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Proceedings of the Conference within the project

Enlarging and Developing of Research Team at the University of Ostrava, Faculty of Social Studies

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CONTENTS

I. Introduction and Keynotes

II. Theoretical reflection of social work
PhD. Students' Session

III.   Creative Writting Workshop

I. INTRODUCTION and KEYNOTES

Introduction to the Book of Proceedings

Detlef Baum
(Germany)

In the publication **Spring School 2012** we collect all Czech contributions, presented on the Spring School 2012 at the University of Ostrava, Faculty of Social Studies. The young researchers presented their doctoral thesis and placed their arguments a critical discussion. All contributions were written under the expert guidance to learn how to write scientific texts. The contributions were written by students which corresponds to their abilities and possibilities.

After these presentations *Peter Erath* presented in his contribution a model of an access to scientific research "from vague ideas to a valide research question" and *Brian Littlechild* discussed the very interesting relationship between social work and social research in theory and practice.

The young researchers offered a wide field of themes and all theses topics touch on the central questions of social work, but also of social analysis on the basic of psychological and sociological issues; partly the presentation are based on their own empirical research.

If we should categorise these different topics, we could find the following summarising categories:

1. The most of the contributions deals with **socio-political problem groups.** Their topics are both the analysis of these groups and the methodological frame of research and the theoretical background of each of these themes.

   M. Brezina's thesis concerns the research in the field of unemployed people. His question is *"how we can improve the situation of this clientele by benefits of public training programmes?"*

   I. Kopciuchová - Buršová's thesis deals with a comparison of the situation of Roma in France and the Czech Republic. In her contribution she focuses on the theoretical background of inclusion and exclusion.

   E. Lindovská is interested in the question of the life situation "under the influence and on the street". How does the life of homeless people look like and how can we research in this field in order to come to evident data, which would allow effective social work with homeless people?

   G. Nytra is discussing the life situation of widowed seniors. She presents a theoretical concept, which is able to research and - may be - to explain this situation.

2. Two contributions deal with **organisational aspects of social work**. But there are not only organisational aspects. It is also a constitutional question of shaping cooperation with other actors in social work.

   V. Gojová presents the character of the relationship between social work(ers) and social entrepreneurship. Her question is *"how we can (re)integrate clients of social work by developing them to social entrepreneurs?"*

   K. Partiková deals with the problem of mutual cooperation of organisations in social work. She focuses on organisations which provide supports for families with children. How can the support of families be improved by mutual cooperation, so that families are able to fulfil their function as institutions of socialisation and education and as 'home' for children where they are protected, as well? What is the contribution of the organisations in social work to this under the condition of their mutual cooperation?

3. *E. Nedomová* represents with her contribution other category: **Ethical questions in the research in the context of social work.** Or should we say: ethical questions of Social Work at all? She describes dilemmas in social research caused by ethical principles in social work and she asks *"how we can deal with the dilemma that clients of social work are always objects of research, too?"*

4. Other category is the **analysis of socio-structural problems of modern societies.**
   M. Mikulec discusses the relationship between poverty and social exclusion in an urbanised context. More than the background that we have to do with structural processes of social exclusion by poverty and more than the structural processes of urbanity the focus of his research is the question, how far must we define poverty in an urban context as multidimensional social position or situation.

From vague ideas to valid research questions
Eight Steps to Go

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Abstract
Debates about different theoretical approaches and paradigm concurrence take place in all sciences. The same applies to social work with one exception: in social work there are as well big arguments about the best methodological approaches, taking sides for and against qualitative, quantitative respectively action research methods. The author of this text is of the opinion that before going to much into details young social work academics should first of all be able to create clear and theory-based research questions which then later enable them as researchers to identify and carry out the best equivalent and relevant research methods. Important steps to develop a research question are demonstrated.[1]

Key-words: research question, research methodology, research design, research strategy.

1. Introduction

Research in social work is a tricky thing because within the scientific community there is no general agreement about which research methods would best fit into the agenda and values of social work. There is especially in Europe a majority of researchers which is of the opinion that research in and for social work should only be based on qualitative methods, especially case studies (Pantucek, 2006). The consequence of this fact is not only a lack of research results (especially in Germany e.g.) which don't allow us to make meta-analysis and comparative studies and thus gain real evidence for social work practice (Kindler, 2008), but as well the fact that social work students don't really learn and therefore later are not fully able to understand (and manage) the most important processes within a research study: to find an interesting research question, to base this question on theoretical and empirical findings, to give a precise research hypothesis and to make a well-founded methodological decision.

2. Preliminary notes

Science and knowledge

According to the basic assumption of Jean Francois Lyotard (1984) the role of science in a postmodern society has to be qualified. Hence scientific knowledge is "a kind of discourse" (1984, p.3) where especially technological transformations (e.g. modern theories of algebra and informatics, computers and their languages, the compatibility among computer languages, problems of information storage and data banks, etc.) have a considerable impact. If we like this or not two acknowledgements have to be made:

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[1] Without the ideas and help from my colleague and friend Emmanuel Jovelin from the Catholic University of Lille (France) I certainly wouldn't have been able to write this article.

(1) In our society only that kind of knowledge will be of importance which can fit into the new channels, and become operational.

"We can predict that anything in the constituted body of knowledge that is not translatable in that way will be abandoned and that the direction of new research will be dictated by the possibility of its eventual results being translatable into computer language." (Ibid., p. 4)

That means that if social work research results shall be of any relevance to others, there is no alternative to a modern processing of research data even in the area of qualitative data (see: Mayring, 1989).

(2) Social work scientists, advanced students as well as practitioners should be able to identify scientific argumentations and research results as "language games". This means that they shouldn't not only be aware of the respective game constructions and should accept the rules while they are playing a specific game. At the same time they should be familiar with the fact that agonistics between different games are the founding principle for new games.

As we have learnt from Straus and Haynes (2009) even medical doctors are not really able to understand and interpret scientific results. As social workers make crucial decisions we should teach them like general practitioners to use knowledge and research results. But a precondition of this is that students learn and are able to play respective "language games".

"Pure" or "pseudo" science – is there a difference?

What's very important is to keep in mind that the understanding of science and its different language games is strongly linked to different philosophies. Both − science and philosophy have always worked together to try to uncover truths about the world and the universe around us. Both are necessary elements for the advancement of knowledge and the development of a human society. Whereas scientists design experiments and try to obtain results verifying or disproving a hypothesis, philosophers are the driving force in determining what factors determine the validity of scientific results.
Especially since the 1920s with the development of the "Vienna circle" and the summarizing work of Karl R. Popper *Logik der Forschung* (1934) a more restricted understanding of scientific methodology has been developed and successfully established. The direction of viable research then is as follows: theories are only of preliminary value; as one theory is falsified, another evolves to replace it and explain the new observations.

Thus the idea of "pure" science was developed. One of the tenets behind science is that any scientific hypothesis and resultant experimental design must be inherently falsifiable. Although falsifiability is not universally accepted, it is still the foundation of the majority of scientific experiments. Popper saw falsifiability as a black and white definition, which meant that if a theory is falsifiable, it is scientific, and if not, then it is unscientific. But,

today we know that this doesn't mean that a theory which is falsified is always for no use?[2]

According to Popper, many branches of applied science, especially the social sciences, are not scientific but "pseudo" because they have no potential for falsification. Anthropology and sociology, for example, often use case studies to observe people in their natural environment without actually testing any specific hypotheses or theory. But even as such studies and ideas are not falsifiable, most would agree that they are scientific because they significantly advance human knowledge.

So today a lot of science theoreticians are looking for a pragmatic and non-ideological solution which is aiming at both respecting different approaches and creating standards for a proper use. For students a very well structured description of qualitative and quantitative research criteria is given by the Xavier University Library (see: *Qualitative versus quantitative research*. Xavier University Library. Retrieved 06.08.2012 from http://www.xavier.edu/library/help/qualitative_quantitative.pdf).

The relevance of a valid research question

Students and researchers should always have research ideas, because "the truth is *not* in nature waiting to declare itself, and we cannot know *a priori* which observations are relevant and which are not: every discovery, every enlargement of the understanding begins as an imaginative preconception of what the truth might be." (Medawar, 1979, p. 84) Hence, "this imaginative preconception – a hypothesis – arises by a process as easy or as difficult to understand as any other creative act of mind; it is a brain-wave, an inspired guess, the product of a blaze of insight. It comes, anyway, from within and cannot be arrived at by the exercise of any known calculus of discovery." (Ibid., p. 84)

To create a broad base for research ideas it's necessary to be open for the world. But at the same time a scientists who want to be creative "needs libraries and laboratories and the company of other scientists; certainly a quiet and untroubled life is a help." (Ibid., p. 40)

Research ideas usually come from:
- reading;
- experience,
- long term thinking,
- discussions,
- inspiration.

If a scientist has found a topic he or she should prove it against the following standards (Ibid.):

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[2] Often, as for example, Newton's Theory of Gravity, a theory is accepted as truth for centuries. However, later research showed that, at quantum levels, Newton's laws break down and so the theory is no longer accepted as truth. This is not to say that his ideas are now useless, as the principles are still used by NASA to plot the courses of satellites and space probes.

- The subject should be timely. Previous groundwork should leave your research problem ripe for completion, and it should be in an active area with potential for future work and employment. On the other hand, if a field is too crowded, and the subject is too prominent, then you risk being "scooped" by a more experienced researcher who is able to work faster than you.

- Your work should lead to a well defined set of results to which you can lay claim. In particular, employment prospects will be lessened if you merely complete a small piece of a very large project which is closely identified with your advisor, or is published with a long list of collaborators. On the other hand, it is impossible to work in a vacuum, and your task can be significantly harder if you don't have a group of people working on closely related problems which you can interact with and share your ideas.

An idea – valid or useless?

A research idea or question is of no use if you can't identify a conclusive research method. In order to achieve a research result, the research idea should be well-based on theories or models. If there is enough knowledge there is already a scientific debates, research projects, etc. which help you to identify efficient and valid research methods. Often young researchers believe that there is not enough knowledge about a specific issue. So they want to create a new theory. But usually there are always people which did things already, or are doing the same at this very moment.

3. Eight Steps to Go

1. Step: Development of an idea

Try to develop a research idea through reflection, discussion and reading!
- In which subjects / areas are you interested in?
- Which subjects do you know already or where do you have a thorough overview?
- Which interest of knowledge should be well to the fore? A theoretical, an empirical, a historical, a pragmatic one?

But – if the subject is too far away from your competences or interests, try to find another one. It makes no sense as a social work researcher to go too far into the fields of e.g. psychology, sociology or economics. Your competences will be too weak to fully understand the debates and there will be not time enough to enter such highly specific research areas.

2. Step: Looking for a framework of references

Be curious! Try to discover all relevant theoretical and empirical aspects or results of your subject! Take your time to check national and international results.
- Which is the theory tradition, where your subject comes from?
- Who are the most important academic representatives of this tradition?
- Which outstanding scientific results exist already?

So start to read parts of important monographs and texts and try to get a picture of the whole landscape of debate around your subject.

"The beginner *must* read, but intently and choicely and not too much. Few sights are sadder than that of a young research worker always to be seen hunched over journals in the library; by far the best way to become proficient in research is to get on with it – if need be, asking for help so insistently that in the long run it is easier for a colleague to help a novice than to think up excuses for not doing so." (Medawar 1979, p. 17)

3. Step: Formulating a working hypothesis

Only if you are really sure that you'll be enough competent to deal with your subject then try to find out which aspects of given theories and research results could be worth to be further developed! Try to be innovative but don't deviate too much from the existing debate. Create a general hypothesis or description of the research subject. Give attention to the following standards:
- Is your hypothesis precise and without any contradiction?
- Is your hypothesis falsifiable and operational?
- Is your hypothesis really justifiable by theoretical or empirical knowledge?
- Is it possible to deduce different operational hypothesis out of your main one?

4. Step: Critically appraising the working hypothesis

Before going too much into details now it's time to make a short "risk assessment". As especially a PhD. projects costs time and money it is important to check the working hypothesis with the help of the following principles:
- Clarity: is my hypothesis easy to describe?
- Feasibility: is my piece of research clearly structured?
- Relevance: Is the research question relevant for the discipline?

Now you need help especially from senior researchers and theoretical experts who are fully informed about all methodological and theoretical possibilities and obstacles. They can help you with answers. Try to ask more than one of them and don't avoid contradictory statements. Try to find peer students in your country or elsewhere who are interested in the same subject. What are they doing? What is their working hypothesis? Does a loose cooperation make sense?

5. Step: Bibliographical research

Now you can start with the everyday business of a researcher. To get bibliographical information is nowadays much easier then before. Use all kind of sources e.g. libraries, the internet, data bases, colleagues etc. in order to
- get a broad overview on the subject,
- win time and avoid repetitions,
- get knowledge about relevant theories and models,
- get access to methodological strategies.

Try to summarize the state of the discussion and to systematize different opinions, schools and paradigms. Again make sure that you're fully competent to succeed with your project.

6. Step: Formulating a way of looking at a problem

If you are aware of the whole research landscape it's time to
- decide on a (your) final research design,
- make a preliminary decision about your methodological mode.

7. Step: Formulating a final hypothesis

Now try to formulate your leading idea into a final hypothesis: "based on theoretical thinking and empirical research results I argue that ..."e.g.
a specific programme of anti aggression training is able to
- *reduce the level of aggression of 60 percent of the test subjects measured by an aggression test battery,*
- *reduce the amount of criminal offences amongst the test subjects recorded by the police up to 30 percent.*

I'll try to demonstrate this by e.g. using a randomized experimental design with groups of young offenders who are placed on probation.

8. Step: Make a decision about the methodological approach

Of course not all research has to be done in an empirical way. There are lots of research methods which are of equal value. The challenge is to find a coherent research method for your project.

Coherent research methods within a hypothesis generating mode are:
- Historical studies.
- Systematic studies.
- Comparative studies.
- Case studies.
- Qualitative research methods (grounded theory / problem-centred vs. narrative interviews / phenomenological interpretation of texts, etc.).

Coherent research methods for a hypothesis proofing mode are:
- Quantitative empirical research methods (questionnaire, experiment, ex post facto design, observation, statistics, etc.).
- Replication studies.
- Meta analysis.

Coherent research methods for a practice evaluation mode are:
- Method studies.
- Evaluation studies.
- Effect studies.

- Action research.

4. Resume

Here are some concluding general recommendations which students should consider throughout the whole process of developing a valid research question and research design:

- Try to locate your idea theoretically and realize methodological consequences!

- Be aware that a pure scientific argumentation in a dissertation is more relevant and better to handle than a pragmatic mode!

- The aim of science is not to change or improve the world – it's to develop a sound argumentation with the help of scientific methods.

- General quality criteria of a good research design are above all a theoretical profoundness, a methodological exactness and an innovative content.

- To do something similar as someone has done before you is not a sign of scientific weakness but a sign of strength: try to find reasons why it is important to do this research again in a slightly different way.

"It is psychologically most important *to get results*, even if they are not original. Getting results, even by repeating another's work, brings with it a great accession of self-confidence; the young scientists feels himself one of the club at last, can chip in at seminars and at scientific meetings with 'My own experience was.' or 'I got exactly the same results'." (Medawar, 1979, p. 17)

- The general aim of a research project is to create knowledge. To create knowledge means to publish!

 Therefore e.g. at the Faculty for Economy of the University of Mainz a dissertation gets the best grade "summa cum laude", if 3 chapters are in a condition which would allow (after a short revision) to publish them in one of the most important journals that means would be taken seriously by publishers and referees.

- A realistic ambition for science is "Scientific meliorism"!

"The role which I envisage for the scientist is that which may be described as 'scientific meliorism'. 'A meliorist is simply one who believes that the world can be made a better place (…) by human action wisely undertaken; meliorists, moreover, believe that they can under take it. (…) Meliorists are comparatively humble people who try to do good and are made happy by evidence that it has been done. This is ambition enough for a wise scientist, and it does not by any means diminish science; the declared purpose of the oldest and most famous scientific society in the word is no more grandiose than that of 'improving natural knowledge'." (Medawar, 1979, p. 105)

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Specific aspects of qualitative approaches in research and social work ethics in Research for Social Work

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Abstract

This article sets out to consider the ways in which qualitative approaches in research may fit best with ethical approaches in Social Work.

Key-words: qualitative approaches, social work, ethics.

We considered the following:
- What types of methodologies work best with ethical social work approaches?
- Methods.
- Involvement of clients, carers, and staff.
- Analysis.
- Ethical approaches.

As part of these considerations we noted the importance of good understanding of the areas of how different values affect what we do and how we do it, and what approaches we take.

Client based research

2 researchers, Mayer and Timms, in their book *The Client Speaks* (1970) found very different views of the world from social worker and client and this challenges our own practises, and how we take into account the experiences of clients' views and opinions.

In order to take their views into account, we need to consider the effects of power in various forms and effects on the nature and types of social work research. These include issues such as the vital nature of ethics in planning and carrying out the research process; such as confidentiality; doing no harm; taking account of what that research process might mean when researching with vulnerable clients, so for example the expectations that might be raised in clients if we were to ask them if about their care and views on the service they had perceived: and– how are findings used?

If we are undertaking qualitative or quantitative work, how should we consider sample size for most qualitative work? 10-15 is normally satisfactory for qualitative work, but for quantitative many more in order to have validity and reliability in that sense is key.

Ethics and Ethics Committees

Many agencies and all universities will have Ethics Committees to ensure that patients/service users/carers are protected from any possible harm as a result of the in interventions/methods used in the research. So are respondents having made it clear to them the help they can access of the method is upsetting for them in some way, e.g. in discussing traumatic or difficult events/feelings? As a basic premise, we should ensure that no service user/carer is harmed – or may be left anxious that they might be left harmed psychologically/emotionally/socially – in terms of future services, or of having confidentiality and anonymity compromised –- the concept of 'doing no harm'. We need to have an idea of 'projective understanding' – we need to be able as far as possible to ourselves into the position of, and see things from, the perspective of the respondent or subject – what might their concerns be? How do we best plan and agree with them how they will be protected from these concerns/problems, and the dangers that we know might arise from use of data, where published, for what purpose?

Issues of Randomized Control Trials are key for social work – the question to be asked is if it is OK to give one group of matched samples a service, and the other group not, for example?

We also need to have cognisance of how respondents might be affected by their concerns about the process and possible use of the data from their participation, e.g. might it have an effect on the service they receive, or wider, in terms of effects on the services their client groups is in receipt of? These will be explored later in the article in relation to children and young people.

Questions from the social work profession perspective

We also need to pose as questions from the social work profession perspective are:
- What types of knowledge and research are necessary and appropriate to inform effective policy and practice?
- What methods are appropriate to inform ethically sensitive research?
- Can we justify applied and qualitative research as research 'proper' research?
- How valid are systematic reviews, or small-scale research? From the latter is generalizability possible?
- Is the research we might examine the findings of 'good enough' to enable us to determines it is valid to use as evidence for practice-based work, or use in academic inquiry/use in references in such work? How do we judge this and persuade others that our research methodology and methods are valid, so our results are sound and on which to claim expertise and knowledge?

These matters can be influenced by the national context. For example, in the UK there is the Research Excellence Framework (REF), which has criteria for the impact of the research, as well as how much of it is funded externally, and the judgement on quality of 4 pieces of published output over the period in question.

There is sometimes seen to a hierarchy of types of research. So in the USA, for example, it tends to be very quantitative, as seen in so many articles in their Journal *Social Work*, whereas in the UK it tends to be very qualitative (Shaw et al., 2010)

We also need to take into the ways we wish to construct social work knowledge, so for example the International Federation of Social Workers' (IFSW) definition of Social Work (2007): "[...] Social work bases its methodology on a systematic body of evidence-based knowledge derived from research and practice evaluation [...] Social work addresses the barriers, inequalities and injustices that exist in society". (www.iassw-aiets.org)

So it is not just the types of research but also the value base, as set out in the sentence above. It is also about the *nature of social work knowledge base* – it is not the same as for example engineering, or a medicalized base. We cannot do as psychologists and medical personnel do, which is not always fitting with our services and approaches which are unlike other professionals, holistic, and at least in part have to based upon non-positivist (as such positivist approaches include randomized control trials, experiments) and constructivist approaches: so we need both numbers and client experiences (plus the experiences and views of managers and front line staff/carers). Whilst positivism can explain very defined and specific problems in health and human behaviour, which has many influences – personal, emotional and environmental? Positivism and technical-rational approaches versus the more varied clients' experiences of the 'real world', with their multi-factorial influences on any human situation, and their sets of experiences within the social world – the "untidy", holistic knowledge, within the political and policy environment that is socially constructed (Parton and Kirk, 2010; Shaw et al, 2010).

This also means we have to question *who sets the outcomes to be measured/sets agenda for the research*? Clients/service users? Carers? Local Agencies? Government?

The IFSW definition of Social Work knowledge also has implications for research – it should maybe challenge political and policies issues and not just sit with pathological/reductionist approaches.

Social work does need to construct a good research knowledge base, as this is vital for a confident, respected profession and our service provision. It is also necessary in order for us to judge – and on what basis we judge – what are fair and effective services, within the client experiences and policy/political environment, where social work sits between care and control, and the State's demands on one side, and with the clients interests and IFSW demands in there together.

The good news is that good Social Work practice is similar to some forms of research, e.g. ASPIRE – Assessment, Planning, Intervention, Review, Evaluation (Sutton, 1994) with its emphasis on Evaluation.

> ***Should we measure, and if so, what? Is it good enough just to listen and interpret client views?***

We can indeed systematically study interventions and programmes, based upon various statistical measures of outcomes, and views and experiences of those delivering and receiving services, e.g. children with disabilities and parents; young offenders; child protection; restorative justice; mental health risk assessments; parenting programmes, as we have done at Hertfordshire University.

2 researchers, Bebbington and Miles (1988), show the need for both qualitative and quantitative work. They found that in relation to Looked After Children in the public care, I in 10 had the factors in their background of coming from a family that was single parent, on benefits, in cramped accommodation, unemployed, and the child was of with mixed race parentage. This is important knowledge, telling us what may be a problem from such factors, and we need to consider how we provide services to avoid such over-representation of such children in the public care; but such data cannot tell us *how* or *why* this happens, nor why 9 in 10 do not come into care. This needs qualitative and client-based research that explores their realities, pressures and possible solutions, within strengths-based approach rather than a deficit-based approach.

And we have to listen to research for practice, e.g. Thorpe et al (1980) found that residential care for young offenders a long distance away from their home for several years was based on theory of the 'deficient family', but they actually had a high rate of re-offending, and bullying and violence producing long-term problems for young people and others in society. These findings led to major changes to residential and community programmes in England and Wales.

The following sections examine some of these issues from work with mental health clients and young people.

Levels of service user participation in qualitative research

Young People

In the UK, legislation and policy has continually placed emphasis on children's participation in recent years. *The Education Act 2002 and related Ofsted inspection guidance* puts a new emphasis on children's participation in the development of services for them. *The Health and Social Care Act 2001* and *National Service Framework for Children, young people and maternity* detail the need to involve young people. *The Children Acts 1989, 2004* and *Children (Leaving Care) Act 2000* set out clear requirements to involve children in decisions about their care and involvement in decisions being made about them. These are also key matters for research on order to develop services.

The Children Bill/Children Act 2004 also set out clear expectations to consult and involve young people.

Participation can be seen as the direct involvement of children in decision-making about matters that affect their lives, whether individually or collectively; whereas consultation is about seeking views, normally at the initiative of the decision-makers, though they may

enlist others to assist in this task. (Hill et al., 2004) This is also true for participation in the planning, and data collection, and preparation of the final report, from research.

The Governement's DfES (www.dfes.gov.uk/listeningtolearn/ accessed 30/4/05) states, "It is important to be clear about terms being used. Participation is not simply about being listened to or being consulted – it is also about influencing decision-making and change".

Some key terms in participation for practice and research are defined below:
- Participation: "The process of sharing decisions which affect one's life and the community in which one lives". (Willow, 2002, p. 2)

- Involvement: "The overall term for children and young people being included in the decision-making process, at any level". (Fajerman & Treseder, 1997, p. 4)

- Consultation: "A process which requires the commitment to take on board young people's views and present detailed information back to them. `Consultation can be an ongoing process". (Fajerman & Treseder, 1997, p. 4)

- Involving young people in activities that will help improve services, such as surveys and focus groups in order that research into their experiences with them is important to fit with social values of inclusion of clients service users in the production of the questions, methods, and data analysis of research.

A review of the literature and research highlighted that there are a number of overarching principles with some particular issues of particular sensitivity for children in need because of their involvement in child protection procedures or neglect, and/or accommodated, which are set out in the following section, which relates these to their experiences and the effects on self-image and confidence in communicating with adults in the different areas. In all of the elements, special consideration as to how issues of ethnicity, disability, gender, sexual orientation, citizenship status, as well as how young people in general may view 'authority' figures, and how this affects their willingness to engage in research need to be borne in mind.

These overarching principles are:
1. The child/young person experiences feelings of respect from the research outline and agreements participate followed through in the research staff's attitudes, methods and skills.
2. The child/young person experiences that they are listened to, and valued for themselves, not because they are participating to meet agency/worker performance indicators.
3. The physical settings, timings of meetings/consultations are appropriate for them.
4. Processes feel inclusive, welcoming and valuing of the young person.
5. a) The child/young person has feedback on how participation/research results are used/affects their future:
   b) Groups of service users, e.g. in youth services, schools, youth parliaments, looked after children, have feedback on how participation/research results are used. It is very difficult to give feedback to children and young people as groups, given

the issues set out later in this report, for these young people – only as young adults, when not dependent on adults who may be abusing them.

6. They have access to trusted supporters, and have careful and sensitive preparation for the whole participation/research process.

7. Staff are able to think themselves into the position of the child/children to appreciate their concerns/anxieties about the process and possible outcomes, and demonstrate this to them.

8. The child/young person has confidence in how issues of confidentiality/control of the views/information afforded will be determined.

9. Move at young peoples' own pace.

10. Ready access to knowledge about procedures how findings will be presented/published, and how to get support to make use of them; this is a particular problem for children in need because of abuse or neglect, due to their access to trusted adults outside their family network, and fear of reporting abuse.

11. Also, potentially, for young people from ethnic minority groups, and for those with specific language and other communication needs, those with specialist needs due to disability/gender/sexual orientation/citizenship status, and/or the effects of abuse/neglect, their pace may be different and require special attention to allow fullest participation. The *UNCRC Monitoring Concluding Observations* in its session 31 on the UK report on the implementation of the *Convention* of 9/10/02 recommended that the State Party should „[…] a) substantially expand dissemination of information on the *Convention* and its implementation among children and parents, civil society and all levels of government, including initiatives to reach vulnerable groups (paragraph 21), and in particular pay attention to vulnerable groups (defined in paragraph 22 as „children with disabilities, children from poor families, Irish and Roma traveller's children, children belonging to minority groups, detained children and children aged between 16 and 18 years old, who are exposed to discrimination") – equally true for research as for practice.

12. How does the agency/workforce facilitate such participation given the abusive power dynamics in some child abuse situations which can be fear-inducing and isolating, and the effects of them? For *Looked After Children*, again, concern at the response of staff who are caring for them, or foster carers, may inhibit young people in sharing difficult information, and concerns in research.

13. Researchers need to able to think themselves into the position of the child/children to appreciate their concerns/anxieties about the process and possible outcomes, and demonstrate this to them from an appreciation of that child's potential concerns at their situation.

14. The child/young person may well have great concerns about the use of information in how issues of confidentiality/control of the views/information afforded will be determined within the power dynamics within an abusive situation.

For vulnerable and socially excluded young people, they want regular and focused feedback on how they are achieving, from trusted workers, to help develop their feeling of inclusion and worth, in addition to being able to develop their understanding of their progress if this is in relation to their own personal development/plans, in relation to the development of services, or research methods, focus and use of findings.

The child/young person should have feedback to them from the researchers on how their participation/views in the research are being used/affects the delivery of services or planning for them. For groups such as school students, youth parliament members, etc, there are such means as newsletters, texts, e-mails, meetings to give feedback on how issues raised in a general sense for them as groups, need to be in place. This is also true for young people/Children in Need of Protection; however, this interest group feedback is very difficult because of their status in families/substitute care. In these situations, feedback can take to young people looked after in means formulated for that purpose, and using some of the other areas such as e-mails, texts, except they would need to be assured staff could not access them; for computers e.g., do they need staff to help to access them? Such matters need to be considered form the point of such vulnerable young people's situation.

Barriers to Young People's participation
For Young People

a) General: In young people
- Fear in young people of abuse of power/use of information given.
- Breaching of what they think are confidential communications.
- Worrying that giving too much information will be used against them in the future (many young people who have suffered abuse/neglect will have learnt not to give 'ammunition' to adults they have learnt will abuse such knowledge).
- Fear of not being control over information subsequent to disclosure, and/or it making little difference to their situation.
  In child protection work
- Self image: young people may believe from past abusive/neglectful experiences that their views are inconsequential/ not worth listening to.

Providing support which takes account of their special experiences and concerns can help young people to believe in their own worth if their views are given credence, but also in the ongoing consideration and review with professionals over time.

Specific areas:

1. The child/young person does not experience feelings of respect from the agency statements and procedures, and the staff's attitudes, methods and skills.
2. Processes do not feel inclusive, welcoming and valuing of the young person, or move at young people's own pace.
3. The child/young person does not experience that they are listened to, and valued for themselves, and that they are only valued if they participate in ways which meet the agency's/ researchers wishes and needs. As Hallett and Prout (2003) note, successive inquiries into the abuse of children particularly in the Looked After Children system, state that there was a failure of adults to listen to children in this way.
4. The child/young person does not have confidence in how issues of confidentiality/control of the views/information afforded will be determined.

5. Poor support in inducting them into the process, support during it and afterwards. The physical settings/timings/arrangements of meetings/consultations are not appropriate for them.
6. Young people may not experience they have their own "spaces" to be with researchers- emotional and physical – which can be an important foundation of participation work- need their own space. This is not, then, just physical but also social space, cultural space where values, rights and cultures are create and changed, and discursive space (room for dialogue, confrontation deliberation and critical thinking) – here, professionals/researchers become facilitators rather than technicians, and children and young people and adults become "co-constructors of knowledge and expertise". (Hill et al, 2004) Young people may not feel they are part of setting agendas, in all areas of planning and review, or having feeling of some control over the process, or the outcomes of their participation.
7. The child/young person does not have feedback on how participation in research are used/affects their future.
8. Researchers are not able to think themselves into the position of the child/children to appreciate their concerns/anxieties about the process and possible outcomes, and demonstrate this to them in relation to the process or use findings from the research. (Littlechild, 2000)
9. Young people often distrust the motives of professionals/researchers in seeking their participation; Kjorholt (2002) in Hallett and Prout (2003) in Norway found that initiatives are often marked by mixed motives within the adults involved – young people are often alienated from participative processes if they experience them as tokenistic and not followed thorough over time; they have a strong sense of „fairness".

The UNCRC mandates that appropriate resources all across the State Party and at national level to monitor, protect and promote all the rights of the *Convention* for all children. (Paragraph 17a) It also recommended that the State Party establish a nationwide system whereby disaggregated data are collected on all persons under the age of 18 for all areas covered by the *Convention*, including the most vulnerable groups. (paragraph 19); and that State Party "[...]monitor the situation of children, in particular those belonging to the above mentioned vulnerable groups (defined in paragraph 22 as "children with disabilities, children from poor families, Irish and Roma traveller's children, children belonging to minority groups, detained children and children aged between 16 and 18 years old) who are exposed to discrimination' (paragraph 23a).

It is perhaps time to consider moving these processes one step further, and to consider setting up mechanisms to give the young people in the various areas of provision to start to take a lead in determining what should be evaluated/researched, and how, with what objectives in mind, and to support those young people doing this by allowing theme access to expert researchers and evaluators as advisers, but not leaders.

Hill et al. (2004) note that children are one of the most governed groups in society, and are some of the highest users of services. However, most social inclusion initiatives were and are still designed, delivered, and evaluated by adults. Joseph Rowntree notes: „Trust has set out a commitment to exploring ways of ensuring that young people are central to, and empowered by, the research process". (In Hallett and Prout, 2003, p28) This would

require devising methods to incorporate the views of young people, and not only about the processes. We have found one example in the USA which could partly provide a model for this. Methods can include a rating system used over time by staff, and also completed by and/or with the young people themselves. Completion of such evaluation forms would give empowerment to young people, and also possibly avoid in work with them in Looked After and child protection situations, so that dialogue can be worked up on plans, goals, and outcomes, as part of the ongoing consultation process for the young person, and giving feedback on the incorporation of decisions over time, but also they can be aggregated to give population data over time in these areas. Social work values would make us consider how we empower young people to work with adults to co-produce and interpret findings with them.

Craig, in his review of what works in evaluation of children's' participation processes (2003, Children's Participation in community development, in Hallett and Prout), notes several key elements:
- The importance of qualitative as well as quantitative indicators of access.
- The need to observe process goals as well as output and outcome goals- for young people, how things area done is as important as what is achieved.
- The stress on participation (which is not just tokenistic) in all stages of the process.
- The importance of sustainability of processes.

Monitoring and evaluation of the use of research findings should explore if young people experience that their views have been heard and acted upon, or given reasons why they have not which they may not agree with, but can understand. Poor feedback mechanisms do not help to engage young people in participation. (Hallet and Prout, 2003)

Thomas (2002, p. 32) points out that in his study with Looked After Children, the process of being part of the research process, and being interviewed, aided young people in their understanding of processes, and their feelings of being valued. Kumari and Brooks (2004) note how strategies to include young people in the design, delivery, interpretation and dissemination of monitoring and evaluation data will need to be different for different young people's situations.

Qualitative data

Data will derive from questionnaires, including web based questionnaires, text messages (but see caveats set out below for certain groups of young people in relation to these high tech methods), and individual interviews. The analysis of such data is time consuming, and requires support and guidance from professional researchers, and may be best delivered by way of a group of young people who are trained and supported in dong this task, with payments being made to them. Such activity would in itself significantly improve their education and life chances (and in particular for looked after and abused children, in terms of making them feel in control and empowered) in terms of building confidence in teamwork, presentation and analytic skills.

New technology; e.g. texting and the internet, can be effective ways of getting young people's contributions, but need to take into account that many young people, particularly socially excluded young people, may not have the resources and/or knowledge to be able

to do this. Also, power relationships may play a part – e.g. if Looked After Children do not have privacy in computer access, or are concerned if parents/staff came across that they had been feeding back to staff undertaking the consultation. This could require the use of mentors/advocates as supporters in helping young people access such methods.

As with the analysis of quantitative data, but even more so for qualitative data, such data is time consuming, and requires support and guidance from professional researchers, and may be best delivered by way of a group of young people who are trained and supported in dong this task, with payments being made to them. Such activity would in itself significantly improve their education and life chances (and in particular for looked after and abused children, in terms of making them feel in control and empowered) in terms of building confidence in teamwork, presentation and analytic skills.

Mental health

The issues of service user participation is also a key agenda in mental health research in the UK. One example of this is our research at Hertfordshire University on the *Whole Life Project* in the UK. T*he Whole Life Programme* is a therapeutic programme designed from principles of the recovery-based approach, and the results of research into the programme.

The recovery approach within mental health services has been influential in promoting more active participation from service users concerning their treatment and progress. The research examined the experiences and views of participants several months after completion of the programme, and also of those who withdrew prematurely from the programme, in order to learn from those experiences.

The research had the goal of analysing the impact of its delivery from the perspectives of service users. Although mental health recovery models are often heralded as an ideological goal, comparatively little has been documented on the means of achieving such goals.

Recovery: research findings

Based on current thinking about the Recovery Orientation in mental health practice the research team constructed a manual *Whole Life Manual* (WLM/WLP) which would act as a therapeutic instrument to be used between a coach (professional) and a participant (patient or client). To know whether WLP/WLM was effective it was tested in an interventional, comparative, trial in which the primary quantitative outcome was the score on the Social Adaptation Self-assessment scale. A subsidiary qualitative study was conducted in order to understand the views and opinions the participants might have about the programme. Understanding the participants' views would further our understanding of which aspects of the programme were successful and which were unsuccessful or require modification or development.

The importance of systematic review: from a systematic review of findings from 35 research studies on recovery between 2000 and 2009, Ramon (2010) found that one of the most important features for patients/clients was the positive nature of the therapeutic relationship with the therapist within an approach where the latter focused on the service

user over and beyond their diagnosis and „illness". One further positive feature within the studies examined that what aided a recovery-based approach from patients/clients perspectives were interventions that aided the service user to:

1. Be enabled to be in control of the process and treatment plans to a large extent.
2. Be 'meaningfully active' within the treatment.
3. Have paid and unpaid work.
4. Engage with physical aktivity.
5. Have hobbies.
6. Have a family oriented service.
7. Be accepted by others. (Ramon, 2010)

The staff attributes most highly prized were attitudes and approaches that were respectful of the service user, optimism, and caring. (Ramon, 2010)

The aims of the qualitative research into the Programme reported here were threefold. Firstly, it examines the views of participants receiving treatment several months after the completion of the WLP in order to achieve understanding of their experiences of the programme and how it has or has not aided them. Secondly, it elicits the views of service users who withdrew prematurely from the programme so as to understand their experiences of the therapy process and reasons for their early exit. Thirdly, it explores service users' subjective experiences of therapy in order to develop empirically-based evidence of the complex processes of mental health recovery with a view to embedding aspects of good practice.

Methodology

In order to gain insight into how recovery-based therapy is applied to the treatment of schizophrenia, a qualitative methodology was adopted to elicit service users' lived experiences of receiving treatment. Such qualitative interviewing can be an effective vehicle for articulating service users unique perspective in their own words, and for seeing and understanding the world from the position of those being researched. (Heath et al., 2009)

Interviews and analysis of data were undertaken as part of research team that included service users we had trained and supported for the purpose. In the hierarchy of good inclusive methods, this is not quite as high as them doing all the work/planning themselves, but it is very near.

The qualitative approach employed engaged services users' voices through semi-structured, in-depth interviews, which allowed for exploration of themes as they emerged during the course in the interview. The interview guide covered the following areas:

- Participant expectation prior to the programme.
- Helpful and not so helpful aspects of the programme.
- Use of physical materials.
- Valuable aspects of therapist approach.
- Experiences of translating therapy into practice, and
- Areas for future programme development.

Interviews took the form of Whole Life therapists introducing researchers to their service users, although they were not subsequently present when service users were interviewed. The venue for all interviews was either the residential unit where the service user lived or the centre attended by the service user for Whole Life therapy sessions.

Thirteen of the 32 participants who successfully completed the WLP were interviewed.

In addition, consultations with Whole Life therapists allowed the process of data triangulation whereby data generated at interview with service users could be cross-referenced during consultations with therapists. Interviews and consultations were carried out with a total of 26 respondents.

Interview responses were recorded manually, to avoid any service user concerns at the use of tape recorders, and were later coded according to themes generated predominantly inductively during the process of analysing empirical data, and also deductively through being theoretically informed by existing literature. (Hodkinson, 2008) A thematic analysis of the data was then undertaken.

The qualitative evaluation of the WLP was carried out by a team of university based and service user researchers.

The following points represent the key themes identified in this piece of work.

Findings common to both completing and non-completing service users:

- All interviewed service users perceived they had developed good relationships with their Whole Life Therapists.
- Progress towards mental health recovery was commonly viewed as on going.

Findings from service users completing the WLP:

- The most significant area of reported change in service users' lives attributed to undertaking the WLP concerned an increase in confidence and self-esteem.
- Nearly all of the service users experienced a positive effect on their subjective well being and reported progress on the Tree of Life model used during therapy sessions.
- Employment was seen by some as key to unlocking barriers to more independent living.

Relationships with therapists

All the service users in the sample had experienced positive one-to-one contact with their Whole Life therapists, including therapists being:
- Supportive.
- Helpful.
- Friendly.
- Empathetic.
- Kind.

- Patient.
- Flexible.
- Polite.

Therapist qualities identified by service users as being important were:
- Positive approach.
- Able to build up trust.
- Easy to talk to.
- A good listener.
- Good at explaining/skilled at asking questions and drawing out informatik.
- Good at using illustrative examples.
- Sharing feelings.
- Humour.

Reflecting on his expectations of the WLP, one interviewee with long-standing mental health needs described the sessions with his therapist as a welcome change to some of the previous mental health provision he had encountered: "It's been a positive experience from the start…seeing someone regularly and following a well written and well structured guide was good."

Study limitations

As with all small-scale studies, the findings may lack generalisability beyond the delivery institution, yet they are instructive of the lived experiences of service-users and the forms of therapy they deem most effective for recovery from schizophrenia. Due to the cross-sectional design of the study, we recognise the importance of exercising caution when inferring causal relationships and our findings draw associations, rather than causalities, between mental health recovery and WLP service users experience.

Conclusions

Consulting individuals with schizophrenia through qualitative interviews with trained service user researchers enables a more holistic articulation of service user recovery narratives. Indeed, a number of service users, programme completers and non-completers alike, commented that they valued the opportunity to partake in an interview in which they could communicate their experiences. This may actually help service users reflect on what works for them, and their own particular issues.

Our findings support the data in studies that show that increasing confidence, hope and optimism are key features of the process and outcomes of recovery based approaches, and in particular in the Whole Life Programme. Respectful and flexible approaches within the relationship with the therapist; an increase in knowledge about other resources and how to use them themselves; and improved relationships and having greater control over their lives were also important. One key feature in the current research was the mixture of optimism and supportive relationship with therapists within the Programme; so, whilst the methods and Programme contents were important, so was the attitude and approach of the

28

therapist; a finding commensurate with the themes of the review by Ramon (2010) set out previously in this article.

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II. THEORETICAL REFLECTION OF SOCIAL WORK PhD. STUDENTS' SESSION

Benefits of public training programmes for unemployed people

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Abstract
This paper concerns with the proposed project of dissertation thesis, whose main part is devoted to research in the field of social work with unemployed people and its benefits. The project is focused on the theme of vocational training programmes in the Czech Republic. These programmes are designed to react on changing character and structure of contemporary labour markets that put accent on employability and flexibility of labour force. The aim of the research is to identify benefits of training programmes, mainly by assessing their role in strengthening employability of unemployed people enrolled at labour offices.

Keywords: unemployment, vocational training, employability.

Work, and especially paid work, lies at the heart of modern social life and can be understood as its integrating point. Human labour represents both a product and a co-creator of civilization, the source of wealth and reduction of poverty, and on the other, individual hand, provides an economic base for the people, their financial independence, social status, prestige and identity, and, not least, it is also an important part of their social participation. However, widespread lack of paid employment opportunities has currently become a distinctive feature of labour markets in developed countries, as well as uneven distribution of unemployment between social and skill categories. (Armstrong et al., 2008)

The general horizon of the thesis is the current phenomenon of "work that's no longer there" (Mareš, 2004), which is discussed in developed countries for quite many years. And the phenomenon indicates that the idea of full employment has vanished out. What does it mean, in this situation, the widespread concept of social work as a help to integrate socially our clients, when main source of integration of adults into society, is – to get a paid job? (Beck, 2000) Is this situation some sort of a challenge to reinterpret the meaning and mission of social work? Or maybe we should resort ourselves to less ambitious conceptions of our discipline?

Modern systems of social policies in European countries use number of tools and measures, among them educational programmes that are aimed to effectively combat long-term unemployment through so-called employability approach. (Pruijt and Dérogée, 2010) These policies concentrate on the activation of unemployed, as well as offer possibilities for continuous lifelong learning and vocational training. Job training and

vocational education as an instrument of active labour market policies allow public employment services to prevent structural imbalances by strengthening the position of groups with difficulties in the labour market (which applies especially to older people, young people after schooling, people from disadvantaged backgrounds and people with low qualification).

Topic of the research

Proposed research of the dissertation thesis aims to identify the benefits and effectiveness of educational programmes and vocational training in increasing the employability and labour market position of unemployed people in the Czech Republic, with a focus on above mentioned groups in the labour market. Evaluation of these benefits is based on the assumption that such programmes should lead to prevention of long-term unemployment, and also provide a solution for the individuals in such a situation, especially by strengthening their human capital and general adaptability. The importance of training and education is growing with regard to the phase of the economic cycle, especially in times of economic recession that affected and still influences Czech economy.

The objective of the research can be fulfilled only through a comprehensive analysis of retraining. This analysis should address both design and implementation of retraining programmes in the Czech Republic and the selected region and the benefits of these programmes for the employability of participants, with emphasis on the employability of groups at risk of long-term unemployment.

We would like to deal with the theme by exploring four different perspectives on benefits of vocational training. The first perspective concerns with the level of government policymaking as it manifests itself in conceptual and legislative documents. The second perspective looks at quantitative data about effectiveness of vocational training that are collected by regional labour offices. The third level of inquiry explores experience and attitudes of workers at labour offices. Finally, the fourth perspective deals with experiences, strategies and benefits of unemployed people who participate in training programmes.

1) The first level represents the design of programmes as we can examine it in documents of conceptual, strategic, legislative and implementation character. Our goal is to capture the intentions and requirements of the decision makers, maybe based on values and ideological assumptions, making thus a particular type of social policy. I would like to consider economic capabilities and constraints of their decisions, as well as compare the model with similar models of foreign active employment policy (for example, the share of expenditure on employment policies in relation to GDP, the share of retraining expenditures on the active employment policy as a whole, etc.).

2) The second level represents a quantitative statistical analysis of the effectiveness of retraining programmes in the selected region in the form of following examined data and comparisons:
- Range and target groups of retraining.
- Comparison of the position of training participants after completing the program with unemployed groups outside retraining.

- Benefits of retraining indicated by leaving the register.
- Benefits of retraining for different groups of unemployed.

3) The third aspect of the thesis deals with the experiences and attitudes of workers at labour offices, especially those who deal with the organization and implementation of retraining. I am interested in particular in:
- The selection to retraining courses and their providers.
- Methods of participant's selection into programmes.
- Experience with approach of participants.
- Experience with position of participants after finishing the course.
- Attitudes towards the purpose and form of retraining.

4) Finally, the fourth level of research explores the experience and attitudes of the participants themselves. The division of respondents will focus on 3 groups of unemployed selected by level of education, who will be monitored at the beginning of retraining, during the course and six months after its completion. I am going to focus especially on:
- Experience with a choice of an appropriate type of retraining.
- Experience gained in the course of the programmes, whether they meet their expectations or not?
- Experience after completing the retraining – attitudes, changes, job search.
- The situation six months after completion of retraining, finding any job, ways of acquiring it and adequacy of the retraining for the profession.

Target groups, location and time schedule of the research

The research should involve two target groups. Generally, the first target group of people at risk in the labour market can be described under the Employment Act: among them are graduates and young people under 20, people over 50, disabled people, pregnant women and nursing mothers, parents of children up to 15 years fo age, long-term unemployed, people from socially disadvantaged backgrounds and refugees. The specific research should limit itself to one group from the list above, in particular in the case of qualitative analysis. This target group will be divided into three groups of participants according to their educational level. The second target group of the research are workers at labour offices.

Thus, three groups of unemployed people will be examined in qualitative part of research. They all will be chosen from registered unemployed in region of Ostrava. The research itself will last for about half of the year, according to particular courses.

Methodological aspects of the research project

The basis of the proposed research is an evaluation study, i.e. the analysis of the policy in terms of its design, individual activities and results. The methodological paradigm of the research can be described as postpositivism, as it uses both quantitative and qualitative research strategies.

Quantitative phase of the dissertation will be based on a secondary analysis of statistical data. The analysis will stem from relatively large amounts of standardized data, collected by individual labour offices. As a comparison we can also utilise results from studies of Research Institute for Labour and Social Affairs in Brno, which dealt with some aspects of our topic int the past.

On the other hand, due to the fact that the nature and objectives of the research, as presented earlier, go beyond range of quantitative data, we consider integrative model of research, which supplements quantitative strategy with qualitative approach, as inevitable and beneficial.

Qualitative part builds on interviews that are generally based on pre-established structure according to the studied subject.

Conclusions

The proposed research will focus on identifying benefits of training programmes that are intended to strengthen employability of unemployed people enrolled at labour offices (especially groups at risk in the labour market). Its results should give basis for concrete recommendations in field of training programmes (their significance, range and quality), structure of participants and also for further analysis of training programmes effects.

The purpose of this work is a also contribution to the issue of what is actually the source of success in the labour market, to what extent this success is dependent on education, and to what extent other factors may play a role, such as social capital, or personality traits.

The selected method, which combines quantitative and qualitative approach to research intends to some degree compare them, as both approaches are able to examine the effectiveness of active employment policy programmes in their distinctive ways. One helps to evaluate the effectiveness according to "hard data", administered by job offices, and the other gives us the real experience of workers at labour offices and especially opinions of the participants themselves.

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Life of Roma in France

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Abstract

The paper presents a methodological framework of currently ongoing research focused on comparison of situation of Roma, their exclusion and options of inclusion in France and in the Czech Republic. Qualitative approach and phenomenological research method has been applied in the research. The options and limits of phenomenological research in culturally different environment are discussed within currant state/phase of data collection in France. The author focuses especially on the issue of selecting an object of research and on the interviews.

Key words: inclusion, exclusion, Roma, Manouche, Gens du voyage

Introduction

The research project „Life of Roma in the Czech Republic and France" compares the situation of Roma in these two countries. According to project design the survey in each country has carried on consecutively in order to prevent the mixing of obtained data. Now the first survey was successfully accomplished. The survey was held with Roma called Manouche in the Southern France in the region Haute – Garonne during the period April - September 2011. Manouche are Roma coming after the First World War from the North (for the French it is Germany, French region Alsace, etc.). Currently the project is in the phase of data processing which will be followed by data analysis. After that the second survey in the Czech Republic will take place and will be again followed by data processing and data analysis. The final step will be comparison of these two surveys and comparison of the results with theory.

Methodological framework

The first phase of the research I conducted within my internship in the organization SIEANAT which works with Roma in the region Haute – Garonne in the Southern France for a long time. The main goal of my internship was to contact Roma directly. I had my own office so Roma people could attend me and confide their troubles. Thanks to daily contact with clients I could also gradually working on establishing contacts with potential co-researchers. For Roma, I was a stranger with peculiar accent for along time. They didn´t know what they could expect from me. It took a long time to establish friendly relations and be accepted by Roma but finally they began entrust me confidently and without worry. At the moment I explained them my research role and I asked them for interviews within research.

The basic research question is formulated as follows: „What is the perception of the Roma in France/the Czech Republic on the possibility of their integration into society? "

Research is conducted under the perspective of constructivist paradigm of scientific research. Its basic philosophy is view of the society as a result of the symbolic interaction among individuals acting on the basis of meanings that are products of social interaction. Frankl (1963) writes that the role of meaning is of paramount importance in human life. As Chen (2001) states, meanings are the cognitive categories that make up one's view of reality and with which actions are defined. Life experience generates and enriches meanings, while meanings provide explanation and guidance for the experience. Hubík (2006) writes that in the constructivist paradigm the aim of research is to understand. As Loučková (2010) states, the above-mentioned paradigm is connected to qualitative research, which is used in this enquiry. Within qualitative research I've chosen the phenomenological method. As Moustakas (1994) writes, empirical phenomenological approach involves a return to experience in order to obtain a comprehensive description, which provides the basis for a reflective structural analysis that captures the essence of experience. For this type of research is important how a person experiences and perceives the world around him/her. The goal is to find direct experience of people with a particular phenomenon beyond their testimony. Unstructured interview (widely spread within phenomenological research) has been used as the basic technique of data collection. It is considered to be suitable for the research because it gives space for the expression of all opinions and feelings and does not push co-researchers to specific answers. Being a inherent part of my research work observing should not be omitted. It helped me to orientate in new environment and understand the customs of the community Manouche, either.

Possibilities and limits of phenomenological research in a culturally different environment

Implementation of research in a culturally different environment must be preceded by extensive preparations of researcher. The preparation is both linguistic and psychological, as well. The researcher should be prepared for other cultural practices and for the distrust. It is necessary to keep self-control perfectly. Permanent self-reflection effort has helped me to reveal my "weaknesses" and to work on them.

During the research I have encountered many obstacles, but with a bit of optimism I've been able to manage everything. Language was perhaps the most important obstacle for me. Being a foreigner I will probably never have the same vocabulary and pronunciation as native French. Moreover Roma spoke own language – language of Manouche which was projected to their French. So I had to learn the most frequently used words in Manouche. It was not so hard because Roma explained me meanings of unknown words.

In the opinion of Moustakas (1994), there are two basic criteria of phenomenological research. Firstly, the co-researcher must have experience with a particular phenomenon, must be interested in understanding a given phenomenon and must be willing to participate in a long interview (and possibly follow-up interviews). Secondly, the co-researcher must give the permission to record the interview (video, voice recorder, etc.) and must give the permission to the publication of research results. In my opinion, if we wish to find a real experience of co-researcher, he/she should not know the specific research intention. There is a risk that the co-researcher have no the experience that the

36

researcher is looking for. The risk can be reduced by verifying co-researcher's experience by asking social workers, neighbors etc.

One of the phases of phenomenological research is a meeting before the interview. In the context of research running in culturally different environment I find it very useful. For me, this phase played key role: I had enough time to clarify the nature and purpose of the research project, e.g. for many Roma the term "thesis" was completely unknown. So it was also necessary to re-explain "what is thesis?", "what will the research serve for?", "why do I do it?", etc. After clarification of all questions Roma were willing to take part in the interview. Then it was necessary to arrange time and place of the interview and encouraged co-researcher to think about the topic.

As Moustakas (1994) writes, a long interview is typical for phenomenological research. Before the interview, it is important to ensure appropriate conditions without interference, such as heat, cold, thirst, etc. The interview should also be in the natural environment of the co-researcher. In some interviews I was not able to comply with the condition of "no interference". The natural environment for the Manouche is caravan and its surroundings. A lot of Manouche families lives together in one place, that's why I was not able to arrange quiet atmosphere without noise. Inquisitive children often ran around, occasionally someone shouted or dog came for playing. But this is Manouche's way of life therefore I had to adapt my approach. The interviews usually began with social conversation or short activity to induce confidential atmosphere. The relaxed atmosphere (chatting about everyday things, coffee drinking or smoking) impacted on the conversation positively.

Moustakas (1994) advises research-beginners to prepare the list of topics that he/she would like to discuss about in the interview. Researcher can change the topics or don't use them if the co-researcher feels that he/she has nothing more to say. This possibility was very beneficial for me. I observed a number of common problems of Roma and this way I found out potential topics for interview whilst I worked at SIEANAT. I used some of the topics to encourage my co-researcher during interview.

The final phase of the research, which follows after analysis of data, is consultation of the results with co-researchers who control and confirm the results or change them to ensure the validity of data. Unfortunately telephone is the only option of contact with co-researchers. Personal contact or mail correspondence is impossible, since Roma in France are still wandering. Limited contacts and increasing costs may influence the project results.

Conclusion

Phenomenological research in culturally different environment provides both a range of options and certain limits, as well. Of course, everything depends on the specifics of research and its environment. On the one hand, culturally diverse environment can bring certain obstacles mentioned in the article, but on the other hand, it opens up many options and challenges.

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Life experience "under the influence and on the street"

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Abstract

The article describes the dissertation thesis project in the phase of a field entering. In the theory it looks into connection between social exclusion and homelessness, mentions Multiple Exclusion Homelessness concept. Further it explores particular domains of this concept and looks into empirical evidence of it abroad and in the Czech Republic. Housing need and two housing models are elaborated, specific situation in the Czech environment is reflected. In the research part, central research question about ways of interactions between homeless substance misusers and social services, especially those connected to housing, is stated. Qualitative research strategy is chosen. Grounded theory method is considered and briefly described.

Keywords: homeless substance misusers, multiple exclusion homelessness, housing need.

Introduction

The dissertation thesis project focuses on the "under the influence and on the street" life construction and interactions of homeless substance misusers and workers of social services for homeless people who both take part in them. Therefore it is necessary to look into the topic of social exclusion in a connection with homelessness. It is as well important to describe in a detail the issue of substance misuse, mental health, offending and homelessness, as all of these areas are interconnected with the life "under the influence and on the street". Because the dissertation thesis looks into the topic of homelessness, the housing issue should not be forgotten to be looked into. These all creates the theoretical framework of the dissertation thesis project that will be introduced below.

Theoretical background

Social exclusion and homelessness

Looking into the theoretical background of this dissertation thesis project several definitions of social exclusion could be mentioned. The author realises these are not all, but to choose more would exceed capacity of this article and would not fulfill the purpose of it, either.

Madanipour (1998 in Byrne, 1999, p. 2) defines social exclusion as a multi-dimensional process, in which various forms of exclusion are combined: a lack of access to participation in decision making and political processes, a lack of access to employment and material resources, and discrimination in integration in common cultural processes. Hills et al. (2002 in Barták a kol., 2005, p. 38) states that the person is socially excluded

when he/she can not participate on key activities of the society in which the person lives. Authors define four dimensions of participation; those are consumption, production, political involvement and social interaction. Homelessness is considered to be an extreme form of social exclusion in connection with housing. (Lux, Mikeszová, Sunega, 2010)

In the Czech Republic in 1996 there was a total sum of numerical estimation of homeless people stated by 169 municipalities around 9 000. (Horáková, 1997) A total sum of numerical estimation of homeless people stated by 18 hostels at the same year was around 4 500. (Horáková, 1997) Later there were individual homeless people counts in several bigger cities, e.g. in Prague in 2004 the total number of homeless people reached 3 096 persons. (Hradecký, 2005) The noticeable fact is that the life of homeless people is in a significant way connected with the tendency of substance misuse, with destabilization of mental health and with offending.

Described above leads to awareness there are people at the sharpest end of homelessness and other social problems. Literature (Fitzpatrick, Johnsen, White, 2011) refers to them as to those experiencing "MEH" (Multiple Exclusion Homelessness). Recently there is a growing body of evidence about MEH concept abroad. Preliminary results of MEH research from the Great Britain (Fitzpatrick, Johnsen, White, 2011) state that homelessness is the most common form of exclusion experienced by the users of low threshold services. This study as well introduces four domains of deep social exclusion (those are street culture, homelessness, substance misuse and institutional care). There is no empirical evidence about MEH concept in the Czech Republic, but we have some empirical results in particular domains of MEH that resonate with empirical results from abroad and are connected with the street life of homeless people.

Homelessness and Substance Misuse

Advisory Council on the Misuse of Drugs identifies a key role of substance misuse in the field of homelessness. (ACMD, 1998) Homelessness can lead to a problematic drug use (Randall, Britton, 2002). Many homeless problematic drug users have problems related to an extensive consumption of alcohol. (Randall, Brown, 2002) Another research report from 1998 states that drug related problems concern one in five street homeless, and one in three young street homeless (age 26 and less). (Randall, 1998)

Similar research (Barták a kol., 2005; Šupková, 2007) proves the same in the Czech Republic.

Homelessness and Mental Health

Fitzpatrick, Kemp, Klinker (2000) show there is a high percentage of homeless people with mental health issues with heavy alcohol dependency. In his research report Bines (1994) states there is an eight time higher number of those with mental health issues among homeless population than in other population. Depression, anxiety and neurosis count as mental health issues related to homelessness. Also an occurrence of schizophrenia is higher than in other population with stable housing.

Research reports from the Czech Republic (Dragomirecká, Kubisová, 2004; Barták a kol., 2005) show many homeless people suffer from serious mental health issues.

Homelessness and offending

Štěchová, Luptáková, Kopoldová (2008) state that offending is a part of personal history for 40% of hostel service users.

Housing need

A research from Moravian - Silesian County in the Czech Republic (392 homeless people in shelters and hostels were given questionnaires) shows 50% males and 77,8% females would accept a social services support in obtaining a stable housing as it proved to be their primary interest. (Faldynová, Orgoníková, 2006)

Housing appears to satisfy physiological needs as well as a need of safety that according to Drapela (1998) maintain one's survival. There are two housing models of working with homeless people in general. "Continuum of Care" model (in a form of shelters, hostels and supported housing) and model "Housing First"(in a form of scatter-site independent apartments with services offered by off-site multidisciplinary teams).

Lux, Mikeszová, Sunega (2010) see the main goal of help in placing the client in a long-term accommodation as soon as possible. At the same time they comment on accumulation of problems (such as offending, debts, addiction) and state that clients with such complex needs should enter into continuum of care housing model due to their need of engagement in individual social work and in compulsory programme participation. On the other hand, Felton (2003) argues this approach of deserved housing (possibility to obtain stable housing only in a case of successful completion of programmes promoting abstinence and stable mental health) does not function for everyone and in its strict form for anyone. Especially problematic it seems to be for clients with mental health and substance misuse issues. Study described by Felton (2003) shows homeless people with mental health and substance misuse issues circulate between institutions (mainly shelters, prison and hospitals) without any realistic option of finding a stable accommodation, therefore without any real option to move on the next level of more independent housing. As well Mc Keown (2006) emphasises the need of alternative housing services for homeless substance misusers. He writes about "wet shelters" where substance use on the premises is not prohibited. He argues this service plays a significant role in improvement of client's health, treatment compliance and better stabilization of the client.

In the Czech Republic there is a law Social Services Act No. 108/2006 Coll., in its valid version, reacting to homeless people needs with definition of social services for the target group of rough sleepers or people in socially disadvantaged situation linked to the housing loss. The definition of such target groups and social services for them does not enable multidisciplinary work with clients who have other than housing needs (such are needs related to mental health, substance misuse or offending).

There are no low threshold services or housing services in the Czech Republic reacting to the situation of homeless people with mental health or substance misuse issues described. (Marek, Strnad, Hotovcová, 2012)

Research

Research problem and research questions

As stated above, a part of Czech homeless people suffer from mental health and substance misuse issues and other related social problems. There is a lack of services aimed at work with that subgroup, as well as a lack of academic and professional discussion about MEH concept and its consequences for the life of homeless people in a context of service provision. Nevertheless there are interactions ongoing between this subgroup of homeless people and social services.

Research aim

The dissertation thesis aim is to look into the situation of interaction of homeless substance misusers with social services, especially those linking homeless people to housing and the ways both parties construct the life experience "under the influence and on the street".

Central research question

In what way do interactions between homeless substance misusers and workers of social services for homeless people appear in a relation with their "under the influence and on the street" life construction and in a relation of their "social services for homeless people" construction?

Partial research questions

- In what way do mutual interactions between workers of social services for homeless people and homeless substance misusers appear?
- In what way do workers of those social services construct the life "under the influence and on the street"?
- In what way do homeless substance misusers construct the life "under the influence and on the street"?
- In what way do workers of those social services construct "social services for homeless people"?
- In what way do homeless substance misusers construct "social services for homeless people"?

Methodology

For the purpose of the dissertation thesis the qualitative research strategy was chosen. (Creswell, 2007) As a meta-theory for the methodological part it is aimed to use interpretative paradigm. Grounded theory method is considered.

Grounded theory methods are a set of flexible analytic guidelines that enables researcher to focus their data collection and to build inductive middle-range theories through data analysis and conceptual development. The data analysis begins early in order to help the researcher to focus further data collection. The result is an analytic interpretation of participant's worlds and of the processes constituting how these worlds are constructed. It can be used to analyze relationships between human agency and social structure. (Denzin, Lincoln, 2008)

Methodological procedure – current research project development

The author processed relevant literature including research reports from the Czech Republic and from abroad (English written reports), therefore gained a fair orientation in the intended topic. In May 2012 the author has started with the field research by entering the field. Through snowballing technique obtained contacts with several homeless substance misusers and carried out interactions with the focus on orientation in the field and building trusted relationships with them. Over the summer the author as well visited the day centre for homeless people with the aim of getting to know that social services environment. The author collected first data through initial interviews with the workers of the day centre and with homeless substance misusers. The whole process took a form of engaged observation and will continue in the next couple of months.

After further data collection there will be a phase of data analysis and interpretation followed with theory generation that will be verified by data and their analysis verification in the field.

Summary

The dissertation thesis project is looking into the connecting topics of homelessness, substance misuse and mutual interactions of homeless substance misusers and workers of social services for homeless people. Currently the project is in the state of first field entry and data collection. As the data collection and field research will continue the dissertation project will further develop.

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The Living Situation of Widowed Seniors

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Abstract

The paper concerns with the proposed project of dissertation thesis focused on living situation of widowed seniors in the process of adaptation to widowhood. Research questions, purposes and conceptual context are briefly presented. Research ethical dilemmas are indicated.

Key-words: widowhood, old age, life situation, social functioning, qualitative research strategy

Introduction

According to the Czech Statistical Office (2009), 119,976 widowed men and 628,780 widowed women live in the Czech Republic. The average widows' age is 73.1 years old, whereas the average age of widowers is 72.5. Most of the widows are aged 79 years. A quarter of the female population is already widowed at the age of 65, and more than half of women are already widowed at the age of 75.The population of 65-year-old men involves only 6% of widowers whereas the widowers' rate increases to 14% for 75-year-old males.Older women are far more likely than older men to be widowed.

The dissertation thesis is focused on widowed seniors and their living situation in the process of adaptation to the widowhood. According to Kubíčková (2001), the process of adaptation after spouse's death takes approximately one – four years.

My research questions are:
- Which ways of coping do seniors use to balance the social effects of the widowhood?
- How do the widowed seniors live?

Aim of the thesis

I would like to point out the situation of widowed seniors. Old age is a human developmental stage which brings a number of changes that reduce the integrity and autonomy of a person. The significant part of such changes is the death of a spouse and then the widowhood.

For this reason, the main objectives of my work are:
- To understand the living situation of widowed seniors.
- To point out the social problems of widowed seniors and to identify specific ways of coping with the social effects of the widowhood.

- To point out the problems of widowed elderly to social service providers.

Theoretical framework

It is impossible to develop the research project without clarification of the key concepts based on the analysis and comparison of relevant conceptions. Due to the research questions mentioned above, the key terms shaping the theoretical framework of the project are: old age, the widowhood and the concept of life situation.

Old age

The content of the term old age is clarified as the characteristic changes in the elderly's lives, especially changes in the social area the seniors deal with.
The main changes that affect the social functioning of the elderly people are:
- Biological – tendency to diseases (Pichaud, Thareauová, 1998).
- Psychological – lower stress tolerance, personality changes (Vágnerová, 2003).
- Social – retirement, widowhood (Vymětal, 2003).

Widowhood

The other point of my theoretical framework is widowhood, especially in old age. Widowhood is considered to be a change of social roles from husband/wife to widow or widower. The changed status impacts on the social life of the surviving (influenced by reduced economic circumstances).

I will focus on:
- Loss of a life partner caused by his/her death.
- Collapse of existing structures of life and impact on economic situation (Vágnerová, 2003).
- Loss of social perspectives, loss of certainties, seeking for/finding a new way of life (Kubíčková, 2001).

Life situation and social functioning

The concept of living situation is defined as an individual configuration of barriers and preconditions of social functioning of individuals or specific groups (Musil, Navrátil, 2000).
The characteristic of social functioning is based on several dimensions:
- interaction between the individual and his/her surroundings,
- individual and his/her ability to cope,
- expectations and requirements of surroundings,
- support of surroundings,
- interaction between the ability of individuals to cope and requirements of surroundings. (Bartlett, 1970)

The concept is used by social work in the social ecological theory and I am going to use it in my research. The theory of social functioning is based on the assumption that it is necessary to maintain balance between the individual and environment. This balance is

also the focal point of the research concerning widowed seniors. I will focus on how the loss of a life partner influences the balance of a particular senior and his/her specific surroundings.

Research methodology

Paradigm

For the purposes of my research, to get deeper insight into the social reality of widowed seniors, I've chosen the interpretive framework theory and the paradigm of social constructivism, i.e. qualitative research strategy. The paradigm of social constructivism focuses on uncovering the ways how people interpret or construct their social and psychological world (Hendl, 2005) and considers social construction of reality as a process of human inter-acting based on interpretation and knowledge of it. (Berger, Luckmann, 1999) This theoretical concept gives the option to search for meanings of social reality, of what it means to be a social agent and what is the relation of the agents to human values. (Harrington, 2006)

The technique of research

Non-directive and unstructured narrative interview seems to be the proper technique for data collection. The research intension is to start by an interview with the newly widowed elderly and remain in touch with him/her for at least one year, meet him/her regularly once a week, have an interview and watch his/her process of adaptation.

Sampling and data collection

Selection criteria of the research object are:
- 65 and plus years old,
- within one year of widowhood,
- living at home (not in a nursing home, home for the elderly, etc.)

The question is: how to find the respondents? I have the following vision: by working once a week as a volunteer at a hospice I meet its patients and their partners. To make a contact, keep it up and develop trustful relationship is highly important, because it is very difficult to establish such a relationship after one's experience with death.
Management of the hospice is informed about my research project and agrees with it.

Ethical dilemmas

I realize that there are some ethical dilemmas in my research. Probably more ethical problems will show up later, therefore the research process and its ethical aspects should be reflected continuously and be discussed with my tutor.
Some of my ethical issues:
- How and when to tell the respondent about research project and its aim?
- How to behave towards the respondent primarily as a researcher?

Risks in research

The possible risks in a project are:
- not be able to find a respondent or the respondent does not want to continue in research,

- to do psychotherapy with the respondent during the interview,
- to give advise during the interview,
- to want to help the respondent with his/her problems,
- to focus on feelings and psychological condition, etc.

Conclusion

In this paper I tried to describe the research plan of my dissertation which deals with the topic of widowhood in old age. I have introduced the basic theoretical background and the proposed research method and strategy. Ethical dilemmas of research and the individual methodological procedures remain as the open issues.

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Social Work in Social Entrepreneurship Context

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Abstract
The text briefly introduces the relationship between social work and social entrepreneurship, and also dissertation research design to enquiry into this topic. First research results are indicated on the basis of data of the first phase of research.

Key words: *social work, social entrepreneurship, reintegration, social economy, research.*

Present state of the topic research

There is a general expectation from social work to provide clients protection from social exclusion or to support them in their reintegration into society. In situation, when employment is considered to be a keystone of integration (Castel, 2003), social work gets into trouble, as social work is not able to create any job opportunities itself. In view of the fact that social economy is considered to be one of the ways from crisis of welfare state and from increasing social problems, it is desirable to look into relation between social work and social economy.

Theoretisation

One of approaches (Noya, Clarence, 2007) to social economy definition attempts to establish principles of social economy subjects – especially superiority of interests and needs of individuals and communities over profits. The integration element of this approach is "an interconnection of economy activity with social and/or environmental goals and use of procedures and work methods with social benefit". (Dohnalová In Skovajsa, 2010, p. 254)

As it emerges from an element literature analysis, a mobilized community is a starting point for social economy, or more precisely for social entrepreneurship, social entrepreneurship should be grounded on community's initiative and this collective dimension should be preserved. However it is not determined (nor indicated), which methods and procedures are applied in this process.

EMES (European Research Network) definition of social enterprise says it is such organization fulfilling following standards (Borzaga, Defourny, 2004, pp. 16 – 18):
Economic dimension:
- Permanent activities producing benefit and/or selling services.
- High degree of autonomy.
- Significant level of economy risk.
- Minimal quota of paid work.

Social dimension:

- Declared goal of bringing benefits to community.
- Initiative of a group of inhabitants.
- Power does not depend on capital ownership.
- Face of enterprise connected with all participants.
- Distribution of profit is limited.

The research process of dissertation project in this area has this design:

Research topic – Possibilities of social work application in the area of social entrepreneurship.
Research aim – To contribute to recognition of social entrepreneurship's reality and put forward possibilities of social work application in the area of social entrepreneurship.
Strategic research question – What are possibilities of social work application in the area of social entrepreneurship?

Meta-theoretical assumption of this research is a symbolic interactionism – that means – the way, social entrepreneurs refer to events (what they say), what and how they act is a result of their interpretation of their own world. In a research context it means social entrepreneurs, eventually social workers (if they are employed in surveyed social entrepreneurship) from various types of social entrepreneurships may interpret the social entrepreneurship in different ways. Various interpretations of social entrepreneurship create various opportunities for social work in this area. Various interpretations could lead to various interventions of social work (individual, group, community), provided by various subjects (work position, type of (social) service) with various types of support (by public, a local-government, donors, an establisher, etc.).

1st phase (qualitative)

In this research phase, semi-structured interviews with social entrepreneurship's founders, eventually with social workers are realized. The basic principle of the choosing social entrepreneurships is the principle of theoretical selection. Three categories of social entrepreneurship were created according to criterion if social worker is employed there or not:
1. Social entrepreneurship, where is social worker employed.
2. Social entrepreneurship, where person, who is primarily occupied with social problems of staff (target group), is employed, but this berth is not called "social worker".
3. Social entrepreneurship, where nobody from categories above is employed.
The interviews are analyzed by the method of grounded theory in this time.

2nd phase (quantitative)

Its particular design depends on research results of the 1st phase, on answer to strategic question.
Anticipated eventuality is a research in a (post)positive paradigm context with a goal to prove model "Possibilities of social work application in the area of social entrepreneurship".
This research phase will be oriented by quantitative research strategy addressed Czech social entrepreneurships (about 60 ones currantly).

Particular results of 1ˢᵗ of research

Seven interviews were realized in 6 social entrepreneurships in Moravian – Silesian region in the period of August 2011 – March 2012.[3]

The attention was focused on two categories:
1. social dimension of social entrepreneurship – this category is given to literature;
2. social work in the area of social entrepreneurship – this category is given to research strategic question.

Other categories (subcategories) have been arising within the data analysis process: for example, "Staff" (reality of their life, motivation to work, specify of work with them, etc.) or "Social enterpriser" (motivation/reasons to ground social enterprise, experience in entrepreneurship, image of social enterpriser, etc.).

It seems that we will need to achieve supplemental interviews with some social enterprisers and also with social workers from some social enterprises to achieve the theoretical saturation.

First particular and general results

- Social enterprisers who don't employ a social worker initiate cooperation with other organisations of social work (Job Centre, municipal welfare centre, non-profit organisations). Social problems of their staff and their solving are apparently a part of interests of management in this type of social enterprises; we can find, that social work activities are those of tools to achieve declared social goals of enterprise;

- Social enterprisers who don't employ a social worker and carry on business more than 3 years (period before ESF offers), execute some social work activities themselves (primarily basic social consultancy). Social problems of their staff and their solving are apparently a part of interests of management in this type of social enterprises; but, it seems, more than social work activities, we can recognize "supportive social network of long-time friends".

- Social enterprise that employ a social worker have been established as purpose-built programs of the social work organizations with goal both to integrate clients to the labour market and to build up space for thein full-value integration into society, as well (above all – *client runs into colleague, so he/she loses pejorative label of somebody, who is not able to live normal life*", code A)

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[3] Students of the Master degree programme in Social work were engaged in three of these interviews within student project of the Faculty of Social Studies, University of Ostrava.

Table 1 Identification data of survey ed social entepreneurship

Code of social entrepreneur ship	Foundation year/start of activities	Legal form	Total count of staffers/count of workers (count of target group's staff of total count)	Statement of target group	Subject of entrepreneurship	Social worker (employee)/work load	Notice
A	04-2011/ 12-2011	Social cooperative	10/6 (3)	Health handicapped	gastronomy	yes/0,5	
B	06-2009/ 01-2011	Ltd	10/7 (6)	Roma people	landscaping	Partially (psycho-social worker)/0.2	
C	1999/1999	Ltd (sheltered workshop)	22/20 (15)	Health handicapped people (Roma)	Woodwork (toys, marionette theatre)	no	
D	06-2009/ 04-2011	Ltd	7/4 (3)	Roma	Building industry	no	
E	O8-2008/ 01-2009	Charitable trust	7/5 (3)	Health handicapped	gastronomy	Yes/0,5	
F	08-2008	Social cooperative	8/6 (6)	Health handicapped	Providing of social services	yes/0,1	Selling of social services – domiciliary services, personal assistance

Data source: own research

According to Castel (2003), desired role of social work is to provide clients protection from social exclusion or to support clients in their reintegration into society. To fulfil such expectation social work needs to create itself job opportunities, one of ways is to create job opportunities by social entrepreneurship (the organization of social work by itself or by cooperation with social enterprisers).

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Mutual co-operation of organizations provided by assistance and support to families with children in the Czech Republic

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Abstract

This article presents Czech family policy and goals for the formation of stability and functioning Czech family and its needs. It focuses on the derived goals for reducing the problems which disturb to stability and functioning of families. It describes the types of social services and specific family support services. It further focuses on social work organisations and key principles of a systems approach by Bateson for their mutual co-operation.

Key words: co-operation of organizations, social assistance, support to families, social work with family, modern social work, Czech family, needs of family, social work organizations.

Introduction

Main goals of Czech family policy are to create a more favourable social climate and conditions of life; to remove barriers and social pressure who are exposed to family and that threaten its functionality; to support and strengthen the awareness and importance of family values in society and take all necessary policy measures.

The purpose of family support services is to facilitate and strengthen partnership and parenthood, to support families in caring for children and to reconcile work and family. In this group there are distinguished: commercial and non-commercial services to support the family functioning and the activities provided within the social - legal protection of children.

Czech Family

Czech family is still built on traditional family values and mostly tends to the traditional arrangement, but on the other hand, in society, especially in the last decades, the individual interests in personal life grows before relationships of partners, including long-life without children. This discrepancy is also reflected in the relationship versus family and work and other social life. It is possible to monitor the concerns about the functions traditionally associated with the family in the current economic and social conditions.

Even though the family is the basic unit of society, whose functioning is condition of coherence and development of the whole society in the Czech Republic, private investment of parents in their family and societal benefits are not correctly valued yet. Despite the increasing attention of state, no institutional support of families is

sufficiently complex and it remains largely in reflection of ill-conceived projects and other measures introduced. Involvement of all stakeholders of family policies at different levels of public administration and private sector is necessary for the implementation of measures introduced. Unfortunately in the Czech Republic the level of their involvement is low (Jirková, 2009).

Goals of Czech family policy for the formation of stability and functioning of families:

- To create a more favourable social climate and conditions.
- Remove barriers and social pressure that threatening families functionality.
- To support and strengthen the awareness and importance of family values in society and take all necessary policy measures.

Derived goals:
1. Strengthen economic and social autonomy and the intergenerational solidarity and cohesion of families to be able to perform their natural function in all stages of their development cycle and to all its members.
2. Strengthen awareness of the value of parenthood and parenting skills and to encourage families to own responsibility for their functionality and stability.
3. To support the institution of marriage as a form of life of families with children that shows a high degree of stability.
4. Pay attention to families with specific needs and receive targeted measures that contribute to their members had equal access to education, labour market and society.
5. To involve all relevant agents into creation and implementation of family policy - government authorities and local government at both central and local level, social partners, civil sector, commercial sector, professionals, media, general civil public, including families themselves so that the other policies do not have adverse side effects on the family.

The Needs of Family

Social services provided under the law No. 108/2006 Coll. on social services play an important role in meeting the needs of Czech families. Social services are mainly focused on individual members of families but also to the whole family at risk of adverse social situation which cannot cope on their own, even with family members. Various social services seeks to offer services meeting the specific needs of families and reflection type of their differences. These are often incomplete families, families with many children, family member with disabilities, families in the foster care system, Roma families or immigrant families. These family types are struggling with difficulties with economic security more often, or children education too and they are more exposed to social exclusion. Availability of social services is provided by public administration in municipalities and regions.

Czech family policy makes municipalities and regions the most important actors of family policy. They must to know the local conditions and immediately must to react on the various needs of families.

Lack of conceptual approach makes a different scope and quality of family support in individual region and communities, that depend on specific local authorities ideas and approaches of or other actors in public life.

Institutional Arrangements family policy is unsatisfactory at the level of municipalities and counties. The term family policy is often perceived indefinitely. Lack of awareness of the content of family policy is often reduced to aid, in the form of state social support, social care or the social - legal protection of children (Jirková, 2009).

Social services

The basic types of social services are:
- social counselling (such as marriage and family counselling, counselling for the elderly, counselling for people with disabilities, counselling for victims of crime and domestic violence)
- social care services (e. g. personal assistance, day care, respite care, day service centres)
- social prevention services (early intervention, crisis phone assistance, shelters, halfway houses, social activation services for families with children, outreach programs) (Act No. 108/2006 Coll. on social services).

Specific family support

If you currently in a situation which is not able to solve their own efforts, even with the family and loved ones, today there are institutions of social assistance to help him to resolve your situation in life (Průša, 2003). By Matoušek (2007), social services are provided to socially disadvantaged people to improve their quality of life, as much as possible to integrate into society and protecting society from the risk factors, they are the bearers of these people. Social services take into account the person as a user and his family group to which they belong, or the interests of the community. Services support families in the form of preventive and supportive actions. Their purpose is to facilitate and strengthen partnerships and marital cohabitation and parenthood, to support families in caring for children and the harmonization work and family. In this group are different services:
1. Commercially provided services to support the family functioning:
   - Babysitting until three years and over three years (operated under Act No. 455/1991 Coll. Trades)
   - Help with housekeeping (e. g. household maintenance, family supplies - operated under Act No. 455/1991 Coll.)
   - Leisure and educational activities for children (operated under Act No. 455/1991 Coll. Trades)
2. Non-commercial services to support the family functioning:
   - Maternity centres
   - Centres providing leisure activities for children or for families with children (e. g. family centres, nurseries)
   - Institutions offering support harmonization of professional and family roles (especially lectures and counselling)
   - Institutions offering support and education to a harmonious partnership, marriage and responsible parenthood (especially lectures and courses)

- Other types of activities to support working families
3. <u>The activities provided within the social - legal protection of children:</u>
   - Preventive activities in the social and legal protection of children
   - Consulting services in the social and legal protection of children
   - Activity in the social and legal protection of children in foster care
   - Work with children requiring special attention within the social and legal protection of children
   - Providing facilities for social - legal protection of children

Social Work Organisations

NGOs providing Social services activation is trying to co-operate with each other mainly in connection with various events and consultations in the methodology of work with users and the standards of social services. Providers of Social service activation often co-operate with authorities social and legal protection of children.

NGOs co-operation also exists in various projects or commission of Moravian-Silesian Region, which together work to provide the social service a few NGOs. Working together on the provision of social services but there is not a complex co-operation of NGO´s, only a few of them are usually involved.

Social service activation current providers co-operation with other NGOs and other institutions, such as primary schools, pedagogical and psychological counselling, medical, public libraries and police is based only on organizing joint events and activities (Partiková, 2010).

It is this co-operation would be in the thesis like to dedicate. And not in the frame of co-operation between organizations on joint projects or events for users, but in the sense of co-operation as the possibility of solving the problems of families with children.

Co-operating institutions may be as paediatricians, teachers, educational counsellors, social workers, benefit specialists, social workers of a social-legal protection of children, workers for the performance of foster care, early intervention of social workers. Not only social workers and field workers of NGOs and social assistants.

Bateson (1970) writes about co-operation in social work: "Firm guidelines are not about what to do with clients in certain situations, but a way of looking at social work which can help redefine the nature of social work intervention."

Key principles of a systems approach

Bateson (1970) defined *information* as: "A *difference* which *makes a difference*. Information is vital if social systems are to survive and change. This is also the Batesonian idea of double description that the combining of information from two or more this leads to a new kind of information which a system needs in order to change. Pattern and form is the system notion that pattern and form in living things are more crucial, rather than quantity and logic. The interconnected nature of social systems has to be understood as wholes rather than analysed through the splitting up of the

component parts of any system." These principles underpin that follow on the work with families, individuals and within organisations and are the basis for and practice in social work.

It suggests that changing social work in organisations to produce better outcomes for their clients requires a fundamental reassessment of our basic knowledge about organisations. It recommends that the following systems principles have to be considered and worked with to change successfully organisational responses to social work clients.

Turning to the process of change in social work organisation, certain key areas must be addressed. Bateson writes about interconnectedness: "The interlinked nature of organisations must be borne in mind so that there is an understanding that changes which affect other parts of the social system can cause conflicts and tensions between agencies and organisations linked to, and affected by, that change. These issues have to be worked with rather than avoided or denied" (Bateson, 1970).

Davis & Donaldson (1998) write about pluralism within the organisation, however, does permit us to recognise that "no organisation should simply serve the interest of one stakeholder. In serving all their stakeholders corporations will make useful contributions to the wider economic, social, and environmental problems we have alluded to. Managing differing stakeholders relation within organisations does not imply a lack of cohesion so much as the need to negotiate the grounds for cohesiveness itself. This does not deny that stakeholders have conflicting interests. It recognises that we can resolve them better to ensure collaboration, which ultimately remains in everyone´s interests."

Organisational change in social work is no simple matter. If services are to be improved, it is necessary to change a hostile environment for social work. The systems principles offer a framework which can be used to understand how change and stability in organisations (Ross & Bilson, 1989).

Conclusion

The institutional support of families is not sufficiently complex and it remains largely in reflection of ill-conceived projects and other measures introduced. Involvement of all stakeholders in the field of support to families with children. NGOs providing Social service are trying to co-operate only in connection with various events and consultations in the methodology of work with users and the standards of social services. Providers of Social service activation often co-operate with authorities of children social and legal protection. It is this co-operation which we should to dedicate. Not only in the frame of co-operation on projects, but in the sense of co-operation as the possibility of solving the problems of families with children.

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Ethical dilemmas in Social Work Research

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Abstract

Despite of rising interest in ethical aspects of social work research defined by the NASW it's still possible to come across research reports giving no attention to ethical principles. The article is focused on the ethics of using quasi-experiment in determining the effectiveness of task-centred approach in working with over-indebted families which is the aim of my dissertation thesis. The ethical principles binding for every social worker or researcher are described within context of research project. The text deals with possible solutions to some ethical dilemmas

Key words: ethical dilemmas, quasi-experiment, sampling.

Introduction

Over-indebtedness of individuals and households can be perceived as a serious problem, because with the growing number of over-indebted households the numberof ordered executions and socially pathological phenomena such as social exclusion of families, loss of housing, increase in crime, family breakdown, health problems, etc. is increasing, either.

Number of Czechover-indebted households is increasing every year as evidenced by the data of the Czech Statistical Office and the Chamber of executor. The statistical data of Chamber of executors shows that the number of execution ordered by the court is increasing year by year. In 2010, the court ordered 701 900execution in 2011 this numberhad rose up to 963 219.

This article deals with the methodological and ethical issues in research of the effectiveness of task-centred approach inworking with over-indebted families. In the first part research methodology will be described, in the second part the general ethical principles of social science research will be described and analysed. In the third part those principles will be applied to the research project.

Research methodology

"The task-centred model is a short-term problem-solving approach to social work practice." (Reid, 1992, s. 1) It is a model of practice that originates within social work itself and that has been developed by social workers and social work researchers. (Doel, Marsh, 1992) Doel (2002) does not consider the task-centred approach to be a theoretical but practice-based method which provides the practical framework to social worker for cooperation with client.

In my dissertation, I focus on applying the task-centred approach to work with over-indebted families. Thus, the objective is to ascertain whether this approach is effective at work with over-indebted families. The effectiveness of this approach will be examined by the means of an evaluation study, using a quasi-experiment, in cooperation with social workers and with active clients' participation.

The research set involves over-indebted clients in organizations where the task-centred approach is not applied. To select the research sample, I will use a combination of intentionally purposeful and random selection. The intentionally purposeful sample will be utilized at selecting the organization where the task-centred approach is not applied. There are two main reasons to conduct the research at homeless shelters: a repeated contact with clients (which cannot be ensured e.g. at public advisory centres), the similar structure of clients – loss of a dwelling place, possible heavy indebtedness, etc. (even though each client is unique, so are their problems). However, as opposed to public advisory centres, some of the clients' problems can be considered similar – loss of a dwelling place, possible heavy indebtedness, etc.). Firstly, all homeless shelters available within the territory of the city of Ostrava will be included into selection. Then, based on the implemented process of sample selection, organizations where the task-centred approach is not applied will be selected. The criteria were determined to assess whether social workers use this approachor not.

Criteria include:
- Solving a problem with a client should be limited to three months. Goals should be defined in a way that is clear whether the goals have been achieved.
- During the implementation phase of the tasks the social worker should take advantage of all the activities included in the planning and implementation sequence of tasks, e.g. planning of tasks alternatives, finding motivation, planning the details of tasks implementation, analysis and solutions of obstacles and work management.
- Tasks should be timed.
- Clients' involvement should be voluntarily based, so the client should have a right to refuse any problem solving. (Nedomová, 2010)

The random selection will be applied to divide the research participants into two groups: the control and experimental. Selecting the clients, it is important to be mindful of the fact that the samples should be as similar as possible in terms of the age division, problem typology (over-indebtedness), sex, ethnicity, etc. Information about the clients will be obtained by a semi-structured interview with social workers, a semi-structured interview with the clients and by studying documents.

Data will be gathered by the means of experiment with both groups – experimental and control. The social worker will work with the control group in their usual way whereas the researcher will use the task-centred approach at their work. The whole course of cooperation will be carefully recorded. Results attained by each group will be compared.

Ethical principles

Ethics plays an essential role in research. There are various recommendations or standards, (e.g. of the APA, the NASW Code of Ethics, 2008), defining basic ethical principles which researchers should follow.

The basic rules include the following principles which are mutually interconnected and complementary:

a) Informed consent – which means that the person who participates in research should be fully informed of all the research aspects. (Hendl, 2005; Cournoyer, Klein, 2000) However, Ferjenčík (2010), Miovský (2006) claim that if the research methodology requires so, some information can be "concealed". In this case the researcher is obliged to convey the information to the participants immediately after the research termination.

b) Voluntary participation – according to Cournoyer, Klein (2000) it presupposes full knowledge ability. Research participants should not feel pressurized to participate in the research.

c) Right to withdraw from research – each participant should have the right to discontinue his/her participation in the research and that is without any explanation and any penalization. (Hendl, 2005; Miovský 2006; Ferjenčík, 2010)

d) Anonymity and discreetness – anonymity means that nobody, not even the researcher is able to match an answer with the respondent (e.g. using the questionnaire). Privacy or confidence or discreetness means that although the researcher is able to match a particular answer with the respondent. All information about the research participants should remain confidential. (Babbie, 2010)

e) Reasonable risk/not causing any harm – conducting research researcher ought to bear in mind that its participants should not be exposed to any risk. Neither researcher nor participants should be exposed to any situations leading to violating ethical tenets. (Miovský, 2006; Ferjenčík, 2010)

f) Rejecting treatment – it occurs mainly within experiment or quasi-experiment when one group is intentionally being rejected potentially effective intervention. (Babbie, 2010)

g) Avoiding deception – in no event researchers should cheat and conceal anything – concealing the results, manipulating the results, etc (relationships with clients have already been mentioned in 'a'). (Punch, 2008; Cournoyer, Klein, 2000, Babbie, 2010)

Ethical dilemma in research – general framework and my particular solutions

Preparing my research I have read several research studies dealing with effectiveness of the task-centred approach, both using evaluation research with quasi-experiment design and using case study evaluation. It has been quite an unpleasant surprise for me to find out how little attention the authors give to ethical aspects of research, with some studies disregarding this issue completely.

Now, I would like to concentrate on ethical dilemmas which have appeared in my dissertation project. Ethical dilemmas can appear at any research stage, from setting up the research objective, through selecting the method and technique of data gathering, to selecting the research set, data gathering and their interpretation, too. (Babbie, 2010)

Research Sample

Researcher should realize that members of over-indebted families can be easily vulnerable. Here, it is necessary to realize that those people can feel endangered easily, can be under pressure, can try to solve all their problems as quickly as possible and that is why their expectations about the given intervention may be unrealistic. It is necessary for the researcher to think over whether the research benefit outweighs the potential risk of the participant's endangerment. The participant should be informed about both positive consequences and possible risks. The informed consent should be related to the research procedure, as well, its purpose, possible difficulties or risks and the expected benefit (either theoretical or practical). The researcher should answer any participant's question, inform him/her about the option to withdraw research anytime, etc. (Babbie, 2010; Plháková, 2008)

One more question arises here. The research focuses on the effectiveness of solving debt issues. But, what should be done in the case when the participant, having given his/her consent, wants to deal with a different problem than debts? Should he/she be excluded from the study? Should the given intervention be rejected or should the cooperation be continued, but without including the results into the analysis? If we insist on the problem which has been determined beforehand can the participant regard this as pressure?

Data Gathering Technique

An evaluation study of the quasi-experimental type will be used to collect data. Using a quasi-experiment brings about several ethical questions at once. For a start, whether the experiment itself is or is not ethical? Further, there is the question of rejecting intervention. If we test an intervention using an experimental and control group, the following question is at hand: how can we ethically decide to give intervention to one group meanwhile to reject it to another? Is it potentially possible to cause harm to the control group members by rejecting intervention? As Rossi, Lipsey and Freeman (2004) point out, it is necessary to realize that we use a quasi-experiment as we do not know whether the given intervention is effective. Thus, in fact, the control group members can be saved from the impact of a non-effective intervention. In such a case, we cannot potentially cause harm to the experimental group members if it becomes apparent that the new intervention is not effective.

In the opinion of Cournoyer and Klein (2000), all participants have the same chance to be in the control or the experimental group, to receive or not the intervention. Within the informed consent, all participants should be informed that they will be randomly divided into two different groups. Then, it is up to the participants themselves to decide whether they want to continue participating in the research or to refuse their participation. If they agree, they also agree with the risk that they may not be given the intervention being tested.

Another ethical question concerns access to information, from the perspective of the access to information itself and from the perspective of handling it. A researcher who will in cooperation with the participant test a given intervention should work under supervision by a social worker. However, if we want to compare the effectiveness of our intervention as contrasted with the social worker's usual intervention, to what extent should we provide information to the worker? According to Plháková (2008), it is possible to "conceal" some information, however, in such a case, the researcher has to meet three conditions, those are that the participants must be informed of the essence of the research immediately after its termination, the deception should not cause any harm to anybody either physically or emotionally, and the researcher shall respect their human dignity. Hendl (2005) adds the researcher should consider the possibility of opting for a different method without concealing any information. These three conditions should be kept in mind nottowards both the participant and the social worker, who is a part of the research, either.

Other question is connected with confidentiality. Keeping information confidential is unconditionally taken for granted, but who should access information?

If the researcher works at an organization, social workers and the working team need to be informed about the client. What extent should information be provided to? Herewith, also the issue of maintaining information is connected. Is it possible to choose a pseudonym for a client? In the case of an organization of the residential type, how can it be ensured that other clients of this institution will know nothing about the participation of the given person in the research?

Conclusion

It is necessary to think about the ethical questions of our research, because they can occurs in any time during the research. Researcher should still keep in his/her mind the ethical principles such as informed consents, respect human rights and dignity, not cause any harm, voluntary participation and so on.

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Poverty and social exclusion in urban area

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Abstract

Paper refers about poverty and social exclusion in the Czech Republic in the context of transformation of urban area. High rate of equality was typical for the Czech Republic. In the context of current social changes this equality is disrupted and it influences the division of space. Moreover the text is about the research aimed to explore the structuring of social order in excluded locality.

Key words: *poverty, social exclusion, urban area, separation, segregation*

Introduction

Paper is related to the topic of my dissertation thesis. Its aim is to briefly introduce current situation in the Czech Republic, my theoretical background and research. I am researching on excluded locality in the city of Ostrava and especially on social order in such locality.

I am now in my first year of PhD study. I have been preparing my research since the 2nd of April 2012 – it is the date of my first visit in the locality and contact with local inhabitants and with workers in the community centre which is there. Current tasks are gathering information about locality, searching and processing literature, creating ties with local people, participating on the life of the community.

Theoretical context

Poverty

Mareš (1999, p. 109) clearly states that there is "no right" or "scientific" definition of poverty, which would reach general consensus, as there is no single, generally accepted method of its measurement. It is, however, necessary to create a definition of poverty as it will point to a group of people who need help and increased attention to the state and social services.

Living in poverty means to be a particularly materially deprived. It means to live without what is necessary and, as such, what is socially accepted.Someone who defines poverty or sets the poverty line has great power over the quality of life for many people. Society decides who deserve help, attention and care on the basis of this established criterion. (Mareš, 1999)

If we change criteria for the establishing of poverty line the number of poor will change too. As a definition of poverty I used a 60 per cent of equalized income which is established by Eurostat.

Concepts of poverty

Relative poverty

Relative concept of poverty compares situation of poor with average quality of life of people in a given country. Standard of the poor is comparing with those who are not living in poverty. Based on these comparisons people form self-esteem, their aspirations and expectations are shaped by the relative position in relation to other persons in the society (especially towards the reference group).

Poverty in developed countries is currently not primarily a state of dissatisfaction of certain basic needs, but living at the bottom of ownership and consumer relations. (Alcock, 2006; Krebs, 2010; Mareš, 1999; Mareš, Rabušic, 1996)

Relative poverty is a problem in rich, but unequal society. Basic needs are available to general population, but part of this population is excluded from the ordinary consumer standard of society the people live in and thus from the other activities which this standard allows. (Mareš, 1999)

Absolute poverty

Absolute poverty is associated with a lack of resources to meet basic needs – to live longer under the absolute poverty line is a direct threat to the life of the person. (Mareš, 1999) It is very difficult to establish clear and widely respected concept of poverty boundary.

The concept of absolute poverty is primarily based on the concept of minimum living standards, guaranteeing mere physiological survival to individuals and households'. Nowadays it is taken into account both psychological and social survival either (Mareš, 1999; Mareš, Rabušic, 1996). Existential minimum in the Czech Republic is set on 2 200 CZK (88 EUR; 25 CZK = 1 EUR). (MPSV online 2011)

Social Exclusion

Poverty issue was perceived as a problem of distribution or lack of resources for poor. Interest then shifted to issues of social exclusion of individuals and/or entire groups from mainstream society and the inadequacy of their social and political participation.

Social exclusion and inclusion then become a central task of social policy. (Krebs, 2010; Mareš, 2006) Within significantly polarised society whose members (individuals and groups) are deprived from their rights and correlated obligations. Conception of exclusion is closely connected with the conception of human rights. (Mareš, 2006)

The reasons that cause social exclusion vary. Generally external and internal causes are distinguished:
- External causes are out of influence and control of excluded persons. People cannot affect such causes through our own actions. External causes are determined by social conditions – they are structural.

67

- Internal causes are results of acting of persons who are socially excluded. Such persons are able to bring about and deepen social exclusion by their behaviour. (Toušek, 2007)

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Excluded from what?

The concept of social exclusion is seen as multidimensional; impacts of exclusion are manifested in various spheres of human life. (Baum, 2004; Mareš, 2006)

We can distinguish between different spheres of exclusion – the dimensions are: economic exclusion (is caused by marginalization on the labour market and unemployment); social exclusion (means being excluded from sharing social institutions); political exclusion (denial of civil and political rights); cultural exclusion (denial of the right of individuals or groups to participate in the society, culture and share its cultural capital, education and values); exclusion from the safety and exposure to higher risks; exclusion from the mobility in physical space (Bauman, 1999; Giddens, 1994; Mareš, 2000).

These dimensions of exclusion have affect on the structuring of urban (social) space and are often concentrated on the one place. Spatial exclusion is a result of this; that means that ghettos are crated.

Urban area

Each population lives in an area (environment), which is defined by space. The space is a prerequisite and condition of any organizational units and is also an obstacle that must be overcome if relationships between different social units should be established there.

It is important to distinguish between voluntary and involuntary separation of people in space - between separation and segregation. Awareness of differences is essential for better understanding and evaluation of consequences of these processes.

The separation occurs when a certain group of people separate themselves on the basis of their preferences and activities. Segregation means that people are being excluded. (Musil, 1967)

Separation

Easily visible form of structuring urban space represents citadels. Those are areas which consist from voluntary members defined by superior position in terms of power, wealth and social status. (Marcuse, 1997)

Citadel has a form of gated communities. Gated communities are residential areas with limited access, which transform public area into private area. Entry is controlled by physical barriers, walls or fences; the gate is closed and controlled. (Blakely, Snyder, 1998)

Many gated communities are not just a residential area, but also a place where residents can enjoy leisure time activities and privacy. The residence can offer a wide

range of facilities and services that maximize self-sufficiency and thus increase the isolation of these objects. Inside the walls is offered a lot of services which provide to residents living there all what their need - everyday life can take place only within this defined space.

In addition to extreme forms of residential separations are gated communities characterized by the privatization of public space. Public space means a place that is accessible to every citizen, it is a place where people meet, communicate together, and where the rules (regulations) are approved by the elected local self-government. Typical examples of public space are local roads (streets), parks, playgrounds or squares. Unlike other residential buildings in gated communities public space no longer exists – there is not access for all citizens and there are special rules that are not authorized by the municipal government, but by residents or developer. This privatization of public space then weakens social cohesion, which is important for reducing social inequalities. (Mareš, 2004)

Segregation

Segregation is the result of growing social polarization. That means separation of differentiated social groups to different residential areas of the city. It is a spatial expression of social inequality. (Burjanek, 1997) Segregation causes mean the barrier for development of life chances. Involuntarily segregated populations usually live in the worst parts of the city in substandard, dilapidated housing and inadequate service levels. One of the consequences of segregation is an ethnic ghetto. (Burjanek, 1997, p. 426) Ghetto is an area in which occurs the involuntary concentration of excluded people. It is usually characterized by poverty, unemployment and poor quality housing. Spatially separated housing of different population groups is most related to ethnic or racial and socioeconomic characteristics of the population. (Temelová, Sýkora, 2005)

The spatial concentration of poverty is a barrier to life chances and social opportunities for those who live in such areas. (Fridrichs et al, 2003; Van Kempen, 1994)
The increasing spatial concentration of poor populations leads to the creation of a social environment that lacks the institutions, roles and values needed to succeed in society. (Wilson, 1990) Escape from the ghetto is considered to be extremely difficult.

Situation in the Czech Republic

Poverty was not discussed in the socialist Czechoslovakia – officially poverty did not exist, but it was there. The poverty rate, however, reached then very low values; social security, which in the late 60s covered practically the whole population, prevented its increase. Income inequality has been levelled so much that there was almost no difference between "rich" and "poor". Czechoslovak regime was in the administrative regulation and redistribution of resources much more consistent than other countries of Eastern Bloc.

In the mid 80's in Czechoslovakia Gini coefficient, characterizing the distribution of household income per capita was 0.197; for comparison in Hungary it was 0.209, in

Poland – 0.253 and in the Russian Federation – 0.278. (Machonin, Tuček, 1996; Potůček, 1995; Večerník 1998) However, even the lowest income level did not mean only survival, but rather a decent standard of living. (Rys, 2003)

So also in terms of absolute poverty, which means a real hardship as a result of unsatisfied basic needs, there were only a few poor people in the former Czechoslovakia. Czechoslovakia then ranked among the socialist states to the highest rungs of development. (Potůček, 1999)

Current situation

After social transfers the number of poor in the Czech Republic is 9 per cent (Eurostat 2012). This the lowest number in the EU. Most at risk are especially persons from jobless households and single parent families with children.

Poor middle classes

A poverty line is determined 60% of median income in the country. That means that in the Czech Republic is poverty line set on 9,099 CZK (363 euro) per month, i.e. 109 184 CZK (4,370 euro) per year. People labelled as poor, does not exceed this limit. Great danger of the current state is a large number of people on the edge of poverty line.

	Amount of people (members of households) in deciles	Gross income/ year CZK (EUR) 25 CZK = 1 EUR
The lowest 10%	891 617	89 800 (3 590)
Second 10%	811 916	127 500 (5 100)
Third 10%	879 710	146 800 (5 870)
Fourth 10%	989 021	165 500 (6 620)
Fifth 10%	1 087 479	185 700 (7 430)
Sixth 10%	1 134 479	213 000 (8 520)
Seventh 10%	1 195 168	245 500 (9 820)
Eight 10%	1 153 215	281 200(11 250)
Ninth 10%	1 124 934	342 000(13 680)
The highest 10%	1 072 374	579 400 (23 180)

Source: ČSÚ Životní podmínky EU-SILC (online)

Poor middle class is an indicator of high level of risks of poverty and social exclusion for the increasing amount of people. Second and third income deciles are very close to the poverty line in the Czech Republic. The threat of social decline is on daily program.

I am dealing with social exclusion because it is quite often the next step from "at risk of social exclusion". It is necessary to be informed about and to be interested in problems of social exclusion in times which are characteristic by increasing risks.

Research

In my research I am dealing with chosen excluded locality. Locality Zárubek is defined as excluded by document concerning with social exclusion in the city of Ostrava (for example – Kvasnička 2010; Sociálně demografická analýza Slezské Ostravy 2008).

Information about the locality Zárubek: houses that are located there are the remains of a mining colony; approximately 280 people lives there; flats are lower category; population – mostly Gypsies; high rate of a long term unemployment. (Zárubek KC, online)

Research question is "How do people living in the excluded locality Zárubek (Ostrava, the Czech Republic) create and accept social order?"

According to Blumer (1969), there are two phases of research – exploration and inspection. Now I am in first phase – exploration: processing literature, relevant researches; starting the field research; creating ties in the locality; collecting information about locality from Police, documents, archives, district, etc. The aim is to do qualitative research (long term research in the locality); I have chosen interpretative framework – symbolic interactionism.

Locality Zárubek
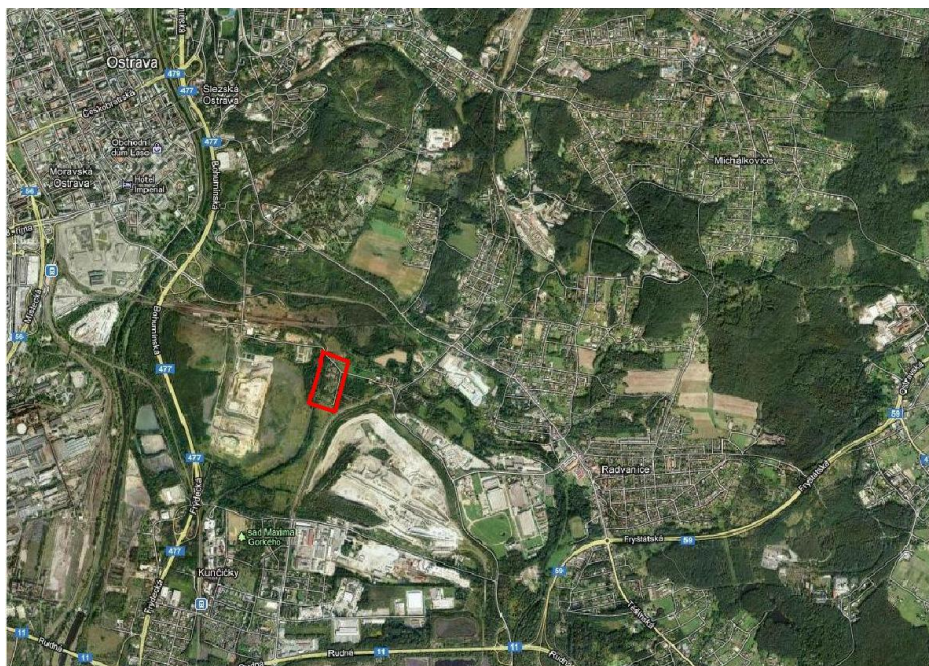
Source: Google Maps

Locality Zárubek, houses
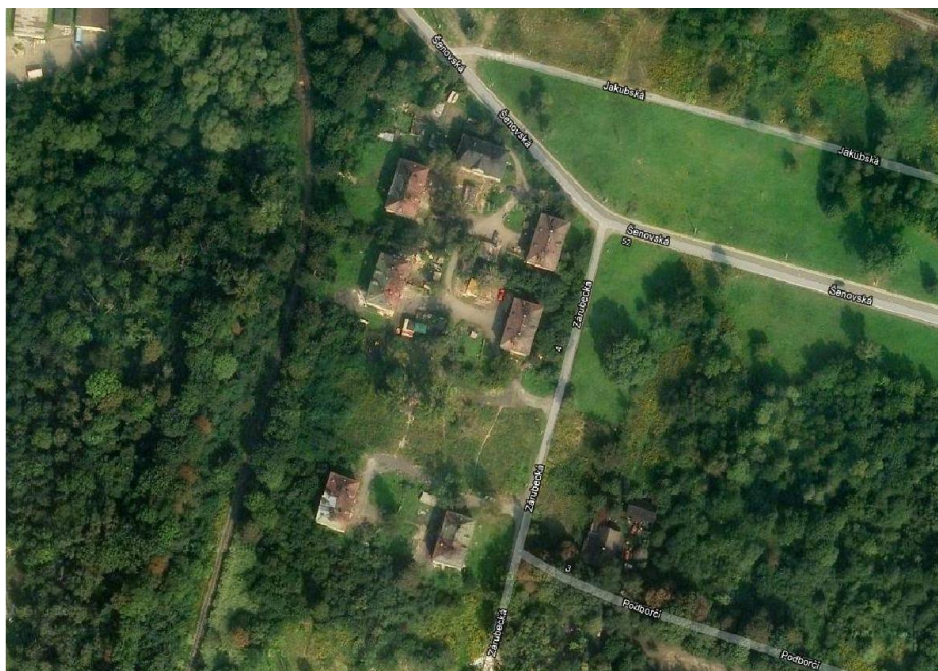
Source: Google Maps

Conclusion

I've tried to briefly introduce my dissertation thesis and its theoretical background. Poverty and social exclusion are big themes on the regional, national and international level. Social exclusion disrupted solidarity and sense of belonging between different groups/parts of the society – this can have fatal implication for the social cohesion. Because of economic crisis (crisis of capitalism?) and increasing social polarization the social exclusion is theme which needs attention and moreover the will to do something with this. That is the reason why I am interested in what is doing on the micro level – "how do excluded communities survive, how does it work "inside" them?" I have chosen one of them labelled as excluded for my research.

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III. CREATIVE WRITING WORKSHOP

Presentation, April 2012

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This presentation had the aim to help developing academics to plan and prepare submissions for publication, based on my experience in such areas over the past 20 years.

The presentation was workshop based, with ideas and suggestions as well as questions/exercises which those in the group worked on in small groups, and which we then shared ideas/plans around in the large group.

We started by considering what those attending wanted from the workshop: What did the participants want to achieve by the end of this session?: Preparing a Refereed article? A Magazine article? Publish their PhD/Masters dissertation? A book, and if so what type of
Book? A Book Chapter maybe? Conference paper?

We moved onto to getting those attending to consider what their motives are to write and publish:
- Because their job requires it?
- Promotion?
- Passion for subject/clients?
- Influence practice?
- Academic reputation?

We also looked at the disincentives for getting to try to publish. Some of the most common are fears of failure/rejection by publishers/reviewers, and/or concerns that we do not have anything important to say?

We noted that to be successful in getting published, it is 2% inspiration and application/discipline 98%.

We then covered what to choose to include in a piece: Theory? Practice? Research methodology? Research findings? Comparative work across countries?

We noted that it is a common fault try to do too much in one piece.
We also considered what audience they were aiming at. We covered how it was valuable to read publishers' books/Journals- to analyze style/use of evidence/theory/research/polemical they are looking for, and to organise ideas/evidence, for that audience.

Examples of publications and guidelines were presented for them to consider/discuss (see attached). We considered the very different purposes for, and construction of,

publications – e.g. the European Research Institute for Social Work (ERIS) Web Journal (see http://eris.osu.eu)/, British Journal of Social Work, Journal of Social Work, International Social Work, Social Work, Child Abuse Review, International Social Work, Social Policy and Administration, Learning Matters books (see attached examples of publications we considered in the workshop).

We then went on to consider how they might gauge what they want to write based on what they like to read, why?; format, tone, level of theoretical/practical component, etc.

Participants did exercises on:
- What do they want to get from your publications?
- How to order their materials for your purposes?
- Resources – where/how look for these? E.g. (see below, and articles/publications attached).

We considered publishing in:
- •British Journal of Social Work
- •Journal of Social Work
- International Social Work
- •Social Work
- •Child Abuse Review
- International Social Work
- •Social Policy and Administration
- •ERIS WebJournal

We examined examples of different publications:
- •Interprofessional book (see chapter attached).
- •Book chapter (see Social Work with Involuntary Clients in Child Protection Work. In The Carrot or the Stick? Towards effective Practice with Involuntary Clients in Safeguarding Child Work, Edited by Martin Calder, Russell House Publishing, 2008, chapter attached).
- •Conference Presentation (see attached).
- •Professional Social Work magazine (see article attached).
- •Socialmagazin.
- Every Child Journal: Restoring Balance: Using Restorative Justice and Relational Conflict Resolution approaches in young people's residential unit', Every Child Journal, 2(3), July 2011(see attached).

Publishing guidelines:
1) The ERIS web journal (http://eris.osu.eu) is a peer reviewed scientific journal published from contributions of the field of social work research across Europe. Its focus is on theory and practice of social work in Europe and its aim is according to the philosophy of the European Research Institute for Social Work as a multidisciplinary institute to advance theory building and research as well as knowledge transfer within the sector of social intervention in Europe. The journal appears twice a year in electronic from, each issue number will be dedicated to a specific theme; but other excellent contributions are as well always welcome. The journal accepts original research studies, theoretical studies, reviews, case reports and

book reviews in English language. Each manuscript is peer-reviewed by two reviewers independent of each other; the process is double-blind.

2) The British Journal of Social Work (BJSW) (http://www.oxfordjournals.org/our_journals/social/for_authors/online_submission.html) appears eight times a year and publishes a wide variety of articles relevant to social work in all its aspects. Original articles are considered on any aspect of social work practice, research, theory and education. Major articles should not exceed 7000 words in length, excluding the abstract, but including references, tables and figures. In addition, shorter articles are welcomed. Short replies to published articles (maximum 1500 words) can be published if thought by the editor (s) to be of interest to the readership. Research notes providing a digest of research findings can be considered, but should not exceed 2500 words.

- Although the bulk of the Journal's readership is within the UK the BJSW also has a substantial international readership and papers from overseas are welcomed. In considering papers for publication the Journal's reviewers (normally two) take into account not only intrinsic merit, but readability and interest to the range of Journal readers. Assessment is anonymous. Please refer to any self-citations as 'author's own' in both text and bibliography until publication. Authors' responsibilities: Authors are required to ensure the integrity of their manuscripts and, where research is being reported, to demonstrate that this conforms to internationally accepted ethical guidelines and relevant professional ethical guidelines. For further information about the journal's Code of Practice please check here Preparation of manuscripts Articles must be word processed, ideally using Microsoft Word, for uploading to Manuscript Central, and should be double-spaced throughout allowing good margins. Authors will also need to supply a title page separate to the main text of their manuscript. This will need to include the article title, authors' names and affiliations, brief biographical details, corresponding author's contact details, and any sources of funding as an acknowledgement. (Retrieved from http://www.oxfordjournals.org/our_journals/social/codeofpractice.html [2012 - V.-17]).

- Please refer to any self-citations as 'author's own' in both text and bibliography until publication." i.e. (Authors' own, 2007). Please put these at the beginning of the reference list so that there is no alphabetic clue as to name spelling. This will ensure anonymity. The following format and conventions should be observed:References: Authors are asked to pay particular attention to the accuracy and correct presentation of references. In-text references should be cited by giving the author's name, year of publication (Smith, 1928) and specific page numbers after a direct quotation. In-text lists of references should be in chronological order. (Ibid.)

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3) The Journal of Social Work (www.jsw.sagepub.com) is a forum for the publication, dissemination and debate of key ideas and research in social work. The journal aims to advance theoretical understanding, shape policy, and inform practice, and welcomes submissions from all areas of social work. In addition to longer articles, the Journal of Social Work publishes occasional shorter 'think pieces': reports

of research in progress, comments on previously published articles, and analyses of current and topical practice, policy and theory. Impact Factor?

4) The USA's Social Work (http://www.naswpress.org/publications/journals/sw-info.html) claims to be is the premiere journal of the social work profession. It is the official journal of the USA National Association of Social Workers and is provided to all members as a membership benefit. Social Work is dedicated to improving practice and advancing knowledge in social work and social welfare. Its articles yield new insights into established practices, evaluate new techniques and research, examine current social problems, and bring serious critical analysis to bear on problems in the profession. Major emphasis is placed on social policy and the solutions to serious human problems. Social Work, established in 1956, is the top-rated social science journal in the world, ranked first in its category by the Information Sciences Institute (ISI). It is provided to all NASW members as a membership benefit. In addition, individual non-members, libraries, and institutions subscribe to Social Work. It is a professional journal dedicated to improving practice and advancing knowledge in social work and social welfare. The editorial board welcomes manuscripts that expand and evaluate knowledge of social work practice, social issues, and the social work profession. Manuscripts are selected on specific topics from the pool of accepted articles. On rare occasions, a call for papers may be issued on topics of major importance to the profession.

Topics of Interest
- Research on social problems
- Evaluation of social work practice
- Advancement of developmental and practice theory
- Culture and ethnicity
- Social policy, advocacy, and administration

Articles/Manuscripts for full-length articles may not exceed 20 pages, including all references and tables. The entire review process is anonymous. At least three reviewers critique each manuscript; after which the editor-in-chief makes a decision, taking those reviews into account

Final Exercise:
- Plan something you would like to write-
- Refereed article? Magazine article? /Publish PhD/Masters dissertation? /Book? /Book chapter? /Conference papers? /Anything else?

What to include in a piece?
- Theory? Practice? Research methodology? Research findings? Comparative?
- Read publishers' books/Journal- analyze style/use of evidence/theory/research/polemical?
- Audience?
- Read publishers' books/Journal- analyze style/use of evidence/theory/research/polemical?
- Structure/sections.

List of publications considered in the workshop

Littlechild, B. (2009) Conflict Resolution, Restorative Justice Approaches and Bullying in Young People's Residential Units. *Children and Society*, first published online on September 1, 2009 Retrieved from http://www3.interscience.wiley.com/journal/122582008/abstract

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