



Erasmus+ Capacity Building in Higher Education T@SK project

Towards increased awareness, responsibility and shared quality in social work

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**Routes of qualifying education in social work.
A comparisons between the academic courses in Italy, Spain Portugal
and Albania**



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Introduction

In agreement with the aim to contribute and support the development of the syllabus in the studies of Social Work in the Albanian universities, we propose a reflection and a comparison between the curricula of the bachelor's degree course in social service of the six universities involved

A complex comparison

The theme of training in the social service sector gets currently and internationally to the heart of debates and reforms. As a matter of fact, the "schools" of reference are numerous, the welfare systems that frame the interventions have different traditions, the areas of action are complex, stratified and subject to new challenges.

In this scenario, the International Federation of Social Workers (IFSW) established a special commission about these issues¹. The main purpose of the Interim Education Commission is "to create a structure for the transfer of knowledge between social work education and practice where both are informed and learning from one another". Moreover, the Commission "supports social work programmes and educators who experience pressures to make "concessions" on the quality of education to be able to meet the professions international standards" (<https://www.ifsw.org/ifsw-commissions/interim-education-commission/>).

At the same time, the International Association of Schools of Social Work (IASSW) is updating the 2010 Directory of Social Work Schools / Programs: it organized the "World Census of Social Work Education Programs – 2020"², a collection of information through the provision of an online survey (currently in progress). Trying to reach and engage as many social work training institutions in the world as possible, its ultimate goal is to globally identify and map institutions' social work programs.

And together - since the ASSW/IFSW Conference in Montreal, Canada in July 2000 - the two association have set up as a joint initiative the Global Minimum Qualifying Standards Committee³

It is inside this framework that the project T@sk needs to compare the Syllabi of universities involved in order to:

- 1) understand what is taught and what is not
- 2) refine and complete the reciprocal knowledge
- 3) plan in a more focused way and organise the training sessions in Tirana, Shkoder, Elbasan
- 4) realize a first level of evaluation. It is needed in order to assess the developments during the project.

The comparative observation will be focalized on the bachelor level study plans, in order to collect the most updated information about: - which teachings are expected year by year in the set of training - what and how many are the current courses and if they present different themes, contents and/or approaches.

Official definitions

Taking a step back, the official definitions of *social work* recommended by IFSW and IASSW and adopted by the partners of T@sk, is the following⁴:

¹ The IFSW currently has 4 special commissions: in addition to the Interim Education Commission, they are present an Human Rights Commission, an Ethics Commission, and a United Nationsunity too.

² Reference website: <https://www.surveymonkey.com/r/IASSW-Census>

³ <https://www.iassw-aiets.org/wp-content/uploads/2018/08/Global-standards-for-the-education-and-training-of-the-social-work-profession.pdf>

⁴ We also report the definition of social work proposed by the website of the Consejo General del Trabajo Social - Spain and adopted after the symposium of the Executive Committee of the International Federation of Social Workers (IFSW)

Social work is a game changer. Social workers work in communities with people finding positive ways forward in the challenges they face in their lives. They help people build the kind of environments in which they want to live, through co-determination, co-production and social responsibility. Economic health cannot be achieved without social health.

An effort has also been made by the two international associations to outline the guidelines about the *Global Standards for Social Work Education and Training of the social work profession*.

A *Global Minimum Qualifying Standards Committee* was set up as a joint initiative of the International Association of Schools of Social Work (IASSW) and the International Federation of Social Workers (IFSW) at the joint IASSW/IFSW Conference in Montreal, Canada in July 2000.

The final version of the Global Standards for Social Work Education and Training was adopted by IASSW and IFSW at their General Assemblies in Adelaide, Australia in October 2004⁵. The document opens with a definition of the standards regarding the school's core purpose or mission statement, and then includes the definition of program objectives and outcomes; program curricula including field education; core curricula; professional staff; social work students; structure, administration, governance and resources; cultural and ethnic diversity and gender inclusiveness.

These processes of defining common standards of training courses are also in line with the Bologna Declaration⁶ that was signed on 19 June 1999 in the city of Bologna (Italy) by the ministers responsible for higher education in 29 European countries, from the beginning including Italy, Portugal and Spain. Among its most tangible results, it has led to accompany the courses of study with a document called Diploma Supplement (DS)⁷.

The university study plans country by country: the state of the art of the training

and the Board of the International Association of Schools of Social Work (IASSW), occurred in Melbourne, JULY 2014. This formula shows effectively those who should be the guiding principles of the profession:

Social work is a practice-based profession and an academic discipline that promotes social change and development, social cohesion, and the empowerment and liberation of people. Principles of social justice, human rights, collective responsibility and respect for diversities are central to social work. Underpinned by theories of social work, social sciences, humanities and indigenous knowledge, social work engages people and structures to address life challenges and enhance wellbeing.

⁵ On line at: <https://www.iassw-aiets.org/wp-content/uploads/2018/08/Global-standards-for-the-education-and-training-of-the-social-work-profession.pdf>

⁶ This was an inter-governmental agreement to reform the higher education sector at the European level, inspired by the objectives of the Lisbon Strategy, which led to the creation of the European Higher Education Area (EHEA) The EHEA intends to be an open area where students and graduates can benefit from mobility and fair access, without obstacles, to high-level quality education. The core bases of this area are the mutual recognition of diplomas and other higher education qualifications, the transparency (readable and comparable degrees organised in a three-cycle structure) and European cooperation on quality assurance. http://www.uc.pt/international-applicants/european/bologna_ehea

⁷ The Diploma Supplement is a document to be issued to students by their higher education institutions on graduation. It aims to describe the qualification they have received in a standard format that is easy to understand and easy to compare. It also describes the content of the qualification and the structure of the higher education system within which it was issued. It is not a curriculum vitae and simply acts as a supplementary explanation of the qualification rather than a substitute for it. By making it easier to compare qualifications gained in higher education systems across Europe, the Diploma Supplement attempts to facilitate mutual recognition of qualifications and thereby lead to greater transparency and mobility. It ties in closely with the Bologna Process objective to create a system of easily readable and comparable degrees. The DS is a bilingual document issued free of charge by the higher education institution that awarded the diploma/ degree. See: http://www.uc.pt/international-applicants/european/bologna_ehea

Florence

The degree in Social Services⁸ offers a curriculum in line with the interdisciplinary tradition of the School of Political Sciences "Cesare Alfieri". In addition, students acquire a solid grasp of social phenomena and expertise to perform professional activities in welfare systems.

The educational project is centred on aspects of contemporary society and its dynamics. Graduates achieve the professional knowledge and competences that will give them access to various employment options both in public and private social work as well as post-graduate education.

The curriculum is devised to enable students to interpret current social phenomena, especially the situations of marginality and exclusion, with an interdisciplinary theoretical background and a good mastery of social work techniques and methods.

The course will prepare students to detect, prevent and treat situations of economic, social and cultural disadvantage, in individuals, families, groups and communities. The ability to set up and lead work-groups is also gained.

Students will also attain the necessary skills to communicate and manage information as well as to use IT and the web in a proficient manner.

Graduates will have developed independent, critical and selective learning abilities, which will allow them to continue their studies in social sciences and keep up-to-date on theoretical and applied developments of their specific disciplines.

Madrid

The Curriculum of the Bachelor's Degree in Social Work at the Facultad de Trabajo Social of the Universidad Complutense de Madrid, is a 4 year course (240 ECTS) that include traineeships and provides certification for professional practice. The training program proposes the acquisition of a wide range of skills and offers numerous professional opportunities.

The main knowledge acquired are: a) Assessment of needs and possible options, to guide an intervention strategy; b) Response to crisis situations assessing emergency, planning and developing actions to address them and reviewing results; c) Interaction with people, families, groups, organisations and communities to achieve changes, promote their development and improve their living conditions; d) Development of support networks to meet needs; e) Promote growth, development and independence of people; f) Work on risk behaviours for customer system and prepare strategies to change them; g) Analysis and systematisation of information provided by daily work as the basis for reviewing and improving professional strategies and responding to emerging social situations; h) Design, implementation and evaluation of social intervention projects; i) Advocacy for people, families, groups, organisations and communities; j) Resolution of risk situations upon identification and definition of their nature; k) Establish, minimise and manage risk to self and other colleagues; l) Administration of own work establishing priorities, meeting work obligations and evaluating efficacy of the work programme; m) Full, reliable, accessible and updated social records and reports to guarantee professional decision-making and assessments; n) Interdisciplinary and multi-organisational systems, networks and teams; o) Participation in management and leadership of social welfare organisations; p) Research, analysis, assessment and use of social work best practices; q) Manage conflicts, dilemmas and complex ethical issues, identifying them, designing strategies to overcome them and reflecting on the outcomes.

And these are the main areas where the profession is held: 1) Social services: basic and primary care. social emergencies, home care and assistance, social services specialising in different groups, care of the homeless, the elderly, children and families, women, people with disabilities and reception and social care services for immigrants and refugees; 2) Health: health centres or primary care services, home social-healthcare services for patients with chronic or terminal illnesses; general, maternal and children's hospitals; social-healthcare mental health services;

⁸ Enrolment in a bachelor's degree at the School of Political Sciences "Cesare Alfieri" entails taking a knowledge entry test. The results of the test are informative only and do not prevent enrolment and attendance to regular courses, but failure to sit for the test or not passing the test will prevent taking exams. Questions will touch the following topics: political-institutional history and culture; logic reasoning; Italian language; English language. Students that do not pass all or part of the test need to attend compulsory extra-curricular courses in the areas where they failed; upon successful completion of those it is possible to enrol in exams.

drug abuse care services non-profit associations and organisations working for people with various diseases and their families; 3) Education: formal education, non-formal education; 4) Justice: juvenile justice, technical social intervention projects. advice services for judges, family mediation, monitoring programmes for alternative penal measures to imprisonment, victim care, penal institutions; 5) Corporations: social care and benefits; 6) Housing: programmes for promotion, research and allocation of social housing, community revitalization of newly-built districts or undergoing remodelling; 7) Third sector: an expanding area made up of non-profit organisations working against social exclusion with programmes on prevention, assistance, training, local social and labour integration, often also undertaking international cooperation programmes; 8) Technical training and advice: training of social work students, lifelong learning, technical assistance; 9) New areas of intervention: family mediation, occupational risk prevention, social marketing, human rights, etc.

Lisbon

The Curriculum of the Undergraduate Programme in Social Work, with the length of 3 years (180 ECTS), is characterized by wide range training.

It is composed of mandatory credits in the nuclear area (Social Work), optional credits in "soft skills" (6 ECTS), in "Social Problems" (18 ECTS) and free credits (12 ECTS). Students that completed with success all curricular units of the first two years, totalling 120 credits (ECTS) are awarded with the Diploma of Higher 1st Cycle Studies in Social Work (First Cycle Graduate Diploma in Social Work).

The undergraduate programme in Social Work is based on: the need to meet societal transformations (work and employment system, sociability and culture, relations State/Society, demographic dynamics) occurred in the last decade with great impact on the professional practice of Social Workers; and the emergence of new social themes including: new forms of poverty and exclusion, unemployment and mechanisms of economic integration, migration and multiculturalism, related social problems, increased importance of the territorial dimension and of partnership mechanisms and contracting of social policies, rationalisation demands and efficiency of social projects.

The training objectives are focused on three nuclear guidelines:

- To provide the acquisition of knowledge on social work, its origin, evolution, theory, field and areas of intervention, within the framework of protection systems and social policy;
- To train social workers for qualified work, in multiple units and levels of activity, directed towards improving the living conditions of population groups in situations of vulnerability;
- To provide a learning process that encourages an intervening, critical and thoughtful professional practice, combined with continuous and regular study and research.

The course of studies also takes advantage of International Partnerships: with the Escola de Trabajo Social from the Universidad Complutense de Madrid/Espanha, and with the University of Jyväskylä Kokkola University Consortium Chydenius Finland

Tirana

The social worker education program of the university of Tirana insists in particular on the internship and the applied dimensions of the training path, or on those important knowledge and skills acquired not only in the classroom but also directly in the field.

As highlighted on the training course presentation web page, practice is a chance to test knowledge, to make "mistakes" in a supportive environment, to learn and to be tested, and to find your orientation in a variety of career opportunities at work social. For the academy "Practice is not a job - it's a professional opportunity where the student learns how to" think and act as a social worker ". Students need to understand what it's like to become a professional, which involves demonstrating professional behaviour as well as absorbing the role they play in a welcoming environment. "Where will you take the practice hours or field education? As you have learned during the curriculum implementation, there are some opportunities for realizing the practice and these are selected according to your interest, or by the field in which you are more focused."

The purpose of the practice is to ensure that all students who earn the Social Work title have met the same quality standards for professional practice.

The course, to ensure high and homogeneous standards in its outputs, follows this set of guidelines:

- Selection of practice delivery agencies.
- Monitoring students while practicing.
- Maintaining communication between the university and the country of practice implementation.
- Assessment of student progress.
- Evaluating the effectiveness of the agency on the field.
- Defining the criteria of qualified instructors.

It therefore emerges clearly how the keyword of Tirane's syllabus is "applied". The purpose of their "field education" is to combine the theoretical and conceptual dimension to the practical working world on the ground. This is a fundamental principle of social work education that the two interrelated curriculum components - in class and on the ground - are of equal importance within the curriculum, each of which contributes to the development of the required competencies of the practice professional. Field education is systematically designed, supervised, coordinated and evaluated based on the criteria that students point to in achieving program competencies.

The syllabus requires social work students to undertake a general education on the ground, allowing them to learn and demonstrate the core competencies of the social worker profession (eg, using ethical principles to practice) and an advanced field experience that enables students to demonstrate competencies in advanced general or clinical environments.

Elbasan

The curriculum to achieve the title of Bachelor in Social Worker aims at the qualitative preparation of students in the field of sociology. The training program provide extensive information on building and functioning of group relationships, with a focus on how different social groups perceive, evaluate and interact with one another, including the contributing factors in escalating group conflict and improving the relationship between them; in examining how the social world forms the individual identity and how individuals orient the demands and provide opportunities for interdependencies and close relationships with others; in investigating the origin, nature and consequences of sexual and cross-cultural differences in social behaviour; in exploring preferences and choices, especially when they are influenced by contextual-social variability, motivation, and affection. Equipping students with additional integration knowledge aims to make them as prepared as possible in pursuing further study cycles and more attractive in the labour market.

<http://www.uniel.edu.al/index.php/en/study-programs-educational-sciences>

Shkoder

University of Shkodra "*Luigj Gurakuqi*" is a public institution of higher education. It started its education and scientific activity as a Pedagogical Institute on 1957; in 1991 it became University⁹. There are 6 faculties with 25 study programs of the first cycle, 31 study programs of second cycle (Master of Science and Professional Master) and one Doctoral Program of Study.

The program of study in Social Work in this University started in the academic year 2005 – 2006, which is administered by the Faculty of Educational Sciences and the Department of Psychology and social work.

Bachelor degree Three years, 180 ECTS.

To obtain their Bachelor Degree in "Social Work", students should have these results:

- 34 ECTS in general formation subjects (basic);
- 91 ECTS in characterized formation subjects;
- 14 ECTS in same formation subjects or integrated characterized subjects;
- 16 ECTS in formation subjects chosen by the student among those offered from the institution;
- 19 ECTS in formation activities knowing foreign languages, knowing ICT; practical work.

⁹ See: the decree of the Council of Ministers nr. 150, dated 18. 04. 1957 the decree of the Council of Ministers nr. 167, 28. 05. 1991.

6 ECTS in Diploma thesis.

After the achievement of this first degree, the next stages are divided into a) a further specialization in the university field with the second cycle of study; or b) the entry into the labour market

The Social worker who possesses the Bachelor Degree in Social Work can provide ancillary services as a professional and/or be part of multidisciplinary équipe.

Comparing curricula

In the table below, we compare all the courses issued in the six universities, highlighting in a more immediate way what has been previously illustrated

The analysis exclusively focused on the teachings, shared by disciplinary area, without considering year of course and ECTS. This in order to make the synthesis more streamlined and more immediate the comparison between curricula.

Tab.1 COMPARING CURRICULA

In blu: Methodology for Social Work. In red: Medical basis for Social Work. In green: Work placement. Other colors: particular teachings

UNIFI	Sociology	Social Work	Economy	Law area	Politics/Policies	Statistics	Psychology	History	Philosophy/anthropology	Foreign language	Internship Workshop Laboratory
	* Sociology * Sociology of Labour * Social Medicine	* Foundations and processes of Social Work * Organization of Social Work Services * Techniques and instruments of Social Services	Economics for Social Sciences	Public Law institutions * Private Law and Family Law * Principles of criminal Law and procedure * labour and Social security	* Politics, policy and governance * Social Policies	* Statistics for Social Sciences	* Basis of Psychology UNIFI * Development of Psychology * Social Psychology	* History of contemporary Society		Foreign language	* Workshop on professional motivation * Internship * Laboratory of professional documentation and training supervision * Internship * Computer skills Final exam
UCM	Sociology	Social Work	Economy	Law area	Politics/Policies	Statistics	Psychology	History	Philosophy/anthropology	Foreign language	Internship Workshop Laboratory
Please note: It is a 4 year bachelor or degree	* Sociology of Exclusion * Gender relations * Sociology of immigration * General Sociology	* <u>Methodological basis of Social Work</u> * Theoretical basis of Social Work * Cooperation to the Development of Social Work	* Basis of economics	* Family Law and Minors * Law and Organization of the State * Basics of Law and persons	* Political Science and Administration * Social Policies	* Statistics * Applied statistics in SS	* Behaviour * Applied Psychology * Social Psychology * Psychology and mental health	* History of Social Marginalization	* Social and Cultural Philosophy * Introduction to Social and Cultural		* Work Placement * Practical * Degree thesis



		<ul style="list-style-type: none"> * Dependency: ageing and disability * Ethics and Deontology for Social Work * Medicine for Social Work * Basis of SW with groups * Medical basis for disabilities * Structure of SS in SP and Europe * Mediation and Conflict Management * Institutional Framework of SS * Intervention and methodology for SW with groups * Methods and techniques of Social Research * Organization and Management of SS * SW with communities * SW with families * SW with individuals * SW with childhood * SW with gender * SW in education * SW in health context * SW and social cultural diversity * SW and mediation 			and SW				Anthropology		
ISCTE	Sociology	Social Work	Economy	Law area	Politics/Policies	Statistics	Psychology	History	Philosophy/anthropology	Foreign language	Internship Workshop Laboratory
	<ul style="list-style-type: none"> * Introduction in Sociology * Social classes and stratification * Research methods and techniques in Social Sciences * Sociology of international 	<ul style="list-style-type: none"> * Theory and History of SW * Social Work Methods of intervention * Organization, management and planning in SW * SW with children, youth and families * SW with adults and elderly * Seminar communities and groups 		<ul style="list-style-type: none"> * Social Law * Family Law and Child * Penal Institutions * 	<ul style="list-style-type: none"> * Society and Social Policies * Citizenship and Political Culture * 	<ul style="list-style-type: none"> * Descriptive data analysis * Demography * 	<ul style="list-style-type: none"> * Personality theories * Approach to Psychopathology 	*	<ul style="list-style-type: none"> * Social Psychology * Modernity and Social Question 		<ul style="list-style-type: none"> * laboratory in Social Work settings * Laboratory in ethics and Profession * SW placement 1 * SW placement 2

	al migration * Reform of the Portuguese Social Model and Social change	intervention * Seminar SW professional practices									
SCUTARI	Sociology	Social Work	Economy	Law area	Politics/Policies	Statistics	Psychology	History	Philosophy/anthropology	Foreign language	Internship Workshop Laboratory
	* Social problems * Scientific research methods * Gender studies * Special education *	* introduction to SW * SW with children Administration in SW * SW with families * SW with groups and communities * Methods and skills in SW practices		* Juridical formation	* Social policy *	* statistics	* Psychology * Psychology * Social Psychology * Mental Health * Theory of Counselling and therapy * Stress Psychology * psychological testing and evaluation		* Philosophy and Sociology		* Informatics knowledge * foreign language * communication skills and techniques * Practicum * Biology
ELBASAN	Sociology	Social Work	Economy	Law area	Politics/Policies	Statistics	Psychology	History	Philosophy/anthropology	Foreign language	Internship Workshop Laboratory
	* Social Problems * General Sociology * Conflict Management * Research methods * Gender roles	* Introduction to SW * Practice and practices in SW * Interviewing habits * Organization of SW * Practice in Institutions * SW in education * Ethical professional * Practice in institutions * Administration of Social Services	* Political Economy	* Institutions of public right * Private and labour Law * Recognition of Minority rights	* Social policy institution * Social policies * Rights and institutions of the EU		* Human behaviour and social environment * General Psychology		* Anthropology		* foreign language * Sports
TIRANA	Sociology	Social Work	Economy	Law area	Politics/Policies	Statistics	Psychology	History	Philosophy/anthropology	Foreign language	Internship Workshop Laboratory
	* Methodology of Social research * Gender perspective	* Introduction to SW * Social Problems and SW * Methods and skills		* Introduction in legislation * Human rights	* Institutions of Social Policies		* Human Behaviour and social Environment * Introductio		* Philosophy of SW		* Foreign language * Academic Writing * English * Practicum 2 *

	<ul style="list-style-type: none"> * Research methods I * Research methods II * Sociology in SW practice 	<ul style="list-style-type: none"> * Inoperative practice in institution * SW practice in Justice * Interviewing and counselling in SW * Practices of SW with children * SW practice in health care * Project design * Administration in SW * SW practice with individuals * SW with families 					<ul style="list-style-type: none"> n to Psychology * Mental disorder * Social Psychology 1 and 2 			
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Syllabi recommended changes

In the first phase of analysis and review on the syllabi, the Albanian partners focused on a wide range of factors operating to push social work and its educational path in a direction of greater complexity. Highlighting main key characteristics in the current political and policy context of social work in Albania and exploring the pressures towards both regulatory and liberatory social work, the trainers of the universities of Tirana, Elbasan and Shkoder prepared a brief report on three single courses syllabi for each bachelor's degree course in social service. Considering 3 courses - one related to theories of social work, one related to ICT, one related to assessment and supervision - they produce the contents of the course program in English and to highlight any updates and changes you may require, following what was suggested and/or learned during these first 18 months of the project.

Syllabi changes in the department curricula

Tirana

In the Department of Social Work and Social Policy, Faculty of Social Sciences of Tirana University, changes are based on the lessons learned throughout the first 18 months of the T@sk project, and especially during the three training experiences in Albania, on theories of social work, ICT, and assessment and supervision.

T1. Theories of social work - With regard to this area, following discussion through colleagues of the department on necessary curricula changes, it was decided, that overall, these curricula reflect very well the relevant and current discussions on theories of social work. Even so, some changes were necessary and it was decided to update the syllabi of two important subjects, for the following academic year, 2019-2020:

- *Social Work with Individuals* – a subject taught on the third year of the Bachelor program. The course program was previously more psychotherapy oriented, while the new proposed one is more oriented on social work approaches in working with individuals, and with an added emphasis on anti - discriminatory and anti - oppressive practices in direct social work. These changes are reflected on new lectures/topics and supported by relevant literature. For detailed information, you can refer to the course program (attached).
- *Social Work with Groups*- a subject taught on the second year of the Master of Science Program in Social Work. In this course, the required literature was updated to reflect important discussion in social work with

groups and more hours within the subject were dedicated to experiential work (conducting group sessions within the subject). For detailed information, you can refer to the course program (attached).

T2. Academic Supervision for students in field practice - University of Tirana presented at the Elbasan training the model of practice which is applied. Students do field practice at the organizations in the social service field and follow practice supervision called Practicum classes, which is academic supervision at the university. University of Tirana has Guidelines for Field Practice, which addresses roles and responsibilities of students, supervisors in the organizations and academic supervisors. We decided that Practicum Syllabus can reflect more theoretical model of social services and more in-depth discussions are needed students to be involved to. Practicum Syllabus for 2019-2020 has been changed in this regard (see Practicum Syllabus attached).

T3. ICT- Regarding the ICT, The Department of Social Work and Social Policy is planning for the academic year 2019-2020 to incorporate ICT components as part of the syllabi of Research Methods in bachelor level through applying questionnaires/surveys on line as practical methods to ensure the gathering of information in short periods and in large samples. For the future when the equipment will be in place, through close collaboration with the IT staff of the faculty, the department will present to students and lectures the opportunity to offer online syllabi/curricula and based on the requirements will start building programs through this technology. Potentially the IT teams could provide training for whole academic staff and students since the first year of the bachelor program.

Elbasan

The reflections of Elbasan University, Department of Social Science, Faculty of Educational Sciences, about necessary syllabi changes in the department curricula take as a basis meetings and lessons occurred throughout the first 18 months of the T@sk project, and especially during the three training experiences in Albania, on theories of social work, ICT, and assessment and supervision.

E1. Theories of social work - Referring to this field, following department colleagues discussion on necessary curricula changes, it was decided, that overall, this curriculum reflects very well the relevant and current discussions on theories of social work. Even so, some changes were necessary and it was decided to update the syllabi of two important subjects, for the following academic year, 2019-2020:

In the department of Social sciences, the course *Introduction to Social Work* is part of the curriculum in the first year's bachelor and the course *Social Work with Individuals and Groups* is part of the curriculum 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 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.

E2. Assessment of social service – Elbasan academic staff has 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. 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.

E3. 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. For detailed information, you can refer to the course program (attached).

E4. ICT- 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. 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.

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.

Shkoder

Based on the three training sessions held in Tirana, Shkoder and Elbasan during the first 18 months of the T@sk project, the members of Department of Psychology and Social Work, University of Shkoder "Luigj Gurakuqi", have reflected to upgrade the curricula of study in Social Work by improving the syllabi of some courses.

Based on the lessons, discussions and the recommended bibliography of the first training session (Tirana, 21 – 25 May 2018): *"Definition, epistemology and theories of social work"*, the Department has discussed about necessary curricula changes and has decided to make some changes for the new academic year 2019-2020 in order to improve the syllabi of one important subject:

S1. Introduction in Social Work (6 ETCS) It is a subject taught on the first year of the Bachelor program in Social Work. The course program is a presentation of the different areas of social work intervention. The syllabi of the academic year 2019 – 2020 will initiate with a lesson about the theories of social work. Also recommended bibliographical materials will be added. In the near future is foreseen the course have more lessons on theory and epistemology of social work.

"Introduction in Social Work" 2019 – 2020 program: "Introduction in Social Work" is a course of first year in the study program "Bachelor in Social Work". The course takes place in the first semester, with weekly academic workload 3/1 (three hours lectures, one hour seminar). The purpose of this course is to transmit information to students on the development of the social work profession, recognize them with the basic concepts and main theories of social work. Through this course, students will also have access to the most important problems of society to analyze the perspective of social workers being well acquainted with the social worker practices aimed at professional interventions. The course aims to achieve the following objectives for students: To have the basic knowledge about the profession of social work; Know the main services and practices of social work; Acquire the first skills to mediate in the profession of social workers; To be able to carry out assessments of various social problems from the perspective of social workers.

The content of the second training session (Shkoder, 15 – 19 October 2018): *"The ICT in teaching and learning process and online research tools for Social Work"* was appreciated by Department of Psychology and Social Work's academic staff. Next academic year, when the needed equipment will be in place, in collaboration with the ICT staff of the University of Shkoder, the Department will offer online in LMS platform the syllabi of bachelor degree program in Social Work.

Also, regarding the use of online tools for Social Work, the Department plan for the academic year 2019-2020 to incorporate these components as part of the syllabi of Research Methods in bachelor level through applying questionnaires/surveys online:

S2. The Method of Scientific Research (8 ETCS) It is a subject taught on the first semester of second year of study in the Social Work Bachelor program. The course program is a presentation of the different techniques of gathering and analyzing social phenomenon data. The syllabi of the academic year 2019 – 2020 will incorporate a lesson about the use of online questionnaires. *The Method of Scientific Research" 2019 – 2020 program:* "The method of scientific research" is an integrative discipline related to the disciplines of the bachelor study program in "Social Work". For the acquisition of this subject the student must have sufficient knowledge gained during the development of general subjects of social and psychological formation. The course aims to equip students with methodological and technical apparatus in such a way as to understand, interpret and criticize the procedures and results of empirical research in social sciences. Students at the end of the course should have clear basic principles of scientific research. They should be able to understand the nature of a scientific problem and become part of knowledge production by being involved in designing a search, data collection and analysis project. They should therefore know how to operate with the concepts, choose valid indicators, collect credible data with the technique best suited to the nature of the matter studied, and analyze them with the appropriate procedures and interpret the results correctly.

Based on the discussions about the methodology and the techniques of assessment in Social Work and the shared experiences between the project partners about the pedagogical and professional supervision in the third training session *"Conceptions and techniques on Assessment process and Supervision in Social Work"* (Elbasan, 28 January – 02 February 2019), the Department of psychology and Social Work, after the discussions about necessary curricula changes, has decided to make some changes for the new academic year 2019-2020 in order to improve the syllabi of two important subjects:

S3. *Administration in Social Work (8 ETCS)* is a subject taught on the second year of the Bachelor program in Social Work. The course program is a presentation of the different aspects of administration in social work, such as the programming, managing and organization of social interventions. The syllabi of the academic year 2019 – 2020 will have in addition two lessons about the supervision in social work. Also, bibliographical material related to the supervision will be recommended. *Administration in Social Work” 2019 – 2020 program*: The course "Administration of Social Work" provides conceptual, theoretical and methodological basis in the organization and administration of social organizations and services. Various variables and cross-organizational features affecting organizations and social service institutions are analyzed. These are analyzed in parallel with those factors that differentiate social service organizations with other (business) organizations. Through this course, the following objectives are to be achieved: A. Basic knowledge concepts of administration and management as the main link between social workers and social organizations; B) Recognizing the ways in which organizations and social institutions are organized; C) Recognizing some of the major administrative theories; D) Develop knowledge about the models, methods, principles and key management concepts; E) Understand the importance of the role of staff members in social service organizations and their contribution to the development and implementation of policies and programs; F) Awareness raising on a range of issues that are directly related to social service institutions; G) Students basic knowledge in writing, implementing and administering a social project.

S4. *Practicum (11 ETCS)* is a course of the third year of the Bachelor program in Social Work. The course "Practicum" in Social Work, is conceived as a combination of field practice in the institutions offering social services and discussions in classes related to field practice issues.

In the near future the Department of psychology and social Work foresee to draw a detailed "Guideline" for field practice in which are specified the duties and responsibilities of the student, the teacher (academic supervisor) and the professionals (institution supervisors). Also, a better and regular communication between student – teacher – professionals is highlighted. *"Practicum" 2019 – 2020 program*: The course "Practicum" in Social Work, Course III, is conceived as a series of practice in the social care institution alternated with theoretical hours in auditor. During practice the student not only is acquainted with the institutions, their modes of functioning and organization, but also actively involved in some of the activities of these institutions, the nature and selection of which goes in line with the objectives of the practice subject. The realization of the "Practicum" subject will follow these steps:

a) Orientation of students in institutions (schools, courts, rehabilitation and mental health centers, prisons, hospitals, NGOs, etc.); where the list of these institutions is suggested to students by the professor of practice. While the selection of the institution to develop the practice is done by the students themselves; b) Students will get more informed about social care institution and social work role. Also, they try to work with a case study (single client or group of people). Understandably, a Bachelor's level knowledge of a student is not enough to develop active practice, so we remain in the assignment process of developing a passive practice. So, analyzing a concrete case (within the internship where the practice is conducted) that is monitored and closely followed by the student and where the latter attempts to create a hypothetical work plan; c) Frequent student meeting with professor, according to a defined graph. Meetings during which dilemmas will be discussed when studying a case or developing practice activities. Ethical and social knowledge will be refreshed; d) Preparing the group file and referring an individual practical report to each of the students; e) Final student assessment based on the group file and the individual report of the internship (the evaluation criteria are compiled in accordance with the objectives of the course).

The purpose of the internship is to familiarize students of the Social Work branch with the institutions providing psycho-social, cultural, health and administrative services in the district of Shkodra. This will help them to see more closely concretize their theoretical knowledge of work with individuals, families, or communities. Objectives: Through the practice in institutions students: Understand how social services are organized in the northern part of the country. Provide knowledge on the nature of public social services and the role of non-profit organizations.

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WEBSITE

Instituto Universitário de Lisboa ISCTE: <https://www.iscte-iul.pt/>

International Association of Schools of Social Work (IASSW): <https://www.iassw-aiets.org/>

International Federation of Social Workers (IFSW): <https://www.ifsw.org/>

Portal del Consejo General del Trabajo Social: <https://www.cgtrabajosocial.es>

Universidad Complutense de Madrid, Facultad de Trabajo Social: <https://trabajosocial.ucm.es/>

Università degli Studi di Firenze, Corso di Laurea Triennale in Servizio Sociale:

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