



Sustainable Well-Being  
MADRID 2014

# **SOCIAL WORK AND SUSTAINABLE WELLBEING: KEY EXAMPLES OF GOOD PRACTICES**

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**Materials from Sustainable Wellbeing Intensive Programme**

Madrid 23 March – 4 April 2014

Faculty of Social Work

Complutense University of Madrid



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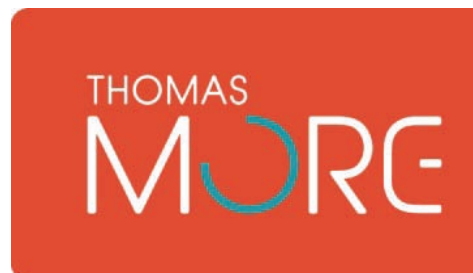
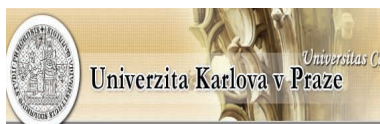
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Madrid 23 March – 4 April 2014

Faculty of Social Work

Complutense University of Madrid



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**Collaborating companies and institutions:**

Exclusion Observatory

Family Meeting Point of the City of Madrid (*PEF, or Punto de Encuentro Familiar del Ayuntamiento de Madrid*)

Family Support Centre of the City of Madrid (*CAF, or Centro de Atención a las Familias del ayuntamiento de Madrid*)

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# Introduction to Sustainable Wellbeing Intensive Programme. Marta Blanco Carrasco

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The aim of this book is to collect the materials produced in the intensive programme<sup>1</sup> coordinated by Universidad Complutense, Madrid, during academic year 2013-2014. The programme took place between 23 March and 4 April 2014. It has resulted in four books focusing on the relationship between social work and sustainable wellbeing, in addition to a website and a work seminar on the UCM moodle platform.

The structure and methodology of this type of programme permit the attainment of goals that would not be possible in other short-term international learning programmes. IPs offer students and teachers a single learning space, placing particular value upon innovation, internationalization and multidisciplinary. The programmes generally take place over two or three weeks, with intensive working days creating immersion both in the central topic of the programme and in linguistic terms. Teachers and students participating in IPs report high levels of satisfaction despite the tiring working days in unfamiliar environments. The keys to this success are undoubtedly cooperation among participating institutions and painstaking organization and management of budget by the coordinating institution.

It is important to note that IPs are not congresses and do not seek to offer students a series of conferences and lecturers; nor is their format that of an international congress. They do not involve the carrying out of pure research, though they unquestionably open up interesting lines of future investigation. Most importantly, as highlighted by OAPEE, an IP “must provide something new with relation to learning opportunities, skills development, access to information, etc., to the participating teachers and students (principle of

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<sup>1</sup> <http://www.oapee.es/oapee/inicio/pap/erasmus/programas-intensivos/guia-de-solicitud.html> Intensive programmes (IPs) are activities or projects within the Erasmus programme, subsidized by the National Erasmus Agency and in the case of Spain by the Autonomous Body of European Educational Programmes (*Organismo Autónomo de Programas Educativos Europeos*, or OAPEE), and coordinated and run by higher educational institutions forming part of the Erasmus scheme. An IP is a short-term study programme involving students and teaching staff from higher education institutions in different countries with the aims of:

- Promoting effective and multinational education on specialized topics that would not otherwise be taught anywhere at all, or at best in a limited number of institutions;

- Allowing students and teachers to work together in multinational groups and to benefit, therefore, from special teaching and learning conditions not normally available in a single institution, offering new perspectives on the topic studied; and

- Allowing members of teaching staff to exchange views on educational content and new curricular approaches, and test teaching methods in an international academic environment.

innovation). The IP must offer added value compared with existing courses offered by the participant institutions”<sup>2</sup>.

IPs aim to offer students and teachers a unique learning space, which places particular value on innovation, internationalization and multidisciplinary. Institutions participating in IPs are also expected to recognize the efforts of students by awarding credits. They should make use of ICT tools and services in the preparation and completion of the programme. Additionally, institutions must ensure that the proportion of teaching staff to students is appropriate in order to guarantee active participation in the classroom and provide an element of curricular development in the implementation of the IP.

The IP developed and coordinated during academic year 2013-2014 in the Faculty of Social Work of UCM has the principal objective of considering so-called “social sustainability” as a means of encouraging responsible and active European citizenship.

The *Sustainable Wellbeing* project has its origins in the *SOS!*, *Social Work and Sustainability* IP, which resulted in successes and experiences that were considered worth expanding upon from an entirely new perspective (though recognizing the undeniable connections between the two IPs).

On 11 August 2011, the European Commission proposed designating 2013 as the "European Year of Citizens" to mark the 20th anniversary of the establishment of European Union Citizenship under the 1993 Maastricht Treaty.

Social workers all over Europe play a fundamental part in this transition process towards a sustainable future, as agents of social change.

Three international organizations representing social work practice (IFSW, IASSW, ICSW), committed in their 2012 Global Agenda (<http://cdn.ifsw.org/assets/globalagenda2012.pdf>) to:

- Promote standards in education and practice that facilitate sustainable social development outcomes.
- Encourage and facilitate research into the role of social work with relation to disasters and environmental challenges.
- Promote the importance of sustainable, interdependent communities to achieve social development and wellbeing.

The main aim of this IP is therefore to analyze the contributions of social work as an agent of change to encourage social action, responsible citizenship and sustainable development. The IP will offer students and teachers the opportunity to participate in an English-speaking programme that is part of the European Policy statement of all partners in the network.

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<sup>2</sup> FAQs regarding intensive programmes: <http://www.oapee.es/dctm/weboapee/pap/erasmus/programas-intensivos/faqs-ip-version-2012.pdf?documentId=0901e72b8141973e>.

Specifically, the Sustainable Wellbeing IP involved a total of nine foreign institutions in addition to the Faculty of Social Work of UCM, with 59 students and 16 teachers from those countries and institutions.

City/country	Institution	Number of students	Number of teachers
Kortrijk/Belgium	Katho University College	7	1
Geel/Belgium	Thomas More University	7	1
Gent/Belgium	Artevelde Hogeschool	7	2
Birmingham/U.K.	Newman University	5	2
Helsinki/Finland	Helsinki Metropolia of Applied Sciences	6	2
Ludwigsburg/Germany	Protestant University of Applied Sciences	7	2
Vilnius/Lithuania	Faculty of Social Policy, Mykolas Romeris University	6	2
Prague/Czech Republic	Protestant Theological Faculty	7	2
Madrid/Spain	Social Work Faculty, Complutense University of Madrid	7	2

The existence of this kind of programme allows for a comparative analysis of the issues under study and an in-depth reflection that other kinds of programme cannot achieve.

The project includes, in addition to the intensive workgroup sessions, the production of four books and a webpage, in which the work and research conducted can be collected and made accessible to other institutions. One of the expected outcomes is a collection of good practices provided by the social work students from the various participant institutions, as well as a summary of the visits undertaken during the programme to see examples of those good practices.

It has also been sought to take the greatest possible advantage of the efforts of our students and teachers, in linking the work performed in IPs with Final Theses. In such Theses, students may consider chosen themes in greater depth and take the opportunity to enrich their work by including a comparative view of issues thanks to knowledge obtained during the IP. Additionally, the presentation of this work in English – which is undoubtedly reflected in the ultimate evaluation of the work by the judging panel – is encouraged. Extracts from certain of these works have been included within this book.



Over the course of two full days of meetings, with morning and afternoon sessions, attendees considered administrative and organizational aspects (budgetary matters, sponsorship, recruitment and selection of participating students, dissemination of outcomes, publications), and academic and didactic matters (Tutor's Guide, Student's Guide, moodle platform, supervision, workgroup tasks, individual tasks, expected outcomes, evaluation).

Before commencing the IP, a platform was created on the virtual moodle campus to which both teachers and students were granted access. The platform offered both the IP programme and the two books developed as guides for students and teachers, containing all information needed prior to the IP as well as links to allow uploading of the preparatory work that the national workgroups were required to complete.

The IP took place in Madrid, during the two weeks from 24 March to 4 April 2014.

The daily programme for the IP may be consulted at annex IV of this book, which lists both conferences and visits to the institutions deemed by participant institutions to be examples of good practices.

The two books collecting the work materials produced during the IP are among its most important outcomes.

These materials were developed using a collaborative and learning-by-doing methodological approach. Due to the long distances separating the participants of the programme and with the aim of increasing the efficiency of information research and systemization, two templates (assignments) were offered to students and teachers requesting all information necessary for the course. These two templates allowed the creation of two books. This book offers good practice examples in the field of social work and sustainable wellbeing. The other book focuses on providing a comparative view of social work and sustainable development.

The first template, at Annex 2, contains the first assignment worked on in national groups (those made up of students with the same country of origin). The group had to find the information requested and complete the template accordingly. Using the information collected in the template for pre-assignment 1, the students prepared a thirty-minute presentation for the other participants about their country, the academic and professional status of social work, and what they consider noteworthy regarding sustainable wellbeing in their country. The presentations were made during the first days of the IP, in order to give participants a background of each country and the different ways in which social work and sustainable development are understood. Each institution decided how to make this presentation, trying to be innovative, interactive and interesting for the rest of the group: resources used included Prezzi presentations, Powerpoint presentations, and video.

After all the presentations the students reflected in their national groups (for thirty minutes) before offering feedback on all the presentations.

The other template, at Annex 3, was produced in respect of the second pre-assignment. Each participant institution had to complete a template to share good practice knowhow. The template contained basic information regarding the institution, organisation, enterprise, or experience selected. This common template made it easier for the whole group to identify

the outstanding aspects of each experience and take a decision on the three most interesting experiences presented. Students then prepared a short presentation about the good practice experiences they had selected. The ten-minute presentation explained the reasons for the selection. All of the students had to make this presentation to the rest of the participants in their working groups during the IP. The aim was to select an attractive experience related to social work and sustainable wellbeing. Subsequently, workgroups were asked to choose the two experiences they considered most interesting or illuminating and present their findings to the whole group of students and teachers.

# Chapter I: Good Practice Standards for Sustainable Development in Social Work.

## María Vizcarro

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This chapter is part of the content of a Final Thesis completed by the UCM student María Vizcarro, who joined the IP with the idea of being able to examine in depth the ideas and concepts particular to social work and their relationship with sustainable development. The Final Thesis was defended before a panel comprising three members of the academic staff of the UCM Faculty of Social Work, obtaining an outstanding grade. The work was originally written in Spanish and many of the quotes it contains are the author's translations (whether from sources originally published in Spanish or English).

### 1. Concept of Good Practices in Social Work

Social work is among the professions best qualified to lead the social movement toward sustainability. Historically, social work has been founded upon universal principles of social justice and human rights. What is truly innovative is the use of methodologies common to social work in achieving sustainability. The need to find the resources necessary in the present without exhausting those that will be needed in future is now identified among the pillars of social work practice, as well as other principles of sustainable development.

These issues must undoubtedly be considered from a European perspective, with the idea of sharing examples of good practices in social work and sustainability and achieving significant progress in this socially important and innovative field.

The main aim of this document is to analyze the contributions of social work as an agent of social change, as a force generating responsible citizenship and sustainable development. It is necessary to start a debate on a European scale focusing on issues relating to the exercise of citizenship, rights and social participation, which are essential for these aims to be achieved.

The Global Agenda for Social Work and Sustainable Development demonstrates the commitment of social workers to promoting sustainable development.

However, how can this be put into practice? How can the plans, programmes and projects of social workers ensure this sustainable development, and under what criteria can it be argued that social workers' actions can be maintained in the longer term?

If certain standards were established for good practices in social work with a view to sustainable development, it would be easier for the actions of social workers to be oriented toward achieving such a model. Using appropriate standards, social workers would know they were acting in a sustainable manner and not otherwise.

As indicated in the Global Agenda for Social Work and Social Development (2012), it is crucial to promote "practice standards in social work and social development that enable [social] workers to facilitate sustainable social development outcomes" (p.2).

But before outlining what these standards may be, it is necessary to know: what is good practice, and what are the criteria that define good practice?

According to the Food and Agriculture Organization (FAO, 2013): "good practice is not only a practice that is defined as good in itself, but rather a practice that has been shown to work well and produce good outcomes, and, therefore, is recommended as a model" (p.1).

Barranco (2011) states that, as far as social welfare organizations are concerned, good practice in social work is "a successful experience, the best of those imaginable and possible, that generates positive and sustainable change and adds quality for people and professionals, taking into account present and future generations" (p.58)<sup>3</sup>.

The criteria for defining good practice vary according to the international organization: the UN in HABITAT, UNESCO in the MOST programme, and the FAO, among others. Variation also occurs among national organizations: the Ministry of Health, Services and Equality, the Red Cross, FEAPS (the Spanish Confederation for Persons with Mental Disabilities), and so on. However, it is noteworthy that all bodies consider sustainability to be a requirement for recognizing good practice.

Good practices in social work also require the project to be sustainable (Barranco, 2011) but the standards to take into account in order to consider such practice as sustainable, or at least what is understood by "sustainable", are not specified, since as we have seen it is a very broad concept with consequences in various spheres.

So how can sustainable good practice be achieved in social work? What standards or criteria should be established, and how can social work encourage sustainable development?

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<sup>3</sup> For Barranco, a good practice is "An experience considered as the best of imaginable, possible and successful actions that has a positive impact in improving the quality of people's lives, adds value to organizations and to the community, and is the outcome of effective cooperation among social actors" (Barranco, 58). Good practice in social work, according to Barranco, "in the social welfare organizations takes as its starting point the idea that quality good practice is a successful experience, the best of those imaginable and possible, which generates positive and sustainable change that adds happiness and quality to people and professionals, value to the organization and community, taking into account present and future generations, based on integrated quality control systems, resilience and positive feedback, and applying a series of operating standards."

## 2. Proposal for Good Practices Standards in Social Work and Sustainable Wellbeing

The standards outlined below form a proposal for the plans, programmes, projects and actions aimed at people, families, groups and communities in a social work context to comply with in order that such plans, programmes, projects and actions be considered as good practices to promote sustainable development. These standards are presented by way of a brief explanation of each one together with a justification for considering that they promote sustainable development.

We can understand participation as “the intervention, well-grounded and responsible, of people in the generation of alternatives, discussion and decision-making concerning issues that affect them in the achievement of a shared objective” (Teixidó, 2001, p.2).

### 2.1. Participation

Participation in social work means that the people, families, groups, organizations and communities, in respect of which interventions in the form of different plans, programmes, projects or actions are directed, take part in the decisions that affect them.

It involves organizations, workers and “subject-clients” working together in a collaborative manner to promote real access for the latter to the development, planning, execution and evaluation of policies and programmes. Participation also implies considering “subject-clients” as citizens and not mere users, consumers or clients, with a series of social, political and individual rights, as well as having the capacity and potential to choose and participate (Pastor Seller, 2009, p.88, 89, 90 y 2004, p.107), thereby becoming “agents of their own change” (Pastor Seller, 2012, p.672).

Pastor Seller (2009) explains that participation is fundamental for human development and the independence of people, families, groups and communities.

It is for this reason that it is important to boost citizen participation, so that in addition to deciding about issues that concern them, citizens act on their own account and promote sustainable development.

Encouraging participation will also achieve greater responsibility, involvement and commitment on the part of citizens, and the decisions taken will meet the real needs of people since their opinions will be valued (Pastor Seller, 2009).

Gordon Hamilton considers that “help will be more effective if the recipient actively and responsibly participates in the execution of the procedure” (Zamanillo y Gaitán, 1993 quoted in Eito Mateo, 2012, p.247), and in this regard, it is proposed that it would also be more sustainable if subject-clients participated in decision-making, as they would consider the plans, programmes and projects as their own and become involved in them, for which

reason decisions would produce lasting change in the longer term and only use necessary resources.

## 2.2. Empowerment

This is understood as a “process by which individuals and groups learn to improve their skills, moving from a state involving lack of power where their decision-making capacity at various stages is very limited, to a state in which they are capable of influencing and exercising control over various areas of their lives” (Itzhaky y Bustin, 2002, quoted in De la Paz Elez, Rodríguez and Mercado, 2014, p.224).

In social work, for empowerment to be possible, professionals focus on the development of strengths, potential and skills of individuals, families, groups and communities – though their problems are not to be forgotten. Intervention is directed mainly at evaluating positive aspects, which will help in overcoming difficulties.

Referring to the social worker, Mary Richmond (1922) explains that “it is their privilege to discover and bring to light the unrepeatable perfection of each individual, take a detailed interest in the infinite variety of models of humanity and exert themselves, with the diligence of an artist, to develop the richness and intensity of their nuances” (p.129, author’s translation).

However, it appears that many social workers do not intervene in this sense, focusing rather on the pathological aspects of the person and becoming managers of social resources instead of undertaking an intervention directed at involving people in their own process of change and strengthening the competences of the user (De la Paz Elez, 2011).

Empowerment, as explained by De la Paz Elez (2011), involves “a stabilization of the balance of power between the social worker and the users” (p156), as focusing on the strengths of the latter makes both parties equal and, at the same time, means users begin to be the protagonists of the intervention, recovering power and control over their lives and assuming shared responsibilities.

This criteria is considered fundamental for the achievement of sustainable development, since it is only by helping people build skills and empower themselves that people will be encouraged to learn to act on their own account and resolve their future difficulties by relying on their own personal resources. Similarly, once the work of the social worker in plans, programmes and projects is completed, such ventures may continue unsupervised as citizens become agents of their own actions.

### 2.3. Social Innovation

“This is the process by which value is created for society through novel practices, management models, products or services that satisfy a need, build upon an opportunity and resolve a social problem in a more efficient and effective manner than existing solutions, producing a change for the better in the system in which they are operative” (Moreira Silva, 2013, p. 11).

That is, social innovation seeks a novel solution to a social problem, based on the real needs of the people to whom the intervention is directed and which results in a successful outcome.

Carreras, Rodríguez and Sureda (2012) explain the need for current society, characterized by change and social transformation, to introduce social innovation as a part of organizations, people, teams and their actions, as if innovation were part of their DNA, in order to achieve long-term efficiency, creating a vision of the future.

It will only be possible to maintain organizations’ activities over time if innovation mechanisms are introduced to allow for adaptation to changing needs and, therefore, to create new solutions to new problems.

In light of all the above, for plans, programmes and projects to be recognized as examples of sustainable good practices, they must first be innovative in resolving the social problem or need to which they respond, taking into account that resources are limited and, as such, seeking to achieve the best outcomes with the fewest resources. Similarly, they must introduce social innovation as a part of the whole process to adapt to new changes and respond to future needs, using existing resources in a more efficient manner.

### 2.4. Environmental protection

We may consider as environmental protection any strategy carried out by any entity, whether private or public, with the objective of conserving and preventing harm to the environment, as well as methods to alleviate the harm they may produce.

Peeters (2012c) explains that to date, awareness of environmental limits has not been part of social work. However, there is a significant relationship between social and environmental problems, since the most disadvantaged people are those most affected by such problems.

Peeters also states that the new challenge facing us is that of “meeting human needs and achieving the wellbeing of all citizens of the world, while conserving our natural capital” (Peeters, 2012b, p.8).

This is one of the great challenges of sustainable development. Social workers must become aware of protecting and not harming the environment through their actions directed at improving the wellbeing of all.

It is necessary that social workers develop environmental awareness, since “any decrease in indices measuring pollution or degradation of nature means improvements in the quality of life” (Foladori, 2006, p. 10), which is one of the goals of social work.

In brief, the practice of social work can contribute to sustainable development as long as it takes an environmental perspective into account in its plans, programmes and projects. Various authors such as Franceschi (1999) and Peeters (2012 a, b and c) consider this requirement to be fundamental.

How can we respect the environment? By introducing recycling policies to organizations, and taking into account the environmental impact of social projects through raising awareness and providing education on the environment, through responsible energy consumption, and so on.

## 2.5. Effectiveness, efficiency and impact

Effectiveness may be understood as “the evaluation of the level of achievement of the objectives established or provided for in the programme, project or service” (Mase, 2011, p.54).

That is, it consists of knowing the extent to which goals have been reached.

Efficiency is “the relationship existing between outcomes obtained and economic costs and/or resources consumed or produced” (Mase, 2011, p.54), and refers to the economic dimension.

This standard analyzes the outcomes achieved measured against the resources used.

Impact refers to the evaluation of all the effects of an action, whether positive or negative, intended or not, direct or indirect, and the changes experienced not only by the benefiting population but also by other groups within the populace (Liberia Bonilla, 2007).

To consider a practice as good and sustainable, it must demonstrate that it has been effective, efficient and has had a positive impact, improving living conditions for the people, families, groups and communities at which it is directed. As resources are limited, social work actions must demonstrate they have achieved the proposed goals, but also that they have done so based upon an appropriate use of resources that will allow for their continued use, and also that the positive changes and effects will be maintained over time.



## 2.6. Fairness

Taking as its starting point the recognition that all people are equal in rights, freedoms and dignity, fairness means that “individuals are different and deserve, therefore, differentiated treatment that eliminates or reduces initial inequality (...), unequal treatment is just provided that it may benefit the most disadvantaged individuals” (Bolívar, 2012, p.12), to reduce said inequality (Rawls, 1979 quoted in Bolívar 2012, p.12) or to treat all equally when there is no inequality (Medeiros and Diniz, 2008 also quoted in Bolívar 2012, p.12).

Fairness is hence intimately linked to the concept of justice. It refers to the fact that, for different reasons including economic, gender or age differences, cultural or functional diversity or due to any other factor, people find themselves in different situations compared to others and this must be taken into account when acting, to eliminate inequalities and rectify disadvantages. This fact does not mean people are not legally recognized as equal.

Sustainable development, for its part, by definition argues that it is necessary to promote fairness not only among all presently existing people but also among future generations as regards the use of and access to resources. Future generations are in a disadvantaged situation compared to present generations, and as such actions that guarantee fairness among generations are necessary.

This standard requires that, for social work plans, programmes and projects to promote sustainable development, they must take into account the paradigm of fairness among people at whom the intervention is directed, and as such they must take into account existing differences in order to reduce them and promote equality. Similarly, it is necessary that the actions performed and held out as examples of good practices demonstrate that they are fair toward future generations in guaranteeing that intervention can be maintained in the long term without reducing future possibilities.

## 2.7. Networking

Networking is “a form of social organization that permits a group of persons to make use of its resources and contribute to the resolution of problems [...]. Its logic is not the homogenizing of social groups, but rather the organization of society in its diversity, through the structuring of links among groups with common interests and concerns” (Rizo, 2006 quoted in Castillo Trigo, 2009, p. 152).

It means that an organization, when developing a plan, programme or project, works in a coordinated form with other bodies for the achievement of a share goal, optimizing existing resources.

This work of work allows for a fuller vision at the point of intervention, since each member of the network contributes their experience and viewpoint to the rest (Castillo Trigo, 2009).

The plans, programmes and projects presented as sustainable good practices must take other organizations into account and work in a coordinated manner with them, to avoid duplicating actions and make the most appropriate use of resources, since the latter are limited. Additionally, actions will be more sustainable if networking occurs, since it generates commitment to solidarity and cooperation among organizations, making it easier to achieve aims that would not be possible working individually and that, through cooperation, can continue to be achieved over the course of time.

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# Chapter II: Samur Social Street Teams.

## Pablo González Martín

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*This article seeks to offer the reader a complete, global vision of the emergency municipal service provided by Madrid City Council, known as Samur Social. Following this explanation, the article will consider in detail one of the most important sections of the service, the Samur Social Street Teams (Equipos de Calle), explaining the connection among them as well as their internal responsibilities and functioning.*

*Samur Social* defines itself as the Social Service for Municipal Attention to Social Emergencies, and is included within the response network of the Emergency Services of the city of Madrid. It operates 24 hours a day, 365 days a year. Access is via telephone, calling 112.

Social emergency is understood as “a state of need” set to arise in the immediate future, involving a state of vulnerability and lack of social protection. Failure to assist or intervene in social emergencies may result in future situations of social exclusion.

The main characteristic of a social emergency is its temporal nature. Due to it being an unforeseen or unplanned situation, the response must be immediate and occur as soon as possible.

The emergency may vary in size, potentially being an individual or family, collective or large-scaled emergency or even a catastrophe. In thinking about the different types of emergency to which Samur Social attends on a daily basis in the municipal area of Madrid, we may attempt to encompass a range that varies from an individual emergency, such as a robbery suffered by a tourist in our city who would then be housed, accompanied and advised on the appropriate steps to take, to major catastrophes and public emergencies such as a fire in the municipal area.

The service may be accessed in person, though access generally takes place via the public telephone number 112. This is as required in its definition, which establishes it as operatively integrated with the rest of the emergency services of the community of Madrid (Police, Fire, Samur P.C., Seur, etc.).

The functioning of Samur Social is set forth in protocols and supported by action procedures, which are revised as changes occur in the circumstances of social need.

The service has a headquarters, or an Operational Coordination Centre (*Centro de Coordinación Operativo*), from which its functions are directed. Every intervention is registered, whether by a recorded telephone call or on the various IT systems that archive all interventions performed. In addition, it has access to solely professional communication services such as TETRA (Terrestrial Trunked Radio), and other mobile devices.

To be able to perform the social intervention in situ, the service uses a transport network made up of various vehicles including Mobile Units. This allows the professional to undertake emergency social intervention, being able to evaluate each request at the appropriate time and place. Interventions are carried out by a social worker supported by a social services auxiliary and a driver, all trained and expert in social emergencies.

Recipients of intervention are defined as any member of the population finding themselves in a situation of social emergency or street situation.

As such, though the Samur Social Social Emergency Room functions as a continuously open coordination and communication source, it is worth analyzing each of its parts to understand the service in itself:

- First are the Central Controllers and Coordinators (*Mandos y Coordinadores de la Central*), who determine and supervise all the functions and professional work of the workers. They ensure the service matches citizens' needs.
- Telephone assistance constitutes one of the main points of access to the service, through which the needs of the population are met. Additionally, calls not requiring action are filtered and an information and advice service is offered to citizens.
- Attention in Mobile Units, comprising professionals who are coordinated by telephone assistance and then act together with the rest of the unit team to evaluate, assist and intervene in the social emergency.
- Follow-up: As emergencies may endure over time, requiring various interventions at various times and places, the follow-up section is entrusted with attending to emergencies requiring fuller and more complex interventions. Having attended to the emergency, the case develops according to the procedures of the competent body.

Due to the multi-problem nature of cases and situations that Samur Social deals with, it requires different support resources specialized in each problem and capable of intervening in a specialized manner according to the situation and group. In this form, it can provide an effective response to and escape route from situations of emergency.

Resources are directed at and coordinated among the various groups:

- Older Persons
- Homeless Persons
- Gender Violence
- Immigrants
- Minors
- Families
- Other groups and specific situations.

In addition to coordinating these citizen assistance services, Samur Social uses other self-managed services. A clear example is the Short Stay Unit (*Unidad de Estancias Breves*), located in the Samur Social headquarters. This deals with cases that, due to the needs presented to the service, require greater involvement, attention or number of interventions.

In addition to its own resources, Samur Social manages and directs positions in other resources encompassing residences and flats for older persons and women, pensions and other more specialized services. When assessing the resources managed by the headquarters of Samur Social, it is important to take into account that some of these positions are reserved for dealing with emergencies, with the other part representing more normal positions. The person will spend the time the emergency requires, the efficient use of resources being of vital importance since good management depends on the next affected person being able to make use of the resource.

It is important to take into account the privilege and important social work performed by Samur Social in our municipal area, both intervening in social emergencies and offering support in other interventions such as public events or places of risk, as in the case of slum settlements. But it is perhaps more significant and surprising to consider the good fortune of our municipality in enjoying not only a municipal social emergency service, but also the high quality and treatment offered by the professionals with complete social training that comprise it. Referring to fortune is not an empty use of the word, but rather the real and practical truth, since not all provinces and Autonomous Communities in our country have access to this type of specialized service.

Along the same lines, and within the structure of Samur Social, are the Street Teams. Due to the importance they have for the author of this text, they merit a special individual mention:

*The Street Teams*, as with the Emergency Room, define themselves as a public service that intervenes on the street and in places or spaces where social emergencies arise, whether at



the instance of other professionals or following a request from citizens or at the teams' own initiative.

The Emergency Room and the interventions they perform provide a proportion of cases for the Street Teams' work, thereby demonstrating open real-time communication and coordination among the different parts of the service, contributing to it functioning as a whole. Other cases are detected through surveys and searches carried out by each team, and further interventions deal with requests from the population.

These teams generally work on foot and using public transport, though the aforementioned complete coordination of the service also empowers them to use vehicles or plan interventions with the Mobile Units.

The Street Teams have a sphere of activity that is divided and delimited according to the twenty-one districts comprising the city of Madrid. Each team is entrusted with attention to and intervention with homeless people within its area of territorial competence, being able to report new cases to other teams where territorially appropriate or to the emergency room in situations of emergency and social risk.

The Street Teams are made up of a social worker and a social services auxiliary, with multiple language skills and of different genders, to encourage any possible identification by the subject-client with the team. Both professionals are in good physical condition, as is required to work on foot and spend long days in the streets and at intervention locations. Each team has a communicative element, both for the internal work network and for the coordination of external groups. As with the Emergency Room, the Street Teams coordinate with resources of a different type.

Within the Street Teams are mental health teams, who work in coordination with the other teams in cases requiring the interventions of other specialized professionals such as psychologists, psychiatrists and educators.

The interventions carried out by the Street Teams constitute some of the most multi-professional interventions performed within social work. This is required in view of the priority group for which the interventions are carried out, homeless people. This is so as the group comprising homeless people tends to have multiple problems – that is, it is a group that presents different problems with varying origins in addition to being on the streets. Hence, the teams work in different personal areas with the subject-client receiving the assistance.

Perhaps the main and definitive characteristic of this specialized social intervention service is its workplace: "the office without doors". In contrast to social intervention performed in offices or other closed and more normalized locations, Street Teams go to the places where the person lives. Two important functions exist for this intervention:

- First, a greater number of people may be objects of the intervention, since the work can reach more recipients in different locations – whether public or private, visible or hidden, without their whereabouts mattering. Work is carried out from municipal parks to open fields or other less well-known places. Intervening in this manner allows contact with people who would not otherwise request assistance and where normal interventions do not reach.
- Second, just as when the social worker performs a home interview they obtain useful information regarding the intervention and the person's life, Street Teams do the same. Going to the location of the homeless person provides a multitude of information on their different living conditions, which may vary from hygiene or habits to other kinds of behaviour such as substance abuse or relations with neighbours. It is paradigmatic that knowledge of the place where someone without a normal dwelling lives may be effective in understanding their behaviour and living habits.

It is difficult to cite all the personal intervention spaces that the teams may enter, and even more so to imagine all the tools and skills necessary to work in each space. However, among the most important of these are the following:

The link with the subject-client: an interpersonal relationship is established between the professional and the homeless person. This requires the capacity to build trust, security and optimism in a group experiencing extreme exclusion. Creating a relationship with a strong bond between the two parties but maintaining at all times the professional standards required in our work is totally necessary and intrinsic to the intervention. This bond may be strengthened or weakened over the course of the intervention, as not all needs can or should be met. But despite the development of treatment as in any relationship, the existence of a bond is a fundamental condition for a successful intervention process to take place. The bond sustains the professional relationship and creates the necessary feelings and emotions in the subject-client for them to be able to direct their own intervention. Homeless people represent one of the greatest extremes of social exclusion, being a group that at previous times may have used other resources and services, public and private, which in the past did not result in a successful intervention. Due to this, the different social skills necessary to work with this group within its own space are of particular importance.

Interventions of a legal nature are also common for these teams. Interventions in this regard may range from management of national identity documents, such as European nationality documentation or other residence permits, to assistance with legal requirements and judgments. The homeless population, as with the rest of the citizenry, may face penalties, fines and other legal obligations such as having accurate and ordered documentation. As a result, teams need to have knowledge of these fields to be able to act as a useful instrument for the recipient of assistance. This work is not merely useful for the recipient of the

intervention, but also for the citizenry as a whole, contributing to regulating and normalizing the situations of many people, whether foreign or otherwise.

Intervention in the economic sphere, according to the social and personal characteristics of the subject-client, makes such a person a potential recipient of financial or similar assistance. As such, the teams must be trained and informed in detail and at the time of intervening regarding the requirements and possibilities in this regard, as well as the rights and obligations pertaining to the existing forms of financial aid. On many occasions, they must carry out both the administrative elements of the assistance and the follow-up, under a social intervention programme.

Performing the function of support and accompaniment for any administrative procedure constitutes a considerable source of assistance in itself. Beyond the assistance, administrative procedure or other step carried out, the act of “accompanying” is in itself something different to other social intervention. The social worker may act as a witness and a source of support for the subject-client during the intervention process. Accompaniment demonstrates strong loyalty and trust in the person with whom work is being carried out and also, as happens in the place where they sleep, it offers us a considerable amount of useful information on the barriers, difficulties, skills and strengths of the subject-client.

Support is provided according to the different individual life circumstances. From consumption of alcohol and drugs to mental illness, personal life circumstances affect homeless people, who are then supported and worked with by the different teams. Gambling addiction may be another particular circumstance affecting the life of a homeless person. Intervention in each of these areas in a rational, ethical and non-judgmental manner, along with the coordination and contacting of specialized resources and professionals who can work with the different behaviours and conditions affecting the person’s life, forms part of the responsibilities of Samur Social’s Street Teams.

As regards health, support for medical follow-up improves a person’s life, as its positive consequences may last throughout and beyond the intervention. This also involves support work focusing on the personal wellbeing of the individual, which in itself has an impact in the process of integration into society and surroundings, since as is commonly known, infectious illnesses affect the population living under more vulnerable conditions than the rest. This type of support is therefore a key factor in the spread of illnesses at a local level.

Advice, training and job-hunting support is offered. This may vary from advice and information for basic steps such as processing of special transport cards to assistance through searches for vocational training or jobs, or facilitating contact with specialist bodies in the training and work spheres. These are all carried out by Samur Social’s Street Teams, as well as searches for social housing or housing suited to the characteristics and needs of the individual.

Assistance in basic activities forming part of daily life is also available. Due to being on the streets, many of the activities we see as basic or normal are difficult for a person in a situation of homelessness. Teams work to recover or maintain these activities through intervention and work with other aid bodies and professionals.

As implicitly mentioned in other interventions, teams facilitate contact with other social intervention bodies. Providing knowledge, coordination and references to other bodies within the social intervention network forms another of the Street Teams' duties. Through the relationship created with the person requiring assistance, it is possible to make other aid and professional bodies aware of situations. This facilitates multi-professional and networked interventions.

The aforementioned are only some of the various types of intervention performed on a daily basis by the Street Teams, it being difficult to list them all since carrying out such a global intervention in a person's life means that the learning process is ongoing during the exercise of the profession. In considering these interventions, it is important to think about the group with which one is working. The main feature defining people without homes is the existence of multi-problem situations with varying roots: poverty, lack of family support, substance abuse, the accumulation of various stresses, and so on. In addition, the time spent on the street constitutes a problem in itself, as well as being an exacerbating factor for the other particular problems.

# Chapter III: International Good Practices Examples in Sustainable Social Work

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## 1. Belgium

*(Note: Belgian students decided not to use the template given in order to have more flexibility in the information offered)*

### 1.1. Gent: New B

We choose to present the cooperation NewB as the project that concerns sustainable wellbeing in Belgium. NewB is a bank where all the investors have a say in what happens with their money and in what kind of projects they will invest. Profit is not the main goal and adapted credit is available for everyone.



First we clarify why we choose a bank as our project, why it exists and what the link is between NewB and social wellbeing. Next we will give the structure of the bank and at the end we will explain the link between NewB and social work.

#### 1) Why did we choose a bank?

We choose a sector that you wouldn't relate to sustainable wellbeing, but this is what New B tries to change. They want a bank on an ethical base. There is only one other bank in Belgium which is developed on an ethical base: Triodos Bank, who was originally from

Holland. New B tries to be like Triodos bank, but wants to take it a step further; New B is a bank that is raised by people and for people.

New B is still developing toward a real bank; so how do we know it will be effective?

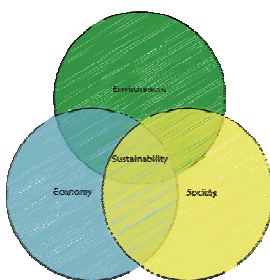
- Triodos bank was highly successful during the last decade. The bank kept on expanding and growing even though the other profit centered banks lost huge amounts of money due to the banking crisis. This illustrates that there is a growing need for a fair and socially oriented bank like NewB.
- There is an extensive interest in the bank, seeing the response of organizations and people who support this bank.

## 2) Why does New B exist?

Due to the financial crisis and the political decision to invest less in the social sector, citizens want to unite themselves in transparent and honest cooperation. They want to be capable to choose what happens with their money and where it will be invested. That is why New B started its existence, people offer their money to the bank and together they decide what projects they will support. Profit is not the main goal of the bank, but sustainable and social responsible projects are considered to be more important. They will try to be inclusive, innovative and diverse in all their decisions.

## 3) **The link between NewB and Sustainable Wellbeing:**

*Sustainable wellbeing* promotes individual happiness in conjunction with a sustainable lifestyle that is environmentally friendly and people orientated. Sustainability is a way of thinking about and acting within the world as if other people and nature matter as much as the individual.



Probably the most common illustration is that of three circles overlapping each other in a Venn diagram. The circles represent the environment, the society, and the economy; here sustainability is found where the three circles converge.

New B has 12 values that associate them with sustainable wellbeing:

1. Participation: the bank is a cooperation, which makes participation of its clients very important.
2. Simplicity: the structure and the products of the bank are understandable for everyone.
3. Safety: the bank will only invest in real economy. Profit is not a main target.
4. Soberness: the expenses will stay moderate.
5. Transparency: the bank will be honest, transparent and easy to control.
6. Inclusive: everybody has access to adapted credit and services of the bank.
7. Diversity: the bank will offer services and products that answer to the needs of all its clients.
8. Innovation: the bank will search for new products and creative solutions.
9. Nearness/Closeness: the bank will be close to its clients, and will be easy to approach.
10. Sustainability: the bank will only invest in socially responsible projects.
11. Honesty: profit is not a goal, but a result of good management.
12. Social embedding: the bank will listen to organisations and citizens who are members of the bank.

3 important values further explained:

**Inclusive:** *the bank offers universal assistance and access to adapted credit.*

This means that the bank is open for a wide set of people. Their aim isn't making money, but giving chances to develop. They want to give loans to the common people and not only the ones who can afford it.

The partners of the bank are more diverse than a normal bank. They are involved in making decisions in function of the bank. The cooperation with social expertise and the citizen shareholders are pretty unique for a bank. They also want to support organizations that are committed to doing something for people. When you look at the organization that helped set up the bank; there are a lot of organizations from the social sector that work with professional social workers.

**Creativity / Innovation:** *the bank develops, together with the partners, new products and creative solutions.*

New B provides its customers with innovative financial products and a high quality service.

They are experimenting with a new and reliable concept of a financial institution. It is a bank that people can trust because of its transparency. People can see what happens to their money and even can help decide where it is spent.

It is a unique concept that is up to now functioning very well.

**Sustainability:** *the bank will only invest in sustainable projects.*

New B is developing a more sustainable idea of a financial institution. They want to create an institution that will keep the trust of the citizens. There has to be a sustainable and good functioning concept of a new bank.

It is also about an Institution that supports a sustainable community by investing in sustainable social projects instead of, for example, the weapon industry.

New B put the goal of profit aside and tries to create a sustainable society that protects and promotes the quality of life of all its members. They encourage individuals, organizations and businesses to use their money in ways that promote sustainable development for citizens and their social environment.

#### 4) How is the bank structured?

New B is a professional, cooperative and participative savings bank in which the loans are the engine for a sustainable economy.

The clients (citizen shareholders) can use the bank for all normal bank products and services such as checking accounts, savings accounts, pay cards, loans, mortgage loans etc.

New B gets its starting capital out of three types of institutions: the co-organisations, the citizens as shareholders and the investors as shareholders.

Because there are 3 types of groups who invest in New B, there are 3 types of shares for them to buy.

- Shares A: Are shares of 20 euro each. These shares are bought by the citizen shareholders. If you pay your share you become a member, and you will have your say in the identity of the bank. The 20 euro you pay is mainly for the startup capital of the bank.

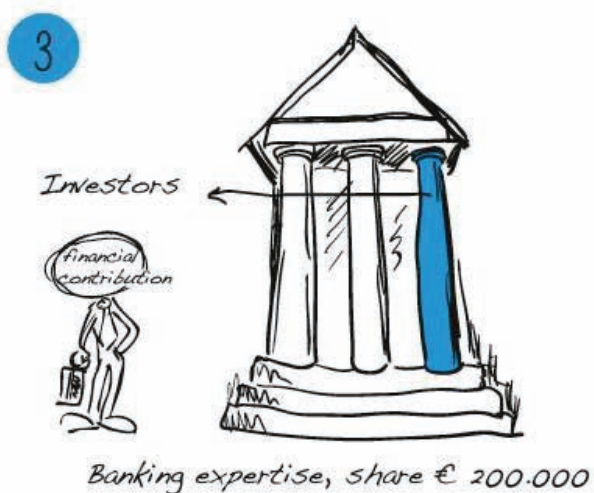




- Shares B: Are shares of two thousand euro each. These shares are meant for corporations with social expertise who want to invest in New B. Over 100 social orientated organisations/corporations bought a share. A few examples of organisations who have already invested in New B are: 11.11.11, Caritas, Greenpeace, Oxfam, Global Society, Femma, ABVV, De Zondvloed, Dokters van de Wereld, Gezinsbond, ...



- Shares C: and last, shares of 200.000 euro; this type of share is preserved for investors with financial expertise, but at this point New B has not yet had shareholders of this type.



1 man = 1 vote

regardless of amount of input

in annual general meeting : 3 pillars have to be in agreement

*Every shareholder has 1 vote regardless of the size of your share. Everyone has a say in the general meeting.*

### **General meeting**

Everybody with a share can/may visit a general meeting. This consists of all the corporations; the shareholders, the co-organisations with social expertise and the investors with financial expertise. With other words: the meeting is massive, the last meeting consisted of 1700 members.

It takes place at least once a year. In the meeting they determine the main strategic lines (mainly the estimated budget) and the bank chooses its board of directors.

The board of directors specify the main strategic lines and make sure the personnel fulfil their tasks.

The board of directors consists of a president, a vice president and 14 management members.

### **Publicity**

Who spreads the word?

New B pursues a campaign to attract new people. They perform public speeches in order to increase public awareness, but this surely isn't the only way to spread the word.

New B trusts in the effort of the people to persuade others to join by using social media such as Facebook and Twitter and of course by talking to friends, family and acquaintances.

New B makes illustrative videos, and sends model letters to inspire people to join.

People can also make videos of themselves where they explain why they chose New B. These videos spread through social media and are to be found on the site of new B.



<i>12 Values New B</i>	<i>Social Work Values</i>	<i>Example of a Social work Organisation</i>
<i>Participation</i>	<i>Interaction With people</i>	<i>Participation in society Participation in assistance</i>
<i>Simplicity</i>	<i>Simple but effective</i>	
<i>Safety</i>	<i>It is important that the clients feel safe and have trust in social work</i>	<i>Safety in assistance /Social security</i>
<i>Soberness</i>	<i>Simple and basic assistance No unnecessary help</i>	
<i>Transparency</i>	<i>Trust of the target group</i>	<i>Openness towards the clients</i>
<i>Inclusion</i>	<i>To be open for everyone</i>	

<i>Diversity</i>	<i>A diverse target audience</i>	
<b><i>Innovation</i></b>	<i>Open for renovation and innovation</i>	
<i>Proximity / Nearness</i>	<i>Close to the people Working with people not for people</i>	<i>Searching together for an answer</i>
<b><i>Sustainability</i></b>	<i>Stability and durability</i>	
<i>Honesty</i>	<i>Sincerity toward clients</i>	<i>Confidentiality</i>
<i>Social Embedding</i>	<i>Importance of Environment / Social justice</i>	<i>Support of social environment</i>

## 5) The link between New B and Social Work

*There are a lot of similarities with the twelve values (see in the beginning of the text) of New B and the values that are used in the social sector. To illustrate this we use an example of a typical social work organization from Belgium:*

*A CAW: A center for general wellbeing, they have a wide offer of assistance. The vision of CAW Waasland (Waasland is an area in Belgium): Everybody has the right to a dignified existence: with social security, the right of self-determination and a good future perspective. Every person has the right of full participation in the society and a strong social environment. Together with the clients we search for solutions for their problems. Everybody is unique, with their own specific values and beliefs. The assistance of the CAW Waasland starts from the personal chances of development, the capacity, strengths and opportunities of the people and takes into account the support of their social environment. Everybody deserves respect. The offered assistance is voluntary and if possible anonymous. The CAW prefers the least drastic assistance, without forced external inspection and report.*

*Openness/transparency in relation to the clients, confidentiality towards third parties, safety, voluntary and reliability are important values in their assistance.*

## 1.2. Kortrijk: Eetbaar Kortrijk

### 1. What is sustainable development?

Sustainable development is a development that foresees the needs of the present without bringing the needs of the future generations into danger.

As foundation of this development, there is:

The concept 'needs', in particular basic needs for poor people in the world who need priority.

The notion of limitations by the current stand of technology and the social organisation on the possibility of sufficing those needs, in the present and the future. (WCED 1987)

### 2. 4 P's

- People (social)
- Planet (ecological)
- Prosperity (economic)
- Process (politics)
- People are using lots of raw materials, more than the capacity of nature.

### 3. Gardening in the city

The organisation 'Eetbaar Kortrijk' wants to create a place for gardening in the city where the houses have little or even don't have a garden. However, there's a place in the city where there is a possibility for gardening. They use fallow land for this gardening place.

Lots of people want to cultivate their own fruit and vegetables which is a difficult task if you don't have a garden. 'Eetbaar Kortrijk' started with some neighbourhood initiatives, for example a neighbourhood vegetable garden. Those initiatives weren't only ecological, they also have a social aspect. It creates a place where people can meet.

<http://www.velt.be/eetbaarkortrijk/>




## Criteria

- Pertinence: YES. Lots of people in the town who don't have a garden or people who do have a garden but can't use it anymore can share their garden.
- Effectiveness: Sustainable and livable city.
  - o A wider range of bio-diverse public and edible greenery, created with and supported by the residents.
  - o Involvement in the public domain in an atmosphere of cooperation, responsibility and participation.
  - o Commitment, control and accessibility to and about sustainable food production and consumption.
  - o A broad local and global movement that strives for a sustainable and just society.
- Efficiency: The project works with volunteers. The throbbing, innovative heart of Kortrijk is located on the Buda Island, a small island that was formed between the Old and the New Lys. Since the reconstruction of the western banks of the Lys tip of the island wasteland remained. But that all changed! In January 2012 Velt Edible Kortrijk was the first time a license was given to gardening at the tip of the Buda Island (by the hospital). Pending the final design of this piece of Buda Island, we are here together a temporary community garden. No allotment classic, but a beautiful, inspiring "model neighborhood garden. A place for sustainable urban agriculture, where local associations organize their event in a green setting, where residents through workshops experiment with new gardening techniques for fruits, vegetables and herbs ... In short: a green, biodiverse model garden, but also a social, raising innovative and inspiring community garden in a unique place in Kortrijk. It is indeed true that the principles of ecological and recyclable gardening are applied within the garden and promoted. We do this through the site composting green waste and vegetable and focus. Place a small demo Through the provision of plots for gardening to people with no or a very small garden in the center of town, we can also contribute to prevention by encouraging composting. The number of individual gardens was expanded from 26 to 35 plots in 2013. Adherence to institution values and ethics: yes. Team and management involvement: Leilekkerland is realized with the support of CERA, the Lions Club Kortrijk, the city of Kortrijk, IMOG and Vercruysse timber.
- Impact: yes
- Sustainability: not yet
- Inclusivity and diversity: yes
- Innovation and creativity: yes: garden-sharing, community garden, prevention by encouraging composting.
- Publicity: yes.

## 2. Czech Republic

### 2.1 Pragulic


BASIC (ESSENTIAL) DATA			
<b>Name of the institution</b>	Pragulic		
<b>Web</b>	<a href="http://pragulic.cz/">http://pragulic.cz/</a>		
<b>Logo</b>			
<b>Location</b>	<b>Country</b>	<b>City</b>	<b>Community, Zone, Area</b>
	Czech Republic	Prague	
<b>Name of the student making the proposal</b>	Petra Bigasova		
DESCRIPTION			
<b>Type of organization</b>	social business (social enterprise)		
<b>Object of the activity</b>	Tours around Prague with homeless people/homeless guides		
<b>Noteworthy Activity</b>	Revealing hidden sides of Prague		
<b>Structure</b>	9 homeless guides, 9 different routes, 9 different life stories		
<b>Tools and methodology</b>	personal approach towards clients		

<b>Challenges</b>	to overcome stereotypes, to fight fear from “other” people
<b>Videos/webs/links</b>	<a href="http://www.youtube.com/watch?v=WYIG2UsjGrc">http://www.youtube.com/watch?v=WYIG2UsjGrc</a> <a href="http://www.youtube.com/watch?v=ZC8PY5wpuGE">http://www.youtube.com/watch?v=ZC8PY5wpuGE</a>
<b>Observations (other)</b>	24 hours homeless, homeless teambuilding, Prague homeless challenge
<b>GOOD PRACTICE CRITERIA</b>	
<b>PERTINENCE</b>	YES. It gives opportunity homeless people to work.
<b>EFFECTIVENESS</b>	YES. Inclusion.
<b>EFFICIENCY</b>	Yes. The tours are really cheap, therefore profit for the organization and guide ensured.
<b>FIT TO THE VALUES OR ETHIC OF THE INSTITUTION</b>	Yes
<b>IMPACT</b>	YES. The people who experience the tour could change their stereotypical views on homeless people.
<b>SUSTAINABILITY</b>	YES. It very much depends on the personality of the guide.
<b>PUBLICITY</b>	YES. It caught the attention of most of the Czech media.


## 2.2 Dobrotys pribehem Portus Praha s.r.o. (Goodies With Stories)

<b>BASIC (ESENTIAL) DATA</b>	
<b>Name of the institution</b>	Dobrotys pribehem Portus Praha s.r.o. (Goodies With Stories)
<b>Web</b>	<a href="http://www.dobrotyspribehem.cz">www.dobrotyspribehem.cz</a>




Logo	<p>Hlavní je být dobře <u>NALOŽENÝ!!!</u></p> 		
Location	Country	City	Community, Zone, Area
	Czech republic	Prague	
Name of the student making the proposal	Jitka Spicanova		
<b>DESCRIPTION</b>			
Type of organization	Company (social business)		
Object of the activity	Sheltered workshop, making food		
Structure	headmaster, social worker, management, workers with disabilities		
Tools and methodology	Improve confidence of disabled people		
Challenges	develop skills and knowledge		
Videos/webs/links			
Observations (other)	Social rehabilitation		
<b>GOOD PRACTICE CRITERIA</b>			
PERTINENCE	yes, Job for people with mental disability		
EFFECTIVENESS	yes, Integration		

### 2.3. V Jednom Dome o.p.s. (In One House)

BASIC (ESENTIAL) DATA			
<b>Name of the institution</b>	V Jednom Dome o.p.s. (In One House)		
<b>Web</b>	<a href="http://www.vjednomdome.cz/">http://www.vjednomdome.cz/</a>		
<b>Logo</b>			
<b>Topic area</b>			
<b>Location</b>	<b>Country</b>	<b>City</b>	<b>Community, Zone, Area</b>
	Czech Republic	Prague	
<b>Name of the student making the proposal</b>	Tereza Rousova		
DESCRIPTION			
<b>Type of organization</b>	public-benefit nonprofit corporation		
<b>Object of the activity</b>	V Jednom Dome is a daily center for seniors (Julie) and kindergarten with logopedics care (Julinka). They work with two generations that fit together perfectly – there is a separate space for rest, privacy and relaxation and a communal space for meeting and is supportive to mutual communication. The main aim is to prevent communication breakdown and benefit from the connection of children and aged people.		
<b>Outstanding activity</b>	first organization of this type in Czech Republic		

<b>Structure</b>	a team of nine co-working professionals plus volunteers
<b>Tools and methodology</b>	The main aim is to simulate a traditional model of living together in families. Seniors are motivated to care more about their own lives when they can take care of someone again. Lots of children in cities do not see their grandparents often or do not even have them, so they benefit from the company of seniors and both generations learn how not to be scared of each other
<b>Challenges</b>	To change a way of trans generational communication is a very hard task, but this service is on the right way to changing it at least for its clients.
<b>Videos/webs/links</b>	<a href="http://www.vjednomdome.cz/17">http://www.vjednomdome.cz/17</a> <a href="#">reportazi-ct</a> (the last organization)
<b>GOOD PRACTICE CRITERIA</b>	
<b>PERTINENCE</b>	There is a huge need of institutions for both of these groups number of senior citizens and children in pre
<b>EFFECTIVENESS</b>	Yes  Even though the service is in its beginning, the benefit of transgenerational meeting is already visible in its clients, who like to be together
<b>EFFICIENCY</b>	The costs are corresponding with services, the organization is nonprofit
<b>FITS THE VALUES OR ETHICS OF THE INSTITUTION</b>	yes
<b>TEAM AND MANAGEMENT INVOLMENT:</b>	The team of experts and volunteers cwork together


## 2.4. Novy prostor (The New Space)

BASIC (ESSENTIAL) DATA			
<b>Name of the institution</b>	Novy prostor (The New Space)		
<b>Web</b>	<a href="http://www.novyprostor.cz">www.novyprostor.cz</a>		
<b>Logo</b>			
<b>Location</b>	<b>Country</b>	<b>City</b>	<b>Community, Zone, Area</b>
	Czech Republic	Prague, Brno, other cities	
<b>Name of the student making the proposal</b>	Jana Georgievova		
<b>Person of contact</b>	<b>Name and position</b>	<b>Telephone</b>	<b>Email</b>
DESCRIPTION			
<b>Type of organization</b>	civil association		
<b>Object of the activity</b>	social service- street paper (social rehabilitation)		
<b>Noteworthy Activity</b>			
<b>Structure</b>	General meeting- Ing. Jiri Kocmanek, Robert Sztarovics, Dagmar		

	<p>Kocmankova</p> <p>Chairwoman of association- Dagmar Kocmankova</p> <p>Manager of the day-centre Prague- Stanislava Splichalova, DiS.</p> <p>Manager of the day- centre Brno- Bc. Hana Mikova</p> <p>Coordinator of the project NP a MPSV- Iva Krasnanova</p> <p>Editor of the magazine- Tomas Havlin</p>
<b>Tools and methodology</b>	<p>The New Space offers the opportunity to work to those people who are willing and able to work, but didn't find any other job. This association helps mainly those individuals who may get into a difficult situation so it can prevent from exclusion.</p> <p>Methods- People in need (clients of association) sell the magazine "the New Space" on streets or public places so they can adopt proper working skills and habits. By selling these magazines clients have an income, because they get half of their price.</p>
<b>Challenges</b>	<p>gradual change in the perception of homelessness in society, dealing with biases and stigmas of homeless people</p>
<b>Videos/webs/links</b>	<p><i>Videos:</i> interviews with clients:</p> <p><a href="http://www.novyprostor.cz/video.html">www.novyprostor.cz/video.html</a></p>

## 2.5 Plecharna (The Iron Shed)


BASIC (ESSENTIAL) DATA	
<b>Name of the institution</b>	Plecharna (The Iron Shed)
<b>Web</b>	<a href="http://www.plecharnacernymost.cz">www.plecharnacernymost.cz</a>

<b>Logo</b>			
<b>Location</b>	<b>Country</b>	<b>City</b>	<b>Community, Zone, Area</b>
	Czech Republic	Plecharna Cerny Most, Bryksova 1002, Praha 14	
<b>Name of the student making the proposal</b>	Frantiska Hejdukova		
<b>DESCRIPTION</b>			
<b>Type of organization</b>	leisure center		
<b>Object of the activity</b>	multifunctional leisure hall, skate park, rehearsal rooms, cafe, community and street work center		
<b>Noteworthy Activity</b>	using the old boiler house for actions, great example how to use unutilized public space		
<b>Structure</b>	David Kaspar (director), Vojtech Havlovec (production), Monika Hillebrandova  (community coordinator)		
<b>Tools and methodology</b>	improve community cooperation in Prague 14 by sponsoring various organizations and projects		
<b>Challenges</b>	fellowships, realization of young people projects		
<b>Videos/webs/links</b>	cooperation with lots of NGOs		
<b>GOOD PRACTICE CRITERIA</b>			

<b>PERTINENCE</b>	Yes
<b>EFFECTIVENESS</b>	Yes
<b>EFFICIENCY</b>	Yes
<b>FITS THE VALUES OR ETHICS OF THE INSTITUTION</b>	Yes
<b>TEAM AND MANAGEMENT INVOLVEMENT</b>	Yes
<b>IMPACT</b>	Yes
<b>SUSTAINABILITY</b>	Yes
<b>GENDER</b>	Yes
<b>INNOVATION AND CREATIVITY</b>	Yes
<b>PUBLICITY</b>	Yes

## 2.6. Auto\*Mat

<b>BASIC (ESSENTIAL) DATA</b>	
<b>Name of the institution</b>	Auto*Mat


<b>Web</b>	www.auto-mat.cz		
<b>Logo</b>			
<b>Location</b>	<b>Country</b>	<b>City</b>	<b>Community, Zone, Area</b>
	Czech Republic	Prague	
<b>Name of the student making the proposal</b>	Petra Voracova		
<b>DESCRIPTION</b>			
<b>Type of organization</b>	citizen as organization, non profit organization, public sector		
<b>Object of the activity</b>	Improving the quality of life as a modern transport system that offers to all residents good conditions for efficient and pleasant mobility in the city, mainly through car-free transport. Also promoting and developing the use of car-free transport (cycling and walking) and endeavoring to improve public transport services.		
<b>Structure:</b>	team of 24 people who lead the cooperation with other organizations government etc.		
<b>Tools and methodology</b>	From the position of an independent supervisor and the proposer they focus on development of the infrastructure of cycling transport, they also try to improve the safety and friendliness of streets for pedestrians and the removal of various barriers in public space. Auto*Mat monitors and responds to current issues and affairs concerning the relationship between public space and transport in Prague (mainly large commercial buildings).		
<b>Challenges</b>	Having less cars in the city, encouraging the citizens to walk or use a bike, overseeing human and logistical development in Prague.		




<b>GOOD PRACTICE CRITERIA</b>	
<b>PERTINENCE</b>	yes
<b>EFFECTIVENESS</b>	yes
<b>EFFICIENCY</b>	yes
<b>FITS THE VALUES OR ETHICS OF THE INSTITUTION</b>	yes
<b>TEAM AND MANAGEMENT INVOLVEMENT</b>	yes
<b>IMPACT</b>	yes
<b>SUSTAINABILITY</b>	yes
<b>GENDER</b>	
<b>INNOVATION AND CREATIVITY</b>	No
<b>PUBLICITY</b>	yes

## 2.7. Skolka v zahrade/ Kindergarten in the garden


<b>BASIC (ESSENTIAL) DATA</b>	
<b>Name of the institution</b>	Skolka v zahrade/ Kindergarten in the garden
<b>Web</b>	<a href="http://www.skolkavzahrade.cz/kontakt/">http://www.skolkavzahrade.cz/kontakt/</a>

<b>Logo</b>			
<b>Location</b>	<b>Country</b>	<b>City</b>	<b>Community, Zone, Area</b>
	Czech republic	Kutna Hora	
<b>Name of the student making the proposal</b>	Petra Bigasova		
<b>DESCRIPTION</b>			
<b>Type of organization</b>	forest nursery school		
<b>Object of the activity</b>	Return the kids from iPads back to nature		
<b>Noteworthy Activity</b>	first forest school in Kutna Hora/motto to live in harmony with nature		
<b>Structure</b>	two teachers, open 08:00 to 17:00, a maximum of 15 children, nursery indoor  facilities are in the yurt		
<b>Tools and methodology</b>	Waldorf, Montessori pedagogy and eubiotic pre-school education  for children from three years to onset in elementary school		
<b>Videos/webs/links</b>	<a href="https://www.facebook.com/skolkavzahrade?fref=ts">https://www.facebook.com/skolkavzahrade?fref=ts</a>		

## 2.8. Trash made

BASIC (ESSENTIAL) DATA			
<b>Name</b>	Trash made		
<b>Web</b>	<a href="http://www.trashmade.cz">www.trashmade.cz</a>		
<b>Logo</b>			
<b>Location</b>	<b>Country</b>	<b>City</b>	<b>Community, Zone, Area</b>
	Czech republic	Prague	
<b>Name of the student making the proposal</b>	Sarka Vavrova		
DESCRIPTION			
<b>Object of the activity</b>	The object of the activity is to recycle electronic waste and to protect the environment		
<b>Noteworthy Activity</b>	jewellery products from parts of electronic waste		
<b>Structure</b>	Author of the project is REMA System a.s  designers and artists, sheltered workshop Modry klic (The Blue Key)		
<b>Tools and methodology</b>	the team of designers use modern technology and analyze old electrical appliances and use their components		
<b>Challenges</b>	make a new thing from the old thing		


### 3. Finland: JAPA ry

BASIC (ESSENTIAL) DATA		
Institution name	JAPA ry	
Website	<a href="http://www.japary.fi">www.japary.fi</a> <a href="http://www.sotkutontapaivaa.fi">www.sotkutontapaivaa.fi</a>	
Logo		
Location	Country	City
	Finland	Jyväskylä
Name of the student making the proposal	Josefina Kuusikallio	
DESCRIPTION		
Type of organisation: company, association, foundation, public sector	Non-profit and politically independent association	
Object of the activity: different activities	A cleaner and more pleasant living environment	
Outstanding Activity (if applicable)	Comprehensive school students and teachers collect trash from their municipal area on an agreed day of spring	
Structure: technical team, direction, coordination	Principals and teachers following JAPA's guidelines	
Tools and methodology	Teachers' guidance to the students to promote sustainability	
Challenges	How to get every school and student to participate in this project	
Videos/websites/links	<a href="http://www.japary.fi/pdf/raportti.pdf">www.japary.fi/pdf/raportti.pdf</a>	
Observations (other)	Good outdoors and sport activity Teaching children to appreciate nature	

<b>GOOD PRACTICE CRITERIA</b>	
<b>PERTINENCE</b>	Yes. The environment is trashed and needs cleaning
<b>EFFECTIVENESS</b>	Yes Less cleaning expenses to the municipality and healthier environment
<b>EFFICIENCY</b>	Yes Doesn't cost anything -> cleaner environment & raising awareness on environmental issues
<b>ADHERENCE TO INSTITUTION VALUES AND ETHICS</b>	Yes JAPA ry is an organization that promotes environmental sustainability
<b>TEAM AND MANAGEMENT INVOLVEMENT</b>	Yes Cooperation between two motivated institutions (schools and JAPA ry)
<b>IMPACT</b>	Yes Cleaner environment, change of attitude
<b>SUSTAINABILITY</b>	Yes No cost input or other barriers
<b>INCLUSIVITY AND DIVERSITY</b>	Yes Everyone can participate. Empowerment through shared activity.
<b>INNOVATION AND CREATIVITY</b>	Yes JAPA ry has implemented good practice towards organized voluntary work by the schools for a cleaner environment
<b>PUBLICITY</b>	Yes Due to many participating schools it has become well-known. The project has become a tradition.

## 4. Germany

### 4.1. EVA

BASIC (ESSENTIAL) DATA			
<b>Name of the institution</b>	EVA Stuttgart. International Centre of Counseling: Intercultural Mediation		
<b>Web</b>	<a href="http://www.eva-stuttgart.de/interkulturelle-mediation.html">http://www.eva-stuttgart.de/interkulturelle-mediation.html</a> <a href="http://stuttgartermediatoren.de/alles-zur-mediation.html">http://stuttgartermediatoren.de/alles-zur-mediation.html</a> <a href="http://www.stuttgart.de/item/show/234981">http://www.stuttgart.de/item/show/234981</a>		
<b>Logo</b>			
<b>Topic area</b>	Intercultural Mediation		
<b>Location</b>	<b>Country</b>	<b>City</b>	<b>Community, Zone, Area</b>
	Germany	Stuttgart	
<b>Name of the student making the proposal</b>			
DESCRIPTION			
<b>Type of organization:</b>	Foundation by the Protestant Church		
<b>Object of the activity</b>	<p>Mediation is a structured way to handle conflicts out of court. The objective is to find a mutual agreement (Win-Win-Solution).</p> <p>For example in cases of arguments between neighbors, bullying at school, problems at work or problems with local authorities/departments.</p>		
<b>Outstanding</b>	One neutral person (mediator) mediates between different parties. The mediator is a person to help in the processes		


<b>Activity</b>	communication, negotiation and agreement.
<b>Structure</b>	Coordination: EVA and city of Stuttgart Team: 16 mediators
<b>Tools and methodology</b>	The mediators are from different countries and backgrounds. They speak e.g. German, French, Spanish, English, Portuguese, Italian, Bosnian, Greek, Albanian, Sengalese, Tamil, Ghanaian, Persian, Romanian, Croatian,...
	Basics: <ul style="list-style-type: none"> <li>- Voluntary participation</li> <li>- The mediator is neutral and impartial. He/She respects and considers the interests and attitudes of all parties in the same way. The mediator is obliged to confidentiality and discretion. He/She supports every party trusting in its abilities to find their own solution.</li> </ul>
<b>Challenges</b>	Unpredictability of conflicts and their devolvment.
<b>Videos/webs/links</b>	International Mediation Institute: <a href="http://imimediation.org/intercultural-certification-criteria">http://imimediation.org/intercultural-certification-criteria</a> Intercultural Mediation and communication – video: <a href="http://www.youtube.com/watch?v=Mt5ZRMxXYuU">http://www.youtube.com/watch?v=Mt5ZRMxXYuU</a>
<b>Observations (other)</b>	Advantages <ul style="list-style-type: none"> <li>- faster and cheaper way to solve conflicts than in court</li> <li>- oriented at participant resources</li> <li>- improves communication and satisfaction</li> <li>- builds up/rebuilds trust</li> </ul>
<b>GOOD PRACTICE CRITERIA</b>	
<b>PERTINENCE</b>	Yes. Comment: Conflicts belong to social life. Conflicts are even more difficult when people have a different cultural background
<b>EFFECTIVENESS</b>	Yes. Comment: There are benefits for the concerned parties as well as for the society: e.g. less trials, respect and tolerance between

	cultures, builds up trust,...
<b>EFFICIENCY</b>	Yes.  Comment: Mediation is a cheaper than a trial would be.
<b>FITS THE VALUES OR ETHICS OF THE INSTITUTION</b>	Yes.  Comment: The process of mediation fits in everybody's interests. It is a respectful and fast way to deal with conflicts. It considers different cultural backgrounds, mentalities and attitudes. It aims to find the best solution for all concerned persons.
<b>TEAM AND MANAGEMENT INVOLVEMENT</b>	Yes.  Comment: The team/the mediators can be indispensable in a difficult cultural conflict.
<b>IMPACT</b>	Yes.  Comment: Mediation can achieve change and improvement; but that also depends on the motivation and attitude of the conflict parties.
<b>SUSTAINABILITY</b>	Yes.  Comment: Conflicts are resolved faster, cheaper and fairer than in court.  If a conflict has been resolved successfully for all concerned persons, the participants are motivated to deal with future problems in a similar way.
<b>GENDER</b>	Yes.  Comment: Every party is involved and integrated equally to the other parties into the processes of communication, negotiation and agreement. This happens independent from country,



	language, attitude, religion,...
<b>PUBLICITY</b>	Yes.  Comment: Offered by different big institutions (City Stuttgart, EVA,...); mentioned in press articles; existence of different websites.


## 4.2. Christopherus Lebens- und Arbeitsgemeinschaft

BASIC (ESSENTIAL) DATA			
<b>Name of the institution</b>	Christopherus Lebens- und Arbeitsgemeinschaft (Christopherus community of life and work) Erfahrungsfeld der Sinne- Eins+Alles (Field experience of senses– ONE+ALL)		
<b>Web</b>	<a href="http://www.laufenmuehle.de">http://www.laufenmuehle.de</a> <a href="http://www.eins-und-alles.de">http://www.eins-und-alles.de</a>		
<b>Logo</b>			
<b>Location</b>	<b>Country</b>	<b>City</b>	<b>Community, Zone, Area</b>
	Germany	Welzheim (near by Stuttgart)	
<b>Name of the student making the proposal</b>	Selina Fischer Protestant University Ludwigsburg Germany		
DESCRIPTION			
<b>Type of organization</b>	anthroposophical association		

<b>Object of the activity</b>	<ul style="list-style-type: none"> <li>-care, support and looking after handicapped people</li> <li>-offers of different working fields for residents</li> <li>-creation of a new nature park of sense (experiential pedagogical offers for groups and families)</li> </ul>
<b>Structure</b>	<p><u>Direction:</u> Dieter Einhäuser  <u>Direction field experience:</u> Reiner Böning  <u>Experience and cultural educator:</u> Priska Schwendemann  <u>Marketing/Press work:</u> Daniela Doberschütz</p> <p>The residents live together in resident groups and have the opportunity to work in the fields: weaving, laundry, bakery or the field experience.</p> <p>The field experience of senses “one and all” is a nature park with different stations to explore senses. There is for example a dark room where it is possible to eat. In each area of the field experience, like the little animal park or the café and restaurant, the residents are involved.</p>
<b>Tools and methodology</b>	<ul style="list-style-type: none"> <li>-anthroposophical</li> <li>-socially therapeutic work</li> <li>-public relations</li> <li>-care of the religious life</li> <li>-experience and cultural education</li> </ul>
<b>Challenges</b>	<ul style="list-style-type: none"> <li>-high requirements of the disabled people</li> <li>-understaffed and underpaid</li> </ul>
<b>Videos/webs/links</b>	<p>Pictures <a href="http://www.eins-und-alles.de/Galerie.157.0.html">http://www.eins-und-alles.de/Galerie.157.0.html</a>  Ethical guidelines: <a href="http://www.laufenmuehle.de/Ethische-Richtlinien.117.0.html">http://www.laufenmuehle.de/Ethische-Richtlinien.117.0.html</a>  -Dance project “Carmina” 2013 where pupils and residents made a dance show together  <a href="http://www.youtube.com/watch?v=K2GQ-rkJ1fw">http://www.youtube.com/watch?v=K2GQ-rkJ1fw</a>  <a href="http://www.youtube.com/watch?v=ot_dRw3M8e0">http://www.youtube.com/watch?v=ot_dRw3M8e0</a></p>
<b>GOOD PRACTICE CRITERIA</b>	
<b>PERTINENCE</b>	YES, in the sheltered local residential community are a lot of people who have competences to make a qualified work which supports their self-dependence.
<b>EFFECTIVENESS</b>	Not public
<b>EFFICIENCY</b>	Not public
<b>FITS THE VALUES OR ETHICS OF THE INSTITUTION</b>	YES, the institution is following the anthroposophical values and ethics.
<b>TEAM AND</b>	YES (in the field experience of senses, but not Christopherus)

<b>MANAGEMENT INVOLVEMENT</b>	community).
<b>IMPACT</b>	YES, visitors and employees have the chance to work with handicapped people on a level playing field.
<b>SUSTAINABILITY</b>	YES, each resident has an important part and makes a contribution to the community.
<b>GENDER</b>	YES, on the one hand, handicapped people are included in the working-life of the field of experience. On the other hand, the sense stations are included in the forest and nature.
<b>INNOVATION AND CREATIVITY</b>	YES, students of arts created some sculptures, like a wooden elephant. Moreover there are creative experience offers and working fields for the residents.
<b>PUBLICITY</b>	NO, the institution is a regional one which sometimes gets attention because of projects (for example "Carmina 2013").


### 4.3. KÄNGO

<b>BASIC (ESSENTIAL) DATA</b>		
<b>Institution name</b>	Kängo, non-profit Ltd (limited liability company)	
<b>Website</b>	<a href="http://www.kaengo.de">www.kaengo.de</a>	
<b>Logo</b>		
<b>Location</b>	<b>Country</b>	<b>City</b>
	Germany	Hesemannstraße 54 30655 Hanover
<b>Name of the student making the proposal</b>	Louisa Brown	Protestant University of Applied Sciences in Ludwigsburg, Germany
<b>DESCRIPTION</b>		
<b>Type of organization</b>	Non-profit Ltd (limited liability company)	
<b>Object of the activity</b>	The admission of family-related traumatised children and teenagers into foster families. Professional advice for children, biological and foster parents, supervision and intervention, parental work, visiting contacts for the biological relatives, specialist conferences.	

<b>Outstanding Activity</b>	The admission of family related traumatised children and teenagers into foster families with the opportunity of returning to the biological parents. Assistance and support of the children and teenagers for an increasingly independent development by introducing new and healthy values and life perspectives.
<b>Structure</b>	Kängo is operated by two managers, one of them with a focus on the public relations and the other one with a focus on the finances. The three expert advisors are responsible for the visiting contacts of the foster children with their relatives. The administration and organisation are covered by a further employer. In addition, the 27 managers of foster families are employed at Kängo. In order to admit a foster child, it is necessary that one parental party has a pedagogic qualification. The collaboration is very relevant in order to offer the best and most supportive assistance to the children and teenagers.
<b>Tools and methodology</b>	<ul style="list-style-type: none"> <li>- The practise of Kängo is learned through systematic (family) therapy</li> <li>-Therapeutic and pedagogic assistance</li> <li>-Parental work</li> <li>-Public relations</li> <li>-Supervision</li> </ul>
<b>Challenges</b>	Kängo functions as mediator of the children's and parents' rights and duties in the context of legal regulations. Consequently, Kängo fights for the best possible solution, which is in everyone's interest, especially the children's interest and well-being.
<b>Videos/websites/links</b>	<a href="http://www.kaengo.de">www.kaengo.de</a>
<b>GOOD PRACTICE CRITERIA</b>	
<b>PERTINENCE</b>	Yes Kängo's work corresponds to actual needs, since it takes responsibility for traumatised children with difficult histories and coordinates their "temporary" admission to a foster family.
<b>EFFECTIVENESS</b>	Yes Based on Kängo's work the foster children can develop their personality in a healthy and structured environment, in which they receive sympathy, shelter and security regarding their challenges. Furthermore, the children are provided with both, inner and outer support by an understanding integration into the foster family and therapeutic and pedagogic assistance.


<b>EFFICIENCY</b>	Not public
<b>ADHERENCE TO INSTITUTION VALUES AND ETHICS</b>	Yes Kängo's central theme is to “live family” with the biological as well as with the foster children. It is the institution's goal to integrate the admitted children into the family activities, such as vacations.
<b>TEAM MANAGEMENT AND INVOLVEMENT</b>	Yes The management and the employees at Kängo collaborate very closely. In matters of the foster children's well-being a collaboration of management, employees and professionals, who admitted them, is conducted at Kängo.
<b>IMPACT</b>	Yes The work of Kängo takes a positive impact on the admitted foster children and teenagers as well as on the biological parents. Both sides are given the chance of redefining the relation based on the continual support towards the children and the parents. The parental work can help them to structure their life, so that the child/teenager can return to its biological family.
<b>SUSTAINABILITY</b>	Yes Kängo's work strives for a sustainable and recovering development of the foster children after their family related traumatic experiences. The admitted children are supposed to be stabilised in the foster family on the emotional, social, physical and intellectual levels.
<b>INCLUSIVITY AND DIVERSITY</b>	Yes The foster children have experienced various forms of traumas, which lead to different damage on the physical, emotional or psychological levels of the children. Consequently, the admitted children at Kängo suffer from different forms of disabilities. In addition, the children have different social and national backgrounds.
<b>INNOVATION AND CREATIVITY</b>	Yes In contrary to other institutions offering support and services to young people, Kängo offers aids, which are precisely based on the individual needs of each foster child. These supporting measures are orientated at the social (for example social activities like sports), physical (for example physiotherapy) and psychological (for example therapeutic treatment) treatments improving the children's development.
<b>PUBLICITY</b>	Yes At Kängo, quality is rated higher than quantity, but even so it is popular in Hanover and its regions.


#### 4.4. Haus Marienthal

<b>BASIC (ESSENTIAL) DATA</b>		
<b>Institution name</b>	Haus Marienthal	
<b>Website</b>	<a href="http://haus-marienthal.com/kontakt/34-angeboteangebote/tagesgruppentagesgruppen">http://haus-marienthal.com/kontakt/34-angeboteangebote/tagesgruppentagesgruppen</a>	
<b>Logo</b>		
<b>Location</b>	<b>Country</b>	<b>City</b>
	Germany	Schweinfurt
<b>Name of the student making the proposal</b>	Lea Merz	
<b>DESCRIPTION</b>		
<b>Type of organization</b>	Non-profit Ltd (limited liability company)	
<b>Object of the activity</b>	Children who are significantly impaired in their emotionality, their social behavior and their capacity development should be accompanied in the Socio-Educational day care centers and assisted with homework and performance deficits. New interests and abilities, as well as independence and self-responsibility should be developed. Learning of social skills, social interaction and communication is another goal.	
<b>Outstanding Activity</b>	To achieve the objectives there is a close cooperation with the parents of the children and the school. At least once a school year talks about a care plan (parents, youth welfare office, educators and child / adolescent) are held to provide a review and further planning for the future to work together.	
<b>Structure</b>	The care of children is carried out by two teams of three childcare workers or childcare assistants. These teams are advised by the responsible division management. In inter-group services a psychologist and a remedial teacher is also available.	
<b>Tools and methodology</b>	Therapeutic and pedagogic assistance , mentoring and support	
<b>Challenges</b>	Most of the children have ADHD and suffer from neglect at home, so it is a challenge to establish a daily routine.	
<b>Videos/websites/links</b>	<a href="http://haus-marienthal.com/">http://haus-marienthal.com/</a>	
<b>Observations (other)</b>		
<b>GOOD PRACTICE CRITERIA</b>		
<b>PERTINENCE</b>	The work of "Haus Marienthal" corresponds to a real need, as disadvantaged children get support in several aspects.	
<b>EFFECTIVENESS</b>	The work is effective because disadvantaged children can live a "normal life" instead of being excluded.	
<b>EFFICIENCY</b>	Not public	

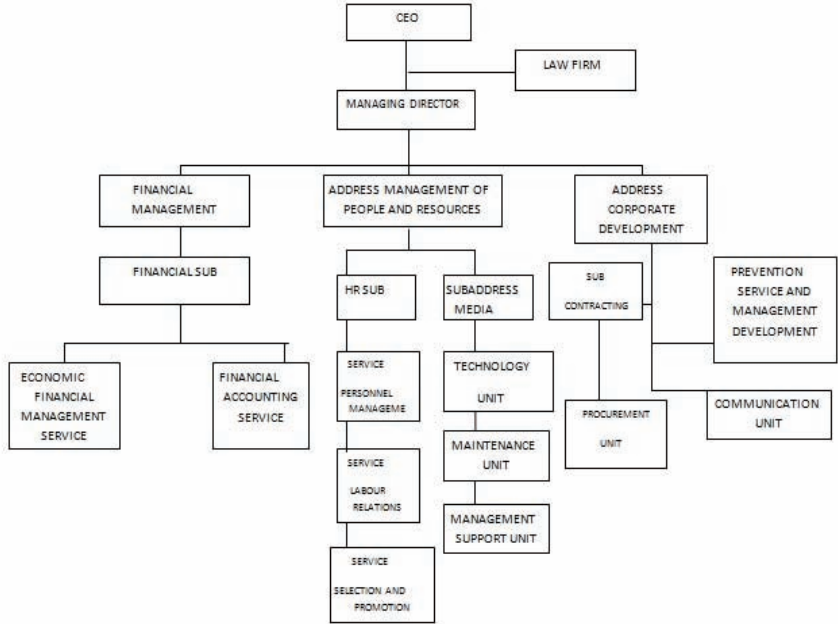
<b>ADHERENCE TO INSTITUTION VALUES AND ETHICS</b>	Values such as respectful treatment and a clear structure are being maintained
<b>TEAM AND MANAGEMENT INVOLVEMENT</b>	There is a close collaboration between employees and management, as the childcare workers and childcare assistants know most about the children.
<b>IMPACT</b>	The work of “Haus Marienthal” achieves big changes in the life of the children and the families.
<b>SUSTAINABILITY</b>	The work is sustainable because the children get much support for their development so they more probably can live a self-determined life in the future.
<b>INCLUSIVITY AND DIVERSITY</b>	In “Haus Marienthal” it does not matter where you come from.
<b>INNOVATION AND CREATIVITY</b>	New interests and skills in their free time are to be built by creative activities, games and sports. Collective experiences are essential in addition to the support in the cognitive area.
<b>PUBLICITY</b>	I would say it is quite well known in Schweinfurt, but not further.

## 5. Spain: Grupo 5

<b>BASIC (ESSENTIAL) DATA</b>			
<b>Name of the institution</b>	GRUPO 5. Acción y Gestión Social S.L		
<b>Web</b>	<a href="http://grupo5.net/">http://grupo5.net/</a>		
<b>Logo</b>			
<b>Location</b>	<b>Country</b>	<b>City</b>	<b>Community, Zone, Area</b>
	Spain The headquarters are located in	GRUPO 5 works mostly in <b>Spain</b> , especially in Andalucía, Madrid, Extremadura and Galicia, and currently they are also located in <b>Chile</b> .	

	<p>Olimpia Street number 2, in Madrid (Spain).</p>	 <p>City: MADRID.</p>
<b>DESCRIPTION</b>		
<p><b>Type of organization</b></p>	<ul style="list-style-type: none"> <li>- Organisation's origins: Grupo 5 was created by three women social workers, 26 years ago (in 1988). It has the objective of improving social conditions of the most vulnerable groups. They wanted to change the social services because they were based basically on charity programs, not social intervention. They were looking for a way to earn money in their job as social workers, and they founded a private company. At the beginning, Grupo 5 had training programs about Social Work's background. It was pioneering in this kind of specific training in social intervention.</li> <li>- Type of organisation: Grupo 5 is a private company which is specialized in the management of public and private social services.</li> </ul>	
<p><b>Object of the activity</b></p>	<p>They work with different social groups and problems:</p> <ul style="list-style-type: none"> <li>-Acquired brain injury.</li> <li>- Intellectual disability.</li> <li>- Childhood education.</li> <li>- Social emergencies and social exclusion.</li> <li>- Childhood and family.</li> <li>- Mental health.</li> <li>- Training/Education: "Training institute and social intervention" (IFIS-<i>Instituto de Formación e Intervención Social</i>).</li> <li>- Publishing house Grupo 5.</li> </ul>	



<p><b>Structure:</b> Technical team, direction, coordination.</p>	 <pre> graph TD     CEO[CEO] --- MD[MANAGING DIRECTOR]     CEO --- LF[LAW FIRM]     MD --- FM[FINANCIAL MANAGEMENT]     MD --- AM[ADDRESS MANAGEMENT OF PEOPLE AND RESOURCES]     MD --- ACD[ADDRESS CORPORATE DEVELOPMENT]     FM --- FNSUB[FINANCIALSUB]     FNSUB --- EFMS[ECONOMIC FINANCIAL MANAGEMENT SERVICE]     FNSUB --- FAS[FINANCIAL ACCOUNTING SERVICE]     AM --- HRSUB[HR SUB]     AM --- SM[SUBADDRESS MEDIA]     HRSUB --- SPMS[SERVICE PERSONNEL MANAGEME]     SPMS --- SLR[SERVICE LABOUR RELATIONS]     SLR --- SSP[SERVICE SELECTION AND PROMOTION]     SM --- TU[TECHNOLOGY UNIT]     TU --- MU[MAINTENANCE UNIT]     MU --- MSU[MANAGEMENT SUPPORT UNIT]     ACD --- SUB[SUB CONTRACTING]     SUB --- PU[PROCUREMENT UNIT]     ACD --- PSD[PREVENTION SERVICE AND MANAGEMENT DEVELOPMENT]     ACD --- CU[COMMUNICATION UNIT] </pre>
<p><b>Tools and methodology</b></p>	<p>Methodology of Grupo5 is basically multidisciplinary, which means that professionals from different disciplines work together to achieve their aims.</p> <p>The main method is basically aimed at employees and results. Grupo5 looks for a good working environment and positive technical and economical results.</p> <p>But it's true that depending on the social group and its problem the methodology and tools are completely different. For that reason, we want to explain what is going on in each program of the institution:</p> <p><u>Acquired brain injury:</u> In the Integral Rehabilitation Residential Center and Outpatient Care, they make an initial multidisciplinary evaluation of the patient. All professionals participate, coordinated by the school psychologist team. It has the aim of making an Individualized Plan of Rehabilitation to respond to the situation of each person and go from their difficulties and possibilities, with treatments speech therapy, physical therapy, neuropsychology, psychiatry, occupational therapy, pre-employment training, etc.</p> <p><u>Intellectual disability:</u> Grupo5 has a "Day Center" and an "Occupational Center" aimed at people with intellectual disabilities. Maintenance of skills, stimulation, and social relationship with the environment, foster care and autonomy, making an individualized intervention program in all their areas of his life, in order to improve their skills of social and personal coping, autonomy, social skills and pre-employment learning.</p> <p><u>Childhood education:</u> Nine nurseries are managed by Grupo5. They are responsible for the educational character during the first</p>


	<p>cycle of childhood education. They offer children a set of educational experiences that promote their development and learning.</p> <p><u>Social emergencies and social exclusion:</u> Grupo 5 has several shelters for homeless people or social vulnerability groups, and some social emergency mobile units, like “SAMUR social” in Madrid. This program’s aim is to meet the needs of health, accommodation and meals for people living in vulnerable situations. Moreover, they have a program for emergencies in which people can call professionals of the organization and ask for help or another necessity.</p> <p><u>Childhood and family:</u> Grupo 5 has several family meeting centers, family schools, childcare centers, reception centers for minors and other programs where social workers, psychologists and social educators work together with the families and children who have difficulties in their personal and social development or families with social vulnerability, to accompany, prevent and resolve their conflicts.</p> <p><u>Mental health:</u> Grupo 5 has different residential centers, sheltered accommodation, day centers, counseling and occupational rehabilitation centers, and community support centers. The focus of this program is divided into social, psychological and employment support for people with severe or mild mental illness. For example, the work centers have their own workshops for employment and training, supporting the project actively seeking work and monitoring the process of employment. On the other hand, psychosocial care centers have a multidisciplinary team from an individualized approach focused on rehabilitation and recovery of the person, works to promote the creation and strengthening of support that promotes the participation of users in socio-community resources under the same conditions as any other citizen. This features different programs of information, education and skills training carried out both in the center and in the own community partner of the environment.</p>
<b>Videos/webs/link</b>	<p><a href="http://grupo5.net/">http://grupo5.net/</a> (Main Website)  <a href="http://grupo5social.cl/">http://grupo5social.cl/</a> (Chile’s Website)  <a href="http://blogs.grupo5.net/">http://blogs.grupo5.net/</a> (Grupo5’s Blog)  <a href="http://fundacion-aldaba.org/">http://fundacion-aldaba.org/</a> (Childcare Foundation)  <a href="http://fundacion-aspacia.org/">http://fundacion-aspacia.org/</a> (Gender Violence Foundation)  <a href="https://www.facebook.com/Grupo5AyGsocial">https://www.facebook.com/Grupo5AyGsocial</a> (Grupo5’s Facebook)  <a href="https://twitter.com/Grupo5AyGsocial">https://twitter.com/Grupo5AyGsocial</a> (Grupo5’s Twitter)  <a href="http://www.linkedin.com/company/719527?trk=tyah">http://www.linkedin.com/company/719527?trk=tyah</a> (Grupo5’s LinkedIn)  Some Videos:  <a href="https://www.youtube.com/watch?v=ZchDZQg9fz8">https://www.youtube.com/watch?v=ZchDZQg9fz8</a> (Promotional</p>

	<p>Video)  <a href="https://www.youtube.com/watch?v=SbJKNnTP0aU">https://www.youtube.com/watch?v=SbJKNnTP0aU</a> (Against Gender Violence)  <a href="https://www.youtube.com/watch?v=zz-cYOf-Rpo">https://www.youtube.com/watch?v=zz-cYOf-Rpo</a> (Short Film)</p>
<b>Observations (other)</b>	<p>Grupo 5 is nowadays a really big company involved in a numerous amount of projects and social actions, covering almost every age, genders, social situations, etc. So it's quite difficult to define their works in a nutshell, it's easier to explain their global vision than their concrete actions, but what almost all who know this institution could say about their work is that it's good work, that easy.</p> <p>In just 25 years they have become a huge company, a lot of professionals of social work and official institutions know that day to day they are achieving more objectives and growing to become a reference point for the rest of us who work in hard and difficult fields.</p>
<b>GOOD PRACTICE CRITERIA</b>	
<b>PERTINENCE</b>	<p>Yes</p> <p>There is a demand from society with social problems that public bodies are not able to respond to correctly, and less so nowadays in our times of crisis. They work with a lot of social groups: mental and physical disabilities; young people; families and childhood, and they provide innovative and useful solutions to most social and medical problems or difficulties of these social groups.</p>
<b>EFFECTIVENESS</b>	<p>Yes</p> <p>Clearly, there are benefits on both sides, on one hand for Grupo 5 and their workers, because due to their work they receive a deserved financial compensation, dignified salaries for the workers and the profit for the company. And on the other hand are the users of their work, the direct beneficiaries of their actions, getting quality care at their disposal.</p>
<b>EFFICIENCY</b>	<p>Yes</p> <p>Comments: In 2012 they achieved a turnover of 32,764,480 €. Thus they covered all the costs of their work and in addition they were able to reinvest in new projects and programs or also improve their already existing services. These benefits will apparently get better in later years if we look back at the evolution of the company, because for example only 6 years before they gained less than a third of this amount, and in their first year of work, 1988, they had a turnover of 14,963 € due to the efforts of their professionals. With their good results, they keep covering more services and functions.</p>

<b>FITS THE VALUES OR ETHICS OF THE INSTITUTION</b>	<p>Yes</p> <p>Their Vision: To be a leading entity in social services and personal care, which provides solutions.</p> <p>Their Mission: To consolidate a professional organization dedicated to developing, innovating and efficiently managing high quality social services and personal care.</p> <p>Their Values:</p> <ul style="list-style-type: none"> <li>- Primacy of Persons: Humanism as a basis for the services we provide and how we organize ourselves.</li> <li>- Responsibility: Commitment to service quality and values that we assume.</li> <li>- Plurality: Diversity as seed of progress.</li> <li>-Trust: We give what we offer.</li> <li>-Transparency: We show who we are.</li> </ul>
<b>TEAM AND MANAGEMENT INVOLVEMENT</b>	<p>Yes</p> <p>Grupo 5 has more than 1200 employees in total working in a diverse group of institutions and services, all of them supported by a solid management that is always looking for a stable and dignified workplace for all their employees. They are proud of their inclusive and cooperative work environment.</p>
<b>IMPACT</b>	<p>Yes</p> <p>Grupo 5 attended to 43,414 people in 2012, who were direct beneficiaries of their work and effort. Their work is adapted to the current needs of society and has a direct impact on it, working in different fields and in different ways. For example, as part of their corporate social responsibility, every year they donate 10% of profits to two foundations linked to Grupo 5, Aldava Foundation (disability, mental illness) and Aspacia Foundation (GBV).</p>
<b>SUSTAINABILITY</b>	<p>Yes</p> <p>Comments: The training department in Grupo 5 and their own publishing house are the departments which have better economic results. It helps fund more costly and less profitable projects, but being a private company they always try to focus their work in the fields that they know they can take profit and be useful for the society in the same time.</p> <p>All the company's benefits are used to improve and start their projects and not to increase the wealth of their managers.</p>
<b>GENDER</b>	<p>In Grupo 5, 3.7% of their employees have some kind of mental or physical disability. It means they have 1% more disabled people in their team than the law requires. That means around 45 people with some disability in their job template. They also have a specific program for hiring victims of gender violence, one of the fields that they are related to.</p>

<b>INNOVATION AND CREATIVITY</b>	<p>Grupo 5 was the precursor of the Social Emergency Service that is currently operating in Madrid, and some of its current managers were the ones who designed it.</p> <p>They work on new programs and methods. For example, they use an special polymer clay, "Jumping Clay", that helps people with poor motor coordination to make beautiful figures with their own hand. It's an innovative method to work on self-esteem.</p> <p>This company also have new projects like "Centro Conecta" to do social intervention with young people; or a new integral residential and rehabilitation center and outpatient care for acquired brain injury that they are about to open in Alcalá de Henares.</p>
<b>PUBLICITY</b>	<p>They are well known in Spain because they are one of the biggest social services companies in the country, having agreements with a lot of public administrations, contacts with a lot of private and public institutions, and some of the easily recognizable social services, the Social Emergencies Services/Samur Social, with their ambulances. Grupo 5 also have their own publishing house.</p> <p>In the same way, having the unique training institute fully focused in social studies makes them a well-known institution for professionals of Social Services.</p>

## 6. Vilnius: Mano Guru

<b>BASIC (ESSENTIAL) DATA</b>		
<b>Institution name</b>	Salad bar Mano Guru <sup>4</sup>	
<b>Website</b>	<a href="http://www.manoguru.lt/">http://www.manoguru.lt/</a>	
<b>Logo</b>		
<b>Location</b>	<b>Country</b>	<b>City</b>

<sup>4</sup> The name "Guru" means a teacher or a person who provides knowledge for others. The owners wanted to give this title for the restaurant because the main idea or mission of the restaurant is to feed not just the body but the soul as well. As is written in their webpage: "People who come here support the social integration project and also can find a rest for their body and soul".

	Lithuania	Vilnius
<b>Name of the student making the proposal</b>	Eglė Vaitaitytė Ivona Bukovska Jolita Lapinskaitė Laura Šimkutė Monika Ūselytė Skirmantė Stepanauskaitė	
<b>DESCRIPTION</b>		
<b>Type of organization</b>	Public institution/Salad bar /Restaurant  The owner of this bar is the public institution Socialiniai Paramos Projektai (eng. <i>Social Support Projects</i> ).	
<b>Outstanding Activity</b> (if applicable)	As a public institution the restaurant Mano Guru's mission and outstanding goal is to <i>create rehabilitative conditions for people who used to be addicted to psychotropic substances or alcohol, to integrate them into the society and labor market</i> . This mission was also the main reason for the restaurant's establishment. This idea made three separate institutions – a municipality, Center for Addictive Disorder and private corporation to unite their facilities and to create a public institution which organizes the social reintegration project for people who need it the most – ex-drug or alcohol addicts who finish their rehabilitation process, but do not have any abilities to come back to society as equal members.	
<b>Object of the activity</b>	As a Restaurant/Salad bar Man Guru: <ul style="list-style-type: none"> <li>• provides healthy and fresh food (soups and salads) for their customers.</li> <li>• organizes a Farmer's Market from 10 am to 1 pm every Sunday. Farmers sell ecological vegetables, fruits, cheese and bread in the restaurant's space. The restaurant's food is prepared from these products too, therefore it does not have any flavor enhancers or glutamates.</li> <li>• carries out an educational mission to teach young students from elementary school how to eat healthily. One of the Mano Guru projects in this field was named Merry Way To Eat Healthy Food. First of all students had to draw paintings with the Mano Guru label. 14 classes were chosen and invited to come to the restaurant where they could listen</li> </ul>	

	<p>about healthy nutrition and cook healthy food by themselves. In the end of the project the Mano Guru team visited those children to check how much they learned.</p>
<b>Structure</b>	<p>As previously said the founders of the company are Vilnius Municipality, Center for Addictive Disorder and private corporation “Viršupis“. Those three institutions created the public organization Socialiniai Paramos Projektai (eng. <i>Social Support Projects</i>) which organizes the work in salad bar Mano Guru.</p> <p>In the establishing contract Vilnius Municipality committed to provide a free space for the project, Center for Addictive Disorder offered consultations and support from psychologists and Inc “Virsupis” was responsible for establishing the restaurant and sharing business experience. The contract also provides that at least 50 – 70 per cent of the employees in the restaurant should be suffering from addictions, including alcoholism.</p>
<b>Tools and methodology</b>	<p>Generally salad bars or the project Mano Guru help people with addictive disorders by:</p> <ul style="list-style-type: none"> <li>• helping to get an occupation and professional experience</li> <li>• carrying out professional rehabilitation</li> <li>• motivating to earn legal income</li> <li>• stimulating self-confidence and guaranteeing target group’s busyness</li> <li>• giving favorable conditions for ex-drug addicts to develop their community</li> <li>• breaking the stereotypes about ex-drug addicts, about their abilities and capabilities</li> </ul> <p>The full name of the project is Mano Guru: New Possibilities in The Labour Market. This project works with people who are addicted to alcohol, psychotropic substances, are former prisoners or live in homeless shelters. The previously mentioned help which goes from the restaurant in reality materializes as:</p> <ul style="list-style-type: none"> <li>• a theoretical and practical training in one selected occupation (waiter, bartender, cook, carpenter, builder or locksmith)</li> <li>• a certificate of non-formal training</li> </ul>

	<ul style="list-style-type: none"> <li>• free consultations with psychologists or social workers</li> <li>• help and mediation in job search</li> </ul> <p>The project lasts from six to twelve months. During the project participants get free meals, free transportation, assistance in preparing documents for social benefits, etc.</p>
<b>Challenges</b>	<p>There were suggestions to change completely the type of the restaurant - to sell alcohol and to create a jazz club. Fortunately, by the influence of the employees this process was stopped. Current employees understood and started to talk about the consequences of selling alcohol in this kind of a place. Hence the municipality heard their arguments and rejected their plans.</p> <p>The restaurant also has a large loan from the bank. As they do not sell alcohol and tobacco their profit is not so high compared to other restaurants or bars. Therefore they have to organize their work very carefully in order to stay in the market.</p>
<b>Videos/websites /links</b>	<p><a href="http://www.esparama.lt/ES_Paramama/angliskas_medis/programming_for_2007_2013_tree/front_page/files/MyGuru.pdf">http://www.esparama.lt/ES_Paramama/angliskas_medis/programming_for_2007_2013_tree/front_page/files/MyGuru.pdf</a>;</p> <p><a href="http://www.esparama.lt/2007-2013/en/naujiena_en?id=090bdd53800c8396">http://www.esparama.lt/2007-2013/en/naujiena_en?id=090bdd53800c8396</a>;</p> <p><a href="http://wikipreneurship.eu/index.php5?title=Mano_Guru">http://wikipreneurship.eu/index.php5?title=Mano_Guru</a>;</p> <p><a href="http://www.manoguru.lt/sveika-maista-valgyk-linksmai/">http://www.manoguru.lt/sveika-maista-valgyk-linksmai/</a></p> <p><a href="http://www.youtube.com/watch?v=abEOgHWLUWE">http://www.youtube.com/watch?v=abEOgHWLUWE</a></p> <p><a href="http://ec.europa.eu/esf/main.jsp?catId=46&amp;langId=lt&amp;projectId=301">http://ec.europa.eu/esf/main.jsp?catId=46&amp;langId=lt&amp;projectId=301</a></p>
<b>Observations (other)</b>	<p>In the contest Europos Burės 2013 (European Sails 2013) the project won the award Už Atvertus Kelius“ (eng. <i>To The Open Roads</i>).</p> <p>Mano Guru is shortlisted in the category <i>Responsible and Inclusive Entrepreneurship</i> in the European Enterprise Awards 2011 - Rewarding excellence in entrepreneurship.</p> <p>Within the regional innovatory project awards RegioStars 2010 Mano Guru was nominated as one of the six best social integration projects in Europe.</p> <p>In 2009 and 2010 the restaurant won an award of Most Friendly</p>



	<p>Cafeteria of Vilnius.</p> <p>Also in Vilnius Mano Guru has been nominated for award category The Integration of Migrants or Marginalized Groups in Urban Areas.</p>
<b>GOOD PRACTICE CRITERIA</b>	
<b>PERTINENCE</b>	<p>Yes</p> <p>There is one major problem when we talk about ex-drug addicts. Since addictive disorder rehabilitation centers or communities in Vilnius most of the time are located outside the city, people who come back from them after a rehabilitation process often do not have anywhere to stay because their relatives usually do not want them anymore. Furthermore most often the same people who were addicted to psychoactive substances have a criminal past as well. This makes a cycle without an escape because people who have a criminal past and/or are ex-drug addicts face really large discrimination from the society. First of all it is hard to get a job for a former prisoner, because nobody trusts him, secondly he has to regain trust from his relatives and friends because they (most of the time) have already lost hope that the person can change. Because of those reasons the risk of getting lost and going back to the previous habits is really high. Furthermore it might be a reason why so many ex-drug addicts cannot heal completely. That is why the role of the social reintegration project Mano Guru is so important. The restaurant admits those people while others push them away. What is more during this project participants get occupation, working experience and skills, which they did not have before and can use in the future. Finally people with addictive disorders can work in the safe environment where others do not discriminate against them, where others are the same as they are.</p>
<b>EFFECTIVENESS</b>	<p>Yes</p> <p>First of all the project reduces state's costs for social benefits because a part of the people who are living on those benefits – people with addictive disorder – after the project do not need them anymore. As said previously those who participate in the project get an occupation and assistance to find a job after, hence they get a chance to subsist by themselves, to pay taxes and also to pay back their debts. What is more the project also reduces the level of criminality because it helps to avoid the discrimination which comes after being in prison and most of the time turns those people back into their criminal past.</p>
<b>EFFICIENCY</b>	<p>Yes</p>

	<p>Since 2004 when the restaurant Mano Guru was established, around 70 percent of former drug addicts who were participating in the project were employed as bartenders, waiters or cooks. Furthermore from 300 people who were participating in the project at least 90 per cent do not use drugs anymore.</p>
<p><b>ADHERENCE TO INSTITUTION VALUES AND ETHICS</b></p>	<p>Yes</p> <p>Salad Bar Mano Guru adheres to informal values and ethics. They were created by employees (ex-drug addicts or other socially excluded groups) and employers too. One of the project participants shared his experiences of participation in the <i>project</i>: <i>“The restaurant My Guru was my first step into an honest and good life,”</i> says Jonas. <i>“The experience I acquired here helped me to find a job. I am grateful to my colleagues working in the bar because they didn’t condemn or reject me for my addiction. Their support helped me to conquer my fear of a sober life and people without addiction problems.”</i> From this interview and other information which we gained about the organization we have identified some values and ethics which prevail in this company:</p> <ul style="list-style-type: none"> <li>• confidentiality and privacy – project participants must respect everyone’s right to the privacy.</li> <li>• self-determination – project participants have the right to determine their individual needs and ways to meet them.</li> <li>• equality of opportunity – usually even motivated people who have completed a rehabilitation programme have to return to a society where they face such problems as unemployment and discrimination. Mano Guru restaurant gives an opportunity for everyone.</li> <li>• people's social responsibility – for yourself, your families, communities and society.</li> <li>• human value and dignity.</li> </ul>
<p><b>TEAM AND MANAGEMENT INVOLVEMENT</b></p>	<p>Yes</p> <p>One social work master’s student did qualitative research about Mano Guru as a social innovation. The student did in-depth interviews with participants of the project and permanent workers. The results of the research have showed that Mano Guru team manager has a consultative style of managing. It means that he always asks employees’ opinions before taking a decision. Furthermore he is not closed in his mind, he is open for external opinions and suggestions, values his employees. On the other hand</p>

	<p>even if the manager is not authoritarian, the restaurant has its strict rules that have to be followed. Those are very important in the reintegration process of addicted people.</p> <p>Talking about the learning process, participants learn how to work mostly by watching others, but they are not alone because people who already work there always help them. Furthermore participants also are prompted to go to seminars and conferences, the administration always organizes various classes. The organization even has a social worker who previously was a member of this project.</p>
<b>IMPACT</b>	<p>Yes</p> <p>The most obvious change made by the project Mano Guru is seen in micro level – a person who had an addiction after the social reintegration project can start a new life because he already has tools to do that: he gains a new profession, learns how to communicate with clients, is much stronger than he was just after the rehabilitation. Although some changes can be noticed in mezzo level too. When we are taking into account a family of the participant of the project we can see changes in a group of people. For example in a TV show one of the recent Mano Guru employees was telling how this project helped him to renew his relationships with his family, they became much stronger because his parents gave him a second chance. In the macro or society level the project Mano Guru also makes an impact. If we pay attention into the awards that the restaurant has won, we see that society appreciates it. It is a really effective and sustainable practice to help this kind of people in Lithuania, after participating in this project they seek their life goals in a legal way.</p>
<b>SUSTAINABILITY</b>	<p>Yes</p> <p>The project has lasted for 10 years already. It was established in 2004 and has worked successfully until now. Probably this is the most important argument to prove the continuation of the project.</p>
<b>INCLUSIVITY AND DIVERSITY</b>	<p>Yes</p> <p>The participants of the social reintegration project have better opportunity to be included in society because 1) they get an opportunity to get into the labour market; 2) they can earn permanent income and 3) they work in a socially peaceful environment (where nobody stigmatizes them). The diversity appears on the personal level too because people experience a changing environment, lifestyle, meet new people, and gain patterns of communication and pursuits. This workplace is a completely different environment compared to people with addictive disorders' previous living environment.</p>

<p><b>INNOVATION AND CREATIVITY</b></p>	<p>Yes</p> <p>First of all Mano Guru is a project unprecedented in Lithuania. Secondly the project is a truly innovative idea (at least in our country) because several very different sectors cooperate in its realization: municipal authorities, non-governmental, educational, and business institutions, along with the targeted groups, and employers.</p> <p>Finally the exact form of this social inclusion instrument for former drug addicts is a real social innovation. The treatment process is composed of 3 phases: detoxification- rehabilitation- social reintegration. Social reintegration– should be a complementary and obligatory phase of the social and psychological rehabilitation, which offers the possibility to be trained and have a professional activity in the non-protected environment. Here the social reintegration takes form of a social enterprise for ex-drug addicts and could be also adapted to any other target group whose professional integration is complicated. This form of problem solution and activity organization is stimulating partners to solve problems not only based on internal skills and resources but also to involve other concerned sectors as local authority, business, NGOs.</p>
<p><b>PUBLICITY</b></p>	<p>Yes</p> <p>There are some websites and articles about the social reintegration project Mano Guru: New Possibilities in The Labour Market, but it is not very well publicized because it could influence one of the goals of the project – to increase self-confidence of the target group. They need a supportive and safe environment to rebuild themselves, hence publicity is not the best practice to do in this case. Although talking about publicity of the restaurant, it is well known in the city. The restaurant Mano Guru has its regular customers who usually recommend the place for their friends and acquaintances.</p>

## 7. Results and Conclusions: Oscar Rodríguez (IP Student Participant)

*This section forms part of the Final Thesis entitled Sustainable Wellbeing in an International Context and written by Oscar Rodríguez, a Spanish student who participated in the IP. The objective of the Thesis was to carry out an analysis of the good practices outlined during the IP, with the aim of recording his own experience as a member of one of the international groups that worked together over the course of the IP. These are his conclusions:*

Every example was quite different from the others, as the rest of the good practices examples set out during the IP. But at the same time, every group defended each example as a good example, explaining all the positive points of their institutions and showing that every one of them met almost every good practice criteria in addition to being related to social work and sustainable wellbeing, despite each one appearing very different at first glance.

After a few discussions, we eventually arrived at the idea that one main point for an institution to become an outstanding good practice example, besides the field of work, should be the commitment of workers and staff involved in the work project in question. It doesn't matter how big the institution is, how ambitious the project is or how many people will benefit from their work.

None of these institutions have all these criteria as specific guidelines for their work. Maybe they have some of them, or they simply agree with them, but what they do all have in common is a basis of good practice in the sense of wanting to offer a quality, economically sustainable, environmentally responsible service, which responds to real needs. Part of this involves trying to take all the knowledge and technical and human resources that they have and perform high-quality work without forgetting any aspect that influences our future (environment, society and economy); as mentioned, a holistic way of thinking.

On the other hand, is true that the primary focus of these institutions (and also of the other examples offered during the IP) seems to be focused on some specific topics. For example, *Grupo 5* and *Kängo* are more closely related to the social aspect, *Mano Guru* to the ecological and *New B* to the economic. However, having a main goal as a guide does not mean that they forgot the other objectives, so they also try to keep in mind and work on the other two aspects. Due to this, every group of social work students took each institution as their good practice example, because they felt their institution was a good example of sustainable wellbeing in social work, meeting all or most of the criteria of good practices suggested for this IP.

Therefore, despite all the examples being so different, all share a similar spirit, which all the students could appreciate after they were analyzed.

Being a relatively new subject has its good and bad points. I believe it is essential to consider the role of social work in the way we have done. As we were repeatedly told during the IP and as I have also seen while completing this Final Thesis, social workers are the professionals best placed to continue working in this area and try to take it to another level.

It is clear that IPs offer a great tool for connecting different students and professionals from Europe that otherwise might not work together. The challenges will be to continue working in this way from now on, when austerity policies are affecting

education too, and trying to make the outcomes of these programmes achieve greater weight.

Sustainable wellbeing is an issue that we have to worry about because the world is finite, both in extent and resources, whereas our development continues to grow exponentially and our ambitions have already caused enormous damage, in addition to the levels of inequality that become more outrageous year after year.

Therefore, sustainable wellbeing should be a matter covered in our studies, because, at Complutense University, for example, apart from during this IP, I have never heard a reference to this term. It is essential that future social workers understand that we cannot forget the aspects of social, economic and ecological sustainability if we want to create a fairer society and leave a dignified future to those who come.

This is shown by the fact that three major International Associations of Social Work have joined together to create a Global Agenda to describe the function of the social work in this respect and agree on the main priorities to achieve its goals.

Sustainable wellbeing is something that we need to keep in mind, understanding how far and deep the meaning of its goals go. It aims to make all humanity aware of our limits, our impact on the environment and what we have to do if we want a dignified and quality future for all and everything related to us.

# Chapter IV: Good Practice Examples in Madrid

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This chapter contains information on the institutions that collaborated in the IP, who in our opinion represent examples of good practices in social work and sustainable wellbeing.

We appreciate the availability and collaboration offered by all these institutions, who granted access at all times to their facilities and provided conferences on the ways and processes in which they work. We would like to make very special mention of Metro de Madrid, which contributed not only its collaboration but also a significant donation of 400 10-journey metro tickets, making the logistics of our programme much easier to handle.

These visits were undoubtedly very instructive for all students and teachers. Below, we include both the basic information regarding the institutions and an account of our visit, completed by the press and translation groups who worked on the IP. The IP's daily programme can be consulted at annex IV of this book.

## 1. Real Democracy Now!

**Website:** <http://www.democraciarealya.es/>

**Description:** DRY, Spanish for Real Democracy Now!), also known as Plataforma Democracia Real Ya! (Real Democracy NOW Platform!), is a grassroots citizens' organization that was started in March 2011 in Spain. It sparked the political movement of May 15, 2011 (15M) whose protests gained worldwide attention. ¡Democracia Real YA! states in its manifesto that it is a broad social movement, dedicated to nonviolent protest, and that it maintains no affiliation with any political party or trade union. Democracia Real YA! considers the current political and economic system incapable of listening to and representing its citizens and therefore demands changes to the current social and economic policies, which have led many people into unemployment, loss of their homes, and poverty. The organization denounces the way big businesses and banks dominate the political and economic spheres and aims to propose a series of solutions to these problems through grassroots participatory democracy and direct democracy, which is based on people's assemblies and consensus-based decision-making. The movement drew inspiration from the 2009 Icelandic financial crisis protests, the Arab Spring, the 2010–2011 Greek protests and the 2010-2011 revolutions in Tunisia.

**Field Visit:**

Published in Infoactualidad: IP Sustainable Well-Being (EN). Friday, 04 April 2014 19:46

Written by: Redacción Infoactualidad

Translation into English: Traducción e Interpretación, CES Felipe II (UCM)

Heading: **Real Democracy Now and the 15M Movement present to students from nine European universities**



This Monday, the members of the “Sustainable Well-Being Program,” organized by the UCM School of Social Work, visited Madrid’s Tabacalera, one of the meeting points for Real Democracy Now and the 15M Movement, in order to hear about the origins of both platforms and their prospects for the future.



Surrounded by banners stating the movement’s principles and goals, the project’s members heard firsthand accounts of each of the phases of the 15M movement, now considered to be one of the most important organizations reclaiming the rights of the people.



Ignacio, one of the members of the movement, started the presentation by speaking about the group's beginnings. "Everything started at the end of the protests on May 15, 2011, when a group of people decided to defy the government and camp out in the Puerta de Sol until the elections, which were going to be held in one week's time."

Spaniards know this story well, but it had to be explained to the European students who are in Spain for this program, whose purpose is to convey to them the alternatives related to social well-being that are available. "The events unfolded like an explosion of creative and pent-up energy. The camp out ended, but assemblies spread out into a number of neighborhoods in Madrid," Ignacio added. Now, the movement maintains a structure of horizontality; there are no leaders, but rather, people who lead initiatives.

Immediately following this presentation, Real Democracy Now, another platform created with the goal of conveying the message that "another way of doing politics is possible," gave their presentation. The movement presents itself as "the unemployed, underpaid, subcontracted, people with unstable jobs, young people, etc... who want a change and a decent future." Currently, they are fighting against constant privatization, a repressive State and an "ultra-Catholic" government that, according to the group, "tries to create legislative measures that make it possible to punish any protest with a large fine without having to go through the courts."



During the session, both groups spoke about their prospects for the future, as well as their achievements up to now. Along these lines, the members agreed that in Spain, they had created a greater sense of association and of debate, something that they evaluated very positively. Looking to the future, they hope to "continue to create networks, increase civil disobedience, follow the path of dismissals, and create initiatives to promote participation in elections. Although we're lacking debate and it's difficult, we're ready to take on the challenge."

The students paid close attention while listening to the presentations, taking turns to ask questions and share opinions and experiences, and therefore, came away with a good understanding of the topic.

The European students participating in the project arrived in Spain on Sunday, March 23, coinciding with the aftermath of the protests of March 22. This really caught their

attention, according to some of the collaborators of the “Sustainable Well-Being Program.” “They were surprised to see, after the events that unfolded the night of March 22, that there were more police in the streets than people.”

## 2. Movement of Mortgage Victims

**Website:** <http://afectadosporlahipotecamadrid.net>

**Description:** This is a Spanish grassroots organization that campaigns for the right to a home. The PAH, composed of people affected by subprime mortgages, is a social movement struggling for decent housing, having emerged in Barcelona in February 2009 and now extending across the Spanish territory. It arose in response to the real estate crisis of 2008 that triggered the bursting of the Spanish housing bubble and became a strong part of the movements that later formed to contest austerity politics in the context of the sovereign debt crisis. As such, the PAH also came to constitute a part of the 15M movement that emerged in May 2011.

The PAH brings together people who find it difficult to pay back their mortgages or who find themselves in a process of eviction due to unpaid mortgages, and people in solidarity with this problem. It defines itself as 'a group of people who, unaffiliated with any party, recognize that [...] the current legal framework is designed to guarantee that banks cash in on debt, while at the same time the law gives no protection to the people with mortgages who are unable to cover their payments due to reasons such as unemployment or rising fees/interests'. It is a horizontal, non-violent and assembly-based movement unaffiliated with political parties.

The PAH meets in assemblies that go through the different cases of people affected by the mortgage crisis and laws, to offer advice and mutual aid in order to give both practical and emotional support.

In January 2013, the PAH was awarded the Spanish national prize for human rights.

### **Field Visit:**

Published in Infoactualidad: [IP Sustainable Well-Being \(EN\)](#). Thursday, 03 April 2014 02:00

Written by: [Redacción Infoactualidad](#)

Translation into English: Traducción e Interpretación, CES Felipe II (UCM)

Heading: **The Madrid Mortgage Victims Platform will restart protests aimed at politicians “soon”**



Psychologists and social workers, members of the Mortgage Victims Platform (PAH) and the Madrid Public and Social Housing Victims Platform (PAVPS), explained evictions and the legal and social situation of the constitutional right to decent housing in the framework of the IP Sustainable Well-Being.

The speakers from PAH and PAVPS confirmed that they would again carry out *escraches*, or targeted protests against government officials and others at their homes, although they gave no specific date for said protests. “We know when, but we’re not going to say,” stated Marga Rivas, psychologist in the platform, who has also been directly affected by her mortgage. These protests will take place given that “the media only remember our situation” when these measures are taken, said her colleague Liles García, social worker.

This initiative is based on a ruling of the Madrid Provincial Court, which closed the case presented by the Government’s Vice-President, Soraya Sáenz de Santamaría. The Court determined that the *escrache* is an “ordinary mechanism of democratic participation in civil society and an expression of citizens’ pluralism.”

In their presentation, the PAH painted a picture in which those who cannot pay their mortgage are often forgotten. In Spain, there are around 70 mortgages signed every day, according to the platform. Unemployment, a decrease in salaries, and an increase in energy prices are the main reasons for non-payment.



In 2013 the platforms were able to stop 1200 evictions. However, they estimate that only 5% of those affected reach out to these groups. Around 200 families in Madrid received assistance from the platform.

Marga Rivas and Liles García, from PAH Madrid, stressed the importance of getting information as soon as possible. They follow a “timeline” with the people who come to

them for help. Using this tool, they visualize the process's evolution, from the moment of non-payment to foreclosure, and the measures that can be taken along the way.

Negotiations with the banks are constant, offering the surrender of the property in lieu of payment and social renting for those families who don't have a place to live. As a last option, there is the "recovery" of the property, which consists of occupying the house which is the property of the mortgaging institutions. This is a "legal" action, according to the platforms.

Three months after non-payment, the banks proceed to make a claim and begin a negotiation in court. There is no stipulated time for a court decision; the platforms try to postpone the process, so as not to leave the affected family out on the street. In order to do so, they tell the victims' stories and ask to delay the eviction.

When the eviction – the expulsion from housing with the presence of the court clerk – takes place, the platforms call for a "STOP Eviction" action to prevent it. After a judicial order, police officers will intervene, and the platforms invite people to partake in civil disobedience. These groups believe that such action is legitimate non-compliance with a law that they see as unjust.

"There are people who aren't aware that they're losing a right," stated Beatriz Navarro, representative for the Madrid Public and Social Housing Victims Platform (PAVPS). Her organization advises people who have been awarded public housing and who not only face complaints for non-payment, but who also do not have their rental contracts renewed.

Given the profile of tenants in public housing, PAVPS made an appeal for the special vulnerability of this collective: the poor, young people with precarious jobs, women who have suffered gender-based violence, or disabled people, among others.

Beatriz Navarro condemned the sale of some public housing in Madrid, paid for with "everyone's" money, to Goldman Sachs and Blackstone. The Community of Madrid, faced with an urgent need for liquidity in the administration, sold these private investment funds in August of 2013 for a much lower price than the cost of construction. Thus, precisely those who should be defending the right to housing "have eradicated it, establishing market prices," she added.



The representative for PAVPS also called for greater participation from social services. “A report from them has more authority than a report from any platform, and ours stop evictions,” she claimed.

Along with PAH Madrid, they condemned “early morning” evictions in public housing, whose aim is to avoid social mobilization in support of those affected, and the costs associated with such operations. And, as they told the attendees, “there is no legal obligation” to notify the occupants of the eviction, unlike those who hold a mortgage from a bank.

Ana Marcello, social worker and activist with these movements, explained the failed Popular Legislative Initiative (ILP) presented to Congress by PAH, which got over a million and a half signatures. This Initiative petitioned for an emergency measure to stop all evictions and for reform in legislation regarding mortgages and urban housing.

One of the participants asked, incredulously, if Mariano Rajoy’s administration had taken any positive measures with the Spanish legislature with respect to the situation of economic and social crisis. The speakers answered with a resounding no. However, they remained optimistic, reminding everyone that “yes, we can” fight for the right for decent housing, and received a round of applause from the auditorium.

### 3. Fundación Telefonica (Telefonica Foundation) and Wayra-Telefonica

#### **Fundación Telefónica:**

**Website:** <http://www.fundacion.telefonica.com/es/index.htm>

**Description:** Since 1998, Fundación Telefónica has been channelling Grupo Telefónica’s social and cultural initiatives in all countries where it maintains a presence. This is how the company interacts with society and contributes to building the future. Through an improvement of quality in education, it contributes to the innovation of education, implementing quality pedagogical models, promoting collaborative networking efforts, training teachers, and connecting teachers and students from different countries to foster the exchange of educational and intercultural values.

*Proniño* is the largest initiative by a private company to contribute to the eradication of child labour, which breaches the rights of children and adolescents in Latin America. *Think Big* is Telefónica’s way of helping young people in Europe to be better prepared for their professional and personal futures through developing entrepreneurial skills and specifically digital skills through “learning by doing”. Since 1998, one of the key aims of Fundación Telefónica has been to promote quality enhancement in education by blending ICTs into pedagogical models. The *EducaRed Portal* was developed as an intercultural learning network community and is an international leader in the analysis of educational innovation.

#### **Wayra Telefónica**

**Website:** <http://wayra.org/en/whats-wayra>

**Description:** Wayra is a Telefónica initiative which main aim is to promote innovation and identify talent in Latin America and Europe in the fields of the Internet and new Information and Communication Technologies (ICT). Its global project acceleration model helps entrepreneurs develop, providing them with technological tools, qualified mentors, a cutting-edge working space and the financing required to accelerate their growth. Already present in 12 countries (Argentina, Brazil, Chile, Colombia, Germany, Ireland, Mexico, Spain, the United Kingdom, Peru, Czech Republic and Venezuela), Wayra's calls for projects have received more than 20,000 applications from new digital businesses, making it one of the leading global platforms for identifying technological talent in the ICT world. Its academies in Bogota, Mexico City, Buenos Aires, Lima, Madrid, Barcelona, Caracas, São Paulo, Santiago de Chile, Munich, London, Dublin, and Prague currently host more than 295 start-ups.

**Field Visit:**

Published in Infoactualidad: IP Sustainable Well-Being (EN). Friday, 28 March 2014 19:00

Written by: Redacción Infoactualidad

Translated by: Steve Churnin

Heading: **Fundación Telefónica and Wayra present their social projects to the Sustainable Wellbeing IP group**



On Thursday, students on the European Intensive Programme focused on social sustainability and organized by the Faculty of Social Work of UCM visited the Telefónica headquarters to hear about its Foundation and the different voluntary programmes in which the company is involved.



“Awakening ideas awakes the future”. Teresa Blasco, head of Institutional Relations at Fundación Telefónica, began the conference with this slogan, with the aim of explaining the mission of Telefónica to “drive learning through a transversal focus, contributing to the development of individuals”.

Created in Spain in 1998, the foundation is present in all countries in which the company operates. Its principle is to develop its own projects. As Teresa stated, together with its aim to measure the effectiveness of each project, this sets it apart from other companies.

Fundación Telefónica currently covers three action areas focused on sustainable wellbeing, which range from education and learning through corporate volunteering to digital culture and art. The *Proniño* programme was born in this context. Over ten years of work, it has sought to improve the educational situation in fourteen Latin American countries, allying itself with more than 100 NGOs who help it to achieve better outcomes. “Our intention with this programme is to focus on 21st Century skills, which are those we identify as necessary to empower people and are related to technologies and teamwork”, Teresa explained.

Another programme focuses on young people between 15 and 28 years old, according to Blasco depending on the country in question. Under the name “The Big Thing”, and running over the last two years, this programme gives young people the opportunity to put an idea with a social element into practice. For this purpose, Fundación Telefónica commits to provide presencal and online training in addition to offering financial aid to turn the project into reality. Within the field of learning, *Aulas Fundación Telefónica* is another initiative by way of which the foundation seeks to foster pedagogical innovation and technical skills in professionals, in order that they can later put their learning into practice with their students and thereby create a chain of training.

On digital culture and art, Blasco mentioned the foundation’s attempts to foster debate, education and culture through the organization of exhibitions in both Spain and Latin America.



Turning to corporate volunteering, Fundación Telefónica has in recent years sought to promote and recognize this practice among the many professionals that make up the company. Susan Torrubiano, a social worker, is the head of the volunteer area of the foundation and used her own story to explain to those present that “they have the responsibility to make themselves heard as social workers in the business environment”. The idea, according to Torrubiano, is to mobilize employees in solidarity activities and thereby meet the social needs that Telefónica’s values focus on. This is all through the *Voluntarios Telefónica* programme and its School of Volunteers.

Another Telefónica initiative is named Wayra, and is focused on worldwide digital talent that promotes diversity and modernity in companies. According to one of its workers, Pablo Moro, “it seeks to meet the needs of present and future citizens and consumers”, through the financing of different technological systems and applications aimed at improving people’s quality of life.

#### 4. Samur Social

**Website:**

<http://www.madrid.es/portales/munimadrid/es/Inicio/Ayuntamiento/Servicios-Sociales/Samur-Social---Personas-sin-hogar/Samur-Social/Que-es-el-Samur-Social/Que-es-el-Samur-Social?vgnextfmt=detNavegacion&vgnextoid=f8ff64be7ba2a310VgnVCM1000000b205a0aRCRD&vgnnextchannel=ecb9f471d18b8310VgnVCM2000000c205a0aRCRD>

**Description:** Samur Social is a municipal social service for social emergencies, part of the integrated emergency services network of the city of Madrid. It operates 24 hours a day, 365 days a year. Access to this service is by telephone calling 112.

The objectives of Samur Social are:

- Provide telephone information on Social Services
- Participate in all social emergency situations: individual, family and collective, whether arising in public, in private homes or any other place in the Municipality
- Participate in great emergencies or disasters in coordination with other emergency response services (Firemen, Municipal Police, Municipal Civil Protection, SAMUR, etc.)



- Attend social emergencies that cannot be dealt with by the primary care social services
- Address the homelessness found on the streets of Madrid

**Field Visit:**

Published in Infoactualidad: IP Sustainable Well-Being (EN). Saturday, 29 March 2014.

Written by: Redacción Infoactualidad

Translation into English: Traducción e Interpretación, CES Felipe II (UCM)

Heading: **The IP Sustainable Well-Being Visits SAMUR SOCIAL**



The second day of the IP Sustainable Well-Being was marked by the visit to the central offices of Madrid local government's SAMUR SOCIAL service. Over the course of the visit, the students from nine European universities were able to learn about how this pioneer social service works.

As in other major cities around the world, social inequality and risk of social exclusion are an underlying problem in Madrid. And it is this problem that the local government's SAMUR SOCIAL service addresses and tries to alleviate, twenty-four hours a day, 365 days a year.



At the central offices of SAMUR SOCIAL (Carrera de San Francisco), delegates of the IP have heard about the work, structure and organization of the service—which is part of Madrid city’s emergency response network—from an exceptional guide: Darío Pérez, who is the Director of the service and also a lecturer at Universidad Complutense.

SAMUR SOCIAL operates in two main areas. On the one hand, it takes action in social emergencies such as the terrorist attacks of March 11<sup>th</sup> 2004, or the Spanair aircraft crash in Barajas airport in 2008. On the other, it aims to help homeless people in Madrid, which number some 2000 according to the service, with 1300 staying in homeless shelters and 700 living in the streets. Mr Pérez highlighted that Madrid and New York were the first cities to implement, back in 2006, the so-called “nightly counts”, which are carried out every two years to establish a census of homeless people. “Our mode of intervention is to search out those in need. We bring social services out into the street,” the Director explained. And despite the figure of 2000 homeless in Madrid, he emphasized that “our number of homeless people is really not comparable to that of other European capitals” where there is not such a strong structure of family protection.

The visiting students expressed an interest in the problem of begging minors. This, according to Mr Pérez, is “not possible” in our country, as it is considered a crime and there are laws in place which protect minors. “If there were children begging in the streets, an alarm would immediately be raised which would require the intervention of all administrations,” he stated. As to “begging mafias”, Mr Pérez was conclusive that there are “no such mafias”, and there is only “a fight for misery.”



The Director also denied a link in Spain between the current economic crisis and homelessness. He admitted that the crisis situation “is creating more economic insecurity, but not pushing people out into the streets.”

Finally, Mr Pérez stated that for Madrid’s current Mayor Ana Botella, “whether for ideological or personal reasons, the homeless are a priority.” This explains the fact that the service has not suffered any budget cuts, and on the contrary has seen its budget increased during her term. In any case, Mr Pérez is clear that “it would be more important to increase the number of homes to help those who are being evicted from their own, rather than have more homeless shelter beds, because these are the last resort.”

## 5. Family Support Centre and Family Meeting Point of the City of Madrid

### Family Support Centre

#### Website:

[http://www.madrid.es/portales/munimadrid/es/Inicio/Ayuntamiento/Servicios-Sociales/Menores-y-Familia/Centros-de-Apoyo-a-las-Familias-\(-CAF-\)?vgnnextfmt=default&vgnextoid=5186002139924210VgnVCM2000000c205a0aRCRD&vgnnextchannel=aa56df2c54872210VgnVCM2000000c205a0aRCRD&idioma=es&idiomaPrevio=es&rmColeccion=dce0334ce6424210VgnVCM1000000b205a0aRCRD](http://www.madrid.es/portales/munimadrid/es/Inicio/Ayuntamiento/Servicios-Sociales/Menores-y-Familia/Centros-de-Apoyo-a-las-Familias-(-CAF-)?vgnnextfmt=default&vgnextoid=5186002139924210VgnVCM2000000c205a0aRCRD&vgnnextchannel=aa56df2c54872210VgnVCM2000000c205a0aRCRD&idioma=es&idiomaPrevio=es&rmColeccion=dce0334ce6424210VgnVCM1000000b205a0aRCRD)

**Description:** The Family Support Centres of the city of Madrid are municipal services offering information, guidance and advice to all family members in order to find solutions to problems that arise in their daily lives. Poor dialogue and communication of the couple, difficulties with the arrival of children and their care, problems setting rules and limits, separation and divorce, caring for the elderly, how to cope with the loss of a loved one and their grief, and living with teenagers are some of the situations affecting the welfare of the family or any of its members and the FSC seeks to assist in these areas. FSCs offer professional support through personalized, confidential and free-of-charge services. They have an interdisciplinary team composed of psychologists, lawyers and social workers all of whom are trained in family mediation and experienced in working with families. They offer counselling and support services to families to prevent and respond to specific problems or crises affecting all or any of a family's members.

### Family Meeting Point

#### Website:

<http://www.madrid.es/portales/munimadrid/es/Inicio/Ayuntamiento/Medios-de-Comunicacion/Notas-de-prensa/Dos-millones-para-los-Puntos-de-Encuentro-Familiar?vgnnextfmt=default&vgnextoid=0f951b19f4b31410VgnVCM2000000c205a0aR CRD&vgnnextchannel=6091317d3d2a7010VgnVCM1000000dc0ca8c0RCRD>

**Description:** A Family Meeting Point (PEF) is a municipal service for families with children in breakdown situations.

This specialized service is free and intended to promote the rights of children to interact with their families in those situations where the relationship is interrupted or facing difficulties. The service offers an interdisciplinary team composed of psychologists, lawyers, social workers and other professionals in the field of social intervention.

The main intervention is to support the family to guarantee a safe space for the contact (visit), as established by a judge or social services, between a child and members of his or her family (father, mother, grandfather, grandmother, sisters, brothers, etc).

The PEF are part of the integrated network of resources and municipal programs aimed at the Family and Children.

**Field Visit:**

Published in Infoactualidad: IP Sustainable Well-Being (EN). Monday, 31 March 2014 17:59

Written by: Redacción Infoactualidad

Translation into English: Traducción e Interpretación, CES Felipe II (UCM).

Heading: **The Sustainable Well-Being Project visits a Family Support Centre in Madrid**



On Saturday the participants in the Intensive Sustainable Well-Being programme visited a Family Support Centre in the La Latina district in Madrid.



The CAF-7 Family Support Centre, devoted to orientating and helping families in need to create an acceptable family environment for the development of their children was the scene on Saturday, March 29, for one of the Sustainable Well-Being sessions organized by the Faculty of Social Work at the Universidad Complutense in Madrid.

Attendees and participants in the programme from several European countries began arriving at 9:00 am. In addition to a guided tour of the facilities, which not only houses

the CAF but the PEF (Family Meeting Point) as well, there was a conference given by psychologists and social workers of the centre.

Mónica, a psychologist specialized in CAF and main speaker of the presentation, gave a brief introduction on the work carried out at the centre as well as how it is organized. The attendees learned that the CAFs are devoted to every family in the city of Madrid, regardless of their characteristics or situation as well as to couples about to constitute new families. Madrid has a total of seven of these centres, which offer different services according to the needs of each family like the Information, Orientation and Psychological Assistance Service, Family Planning Service, Family Mediation Service or The Programme of Specialized Assistance to Domestic Violence.

One of the services explained in greater detail for being one of the most demanded at the CAF-7 was that of Family Mediation, dedicated to the fostering of positive logic to resolve family conflicts like separation, divorce or a breakdown in communication. The conference spokesperson used a case study from the centre itself to explain just how a mediation process for a couple is handled.

This couple, who had been married for 15 years and had two sons, one 7 and the other 15 years old, needed help to formalize their divorce. They went to the CAF to get information about the first steps in the mediation process and how to go about drawing up an agreement to present for trial later on. CAF professionals paid special attention to making a calendar so that from the beginning the family would know exactly which steps were to be followed during the mediation. The psychologist said that basic decisions are taken in three areas: the couple themselves, the children and their wealth. In each of these three aspects, “foundations from which to start must be clearly made”, explained Mónica. These are dialogue, neutrality of intervention, confidentiality and wilfulness.

From this point on, the role of the Family Support Centre is to make sure that the couple takes decisions regarding the different areas of action such as custody or medical and educational issues. Regarding economic issues Mónica says that they approach this matter depending upon “the children’s needs and their parents’ possibilities”. In this way, a document is drawn up in which the mediators put all the necessary agreements together so that in the case of future problems, mediation can be changed if one of the parents so desires it.

The conference ended with a talk by Ángeles Torner Hernández, Head of the Section of the Coordination of Child Support Centres, who thanked the attendees for visiting the centre and acknowledged the importance of the Sustainable Well-Being project. She

concluded by saying that “mediation is a very important way to support and solve family problems”.

After that came a tour of the entire Family Support Centre as well as of the Family Meeting Point, which carries out a social intervention service and offers families in crisis a suitably neutral environment that guarantees the safety and well-being of minors. The Family Meeting Point has a relaxing atmosphere for the children’s well-being with game areas and recently furnished rooms along with a healthy family environment in general. Another common service offered is interchange, which provides separated or divorced parents with a place to leave their children so that the other parent can pick them up in a way that is less traumatic for all.

In this way, more than 60 visitors from different European universities got a first hand look at just how these two centres in Madrid work and how they strive for the complete development of social well-being.



## 6. Gypsy Foundation and Exclusion Observatory

**Fundación Secretariado Gitano (FSG, or Gypsy Foundation).**

**Website:** [http://www.gitanos.org/quienes\\_somos/index.php](http://www.gitanos.org/quienes_somos/index.php)

**Description:** The mission of the FSG is the integral promotion of the Roma community on the basis of respect and support for their cultural identity. They promote the access of Roma to rights, services, goods and social resources on an equal footing with the rest of the citizenry. To this end, the FSG carries out all kinds of actions that contribute to achieving the full citizenship of Roma, to improving their living conditions, to promoting equal treatment and to preventing any form of discrimination, while promoting the recognition of the cultural identity of the Roma community. The diversity of our society renders interculturalism increasingly relevant, so the FSG seeks to properly project the intercultural character of its organisation, both as its hallmark

and as a proposal for society as a whole. The FSG advocates an intercultural society where Roma persons freely and fully exercise their citizenship and contribute to the enrichment of universal culture. Therefore, the values that guide its actions are human dignity, justice, solidarity, and interculturalism.

### **Exclusion Observatory**

**Website:** <http://observatorioinclusion.wordpress.com/oeism/>

**Description:** The Observatory of Social Exclusion and Inclusion Processes in the Community of Madrid (OEISM) promotes the participation of entities, social enterprises and individuals involved in the process of inclusion.

The need to constantly review the response that it offers and implement new effective action for Inclusion drives the Exclusion Observatory to create a tool for research, reflection and meeting professionals, organizations and institutions working in the field of social intervention, with the aim of promoting the exchange of information, knowledge and methodological proposals that may contribute to the improvement of work processes for people in or at risk of exclusion.

#### General guidelines

- Analysis of the reality of Social Exclusion in the Community of Madrid and social policies relating to people in socially disadvantaged situations
- Designing indicators of good practice and identifying best practices in combating social exclusion
- Study of best practices in the fight against social exclusion
- Collecting information about local development processes that affect socially excluded groups
- Studying networking experiences of exclusion processes
- Designing and developing a system for qualitative study of pathways to integration
- Policy research and implementation of experiences of social clauses and reserve market in different autonomous communities and developing a RESPONSIBLE PROCUREMENT proposal in the Community of Madrid

#### **Field Visit:**

Published in Infoactualidad: IP Sustainable Well-Being (EN). Sunday, 06 April 2014 12:06

Written by: Redacción Infoactualidad

Translation into English: Traducción e Interpretación, CES Felipe II (UCM)

Heading: **Sustainable Well-Being Delegates Visit the Gypsy Secretariat**



On Tuesday, visiting students in the Intensive Program on Sustainable Well-Being went to the Gypsy Secretariat Foundation and the Cañada Real, in order to learn about the history of the gypsy community in Madrid and its current situation.



At 9.00 on the morning of Tuesday 1<sup>st</sup> April, two buses departed from the Youth Hostel and headed for the Madrid Gypsy Secretariat Foundation, located at the heart of the Vallecas district in the area formerly known as “Pozo del Tío Raimundo”, which is nowadays simply called “El Pozo”. Students in the IP Sustainable Well-Being were keen to learn about the mission and functions of social workers in this center.

On arrival they were met by Humberto García, the organization’s vice-director for Institutional Action and Territorial Development, who explained the situation of Spain’s 750 000 resident people of Roma origin within the larger Spanish population of 41 million. “Our mission is to advance the integration of the gypsy community in order to promote change and improve their conditions of life,” said Mr García as he went on to explain the different Education, Training and Employment Programs of the Secretariat.

The visiting students interacted with some of the Secretariat’s gypsies, who were surprised at so many sudden visitors and were curious about them. Four young women engaged in animated conversation with one of the delegates and complimented him on his good looks, both parties half-understanding each other by using Spanish and English in a comical mix.



Carmen Roncal, who is a lecturer at the Social Work School at the Universidad Complutense and also coordinates different programs at the Gypsy Secretariat, asked the students to reflect on Spain's current economic crisis, which is hitting hardest the most disadvantaged citizens, such as the Roma community. "My aim is to put our practice where our theory is, because if we don't put into practice everything that we propose to help those in need, it isn't worth anything."

After a snack that was prepared by some women from the Foundation and a visit to one of the center's exhibitions showing the history of the gypsy community, there was a presentation about the Cañada Real, as an introduction to the next visit. Loli Fernández, a gypsy collaborator at the Secretariat, highlighted that the Roma community living at the Cañada Real is in fact a minority, and that their ways and situation cannot be extrapolated to the whole Spanish gypsy community. "The fact that you have chosen this profession shows that you have a special sensitivity. You need to leave all stereotypes and anything that hinders effective social intervention behind," she added.



Once at Cañada Real, social educators Piedad Perea and Irene Pérez showed students the activities and projects of different associations that strive to put an end to the extensive social and economic instability of the area. On top of providing academic support for children and leisure programs, professionals also work "on an individual level with families, and on a group level in the areas of employment and finance," they explained.

The gypsies living in the Valdemingómez area emphasized the daily problems they face, since the situation of the Cañada Real, as Piedad Perea remarked, is in fact a political issue. "The Cañada Real extends over 16 km, and because it straddles several different Madrid districts, no local administration wants to take charge of it; they keep batting the problem back and forth," she said. "At the moment, there is a regulatory gap with respect to the buildings, and we don't know whether the homes will be

demolished and families relocated, or whether it will be made legal to build here,” the educator explained. One of the Cañada gypsy families spoke to *Infoactualidad*. “What we want is a decent standard of living, a home and public transportation to the area. If you don’t own a car, you have to walk three to five kilometers.”

However, the main problem for the community is drug traffic, with this district being considered one of the most problematic in this regard. One of the residents stressed that “not everything is related to drug traffic and conflict, as people think. We here also want to live a normal life.”



## 7. Madrid Metro (subway)

**Website:** <http://www.metromadrid.es/en/index.html>

**Description:** Metro de Madrid makes it possible for around 2 million people to make their daily journeys in the most comfortable, quickest and safest way possible, using a network which currently covers 293 kilometres and offers 300 stations. Metro believes that business activity entails an impact on people, on the economy and on the environment. They regard Corporate Social Responsibility (CSR) as a business tool for contributing to global sustainability, i.e. for contributing to the balance that must exist between economic, social and environmental aspects so as to endure in time.

As a company committed to the environment, Metro de Madrid has an Environment Management System based on Standard UNE-EN ISO 14001, under which it advises, raises awareness and seeks efficient solutions for preventing, controlling and minimizing the environmental impacts stemming from its business activity, thereby contributing to the protection of the environment.

As a means of transport integrating and unifying the Community of Madrid, it is also well aware that it is impossible to carry on Metro de Madrid’s activity without taking

the social environment into account. This is why, in conjunction with organizations, institutions and associations of key importance in the area, Metro de Madrid designs and implements projects aimed at improving the society in which it operates, paying special attention to the most under-privileged groups. Over the course of 2011 it carried out over 50 actions of a social nature.

**Field Visit:**

Published in Infoactualidad: IP Sustainable Well-Being (EN). Monday, 31 March 2014 17:54

Written by: Redacción Infoactualidad

Translation into English: Traducción e Interpretación, CES Felipe II (UCM)

Heading: **Metro de Madrid: Social Commitment**



On Friday, delegates of the IP Sustainable Well-Being visited the Central Command Post at Alto del Arenal station in Madrid's underground mass transport system, the Metro. This critical hub integrates several control centers for different Metro operations. The visitors also watched a video and attended a presentation, in order to learn about the history of this well-known transport network.

Escorted by Adolfo Palacios, Communications chief of Metro Madrid, the group witnessed first-hand the operations of one of Madrid's most crucial means of transport. They first visited the Press Room, where they were shown a video narrating the history of the Metro since its beginning.

Then, a member of staff of the Corporate Social Responsibility Department gave a presentation detailing Metro Madrid's social policies. One of the most successful campaigns organized by Metro, in connection with the Red Cross and companies such as Coca-Cola, is the blood donation campaign, which has had a major social impact as well as generating an increase in donors. He also explained the "Social Line" project, and particularly its campaign "Let them paint a colorful future", which was one of the most popular, with a far-reaching communication strategy that made it possible to

obtain 250 school kits and over 7,000 school supplies to replace young children's damaged school materials.

Afterwards, the delegates visited the Train Control Center, the Station Control Center and the Energy Control Center. These centers supervise train location on the network, as well as elements that are damaged or failing and need to be repaired.

Finally, Palacios accompanied the IP Sustainable Well-Being participants to Ventura Rodríguez station, on Metro line 3. There, visitors were shown the kind of facilities that are available on many stations, such as lifts or access for the disabled.

In declarations to *Infoactualidad*, several visitors stated that the visit had been most interesting, as they had learnt how the Metro system works in Madrid, and found out about the security measures which are in place.

# Annexes

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## Annex 1: IP Participants

### 1. Students

Institution	Country	Name	Family Name
Protestant Theological Faculty	Prague, Czech Republic	Jana	Georgievova
		Petra	Voracova
		Frantiska	Hejdukova
		Tereza	Rousova
		Petra	Bigasova
		Jitka	Spicanova
		Sarka	Vavrova
Faculty of Social Policy, Mykolas Romeris University	Vilnius, Lithuania	Monika	Ūselytė
		Eglė	Vaitaitytė
		Laura	Šimkutė
		Ivona	Bukovska
		Skirmantė	Steponauskaitė
		Jolita	Lapinskaitė
Helsinki Metropolia of Applied Sciences	Helsinki, Finland	Samira	Assad-Zadeh-Yassamani
		Josefiina	Kuusikallio
		Satu	Punju
		Sirja-Mari	Taskinen
		Nina	Toija
		Elena	Wahlsten
Vives University	Kortrijk, Belgium	Gilles	Vanhaverbeke
		Ali	Rahimi
		Jozefien	Colman
		Jessica	Scofferi
		Jana	Joly
		Janne	Gabriël
		Delphine	Van Maele

Artevelde	Gent, Belgium	Thomas	Eeckman
		Klaas	Decorte
		Gemma	Bruyneel
		Maxim	Feys
		Lukas	De Block
		Jozefien	Wynants
		Charlotte	Opstal
Thomas More University	Geel, Belgium	Margit	Hannes
		Charley	Lever
		Kaat	Schillebeeckx
		Innelien	De Ceuster
		Lise	Vermaercke
		Koen	Willems
		Patricia	Wieser
Protestant University of Applied Sciences, Evangelische Hochschule Ludwigsburg	Ludwigsburg, Germany	Valenti	Thomas
		Lea Anni	Merz
		Annalena	Mosthaf
		Natalia	Stehle
		Louisa Ajabu	Brown
		Selina	Fischer
		Theresa Andrea	Klüber
Newman University	Birmingham, UK	Kika	Bubala
		Anita	Raju
		Shannon	Edwards
		Kate	Hibbert
		Asma	Zohra
Faculty of Social Work, UCM	Madrid, Spain	Marta	Cervera Gómez
		Beatriz	Gil Rico
		Miryam	Lorenzo Naranjo
		Alba	Nuñez García
		Óscar	Rodríguez Castro
		María	Salamanca González
		María	Vizcarro Iglesias

## 2. Teachers

Name	Family Name	Institution
Agata	Katkoniene	Faculty of Social Policy, Mykolas Romeris University
Aleidis	Deville	Thomas More, Geel, Belgium
Andoni	Alonso Puelles	Faculty of Social Work, UCM, Madrid, Spain
Arto	Salonen	Helsinki Metropolia of Applied Sciences, Helsinki, Finland
Birgit	Groner	Protestant University of Applied Sciences, Ludwigsburg, Germany
Christina	Rais	Protestant University of Applied Sciences, Ludwigsburg, Germany
Christina	Hyland	Newman University, Birmingham, UK
Frank	Monsecour	Artevelde Hogeshool, Gent, Belgium
Isabel	Steverlynck	Vives University, Kortrij, Belgium
Jo	Lefevere	Artevelde Hogeshool, Gent, Belgium
Jolanta	Pivoriene	Faculty of Social Policy, Mykolas Romeris University
Laura	Palmer	Newman University, Birmingham, UK
Lauri	Narinem	Helsinki Metropolia of Applied Sciences, Helsinki, Finland
Marta	Blanco Carrasco	Faculty of Social Work, UCM, Madrid, Spain
Michal	Parizek	Protestant Theological Faculty, Prague, Czech Republic
Ondrej	Fischer	Protestant Theological Faculty, Prague, Czech Republic

## 3. Press Committee: Students from the Faculty of Information Sciences

**Teacher coordinator:** Maria Luisa Sanchez Calero

**Students:**

UCM Faculty	Name	Family Name
Information Sciences	Jaime	Álvarez Gallardo
Information Sciences	Victoria	Carrazoni Quiralte
Information Sciences	Borja	de Jorge Cañaveras
Information Sciences	Ylenia	Espinosa Torres
Information Sciences	Marina	Gallardo Izquierdo
Information Sciences	Miguel Ángel	Gavilanes García
Information Sciences	José M <sup>a</sup>	Lirón de Robles García
Information Sciences	Carlos	Lisbona Frías
Information Sciences	Esperanza	Martín Rodríguez
Information Sciences	Miren Beatrice	Masides Alizo
Information Sciences	Javier	Mateo Ballesta

Information Sciences	M <sup>a</sup> Teresa	Morate Cacho
Information Sciences	Felipe	Pulido Esteban
Information Sciences	Antía	Rego García
Information Sciences	Emma	Vaquero Martín
Information Sciences	Eline Sophie	Wubbolts

#### 4. Translation Committee: Students from the Faculty of Translation

##### Teacher coordinators:

Name	Family Name
Jan Carlos	Alcalá Velasco
Arsenio	Andrades Moreno
James	Flath
Marta	Guirao Ochoa
Manuel	Mata Pastor
Cristina	McLaren
Juan	Torres

##### Students:

UCM Faculty	Name	Family Name
C.E.S Felipe II	María	Alcocer Bernal
C.E.S Felipe II	Marina	Bilbao Ganuza
C.E.S Felipe II	Ángela	Camúñez Moreno
C.E.S Felipe II	María Gabriela	Cañizo Canto
C.E.S Felipe II	Iván	Conde Losa
C.E.S Felipe II	Noemi	de la Fuente Corredera
C.E.S Felipe II	Cristina	de Vega Vecino
C.E.S Felipe II	Adrián	Díaz-Parreño Gozalo
University Institute of Modern Languages and Translation, Faculty of Philology	Kate	Fortin
C.E.S Felipe II	Cristina	García Arribas
C.E.S Felipe II	Esperanza	García Guijarro
C.E.S Felipe II	Maya	García Pérez
C.E.S Felipe II	Alejandro	Guidotti García
C.E.S Felipe II	Helena	Martín Gourguechon
C.E.S Felipe II	Aitana	Mendioroz Gallo
C.E.S Felipe II	Irene	Menéndez de la Rosa
C.E.S Felipe II	Luciana Cezara	Moisa
C.E.S Felipe II	Carlos	Moreno Pérez
C.E.S Felipe II	Mónica	Ortiz Navajo



C.E.S Felipe II	Lorena	Rubiano Jiménez
C.E.S Felipe II	Raquel	Seijo Fernández
C.E.S Felipe II	Helena	Valdés Parra
C.E.S Felipe II	Miriam	Varas Navas

## 5. History and Art Committee: Students from the Faculty of Geography and History

Role	UCM Faculty	Name	Family Name
Coordinator	Geography and History	Lourdes Cecilia	Da Silva Torres
Coordinator	Geography and History	Alberto	Cordón
Support Staff	Geography and History	Pedro	Zaragoza O'Hanlon

## 6. Contact Information

The university college in charge of the organisation is the **Social Work Faculty at Complutense University of Madrid**

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Web: [www.ucm.es](http://www.ucm.es)

People in charge of the organisation of the IP:

Marta Blanco Carrasco	<a href="mailto:vdrits@ucm.es">vdrits@ucm.es</a>	0034 913942739
Sandra Bonilla	<a href="mailto:socrates@pas.ucm.es">socrates@pas.ucm.es</a>	0034 913942703
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## Annex 2: Template, Comparative Overview of Social Work and Sustainable Wellbeing

<b>COUNTRY PROFILE</b>			
<b>Population</b>	<b>Size (sq m)</b>	<b>Bordering countries</b>	<b>Flag</b>
<b>Map</b>			
<b>Form of government</b>			
<b>Social/administrative organisation</b>			
<b>Official religion and languages</b>			
<b>SOCIAL WORK</b>			
<b>Where is it studied?</b> universities, schools, others			
<b>How many institutions offer social work qualifications?</b>	<b>In your country</b>	<b>In your city</b>	
<b>Curriculum plan</b>	<b>Years or terms</b>		
	<b>Subject organisation (nº of compulsory and elective credits, work placements, final thesis)</b>		
	<b>Website</b>		
<b>Available postgraduate qualifications</b>			

<b>Common fields of work (NGOs, private, public sector, etc.)</b>	
<b>Historical approach to social work and social services (summarise milestones); 3 key milestones for the development of the profession</b>	
<b>Critical approach and analysis of social work as a profession (what it is)</b>	
<b>Challenges and possibilities (what it should be)</b>	
<b>SOCIAL WORK AND SUSTAINABILITY</b>	
<b>Bibliography in your Native language</b>	Compile a bibliography of literature in your native language regarding the link between social work and sustainable wellbeing or social sustainability, and alternatively regarding good practice in the field of social work and sustainable wellbeing
<b>Bibliography in English</b>	Compile a bibliography of literature in English regarding the link between social work and sustainable wellbeing or social sustainability, and alternatively regarding good practice in the field of social work and sustainable wellbeing
<b>Databases &amp; websites</b>	Indicate if you know of any databases or websites related to social work and sustainable wellbeing, social sustainability, good practice in the field of social work and sustainable wellbeing
<b>Art and sustainability</b>	Choose a picture, film, song, sculpture, building, etc. that in your opinion is notable for its connection to this IP. If possible add a link, web, picture, summary, etc.
<b>Others</b>	Any other questions that in your opinion may be of interest for the IP

### Annex 3: Template, Good Practice Example

<b>BASIC (ESSENTIAL) DATA</b>			
<b>Name of the Institution</b>			
<b>Web</b>			
<b>Logo</b>			
<b>Topic area</b>			
<b>Location</b>	<b>Country</b>	<b>City</b>	<b>Community, Zone, Area</b>
<b>Name of the student making the proposal</b>			
<b>Person of contact</b>	<b>Name and position</b>	<b>Telephone</b>	<b>Email</b>
<b>DESCRIPTION</b>			
<b>Type of organization:</b> Enterprise, Association, Foundation, Administration			
<b>Object of the activity:</b> Different activities			
<b>Notable Activity</b> (in case only one is			

outstanding)	
<b>Structure:</b> Technical team, direction, coordination	
<b>Tools and methodology</b>	
<b>Aims</b>	
<b>Challenges</b>	
<b>Videos/webs/links</b>	
<b>Observations (other)</b>	
<b>GOOD PRACTICE CRITERIA</b>	
<b>PERTINENCE:</b> Does it respond to a real necessity?	<input type="checkbox"/> <b>Yes</b> <input type="checkbox"/> <b>No</b> <b>Comments:</b>
<b>EFFECTIVENESS:</b> benefits/profits for society/the institution	<input type="checkbox"/> <b>Yes</b> <input type="checkbox"/> <b>No</b> <b>Comments:</b>
<b>EFFICIENCY:</b> results and their cost	<input type="checkbox"/> <b>Yes</b> <input type="checkbox"/> <b>No</b> <b>Comments:</b>
<b>FIT TO THE VALUES OR ETHICS OF THE INSTITUTION</b>	<input type="checkbox"/> <b>Yes</b> <input type="checkbox"/> <b>No</b> <b>Comments:</b>
<b>TEAM AND DIRECTION INVOLVEMENT:</b>	<input type="checkbox"/> <b>Yes</b>

staff initiative, supported by management?	<input type="checkbox"/> <b>No</b> <b>Comments:</b>
<b>IMPACT:</b> will the project achieve changes? Does it involve actions that will result in real differences?	<input type="checkbox"/> <b>Yes</b> <input type="checkbox"/> <b>No</b> <b>Comments:</b>
<b>SUSTAINABILITY:</b> positive impacts of the project, continuation guarantees	<input type="checkbox"/> <b>Yes</b> <input type="checkbox"/> <b>No</b> <b>Comments:</b>
<b>GENDER:</b> gender relations are taken into account	<input type="checkbox"/> <b>Yes</b> <input type="checkbox"/> <b>No</b> <b>Comments:</b>
<b>INNOVATION AND CREATIVITY:</b> originality in their contributions	<input type="checkbox"/> <b>Yes</b> <input type="checkbox"/> <b>No</b> <b>Comments:</b>
<b>PUBLICITY:</b> is it known, publicised?	<input type="checkbox"/> <b>Yes</b> <input type="checkbox"/> <b>No</b> <b>Comments:</b>

## Annex 4: Daily Programme

### DAY BY DAY SCHEDULE IP SUSTAINABLE WELLBEING

	MON 24 MAR	TUE 25 MAR	WED 26 MAR	THU 27 MAR	FRI 28 MAR	SAT 29 MAR
9:00-9:15	9:00: WELCOME		9:00: Teacher's meeting			9:00: FIELD VISIT:
9:15-9:30		9:15: prof. Elena Roldán	9:15 Prof. Begoña Leyra		9:15: FIELD VISIT:	PEF
9:30-9:45	9:30: IP PRESENTATION	European social inclusion policies and challenges	Understanding and responding to crisis from a feminist perspective: "Good living" horizon	10:00: FIELD VISIT FUNDACIÓN TELEFÓNICA	METRO DE MADRID	(Punto Encuentro Familiar) (GROUP A)
9:45-10:00	prof. Marta Blanco					
10:00-10:15	Prof. Andora Alonso					
10:15-10:30	Does Sustainability exists?					
10:30-10:45						
10:45-11:00	break	break	break	break	break/transport	break
11:00-11:15						
11:15-11:30	11:15: Prof. Frank Monsecour	<b>11:15: Country presentations</b>	11:15: Prof. Aleidis Deville	FIELD VISIT: WAYRA	11:45: Group work 4	FIELD VISIT: CAF (Centro Apoyo a las Familias) (GROUP B)
11:30-11:45	The ecological dimension of sustainability		Belgium (45 min)			
11:45-12:00			Finland (30 min)	<b>11:45: PARAINFNO</b>		
12:00-12:15						
12:15-12:30						
12:30-12:45						
12:45-13:00	to the restaurant	to the restaurant	to the restaurant	to the restaurant	to the restaurant	
13:00-13:15	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH	break/transport
13:15-13:30						
13:30-13:45						
13:45-14:00	Rest. Rías Baixas	Rest. Rías Baixas	Rest. Rías Baixas	Rest. Rías Baixas	Rest. Rías Baixas	
14:00-14:15	back to work	back to work	back to work	back to work	back to work	
14:15-14:30		<b>14:15: Country presentations</b>	<b>14:15: Country presentations</b>	14:15 (aprox):	14:15 (aprox):	Reflectors
14:30-14:45	Group work 1. Self presentation	Lithuania (30 min)	Germany (30 min)	Prof. Jo Lefevere :	Prof. Lauri Narinen	
14:45-15:00		Czech Republic (30 min)	Spain (30 min)	The blind spot of economy	Creation of wealth	
15:00-15:15						
15:15-15:30		UK (30 min)	<b>15:15: Reflections</b>			
15:30-15:45						
15:45-16:00		break/transport	break	break	break	
16:00-16:15						
16:15-16:30			<b>16:15: Group work 2</b>	<b>16:15: Group work 3</b>	Mid-evaluation	
16:30-16:45			Best Practice presentations	Best Practice presentations		
16:45-17:00						
17:00-17:15						
17:15-17:30						
17:30-17:45						
17:45-18:00			<b>GUIDED TOURS</b>	<b>GUIDED TOURS</b>		
18:00-18:15		<b>18:00 FELD VISIT</b>	meeting point:	meeting point:		
18:15-18:30		<b>SAMUR SOCIAL- group A</b>	17:45 Puerta del Sol	17:45 Puerta del Sol		
18:30-18:45		Cámara de S Francisco, 10 (Metro:Letra)				
18:45-19:00						
19:00-19:15	<b>EUROPEAN APPERITIVE</b>	<b>19:00 FELD VISIT</b>				
19:15-19:30	Youth hostel	<b>SAMUR SOCIAL- group B</b>				
19:30-19:45	of Mejía Lequerica	Cámara de S Francisco, 10 (Metro:Letra)				
19:45-20:00						

	SUN 30 MAR	MON 31 MAR	TUE 1 APR	WED 2 APR	THU 3 APR	FRI 4 APR
9,00-9,15	FREE DAY	9,00: teacher's meeting	9,00:departure	9,00: Teacher's meeting		
9,15-9,30	FREE DAY	9,15: Prof. Graham Brotherton	9,30: FIELD VISIT	9,15: Prof. Antonia Picornell	9,15: GOOD PRACTICES (PRESENTATIONS)	
9,30-9,45	FREE DAY	<i>What do children and young people's rights mean</i>	GVPSY FOUNDATION	<i>Children's rights Network</i>	(10 min. /presentation)	
9,45-10,00	FREE DAY	<i>in a neo-liberal world</i>				
10,00-10,15	FREE DAY					
10,15-10,30	FREE DAY					
10,30-10,45	FREE DAY		10,30:Prof. Carmen Roncal			
10,45-11,00	FREE DAY	break	<i>Social Work practice in today's Spain</i>	break	break	
11,00-11,15	FREE DAY					
11,15-11,30	FREE DAY	11,15: prof. Marta Blanco		11,15: Group Work.5. (preparing presentation)	11,15: GOOD PRACTICES (PRESENTATIONS)	
11,30-11,45	FREE DAY	<i>Mediation</i>			(10 min. /presentation)	
11,45-12,00	FREE DAY					
12,00-12,15	FREE DAY	12,15: Group Work 4 (preparing presentation)	break			
12,15-12,30	FREE DAY		Visit to gipsy exhibition			
12,30-12,45	FREE DAY	to the restaurant		to the restaurant		
12,45-13,00	FREE DAY					
13,00-13,15	FREE DAY	LUNCH	LUNCH	LUNCH	LUNCH	
13,15-13,30	FREE DAY					
13,30-13,45	FREE DAY					
13,45-14,00	FREE DAY	Rest. Riaz Baixas	Gipsy foundation	Rest. Riaz Baixas		
14,00-14,15	FREE DAY	back to work.		back to work.		
14,15-14,30	FREE DAY	DEMOCRACIA REAL YA	14,15: EXCLUSION OBSERVATORY	14,15: Prof. Rammelt Veenkamp	14,15: Students: Reflection & evaluation	
14,30-14,45	FREE DAY			<i>Social Work on line</i>		
14,45-15,00	FREE DAY		15,00: FIELD VISIT CAÑADA REAL		Professors: Evaluation	
15,00-15,15	FREE DAY					
15,15-15,30	FREE DAY					
15,30-15,45	FREE DAY			break	break	
15,45-16,00	FREE DAY					
16,00-16,15	FREE DAY			Conference: STOP DESAHUCIOS	16:15 (aprox)	
16,15-16,30	FREE DAY					
16,30-16,45	FREE DAY					
16,45-17,00	FREE DAY	REINA SORA MUSEUM (TO BE CONFIRMED!!)			FAREWELL AND DIPLOMAS	
17,00-17,15	FREE DAY					
17,15-17,30	FREE DAY					
17,30-17,45	FREE DAY					
17,45-18,00	FREE DAY					
18,00-18,15	FREE DAY					
18,15-18,30	FREE DAY					
18,30-18,45	FREE DAY					
18,45-19,00	FREE DAY			PRADO MUSEUM (TO BE CONFIRMED!)	19,00	
19,00-19:15	FREE DAY				FAREWELL COCKTAIL	
19,15-19,30	FREE DAY					
19,30-19,45	FREE DAY					
19,45-20,00	FREE DAY					





## Sustainable Well-Being MADRID 2014



### WEDNESDAY 26<sup>th</sup> March

**Location:** Escuela de Relaciones Laborales (Aula Escalonada)

9.00: Teachers meeting

9.15: *Understanding and responding to crisis from a feminist perspective: "Good living" horizon*

Prof. Begoña Leyra

10.45: coffee break

11.15: *Dealing with diversity in a sustainable way*

Prof. Aleidis Deville

11.45: Visit to **PARANINFO UCM**

12.45: to the restaurant

13.00: LUNCH (Rías Baixas)

14.00 back to work

14.15: Country presentations: Germany, Spain

15.15: Reflections and comments about presentations

15.45: break

16.15: Group Work (2/5) (1 hour aprox.): Best practices presentations

### CULTURAL ACTIVITIES (OPTIONAL): GUIDED TOURS: OLD MADRID & MODERN MADRID

Meeting at 17.45 h. at PUERTA DEL SOL (statue of the bear and the tree)

Group A would go for Old Madrid (Medieval, Renaissance), Group B for Modern Madrid (Baroque, classic). The same tours will be done again tomorrow, so that everybody can do the two tours.





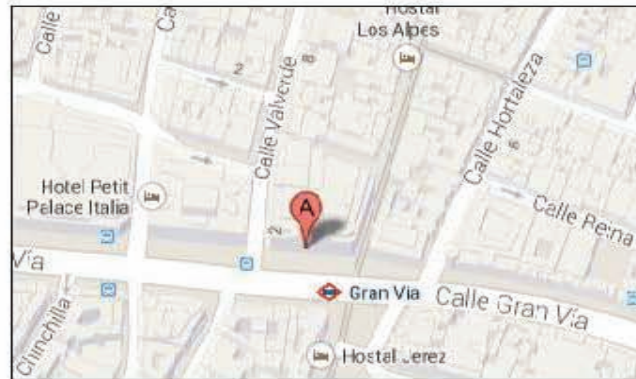
## Sustainable Well-Being MADRID 2014



### THURSDAY 27<sup>th</sup> March

Field visit : FUNDACIÓN TELEFÓNICA

FUNDACIÓN TELEFÓNICA  
Address: C/ Gran Vía, 2  
Gran Vía (L1) .  
Website :  
<http://www.fundacion.telefonica.com/es/index.htm>



**9.45 (no delays, please!!) : The group will gather at the entrance of the Telefónica Building.**

11.45: coffee break

11.15: Field visit: **WAYRA**

Website: <http://wayra.org/es>

Address: same as Fundación Telefónica.

12.30: to the restaurant

13.00: LUNCH (Rias Baixas)

14.00 back to Escuela de Relaciones Laborales

14.15: *The Blind Spot of Economy. How to create deep innovation through systemic awareness?\**

Prof. Jo Lefewere

16.15: Group Work (3/5) Best practices presentations (Aula Escalonada & Aula 3)

### CULTURAL ACTIVITIES (OPTIONAL): GUIDED TOURS: OLD MADRID & MODERN MADRID

Meeting at 17.45 h. at PUERTA DEL SOL (statue of the bear and the tree)

The same tours as yesterday, but now Group B would go for Old Madrid (Medieval, Renaissance), Group A for Modern Madrid (Baroque, classic).

### FRIDAY 28<sup>th</sup> March

Field visit: **METRO DE MADRID**

Website: <http://www.metromadrid.es/>

**9.15 : the group will gather at 9.15 (no delays, please!) at the main entrance hall of the Metro station**

Alto del Arenal (L1).

10.45: coffee break and back to Escuela de Relaciones Laborales

11.45: Group Work (4/5). Location: Escuela de Relaciones Laborales (Aula Escalonada & Aula 6)

12.45: to the restaurant

13.00: LUNCH (Rias Baixas)



## Sustainable Well-Being MADRID 2014



14.00 back to work  
14.15: *Creation of wealth*  
Prof. Lauri Narinen  
15.45 coffee break  
16.15: Mid-evaluation (teachers and students) (1 hour ½ aprox.)

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### SATURDAY 29<sup>th</sup> March

Field Visit: PEF (Punto de Encuentro Familiar) & CAF (Centro de Atención a las Familias)

**8.30: (no delays, please!) The whole group will gather at Metro station  Aluche**

9.00: Group A: visit to F to PEF (=Punto de Encuentro Familiar= meeting place for families)

10.45: coffee break

11.15: GROUP B Visit to CAF (= Centro de Atención a las Familias \_Centre for Attention to Families)

Website: <http://goo.gl/P2uTii>

Address: C/ Fuerte de Navidad, 15

13.00: FEE FOR LUNCH AND BREAK

14.30-17.30: Common reflections and comments

---

### MONDAY 31<sup>st</sup> March

Location: Escuela de Relaciones Laborales (Aula Escalonada)

9.00: Teacher's meeting (not students)

9.15: *What do children and young people's rights mean in a neo-liberal world*

Prof. Graham Brotherton

10.45: coffee break

11.15: *Mediation*

Prof. Marta Blanco

12.45 to the restaurant

13.00: LUNCH (Rias Baixas)

14.00 back to work

14.15: Guest conference: **DEMOCRACIA REAL, YA**

**CULTURAL ACTIVITIES (OPTIONAL): REINA SOFIA MUSEUM** \*\*\* to be confirmed

16.45: Meeting at main entrance of Museum





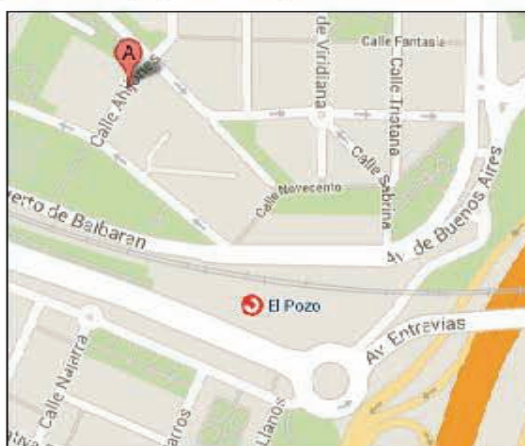
## Sustainable Well-Being MADRID 2014



### TUESDAY 1<sup>st</sup> April

Field visit to FUNDACIÓN SECRETARIADO GITANO (Foundation Gypsy Secretariat)

**Location:** Secretariado Gitano headquarters [A in the map on the right]  
**Address:** C/ Ahijones  
 El Pozo  
**Website:** <http://www.gitanos.org/>



**8.30 (no delays, please!) Departure**

**Coaches will pick us up at: C/ Sagasta esq. C/ Mejía Lequerica** (exit Y.H. and walk a few meters up the street towards wide street C/ Sagasta)

**10.30: Social Work practice in today's Spain**

Prof. Carmen Rancal

12.00 break

12.30: Visit to Exhibition: gypsies and their reality

13.00: LUNCH (served on location)

**14.00: Guest Visitor: OBSERVATORIO DE LA EXCLUSIÓN (EXCLUSION OBSERVATORY)**

**13.00 FIELD VISIT: CAÑADA REAL**

Coaches will take the group from Secretariado Gitano to Cañada Real, and back again to Madrid city centre at the end of the visits.

### WEDNESDAY 2<sup>nd</sup> April

**Location:** Escuela de Relaciones Laborales [Aula Escalonada]

9.00: Teacher's meeting (not students)

9.15: *Children's Rights Network*

Prof. Antonia Picornell

10.45: coffee break

11.15: Group work (5/5): preparing presentations [Aula Escalonada & Aula 3]

12.45: to the restaurant

13.00: LUNCH (Rías Babas)

14.00 back to work

14.15: *Social work Online*

Prof. Remmet Veenkamp

15.45: coffee break

16.00: Guest conference: **STOP DESAHUCIOS** [Association about people who must abandon their houses because of unpaid mortgages] (1 hour ½ approx)



## Sustainable Well-Being MADRID 2014



**CULTURAL ACTIVITIES (OPTIONAL): PRADO MUSEUM** \*\*\* to be confirmed

18.45: meeting at Museum, Jerónimos Door



### THURSDAY 3<sup>rd</sup> April

#### FACULTY OF SOCIAL WORK- U. COMPLUTENSE

The Faculty of Social Work is located in Campus de Somosaguas, on the outskirts of Madrid.

**How to get there: BUS A** from avenida Ruperto Chapí, near metro MONCLOA]. Last Stop: Campus Somosaguas.



**\*\*Our piece of advice: try to be at Bus A stop as early as possible. Bear in mind that most courses start at 9.00, from 8.15 onwards is rush hour: there will be a lot of students taking this bus (and you are a big group yourselves... ). If possible, make small groups and schedule yourselves in order not to be at the bus stop all together at the same time.**



## Sustainable Well-Being MADRID 2014



- 9.15: Good practices: 10 min /presentation (Room 309, 3<sup>rd</sup> Floor)  
10.45: coffee break  
11.15: Good practices (continuation): 10 min /presentation (Room 309, 3<sup>rd</sup> Floor)  
13.00: LUNCH (Social Work Cafeteria)  
14.00 back to work (and change of room)  
14.15: Students reflections (Location: Salón de Grados, 3<sup>rd</sup> Floor)  
Professors: Evaluation  
15.45: coffee break  
16.15: **Farewell and diplomas** (Location: Room 111 (first floor))
-

**Dossier informativo sobre el programa  
intensivo Sustainable Wellbeing**  
**Informative dossier: Sustainable Wellbeing  
Intensive Programme**



**FACULTAD DE TRABAJO SOCIAL**  
**UNIVERSIDAD COMPLUTENSE DE MADRID**

## 1. ¿Qué es un programa intensivo?

Un Programa Intensivo (IP) es un programa de estudios de corta duración en el que participan estudiantes y personal docente de instituciones de educación superior de diferentes países participantes con el objetivo de:

- Fomentar la enseñanza eficaz y multinacional sobre temas especializados que, de lo contrario, no se enseñarían en ninguna institución, o solamente en un número muy limitado de ellas.
- Permitir que estudiantes y personal docente trabajen juntos en grupos multinacionales y que se beneficien, por tanto, de condiciones especiales de aprendizaje y enseñanza normalmente no disponibles en una única institución, y adopten nuevas perspectivas sobre el tema objeto de estudio.
- Permitir que los miembros del personal docente intercambien puntos de vista sobre el contenido educativo y nuevos enfoques curriculares, y que prueben métodos docentes en un entorno académico internacional

## 1. What is an intensive programme?

An intensive programme (IP) is a short-term study programme involving students and teaching staff from higher education institutions in different countries aimed at:

- Promoting effective and multinational education on specialized topics that would not otherwise be taught anywhere at all, or at best in a limited number of institutions.
- Allowing students and teachers to work together in multinational groups and to benefit, therefore, from special teaching and learning conditions not normally available in a single institution, offering new perspectives on the topic studied.
- Allowing members of the teaching staff to exchange views on educational content and new curricular approaches, and test teaching methods in an international academic environment.



## 2. Nuestro IP: Sustainable wellbeing

Este proyecto tiene como objetivo central la atención en la conocida como “sostenibilidad social” como un medio para fomentar la ciudadanía europea activa y responsable. El 11 de agosto de 2011, la Comisión Europea propuso designar 2013 como el "Año europeo de los ciudadanos", para conmemorar el vigésimo aniversario de la creación de la ciudadanía de la Unión Europea bajo la Tratado de Maastricht de 1993.

Los trabajadores sociales de toda Europa desempeñan un papel fundamental en este proceso de transición hacia un futuro sostenible, puesto que son esencialmente agentes que favorecen el cambio social.

Tres organizaciones internacionales representativas de la práctica de trabajo social (FITS, AIETS, ICSW), se han unido en su Agenda Global 2012 con un objetivo común

(<http://cdn.ifsw.org/assets/globalagenda2012.pdf>):

- Promover estándares en la educación y la práctica que facilitan el desarrollo social sostenible.
- Fomentar y facilitar la investigación sobre el papel del trabajo social en relación a desastres y problemas ambientales.
- Promover la importancia de comunidades sostenibles e interdependientes para alcanzar el desarrollo social y bienestar.

El objetivo principal de este IP es analizar las contribuciones del trabajo social como un agente de cambio para fomentar la acción social, la ciudadanía responsable y el desarrollo sostenible. Este IP ofrecerá a estudiantes y profesores la posibilidad de participar en un programa de habla inglesa que además es parte de la política europea.

## 2. Our IP: Sustainable wellbeing

This project aims to focus attention on so-called social sustainability as a means to encourage responsible and active European citizenship. On 11 August 2011, the European Commission proposed designating 2013 as the "European Year of Citizens", to mark the 20th anniversary of the establishment of European Union citizenship under the 1993 Maastricht Treaty.

Social workers all over Europe play a fundamental part in this transition process towards a sustainable future, essentially acting as agents of social change.

Three international organizations representing social work practice (IFSW, IASSW, ICSW), committed in their 2012 Global Agenda to (<http://cdn.ifsw.org/assets/globalagenda2012.pdf>):

- Promote standards in education and practice that facilitate sustainable social development.
- Encourage and facilitate research into the role of social work with relation to environmental disasters and challenges.
- Promote the importance of sustainable, interdependent communities to achieve social development and wellbeing.

The main aim of this IP module is to analyze the contributions of social work as an agent of change to encourage social action, responsible citizenship and sustainable development. The IP will offer students and teachers the opportunity to participate in an English-speaking programme that is part of the European Policy statement of all partners in the network.

### 3. Instituciones, estudiantes y profesores participantes/Partner institutions, students and teachers

<b>Ciudad/City Pais/Country</b>	<b>Institución/ Institution</b>	<b>Número de estudiantes/ Number of students</b>	<b>Número de profesores/ Number of teachers</b>
Kortrijk, Belgica/Belgium	Katho University College	7	2
Geel, Bélgica/Belgium	Thomas More University	7	2
Gante/Gent, Bélgica/Belgium	Artevelde Hogeshool	7	2
Birmingham, Reino Unido/United Kingdom	Newman University	7	2
Helsinki, Finlandia/Finland	Helsinki Metropolia of Applied Sciences	7	2
Ludwigsburg, Alemania/Germany	Protestant University of Applied Sciences	7	2
Vilnius, Lituania/Lithuania	Faculty of Social Policy, Mykolas Romeris University	7	2
Praga/Prague, Republica Checa/ Czech Republic	Protestant Theological Faculty	7	2
Madrid, España/ Spain	Facultad de Trabajo Social/Social Work Faculty, Complutense University of Madrid	7	2

## 4. Resultados de aprendizaje/Learning outcomes

	<b>Título/Title</b>	<b>Tipo de resultado/Outcome type</b>	<b>Breve descripción/ Short description</b>
1	<b>Guía para estudiantes</b>	Material de apoyo en la aproximación a la temática y metodologías	Ofrecerá a los estudiantes una introducción al IP, una explicación sobre la razón y los objetivos del IP, las competencias deseadas para los estudiantes, una aproximación a la metodología didáctica y al contenido con respecto al desarrollo sostenible
	<b>Student guidebook</b>	Guidance material regarding approaches and methodologies	Will offer students an introduction to the IP, explaining its rationale and aims, the competencies sought for students, the didactical approach and content with respect to sustainable development
2	<b>Guía didáctica para profesores</b>	Manual de instrucciones	Estableceremos unas líneas directrices para los profesores en relación a la aproximación pedagógica y didáctica el IP. Explicará cómo integrar la teoría en relación al desarrollo sostenible y la práctica en organizaciones de trabajo de campo
	<b>Didactical guide for teachers</b>	Instruction manual	We will establish guidelines for teachers with respect to the pedagogical and didactical approaches in the IP. These will explain how to integrate theory on sustainable development and practice in fieldwork organizations
3	<b>Libro de texto sobre el Trabajo Social y la Sostenibilidad</b>	Intercambio internacional de experiencias y buenas prácticas	Este libro recopilará todos los materiales utilizados durante el IP. Bagaje teórico sobre sostenibilidad aportado por los diversos países. Incluirá también una elaboración de competencias y cómo enseñarlas
	<b>Social Work and Sustainability textbook</b>	Transnational exchange of experience and good practices	This textbook will cover all materials collected during the project, including theoretical background on sustainability supplied by the participating countries. It will also include a summary of competencies and how to teach them

4	<b>Buenas prácticas en sostenibilidad</b>	Intercambio de ideas sobre buenas prácticas	Todos los materiales de los estudiantes (trabajo autónomo, el desarrollo sostenible en cada país, la aproximación a las organizaciones practicas) ofrecerá una visión general de la practica, investigación y teoría en una variedad de países Europeos
	<b>Best practices in sustainability</b>	Exchange of ideas on good practices	All student material (including homework, sustainable development in each country, and the approach of the fieldwork organization) will offer an overview of practices, research and theory in a variety of European countries
	<b>Pagina Web del proyecto</b>	Resultado de aprendizaje	Creación y mantenimiento de la web que hará posible el seguimiento del progreso del proyecto, al crear una intranet funcional y un sistema de comunización al grupo destinatario del IP
	<b>Project Website</b>	Learning outcomes	Creation and maintenance of a website, which will make it possible to follow the progress of the project, creating a functional intranet and communication system for the IP target group

<b>Programa diario provisional</b>		<b>Provisional daily programme</b>
<b>Día 1. Domingo 23/03/2014: Día de viaje</b>		<b>Day 1. Sunday 23/03/2014: Travel day</b>
1700-1900	Llegada y acomodo. Reunión informal con estudiantes y profesores	Arrival and accommodation. Informal meeting with students and lecturers
<b>Día 2. Lunes 24/03/2014: Introducción al tema del IP Presidencia del día: coordinador internacional UCM</b>		<b>Day 2. Monday 24/03/2014: Introduction to IP theme Chairperson of the day: international coordinator, Complutense University</b>
0930-1030	Bienvenida y apertura oficial. Reglas y directrices para las próximas dos semanas. Presentación del programa	Welcome and official opening. Rules and guidelines for the next two weeks. Presentation of the programme
1030-1300	Presentación de los grupos de trabajo (por temas) y tareas	Presentation of group work (by topic) and tasks
1300-1400	Comida	Lunch
1400	Conocer Madrid	Getting to know Madrid
<b>Día 3. Martes 25/03/2014: Sostenibilidad, aspectos generales Presidencia del día: profesor de una institución colaboradora</b>		<b>Day 3. Tuesday 25/03/2014: Sustainability, general aspects Chairperson of the day: teacher from a partner university college</b>
0900	Seminario 1	Lecture 1
1030-1045	Descanso	Break
1045	Seminario 2	Lecture 2
1300	Comida	Lunch
1630-1830	Visitas a instituciones	Field visits
Dinner	Libre	Free
<b>Día 4. Miércoles 26/03/2014: La dimensión económica de la sostenibilidad Presidencia del día: profesor de una institución colaboradora</b>		<b>Day 4. Wednesday 26/03/2014: The economic dimension of sustainability Chairperson of the day: teacher from a partner university college</b>
0900	Seminario 1	Lecture 1
1030-1045	Descanso	Break
1045	Seminario 2	Lecture 2
1300	Comida	Lunch
1430-1630	Visitas a instituciones	Field visits

Dinner	Libre	Free
<b>Día 5. Jueves 27/03/2014: La dimensión ecológica de la sostenibilidad</b>		<b>Day 5. Thursday 27/03/2014: The ecological dimension of sustainability</b>
<b>Presidencia del día: profesor de una institución colaboradora</b>		<b>Chairperson of the day: teacher from a partner university college</b>
0900	Seminario 1	Lecture 1
1030-1045	Descanso	Break
1045	Seminario 2/trabajo en grupo	Lecture 2/group work
1300	Comida	Lunch
1430-1630	Visitas a instituciones	Field visits
Dinner	Libre	Free
<b>Día 6. Viernes 27/03/2014: La ciudadanía y los derechos humanos relacionados con la sostenibilidad</b>		<b>Day 6. Friday 28/03/2014: Citizenship and Human Rights related to sustainability</b>
<b>Presidencia del día: profesor de una institución colaboradora</b>		<b>Chairperson of the day: teacher from a partner university college</b>
0900	Seminario 1	Lecture 1
1030-1045	Descanso	Break
1045	Seminario 2/trabajo en grupo	Lecture 2/group work
1300	Comida	Lunch
1430-1630	Visitas a instituciones	Field visits
Dinner	Visita cultural o cena	Cultural visit or dinner
<b>Día 7. Sábado 29/03/2014: Talleres de trabajo</b>		<b>Day 7. Saturday 29/03/2014: Workshops</b>
0900	Talleres de trabajo	Workshops
1030-1045	Descanso	Break
1045	Trabajo en grupo por temas/reunión de profesores	Group work in different topics/teachers' meeting
1300	Comida	Lunch
1430-1630	Talleres de trabajo/evaluación de estudiantes en grupos	Workshops/evaluation of students in groups
1630	Libre	Free
<b>Día 8. Domingo 30/03/2014: Día de descanso. Propuestas para visitas culturales</b>		<b>Day 8. Sunday 30/03/2014: Rest Day. Proposals for cultural activities to be offered</b>
<b>Día 9. Lunes 31/03/2014: La dimensión social de la sostenibilidad</b>		<b>Day 9. Monday 31/03/2014: The social dimension of sustainability</b>
<b>Presidencia del día: profesor de una institución colaboradora</b>		<b>Chairperson of the day: teacher from a partner university college</b>
0900	Seminario 1	Lecture 1
1030-1045	Descanso	Break
1045	Seminario 2/trabajo en grupo	Lecture 2/group work in different topic groups
1300	Comida	Lunch
1630-	Visitas a instituciones	Field visits

1830		
Dinner	Libre	Free
<b>Día 10. Martes 01/04/2014: Aspectos sociales y procesos de cambio</b>		<b>Day 10. Tuesday 01/04/2014: Social aspects and change process</b>
0900	Seminario 1	Lecture 1
1030-1045	Descanso	Break
1045	Seminario 2/trabajo en grupo	Lecture 2/group work
1300	Comida	Lunch
1630-1830	Visitas a instituciones	Field visits
Dinner	Libre	Free
<b>Día 11. Miércoles 02/04/2014: SÍNTESIS</b>		<b>Day 11. Wednesday 02/04/2014: SYNTHESIS</b>
<b>Presidencia del día: profesor de una institución invitada</b>		<b>Chairperson of the day: teacher from a partner university college</b>
0900	Trabajo en grupo por temática. Síntesis y preparación del poster, libro o artículo	Group work in different topic groups. Synthesis and preparation of poster, book or article
1030-1045	Descanso	Break
1045	Conferencia o grupo de trabajo	Conference or group work
1300	Comida	Lunch
1400-1630	Trabajo en grupo por temática. Síntesis y preparación del poster, libro o artículo	Group work in different topic groups. Synthesis and preparation of poster, book or article
1630	Libre	Free time
<b>Día 12. Jueves 03/04/2014: Debate en grupo, perspectivas y evaluación</b>		<b>Day 12. Thursday 03/04/2014: Group discussions, perspectives and evaluation</b>
<b>Presidencia del día: coordinador internacional UCM</b>		<b>Chairperson of the day: international coordinator, Complutense University</b>
0900	Día de presentaciones. Reflexiones sobre el IP	Presentation day; reflections on the IP
1030-1045	Descanso	Break
1045	Día de presentaciones. Reflexiones sobre el IP	Presentation day; reflections on the IP
1300	Comida	Lunch
1430	Terminación del trabajo en grupo o individual	Finalizing group work or individual work
1500	Reunión de profesores/evaluación de los estudiantes	Teachers' meeting/Evaluation of students
	Cena de despedida	Closing dinner
<b>Día 13. Viernes 04/04/2014: Día de viaje</b>		<b>Day 13. Friday 04/04/2014: Travel day</b>

