

Report on the Monitoring conducted by T@SK Project Partners in Elbasan on 07 and 08 March 2018

The monitored institutions were:

1. **The Municipality of Elbasan** was monitored on 07.03.2018. The meeting was held at the premises of the municipality. The project group met with the mayor of Elbasan, Mr. Qazim Sejдини and with the Director of Social Services of the Municipality, Shefki Lika. On 08.03.2018, the Director of Social Services also attended a second meeting with the project working team in the premises of the Department of Social Sciences. At the meeting he answered the questions of colleagues regarding the services of the whole community in Elbasan.
2. **The Probation Service Office.** The working group held the meeting at the premises of the probation office. The meeting was conducted with the Director of the POV Service Office, Agim Hasekiu, social workers and specialized psychologists in this office. They discussed this relatively new service in Albania for the challenges and problems they face in their work. The working group was acquainted with the procedures and the real work carried out by specialists with the people tested. The meeting was held on 07.03.2018
3. **The Psychiatric Hospital Elbasan.** The meeting was held on 08.03.2018 at the hospital premises. The meeting was attended by the Director of the hospital, the social workers and the psychologists who spoke with regard to the work practice they performed with the patients. The Elbasan psychiatric hospital is the largest hospital in Albania and offers services for most of the country.

Report on syllabus and training.

- **First training, in Tirana.**

The first training held in Tirana, from May 21th to 25th was focused on Theory of Social Work and Social Work with groups and individuals.

In the department of Social sciences, the course Introduction to Social Work is part of the curriculum in the first year's bachelor and Social Work with Individuals and Groups in the third year's bachelor. This program focuses on knowledge on the profession of social work, methods and models of social work by service domains; social worker roles for the well-being and mental health of individuals, especially the individuals in need, the basics of social work organization according to the organization of social work. Areas of services for individuals: in

health, schools, family problems, children, youth, and the elderly and the practice of social work with individuals, groups and the community. The challenges and the future of the profession of social worker, professional services and social justice.

At the end of the course program the student is able to:

1. Identify the theoretical basic concepts of social work.
2. Describe mediation techniques for services provided by specialized institutions.
3. Specify the areas of social services for: individuals, groups and the community
4. Argue the impact and need for institutionalization and extension of a broader range of services for the people in need.

This program develops in the first semester with a 3 lesson load and 1 seminar.

The percentage rating is as follows:

Participation and activation in lectures	
seminars	5 %
Continuous assesment	
Submission of tasks / projects	10 %
Evaluation and participation in seminars	10 %
Intermediate exam / colloquium	15%
Exam mark , the final assessment	60 %

This course has 6 credits in total

This qualitative information collected through the training provided the data used by the evaluator to determine the multiple aspects of change initiated by the training with respect to the participants, university and community. The training participants were asked to structure their reports to include the short description of the following elements:

- strategic professional and personal goals,
- short-term professional plans and revision of such if needed,
- summary of their achievements,

Time/Stress Management. In reflection over the training topic about the strategies that may be helpful in improving the quality and quantity of productive activity, importance of new techniques that they learned while approaching the issues of overwhelming workload. New ways

of structuring and planning their workday are highlighted by several fellows as useful strategies they learned.

Perception of Self (Self-Awareness). This node refers to the changes in personal and social identity as a result of attending the training.). Therefore, this node is critical in assessment of how and why training triggered change at the levels of social identity and, perhaps, even worldview. The change in self-awareness attribute to the training is described as positive and empowering, a result of continuous professional maturation and rise in self-esteem.

Learning (New Skills). An openness to learn new ways of doing things is a central motif that passes through and therefore is important as a criterion of success. Not only does this node reflect real progress in secondary socializations to the norms of the institution, as is also evidenced by the two aforementioned nodes, but, more importantly, it captures the openness of the training participants to new modes of thinking and behaviour, as well as their adaptability and flexibility to new social environments.

Attitude Change. The evaluator used the definition of attitude as a complex of beliefs and feelings that people have about specific ideas, events, or other people. Some change of attitude is expected to take place during the course because the training stimulates cognitive and psychological adjustment to new information flows by allowing participants observe their own behaviour in a new social setting. The intensive training is designed to foster an environment in which participants begin to trust their new colleagues enough to analyze publicly their own beliefs about the institution and their role in it. Such reflections are encouraged throughout their year of participation in monthly team meetings. Training provides fellows with the resources that enable them to perform at a higher level and achieve academic success.

Empowerment. This node is a reflection of the fact that many attest to being empowered in consequence of the positive experiences and encounters developed in the course of the training. At the level of personality development empowerment means a culmination of self-realization. It means that an individual has come to an understanding of his or her own worth and through the resources available through the program, self-realization becomes possible. Note that empowerment does not necessarily imply involvement of only an individual agent. In practice, agency may be implemented at the individual level or in groups. At the institutional level empowerment is critical for involvement of faculty in decision-making. Because institutions of higher education generally are hierarchical organizations, faculty and administration often have different professional agendas. Hence, faculty members are often sceptical about the university administration decisions. Empowerment is the positive personal change that contrasts with the distrust that some faculty have towards upper administration. Empowerment in the sense of institutional transformation leads to the increased interest in the decision-making process.

Increased Productivity. As already stipulated earlier, time and stress management was not only set as a priority by many participants, but also a number of the program trainings and workshops

are routinely allocated to address this particular problem. Keeping time/stress management in focus, participants were encouraged to develop an action plan for improvement with accountability and benchmarks. The action plans allowed participants compare the results of their research and teaching activity before and after attending the training. The better results in a very limited framework of the training (3 period trainings) are reported almost unanimously by the participants. There are signs of continuous improvement in productivity not only in terms of research and publication record, but also in terms of more effective teaching techniques, etc.

Integration of Personality. One of the main benefits of the training that has been constantly stressed by its participants was learning the practical skills of how to become an integrated personality. Here lies the importance in creating a conducive social environment which serves as a source of the external stimuli which, in turn, bring about the integration. Social environment and significant others (including role models) provide us with the stimuli to imitate which results in creating common patterns of behaviour. Although the integration of personality usually manifests itself through a variety of behaviours, an integrated personalities self-identify themselves as “being together”, “being whole”.

Integration of Teaching, Research and Service. Among the personal changes that ascribe to the positive influence of the training is the necessity to effectively incorporate their teaching into their research and service. Apart from “keeping the focus” and “staying in focus” which are repeated motifs in the fellows’ reports, the integration of research and teaching is perceived as an important strategy to be employed by the junior faculty in the process of their professional development. It is by utilizing this strategy that the continuous enhancement of the scholarly work of teaching and research becomes a virtually limitless opportunity.

Leadership. One of the positive changes that the training has brought about the trainings is genuine interest in leadership. As one of the recurrent themes in fellows’ annual reports, interest in leadership is seen as not just a personal enterprise but as a collaborative effort. Indeed, one of the main goals of the training was to discuss and explore the challenges and opportunities of academic leadership. This effort should lead to the formation of a cadre of leaders who may take up the sustainability of institutional change. Availability of role models is one of the most important factors that affect leadership as a process. The formation of integrated personality, in theory, relies on the exposure to role models that show a successful career is possible.

- **Second training, Shkodër**

The ICT training was held in Shkodra.

In the department of Social Sciences, this course is part of the first year’s bachelor and students are more involved in the use of computers and their basic programs. At the end of the study program, the student will have good knowledge of the computer, the physical parts of the computer, the computer network, and how it generally works. The student will also be able to use a Windows-based operating system computer, as well as some of the major programs such as

Word, Excel, PowerPoint, Access, etc., which will be very important for completing course assignments, diploma thesis, their presentation and help them on their profession. The student will have the necessary knowledge for a successful career.

This program develops in the first semester with 1 lesson load and 3 seminars

Evaluation expressed in percentage is as follows:

Examination Mark, Final Assessment 70%, Intermediate Assessment (Intermediate Theoretical Controls) Week VI and XI 20% Continuous Testing during the Semester 10%

This course has 3 credits in total

The program of this course includes the study and information on the computer, how a computer works, and its physical parts such as the central processing unit, the memory system, the input / output devices. The student will receive lectures about the computer network, the Internet and communication systems. The teaching program includes the use of a computer-based Windows operating system, control panel, integrated applications, and software packages of Microsoft Office such as Word, Excel, Power Point, Access etc. Data Management (Database) in Microsoft Access and MySQL (Framework) System. Creating of a MySQL database. Creating tables. Importing and Exporting Data. Explanation of Query. Ties between tables and their editing. Options, Reports, and Analysis of Data Relationships. Table Management. Integrating data into fields.

This accomplished training will help us reflect on the syllabus structure as well as its content. Students will be able to get acquainted with programs such as Moodle and LSM. The programs that will help the work and mainly the communication student -lecturer will also increase the quality of the teaching and create good opportunities to share the group issues. Getting acquainted with these platforms will help us create independent groups with students who will have greater access to the tools used and create forums for certain disciplines to spark debate on different topics. The use of ICT will be more efficient after the social work laboratory is set up under the T @ SK project as students now have no access to technology in the faculty since there is no centre or a laboratory to help them deepen their knowledge taken from this in-depth program.

- **Third training, Elbasan.**

The third training, held in Elbasan from 28.01.2019 until 01.02.2019, is related to Supervision and Social Services Evaluation.

Lecturers from Social Sciences Department of the University of Elbasan "Aleksandër Xhuvani", benefited greatly on teaching methods, teaching techniques, enriching their subjects with appropriate and contemporary literature. We, as academic staff, have reflected on some changes after the 5th day of the T@sk project.

As the department became acquainted with the bachelor program of the universities that are part of the project will propose to the university senate the introduction of Principles of Supervision in Social Work in the bachelor's program as this subject is currently being developed only in the program of the master's degree in social services.

For subjects, the assessment of social services and the principles of social work supervision will create the opportunity to acquire the main subject of literature recommended by university colleagues from European countries. Enriching literature is a major step forward for social work students.

The department lecturers during the training days were introduced to the teaching techniques and methods very suitable for prospective social work professionals. Techniques such as role playing, group work influenced the acquisition of new professional skills and skills. The training served and acquainted with the latest studies in the field of social work assessment and supervision as well as new methods applied by researchers in this field. Study data helped department lecturers to use in the changes they would reflect in the respective subject curricula. Such trainings are very valuable to professionally raise academic staff and to send to students' contemporary professional skills and competences.

Below we introduce you the content, objectives, purpose of both subjects and the relationship between lectures and seminars.

The aim of the course **Assessment of social service** is to prepare students to play the role of program evaluator in social and gender studies. Today's agencies and institutions require specialists with such knowledge and skills to respond to client requests for evaluation of different types of programs. Students at the end of the course will be trained to master the key concepts related to program evaluation, such as:

Social services,

Efficiency and effectiveness,

Social programs,

Social assessment instrument,

The students will be able to focus on the issues of program evaluation; possess the ability to select methods and program evaluation tools; possess the ability to use program evaluation instruments; be able to draft assessment plans and demonstrate the right professional attitude to concrete program evaluation issues and write program evaluation reports.

The course report is 3 to 1, 3 lectures and one seminar.

Evaluation expressed in percentage (Total 100 %).

Participation and activation in the seminar hours (Lectures, seminars, laboratories are **20 %**, Submission of tasks / projects **20%**, Intermediate exam / colloquium **10 %**, the exam mark, the final assessment **50 %**. In this way the student's assessment in this subject is 50% of the final examination and 50% of the course attend. The subject has 6 credits

Through this subject, social work students at the University of Elbasan are trained to apply theoretical knowledge in practice to assess social services. Prepare students to manage social services. Qualify management-oriented management members of social work, capable of planning, implementing and evaluating social policy programs. Contribute to improving social services. Prepare students to practice in the framework of core values and ethical standards of the profession of administration in the context of social work.

The challenges:

The challenges of this syllabus are:

- Firstly, the inadequacy of the appropriate literature, the lack of access to contemporary literature,
- Secondly, the difficulty in implementing the theoretical knowledge that students learn from the program.

The theory-practice report:

The theory-practice report is a reluctant report as students get more theoretical knowledge and develop little practical skills to be able to evaluate social services. Social work, like other professions, draws on a range of knowledge. It is the art of being a good professional to synthesise and deploy that diverse knowledge to best support each individual. To do this requires each professional to periodically step back from particular cases and review and reflect on that knowledge base and its relevance and implications for practice.

The need to understand what works in current social work practice is vital if we are to understand the effectiveness of social work models of intervention and develop an evidence base that helps raise the quality of social work.

Principles of Supervision in Social Work

The principle of supervising the social work is developed in the master's degree in the first year. The subject has 6 credits. The Department of Social Sciences has asked the Senate of the University to take the subject of supervisory principles in the bachelor program, but the official response that is returned is planned to establish this academic year for bureaucratic reasons. The course aims to provide students with the basic concepts of supervision by considering a very important part of practice and services in social service organizations. During the course, the importance of professional supervision in social service organizations is analyzed for the quality of service and the interest of the clients of these organizations. The course aims to provide

students with the basic concepts of supervision by considering a very important part of practice and services in social service organizations. During the course, the importance of professional supervision in social service organizations is analyzed for the quality of service and the interest of the clients of these organizations. Students at the end of the course will be trained to master the **key concepts** related to program evaluation, such as:

- **Supervision**
- **Supervisor**
- **Supervised**
- **Functions of supervising**

Every event in an organization's life affects the staff, the clients and the organization itself, the identification of these events and the role of supervision is analyzed in the details, as well as the habits the supervisor performs his functions. The tasks of the supervisor are described in function and in compliance with the observance and implementation of the legislation, policies and standards of social service organizations.

The course report:

The subject has a report of **4** lectures, **2** seminars and **1** internship. Evaluation expressed in percentage (Total 100 %). Participation and activation in the seminar hours(Lectures, seminars, laboratories are **20%**, Submission of tasks / projects **20%**, Intermediate exam / colloquium **10 %**, Exam mark, the final assessment **50 %**. In this way the student's assessment in this subject is 50% of the final examination and 50% of the course attend. One of the main goals of this course is the fact that professional supervisors are responsible for protecting clients, for further development of social work practice, for the individual and professional development of social workers and for improving social services.

The challenges

- The challenges of this syllabus are:
- **Firstly**, the inadequacy of the appropriate literature, the lack of access to contemporary literature,
- **Secondly**, the difficulty in implementing the theoretical knowledge that students learn from the program

Supervision is a crucial part of reflective practice and an integral part of social work. Within the supervisory environment, social workers should have the opportunity to critically analyse their knowledge, values and skills and their understanding of the work they are undertaking. Supervision is a safe, confidential relationship whereby an opportunity is provided to reflect, question and seek guidance on a regular basis. It is seen as a supportive environment Morrison (2003) proposes that the purpose of supervision is to enhance the social worker's professional

skills, knowledge, and attitudes in order to achieve competency in providing quality care. It aids in professional growth and development and improves outcomes. He states: ‘The overall aim of supervision is to promote best practice for clients by maintaining existing good practice and continuously striving to improve it’.

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