorporate human rights-based approaches in their practice. At the same time, human rights-based approaches have been growing in popularity for addressing pressing social problems around the globe, in fields such as international development and public health. This presentation fills this gap by taking the next step to advance rights-based approaches within social work practice.

This presentation analyzes the relationship between human rights and social work to develop a framework of principles for how rights-based approaches can be integrated into social work practice. This new framework of rights-based social work practice is based upon five core human rights principles that are congruent with social work ethics and values. These five principles for rights-based social work practice include human dignity, nondiscrimination, participation, transparency, and accountability.

Human dignity means re-conceptualizing “clients” as “rights-holders”, shifting from a focus on people’s “needs” to their ‘rights’, and respecting people’s self-determination. **Nondiscrimination** means promoting inclusivity, respecting diversity, building nonhierarchical relationships with people, attending to historically disadvantaged populations, and incorporating cultural competence and cultural humility. **Participation** means enabling people to influence the decisions that affect their lives and social welfare as well as raising the voices of vulnerable and marginalized populations. **Transparency** means assessing and documenting human rights violations, analyzing responsibility for rights violations, and sharing empirical evidence for interventions. **Accountability** means advocating for rights-based social policy, lobbying states, duty-holders, and other responsible parties to respect human rights, naming and shaming rights violators, and using the international mechanisms for human rights reporting and monitoring.

Taken together, these principles direct social work practice to apply human rights to social welfare. The principles can be fused with traditional aspects of social work practice such as rapport building,

assessment, intervention, and evaluation. Rights-based approaches to social work practice can prevent human rights violations, protect the human rights of vulnerable populations, and promote a culture of human rights.

For each of these five principles, this presentation presents a definition, reviews the conceptual link to human rights and social work, and identifies practice implications. The framework is applied across five mainstream areas of social work practice: poverty, child welfare, older adults, health, and mental health. The presentation ends with a discussion of the limitations and criticisms of rights-based approaches and explores some future directions for practice.

KEYWORDS: human rights, rights-based approaches, social work practice

FOSTERING RESILIENCE IN UNACCOMPANIED REFUGEE MINORS: REFLECTIONS ON AN INTERNATIONAL SOCIAL WORK PRACTICUM

The refugee crisis in 2015 brought over a million people to the EU. As of February 2016, UNICEF reported 100,000 unaccompanied refugee minors (URM) travelling in Macedonia, Croatia and Serbia. After the Balkan border closings in March, volunteers of local and international NGOs filled the gaps of governmental social services to meet children's needs. Instability of war, violence in their homeland and the uncertain journey towards safety exposed many of them to trauma. Mental illness is commonplace among URM, with rates of PTSD as high as 54%, depression up to 30%, and an array of behavioral and emotional problems. UNHCR calls upon EU residential centers to address these challenges with sensitivity, as well as to provide access to education.

Scandal swept through the ruling Croatian party in May 2016, leading to the collapse of the government in July, with parliamentary elections scheduled for September. Many state obligations, such as those backed by the UN regarding URM, were neglected. It fell to aid organizations to address the needs of the nine 13-17 year old refugee boys detained in the eastern city of Osijek until they could either be connected with family in other EU countries, or they reached the age of independence. Some had been sent by their families to escape war-torn Syria, while others lived in poverty in Morocco, Egypt, Kurdistan and Afghanistan. Most speak no English, and the youngest of the group could not read or write. All of them made the long journey from home on foot, by boat when necessary, and at times with no adult supervision. Untrained aid volunteers do not share their native language and are not equipped to meet their educational and complex psychological needs. However, with the residential center staff overburdened, these very relationships can have a lasting and positive impact.

This paper uses a case study of experiences to reflect on the circumstances of these children and propose an alternative approach. It is based on one month of an international social work practicum in the summer of 2016, working with local organization Volunteer Center Osijek. At the time, VCO had been serving nine refugee boys living in Osijek since March. Using trauma theory, the author reflects on the unique needs of this cohort while in detention, longing for relocation or eagerly anticipating legal adulthood. Additionally, the author examines opportunities to foster attachment and resilience that have the potential to ease challenges of grief and loss, cultural adaptation and transition to adulthood.

Research in trauma and resilience emphasizes the power of human connection in healing from traumatic experiences. Wherever they end up and regardless of the services that are offered, URM are in need of supportive relationships to navigate the losses they face, changes in culture and to help mitigate the anxiety, depression and PTSD so many experience. Emphasizing these skills among social workers, training volunteers of aid organizations in basic skills of presence and active listening, and expanding opportunities to engage in proven trauma healing activities could offer meaningful support to young lives in transition.

KEYWORDS: unaccompanied refugee minors, resilience, trauma recovery, relational healing

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EVALUATING YOUTH CIVIC ENGAGEMENT AND CIVIC YOUTH WORK: A CHALLENGE TO YOUNG PEOPLE'S POLITICAL DEVELOPMENT

For almost twenty years, we have taught, practiced, studied and evaluated civic work with young people in the U.S. and internationally. We have focused on both youth civic engagement and on what we call civic youth work (VeLure Roholt & Baizerman, 2013), a modification of classic youth work and informal education ethos, strategies, methodologies, as well as how others conceptualize, theorize, implement, and evaluate this work and practice.

In the U.S. much of the serious scholarly work on youth civic engagement was done by political scientists. Their focus had been on rights, youth voting, political socialization, and symbolic and actual youth involvement in adult advisory and decision structures. This led to further studies on the relationship between youth and participation, and a focus on youth participation in general, in formal youth civil society efforts and formal civic coursework in schools. More recently, they and others have focused on leadership outcomes and life-long civic involvement. Almost always, scholars and evaluators have looked at the individual level for the effects of such youth involvement.

In contrast, our foci have been on the individual's beginning mastery of citizen roles and citizen skills in schools and community. But more importantly, we shifted levels from the individual to the youth group and to the larger social environment, including friends, family, youth clique, youth worlds, schools, neighborhood, and community. In Northern Ireland we moved beyond these to region and country in a theoretical piece, linking single youth to a youth group, and then level by level to a country in an evaluation plan, of which sections were implemented.

This paper will draw from our forthcoming book (VeLure Roholt & Baizerman, 2017) on evaluating civic youth work to lay out a comprehensive evaluation scheme, including evaluation questions, strategies, and methods. A section on writing the evaluation report to enhance its use for program decision making, accountability, and improvement will be laced with anecdotes grounding lessons about how our evaluation reports have been received and (not fully) used.

KEYWORDS:youth work, civic engagement, youth, evaluation

KINDERGARTEN CHILDREN'S PARENTS' CHALLENGES AND OPPORTUNITIES FOR FINANCIAL CAPABILITY

The capabilities approach suggests that people should be *able to do and be* as they choose, and it is society's responsibility to ensure that they are provided with opportunities (Nussbaum, 2011). Financial capability is a combination of people's abilities and opportunities to act in their best financial interests (Sherraden, 2013). All over the world, millions of families lack financial capability. A lack of financial capability has several consequences through the lifespan, including social, emotional, and physical ill-being. A lack of financial capability has been linked to structural inequalities, and social work scholars have identified *building financial capability for all* as one of the 12 grand challenges (Uehara, Barth, Coffey, Padilla, McClain, 2017).

In 2014, we piloted a longitudinal study to test the effects of financial education and a savings account on children's financial and educational outcomes, as well as to understand their parents' financial capability. We had IRB permission. Out of 179 kindergarten children in a mid-western city, a total of 44 parents agreed to participate, and at the end of 2014 only 32 families had deposited an average of \$5 into the child's account. In 2015, we explored these parents' financial capability. In 2016, we followed up with the parents (n = 30) and asked about their vision of their own financial capability in one year. Financial capability was defined as having abilities and opportunities to work, earn, save, borrow, and invest money.

We had been conducting in-depth, face-to-face interviews with parents over the period of all three years. Three faculty members conducted the interviews, which were transcribed, and then analyzed using NVivo qualitative software.

Among the 30 respondents in 2016, the majority were mothers. Parents' average age was 34.75. The majority was married, Caucasian, and had some college education or more. Twenty-three parents were working, and median annual family income was \$35,000, with 11 families earning below (lower-income) and 19 families earning above the median (higher-income).

Twenty-nine out of 32 parents in 2015 had identified barriers to financial capability, grouped as: (1) raising children is expensive, (2) unstable work and low pay (3) money management issues that constrain saving, and (4) other issues including health, low education, and harsh public assistance.

In 2016, we checked to see if these barriers prevailed, as well as to ask about their vision of financial capability in a year. With regard to *ability to do*, parents envisioned being able to complete their education, get a job, earn more, budget, save, pay off debt, invest, buy a home, improve home or rent a bigger place, spend more time with family, stop using welfare aid, and no change in living

status. When comparing higher-income families with lower-income families, more higher-income families envisioned continuing as before, while more lower-income families still struggled with improving their life situations. However, with regard to *ability to be* both groups shared financial capability would make them happier and less stressed.

Implications for social workers in helping families achieve their vision of financial capability through practice and policy will be discussed (Birkenmaier, Sherraden & Curley, 2013).

KEYWORDS: capabilities approach, financial capability, barriers, vision, qualitative research

BRAZIL AND THE CHALLENGE OF LEAVING THE CAVE AND ASSUMING CITIZENSHIP

Plato's Cave is a famous passage in the history of philosophy and refers to a group of prisoners prevented from leaving a cave and who react by ridiculing and threatening the returning prisoner who tells them about the world outside the cave. Ignorance of a better world makes their quest impossible by remaining prisoners in the cave and without prospects. The reaction of the group is against the unknown, the real, the strange yet the strange that has light, fresh air and freedom. Plato created this metaphor in *The Republic* to discuss theory of knowledge, language and education in the formation of an ideal state. This article draws an analogy between the political situation in Brazil and the myth of Plato's cave. Brazil, initially inhabited by indigenous peoples in 1500, was invaded by Portuguese navigators and later by Spaniards who had been plundering natural resources (gold, wood, minerals) for centuries, and enslaved indigenous tribes and black people. This period lasted more than 300 years. Over the period 1960 to 1985 Brazil had experienced dictatorship that violated rights, persecuted and annihilated opposing citizens. In 1988, the Brazilian population, after much struggle, elaborated the Federal Constitution and created a system of social protection. In early 2002, the candidate of the Workers' Party was elected president for the first time in history. In 2016 the president of the Workers' Party, elected by popular vote, was impeached. In 2016 in the municipal elections the conservative right gained the majority of votes with speeches and promises to attack minorities and defend the traditional family model. Hence the analogy with the myth of Plato's cave where the choice is to remain in darkness, since social rights in Brazil are disregarded although they are included in the Federal Constitution, and segments of the population are systematically excluded, putting at risk inclusion policies that constitute collective processes of citizenship. It is important to problematize the Brazilian experience that has created public social policies in a decade, compensatory policies and affirmative action to guarantee the maintenance of rights and citizenship, but in the last 2 years that experience may be deconstructing this process of citizenship. Method: present a critique of the process of deconstruction of universal policies aimed at vulnerable populations. Affirmative action guaranteed the reservation of vacancies in public tenders for the black population; the Quotas Law established 50% of quotas for black people in universities; health has become a right of all guaranteed by the State and guided by principles such as universality, completeness and equity. Brazil has 200 million of descendants who have built the identity of the people and who need social policies and affirmative action that

guarantee social rights. Brazil's greatest challenge is social inequality. Overcoming this inequality means leaving the cave and enjoying the sunshine as a right of all.

KEYWORDS: rights, citizenship, affirmative policies

PUBLIC SOCIAL POLICIES AND AFFIRMATIVE ACTION: BUILDING HEALTH AND CITIZENSHIP

Social rights in Brazil, even if included in the Constitution, are violated and segments of the population are systematically excluded which serves as a trigger of illnesses and suffering. In opposition to this violation, society is building inclusion policies that constitute collective processes of health and citizenship.

The popular process of resistance to the violation of rights allowed the creation of public social policies, compensatory policies and affirmative action to thus ensure the maintenance of rights won and guarantee citizenship to men and women.

The movement of Brazilian men and women resulted in creation of policies with universalistic characteristics, such as health policy, social welfare policy for vulnerable populations and the creation of quotas for access to higher education for those groups which were historically excluded: people with disability, black population, indigenous peoples, populations which have high rates of disease and mortality.

The creation of affirmative action assured that vacancies in public tenders were reserved for the black population. The Quota Law established 50% of quotas for black people in universities, health became a right of all guaranteed by the state, creating a system of healthcare only guided by principles such as universality, comprehensiveness and equity. This system has guaranteed access to networks of health services for population that previously did not have that right, thus expanding health indicators.

Consolidation of rights is still a major challenge in a country where social inequality is dramatic and rife with a history of exclusion processes. The populations that for centuries had poor living conditions have increasingly accessed a network of services, health, education and social assistance. This trend has in recent decades been strengthened so as to ensure the hard-won rights through public social policies and affirmative action which results in high levels of health and education.

Brazil is a young country, with 200 million descendants African, Portuguese, Indian, German, Italian and other people who constructed the identity of people who struggle to consolidate public social policies and affirmative action and thus ensure rights, therefore leading to better living conditions.

KEYWORDS: social policies, affirmative action, collective processes, citizenship

THOSE LEFT BEHIND: YOUTH AT RISK OF SOCIAL EXCLUSION

Social work is a profession that is oriented towards the principles of human rights, human dignity and social justice. The International Federation of Social Workers (IFSW) and the International Association of Schools of Social Work (IASSW) provide a joint statement of principles related to ethics in social work. Accordingly, social workers must defend the human being's integrity and support them in their right to self-determination. Here, social workers have to include ethical considerations in their decisions and work in an anti-oppressive manner on their own so as not to exploit their power. This presentation will focus on youth at risk of social exclusion in Germany. First, the fundamental principles of social work based on the joint statement will be examined. It will be clarified that social workers have to critically reflect on their own behaviour, values and prejudice in order to intervene in an anti-oppressive way. Second, school social work, as a professional field of work and part of social work, will be examined and guiding principles will be outlined. Here, school social work will be represented as a specific cooperative form between the two systems of child and youth welfare and education, which have tasks that are clearly split. Therefore, the professionals find themselves very often in the middle of conflicting interests. It will be shown that school social workers promote children and minors who need support in their individual and social development to an increased extent. Additionally, they support them in compensating for social disadvantages and in overcoming individual impairments which often emerge out of difficult family circumstances, their economic situation or background. School social workers are aware that supporting marginalised children is a shared responsibility and thus collaborate with teachers, administrators and a range of other specialists. Behind the work with the children and their families, school social workers try to change structural inequalities, which set the conditions for a further promotion of exclusion. This includes the promotion of a positive school environment, which should be characterised by respect and support, and the development of positive relationships between children, teachers and parents.

KEYWORDS: School social work, social exclusion, marginalisation, human rights

THE IMPACT OF RELIGIOUS VALUES IN THE IMPLEMENTATION OF SEXUAL AND REPRODUCTIVE RIGHTS AND GENDER EQUALITY PUBLIC POLICIES IN BRAZIL

Although the different levels of government have been producing massive quantities of public policies in Brazil since the 1930s, only in the last two decades such policies started to be more thoroughly evaluated. Consequently, the formulation of many policies in this country is yet to be better understood. Understanding policy formulation is particularly relevant nowadays because Brazil faces a severe crisis that encompasses economic and political variables, and threatens to damage its already fragile welfare system. Notwithstanding the importance of such variables, light also needs to be shed on another one - the moral values - that is little studied but that has been playing an important role in the shaping of public policies in the current Brazilian context. This discussion is important because it allowed us to: 1) explore the formulation of public policies in Brazil from a perspective that is not used frequently; 2) examine a set of moral values – the evangelical one – that occupies a relevant position in the setting of the public agenda in this country, particularly in the fields of sexual and reproductive rights and gender equality; and 3) study the increasing influence of the House of Representatives evangelical bench in the shaping of public policies and the eventual harm it may cause to both the consolidation of a secular state and the freedom of religious expression. These questions were examined in this paper through the analysis of discourses, reports, projects of laws, decrees etc. prepared by congressmen and congresswomen who belong to the evangelical bench. Data collected in these sources were submitted to content analysis. Such analysis showed that evangelical congressmen and congresswomen and their values have gained influence increasingly in the spaces where public policies that aim at protection of sexual minorities and reduction of gender inequality are formulated. They do so by using different strategies. One of them is spreading “moral panic”, as one can see in the debates about a program of prevention of homophobia formulated to be implemented in the national public school system. In this case, they managed to bring to the policy making debate different organized religious and non-religious groups as well as concerned citizens that believed that program could render their children homosexual or transgender. By doing so, they succeed in forcing the federal government to postpone the launching of the program, what ultimately led to its cancellation; and defeated the progressive groups in the parliament, NGOs, scholars etc. that were backing that program. Another strategy is supporting the federal government in its economic agenda and asking, in return, for access to important committees that deal with the formulation of sexual and reproductive rights and gender equality legislation in the

Legislative and Executive powers. The election of a pastor to preside over the Federal House of Representatives Human Rights Commission, in 2012, which was historically presided by leftist congressmen and congresswomen, offers a good instance of the growing power of evangelicals in the formulation of public policy in Brazil in the abovementioned fields.

KEYWORDS: social justice, gender equality, sexual and reproductive rights, public policies

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THE ROLE OF MULTINATIONAL CORPORATIONS IN THE IMPROVEMENT OF GAYS, LESBIANS, AND TRANSGENDER PEOPLE’S WORKING CONDITIONS IN BRAZIL

It is almost common sense in different Brazilian academic fields that multinational corporations operate only towards the exploitation of the country’s natural resources and workforce. Similar description is also quite often used to characterize national corporations. Such description is far from wrong. Different studies have shown that business elites, both national and international, have extensively acted in a predatory manner in this country. Their wrongdoings include, for instance, participation in extensive schemes of corruption. Moreover, they played an important role in the consolidation of the military dictatorship and acted to hamper the approval of more progressive and comprehensive social legislation in the early and late 20th century. All of this has overshadowed the contributions of these corporations to the betterment of Brazilian public policies in areas such as contemporary slave work. These contributions became more prominent during the 1990s and 2000s as some corporations, in conjunction with governmental agencies, started to promote better structured programs to enhance the participation of social minorities, namely women, people of African descent, and people with disability, in the labor market. By doing so, they not only engaged in more socially responsible practices but also helped to propel state-driven policies. The creation of the Ethos Institute in 1998 – an organization that has been trying to engage corporations in the fight against hunger, poverty, slave labor, pollution, gender and race inequality in the workplace – rendered this process more consistent. Having said that, we hypothesize that major corporations operating in Brazil have been predominantly conservative regarding social public policies. Such conservatism, however, has been marked by ambiguity and pragmatism. Because of that, they could try either to delay the formulation and implementation of public policies or propose more advanced measures. In order to explore this hypothesis, in this paper we will examine the so-called “Corporate LGBT Forum”. Composed by several multinational corporations, the Forum is an instance of how the corporate world defies societal and academic consolidated perceptions according to which big corporations are inherently conservative and incapable of respecting and promoting even the most basic human rights. The analysis will be done having elite theory, as developed by authors such as Ralph Miliband, Joseph Schumpeter, Claus Offe and David Vogel, as a backdrop. Notwithstanding their differences, they all acknowledge the substantial amount of power accumulated by different elite groups, mainly entrepreneurial ones, in capitalist societies. They also recognize that such

accumulation allows them to hinder or legitimize either the betterment or some setbacks in political issues. Data for this paper were obtained in interviews with representatives of the corporations that participate in the Forum, as well as consultants involved with its implementation. Written material was also used. Throughout the paper, we will highlight a few points related to the Forum dynamics, underlying ideas, and outcomes, hoping they can elicit more complex debates on the roles of multinational corporations in contemporary societies.

KEYWORDS: LGBT, workplace policies, equality, business elites.

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MAKING RIGHTS REAL: DIGITAL SILENCING AND FREEDOM OF EXPRESSION

Strategies for big data collection focused on young people are growing in social development. These strategies treat big data as a holistic tool for personalized assessment, analysis, and intervention in the lives of young people and their families. Their end goal is to collect enough data to be capable of building causative understandings of behavior, with the ability to intervene with the greatest efficacy to shape young people's attitudes and behavior to fit government ideology (Anderson, 2008; Lesko, 2012). While these new uses of digital media endanger young people's right to freedom of expression as delineated by the UN Convention on the Rights of the Child (UN General Assembly, 1989), our research shows that young people and adults that care about them are also collecting and using data to "speak back to," challenge, and influence this trend in social development (Couldry & Powell, 2014). We pick up this conversation through data on the lived experience of young people using creative methods to challenge the data generated about them, including everyday stereotypes and assumptions about their capacity and experiences.

This paper incorporates qualitative data in the form of interviews, focus groups, and participant observation from studies we have completed in the last three years in Africa, the Middle East, United Kingdom, and the United States. Using a thematic analysis, these studies explicate the uses of big data in social services (e.g. collective impact, shared measurement) and youth participation (e.g. youth entrepreneurship, youth advisory councils) strategies to mitigate, challenge, and counter this big data collection.

Our data demonstrate and explain practices that enhance young people's present and future agency as knowledge producers and social change agents as they confront this big data use. These practices are sometimes used individually, although they reach greatest efficacy as part of groups in the form of youth-led community organizing and youth participatory action research (Appadurai, 2006; Cahill, 2006; Ginwright, 2010). These practices bring a critical eye to digital media and often appropriate its goals or mechanisms in service of their own political efforts (Quijada Cerecer et al., 2013). Though differently applied based on local context, these strategies share much in common and we present promising practices that can be modified for particular environments.

New strategies used by corporations, governments, and youth refine how we think about young people's rights in the digital age. Though the spread of digital media, and especially big data, bring some promise for addressing the myriad of issues young people face, they also carry many dangers to young people's rights. Governments and social development agencies should carefully consider

the tradeoffs between uses of big data collection/digital media and the dangers to youth rights. Social development agencies and youth serving organizations may consider adopting practices shared in this paper as strategies to elevate freedom of expression and ensure that young people are included, rather than silenced, in the development process.

KEYWORDS: digital media, big data, youth, human rights, inclusion

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“CAR SEATS ARE CRUEL”: CHILD SAFETY SEAT NON-USE OR MISUSE IN A TRANSITIONAL NATION

As a profession that is focused on social justice principles and human rights, it is necessary that social work includes child rights and safety concerns, including traffic safety, in its field of practice. The World Health Organization (WHO) has identified traffic crashes as an emerging and growing public health concern due to globalization and the rapid expansion of the use of motorized vehicles in less-developed nations. Over 1.3 million road deaths occur annually with another 50 million people being injured or disabled in traffic crashes, adversely affecting social and economic development. Ninety-one percent of the world’s road fatalities and injuries occur in low to middle income and transitional nations (World Health Organization, 2013).

Children are particularly vulnerable road users and while vehicle safety for children has significantly improved in Western nations with the use of proper child restraints over the last forty years, progress in other nations lags. Fatalities due to traffic crashes can be significantly reduced by use of the proper child safety seats, which can reduce car crash deaths by 70% among infants and between 54% to 80% among young children (World Health Organization, 2013).

The child fatality rate due to traffic accidents in the United Arab Emirates (UAE), a high-income transitional nation, is three times higher than the global average (Asad, 2012). This paper presentation is on our study which examines current child safety seat utilization rates among United Arab Emirates (UAE) citizens who are parents. This is the first study in the UAE focusing on car-seat usage.

Focus groups informed a cross-sectional survey research design; a purposive sample was drawn to target citizens, which make up approximately 11% of the population in the country or 1.4 million people. A total of 366 respondents participated.

Findings indicate that the overall rate of car seat use among Emirati parents is startlingly low at 20% for their children aged younger than 24 months. The usage rates are lower for less educated parents. Additionally, of those who use car seats, parents report not properly using the device, with 36.4% of low-educated parents reporting that they never buckle their child into the seat’s harness. Interestingly, the majority (over 60%) of respondents owned car-safety seats, as the government sponsors generous car-seat “giveaway” campaigns for citizens. The focus groups, conducted to inform the survey research, indicated that car-seat usage is not a social norm and that car-seats are considered to be cruel and less safe than holding a baby while riding in a vehicle.

Further research on car seat usage is needed in the United Arab Emirates, including intervention research. Mandatory car-seat legislation is also needed in the country. The presentation will include a discussion of needed interventions in the country at both micro and macro-levels. Some unique barriers to usage in the UAE are the use of highly-tinted vehicle windows, lack of social norms concerning car-seat usage, large families with many young children, fatalistic belief systems, and the lack of law enforcement officials patrolling the roads.

KEYWORDS: child well-being, car seats, child restraints, child safety seat usage, United Arab Emirates

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LEARNING TO APPRECIATE A SOCIAL JUSTICE & HUMAN RIGHTS GLOBAL PERSPECTIVE: SOCIAL WORK STUDENTS ENRICHING THEIR ACADEMIC EXPERIENCE

The HIV/AIDS virus is recognized as the most devastating public health crisis plaguing the global world in modern times. Over time, medical advances have been made through research to reduce mortality rates. Although the United States has been on the forefront to reduce the prevalence and escalation of the mortality rate, there is still much work to be done globally to combat the HIV/AIDS virus.

In 2013, the World Health Organization (WHO) reported that human immunodeficiency virus (HIV)/acquired immunodeficiency syndrome (AIDS) in Men having Sex with Men (MSM) in Africa is disproportionately higher than the general population, and is increasing. This study aimed at addressing a WHO goal to increase universal access to comprehensive HIV prevention and management. The specific purpose of this interprofessional study was to survey a Department of Social Welfare (DSW) MSM HIV/AIDS group in Ghana regarding their perception and use of the prescribed interventions. There is a dearth of literature regarding MSM's and HIV in African countries, this study will fill a significant gap in the literature.

In July 2014, undergraduate and graduate students (the majority of them were social work students) from a university located in the southwest region of the United States, and three agencies located in West Africa, explored factors/behaviors related to how HIV+ men utilized interventions suggested by DSW. The research design was a mixed method, descriptive quantitative and qualitative study. Variables explored: 1) education level; 2) preventive measures; 3) partner disclosure; 4) length of time HIV+ and length of time in-group; 5) number of sexual partners; and, 6) thoughts regarding residing in a country where homosexuality is against the law.

Researchers met with respondents (N=16) from four locations (Akan, Kingsway, Cape Coast, and an unknown location from the Central region). The survey yielded numerous results, and here are two: 1) at a 0.05 level of significance, there was a strong association between the time a participant was diagnosed with HIV and the time spent by the participant in the support group; and 2) individuals are more likely to disclose his status to a male sexual partner(s) and the likelihood of disclosure is independent of marital status. A follow-up survey with participants (N=10) was conducted summer 2016. The study's primary findings, limitations, and best practices will be examined with workshop participants.

Community Development Perspective will be highlighted and how these systems affect the person-in-environment framework (P.I.E.). The researcher's hopes are that results obtained from the study and a community meeting focusing on destigmatizing homosexuality held in 2016 with tribal chiefs, assembly members, and agency directors will be used to improve the quality, and effectiveness, of services delivered to MSMs in the community.

Student reflection papers and study abroad evaluations (N=36) conducted by faculty in-country in 2014 and 2016 will be shared. The reflections highlight the students' heightened awareness in social justice, human rights and global issues that they took for granted such as running water, sanitation (toilets), refrigeration, transportation (automobiles), and freedom to declare ones sexuality.

KEYWORDS: social justice, human rights, West Africa, advocate, critical thinking

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WHAT DO WE KNOW ABOUT HUMAN RIGHTS OF ADULTS WITH DISABILITIES IN FOSTER CARE? PERSPECTIVES OF PERSONS WITH DISABILITIES AND PROFESSIONALS

The process of deinstitutionalization of persons with disabilities in Croatia promotes and protects their human rights and includes their full integration in the community. One of the presumptions is that their quality of life will be improved in a community-based system of care. Life in foster care should provide persons with disabilities with an opportunity to occupy valued social roles in our society, to live independently and to manage everyday tasks with little or no help by relying on their own abilities. The aim of this qualitative study of the life in foster care is to gain insight into experiences of violation or protection of human rights of persons with disabilities. The participants in this study are persons with intellectual or psychiatric disabilities, and social welfare professionals. The results have indicated various forms of human rights violation. The participants reported experiencing violation of human dignity and their inability to participate fully in everyday life. Their community lives are restricted; they are unable to gain access to information, adequate health care and to achieve an acceptable standard of living. The lack of standards in foster care also results in violation of human rights of persons with disabilities. The results of promotion and protection of human rights of foster care users with disabilities show respect for their dignity and autonomy, freedom to make their own choices and decisions, their effective participation and inclusion in the community, different aspects of independent living, and adequate standards of living. The main conclusion is that protection or violation of human rights of foster care users with disabilities depends mostly on attitudes and support of foster caregivers, their knowledge and intrinsic motivation to provide a home for people with disabilities. Protection or violation of human rights also depends on knowledge and awareness of foster care users, their opportunities and resources in the local community. It must be pointed out that formal support from social welfare professionals is also very important in the field of protection of human rights of people with disabilities living in foster care.

KEYWORDS: foster care, people with intellectual or psychiatric disabilities, human rights violation, human rights protection, formal support system

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MENTAL HEALTH PARITY IN LOW-INCOME COUNTRIES

Trauma affects everyone. After a traumatic event, e.g. terroristic attack or violent incident, the post-traumatic symptoms often do not resolve automatically, which increases the likelihood of further mental health deterioration (Van der Kolk, 2007). Currently, the multitude of global humanitarian emergencies affect an estimated of 125 million people with 4 to 6 million individuals who are estimated to have severe mental disorders (World Health Organization, 2016). The lack of treatment or resources decreases an individual's recovery. The most affected countries with traumatic events are low-income countries, and the highest international victimization rates occur to women (Bureau of Justice Statistics, 2012; van Dijk & Alvazzi del Frate, 2004). According to the World Health Organization (2012), between 76% and 85% of individuals in low-income countries do not receive treatment for severe mental health disorders, whereas in high-income countries the range is between 35% and 50%. Mental health parity does not exist in low-income countries or in certain settings worldwide, e.g. in rural settings. Therefore, those who can afford treatment are able to expedite their recovery in contrast to those who cannot afford treatment, continue suffering from it even though it might have occurred years ago (World Health Organization, 2012). Thus, the purpose of this seminar is to discuss the effects of psychological trauma as a result of extreme stressors, the importance of treatment for trauma, and the best practices to increase mental health parity.

The functional effects of mental health illness are more wide-ranging in scope and can impact physical functioning along with cognitive, emotional, and social functioning (Bolton, 2014). Addressing mental health issues related to extreme stressors and emergencies requires special consideration. Particularly, understanding the cultural stereotyping and gender bias in treatments and diagnosis can provide equitable interventions to men and women. Furthermore, weak infrastructure for mental health and challenges in coordinating different actors in providing mental health and psychosocial support are profound. Currently, only 1% of the global health workforce are employed in the mental health profession: 43% nurses, 8% psychiatrists, 3% social workers, 7% psychologists, 1.3% occupational therapists, 33% other (WHO, 2015). Low-income countries report 5 mental health beds per 100,000 people compared to 50 beds for high-income countries (WHO, 2015).

Effective resource allocation and quality care by trained individuals through multi-disciplinary public-private and national and international partnership, along with community based emergency mental health services, can help close the gap to attain mental health parity, especially in low income

countries. Finally, mental health disparity is not just a health issue, but it is also a social justice and human rights issue. Building resiliency in communities through culturally appropriate services may promote the sustainability of mental health infrastructure.

KEYWORDS: risk, trauma, mental health, mental health parity, mental health disparity

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“HOW ARE THEY MANAGING LIFE IN SCOTLAND?” A REFLECTION FROM A SUBJECTIVE WELLBEING STUDY OF CHINESE ASYLUM SEEKERS AND REFUGEES IN SCOTLAND

According to UNHCR, the number of refugees worldwide stood at 19.5 million in 2014. At the end of 2014, there were 117,161 refugees, and 36,383 pending asylum cases in the UK (UNHCR 2016). Amongst asylum seekers in Scotland, China registered as the top country of origin from the year 2013 to 2015 with 21% and 25% respectively, and one of the top 3 countries in 2012 besides Eritrea and Iran (Mulvey 2015). The composition of the Black and Minority Ethnic population found that the largest ethnic groups in Scotland were Pakistanis and Chinese (Netto 2006). Nonetheless, most research on Scottish refugee integration has provided limited information on this group. In addition, there was no Chinese refugee present at the workshop organized by the Scottish Refugee Council (SRC) in Glasgow in October 2015 when the primary researcher was present as a facilitator. The Chinese interpreter present also mentioned that the Chinese asylum seekers and refugees seldom participate in local workshop or activities possibility due to lack of information and time. Are they managing well or just lost in the new place? The answer is unknown to researchers, policymakers or professionals working with the refugee population in the host community. Remarkably little research has been carried out on the UK Chinese refugee community in the literature, and this study proposed to fill the gap of finding out the subjective wellbeing of this population.

Most wellbeing research projects adopt a quantitative approach, and this study aimed to explore the subjective experiences of Chinese refugees and how social connections serve as a means to achieve wellbeing in a qualitative manner. The researchers have had the privilege to investigate the factors contributing to a good life for 30 Chinese asylum seekers and refugees in the Greater Glasgow area as the first stage of a wellbeing study. Semi-structured interviews were conducted to find out the core constructs of wellbeing from the Chinese people's perspectives and thematic analysis was employed in the data analysis process. Nvivo software package was used to code the data and develop a typology of different themes.

The top five themes that emerged were children's education and learning opportunities, living environments, transportation, good health and access to healthcare, and human rights issues such as freedom to pursue one's interests and beliefs. Other constructs that were mentioned include having one's own house, good and affordable transportation, acquiring English language skills, having close friends, being close to family members and having fresh and

affordable food produce. Findings also revealed men's isolation, prolonged asylum process, discrimination, limited English skills, communication between Chinese parents and school and difficult transition from asylum to refugee status as barriers to wellbeing.

Conclusions: The data gathered would enhance the knowledge base on Chinese asylum seekers and refugees for both the British Red Cross and the Scottish Refugee Council. It will provide empirical data for the Chinese Community Development Partnership to apply grants to specific needs of this population.

KEYWORDS: asylum seekers, refugees, China, subjective wellbeing

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THE EFFECT OF INFORMAL AND FORMAL ENGAGEMENT ON OLDER ADULTS' SOCIAL EXCLUSION

Social isolation of older adults has received much attention from scholars over the period of several decades due to its adverse effects, such as low well-being, physical and mental health, etc. It has been studied in terms of its risk factors, such as living alone, the loss of a spouse, or retirement. Although social participation, such as volunteering, has been identified as a protective factor, the mechanism has not been fully elucidated. This study divides social participation into two aspects, informal volunteering and formal participation in organizational activities, and examines the effects on older adults' social isolation.

Using 2012 East Asian Social Survey (EASS), this study aims to find the effect of informal/formal social participation on social exclusion among older adults. Social exclusion is measured using the number of neighbors whom greet or ask for a favor. The ordered logistic regression is conducted. In addition to the main effects, several interaction effects are also examined. The variables identified as possible predictors based on previous studies, such as living alone, socio-demographics including marital status, self-rated health, gender, subjective income level, are controlled in the study.

The ordered logistic regression results showed that participation in informal volunteering reduces the degree of social exclusion among older adults. As expected, living alone and poor self-rated health increase social exclusion. Moreover, informal volunteering buffers the negative effect of living alone. Additionally, the effect of informal volunteering is bigger in older adults with low income. In contrary, participation in formal activities does not significantly influence social exclusion of older adults.

Social isolation of older adults should not be overlooked. This study suggests the importance of social participation among older adults in reducing their social isolation. Particularly, this study shows that informal volunteering is more efficient targeting social isolation among the elderly. Interventions and social policies reflecting the findings should be developed.

KEYWORDS: social isolation, older adults, social exclusion, engagement

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CIRCUMSTANCES AND CONDITIONS OF ACCOMMODATION FOR CHILDREN WITH DISABILITIES PLACED IN INSTITUTIONS

The theoretical framework of this study is the human rights based approach. The main aim of the study is to analyze the circumstances and reasons that led to the separation of disabled children from their families and their placement in institutions. Furthermore, conditions in several institutions will be presented.

The project was conducted from October 2012 to January 2013 by researchers from the Faculty of Education and Rehabilitation Sciences, and the Department of Social Work at the Faculty of Law, University of Zagreb in cooperation with the UNICEF Office for Croatia, the Ministry of Social Policy and Youth, Ministry of Science, Education and Sports and the Ministry of Health of the Republic of Croatian.

Research took place in the cities of Rijeka, Kraljevica, Lovran, Pula, Split, Šibenik, Kaštel, Sv. Filip i Jakov, Osijek, Vinkovci, Daruvar, Čakovec, Budinščina, Gornja Bistra and Zagreb.

Data about 180 children with disabilities (intellectual, multiple, autism spectrum disorder etc.) in permanent placement in 24 institutions in Croatia were collected and analyzed using quantitative research methods. For that purpose, children documentation was analyzed (Protocol for Document Analysis) and two questionnaires (General Data Questionnaire GDQ, Quality of Support for the Children in Institutions SDQ) for experts who work directly with children were developed and administered.

Results will present general information about children with disabilities placed in institutions (number, age, types of disabilities, family background), information about placement (duration, distance from home, transfer) and information about institutions (conditions). Quantitative results will be illustrated by examples. Some of the results showed that mean age of children is 12, the majority of children (63%) have multiple disabilities, more than half (66.3%) have low social and economic status, the mean duration of placement is 4 years, 30% of children were placed in institutions more than 150 kilometers from home.

Obtained results help us to gain insight into the position of children with disabilities who live in institutions. Those findings could be a basis for policy and programs' advocacy towards full protection of CWD rights and towards providing support to deinstitutionalization.

KEYWORDS: children with disabilities, permanent accommodation, conditions in institutions

CHILD-FRIENDLY SOCIAL SERVICES – FOCUS ON THE CHILD'S RIGHTS

Almost 28 years have passed since the Convention on the Rights of the Child, as the first and the most important international legally binding document, which changed the way children are viewed and treated, and recognition of all the fundamental rights of the child has been adopted. During this period of time following the foundations of this UN Convention, numerous other international documents have been adopted, among which we can particularly point out the conventions and recommendations of the Council of Europe which have further emphasized commitment of State Parties to advance, promote, protect, respect and enforce children's rights.

Being aware that social services are very often the first refuge for children and families when endangerment or violation of children's rights occurs, and bearing in mind particularly the UN Convention on the Rights of the Child as well as other important documents of the Council of Europe regarding children's rights, Committee of Ministers of the Council of Europe adopted Recommendation CM (2011)12 on children's rights and social services friendly to children and families. This Recommendation addresses children's rights in social services planning, delivery and evaluation, stressing the necessity and importance of exercising a distinct set of children's rights in all processes where social services are provided to children.

This soft legal document also highlights the fundamental principles which are built on the existing principles enshrined in the instruments mentioned above, but further develops them and determines the general elements, the achievement of which makes social services delivery child-friendly. The aim of this Recommendation is ensuring that social services are delivered upon individual assessment of the child's needs, and in particular cases taking into account views and opinion of child involved considering his or her age, level of maturity and capacity. A child's right to provision, participation and protection and the inevitable principles of the best interest of the child are the core elements of child-friendly social services. The Recommendation also contains key strategies in child-friendly social service delivery and those strategies will be presented in the paper.

Having in mind that social services are a crucial component of effective protection of children's rights and children's welfare, as well as the need of child-centred and individual approach of social services to every child who is in a vulnerable situation, adequate functioning of social services is of great importance not only for children's, or family well-being, but for society as a whole. Namely, social services are in many cases, especially in the context of family law regulations, the first and direct means through which the State accomplishes its international obligation of respecting and ensuring exercise of children's rights.

Therefore, this paper will present and analyze key requirements for child-friendly social services, according to international documents, emphasising especially social services delivery in child and family law context.

KEYWORDS: child's rights, social services, family law, Council of Europe

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SUSTAINING POLITICAL PATRONAGE THROUGH GENDER QUOTAS

Gender quotas are one of the strategies used to promote gender equality in politics. Yet, their impact in post-communist countries remains controversial. Numerous authors argue that party leaders view gender quotas as an opportunity to advance their agenda. One of the assumptions is that women are less qualified than men: women have lower levels of education and less experience in politics. This study will focus on the characteristics of women elected by gender quotas in Albania. A recent decision of the Albanian Parliament has established that women must comprise 50 percent of local council candidates (Electoral Code, 2008, revised in 2015). The local elections of 2015 resulted in a significant proportion of women in local councils. Women comprised 34.80 percent of local council seats (Central Election Commission, 2015). But what are the characteristics of women elected by gender quotas? How do the characteristics of women elected by gender quotas differ from characteristics of their non-quota counterparts? Are gender quotas used to sustain or challenge political patronage? Albania offers a good opportunity to study gender quotas in a context characterized by a strong legacy of centralized governance.

A quantitative study was conducted in 30 municipal councils (out of 61 councils in the country) where 220 women were randomly selected. The same number of men was selected in each council. Interviews were conducted during the period August – October 2016 (response rate = 93.18 percent). Information was collected on individual-level characteristics, such as the number of mandates in the council, party experience, age, education, profession, and role and experience in the council.

Women elected by gender quotas, compared to their non-quota counterparts, had less experience in politics. Furthermore, they were more likely to rely on party leaders for information and electoral support. Women shared several stories of their involvement in local councils. Often, their stories highlighted that women became council members *t'i bëjnë nder* (lit: to make a favor) to a man, especially the father or the spouse. Women elected through clientelist ties served as proxies for men. Furthermore, they viewed their participation in the local council as a favor that they have to return to party leaders.

This study shows that in the case of Albania, party leaders have taken advantage of gender quotas to sustain their political power rather than foster party democracy and promote gender equality. Because gender quotas challenge the existing political power, the focus should be on how to increase the bargaining power of women and their organizational structures within parties.

KEYWORDS: gender quotas, representation, clientelism, Albania

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WHAT ARE THE IMPLICATIONS OF AMARTYA SEN'S THEORETICAL PERSPECTIVES TO GIRLS' PRIMARY EDUCATION IN RURAL SRI LANKA?

Sen's capability approach is seen situated within the socio-economic and political contexts of the developing nations and their development which requires the removal of "unfreedoms" (Sen, 1999) such as, poverty, tyranny and poor economic opportunities etc., that halt the development of freedom which otherwise would help build people's capacities (Sen, 1999), especially that of females.

Compared to many other Asian countries, women of Sri Lanka enjoy higher levels of gender equality (Cozzi, 2012, p.1). However, access to education for rural girls seems to be a challenge. This is specifically due to family circumstances and gender-biased expectations. Although Sri Lanka is well renowned for its literacy and enrolment rates of 90 percent (Little, Indika and Rolleston, 2011, p. viii) as education is free, and primary nine years of education is compulsory, there are many aspects that seem to hinder the upward educational mobility, particularly that of girls in rural areas. Unfortunately, these impressive enrolment rates do not seem have bearing on rates of achievement mainly due to disparities existing between gender, type of school and its location, and medium of instruction (p. viii). Students' drop-out rates and absenteeism seem to further exacerbate low achievement rates. There are also other factors that negatively affect these achievement rates, such as family size, educational levels of parents, caste, household income and access to early childhood educational facilities (p. 1).

Contribution of education has many merits, such as being empowered to improve the quality of life by equal participation socially and politically (Sen, 2002). Sen also argues that education has intrinsic importance; the capability to read and write can deeply influence one's quality of life (Sen, 2002). Moreover, "female literacy can enhance women's voices in family affairs and reduce gender inequality in other fields" (Sen, 2002, p.1). The power to dissipate inequalities embedded within social systems, such as caste and class discrimination that stems from poverty, are key areas where female children will be empowered to address and offer workable solutions to create changes.

This study contributes to the field of social development and education by problematizing inequality in education by its three-way inquiry as follows. First, the research explores the inequities in education that presently exist between female and male children in rural Sri Lanka and how this has negatively impacted the lives of female children through current social arrangements. Secondly, what positive outcomes could be gained by female children overall when they are provided access to

primary education on a consistent basis, and how must local governments come together to address this issue? Thirdly, how will access to primary education enable female children in rural Sri Lanka to create and sustain meaningful agency locally and globally to affect their lives. This study will undoubtedly enhance the understanding between various discourses of the educational struggles that many female children are burdened with despite social and economic globalization, specifically in rural villages. This research study will be informed through primary and secondary data collection and review of current social, cultural and educational policies.

KEYWORDS: capability, gender inequality, rural education

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DR. GLORIA LADSON-BILLINGS: IGNITING STUDENT LEARNING THROUGH TEACHER ENGAGEMENT IN CULTURALLY RELEVANT PEDAGOGY.

Using a narrative approach, this research examines the life of Dr. Gloria Ladson-Billings, focusing on how her biography intersects with her research and work as a multicultural educator in culturally relevant teaching. In narrative inquiry, the most widely used method is telling stories, often through interviews and conversations between participants and researcher. This is also the starting point used in the present study, and these conversations enabled the researchers to ask Dr. Ladson-Billings to share her own stories and experiences. The final product is a combination of her life stories (experiences) coupled together with her own stories to illustrate how Ladson-Billings' personal story is intertwined with her research and her contributions to culturally relevant pedagogy.

This research paper uses a critical perspective within the narrative approach in Afrocentrism addressing the complexity and dynamism of African American education. Afrocentric feminist theory suggests that only black women can truly know what it is to be a black woman (Ladson-Billings, 2009, p. 189). The narrative method further helps animate and contextualize personal, historical, and cultural experiences of Gloria Ladson-Billings' life through a series of interviews that served as a basis for this research paper. While this method may have some limitations, a narrative approach has "the ability to capture the social representation processes such as feelings, images and time" (Mitchell & Egudo, 2003, p. 5), which allows for the development and expansion of different viewpoints and interpretations of gathered data (2003, p. 5).

Historical Perspective on African American Education and its impact on current day social arrangements

In 1935, W.E.B. Du Bois assessed that the quality of African American children's education was poor (Ladson-Billings, 2009, p. 1), a fact that remains true to this day. Evidence shows that African American students make up only 17% of the public school population and a staggering 41% of the special-education population (2009, p. 2). There are several reasons for this devastating outcome:

- Despite the end of school segregation between Black and White students since *Brown v. Board of Education* (1954) "separate educational facilities are inherently unequal" (Sunstein, 2004, p. 102), and *Brown v. Board of Education II* (1955)- "transition to integration must occur with all deliberate speed" (2004, p. 103), education in America remains segregated.
- African American students are perceived to be disadvantaged, and they are categorized as "deprived, deficient and deviant" (Ladson-Billings, 2009, p. 9).

- American educational system's refusal to recognize African Americans as a distinct cultural group (2009, p.10).

For African American students to succeed, they need to be integrated where the curriculum and the teachers are reflective of Black African American culture and values. Current research shows that this is not the case. This paper contributes to the field of social development and education by problematizing inequality in education of Black African American students within greater "white" American diaspora. Moreover, this study will undoubtedly amplify the understanding between various discourses of the educational struggles that Black African American students are faced with despite the economic and social globalization of America.

KEYWORDS: afrocentrism, multicultural, culturally relevant pedagogy, narrative

HEALTH POLICY OF BRAZIL'S CURRENT GOVERNMENT: DENIAL OF SOCIAL RIGHTS

The article analyzes the health policy in Brazil, during Michel Temer Government, after the impeachment of the elected President Dilma Rousseff in August 31, 2016. In the last 12 years the country adopted social policies that privileged the construction of citizenship but since the impeachment, social rights are being destroyed.

Based on a critical dialectical perspective, we analyzed official documents of parties and governmental agencies, data about social policies, and also media materials, combining quantitative and qualitative procedures. The analysis of the information tried to contextualize the decisions and unravel the interests which are leading to the reformulation of health policy, restricting rights.

Before 1988, the access to public health services was exclusively reserved for formal workers, who paid for health assistance and retirement. Health assistance was centered in hospitals and the government used to buy health services from the private health sector. In the 1980s an important mobilization of Brazilian society aimed for democratization and the Sanitary Movement proposed the organization of the Unified Health System (SUS). The Federal Constitution in 1988 incorporated health as a right of all citizens and responsibility of the State. So the Brazilian government was obligated to provide free health care for all citizens. However, since the 1990s the implementation of SUS has been limited by the advance of neoliberalism. The government expenditure in health is not sufficient to meet the health demands as the population grows and grows older. Michel Temer, the acting President since the impeachment of Dilma Rousseff in August 2016, took some political decisions that are weakening the health system and social rights. One of its first decisions was to extinguish the Ministry of Women, Racial Equality and Human Rights as well as the Ministry of Culture. In the health area he created a commission with representatives of health insurance companies, to prepare the Project of Affordable Health Plan for poor people. The initiative follows the patterns of Universal Health Coverage, approved by international agencies like World Health Organization (WHO), which does not consider the right to health and privileges the access to health services by payment. Another decision that will take resources from health care area is the approval of the Constitutional Amendment 95, which defines the rules to use public funds in social policies for the next 20 years. The health expenditure of one year will be equal to the previous year, only increased to match inflation. Data from a governmental agency (IPEA) shows the effects of these decisions in health care: reduction of public expenditure per capita with health; probable increase in

inequities in access to health goods and services; and difficulties to guarantee the right to health in Brazil.

Temer's government will deepen the privatization in the area of health, denying the principles of the Unified Health System, and decreasing health expenditure. These measures will limit the right to health to Brazilian citizens.

KEYWORDS: Brazilian health policy, denial of social rights, private health, public health

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THE EFFECT OF POVERTY ON THE WELLBEING AND QUALITY OF LIFE OF YOUTH: QUALITATIVE PERSPECTIVE

Croatia is among the most affected member states of the European Union with regard to the rate of poverty. One fifth of Croatian citizens are at risk of poverty and the risk rate of poverty and social exclusion of children increased in recent years, being above the national average. Growing up in poverty brings the unfavorable consequences that lead to poor health care, problems in education, stigma and finally can lead to maintaining in the circle of poverty. In order to explore the experiences and conditions of youth living poverty, we conducted a qualitative study with 74 participants (youth, their parents, professionals and policy-makers), of whom 38 youth (high school students), who participated in six focus groups. The study aimed at deepening our knowledge about the life of impoverished children and of their families. The results gained from youth living in conditions of poverty will be primarily presented, showing some crucial features of their life in poverty and the problems they face: such as the inability of youth to satisfy their basic needs, the inability to be included and participate in youth activities, etc. In addition, the perspective of parents will be also presented: how they perceive their children grow up in conditions of poverty and how the poverty influences various aspects of well-being of their children. One of the conclusions drawn from this study is that families who live in conditions of poverty see education as the most important way to escape this position of being at a disadvantage. It turned out that families with more children focus their attention on providing university education to one child, while others are encouraged to complete vocational schools and find a job as soon as possible in order to be financially independent. On the other hand, youth themselves see the way out of poverty through education and employment, as well as emigration.

KEYWORDS: poverty, youth, children, research, well-being

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EQUAL PAY FOR EQUAL WORK: WAGE DIFFERENCES BETWEEN GENDERS IN HISTORICAL PERSPECTIVE

The aim of this paper is to show the factors (political, economic etc) that led to demand for wage equality between genders in European perspective. Equal pay for equal work is more than a concept of labour rights. It is one of the goals in combating sex discrimination. During the industrial revolution in the 19th century, the women started to realise that they were underpaid for the equal amount of work in relation to their male co-workers. This struggle was seen as a part of the first wave of feminism. After the Second World War, the struggle for equal pay for equal work was waged by trade unions, which forced politicians in western European countries to recognise this principle. Although the movement for women's rights managed to gain equal political rights, it did not manage to gain equal economic rights and, sadly to say, women face wage discrimination which reflects on other socio-economic areas. Equal pay for equal work as one of the European Union's founding principle was built into the Treaties since 1957. Article 157 of the Treaty on the functioning of the European Union provides that each member state shall ensure application of this principle. This paper will concentrate on comparative legal and economic analysis of gender wage equality movement and legislation between selected old EU member states and new EU member states from Eastern Europe. In former socialist countries that are now part of the EU, the legal system proclaimed equality between male and female labour as principle, which was usually not enforced in practice. On the other hand, in the old EU member states legislation which regulated wage equality was established later. Historical development of this movement in the countries that are object of our study has been influenced by different political and socio-economic factors that we aim to identify in this paper.

KEYWORDS: gender equality, historical, equal wages, socio-economic conditions, socialist countries

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INVOLVING YOUNG PEOPLE IN SOCIAL DEVELOPMENT: COMPARING YOUTH ENTREPRENEURSHIP AND YOUTH PHILANTHROPY

The UN Convention on the Rights of the Child (2014) advocates for young people's involvement in decisions that affect them. The authors discuss their research with two types of social development programs: entrepreneurship and philanthropy. We compare the contexts in which these programs emerge, costs and necessary infrastructure, youth involvement strategies, successes and challenges, and outcomes. We focus especially on the promotion of young people's right to participation and drive toward social justice.

Youth entrepreneurship is characterized by attempts to support young people to found and operate businesses. Strategies for involving youth differ; whereas some organizations employ youth and teach them skills while working, others nurture young people's ideas, develop a business plan, provide seed funding, and coach entrepreneurs as they grow.

Youth philanthropy is a strategy to involve young people's voices in the social development process. The best approaches, like the ones studied here, put youth at the helm, involving a team of young people at every step of the philanthropic process, from raising funds to determining an agenda to managing grants.

The study of youth entrepreneurship in this paper is based on an international community-based participatory study, reporting qualitative data from participants, instructors, and staff interviews at eight international locations. The youth philanthropy data comes from focus groups, interviews, and participant observation as part of a participatory evaluation of eight youth philanthropy programs based on the international YouthBank model. Our analysis followed a thematic approach to draw conclusions within and across programs (Guest et al., 2011; van Manen, 2000).

Strategies for youth involvement were often similar between the two programs. Entrepreneurship and philanthropy programs utilized experiential pedagogies to involve participants in practical experiences, then provided mentored learning and practice opportunities. Both types of program used adults as coaches and mentors, requiring a skillful balancing act between teaching, support, encouragement and challenge. Both resulted in organizations primarily owned and operated by young people. There were positive outcomes for individual youth, the teams involved, and the communities as a whole.

There were also contrasts between the programs. Entrepreneurship programs involved young people personally in the economic lives of their communities, often providing a pathway to individual career betterment. Philanthropy programs involved young people as a team in the economic life of their

community, but did not necessarily improve their individual economic situation. While both programs required some startup costs, building entrepreneurship programs with seed funding often cost more than philanthropy programs.

Key challenges centered on developing an orientation toward young people as both capable and growing. They must be seen by adults as capable of doing entrepreneurial or philanthropic work, but also must be coached personally and professionally in areas where they do not yet have experience or knowledge to be successful. With this orientation in place, youth philanthropy and entrepreneurship both have the potential to be strong programs for involving youth in social development. Both of these programs show reciprocity between youth work and social development.

KEYWORDS: youth, philanthropy, entrepreneurship, involvement, justice

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INTERNET USE AMONG UNIVERSITY STUDENTS IN THE DEVELOPING WORLD: A REASON FOR CONCERN?

The realisation of human rights involves creating an environment in which people can develop their full potential and lead fulfilling lives in physical, mental and social dimensions. As the right to education supports the realisation of people's social and economic rights, universities can play an indispensable role in promoting human rights. The teaching and assessment practices at tertiary institutions encourage the extensive use of online devices and, despite the advantages thereof, free and unsupervised access to the internet can expose students to the risk of problematic internet use (PIU). Internationally, students are thus regarded as a risk group for PIU. The potentially harmful effects of PIU can hamper the realisation of students' education and future economic endeavours. However, no evidence of South African research on internet use among students could be identified. This study explored and described the nature, extent and impact of internet use among students in a developing country. A quantitative research approach was adopted and a survey was conducted with 499 second year students (between 18 and 25 years) registered for a module in basic social science at a South African university. Respondents were recruited through convenience sampling. Apart from the nature and extent of internet use, the impact of internet use was explored through ten constructs adopted from two screening instruments in the public domain, i.e., Internet-Related Addictive Behaviour Inventory and the Problematic Internet Use Questionnaire. The research results were calculated by means of descriptive and association statistics. The research results revealed that the respondents preferred E-mail and chatting on internet platforms, while they used the internet mostly for assignments and socially-related reasons. Online activities occurred mostly on campus and at home during early evenings via mobile phones or laptops. Respondents scored relatively low on the constructs measuring PIU. However, two constructs "escape from problems" and "tolerance" presented with markedly higher scores and could be flagged as potential risk areas. For example, respondents indicated that they 'escape from their life problems' (e.g. loneliness, depression) by means of internet-related activities instead of constructively dealing with problems. They further acknowledged tolerance in their internet use patterns (i.e., increased internet use to achieve the desired effects) by, for example, neglecting basic human needs such as eating and sleeping. Based on the results, developmental social work services, embedded within a human rights perspective, are

recommended for the prevention, treatment and management of PIU as an impediment to fulfilling their social and economic rights; especially as part of the realities of a developing country.

KEYWORDS: internet use; problematic internet use/internet addiction; student; tertiary institution, developmental social work services.

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RELATIONSHIP BETWEEN SOCIO-ECONOMIC STATUS OF THE FAMILY AND ADOLESCENT RISK BEHAVIORS

According to the Family Stress Model (Conger, Reuter and Conger, 2000), families' financial difficulties and low socio-economic status are associated with the quality of children's development, including the emergence of risk and delinquent behaviors in childhood and adolescence, as indicated by many recent studies.

The aim of this study was to examine the correlations between objective and subjective indicators of family socio-economic status and adolescents' risk and delinquent behaviors. Data were collected as a part of the project "Family economic hardship, psychosocial problems and educational outcomes of adolescents in the time of economic crisis", financed by the Croatian Science Foundation. The study was conducted in 29 secondary schools from 6 Croatian counties, including the City of Zagreb, that differ in level of economic development. The sample consisted of 1099 pupils who attend 1st grade of secondary school ($M=15,18$; $SD = 0,511$), selected using a two-stage stratified cluster sample. Results presented in this paper were obtained using the following instruments: objective indicators of family socio-economic status (mother's level of education, father's level of education), subjective indicator of family socioeconomic status (Perception of Family Financial Difficulties Questionnaire, Rajhvajn Bulat, Ajduković and Sušac, 2016) and Self-report Questionnaire of Risk and Delinquent Behaviors (Ajduković, Rajhvajn Bulat and Sušac, 2015).

Results show that weak, but significant correlations exist between the subjective indicator of family socio-economic status and adolescents' involvement in risk and delinquent behaviors. This indicates that adolescents who perceive more financial difficulties in their families show various risk and delinquent behaviors more often. On the other hand, no significant correlations were found between these behaviors and parents' educational levels, used as objective indicators of family socioeconomic status.

Results of this study emphasize the importance of understanding the consequences of economic hardship on family functioning, and especially the importance of adolescents' subjective experience of family economic problems and its relationship with risk and delinquent behaviors.

KEYWORDS: family stress model, adolescent risk and delinquent behaviors, socioeconomic status, subjective indicators, objective indicators

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THE IMPACT OF U.S. RACIST NATIVIST IMMIGRATION PRACTICES ON LATINOS IN MIXED-CITIZENSHIP STATUS FAMILIES: A QUALITATIVE STUDY

Well suited to the sub-theme of social justice and human rights within the larger context of the 20th Biennial ICSD International Symposium's focus on multidisciplinary education and practice for social development and social good, this research study highlights social inequalities in the United States related to historical and contemporary immigration policies and practices and the marginalization of Latino immigrant individuals and families. This study addresses social risks that impact U.S. citizens, authorized immigrants, unauthorized immigrants and the entire family unit based on the unauthorized immigrant status of a family member.

A mixed-citizenship status family is defined as "a family with at least one unauthorized immigrant parent and at least one U.S. citizen child" (Passel & Taylor, 2010, p. 4). By that definition, it is estimated that 9 million people live in mixed-citizenship status families in the United States (Taylor, Lopez, Passel & Motel, 2011). However, when more broadly defined to include any family with an unauthorized family member, it is estimated that 16.6 million people in the U.S. live in mixed-citizenship status families (Taylor, Lopez, Passel & Motel, 2011). Although a substantial group, there is a significant gap in the literature regarding mixed-citizenship status families. Addressing this void, the present study utilized qualitative research methods to investigate the impact of mixed-citizenship status on Latinos considering the influence of historical and contemporary racist nativist U.S. immigration policies and practices.

The qualitative data was drawn from a larger mixed-methods study investigating how mixed-citizenship status impacts the emotional well-being of Latino youths and young adults. The qualitative sample included 19 Latinos living in immigrant families, half of whom were in mixed-citizenship families. A grounded theory approach was utilized to analyze the data.

Results illustrate challenges unique to Latinos in mixed-citizenship status families. Participants described the lasting tangible and intangible effects of mixed-citizenship status given the current social and political climate in the United States. This includes barriers to higher education, healthcare, employment, travel and the subsequent impact on individual and family life events. Participants also spoke of living under the constant fear of exposure and threat of detention or deportation of an unauthorized family member. Although participants described the hardships they faced, they also highlighted the strengths and resiliency that surfaced as their families were faced

with the numerous barriers, restrictions and threats because of a family member's unauthorized immigrant status.

These findings demonstrate the current inequalities faced by Latinos in mixed-citizenship status families given the current racist nativist social and political climate in the United States. Social workers, guided by the core value of social justice, are well positioned to address the current inequalities faced by Latinos in mixed-citizenship status families and by all Latinos and immigrant families. Micro and macro practice implications are discussed.

KEYWORDS: mixed-citizenship status, immigration, racist nativism

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A POLICY EVALUATION OF CROATIA'S NATIONAL ACTION PLAN FOR UNSCR 1325

The United Nations Security Council enacted Resolution 1325 on women, peace, and security in 2000 as recognition of the importance of bringing in a gender perspective to peacemaking through increased women's participation in official peacemaking efforts, supporting women's initiatives to create a culture of peace, and by underscoring women's unique contributions to ending conflict. UNSCR 1325 is operationalized at the national levels through the National Action Plans (NAPs) which detail the particular approaches and priority areas that national governments deem important in terms of women, peace, and security issues. The Republic of Croatia adopted its own NAP in 2011 outlining three priority areas: prevention (strengthen a gender perspective through participation in international activities and integration of a gender perspective in the education programs); participation (introduce gender balance in the security system, increase the participation of women in decision-making activities related to peace-building and security, protection and post-conflict recovery (protect the rights of women and girls including victims of gender-based violence) (Croatia National Action Plan, 2011; Miller, Pournik, & Swaine, 2014).

This paper will present an analysis of Croatia's NAP using a framework evaluating how the Croatia's NAP aligns itself with the goals of promoting a gender perspective to peacemaking, increasing protection for women in conflict, and working towards gender equality. Given Croatia's history of conflict (the Croatian War of Independence from 1991-1995), evaluating the country's peace-building efforts is particularly important. The atrocities in the 1990s were rife with gender dimensions and marred by ethnic cleansing, sexual and gender-based violence, and displacement of civilian populations (PeaceWomen, n.d.). In the war's aftermath, women assumed more of the economic and care-giving burden. Evaluating Croatia's NAP using a gender framework will generate findings on how the country promotes gender equality as a way of establishing a more sustainable peace. This paper builds on an earlier study of a policy evaluation framework for UNSCR 1325 that looked at how gender equality is used as a criterion for ascertaining the following: (1) the policy gains; (2) the broadening of political space; and (3) the strengthening of peace constituencies (Hermoso & Luca-Sugawara, 2016).

KEYWORDS: Croatia; gender; peace; UN Security Council Resolution 1325

LIFETIME AND CONTEXTUAL SOURCES OF TRAUMA EXPERIENCED BY MUSLIM DOMESTIC VIOLENCE SURVIVORS

The interpersonal dynamics of domestic violence remains similar for Muslim populations as with any other group. However, Muslims, as a community in the US, face certain unique vulnerability factors for additional avenues of trauma more so than many other communities. This is especially true after the 9/11 attacks and in today's increasing anti-Muslim culture as there are more obstacles for this group to socially integrate (Abu-Ras, & Abu-Bader, 2008). It is extremely important to understand some common and unique sources of trauma that Muslim DV survivors may experience beyond their DV victimization. Trauma can pose barriers to social inclusion efforts, consequently to effective service delivery. This is especially pertinent from a social justice and human rights perspectives. No prior studies have attempted to study the totality of trauma Muslim survivors of DV undergo. Consequently, to fill a gap in knowledge, this study looked at sources of trauma Muslim DV survivors undergo in the US, as members of marginalized minority.

This study was part of larger project. Due to the nature of the research questions, a qualitative methodology was selected. This study carried out individual interviews and one focus group using semi-structured, open-ended questions. The convenient-purposeful sampling method was employed. The data analysis utilized the content analysis method. This method allows researchers to create conceptual typologies of themes that were developed through interviews. To increase the validity of the analysis, the Nvivo qualitative software package was used to code transcripts.

This study identified several relevant themes regarding the sources of trauma that also pose as sources of social risks for survivors of DV. These include individual and intergenerational trauma; community, cultural and spiritual trauma; group directed systemic trauma; insidious trauma; country of origin and immigration trauma, and related historical trauma. These encounters of trauma often existed in clusters, leaving multiple negative impacts that included help seeking patterns. For example, the current context of the anti-Muslim climate was cited as a unique context of trauma that, coupled with additional trauma situations, seem to truly isolate and trap survivors. Many participants stated that due to the current environment, they feel more isolated and afraid of mainstream communities. At the same time, some stated that they also experienced pressure from within their families and communities so as to not reach out for help, especially from the police. This was due to a fear of bringing additional negative attention to Muslim communities. This was exacerbated by cultural pressure to not dishonor one's family by reaching out for help for their DV victimization.

This study identified some common sources of lifetime trauma that Muslim survivors of domestic violence undergo beyond their immediate DV related trauma. It highlights evidence of new social risks among survivors of DV. Study findings implicate that micro level domestic violence interventions need to be tied to social justice efforts in general. Implications of the study findings to human rights and social inclusion and development will be addressed.

KEYWORDS: Muslim communities, trauma, domestic violence, trauma-informed care approach, social isolation

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THE EFFECTS OF RECENT IMMIGRATION POLICIES: EXPOSURE TO ICE RAIDS AND TRAUMA SYMPTOMS IN LATINO CHILDREN LIVING IN THE US

According to reports from the U.S. Department of Homeland Security and the U.S. Immigration and Customs Enforcement (ICE) a total of 315,943 undocumented immigrants were arrested, incarcerated, and deported in the year 2014 as a result of immigration policies. These actions exposed thousands of persons to potentially psychologically traumatic experiences (Bhabha, 2011; Brabeck, Kalina, & Qingwen Xu, 2010; Dreby, 2012; Lopez & Boi, 2012; U.S. Department of Homeland Security, 2014, Wessler, 2011). Most of these immigrants were from Latin American countries including Mexico, Guatemala, Honduras, and El Salvador (U.S. Department of Homeland Security, 2014). ICE raids are being conducted with increasing frequency in homes during after school hours and evening hours when children who live in the residences are present, thus resulting in an increase of Latino children who witness these raids (Bernstein, 2009; Bhabha, 2011; Floyd, 2015; Sabat, 2013; Wessler, 2011).

Despite this knowledge, there is limited research exploring the procedural effects that anti-immigration policies have on the mental well-being of Latino children. With changes in immigration regulations under the new political administration thus far mandating increased raids, more research is needed to understand the unique effects of anti-immigration social policies on vulnerable populations.

A scoping review using Arksey & O'Malley's (2005) systematic process was conducted to explore the effects of recent anti-immigration policies on the mental health of Latino children. Specifically, key concepts and themes in the literature related to the psychological effects following Latino childhood exposure to ICE raids were identified. Based on these identified concepts, Jaccard & Jacoby's (2010) model-building methods were used to identify and define the concepts' underlying variables and constructs in an iterative process. Relationships between identified thematic concepts were established and refined.

The reviewed literature revealed a relationship between the enforcement of anti-immigration policies involving ICE raids and an increased risk of psychological trauma for Latino children. Key variables related to this phenomenon were identified, including race/ethnicity, discrimination, acculturative stress, which are associated with human rights violations in the form of threats to civil liberties. Additional variables include specific factors of post-traumatic stress, including multi-generational trauma, internalizing and externalizing symptoms. These variables provide insight into

understanding how the risk of trauma following exposure to an ICE raid is compounded by additional stressors and human rights violations that may result in complex trauma.

A conceptual framework is proposed that fills an identified gap in the literature identifying the unique effect of anti-immigration policies on the mental health of Latino children. This model provides a basis for understanding the impact of social policies among the Latino population which can assist in the identifying interventions that can promote social justice and well-being. While this framework examines variables unique to the Latino population, it can also be used as a foundation with which to explore the adverse mental health effects of anti-immigration social policies across borders.

KEYWORDS: Latino children, trauma, immigration, policies

IN A GRADUAL OR ABRUPT WAY? TRANSITION TO ADULTHOOD AMONGST YOUNGER PARENTS IN CONTACT WITH CHILD WELFARE SERVICES

In post-industrial society, a predominant theoretical framework for understanding the transition from youth to adulthood has been “emerging adulthood” (Arnett, 1998). The concept implies a gradual emancipation from parental and institutional ties and a gradual exploration of available adulthood patterns. This notion concerning mainstream transition to adulthood reflects the need to be “self-made”, which is a demand in the current historical era (Dean, 2006).

On the one hand, the framework of “emerging adulthood” has been welcomed as a corrective to industrial society’s linear notions on transition to adulthood (Blatterer, 2007). On the other hand, however, some criticize the framework for having ignored social context / social injustice and for being a-historical (Settersten, 2005; Blatterer, 2007; Woodman, & Wyn, 2011). The need to look at the transition from youth to adulthood as an individualized, complex and context-dependent process seems apparent on this background. This need seems extra strong when it comes to youth with reduced possibility for a gradual and safe transition to adulthood. The transition process as “emerging” has, for instance, been questioned when it comes to youth with intellectual disability (Aune & Midjo, 2016; Schalock, 2004) or youth in psychosocially demanding situations (Heggen, 2004).

Young adult parents in contact with child services who are marginalized with regard to life chances and citizenship also constitute a risk group (Clifford et al, 2015), but we need more knowledge on their transition processes. In an ongoing study, we therefore explore the transition stories of Norwegian adults (mainly women) in contact with child welfare services. All of them had been assessed as having had moderate to severe life challenges and were in their transition to adulthood when becoming parents. Our research issues revolve around the challenges that the parents had experienced when in transition to adulthood, their perceived space of opportunity and their access to support. We also explore whether their stories fit with the construct “emerging adulthood”. Such knowledge could be apt to inform and improve child welfare services when in contact with young parents.

Our sample was drawn from 96 life course/family story interviews. Seven interviewees met our major criterion of being under 30 at the time of inquiry. Four of them were teenagers when giving birth for the first time. We used a thematic, qualitative approach in our analysis of the material. In

the next phase of the study, we will expand our sample and will continue with our analysis by using text analysis as our major approach.

Preliminary results: The parents in our sample had had many challenges in central life domains and some had exhibited substance abuse. They generally experienced a parenthood that was not pre-planned. Yet, some of them reported to have had adequate support, and some had even made the unplanned parenthood as an opportunity for life-style change and regaining of missed chances.

Young parents in contact with child welfare do risk marginalization in their adulthood but have varying needs for support.

KEYWORDS: early parenthood, child welfare, transition to adulthood, marginalization, individualized support

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EXPLORING SURROGATE MOTHERS' PERCEPTION OF THE BAN ON INTERNATIONAL GESTATIONAL SURROGACY IN INDIA

India is the primary, global destination for commercial surrogacy for international couples and individuals. Over the past two decades, the international surrogacy industry has grown tremendously into a thriving enterprise, as medical tourists (largely from the US and UK) seek out low costs, modern medical infrastructure, lax regulations, and abundance of surrogate mothers available in India (Parks, 2000; Chang, 2009). Yet, after almost 15 years since India first legalized commercial surrogacy in 2002 (Chang, 2009), the Indian Ministry of Health and Family Welfare, through its Department of Health Research, passed legislation – the Assisted Reproductive Technology (Regulation) Bill of 2014 – making it illegal for women to become surrogate mothers for international couples (Assisted Reproductive Technology Regulation Bill of 2014). In-depth interviews were conducted with 25 former surrogate mothers in India to understand their perceptions regarding the ban and how it had impacted their social and economic livelihoods. All the women interviewed for this research were surrogates for an international couple at least once at a fertility clinic located in the state of Gujarat, India. Two themes emerged from the interviews: perceptions of the surrogacy ban and impact of the ban on surrogates, international intended parents (IPs) and fertility clinics. Surrogate mothers overwhelmingly stated that international surrogacy should not be banned as it provides substantial economic benefits to them, including the ability to purchase a home and provide education for their children. They also noted that the ban impacts the IPs as they will not be able have a biological child and the clinics will not receive foreign income. The women mentioned that surrogacy was an economic necessity to them; however, they were unable to negotiate the money that they received and reported discrepancy in the income that was provided. As the ban impacted the livelihoods of women, no alternate employment option was available to surrogate mothers. The research highlights the ethical dilemmas around the ban on international surrogacy in India and provides recommendations for social work action on this issue.

KEYWORDS: international surrogacy, reproductive health of women, India, medical tourism

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LABOR RIGHTS AND QUALITY OF LIFE FOR MIGRANT WORKERS IN SOUTH KOREA

South Korea's increasing labor demand along with the aging population and a low birthrate has led to substantial migration from other countries. Chinese and Southeast Asians have moved to South Korea because of its proximity, and over 3% of the total South Korean population is made up of foreign-born immigrants and migrant workers (Korean Statistical Information Service, 2011). Migrant workers are predominantly employed in low-paying, labor-intensive occupations that many Koreans shun, such as agricultural labor, construction and healthcare aide.

In recent years, the plight of migrant workers in South Korea has received attention from the media and scholars (Denney, 2015). Migrant workers in South Korea reported that they have to endure discrimination and harsh and exploitative working conditions with a lower salary than native Koreans for equal work (Board, 2015; Yoo, 2011). The wage gap between migrant workers and native workers is the largest among OECD member nations (Jhoo, 2015). Existing literature suggests that experience of discrimination may result in negative psychological and physiological changes among discriminated individuals, which lead to greater risks for decreased quality of life (Zhang, Li, Fang, & Xiong, 2009). The aim of the present study is to examine the impact of perceived discrimination on life satisfaction among foreign-born migrant workers in South Korea.

Participants for this study were female healthcare aides with Chinese citizenship, who worked at nursing homes and residential care facilities in December 2012. A total of 229 aides completed a self-administered paper survey, and a final data set included 212 because of missing data. The survey included questions about perceived discrimination, life satisfaction, and demographic information (e.g., income, age, and education level).

Descriptive statistics revealed that about 60% of the migrant workers had been treated with less respect than native Koreans. About 83% of the migrant workers believed that they would be better off if they were a native Korean. To investigate the impact of perceived discrimination on life satisfaction, a multiple regression analysis was performed, $F(4, 208)=3.40, p<.01, R^2=.07$. There was a significant prediction of life satisfaction by perceived discrimination, $\beta=-.24, t(208)=-3.6, p<.01, sr^2=.06$. The results of this study indicate that greater discrimination experienced by migrant workers leads to lower life satisfaction.

The findings suggest that perceived discrimination has a negative effect on life satisfaction in migrant workers in South Korea. Migrant workers reported that they have been exposed to abuse, working

overtime without pay, inadequate shelter, and poor working environment (Board, 2015); however, they are scared to report abuse and labor violations under Korea's Employment Permit System whereby migrant workers must obtain permission from their employers when they change their jobs. The present study will introduce South Korea's labor policy to address social injustice and labor rights. Implications for social work practice and policy will be discussed in the concluding section.

KEYWORDS: labor rights, quality of life, perceived discrimination, migrant workers

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BEING A ROMA FOSTER PARENT IN CROATIA

According to the Convention on the Rights of the Child, a child has the right to know his/her origins and his/her national, ethnic and cultural ties must be taken into account in planning their placement in out of home care. Because of the lack of Roma foster families and the lack of programs for maintaining children's Roma identity, Roma children are often raised in a non-Roma environment, which erects barrier between the children and their parents and community, reducing the chance of reuniting with the family in the future. The aim of this study was to gain insight into experiences of Roma foster parents (N = 7) with providing foster care in Roma settlements. Thematic analysis was chosen as method for processing, analysing and interpreting data. The research was descriptive, and the research process inductive. The results of this study show that the Roma foster parents decided to become foster parents because of their desire to provide appropriate care for children and their prior experience with foster care. Aggravating factors in providing foster care for Roma foster parents are reactions of the people in their Romani settlements, behaviour of the child's biological parents, children's behaviour and the specific way of life in the Romani settlement. Empowering factors in providing foster care are: social support, so-called emotional "effects" of foster care to the foster parents as well preservation of the child's culture, language and identity. The practical implications of the research are: better understanding of their experience and challenges Roma foster parents are dealing with while provide foster care, guidelines for practical action for improving the quality of care for Roma children in foster care and supporting Roma foster parents in according to their tradition and culture. The importance of protecting the cultural identity of the child is recognized, as well as the need to motivate new Roma families for engaging in foster care. The results suggest the need to inform and introduce Roma with foster care, with conditions which are obligatory in order to become foster parents, as well as the lives of Roma children in foster care, and importance of establishing contact with the community head representatives in Romani settlements with the aim of their sensitization regarding foster care and its non-stigmatization in Roma settlements.

KEYWORDS: foster care, children, social care, Roma families, Romany settlements

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HEALTH CARE AND SOCIAL INTERVENTION NEEDS OF TEA WORKERS IN DARJEELING TEA GARDEN, WEST BENGAL, INDIA.

In 1951, the Parliament passed a Plantations Labour Act (PLA) which sought to provide for the welfare of the labour force and to regulate the conditions of workers in plantations. Under this Law, the State Governments have been empowered to improve the condition of plantation workers. The passing of PLA brought some improvements in the plantations sector. It also helped in creating conditions for organizing the workers and the rise of trade unions. However, the potential benefits promised under the PLA remain unachieved mainly due to ignorance of workers about their rights under the law. The PLA was amended in 1953, 1960, 1961, 1981, but no changes were made over the period of the last 30 years.

Access to care, as well as therapeutic and diagnostic methods, has evolved considerably over the past 30 years. Educational needs and access to knowledge have been completely transformed. Social rights have evolved greatly. A joint view of a social worker and a medical doctor seems essential for a coherent approach to needs that are displayed. We want to update the PLA for the well-being of workers and their families with regard to access of health care, education, information and respect for social rights (including access to knowledge of these rights) for example: *Translation of law into the language spoken by the workers and an explanatory reading for the illiterate workers*. To make the participants think about the relevance of the Plantations Labour Act, 1951. The relevant determinants relevance are multiple: societal, individual, social, related to health resources and access to treatment . It is expected that new amendments harmonious with the ethics of needs and rights will be elaborated in 2017.

After a brief presentation of the topic, participants will exchange in small groups around the PLA (one copy for each person). The reflections will focus on the relevance (what is obsolete, what we must conserve, what we must upgrade for the most developed wellbeing of tea workers). Discussion in a large group will follow and experts will put findings into perspective in the context of field study that has been completed. Reflection will be contrasted with field observation.

KEYWORDS: social justice, health, education, human rights, wellbeing

PARENTS WITH DISABILITIES AND THEIR CHILDREN IN THE CHILD PROTECTION SYSTEM: A HUMAN RIGHTS ISSUE

There has been a growing international attention to the high rates of involvement of parents with disabilities involved in the child protection system, with studies in Canada, Australia and the United Kingdom finding that parents with various types of disabilities are more likely to have their children involved in child welfare and/or have their parental rights terminated. In the United States, many states list parental disability in their statutory grounds for termination of parental rights. While there have been calls for states to change these policies, there is currently no evidence regarding how many children with disabilities are removed from their homes in relation to parental disability, or their experiences within the child protection system.

This study uses administrative data from the 2012 year of U.S. Adoption and Foster Care Reporting System, the federal reporting system that collects data on all children in foster care. In this dataset, 19.5% of foster children had at least one removal reason of parental disability, and 5.6% had parental disability as their sole removal reason. Descriptive statistics were used to explore the variations in states' use of parental disability as a removal reason, both by itself and in conjunction with other removal reasons. Logistic regression was used to explore how the parental disability removal reason correlated with type of placement, case plan of reunification, and reunification upon discharge. T-tests were used to compare children with and without the parental disability removal reason in regard to length of stay in current placement, and total days in foster care.

Children who had parental disability as a sole removal reason were 1.34 times more likely to be in non-relative foster care than were those without parental disability as a sole removal reason. Children who had parental disability as one of several removal reasons spent an average of 100 days longer in their current foster care setting and 116 more total days in foster care than those without parental disability as a removal reason. Children with parental disability as a sole removal reason spent an average of 205 days more in their current setting and 240 more total days in foster care. Those with parental disability as one of several removal reasons were 33% less likely to have a case goal of reunification and 22% less likely to be reunified upon case closure, and those with parental disability as a sole removal reason were 32% less likely to have a case plan of reunification and 50% likely to have reunification as an outcome upon case closure.

As foster children who had parental disability as a removal reason had different foster care experiences and different child welfare outcomes than other children, it is important to pay closer attention to parental disability within the child welfare system to ensure just and appropriate

services are provided to parents with disabilities and their children. The findings will be put in context of similar international research on the rights of parents with disabilities and their families.

KEYWORDS: parents with disabilities, parental disability, disability, child welfare, child protection

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“IN A JUST WAY” – FRAMING THE RIGHT TO DECENT TREATMENT

Justice is either discussed as distributional concept, well known through the writings of Rawls, Nozick and others, or as a relational concept: how people treat each other. This paper is based on the latter tradition.

“In a just way” outlines three perspectives on being treated in a justified or unjustified way. First there is recognition, second there is fittingness, and third there is decency. In this paper decency is the main issue, both as a concept and as moral consideration of events. A criterion whether it is a matter of decency is the ability to mobilize protest, help and a possible social movement. The closing down of institutions for people with severe intellectual disability in Norway around 1990 is a reform based on moral considerations, as well as the engagement for the disabled and children with intellectual disabilities in Romania, prompted by disclosure of information on behalf of institutions after the fall of Ceausescu regime, are exemplifying cases. The mobilizing force is linked to the theory of critical mass by Pamela Oliver et.al. and the concept of decency itself is connected to Avishai Margalit and his idea of a non-humiliating society. Although there is a close connection between the concept of humiliation and dignity, some of the differences are outlined. The concept of decency in this paper is closer to dignity. The critical mass is the necessary amount of expressed interests in media, in client and civic society organizations, political parties etc. to place the issue on the political agenda whereby action would be taken. These are events and issues that give rise to heavy debate in a welfare society like Norway: the treatment of refugees and illegal immigrants, destitute people coming to Norway, helping people on site or opening borders, the challenges of care work - splitting old married couples when they need sheltered housing, etc. The method used is exemplary case studies. The methodological inspiration comes from Irving Goffman and his style of writing. A link is drawn between decency (dignity) and his concept of framing. The main conclusion is that the weight of moral considerations is not only through the number of supporters but also through the potential mobilizing force of the arguments, as decency is a framing concept.

KEYWORDS: decent and just treatment, protest and social movement, critical mass theory

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GUARDIANSHIP FOR ADULTS WITH DISABILITIES IN CROATIA: EMPEROR'S NEW CLOTHES?

Guardianship as a family-law institute has been an important, yet unsolved issue for decades now. The latest family law reform of 2014 and 2015 brought certain changes which have been explained and advocated for as the new contribution to the improvement of the legal position of adults with disabilities on one hand, as well as the legal certainty and the rule of law on the other hand.

It seems that two crucial issues are: scope of the deprivation of legal capacity and the protection during the court procedure commenced in order to consider the need to deprive someone of his/her legal capacity. As regards the first issue, the Family Act proclaims that no one shall be deprived of his/her legal capacity completely, but only partially. One can only wonder how this provision can be implemented in cases of a coma for instance. A wise legislator allows the judges to be by far more than the pure executors of his intentions. However, it seems that a wise judge when deciding upon this issue would in certain cases be acting *contra legem* if attempting to coherently protect the person with disabilities, which cannot be acceptable.

As regards the second issue, it is of utmost importance that the person is sufficiently protected during the procedure. The Family Act proclaims that a person shall be appointed a special guardian, employed at a particular state institution: Centre for Special Guardianship. Apart from the obvious personal and financial deficiencies of this Centre since its establishment, the analysis of the practice of the Municipal Civil Court in Zagreb we have conducted in October 2016 warns us that implementation of the right to be protected regarding this issue, namely the deprivation of legal capacity, is highly questionable. The possible consequences include, *i.a.*, the breach of the right to a fair trial as guaranteed by the Croatian Constitution as well as by the European Convention on Human Rights and Fundamental Freedoms, as well as the general legal principle of equality of arms. Therefore, it is the aim of the contribution to shed additional light on the newly adopted provisions of the Family Act, with the general premise that such a judicial intervention cannot be considered either proportional or efficient.

KEYWORDS: Croatian Family Act, guardianship for adults with disabilities, special guardianship

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RESPONDING TO FOOD SECURITY/INSECURITY IN REGIONAL AND RURAL AUSTRALIA

This research has explored the issues and extent of food insecurity in a rural town in regional New South Wales. It particularly looked at contributing factors that motivate providers of food aid and factors behind the vulnerability of the people, who experience food insecurity. By employing the focus group discussion (FGD) and interview methods, data were collected from the non-government services that provide food support and the vulnerable groups that utilize them. The analysis showed that it is religious groups that provide food aid, as part of their mission of serving the community. These groups distribute what has been donated to them and such food may not always meet the nutritional, social and cultural needs of the recipients. Perishable foods such as meat, fruit and vegetables are often in short supply. Relative poverty was identified as the most critical issue behind people who are affected by food insecurity. Food is often the first item to give way in families, or they make cheaper but less nutritious adjustments under financial strain. Lack of knowledge in budgeting and food preparation exacerbated the problem. Geography is also an important factor and living in a rural town with limited services compared to metropolitan areas contributed to the vulnerability. This research argues that availability of food in the market is not enough to ensure food security to groups experiencing financial hardship.

The right to food and to be free from hunger is enshrined in the Universal Declaration of Human Rights. Informed by a human rights framework, the researchers argue that poverty needs to be addressed as the critical factor in food insecurity. Australia is reluctant to acknowledge the right to food as a legitimate human right, considering civil and political rights to be the only fundamental rights. The research argues for this right to be upheld and for Australia to reconsider this position. For the human rights of vulnerable groups to be protected, this research therefore recommends continuous monitoring of food insecurity wherever and whenever it occurs and urges prompt, apt and sustained response to it beyond charity.

KEYWORDS: food security; human rights; rural; poverty; vulnerability

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RIGHTS-BASED PRACTICE FOR SOCIAL WORK: INTEGRATING LESSONS FROM PUBLIC HEALTH, INTERNATIONAL DEVELOPMENT & HUMAN RIGHTS

Human rights are fundamental to the very definition of the social work profession (International Federation of Social Work, 2000). Still, social work lacks a comprehensive framework for rights-based social work practice that practitioners can deploy in the field and that educators can teach in the classroom. This presentation will show how human rights are translated from legal documents into practice through the use of human rights principles and interdisciplinary research and practice wisdom.

This presentation will synthesize rights-based theory and research from social work, public health, and international development. United Nations' models of human rights practice will be analyzed in light of this interdisciplinary research, and a new definition of—and model for—Human Rights Practice in Social Work will be introduced.

The model of *human rights practice for social work* that emerges requires practitioners to see through a rights-based lens, employ rights-based methods, and reach for rights-related goals. Human rights are often described as a way of seeing, both in the social work and development literature (Mapp, 2008; Reichert, 2011; Uvin, 2004; Gruskin et al., 2010). Looking through this *lens* of human rights enables practitioners to see rights rather than needs; rights-holders rather than charity-seekers; and human rights violations rather than individual pathologies. In choosing methods for intervention, the human rights principles guide rights-based approaches to practice (UNDP, 2003; UNFPA & HUSPH, 2010; Uvin, 2004). In the framework presented here, three traditional human rights principles—*participation*, *nondiscrimination*, and *accountability*—are featured in the framework by name, and five additional social work and social development methods are identified to exemplify the human rights principles: *strengths perspective*; *micro/macro integration*; *capacity-building*; *community & interdisciplinary collaboration*; and *activism*. Using survey research methods, measures have also been developed to evaluate social workers' implementation of the *lens* and *methods* pieces of this practice framework, and those tools will be shared.

Rights-based methods identified in social work literature, combined with practical provided by the field public health, international development, and then integrated with the larger UN framework aims for creating a comprehensive approach to *human rights practice* that exemplifies social work ethics and is useful in social work and in allied disciplines. The framework proposed here fills an important gap: it allows practitioners, educators and researchers to identify, teach, recognize, and

measure *human rights practice in social work*. In this ways, it also helps social work achieve its potential as a human rights profession.

KEYWORDS: human rights, human rights practice, social work, public health, social development

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CRITICAL ISSUES IN TEACHING SOCIAL WORK AS RIGHTS-BASED PROFESSION

Human rights and social work education

The Global Standards for Social Work Education encourages schools of social work to commit to “ensuring that social work students are schooled in a basic human rights approach, as reflected in international instruments such as the Universal Declaration on Human Rights, the United Nations Convention on the Rights of the Child (1989) and the UN Vienna Declaration (1993). A review of the literature show different examples of how human rights content has been delivered and infused, and how such competency has been assessed.

Human rights have been taught using deductive approaches whereby global human rights instruments were used as starting points for conversations (Healy & Wairire, 2014; Reichert, 2003). Ife (2003, 2009, 2012) underscored the need for more inductive approaches to defining and honing an understanding of human rights as a way of bringing to the fore perspectives of peoples of the Global South, indigenous peoples, and marginalized communities. Others have taught human rights literacy (Hawkins & Knox, 2014) as a part of a curriculum to develop a global practice perspective.

World As It Could Be: A human rights education program

The *World As It Could Be (TWAICB)* is a human rights education program that seeks to educate young people and adults about human rights, with a particular focus on the Universal Declaration of Human Rights, to foster greater understanding of different approaches to individual and community engagement to address societal challenges. The program combines input on the UDHR with exercises involving movement and shaping reflexive human rights concepts. Workshops are concluded with discussions of what the students learn from the workshops and how they apply human rights concepts in their practice or daily life.

This is an evaluative research study conducted in one undergraduate and a graduate class at San Francisco State University. The Human Rights Engagement in Social Work (HRESW) scale was used to assess for human rights competency. It measures *human rights engagement* conceptualized as the “endorsement of human rights principles, a belief that those principles are relevant to social work and a commitment to putting those social work principles to practice” (McPherson & Abell, 2012, p. 708). An abbreviated HRESW was administered before the TWAICB workshop and the full instrument was administered after the workshop. The workshop ran for about 90 minutes. Around 60 MSW students participated in this study. Descriptive statistics were used to analyze the results.

The findings from this study will add to the literature around teaching human rights content and assessing students' competency in advancing human rights. The TWAIC program focuses on the UDHR as the global instrument for conceptualizing human rights. While social work education promotes different approaches to learning about human rights and the need to conceptualize "human rights from below" (Ife, 2009), using a deductive approach, such as the TWAIC which uses the UDHR as a starting point, can also be instrumental in understanding the concept and applying it to all levels of social development practice.

KEYWORDS: human rights, social work education, UDHR

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RISK AND PROTECTIVE FACTORS RELATED TO VIOLENCE IN INTIMATE RELATIONSHIPS AMONG AFRICAN REFUGEE WOMEN

Refugee women are at greater risk of victimization by intimate partner violence (IPV) and severe IPV, including intimate partner homicide (IPH). With the proportion of African refugees in the US and the concerns about IPV among refugee groups, there is need for culturally responsive risk assessments. A study of homicides in New York City (1990 to 1999) found foreign-born status to be the strongest risk factor for IPH (Frye et al. 2005). Research is therefore needed to identify culturally-responsive risk assessment for refugee survivors. This study identified individual, societal, and culturally-specific risk and protective factors of IPV/IPH for abused refugee women.

Data were collected using in-depth interviews and focus groups. Interviews were conducted with 20 African refugee survivors of IPV and two focus groups were conducted with practitioners in a southwest metropolitan city. Survivors were from the Congolese/Great Lakes Region (n=10) and Somalia (n=10). The first focus group was comprised of practitioners who worked primarily with Congolese/Great Lakes Region survivors and the second group consisted of practitioners who primarily worked with Somali survivors. Data were collected using a semi-structured focus group and interview guides. Data were analyzed using a thematic analysis.

Individual level risk factors identified by participants included abuser characteristics, such as substance abuse and mental health, and financial abuse. Financial abuse was discussed as not following through with paperwork for government assistance, not providing food for the family, and controlling all things necessary to live comfortably. Participants also identified individual, culturally specific risk factors such as threats to return the survivor to Africa. Culturally specific, societal level risk factors identified were a lack of understanding of the US system and the impact of the war in their home country as risk factors in violent relationships. Somali participants also discussed the risk factor of arranged or forced marriage. Participants identified individual and societal level protective factors in their relationships. Individual level protective factors identified by participants were keeping quiet, prayers, and the presence of children in the home. Participants identified US laws as a societal level protective factor, specifically indicating that the violence was worse in Africa because they could “get away with murder.”

This study emphasizes the need for culturally-specific risk assessments and safety planning for African refugee survivors of IPV. Although these results are limited to this specific group of refugee women, it extends the need for further investigation into culturally appropriate interventions for refugee survivors of IPV. The findings confirm that IPV is experienced differentially across cultural groups and therefore risk and protective factors are not the same across groups. This informs practitioners who work with African refugees in the health and mental health systems, the legal system, and social services.

KEYWORDS: risk assessment, intimate partner homicide, violence against women, safety planning, protective factors

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CHALLENGES ENCOUNTERED BY PARENTS ON THEIR REFUGEE JOURNEY

Refugee crisis and migration processes have presented new challenges to the global society and raised the attention of the media, policy-makers, expert and academic communities worldwide. The aim of this paper was to research experiences of refugee parents from departure from their home countries to the challenges encountered in the receiving countries. Qualitative research project was conducted in the summer of 2016 in Bulgaria, the country placed at the bottom of the scale of the asylum recognition rate in Europe. In our research, the participants claimed that the hardships of the journey represented the major challenge of the refugee experience, and particularly emphasized the circumstances such as losing their family members, duration of the journey, weather conditions, lack of food and water, as well as witnessing many difficult situations, including unprofessional treatment by the police. The research demonstrated that refugee parents commonly experienced the perils of journey in illegal attempts to reach European soil, as well as the unrelieved fear for the lives of their children. One of the greatest challenges is reflected in the insufficient support from public authorities, both in financial terms and in terms of social integration. Further investigation is needed in order to understand the full extent of the resulting effects on the development and the psychosocial state of children, along with a comparison of the outcomes of integration of the refugee children in Bulgaria and in other countries that have more advanced integration programs. Finally, there is need for well-structured formal support programs for social integration, closer implementation of legal regulations, and the reunification of refugee children with their families in exile. Although the refugee crisis assumed global proportions, the present research efforts are still insufficient to offer a clear perspective of the challenges encountered by refugee parents in the receiving countries. This research study revealed the full spectrum of issues and difficulties faced by refugee parents in Bulgaria, as well as the necessity of proactive engagement on behalf of the Bulgarian government as the responsible authority for the establishment of social integration programs and the effective implementation of laws, conventions and international agreements.

KEYWORDS: refugees, challenges, support

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FACTORS AFFECTING COMMUNITY RESILIENCE FOLLOWING TERRORIST ATTACKS

The year 2015-2016 saw over 17 terrorist attacks globally against citizens in non-war zones. In each of these attacks innocent victims going about their daily routines had their lives shattered through senseless violence. Scores of people were killed and families devastated. These families and their communities were forever changed due to the loss of loved ones, people's loss of the sense of freedom and security, and the horrific scenes that endure in our collective memory.

In the immediate aftermath of these attacks, social workers and other first responders and law enforcement employees come together to treat the victims and their families and reestablish a sense of security. But, once the immediacy of the attacks recedes we know that victims and their families continue to need emotional, physical and financial support. Many victims will suffer from post-traumatic stress disorder and need ongoing support to cope with these memories and experiences.

We used a case study approach to gather data from victims, their families and service providers. Data were gathered through unstructured interviews that provided participants an opportunity to explain how the attack affected them emotionally, physically and spiritually. The data were analyzed via content analysis to develop a set of themes that may be useful in developing strategies to help communities heal and become resilient.

Six conceptual themes were developed:

1. Trauma care for survivors and the community;
2. Empowerment of individuals, families, groups and communities;
3. Cultural context and the importance of language and cultural competence;
4. Sustaining healing activities over time;
5. Ensuring social justice in providing financial and social support;
6. Providing relief and support to mental health providers.

What seems most clear from these findings is that the Orlando community came together and was empowered through its work to develop culturally competent service delivery and practice interventions at the micro, mezzo, and macro levels. It was evident that there was a commitment to social and economic justice and special attention to improving the lives of the Latino LGBT victims of the Pulse tragedy. Diversity and inclusion as well as respect were a clear goal for practitioners working with this population.

Resiliency theory can be useful in explaining how well the Orlando community is coping with this crisis. Walsh (2016) defines resilience as the capacity to rebound from adversity strengthened and

more resourceful. Van Hook (2014) states that “success against all odds” is often used to describe resiliency. The practice community has demonstrated numerous strengths and resiliency following the worst mass shooting in U.S. history. Social workers and other health and mental health professionals working with clients dealing with the stress caused by a traumatic life event such as the terrorist attacks occurring globally can benefit from using these data and understand how these themes explain community resiliency and coping.

KEYWORDS: community resiliency, terrorist attacks, LGBT Latinos, resiliency theory

“YOU DON’T LOOK SICK SO WHY ARE YOU NOT WORKING”: STIGMA EXPERIENCES OF VIETNAMESE AMERICANS LIVING WITH A MENTAL ILLNESS

The burden of mental illness is pronounced among first-generation Vietnamese American immigrants and refugees who had first-hand experience with war trauma, forced migration, and adjustment to a new country. Nonetheless, the persisting stigma and misconceptions toward mental illness continue to marginalize Vietnamese Americans living with a mental illness, casting them to an invisible and forgotten space within their own community. This study highlighted the voices of Vietnamese Americans, who have received very little attention in mental health disparities research, about the detrimental impact of stigma toward their mental illness and use of social welfare programs.

Using purposive sampling, participants were recruited from outpatient treatment centers in Southern California that serve Vietnamese Americans. Individual in-depth, one-on-one interviews were conducted with 21 first-generation Vietnamese Americans, mostly female, ranging in age from 42 to 74 years in treatment for depression and/or posttraumatic stress disorder. Constructivist grounded theory guided all aspects of the study.

Two themes relating to stigma experiences emerged from the data: 1) the economics and the loss of self-worth (self-sufficiency and ability to fulfill family obligations) and 2) stigma toward participants’ receipt of social welfare benefits (the label, the expectations, public perceptions versus the reality, and participants’ responses to stigma). All participants were aware of and have experienced the negative attitudes, perceptions, and discrimination toward those who have a mental illness and who utilize social welfare programs. Whereas being a contributing family member meant going to work and earning money, most participants accepted that they were no longer able to maintain employment due to the debilitating impact of their mental illness on their ability to carry out tasks at work. The worsening mental health symptoms and loss of employment also paralleled a loss of participants’ self-worth and dignity within their family and community. As such, a key part of reclaiming self worth for participants was the reliance on social welfare programs that enabled the women and men to support themselves using the minimal monthly income, without burdening family members. Moreover, participants were aware that the public typically thinks of a sick person as someone with visible physical disabilities, such as having broken arms and legs or being unable to walk. What most people failed to see were the invisible, yet chronic and crippling emotional problems that participants experienced day-to-day. Participants were questioned for their lack of productivity because their family and friends saw no visible physical health problems that prevented

them from working. As such, the women and men lived in shame knowing they are perceived to be non-productive and non-contributing members of society.

This study shed light on the lived experiences of the men and women who experienced stigma toward their mental health condition and reliance on social welfare programs. Findings could contribute to culturally-appropriate mental health education to de-stigmatize mental illness, promote inclusion, and facilitate help seeking within the Vietnamese-American community and within the larger community of individuals suffering from a mental illness.

KEYWORDS: stigma, mental illness, first-generation Vietnamese Americans, mental health disparities

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DISABILITY AND POVERTY: AN ISSUE OF INCLUSION

Poverty is a pervasive problem for the disabled population. Studies indicate that 15 percent of the world's population, about 1 billion people, is disabled. Approximately 80 percent of this population lives in developing countries. Individuals with disabilities are frequently forced into the margins of society throughout the world. They are often deprived of equal access to resources such as healthcare, education, and employment because they are stigmatized as cursed, evil, troublesome, or disruptive. As a result, their dignity and self-worth are negatively affected. Various environments may have caused their disability, and these situations may also further exasperate their functioning. They may experience conditions such as extreme poverty, war, and limited access to food and clean water. Additionally, many experience improper healthcare such as lack of immunizations and improper fetal nutrition. Even if resources are available, discrimination may prevent stigmatized individuals from obtaining or accessing them. This may exacerbate symptoms and increase disability. Even persons with disabilities with opportunities to attend school or obtain employment will continue to encounter many difficulties. Frequently the buildings, public transportation, and other facilities are inaccessible to persons with disabilities. Furthermore, those with mental impairments often lack accommodations and provisions. Women and people of color with disabilities face even greater discrimination. They are markedly underrepresented in all areas of employment, compared to other populations. Access to fair and equal employment is necessary in providing quality of life for this significant population. Employment participation by this significant population has demonstrated social and economic benefits while decreasing reliance on assistance programs. This paper outlines several methods to address the issue, their efficacy, and other programs we need to consider if we are to alleviate this problem. This presentation would like to propose international participation in improving policies, educational resources, employment services, and continued research to address this growing concern.

KEYWORDS: disability, employment, poverty, discrimination, inclusion

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QUALITY OF SUPPORT FOR CHILDREN PLACED IN INSTITUTIONS – DIFFERENT PERSPECTIVES

In the middle of the process of deinstitutionalization, many children with disabilities are still placed in institutions for long-term care. There is no information about the quality of support for children in institutions in Croatia. This research study was conducted in 2012 and 2013 by researchers from the Faculty of Education and Rehabilitation Sciences and the Department of Social Work of the Faculty of Law, University of Zagreb in cooperation with the UNICEF Office for Croatia, the Ministry of Social Policy and Youth, Ministry of Science, Education and Sports and the Ministry of Health of the Republic of Croatia. The study was conducted in 24 institutions, 7 social welfare centres and 9 maternity hospitals. There were 64 interviews and 8 focus groups conducted. One of the aims was to analyse the quality of support for children in institutions.

Data about the quality of support was collected through quantitative and qualitative tools: 24 interviews with directors of institutions, 280 children documentation, 233 Quality of Support questionnaires and 160 questionnaires for professionals.

Quality of support included information about perception of professionals concerning institutional capabilities, support programs (individualized support programs, professionals who are involved, free time and dealing with challenging behaviours) and cooperation with families. Mixed methodology was used for analysing and interpreting the data. Data from questionnaires are analysed with quantitative tools in order to show how professionals see institutional capabilities and support for their role. Children documentation is analysed by using content analysing to describe the quality of institutional support to children, as seen from the perspective of researchers. Interviews are summarized, structured and analysed according to principle of Mc Craken (1988) for long interviews. Explanations are provided from perspective of directors of institutions. Axial coding represents the closing comment from researchers.

In this poster the most important results will be presented by interconnecting all perspectives and making recommendation for changes.

KEYWORDS: children with disability, institution, quality of support

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EXPERIENCES OF HIV POSITIVE WOMEN ACCESSING ARV TREATMENT IN INDIAN SLUMS IN MUMBAI AND DELHI (INDIA)

Despite India's notable progress in halting the AIDS epidemic, the latest data indicate that about 2.1 million Indians are living with HIV, with women accounting for 39% of this population. The AIDS epidemic in India is inextricably tied to the social and cultural values and economic relationships between men and women. Limited education and gender inequalities impact negatively on women's access to health and social services. This is particularly true for women from lower socio-economic backgrounds. For women, social and economic inequalities, gender violence and limited socio-legal protection not only engender the spread of HIV, but also reinforce these inequalities. Thus, gender is a socially constructed relationship that limits women's access to material and symbolic resources compared to men's access to these.

Using qualitative methods, in-depth interviews were carried out with 30 women living with HIV in urban slums in Delhi and Mumbai (India); this was followed by expert informant interviews with 10 participants drawn from NGO/civil society organisations, governmental and inter-governmental organisations. Participants were selected via purposive sampling and interviews were recorded, and all the ethical issues were given due consideration and ethics approval was secured prior to the commencement of the fieldwork. Data analysis is currently underway.

Preliminary findings indicate a number of issues facing women living with HIV in the urban slums in India, including stigma, poverty, gender inequity, and challenges in access to timely treatment.

Gender violence and vulnerability to HIV continue to feature in the lives of many women who live in the urban slums in India. It is hoped that the findings will provide a critical analysis of the social, economic and cultural drivers that increase the vulnerability of women to HIV; their health seeking behaviour and access to ARTs; and wider stigma and discrimination they face, with a view to developing more nuanced social work approaches that are important for realising the new Sustainable Development Goals.

KEYWORDS: HIV, gender, access to anti-retroviral treatment, urban slums

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CHALLENGES AND OPPORTUNITIES: RESEARCHING FORCED MIGRANTS WITH HIV IN SCOTLAND

Scotland has received a considerable number of migrants over the past two decades; this includes several asylum seekers and refugees living with HIV. Migration often results in serious health consequences for migrants due to the multiplicity of risks and vulnerabilities they are exposed to as they travel from one place to another in search of safety and protection. Additionally they experience linguistic and cultural barriers and other economic and social difficulties due to their unique legal status. This complexity is fuelled further in the context of HIV and forced migration. The ever-tightening UK immigration rules and the unique status of being an asylum seeker with HIV exacerbate their vulnerabilities, making them a hard-to-reach population.

Whilst their lives in Scotland continue to perpetuate the desperate journeys that they make, there is a paucity of documented evidence that reflects their lived experiences. Drawing on two recent research projects that examined the lived experiences of asylum seekers living with HIV in Scotland, this workshop will explore the challenges of researching forced migrants with HIV. One of the projects aimed to explore the human rights of HIV positive asylum seekers and refugees in Scotland particularly against the backdrop of access to care and treatment; while the latter involved a highly intensive and participatory photo-voice methodology that examined their journeys of living with HIV in Scotland against the backdrop of austerity.

Pervasive stigma and fear of the immigration machinery often drive HIV positive asylum seekers underground and results in immigrants being unwilling to engage with people they see as representing official bodies, including academic researchers. In addition, the fear of disclosure within their own community and its impact on health seeking behaviour further alienated participants from accessing mainstream services. Access to the study participants was often fraught with many challenges as several of them lived uncertain lives. Many had no fixed abode, and those who had often lived in uninhabitable houses, exploited by unscrupulous landlords.

Through a highly participatory and democratic approach, researchers worked with the study participants to tell their stories in their own way, verbally and through the medium of photographs that portrayed a vivid, and rather poignant pictures of their lives as they “build new homes” in Scotland. This participatory approach enabled the researchers to set up a network, a community engagement platform – HIV, Human Rights and Development Network, in partnership with HIV positive asylum seekers/refugees, HIV charities in Scotland and Members of Scottish Parliament to share cutting edge research on the inextricable link between HIV, human rights, migration and

development with the intention of informing policy and practice. The workshop will examine some of the opportunities and challenges in engaging with forced migrants, particularly those who are stigmatised and live on the margins of society and explore the tremendous power of telling one's stories in a way that has now enabled many study participants to contribute to seminars, workshops and policy discussion.

KEYWORDS: asylum seekers and refugees, HIV, human rights, researching the vulnerable, photo-voice

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WHEN CHILDREN HAVE RIGHTS: MINNESOTA SECONDARY STUDENTS' PERCEPTIONS OF SCHOOL POLICE OFFICERS

Safety and “safe space” in education is vital for creating successful learning conditions, which has led to the implementation of School Resource Officers (SROs) in many public schools. Previous research has outlined that parents feel their children are safer with the presence of an SRO at school, however there is limited and conflicting evidence about how students feel. Research has shown mixed effects on student levels of offenses, both violent and non-violent. This paper seeks to describe secondary school students' perceptions regarding SROs (awareness, comfort and helpfulness) and test associations between these perceptions, race, and disciplinary experiences.

This study uses data from the 2016 Minnesota Student Survey (MSS), a triennial survey administered statewide in Minnesota to 8, 9, and 11th grade students. 126,868 secondary school students provided data regarding SROs and disciplinary experiences. Analyses are ongoing, and include chi-square tests of association and multiple logistic regression.

71% of students report having an SRO in their school. Among them, 71% report that they would go to the SRO if they knew of something unsafe or illegal, and 64% would be comfortable going to the SRO for help. 93% of students with an SRO thought SROs were a good idea. In general, students who experience school disciplinary actions were significantly less likely to agree that SROs are good resources to go to for help and less likely to agree that SROs are a good idea. There are also significant differences by race/ethnicity, such that African American, American Indian/Alaskan Native, and Hispanic students were less likely to report positively about SROs as compared to Caucasian and Asian/Pacific Islander students.

Based on emerging findings, law enforcement agencies need to include greater training around youth development, race, trauma, special education, and relationship building. School administrators need greater training and incentives to enforce and uphold youth rights. Empathy and school climate need to be negotiated with young people, and the rights of children need to be at the forefront of emerging school policies. More research about the context in which youth are oppressed and their rights are denied, and how young people desire their rights to be upheld within the school institution, is needed. Lastly, parents and engaged community members need to be in an active support role as advocates for their youth.

KEYWORDS: students, rights, social justice, school resource officers

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RECEIVED FORMAL SUPPORT IN THE EYES OF THE REFUGEES: EXPERIENCES OF REFUGEE PARENTS IN EXILE

The humanitarian crises triggered by different events and processes will always create common and different movements and protection needs regardless of the nature of events and reason for its occurrence. Refugee crisis as one of the humanitarian crisis examples has taken a broad place and received attention in society today. The aim of this survey was to research experiences of refugee parents regarding formal support they or their family have received. The qualitative survey was conducted in 2016 in Bulgaria, the host country for many refugees for decades, and a country continually criticised for instances of brutal and inhuman treatment of refugees, as well as for inadequate protection of refugees who have been granted asylum in the country. Research has shown that refugee parents lack support in both ways: receiving psychosocial, financial, material or practical support and in help to enrol their children in school. The participants claimed that one of the biggest challenges they face in Bulgaria is insufficient support from public authorities which caused anxiety, anger and frustration for parents and difficulties in coping with their present life circumstances. Those challenges together with a high sense of responsibility and anxiety over the future prospects of their children represent the key factors of stress for refugee parents. Refugees who lack social support often feel less motivated to engage in activities that would facilitate their integration and they are prone to social isolation, because of which further investigation is needed to understand what is happening with the families who did not receive social support and how to reach them. Whereas social support represents an effective mechanism for coping with the stress and the challenges of displacement, these findings suggest the need for continuous professional support and implementation of psychosocial interventions. Next, the refugee parents expressed their anger and frustration over denied opportunities for inclusion of their children in the educational system. It is thus equally important to conduct further investigation on the resulting outcomes for children who have been excluded from the educational system for longer periods of time. Furthermore, there is need to investigate who supports children once they are involved in the educational system in a host country and what kind of support is provided to them and to their families. This research study has shown many challenges and issues faced by refugee parents in Bulgaria, and emphasises the need for Bulgarian authorities to act responsibly and in accordance with international and national law.

KEYWORDS: refugees, exile, support, parenting

FORCED MIGRATION, FROM SECURITIZATION TO SAFETY: CURRENT CHALLENGES AND BEST PRACTICES

Over the past five years, we witnessed what was generally coined as a European “migration crisis”: displacement figures reaching new highs (UNHCR, 2016), and asylum requests to EU countries recording a sharp increase with a peak in 2015-2016 (IOM, 2016). A prevalence of securitization policies led to restrictive procedures, and an increase in smuggling and human trafficking across EU countries. Lethality of forced migration (IOM, 2016), lack of proper health care (Langlois et al., 2016) and an inconsistent professional response increased the vulnerability of migrants, rendering them vulnerable to an absolute loss of the fundamental “right to have rights” (Arendt, 1951).

To address the complex challenges of forced migration, and claim back migrants’ rights, there is a need for a paradigm shift, from securitization to safe migration. Through concerted efforts and collaboration across countries and disciplines, safe migration needs to be adequately conceptualized and operationalized, to inform and improve migration policies and practice.

Based on findings from a cross country, comparative mixed method study, this paper proposes a framework for safe migration. The study analyzed migration trends in the EU over the past 5 years, focusing on changes in assigned migration status, as related to country of origin, gender, and point of entry. Preliminary findings of trend analysis were used to develop and conduct in-depth interviews with different migration stakeholders across 5 countries (Greece, Italy, Hungary, Austria and Germany), representing international, governmental, non-governmental organizations, and the civil society. The interviews collected information on core challenges in implementing migration policies, professional roles assumed at each level, and engagement of the civil society with state actors, international agencies, asylum seekers and refugees.

Findings indicate significant changes in the processing of asylum applications, with two major critical points, the last quarter of 2015, and the second half of 2016, which align with regional and national policy changes. Main challenges included lack of training opportunities for people working in the migration field, inconsistent asylum procedures, and rapid policy changes, with major differences in implementation between countries. No consistent requirements applied to hiring procedures within governmental migration sectors, leading to inconsistent practices. Migration stakeholders indicated an overall lack of coordination between agencies, with different priorities affecting policy implementation. While there was a significant increase in the engagement of civil society in

migration response, volunteers were often left out of coordination efforts leading to a loss of existing capacity.

In this context, identified elements of safe migration included improved coordination and participation, regular policy updates, consistent use of data to inform practice, and strategies linking asylum procedures to integration. Best practices reflecting safe migration included: volunteers' participation in coordination meetings in Greece; one regional network of asylum and migration agencies in Tirol, Austria; and the centralized local governance of asylum processes in Trento, Italy.

Findings will be used to foster a conversation exploring how safe migration can be operationalized, measured and integrated in multinational, interdisciplinary strategies to address current migration challenges; and roles universities and professional groups can take to protect migrants' rights and wellbeing.

KEYWORDS: migration policy, safe migration, asylum seekers, refugees.

YOUTH UNEMPLOYMENT IN SOUTH AFRICA, A GROWING CONCERN: HOW DOES IT INFLUENCE AND SHAPE SUSTAINABLE DEVELOPMENT?

In South Africa, structurally high unemployment or underemployment has been identified and prioritised as risk 2 of 10 in terms of most likely and 3 of 10 in terms of having the greatest consequences (Institute of Risk Management SA, 2015). A comparative survey done on unemployment between South Africa and the World Economic Forum (WEF) indicted that the focus of the SA respondents was mainly on economic risk as opposed to environmental risks that were more prevalent among WEF respondents. The question is how is this related to the level of development and how will it influence sustainable development in the long run?

The presentation will focus on explaining main concepts like chronic unemployment with specific focus on youth unemployment inclusive of graduates who are unemployed. The prevalence of youth unemployment, inclusive of graduated youth, globally and locally (in South Africa) will be described. The possible causes of chronic and youth unemployment globally and in particular to the South African context will be explored and questioned. The challenges faced by unemployed youth in South Africa will be considered. The consequences of unemployed youth and chronic unemployment on sustainable development in South Africa will be interrogated. Relevant legislation in relation to unemployment within the South African context will be highlighted. Examples in support of arguments will be drawn from a qualitative research study done in 2015, using focus group discussions, supervised by the presenter to demonstrate the experiences of unemployed youth in Klipspruit, Soweto. The collaborative efforts of strategic role players in finding creative alternatives in dealing with youth unemployment will be debated. It will be argued that youth especially vulnerable - and chronic unemployment is progressively growing with high potential to become one of the new social risks, and without finding workable solutions, it is likely to distort sustainable development globally.

KEYWORDS: chronic unemployment, youth unemployment, social risk, sustainable development; multidisciplinary collaboration

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WORKING WITH REFUGEE CHILDREN IN BULGARIAN REFUGEE CAMP-VOENNA RAMPA- FROM THE PERSPECTIVE OF VOLUNTEERS

Working with refugees requires, more than anything, good will and empathy, but to make significant improvement in their lives one has to use skills and knowledge based in the helping professions. However, chaotic situations and uncertainty that is always present in lives of refugees are often an obstacle in providing professional and adequate help.

What is it like to work directly with the most vulnerable group of the refugees- children? How does daily work in a refugee camp look like? What do they think, how do they act, and are they different from other children? What are the challenges of working with refugee children? What factors and aspects of working with refugees are important for this work? How important is the role of organizations and state institutions while working with refugee children? What problems are volunteers facing every day at a refugee camp? How important is education for quality work with refugees? How do volunteers feel and what are the sources of their biggest stress and emotional issues, and how can they resolve them? Does volunteer work with refugee children make any difference for them?

We will attempt to answer all of these questions through a short presentation which will be held by univ.bacc.act.soc. Ana Isaura Radoš, currently a student of Master's Degree program in Social Policy. Ana Isaura was one of the volunteers' coordinators, and had volunteered herself for three months in Bulgaria's Refugee Camp- Voenna Rampa, in Sofia. She worked directly with children, organizing and conducting educational workshops for children in the Camp, together with other volunteers. She will tell us about her experience from the first hand, through real examples and through her own vision of the situation she was part of for three months. In this presentation we will try to focus on real examples, and personal experience, in order to present everyday life of the refugees in refugee centers, especially children, but also on skills and knowledge that was useful for volunteers. Although there were many challenges to face, Ana Isaura will try to explain why for her and her co-workers, the experience was more than worthwhile.

KEYWORDS: the refugee camp, children, volunteering, challenges, education

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SOCIAL DEVELOPMENT AND THE 2030 SUSTAINABLE DEVELOPMENT GOALS: SOCIAL JUSTICE FROM A CAPABILITIES PERSPECTIVE

Scholars often address the nature of social justice from the perspective of Western political and philosophical thought. In particular, they employ social contract theory, which has a long tradition in the West, beginning in the enlightenment with the work of Hume and culminating more recently in the liberal thought of John Rawls. In contrast, the capabilities or human development approach begins not with the notion of the contract, but with the straightforward question of what are people actually able to do and to be? As such, it provides social work and social development practice with a paradigm for promoting social justice and human rights in a global world and offers a common grounding that ties each field of practice to a set of values that address human development and needs.

A review and comparative analysis of major theoretical contributions to this approach, including the work of Amartya Sen and Martha Nussbaum, as well as case studies by Sabina Alkire that demonstrate its application in community development, will be presented.

This presentation outlines the origins of the capabilities approach, arguing that this approach is not grounded in the western political and economic thinking that gave rise to the first generation human rights. Rather it is both North and South in origin and speaks to an integration of first, second, and third generation rights. It presents and explains the central capabilities that address the major characteristics that societies should promote and that allow persons to live meaningful lives. Examples are given from case studies. Also, capability theory is applied to the NASW Code of Ethics and the IFSW Statement of Ethical Principles, showing how they form a foundation and direction for leadership in social development and addressing the 2030 Sustainable Development Goals. Finally, the poster presentation maps the conceptual linkages among the major theoretical themes that comprise the capability approach. It visually traces its philosophical roots from Western (Aristotle) and East Indian (Naya Nitia) thought through social contract theory (Bentham, Hume, Locke, Rawls) to its current articulation in the works of Sen (*The Idea of Justice, Development as Freedom*),

KEYWORDS: social development, social justice, capabilities approach, sustainable development goals

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PERCEPTIONS OF TORTURE IN MEN'S ABUSE OF WOMEN

Professionals in the field of family violence are challenged to understand the extent to which abuse in intimate relationships constitutes torture. The perceptions of torture as characterizing acts of intimate partner violence (IPV) take on salience because approximately 36% of women in the United States experience rape, physical violence, and/or stalking by an intimate partner at some point in their lifetime. Globally, IPV is also common, with lifetime rates of physical, sexual, or both types of violence ranging from 15% to 70% for women. In this study, master's-level social work field instructors from a Midwest state in the United States provided their perceptions regarding the prevalence and severity of torture in men's behavior toward women.

Participants (N=33) completed an online survey in which they provided demographic and employment information (e.g., age, sex, personal history of emotional or physical abuse, and current employment in a domestic violence shelter or history of work with women who experienced IPV). The remaining survey items were descriptions of men's abuse of women that served as the stimuli to elicit perceptions of participants regarding torture in the abuse. Forty-four incidents were randomly selected from those identified in an earlier study, wherein 99 women seen at a domestic violence center described the most severe violence they experienced from their male intimate partner. For each of the 44 incidents, study participants indicated whether or not they perceived the incident as torture (yes, no); and if "yes", they were asked to rate the severity of the torture (1 = mild to 4 = very severe). Data were collected via an online survey over a 3-month period of time, with follow-up prompts sent by email at 2-week intervals.

The 33 participants each examined 44 incidents of abuse. Of the total 1452 incidents observed, the participants' perceived torture in 991 incidents or 68.25% of the incidents that women described as the most severe abuse they experienced. The mean rating of severity among the incidents of abuse that were perceived as torture was 3.26, or severe. The most severe torture was observed in acts that involved men's sexual assault of women in some form.

The findings from this study suggest that practitioners and researchers in the field of family violence should take into account that women who report violence in intimate relationships may not perceive the abuse as torture, a torture screening checklist could be helpful in identifying the extent to which torture occurs in intimate relationships, more applied and empirically-based research is needed to

further examine the narrative around IPV, and the global discussion around IPV should include more focus on human rights.

KEYWORDS: abuse, domestic violence, intimate partner violence, torture

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STAFFERS ASSISTING SYRIAN REFUGEES IN JORDAN

The Syrian war created a mass exodus of its citizens to neighboring countries. Approximately 1.4 million Syrian refugees reside in Jordan, where humanitarian organizations are overburdened with this catastrophe and encounter diverse challenges. Staff working with Syrian refugees experience the horrors of war through their efforts to alleviate suffering.

The aim of this study was to learn about the psycho-social and mental health needs of the staffers who provide services to these refugees. The project also sought to determine whether the staff's exposure to refugees' experiences affects their mental health. Specifically: is such exposure associated with secondary traumatization or other impacts on staff well-being?

Fieldwork took place from March to August 2014 in Jordan. Data were collected using cross-sectional survey design. The scales were administrated in Arabic (96%) for local aid-workers and English (4%) for foreigners/international aid-workers. Staffers (N=300) completed surveys related to their work (i.e. exposure to traumatic stories of refugees and safety), training, emotional supervision, and their mental health (i.e. secondary traumatization and coping mechanisms) and psychosocial needs (benefits, salary, health insurance). Staffers included professionals in medicine, mental health, and volunteers working with 19 humanitarian organizations in Jordan. Participants were assessed on the Secondary Traumatization Questionnaire (STQ), the Needs at Work Assessment Scale, supervision and training at work. Participation was voluntary and no incentives were provided. This research was approved by the Committee for the Protection of Human Subjects at University of California, Berkeley. Univariate statistics were used to provide a descriptive overview of the staffers' experience.

The survey indicates that staffers faced significant unmet needs in the performance of their work roles. They received few social benefits, insufficient salary, and faced significant challenges related to high caseload at their work. The survey also indicates that the staff were at significant risk for negative mental health outcomes associated with the greater exposure to refugees' traumatic experiences. Increased exposure was associated with increased secondary traumatization. Overall secondary traumatization scores were associated with increased supervision. In addition, staffers indicated an enormous need for emotional supervision and education-specific training in best practices related to coping with refugees and in increasing their own resilience.

The findings suggest that staff performing humanitarian duties in conflict situations have significant mental health issues and needs that, when addressed, will enable them to be more effective helpers. The study will produce a needs assessment useful for humanitarian organizations, policy makers and governmental authorities that seek to support and protect vulnerable populations and helpers in conflict situations. Furthermore, research results will contribute to tailoring a training program for staffers who work with refugees, not only in the Middle East, but also around the globe.

KEYWORDS: Syrian refugee crisis, staffers' secondary traumatization, supervision

INEQUALITIES AMONG SLOVENIAN YOUTH AS RESULT OF CONTEMPORARY NEOLIBERALISM: CHOICES OR OBLIGATIONS OF RISK TAKING

Modern society creates conditions in which it is one's own responsibility to look for ways and strategies to deal with hazards due to rapid technological developments and globalization of risks. In changed conditions, neoliberal societies frequently label youth as a risk group and a group which is responsible for its own safety. Therefore, young people must identify with the image of "homo economicus", a person that behaves economically and rationally based on the criterion of one's "capital" (personal, proprietary, social, human) as sign of capability to be successful. This, however, conceals the impact of social structures. It is assumed that self-reflective individuals have at their disposal all the resources needed to carry out self-reflection (enough capital, information, knowledge, etc.), and therefore the fact that all individuals do not possess all the resources that would allow them to be self-reflective is overlooked. The hidden influence of social structures together with the presentation of infinite possibilities and opportunities creates a sense of an absence of class stratification. Consequently, this provides an impression that risk management is one's own affair, an individual responsibility for his/her own social status, which depends on his/her ability to manage risk. Risk is a matter of choice and as such, it is a reflection of boldness, ingenuity and skills of an individual. Thus, inequality becomes the result of individual characteristics rather than that of the unequal distribution of wealth in the population.

Using these concepts as a guide, the author researched risks that Slovenian youth are dealing with. Discussion on this issue has been involved in researching social risks and their transformation into individual risks and ways in which young people are dealing with the new responsibility of risk management. The main research questions arising from the contemplation is how social structures are reflected in one's daily life and how they characterise young people's lives. The empirical material, collected with secondarily prepared semi-structured in-depth interviews, allowed an in-depth insight into the life situations of young people in Slovenia.

Results show that society creates the illusion of an equality of choices and options in duality - of acceptable, but inaccessible, and unacceptable, but accessible risks – it shows its true face – equality and equal opportunities are only possible within one's own social class and within one's consumer potential. Social inequalities are reflected in the strength of social and capitalist elites who have managed to obtain a sufficient level of influence, which today, through a number of channels, provides them with a better starting position. For them, the idea of individualisation serves as a tool

for the implementation of neoliberal principles: the free flow of goods, contraction of the welfare state, privatisation, tax cuts and the complete withdrawal of the state from regulating the financial flows. The pretext of equal opportunity and individual responsibility creates a sense of accessibility of the position of reflective winners. Individuals identify themselves with the idea of possible success. In fact, life is becoming a lottery selection of the correct combination of decisions to ensure profits. Even more, a neoliberal regime and prevailing ideology reinforces dependence on those who have power; or even an addiction to money, power, and a craving for that elusive pleasure.

KEYWORDS: young people, risk analysis, lifestyles, inequality, life opportunity

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BUILDING SOCIAL RESILIENCE AND SOCIAL INTEGRATION IN WORLD'S FRAGILE COMMUNITIES

Every society has different groups and interests, some more pronounced than others. However, we often have more in common than what divides us and much is at stake. In other words, our common destiny binds us as one people or a unified humanity. Politicians build social and national identity. Anthropologists look for unity in diversity. Social workers build social cohesion and social networks that support individual and societal wellbeing.

All communities face challenges and conflicts and have to deal with these in constructive ways. Social resilience is the ability to bounce back in adversity, a multidimensional, cross-generational and dynamic concept. The concept of social resilience is discussed at both societal or macro level and the individual or micro level. The concept of social solidarity, what great civilisations are made of, is also discussed in this paper.

Communities need social integration, to reinforce the social glue that holds us together. Inevitably, there is need for social inclusion which means to mainstream those who might be side-lined. The paper deals with differences that may be divisive and seeks to build bridges and channels of social integration.

Often it is in problems and disasters that we find our strength and courage, that we identify our common humanity. More than being colour blind, we seek the appreciation of difference and acceptance so that we may be enriched by these differences. It is clear that, in order to live in harmony, social skills are necessary as key skills of not just the present, but also the future. Not just tolerance of difference, but cultivating cultural intelligence to bridge cultural divides. The key in crossing cultural divides is to develop awareness, exercise functional values and demonstrate practical skills.

Social participation is also vital to building social capital and promoting resilience and integration. It is building cohesion and being part of a community, as well as networking across group, that yields community and makes life more meaningful.

KEYWORDS: social integration, social resilience, community, social participation

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SUSTAINABLE CHANGE FROM THE INSIDE OUT: UTILIZING RISK RESILIENCE THEORY

Resilience has been defined according to Wright and Matsen, (2005) as positive adaptation in the face of present or past adversity, trauma, tragedy or threat of stress. Resiliency is, as the timeworn adage says, “When the going gets tough the tough get going”. Risk-resilience theory purports that, for change to be sustainable, whether on a global, national, community, family or individual level, it must develop from the inside. For example, a traumatic event changes the core beliefs of a person. However, prior coping strategies are used to help the individual overcome these experiences. This is the premise of risk-resilience theory and a foundational premise of social work intervention with examples of populations-at-risk from the US, Burma, and India that are featured in this presentation.

A risk-resilience framework provides for a strengths-based approach to intervention at the micro, mezzo and macro levels. This framework acknowledges the problems or struggles faced by people, and then it inventories and capitalizes on the existing strengths available to build upon for successful and lasting change. Adversities and deficits are not ignored; however, they do not become the focus of intervention. Instead, working from a resilience paradigm recognizes the inherent power and hardiness within individuals and communities in determining a path for intervention. Gonzalez (2003) identifies three components of risk-resiliency theory: risk factors, protective factors and developmental assets. These factors determine how one can overcome adversity.

At the community level, for example, risk factors might include the ravages of war or the impact of devastating weather-related conditions such as floods or famine. Protective factors mediate how one can adjust in accordance with these experiences. For example, the same community might include strong religious beliefs, lasting historical and cultural ties, or well-established working relationships with NGO’s. Examples of developmental assets could include indigenous helpers and/or strong community cohesion, volunteerism and support.

When adopting strength-based interventions, it is important that they be sensitive to the culture and context in which they are implemented (Ungar, 2008). This presentation will highlight the impact of risk-resiliency theory at three levels of intervention: with individuals impacted by trauma, with Burmese refugee families seeking a new home in East Texas and with the growing population of widows in India.

KEYWORDS: resilience, risk, trauma, widows, refugees

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YOUTH WORK AND SOCIAL DEVELOPMENT THEORY AND PRACTICE: THEY SHOULD GET TO KNOW EACH OTHER BETTER

Youth are a major presence in everyday, on the ground, practical social development work, if not always so in its theory. This should change. As a population group, young people are included in a variety of structures and practices to invite and support their contribution to community and social development in ways that reciprocally enhance their individual voice, agency, and development. Youth work as a semi-profession, however variously named, is a human service practice which knows about this institutionally, and youth workers, especially those doing civic youth work (VeLure Roholt & Baizerman, 2013), know how to do this specifically and with strong evidence about what does and does not work to invite, support, and enhance young people to make significant contributions related to social issues and concerns they personally care about and want to act upon. Closer working relationships and better theorizing about this is warranted from and for both social development and youth work, as overlapping and complementary fields.

An overview of the families of (resemblance) youth work and youth workers provides a frame and vocabulary for understanding the broad range and everyday presence of youth work(ers)—called youth workers, child and youth care workers, teachers, recreation workers, juvenile justice workers, adolescent health practitioners, and the like. This is basic to subsequent demonstration of how youth and youth work fit into different social development theories and practices, and in turn how youth worker practices can then be added, enriching both youth work and social development, on the one side, and young people and communities on the other side.

Basic is the use of both practices to reciprocally enrich each other, while also using both practices to enhance the reciprocities between and among individual and collective youth development, and their reciprocity to community and social development. In these multiple reciprocities there is richness that can benefit young people, community, society, and these two fields of practice.

KEYWORDS: youth work, social development theory, youth, voice, agency

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VIOLENCE AGAINST WOMEN AND TRAFFICKING OF WIDOWS IN CONTEMPORARY INDIA

Currently, nearly one half the population of India is comprised of women. For women that are faced with life after being widowed, a particular challenge ensues. Still today women who are widowed in India often face societal discrimination and pressure to remain single, which can be due to religious custom of sovereign allegiance to their spouse, even when widowing takes place at a very young age. Historically, the Hindu Widow Remarriage Act has been in place since 1856 and allows for women to re-marry despite societal and familial pressures. A variety of reasons can cause widows not to consider remarriage; while this may be individually related to caste and family situations, there are religious and cultural reasons as well. Gradually, these societal stigmas appear to be diminishing for Indian widows in educated urban parts of the country. On the contrary, in parts of India where being a widow poses serious stigmatization, unique trends of prostitution and trafficking have been observed in recent times. Due to low levels of education, social stigma and lack of social support, local traffickers have carved an underground network of prostitution where widows are prostituted to the lowest classes of society in return for their survival. These networks are found in areas working through pimps who are associated with temple services. In some temples the practice of trafficking widows for sexual servitude is socially legitimized. Widows associated with temples are often subjugated to survival sex or sex in return of a one-time sacred meal “prashad”. In this paper we share the plight of Indian widows as a human rights issue that needs global attention. Through the discussion of recently collected observational data and examination of recent trends in secondary data from the National Family Health Survey, the sex trafficking of widows and problems of domestic violence will be explored with respect to this population. Changes to traditional Indian family constellations based on current demographic data and its impact on the roles of women in society will also be discussed.

This paper examines the persisting culture of women’s rights violations of widowed women in India. The paper aims at presenting some interconnected pathways between oppressive culture, customs, economic ability and sex trafficking in the developing world.

Methodology: Observational analysis, Secondary data analysis

Results reveal factors that have increased the vulnerability of Indian widows to being trafficked.

Multiple systemic indicators appear to be impacting the vulnerability of Indian widows to sex trafficking. Level of education, increase in women-headed households and increase in women’s entry into the work force are examples of micro, mezzo and macro indicators that are impacting this

marginalized group of Indian women. Implications for social work practice and social development will be discussed based on existing data.

KEYWORDS: human trafficking, widows, social justice

COMPARING THE ATTITUDES OF SOUTH AFRICANS PRE- AND POST-TRANSITIONAL JUSTICE WITH THOSE OF WHITE AMERICANS AND BLACK AMERICANS

Over the last four years, deaths of unarmed African American men have been highlighted by media and civil rights groups, most often when these deaths are at the hands of police, bringing racial injustice in the United States to the forefront of national debate. Despite overwhelming evidence of deep-rooted racial oppression and marginalization in the United States, the country has failed to implement a process to address its past human rights abuses and systemic, institutional racism.

South Africa provides a contemporary example of a country which is also deeply affected by racial intolerance and injustice. In 1994, when the substructure of apartheid was officially ended by the South African government, there was near-immediate recognition, both by South Africans and the international community, that intense intervention would be required to investigate the history of human rights abuses under apartheid, address the superstructure of systemic, institutional racism, and assist in the healing of the nation as a whole and its individual citizens. The transitional justice framework was adopted and used to accomplish these goals.

Transitional justice is a framework for addressing mass human rights violations and has been implemented in countries around the globe with varying degrees of success. South Africa's Truth and Reconciliation Commission, though not without its faults, has been praised by many as an overall success considering the intense circumstances of apartheid and the complexities of addressing an entire nation.

This study draws on the organizing framework of societal substructures and superstructures, developed by Marx, as well as concepts posited by conflict theorists and critical race theorists, to compare attitudes towards social cohesion in South Africa and the United States over a period of approximately 23 years. Social cohesion will be measured by looking at levels of confidence in public institutions most likely to be affected by a successful transitional justice process and individual attitudes about having neighbors of another race.

Using difference in difference regression models, this study will use the World Values Survey (WVS) to examine views on social cohesion among South Africans prior to the beginning of their transitional justice process and after their transitional justice process. These responses will be compared to the responses of Americans during the same time periods. Using difference-in-difference regression modeling, this research seeks to identify whether the implementation of transitional justice has had

a significant effect on the attitudes of South Africans and how that effect compares to outcomes for the United States, without the implementation of a national intervention.

Any legislation enacted within the superstructure of racism will only result in the continuation of substructures that mirror these beliefs. Not until the United States comes to terms with the deeply problematic superstructure of racism that has shaped the attitudes of individuals and public institutions by providing a path for healing and understanding will there be an opportunity for a reconciliatory progress.

KEYWORDS: transitional justice, racial inequality, difference in difference, reconciliation

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