

SOCIAL WORK EXPERIENCE AND METHODS

CONFERENCE ISSUE: SOCIAL WORK
FOR SUSTAINABLE SOCIAL DEVELOPMENT

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Dear participants of the conference Social Work for Sustainable Social Development,

Twenty years of the development of the profession in the country is a good occasion to meet and discuss together about our experiences, lessons and expectations. Twenty years is a time-span, which is so short and so long at the same time: short comparing to the international development of the profession and long watching the challenges we had to deal with and the decisions we had to take.

During twenty years social work has become an important field of the professional practice, education and research in Lithuania. Substantial changes of social system, growing social problems, the rests of soviet mentality, lacking of references etc. lead Lithuanian social workers to very creative, dynamic and innovative social action. International support made a huge input to the development of Lithuanian social work too. We are proud that social work in Lithuania has become a recognized professional practice, policy and also a study field. There are a lot of more issues for the development of social work: I mean the status of the profession, the professional role of the social workers, the identity of social work research, the social welfare discourse on a policy level and empowerment approach to the social work practice.

We hope our meeting and communication will contribute to the evolution of knowledge and understanding of the sustainable social development. We warmly welcome all of you in Vytautas Magnus University in Kaunas, Lithuania, wishing you the inspiring discussions, intercultural exchanges and very rich experiences.

Yours Sincerely

JONAS RUŠKUS

Professor in Social Work Department of Vytautas Magnus University,
Chairman of Scientific Committee

PREFACE

Since the end of the XIX century in Europe, United States of America and the rest of the democratically governed world continuing discussions about social work as a professional, payable and significant human activity in a modern and post-modern world, take place. While conceptualizing the experience of the voluntary activity based on humanistic values, and on the grounds of the achievements of other social sciences and research results, the identity of social work as a profession is being created at the same time closely relating it with the tangible and intangible culture. Though the XX century was marked with the cruelest wars and crimes against humanity, at the same time fundamentals for understanding that we all are a human community connected by the innate human dignity and living on Earth with the fragile nature, which has to be treasured for the survival and wellness of the same people, were created. This fundament of general and common understanding is established by the values, principles and areas of agreements stated in the documents of Human rights. The concept of Sustainable social development, which emphasizes ecological ethics, sees the harmonious and responsible holistic living in concordance with other humans and ubiquitous environment of present and future generations, as a center of all activity, based on equivalent and responsible relationships. The essence of the social development is always a systematic and conscious human activity. At this point economic activity is only one of the means that should ensure the elimination of the substantial social problems like famine, poverty and discrimination. Sadly, a great part of the XXI century mankind, which controls the resources and has the political power, is fairly distant from this understanding of sustainable social development.

Together with many other Eastern European, Asian and African countries, Lithuania is breaking free from the grasp of totalitarian

dictatorships and is creating a society based on the democratic fundamentals and Human rights. This development is first of all inseparable from the economic crises that emerge from the governing contradictory to the principles of good governance. Also, it is inseparable from the decreased economic responsibility for the people's welfare and the nature of Earth, and finally, from the rejection of the values and principles consolidated in various agreements for the implementation of Human rights in the entire world.

Celebrating 20 years since the beginning of professional training of social workers, the community of Vytautas Magnus University's School of Social Welfare (Faculty of Social Sciences) invites everyone to discuss how successful is the profession of social work as a partner and active participant in the sustainable social development of Lithuania, Europe and the whole world. What can we learn while looking at and analyzing the history of how the profession of social work was created and first professionals were prepared; how new social services, approaches and principles were implemented? What are the old and the new challenges that social workers, trainers of social workers, researchers, politicians, activist of human rights and professionals of other spheres, caring about the aims of a sustainable human development, meet in practice? Sharing experience, research results and innovations that are being carried out in the sphere of social development, familiarizing with the experiences and ideas of others and an opportunity to experience participation in the community of social work and sustainable social development should be comprehensively useful.

Conference papers or their summaries are provided in this publication following this structure: first of all, reports from the plenary sessions are provided in the alphabetical order by the last names of the speakers, and then the texts are grouped according to the sub-themes of the conference. The sub-themes of this conference are the following:

1. Issues of social work professional identity and social development issues in the transition societies.
2. Development of social work studies and lifelong learning challenges.

3. Turning of human rights and professional ethics in the diverse contexts.
4. Relationships among different actors of social changes and sustainability.

We sincerely thank to the speakers of the conference 'Social Work for a Sustainable Social Development' who actively co-operated while preparing the contents of this conference and this publication. We also thank to all the participants of this conference, who will contribute to the active spread of ideas and experience in Lithuania and the rest of the world, as well as to the sustainable social development. I give thanks to my colleagues and supporters, since because of their understanding and honest work we can be together and share our experience and ideas.

DALIJA SNIEŠKIENĖ,

Chairmen of the organizational committee

SOCIAL SERVICES DEVELOPMENT IN LITHUANIA

BUIVYDAITĖ DAIVA¹

MINISTRY OF SOCIAL SECURITY AND LABOUR, LITHUANIA

In Lithuania social services system was established after the restoration of the Independence. Before the Independence all social services were centralized and were provided only in stationary care institutions. These types of institutions provide services for people with disabilities, children and etc. Government activities of implementation have started since 1991. These activities have been orientated to deinstitutionalization of institutional care and development of community based social services. In each Municipality were established separate structural units which were responsible for persons with disabilities, and lonely elderly care. In 1996 the first Law on Social services was adopted. This law and subordinate legislation was the base for further social services development in Lithuania.

In Law on Social services, according that time the purpose of social services was defined as follow: to meet persons' vital needs and assure life conditions that do not humiliate human's dignity. Social work was defined as professional activity which seeks to help person to meet the vital needs, help to restore person and society relations when person is unable to do it independently.

Period of 1991 – 1998 could be defined as quantitative leap in Lithuanian social security system development. In this period were

1 Correspondence to Daiva Buivydaite, Ministry of Social Security and Labour, Lithuania. E-mail: daiva.buivydaite@socmin.lt

founded various social services for children, elderly, person with disabilities, persons at risk. Main feature of this period were number of agencies, variety of social services, number of clients. In new social services agencies were established social workers positions. Universities, colleges started to organize social work studies, but in that time still have been a lack of professional social workers. Therefore started the initial certification of all practician social workers, and begun organization of qualification training programs.

Since 2000, the second social services development stage has started. During which social services development from quantitative started to become more qualitative. In 2004 Government of the Republic of Lithuania ratify conception of Social services provision reform. In 2006 new Low on Social services was adopted. Social services, according new low, aim to allow person or family to develop skills and abilities independently solve social problems, maintain social relations with society, and help to overcome social exclusion.

The second social development stage is more difficult. On the first decade of Independence social services in Municipalities were developed enthusiastically. Meanwhile in the second and the third decades is facing difficulties like aging, economic crisis, lack of effective social services management in Municipalities, interference in persons with disabilities and children homes deinstitutionalization, social worker prestige decline and etc. Social services content and amount do not satisfy society needs, so there is a need to look for new services organize and provision forms.

Social work, as society itself, is some form experience crisis of human values. In society person welfare identify with material person welfare, in this case there is no space for basic values like tolerance, respect, accept person with all his believes and lifestyle, respect for human dignity. Nowadays social worker is identifying with material well-being provision – worker who will give social allowance, bring food.

According Low on Social services (2006) from the 1th of July on 2011 the right to work as social worker has only those persons who have high social work education. A number of challengers are waiting while seeking to make social work more professional activity and consistent

with professional and competent social workers. There are plans critically reconsider the legislation that define social work content, social workers' qualification requirements, certification, clearly distinguish professional social worker from social worker assistant, specialists of benefits and occupation specialists activities and functions.

In purpose to solve these problems social work community, academics and Municipalities cohesion is needed. In 2011, initiative of the Ministry, consultative body Lithuanian Social Work Council was established. This organization operates on public basis. Organization aims to perform expert functions and provides consultations on satirical social work issues.

In 2010 Lithuania ratified United Nations Convention on the Rights of Persons with Disabilities. One of the biggest challenges is to solve institutional care for persons with disabilities issues. In cooperation with NGOs that represent rights of person with disabilities, institutional care leader associations and other organization plan to prepare National Strategy for person with disabilities and children deprived of parental care deinstitutionalization.

Very important item is community involvement to social support provision system. Communities Social Development program started in 2011. This Program aims to promote community organizations development in social activities and mutual assistance fields. Program seeks local community involvement in social support provision.

For social services management and provision changes is needed. But seeking social support quality assurance many planned activities should be test through social innovations. At this moment National Progress Program is preparing. This Program is the main document of strategic planning for Lithuanian Progress Strategy ("Lithuania 2030") implementation. The term of document preparation is coordinated with Europe Union financial support programming period, expecting Europe Union funding and resource from the National budget. One of the planned priorities in social services field is to develop social services system and improve social work quality through empowering persons at social risk, involving social services users and NGO's to these processes, be able to organize its activities in innovation and voluntary basis.

REFLECTIONS ON THE BEGINNINGS OF THE CENTER FOR SOCIAL WORK PROFESSIONAL EDUCATION¹

CONSTABLE ROBERT²

LOYOLA UNIVERSITY CHICAGO, USA

INTRODUCTION

It has been twenty-one years since you invited me through Professor Arvydas Žygas from Vytautas Magnus University and Sister Albina Pajarskaitė, from Caritas of Lithuania to come to Lithuania. After I arrived in September 1991 I gave seven lectures, cosponsored by the University and Caritas of Lithuania, discussing a vision of social work as a profession, as a powerful instrument of change in society and in human social relations, but also as an instrument of loving relations between people. I wanted to illustrate social work as a profession which assisted people to re-create social relationships, and to re-create the ways of caring for others in the face of the collapse of an entire ideological system, which made people into *political* objects. The extreme alternative offered by the West, radical capitalism, which made people into *economic* objects, was not much better. Social work

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- 1 This paper is dedicated to Sister Albina Pajarskaitė, a great and courageous Lithuanian woman, a true friend to social work in good times and in bad times, without whose wise counsel and constant support the program never would have been developed. Our thanks will never be adequate to balance the profound contribution you have made to the development of social work in Lithuania.
 - 2 Correspondence to Robert Constable, Loyola University Chicago, USA.
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was meant to be different. It was a value-based professional response to a radically changing society. Social work offered a set of methods, which could be flexibly utilized to meet the unique situation of post-Soviet Lithuania.

Social work's focus on the worth and dignity of each person, on reconstruction of families as the basic welfare system, on our obligation to care for one another also matched the concerns of Catholic social teaching. Catholic social teaching, especially as clarified over the last Century, emphasizes solidarity, human dignity, the need to support families in their care for each other and the respect for human life in its fullness at every stage of development (Constable, 1997, 2007, 2012). The work of the social worker was close to the heart of the Church and the mission of Caritas of Lithuania. This was one reason for the support of the program by the Church amidst so many other priorities. Each person is not simply a bundle of nerves and chemicals, but a child of God with an eternal destiny. Such ideas ran counter both to the soviet culture and to radical, individualist materialism found in the West. The Soviets had used all values to fit their ideological agendas. On the other side an ascendant radical individualist materialism had little real use for moral, communal or spiritual values. However, on January 13, 1990 at the television tower people died for certain moral, communal and spiritual values. In this there was the dilemma of post-Soviet Lithuania. People wanted to live in certain ways, which belied the lives they were actually living. People wanted to believe in something, but could not trust it. All the bases for life and belief seemed to have been destroyed.

THE CONTEXT OF THE PROGRAM'S BEGINNINGS

Twenty years later with all the development of social work in Lithuania, can you remember those days? The program grew out of the collapse of the structures and ideological belief systems, which made persons into political objects. The system was totally unsustainable. Any helping efforts had to be the business of the state. And then

with the state in control, it was also burdened with impossible expectations. Power and control had to be the basis of any individual helping as well. The family had become a subsidiary institution to the state. The state had paradoxically relieved it of the need to be much other than a temporary context for people who work. Divorce had become the common experience. Work, not parenthood, was the most important social role. Indeed, the state had to be the *parent*, albeit an abusive one. Persons with any special needs were removed from family and institutionalized. There was almost no development of family-related child welfare services, such as adoption and foster care. With institutions the norm, there were few, if any, services available in the community. The solution to problems was to remove them from sight. When everything was converted into power and control, nothing constructive could take place.

With the collapse of the abusive parenthood of the state, the situation had to become worse, because even abusive parents serve certain functions. Now each person might become that abusive parent, making his or her surroundings into his or her own *soviet* (until the subjects would finally revolt). There was now little to restrain high rates and even growth of family violence, alcoholism, divorce, abortion, and suicide in Lithuania of older people and of younger people, together with the soft suicide of drug and alcohol addiction. During our time in Kaunas the local child caring institution was filled with children abandoned by their parents. The growing concerns of Lithuanians for their society would create greater awareness of the needs of society to help families to reconstruct themselves in a more functional way and for communities to develop services to deal with problems. Such problems were now becoming obvious. An alternative extreme ideology, radical capitalism masquerading as “democracy”, made the person into an economic object. It would prove to be as bad or worse than its predecessor. Power and control would shift for a time to corrupt mafias, rather than to the common good of citizens. The confusion of a society in transition is related to the need to identify clearly a value base (not ideological base) for what we do with and for others and for social services.

The nature of social work's tasks and the nature of its human subjects has demanded a free, secular value base built on the worth and dignity of persons (Constable 1995). This value base is most attractive for people looking for a deeper way to care for others, which would be compatible with the eternal destiny and spirituality of every person. In these seven lectures this was the heart of our discussion. To ears which had listened to empty ideologies throughout their lives these values would appear to be tired and flawed ideological statements. Nevertheless they were existential statements about real life and about hope. Peoples' real dignity and their relationships had to be respected amidst the real world of deflected and failed human aspirations. These values were statements about the *only* ways any person would be able to use help. Even when values failed, they were statements about peoples' real but failed aspirations for dignity. They were ironic statements about failures of the real worlds people inhabited, and what they aspired to.

WHAT WOULD SOCIAL WORK OFFER TO THIS SITUATION?

I will use citations from some of our original working documents to bring you back to those days. No development can proceed without points of reference. I would like to outline and cite the explicit points of reference for the social development task of assisting in the development of a Lithuanian social work.

The social work model of practice developed in those beginning years was different from the American model with its focus on clinical practice, although we did use, among others, many American professors and many ideas, which had been developed out of the ferment of American social work. But it was not strictly speaking an American model of practice, indeed it was not even a Western model. It was an *abbreviated* model of social development, meant to draw on other models and to be reconstructed in its own way according to the conditions, the culture and the people who would eventually develop Lithuanian social work.. We believed that it was first of all

necessary for Lithuanians to reconstruct totally their system of caring for others' needs, in families, in communities, and on the national level. When this gradually took place, our graduates would develop a Lithuanian social work suited to Lithuanian culture and conditions, but the early years had to be built on faith that this eventually would take place many years after we had finished our work of beginning the program.

We were conscious of the need for clear criteria which would support Lithuanian social work and social development. In the remainder of the paper, using the references from our original documents, I would like to discuss the foundational concepts of the Vytautas Magnus University program needed to make the bridge between social work and Lithuanian culture. Social development needs points of reference and guidelines to remain rational and sustainable. Any practice model would fail without rational criteria for what it does and why something is done. To be sustainable it must be based on essential institutions of community social life, particularly the family. There must be a basic *understanding* of the normal needs and lives of those with whom we work. Without these criteria governing practice and social development, both would become political manipulation, something Lithuanians have long memories of. Social work builds on and refines the natural social institutions of civil society. The experience of the Soviets was that these efforts became unsustainable, as they attempted to *substitute* what persons and families could do with and for each other. The family was undermined by these efforts. Since family is the basic social welfare system, if family deteriorates, there would be no development at all. Nor would social work and social development be sustainable if they did not operate within the other natural institutions of society – health care, education, justice, work and family and child welfare. Thus social work had to assist such normal transactions that take place in a normal world of persons, families, communities, and social institutions in a way which respects the worth and dignity of each person and the obligations we all have to care for each other and support the good development of generations.

THE SCOPE OF THE PROFESSION

The first point of reference had to be the scope of social work and its activities. It was important to proceed from a fundamental definition of what is distinct about social work. This would allow social work to relate continually to the social development needs of Lithuania, rather than being confused with a *method*, as in the English-speaking world, or with a political orientation to the *provision* of social welfare, as in Western Europe. Both were important, but would not subvert the possibility of developing a distinctly Lithuanian approach. As I review the articles in your Journal, *Socialinis Darbas Patirtis ir Metodai* (Social Work. Experience & Methods), it is clear to me that you have developed a foundation for many fields of practice. You have a flexible sense of appropriate methodologies and you are well grounded in professional values and ethics. You understand and are able to use research to guide this development. I am not seeking to add to any of this, but to bring you back to your own roots, which now may be like an underground stream over which people walk unaware. Indeed some of your development may have taken you to a different place than these fundamental points of reference. This is legitimate in any conversation.

The fundamental objects of social work concern are the relations between individual persons and between individual persons and social institutions. Social work focuses on the transactions between people and their environments that effect their ability to accomplish life tasks, alleviate distress, and realize individual and collective aspirations. This powerful focus on social relations and human action (transactions) places the scientific, artistic and professional focus of social work directly at the most creative place where persons through communication (intersubjectivity) create new and workable structures of love and value of human beings.

With Whom do Social Workers Work? Social workers work with individuals, families, small groups, organizations and communities, helping them to prevent distress and utilize resources. Such resources are personal or environmental, found in people's intrapersonal and interpersonal capacities or abilities as well as in social services,

institutions and other opportunities available in the environment. Social workers work with the transactions between persons and the transactions between persons and social institutions. The resulting focus rests on persons, the associations they form, particularly family, and an environment of social institutions in interaction. These institutions of civil society would include health care, family and child welfare, education, justice, and work. If we are clear on what we are and what our purposes are, methodology becomes less important. In any case we can use a broad range of methodologies, based on the full range of human transactions. The methodologies are not *our* methodologies, as in Soviet times. They became a part of the normal work of the person, the family, the institution and the community, and each in relation to the other. Methodology and political ideologies are secondary to the work done. The work is primary.

Do social workers work with public policy, the design of social welfare services and the design of basic social institutions? Social work includes policy development and implementation of social policy, services and programs, legislative advocacy and political action. Policies need to support the operation of larger units of society, particularly family, in sustaining themselves and in meeting needs, which are too complex to be met by government alone. This is most important because it addresses civil society and the worlds of human social institutions. Without the bridging function of social work, every social institution is capable of diminishing and disqualifying the very efforts of people and families which they should be encouraging. The social worker is flatly in the middle of all of this, playing an important mediating and policy generating role.

What is the Goal of Social Work? The goal of social work is for human persons to become *agents of (their) own development*. Becoming an *agent* or *subject* takes place, not in the abstract, but within relational frameworks of family, school, work groups, justice system, health care system, etc., social institutions of society, without which none of us can survive, but which are capable of destroying human initiative and creativity. This would be a revolutionary concept in a post-soviet society.

What Does the Social Worker Do? The social worker is a *coach* for the human activity (the “work”) illustrated above so that it respects human dignity and aspirations. The social worker cannot *act for* what another person or institution can do for themselves, but can help the person or unit to act appropriately with others.

The institutions of society are the contexts for many different forms of social work in education, in health care and mental health, in child welfare, in schools, in work and employment, in recreation and in family. Each one of these fields of practice has its own development, theory and needs for particular types of training. There is even specialization within a particular field, such as work in the health care institution with the dying, work with unmarried parents, work with people experiencing renal failure, severe diabetes, cancer complicated birth, loss of a child, foster care, adoptions, severe mental illness, release from prison, probation, etc. Each of these areas also denote crises experienced on an institutional, familial and personal level. Each of these crises contains personal, relational familial and institutional tasks where social work methodology may be used. It is in these tasks, not in methods alone (which are abstracted tasks) that the success or failures of social work may be measured.

What Are Basic Principles of Social Work? There are basic principles of social work underlying all of these fields of practice. These principles exist prior to their development in each field, that is they are *generic* to specific practice carried out in different fields. Social work education is then a blend of the *generic*, that is what is common to all fields of social work practice, and the *specific*, that is what is specific to a particular field such as school social work, work with families, etc. This is why the doing of social work in field instruction, where the social worker, with the assistance of a field instructor, integrates all of this into a working, personal, practice model is the heart of social work education.

SOCIAL WORK VALUES AND ETHICS

How Are Values Different from Ideologies? Values are a source of great confusion. They are different from the ideology of the previous Soviet

society as well as from ideologies of radical capitalism. They are not simply ideologies, or belief systems, because, more than beliefs, they demand something of each social worker. Values need to be put into practice.

Social work professional activity is constantly dealing with people's efforts to create and develop relations within which they may discover *Freedom, Justice, and Caritas* (Constable, 1983) as valued ends. Professional relationships are built on honesty, on their regard for human worth and human dignity; they are furthered by mutual participation of people in helping themselves, acceptance of people as they are, without judgment, but seeing the possibility of what they *can become*. Confidentiality, and responsible handling of conflict are essential characteristics of professional practice. They are essential, not simply because they are good ideas, but because people doing the work above, *cannot do it without them*. As such they become principles of practice (Biestek, 1955).

How Do We Deal with Human Suffering? Social work must deal with human suffering in a very personal way, and this is most difficult for students. The tasks of understanding suffering, and developing a personal language to discuss suffering with others who suffer are profoundly spiritual tasks (Reich, 1989; Constable, 1995). The student needs to discover an ability to listen to and respond to human suffering in a productive way. In this sense all the actions of social workers are profoundly value-based, not simply powerful "techniques" to "manipulate" people. Work with the personal and social tasks faced by persons who are dying (Salnaite, 1997) is a good example of this.

How Would Social Workers Respect Individual and Group Differences? Social work respects the religious convictions, ethnic differences or any point of personal difference of every person that, in turn, respects the rights of others to their own integrity. This is particularly important where such differences otherwise can lead to hatred, or even a patronizing approach which does not respect the uniqueness and differences of each person. Such respect does not mean agreement with a person's perspective or lifestyle choices, only an understanding

and acceptance that this is their choice, and that choice may have consequences. In any case two persons can work together effectively while remaining different.

Religious beliefs are a traditional sponsor for social work practice. There is for example an excellent fit between Roman Catholic social teaching and the values of social work (Constable, 1997, 2006, 2012), as there is also an excellent fit between the traditional charitable values, and religious obligation to others associated with Jewish culture and philosophy, for example as developed by Maimonides. In any case we serve everyone and it is in the nature of social work values to be *secular*, although peoples' *personal* pathways to these values are often religious. In this sense there is also a profound basis for social work practice under public or non-sectarian sponsorship.

Professional Social Work Education at Vytautas Magnus University. Every professional degree must prepare for a *praxis, a doing*, that involves not only for a knowledge of theory, but also for an ability to integrate theory into actual and personal practice – to develop a *personal practice model*. For this reason field work and field supervision are the most important parts of social work education. This is not always well understood on a traditional university level and demands constant explanation and adaptation so that the integrity of professional education is maintained (Constable & Kulys, 1995). This was perhaps the most difficult educational struggle in the beginnings of the program.

In the context of Lithuania the first purpose of the Masters degree level became the *development of leadership in the re-creation and reorganization of helping services to meet the needs of the Lithuanian society in radical transition*, that is social development. Thus the education needed to be both broad and deep, with a notable focus on research and policy. Even in the early days of my memory such research and policy development led to the development of a Lithuanian foster care system, the movement of some persons with disabilities out of institutions and into society, intergenerational solidarity of persons in need, such as persons aging (grandparents) and adolescents raising children, the developing of helping roles

in mental health care, education and with families experiencing alcoholism.

The masters degree level and the doctoral level were meant to be research as well as practice degrees. The beginnings of scholarship in a new area would be to describe a situation (the problem and effects of institutionalization on children) and/or a process (the process of a Lithuanian family accepting a child from another family in adoption or foster care) or an innovation in helping (the dynamics of assisting dying persons to deal with their personal and social tasks). Using adoption and foster care as examples, I believe such research has had a powerful effect, simply judging from the assessments carried in the Vytautas Magnus University social work journal.

From May 1997 until now I have not personally experienced your development. From the pages of your journal I am impressed that you have made a good connection with European Social Work as well as your connections with social work in the English-speaking world. Indeed, we invited key figures in European social work, such as Walter Lorenz, to come to Lithuania in 1995 and you have had long and deep connections with Poland, Germany, the Netherlands and the Scandinavian countries. I am impressed that you have a sufficiently clear picture of who you are to largely create the many different fields of social work practice in Lithuania and then write about it in the journal and in other places. In short I am very impressed with your vitality, your ability to innovate and your passion to write about what you are doing. You have seen enormous changes and taken charge of your own destiny.

WHAT LIES AHEAD?

What tasks do you face in the future? You must first of all believe in yourself and your ability to create and not attempt simply to copy a model from some other country. In our experience your confrontation with the personal and social turmoil of a society in transition drew forth from each of you tremendous cultural vitality and creativity. You were breaking and reconstructing the molds, which had shaped

you. In this gradual, relentless, and often painful reconstruction, you became the teachers and the masters and we became consultants. We felt privileged and awestruck as we watched this process emerge. You inspired us.

The purpose of this paper has been to assist you to recall where you started. Now thirteen years have elapsed since most of us left for our homes and passed the program over to fully Lithuanian supervision. During this period it was best that we be absent and that you work out, indeed hammer out, the form of social helping which would be best fitted to deal with the needs of a post-Soviet Lithuanian civil society and culture. I have followed your work on the Vytautas Magnus University social work web page, and now I am eager to see personally what you have done and are planning to do. Such is your task. I believe in your capabilities.

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SOCIAL WORK AND THE SEARCH FOR TRANSITIONAL IDENTITY

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Surgeon, cardiologist, veterinarian, engineer, architect, nun, agronomist: rarely will one ever find a class of beginning social work students who have already established themselves in such a range of these and other well-known professions. The individuals in the first classes at the Vytautas Magnus University Master of Social Work program and those who came after them reveal truth in the axiom that “social work is a product of the society in which it exists.” While they were inventing social work for the changing Lithuanian society, they were themselves becoming social workers. “Transitional society” formed the context of the new profession, and of the new social workers. They were two parts of a phenomenon which cannot be understood separately.

While the sociological aspects of the resurrection and modernization of Lithuanian social work, which had been dormant through over 50 years of war and extreme repression. Instead the current research project presents some characteristics of the individuals who constructed contemporary social work during this period, as they shared in life history interviews conducted in 1996, just after the first MSWs were earned. The current project emphasizes what happened to individuals and how they actively developed themselves

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in their roles and identities as social workers. By identity I mean the enduring sense of being who one is in relation to others. Each story represents elements of how historical and contemporary social forces blended with personal and family narratives in the formation of social work and social workers. The project focuses on the spot where the individual's personal life story overlaps with their story of becoming a social worker.

Collectively, the 23 interviews form a sort of "snapshot" in the ongoing moving picture of social and personal development. Most of those who had earned degrees between December 1994 and June 1996 were included. My position in relation to participants has been atypical. The interviews were conducted primarily in English, the language of much of the instruction in the program. A seasoned interpreter was present in most cases, helping to clarify meaning, or in a minority of cases to translate. Thus the interviews as analyzed are highly produced accounts. Participants presented themselves through their stories in different ways, almost always mindfully and skillfully done. Some were idealized accounts or reconstructions of difficult history. The understanding of identity development presented here reflects this and my own vantage points as they interacted through the process.

My work with most of the participants during the period of their studies, as classroom instructor and especially as thesis consultant or leader for most of them, provided me with a beginning framework for understanding. I returned to Lithuania many times as teacher, consultant, and Fulbright Scholar, developing my understanding through relationships with Lithuanians from an extraordinarily wide array of circumstances. Doubtless I have also been influenced and educated through academic study and especially some popular novels and accounts of life during the repressed years (e.g., Sepytys, 2011; Silieka, 2011).

Given the complexities noted, the analysis has seemed straightforward. Review of tapes and transcripts led to a listing of thematic elements, definitional memoranda, and discussions of ideas with some participants *ex post facto*. Several publications have resulted from

this work (Harrison & Jaskytė, 1998, 1999a, 1999b, 2000; Jurkuvienė & Harrison, 2005).

For the new social workers, the society in transition was one of chaos, unheated classrooms, political uncertainty, instability in ever-looming Russia, and, perhaps strongest of all, enormous hope and optimism for what the new society might be like. The profession offered not only the promise of a new social institution for the society, but also a way for the social workers to make their own personal transitions, often dramatic, to new identities. Social work, with its dual ideologies of social change and personal care and development, was an ideal social medium for the times. It provided new ways of conceiving the self as a member of a group sharing desirable qualities, and as an individual with specific and unique qualities.

Lithuanian solidarity was the most important thematic element of the new identity. Being proud of the ethnic and historical aspects of being a Lithuanian was very important. This theme is itself a container for several other themes. Social work was understood as a profession that makes practical most of the Catholic and humanistic values that were nurtured underground during the years of occupation. The early influence of Lithuanian and American founders of the social work program were mentioned by several. Relationships with North American and Australian faculty members also were important to almost all. The outsiders helped to clarify and put values into action, often in ways that even they seemed unaware of (Jaskytė & Harrison, 1998; Harrison and Jaskytė, 1999a, 1999b). Their curiosity and openness, naivety, questions, and basic orientation to others helped in the process of clarification.

The importance of several specific professional ideas was repeatedly mentioned. Empowerment was the most important guide to practice as so many participants described their orientations as uniquely *Lithuanian* social workers. Self-determination and empowerment remained hard for participants to define or even translate into Lithuanian specifically, but they were nevertheless important, reflecting the incorporation and application of internationally recognized social work values. The value of human dignity was also discussed in a number of ways,

often in relation to the indignities, major and minor affronts to human rights that participants experienced and learned about from their family histories.

It was notable that the presentation of “professional selves” was less likely to be wrapped up in therapeutic or clinical ideas present in some courses than in ideas about caring for or controlling dependent individuals and groups. Social support, usually referring to community contexts, was a very commonly used term, its usefulness widely attributed to the efforts of the western instructors.

The most important themes were relational. In learning about social work relationships, many had had to adapt their constricted and cautious orientations to others that had been functional in the authoritarian Soviet context. Authenticity, respect, and non-judgmental approaches to others not only had to be given new social work names, but they had to be practiced in the academic context in order to be mindfully applied in the social work practice context. The roles of the various faculty members and student colleagues were especially important in this regard (Harrison & Jaskytė, 1999). The way of conducting educational experiences was often described as being as important as the content. The roles learned in the “theatre” of the Vytautas Magnus University social work program also involved an important element: the continuing presence and authority of community and academic decision-makers whose orientation was still typical of the old system in which they had become successful. Being one who was able to negotiate the two worlds of the transition was an essential part of many social workers’ new identities.

One of the most important elements of the new identity was that of innovator. This was sometimes mentioned directly, but it was especially simple to identify it in the accounts of practice. Knowing some of the principles and values of established social work while knowing approaches from other orientations and histories led to very imaginative approaches to problems, as well as dramatic examples of the inevitable difficulties that all new social workers experience. The prior professional backgrounds of the majority of the students was particularly significant in this regard. Not only could some of

their experiences and mental frameworks be adapted and applied, but they could also understand the contrasting bases of professional practice. Thus values and principles of conducting practice coincided in the new identities of the participants.

Today's Lithuanian social workers have accomplished a great deal in formalizing and establishing their profession. The foundations rest on the identities developed during the formative years of social work at Vytautas Magnus University. Let us not forget the special accomplishments of these leaders during one of history's most unique and important "transitions."

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TWENTY YEARS OF SOCIAL WORK PROFESSION AND SOCIAL POLICY IN LITHUANIA

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In 1999 when Vytautas Magnus University started to organize social work master studies, In Lithuanian Classifier of Professions there was no such thing as social work profession. In the Soviet Union, from which dependency Lithuania just has been liberated, charity and other social activities were forbidden. Nowadays in Lithuanian social services institutions about 10 700 persons work as social workers. Most of them (7600) work in budgetary social services institutions. Social workers prepare 6 colleges and 6 universities. Implementing the Law on Social Services, since 2011 the first of July the right to work as social worker has only those persons who has high social work education diploma. Since 2011 Social Work Council was established by Ministry of Social Security and Labour. This report reviews how social work profession appearance affected Lithuanian Social policy: the identity of the profession and social services and infrastructure development, structural changes, how some political acts influenced social work profession development in Lithuania.

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THE ROLE OF NGO CREATING PROFESSIONAL SOCIAL WORK STUDIES AND INNOVATIVE SOCIAL ORGANIZATIONS IN LITHUANIA

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INTRODUCTION

Intensive changes in Lithuanian political system in 1989 created favourable conditions to express citizens' initiatives. The organizations, banned during Soviet times, were reestablished. One of these organizations is *Caritas* which used to function actively in social welfare area till 1940.

The **aim** of this article is to evaluate the input of non-governmental catholic organization *Caritas* in the development of Lithuanian professional social work studies and to explore innovative social programs and institutions created by Caritas. Scientific literature and document analysis and qualitative research **methods** have been employed in the research.

Non-governmental organizations (NGOs) are organizations founded by private initiative of citizens and not by the government. They are institutionally separate from the state and are independent even when

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receiving support from the government. Unlike political parties, NGOs do not seek political power (Salamon, Sokolowski, List, 2004).

In the Soviet system, where the monopoly of public services dominated, there was no space for the activity of NGOs (Liobikiene, 2008). The downfall of a system opened new perspectives: non-governmental organizations were founded; it became possible to collaborate with different organizations working abroad and to learn from their experience.

In the post-Soviet times, there appeared a possibility for NGOs to provide social, educational, health and other services; The first catholic nongovernmental organization was catholic Caritas. The main goal of *Caritas* was not only to provide charity but also to encourage inner personal changes. These personal changes enable a person to seek personal and public wealth. In this respect *Caritas* was different from charity institutions and organizations. Moreover, social support and services provided by *Caritas* has been based on values. The most important value is respect for a person's dignity. The program of this non-governmental organization has anticipated activity directions. Main emphasis has been laid on creating service system for families, integration of disabled, development of social services in the community. The background of *Caritas* program is Christian values and empirical experience of initiators.

After studying Caritas documents and interviewing initiators of the program, it has become obvious that there are three levels of Caritas activity:

1. Helping people of the lowest social stratum to meet their basic physiological needs (soup canteens for the starving, shelters for the homeless, donating food, clothing).
2. Helping people to help themselves – enabling. That includes services of consulting, informing, community organizing, training living and parenting skills, society educating.
3. Participating in developing social policy of the country through educating social work professionals in Lithuania.

This program was initiated by people of different age, life experience and education. Soon it became obvious that people lack social work knowledge and skills. Foster care home for lonely mothers was founded but it had to be closed because of lack of professionally and socially skillful workers. Having taken into consideration the lack of competence, which was interfering with development of social services, Caritas felt concerned about educating professional social workers. Wide international relations helped to find social work professionals who developed study program. USA Bishop conference provided financial support. Thus, in 1991 with the initiative of Caritas and with the help of professor Robert Constable (Loyola university, Chicago) and Regina Kulys (Illinois university, Chicago), Center for Social Welfare Professional Education was founded. At that time other institutions of high and higher education were educating social worker. Vytautas Magnus University curriculum had some distinguishing features:

- Authenticity. Social work professionals from abroad taught in the program and they took Lithuanian context, conditions and experiences into consideration. Standards of professional ethics, respect for a human being, active listening, ability to understand a student and a client – these were the qualities that many foreign professors were demonstrating:
- Connection between theory and practice. Field practice was organized based on main scientific concepts of action: from knowing-in-action through reflection-in-action to knowledge-in-action.
- Value laden curriculum. Such curriculum enabled students to change their attitudes formed in authoritarian system. Freedom for a human being to make decisions, respect for his/her personality and dignity, ability to respect another and to evaluate behavior, respect for human life and seeking for social justice – these were not only declared values but also exercised in every day life by social work professors. Discussions, reflections, debates enabled the students to integrate these values into their personalities.

Thus in 1992 at Vytautas Magnus university, social worker's professionals begin the social work master studies. After the graduating the studies, students became professionals social workers, with professional autonomy, professional authority and professional responsibility-three main characteristics, of the occupations that are considered to be professions (Morales, Shaeford, Scott, 2007). Caritas international relations had significant influence on education of social workers. It financed teachers' visits to Sweden, Poland, and USA. The possibility to find out more about foreign social work curricula helped to understand the essence of social work better, stimulated apply knowledge and skills creatively. Professors from different countries taught social work students and volunteers in seminars and workshops. Relations with V.Satir institute have been especially important. Teachers from V.Satir institute taught such topics as basics of family consulting, open and clear communication, support for parents. Newly educated social workers know professional standards, speak professional language and create new social work system.

Acquired professional competence enabled to reach the goals set by Caritas program. Organizations, that are new in their content and forms as well as mission and vision of activity are characterized by innovative. Thus Caritas supported the foundation of Family center, an institution providing help for families. Later it has become an independent network organization implementing educational and prevention programs and affording ground for community support. Children welfare center "Pastoge" ("Shelter") provides temporary care for children in crisis situations, trains and educates foster parents, implements adoption program. This center started working with the support of Caritas too.

"Kartu namai" ("Generation home") is an institution providing temporary institutional care for lonely mothers. It also has home for elderly. Support programs for prostitution victims, ex-prisoners and begging children are in action.

During the post-Soviet period, the state was not providing services of preventive nature. On one hand, Family Centres could successfully fill in the existing vacuum; on the other hand, the

competency of Family Centre volunteers enabled them to implement the services.

In the Family centres practice family is viewed as the primary, most important context for individuals growing and development. Family is a dynamic, developing, changing and mature system. There are interdependent unit of society, requiring access to social resources. It could be adequacy assistance for families, when the service continuum system would create. A continuum of services oriented on family needs. There are four categories of such continuum: primary prevention, secondary prevention, temporary dislocation, and family dissolution.

There are following types of problems, suitable for family centres programs:

1. Lack of knowledge about parenting, conflict prevention and resolution, communication and cetera;
2. Emotionally disturbed reactions to developmental and situational stress;
3. Loss of vital relationships through death, separation or interpersonal conflict;
4. Interpersonal family members or environment conflict.

Family Centre programmes are focused on primary and secondary prevention. Primary prevention refers to programmes intended for the general public, addressing the reduction of risk factors related to certain problems. The means help to prevent form involvement into risky activity. Secondary prevention is means and programmes intended for a narrower target group that help to reduce or avoid the consequences of certain behaviour or to change risky behaviour into less risky one.

There are four forms of primary prevention Family centres programs:

1. Program for teenagers and youth “Know Yourself”. The goal of such program is to enhance self –esteem through self understanding, to grow in communication with peers and help them to find fiends.

2. Marriage preparation. Group work with engaged couples. Group discussion on psychological, social aspects of family, communication skills and problem solving skills are discussed.
3. Family life education, including parenting programs, family summer camps, seminars, conferences.
4. Families or single family members Counselling (psychologist and social worker)

Secondary prevention programs for pregnant teenagers, children from disentangled families and post divorce group counselling.

There are three forms of secondary prevention:

1. Crisis intervention program for teenage pregnant and pregnant women in crisis (counselling, support, material help, parenting skills teaching, information about family planning).
2. Day centre for children from multiproblem families. Working with families, educating children psychosocial resistance, teaching social, conflict resolution, communication skills, occupation).
3. Group work for divorced people. Group work oriented to help suffer of grieving process after the divorce, to find new way of life.

CONCLUSIONS

Catholic non-governmental organization Caritas has been a significant factor developing professional social work in Lithuania in these aspects:

1. It initiated social work curriculum and realized it at Vytautas Magnus University. The distinguishing features of this value-laden curriculum are authenticity and connection between theory and practice.
2. Caritas international relations enabled social workers to get acquainted with social work experience abroad.

3. New institutions and organizations orientate their work towards social services in community, consulting and prevention services.

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EMPOWERING STRATEGIES OF SOCIAL WORK SERVICE PROVISION IN THE CONTEXT OF WELFARE DEFICIT

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INTRODUCTION

Overall aim of the study is to analyze peculiarities of provision of social services at micro, mezzo and macro levels and to develop empowerment oriented social service model in Lithuania context. The study is financed by the Research Council of Lithuania. Existing model of social policy and the efficiency of social services network were discussed in order to emphasize particularities of context for social services in Lithuania. Empowering social work concept was used in order to elaborate specific guidelines how to organize

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innovative social services seeking effective social inclusion through connections in between all sectors of economic life – public, private and non-profit or voluntary sector.

CONCEPTUALIZATION

The term *empowerment* has its roots in the involvement of citizens in community planning efforts to establish a mechanism for social reform and the alleviation of poverty (Marris, Rein, 1982). Non-profit organizations (NGO) were main actors in this movement. Involvement and participation of social services recipients in decision making are referred to concept of empowerment. Pease (2002) argued that empowerment has to be the central and growing concept of social work theory and practice. It has to be mandatory in mission of social services organizations and the essence of social welfare legislation. Lord and Hutchison (1993) made a study, using focus groups in order to hear social service recipients' voices. The data showed that helplessness arises not just any one reason, but also there are various disempowering factors and the whole of experiences. The participants of the study indicate social isolation, non sensitive social services and systems, poverty and violence as disempowering factors. Research participants who live in poverty social isolation derive from a lack of support. According to the opinion of participants, insensitivity of social services asserts as negligence, when clients are simply tired of the continued unresponsiveness to their appeals and also due not inappropriate interventions, when is reacting to the consequences of the problems, but not to their solutions. Poverty creates a loss of control, dependence to the system, the complaints for failure, loss of self-esteem and abuse of human state.

Through analysis of literature review we identified several levels of empowerment. *Individual level* relates with control of own life and seeking the aim. According to Lord and Hutchison (1993) empowerment always is individual and ongoing process. *Group level* is defined as a tool for self-help, encouragement and consciousness (Sadan, 2004). *Community level* is considered as mobilizing resources

for common good. According to Sadan (2004) communities teach people to make decisions in groups, solve mutual problems, set goals and etc. Empowerment community is essential for accessibility to social and economic resources (Friedmann, 1992). *Organizational level* relates with formal strategies of empowerment. Donaldson (2004) argues that organizations of social services are ideal instrument to develop empowerment oriented social groups. Professional social workers and their expertise in empowerment oriented interventions is main reason among others for such argument. Organizational empowerment is considered as one form of community empowerment, when organizations develop democratic principals in management and create empowering environments within organizations. Staff of social services organizations has to be empowered by employers and participate in decision making processes. Hardina (2005) argues that empowerment oriented social services organizations have to demonstrate certain practices towards empowerment. Among them are development of formal structures for participation of recipients, minimizing power differentials among different actors within organization and with recipients, promotion of team building and other. *Political level* of empowerment relates with critical awareness focused on social justice.

The experience and understanding of services recipients is main source for empowerment. "Nothing without us" – the declaration of people with disabilities – represents position of social services recipients. Empowerment of working staff is one more source for empowerment oriented social services. Employees that feel diminished and resigned would not take responsibilities for solving problems. Active employees feel comfortable with own strengths, are enterprising and create additional value for organization. Empowerment relates with taking risk, having ideas about future and etc. Person who doesn't participate in own empowerment is not able to empower others. Establishing empowerment oriented organization culture is discussed among other issues.

CONTEXT

In Lithuania there are several institutions responsible for the governance of social services. The Ministry of Social Security and Labour implements state policy on social services. It renders proposals for the development of social services and arranges legislation projects for municipalities. Municipalities are responsible for provision of social services within the area under its authority. A municipality plans, evaluates and forecasts the needs for social services (Naujaniene, 2007). In Lithuania the development of social services started in 1991 after restoring statehood of the country. Social services organizations governed by municipality and non-profit or private organizations are providers of social services. Currently services are still underdevelopment and accessibility to social services is far from universal and based on evaluation of needs for them. While, not all persons in need of services are able to receive help, and not all those defined by legislation as eligible for clienthood are admitted for services. Based on Naujaniene (2007), in gerontological field, not all persons who receive services actually need them.

METHODOLOGY

Research was based on Participatory Action Research perspective. Qualitative as well quantitative research methodology was used in order to achieve research aim and objectives. During qualitative stage of the study research data were collected using semi-structured interviews with fragments of non-formal conversations. Research participants were invited to participate in focus groups as well as in face to face individual interviews. Two focus groups with representatives of non-profit organizations (NGO) were conducted as well nine face to face interviews were conducted with representatives of The Ministry of Social Security and Labour, municipality administration, responsible for social services and staff of organizations who provide social services were conducted.

The questioning and critical reflection of a social work service provision has been initiated during the interviews and focus groups. The participants of the interviews and focus groups were invited in the first stage to express their needs and expectations, to explore their local empowering and disempowering experiences. In the second stage to develop patterns for action and changes pursuing and designing the empowerment based social work service provision. Reflections and discussions merging different perspectives create rich prerequisites for the knowledge production. The texts from the transcribed research interviews constitute the data material under analysis. Grounded theory was used a qualitative data analysis method.

Based on the analysis of qualitative research data the questioner for quantitative data collection was developed. Items in the questioner were oriented to real/existing model of service provision and to ideal model based on empowerment oriented social services provision. Questioners were distributed for social services providers and recipients from different social services fields: people with disability, older people, people with mentally disorders and etc. Questioners of services providers (N=264) and questioners of services recipients (N=303) were used for the statistical analysis.

RESULTS AND DISCUSSION

In the process of elaboration of empowerment oriented social services model we present initial insights based on qualitative research data analysis. Initial statement could be stated that based on data analysis provision of social services is still lacking a systematic and conceptual holistic approach. While analysis of interviews with policy makers at state and municipality levels, and representatives of NGO and professional social workers revealed involvement of research participants and their awareness about system of social services at makro, mezzo and micro levels. Ministry of Social Affairs and Labour (Ministry) and municipalities were emphasized as main actors in making policy of social services through planning, financial schemes and involvement of services providers in social

services system. NGO are emphasized as important actor in service provision from the empowerment oriented social services perspective: NGO are closed to people in needs for service, they involve people in planning services and even provision of services. However some challengeable issues were revealed also. Miscommunication or even not willingness to collaborate among different ministries, particularly in issues related with care and nursing. Dominant understanding of health as medical issue by diminishing psychosocial aspects of health could be considered as well reason as consequences of this misunderstanding. When different departments argue where is no space for recipient's voice and no space for empowerment oriented social services at all.

Based on Korosec and Berman (2006) there are several ways in which authorities of municipalities can support the efforts of NGO to develop new social programs. These include raising awareness, helping to acquire resources even including direct municipal support, and coordinating efforts among NGO and others in program development and implementation. In Lithuania municipalities have formal structure to implement that task while analysis of interviews with representatives of NGO and staff responsible for collaboration with NGO revealed some tensions in these relations. Based on earlier research, involvement is a core concept in empowerment oriented social services model. During data analysis this concept was found as having different meaning for different actors. The representatives of Ministry emphasize "involvement of communities" in social services planning and provision. While formal status of communities was represented quite vague, in some contexts it was related with some associate structures, in other just "communities". Representatives of municipalities consider involvement of NGO as an additional burden for the staff. Unwillingness to collaborate with NGO was dominant category looking at relations between these two actors. Representatives of NGO didn't talk about involvement and described relations with municipalities as "efforts to meet requirements of the project". The reality that NGO are financed through projects was a topic within the talk of research participants. Shortcoming, unsafe financial situation for the organization and staff, fragmentation in

service provision and some other limitations were revealed that disturb development of NGO's as services providers and develop and implement empowerment oriented social services. Mistrust from Municipality positions was the dominant one. According to many authors, involvement is related with participation in planning and decision making. Municipalities have formal structure to involve NGO in these processes and representatives are invited to participate in that. While "nobody knows nothing" is expression told by representative of NGO in discussion about float of information as well between municipality and NGO as inside NGO. The last but not least insight relates with scared financial resources allocated for development of new social services. Through analysis the lack of resources and the need to distribute small money for meeting big need was explicitly and implicitly apparent in different contexts related with NGO: competition between NGO's, financing schemes based on contracts or projects, competition between NGO and municipal service providers, mistrust between NGO and municipality and other.

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SOCIAL WORK KNOWLEDGE AS A RESOURCE IN SOCIAL DEVELOPMENT

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INTRODUCTION

Social work knowledge is produced and reproduced in a complex relationship between practice, education and research. Even if actors in these different fields emphasize the idea of knowledge as a crucial aspect in social work for its mission to achieve development and change, there is no linear function between knowledge production and practice. Bridging institutions such as Research and Development (R&D) departments in social work organizations hold a specific potential when it comes to connect university research with practice.

SOCIAL DEVELOPMENT

Social development in general includes learning and application of new knowledge into practice. Jacobs and Cleveland developed a generic theoretical framework for social development where they define it as “The process of organizing human energies and activities at higher levels to achieve greater results” (Jacobs &

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Cleveland, 1999). Midgley (1995) meant that social development is a statist intervention that provides an alternative approach to welfare, which seeks to harmonise social policies and programmes with measures deigned to promote economic development. Gray (2010) demonstrates the “diverse discourses of social development” and warns that social development is “being co-opted by Third Way politics and professionalization processes” and that it is “losing its transformative, critical edge, and morphing into a neoliberal social investment approach that absolves government of its responsibility for the welfare of citizens” (p. 463). Even more problematic is that social development can mean radically different things in the welfare states of the West, in comparison with eg. Asian or African conditions.

The context of this paper is Sweden, and the way Sweden has organized its social services via the 290 municipalities. In this context, social development can mean developing social systems through collaboration between social services and university based research.

MODE-1 OR MODE-2?

The audit society, the evidence-based discourse and the discipline bound old-school knowledge production all tend to make research into an aggregated activity that is far away from social work practices. The link between practice and research tends to become narrow and only include aspects that are measurable or auditable (or too abstract as in some of the academic research). It is still production of knowledge that can be labelled as “mode-1” according to Gibbons et al. (1994). Their idea was that robust knowledge can no longer be claimed from mode-1-research, within a single discipline, but will require a cross-connection between different domains of society. Mode-2 production of knowledge can be briefly described as:

- those that apply new knowledge are in close contact with those engaged in the research itself,
- there is an extensive exchange between different theoretical approaches, research methods and practical problem.

- research project groups are organized with no or low hierarchy.
- the researcher must be reflexive in relation to his own position in the specific research context and in relation to target groups for the research.
- the production of knowledge is created in a continuous interaction between scientists and the environment in which research may be relevant, i.e. a more relativistic idea of "truth".

Even if the idea of a mode-2-research approach seems attractive, it has faced critique (e.g. Pestre, 2003) for being over-optimistic and neglecting issues of power and context. Nevertheless, the mode-2-proposal criteria are relevant to the discussion about knowledge in social work. The relationship between university research and service-close research (R&D) can serve as an example to demonstrate dilemmas that might appear when trying to move social research toward a mode-2-approach.

THE DIFFERENT ROLES OF UNIVERSITY AND R&D

The university's mission is, in Sweden, stated a law that states: "The mandate of higher education institutions shall also include third stream activities and the provision of information about their activities, as well as ensuring that benefit is derived from their research findings." (Higher Education Act 1996:1392). There is no such legal framework for the knowledge that is produced by the R&D's in Swedish municipalities. They are said to contribute to more efficient services, support reorganizations, they have a particular role to be close to services, have a role to transfer knowledge and to create communications channels (Ekermo, 2002).

Some of the most important problems related to the relationship between academic research in social work and social work practice are:

1. Knowledge interests are diverse. Social science is both technical, practical and critical in Habermas' vocabulary (Habermas, 1968. Research in social work is (was) critically oriented,

which sometimes resulted in conflicts with the managers and politicians of social services. When social organizations were examined and exposed in critical reports, service organizations found it hard to absorb the critical review.

The role of R&D's is to be close to core activities of social services and to contribute to the development of these. This means that researchers within R&D's live under certain restrictions, and it can be hard to adapt a critical approach but also a pressure to support technical interests of knowledge.

2. The relationship between the R and the D in the R&D-concept. Should they be clearly separated? Should universities emphasize R or D? The Frascati Manual that OECD uses to classify research and development defines R as "a systematic effort to search for new knowledge or ideas with or without a specific application in view", while D is a "systematic approach that uses research, scientific knowledge or new ideas to bring new materials, goods, services, processes, systems, methods or significant improvements of existing ones".

And in R&D's: local politicians hesitate to use local tax money for research funding, because it is the state-funded universities task to do research. There is a pressure on R&D's to emphasize the D rather than the R by this and other arguments.

3. The social field consists of a large variety of specialized areas. A small number of university researchers cannot cover both the great variation that exists in the social field and the variation due to that municipalities differ structure and governance. University research needs to work on a more aggregate level and thus becomes distanced from local practice. This problem is exacerbated further by a pressure in the academic world to strive for "excellence" by publishing in good journals and receive funding from the fine research councils. Research clusters in a limited number of specialities.
4. Scientists and various professionals within the public sector use different terminology to describe social activities, and this

can sometimes create unnecessary distance. The academic pop-word “discourse” collide with managerial words of the public services (controller; balanced scorecard). This language problem reflects the university’s need for theoretical abstractions, while services are under managerial pressure.

5. Different quality criteria are used to judge the research. R&D research is still subordinated to the general quality criteria available for academic research. The publications issued seek a research-rate level. But at the same time, the research that R&D’s deliver must be relevant and useful for practice, something that not always applies to academic research. This creates a cross-pressures on R & D research.
6. A final problem is how to work together for a long-term knowledge. R&D research can be used as an impetus for change within an organization, but it is seldom designed to give a contribution to the research front in a way that would allow other organizations and researchers to benefit from it. University research suffers from a somewhat different problem. The research here is cumulative oriented. But this cumulativeness results in knowledge building as narrowly defined silos.

University research and research and R&D’s show – in different ways – a lack of continuity and should also be able to make common cause to achieve robust knowledge. Cumulativeness is not so much about designing repeated, randomized, controlled trials. It may as well involve the development of theory and qualitative comparisons of different scenarios and ways of organizing social work.

A prerequisite for such an interaction is communication. R&D and university researchers need to meet which requires changes in attitudes, resources, and sometimes common spaces. It is important to communicate the importance of long-term designs in order to provide a common platform to work from.

To return to the logic of mode-2-research this requires close contact, cross-disciplinary, open organizations, researcher reflexivity and a vital interface between research and application.

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INVOLVEMENT OF SOCIAL WORKERS IN A SOLIDARITY-BASED ECONOMY. CHALLENGES FOR SOCIAL WORK EDUCATION

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The development of the education of future social workers as well as their long-life learning is based, according to the international definition of Social Work and the ethical code, on the 'Principles of Human Rights and Social Justice', being these fundamental in teaching and in the practice of Social Work.

The *Global Agenda for Social Work 2012-2016* (IFSW, IASSW and ICSW) promotes social strategies to build cohesive societies. It also recognizes the unjust and poorly regulated economic systems, driven by market forces together with the failure of international standards on working conditions and lack of corporate social responsibility (CSR), what have damaged the health and welfare of the peoples and communities that cause growing inequality and poverty. The priority of the Global Agenda is the promotion of economic and social equality,

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promoting the dignity and worth of people, besides efforts to achieve environmental sustainability and strengthening and recognizing of human relationships. The social economy can be a professional activity of social workers and, consequently, education and training of future social workers must respond to this challenge.

In this context, the aim of this paper is to explore the courses related to the social economy in the Bachelor of Social Work at the Universities in Spain. In 2010, Social Work education has increased from 180 to 240 ECTS (8 semesters) and is still developing the implementation process. There are no common legal guidelines on social work education but some common Guidelines between Universities and the Social Work Professional Council have been agreed upon. In practice, each university has a large degree of freedom as to the setting of its curriculum.

We have done a review of curricula of the 29 Spanish universities offering the Bachelor of Social Work. We have explored the different curricula and courses available, both mandatory and optional, to identify the related content with the social economy.

The main limitations of the study are some difficulties in the access to information due to the current context of reforms in the Spanish Higher Education System. Not all universities have completed the implementation of these changes. For this reason, not all subjects of the study programs are available detailed when they are not yet active in the curriculum.

The results obtained in this study reflect the current education in Economy and in Social Economy in the Bachelor of Social Work in Spanish Universities. Table 1 shows that most universities addresses the subject of social economics in differently ways influencing on social policies and welfare state.

1. Economy appears in the curricula of Social Work through the units with the exception of fourth universities: Universities of Vigo, Ramon Llull, Valladolid and Public of Navarra.
2. In most cases Economy appears as compulsory unit from 4,5 to 6 ECTS as Universities of Alicante, Almeria, Barcelona, Cádiz, Complutense, Granada, Huelva, Jaén, La Rioja, Las Palmas,

LLeida, Málaga, Murcia, Oviedo, País Vasco, Salamanca, Sevilla, Valencia, Zaragoza. By the other hand, the Universities of Rovira i Virgili of Tarragona, Balearic Islands, Castilla la Mancha, Deusto, and Zaragoza, offer these units in relation to social-based economy optionally, from 3 to 6 ECTS.

Noteworthy that universities belonging to the Autonomous Community of Andalucía (Almería, Cádiz, Granada, Huelva, Jaén, Málaga, Pablo Olavide-Sevilla) reflect the same lines about social economy in their curricula, due to the specific legal regulations for the region

3. There is a disparity in relation to the semester when these units are offered in the curricula, but it is mainly between the first and fourth semester.
4. Social economy is a specific topic in the curricula of Social Work in 11 of the 31 case studies: University of Almería, Cádiz, Granada, Huelva, Jaén, Málaga, Pablo Olavide, Seville, La Laguna, Comillas, Murcia and the Basque Country. It explicitly states the influence of the Third Sector in Social Work.
5. Solidarity-based Economy is an explicit topic in the Universities of Comillas and País Vasco with a less conventional and most similar to our proposal.

Concluding, the curricula of Bachelor of Social Work at the Universities offer a basic training in Economy and in lesser extent in Social Economy, Solidarity-based Economy and the Corporate Social Responsibility. The influence of social intervention in the economy is explicit in the content of programs of an applied nature. However, we believe that should also be explicit in the course syllabus the influence of the intervention of Social Work in the economy. In the current global crisis, education in Social Work can contribute to the promotion of an alternative economy, more human and social and opening minds to new areas of professional practice for social workers. This proposal is of particular interest also to improve the employment of social workers and their life-long learning. A future implementation of new comparative studies with other countries can contribute to the development of the Global Agenda of Social Work.

TOWARDS BALANCED SOCIAL WORK KNOWING IN TRANSFORMING SOCIETIES

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Since the beginning of the profession social workers have considered the field and their agency as a practice and study of naming, analyzing and resolving social problems. In their daily practices they act as agents who keep 'bridging' particular local situations with extra-local policies and discourses. In the present conditions this task has become challenging; within the processes of globalization practice is taking place in more complex, uncertain and changing environments. In the short history of Finnish social work research the mainstream theorizing has travelled from empiricism to social constructionism leaving the agents in practice to do the theoretical work themselves: how to apply methods and research results to intervene ethically in people's problem situations.

In the Western history of philosophy division between Theory and Practice is deeply rooted. It has been common to consider theoretical reasoning qualitatively different from practical reasoning. Since the late 20th century the relationship between science and the outside world has been changing. The contract between society and academia has been adjusted in ways which give influence on knowledge production also for those who have their hands on practice, i.e. outside research

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institutions. This transformation is well expressed in practice research meaning continuous and equal dialogue between the two different traditions and cultures.

The purpose of this presentation is to discuss how the professional experiences could be systematized in a way that can benefit social work practices and the advancement of theory. The knowledge developed should be in the first place knowledge for social work; it should take a form consistent with the nature and purpose of social work, and second, its theoretical validity is as essential as practical validity. This kind of knowledge is useful both for the advancing social scientific research aiming to analyze the new issues of social participation, and for the well-qualified social work practice with those who suffer. Taking into account the transforming and uncertain contexts and conditions of the present social work practice this kind of systematization of experience and knowledge is hardly possible without a reliable theory as a guide. My proposal is to turn consultatively to critical realism; it can offer a meta-theoretical frame for the core social concerns and processes occupying service users, social workers, managers, policy makers and politicians seeking to redefine our welfare services. It shares the concerns of emancipation of the profession and puts enough attention to human agents; in addition, it promises theoretical depth in conceptualizing social work by addressing also the structures which determine, constrain and oppress human activities.

DEVELOPMENT OF SOCIAL WORK PROFESSION IN LITHUANIA: BETWEEN IDENTITY AND CITIZENSHIP

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INTRODUCTION

The appearance of the social work profession and social work studies in Lithuania coincides with the period of political independence of the nation state, the end of the Cold War and the collapse of the Soviet Union. This period was marked by extraordinary and revolutionary changes, after which it was necessary to create a new socio-economic system, state, politics and culture. The social security system, which had been completely centralized and dependent on the Soviet funds, took the path of decentralization, and the ruined economic and social system revealed, developed and created new social problems that had been previously unknown, unseen, often incomprehensible and culturally unacceptable. According to Winkler (2012), "The first three years after the declaration of independence of Lithuania marked the period of indecision... that manifested itself in the form of spiritual uncertainty. Uncertainty about the state's place in the world ..., as the unifying and reference function of the national myth began to weaken after the restoration of independence..." That period created

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a favourable environment for various innovations. The social work profession has been one of those innovations (Jurkuvienė 2003), which occurred in the environment of very rapid changes: charity and support organizations, as well as social work studies, including social work and social workers association were being founded. The development of the social work profession and studies in those 20 years had been quite difficult, but very rapid; there emerged study programs of different levels and new services with new service users groups.

The beginning of social work studies is closely related not only to the social development of Lithuania, but also with certain individual initiatives of the people, in their choice of identity and civic participation, which can be understood not only within the framework of one state, and the manifestations of religious activity. Social work can be seen as a form of art in which the main working tool is the social worker creating different relationships between people and resources, based on the attitudes and actions other than stereotypical ones. The developers, students and teachers of the first social work studies program at Vytautas Magnus University (VMU) were referred to as “individualistic reformists” by Payne (quote from Zavirėk 1999). But is it really the correct description of this group of people who helped to lay the foundations in social work practice and theory in Lithuania? The question arises then: under what grounds and how did these people become the creators, teachers and students of the program? How did their identity as professionals form in that context, and how were the social work services developed? To what extent were the civic, professional and identity aspirations, intertwined in those activities, a part of the process? How do these developers and initiators of the studies, profession and services see the social work profession today?

The aim of this paper. This study was conducted in order to find out how the first social work studies and first social work professional services were developed. The aim of the presentation is to introduce the main findings of the research, which goal is to reveal how the creators of social work profession and the first graduates see the

evolution of their profession and how this reveals they associate with the rebirth of citizenship elevation of a particular time and place of perspective.

Research methodology: Constructionism framework grounds the research by linking macro-sociological factors with micro-interactional ones and highlights all those contextual societal factors that play a crucial role in identity formation, like culture, history, ideologies and politics, common beliefs etc. (Berger, Luckmann 1999). This approach suggests that the focus of analysis is maintained on how first graduates of VMU social workers explain their motivations to become a social worker and to develop new social services, how the teachers of the program explain their choices to come and teach, and develop a new study program, how that fits to the new context of organizational and broader social, ideological and political settings.

Research methods: a qualitative research was carried out by employing a method of structural and semi -structural interviews of 21 research participants. Thematic analysis was a method for data analysis. This paper represents the preliminary findings of interviews.

Sampling: the participants of the research are graduates of social work program at Vytautas Magnus University (VMU) in 1995 and 1996, professors from the schools of social work in the USA and UK, those who worked at the VMU program from the beginning and the founders of the study program at VMU – members of the board of Master in Social Work study program at VMU.

KEY FINDINGS

Since the study involved three separate groups of participants (study program initiators and directors, teachers and the first students and graduates of that program), intertwined with each other in their roles and aspirations, the topics that could be distinguished very often overlap between these groups of survey participants.

The primary theme can be called – the theme of conception and emergence of the idea of social work as a profession – “meeting”.

It is more characteristic of the program initiators, which, on the one hand, came from the knowledge of content of Catholic Church's social teaching about solving social problems in capitalism, from personal experience in already running newly established or re-established non-governmental social organizations, and which manifested itself as a need for the know-how, for there was an obvious need for ways to solve problems differently than it had been done before. On the other hand, this theme came from the interest of foreign social workers and teachers, who were very active in doing international social work, and some fellow-countrymen in the recovering independent state and its social issues. Thus, these ideas, according to Winkler (2012), met in the period of "confusion", which could also be described as a period of active search. This period of search had overwhelmed not only the citizens of Lithuania, but also a large part of the Western world, thinking how to act in a new situation, to what extent it should forge and reveal its identity and how much of a citizen, concerned with common human destiny in nations of the collapsed empire, one should be.

Another theme is revealed in students coming to study social work. Their motives and themes of choice can be divided into several smaller subthemes. "Curiosity", upon having learned and heard of new things that had been previously unknown, is often associated with job loss and job search, and what to do now. At that time, unemployment was quite a new experience for more than half of Lithuanian residents, and the courses offered was one of the options not only to find a job, but to rediscover oneself in a different field than that one had worked in before. Others (the first Bachelor's degree graduates) were led by curiosity to find to do something more practical than theoretical studies. Another subtheme of the theme can be called "invitation", when people who were somehow related to the Caritas gathering activities of women and were invited to take part in social work courses because they had been looking not only for future students, but future teachers of the program, creators of new social services and the entire social support system, even though the majority of the first graduates did not think about it as a future career.

As a special feature of the first cycle of studies the study participants mention teachers' practically expressed respect for their students, the feeling of which allowed the students to become stronger, develop and grow through both formal and informal interaction. Some study participants point out to the role models of social work teachers and practitioners. All were nourished and nurtured by genuine relationship, openness and freedom of speech and opinion – that what was unusual, inexperienced and new.

A large part of the study participants, both Lithuanians and foreigners, took part not only in the studies but also in creation of new services and social projects, and the development of a new social work professional that has never been seen nor heard of before. Here comes into forefront the theme "That what no one knew what it was". A new program is being created, the students of which become teachers, guides of educational practice (mentors) and social work practitioners (called everything possible, but social work) after one and a half years of study. This could evoke Winkler's (2012) insights, when, overviewing the period of public policy formation, he refers to the 1994 – 2004 period as "activity upstaging thinking". Part of the first social work graduates denies that by providing examples of the dominant requirement of studies to reflect and think through action and creation. This may reveal the onset and increasingly prevailing gap between the activities of political authorities and everyday life, especially of the graduates of this program through experience of reflected action. The social service innovations of that period and their continuity, registration and recognition of the social work profession, the process of which is difficult and ongoing, are referred to as "the greatest achievements in social work". Tunney and Kulys (2004) call the appearance and development of the social work profession in Lithuania as a very important part of the country's social development.

Study participants note that "the social worker's identity is an ongoing process", which is constantly evolving, changing, that which is newly discovered, related to the changes of both personal identity and social context. The wishes of all participants reflect the theme of

“self-growth and growing others”, referring to the life-long learning, show of respect for a human being in practice and care for their own solidarity in the implementation of human rights and social justice.

The study allowed the participants to re-examine their practices. In addition, the survey results are valuable for understanding the historicity of their social work profession, for the social workers’ professional development and knowledge of social development in Lithuania, which may be differently understood and documented.

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THE INTEGRATION OF KNOWLEDGE INTO SOCIAL WORK PRACTICE - A PROFESSIONAL RESPONSIBILITY OF OUR PROFESSION

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INTRODUCTION

The social work profession is uniquely suited to play a significant role in the social development of countries given their training, commitment to social justice and equality, direct practice work with clients, and involvement in social policy and social services organizations.

The undergraduate and graduate training for professional social workers provides the foundation for the knowledge of the field, an understanding of human development and behavior within the influences of the environment, and training in the application of professional practice skills. As the majority of social workers will work with a range of clients and organizations during their careers, as well as assume different responsibilities, such as in supervision or administration, it is vital that they have access for improving their skills throughout this time.

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There are few graduates of undergraduate and master degree programs who feel that they are completely trained in all areas, particularly given how widely the social work field has expanded on both micro and macro levels. In addition, assistance in assessing and integrating available research data into their professional practice is vital. Busy professionals with challenging fulltime jobs and personal and family responsibilities leave little time to evaluate the sometimes overwhelming amount of information available through the internet.

The need for on-going professional development has also been recognized by governmental agencies that regulate professional licensing credentials. These entities routinely require a specified number of continuing education credits needed annually in order to maintain licensure. In addition, the International Federation of Social Work and most national professional associations identify continuing training in their professional standards.

Lifelong learning in the field is universally viewed as an essential activity for ensuring quality social work service for clients. A social worker may encounter changing client demographics and problems, which is currently happening in the U.S., with the high number combat soldiers returning from Iraq and Afghanistan with untreated Post-Traumatic Brain Injury (PTSD) and Traumatic Brain Injury (TBI). Another social worker may need to relocate to another city and takes another job, transitioning from an early childhood center to working in a substance abuse clinic, requiring additional expertise in new areas, such as the pharmacological treatment of addictions. The expectation is that these individuals work within the limitations of their own knowledge and skills mandates on-going training.

Recognizing that this responsibility is inherent in our profession, the challenge for us as individuals, employers, and educators, is to provide effective and efficient models of continuing education based on the most up to date research and evidence-based practice. Any continuing education model needs to be practical, meet professional standards, and utilize the principles of adult learning.

The ideal goal is for each individual social worker to function as a self-directed learner who is motivated to improve their practice

skill level, whether working with individuals, groups, or on an organizational or social policy level. Successful educators such as Malcolm Knowles, a pioneer of adult learning in the U.S., and Paulo Freire, a Brazilian educator whose methods were implemented in Africa, Asia, and Latin America, emphasized experiential learning. They recognized that adults bring a wide range of life and work experience and can learn from one another, particularly when the focus is on problem-solving.

The emphasis of any continuing education for professional social workers needs to have its foundation in the principles of adult learning whose primary focus is on competency development, increasing the capacity to apply knowledge in practice. Effective training programs share these following components:

- Task oriented rather than memorization focused
- Rationale why specific information is shared and certain skills are taught
- Involvement in the planning and evaluation of their training. (This is particularly important for agency-based training).
- Relevancy to the job
- Focus is problem centered rather than content oriented

The standard resources for this training include the following:

Individual and group supervision: Most commonly provided in social worker's place of employment; outside consultation is often utilized as well. The job performance evaluation can be a tool for identifying and documenting specific skill development through setting written learning goals.

Agencies: Provided at the work site by various staff members and invited outside guests; includes client case reviews, in-service trainings, and establishment of work study groups.

Professional organizations: May provide mentors, pairing new social workers with more experienced practitioners; sponsorship of workshops and conferences, study groups. Interdisciplinary options also may be available through medical, legal, and other professional groups.

Universities: Some social work schools have staff and resources dedicated to continuing education offering post master's certificate programs, workshops and conferences, trainings at work sites, and fellowships, which may be paid or unpaid.

It is important for the emphasis to be on the acquisition of knowledge and the utilization of techniques, for learners to learn from each other in the sharing of knowledge and experiences. Potential low cost resources include use of the internet, web conferencing /webinar seminars, CDs and on-line courses. Methods include case studies, role play, simulation, and self-evaluation reflection.

A particularly useful approach has been the application of Evidence Based Practice (EBP), a decision-making model pioneered by the Scottish physician Archie Cochrane in the 1970s, identified as the integration of best research evidence with clinical expertise and patient values. For example, a substance abuse counselor needs to understand the psychological and physiological process of addiction, withdrawal, relapse, and the biochemical effects of different drugs on the body and specifically the brain. The social worker needs to be knowledgeable about the effectiveness of different treatment modalities and be able to assess his or her own techniques used in the process of helping. This also necessitates skills to work with individuals, groups, and families . Knowledge of larger systems such as such as government policies viewing drug addiction as a disability, entitlement to disability benefits, and criminalization of addiction is also essential.

RECOMMENDATIONS:

The integration of knowledge into practice is a joint responsibility of the individual social worker, their employers, schools of social work, and governments. It is vital that all involved parties continue to be active partners in the on-going development of social work practice to benefit to society and its members, particularly the most vulnerable. Continuing education is currently recognized as a best practice standard and there are numerous training initiatives that can be integrated into standard social work practice.

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THE HISTORY OF SOCIAL WORK EDUCATION IN EASTERN EUROPE: SUBVERSION, GOVERNMENTALITY, RESISTANCE

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The lecture will analyze the development of social work education in Eastern Europe and will show that in some communist countries social work education was seen as a subversion that needs to be banned, while in other countries social work was partially a form of resistance and partially a form of governmentality - popularly called the "prolonged hand of the state". One of the most interesting examples was former Yugoslavia, the only communist country with a continuous social work education since 1952. The critical historical analysis shows that communist political, gender and welfare order influenced and constructed social work education as well as social work practice. Between 1950ies and 1970ies the new communist leadership needed social workers to perform different modernisation processes in the country: the development of large state institutions for people with disabilities, elderly and those with mental health problems. Social workers were partially autonomous and partially instrumentalized, as those who carry out the aims of social policy. Communist party needed women for the modernization of the gender order (ensuring a full paid employment of women and developing

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state services for children) as well as to assure the communist-male dominant position in the society. At the same time the communist leadership de-politicized social work activities and legitimised several gender inequalities. Women welfare and social workers have been an important agent for the establishment of social work education during state socialism as well as after 1991 across Eastern Europe. There are some important pioneers of social work education in eastern Europe and also female founders of social work education. But in spite of their important role communist party de-politicised women's activities and legitimised several occurrences of gender inequality. In the conclusion, some characteristics of social work education in the communist period, as well as their legacy in current social work practices, will be discussed.

UNIVERSITY STUDENTS RESEARCH TRANSFER INTO PRACTICE

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INTRODUCTION

Universities are oriented to disseminate all researches, in particular student research, more broadly and have significant impacts on practice, also on police. Many consider this point of view as a progressive vision of the role of universities in society. There are many discussions about relationship between knowledge and practice in social work. However, the situation is that we have too many discussions, and we lack clear answers about linking effectively knowledge and practice. Furthermore Kjorstad (2008) sees relationship between knowledge and practice in social work problematic calling it with “Black box” metaphor. Moreover, Payne (2001) notes that much use of knowledge is inexplicit, affected by impression, idealization, and political objectives. Often it is emphasized the disjunction between theory and practice, rather than recognition the complexities of the various potential relationships.

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Reflections are the core topic discussing links between practice and theory. Reflections are important for creating science as highly sensitive for practice. Reflections are very important for creating tacit understanding by identifying silent milestones. Reflections are philosophical, educational point of view towards understanding. Reflections are important to realize knowledge in practice, because reflections are helpful for researcher's deeper understanding of the phenomenon. However, transfer is not an objective of reflections; therefore we still lack steps which help to implement knowledge in practice.

We see the process of transfer as knowledge management issue. A modern point of view towards knowledge management is related with *knowledge valorization*. Knowledge valorization is a logical move after research. Knowledge valorization is a topical issue in natural sciences, technologies, biomedicine. However, knowledge valorization is an issue in social sciences, in particular in social work which is a profession dedicated to strong relationship between theory and practice. Knowledge valorization is a topical issue because in a modern society which produces a huge amount of knowledge the main value of knowledge it is implementation in a practice. Gray (2008) notes that it is increasing pressure on all fields and in particular in Social Work researches to produce social relevant, accountable and transferable knowledge that is useful for society in addressing and solving the concrete socio-economic problems.

EDUCATIONAL APPROACH TOWARDS LINKING PRACTICE AND ACADEMIC KNOWLEDGE IN SOCIAL WORK FIELD

Closeness of connection between theory and practice is especially important in social work because social work as activity is based on a practice. On the other hand, everybody agrees that social work practice will be successful only if based on fundamental theory. For instance on the inadequacy of law teaching on social work courses revealed in child abuse scandals in the UK, which led to curriculum development initiatives (Payne, 2001).

Reflections to integrate theory and practice are important issue as Ivanauskienė and Liobikienė (2005) notify that when presenting theory course students memorize only the information which does not influence their behavior and does not become the basics of their work. According to Valantiejus (2004) reflexivity is the source of understanding (ibid, p. 210). Nowadays the necessity to reflect one's professional experience is attempted to realize through supervisions that is already integral part of Lithuanian social work practice and education (Dirgėlienė, Kiaunytė, 2005).

KNOWLEDGE MANAGEMENT APPROACH FOR LINKING PRACTICE AND ACADEMIC KNOWLEDGE IN SOCIAL WORK FIELD

The modern university evolves from performing conventional research and educational functions to serving as an innovation promoting knowledge hub (Hemert et al, 2009); therefore the university need knowledge management strategies such as *valorization*. To certain extent valorization is synonymous with categories as follows: "transfer", "translation", "uptake", "mobilization". According to Benneworth and Jongbloed (2010) valorization encompasses all activities that contribute to ensuring that the outcomes of scientific knowledge add value beyond the scientific domain. It includes making results from academic research available or more easily accessible in order to increase the chances of others – outside academia – making use of it, as well as the co-production of knowledge with non-academic groups.

Knowledge management requires a special attention on both the university and the State level. Sa, Li, Faubert (2011) give an example from different institutions as follows: University of London Institute of Education, a senior faculty member in each academic department is charged with a half time responsibility to manage knowledge mobilization and consulting and to support colleagues in conducting such activities. Benneworth and Jongbloed (2010) give an example of Canadian "The Community University Research Alliance (CURA) Programme", which is a large collaborative research investment

programme funded by the Canadian Social Science and Humanities Research Council (SSHRC), providing long-term (up to 7 years) funding to “research alliances”, partnership of universities and community programmes groups, to undertake a research programme with demonstrable community benefit. Hemert et al. (2009) note that Sweden has launched an important program that involves the social sciences in the question of sustainable development and which expressly provides for in-depth consultations between researchers and civil society.

To get shining results Sa, Li, Faubert (2011) note that knowledge management should be an institution priority and policy. Nutley et al. (2007) list five prominent mechanisms underpinning effective knowledge mobilization (cited by Sa, Li, Faubert, 2011):

- Dissemination (presenting research results to potential users);
- Interaction (establishing links between the knowledge producer and the user);
- Social Influence (using influential experts to persuade users of the value of the study);
- Facilitation (offering necessary support, technical, financial, organizational and emotional, to improve the use of research);
- Incentives and reinforcement (rewarding and regulating knowledge mobilization efforts).

However, incentives and rewards for university researchers are mainly shaped around publication in reputable outlets aimed at disciplinary audience (ibid).

LINKING EDUCATIONAL AND KNOWLEDGE MANAGEMENT APPROACHES TO BRIDGE ACADEMIC KNOWLEDGE AND PRACTICE

Over the years social work have tried variety of approaches to strengthen the connections between theory and practice. Historically

dominant is “application of theory” model (Zeichner, 2010). Prospective social workers are supposed to learn theories at the university and then go to social work agencies to practice or apply what they have learned. Reflections are very helpful for educational purposes, also for stronger relationship between theory learned at university and practice experienced in real life. Furthermore, knowledge valorization approach tell us that it is important to bridge the gaps between university knowledge and practice, and the gaps between both of these and the broader communities in which university exist. It is important to find both the models to generalize research-based knowledge to broader contexts and the models for effective knowledge implementation. Kjorstad (2008) notes that research-based knowledge are used in practice to a modest degree, because the reality experienced as a practitioner is more complex than the reality that is described by researcher. Therefore we need to develop knowledge management approach in Social work. Furthermore, the need to improve the relationship between research and social work practice it is not only a matter of academic importance, but also should receive increased political attention.

INITIAL CONCLUSIONS

We form our initial conclusions as hypothetical; therefore we build it upon already existing research experiences as follows:

- Research and practice linkages are complicated by the diversified ways in which practices can be formed. Factors, others that research results, are sometimes more influential in formulating and shaping practices. Due to the diverse context and multiple variables involved, the power of research evidence to offer applicable practices are limited (Sa, Li, Faubert, 2011).
- Knowledge valorization in social science, also in particular in Social Work, is restricted, because social benefits and services are more diffuse and less easily enumerated and capitalized (Benneworth and Jongbloed, 2010). However, valorization is considered as promising perspective on the future of social science research.

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PROFESSIONAL IDENTITY OF LITHUANIAN SOCIAL WORKERS IN THE CHANGING CONTEXT OF SOCIAL WORK

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INTRODUCTION

The growing body of academic knowledge reveals that changes in welfare state play a crucial role in re-shaping the identity of social work. Contemporary debates about relevant social work issues state that the liberalization and economization of social services demand to reconsider professional objectives of social work, tasks, values and even a nature of social relations (**Harris**, 2003; Lorenz, 2005; Matthies, 2011) and manage new forms of professional responsibility and identity (Brown, et al., 2007).

In Lithuania, where social work is still a young profession, recent processes in social policy are contributing heavily to the continuing development of the professional identity of social workers. Until now the professional identity of social workers is rather a matter of speculation than a clear construct acceptable for all groups of Lithuanian society. Nevertheless, the demand for social workers competence to respond to social needs is high in Lithuania given the magnitude of social

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problems and regardless the ambiguous professional identity. As a special expectation that is not explicitly articulated, though is implicitly inlaid in changing model of social policy is a demand for greater ability to work independently and increase the efficacy of work's results at lower expenses accordingly to relevant changes in social policy. However, the matter of social work's ability to fulfill social and political expectations not only depend upon the simple fact how well professionals have been trained for their practice and for the shifting context of the one, it also relates to extent to which social workers have clear vision about their professional identity regarding to who and what they are, what they do at work and what they ought to be (Brown et al, 2007). That's mean in fact, that social work involves development of professionals in the forms of professional identity establishing. Unclear, indefinite and ambiguous identity of social workers in Lithuania begs the question whether they would manage the present challenges or stay in the same unfavoured position.

THE AIM OF THIS PAPER

So far, the majority domestic researches in the area of social work have attempted to focus on development and identity of social work as a profession and academic discipline. Only few studies analyzed different aspects of identity of social work professionals. This paper takes step to fill in this gap and gives voice to the personal narratives of Lithuanian social workers about their professional identity in the changing context of social work. The analysis introduced in this paper is a part of ongoing doctoral research, thus it shows preliminary findings of dissertation. The aim of this research is to explore and describe the professional identity of Lithuanian social workers. The key questions to be explored are following: What is the professional identity of Lithuanian social workers and how it is constructed, negotiated and varied within the broader social and political context? What are those factors which contextualize development, variation and changes of professional identity during work life? The aim to analyse professional identity under the impact of social and political factors

enables to interconnect social structure and personal perspective and explore variations of professional self within the actualities of the broader context of social work profession in Lithuania.

RESEARCH METHODOLOGY

The last four decades of social researches show that telling stories is a powerful method to understand the ways of how people establish and negotiate their identity (Riessman, 1993; McAdams et al., 2006; Hydén, 2008). Thus, narrative approach is undertaken for research about professional identity construction and changes. The concept of narrative (narrated) identity focuses on the person's ability to create own identity using language and other meanings of expression. Whereas a large methodological variation in theory and strategy of narrative analysis is possible, the theory of social constructionism drawn on sociological perspective was employed as an option for interpretation of the narrated identity. Constructionism framework grounds the research by linking macro-sociological factors with micro-interactional ones and highlights all those contextual societal factors that play a crucial role in identity formation, like culture, history, ideologies and politics, common beliefs etc. (Brown, 1997, Berger, Luckmann 1999; Riessman, 2003; Chase, 2005; Turner, 2006). This approach suggests that the focus of analysis is maintained on how social workers develop interpretations of self dependently on day-to-day interactions, how their conception of professional self is enabled or constrained by structural context as well as how their stories about professional self are embedded in organizational and broader social, ideological and political settings.

Research methods: a qualitative research was carried out by employing a method of oral narrative which composed of individual in-depth interviews of 18 research participants. Narrative in this research is taken not only as a method for data collecting, but also for data analyzing (according to the classical W. Labov and J. Waletzky narrative approach). This paper represents the preliminary findings of interviews.

Sampling: the participants of the research are 18 social workers of the different fields of social work from 7 administrative districts: Vilnius, Kaunas, Siauliai, Panevezys, Alytus, Taurage and Telsiai.

KEY FINDINGS

The practice of social work is definitely varied and covers a large scale of social problems. Nevertheless, the key aspects of the professional identity are common for all practitioners, because the set of circumstances related to the expectations addressed to social work surround entire profession despite of the particular practice area. Preliminary findings of the research indicates that the concept of professional identity embodied in language is both simultaneously enabled and constrained by processes in socio-political level, like changes in social policy and society's expectations addressed to social work, as well as by relations with clients and co-workers in day-to-day workplace level. The interviews reveal that social workers have not yet a clear concept of professional self; they are confused about their role and position in society and tend to underestimate their efforts and, paradoxically, take the responsibility for the lack of positive work results. Their professional identity may be described as uncertain, unstable and easy to surrender to the influence of different outer factors.

To begin with, in the process of shaping their professional identity social workers face contradicting expectations imposed on them by governmental and administrative actors and wider society. This disrupts the process of clear identity formation and makes it easy to break. One of the major politically and socially inspired demands seeks to emphasize efficiency and quick results at work without increasing financial and other resources; the other demand conveys great expectation to tackle complex problems at once. As was evident from the interviews, the ambivalence inlayed in those demands refers to the lack of any kind of support and positive feedback provided both by political and administrative bodies and wider society. Though, the analysis shows that participants of the research hope for greater public reaction and attention to the matters of social problems and

expect social support, cooperation, assistance and even a kind of sympathy and acceptance. Nevertheless, there are trends to admit most of the expectations without debates and strive to realize them in everyday work. Thus, the identity shaped within these circumstances encompasses the concept of “lonely hero (heroine)” who must solve problems and remain invisible to the society.

At the same time the efforts to implement social and political expectations in practice face different attitudes imposed by clients. Narratives let to state that in the situation of permanent restraints in Lithuanian social work, practitioners have tendency to divide their clients into two categories of “good” and “bad” dependently of the behavior clients demonstrate in the process of help. Another tendency reveals that mostly social workers identify themselves with those “good” clients. Such kind of professional identity is unfolded in following two aspects: clients problems are seen as practitioner’s personal problems and/or problems of organization practitioner is employed in; negative social opinion about client is treated as pointed towards the social worker personally. Even satisfaction with the job and the whole career is revealed through the only one aspect – the evaluation of client’s situation. On the other hand, those “bad” clients are accused and charged by research participants with unwillingness to obey to the helping process. In these situations participants tend to show identification with wide-spread societal views that many of recipients of social benefits are intentionally passive.

The relations with co-workers and settings of organizational rules and norms are the other powerful factor that influences professional identity immediately and directly in day-to-day interactions. The impact of fellows either support or disapproval lays the base for “micro corrections” of professional identity (however it strongly depends on personal relations between co-workers), whereas organizational restraints or limited resources shape practitioners identity dramatically in the terms of inability and powerlessness to influence their work and shape it accordingly to their vision.

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RECONSTRUCTED NARRATIVES OF SOCIAL WORK IDENTITY IN LITHUANIA: WHEN WORK BECOMES SOCIAL?

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INTRODUCTION

Narrative approach states that social work identity as a phenomenon carries indirect meaning permeated with cultural and scientific knowledge and presumptions, which are so taken for granted that they 'were invisible as belief - they took on the status of "assumed", or "dominant" truths' (Payne, 2006, 23).

Analysing what is the dominant meaning of social work identity in Lithuania and Finland, Social Work Identity (SWI) research group has focused on social work identity as a phenomenon (Gudliauskaitė-Godvadė et al., 2009) and as representations (Perttula et al., 2009; Väänänen et al., 2009). Social work identity as a phenomenon was

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studied by exploring how social work professionals understand and define what makes a thing related to social work.

SWI research group stated that the meaning of social work identity is strongly related to the concepts of pragmatism and solving problems. Social work professionals emphasise “problematic nature” of social work – strong relation to concrete and specific life social problems. Likewise respondents emphasise social work identity as being “help” profession: understanding and tackling a variety of challenging or even problematic situations. Social work is very strongly understood as being related to ‘solving problems’. In general, authors found that social work identity is narrated as WORK and the dominant truth was that social work practice is a “tough” work.

Payne (2006) states that beside dominant truth, there is always another meaning called alternative narrative. It is indirect meaning which is often “concealed” between lines and is felt throughout the story being told. It may also be unexpected issues that a person has not reflected before. During data gathering for the research presented here, social workers were asked unexpected questions: *When do social workers enjoy their daily work with clients? What brings them the feeling of success in their daily work?* A generalized form of these questions would be: *What are narratives of successful social work practice? When do social work practices become SOCIAL not only WORK?*

SHORT INTRODUCTION OF NARRATIVE METHODOLOGY AND RESPONDENTS

The relation between personal experience and language is immeasurable. According to narrative paradigm, a human being seeking to create the meaning of a life event or experience tries to verbalise it (Hänninen, 2004). Elliot (2005) adds that, at each moment in their lives, people tell stories to themselves and to others in order to grope events and to get the aspects of experience. The paradigm allows not only analysing deeper the meanings constructed by people but also revealing the process of the experience in the course of time. In this way, while observing how social workers experience

satisfaction in their daily life, what elements constitute their successful social experience, we can answer the question: when does social work become SOCIAL not only WORK?

Research analysis has revealed most clearly three ways to form the meaning of experience: the plot of events and stories, focalization and social context. According to Murray (2003), the plot of events and stories reflects a person's aspiration to order events and experiences in a certain sequence. Arrangement and succession of events create a specific meaning of the story. Focalization is perceived as a position of the narrator in the story which is used to emphasise the most important agent in the story (Elliot 2005). A person uses the social context to define what makes his experience or life situation different from that of other people or to show how a life situation has changed a steady life rhythm (Holma, 1999). When analysing these elements, we can reconstruct the narrative that was told incoherently, which helps to reveal not only the essence of the experience but also its process.

Six female social workers working in Kaunas institutions and non-governmental organisations providing social services participated in the research. The age of respondents ranged from 29 to 38. A complex selection method of research participants was applied: convenient and "snowball". Respondents were social workers who matched the following criteria: (a) Master's degree in social work; (b) at least four years of social work experience; (c) work in different Kaunas institutions providing social services.

WHEN DOES SOCIAL WORK BECOME SOCIAL?

Two narratives that reveal successful work experience of social workers emerged during the analysis of social workers' stories: *Go a distance together* and *This is my drive*.

The main narrative that dominated social workers' stories was about a client. In the majority of cases, when asked "What does success at work mean?" or "What brings joy at work?" the social workers would talk not about the organisation, colleagues or themselves

but about a client, his/her complexity, uniqueness and importance. When trying to reconstruct the narrative about a client, it became clear that mostly social workers remembered challenging cases, help process; yet another meaning was always present in their stories, i.e. the importance of being beside the client and the ability to reveal positive resources of clients (see Figure 1).

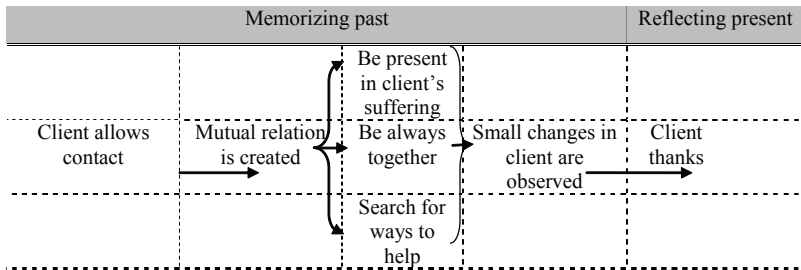


Fig.1. Go a distance together – narrative about a client and achieved changes.

Plot: events are arranged not according to their succession, but according to relevance.

Focalization: major attention is given to a client and to a special mutual relation.

Social context: each client's oneness and uniqueness are emphasized.

When analysing the peculiarities of the way social workers construct the narrative, not only the aspect of focalization that social workers mostly talked about a client was very clear but also their wish to emphasize the importance of being beside the client in various life situations (*I truly value that being with a client*) as well as the relation beneficial to the client.

*Event when we have to get documents and for example we need to go to Passport office... Then I go together, sit in the queues and wait. I **truly value that being with a client** while we wait in line very much. I never use my position to avoid the queues. I see*

*that I have time and possibility to wait together with my client for half an hour and I get such golden thoughts, such thoughts come to my mind. I use the time for communication which builds **such** a relationship (Toma, 2010 03 15).*

The second narrative that answers the question *When do social work practices become SOCIAL not only WORK?* reveals that although it is difficult for social workers to talk about themselves, when reconstructing the data it was possible to grope their wish to construct the narrative *This is my drive* (see Figure 2)

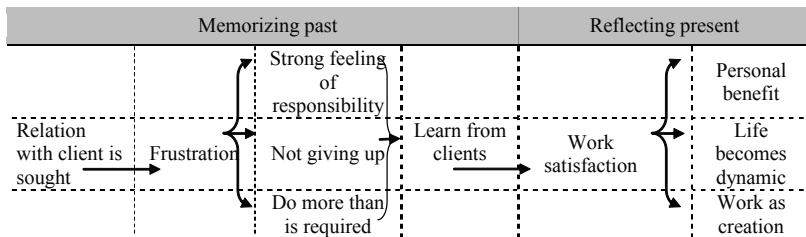


Fig 2. *This is my drive* – narrative about social workers themselves

Plot: events are arranged not according to their succession but according to relevance.

Focalization: social workers respond to questions about clients using the word “we”, which is an attempt to show that social workers’ experience is double, the level of satisfaction depends on visible personal changes and the relationship with a client.

Social context: special areas of social work are emphasised

When analysing the stories of social workers, it emerged that, although mostly the stories about a client prevailed, the meanings that they desired the relationship with the client were constructed indirectly. In the majority of social workers’ stories, “difficult” cases causing frustration were mentioned, yet the following features were characteristic to the respondents: strong feeling of responsibility; creation of activities that are not required of social workers, not

giving up when facing difficulties, and aspiration to learn from clients. These factors allowed the social workers both to help clients in their difficulties and get benefit to themselves indirectly: overstep their habits and comfortable safety (*I learned not to be afraid of silent pauses*), see difference between *personal and professional values*, learn patience (*this work teaches me great patience*), being here and now

Here I learned not to be afraid of silent pauses which my clients taught me. I learned to hear a client while listening and to see when looking (Toma, 2012 03 15).

*Through this experience I learned so much: I touched the boundary between **professional** and **personal values**, the absence of the boundary, it is such a thin red line. We are here to be emphatic and not to be involved personally (Agnè, 2012 02 02)*

***This work teaches me great patience.** Today with extensive work experience I receive the reaction from people around me, from non-work environment, old friends: what could overbalance you? There are situation when most of people panic and I can remain calm to see what happens, whatever is happening (Lina, 2012 03 07)*

Response to the question, *When do social work practices become SOCIAL not only WORK?* is received when analysing the summaries of social workers (i.e. what conclusions they made when constructing the narrative of their experience). The research participants generalised their work as being dynamic, compared it to pleasant time (*leisure*), which is not monotonous, which *drives* them, is full of *creativity*, search and discoveries (*creative quest*) and giving the feeling of completeness:

*It is my **leisure** time. I love what I do, I like it that there are different client groups and you do not get into a closed cycle.... This work is very **dynamic** and this fascinates me. I say 'leisure time' with joy, I don't know how to say this, I know that I like it, I couldn't do anything else, I like it because I feel I am needed, I can share my knowledge, attitude (Agnè, 2012 02 02)*

*That's why I think it is my **drive**, it is interesting to see I managed to help someone, I did something good. Then I don't feel empty*

*inside, I have **the feeling of completeness**. It happens I come in the morning and get into tragedy and leave the comedy (Lina, 2012 03 07)*

*You work and observe, assess which method works. This is creativity. The majority find it difficult, you need this artistic creative ability. This **creative quest** is very interesting and important to me (Rūta, 2012 03 13)*

It is possible to generalise that, when constructing the narrative *This is my drive*, social workers wanted to emphasise that not only a client but also social workers experience changes in their lives.

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PRECONDITIONS OF THE INVOLVEMENT OF MEN IN TO SOCIAL WORK IN RESIDENTIAL CARE FOR CHILDREN

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PROBLEM OF THE RESEARCH

Identity of social work is closely related with gender issues. Social work with children is gaining more attention from social work theorists and practitioners. Research about men social workers and their experiences in Lithuania is also gradually increasing. Although social work as a profession exists in the world for several decades, this area has long been considered women's domain, especially in the field of social work related to formal and informal child care. Generally speaking such a situation is due to the fact that social work is still a low paid job, is not considered as a prestigious specialty in society and involves care process which historically ascribable as women sphere.

Equal Opportunities Commission of England (2003) expressed concern that child care and children education institutions continues to be

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“gender ghettos,” which really should be “a modern service provider, incorporating the different perspectives of men and women.” Jensen (1996) argues that boys and girls differ in their needs, such as the choice of activities, and different gender employees could recognize the different needs of these children and organize appropriate activities for them. Usually children’s home children are mostly from social risk families where children have not experienced the proper model of the father, so the social worker man could “compensate” it, and allow children to experience the care of different gender workers, which is characterized by gender uniqueness, exclusivity.

In Lithuanian legislation or recommendations’ documents about staff gender balance in institutional child care field is almost completely unregulated. This “almost” is certified “Women’ program plan” in 1998-2000 where is said that in education studies can be used “temporary positive discrimination principle admitting men in educational profile studies”. But a real effort to involve men in the pre-school, primary, secondary education – have been standstill because by 2003 there were a surplus in teachers in schools. It is observed that the orientation with regard to gender equality, young girls used to get more often attention than young boys. Although there are interesting individual initiatives and projects however lacks the national efforts to contend with gender stereotypes in choosing the profession strategies and initiatives for the young boys “(European Commission Agency in Lithuania, 2010).

In Lithuania the problem about gender imbalance of staff in child care institutions is still without any an official political debate, while some foreign countries (like England) creates the national programs in putting efforts to involve more men in institutional child care sector (Childrens’ Homes: National Minimum standards. England, 2010). Social work is a profession which poses key questions: what to do, how to act that would change the social situation, this study is the prime intention to reveal the assumptions of the involvement of men in to social work in child care homes that require further research’s and the practical action.

METHODOLOGY AND RESULTS OF THE RESEARCH

The aim of research – to reveal the preconditions of men's involvement in to social work in child care homes from the point of view of social workers and managers of social services institutions was pursued by means of qualitative research strategy. The research is based on interpretative – constructivist ontology and subjectivist – interpretative epistemology, so there was used qualitative research method and a semi – structured interview was invoked, during which the participants were able to express their subjective meanings on investigated phenomena. Interview questions was based on literature of the phenomenon, and the researcher's personal understanding of what research questions are the best to disclose the research object. The research included 14 participants – men and women social workers/teachers and managers from four child care institutions. The interview with each participant was made individually in their work place. Threefold perspective of the research participants was chosen in aim to increase the possibility of a more comprehensive study of research object. There more in research is included different gender, age and experience participants (connected with research problem) there more increase possibility to see weakness and strengths of involvement of men in to social work with children. The collected data was analyzed using the method of thematic analysis.

The results of this research revealed that the role of men social workers/teachers is seen as crucial for the formation of boys' identity, being their authoritative example of manhood, capable of controlling their behavior, engaging them in „manly“ sports games. The participants of the research notice that boy teenager are more conformed by men social worker/teacher asking to do their children's duties, easier find common decision comparing with women social worker. The importance of men social worker/teacher role for girls is valued neutrally or with a doubt because all men social workers/teachers are working with a boy's family groups (except one man, in his children group lives one girl). Also man social is worker/teacher considered as essential part of traditional family model. So if he

works with woman social worker, they would be able to create social environment closeness to child family.

There was noticed tendency that social workers women and managers of child care institutions often attributed father's role for social worker/teacher man with following fathers functions: to earn money for family, to be responsible for family security, to demonstrate masculine behavior models for boys. It is emphasized that contrary to women, men employees are "unable" to perform household chores carefully. It is also thought that domestic work and child care is women's „bread“, „mission“ while men should take the role of „family breadwinner“ (earn money for the family). For men social workers/teachers are ascribable sportive, technical activities. Mentioned traditional father's role attributed for men social worker/teacher it is impossible to become true because specific of the work with children is seen as "feminine", unless this work would do "feminine" man or man who is able to work "feminine" domestic work. Meanwhile men themselves do not prominence this domestic work, make accents on organization of activities for children and prefer to think that they are more friends for children than fathers. Because of these disagreements between women and men workers increase some stressful situations against each other and can be thinking that man worker's role is not practically possible or useful in residential care for children.

It is considered that a higher salary, creation of more activities that are traditionally attributed to men, their own personal motivation of working with children, the desire to work from the „idea“, more men students, higher prestige would lead to a greater involvement of men in social work. Managers of institutions assessed that more men would come to social work if social workers were paid higher wages and this depends on the policy of the country. Managers of children care institutions think that they are not able to do anything for higher men involvement in to social work with children. If there will be still thinking that for higher men involvement in to social work with children influence has only social policy decision in enhancing salary for social workers, the problem is continue to be left for "self-solution" or thinking that is natural and unchangeable situation .

The preconditions of the involvement of men in to social work in residential care for children include the various factors altogether (economics, political, social), which requires a group of systematic measures that would involve men in social work.

RECOMMENDATIONS:

After the research was made some recommendations for different type organizations which could act integrated solving discussed problem.

Recommendations for social work schools:

- Include gender studies in social work programs giving an attention for both gender workers perspective in social work with children and families.
- Give a special attention in motivating social work men students to have social work practice with children and families.
- Invite social work men absolvents whose work with children and families to share their experience with primary and secondary schools students and invite students' boys to choose social work studies.

Recommendations for social work with children organizations:

- Have a requirement for staff selection increasing both gender workers balance in social work with children.
- Invite volunteers and practitioners men to work with children.
- Initiate problem solving about workers gender misbalance in political area collaborating with other organizations or associations working in children and families welfare.
- Initiate and organize social actions in promoting men workers employment in social work with children and families.

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THE SOCIAL WORK KNOWLEDGE FROM THE PERSPECTIVE OF SCIENTOMETRICS DISCOURSE

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INTRODUCTION

It is commonly agreed that systematic body of knowledge generated through scientific investigation is a prerequisite for professional status. Moreover, sharing knowledge and theoretical foundations are essentially important for scientific community and professional identity. The research papers are particularly influential in scholarly communication. Moreover, incentives and rewards for university researches are mainly shaped around publication in reputable outlets aimed at disciplinary audience. Scientific communication system not only disseminates results, but is also an arena for organized criticism and collective assessment of the scientific value of results. Traditionally scientific communication, knowledge production are analyzed by philosophy, history, or sociology of science. However, alongside with changing nature of knowledge production and changing society expectations towards science role in general, emerged the need for new techniques in science evaluation. Scientometrics interacts actively with disciplinary fields as sociology of science, information sciences, philosophy of science enriching them with a broad arena of specific

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quantitative empirical and analytical techniques, getting in this way to new significant results, in particular conclusions about value of produced knowledge (Ivancheva, 2008; Chang, 2008).

Hodge and colleagues (2011) note that as a profession matures, it is common practice to examine the parameters of its knowledge base. Scientometrics becomes increasingly powerful tool for scientific policy purposes and knowledge value indications in all fields; also in the social work (Holden et al., 2006). In the context of growing discussion about the base of social work knowledge (Taylor&White, 2001; Yan&Tsui, 2007; Payne, 2001; Gray, 2008); however, there is lack of studies employing scientometrics perspective for insights about social work knowledge (Hodge et al, 2011; Holden et al, 2006). Furthermore, scientometrics for a particular field is a meaningful because even when sharing the same communication system, different disciplines do not publish with the same frequency, do not exhibit the same propensity to collaborate and co-author papers, nor have the same citing practices both in volume and immediacy (Zitt, Bassecoulard, 2008).

Scientometrics enables to analyze knowledge as a communication system; furthermore, it is reasonable to argue that scientometrics serves as knowledge valorization system. In the modern society which is called knowledge and information society, it is huge amount of produced knowledge and information; therefore it is important to define and to follow indicators which tell us about the value and status of produced knowledge. However, we have to bear in mind that scientometric evaluations in social sciences are complex, messy, and expensive (Hich., 2006).

THE BASE OF SOCIAL WORK KNOWLEDGE IN THE INTERNATIONAL CONTEXT

International context is very important for Scientometric discourse. Nevertheless main databases for Scientometrics such as Scopus and Web of Knowledge (WoS) cover more broad range of national scientific publications recently; still scientometrics evaluations are mainly based on international journal literature. The aforementioned bases can be

considered as an area of common understanding about social problems and ways of solving them; moreover that forms preconditions for International social work development (Trygged, 2010).

There is plenty of skepticism about universal body of International social work knowledge, because the social work profession in different countries has different concerns. For instance, social care has been a major concern for the British social work profession, while therapeutism is the focus of study for many US social work scholars (Yan, Tsui, 2007, p. 643). Moreover, Social Work in Latin America is influenced by liberation theology and Paulo Freire's consciousness ideas among oppressed people; and in Africa there is considerable emphasis on social development (Trygged, 2010). Payne (2001) notes that the definition of the role of social work will be different where, as in the Nordic countries, it is strongly part of the official social security system compared with Germany where social security is largely insured or the UK where it is explicitly divorced from the social welfare services. Preconditions for international social work are better in specialties such as human rights protection because it is grounded on global body of United Nations human rights documents (Trygged, 2010). Payne (2001) notes that while some general statements may be relevant and theoretical ideas might be shared generally, the picture is one of understanding and exploring diversity rather than having a clear, shared knowledge base.

Scientometrics allow for hypothetical statement about monolithic body knowledge as majority of publications are produced by the western world countries with leadership of the USA and UK. However, case study of the US social work in comparison to China by Yan and Tsui (2007) demonstrate that the body of western social work knowledge is not monolithic.

Analysis of WoS and Scopus databases show that social work is highly interdisciplinary field. Social Work publications in Scopus database in timespan of 1990-2011 years mostly appear in fields as follows: medicine, social sciences, psychology, nursing, environmental sciences, moreover WoS inform us that social work publications appear in additional to aforementioned subjects areas as follows: educational

research and sociology (TOP 5 ranked by publication amount in different Subject Areas). Some insights about interdisciplinary mode of social work are astonishing. Trygged (2010) points out that there are more comparative studies done on social policy than on social work per se. Social work profession is inclusive as it is an arena of forum for intellectuals from other disciplines who have a vision of a better society (Yan, Tsui, 2007).

VALORIZATION OF SOCIAL WORK KNOWLEDGE THROUGH SCIENTOMETRICS DISCOURSE

A broadly accepted empirical source of information for scientometrics is the databases of the Institute for Scientific Information (ISI). In recent years similar information resources and services have been provided by the information system Scopus as well. Moreover, the Google Scholar is, also, getting popularity and reliability for analyzing citations. The quality of research is often measured by the quality of the journal in which the resulting article is published (Chang, 2008).

Social work publications indexed in WoS and Scopus grew up more than twice during recent two decades. Analysis of two most aforementioned databases show that authors affiliations and journals from US and UK contains the main body of social work research papers. However, in recent decade of 2001-2011 comparing 1990-2000 more appearing become social work research articles from other countries as follows: Poland, Portugal, Greece; also Lithuania. However, articles and journals from last-mentioned countries do lack highly estimated citations ranks and other signs of international recognition. Differences among countries following the amount of published articles are more than ten times different compare the USA and UK to countries ranked in TOP 10; moreover, this difference grow to 100 times compare to countries such as Lithuania.

One of the main determinants of scientometrics analysis is citations. From the perspective of scientometrics the number of times a paper has been cited is the key driver of knowledge value (Chang, 2008).

According to Hodge and colleagues (2011) citations analysis can provide an important window into professional priorities. Despite the breath of the profession's disciplinary knowledge base, a disproportionate number of most cited articles appeared in a relatively small number of journals (Hodge et al, 2011). In the period of 2000-2009 years 100 most cited articles in Social Work were published in 12 journals (8 USA, 3 UK, 1 EU). Over two-thirds (68 of 100) of the most influential articles appeared in just four journals (British Journal of Social Work, Social Service Review, Research on Social Work Practice, Social Work). The first one aforementioned journal is published in UK, and the three of them in the USA. A substantial portion of the 100 most cited articles were conceptually or theoretically oriented. However, this is not to say that research was absent. Minimum 100 citations received articles covered a relatively broad array of subjects – ranging from spirituality to collaborations to teaching.

Analysis of Journal Citations Reports shows that journals high status tends to remain high for a long period of time. From 2002 to 2010 in JCR TOP 10 ranked by Impact Factor we can find the same journals as follows: Trauma Violence & Abuse (USA, Sage Publications Inc.) ; Child Maltreatment (USA, Sage Publications Inc.); Child Abuse and Neglect (USA Pergamon-Elsevier Science Ltd); American Journal of Community Psychology (USA: Cambridge University Press); Child Abuse and Neglect (USA Pergamon-Elsevier Science Ltd); Journal of Social Policy (USA: Cambridge University Press); Social Work Research (USA: National Association Social Workers); British Journal of Social Work (England: OxfordUniversityPress).

The aforementioned scientometric tendencies are consistent with Haug (2005) expressed concern; it is predominantly the American model from which the conversation of international social work has been constructed.

INITIAL CONCLUSIONS

Initial conclusions are hypothetical and based on both initial authors research data and already existing research experiences. Scientometrics

enables for knowledge valorization process. Data of scientometrics shows that the US and UK social work scientific communities are those nodal points from which knowledge in social work is produced and from where it is globally distributed (Gray, 2008; Hodge et al., 2011). However, there is no extensive research starting out from international social work as a theoretical basis (Trygged, 2010). Scientometric databases such as WoS and Scopus are platform for internationally recognized knowledge; moreover, it is an arena for International social work knowledge base. International body of social work knowledge is very important for Social Work to gain power in a globalization process (Trygged, 2010, Haug, 2005).

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I AM A SOCIAL WORKER: PROUD?

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Social work is not a new profession In Lithuania, but it is still quite young comparing with old and traditional professions in Lithuania as law, pedagogy, medicine etc. The profession has arisen as the result of the collapse of Soviet Union in the transitional period for Lithuanian society. This period for Lithuanians was marked as a period of rise of new social problems (Soviet society was created as a society without problems, so the most of social problems were hidden from the whole society).this context of the start of Social work profession resulted the misunderstanding of social work objects in the big part of society. Often social workers face the non realistic expectations from their clients, government and even employers. Mass media also often forms public opinion that social problems exist because social workers do not do enough. The goals and intervention methods of social work are more restricted by the sectors of politics and administration. Procedures, expenses and extent of social work are more controlled and more dependent on these sectors. Hereby professionals do not have opportunities to freely choose objects, their discretion is restricted and sometimes they have to perform in the way that is opposite to the nature of profession and interests of their clients. More and more tasks of social work are accomplished by individuals who are not prepared for social work and are not professionals (Clark, 2005). In

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this context we often face social workers that are unhappy about their work conditions, students are not proud to study social work and social work study programs collect less students entering Social work studies. Such situation may be harmful for a young and developing profession in Lithuania. So willing to uphold and strengthen the profession it is necessary to strive to research and develop its status in the society.

The aim of the paper is to analyze social work status in Lithuania, comparing public opinion and opinion of social work professionals.

In this paper questions or prestige rates are not analyzed, only subjective questions about social work profession.

The research analyzed in the paper was made in 2009. To obtain the dissertation's tasks and objectives it was performed a quantitative research in which the main method of data collecting was written inquiry. The main instrument for the inquiry was a researcher's constructed questionnaire that is compound of instruction and five blocks of questions. One of those five blocks of questions was to find out how social workers value their profession in terms of choice of profession, recommendations to choose profession to others or subjective evaluation of social work prestige and its future. The data collected in this part of questionnaire is analyzed in the article.

Three groups of respondents have participated in the research. The first group was composed of 412 social workers from 9 administrative districts of Lithuania: Vilnius, Kaunas, Klaipėda, Šiauliai, Panevėžys, Utena, Tauragė, Telšiai and Alytus. The second group was composed of 360 social workers' partners working in different positions: social work assistants, employers, specialists of child protection services, medics, pedagogues, special pedagogues, social pedagogues, psychologists and police officers. The third group was – 690 general population respondents from 35 places in Lithuania. Total amount of respondents were 1462.

One of the indicators showing status of the profession is the questions of choice of profession, as the choice of profession is based on motives of salary, jurisdiction and high positioning (Jacikevičius, 1995).

Comparing answers of three groups, the data has shown that the more respondents are associated with social work, the more they are likely to choose the profession newly choosing profession. It is possible to make an assumption that people value a choice of new profession as something new and also frightening. The choice of profession is one of the most important choices in person's life, so when the choice is made people are more likely to stay with that choice. On the other hand for those that are not related to Social work profession it may seem as not enough clear and that could also determine the answers.

This assumption is also confirmed by the data about the clearance of social work activities. The clearance of professional activities is an important factor that determines status of profession. According to Abbott (1988), if the activities of profession are clear for people, the profession gains sympathy from the public. Of course if the activities of profession are unclear for professionals themselves it may show the lack of professional identity. The less professional identity is formed, the lower status of profession is expected. The research data has shown that the less respondents are related to social work, the less activities if social work are clear for them.

An important question when talking about status of profession is the respondents' recommendations to choose a profession for their children. Usually people are willing the best for their children, so this question can even better show the status of profession than the question on how they would choose social work profession themselves. The data show quite negative tendencies: both social workers, and their partners and general population mostly would not recommend choosing social work profession for their children. On the other hand respondents from general population are more apt to recommend choosing social works for their children than social workers and their partners. It possible to make an assumption that general population think of social work more as a profession with good perspective meanwhile respondents in some way connected with social work are more apt to undervalue social work and would recommend it less for their children.

When directly asked about prestige of social work, respondents social workers and their partners answered that it is too much devalued. Respondents of general population are more likely to think that prestige of social work profession is as it should be. The data confirm the statement of professional egoism, that people are likely to heighten the prestige of their own profession (Gudaitienė, 1999). In this case social workers are likely to heighten significance of their profession so they wish a higher professional prestige.

An interesting fact is that the prestige rate among three groups of respondents is statistically the same. It may be explained according to Treiman (1977). He has stated that professional prestige is an universal phenomenon. The prestige rate does not differ in different societies and groups, but as this research has shown, that the statement of professional egoism discloses not in the prestige itself, but in its subjective assessment, when respondents express their opinion on the reasonability, adequacy or future perspectives of their or other professions

Although assessing the present situation respondents seem to be quite pessimistic, but expressing their opinion about future perspectives of social work status, they were quite optimistic. More than two thirds (76,1 %) of respondents think that prestige of social work profession will rise in the future.

An important factor of status of profession is how society and professionals attribute tasks of profession to the expert sphere. Respondents were asked of what is the least education should be required for social workers. The data has shown that social workers are likely to require lower education for social workers than other groups of respondents. Even one third of social work respondents think that social workers do not need any special education in social work. This may be caused by the historic situation of social work profession in Lithuania. There are still many social workers-practitioners that do not have social work education. On the other hand the underdeveloped identity of social work profession may also cause such opinions: if social work is primarily perceived as provision of benefits or place maintenance, so it is natural that people think it is not necessary to have any special education in the field of social

work seeking to well do their job. It is possible to make an assumption that these data show that it is too little attention paid in the practice for consultation, establishing of relation, evaluation. The knowledge of social work is crucially important for these.

It is also important to assess, if respondents think their relatives or friends and volunteers may carry out social work tasks professionally, when analyzing attribution of social work tasks to the sphere of experts. Social workers were more apt to think that volunteers may perform social work tasks professionally. While social workers' partners and respondents of general population were apt to think more that relatives and friends may professionally perform social work tasks.

Concluding the paper it is possible to make some assumptions: the research data have confirmed the theoretical statements that people are apt to heighten and idealize the prestige of their own profession. Data about choice of profession confirm this statement. Social workers more than other groups of respondents are apt to choose profession of social work, newly choosing profession; they mostly see the prestige of profession as undervalued and think of the future of profession more optimistically. While assessing social work tasks as the sphere of experts, social workers rise the least requirements for their colleagues. This may be caused by the historical situation of social work profession in Lithuania, when people started to work as social workers with no social work education, as there were no enough educated social workers. General population and social work partners are apt to ascribe social work tasks to the family and relatives, while social workers themselves think that volunteers may performs social work tasks professionally.

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ORGANISATIONAL FACTORS OF JOB SATISFACTION IN SOCIAL WORK SERVICES IN LITHUANIA

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INTRODUCTION

The identity of being a social worker and job satisfaction are interdependent. (Graham, Shier, 2010). Changes in nowadays social work services organisation such as entrenchment of managerism, marginalisation of social work, increasing contradictions between goals of social work and possibilities of its attainment (Carey, 2009) decreasing job satisfaction thus have a negative impact on formation of social worker identity. Surveys show direct correlation between job satisfaction of employees and services satisfaction of clients, (Angelescu, 2010), motivation at work and effectiveness of social services. Hereby the ability of social worker to provide high quality services depends both on the level of professional mastery and on the quality of organizational factors in the services agency.

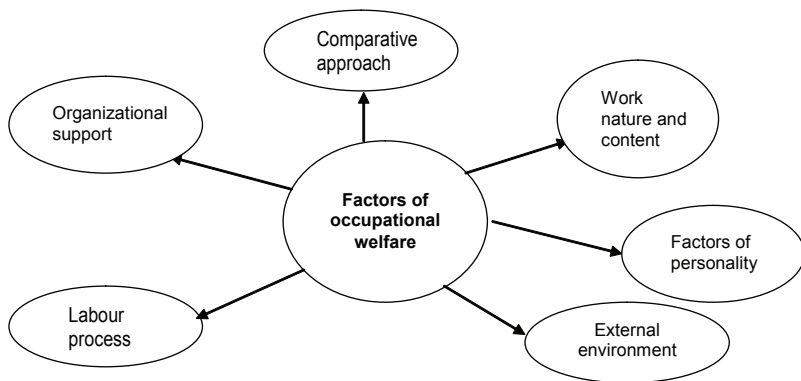
The research "Occupational welfare of social work practitioners in Lithuania" was started in April 2011 under support of *the Research Council of Lithuania*, implementing National Programme "Social Challenges for National Security" (Project Nr. SIN-02/2011, research team: Žalimienė L., Skučienė D., Kazakevičiūtė J., Gataūlinas A.)

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THEORETICAL FRAMEWORK OF THE RESEARCH

Occupational welfare in the research is described as a complex phenomenon associated with external and organizational environment and variety of factors influencing employee's job satisfaction in performing job functions and seeking occupational goals. The conceptions of quality of working life, subjective well being, labour process and organizational support theories were chosen for the construction of empirical indicators system. (*see picture below*).

The questionnaire of 100 questions for empirical investigation was designated and 789 social workers working in different types of social services with different clients groups have been involved in survey.



Picture: Conceptualisation of occupational welfare

In this paper only one of the research aspect is presented – organisational factors of job satisfaction. Job satisfaction is defined as “a positive emotional state reflecting affective (fondness) attitude or response towards the job situation” (Mak, Sockel, 2001, 267).

Organizational factors of job satisfaction were distinguished on the basis of labour process and organizational support theories. Labour process theories go deep into various dimensions of work organization, such as relations at work, workplace conflicts, management strategies,

work organization practices. These theories conceptualize powers at work, are interested in power transformations during the work process, etc. (Hassard, Hogan, Rowlinson, 2001; Thomson, 2010 *etc.*) Theories take a special interest to the establishment of collaborative work relations and autonomy at work, transition from direct control at work to trust relations. Since 1990 the emphasis goes on the new management practices, their flexibility, emotional, aesthetic aspects of the workplace and creating organizational structures encouraging creativity and innovativeness at work (Thompson, Smith, 2009).

The perceived organisational support means the extent to which the organization takes care of employee well-being and values his contribution. Organizational support may be of two types: formal support, which is rendered on the basis of laws, agreements, rules, embedded in the organization (eg., salaries, qualification raise, etc.) and informal support, which reflects that the organization takes care of the employee's needs, but it's not formalized (Eisenberger, Huntington, Hutchison, Sowa, 1986). Rhoads and Eisenberger (2002) distinguish three types of organizational support: reward and work conditions, support as supervisors and procedural justice. Thus theoretical conception of perceived organisational support allows to distinguish such aspects of work organization as freedom, autonomy, leader's recognition, career opportunities, possibility to combine family and other responsibilities etc., reflecting how much an individual is appreciated and valued as a part of the organization and how much he feels being a part of the organization.

THE MAIN FINDINGS

The research revealed, that 7.4 % working social work are very satisfied with their job, 55.9 % satisfied, 26.7 ambivalent and 2.8 % dissatisfied or very dissatisfied (7.2 % not provide the answer to this question).

Employing ranking analyses of logistic regression (Čekanavičius, 2011) was found, that the major organisational factors, corresponding to social work practitioners job satisfaction are internal environment, which provides the opportunity to perform functions and tasks (0.542) and relations between the employee and the management staff, which are

based on the mutual respect and secure of dignity (0,389). Loyalty to the organization (employee is proud of the organization, where he works) also proved to be one of the most important (0.408) job satisfaction factors.

Amongst the management staff of the social service agencies the most important job satisfaction factors are work complexity and creativity, whereas among the ones, working in social work position- psychological microclimate in agency and sufficient cooperation while solving client's problems. Amongst the assistants of social workers the main factors of job satisfaction are character of work and possibility to make decisions.

Elaborating more on these aspects, it might be said that the largest proportion (40-75 %) of working in social work as job satisfaction factors identified a possibility to help people, relations with colleagues, respectful leader's behaviour with employee and job interest. Other factors are important to a significantly smaller proportion of employees.

Relations with leader reflects organization's concern about the employee, thus has a great impact on the employee's belief, that he is important to the organization. (Wayne at all, 1997). In the social service agencies in Lithuania, when work problems emerge 78 % indicated they receive leader's support and 83 % receive support of colleagues. The ones, who received support of the supervisors during the past two years, comprised only 15.6 %, and 29 % indicated that they did not receive such support, although they needed it.

Table 1. Significance of factors of job satisfaction (%)

Factors of job satisfaction	Responses in % (n= 789)
Opportunities to help people	75,3
Nice relationships with colleagues	51,7
I am pleasure having job	50,3
Respectful treatment of management staff	41,1
Interesting job	40,5
Good working conditions	24,1
Finicky control	19,2
Opportunities for self-expression	18,8
Reconciliation work and family	17,4
Opportunities for professional growth	13,8
Appropriate wage	7,9

Applying cluster analysis, three major factors, explaining more than a quarter (about 29 %) professional welfare variations involved such elements as employee's loyalty to the organization, leader's – employee's relations based on mutual respect and trust, employees' inclusion into the organization's work planning and decision-making, possibilities of initiativeness and creativity at work, conditions to reconcile family and work life (first factor, explaining 16.8 % of professional welfare variations); second factor, explaining 6.9 % of professional welfare variations involved such elements as conflict-free work environment, absence of culture of penalties in the organization and third factor (explaining 4.9 % of professional welfare variations) consist of such elements as creation of non-discriminating environment and proper equipment of the workplace.

Assessing the links between happiness at work and various organizational factors could be said that happier employees **more** frequently achieve job tasks, **work** in democratic management environment, which support initiatives and creativity, **feel** the capacity to make decisions meeting customer needs. Amongst the happier employees **there** is a significantly bigger **proportion** of individuals, who are loyal to the organization (87 percent, comparing to 60 percent **among the** unhappy employees).

CONCLUSIONS

The most important organizational factors of the job satisfaction of social work practitioners in Lithuania are relationship between the employee and the management staff, based on respect and trust, non-autocratic management style, employees' involvement in the planning and decision-making, possibilities of initiativeness and creativity at work, not small-minded control, conditions to reconcile family and work life.

Thus, it might be said that strengthening the identity of the social work profession in Lithuania it is important to focus on the above-mentioned organizational job satisfaction factors in the social service agencies.

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SOCIAL WORK IN RUSSIA: INTERNATIONAL EFFECTS ON PROFESSIONALIZATION

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This paper presents the main challenges and issues affecting processes of the development of social work as a new profession in today's Russia. Since its establishment as an occupation and training program in early 1990s, the educators and students, administrators and practitioners have not only implemented several shifts in the national policy agenda but also absorbed various global influences and revised them in local policy contexts. Russia became a field where various international projects in area of social work training and practice have been implemented. The development of social work is being shaped by different power relations. A number of policy actors with different capital have been promoting their interests in shaping the legislative, socio-economic and political environment, competing for their legitimacy and status in policy processes. The professional project of social work has been conditioned by various institutions, the formal and informal 'rules of the game'. Policy and academic

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discourses have been playing active role in public recognition of new profession and forming its knowledge base.

The first social work university curriculum in post-Soviet Russia was constructed under the influence of both international and post-Soviet legacies. Social work education in many cases has been developing in general accordance with Soviet traditions of social studies and humanities, i.e. with strong emphasis on theories and low proportion of practice teaching, weak involvement of practitioners in educational process. A first National Standard of higher professional education in social work (1995) was characterized by dominating scholastic theoretical education over the practice training, fragmentary concept of SW competences and incompatibility with the world experience of SW education. The SW curriculum according to the National standard 2000 is characterized, as previously, by fragmentariness and superfluity of subjects. New National Standards for BSW (2009) and MSW (2011) give much flexibility to universities to construct their curricula and do not ascribe titles of courses, rather, in accordance with the Bologna process, the competence-based approach is introduced.

During 1990s and early 2000s a number of international donors have made contribution to the development of higher education in Russia. The program of Open Society Institute in mid 1990th enabled several institutes of higher education including the regional ones to progress in the development of new courses on social sciences and humanities. A number of university teachers and PhD students have benefited from the study trips to USA and Europe under the support of various donors. Acquired educational materials within the frameworks of international projects are used with different effects. It depends on such factors as success of teachers and students in mastering of foreign languages, personal initiative of department or faculty administration, personal initiative, motivation and interest of educators. Educators use them more successfully in their individual scientific activity. They regularly apply to foreign literature during the elaboration of issues in dissertations, scientific articles and research projects, which influences the content of taught courses. It is reflected in increased demands for oneself as an educator in modification of

students' performance criteria. Russian SW educators began to use and elaborate new methods of students' success evaluation; field placement evaluation. In a number of cases international projects initiated the establishment of new structures (centers, subdivisions) in universities or jointly with external institutional actors.

Among the informants were both critics and optimists, their opinions were shaped by a number of factors, including personal career paths, the level of success of their institutions, and of course, positive and/or traumatic experiences of international cooperation. As for the general contribution of international cooperation into professional training of social workers, skeptics are inclined to think that the effects of projects are separate, fragmentary and non-systematic ones unlike optimists who are confident of more meaningful success. The obstacles and barriers which managers of social work educational programs had to overcome were connected with organizational, informational and human factors. There is a language barrier, which makes it difficult for Russian students to get acquainted with foreign experience of social work. They read foreign literature with difficulty or do not understand alien speech. Due to this the materials accumulated in the process of projects implementation are often uncalled by students. A geographical factor along with social and economic inequality of regions has great impact on the formation of unequal position of Russian universities in the market of international cooperation.

Academic mobility contributed not only to raising the level of specialists' skills, but also it caused brain drain. Some university teachers irrespective of their sex, age and speciality are characterized by conservatism, weak knowledge of foreign languages, lack of motivation to change without the order of the management, - all these qualities interfere with open international mutual understanding and more efficient usage of resources, offered by international projects, which are often reduced to the function of "scientific tourism".

Out of 175 universities offering SW programs only a few took part in international projects with considerable large budget that could contribute to more or less sustainable changes in the shape and content of SW curriculum, conditions and ways of teaching. As the

result of revising the SW curriculum, new courses were included in educational programs. They reflect modern perspectives of social work professionalization focusing on the aspects of independent life of people with disabilities, gender inequality, emergencies, and resources of local community, participatory approaches, and creative methods.

International projects contributed to some redistribution of resources in the field of higher education in Russia as foundations preferred alliances which included provincial universities. International projects have fostered some diffusion of power: they enabled to decrease inequality between “rich” capital and some “poor” regional universities creating favorable conditions in provincial institutions of higher education for a fast professional growth of scholars, contributing to the accumulation of relative advantages such as research and teaching potential, access to resources and initiatives of individual scholars and departments, establishing new subdivisions, enhancing programs with new courses and publishing new textbooks and syllabus. The merits of universities which took part in international projects, the achievements of departments and individual educators enable to increase their cultural and social capital and allow them to act as more equal in rights players in the field of symbolic struggle for the power of nominations including the sphere of social work. Unequal distribution of material resources and power is partially smoothed by participation in international cooperation. The individual prestige and authority of such leaders enables them today to apply the knowledge of foreign experience with confidence in teaching of social work. The administrators of Russian educational programs on social work, who received systematic education and regularly had long-term study visits abroad, possess not only professional knowledge but also authority; as a rule their career growth has a positive systematic impact on the development of an educational program and a team of colleagues on the whole.

As the result of international co-operation several textbooks, syllabus and electronic manuals were elaborated at departments and published for the new and updated courses. However, these textbooks are not the

most influential channels of particular professional SW competences and democracy values in general as they are published in a small amount of copies in provincial universities. Yet until now there are only a few international volumes on social work translated and published, including both textbooks and collections of articles. Little is published in student- and/or practitioner-friendly language, and in relation with evidence based approach, field practice and modern understanding of social inequality, human rights, comparative social policy, presenting skills and methods in social work in forms of practicum, PBL and other innovative ways of active learning approach. At the same time, many textbooks on social policy and social work written by the authors from Moscow and StPetersburg are nominated by the National Council on SWE as compulsory to be used in training. These textbooks do not receive public critical appraisal as the practice of independent review is not popular within the academic community. The principles of non-discriminatory or multicultural social work, active tolerance and social criticism are rarely present in SW textbooks.

Institutional context of international projects including access to electronic communication and Internet, special departments of international cooperation at the level of university management was formed at universities only in 1990s. The effectiveness of international exchange programs varies from rigid bureaucratic limitations and corruption to successful support of initiatives of individual scholars and departments, establishing new subdivisions, enhancing programs and publishing new textbooks and syllabus. An important structural effect of international projects in social work education in a number of regions is connected with the development of cooperation between universities, social service agencies and local authority. At the same time, certain discrepancies occurred between the two types of understanding of SW profession in academia and in practical fields. Thanks to their participation in international projects Russian educators gained more flexible and broad insight of the profession unlike their practicing colleagues who had put into the frame of non-qualified assistance very fast on the one hand, and regarded it as paper work, on the other hand. Low wages in the fields where the graduates of social work faculties and departments can work

according to their diplomas create the problem of dissonance between employment and education.

A variety and/or fuzziness of approaches to define the priorities of SW education in first half of 1990s was (in the second half of the decade replaced) by the increase of power of one capital university multiplied by its branches in the regions throughout Russia, creation of strict standard of curriculum and growing number of texts ignoring the world-wide experience and knowledge of social work. A continuing departure of foreign donors from Russia as well as an increase of centralization and anti-Western attitudes in early 2000s have led to diminishing of international support, lack of exchange opportunities and to disappointment of donors and beneficiaries with the ability of international exchange to improve quality of Russian SW education. Intensification of globalization processes, the reform of educational system following European and international standards may cause enhanced internationalization of curricula and professional practice. The impact on the enhancement of professional identity of SW educators should not be underestimated. It is overall a good contribution to the development of social sciences and humanities in Russia, which in their turn, at least part of them, contribute to the development of the critical social thinking and academic tradition in general.

POSITIVE ATTITUDE IN SOCIAL WORK PRACTICE: CONTEXT OF LITHUANIA

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The representatives of positive psychology introduced such topics as learned optimism, positive thinking, positive attitude, building on human strengths and operating scientific methods try to determine how things for people go right (Seligman (1991, 2000), Csikszentmihalyi (2000)). The positive attitude is not a new term for the field of social work as well. The social work practitioners during their studies are taught about strengths based social work practice (Compton, 1999). The cultural context of the Lithuania has obvious features of the posttraumatic syndrome, victim roles, passive aggressiveness, self destructive behavior and learned helplessness (Gailienė, 2004; Gailienė, 2005). Social work practitioners not only work with the clients using empowering strategies, but also promote the change in the society, endorse social development. Reflection of the own approach, dominant attitudes in the society, understanding the background, questioning, giving insights and modeling by own

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example are the main tools promoting change in the persons life and in the society. The purpose of this paper is to present the findings of the study which aimed to discover the factors that ensure positive attitude in the social work practice. In the study were formulated two questions: what it means for social work practitioners the term positive attitude in the social work practice and what social factors reinforce to apply it in their everyday work.

The study was designed using the qualitative research social constructivism strategy. There was applied a focus group method in order to reveal the deeper and broader view on the research topics, as the participants in the focus group inspire in the discussion each others thoughts and ideas. The focus group of six social work practitioners met for three sessions of 90 min. to discuss the topics formulated according to the questions of the study. The purposive stratified sampling: three social workers of age 25 to 30 who entered the field of social work after studies and worked from 1 to 5 years and had experience of social work practice aboard; the other three participants of the age over 45 to 55 and have been working in the field of social work for 10 to over 15 years and had no or had some contacts with foreign social work practitioners. All the social workers are providing social work services for the families and children. The study was performed from January to March of 2011.

Each meeting of the focus group had the separate task. In the first session the focus group discussed what embodies the term positive attitude for social work practitioners, supporting their thought with examples from each day practice. The second session was centered on the factors that ensure social work practitioners to apply the positive attitude in their work. The third session was used to check the relevance of the discovered themes with the focus group and to discuss the use of positive attitude in Lithuanian cultural context and how much it is acceptable and alien to it? All the focus group session were recorded. After each session the data were transcribed, coded, categorized and united into the themes.

Findings: The study revealed that the positive attitude in the social work is an ability to retain positiveness in every situation: to uncover

and name the positive aspects *"able to see what was going in the situation well"*, *"to analyze what I learned from this event or different circumstances"*; to name the strengths of the client or the situation *"notice and teach the patients to see those good things, to value those small changes, which may be hardly seen"*; positive attitude towards people *"positive attitude to yourself and to other people"*, *"openness to see a person, a human being"*. The social workers named positive attitude as a powerful tool in seeking for solutions of the problems. At the same time they emphasized that this is a technique, which they started to learn during the studies of social work, sustained by contacts with western teachers or lively experienced aboard. On the other hand they highlighted that to use this technique in the everyday social work practice requires extra efforts *"it is not natural, its has to be learned"*, *"completely unnatural technique ... by time it turns into natural ..."* It was seen as personal responsibility of professional to use it in the practice. Social workers expressed that to use positive attitude you have to be a strong person, because it means to differ, to stand out from the surrounding (*"it is hard to be stranger, because using it you are a stranger"*).

The main factors maintain the use the positive attitude in everyday social work practice: professional competence, support and feedback from colleagues, freedom and clear boundaries of responsibilities given by employer, constantly revised knowledge and skills in workshops, supervisions, presence of students.

The professional competence is composed of knowledge, skills and attitudes (Voorhees, 2001). The knowledge helps not to involve into the conflict with the client and work out a positive contact with him *"we know that the first reaction is defensive – "nothing will work". But understanding it you do not involve into the conflict with mothers. After some time slowly, slowly they go into the contact and start to collaborate..."* This quote also illustrates the work process in small steps (Weezel, 2010). The social workers in the focus group emphasized the perception of the situation, insight to the thoughts and feelings of the client, and naming them in the positive way: *"...one child always try to take all the brushes... I just said to him that it is hard to choose just*

one from such a big amount... You want all of them. He replied "yes". Then I said, "please take as much as you need, but ensure that everyone from us got a brush. He looked at me, took one and the others left". It shows that the positive reaction requires from the social worker not only knowledge but particular skills. The main of them is ability to reflect on the situation and on the client's feelings and reactions, as well on the own emotions and reactions ("reflection is important, that you could recognize, that you take too much on you"). It requires from social worker not only good skills, but as well knowledge ("In the seminar participants say we are angry, anxious... and I am happy it means group is moving forward..."). The competence for the social worker helps to obtain constructive decisions. Intervision and supervision deepen and build reflection skills and aid to find solutions "you get new ideas, you learn from each other". The positive attitude is interrelated with supportive work atmosphere, feedback from colleagues, given freedom and clear boundaries of responsibilities by employer ("... sometimes you borrow ideas from colleagues or from discussion you just refill yourself").

The positive attitude is a learned technique and mainly from the contact with western teachers, trainers: "in the workshop of Norwegians Art we were learning to transform aggression...The design of workshop was that we were allowed to give to each other only positive feedback. After it when we lead the groups, after the session the colleagues say only positive feedback... Then you feel that this practice starts to grow in. And I start to catch myself.... that I recognize, I fix positive things easier and quicker...". The special significance was given to gained professional experience abroad and possibility to keep contact with professionals from abroad. The social workers named the importance of constant revision of the professional attitude and knowledge. "At first you use it, but step by step again you are enrolled ...and step by step start to neglect it". The older social workers were more skeptical about worth of theories or workshops, learning from abroad. It might be defensive reaction. They accentuated the value of practice and that people from abroad have to learn from them, but not the other way round. All agreed that the presence of students, their practice is a good source for refreshing knowledge and attitudes ("we tell to students, that we

want not only to give, but hope to get too... they come with airy open view, they encourage move on"). It is seen as airy view and possibility to get something new.

The focus group time to time came to the topic of the obstacles for practicing positive attitude in social work. The main message was that it is difficult to use positive attitude in Lithuania. *"It is hard, when you always are surrounded with angry, sad faces, nobody smiles"; "...then you face all this negativeness, it doesn't work naturally, you need to put a lot of extra efforts, as the surrounding does not do it".* The researcher D.Gailienė (2005) connects the negative attitude, passive aggressiveness, self destructive behavior with posttraumatic syndrome and the imprint of victim role. The people in occupation were striving to survive. The survival mean to stay invisible, hide own thoughts, feelings People became accustomed to say what the person in power wants to hear. Constant modification led to the loss of own identity, neuroses.

Concluding, it can be said that social work practitioners applying positive attitude in their work have to strive with such attributes of Lithuanian cultural context as negative approach, learned helplessness and to overcome own feeling of fair to differ. The support from colleagues, intervision, supervision, workshops are the means to motivate and assist social workers to apply positive attitude and strengths based method in social work practice.

Implications and recommendations:

Social work studies should be directed towards formation of the positive attitude of the future social workers, nurture the critical thinking, ability to recognize emotions and consciously make decisions.

Reflexion (with the help of intervision or supervision), self-observation and consistent update of the knowledge and skills are the means which contribute successful implementation of positive attitude in the social work practice.

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SUPERVISION IN THE PROCESS OF SOCIAL WORK PROFESSIONALIZATION

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The development of supervision in Lithuania is a unique process with the following stages to be identified: learning, i.e. adoption of a certain tradition and culture from the systems with more extensive experience; the “testing” of the acquired international experience in an authentic social-cultural area; creation of an authentic tradition on the basis of international experience and by maintaining and fostering international relations; and competent collaboration at a local and international levels seeking to improve the system of supervision and to enrich it by the already acquired and currently being acquired experience, as well as the tradition of intercultural collaboration.

In Lithuania, the theory and practice of supervision are developing in the context of an intensively forming system of social work which gradually starts acquiring some authentic characteristics. That is a specific situation which enables one to act creatively by going through all the stages of experiential learning in the process of interaction.

The development of supervision in Lithuania is an intensive process characterized by an intensive interaction of the supervision theory

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and practice. Two cohorts of supervisors (councillors of professional relations) have already been trained, and the practice of training new specialists is to continue. Professional supervisors provide the service of supervision to social workers and representatives of other professions. Individual and group supervisions are the most demanded. The goal for the future is to make team and organization supervisions more active, as, when seeking changes in the system, it is important for all the structural elements to take an active part in the process.

Supervision is also provided during the practices of the prospective social workers. Most frequently, they are provided by the academic staff of universities (Klaipeda University, Vytautas Magnus University, or Vilnius University) who took the training in supervision and became members of the Association of Supervisors (Counsellors of Professional Relations); in 2005, the Association became a member of the international organization ANSE. Membership in the Association assures proper quality of performance and the responsibility to the represented school. Presently, one can observe the birth of the system of supervision in Lithuanian social-cultural area.

The formation of the theory and practice of supervision in Lithuania was similar to the development of the profession of social work: the birth of the system was affected by the experience of foreign countries. In the case of supervision, the experience of Munster Academy (Germany) was adopted, as the school had deep and old traditions of supervisor training. In the field of social work, the start of its studies in different higher schools of Lithuania were affected by the experience of different foreign countries (Jurkuvienė, 2003). The said influences formed unique styles of supervisions in the process of studies, which were also affected by the methodologies acquired in supervisor trainings.

The development of supervision in the process of social worker training was affected by the participation in international exchange programmes that are joined by increasingly more of Lithuanian higher schools. Methodological publications appear devoted to foreign students' practices organization by actualizing the importance

of reflection and the theme of supervision in the study process (Dirgėlienė, Kiaunytė, 2009).

One of the greatest values adopted from the international experience was reflective practice which actualized the training of critical thinking and the methodologies of experiential learning. The supervision appeared in the process of social worker training as a way of reflection encouragement and the development of the relationship of theory and practice. The necessity of reflective practice in the process of social worker training was laid out in the *Regulations of Study Field of Social Work* (2008). The social workers who have got acquainted with the methodologies of experiential learning are better prepared to accept the service of supervision and are more expected to be able to avoid the professional "burnout". The development of supervision at the practice level is reflected by the activity of peer groups (professional supervisors have the possibility to participate in the process of intervention which is an important quality assurance guarantee).

The conception and the problems of supervision in social work have been studied at a research level for which the world experience was of major importance. In the analysis of publications on social work supervision (the period of 1950 to 2002) by Tsui Ming-Sum (2005), 34 significant works were emphasized that analyzed the principal functions of social work supervision; the latter was disclosed in the context of administrative, educational, and support functions, etc.

In Lithuania, supervision is a newly forming profession and service. Even though scientific publications on it are not abundant, they are really valuable as they reflect the current issues of social work, the complexity of professional activity, the development of social work professionalization, and the need for supervision in the social-cultural area of Lithuania.

For supervision in social work, of special value are the scientific-methodological publications where researchers and practitioners-professionals present topical themes and which bring out dilemmas of social work analyzed in the context of the need for, and the conception of, supervision. Presentations are made in scientific conferences devoted to the development of supervision.

Research has been conducted with the aim of disclosure of the complexity of the job of social worker and the need for supervision. In 2007, research was conducted that had a decisive impact on including supervision as a form of social workers' professional development in documents regulating professional activity (The project „Designing of a Model of Applying Supervision for the Enhancement of Social Workers' Professional Competences" was funded by the Lithuanian State Science and Studies Foundation. Researchers: N. Večkienė, J. Ruškus, I. Dirgėlienė, A. Kiaunytė, V. Kanišauskaitė).

One can state that supervision in Lithuania develops at the following levels: the practical (provision of supervisions to specialists and prospective social workers in the process of studies, the activity of peer groups); the research (publications, presentation in conferences, research conducting); the educational (implementation of supervisor training programmes); the political (the activity of the Association), and other levels.

All countries, irrespective of how long they have been developing the theory and practice of supervision, actualize the context, i.e. the area and the environment in which the process takes place. A holistic model of supervision which brings out the complexity of its process was presented by Ming-Sum Tsui (2005). The model explicates the interactions and the circumstances, i.e. the contexts, of the process of supervision. In that model, just like in holistic models of supervisions presented by other authors (Hawkins, Shohet, 2000; Naujanienė, 2007), the process of supervision based on interaction is presented. The process of social work is also based on an interactive methodology; the participants of the interaction are a client, an employee, and the circumstances (social policy, social-cultural environment, etc.) (Bagdonas, 2001; Dirgėlienė, Kiaunytė, 2005). The interaction takes place in the situation of crisis intervention, therefore, the professional, social, and personal experience of social worker is of great importance (Liobikienė, 2005). The process of supervision is no less complex (Tsui, 2005).

Ming-Sum Tsui (2005), after the analysis of plentiful sources on supervision in social work, presented the principles that provided a methodological basis for the model reflecting the relationship of the

theory and practice of supervision; the aspects of the model have also been topical for the Lithuanian practice of supervising: supervision is a personal interaction between two and more individuals; an important condition of supervision is to help the supervised person and to assure the quality of the service received by a client; the supervisor seeks to relate the professional activity of the supervised person to the aims of the agency; in supervision, the complexity of professional activity is rethought, the professional knowledge, values, and skills are transferred/rethought; emotional support is rendered to the supervised person, etc.

The process of interpersonal interaction is closely related to the aims, structure, and culture of the agency in which supervision takes place. The agency becomes an integrating part of the process of supervision, and that experience is also coming to the field of social work in Lithuania: an increasingly greater number of commissions for team and organization supervision come from the heads of institutions, and the service is paid for by the funds of the institution. A supervisor becomes an intermediary between the agency and the supervised person. Tensions increase under the impact of both the culture of the agency and a broader cultural context in which the agencies have formed or are forming, as well as the culture of the supervised person, the supervisor, and the client. Major sources of professional support for the practice of Lithuanian supervisors are control supervisions, when the counselling is done by experienced European supervisors, the lectures of teachers (who lectured in the supervision trainings), presentations, articles (Leffers, 2010; Weigand, 2010; Jansen, 2009), and other professional support in the situation of intensive qualitative changes in the practice of supervision.

Theoretical models of social work supervision, just like in social work, are borrowed from other sciences. The adaptability, integration, and methodology of the models have been tested by time and practice (Tsui, 2005; Naujanienė, 2010). Whichever model should the social work supervisor apply, the process of supervision shall be always affected by the context whose assessment and understanding is an important part of the supervisor's professional competence. The reflection on

professional experience of a specific supervisor in the actualization of the above mentioned contexts provides a possibility of revealing the process of social work supervision in Lithuania's social-cultural area (Dirgėlienė, 2010) .

Social work and supervision are also related by an enabling aspect. In the world, social work supervision has as old traditions as social work itself. The works of Lithuanian researchers analyze different aspects of social work. The first works actualized the historical development and the ways of methodological activity. The more the process of professionalization of social work is developed, the more attention is focussed on social worker as the subject of professional activity (Kavaliauskienė, 2011). Supervision as a counselling measure in professional relations is oriented towards the subjective part of professional activity. The analysis of Lithuanian research publications devoted to the analysis of the professional field of social work and the related publications on the subject of social work supervision provide a possibility for the disclosure of the process of professionalization of social work in Lithuania by actualizing the role of social worker as a subject of professional activity.

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SUPERVISION AND QUALIFIED COACHING AS A NECESSARY SERVICE IN ACCOMPANYING LEARNING ORGANIZATIONS

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I would like to begin by trying to establish an agreement on the term of "Supervision." "Supervision" has become established between "Coaching" and "Development of Organization." From my point of view, these focal points of counseling can be united into a competence which then describes a specific consulting service under the catchword of "Supervision" or "Qualified Coaching." This service relates to the counseling of structural and often critical issues which can arise in organizations, as well as to questions posed by the employees of organizations with regard to their chances and abilities to cooperate. This, of course, also affects sub-systems of organizations and the mutual relationship between the organization's structure and the person (employee). Hence, "Supervision" and "Qualified Coaching" are external consulting services for professional problems and questions raised by persons and organizations.

"Qualified Coaching" describes the competence of trained supervisors to orient their advice towards a solution. Yet, in contrast to technocrats who just seek for one-dimensional solutions, trained supervisors both

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acknowledge and consider the complexity of a problem; they help to find a solution by getting the problem moving, reducing the complexity of their advisory interference and advising their clients to act.

Such “Qualified Advisers” do not reduce their advisory settings to therapy-like settings, nor do they restrict their work to the counseling of teams or to places of reflection, which then remain without consequences. As professionals rendering services to organizations, they relate to the questions developed by the organization in order to work out, in co-operation with both the heads and the employees, a possible consulting-setting which fits the questions and can be realized within the organization. They work in a process-oriented way and are able of evaluating their work during the process and adjusting it to changing questions and priorities.

Organizations - and this is especially true for Lithuania - are faced with numerous challenges of development. Though quick action and short-range solutions do alleviate the pressure to adjust oneself, they do not generate long-range and lasting solutions. Good solutions are created within learning organizations. Learning organizations process relevant information, they adjust themselves to changing demands, and decide on lasting effects instead of short-term profit. Their hierarchies are low and they organize effective communications processes in teams. Guidance is seen as a service, it provides sufficient resources, and encourages to try new steps. Supervisors can help to develop such organizations, they counsel the processes and conflicts which are obstacles, and they ensure the communication necessary to achieve a high-quality working process.

By training supervisors in the special field of social work, we developed such an advisory competence for Lithuania. This competence relates to the further development of social service organizations. Yet, these colleagues are able to see beyond their original profession and offer their services as supervisors and coaches to all organizations and their employees. The benefit of this competence is no luxury or something needed only by those “who are lacking in it.” Consultation should accompany organizations in a natural way, supporting them in the necessary processes of change.

HARNESSING THE STRENGTH OF COMMUNITIES TO MAKE SOCIAL CHANGE

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This participatory workshop will explore how asset-based community building (ABCB) can be used in practice to strengthen communities and help them meet their goals. Rather than a theory or technique, this approach is a practice perspective that places strengths above deficits and community goals above agency goals. Relationship building is key to this process and social workers are best positioned to utilize this tool. Participants will be encouraged to share their achievements and struggles in using community based approaches to enhance their practice. Gail Kenyon, MSW, PhD, is a Canadian social work educator and a trainer and consultant in Asset Based Community Building in The United States and other countries.

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MULTICULTURAL SOCIAL WORK EDUCATION

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According to Gorski (2010) multicultural education acknowledges that educational institutions are essential to laying the foundation for the transformation of society and the elimination of injustice. The underlying goal of multicultural education is to affect social change. The pathway toward this goal incorporates three strands of transformation: the transformation of self, the transformation of educational institutions and learning, the transformation of society. Transformation of educational institutions and learning requires student-centered pedagogy, multicultural curriculum, inclusive educational media and materials, supportive learning climate, continuing evaluation and assessment.

Midgley (2011) emphasises that globalization and modernization of the social reality calls for rising importance of multicultural social work. Even if social worker is not directly involved in multicultural work or even if s/he is not interested, the environment in one or another way is influenced by global changes, s/he has to understand causes and effects of those changes.

The presentation discusses the transformation of educational institutions and learning for the development of multicultural social work curriculum from the students' point of view. More specifically,

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how universities develop multicultural competences for successful national and international practice that future social workers could act in multicultural environment.

Foreign researchers pay a big attention to the field of multicultural competences: Jensen (2003), Tied and Tied (2005), Cooper (2007), more recent Neuliep (2009), Minkou (2011), Liu (2011) could be mentioned. Multicultural competences in social work are investigated for example by Healy (2001), Midgley (2001), Stier (2004), Lyons (2006), Tripody et Tripody (2007), Hugman (2010), Palmu (2010), Seden et al (2011) and others. In Lithuanian context some works on multicultural competences are done: Pruskus (2004), Baršauskienė, Janusevičiūtė-Ivaškevičienė (2007), Jančaitytė (2009), Paurienė (2010), Virgalaitė-Mečkauskaitė (2011), however there is lack of research on multicultural competences in social work. This presupposes relevance of the research and novelty of this paper.

At this point should be noted, that next to the most popular “international” (older one) and “multicultural” (more recent one) terms, there are more different concepts which are used in the papers: cross-national social work, cross –cultural social work, intercultural social work, global social work, etc., but as Healy (2001), Bryan (2010) explained, all these words have similar conceptual meaning. In this paper the term multicultural will be used as it encompasses emphasis not only at the activities out of origin but also in the origin countries (based on Bryan, 2010).

The notion of multicultural competences is not clearly described. One of the models defines that multicultural competences are composed from knowledge, attitudes, skills of interpretation and connection/relation, skills of interaction and discovery, cultural consciousness and sensitivity (Virgalaitė - Mečkauskaitė, 2008; Healy, 2001). Stier (2004) describes multicultural competences as interactional and cognitive and relates them with generalist social work competences.

Multicultural competences are acquired during life course, usually learning doesn't happen incidentally. Several models of multicultural competences training (education) are developed, for example, EEE – Esteem, Empathy, Equity (Tied and Tied, 2005), model by Gesellschaft

für interkulturelles Zusammenleben – GIZ (Abrams, Moio, 2009). It should be noted that no one model could “teach” multicultural competences at once, acquiring them is consistent, permanent, never ending process, well associated with lifelong learning principles.

More specifically Seden et al. (2011) defines four forms of multicultural social work:

- Activities at national level, usually social work with migrants, refugees, international adoption, etc. This is social work practice in country of origin but in relation with at least one other culture;
- Professional exchange of knowledge, skills, experience and/or practice. It could or could not be connected with physical movement, for example it could be done in the country of origin (reading articles in international journals or participating in training seminars with foreigners);
- International practice usually understood as social work abroad or in international organizations;
- International social development occurs as the outcome of participation in the one or more activities mentioned above.

The presentation is based on data of the two interconnected research. The first survey was done at one Lithuanian university of all (N=108) four year bachelors who were graduating the studies therefore could reflect on their total studies experience. The questionnaire was composed from several information blocs: knowledge and skills for multicultural competences, multicultural experience, multicultural competencies and social work studies. The next survey was done with the bachelor level social work graduates who have experienced professional exchange (abroad) and/or international practice (the third and the fourth forms of multicultural social work defined by Seden et al, 2011). Both surveys included open ended questions, which were analysed using content analysis.

During the first survey, students critically assessed their ability to communicate with representatives of others’ cultures, mainly because of lack of knowledge about others cultures and skills of foreign

language. More than half of respondents can freely communicate in one of the foreign language but they don't think that one foreign language is enough. Data shows that students have multicultural experience during their studies: they often communicate with representatives of others' cultures mainly at university and during field placement, thus experiencing the first and the second form of multicultural social work defined by Seden et al, 2011. However, data shows that students acquired their multicultural competences at university more often during general education courses than in social work disciplines; and all of them agree that social work curriculum has to be updated in one or another way adding multicultural education (Uselyte, 2012). Research data shows that transformation of learning is happening but there are many things to do in order to develop multicultural education in social work.

The survey data of students who have experienced multicultural social work shows that this experience provided opportunity for students to gain comparative interdisciplinary intercultural approach toward topic under study; to gain knowledge about other cultures and to become more tolerant to them; to participate in student-centred international learning environment and all this had an influence on personal and professional growth (Pivoriene, 2010). The data reveals that experience of multicultural social work is connected not only with transformation of learning (what was the main object of the research) but also with transformation of self and even with transformation of society (according to Gorski classification, 2010). Respondents emphasised that the main benefit is that acquired multicultural competences were recognized and included in their curriculum (mainly as substitute of elective courses). This makes higher possibility to move in European labour market and work more efficiently with vulnerable groups all across Europe thus building the social capital of European community. As Gorski (2010) says, multicultural education uses the transformation of self and education as a metaphor and point of departure for the transformation of society.

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DEVELOPMENT OF MANAGERIAL COMPETENCES FOR SOCIAL WORK

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BACKGROUND

Today, when measuring organization's performance are referred not to material resources of an organization, but to human resources and their competencies, development of appropriate competences has become one of the key priorities of the organization. Contemporary organizations of social services need professional social workers with respective competences that would enable a social worker to successfully perform social services in changing social, demographic, political and economic environment.

Management of the social work process in social services institutions is a rather complicated activity. If a social worker doesn't plan and regulate activities, he or she may experience a lot of difficulties and

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inefficiencies. This topic is relevant because social worker's job is full of management functions as social workers constantly plans, organizes, controls, and supervises the process of social services rendering.

Competence is defined as concept which involves person's powers in a professional activity as well as skills for implementing those powers. Professional, social and conceptual competence creates general competence.

In the case of social work competence comes out through knowledge assimilation, gaining practice skills, connecting theory with practice (Dirgelienė, Kiaunytė, 2005). Stock of competence which comes through knowledge assimilation, gaining practice skills, connecting theory with practice ensures effectiveness and expedience of social worker's activity.

R.Bubnys (2004) research showed that social workers feel themselves as competent when speaking about social work with clients. However, part of research participants could not use all their abilities because they were not sure about their workplace stability. V.Indrašienė and D.Garjonienė (2007) analysis of social workers competency assessment revealed that personal features and values were valued mostly; activity effectiveness and results of it took the second place. Communication, cooperation and management were at the least worth for research participants.

M.Preston (2008) issued that the field of practice on managerial action has received minimal empirical attention within the social work literature. According his research, child welfare managers reported engaging in the human relations activity significantly more than senior service managers. The performed research on social pedagogues's managerial activity showed that social pedagogues or plan, organize, lead, control their own activity, but due to the lack of theoretical knowledge, they do not treat it as managerial, and this showed that they lack managerial competence (Leliūgienė, Baršauskienė, Mertinkaitytė, 2008). Darškuvienė, Kaupelytė ir Petkevičiūtė (2008) tried to create a tool for managerial competences assessment of students in studying process and emphasized a conceptual

ambiguity among the existing competence models that needs to be examined. After various managerial competences' taxonomies were summarized, I.Bakanauskienė and J. Martinkienė (2011) name such a list of professional manager's competences.

Having analyzed research scientific literature on managerial competences and specificity in social worker's job, they were classified into four blocks: 1) Managerial functions of social work 2) Environment of social service organizations 3) Human resource management in social work 4) Development and implementation of social programs. These blocks fulfil the theoretical background for research of social workers' needs for managerial competencies.

Purpose of the paper:

The object of the presentation is managerial competencies of social workers.

The purpose is to offer solutions for managerial competencies in social work development.

The objectives are:

- to show the theoretical background and performed researches of a social worker competencies needed to perform social activities;
- to analyze the need of managerial competencies of today's and future social workers;
- to develop solutions for gaining managerial competencies for social workers.

Research

1. What is/are the question/s? Due to the fact that the managerial competences of a social worker have been only fragmentally investigated, the presentation is trying to answer the question: how to develop managerial competences of social workers needed for performing social work?
2. What methods were used? In this survey participated 102 respondents who were graduate students of part-time Social

work studies in Vytautas Magnus University Institute of Social Welfare in 2009. These students were chosen as respondents had working experience in social work, so they could evaluate the lack of knowledge and skills of social work management in social work practice, but only 20,6 % were working as social workers at that time. In addition, more than half respondents worked as social workers less than 5 years (55 %), 10 % - more than 16 years. 92,1 % of all students where bachelor degree part-time students and 7,9 % – master degree part-time students. The majority of students were women (96,1 %), while men - only 3,9 %. In addition, more than half respondents were younger than 25 years (57,4 %), the least - from 45 to 54 years.

KEY FINDINGS/IMPLICATIONS/ RECOMMENDATIONS

FINDINGS

Managerial functions of social work. This group of managerial competencies refers basic understanding about social work management. Students who already have social work experience and students who do not have social work experience noted that they do feel lack about understanding social work management. In remark, almost all students who already have social work experience referred that they do not know enough about managerial functions in social work, whereas only two-thirds of students, who do not work as social workers thinks in that way. Also considering students evaluation of knowledge and skills about managerial functions in social work, we can see that students who work as social workers feel more uncertainty about basic understanding of social work management in comparison with students who do not work as social workers and do not have social work experience, although differences are not so clear. Considering these outcomes we suppose that students have theoretical understanding about management in social work, but they feel lack of knowledge and skills when they face with real practical

situation at their work requiring better knowing and application of managerial functions.

Environment of social service organizations. This group of managerial competencies refers understanding about internal and external environment of social service organizations. Students who already have social work experience and students who do not have social work experience noted that they do feel lack of knowledge and skills in this area. In addition, we can see both students groups have similar opinions.

Human resource management in social work. Students who already have social work experience and students who do not have social work experience noted that they do feel lack of knowledge and skills in this area. In addition, we can see both students groups have quite similar opinions, but students who have social work experience feel more uncertainty about understanding human resource management in social work.

Development and implementation of social programs. Students who already have social work experience and students who do not have social work experience noted that they do feel lack of knowledge and skills in this area. In addition, we can see both students groups have quite similar opinions.

IMPLICATIONS AND RECOMMENDATIONS:

There is a wide range of overall and managerial competences definitions in scientific literature, which differ in terms of constituent elements of managerial competency and their acquisition or manifestation. The future exploratory study could fill a vacuum in the social work management literature pertaining to the core managerial role competencies for social work development by surveying social workers and managers of different social services organizations using proposed blocks and elements of managerial competences.

Obvious lack of all analysed managerial competences for social workers that was found by survey raise discussion whether various study programs devoted to preparation of specialists in social work are

aimed at providing such competencies that exactly correspond with the needs of social services' organizations. Organizations' managers often criticize such programs and maintain that future professionals in fact are not taught things that contemporary organizations and society needs. Therefore, significant changes are recommended for present social work study programs, developing there possibilities to gain managerial competences. For instance, Social Work Organization master degree program is already prepared and accredited in Vytautas Magnus University, and shows a good practice example for solving problem. Considering research findings we suppose that development of social work in the future will more demand to have interdisciplinary competencies for social workers and managers of social services organizations should create the possibilities for workers to study formal and informal way.

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DEVELOPING INTER-ORGANISATIONAL PARTNERSHIPS IN SOCIAL WORK EDUCATION: ACHIEVING COLLABORATIVE ADVANTAGE

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Better partnership working between universities and social work employers has recently been identified as one of the key developments needed to improve the education of social workers involved in safeguarding work with families and children in the UK. However, the praxis of collaborative working in social work education remains under-researched and it is unclear what factors are significant in promoting effective partnership. This paper contributes to debate in this field by reporting a research study of social work academics experience of partnership working with employers in delivering qualifying level social work education in Northern Ireland. Drawing on Huxam and Vangen's (2005) theory of collaborative advantage, the analysis explores key factors that shape and influence the dynamics of the collaborative process and identifies both congruence and areas of discord in academic and employer perspectives and interests. The findings highlight the collaborative advantage accruing from partnership working including the benefits of a centrally coordinated system for the management and delivery of practice learning. However, the results also indicate that engaging in partnership

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working is a complex process that can engender conflict and tensions and it is important to ground collaborations in realistic expectations of what can be achieved. Whilst the study focuses on the UK context, the insights gained should be of relevance to other countries seeking to develop collaborative partnerships between academic institutions and social work employers.

CHILD NEGLECT IN 2011 (UK): AN ANNUAL REVIEW BY ACTION FOR CHILDREN IN PARTNERSHIP WITH THE UNIVERSITY OF STIRLING

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INTRODUCTION

Whilst the neglect of children is recognised as the most pervasive form of abuse, this is so often unreported or not investigated in its' early

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stages, despite the very damaging short term and long term effects. 'Child neglect in 2011' (An annual review by Action for Children in partnership with the University of Stirling) aims to establish a baseline for the current situation across the UK.

INFORMATION

During the study, in which over 4,000 people (2,062 adults from the general public and 2,174 professionals) and a significant number of Local Authorities took part, it became clear that there wasn't a consistent definition of neglect across the UK.

Concerns have been raised about a number of factors that hinder the need to be more effective in combating the detrimental impact of this form of abuse.

DATA

One area of concern is the disparity of how data is collected by the various organisations – "It should be noted that different local authorities may classify child protection referrals differently. For example, some local authorities start the process at a different point and some local authorities do not include unborn children. As a result of these differences, comparisons across years and across local authorities should be made with caution (Scottish Government 2010)".

Clearly this is an area that needs to be addressed to ensure more effective commissioning of services.

RECOGNITION AND RESPONSE

The public are often uncertain of what to do if they suspect neglect of children in their communities. Only 62% of those who had been worried about a child had told someone about their concerns. Those people that had raised concerns, had tended to do this with partners

and family members. Only 26% went to social services and only 19% to police.

It appears that most members of the general public didn't report issues due to concerns about the lack of evidence or uncertainty about whether neglect was actually occurring. Over a third (37%) would like more information about who to contact when they were concerned.

81% of professionals in universal services (primary school teachers, pre-school and nursery staff and health professionals) have come across children that they suspect have been neglected. The reasons given for this have been worsening parenting skills, problems passed from one generation to another, more family breakdown, greater deprivation in the community and reduced family finance.

Most practitioners appear to be aware that it is important to identify neglected children at both an early stage and at an early stage of difficulties. Focus group respondents in the study said that these professionals were key to the identification of neglect.

Although there are a plethora of multi-agency groups aimed at providing support to children and families, outside of the child protection system, it is not clear how many children receive direct help as a result. Professionals in universal roles reported that the most helpful improvement would be to report less serious suspicions before they got worse. This echoes the findings of Munro (2011b).

Many children are still slipping through the net. "....Social workers need to be able to spend more time actually with families to see what is going on in the home". There has also been concern about increased referrals to social services agencies and the impact that this has on concerns of neglect resulting from higher caseloads, meaning less time spent with families.

POSITIVE SIGNS?

Communication is seen as improving in many areas, aided by the development of multi-agency groups. However, data sharing between

agencies is still a problem due to the lack of clarity regarding data protection regulations.

Other positive developments include access to Sure Start children's centres (in England) and Flying Start (in Wales) for pre-school aged children. Some primary school children (and some of their families) have access to school-based nurture groups. There are also Family Intervention Projects (FIPs) for families where there is a concern about anti-social behaviour and where tenancies are at risk. Also, extra support for parents is provided where they are known to Adult services.

The future

- What can help?
- A reduction in overly bureaucratic systems
- Governmental responsibility for recognition and action to reduce all factors that lead to neglect e.g. poverty, deprivation, parental mental health, substance misuse, domestic abuse, etc.
- Commitment by governments to long-term effective early interventions measured by outcomes not outputs e.g. access to personal support services in the long-term, intensive support services for those in greatest need now and a transformation of high cost – low volume services (which are only aimed at those in acute need) to low cost – high volume early intervention services.
- More consistency and co-operation around data collection
- More information to help the general public respond to concerns.
- The need for commitment to funding of early intervention services – for children of all ages.
- Ensure that funding cuts do not derail good initiatives.

CONCLUSIONS

- Childhood neglect is a major feature in the UK. It remains at high levels and ruins the lives and potential of children. However, it is within our power to do something about it.
- There have been positive changes to public awareness and some pockets of good local practice. However, there is much to do before there is a significant improvement for neglected children.
- There needs to be changes made to the ways in which data is collected in order to provide the strategic and comprehensive responses required – and knowing that local practice is making a difference.
- There needs to be more clarity for the public on what constitutes neglect – both to help parenting and to inform those who are concerned. This needs to be supported by a UK wide campaign.
- Local child protection and safeguarding systems have been shown to stand in the way of appropriate assessments for neglected children and can act as a barrier to prevent early help. There needs to be a re-balancing of services to support early intervention as well as support those in crisis.

DISABILITY AND SOCIAL WORK: BETWEEN LIFE-WORLD OLONIZATION AND THE SUPPORT TO OVERCOME BARRIERS

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Currently there are three main theories that discuss disability: individualistic (medical/ clinical/ deviance), social construction (oppression) and relational (the combination of individualistic and social construction theories). Frequently they are identified respectively as medical, social and socio-medical models of disability.

From the individualistic model perspective, disabled people in themselves are treated as a source of the difficulties they experience and as the main reason for their exclusion (Oliver, 2009, Oliver and Sapey, 2006). The physical, cognitive and sensory impairments are the factors which lead them to being 'less-than-a-whole-person' (Darlington et al., 1981: 126). In this way disabled people become dependent on 'whole-persons', in other words, they are helpless without the productive able-bodied people and their expertise and professionalism in adjusting 'the individual to the particular disabling conditions' (Oliver and Sapey, 2006: 22). As a result, rehabilitation programmes, health care and social services of the Welfare state become the main means to bring

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disabled people closer to normalcy and to overcome their impairments (Finkelstein, 1994, Oliver and Sapey, 2006) along with professionals becoming the main experts in the situation.

The second way of understanding disability is typical for Nordic countries and emphasizes the shift from treating the impairment as a condition that disables people, and thus must be cured (Gillespie-Sells and Campbell, 1991) to the incorporation of environmental factors. This model is a proper position of relational or biopsychosocial model of disability (Shakespeare, 2006). Tossebro (2004, in Shakespeare, 2006) points out that disability can be defined as a result of the inadequacy between an individual and the environment in which he/ she acts. Thus, although this model accepts environmental factors that are disabling, it still keeps a focus on the people with impairments as a source of problems and of the determinants of their social exclusion.

The approach to disability as a personal disadvantage was criticised and not accepted by disabled people, who stated that disability is a form of oppression rather than a personal disadvantage determined by body or mind. As a response to attributing reasons of disablement to an individual and not to the society, the social model of disability was formulated by Paul Hunt and Vic Finkelstein (UPIAS, 1976). This model of disability *'involves nothing more or less fundamental than a switch away from focusing on the physical limitations of particular individuals to the way the physical and social environments impose limitations upon certain groups or categories of people'* (Oliver and Sapey, 2006: 29). Thus the environment, social structure and cultural framework within which a person engages are the main factors of the disablement (Reindal, 2008).

Which model of disability dominates in everyday social work professional practices depend on whether professionals are 'allied to medicine' (PAMs) or 'allied to community' (PACs). Finkelstein (1999, 1999a) points out that the modern society and the Welfare state, its structure and mechanisms create a scene for 'professions allied to medicine' (PAMs), who due to the legitimated power, language and culture, label disabled people not just as 'special' or 'needed to be fixed' though also as 'vulnerable'. Since the main roles of PAMs' are

strictly and legally determined and oriented towards the assessment of people with impairments' needs and the provision of social care and support services, disabled people become voiceless objects of the automated technical procedures oriented towards the achievement of bureaucratic rules performed by professionals (Finkelstein 1999, 1999a). Controversially to PAMs, PACs follow the view that professional knowledge may not provide comprehensive understanding of the situation and are able to provide only a limited insight. This type of professionals also gives priority to collaborative relations with their clients and accepts the impact of social environment and people's position within the society (Broom and Woodward, 1996).

The combination of disability models with professional attitudes and orientation in everyday social work practices lead either to life-world colonization of disabled people or to the overcoming the existing barriers in the society. The first scenario is typical to PAMs who support medical and relational models of disability and distinguishes insufficient communication between clients and professionals and this leads to uncertainty, lack of cooperation and misperceptions of clients' needs, and is determined by professional dominance in the relationships (Skipper and Leonard, 1965). In addition, due to a full rationalization of social care and support systems the professional becomes a worker, who automatically follows the requirements of the system and brings profit to it. In such a manner his/her personal and professional decisions and actions are maximally reduced (Ritzer, 2010). Consequently, the demands and shaped practices of governments, insurance companies and the capitalistic society in general, colonize disabled people and professionals' life-world (Habermas, 1987). The inability to talk and reach any common understanding leads welfare professionals into a legitimacy crisis of the profession, and disabled people become excluded and turned into passive and voiceless recipients of social care services. Contrarily, the main concept in PACs case is the shift from management of the client to becoming a resource for him/ her to use in reaching personal goals (Finkelstein, 1981). In such a case the professional becomes a resource in solving the goals and overcoming the barriers which disable people with impairments.

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TENSIONS BETWEEN BUROCRACY AND HUMAN RELATIONS IN SOCIAL WORK: INSIGHTS FROM SOCIETY IN TRANSITION

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We celebrate twenty years from the beginning of Social Work in Lithuania. However, implementation of the mission of social work in a context of post-totalitarian society meets serious challenges. It is special in the post-totalitarian context as its essence is to improve the interaction between humans and their surrounding, and especially to restore interpersonal relationships that are most damaged by totalitarianism. However, social work happens in certain structures that are based on bureaucratic procedures. Totalitarian system also devoted special attention to management of state organizations. With the appearance of social work the tension grew between freedom to solve unique situations, individualization, confidentiality and creativity that are necessary for social work, on one side, and a blind obedience to impersonal principles of bureaucracy, on the other side. In this presentation we will discuss some features of bureaucracy,

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especially in a post-totalitarian context, and how it affects social work.

As we noticed in practice, many social workers in Lithuania seem to think that the main motivating force for a client to change is fear. Therefore, they achieve that clients are afraid by various forms of control: by telling that the children will be taken from the family, that the allowances will be stopped, that the clients will be fined. Often they visit the clients without telling in advance. When at client's home, they reproach the clients, humiliate them, request that certain things are done, like opening refrigerators or wardrobes, etc. Thus they create hostility of clients, covert or open. Why do they do it, when it contradicts everything that they have learned?.. After talking with the social workers it becomes clear that they themselves live in an atmosphere of uncertainty and fear, because this is how the structures and persons that control them behave.

In modern bureaucracy written documentation is essential. The body of officials actively engaged in a public office, along with the respective apparatus of material implements and the files, make up a 'bureau,' according to Weber. The officials should be professional. Most of the rules of the bureau are stable and exhaustive, and the knowledge of these rules (especially of jurisprudence, of administrative management) represents a special technical preparation of an official. According to Weber, the main characteristic of modern management is that it is restricted to rules: the power of the state does not allow to manage every single case, and domination of bureaucracy is granted through officials' technical knowledge and through experience in knowing special and needed documents. Thus the role of an administration leader who is often elected gets less, and even democracy gets weaker. M.Weber stresses that the dominance of bureaucracy has two important traits: secrecy and formalism. Bureaucracy tries to sustain itself, often by keeping the political leaders not well informed and reducing them to the level of amateurs compared to an official with his technical knowledge (Ritzer, 2009). The bureaucratic administration strives to act secretly in order to protect its knowledge and its actions from criticism.

The use of power, the try to dominate and achieve obedience, the impersonality of rules has a special meaning for a society that experienced violence under totalitarianism and adapted to such a situation. One of the adaptations to the misuse of power was the avoidance to analyse and show feelings, and trying to adapt one's reactions to those of people in power. Thus, if the formal bureaucratic requirements become most important in work with clients, the social worker does not treat the feelings of the client as important. Both the worker and the client avoid to show their real emotions and feelings, deny them, and try to accommodate their reactions to the feelings of the official in charge. In a post-totalitarian context, emotions are understood as an expression of weakness. It is unusual to talk about them neither for the client nor for the worker.

Bureaucratic secrecy reinforces another characteristic of the totalitarian system: the avoidance to share important information. In the Soviet times statistical data were „made nicer“; sometimes people who did not fit the system were blemished. In this context people learned to not supply or scarcely supply information and to not trust the information of other (especially official) sources, to not ask, and to not appear ignorant. Information is of a great value. The one who has information has a power to make others dependent on him. Sharing information with a client often is related to the empowerment of the client. If the information is shared in a formal bureaucratic way, it does not perform the function of empowerment. When the information is not shared, it is more difficult for people to assess reality.

In bureaucratic relationships written requirements, norms and instructions are treated as absolute. In a modern bureau everything is based on written documentation, and the word agreements are trusted only to the degree of how much is written. This way the dialogue loses the power and sense that is so much needed in social work: for starting and continuing a relationship, for looking for and revealing the strong sides of the client, and for empowerment. The time for developing immaterial relationships is changed by the time devoted for writing. The main part of time and energy in social work become devoted for reading instructions, implementing them, and

filling the papers. Only from written protocols and acts can higher officials evaluate if social work duties were performed well: they cannot assess the quality of finding a contact with a client or a relationship of trust with him/her.

Characteristic of a post-totalitarian society is a dissociation of works, thoughts and actions. Rules were officially important, but many of them did not work in reality. This spreads mistrust in words in the society. People do not believe what others say, but pay attention to who are the authorities in power, and look for messages "between the lines" in their faces. Besides, people who did not have enough privacy and space for certain freedom tend to act in an authoritarian way, also when they become authorities. Moreover, they try to be on the safe side and do not start any unusual initiatives if there are no instructions of how to do it (Jurkuvienė, Snieškienė, 2008). Thus rules that are too detailed prohibit individualization and creativity that are of special importance in social work (Smale et al., 2000), as every person and every situation, according to H.Arendt (2005), are unique. Acting as a person is related to freedom and responsibility. A social worker works with concrete people in concrete situations, and does not decide about them without them. When a social worker recognizes that a client is not only a rational but also an irrational being, s/he has to recognize that the results of intensive social work remain unpredictable. Understanding that it is not her who changes the person, but the person changes him/herself, a social worker should leave freedom and possibility for the clients to change. If bureaucratic requirements are of an imperative, normative character and do not leave enough freedom to make certain decisions, social workers cannot reveal their competence and creativity that are necessary for adequate actions in the changing life situations. If the bureaucratic requirements do not leave enough freedom for the clients and request that social workers take responsibility for the clients, one cannot expect that the principle of free client selfdetermination will be held. The client then cannot feel to be the master of his/her life, who takes responsibility for it. To be open is not easy, and without a dialogue, without a relationship we cannot talk about the real change of the client. The opposite of such openness is giving recipes, which is usual

for workers who seek a fast result. However, in conditions where the most important thing is to report to a controlling officer who requests a fast and visible result that can be certified in a written form, striving for real change becomes impossible and often unthinkable.

For a real change to occur, a social worker has to be effective in various circumstances, remaining at the same time both an observer and a participant, without becoming a part of the sides involved in the problem, and without becoming a powerless outsider in a net of people to whom the social worker is related. This is a skill to be involved and to be an outsider at the same time. Some authors (Smale, 1998) call such a position a marginal position. One can never show it bureaucratically, but it reveals a special competence that is necessary for an effective social work.

Openness, recognition of feelings, living in reality, balancing on a marginal position in a post-totalitarian society are not valued, because they cannot be noticed and put onto paper in a bureaucratic way. However, those social workers who manage even in such difficult conditions to work in a creative way, to create and sustain interpersonal relationships, to value them more than being on the safe side while fulfilling bureaucratic requirements, not only change the understanding of social work in Lithuania, but also make the society a more democratic place that is more open to social changes.

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BUILDING JUST AND SUSTAINABLE CITIES IN AFRIKA

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Poverty and rapid urbanization are two of the greatest challenges facing Africa today. Many analysts have observed in post colonial Africa a new process of urbanization unleashed by the masses of relatively low income migrants who have flocked into the cities since independence, and are seeking to solve their problems of accommodation and employment informally, and on their own terms...; the urban poor are dominant, and in most cases are transforming the city to meet their needs, often in conflict with official laws and plans.

N-Habitat estimates that Sub-Saharan African cities have over 166 million slum dwellers, most of who work in the informal sector where they simply do not earn enough to afford decent shelter and services. What does sustainability mean for such cities and townspeople? Agenda 21 of the Earth Summit in Rio emphasized that sustainable development has to be socially just and ecologically stable, and that the creation of sustainable human settlements is integral to the achievement of sustainable development. The paper examines how urban poverty and the informal city have developed in Nigeria and other African countries over the past 50 years, the extent to which government policies have helped or constrained the poor, and how poverty which leads to slum conditions can be alleviated and reversed

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in order to reduce social tensions and worsening disparities in access to basic urban services. Government officials and planners face a difficult dilemma of how to uphold the rule of law, and contain the adverse health and environmental effects of slums and irregular settlements without disrupting the livelihood of the poor. Some tend to see slums as evidence of the failure of official policy, and therefore something to be removed; but current research suggests that the path to urban peace and sustainability in Africa lies in building more inclusive and socially equitable cities, "where everybody, regardless of their economic means, gender, age, ethnic origin or religion are enabled and empowered to participate productively in the social, economic and political opportunities that cities offer". The central argument of the paper is that human development and welfare ought to be at the centre of the concern for sustainable urbanization in Africa, and that greater priority should be given to the health and development concerns of the poor. The human development approach calls for rethinking and broadening the narrow technical focus of conventional town planning and urban management in order to incorporate the principles of urban health and sustainability embodied in the Habitat Agenda, ILO's Decent Work Agenda, WHO's Healthy Cities programme, and other recent global initiatives which provide guidance on how to make cities everywhere more inclusive and socially sustainable; how to provide micro credit and other forms of financial and business services to the poor; how to promote self employment and other opportunities for youths and disadvantaged groups, and so on. The aim is to identify the lessons that could help to promote a more positive view and policy regarding the poor and the informal city. The paper concludes with some general reflections on the future of the African city, what form it will take, and how to bring about the changes needed to make these cities healthier, more productive, equitable and harmonious, and better able to serve people's needs.

THE PROCESS OF THE SHAPING OF THE MENTAL SICK ROLE

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INTRODUCTION

This article will introduce two perspectives which have dominated the sociology of the illness; these are functional and interpretative - symbolic interactionism approaches. „The first highlights the extent to which the onset of illness can involve the adoption of an appropriate social role – the sick role. The second approach, by contrast, focuses on how the person who is ill and those around him or her make sense of the illness, and how these interpretations affect action“ (Nettleton, 2006).

The sick role is a concept arising from the work of the important American sociologist Talcott Parsons (1902–1979). Parsons argues that being sick places the individual within a role defined by certain socially structured expectations. These are, first, that illness is not the sick person's fault; second, that the sick person is excused from normal responsibilities; and third, that the sick person has an obligation to seek medical treatment, comply with that treatment, and get well. Treatments returns the sick person to health and, with health, to normal responsibilities. The interest and the longevity of Parson's

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concept lie in his expression of the social ideal of illness behavior (Foot, Frank, 1999).

The interpretative approach to illness was formulated through critiques of the functionalist approach, and so it seems logical to take the two in turn.

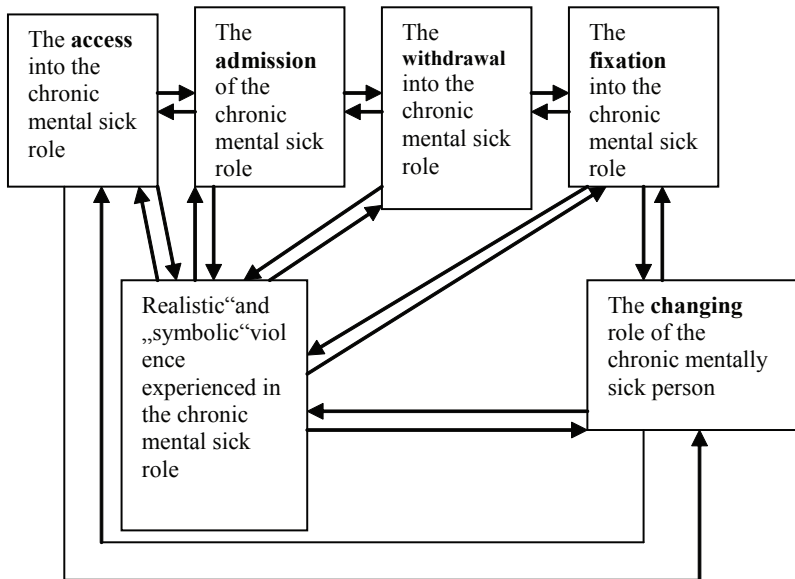
In this article is discussed some of the key findings which have emerged from research into the experience of illness. This is a study of narratives of people who have been diagnosed as having mental illness. The study is conducted in 2007-2008. The research was designed using strategy of the narrative inquiry. The empirical data contents 45 interviews with nine narrators, which are chronic mentally ill. Narrative inquiry is based on five intensive in-depth interviews about specific aspect of people's lives - chronic mental illness. The narrative inquiry based on narratives that communicates the narrators (mentally ill people) point of view. When someone tells a story, he or she shapes, constructs, and performs the self, experience, and reality (Šedienė, 2010).

Aim of this article is to analyze the shaping of a sick role process in mental illness.

The results of the study shows the process of several stages how the person gets into the chronic mental sick role: the access, the admission, the withdrawal and the fixation into the chronic mental sick role. There are moreover explained a real and symbolic violence in chronic mental illness and the changing roles of a person suffering from a chronic mental illness.

Access to the sick role in chronic mental illness explores phenomenon of the symptom iceberg – mentally ill people, most of the time, which do not go to the doctor when they are ill: „*Who wants to go to a psychiatrist?*“ (Algimantas). The study reveals that early symptoms of mental illness are never seen by practitioners. The seeking help, the diagnostic specific, the meaning of diagnosis, the doctor-patient relationship are major aspects that impact on the process of access to the sick role.

Entry to the role of the person having chronic mental disease is connected with diagnostic process. Diagnosis is made according to the



Schema 1 The process of the shaping of the mental sick role
(compiled by Šedienė, 2010).

witnesses of familiar people about potentially sick person's behavior. For example, characteristics from job place may be requested for confirmation of diagnosis: *„It was needed necessarily a bad characteristic from the workplace, that I bungle, I'm allways late, I always disregard the leaders, and they wrote that I cope with the tasks...“*(Algimantas). In the process of diagnosis person gets the questions from his biography not connected with his health. The complicated diagnosis process, lack of information about diagnosis, in the society not understanding mental illnesses and persons having mental disease complicates entry to the psychiatric patient role.

The admission of the sick role in chronic mental illness includes the transformation of social roles, cooperation with doctors, assumption of obligations to be treated in the psychiatric hospital, to get medicine constantly, bearing with loneliness, advantages of chronic mental illness.

The role of psychiatric patients is accepted, then there is positive, trust-based relationship between patient and psychiatrist, based on long term relations, and informal communication: *"When I have a problem, we are talking with the doctor, she advises <...> she is so gut to me, she was gut all the time I was treated"*(Akvilė). In the process of accepting the psychiatric patient's role an important social roles are lost or transformed, socio-economic status is decreased, autonomy and dependency on others is increased: *„ I was living with the second wife <...> I was lying in the bed and feeling unhealthy <...> and she was shouting at me, and hurting of various ways, - you are sluggard, you sluggard, why do you not go to work, go to work, sluggard, sluggard"* (Osvaldas). Patient make a commitment to continuous treatment in a psychiatric hospital and to use doctor's prescribed medication, to abide with the loneliness and exclusion.

Withdrawal into the chronic mentally sick role analyzes status degradation ceremony: once labelled, this significantly alters the person's identity and social status; they are stripped of their old identity and a new one takes its place. Part of such a process then leads to the labelled person internalizing the new identity ascribed to them.

Withdrawal to the role of psychiatric patient is influenced by social, economical, cultural context of Lithuania:

- Negative attitude of society, employers towards person having mental illness;
- Lack of information about illness and psychiatric care possibilities;
- Inefficient social policy, dealing with employment issues.

Withdrawal to the role of chronic mental patient is caused by loss of social competence, lack of autonomy and independence, interest to have mental illness because of its' benefit.

The chronic mental patient's role is accepted after, one loses efficiency at work, sick person and his family members creates a paternalistic relationship with experts, and are guided by the medical attitude to the mental disease. This influence development of dependency on drugs and psychiatrists, "schizophrenia" diagnosis is accepted,

patients reject the children's care and intimate relation's rights and are excluded from the healthy society: *„I'm getting used to hospitals, and I needed them <...> Again this hospital, this hospital, this hospital, artificial climate, climate is formed. Wenn you arrive from the hospital, you feel again the same and more, because your problems are not resolved, these problems are a reason to go to the hospital. And again to these hospitals, to these hospitals, horror...“* (Osvaldas).

In the process of the formation of the chronic mental sick role reveals “symbolic” and “realistic” violence (psychological, social and institutional dimensions): *„Brother came, and he started to beat me, he called the sixteenth brigade and police. <...> You know, he started wrap my hands“* (Indrė). The “symbolic” violence is expressed in the narratives of the research participants, which separate themselves from the healthy people community “They” as sick persons community “We”.

The changing roles of a person suffering from a chronic mental illness contributes towards understanding the new roles of psychiatric clients in the present-day social-cultural and political context of Lithuania.

Changes of chronic mental patient's role are associated with new social organizations working with psychiatric patients in the population. Research reveals that daily occupation serve as work, because the mentally disabled person has fixed daily responsibilities and obligations in day care center. Visitors of day care center use the terms of labor relations: they call each other *„colleagues“* and they are working with social workers who are called *„leaders“*. In the center they learn new communication forms, go into their own and others life situations, becomes more independent, gain experience of the new roles for example: provider of the services through continuation of previous work experiences; social competencies are restored; they begin to feel happy and like healthy person: *„My biggest joy is that I am visiting so good club, like this club, there I can realize myself, that I am assistant of social worker in the club <...>. That I can to do English courses in the occupational centre and in the club“* (Bronele).

In conclusion the transformation of the sick role in chronic mental illness (the expansion of the role) is related with changes of the psychiatry units, social work practice in psychiatry care.

In summary the chosen narrative strategy for the empirical study revealed the concept of the sick role formation in chronic mental illness. The results of the study shows the process of several stages how the person gets into the chronic mental sick role: the access, the admission, the withdrawal and the fixation into the chronic mental sick role.

The experience of sick role formation states two dimensions – institutional and social. Institutional experience is closely related with experience in psychiatric treatment institutions and social care institutions. The experience in psychiatric treatment institutions contain the specifics of the disease diagnoses, the contacts and relations with psychiatrist and other specialists in psychiatry unit, the way of psychiatric disease treatment, the experience of treatment in the psychiatric hospital, the experience of the legitimation the status of disabled. The institutional experience of social care covers the experience of the social services provided to chronic mentally ill person. Social experience of the mental sick role formation associates with the reaction of the family and the society to mental disorder and the mentally ill person.

The process of the sick role formation is experienced individually. The nature of the institutional and social experiences of the chronic mental illness determinates on the one hand the access, the admission, the withdrawal and the fixation into the chronic mental sick role and on the other hand the length of stay in each of the stages and the experience of each stages. The transformation of the sick role in chronic mental illness (the expansion of the role) is related with changes of the psychiatry units, social work practice in psychiatry care. In day care center, where are working social workers (without medical staffing) the role of the ill person transforms from the passive services user into the role of the active participant, communicable, creative person, who is able to provide services for the other.

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EXPERIENCES OF SOCIAL PARTICIPATION OF A CHILD IN FOSTER CARE

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INTRODUCTION

In the concept of Sustainable Human Development, people's participation is one of the key constituent components. Regarding children as one of the most vulnerable groups and provision of help and care for them, their participation is a key issue, revealing the level of implementation of child's rights, quality of service provided and its areas of improvement.

As practical experience has shown, child's social participation in the care process is a serious problem in our society because it very often happens that the child's opinion and suggestions, concerning various child-related matters, are not being listened nor attended to. Children that enter foster families from care institutions are often totally unprepared for it, for no one asks for nor listens to their opinion on matters of custody, which leads to even greater emotional and social

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difficulties. Institutional structure too has some imperfections, as well as the fact that some social workers do not comply with the legal rules governing child care. This determines the quality of child care planning, duration of care, the number of children returned to the families and ensuring the rights of children in general. Participation is an essential element of child development, which helps to understand the individual and collective duties and responsibilities. This is a decisive factor in shaping social relations. Child's social participation should not become a pretext to impose upon them the burden and responsibility that do not correspond to their age (European Policy on Children, 2001). Therefore, a child must be involved in the care process as an equal participant in interpersonal relations. However, as practice has shown, children often fall victims to desires and interests of adults.

There is a number of Lithuanian scientists and researchers, such as Snieškienė (2001), Braslauskienė (2000), Vitkauskas (2010), and others, who have described and explored the concept of foster care, care process and foster children. Eskytė (2008), Jonynienė (2005) studied child's participation. Foreign scientists, including Ebersold (2002), Stephenson, Gourley, Miles (2004), Sinclair (2005), O'Donnell (2005), West (2003), too explored the process, characteristics and trends of social participation.

The aim of the article is to reveal the experiences of social participation of children taken into family care by providing opportunities for development in their participation in foster care.

RESEARCH

Research questions:

- What are the social and legal aspects that mark the participation of foster family children in the care process?
- How does a child participate in the care process?
- How to develop a child's, who is under preparation for the foster family care, abilities to participate in the care process?

A qualitative research was chosen as the method, helping to reveal the information that allows finding the answers to the questions: how, why and what can give meaning to remarks and experiences expressed by each participant of the research. In order to reveal the experiences of participation in the care process of children taken into family foster care, a form of semi-structured interviews was chosen. The interview content was examined using a qualitative content analysis method.

Research sample and sampling. The study included eight children aged 8-16 years: 5 girls and 3 boys who live or lived in foster families. A mixed selection was applied, i.e. the convenience, the so-called “snowball” and criterion sampling were used. The criteria for selection of children:

- children currently living in foster families
- children who lived in foster families
- territory - Vilkavi kis district.

FINDINGS, RESULTS

This research was aimed at proving that the child’s social participation in the care process is extremely important due to the changes taking place in his/her life that affect them. The study consisted of the following parts: from the child’s participation in the biological family/ foster home before foster family care, focusing on the child’s social participation in the care process, to the child’s participation in the foster family.

1 Participation in the primary care environment (in foster care homes and biological family) and the environment of family caregivers is defined as follows: participation as a duty, self-planned participation, participation as an activity, participation as the formation of identity (-ies), cultural participation and social participation.

- The concept of participation when a child lives with the biological family: “To participate in the family is, for example, me

working, helping at home, doing chores such as sweeping, working. [Au ra, 9.]”

- The concept of participation when a child lives in foster care home: *“When they would go to buy clothes, they would take me with them for measuring, but would never ask me anything. <...> The grown up people would never listen to what the young children would have to say. Well, at least it often happened in care homes. [Saulè, 9.]”*
- The concept of participation when a child lives in a foster family: *“Well, to participate is when I help with all kinds of chores, when we go somewhere together, solve problems together. [Saulè, 9.]”*

2. Care process is based on the following aspects: the selection of foster parents, child’s (self-) preparation for family care, and child’s accommodation in the new family; and child’s participation is very important in each process, especially the social one.

- Caregiver selection: *“One day I saw a family walking around in the boarding school. <...> The caregivers were walking at the children’s rooms and examining them. They came into my room, too, and I wasn’t alone. They examined us like some kind of mere objects, asked nothing, but were whispering something between themselves. I only heard the son of the family showing at me with his finger and saying to his parents that maybe this one would be quite okay. [Julius, 15.]”*
- Child’s self-preparation for family care: *“The governess just said that we would have to be good and behave ourselves, otherwise we would be brought back again, so if you don’t want this to happen, you will have to listen to them. [Rugilè, 8.]”*
- Child placement with a new family: *“But one day my sister called the social worker to deal with this thing, I mean to take us live with a guardian, because she too got fed up with a drunken mom. [Aušra, 9.]”*

EXPERIENCES OF CHILD PARTICIPATION IN THE CARE PROCESS

- Positive experiences: *"Well, but when we have a serious talk, I often keep silent. Well, by seriously I mean, for example, when I do something wrong and we need to talk about it, asking why I did this or that, and I don't know what to say. The whole family gathers and talks about it. <...> We solve problems together. If someone of us won't tell or admit what we've done, we all sit down and try to solve it. So we sit and talk about it, about why we didn't say anything or why we did it. " [Saulè, 9.]*
- Negative experiences: *"I wasn't fully involved in the family life, because no one would ever ask for my opinion; <...> Well, actually, I didn't really have an opinion then and didn't know how to join family conversations. Well, in the family, as far as I remember, the mother would only ask and listen to the elder sister. [Agnè, 15.]"*

CONCLUSIONS

- Participation in the biological family, foster care institutions and foster families is a diverse concept open to interpretation, manifesting itself as a child's voluntary or involuntary performance of duties, work-sharing, problem solving, involvement in or exclusion of the activities, identity formation (learning), occupation, and listening to his/her opinion or disregard for it. Children's participation has manifested through adult dominance, for they have made the majority of child-related decisions without consulting him/her.
- The results of the survey have revealed that social participation of the majority of survey participants in the caregiver selection process, i.e. asking for the opinion, listening and decision making, was hindered by lack of competence in administration and personnel, lack of professionalism and assurance of quality of care-related social services. In the selection of caregivers dominated the minimum of information shared with children,

children had an insufficient access to active participation in decision making that have a direct impact on their lives.

- As shown by the survey results, children's participation in (self-) preparation for family foster care has varied. However, a superficial preparation was a dominant one, which is characterized by disempowerment of a child, superficial questioning and the staff-raised requirements.
- Positive experiences have demonstrated the building of interpersonal trust, outreach to children in regulating their emotions and behavior, the child's acceptance, cooperation and full participation in the foster family life. Everyday lives of children in care/ participation in the foster family life was based on voluntary work, performance of duties, responsibilities, immediate continuous communication and collaboration. In addition, social participation does not exist on its own - it is closely intertwined with the other (domestic, cultural, political) forms of participation.
- Negative experiences have exposed children's negative emotions, manipulations by adults and performance of the duties out of fear. A painful foster family experience of one study participant has stood out from all the study participants. The child's negative attitude towards the substitute care was conditioned by physical and emotional abuse, exploitation, prohibition of full participation and violation of the child's rights.

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DISPLACEMENT AND SUSTAINABLE DEVELOPMENT IN A GLOBALIZED WORLD

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The aim of this presentation will be sociological perspective of development induced displacement and resettlement with a broad reference to the to the categories of sustainable development and globalization. I will show the role of social workers in the rehabilitation and adaptation of resettled (displaced) people to their new place of residence. My presentation will be based on case studies from various countries (India, african states)

At least ten million people each year is forced to leave their homes, following the implementation of major investments. Development induced displacement is therefore one of the most important push factors of contemporary involuntary migrations. Its scale significantly exceeds not only the number of IDPs, domestic or international migrant workers and environmental refugees. In many regions of the world, development induced displacement have become a quantitatively dominant cause of human mobility, surpassing even the dynamics of internal migration, which is *stricte* economically motivated.

The social consequences of development induced displacement have involved in recent years an increasing attention of specialists in various fields of knowledge. Number of publications in this area - research papers, reports, analysis as well as separate monographic books- significantly exceeds the interest of the part of the scientific

community in many other spheres of contemporary migration, such as traditionally understood environmentally induced migrations, and even the dynamics of internal economic migration in many parts of the world. The phenomenon of development induced displacement is increasingly often becoming the concern of international organizations, such as the World Bank, International Monetary Fund, OECD, and numerous institutions and agencies active in the sphere of human rights and humanitarian aid (UNHCR, IOM).

For a period of thirty years the scientific thought on the present issue has substantially changed its face. Research on issues regarding the development induced displacement is becoming a domain of a currently growing number of experts representing the various fields of knowledge, sometimes very distant from each other. No one was surprised by the study already undertaken in this regard by the sociologists and anthropologists (social anthropology, political anthropology or anthropology of development).

The most dynamic development induced displacement is now occurring in China and India - the two most populous countries of the world, which promote a pattern of intense and socially risky economic development. The most spectacular investment projects, implemented by these (construction of Sardar Sarovar complex on the river Narmada in India, and the establishment of the Three Gorges Dam on the Yangtze River in China) together resulted in the displacement from the current place of residence for at least tens of millions of people. The real social impact of each of the above-mentioned investments proved to be far greater. No wonder then, that the beginning of scientific thought and the first attempts to approach the problem theoretically fall to the half of the 1970s, which is a time of major investment programs in India, China and some African countries (e.g. Sudan, Upper Volta or Ghana- see Thayer Scuder works on Kariba Dam).

THE HUMAN RIGHT TO WATER AND SANITATION: A REVIEW ON CRISES AND ACCESSIBILITY IN NEPAL

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This paper critically examines the present scenario of Nepal by involving the recent efforts and development with regard to Right to Safe Drinking Water and Sanitation. This paper also explores an answer to the questions such as: What does Right to Water and Sanitation mean to the Nepalese and what would be its benefits for Nepalese people? What are the mechanisms required for its effective implementation in Nepal and what are the challenges to be faced to meet the Millennium Development Goals with regard to Right to Water and Sanitation? After several years of rigorous and sustained advocacy on the issues of Right to Water and Sanitation, the General Assembly of United Nations recognized it as a human right on 3rd of August 2010 which came as an obligation on the part of the States Parties to respect, protect and fulfil it. Later on 6th of August 2010, the Human Rights Council, the highest human rights body in the UN System by the resolution A/HRC/RES/15/9, justified the legal basis of the right. The human rights catalogue is becoming increasingly important in Nepal not only for Right to Food or other rights but also for Right to Safe Drinking Water and Sanitation. In spite of

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the fact that Nepal is rich in terms of water resources, the common Nepalese civilians have been lacking the access to safe drinking water for centuries and Diarrhoea and water-borne diseases claim 10,500 Children under 5 years of age annually . The intervention of Nepal Government, INGOs, NGOs and CBOs has made it accessible to some extent as compared to the situation of the country 20 years ago where the civilians had to walk for 7 days to fetch the source of drinking water. National Water Supply Sector Policy 1998 (2055 BS) emphasizes on the provision of drinking water and sanitation as its principal objective. The recent Rural Water Supply and Sanitation National Policy 2004 (2060 BS) aims to provide water supply and sanitation services to 100% of the population by the year 2017 (2073 BS).

THE NEED FOR THE DIALOGUE AND EXPERIENCE IN THE DEVELOPMENT OF SOCIAL SERVICES FOR THE NON- GOVERNMENTAL ORGANIZATION

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Society becomes more open, democratic, civic groups began to develop a variety of individuals, which were often excluded from social life of the network. Therefore, demand was very strong build - the establishment of non-governmental organizations, particularly for people with disabilities. Lack of social support services for disabled persons in NGOs. It should be noted that in the latter period of practice highlights the importance of NGOs as one of the major organizations dealing with social exclusion groups. This shows that the NGO is closely related to person who has long been socially excluded. Therefore, NGOs and communities, an abundance of evidence that these are important and necessary for the realization of the social participation of persons with disabilities, but also for NGOs to be treated as making a positive recreational opportunities for disabled people, leisure time, employment and development to social services.

Recently in Lithuania is going to various changes in the social, economic, etc., but their changes the life of the other person responds. Due to the

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rapid changes in the social situation did not satisfy the needs of people with disabilities in various social context. A disabled person is regularly exposed to the changing challenges of environmental change, such as unemployment, lack of jobs, homes for the disabled. Practice shows that the still insufficiently focused on the provision of social services to NGOs. Today, unfortunately it is noted that the dialogue has a „latent“ between the various institutions and organizations. Therefore, this issue is particularly important is the responsibility of the same NGO. The problem is treated, that Lithuania is a little analysis to analyze the context of disability NGOs and enabling disclosure of a dialogue between the experience of NGOs in the development of social services. The aim is to harmonize the conceptual and empirical aspects of NGOs as important for social work and development. This report reveals the essence of these issues: What is the importance of social participation of disabled people? How to develop a social participation of NGOs? What are the needs are met for the disabled? How significant the dialogue for the disabled? Therefore, the purpose of the report - to discuss the need for dialogue and empowering experience, expansion of social services in NGOs, based on the concept of social participation. An analytical method based on point of view from the inside (insider's view) and a subjective practical experience.

Dialogue in the different organizations - a positive thing not only for people communicating with each other, but - most important tool for organizations to know the needs of the disabled person and what he most needed help. Enabling dialogue - as an integral part of the NGO. The main need for dialogue between NGOs, enabling goal - to enable, help different person. Enable - to show people that having problems can NGOs to assist in the provision of social services that are empowering. Of particular importance, one of the main objectives of NGOs to represent and defend the organizations, societies, communities, children with disabilities, their rights, freedoms and dignity of the parents in order to join the society.

In order to efficiently and effectively implement the objectives of NGOs, it is necessary to implement the principles. Based on practical experience, it follows the following principles:

Disabled people to be able to cooperate this are NGOS principle. People flock to the societies in order to avoid loneliness. NGO activities are aimed at disabled people see her as a positive enabling environment for NGO activities, created sense of community, a human connection. Ru kus (1996) states, people with disabilities co-operation is perceived by the general principles of a successful non-governmental organizations. Disability co-operation not only in their participation of NGOs, but also beneficial relationship that is clearly beneficial to man and society itself (Ru kus, 1996).

NGOs in the climate within an organization approach. NGOs in the climate is determined primarily by social workers themselves, the last civilized behavior. It works and the behavior of the members of the NGOS themselves, on the other hand, must create a positive climate for the members themselves, who would lead not only to the latter, but the status of the other emotional positive.

Social workers, the principle of the role of NGOs. It should be noted that social workers are characterized as enabling dialogue, empathy and values, in other words, NGOs are important for social workers to work effectively as personal qualities. Values satisfaction is strongly influenced by social welfare in NGOs.

NGO involvement in the process of problem solving approach. Meaningful dialogue when heard the voice of NGOs and taken collegiate decisions. The dialogue must be conducted for all participants sincerity, openness of collegiality principles of social services to address issues that are of a subjective experience exchange. Ruškus, Mažeikis (2007) describes the importance of making their own people to defend their opinions and represent their interests. But today, following the author thought, for people with disabilities to decide the political and social structure, what should not be.

Cooperation between NGOs and social policy-making institutions to strengthen the principle of hard to reach all the participants, it does not promote social participation of people with disabilities. There is a lack of cooperation due to the fact that it is enough interaction between the participants. It is clear that NGOs are not significant

in their status and power without authority. Power, according to Mažeikis (2012) relate to the social, cultural, economic factors.

However, NGOs play a vital role in providing social services to people with disabilities. Social service recipients NGOs include, persons with disabilities who are experiencing health, economic problems. Social services are important because it allows formation of a positive attitude towards persons with disabilities, but also reduces the social exclusion. Social exclusion is overcome, then increased involvement of NGOs in socio-cultural. The most important NGO activities - socio-cultural people with disabilities, participation as one of the most important needs. Participation in the activities of NGOs revealed the creative expertise of persons with disabilities. The most creative personality matured in the environment, because NGOs provide enabling environment to develop not only self-expression, self-fulfillment, but also to meet people with disabilities socio-cultural needs. It is important to design the activities of NGOs through which help to persons with disabilities. NGOs providing these social services: information, advice and representation, social and independent living skills training, support and recovery (self-help groups), the motivation to work and to education increase (employment of disabled persons in various crafts societies), artistic, sports skills training (employment of disabled persons in various arts, culture, sport societies, teams, clubs), general social services (personal care and supervision of the organization), special social services (home help).

DISCUSSION

Experience has shown that the best solution to the problem of people with disabilities, NGOs - dialogue. Enable evaluation of a dialogue between the heads of NGOs, social workers, persons with disabilities and representatives of social policy-makers, will be disclosed to persons who are socially excluded needs. There will be discussions on a variety of practical situations and solutions that provide more power for NGOs. It can be assumed that the development of the necessary enabling dialogue between people with disabilities, initiative and

activity, the motivation to contribute to society. However, social policy makers need to be open to representatives of persons with disabilities, problems and meet the needs of the latter to be able to build up partnerships and relationships. Therefore, the most controversial issue of every reader's reflection and NGOs are / could / should be persons with disabilities, supportive organization?

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DEAF PEOPLE'S EXPERIENCES COMMUNICATING WITH HEALTH CARE PROFESSIONALS

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BACKGROUND

The problem of miscommunication between deaf and hearing people in Lithuanian society is still quite relevant: deaf people feel ignored and stigmatized in various circumstances, and often try to avoid contacts with the hearing (Laukevičiūtė, 2008). Deaf people can hardly find a job, communicate with others, participate in everyday society life (Karačionkienė, 2007). The Law of Social Integration of Disabled (2004) as well as other legal acts of Lithuanian Republic declares that information for the disabled should be provided in the forms acceptable for disabled people. However, the discrepancy between declared principals and the possibilities of their implementation is evident. Deaf people have difficulties communicating with professionals, especially those working in health care system. Health care professionals have preconceptions about deaf people.

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Professionals inclined to underestimate cognitive abilities of deaf people, their motivation to understand his/her health condition and wish to be involved in the whole treatment plan (Iezzoni et. al., 2004). Majority of health care professionals knows very little about deafness, deaf culture and communication with deaf people. Very few health care settings have sign language interpreter or technical aids for facilitating communication (Barnett, 2002; Schwartz, 2008). Limited access to the full and comprehensible information prevents deaf people from making appropriate decisions concerning their health condition and treatment plans (Schwartz, 2008). The situation of deaf and hard-of-hearing adults is not widely investigated in Lithuania. Existing researches more focus on hearing-impaired children's situation: child, family, professionals' needs and problems.

Aim. To reveal how deaf people perceive and describe their experiences meeting and communicating with health care professionals. Research questions: 1) What positive and negative experiences deaf people have while communicating with healthcare professionals? 2) What means/support, in the deaf people's opinion, could facilitate the communication between the deaf people and health care professionals?

MATERIALS AND METHODS

The study was designed as a qualitative semi-structured interview study (Oka, Shaw, 2000). A purposeful criterion sample (Liamputtong, 2009) of six adults – five women and one man – participated in the study. Inclusion criteria were: 1) middle age people (40 year old and more), 2) having a profound hearing loss, 3) during the last year at least one time contacted health care professionals. Participants' age range varied between 40 and 79. Median age was 56. All participants were visitors of Kaunas Rehabilitations Center for Deaf People. Participants were contacted and interviewed with the help of sign language interpreter. The interpreter helped to simplify formulated interview questions, using the words and phrases the deaf people use in their everyday life. Tape-recorded open interviews were conducted

in the Center for Deaf People by the second author. The duration of the interviews varied between 30 and 70 minutes. Data were analyzed using qualitative content analysis: sub-categories and categories were developed. Ethical approval and permission to undertake the study was obtained from the Bioethics Committee at the Lithuanian University of Health Sciences. The invited participants were given written information about the aim of the study, the guarantee of anonymity and confidentiality of the information given to the researcher. Four participants could understand the written information themselves, two of them needed help of sign language interpreter.

RESULTS

Making contacts with professionals

Deaf people have to contact health care professionals because of their own illness, illnesses of their family members or preventive examinations of their health condition. They can't call themselves to outpatient clinic and register for a visit. Registration via internet serves as a good possibility in general but the participants of this research didn't use it because of lack of computer skills. Registration via SMS would be convenient way for deaf people. They ask for sign language interpreter's, family members' or neighbors' help. Deaf people divide visits and meetings with health care professionals into "simple" and "complicated". The purpose of "simple" visit could be "asking a few simple questions" or "asking for receipt". The purpose of "complicated" visit means "more serious situation", "need to have longer conversation". In this situation participants ask for sign language interpreter's or other close person's accompany. Trying to facilitate contact with health care professionals, deaf people prepare for the visits: they make notes with the main written information about themselves or name of drugs they need (while meeting pharmacist).

Participants expressed difficulties in contacting ambulance, especially in the night time. The only way to access ambulance is to phone and speak orally. If there is no hearing people in the family, participants have to ask for the neighbors' help. Deaf people expressed the

disappointment with the existing rules: *"My hearing children can't call and ask for ambulance. They [persons who register calls] don't trust children"*.

Participants found difficulties entering the physician's office. *"Usually a nurse or a physician open doors and invites persons to come into the office. We don't hear what they say. What I do, I try to observe other people reactions: if nobody reacts, it could be me. But often I keep sitting, waiting and waiting..."*. Deaf people feel difficulties to get orientated in outpatient or hospital environment.

An importance of nonverbal communication

Participants of this study had different histories of the deafness what means different ways of communication and ability to understand others. Lip-reading, writing, observation of professionals' body language are the main ways deaf people use to understand professionals. Some of them manage lip-reading so well that professionals *"forget"* deaf people can't hear and start to speak faster. In order to understand lip-reading deaf people should see the face of professional and professionals should speak slowly, clearly and in short sentences. *"But not all know that"*, said one participant. Deaf people appreciate professionals' attempts to use their face mimics, hands movements. According the participants, *"any gesticulation of professional helps to understand"*. Participants expressed the importance of professionals' smile. Smile means that *"she [physician] understood me"* and *"is ready to answer my questions"*.

In case deaf people come to see professionals without assistance of hearing person and can't understand information given by professionals, they ask to repeat or to write. Participants felt uncomfortable asking for additional repeating and explanation. Research revealed that some deaf people, especially elderly, don't manage reading or writing skills well. It depends, as we mentioned above, on their *"history of deafness"* which includes the education people acquired. Even for those, who have good reading skills, some written words, especially medical terms, are still impossible to understand.

Ambivalent feelings toward participation of sign language interpreter

All participants in this study emphasized the importance of being independent. Being independent means learning *"take a risk, go and see other people by himself"*. This is, according participants, the only way to become self-confident. But there are circumstances, when deaf people can't do without assistance of others, especially of sign language interpreter. These circumstances are when: "there are more questions to ask", "need for more details", "feeling is not good with my health" or visiting physician first time. Assistance of interpreter helps deaf people to feel safer, it shortens communication with professionals. On the other hand, it makes deaf people to feel uncomfortable: *"Instead of sitting with me in outpatient clinic she could help other deaf people"*. Participation of interpreter limits privacy of deaf people. *"I don't want a strange person to know all details about my illness. I feel very uncomfortable with that. But there is no choice"*, said one participant.

Expectations for help and support

Participants of this study think that all health care professionals should get at least minimum knowledge about deaf people and communication with them. Deaf people expect professionals to know several main signs. According participants, at least one professional in health care setting should know sign language and help when it is needed. Deaf people were happy with written questionnaire given to them to fill when visiting the outpatient clinic. The questionnaire included main information about the person, questions and statements were clear and simple. Participants expect professionals to be more patient and emphatic with deaf people, use writing during the conversations. They expect some moderator's help in health care settings.

CONCLUSIONS

Applying for health services, deaf people feel more tension due communication problems than for their health condition. The tension prevents deaf people from understanding information given by health

care professionals. Study participants expect health care professionals to know more about uniqueness of deaf people. Deaf people try to be independent applying for services but more complicated cases require assistance of interpreter. Study participants think health care settings should employ somebody who knows sign language and could facilitate communication between deaf people and professionals.

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FACTORS IMPEDING FAMILY POLICY FORMATION

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There has been a substantial amount of research in the sphere of European family policies. Yet, there is a lack of attention to the process of family policy formation. Usually the focus is given to the concept of family policy, the objectives and implementation of certain measures (maternity, paternity leave, childcare services, flexible employment forms), i.e. to the content of policy. There is also lack of research on the specific features of the family policy formation process which are essential for the decision-making and implementation of family policy. All the above raised the interest in the family policy formation in Lithuania.

The aim of the paper is to identify the problems of family policy formation. The research is based on the concept of the policy cycle model. In general, family policy formation stages include: input/process/output (Pierre, 1995). *Input* connects two main family formation stages: the analysis of a family policy situation and identification of problems. The concept of family policy is defined in this part of policy formation. *Process* includes: the search for alternative solutions, evaluation and selection of an alternative (i.e. decision-making process). *Output* connects the stages of implementation, control and evaluation of operational measures. All the three parts of family

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policy are influenced by the *context*, i.e. a dimension encompassing policy formation and implementation in relation to socio-economic, cultural and institutional factors.

The paper presents the results of a qualitative research regarding experts' attitude to family policy formation which was carried out in two stages: 1st stage in 2006 and 2nd stage in 2010. A repeated expert inquiry was aimed at triangulation of qualitative data sources. During the 1st stage a total of 7 experts were interviewed (N=7). The research technique is an in-depth experts' interview. The objective of the 2nd stage of the research is to specify the results of the 1st stage of a qualitative research by applying the amended research instrument and the expanded expert selection criteria. A total of 34 experts were inquired (N=34).

CONTEXT OF FAMILY POLICY FORMATION IN LITHUANIA

The research on expert approach to family policy formation has revealed a number of issues related to the context of family policy formation in Lithuania. Experts emphasised that one of the biggest problem is that family policy has never taken the real priority. Usually politicians do not agree that there is a lack of attention to family issues. They argue that there are a lot of measures taken for the sake of family. Experts stress that these measures are not adequate to family needs. It is because family policy significance and complexity is underestimated. Politicians believe that everybody can be experts in family policy. Such thinking determines the poor use of scientific research in family policy formation. The historical context of Lithuanian society is very different from that of welfare states. Soviet times left a clear imprint in the minds, life pattern and behaviour of Lithuanian society and especially of older generation. The experts emphasise that problems of political consciousness first of all depends on this historical context and lack of experience in policy formation. This shortage of experience in family policy formation determines the lack of systems thinking

and low level of strategic planning, inadequate political culture and lack of democracy as well as populism. The responsibility for family policy formation lies not only with politicians but also with citizens. The new management models emphasise the importance of citizen participation in public affairs. It should be noted that a civil society in Lithuania is in the stage of formation, when the citizens are yet to feel their power and willingness to take part in public affairs. Experts see this as an important obstacle for democratic family policy formation.

INPUT: THE CONCEPT, GOALS AND ACTION COURSES OF FAMILY POLICY

The analysis of expert approach discloses the problems of development of family policy concept. It should be noted that there has never been a long-term strategy for family policy development in Lithuania. Goals and action courses of family policy were dispersed in different strategic documents and different Ministries were responsible for their implementation. The State Family Policy Concept adopted by Parliament on 3 June 2008 did not solve the question of family policy vision. In 2011 The Constitutional Court of the Republic of Lithuania has declared the State Family Policy Concept unconstitutional on the grounds that it restricted the definition of family to those families with an official marriage license only. According to the experts, one of the reasons of the problem of acts reduplication and their weakness is that they are made and adopted chaotically, without planning. Experts stress that instead of making new documents there is a need for real decisions and concrete measures for solving family problems. The subject to financial support should be a child, regardless of the family he/she lives. Experts recognize that same-sex family issues are still not tolerated and dealt with, as in other welfare states. Thus, recognition of the diversity of families remains limited and does not cover all possible types of family issues.

PROCESS: DECISION MAKING AND PARTICIPATION

The research on expert approach to family policy-making has revealed a number of issues related to family policy decision-making. The study of the decision-making procedures reveals that politicians pay too little attention to the analysis of problems. One of the drawbacks is ignoring scientific knowledge in forming family policy. Decisions taken in family policy often lack the thorough analysis of the situation.. Thus they focus more on individual family policy measures than on the development of the system of measures. According to the experts, politicians are rather reluctant to rely too much on science or on scientific research. Despite the fact that there is a number of competent researchers in the field of family policy, the possibilities to use their studies are not sufficiently exploited in the process of shaping family policy. Cooperation with scientists is a purely formal and procedural matter rather than a permanent necessity. The results of the survey show that not all family policy solutions are reconciled, and if they are, it is often with municipalities and only some non-governmental organisations. The alignment with family policy experts is more formal and its only purpose is to meet standards of European Union. In Lithuania it is state institutions which are usually involved in decision-making. A number of active non-governmental organisations representing the interests of a family declare Catholic beliefs. The experts emphasise that the Church plays too significant part in the development of family policy development, which becomes even more active when conservative party gains the power. However, the experts do not approve of the Church's active intervention in family policy-making since it favours the conservative approach to such issues as marriage, abortion, fertility and others.

OUTPUT: MEASURES OF FAMILY POLICY, MONITORING AND EVALUATION

Experts rather negatively evaluate the system of family policy measures in Lithuania. They lay emphasis on the lack of measures package as there exist more separate measures that do not condition

desirable effect. Benefits system is evaluated as ineffective because it is not harmonized with services system. Benefits and services are more oriented towards poor and risk families. Usually there is more support for families with children under three years old, but very little concern is taken about the needs of elder children. It should be noted that there are some improvement in the field of reconciliation of work and family, but still the significance of gender equality is not underlined enough in family policy. In experts view these drawbacks of family policy measures are caused by mismatch of measure plans and family policy goals and action courses named in the documents. The tendency is to choose the cheapest measures so that to save limited resources and to select visible measures (like increase in benefits) in order to show that politicians do care about families. The other influential factor is the weakness of family policy monitoring and evaluation. According to experts, there is not enough learning from experience, and therefore does not provide feedback and its contribution to policy making. As a result, the formal declaration of family policy monitoring and evaluation differs significantly from what is actually done.

CONCLUSION

Family policy is not a priority sphere of politics: the change of political powers and lack of financial resources to family policy measures have negative impact on the consistency and efficiency of family policy formation. The growing concern of the Government about the family policy is not based enough on real actions. Politicians are more fond of short-term effective family policy measures but these measures don't necessarily improve family situation. Active involvement of civil society in family policy formation increases the relevance of family policy issues. Low involvement of NGO's, domination of Catholic organisations (resulting in inadequate representation of interests) in forming family policy prevents from the establishment of a family friendly environment. Monitoring and evaluation of the effectiveness of family policy is insufficient and prevents from an

efficient formation of family policy, a very important stage of policy formation. When modernising family policy it is necessary to carry out an in-depth situation analysis, identify the adequacy of policy measures and actions, and apply positive family model ideas of other countries.

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VOLUNTEERS IN SOCIAL WORK: DEVELOPING SOCIAL WORK THROUGH VOLUNTEERING

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The voluntary work has become a fundamental element of every contemporary society. It was recognized by the UN as one of the primary mechanisms in providing political, economical and social development, and also for realizing the Millennium Development Goals.

In the Republic of Macedonia in the last few years the voluntary work has become a significant component of the social protection system. One of the alternative mechanisms in providing social services in the country are the volunteers, regardless of whether they are engaged in the state institutions, the civic organizations or the religious and the humanitarian associations.

This paper gives a brief insight of the historical relation between the voluntary work and the social work, and it also analyses the relationship between volunteers and social workers, due to the long-term resistance linking these two professions in the field of social work. The emphasis in this paper is on the profile of the volunteer engaged in the field of social work, explicated by detecting the socio-demographic characteristics of the volunteers included in delivering

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social services, which could serve as a background for further development and promotion of the voluntary work in the social work practice.

In the context of social work, voluntarism should be thought of as preceding the profession in almost every field of practice (Anderson and Ambrosino, 1992). In the seventeenth century, groups of volunteers worked together to create benevolent societies to provide relief to the poor when their families could not (Fairlie, 1920, in Sherr, 2008). In the eighteenth and the nineteenth centuries, the efforts of volunteers improved transportation, sanitation, communication, fire prevention, public safety and education.

The contributions of volunteers were essential to the development of the Charity Organization Society movement and the settlement house movement- both of which were linked to the emergence of the social work profession. According to Sherr (2008) volunteerism is one of the few activities that can simultaneously enhance client well-being while offering the opportunity to promote social reform or address a social problem. He also states that volunteerism promotes reciprocal relationships- a hallmark of the social work helping process.

Since the establishment of the social work as a profession, until nowadays, there has been certain competitiveness between the professionals and the volunteers, which can be quite productive as long as it does not get any negative connotation. The conflict is primarily regarding the professional training of the volunteers. In defense, in 1914 in Europe, Devine (Donevska, 1999) launches a range of seminars and courses for volunteers, which until today remain permanent forms of education of the volunteers.

More recently, in response to the shortage of professionals available, social work is again turning to volunteers, this time asking them to fill many traditional social work jobs. The idea is that properly trained and supervised, volunteers can fill in and allow professional social workers to focus on the more complex aspects of practice.

Nevertheless, the social work remains cautious regarding broadening its relationship with volunteers, because it is concerned that it would

contribute in endangering the social work's professional status in the society. Therefore, the social work profession attempts to self-define apart from its voluntary roots. The partnership with volunteers in providing services and resolving social problems, gives volunteers access in the field of social protection which the profession was trying to reach, and it's threatening the perceived authority of the profession in this field.

Alice Salomon (Stramshak, 2008) was convinced that the social work provided by volunteers will always remain as integral part of that field of work, and that the volunteers also have the right to be educated for social work. She emphasizes five reasons regarding the necessity of the volunteers within the social work practice:

- The volunteers have wide background of professions and talents which brings a new perspective in social work;
- Modern societies have the need for social activities directed towards the community and strengthening the responsibility;
- Volunteers can criticize more openly the *status quo* position than the public employers;
- In the capitalistic societies the volunteers in the social activities are capable to mediate between the classes;
- It would be too expensive and formalized to respond to all the social needs of the society without the volunteers.

As a part of the reform process in the Republic of Macedonia, the implementation of the principle of pluralism in the provision of welfare services implies that despite the state as a primary carrier of the social protection, the system of social protection will also include other stakeholders: private entities, individuals and civic organizations or non-governmental sector. This reform would provide better social protection for all categories of socially excluded people, approximation of social services to the citizens and involvement of the family and civic support into social protection, as well as introducing competition and improving the quality of services. The Law on Social Protection also refers to the voluntary work as one of the means of the social protection programs for tackling social problems, where

voluntary work is defined as work realized personally and without benefices.

Using SWOT (Strengths, Weaknesses, Opportunities and Threats) analysis, we illustrated the social work volunteer's profile, which enables creating certain directions for promotion of the voluntary work within the social work activities, mainly by developing the profile of the volunteers. The analysis is derived from a previous research with volunteers in social work organizations and institutions in Macedonia and it provides a specific description of the strengths and the weaknesses of the profile of the volunteer in the social work field, and also the threats and the opportunities for the development and the promotion of the voluntary work (Jovanovska, 2011).

1. Strengths:

- Young volunteers- 88% of the volunteers are at the age between 17 and 35, which is a sign of developed awareness for volunteering among youth;
- High education- 70% are with high education;
- Different fields of education- introduction of different aspects and innovation in the voluntary activity;
- Classical forms of volunteering- fostering traditional values for helping and philanthropy.

2. Weaknesses:

- Gender stereotypes- 71% are females, which coincides the gender stereotyping of the professional social work;
- Exclusion of the adult population-
- Subordination of altruism- dominant volunteering motives are the opportunity to gain practical experience and to get employment within the organization;
- Unemployment- volunteering as a temporary substitute for employment;
- Low economical status among volunteers;

- Unrecognized by the society- the voluntary work is underestimated because is recognized as work without any financial income.

3. Opportunities:

- Inclusion of the adult population- the adult population shows more altruistic motives for engaging in voluntary work;
- Strategically planning the development of the voluntary activity;
- Training of volunteers- development of the capacity of the volunteers;
- Developing culture of voluntarism.

4. Threats:

- Different expectations- conflict of interests between the volunteers and their employers;
- Outflow of volunteers;
- Resistance in the workplace- professionals perceive volunteers as a threat to their workplace;
- New forms of volunteering- lack of self-help voluntary work.

The need to formulate a wider knowledge on who the volunteer is, appeared from the increased inclusion of the volunteers in the professional social activities. This tendency is gradually more present in Macedonia by introducing the principal of pluralism within the social protection system, as a part of the reform process the country is challenged on its pathway to European integration. Therefore, this paper emerges as a result of the necessity to identify the profile of the volunteers included in social activities in Macedonia, in order to determine certain directions for the future development of the voluntary work in the field of social work.

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SOCIAL WORKER WITH MULTIPROBLEM FAMILIES: BETWEEN SCILE AND CHARIBE

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According to the Social services catalogue of Lithuania republic (2006) social workers working with families at social risk provide services named “training and sustaining social skills” to their clients. These services are provided to the clients in daytime, seeking to sustain and reestablish their independence to fulfill functions necessary in social and personal life. These services consist of informing, counseling, mediating, communicating, and organizing nurturing, training everyday life skills, training working skills and other services. Social worker’s professional activity is complex and multidimensional. Professionals have to apply values, knowledge and skills.

Adams (1998) who is cited by Kozlov (2004) defines professional roles which are performed by a social worker working with families at social risk: family identifier (identifies conditions of a family or its members), mediator (tries to be between a family and community in order to solve problems), evaluator (collects information, evaluates

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problems, helps to make decisions), mobilizer (motivates to act and solve their problems), teacher (helps the clients to develop skills, change their behavior), and consultant. All these professional roles often overlap each other.

In 2007, in order to strengthen social work with families at social risk 556 working places for social workers to help families at social risk were established in Lithuania. These posts are financed by the state budget. In 2008 additional 56 places were established. Social workers work in municipality social support departments, in social services centers. Majority of social workers for social risk families work in the countryside. The task is to ensure the quality and efficiency of social services and to provide them close to the clients' place of residence (Socialinis pranešimas, 2007-2008). A social worker working with families at social risk takes care of social management fulfilling functions of management: foreseeing goals, analysis of the situation, planning, modeling and constructing, decision making and implementation, communication, control of the results and evaluation, reflection and correction (Kozlov, 2004). Families need individual support ways: for some families it is enough to reveal their problems and express empathy; some families need help to verbalize their problems; other families need to exchange their roles in order to understand the feelings of other family members. This requires high qualifications. Most of the professionals started their jobs without professional education as social workers and gained their education while working.

According to the data of Statistical department in 2010 there were 10904 families at social risk in which there were 23335 children (Socialinis pranešimas, 2010-2011). Johnson (2001) states that a multi problem family encounters poverty, alcoholism, poor living conditions, psychiatric illnesses. Many of such families experience stress due to drug abuse, criminal behavior, alcoholism.

Case study has been chosen as a research method. A case study is an empirical inquiry which investigates a contemporary phenomenon within its real context. When conducting a case study qualitative research methods most often are used. 45 social workers provided

their cases of families at social risk in written form for content analysis.

While analyzing given cases, such themes were revealed: problems of the clients, peculiarities of social work process, ethical dilemmas and dilemmas of social worker's identity.

Social workers' clients.

1. While analyzing provided cases, 5 groups of clients' problems were revealed:
2. Changing family boundaries and identity. Usually social workers begin to work with a single parent family (mother and a child). After some time a partner comes into a family or a single mother moves to live to her biological family. So naturally the question rises – what is a family, which family a social worker has to work. Very often the clients themselves cannot describe what their family is.
3. Demoralization. Social workers provide social services for families in which marriage or partnership is not legalized (22 cases). Men partners usually do not work and use the money which is paid for the children. Moreover, there are cases when old mothers from their small pensions support their children who do not work and do not take proper care of their small children. Such families usually do not have a permanent living place so they live with the old mother (grandmother) and often terrorize her. Violence in the family and addiction is also considered as demoralization. Violence appears between spouses or partners, sometimes between daughter-in-law and mother-in-law. Parents' active violence against their children is not very widely spread but parents' passive violence is quite often: it appears as physical (inadequate nutrition, clothing, and hygiene), medical (children are not taken to the doctors), social (children's social skills are not trained) neglect.
4. Living place and other economical problems. Social workers work with families who live in very small places (in grandmother's one room flat together with her live parents

and their four children). Adults and children sleep in one bed because of space lack for beds. Families at social risk lack social and everyday life skills and have difficulties in planning their budget. The money is spent not for the most necessary things and food but for coffee, alcohol, expensive mobile telephones. Sometimes the living space badly needs repairing.

5. Mental disorders and illnesses. Social workers have to work with families in which one or both parents have different psychic disorders and illnesses: one or both parents suffer from depression, bipolar disorder, schizophrenia, psychotic condition due to alcoholism and drug abuse. Sometimes social workers face aggression from the clients.
6. Lack of parental skills. Parents of families at social risk experienced inadequate parenthood being children; they grew up in alcohol families or in children homes. Not having experienced competent parenthood, they lack skills which are learnt in functional families. They love their children, but are not able to assess and meet children's needs, especially psychological and emotional. Most often parental style is inconsistent: from allowing everything to authoritarian. Not suitable way to discipline children is used. Children are blamed and parents do not accept responsibility. There are cases when parents exchange their roles with children. Parents' role is accepted selectively: when there are no problems with children, parents accept their role, when the problems appear, they are not solved, and parents ask social workers to solve their problems.

Peculiarities of social work process

1. Lack of time and resources. While working with families at social risk, social workers spend much time because families resist intervention, they do not want to collaborate, they have negative attitude towards social workers. The period of establishing contact may last several days. Social workers feel being policemen or prison guards who come to the family to fill in questionnaire about living conditions. Families have

multi problems but community resources are limited, people feel insecure living in the neighborhood of such families.

2. It is difficult to reach families in the countryside. Sometimes social workers' time for the visit to multi problem family is limited to 20 minutes. So it is impossible to talk about consistent process.
3. Resistance of the clients, paternalistic experience and learned powerlessness. The clients of all the cases under research are forced. They are in the list of families at social risk. Enrollment in the list of families at social risk is stigmatizing: families feel humiliated, they are trying to preserve their dignity resisting and not accepting social workers' help. There are cases when a family escapes trying to save their children from putting them into child care institution. Clients resistance maybe active, when clients become aggressive, urge to leave them alone and refuse any help; and passive, when clients avoid fulfilling obligations, they easily give promises but fail to fulfill them. Most often clients wait and demand that a social worker does everything for them, they are used to paternalistic relationships. Especially widely spread kind of "intervention" is when a client promises not to behave badly or promises to behave in a nice way. This shows that neither a client nor a social worker experiences social work process. Quite often social workers face the need of urgent intervention in crisis situations when they have to save children's health or life. There are cases when children are taken from the family several times and are put back to it, though no changes in the family happened. Clients demand money or services saying "you must provide us".
4. Social work process ends without beginning, when children in urgent intervention case are taken from the family and are placed in institution or family changes its living place.

Ethical dilemmas and dilemmas of social worker's identity.

Case analysis revealed the main issue of social workers' identity – lack of professional autonomy. Social workers often are law executors:

higher institutions tell what and how social workers have to act. These officials often are not social workers.

Schools and communities also expect miracles from social workers and often delegate responsibility to them: when a child misses classes a social worker is called to explain the reasons.

Ethical dilemmas are expressed by the question – to remove a child from the family or not?

Social workers experience stress and tension between expectations from the society and requirements of professional ethics.

Case study revealed that family problems are serious but the resources to solve them are inadequate; social workers feel incompetent when they have to solve urgent crisis situations; there is no clear understanding of social worker's professional role and professional identity.

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SEARCHING FOR THE SOCIAL SERVICE CONSUMER-ORIENTED SERVICE MODEL: PRIVATE AND PUBLIC SECTOR INTERACTION

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The aging of society has impact to all the spheres of the life: to the relationships between generations and of course to the developing of the education, social security, health system. In the article, the authors, follows the notion that the main objective of people is to create such standards of living which would develop all their capacities and dignity. The human dignity becomes a relevant topic in aging society due to cultural (the aging often carry negative stereotypes, population aging has been viewed warily), economical (pensions and other financial issues), political, social (relationships between generations and opportunities of informal care provision) and other issues and changes.

Development of social care services is related not only to demographical changes but also to many other changes creating the opportunities for researchers and practitioners to discuss the trends and strategies of such kind service provision in order to meet present and potential consumers' needs and maintain their life's quality in the future.

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Peculiarities of social care services development lies in the fact that with the new approach to social care service provision in last decades and implementation of ideas of New Public management and Welfare care economics led to extend the alternatives for consumers to choose the social care service provider: private (for profit or non-profit) or state. Furthermore, the concept of quasi markets is developed and is proposed as a new way for the resources distribution in public sector. It is stated that market discipline threw the competition of service providers will improve the quality of services and will reduce the costs. The main characteristics of quasi markets are the split between service purchaser and provider and the vouchers system.

So, changes in the provision of social care for elderly occur by the idea of privatization of such kind of services and the developing of the market of social services, as the alternative way to deal with the challenges of ageing society.

The aim of the paper – to evaluate the opportunities of public and private sector interaction to provide social care services for elderly based on service consumer oriented model.

CHALLENGES FOR WELFARE POLICIES IN LATVIA AND NORWAY

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Ostfold county council has initiated the project: HEPROGRESS. It is financed through a grant from The European Union's Program for Employment and Social Solidarity - PROGRESS (2007-2013). The project addresses determinants of healthy and active aging, reduction of health related social and gender inequalities and barriers to social and economic participation, and building evidence based local policies, interventions and empowerment planning. The authors of this article are two of several other academics who work within the HEPROGRESS project.

The main reason for the authors to compare Latvia and Norway is that Latvia (still) is regarded a transition country with regard to democracy and market economy and Norway is regarded as a stable democracy and with many decades of market economy. These essentially different situations of the two countries give us an exceptional opportunity to do a cross country study.

While the income inequalities in Latvia have developed fairly little from 2005 till 2009, they have decreased in Norway in the same period.

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The participation rate at the labour market in Norway, among the highest in the world, has declined since 2001, in part reflecting increases in disability and early retirement. Following administrative reforms, hours lost to sickness fell, but have recently begun to rise again. These developments point to the need in Norway to consider further strengthening administrative controls and to reconsider the very high replacement rates, especially in the sickness program.

The low participation rate of age group 60-64 in Latvia can be an indication of poor health and disability among the Latvian population in comparison to Norway.

The factors, which are important and most relevant in determining the lifespan of the inhabitants in Latvia, are access to health care and peoples' own attitude towards health as a resource.

It is striking that people with low or medium education exhibit clear and significantly higher levels of long term sickness absence than people with higher education both in Latvia and in Norway. It is also striking that the young group in Latvia and Norway exhibit quite opposite patterns; young people in Latvia are more often on long term sickness absence than the age group 25-44 years, while the young ones in Norway are less often on long term sickness absence than that of the age group 25-44.

The forecast for 2030 (Latvia) and 2040 (Norway) exhibits very high percentages for both countries regarding the proportion of people 65 years and older.

The article presents a picture of quite similar challenges to the two countries regarding demography. However, when it comes to poverty rates and social expenditures, two quite different pictures are visible. Latvia has a large group of inhabitants living at risk of poverty and low level of social protection. In Norway the proportion of inhabitants is significantly smaller measured in proportions of people living at risk of poverty and high level of social protection.

The percentage who reports that the country will not be able to afford the present level of public health 10 years from now is much higher in Latvia than in Norway.

The article presents short descriptions of the way the social policies are organized in the two countries and of the main features of their policies to meet the demographic challenge.

In the last section the authors sum up the descriptive parts of the study. The main parts of this section say:

Latvia and Norway are expressively different with regard to income equality, level of poverty among their populations, and participation rates on the labor market. Nevertheless both countries cope with related challenges with regard to the increasing proportion of elderly people, differences in health with regard to gender, education and age groups. For Latvia the challenges are graver than for Norway of course, due to the different situations which are presented here.

The study finally asks whether the national welfare policies in Latvia and Norway converge. The following examples of convergence in policies are observed, however the empirical support of the examples are not very clear in all fields:

- to increase private initiatives, outsourcing and the role of NGOs. The reasons for this development vary. One reason is to lessen the burden of public welfare agents (i.e.: state- or municipal units). Another reason is to increase qualitative aspects of social service which are not so easy to specify in quantitative and formal terms. These two reasons are not exclusive to one another.
- to search for self-help policy rather than passive means of social assistance (“workfare” instead of “welfare”).
- to educate more people to the caring and social services and to improve the education in the field.
- incentives to make people stay longer in their jobs before they retire, and/or to activate people to help themselves in order to decrease the number of early retired people and people on social benefit.

Considering the “enormous demands” that the EU placed on the Central and Eastern Europe states (CEE) before they became

members and after 2004 when they were granted membership, it is no surprise to observe such examples of convergence in policies. Another explanation to this convergence may be that all the four countries are captured in roughly the same demographic picture of an aging population, and this leaves them no other choice than developing policies to cope with the challenge and the tools for such policies are limited in number. This may partly explain why our material displays some noticeable examples of convergence.

Nevertheless, during the accession period it was room for maneuver and even much more so after accession. This may partly explain why our material also displays examples that render tiny or no support to the convergence theory, most notably the lack of costly policies to improve the demographic picture in the long run. For example, Norway has a focus on improving the situation for families with small children in order to increase the birth rate and thereby improve the demographic picture in the longer run. In Latvia such policies are not identified.

The world economic crisis since 2008 has had more painful effects in Latvia than in Norway. However, it is well worth to have in mind that people during the communist time developed what Elster, Offe and Preuss labeled “unofficial virtues” like self-reliance, flexibility, effort and inventiveness. These virtues, probably not quite forgotten two decades after the communist time, may turn out to be well matched to the challenges of today in many respects. The political debate about solutions to the demographic challenge has escalated in both countries after the world economic crisis. The years to come may probably show a different picture than the one which is put forward in this article.

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COLLABORATION BETWEEN SOCIAL AND HEALTH CARE INSTITUTIONS IN PRIMARY HEALTH CARE (PHC) SOLVING HEALTH CARE PROBLEMS IN SOCIAL RISK FAMILIES: THE ONGOING RESEARCH PROJECT

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Considering current Lithuanian Primary Health care (PHC) problems such as insufficient orientation towards team work, lack

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of understanding of and intersectional collaboration principles with social workers, and cooperation between main PHC providers (family physicians and community nurses) fosters to solve the problems searching for new effective health and social care models. Rapid social changes had created a stress-filled environment for families. New challenges such as migration, economical problems, increasing drug abuse, crises of values, increases in mental health problems create conditions of social risk in families to appear. Statistical data show that number of families newly involved in the list of social risk at the beginning of 2011 was 10,9 thousand the number of children that grew in them — 23,3 thousand (Ministry of Social Security and Labour, 2011). Social risk families are characterized by “disruptive cooperation and emotional communication, where negative environment do not stimulate healthy and productive development of the personality, where adults are not able to support emotional and physical needs of children” (Methodical recommendations for work with social risk families, 2003). These families are living in stress-filled environment and are in great need of interdisciplinary approach searching for the best health and social services.

Collaboration between researches from different areas and fields of sciences (biomedical sciences, public health and social care sciences, social work) was performed aiming to reflect current intersectional collaboration principles between social workers and health care providers. Present situation of collaboration between social and PHC institutions providing services for families at risk will be assessed using triangulation technique. On the basis of the results and international experience, it is planned to provide and to present a new collaboration model of good practice (Open Dialogue) which will hopefully increase intersectional collaboration and will be efficient in the experimental PHC settings. Open Dialogue Approach (OD) is applied widely enough in Scandinavian countries within different settings (mental health outpatient clinics, hospitals, primary care). Following Open Dialogue Approach mobile crisis intervention teams are set up for specific cases. The institutions using OD provide possibilities for the staff to get specific training in the field. For example, in Finland, Western Lapland after the inpatient and outpatient staff (about are

100 professionals) participated in a three-year training program, in principle, all clinical staff members can be called upon to participate in these teams (Seikkula, Aaltonen, Rasinkangas, Alakare, Holma, Lehtinen, 2003). According the mentioned authors in a crisis, regardless of the specific diagnosis the same procedure is followed in all cases. If hospital treatment is considered, the crisis clinic in the hospital will set up a case-specific team for the crisis meeting. The team usually consists of two or three staff members from different agencies in accordance with the case's specific needs (for instance a social worker from the social office, a nurse and a psychologist from the local psychiatric outpatient clinic). The team takes a charge of the entire treatment sequence, regardless of whether the patient is at home or in the hospital and irrespective of how long the treatment is expected to last.

The supervision of the Open Dialogue team will be implemented during the project. The space to analyze problematic cases will be provided, discussions of project implementers and team members will be organized, needs assessment of social risk families and the comparison of social and health problems in pilot and control in PHC groups and evaluation of effectiveness of implementation of good practice model will be implemented. The case - control study of the efficiency of the new collaboration model will be performed in the families with increased social risk. The findings of the project will be a background for a further successful intersectional and multidisciplinary collaboration implementation in National level.

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