WICKED
PROBLEMS
and young people
Co-creative teaching for
the social professions

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WICKED PROBLEMS AND YOUNG PEOPLE

Co-creative teaching for the social professions

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Introduction

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Working with marginalised youth is exciting, challenging and demanding. It often requires having an open mind and being willing and able to follow the thoughts and ideas of young people who are pushing the boundaries of their own capabilities and professionals' patience. Not because these are 'bad kids' but because this is their way of expressing themselves. Working with marginalised youth consequently requires the right kind of professional who understands the problems faced by the youth.

The challenges of marginalised youth can be referred to as 'wicked problems' – implying that the problems are difficult or impossible to solve. The term 'wicked' refers to the problems being resistant to a solution, as they involve a series of interconnected problems and obstacles that cannot be solved independently.

One promising approach to dealing constructively with wicked problems is to engage all relevant stakeholders in seeking solutions. In 2013-2016 an Erasmus+ project called *HEI Inter-Professional module – co-created by marginalised youth, practitioners and students* (HIP) has attempted to include all relevant as well as future stakeholders in dealing with wicked problems of marginalised youth. The project has afforded an innovative approach to wicked problems by bringing together the various kinds of professionals in social work (social workers, social pedagogues, social care practitioners), students of social work and pedagogy

and marginalised youth themselves with the aim of dealing with wicked problems through co-creation. The aim was to improve the ability of current and future practitioners (current students) in the field of social care to work inter-professionally and inter-sectorally, so that they may innovatively work towards new solutions to wicked problems involving marginalised youth.

During the four years of the project (2013-2016), a group of academics and practitioners from five European countries (Denmark, Ireland, Spain, Romania and the Netherlands) have worked together with students and marginalised youth to produce new knowledge and new teaching material. The outputs of the project include a module concept for bachelor and master students of social work and pedagogy; a guide for lecturers; a project website (hip.via.dk); and this anthology.

The project has been possible due to the commitment of the project partners and the help and engagement of a number of people throughout the five partner countries. Students, young people, university teachers and practitioners who were not directly part of the project have participated in making the project a success. In each country, colleagues at the universities, institutes and university colleges have assumed the roles of facilitators in testing the activities in the teaching module. Students and young people have joined workshops and accepted very unfamiliar roles when project participants, as well as their colleagues, experimented with activities such as being clowns or playing human board games. Practitioners have participated in some of the workshops and have made it all possible by functioning as the link between academia and practice. The co-creative process has only been possible with the contribution from all of these people and we are truly grateful for their input and active involvement on the project.

Challenging the students of social work education

In the 19th Century one of the first philosophers of educational theory, Comenius, wrote that students should 'quickly, pleasantly and thoroughly become learned in the sciences'. Comenius's work took place at a time when schools were dominated by strict teachers with the right to use violence against disobedient students. The teachings of Comenius have certainly improved the general learning outcomes of students around the world but, in the case of students of social work learning to deal with wicked problems, the pleasantness may need to be challenged. It has been an explicit assumption of this project that when learning to deal with wicked problems, a certain amount of discomfort is appropriate.

In order to teach students of social work how to understand and engage with wicked problems, it can be constructive to gently push the students out of their comfort zones and challenge them. In the project, workshops involving students, marginalised youth, practitioners and academics were held. In these workshops, the intention was to put the marginalised youth into the role of experts and let students, practitioners and academics learn from them. By giving the young people the dominant voice, several students have explained afterwards how they felt uneasy and out of their comfort zone for a while. Other students did not feel uneasy but rather enthusiastic about meeting 'real young people' and enjoyed the challenge of engaging in workshops with marginalised youth.

An additional challenge as well as a pedagogical element was the fact that the workshops included academics and practitioners from five different European countries. This was a challenge as the common language at the workshops was English, which, for most participants, was not the native language of the students, the marginalised youth nor the practitioners and academics. This common challenge united students and marginalised youth in a way that helped to build bridges between the two groups of young people. Moving the students out of their comfort zones mentally and sometimes physically by holding the common workshops in service delivery settings (the home ground of the marginalised youth) made the participating students conscious of the multiple wicked problems of the marginalised youth they will be working with in their future professional lives.

The learning experience of being on unfamiliar ground was not confined just to the students. Both academics and practitioners have explained in the evaluations of workshops and activities that the project has given them new insights into their own profession and how they deal with marginalised youth and students of social work. The chapters in this anthology reflect both theoretical and empirical perspectives on these innovative ways of dealing with marginalised youth and attempt to explain both the challenges and the benefits of working innovatively.

Overview of the anthology

As it is the ambition of the project to show true co-creation by including different professionals, an invitation to contribute to this anthology was given to – and thankfully accepted by – both practitioners and academics. The diverse range of practitioners from the practice field allows the anthology to introduce students and other readers to both theoretical perspectives on social work and the everyday life of social workers, social pedagogues and social care practitioners who work with marginalised youth. At the same time, the diversity in educational

background and nationality leads to a significant variety in the writing styles and language proficiency of the authors. These differences have not been removed during the editing process, as it was hoped that readers would appreciate this diversity and understand the variety of challenges to the multiple participants in the project.

The anthology comprises three parts:

Part 1 presents relevant theories and methods for working with marginalised youth. The first chapter by Mark Taylor discusses how wicked problems affect the role of social workers and the professional competences that are required. In the following chapter, Almudena Navas identifies wicked problems in relation to marginalised youth. She addresses how a collaborative approach can improve the learning outputs of students and improve students' consciousness of the complexity of the lives of these young people.

Gordon Vincenti's chapter builds on the challenges of wicked problems and adds to the theoretical perspectives presented by Navas and Taylor by arguing that 'boundary spanning', involving a multi-disciplinary approach, can be a practical way to deal with the problems facing youth. Martin Stam explains how the action research methods of learning history and Cultural Historical Activity Theory [CHAT] are constructive approaches to working with marginalised youth, as they give voice to the young people.

Part 2 includes chapters that discuss the challenges of working professionally with marginalised youth. The chapter by Martin Stam and Simona Gaarthuis analyses how innovative outreach social work can democratise work with vulnerable youth. Fernando Marhuenda-Fluixá discusses the role of the educator and how reflective consciousness about ethics and values can improve the educational practice and relationship with marginalised youth. Jesper Kjær Jensen then moves the perspective from the educator to the student as the chapter links theoretical perspectives and empirical findings on how it is possible to work with students' personal strengths and weaknesses when including physical activities and a bodily or kinetic perspective in the teaching of professional conduct.

Part 3 is a collection of case studies from the five European countries involved in the HIP project. These offer an introduction to institutions or approaches to social work or social care practice with young people in each country, presented by practitioners working in the field of marginalised youth. The cases thus originate from the practice field and give a unique perspective on the diversity in the types of organisations where work with marginalised youth takes place. The

case studies vary in length, content and perspective, to reflect the variety in the practice of working with young people.

It is the ambition and hope that the tapestry of academic and practical perspectives on wicked problems and issues related to marginalised youth included in this anthology will inspire and motivate both practitioners and teachers of social education. We hope it will be a useful tool in the teaching of future professionals in the field of social care and instigate innovative approaches and perspectives on the challenges facing tomorrow's marginalised youth.

Thank you to all the authors who have worked hard to express the thoughts and lessons of the project in their chapters. Furthermore, a big thank you to all the young people, students, practice partners and university teachers who have participated in workshops, discussions and activities leading to the output in this anthology. Although no young people have contributed directly to the anthology as authors – neither marginalised nor students – they have played an indispensable part of the making of the anthology. Without all of you, the project and the anthology would not have been as successful.

PART 1
Theories and methods for working with marginalised youth
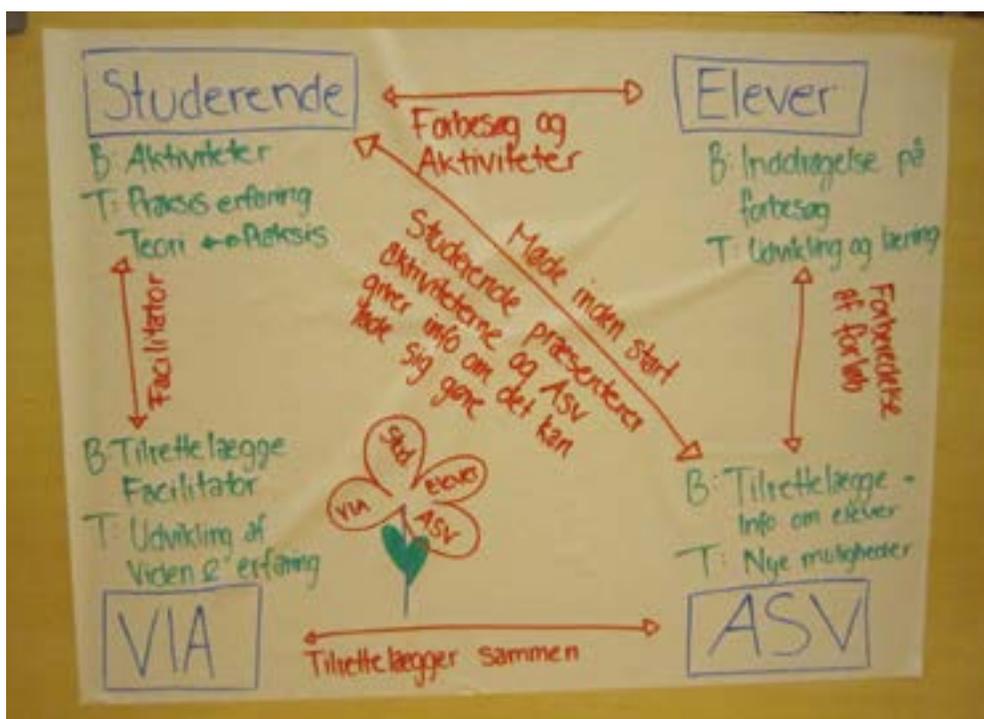
Wicked problems and social professional competence

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Introduction

The main aim of this chapter is to speculate on the 'know-how' or competence that social professionals need to acquire so as to address wicked problems that involve marginalised young people. Originally, it was assumed that the chapter would be quite easy to write, as it was felt that Knight and Page's (2007) 'wicked competences' framework could be extensively exploited. But this work, in fact, has a rather different emphasis. Attention thus returned to the original presentation of the characteristics of wicked problems (Rittel & Webber 1973); vignettes of these features likely to turn up in social professional work with marginalised youth were devised. Reflections on the social professional 'know-how' or competence needed to respond to these features of wicked problems are offered. The chapter concludes by reflecting on the implications of the theory of wicked problems for competent social professional practice.

The secondary aim of this chapter is to forewarn social professional students of the inconsistent use of language in this area. The meaning of a term such as 'wicked competences' is not set in stone. Who uses this term and in which

contexts are important factors in shaping meaning. It is important to caution the social professional reader about one major implication of this qualification: the last thing that an anthology focusing on 'wicked problems' can achieve is a definitive or final account of the competences needed to address wicked problems. With this in mind, the first part of the chapter explores our tentative understanding of 'wicked competences'. Thereafter, the chapter turns to speculating on the constitutive elements of competence that social professional students or practitioners need to acquire to address 'wicked problems'.

Wicked competences

Knight and Page (2007) have made a significant contribution to promoting the idea of 'wicked competences', an idea animated by the belief that wicked problems exist. They propose (2007, p. 12) that wicked competences comprise of a 'set of understandings, dispositions, practices and qualities' and that they 'can be described by other terms'. For example, they argue that wicked competences are represented by 'soft skills and other complex achievements that graduate employers say they value' (Knight & Page 2007, p. 11). In other words, the skill set that employers look for in new graduates may constitute a set of wicked competences that may include:

- knowledge, intellect, willingness to learn, self-management skills, communication skills, team working, interpersonal skills (Harvey et al 1997)

- oral communication, managing workload, team-work, managing others, defining problems, critical analysis, summarising, group problem-solving, flexibility, creativity, interpersonal skills, responsibility, willingness to learn (Yorke 1999)

- initiative, working independently, oral communication, time management, accuracy, attention to detail, flexibility, team working, planning, co-ordinating and organising (Brennan et al 2001)

Crisp (2012, p. 34) sees Knight and Page's (2007) work as an attempt to develop a range of 'student competencies that are often difficult to define and measure in a quantitative manner and usually developed over a significant period of time'. Unfortunately, Knight and Page's (2007) 'wicked competences' framework has been 'criticised for being too wide-ranging and lacking precision' (King 2009, p. 141). Knight and Page (2007) could make a stronger argument to explain the relationship between wicked competences, wicked problems

and graduate attributes. What remains unclear is whether their depiction of wicked competences represents the qualities best suited to address wicked problems. For instance, Knight and Page (2007, p. 11) employ Conklin (2003) to acknowledge that wicked problems have four defining features, but do not appear to specify or align the 'wicked competences' needed to address these features. So, while employers may want graduates to hold particular attributes and skills, it is difficult to know whether these 'wicked competences' as defined by Knight and Page (2007, p. 11) are the competences required by employers to address wicked problems. Consequently, in the context of the HIP project, there is a need to consider the features of wicked problems that emerge in work with marginalised youth and to reflect on the social professional 'know-how' or competence required to address these features.

Wicked problems and competence

Earlier in this chapter, I advised the reader to treat with caution the use of terms such as wicked, competence and wicked competences. In some ways, I now contradict this position. I want to exploit a distinct way of looking at wicked problems in order to reflect on the competence or know-how that social professionals might need to acquire to tackle these types of problems. In particular, I examine ten features of wicked problems as originally delineated by Rittel and Webber (1973, pp. 159-169). I do so because this work on wicked problems has been seminal and offers a heuristic framework to social professionals for examining social problems and their management. For example, Drury (2014) employs Rittel and Webber's features of wicked problems to reflect on the challenges associated with managing social workers' performance in a US child welfare system. In addition, Devaney and Spratt (2009) make use of these features to reflect on the nature of child abuse problems confronting social workers in the UK.

As this anthology aims to aid social professionals working with marginalised youth, I list, explain and relate Rittel and Webber's (1973, pp. 159-169) properties of wicked problems to a case study involving youth workers and young people. Then I consider the 'know-how' that social professionals working with marginalised youth need to acquire to respond to these features of wicked problems. But first, I introduce the case study.

Case study

Spring has arrived. For the last six weeks, a crowd of 10-15 teenagers aged 15-19 years has started to congregate on a street corner in Bunabree, a town of 20,000 in northwest Ireland. The teenagers usually meet after dark; some wear hoodies. They cycle and scooter up and down the footpath. There is a strong smell of cannabis coming from the area when they hang out. Older people live nearby. There are also some shops open in the evenings. The young people are often noisy; there is some pushing, shoving and fighting on the footpaths amongst them. One or two youngsters make 'animal' noises when other young people, not in their group, pass-by. Residents in the community have started complaining. Young people say that there's nothing to do in the town in the evening. They say they are bored and want to socialise with their friends.

The ten properties of wicked problems as described by Rittel & Webber (1973, pp. 159-169) are as follows:

1. There is no definitive formulation of a wicked problem

2. Wicked problems have no stopping rule

3. Solutions to wicked problems are not true-or-false, but good or bad

4. There is no immediate and no ultimate test of a solution to a wicked problem

5. Every solution to a wicked problem is a 'one-shot operation'; because there is no opportunity to learn by trial and error, every attempt counts significantly

6. Wicked problems do not have an enumerable (or an exhaustively describable) set of potential solutions, nor is there a well-described set of permissible operations that may be incorporated into the plan

7. Every wicked problem is essentially unique

8. Every wicked problem can be considered to be a symptom of another problem

9. The existence of a discrepancy representing a wicked problem can be explained in numerous ways. The choice of explanation determines the nature of the problem's resolution

10. The social planner has no right to be wrong.

The next section of this chapter applies these properties to the case study scenario.

1. There is no definitive formulation of a wicked problem

The key idea expressed here is that there is no single or conclusive way to understand the nature of social problems. Because we make sense of the social world in different ways, we also formulate the constituents of social problems through different lenses. For example, the presence of a group of young people hanging out together on a street corner at night may be perceived differently by police, young people, families, businesses and elderly people. A 'gang' of young people talking and laughing together on a footpath may not be perceived as a problem by this group, but could be seen as intimidating by elderly people or annoying by local businesses. So the fact that young people seek out other young people in public spaces may become a 'wicked problem' for some individuals but not for others.

In such a scenario, the social professional needs to understand that social problems are constructed by groups and individuals. Social problems arise from a sense that the wellbeing of individuals, families or communities is or is likely to be at risk from the actions of others. The competent social professional needs to become aware that her own sense of what constitutes a social problem may or may not be shared by others.

2. Wicked problems have no stopping rule

This feature suggests that there is no panacea, cure or ultimate resolution for wicked problems. Ritchey (2013, p. 4) says that with wicked problems, a final or complete solution does not materialise: wicked problems evolve and mutate into other wicked problems. In practice, with wicked problems 'you stop when you run out of resources, when a result is subjectively deemed "good enough" or when we feel "we've done what we can"'.

For example, following painstaking collaborative work that results in various stakeholders deciding that a youth centre should be built to provide services for young people congregating on a street corner, fresh challenges may emerge in terms of locating the youth centre or engaging young people to attend. This feature of wicked problems reminds the competent social professional of the limitations of linear problem-solving models (Conklin 2005, p. 4) that permeate

the everyday work practices of many social service organisations. These models promote a discourse in which service users' needs are first identified and then plans are developed, implemented and reviewed by service users and a range of social professionals to respond to these needs.

Organising work practices to address wicked problems in this way is unlikely to be successful, as the apparent solution to one social problem is likely to result in the creation of further complications. Social professionals may become more competent if they remember Isaac Newton's third law of motion: for every action there is always opposed an equal reaction. But this reaction does not take the form of an ultimate solution; instead a range of new problems or challenges is likely to emerge.

3. Solutions to wicked problems are not true or false, but good or bad

If there is no agreement on the nature of the social problem, it can also be difficult to find agreement on the nature of the solution. To help make sense of this, Rittel and Webber (1973, p. 160) differentiate between wicked and tame problems: wicked problems, unlike tame problems, are not susceptible to scientific and objective analysis. Tame problems are of a kind where 'an exhaustive formulation can be stated containing all the information the problem-solver needs for understanding and solving the problem'. By contrast, not only is it impossible to define the nature of a wicked problem in any precise and undisputed manner, it is also impossible to identify a correct solution as objective criteria are unavailable to assess the merits of a solution.

This implies that solutions to wicked problems should be seen as subjective; they can never be true or false. Indeed, Ritchey (2013, p. 4) suggests 'the criteria for judging the validity of a "solution" to a wicked problem are strongly stakeholder dependent'. A combination of factors such as background, culture, social roles and aspirations influence a stakeholder's perspective on the nature of a wicked problem and the merits of a solution. For example, even if stakeholders generally agree that a youth centre needs to be created for marginalised youth, they may disagree on the criteria concerning what represents a quality service (opening hours; outdoor noise policy; the role of outreach workers; number of young people the centre should support; type of services to be provided; degree of parental, police, social services involvement). The competent social professional, in addressing this feature of wicked problems, needs to incorporate into her professional outlook that she is just one stakeholder among many whose aspiration it is to develop the capabilities of young people.

4. *There is no immediate and no ultimate test of a solution to a wicked problem*

This proposition reminds social professionals to remain cautious in the face of claims that successful solutions can be found and replicated to address certain social problems. At one level, this contention places suspicion on some evidence-based approaches to social professional practice insofar as replicable ways to tackle social problems may be impossible to identify. This feature also reminds us that working with young people in community settings contrasts with working with test tubes in a laboratory. Young people react and interact in many different ways, and variables such as place (rural, city, town); type of family and social networks; and even the weather (predominantly hot, rainy or cold) can influence the make-up of a wicked problem and the type of solutions that can materialise. The building of a youth centre may initially appear to provide an immediate solution to address social exclusion among young people hanging out on street corners. Yet subsequent problems may emerge concerning transport, family and volunteer involvement, or ergonomics.

5. *Every wicked solution to a 'wicked problem' is a 'one-shot operation'*

This proposition reminds the social professional that she is engaging in social practices that involve activities and interactions with others. A key aspect of social practices is the creation and use of material objects. In the case study, stakeholders identified a need to develop and make use of a youth centre. While stakeholders may speculate or theorise on the need for a youth centre, the building of the centre means that decisions have to be made concerning its location and use of space. The benefits and costs arising from implementing a solution can only be truly appreciated following the building work. Paper models may be helpful, but are likely to be of limited value. If the competent social professional wants to incorporate this feature of wicked problems into her thinking, she may need time to map out various decisions and solutions.

6. *Wicked problems do not have an enumerable (or an exhaustively describable) set of potential solutions, nor is there a well-described set of permissible operations that may be incorporated into the plan*

According to Rittel and Webber (1973, p. 164) 'there are no criteria which enable one to prove that all the solutions to a wicked problem have been identified and considered. It may happen that no solution is found, owing to logical inconsistencies in the "picture" of the problem'. Social professionals work in organisations where there is an expectation that they will ameliorate social

situations. This feature of wicked problems reminds us that some social problems may not be amenable to the emergence of solutions.

Social care organisations frequently develop administrative policies and protocols to guide social professionals' approach to their work duties. But the fact that human behaviour is unpredictable and influenced by a range of societal, interpersonal and personal variables suggests that administrative guidelines have limited value in terms of identifying workable social solutions. The competent social professional is likely to appreciate her employer implementing a set of policies and protocols that guide her interactions with service users. At the same time, she is also likely to realise that improvements in social living, arising from everyday social professional practices, require her to actively and creatively interpret organisational guidance.

7. *Every wicked problem is essentially unique*

European countries are rightly concerned by high rates of youth unemployment; there is also a concern about the consequences of long-term youth unemployment. For example, Nedeljkovic (2014) notes that 'early unemployment has a negative effect not only on the future employability of young people, but also on their self-esteem, their role in the society and can represent a serious economic burden on state finances'.

At the same time, this feature of wicked problems reminds us that they are of a type where the context of individual countries and welfare regimes must be acknowledged. The nature of youth unemployment in Ireland, Spain, Denmark, Romania and the Netherlands is not the same. Factors such as age-dependency ratios; the response of welfare systems to support training and labour force participation; informal support systems; the match or mismatch between education, skills and employers' needs; and disparate economic growth rates may influence how long-term youth unemployment is perceived as a problem and what solutions may be proposed. The competent social professional may examine other countries and other projects for inspiration, but she will rarely find tailor-made solutions for social problems in her own locale.

8. *Every wicked problem can be considered as a symptom of another problem*

Social problems may be attributable to other problems, but the competent social professional needs to remember that explanations that account for the presence of social problems may vary from country to country. The presence of youth unemployment in Europe comes to mind (*The Economist* 2013). While

the number of young people out of work in the OECD was almost a third higher in 2013 than in 2007, the growing mismatch of skills and vacancies was not evident in all European countries. Germany, for example, has a relatively low level of youth unemployment and prioritises high-quality vocational courses, apprenticeships and links with industry. In contrast, over a sixth of the young population aged 15-24 years in Greece and Spain in 2013 were without a job.

9. *The existence of a discrepancy representing a wicked problem can be explained in numerous ways. The choice of explanation determines the nature of the problem's resolutions*

Just as various stakeholders visualise the nature of wicked problems in different ways, they can also identify different reasons to account for the existence of wicked problems. This feature of wicked problems alerts the social professional that people embrace, tacitly or explicitly, various social scientific explanations to account for the presence of social problems. So psychologists may explain street corner socialising in terms of teenagers exhibiting independence from families; neo-conservatives in terms of a decline in family values; and social democrats in terms of the state failing in its duty to support the social rights of teenagers. The competent social professional remembers that each of us embraces a view of social justice that influences not only our solutions to social problems but also our explanations for how these problems were begotten.

10. *The planner has no right to be wrong*

At first glance, this proposition appears harsh. It seems to suggest that social professionals always need to adopt the right course of action. But if one remembers that solutions to wicked problems are never right or wrong, but instead offer ways to improve the social world, then the evaluation of the social professional's actions can be seen in a different light. In fact, it obliges competent social professionals to assess the consequences of their own performance. In undertaking these critical reflections – with or without the presence of others such as supervisors and peers – social professionals need also to reflect on the opportunities and constraints that influence their actions and inactions with service users. This characteristic encourages the competent social professionals to develop an ethical outlook in relation to their work. An example of this is Stephens' (2013, p. 15) effort to suggest that social pedagogues work in ways to develop 'efficacy' beliefs, in other words, supporting an individual's or a group's belief 'in their capabilities to produce intended effects by their actions'.

Implications for competent social professional practice

The theory of wicked problems is likely to influence what constitutes competent social professional practice in a number of ways. Here we consider two implications for competent social professional practice.

Self-care

Social professionals can use the theory of wicked problems as a tool to support their capability to self-care in the workplace. In particular, they can use the features of wicked problems to reflect on frustrations that emerge in professional practice. Knowing that there is no single or straightforward way to define the social problems that face marginalised young people should be as comforting to the social professional as knowing there is no single or straightforward way to identify solutions for these problems. Rather than worrying about finding the 'right' solution in their work with young people – because no definitive solution exists – the competent social professional incorporates features of wicked problems in her approach to work. She works in ways to improve the capabilities of young people to flourish in society rather than finding a correct solution to their problems. Rather than being solution-oriented she spends more time thinking about ways to engage and work with young people to develop their capabilities, capabilities that may develop in ways that she never envisaged or anticipated.

Performance management

For far too long, measuring professional competence has been associated with ways to assess how well professionals tackle tame problems, yet social professionals work in spaces that rarely throw up problems and solutions in this form. Nevertheless, social professional practice is commonly evaluated in ways that imply that social problems and their solutions are amenable to rational, linear and logical decision-making approaches.

Managers and organisations execute this evaluative function by employing performance management frameworks in the format of logic models (Renger & Titcomb 2002) to represent connections between inputs, processes and outputs to depict how social problems get addressed. At the same time there is also a need for frameworks to recognise the presence of factors beyond the control of social professionals that significantly affect the impact of social professional decision-making. The competent social professional, using the heuristic lens of wicked problems, has more latitude to reflect on how their actions contribute to

improving the wellbeing of individuals, communities and societies. In addition, embracing a wicked problem's perspective licences the competent social professional to reflect on the presence of opportunities and constraints that influence how social problems get constructed and which solutions get selected.

Conclusion

The theory of wicked problems provides an epistemological reboot to ungrounded social professional practices in that it cautions the overly optimistic against believing that straightforward solutions can be unearthed to solve social problems. In this chapter the reader was alerted to the fact that the term 'wicked competences' needs to be approached warily. Knight and Page's (2007) propositions concerning wicked competences were challenged. The complexity of understanding and assessing competent social professional practice was also highlighted. By employing a case study, the chapter then turned towards tentatively mapping out the social professional 'know-how' required to address ten features of wicked problems identified by Rittel and Webber (1973, pp. 159-169). The chapter concluded by reflecting on the implication of the theory of wicked problems for competent social professional practice.

Learning points

- The theory of wicked problems provides an alternative perspective to social professionals struggling to tackle social problems

- The social professional can use the theory to reflect on the nature of competent social professional practice.

- The social professional, in particular, needs to reflect on what might constitute competent practice with regards to the properties of wicked problems

- The theory of wicked problems offers social professionals an additional tool to aid reflective practice and a resource to critique performance management frameworks.

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Wicked problems and vulnerable youth: co-participative training design for development between university and social care entities

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Introduction

'Education is a piece of art' [Paulo Freire]

In this chapter we give an account of the experience being carried out within the degree course in Social Education in the University of Valencia, which started in late 2013 and is expected to be completed by the end of 2016.

In the centre of this experience is the disturbing fact that in Europe the number of young people experiencing social vulnerability is growing. In this context, and taking advantage of the current arrangements of so-called mobility programs, or Erasmus+, in Europe, we have joined with a number of scholars for reflection and to test a series of pedagogical principles. These principles consist of the belief that in order to articulate a pedagogic practice, especially in a situation of vulnerability, best practice must be established to the greatest extent possible between all the parties involved.

Our goal, more specifically, is to reflect on the content, procedures and concepts that should address a sufficiently flexible module, aimed at addressing 'wicked problems'. We intend to do so within the degree courses in Social Education or Social Work, of five European universities, including the University of Valencia, and to publish the results so as to provide valuable information on the generation of this type of knowledge in a co-participatory way. This reflection should act as a precursor to testing the experience and, if possible, put it into practice in any of the qualifications related to Social Education. Underlying this idea, is that of 'wicked problems' as originally posited by Rittel and Webber in 1973 and subsequently developed by, for example, Buchanan (1992); Kolko (2011); and Bailey et al (2013). This reflection should allow diverse people to address the themes of these complex problems that occur in the professional practice of social organisations while, ultimately, seeking a beneficial effect on young people in marginal situations.

'Wicked problem' is a phrase used to describe a problem that is difficult or impossible to solve as it presents requirements that are incomplete, contradictory or changing and difficult to recognise. The approach is complex in the sense that the problem proves resistant to the solution. Furthermore, due to a series of complex interdependencies, efforts to resolve one of the aspects of a complex problem can create or generate other problems. Wicked problems can be addressed by traditional approaches in which the problems are defined, analysed and resolved in a series of sequenced steps; the main reason for this approach is that there is no clear definition of the problems in a complex approach.

The key to the success of the HIP project lies in the search for a solution in a co-participatory way: we aim to provide space for the co-creation of a module between all those involved: degree students, their teachers, young people identified as at risk, and the social workers in the organisations responsible for the training of both the students and the young people. Therefore, we have to study the educational processes in these environments. From one point of view, this issue raises many questions, since there are so many variables that should be taken into account – some are presented explicitly; others in a less obvious way.

Here, we will focus on the aspect of education that leads to the relationships that occur between all the actors. We need to take into account the characteristics of all those involved, both on a personal level and at a social level, since all these will influence the development of the educational process. Without ignoring the importance of the personal characteristics of teachers and students, we prioritise the sociological aspect, in that there is a relationship between education and

society that can manifest itself through different elements. This manifests itself, for example, in the selection of content and organisation of this anthology, of the curricular materials and activities that arise. It becomes evident that the educational discourse has various aspects to be considered, not limited to the official curriculum. These may include power relations present in what is learned and what is taught, that reflect a model of society in which there are a number of class, gender and cultural inequalities that can be played out in the pedagogical relationship. This transmission occurs through various elements that cover the entire educational process.

The wicked problems approach

Wicked problems faced by those engaged in teaching young people in vulnerable situations have their roots in the education system. We must learn ways to address these problems in the context of professional training for, in this case, social care students. Therefore, they are presented as wicked problems as they are issues difficult or impossible to resolve; they are more easily addressed from perspectives that do not allow us see them in their entirety, appearing sometimes as lacking in solution, or impossible to provide a credible response.

Following Bailey et al (2013), wicked problems can be found in all areas of life. Thus, we find wicked problems in relation to issues such as obesity, an aging population, plasticity of the brain, chronic diseases, a two-speed society and sexually transmitted diseases. In the field that we call poverty, wicked problems include education, the cost of living, international trade, drinking water, sanitation and security. Bailey et al (2013) provide a comprehensive list that refers to fields such as climate change, waste, urbanisation and water, citing fair access to usage of and the conflicts and wars around these issues. While it should be pointed out that these types of problems are indeterminate and do not have a clear or unambiguous solution, this same feature makes them problems that are especially confusing. For Rittel and Weber (1973), professors at the University of California, they may be seen as 'ill-defined; and they rely upon elusive political judgment for resolution. (Not "solution," as social problems are never solved. At best they are only re-solved – over and over again)'.

Faced with these types of problems in the field of urban planning, it was realised that the conflicts that arise between the models or approaches used in engineering, and the approaches used in public policy, were non-compatible. Rittel and Weber (1973) concluded that the empirical approach of engineering could not provide solutions to the social problems inherent in urban development. In particular, the tensions, resistors and competition between the

different actors involved in the process caused further complex issues. When ideas came into conflict with different and varied ways of thinking about possible solutions and decision-making regarding these problems, this generated a space for the emergence of what are called wicked problems.

These authors specified these types of wicked problems in learning environments as having a set of features applicable to the art of education or educational exchange, rather than to the standardisation or practicalities of the process. In the light of these characteristics, we perceive a difference in the shared roles of different groups involved: the group engine and the potential participants.

In short, wicked problems have to do with ethical questions, moral and political as well as professional; there are no good or bad solutions, only better or worse. The set of actors involved does not have to agree; it requires complex thought; there is no way to know when it is finished; there is no possibility of measuring the success; and possible alternatives should be considered. Bailey et al (2013) thus consider these complex problems respond best to an approach that is soft-natured, based on issues of an epistemological nature, where we intend to improve the world, try to connect points of view or different perspectives and where the objective representation of reality is not possible.

Linking research and action

Given the nature of the process of definition and resolution of wicked problems, we would like to discuss the type of cooperation and links that we are fostering between two organisations in order to explore new approaches and methods useful for training purposes. Both are very different organisations and both play a vital role in the training of young people. The first is a public university, one of the largest in the Spanish State, and the other is a tiny but brave local organisation. They have collaborated on activities for over twenty years that mainly involve those engaged in student training.

Iniciatives Solidàries[1] is a non-profit association of the city of Valencia, in operation since 1993, with the objective of implementing programmes and interventions in the community to prevent situations of social exclusion in disadvantaged sectors; including young people at risk of social exclusion and people who are or have been deprived of their liberty through the justice or court system. Its mission is to facilitate social integration and/or employment for those culturally, socially and economically disadvantaged by providing

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1   www.iniciativessolidaries.com

opportunities for education, training, information and access to employment and by promoting volunteerism and civic participation through various programmes.

These interventions arise from a preventative approach and focus on education as a basic tool for the promotion and development of positive attitudes, values and skills that will lead towards a path of inclusion in society. Three main areas, information, training and employment, form the pillars for all programmes developed in the organisation and are key to promoting knowledge of the problems of exclusion and in instilling active citizenship through awareness and volunteerism. The practical aspects of the interventions include basic education, vocational training, personal and interpersonal competence, information, guidance and work history. Comprehensive training and work experience opportunities are individualised to meet participants' needs and difficulties.

Iniciatives Solidàries focuses on two major areas:

- *Social Intervention* – with two frameworks, differentiated according to the collective target:

  o *pathways of change* to an active life, aimed at young people at risk of exclusion, operates in different programs around intervention; protection of minors, basic education, vocational training, information and career counselling and guidance and access to employment

  o *mediation and social inclusion* covers programmes for people who are or who have been deprived of their freedom through the justice system through participation advice and employment guidance.

- *Training and awareness* is about matching the skills and abilities of the individuals and educators involved to the characteristics and needs of the group and the programmes being delivered. The interventions include social awareness, management and training of volunteers, training students and continuous education.

The association has three centres (CELA, EINA, ACOLLIDA) in the city of Valencia and a local office inside the Prison of Valencia, Picassent, where it carries out its work in the only Youth Information Centre within a prison in Europe. This operation involves a broad multidisciplinary team, formed of social care professionals, volunteers and trainees who implement the various programmes for children, disadvantaged youth and people detained through the justice system, as well as representatives of the organisation itself.

The University of Valencia [UVEG] is the third largest university in the Spanish state, more than 500 years old, and is subject to the pressures that all public universities, both national and international, currently experience. Training in UVEG must be considered within what has been called the Bologna Process[2]. The importance of the Bologna Process reform lies in the definition of a model of the university and of its relationship with society. The effect of this is palpable on the organisational practices of the university, specifically around the logic and practices of the business world; the effect this ethos has on the organisation of education; the orientation of research and of knowledge transfer; as well as the types of managerial approaches.

The emergence of competitiveness and a mercenary conception of knowledge are two of the main manifestations of the academic capitalism developed in recent years by this reorganisation (AA.VV 2008; Bermejo Barrera 2009; Rodríguez-Rosado 2009). It exceeds the scope of this article to discuss the impact on the public nature and the critical independence of the University, but it is appropriate to highlight that we are witnessing changes that call into question its public commitment, previously understood as something that goes beyond its contribution to the business sector, and addresses issues such as equal opportunity.

Decisions taken throughout the organisation have profoundly affected the teaching that takes place: from the forms and uses of time; the practices and classroom curriculum; to the tutoring hours allotted to students. One may see, in the implementation of this reform, that the use of technical words (which has generated quite a few headaches in the university community; we can see teachers talking about how to rename competencies and curriculum), and the total absence of contextualisation of the reforms to the specificities of each area of knowledge, are problematic, as if teaching genetics could be compared to teaching the sociology of health.

The university wanted to put the emphasis on learning as a process, with the centrality of the student as a main agent in this process, while addressing the need to balance the use of different methodologies. Differences arise when we see proposals that aim to reduce the role of the teacher to the mere accompanying process of a stranger, without understanding that it is an interactive process; or implementing proposals that merely entwine the teaching activity around normalisation of the programmes, (re-)configured as impervious to context and events or to different paces of learning and in existence only

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2   http://ec.europa.eu/education/policy/higher-education/bologna-process_en.htm

to achieve effective planning; or with standardised systems of evaluation, articulated as 'grids' or accounting procedures for notes or activities, confusing continuous assessment with the sum of results.

One of the issues most emphasised is the attempt to translate objectives and competencies into learning outcomes. We find an inconsistency in this matter as it is very dangerous to assume that if contents are prefixed, they will automatically achieve specific learning outcomes, or that the precise definition of professional competencies can lead to a specific teaching and learning process.

Therefore, in spite of the dedicated efforts by the university, we note that the current reform in this direction has been at surface level only, since it does not substantially affect how teachers teach and students learn. As recalled by Bolívar Botía and Bolívar Ruano (2011, p. 13):

> changes have attempted [...] to affect how teachers understand the nature of knowledge and how such knowledge is exchanged with colleagues, the role of students in the learning, as well as these ideas about knowledge and education which are manifested in the teaching-learning in the classroom.

It is in the context of these two organisations, and of their relationship, that we find the anchor point of this article. The long tradition of partnership that we have developed among students of social education and other social sciences in Iniciatives Solidàries, enables us to consider the theme of wicked problems as suitable for both the achievement of the objectives of the NGO as well as those of a public university, seeking to transform society.

If this article started by referring to Freire, it is because the basis of our approach is the fact that education, whether in an environment of higher education or a vocational training centre, involves a number of intangible matters, virtually *ineffable*, that cannot be explained, but must be addressed. We find ourselves with a youth subjected to enormous pressures (Bauman 2008). Young people are aware, most of the time, of being about to keep out of or drop into a social abyss; they use this time in their lives through linking projects in a pointillist way; they have transformed social relations, not only from the previous generation, but within their own generation; they use new technologies as a means of social relationship; they are able to learn in twenty-four hours what we all previously learned in a week.

If this is the kind of young person engaged in the degree course in social education, it is possible to think of transmitting knowledge in a manner that

addresses those complex social issues (cultural conflicts, gender, ethnic, and social class) in a deep and respectful way that can sustain a high level of uncertainty of the possible consequences. At the same time, one must be able to voice concern for the study of the nature of problems since, as we have seen in the previous paragraph, these may be complex. Because of the very nature of the problems that are addressed, it is especially relevant to take into account or to anticipate to the greatest extent possible, the consequences of educational action.

Furthermore, if young students of social education respond to the description of youth that Zygmunt Bauman describes, it is conceivable that young people who are part of the programmes of Iniciatives Solidàries possess a much greater degree of vulnerability and, therefore, the methodology of how to address certain issues becomes complex.

Approach to wicked problems: communication through clown exercises

Recognising the uncertainty, and at the same time using that uncertainty as a source of knowledge creation, becomes crucial when developing innovative projects. The processes that are studied here argue that both principles are present, while acknowledging their complexity and that the specific experiences mentioned in the second section of this paper cannot be replicated. As stated by Kahane (2004), complexity should not be confused with complication in this type of process. While both are intricate, complexity is extremely dynamic, which means that there is intensity in the use of time and space and the accumulation of experience. On the other hand, these processes are generative of complexity, since they can unfold in a way that is completely new and unexpected to the participants. They are socially complex, to convene people with very different viewpoints, so as try to avoid polarisation, or paralysis.

In order to carry out the training of future educators of socially vulnerable young people, all participants must be involved in the creation processes and be able to cope with the complexity of these processes. There are a number of activities of educational research to be carried out:

1. Analysis of the situation focused on the identification of internal contradictions. To obtain a formulation, as precise as possible, of what is considered in each context to be a problem that requires a complex approach, taking cognisance of national regulations, until the curricula are designed and the problems are addressed. The situation can thus be identified and addressed in a formal way as a wicked problem.

2. In the search for new forms of knowing it is necessary to obtain information from the different groups involved. The agents of the practice must be able to respond, as it is they who carry out the approach to these problems. On the other hand, the young participants should be encouraged to indicate which style they appreciate in the professionals who work with them in the search for possible solutions and in the generation of knowledge. Finally, in the practices of training for the future of the profession, we find a number of unique techniques that can be useful to reveal and address the complexity of the problem: workshops or focus groups; one-on-one interviews; group interviews; or a joint review of documentation.

3. Implementation and reflection on the conceptual, procedural and attitudinal aspects will be part of the module for training in addressing complex problems.

The challenge is to find as many possible ways to train students in the university or college to address wicked problems. We would like to find a framework that allows us to address those wicked problems described at the beginning of the chapter. The concept of 'unsettled' used by Amy Rossiter (2011, p. 980) is an appropriate one, since it refers to the blurred boundaries of perceived situations that we deal with:

> "unsettled" means practice that accepts the impossibility of resolving the practice dilemma that the 'violence' of social work representations exists in inescapable tension with the need for justice that requires it.

Now, we attempt to provide the full range of considerations taken into account to address a wicked problem while training social workers and social educators in the Valencia region. First, semi-structured interviews were conducted with young people, professionals/technicians, professors at the university and students of social work and social education. Youngsters interviewed were mainly referred by our Spanish partner in the project, Iniciatives Solidàries, although youngsters from two other institutions also participated: El Arca de Noé and Taleia[3]. All three organisations are engaged in a larger network of centres that work with early school leavers in the Valencia region; all are committed to those with fewer resources socially and economically (Montoliu et al 2013).

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3 Both institutions have represented Spain at the UNESCO International Literacy prizes, at the 2012 and 2015 editions respectively; they won the Miguel Hernández award of the Spanish Ministry of Education that led them to represent the whole country at such an important event.

Through our research, we realised that the main wicked problem we were facing was communication, an essential feature in the relationships we establish with others. Working with clowns[4] allowed us to recognise and come to an acceptance of ourselves and to explore other territories in a new way. We must therefore include:

- A new outlook, that allows for rediscovery of ourselves and of our surroundings in a more comprehensive fashion and with a mind that is open to such exploration. A form of expression and direct communication that is sincere and primary.

- An experience of emotions with intensity and consciousness, with freedom and permission to reactivate the joy and pleasures of life in a safe place. All the emotions are part of the human condition and cannot be avoided. You must accept and, through such acceptance, evolve in a positive manner to convert this positivity into a springboard for action and resolution.

- The positive outcome from this initiative can contribute much to a process of continuous development: to get acquainted, to accept and to cement programming that enables us to make changes, evolve, grow and open ourselves to the dynamic and changing reality of persons and groups with whom we are working as well as within the social context.

- A constructive means of addressing the possible failures: "failure after failure in gaining in enthusiasm". Conflicts, clutter, problems and screw-ups are food for the clown. Because they live with intensity which they face with creativity and positivism, and they are always learning and existing with more strength and experience.

Communication has many dimensions and aspects on which to reflect and consider for educational action. We also want to provide some activities that explore verbal and non-verbal communication and make us aware of the importance of coherence between what we say and how we say it, and what this means in educational practice.

- Brainstorming/explanation of forms of communication: movement (intermittent, beeping, traffic lights, signals, lights…), flags bikes/F1, luminous, gestures, glances, email, SMS, Braille, clothing, posters, bell/

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chime, alarm clock, mimicking animals (posturing, groaning), flares, stars, greetings

- Attempting to read messages written in another language

- Saying your name with sign language

- Caution. Body language tells all: gestures and meaning, distances in the LISTENING… Body language also expresses your thoughts and words.

- Examples of contradictory communication: Indicating 'Yes' with a shake of the head, accompanied by a sad face.

- Examples of the meaning of some gestures in other cultures: How we demonstrate with our fingers to say 2 and 3; white as a symbol of mourning in India; greetings in Russian, Japanese and in Inuit (Eskimo): the two-kisses greeting in Germany and how to take it (rejection), Signal of Shaka/phone no.6, Hand cornuta (evil eye-Satan, horns and thumb on us?). – Showing contrasting situations.

These are examples that convey the importance of good communication, especially for educators: what do we wish to relate, when, how and why? Above all, there is the premise that we are constantly communicating and, in an educational context, this communication must be a feature.

Conclusion: Between the social and formal in a formal environment of learning

In the context of the degree course in social education, it is worth acknowledging that the need to offer alternative proposals and solutions is one of the functions that, as professionals, one would have to employ, so the developing project could be a useful asset for a future career.

Another question that remains open is the relationship that social inequalities bring to bear on the professional future of the student body. Throughout their schooling, pupils go through various levels, getting different results that mark their future trajectory. Academic success seems to be intended only for those who wish to pursue higher education, marginalising those who opt for apprenticeships, vocational schooling and exchange programs. This conception of success reflects in the school's adopted social priorities relating to what is considered successful or not. This is another example of the deep and intricate relationship between society and school.

This project improves the quality and efficiency of education by making the various levels of education more efficient and more attractive and a better fit for the world of work. It enhances innovation and business opportunities within social education and encourages collaboration between business enterprises and education. It works with a wide community of learning within civil society, along with relevant actors, and so develops new synergies between the different sectors.

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Boundary Spanners as supports of social capital

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The intention of this chapter is to focus on the skills, competences and knowledge associated with Boundary Spanning as defined and outlined by Williams (2002; 2013). Williams contextualises his understanding of Boundary Spanning within a framework of an understanding of present day responses to the challenges faced by vulnerable citizens and youth as being what Rittel and Webber (1973) call wicked problems, demanding inter-disciplinary and inter-organisational collaboration in the setting or framework of social work responses. This chapter will build on the idea of wicked and complex problems and inter-organisational collaboration before moving on to focus on the nature of, and the skills associated with, Boundary Spanning.

The intention is to provide students and others with some very practical hands-on skills and competences that they can develop and apply when working in a field characterised as having complex problems and in an area of multi-disciplinary approaches.

A useful point of entry can be taken in Putnam's concept of social capital (1995, p. 56) or the 'features of social life – networks, norms and trust – that enable participants to act together more effectively to pursue shared objectives'.

Developing this idea, Putnam (2000, pp. 18-19) says 'the core idea of social capital theory is that social networks have value … social contacts affect the productivity of individuals and groups'. He is arguing that it is through interaction with others, and drawing on the resources of other individuals, organisations and structures in a neighbourhood, that individuals are able to increase their capacity to meet and tackle challenges.

Putnam presents two dimensions to his concept of social capital: Bridging and Bonding. Bridging social capital is a conceptualisation of the linkages to assets within, but also the external resources and assets that can be accessed by members of, a community or neighbourhood to support social advance or change. These can be from several sectors; the public sector, civil society or market sector, or a combination of these. It is about making connections to and being able to draw on or access the resources of organisations, agencies and institutions within or available to community members: for example a football club placed just outside a community, but open to community members. For Putnam, bridging social capital is an inclusive force or capacity that can 'provide a sociological WD-40 that can generate broader identities and reciprocity' (Putnam 2000, pp. 22-23).

The other form of social capital identified by Putnam is what he describes as Bonding social capital. Bonding social capital covers the common identities of a group and supports the adoption, by group members, of shared values and norms. Putnam has compared this form of social capital to sociological 'superglue' in reinforcing group loyalty and identity (Putnam 2000, pp. 22-23). For example, by being a member of a social association, an individual is socialised into the norms and values of the association and in that way forms 'bonds' with the other members of the association.

In his more empirical work on social capital Putnam (2000) suggests that the capacity of a community or neighbourhood to develop resources and solutions is greater in societies characterised by a high degree of both Bridging and Bonding social capital. It is possible to follow Putman and argue that, by supporting the development of both Bridging and Bonding, it will be possible to support the capacity of vulnerable groups to develop sustainable solutions to their social challenges.

It is relevant to note that, for Putnam, the resources and capacities that individuals and neighbourhoods can draw on can come from several sectors and from inter-organisational collaboration between service and resource providers from different sectors; the public sector working in collaboration with either

market sector organisations or civil society agencies and organisations. It is relevant to look briefly at forms of inter-organisational collaboration and some of the possible consequences of these different forms.

Partnerships

Mackintosh argues that:

> the concept of partnership contains a very high level of ambiguity. Advocates point to the mutual benefits of joint ventures, the synergy created by collaboration between partners ... Critics point to schemes labelled "partnership", where the benefits appear to accrue chiefly to one side of the venture, where partnerships seems another word for privatisation of public policy and assets, or where the cost of collaboration appear to out-weigh its benefits (Mackintosh 1992, p. 210)

This leads her to distinguish between three main types of motives for partnerships and collaboration between organisations from different sectors:

- budget enlargement

- synergy

- transformation

Budget enlargement

This form is characterised by the desire of one organisation to enter into a partnership with other organisations from other sectors to extend or enlarge their budget. Typically, these days, this is to fill the gaps of budget cutbacks.

An example of this form or argument for partnership was offered in 2011 when, as part of celebrating the European Year of Volunteerism, the head of the Centre for Social Work Methodological Development[5], gave a keynote speech where he expressed the view that partnership between the public sector and voluntary organisations could be relevant to fill the holes left by cutbacks in public sector budgets, but where the public sector can retain control over their activities and

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5   Centre for development of Social Methodology (my translation) [http://www.aarhus.
     dk/sitecore/content/Subsites/CenterforSocialfagligUdvikling/Home.aspx?sc_lang=da

initiatives. It can be seen from this interpretation that the voluntary sector is viewed as a necessary evil and one that could be tolerated, if under strict control and the guidance of the public sector.

Synergy

Synergy, as a motive or form of partnership, occurs where the aim is to collaborate around the creation of something (resources, services) that transcends existing forms. This form is not controlled or dominated by one sector, but draws on and integrates the resources of several sectors in new forms, creating new solutions or services. One useful picture could be the process of mixing colours on a palette, thereby producing new and unique shades that draw upon and are developed from the collaboration and interaction of existing colours.

Some examples of social entrepreneurship demonstrate a synergy form of partnership between organisations from different sectors and without dominance by the one sector. Bazar Vest, the largest Bazar in Northern Europe, was started as an example of a partnership based on the synergy of organisations from three different and independent sectors[6]. The project was started by a partnership between urban developer, Olav de Linde, a private sector firm; Brabrand Boligforening, a civil-society sector housing association with housing in the district; and the Department of Social Services and Welfare of the Municipality of Aarhus. The main idea behind the project was to contribute in an innovative form to the employment and integration opportunities for citizens living in the vulnerable and threatened Gellerup area of Aarhus. The aim was to provide a form of incubator for the many citizens and individuals who felt that they could develop their skills and competences and start a small shop or other service within the unique ethnic background of the local district.

Today, 18 years on, the Bazar is not only a local resource, but a tourist attraction and catalyst for the positive integration of different cultures[7]. The initial partnership between the three independent organisations, each from a specific sector, has been replaced and Olav de Linde has taken over the whole project. The Bazar, which started as an example of a synergy form of partnership, has developed into a single sector organisation. It shows that partnership forms are not necessarily static but can develop and transform to other forms.

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6   http://www.bazarvest.dk/Historien_bag.aspx?ID=658
7   http://www.bazarvest.dk/FORSIDE.aspx?ID=429

Transformation

Transformation as a form of partnership is one that has as its characteristic, the substantive change of existing forms of partnership or cross-sector collaboration:

> another theme of the 1980s and the 1990s has been the effort by central government to reform the public sector on a more market-like model. One vehicle for such a transformation has been the bringing of the private sector into the public (Mackintosh 1992, p. 215).

An example of this transformative form of partnership could be the company Specialist People Foundation[8], a foundation started by Thorkil Sonne, as outlined below:

The Idea for Specialisterne and Specialist People Foundation[9]

My son Lars was 2½ years old when my wife and I noticed that his development began to differ from that of his older brothers. We arranged with his nursery carers that he would get extra support from a qualified child psychologist, all the while hoping of course that we could learn how best to help him become more like his brothers...

With the support of my family, I re-mortgaged our home and established Specialisterne (The Specialists) in an attempt to tailor a working environment geared towards people with ASD and other forms of autism spectrum disorder, enabling them to use their specialist skills to act as consultants to the business sector, at market terms.

My vision is to create new possibilities for people with ASD and to influence society to adopt a more positive attitude towards people with ASD.

Today, the foundation is a multinational organisation established in such diverse countries as Poland, Denmark, Ireland, Austria, United Kingdom, USA and Spain. The aims of the project or foundation remain as the provision of opportunities for people with autism, their integration into society and providing services in equal competition on the economic market[10]. As outlined:

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8   http://specialistpeople.com/

9   http://specialistpeople.com/about/thorkills-story/

10 See http://www.nytimes.com/2012/12/02/magazine/the-autism-advantage.html?ref=magazine&_r=0 for an inspiring newspaper article describing the foundation.

the different "Specialisterne" operations around the world are truly socially innovative companies, using the characteristics of people with autism as a competitive advantage, and as a means to help people with autism gain secure employment. The majority of the employees in Specialisterne have a diagnosis on the autism spectrum, and work as consultants on tasks such as software testing, programming and data-entry for the corporate sector. (http://specialistpeople.com/specialisterne/)

Mackintosh (1992) and Hastings (1996), amongst others, use the concept of partnerships as an umbrella concept applicable when talking of transformative, synergy and budget enlargement motives and forms of collaboration. My own experience has led me to see the necessity for a distinction between partnership and networking.

In the process leading up to the formalisation of the partnership the service-learning project Viadem, my colleague and I met with our counterparts from the Hotspots Department of the Municipality of Aarhus several times and found it very hard to understand the insistence on a formalised agreement. Coming from a background within both the academic sector and community development, we felt that actions should be louder than words and that we could build on and trust the word and intentions of our municipal colleagues. Finally, a formalised contract or partnership agreement was reached, finalised and signed.

This has proved to be a useful tool and led to a desire to explore the difference between network and partnership as models of organisation or interaction between individuals and organisations from different sectors.

Lowndes et al (1997) distinguish between partnerships and network forms of collaboration.

The features of networks and partnerships

	network	partnership
focus	individual relationships	organisational relationships
motivation	voluntaristic	voluntaristic or imposed
boundary	indistinct	clear
composition	fluid	stable
membership	defined by self and/or others	by formal agreement
formalisation	low	high

Source: Lowndes et al 1997, p. 336

Lowndes et al (1997) draw on Powell (1991), when emphasising that networking is based on trust and that this trust and networking is a usual pre-stage to the development of partnerships. A 'key feature of networking is that it cannot be formalised into rules or procedures' (Lowndes et al 1997, p. 337). Networks are characterised by informal relationships between individuals and partnerships rather than more formal inter-organisational agreements.

Following this conclusion, it would seem that partnerships are more appropriate forms of association when building inter-organisational relationships, and networking more appropriate when building relationships between individuals and perhaps as a pre-stage to developing formal partnerships.

The weaker structural ties and bonds of network forms of inter-organisational relationships and constructions may leave network members more open to hegemonic attacks by dominant actors or organisations. On the other hand, the strength of network forms of organisation is in the level of trust and ability to be responsive to complex changing conditions and situations.

Mackintosh (1992) argues for the distinction between different forms of, and motives for entering, inter-organisational collaboration. These reflect the discussion presented by Putnam on social capital. Mackintosh's (1992) categories can help explain the motives and interests of resources that bridging activities access and perhaps why sometimes it is very challenging to establish and maintain inter-organisational collaborations and partnerships.

The discussion of networks as loose-coupled connections and partnerships as more formalised agreements, in a similar way provides an understanding of the resources available in a process of bridging.

The work of Åkestrøm Andersen (2006) on 'second order partnerships' is useful in this context. These are partnership agreements to enter into a partnership. Åkerstrøm Andersen argues that agreements to enter into an agreement, or intentions to form partnerships, allow for the ability to navigate between the different and constantly reconstructing forms and types of collaborating. They allow for all the advantages of partnerships and network constructions as outlined by Lowndes et al (1997) and the ability to navigate between the different ideal types outlined by Macintosh (1992).

Partnerships of second order provide one way to create stability in a context of complex change and, as such, are a useful, practical tool in supporting the capability of individuals and neighbourhoods access institutional and organisational resources when building social capital.

Boundary Spanners

Boundary Spanners, as professionals working in this field of inter-organisational partnerships and collaboration, can utilise and draw on the above as a framework in which social workers and others can act as agents in supporting the development of individual or neighbourhood social capital. Katz and Kahn (1996) note that organisational theorists have long recognised the need for boundary spanners – 'lynchpins', 'brokers' and 'gatekeepers' – to manage the interface between organisations and their environments. Williams (2002; 2013) and others see Boundary Spanners as mediators of complex and different organisations, individuals or neighbourhoods. Revisiting the terminology of Putnam (2000, pp. 22-23), Boundary Spanners are, through their agency and actions, both the 'superglue' and 'WD-40' of creating social capital.

Williams (2013, p. 20) writes about Boundary Spanners as having four highly linked components referred to as reticulist, entrepreneur, interpreter/communicator and co-ordinator – each associated with a set of competencies with particular personal attributes.

- The *reticulist*, according to Webb (1991), is a person skilled at bridging interests and bringing people and organisations together. Degeling (1995) uses the term to cover what he calls 'entrepreneurs of power', who create and encourage couplings and collaboration. It equally

involves personal and professional skills and competences to explore new solutions to complex problems and to offer a framework for creating creative solutions. The Boundary Spanner as a reticulist works best in a complex organisational framework of networks. By bringing organisations, agencies and individuals together, they create the possibility for bridging networks to be developed and, having done so, reticulist Boundary Spanners will typically move on to a new challenge.

- Boundary Spanners as *entrepreneurs* or *innovators* have been described by Challis (1988) as lateral thinkers, rule breakers, creative individuals who do not take 'no' for an answer, but look for and explore new solutions. Deleon (1996, p. 508) describes entrepreneurial and innovative Boundary Spanners as 'catalysts who bring together problems and solutions that otherwise would bubble chaotically in the conventional currents of modern policy streams'. The strength of entrepreneurial or innovative Boundary Spanners is in their ability to work outside restricting organisational models and to find creativity in work processes that owe more to artists than to bureaucratic hierarchically organised public servants.

- *Interpreters/communicators* as Boundary Spanners are able to interact with others and draw out different positions. Trevillion (1991, p. 50) has described them as 'cultural brokers who need to understand another's organisation and to make a real effort to empathise with, and respect another's values and perspectives'. The work of Boundary Spanners as interpreters/communicators is similar to some forms of facilitation and facilitative techniques and tools. They need skills in communication, liaising, listening, empathy, negotiation, consensus building, conflict resolution, cultural sensitivity, an ability to motivate, to understand different organisational forms and motives and work in both in-between and outside teams and organisations, amongst other skills and competences. Williams (2013, p. 21) is uncertain if these skills can be learnt or if they are inherent in individuals who work as Boundary Spanners, but makes the point that boundary spanners must be prepared to assemble and reassemble their range of competencies when in different situations. That is, to work as an interpretative/ communicative form of Boundary Spanner it is important to be able to construct, deconstruct and reconstruct one's professional capabilities in response to complex social, economic, cultural and political settings.

- The Boundary Spanner as a *co-ordinator* should be capable of network management: structuring, intervening, activating and facilitating networks, building consensus, identifying areas of joint problem solving, managing complex situations and settings and negotiating and mediating skills (Williams 2013, p. 22). Oborn et al (2011) make the point that these skills and capabilities are not only technical, relating to ideas and resources, but also that they are personal and political and involve building coalitions and brokering deals or agreements amongst partners with different positions and interests.

Boundary Spanners are fluid actors who draw on skills, competencies and knowledge from a wide range of disciplines. There is a consensus in the literature that they must be able to critically reflect on their position and working methods in changed settings and to revise and refocus their professional capabilities in response to changing complex challenges and settings.

Person

Profession   Theory
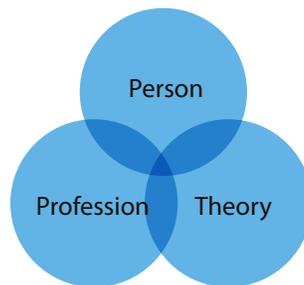
Critical reflection of Boundary Spanners (based on Jepsen 2012).

Developing skills and competencies in Boundary Spanning are apparent because of an on-going and continuous looping process of integrating theoretical considerations, with professional practice and knowledge and competencies, together with personality and personal qualities and abilities. An ability to participate in this lifelong professional journey and to construct, deconstruct and reconstruct oneself is crucial to working as a Boundary Spanner.

Boundary Spanners, as outlined above, are ideally placed to work in supporting the creation of sustainable social capital and the development of sustainable bridging and bonding. They can work as the super-glue and WD-40 of the processes of supporting sustainable social capital. The skills, competencies and forms of knowledge associated with Boundary Spanning involve an ability to work in-between and with organisations and agencies from different sectors,

with diverse motives and organisational forms, and an ability to make these resources available to individuals and neighbourhoods.

Boundary Spanners must be inter-disciplinary and cross-organisational and combine these attributes with an ability to think creatively, 'outside the box' or to apply lateral thinking. Boundary Spanners can come to play a vital role in the regeneration of vulnerable communities and in initiatives to reach and include vulnerable citizens.

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Methodology of co-creation: learning history and Cultural-Historical Activity Theory (CHAT): A plea for outreach research

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Summary

In this chapter, I will report on how mixing warm and cold outreach research enabled us to generate decontextualised knowledge from specific 'slow and painful' processes of change. In previous studies, I have described former experiences with this two-sided methodology in another field: the innovation of vocational schools (Miedema & Stam 2008; Stam et al 2013a).

This chapter is based on an article about the research design of a multi-case study of four educational cases, written for *the International Journal of Qualitative Studies in Education* (Stam et al 2013b). This research design also formed the basis for a multi-case study of six social work cases (published as 'Geef de burger moed' (Stam 2012)) and of three social quarter teams (ongoing). Both publications were used as a basis for a lecture for NOSMO, HvA en Andragogenkring in 2013. The article presented here elaborates on the findings of the social work and social quarter team case studies (Miedema & Stam 2008; Stam et al, 2013b).

For the purpose of this study, we will focus on the following questions:

1. How do we capture the complexity of innovating practices with warm research?

2. How do we capture the complexity of innovating practices with cold research?

3. How do we collect data?

4. How do we analyse data?

5. What were the main results of our studies?

6. What are our conclusions: How can researchers capture the complexity of these learning and development processes?

How do we capture the complexity of innovating practices with warm research?

As researchers at the Amsterdam University of Applied Sciences (HvA) we do not study practices merely for the sake of knowledge development. The primacy of our research into practice has two goals. As part of the social work department, we develop knowledge to improve both social work practice and the education of social workers. A lot of old certainties have been undermined in today's social domain. New answers have to be found, now that social workers are required to enable their customers, clients or service users to become co-producers of the quality of their own lives by stimulating their own strengths, self-reliance and participation. In the *warm* side of our research the focus therefore lies in describing this transformation, articulating the values of participants and gathering the narrative experiences of service users, peer experts, professionals and others involved.

The *learning history* is a useful action research method (Kleiner & Roth 1996) that has enabled us to consider participants in each case we have studied as an activity system (AS). An AS entails a group of people aiming for the same goal and motivated by more or less the same virtues and values. This can be a team, a professional organisation, a family or an organisation of peers. The *learning history* focuses on the ideas and experiences of different participants of an AS. Its goal is giving insight into the learning processes to a larger group of participants, and creating opportunities for ongoing development. With the *learning history* we can make tacit knowledge explicit, told in the informants' own words, and

documented in a text that – after validation by the referents – can be presented as 'a jointly-told tale'. This is thought to be meaningful because people each have their own experiences in the AS, but to learn just from these individual experiences is problematic. A *learning history* can build bridges between individual experiences to create a more generally accepted image.

It is a research method that results in a physical document, also called a 'learning history'. This document forms the basis for a deeper and more meaningful reflection on the practice. It provides the participants' inside information from different perspectives. It does not just provide insight into the outcomes of the practice development, but also into the thoughts, assumptions, expectations and decision-making processes that have led to those outcomes. It gives the participants (and us) the opportunity to learn from each other and to create a dialogical learning process. When the *learning history* as a document is presented to the participants of the activity system they are asked to reflect on it, so it is not merely a product, but a catalyst of a process. It encourages them to form their own opinions about the further development of their practice. The *learning history* helped us to discover possibilities of knowledge creation in the proximity of the research object. This warm side of the research enabled us:

- to be as close as possible to the participants of the practices involved

- to focus on the distress suffered by these participants

- to earn their willingness (and trust) to cooperate with us

- to acquire personal and emotional experiences, opinions and visions at first hand.

How do we capture the complexity of innovating practices with cold research?

The *cold* side of our studies is looking for an answer to the question of how these sense-making and developing processes – including the feedback on the learning history as a jointly-told tale – evolve over time. We made use of Cultural-Historical Activity Theory (CHAT), as developed by Yrjö Engeström (1987). This helped us to focus our analysis in each case more systematically on the different participants involved in the innovation and on their mutual relations.
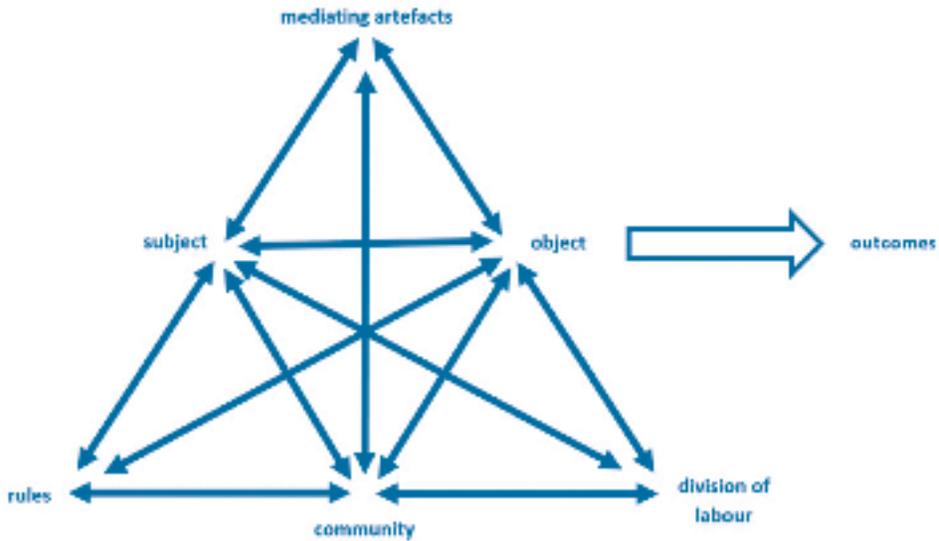
Activity system model (Engeström 1987)

Each learning history was analysed with the help of the components of the activity system: subject; object; tools (mediating artefacts); rules; division of labour; and community of practice. Participants of a practice – for example peer-experts, professionals or clients – can be regarded as the acting Subject, with his or her specific characteristics and qualifications. The *Subjects* strive for the best possible realisation of the *Object*, the goal of the AS. What they expect and how they regard this 'best possible realisation' is referred to as the *Motive* (the direct connection between Subject and Object). Along these lines, service users, clients or customers are achieving certain results: learning new behaviour, daring to participate in the practice, trusting his/her own strength etc. The activities of the Subjects play a certain role in these achievements. *Tools* refer to the use of the artefacts they need while working towards this Object (conceptual artefacts such as plans, theories and diagnostic instruments, as well as material artefacts such as housing facilities, methods of facilitating and stimulating, and conversation and decision models). These are often developed and refined while attaining the goal. *Community of Practice* includes all the participants in an activity system who share the same Object; this forms the community in which the activity takes place. *Division of Labour* refers to the distribution of tasks, powers, and responsibilities between the participants. It clarifies who does what in the activity system. *Rules* refer to the explicit or implicit regulations with which actions have to comply, such as quality standards or restrictions in time and money. In the

practices we studied, all these six dimensions were in transition. This caused many tensions and conflicts.

According to CHAT, systemic learning takes place when tensions and conflicts in the workplace have outgrown the possibility of being solved within existing frameworks. Only a transformation of the activity system in terms of an Object shift can offer a solution. According to Engeström (1999a, 1999b), when such a transformation is successful, an innovation has been established and the learning that has taken place can be characterised as expansive learning: a new Object of action has been realised. Each AS was studied as an example of a practice on the move: from an old to a new framework or paradigm, exemplified in the shift to a new Object.

7. CONSOLIDATING
THE NEW PRACTICE

QUATERNARY
CONTRADICTIONS
REALIGHMENT
WITH NEIGHBORS

6. REFLECTION ON
THE PROCESS

PRIMARY
CONTRADICTION
NEED STATE

1. QUESTIONING

5. IMPLEMENTING
THE NEW MODEL

TERTIARY
CONTRADICTION
RESISTANCE

SECONDARY CONTRADICTIONS
DOUBLE BIND

2A. HISTORICAL ANALYSIS

2B. ACTUAL-EMPIRICAL
ANALYSIS

4. EXAMINING THE
NEW MODEL

3. MODELING THE
NEW SOLUTION

Model of expansive cycle (Engeström 1987)

CHAT shows that such an Object shift proceeds step-by-step, in the form of cyclical processes made up of phases, which Engeström regards as 'zones of proximal development (ZPD)' of the activity system. He adopts and expands the concept of ZPD from Vygotsky (1978), who uses it to describe learning processes on an individual level. Engeström (1987) distinguishes the following phases in a cycle of proximal development:

1. The primary contradictions of the need state are concerned with the basic tensions and basic oppositions in an activity system and its environment. It is about the opposition between the actual (*Sein*) and the desired (*Sollen*). For example, the opposition between service deliverer and service user, or the opposition between measurable and immeasurable effects. They lead in the first instance to questioning the existing activity system.

2. In the secondary contradictions, also called the double bind state, the primary oppositions are accentuated. The discontent with the old causes a search for better practice. The participants accentuate their discontent and channel it towards more sharply defined goals.

3. In the tertiary contradictions of the Object/Motive construction state, the participants construct a new Object to find a solution for the primary and secondary contradictions. In the course of this Object shift, they are confronted with strong conflicts between old and new ways of acting (and thinking) on all six dimensions of the AS.

4. The quaternary contradictions of the application and generalisation state appear when the participants bring the modification of the Object in line with the surrounding activity systems.

5. The consolidation and reflection state is when the new activity is consolidated and subjected to critical reflection; it is the beginning of a new cycle.

The concept of *boundary experiences* as the individual expression of a tertiary contradiction enabled us to investigate how participants of an innovative practice reach the limit of their capabilities. The concept has clarifying value in understanding the necessity of starting a learning process. It does not explain why some persons react to new situations by starting a process of learning and others do not. Some try to avoid, escape or neglect these negative emotions, or choose eventually for 'inner migration': drop out or leave their jobs/the practice.

In order to grasp these differences, the concept of boundary experience can be enriched (Miedema & Stam 2008) with Vygotsky's concept of discontinuity. Vygotsky ascribes important developmental potential to individuals experiencing a crisis: developmental crises arise when a person is involved in conflicting activities or emotions: 'on a personal and on an organisational level, discontinuity and crisis essentially belong to the concept of development' (Van Oers 2001, p. 15). Discontinuity is thus an essential feature of boundary experiences. It occurs when feelings of fear, sadness, and anger dominate. Engeström defines this zone of tertiary contradictions in a broader sense as the 'distance between the everyday actions of individuals and the historically new form of the societal activity that can be collectively generated' (Engeström et al 1997, p. 174).

How can we connect this hyper-individual expression of negative emotions with the collective learning processes in an innovative practice (the individual, team and systemic level of an activity system)? We learned from previous research (Miedema & Stam 2008) that the transformation of boundary experiences into learning is promoted by collective reflection on tensions, failures and successes that occur along the way. That is why we – as researchers – 'warmly' supported and facilitated the participants in their expression of these emotions and in exchanging their ways of seeing, thinking and doing in relation to these experiences.

CHAT helped us discover possibilities of knowledge creation beyond the separate cases. This cold side of the research enabled us to:

- compare different cases and to cross-analyse the learning in the nine practices by using the models of activity system (with its six dimensions) and of expansive learning

- focus on tertiary contradictions appearing in different forms (tensions, conflicts, dilemmas, boundary experiences) in different practices

- look for conditions for collective learning from these tertiary contradictions

- look for conditions for bringing the Object shift in a new form of societal activity, in line with the surrounding activity systems (learning from quaternary contradictions).

Data collection

'A learning history approach captures stories people tell about learning and change efforts and reflects them back to the organisation and others' (Kleiner & Roth 1996).

In the case study (see p. 59 this volume), we followed social workers involved in the innovation of their own practices for several months or years. Their actions and statements reflected what the members of the inner circle themselves understood by the innovation. This was highlighted by a series of semi-structured interviews. The aim of the interviews was to allow participants to describe their own role in the development of the innovation and the meaning they assigned to this role. Social workers spoke about important incidents, persons and moments. The first interview provides a picture of the various individual perspectives on, and personal experiences of, the innovation.

The second interview with the inner circle provides an opportunity to describe these perspectives in fuller detail and to situate them in the interpretative framework of an activity system. For this purpose, we used a semi-structured interview to focus more closely on the experiences, tensions, and results that had come up in the first interview. In this way, we could get on the track of historical, current, and expected developments. The second interview enters more deeply into the kind of tensions and contradictions that have led to this innovation (what were the problems the innovation was meant to solve?); into the contradictions that had been solved by the innovation; and into new tensions and conflicts that had manifested themselves. This gives the social workers and other participants of a practice the opportunity to express themselves about their inspiration and motives, and about what they themselves mean for clients, colleagues, the organisation, and society. They also examine their own development: is this development continuous, or does it show a break? They express themselves about how they stand with respect to the discussion of innovation in the team, and how they deal with emotions attendant on these sweeping changes. They also tell about the personal qualities they have developed in the course of the innovation, and about the personal obstacles they have encountered while working on and in the innovation.

To gain deeper insight into the innovation and learning processes in the practices, we compared the stories within a case with each other and distinguished different positions, ambitions, and interests between the social workers, managers, staff and clients. We supplemented this with the results of the analyses of documents. In order to answer the question of how these

sense-making processes – including the feedback on the learning biography as 'a jointly-told tale' – developed over time, we made use of the Cultural Historical Activity Theory [CHAT].

Data analysis

Each learning biography was analysed with the help of the components of the activity system: Subject, Object, Tools, Rules, Division of Labour, and Community of Practice. For each component, the quotes were analysed for primary, secondary, tertiary, and quaternary contradictions. This collection of quotes was also examined for conditions that facilitated the learning of participants. These conditions were specified in a learning biography, the report of the case study. Each of these reports begins with an introduction in which the primary and secondary contradictions that provided the impetus for the innovation are situated in a broader (often national) framework. In this operation, we have consistently observed the requirements of the *learning biography* as to the nature of the reported stories: the stories are founded in data, are told 'dramatically', and are recognisable by respondents.

The use of CHAT gave insight into systems contradictions that ultimately led to change. CHAT enabled us to connect the system level with the team level, by analysing how, and to what extent, social workers and other participants collaborated and innovated in their practice. The analytical model and concepts of CHAT also helped us to focus our analysis more systematically on the different stakeholders involved in the innovation and on their mutual relations: social workers, team leaders, staff, directors, and clients. CHAT helped us to identify their negative emotions in the collective reflection as possible manifestations of systemic tensions, conflicts and dilemmas, due to tertiary contradictions. We stimulated the collective reflection on and sense-making of critical incidents and boundary experiences and by doing so we utilised uncertainty in the 'warm' side of our research as a source of knowledge creation.

As CHAT provided a focus on collective processes, we were able to establish that a hesitant innovation occurred not only on a team level, but also on a systemic organisation level (tensions between directors and team leaders and between staff and teams). We gave differences a place in the written learning biography. After almost two years, the learning biography was resubmitted to respondents of the inner circle and their managers. This meeting was used to connect different layers of a practice in their conversation about the ongoing innovation.

Results

Because the aim of this chapter is to describe an outreach research design, we will pay little attention to the results of our studies in terms of answers to our research question: How and what do outreach social workers and other participants learn while they innovate their own practices? (see Stam 2012, 2013c; Stam et al 2013a).

In short: By using the learning history, we as researchers attained rich information and the participants learned to use new ways of reflection and communication. By connecting the concept of boundary experience with CHAT, we were able to demonstrate the importance of support from the team for this learning and practice development. Although individual attitudes towards the innovation differed widely, how individual participants developed proved to correspond closely with the development of the Community of Practice.

Conclusions: How can researchers capture the complexity of these learning and development processes?

In this chapter we have shown how mixing 'warm' and 'cold' research methods enables outreach researchers to generate decontextualised knowledge about specific 'slow and painful' processes of change. We demonstrated what proximity can add to knowledge creation. We experienced that the process of creating a *learning history* comes with some implications:

1. The people in the activity system (AS) need to be open and self-aware: ready to hear about their merits but also about problems, misconceptions, and tensions. We tried to avoid defensive/non-cooperative behaviour amongst the social workers by approaching them as owners and co-producers of the innovative practice, as proud and critical professionals/participants.

2. The people in the activity system need to support the goal of the learning process: to strengthen the knowledge base and strive for the common goal of the practice innovation. For this we addressed them as 'knowledge workers': their experience and expertise were decisive to reach this goal.

3. People should be willing to look at their actions and to analyse their own underlying principles and structural thoughts. This means they have to be willing to pay attention collectively to worries they have about their aims, virtues and values. They wish to gain greater insight

into these topics and accentuate their significance. This is referred to as 'double-loop learning'. Anonymising their contributions and strict confidentiality were important means to create such an open and rigorous honest mind set.

4. When the first three conditions were met, the reflective interview form gave us the opportunity to build a relationship with the participants based on mutual trust, gratitude and 'attractiveness'. We thus tried to avoid situations in which relevant information could not be shared with us. It takes a lot of steerage and sensitivity from the researchers to meet these conditions. We were lucky to have researchers in our team who were initially educated as social workers. They helped us to realise and deepen these conditions of the principle of 'proximity'.

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PART 2 :
The challenges of working professionally with marginalised youth

Learning History helps co-creation in complexity: an outreach approach towards practice-based research

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Summary

Following an introduction about the importance of an ethnological method in the research aspect of our HIP project, this chapter will introduce Learning History (Kleiner and Roth 1996) and suggest how to work with this method.

What type of research?

We intend to explore divergent inductive thinking and in this, we place value on Latour's 'culture of research' which, when compared to science research, is typified by uncertainty. Science is supposed to be cold, straight and detached, while research is warm, involving and risky. Science puts an end to the vagaries of human disputes; research creates controversies. Science produces objectivity by escaping as much as possible from the shackles of ideology, passions and emotions; research feeds on all of those to render objects of inquiry familiar (Latour 1998). Latour's

approach might help researchers to understand their two roles: to look at the situation as an outsider on the one hand (cold research); and to be part of the process of giving meaning to what happens on the other hand (warm research).

- • Warm: Learning History as an ethnological method of action research focused on a jointly-told tale (sense-making and meaning production in co-creation)

- • Cold: Activity Theory (CHAT) as an analytical tool for multi-focused analysis and the development of complex practices.

Research as co-creation in complexity

[tough problems] are dynamically complex, which means that cause and effect are far apart in space and time, and so are hard to grasp from first-hand experience. They are generatively complex, which means that they are unfolding in unfamiliar and unpredictable ways. And they are socially complex, which means that the people involved see things very differently, and so the problems become polarized and stuck (Kahane 2004).

The type of research outlined here entails gaining insight into ongoing processes and bringing them to a new level, together with the stakeholders involved. It is also important to look at what makes these processes happen and what is under the surface, rather than just the process itself. The focus is on tensions and contradictions. In this, the researcher and stakeholders involved can act as follows:

1. Analyse current activities together, focused on problematic situations, and look for systemic and historic causes for these problems, thereby identifying internal contradictions

2. Search for a new form for the activity, in order to solve the internal contradictions

3. Introduce, concretise and test the new model, and gradually find and experiment with new tools and solutions

4. Reflect on the new practice.

In short, an innovation is shaped in practice on a trial and error basis. There is no linear logic but the activities are tested, driven by the contradictions that become visible in practice.

How can a researcher in the social domain deal with accompanying uncertainties?

1. Doing justice to the art of acting from a basis of insecure knowing

This means that a researcher should distance themselves from knowledge development focused on the system world. Rather, the researcher focuses on tensions, solutions, and conflicts (dilemmas) that are experienced by social workers and citizens who are starting their own practices. According to Hargreaves and Shirley (Hargreaves 2009), these dilemmas 'fly under the technocrat's radar'. Yet, if we limit ourselves to individual professionals' or citizens' learning, we will not be able to gain insight into the deeper mechanisms that hinder and promote the learning from grassroots innovations. In order not to reproduce these mechanisms in our research, we have to seek contact with professionals and citizens who are carrying out an innovation, consider their dilemmas and the slow and painful nature of this process of change (Mintzberg 1993) and simultaneously gain insight into macro-forces in this process, such as governance modes.

2. Doing justice to co-creation

This means working in a trialogical way, that is: constructing a value-base as a foundation for the co-creation by formal and informal stakeholders. Professionals and citizens, as part of Communities of Practice (CoP), formulate their local, practical, and tacit knowledge (experience-based knowledge) and the researcher supports and confronts them with (critical) theories. This way, the researcher can facilitate the learning and development processes of a CoP.

3. Doing justice to the tilt of five powers in the social domain

The five powers are municipalities, officials, citizens, researchers and companies. These five powers need to relate to each other and, together, give meaning to what happens in practice. They need to develop the capacity to jointly learn 'what is not there yet' (Stam 2012). This process demands slow and dialogical ways to make contact and earn each other's trust, since these powers are used to working independently of each other and are not used to employing each other's expertise and experiences. Distrust, misunderstandings, conflicts, crises and tension will inevitably be part of this co-creational process and will have to be overcome.

4. Deciding on legitimacy in co-creation in Communities of Practice (CoP)

The development of new practices in co-creation also demands that legitimacy standards be decided upon in co-creation. These standards should do justice to the complexity and multiplicity of the processes.

Learning history as helpful model

The learning history is a helpful model in researching such complex processes in co-creation. It aims at knowledge creation as 'a jointly-told tale'. Learning is not an outcome but a process.

A learning history is a product to be shared and discussed with others who are involved in any way (internal or external people) and on any level. A learning history is an ongoing story or process, continuously renewed, in the form of a collective journal or learning log, or as a website. Each story is a process of making sense of (learning) experiences in which it is important that one agrees about their shared experience, in order to learn what they jointly think happened (innovation, 2015).

The principles of learning history (innovation, 2015) include:

- Participation: Stakeholders of the central issue are involved

- Flexible design: stages can be combined, repeated and circled through

- Multi-perspective results: ambiguity and power roles play their part in it.

- Systems thinking: thinking in patterns and dynamics of relationships in the system the organisation 'lives' in

- Connecting the past, the present and the future

- Social relations are made in shared experience, in conversations

Stages

Everything begins in real life. The researcher seeks contact with professionals and citizens who are carrying out an innovation, to consider their dilemmas and the slow and painful nature of this process of change (Mintzberg, 1993), and simultaneously gain insight into macro-forces in this process, such as governance modes.

Planning

The scope of this research is formulated in the research goal.

> **Common goal for this HIP project**
>
> A teaching design taken from the context of 'wicked problems', defined through the experience of practice outcome: a competences model of a multi/interdisciplinary social work action.

> **Common goal for the research**
>
> What will work in the context of wicked problems and marginalised youth to solve multi/interdisciplinary problems?
>
> What is the message concerning needs in competence development to be addressed in the design of the pre-service training (initial training) of future professionals in social work/pedagogy?
>
> The range of participants include: youth currently referred to and working with social workers; students in social care courses; social care professionals, working with young people; parents working with social workers; managers of organisations involved in social care interventions for young people; educators in social care courses; the teachers of the young people involved; and directors of institutions working with young people.

Research

Interview at least ten involved (internal and external) stakeholders in one practice (place) partner, or five interviews in two practice places. The interviews are recorded verbatim.

The following research questions have been identified as addressing the main issues:

a) What do social workers already know/practice and what do they need to know/practice?

b) What do you think social workers need to know about your/ the problems?

c) What do you think social workers need to do about your/ the problems?

d) What do you think social worker's attitude towards you/your problems should be?

e) In what way do you/social workers need to cooperate with other institutions/professionals/non-professionals to deal with your problems?

f) In what way do you inform social workers/ yourself to source the information and knowledge that is needed?

Distillation

Working in pairs (researcher and practice partner) with the information from the interviews allows a search for themes and patterns. In the margin of the interview report statements made by the interviewee will be noted. The researcher will make a note of typical events, quotes, reflections and remarks in this margin.

This report should be reviewed and fact-checked with the interviewee, either in person or in writing to ascertain if the reproduction is correct.

Nobody should see the individual report except the interviewee. The remarks in the margin are the only things everybody will read and see. This will be anonymous and all additions and amendments by the participants are welcome.

Writing

All of the remarks are collated into separate paragraphs detailing relevant topics and presented as a report. This report is appraised in a focus group, which includes all participants. The report is circulated to all participants before the focus group meeting, so that they may, once again check the facts.

Validation

The focus group (or workshop) will act as a definite check or validation of the research gathering that will establish credibility and transferability. Participants review the accuracy of the material, give their feedback, and, finally, their approval for the presentation of the learning history.

Dissemination

The main questions to be discussed by the focus group are: What can be learned, so far, from this project? What results do we notice? What internal logic, patterns for decisions have emerged? What can we learn to assist us in moving forward in other initiatives?

Discussing the learning history brings new conversations and new strategic choices. These events are crucial steps for change.

> ## The timeline of research in Amsterdam
>
> Collect data from two practice partners: BOOT (MyCoach) and Samen DOEN (family support in vulnerable districts), each to deliver five interviews.
>
> *June*: Stage 1: Meet with partners (HIP) to define research questions.
>
> *July/ August*: Contact the practice partner and meet participants. Researcher contacts the coordinator of MyCoach, together they organise a meeting with the vocational school. There will be a meeting with pupils, a meeting with the mentor of pupils and the coaches (volunteers). Contact means listening, seeing what is going on, with questions designed only to make contact and without in-depth discussions at this stage.
>
> Visit Samen DOEN as practice place, where the researcher will attend a meeting with volunteers and professionals.
>
> *September*: Stage 2: Planning interviews: names and dates; interviews and reports.
>
> *October*: Interviews and reports: MyCoach: 2 pupils, 1 mentor, 2 coaches (if possible, a coordinator/teacher also) Samen DOEN: 2 young people from a family, 2 volunteers, 1 professional (if possible a coordinator also).
>
> Stage 3: The researcher edits the reports and sends to the participants and the researchers work in pairs to complete this process.
>
> *November*: Stage 4 The writing phase. The presentation of the report will be given to the focus group of HIP. This does not stop after this meeting, as in the same manner as learning history itself, this project is an ongoing process.
>
> *December*. Stage 5: Focus group feedback processed.
>
> *January*. Stage 6: Final meeting with participants: an opportunity to review learning outcomes.
>
> *February*. Research report for project will be completed.
>
> *April*. All data will be inputted for analysing with Activity Theory.

This type of research entails gaining insight into ongoing processes and bringing the topic to a new level, together with the stakeholders involved, in this case the social work students, pupils from the vocational school, teachers and coordinators. It is learning 'on the job': not only the processes themselves, but what is needed to make them happen and what lies under the surface. The focus is on tensions and contradictions. All stakeholders felt they needed to invest in listening, making contact, to be present and work together. While gaining insights, all participants bonded well with each other and during research, they wrote their story as 'a jointly-told tale'.

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Ethics and values

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Introduction

The lost sheep. A parable for religious educators.

A sheep found a hole in the fence
and crept through it. He wandered
far and could not find his way back.
And then he realized that he was
being followed by a wolf. He ran
and ran, but the wolf kept chasing
him, until the shepherd rescued him
and carried him lovingly back to the
fold.
And in spite of everyone's advice
the shepherd refused to nail up
the hole in the fence.

(De Mello 2003, pp. 178-179)

The tale by De Mello is a metaphor for one of the wicked problems of education: one must contribute to the education of the other and yet, one cannot change their living conditions. Autonomy is paramount and one

should refrain from controlling, even if this is a strong temptation, particularly in the education of young early school leavers; who are under care measures or who have been court mandated to return to education as a result of their offences.

The aim of this chapter[11] is to address ethical dimensions, personal and professional values in pedagogical work and relations with disenfranchised youth. Several of the ideas draw from literature that has inspired me throughout twenty years of teaching educators in formal and non-formal contexts; from my work as a supervisor of placements; and from my voluntary work in several organisations working with marginalised people. Some concepts draw from partnership experiences with my co-authors in this anthology, sharing experiences diverse in cultural and social context, all of them set against the background of the worst financial crisis that Europe has seen since World War 2 and affecting the very roots of European Welfare States.

The focus of the reflections in the following pages is not on the youth themselves, but rather on the educational relationships that social workers and educators have with these young people. It is my aim to address questions about the challenges of educating marginalised youth from a practice-related perspective. I can find no other effective way to deal with issues of ethics and values than raising questions for the consideration of social professional university students, to think about before, during and after attending their placements.

It is therefore my wish that this chapter will invite the reader to review and reconsider their own ideological and educational standpoint. Personal ethics and values are embedded and have an effect upon one's personal engagement in professional relationships.

Sources of values in education

Every educational practice has a moral dimension. This does not mean that educational practice is good in itself. In this section, I would like to reflect upon the following statement: 'Beware of the goodwill behind educational practice'.

All educational practices are surrounded by four different sources of values (Yus 1997) that have an impact upon us as educators, upon our students or apprentices, and upon the institutions we work for: the educational team; family

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11   I want to thank Lene Mosegaard Søbjerg, from VIA University College, for her comments and feedback on a previous draft of this chapter.

and peers; mass media; and values of the market and the production system. No matter what our intentions, both the content of education and the practice it consists of are affected by conflict among these actors. The weight of the educator is light in comparison with the impact of these forces. Two remarks are worth considering:

1. This chapter refers to education with marginalised youth, and this is a re-educational practice.

2. This chapter also refers to education with marginalised youth at a time of 'toxic capitalism' and neoliberal policies on education and social services (Martínez 2013).

I hold the strong belief that education implies mobilisation of consciousness and affections and that relationships of solidarity are an appropriate reaction to the current context in which these youth are being educated. I firmly believe in a strong link between social justice and education. But no matter how utopian I may feel as an educator, I am ever conscious of how violent contemporary societies in European cities (as elsewhere in the world) can be for adolescents and young adults. There has been an increase in the risk of vulnerability, which has become a shadow over increasingly larger sections of the population. Growing inequalities favour the development of competitiveness and selection processes hinder most efforts at social inclusion.

Education, re-education, emancipation: practicing citizenship

The education of marginalised youth in Europe is, in almost all cases, a matter of a second chance, a return to education with low-value educational outcomes offered, in terms of qualifications and credit awards. The portrait of young people considered as NEETs (neither in education nor in employment nor training) portrayed by Simmons et al (2014) is clear: they are engaged in multiple forms of education and work, as well as determined to run their own lives, while the state administration insists on educating them in acceptable directions.

Young students, trainees, and apprentices are not untainted by their previous experiences. Education has failed them, educators have not considered or attempted to assist them in reaching their goals; their right to education has effectively been neglected. They have previously attended and failed within the educational institutions (the school system being its main representative), and, in some cases, they have even been expelled. Ordinary (hegemonic) practices and institutions of education, along with families, schools and communities, have not

been able to educate these youths. They have suffered from miss-educational experiences, but they are now invited to rejoin the system, with confidence in their ability and to provide one more opportunity to those who relate to them in the name of education.

Re-education or return to learning has the same aim that ordinary education should have: 'education for' and 'education within' democracy. It is the purpose of educational practices with marginalised youth to help them become independent, autonomous, responsible adults. That is, to help them become active citizens. This includes several competencies, like personal reflection, emotional maturity, the discovery and development to their full potential of their own character and their own virtue: to be themselves, while respecting the rights of others to be whomever they might choose to be, with empathy and a non-judgmental acceptance of those around them.

Ordinary education is a process that has to come to an end, a final point. This is precisely against the logic of re-education, which challenges the appearance of a pre-ordained fate for early school leavers and a never-ending penalty.

Citizenship implies thinking beyond myself, being able to consider others' needs; other people, society, nature. Active citizenship is a factor in the current context of societal violence and is also linked to resentments and to participation in society itself. Most educators are clear about this, for their working conditions are too often subject to neoliberal trends, such as temporary contracts and low wages. Education as an emancipatory practice is 'the' option. The education of marginalised youth is political action and youth are invited to act politically while being re-educated.

Education is the movement between the dependency of the apprentice and their autonomy. Freedom is the ultimate aim of education. By this, I mean that education allows freedom to find your path in the desired direction, to make choices, to act voluntarily. Freedom is the goal of educational practice with young people under protection by the State due to the failure of their families to adequately provide for them; and, on the other side, young offenders. To understand why one has been subject to such protection or penalty is an act of gaining consciousness. It is therefore ideological, fully rooted in values and is political.

Finally, we must address the values within educational practices. The key question of curriculum theory is that of the nature of knowledge itself, and decisions upon the content of the educational practices are always ideology-embedded (Apple 1986). The 'what' and the 'how' of education are

interconnected. The shape educational practice takes is also part of the content of education. To put it in classical terms (Bernstein 1997), instructional discourse cannot be acquired without regulative discourse.

If we explore educational practice with marginalised youth in relation to education within the school system, it becomes clear that it is the hidden curriculum – rather than the subjects, or the cross-curricular issues – that has become the core of the curriculum in terms of moral content.

Social workers assume this mandate when providing an acceptable discipline for marginalised young people. This moral dimension is embedded in the mission and the features of their work. These can be used as a way to control young people or, as hooks (2010) suggests, to address issues like democracy, critique practice, engagement, integrality, dialogic practice, creativity, humour, suffering, effort or conflict. These are elements of educational practice that can be used to foster emancipation of individuals instead of being used as tools to attempt to control them.

The individual and the collective dimension behind wicked problems

Education, particularly re-education practice, tends to take the individual as a reference point. Education is about personal development, the fulfilment of one's capabilities, as outlined in the right to education by the United Nations (1948) and defined more than half a century ago. Indeed, there is no educational practice if there is no relationship between at least two individuals, one of whom is considered as apprentice or student, the other as the educator in charge. To succeed, this relationship demands engagement on the side of both individuals. When one party disengages, the practice cannot take place, education becomes impossible. In order for the relationship to be sustained, confidence is necessary: the confidence that the educator has in the apprentice's ability to learn as well as the confidence the apprentice has in the educator's ability to educate.

The individual is therefore crucial, but not sufficient. Educational practice is the result of teamwork. Because education happens over time, its result is the effect of the involvement of several educators. Education is not a freelance practice, but rather the combined effect of a collective effort, where people agree on the aims and contents of the practice, and where the team relies upon different methodologies and styles that each of the members provide.

Teamwork is a factor and individual dimensions are crucial, but we need one more element to define educational practice: the socialisation aspect of re-education practices is highly relevant. Most vulnerable youths have been

expelled from the education system, not for their lack of abilities, but for an inappropriate disposition, resulting in misbehaviour and an unwillingness to do what is required of them by the education system. Symptoms have often been mistaken as causes, resulting in misguided educational practices. Re-education comprises many socialisation practices. Socialisation can be addressed from an individual perspective, as behavioural or cognitive psychological approaches tend to do, or rather as a matter of living in groups. We are positioned on this second understanding of socialisation, one that inevitably bases decisions upon values: what norms are acceptable within a group? What norms are desirable in the behaviour and interactions between different groups, who may be perceived as 'Other'?

As a matter of fact, wicked problems are those that have a collective dimension, as well as those that have a personal relationship dimension. The wicked feature is embedded into a relationship, it does not only refer to one individual, but it has to do with people in general. That is why wicked problems are dilemmas, and dilemmas that demand action that is value-based and therefore ideologically determined. Wicked problems in educational practice arise from living in groups, from relationships between trainees and trainers, educators and apprentices. Discussions on values underlie educational wicked problems when it comes to dealing with common issues in the education of marginalised youth such as interculturality, sexual relations, gender relations, conflict and violence in relationships. This is not only among the group, but also in societal relationships with other members and institutions such as the educational system, the police, social workers, housing or the labour market.

Therefore, I suggest taking a deliberative approach (Reid 1992) to decisions related to curriculum design and development and with regard to pedagogical relationships: deliberation seems to be an adequate way to address wicked problems. Deliberation comprises both a moral sense as well as professional criteria. Deliberation not only takes every situation into account but is supported by strong professional values and principles of action. It has been practiced by movements like Rethinking Schools[12] that have taken wicked problems very seriously in difficult and controversial educational contexts. They have long worked towards turning them into decisions regarding curricula, in order to make them manageable and feasible as educational practice, to educate on issues like sex, interculturality, violence, poverty and sustainability in a non-dogmatic way. Apple and Beane (1995) have also applied deliberation in their

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12 http://www.rethinkingschools.org

attempt to identify and make valid democratic educational practice viable. Beane (1990) had already embraced the ethical dimension of educational practice, in both its content and its form, by approaching the incorporation of affect as a relevant criterion upon which to take decisions for educational practice.

As I have argued elsewhere (Marhuenda 2000), deliberation demands that we take into account an array of ideas and procedures that go beyond our own ideological perspectives. It is an invitation to consider the other's perspectives as well as the conditions and context in which the educational practice takes place, but also including the social context of students' lives. It is therefore an art that proves more useful when there are no determined rules about how to make a decision. Instead of proscribing what to do, deliberation takes into account the criteria employed to decide on a course of action. It is attentive to practice and, in a way, free from ideological constraints. This is a position that allows the educator to consider the moral dimension of educational practice.

Behind a deliberative approach we may expect to find dispositions such as authenticity; willingness; care for the other; a deep sense of humankind. Within a deliberative approach, the apprentice, the learner, the student, is considered a participant, rather than a client. As such, he/she has a voice in decisions concerning their own education. In re-educational practices, therefore, deliberation is a condition necessary to guarantee that a good relationship is established and for confidence and trust to be embedded in that relationship.

If teamwork is a basis for educational practice, consideration of the young person's perspective, desires, abilities and wills (not only of the problems and needs that we usually ascribe to them) is crucial. It is not only the educational team who consider and decide the proposed plan, but the young person is also part of such decisions. This is only a first step to improving educational practice, both in terms of effectiveness and in terms of its moral character.

Moral education: ethics, discipline and assessment

The education of marginalised youth involves moral education as a relevant subject that, in a sense, is an attempt to domesticate youth, to provide them with disciplines acceptable to a wide majority of society. Far too often, we tend to think of the education of disenfranchised youth as the training of an acceptable habitus, acceptable for us, for the society that has previously excluded them. This is far from the notion of domestication that Saint-Exupéry (2000) so nicely described in *The little prince*: a relationship in which one needs the other person and in which the other person becomes unique in their life. Through

domestication, in this new meaning, the educator is a servant to the apprentice; it is in fact the educator that becomes domesticated by the apprentice, as they concentrate on their uniqueness, therefore devoting all attention to the student.

The moral dimension is deeply rooted in the values that underlie relationships in educational practice. Van Manen (1991) has long discussed these from a phenomenological perspective, featuring the tact and tone that demand such relationships. Values are inherent to the practice in such a way that they become the form of the practice itself. The content and the form merge and discipline is the result: a discipline that allows room for the apprentice to make his/her own choices. Instilling discipline in young people should result in them trying their own routines and habits, their own ways, and should never see the educator imposing on the student. This has to be so, even when the young person seeks a discipline different to that recommended by the educator.

Care and trust are conditions that make the educational relationship possible but they have to be rebuilt and reconstructed every now and again, as they cannot be taken for granted in life, even less so when it comes to re-education practices.

Peace, tolerance and respect for others and for the environment are promoted. In a sense, as hooks (2010) has described, there is a role for spirituality in educational practice that is related to ideological and political engagement as well as commitment. It also tries to re-address the hostility that most youth have found in previous educational practices, either in their families, schools or communities. Torralba (2002) has named as this 'a pedagogy of vulnerability'.

Effective relationships in education try to build a sense of competence, belonging and satisfaction in the apprentice that will act as pillars to the educational process in which she/he will take part. All of these are necessary for being a citizen, becoming a citizen and for acquiring citizenship (Escámez & Gil 2002) often trying to reshape 'perverse relations' (García 2004) and to support active cooperation.

It is at this stage that the assessment of learning comes into effect. In educational practice, not everything is acceptable. Even if we learn from hard experiences and from complicated situations, it does not mean that 'all is for the good'. Ongoing assessment is necessary and correction is a requirement, and it is particularly so in the case of many marginalised youth, whose previous miss-educational experiences have lacked a clear pattern of what was expected from them. There is a need to use education in favour of these students and not against them. There is a need to apply formative and to avoid summative assessment. Through assessment and correction, young people gain awareness and evidence of how

to act in an educated/informed manner, one that is formative and leads to a path of fulfilment. Behind assessment there is the true value of a second informed opportunity and respectful recognition for the pace of learning.

Assessment, as part of educational practice, has to be fair and intrinsically moral. The only way to achieve this is to inform the apprentice of how well they have performed and to discuss with them the criteria, the pattern and the tools that are being used to make this assessment. The expectations of the educator towards the young person must be made explicit at the beginning of the relationship and educators have a duty to direct educational practice. Assessment should be ongoing and cannot be left until the final stage. This needs to be clear from the very beginning of the relationship.

Educators, ethics, politics

In this final section I would like to share the teaching perspectives of others, including Fenstermacher and Soltis (1998), to demonstrate that one's strategy is relatively independent from the values behind it; that good educational practice is possible, whatever the approach you have to education.

The roles that are necessary when trying to educate marginalised youth relate to features like unconditional acceptance of the apprentice (Díaz 2000) as well as that of colleagues (again reconsidering the collective dimension behind wicked problems in education, self-control, dialogue and empathy). Several roles can be identified, such as facilitator, promoter, administrator, role model, instigator of social consciousness, even as a utopian lighthouse. Each role or metaphor, as Sáez and García (2011) put it, entails its own features.

I began with the story of a sheep and the shepherd. Let's consider the role of the shepherd in the story. He has a mission in caring for the sheep, although well aware that he is not the owner of the sheep, but a caretaker. More importantly, he is aware that it is the sheep who are responsible for their own fate. The shepherd assumes his responsibility by taking charge of what happens to the sheep, to all of them, and by looking after the wellbeing of each of them. But he does not alter the conditions to which the sheep belong, for it is they who have also to take charge and assume responsibility of their own lives. This is what Ellacuría proclaimed in El Salvador, for people to assume reality and to take charge of it (Sols 1988), turning this into their own mission or mandate.

Responsible educators support youth to become responsible citizens (Domingo 2002) by means of encouragement, personalisation, righteous indignation and commitment, by addressing complex issues. But whatever our style, we take a leap

from our educational role when we fall into psychologising real personal problems and when we fall into standards and manners set by bureaucratised institutions. Education fosters authentic relations beyond any form of market exchange.

Approaches to education and teaching have a strong ideological stability and ethical bias. To perform ethically, educators have to begin from a stance of self-refection that implies educational practice is a political action. As Phelan (2015) has argued, utopia is part of the educational call, but we need to desacralise educators in order to get rid of the violence to which the educational professions have been submitted. If we want to act ethically, we have to rethink the processes that have formed our approach to education and, in particular, the education of marginalised youth. In such conservative ways Stenhouse (1984) said, to rethink one's performance is the tool to improve education, not because this directly improves the apprentices' lives, but mainly for how it improves the educator's practice.

Conclusion: key learning points

- Effective education implies mobilisation of consciousness and affections. It is the purpose of educational practices with marginalised youth to help them become independent, autonomous, responsible adults. That is, to help them become active citizens.

- The education of marginalised youth in Europe is, in almost all cases, a matter of re-education. The education of marginalised youth involves moral education as a relevant matter that, in a sense, is an attempt to domesticate youth, to provide them with adequate self-discipline to function successfully within the wider majority of society.

- Successful educational practice is the result of teamwork. Because education happens over time, its result can be attributed to the involvement of several educators.

- Discussions on values underlie educational wicked problems when dealing with recurring issues present in the education of marginalised youth such as interculturality, sexual relationships, gender relationships, conflict and violence in relationships; not only in the relationships between them, but also in the relationships that society imposes on them through individuals and institutions, such as the educational system, the police, social work, housing or the labour market.

- Deliberation seems to be an appropriate way to address wicked problems. It comprises both a sense of morality as well as professional

criteria. Deliberation takes into account every situation, but is supported by strong professional values and principles of action.

- The consideration of the young person's perspective, desires, abilities and wills (not only of the problems and needs that we usually ascribe to them), is crucial in order to define educational practice.

- Assessment is necessary and correction a requirement, and it is particularly so in the case of many marginalised youth, whose previous miss-educational experiences have lacked a clear pattern of what was expected from them.

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The personal in the professional

Jesper Kjær Jensen, ASV Horsens

I ask the students to stand up from their chairs behind the tables and step forward into the empty floor or space in the middle of the room. Some of the students move quickly with eager, energetic movements and a smile on their lips. Others are slower and appear more reserved, they have their hands in their pockets and eyes fixed on the floor. Lone remains seated, "I can't do this," she says to herself. (Name changed)

(Horsens Denmark 16 February 2014)

This vivid description is from a workshop on 'Innovation and inter-disciplinary collaboration' for BA pedagogue students. The aim was to create or develop, a so-called 'energiser' through physical exercises as a support to the workshop. The above description outlines an important and perhaps an overlooked aspect in the education of pedagogue students, which relates to the development of the more personal facets of themselves as professionals: an aspect of their development that challenges and creates demands where one dares to become immersed with all of one´s self, body and mind. An aspect that involves the participating student being prepared to allow him or herself the freedom to use both mind and body and thereby to interact in a direct, physical form in a sense-based dialogue with other students; a consciousness-raising process using both mind and body as the point of entry.

This chapter will use both so-called vivid descriptions and direct quotes from students who participated in the aforementioned workshop. The students performed the exercises based on the relationship between body movement and communication and afterwards, they described their experiences and lessons learned from a relationship between behaviour, thoughts and feelings.

The aim of this chapter is to shed light on some perspectives of professional development that focus on and involve the more personal sides of students, based on the belief or line of thought that we should take a holistic approach to the integration of body and mind. This outlines a number of questions and learning objectives that can lead to further reflection in an educational context:

- How can we understand the concept of 'personal' in the profession?

- How can we integrate development-orientated work with the personal sides of the profession?

- What impact can a development project have on professional work?

- What are the possibilities for further work with this perspective on professional education programs?

Theoretical perspectives on the personal professional

Winther (2012) argues that: 'in your professional work you interact with both your body, your personality, irrespective of your deliberate intentions. The personal side of your professionalism sits within your body'. The scientific and theoretical background for this position is inspired by Merleau-Ponty, who was

one of the foremost phenomenological thinkers. His theory and methodology focused on the body as our basic living condition and uses as its starting point a holistic phenomenological understanding that breaks with the classical dualistic distinction between subject and object, inner and outer, body and mind. It involves recognition of the importance of a holistic approach for education and learning (Merleau-Ponty 1994). A phenomenologically inspired thinking opens up new possibilities in the work to understand the connection between 'bodily', 'personal' and 'professional' as a constant present phenomenon.

The example from the workshop described through my words can be characterised as an example of 'realistic tales' that illustrate different physical reactions perceived by me as the facilitator and then interpreted (Sparkes 2002). This offers me an opportunity to examine and shed light on an area of focus from my own practice and, in this sense, a form of practice-related research in that, as a practitioner, I research my own practice (Jarvis 1999). Steiner Kvale (1997) notes that: 'with the delegitimisation of global reference systems found today, there is no longer a firm basis for a universal and objective truth'. This refers to postmodern science, which decomposes the idea of a single truth and allows knowledge to rest on the scientists' values and positions, on perspectives of reality and on the complexity of social and language constructions validated through practice (Engel and Winther 2009).

As a practice-researcher I have an opportunity to focus on the quality of my work, based on a holistic, bodily, personal and emotive-based engagement and practice-based experience (Jarvis 1999; Engel & Winther 2009). The study of individuals and society is valuable from a context-dependent knowledge base more than only from predictable universal theories (Flybjerg in Launsø & Rieper 2000). In addition, it allows the students' own voices an opportunity to nuance investigation, since the collected descriptions of the workshop touch on personal experiences and reflections.

I can't!

The varied and different reactions of students towards the situation they found themselves in while participating in the exercises can throw light on both the personal experiences and the verbal and non-verbal expressions shown through their experiences. Life experiences and living conditions are embedded within the living body as muscle tension, body structure, movement and motion, breathing and other expressions of body language (Merleau-Ponty 1994). Embodiment is an overarching concept for cognitions of bodily expression (Jørgensen 2012). My impression of the students' body language informs me

about their experiences of using themselves and their preparedness to meet challenges that demand involving their body as a tool for communication.

Lone, who remained seated, was extreme in her expression. She was not prepared and had open reservations about leaving the protection and comfort zone of her table and chair. To conquer the open floor was a step too far; she experienced the challenge of the exercise as a threat to her personal boundaries. Territorial boundaries are dynamic and can be defined as the intimate, the personal, the social and the public SPACE, moving from the close, near physical distance to distance senses in space. 'I can't' she said afterwards, when confronted about her lack of involvement.

The issue, or question, is the extent of the problem for Lone that she should feel challenged when asked to stand up with others as a professional and to join with others in a group; or when she herself should sense, interpret and read others' body language and create interaction, contact and fruitful relationships in an, at times, moving, changing interpersonal forum or meeting. The qualities associated with physical movement and of the importance when using a holistic approach to the integration of body and mind, can be described as the professional-personal space (Winther 2012).

To take and hold a space

The overwhelming experience took place during the workshop, where all participants had to stand in a large circle and, one at the time, we should go to a spot in the middle. Standing there by ourselves and looking around at all and making eye contact. The whole class was present and one by one we went up and made eye contact with people. It was voluntary, but I was really wanting to do it and see what would happen. For me it was a huge step to take, but at the same time, I took it as a challenge. Some had done it and I was still standing there, staring at the place where you should stand. I was not sure and did not know if I should do it. On the one hand it was a challenge to be strong, but on the other hand I could not expose myself. The hardest part was not having to make eye contact with people, but to take the step towards the place you should be. I looked up at the teacher/director and he kept winking at me. It dawned on me that I had stood and stared at the site. My brain worked flat out and I could hear my heart beating loudly. The voice inside me said, "Oh no, now he has seen that I want to go, but I do not dare ... did the others also notice?" He kept winking and others noticed him. My uncertainty was greater. I looked down at myself. Looked at my new Nike shoes and on to my tight jeans, which made me look even slimmer. I thought of all the praise I had received a few weeks before the exam and it dawned on me that I was fine enough. I was not better than the others and the others were not better than me. But that was not what it was about. Suddenly my legs led me to the "spot" and I stood there and felt at once strong and weak. Strong because I did it. Weak because I was standing in the middle. My eyes stung and my throat was dry. I blinked a few times and looked up and made eye contact with every one of my classmates. Suddenly they were not just the other – they were my class. My experience resulted in me feeling more confident. It dawned on me that I mean something to them, I have a value, primarily for myself, but also for others. My classmates' friendly eyes made me forget the feeling of loneliness that sometimes can sneak in.

(Experience description by Alice)

To experience such an exercise can evoke strong emotions and deep physical feelings, as described by the social work student, Alice. She tries to 'dare to become involved' and describes a room full of atmosphere, energy, concentration

and chaos, where communication is intense and physical. Here, she experiences an inner struggle between reason and emotion, strength and uncertainty. Personal references form the basis of her perception of herself, both in the room here and now, as well as in the general context as an individual among other students. Unlike Lone's experience of 'I can't', Alice faced a process that opens the possibility of an experience of 'I can', which not only is in the mind, but labelled and anchored in the body as a positive atmosphere of being yourself and being valuable in the eyes of others: crucial interpersonal dimensions, which not everyone carries with themselves in their encounters with others. At the same time, being open to a knowledge and a better understanding of those in training may have resulted in certain personal aspects of participant behaviour being overlooked, all of which are so crucial for the professional's ability to be credibly anchored.

Both Alice's experience of 'I can' and Lone's experiences of 'I can't' give them the opportunity to examine and pursue significant aspects of their education. Potential development areas, hot spots, that may represent fruitful work in the effort to train in a profession where the ability to command the attention of a room, and master communication skills, are so essential in trusted relationship work. The situations are difficult for both of them, but can be an eye-opener and can raise awareness of the constant challenges and life-long processes, which balance on the personal, physical and professional. In professional personal development processes, it is very much about getting fuelled by the situations that succeed and learning from those that are hard (Winther 2012).

The following description from a student, Thomas, outlines the learning that can occur with this perspective:

> I am slightly shy and private and I always get a little bit of heart palpitations when having to perform in assemblies. I was nervous and when I get nervous, I smile. I must be more aware of my body language and what I radiate non-verbally. I need to practice and get used to the idea of "being" in front of people.

Thomas experienced an awareness of the importance of body language that becomes visible when it takes place in interaction with other students. The group serves as a mirror for Thomas as he discovers the relationship or lack of cohesion between his immediate body language and his real emotions. It is this multidimensional discovery that gives students opportunities for new, fertile reflections. As an example, the following is a reflection on the basics of an exercise from the workshop, where the students must establish immediate

contact with a vulnerable person who is placed on a chair in the middle of the room:

> My thoughts during this exercise are not to disturb or violate the vulnerable borders. These thoughts move into my body and show through my micro movements and particularly in the positioning of my legs. I pointed out that I radiate uncertainty. My legs and my feet pressed together made me look like a little girl. The complete opposite of what I wanted to display. I wanted to seem trustworthy. My non-verbal communication is in force, and this has a bad effect. After the exercise, I am aware that I need to sharpen my attention to my body language. I must demonstrate that I am grounded and calm, even when I am sitting down. My job is also to show that I have a strong centre and a good mentality that can accommodate these people's challenges in life.
>
> (Experience Description Sarah)

For Sarah, the activity was an eye-opener that highlighted a discrepancy between her intention and the expression of her body. Theories on the relationship between the communicative elements often distinguish between three inter-dependent dimensions: content of verbal language; voice intonation and content of feeling; and body language.

Sarah reflected on the consequences of a conflict between these three elements, based on the conflicting emotions brought up for her during the exercise. Most especially, the importance of body language was obvious and it was clear that double messages could be given, which can lead to confusion, mistrust or perhaps even conflicting communications. In working with, for example, vulnerable young people and wicked problems, body language is essential for communication and vital for those in the role of the professional.

Who are you?

In my role as a facilitator or guide through the playing, dancing and small exercises in body-consciousness, I use and draw on my own senses, non-verbal impressions for individual students and the class's or group's points of tension. The participants are challenged through body contact. They touch each other and are touched. Body-contact has a decisive importance for both our early and present impressions of who we are.

I can feel the participants' small movements or expressions, and micro-movements, as expressive body expressions that can inform on levels of comfort, readiness and emotive experiences: the glance of an eye, a body position or a particular level of breathing. The participants reach, in different tempo, a natural boundary point with an obvious level of energy concentration, which, if held and controlled, can provide an opportunity for fruitful and subtle tactics for changed behavioural patterns. It is thus that the small pre-reflective experiences, together with body language, can become an important dimension in the work aimed at developing meaningful professional-personal competences as a foundation for building relationships based on authenticity, flexibility and credibility (Winther 2012). The following experience is a reflection that I, as a facilitator, had during a workshop:

> The room is full with music, laughter and energetic movements. It's about keeping your balance and not losing it. I move closer in between the participants and feel Lisa who is loud and very energetic. Nearly over-stretched. I take up Lisa's challenge. I experience a feeling of "Who are you?" within myself."

(Name changed) (Own experience description VIA Arhus 2014)

'Who are you?' seen as an unsophisticated sensitive impression is a question of being uncertain. Uncertainty as a basic feeling in the interaction between two people is a challenge to relationships in the here and now and perhaps for relationships over a longer perspective. In such relationships, as a facilitator, as well as a sensitive and focused human, I will tend to constantly seek an answer to my questions, and, in my seeking for answers, I use all of my senses

in an unconscious action, testing and experimenting. From a psychological perspective, I can register a form of warning signals, suggesting a 'somatic sign'; a wariness as an expression for the returning need for security embedded within 'honest relationships' and the confidence I have in 'honest individuals'.

This relates to the authenticity, credibility and confidence building of me as an individual. This enhanced focus on body language and on interpreting the smallest movements and signals can explain, through the principals of resonance and dissonance, concepts taken from the field of music describing how tones sound and are experienced as swings and movements in line with each other or out of alliance with each other. In a psychological interpretation of movements, one can talk of two people being 'in tune' and an experience of resonance, as a picture of a more deep-lying non-verbal relational understanding, honesty and openness (Winther 2012).

In my encounter with Lisa, I experienced a dissonance and feeling of 'being out of tune' as an expression of the vulnerability of the relationship. The problem that arises for Lisa, and indeed myself, is that there is a disagreement between her feeling and her genuine impressions of the situation and the artificial façade that she maintains. She does not recognise herself and this misalignment leaves me unsafe while the façade tires Lisa, and the relationship is slowly worn down. Maintaining the artificial façade or front will, in time, become a problem for Lisa, in her personal life and in her future role as a professional. Over time, it is possible that there could develop an internal conflict between her norms and values on the one side and her personal practices on the other, as a result of the expressions of a deeper underlying double-sidedness and dishonesty, however involuntary that may be. There is a potential conflict that carries with it the risk of burnout (Lauersen 2012). Students similar to Lisa have a challenge in transforming and addressing their lack of experience of their own physical reactions and senses and their pre-reflective reactions to 'integrated experiences' as well as an understanding of the importance of body language in professional practice.

Through further and ongoing training, exercises and reflection on the physical side, as well as through using physical contact as a starting point, Lisa could work with the concepts of resonance, dissonance and alliance, and move closer towards an identity clarification and further self-development. As a support in this, she would profit from working in a direct way, one-to-one with another person who already has some experience of this type of work, from whom she could seek guidance and tutoring and who may act as a source of meaningful experiences and reflections. Working from a social dimension within a kinetic

psychological perspective, it is possible to gain a greater understanding of the world around and other individuals (Mogensen 2006). Lisa could then have an opportunity to learn to meet and understand her personal boundaries through interactive dimensions, such as: 'I go this far – this is where you stop; I will become involved in this, but not that; this is ok, this is unacceptable'. Communicative expression is thus thematised as opportunities within a bordered space and the exposing of the borders of one's own action within a field of tension between order and chaos and where own self-perception is on the line.

Summary

Insight and acceptance of one's own limits and values, here defined as personal body consciousness through education and further training, can become essential elements in supporting methodological and professional development in attempts to develop authentic, anchored professionals with both feet firmly on the ground.

On the basis of this article, it is possible to outline and summarise the following key learning points:

- 'Personal' in the profession can be described as the 'professional personality'. It covers assumptions about the profession that are bodily rooted, the body is always communicating, and the professional personal space is determined by dynamic territorial limits and relationally defined.

- It is possible to engage in development orientated work with the profession through personal communication and relationship-bound exercises with the body in the centre. The exercises are designed to develop a 'complicity' of the body's importance in professional practice.

- Professional personal development seeks to strengthen the participants in their professional activities by: improving the conditions for the relational work to strengthen the professional foundation, and to develop a clear and strong professional identity.

- Through this work, it is possible for professional education programs to strengthen the educative and holistic perspectives of learning, thus improving the students' prerequisites to work co-creatively, interdisciplinarily and energetically with disadvantaged target groups and especially with regard to wicked problems.

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PART 3:
Case studies

ASV Horsens, Denmark

Jesper Kjær Jensen, ASV Horsens

The organisation

The Department of Work and Special Education for Adults and Young People (ASV), is a special educational institution located in Horsens Municipality, Denmark with 40 years of experience working with specific target groups. It has approximately 60 employees and 500 adults and adolescents attending the school annually.

In August 2007, the municipality of Horsens created a youth education opportunity for young people with special needs. This fulfils the requirements of the "Law on youth education for young people with special needs" – Act no. 564 of 6 June 2007. The Act ensures that all young people with special needs have a legal right to secondary level education, if they do not have the opportunity to access mainstream education.

The Special Education Department (STU) of ASV Horsens provides specially organised youth education for young people with special needs and teaches about 60 young people, under the age of 25. All have completed elementary school and have been referred on the basis of their specific needs. Teaching averages 28 hours a week and training must increasingly include working practices. There are 30 teachers and social pedagogues employed in this department.

The issue

For the majority of the students at ASV, future employment prospects primarily consist of sheltered employment or protected jobs. ASV is in close collaboration with Horsens Municipality Job Centre with the aim of formulating a realistic plan for employment.

The young people have complex difficulties and disabilities and their overall life situation can be problematic. Some of the challenges are wicked problems. The following is a narrative of a young person who has been referred to the specially organised youth program. She has both cognitive and social difficulties.

> I would like to get a job, so I can earn some money and get my own apartment. I would like to live on my own. Where I live now, I quarrel with the neighbours about who should clean up. In the future, I might get a husband and some children. But it is difficult to get a job, because you have to have an education. I probably won't manage to get one. It's hard when you are tired of going to school. My mom and dad say I have to get an education. They don't have one. But I can't really get myself to do something about it at the time. I don't believe I will get one. I don't really believe in it and I don't know how I could start to believe in it.

> In my spare time, I sometimes like to go downtown with friends – to look at things and see if there is something interesting in stores. We also have parties and drink. Otherwise I just sit at home. I don't do any leisure activities. I have never done any sports or anything. Not even when I was little.

> In school it was hard. I was bullied because of my looks. I was not as smart as the others. So I sat in a room by myself – no one offered to help. They let me alone. I did not learn much. Sometimes I went berserk. When I got home, I sat in my room. I almost sat there all the time, or lay under the covers – as soon as I could get to it. My mom and dad did not do anything. They looked after themselves and their work. That's what I do today also – there is a door you can close. (Tina, 18 years)

Strategies

The purpose of the youth education programs for young people, like Tina, is to achieve personal, social and professional skills for independent and active participation in adult life and, if possible, to further education and employment. The programme is a general education and alternates between thematic lessons

throughout; theme weeks; individually tailored educational and practical training; advice and guidance; scheduled specific courses and study tours. The youth programme includes subjects, activities and training, that:

1. promote the personal development and the opportunity to participate as independently and actively as possible in social life

2. promote the ability of young people to engage in social contexts and to obtain as independent and as active a leisure life as possible

3. as far as possible, develop skills for use in training or employment situations.

(Law no. 564 of 6 June 2007)

It is hard to argue against the overall objective of youth education and it is only within the daily practice that the interesting and educational aspects are to be found. It is here that the close relations, confidence, security and social framework allow development towards a life where the young person reaches their potential to the greatest possible extent and masters their own difficulties. The young people have a particularly close cooperation with a contact teacher who strives to create a relationship of trust and a thorough knowledge of their possibilities and limitations. Such a relationship is a fundamental part of the Special Education Services and is essential for the educational efforts to succeed. The contact teacher must be aware of his/her own professional and personal limitations and strengths and dare to get involved in the young people's problems and challenges. Clients as young as Tina need a professional, confidence-building guide and a clear mirror of the opportunities and obstacles she encounters.

Tina must discover that she can achieve goals and that she has a value as a human being. Work is focused on creating experiences and learning situations where she succeeds, both individually and as part of a community. Learning needs to be both reflective and pre-reflective. This means both articulated and formulated and experienced in and with the body. Learning should be embodied to penetrate the massive barriers of bad experiences while addressing the cognitive challenges of Tina.

An education that includes many situations where students can test themselves and get the chance to see who she is and who she is, is fundamental to the creation of one personality who believes in his own power (Borghall 1990).

To have your own power and vigour is significant in relation to the life of the late modern and culturally liberated society. Thomas Ziehe's concept of 'cultural liberation' is characterised by an ambivalence, where enough is liberated for traditions and norms, but bound by individualisation, change readiness and requirements for reflection (Winther 2004; Drotner 1996). The requirement for an active participation in society becomes extra difficult when special needs are present and therefore the societal framework needs to include flexibility and special educational know-how to accommodate a young Tina. She needs a specially organised environment where she can endeavour to build up the faith in her own abilities and drive.

For a special educational institution, such as ASV Horsens, it is thus required to have an innovative and interdisciplinary cooperation with the surrounding businesses and other local institutions. One example of this cooperation is ASV Horsens' success in creating a fruitful cooperation with the local football club, AC Horsens, where a group of young people are working in the stadium each week, getting it ready for the weekend's home game, setting the tables in the VIP lounge and packing stalls for sale. The staff at ASV Horsens and AC Horsens have managed to create a common understanding of the considerations that should be taken when working with these young people. They both acknowledge that, when agreeing on the individual workload for each youth, it is tailored to offer a unique space for training of vocational skills and, above all, building faith in their own abilities. In football, there are clear standards and norms of polite behaviour. They shake hands and they want to look their best, which are important skills to take with them going forward.

The same is true of the cooperation ASV Horsens has with a local nursing home, Ceres Center, where, once a week, young people visit a group of elderly, some of whom have dementia. Young and old sing together, the young go for walks with the elderly in their wheelchairs and they talk about the old days. The experience is of great benefit to the elderly as the young people are stimulating their empathic abilities, skills of care and the ability to adapt to new situations in a natural way. The young people experience the value and joy of doing something good for others while learning how to conduct a conversation with people with dementia.

For the educational effort to succeed in these two examples of inter-agency co-operation, it is necessary for the parties to have the will and courage to create new opportunities and challenges for disadvantaged young people. Learning situations of both AC Horsens and the Ceres Center are opportunities to work with some of the primary personal problems for a young person like Tina. If the

right conditions are present, she will be able to develop her self-confidence, her self-esteem and a belief that she can be actively participating in public life. In this way, she might be creating a new, more positive, narrative to her life.

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Youth Action Project Sligo, Ireland

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The organisation

Youth Action Project Sligo (YAPS) Garda Youth Diversion Project (GYDP) was established in 1999 in a partnership between North Connaught Youth Services and An Garda Síochána/Gardaí (the Irish police service) in Sligo, Ireland, offering a service to young people aged 12-18 years.

GYDPs are funded by the Department of Justice and Equality through the Community Programmes Unit of Irish Youth Justice Service (IYJS) and co-funded under the European Social Fund 2014-2020 Human Capital Investment Programme.

Garda Youth Diversion Projects have clear and distinct roles aimed at young people at risk of, or at the onset of becoming involved in offending behaviour:

1. To divert young people from becoming involved in criminal or anti-social behaviour.

2. To provide suitable activities to facilitate personal development and encourage civic responsibility and work towards improving the long-term employability prospects of the participants.

(Irish Youth Justice Service 2009, p. 7)

Case study

The following is a case study that explains my role in the referral, assessment, engagement and reflection on a group of referred young people, followed by my own reflection on the process. Details have been altered to maintain confidentiality.

Planning and needs assessment

Four boys aged between 15 and 18 years, were referred. All were connected through family relationships, lived in the same economically disadvantaged neighbourhood and attended the same school. They were referred due to offences, such as assault, criminal damage, public order and general anti-social behaviour. They were also considered to be at risk of further offending. I was informed that they would be difficult to engage with and would present challenging behaviour. The referral assessment committee had assessed all of them and individual services were recommended to break up the 'group'.

The focal point of my work was to engage with these young people in offence-focused work on an individual basis. After my first home visit, it was clear that this would not be the only challenge in engaging the young people with the project. One boy, the dominant group leader, and his mother had previously been in numerous turbulent conflicts with authority figures.

I did my best in 'selling' the benefits of the project. I listened to the mother regarding her son's behaviour, posing questions as to what she would like to see him achieve and discussed the outcomes of an escalation in his offending behaviour. Using humour and an easy-going attitude to spark conversation, I connected with the family in relation to the local community and built a rapport. I spoke of experiencing boredom as a teenager and ways to overcome these situations. In making connections with the programmes in the project, the interests of the family were considered, such as 'life skills' for teenagers.

I maintained boundaries about my personal life and connections with authority figures and deflected personal questions or opinions on community members.

This eventually led to tacit agreement: 'ok so he will go down for the night and we will see how he gets on. But I will let him make up his own mind after that'.

Two years later, I was still engaged with these families and was seeking signed consent forms for the final reward trip for their sons.

Programme delivery

All parents stipulated that their son's attendance was dependent on another friend from that group also attending. No persuasive powers encouraging one to one intervention were successful. I resigned to one opportunity to engage these boys, as a group. On the first night, I tried to capture their interest in other programmes and arranged an introductory session with easy, adaptable options; cookery and board games. It was suggested that the group take part in a pro-social behaviour programme: a proven programme that encourages making positive changes for their community. Their interest was sparked and they began attending weekly.

Identified reasons for engagement

- *Shared decision-making*: there was a choice of activities and nothing was imposed on the group.

- *Relationships:* they were with their peers in a comfort zone and did not have any strangers to fit in with.

- *Safe space:* The project staff were adaptable and flexible allowing the young people to test the boundaries.

- *Socially inclusive philosophy*: service users were rarely punished with expulsions from the project.

Reviewing progress

As the programme continued, with ongoing referral assessment meetings, we were disappointed to hear that these young people were still engaged in anti-social behaviour. This involved shouting abuse at Gardaí on the street.

Through positive engagement with off-duty Gardaí volunteering in the project, this behaviour slowly shifted. The Gardaí wore no uniform, so an automatic reaction was eliminated. Over time, a positive relationship was established and, when the young person met those police officers on duty, they saw past the uniform and knew the Garda by name. This collaboration was not always smooth, as some young people had an ingrained disdain for uniformed authority figures.

As the programme continued, the boys undertook fundraising for charity. This received recognition from local press. For these young boys, it was the first time they had planned, and taken part successfully in a positive activity for their

community. They were recognised by their community and authority figures for their hard work. The boys continued attending the project for the next year and a half. I still meet these young adults now as they are working and living in the locality.

Evaluation

The seven key areas where YAPS challenged and supported young people to change their behaviour are:

Education and employment

Education was a difficult area for all four young people. Two had particularly high levels of absenteeism. Two attended school, but received numerous suspensions and detentions due to behavioural issues. Project staff supported the former in applying to the local training centres to complete an alternative education.

Alcohol and drugs

All were using alcohol with their parents' consent and did not see it as an issue 'because everyone does it'. Project staff engaged the young people with harm reduction tips, dispelled myths and imparted facts so they could make an informed choice.

Peer relationships

While the group did not disband as was originally hoped, they learned and engaged in pro-social activities together and became important role models for younger siblings through their pro-social modelling.

Spare time

The young people were motivated to use their spare time more productively. Three became involved in mainstream youth groups.

Behaviour

Three of the young people had been verbally or physically aggressive; one had been diagnosed with ADHD and attended a support group. Through group discussions, the positive and negative consequences of fighting were explored. It was maintained by the boys that the shame of walking away from a fight was

far greater than getting in trouble with the law, but project staff advised that generating criminal convictions has long term negative consequences.

Family support

Over time, parents became more responsive to project staff who made referrals to other services as required, such as financial assistance through family support referrals.

Pro-social versus anti-social outlook

Through engagement in positive activities promoting pride in their community; street clean ups, fundraising and tree planting, young people were more connected and felt socially included in society. Also the good work was being acknowledged locally and it changed a common community's perspective that 'YAPS rewarded negative behaviour'.

Conclusion

Difficulties encountered

- Young people often hold deep feelings of social exclusion from their community as a consequence of issues related to housing, democratic participation, education and discrimination, and are reticent about engaging in another process that could further compound this exclusion.

- Young people hold a fear of the unknown, and of taking a step beyond the status quo, such as breaking through the cycle of early disengagement with education.

- Young people may model the negative attitudes that their parents have towards authority figures.

- There are many risk factors that influence criminal behaviour; individual, peer, family, community and, as such, stronger collaboration is required between agencies to tackle these. This collaboration is strengthened if the parents engage with services.

- Young people often try to push the boundaries, testing the limits of the project staff.

- Garda Youth Diversion Projects must balance appearing as an 'attractive' service to the young person while addressing societal concerns about their engagement in criminal behaviour.

My reflection

Relationships

This tight-knit social group could not be separated to do one-to-one pieces of work as had been initially planned. As parents were happy with this friendship group, the plan was altered to adapt to the reality of the situation. The work relied heavily on relationship building. Relationships developed between parents and the youth justice worker; the youth justice worker and the young person; the youth justice worker and the community-based organisation (North Connaught Youth Services); the youth justice worker and referring organisations and funders. While the most important relationship is between the service user and the youth justice worker, this can be hindered by lack of support from parents, peers and community.

Activities

The catalyst for meaningful conversations was the activities. These included cookery, life skills, sports, high adrenaline activities, arts and crafts and gardening. The selection is varied so that the young person's interest might be ignited, but not too pressurised or complicated, so that the focus can remain on the conversation between the youth justice worker and young person. It is the young person's responsibility to make activity suggestions while project workers are responsible for selecting the type of programme implemented. Flexibility is key and the greatest advice I have been given, is to have a Plan B to cope with the young person's life events that interrupt Plan A.

Interagency collaboration

It is important and proven beneficial for our project to work collaboratively with other agencies. It has assisted in addressing the risk indicators that predispose young people to criminal and or anti-social behaviour. Effective interagency collaboration has also allowed for community issues to be identified and addressed meaningfully together.

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Volunteering in Romania

Oana Roman, General Directorate of Social Work and Child Protection, Bucharest

This article presents an overview of volunteering in Romania and describes a good practice model developed and implemented by a public institution with responsibilities for the social inclusion of young people. The article also focusses on the benefits of the process of volunteering on the young people themselves.

The organisation

The General Directorate of Social Work and Child Protection (GDSWCP) is a public body of Local Council District 1, Bucharest, whose main aim is to provide social services to local people in need. This includes children, families, Roma people, those with disabilities and the elderly. GDSWCP is divided into three areas of expertise: the Child Protection Directorate; the Person and Family Directorate; and an Economic Directorate. Over the years, the institution has implemented several EU-funded projects and has hosted European volunteers as part of the practical aspects of their college courses and in partnership with European universities.

The issues

This case study focuses on the issues of unemployment and early school leaving in young people and identifies volunteering as a practical and workable solution to these issues. It also addresses the need for access to learning spaces for vulnerable people at risk of marginalisation.

Profile of the participants:

- people from both genders aged 18-30

- disadvantaged young people: minorities, those from precarious economic areas, those who don't have access to services

- those with poor educational standards.

Strategies employed to manage problems and issues

GDSWCP has developed a European project which offers an opportunity for young unemployed people to go abroad and acquire skills, abilities and competences for finding employment on their return to their home country. It provides a learning space and professional support to those identified as disadvantaged in order to aid integration in their local community.

Volunteering in European projects

Whether due to increased educational standards or better living standards, volunteering is no longer an unusual activity. It occurs in a variety of forms across Europe, reflecting the diversity of approaches and traditions in the Member States of the European Union and is seen as a social and communal activity that involves social capital for the community and helps in delivering services (Putnam 2000). According to the statistics at the end of 2014, youth unemployment rates in Europe were high (21.4%), reflecting the difficulties in finding a job in states like Romania, Germany, Italy, Netherlands and Austria[13]. In these circumstances, volunteering is a proven step towards employment.

Volunteering is an activity undertaken[14]:

- with a person's free will, choice and motivation

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13 http://ec.europa.eu/eurostat/statistics-explained/index.php/Unemployment_
    statistics#Youth_unemployment_trends
14 http://www.voluntariat.ro

- without concern for financial gain (non-remunerated)

- in an organised setting (within NGOs, volunteer centres, more or less organised groups)

- with the aim of benefiting someone (other than the volunteer) and/or society at large, while contributing to values of general interest.

In Romania, volunteering started in 1990. A number of NGOs with international links like World Vision and Habitat for Humanity brought expertise and experience to the social sector. In practice, this was achieved by the European Commission, which financed organisations to host or send volunteers. To become eligible, the organisation had to follow a procedure of accreditation, to prove that they had the capacity for hosting and sending volunteers. In addition, a database of all interested organisations and institutions was created. In Romania, there are many projects that currently involve European volunteers.

The aim of the Programme Youth in Action, The European Voluntary Service, now known as Erasmus+ (EVS-Mobility) is to offer young Europeans a unique chance to express their personal commitment through unpaid and full-time voluntary activities in a foreign country, within or outside the EU. This develops solidarity, mutual understanding and tolerance among young people, thus contributing to reinforcing social cohesion in the European Union and promoting young people's active citizenship[15].

Why do we need volunteers?

Volunteers in the community, public institutions and in provide:

- a creative approach to community problems

- involvement in problem-solving in the community

- extra human resources

- instilling a sense of community responsibility

- transferring the concept of 'Europe' at organisational and community level

- creating a cultural exchange.

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15 http://www.voluntariat.ro

Volunteer programmes can add energy, ability and aptitude, when there is a lack of local resources. When placing a volunteer within a local institution, it is important that their abilities, competences and background be given consideration[16].

What is the impact of volunteering for the host Country?

A shared cultural exchange and additional human resources are beneficial to the host country.

What is the impact on the volunteer?

Non-formal and informal learning plays a major role in gaining skills and the competence needed in a so-called, 'knowledge society' and contributes to personal development. By volunteering, learning opportunities are available to all, especially early school leavers, while reducing the risk of social exclusion.

The main benefits of volunteering as a learning process are:

- to establish the importance of volunteering as a learning environment that promotes the notion of volunteering as non-formal and informal learning. Volunteering is complementary to education and training.

- it increases the empowerment and raises the self-esteem of volunteers and makes volunteering more attractive to others. It also raises the profile of the whole sector by showing its contribution to learning.

- skills development and recognition is beneficial both for the volunteer and for the volunteer organisation: the volunteer organisations may attract new volunteers, and the volunteer can become involved in project management or take up the role of a support person.

Skills and competences are recognised with a certificate called Youthpass. This is more than a certificate as it recognises not only achievements but also the reflection process. The learning process can be individual or at a group level. At the end of the project, through Youthpass, volunteers are invited to reflect upon their activity and outcomes.

To date, some 45,000 young people from diverse backgrounds have achieved their Youthpass. This includes formal, non-formal and informal learning in

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16 http://www.voluntariat.ro

keeping with the EU Life Long Learning Strategy, which focuses on personal and professional development. From an economic perspective, it is useful for the future employability of young people as they become aware of their potential. In some cases, Youthpass has not been a successful factor in assisting the volunteer in future employment. For this reason, an honest reflective process is vital to assess the impact of the programme. Volunteers share their experience with others, including: the impact of the Youthpass in their environment; the learning process and their overall experience[17].

A good practice model is the project *Make them smile!* – a programme financed by the Youth in Action Program, European Volunteer Service.

Case study

Make them smile! aims to promote young people's active citizenship locally and to develop solidarity while promoting tolerance among young people in order to enhance social cohesion within the European Union.

The project took place at the GDSWCP, Bucharest, Romania. There were eight volunteers involved over a period of ten months, October 2010 until July 2011. The role of the volunteer was to participate in social and leisure activities with children and adults with disabilities (mental and physical) from the day centres, residential and family-type units within our institution. Upon arrival in Romania, the volunteer undertook training at the GDSWCP including attending Romanian language classes. The countries involved were: Germany, Italy, Spain, and Turkey. The main methods used were informal learning, participative and non-participative observation.

The main activities included:

- courses to support the volunteers during all stages: training in working with children with disabilities, drumming and Chinese shadow theatre

- pre-departure to placement training courses were completed by the project partner organisations. This facilitated a sharing of expectations and afforded an opportunity to meet other volunteers and included Romanian language courses

- during the project, integration activities and personal support was offered to the volunteers by mentors and specialised personnel of GDSWCP. The volunteers also had free time for socialising.

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17   https://www.salto-youth.net

- The volunteers were hosted in project centres or in apartments.

The benefits and outcomes of this project for the volunteers included:

- social development: a greater level of integration and socialisation with others aiding the development of teamwork abilities.

- personal development: developing language abilities, increased knowledge and understanding of people with disabilities, new cultural experiences.

The benefits to services users included:

- an enhancement of non-formal education

- an increase in same knowledge capacity and independent life skills

- enhanced adaptability to the society and to the family environment

- an aid to developing the psycho-emotional stability of the young people.

This article presents the benefits of volunteering and how the process started in Romania. From a practical aspect, the article is useful for public institution managers to think 'outside the box' and enhance their experience of working with volunteers. The *Make them smile!* project demonstrates new ways of doing that. It also gives information to young people on ways to improve skills and abilities for their own future professional career and a new approach, in which both sides have something to learn.

Parallel models can be developed for other places around the world, where volunteering may be less popular.

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Iniciatives Solidàries

Laura Mollá Cambra & Olaia Sánchez Rosell,
Iniciatives Solidàries, Valencia

The organisation

Iniciatives Solidàries is a non-profit association of the city of Valencia (Spain) established in 1993 with the main objective of implementing programmes and interventions to address the issues of social exclusion in the community. In particular, it aims to develop this work with two vulnerable populations: young people at risk of social exclusion and those persons who are or have been deprived of their liberty.

Iniciatives Solidàries offers learning-teaching spaces throughout life to facilitate integration, literacy and professional qualification to young people, adults, young prison inmates and former prison inmates. These groups have been identified as being at risk of ongoing social exclusion. Intervention begins with an identification of crucial issues and actions to encourage social awareness and increase participation in society; we start by identifying problems and needs, and then try to provide both participation and social awareness.

Participants in the programme are from both sexes and aged between 14 and 35. They each present with some or all of the following issues:

- precarious, economic home situation

- in a high-risk social situation

- have a deficit in their educational trajectory: e.g. absenteeism from school; adaptation difficulties in the school environment; learning difficulties (attention, concentration, memory, etc.) or with reading, writing or numeracy

- lack of personal development: low self-esteem and self-respect, emotional imbalance or lack of a balanced state of mind.

- objective and subjective difficulties in seeking and accessing employment: lack of work-skills and ignorance about strategies and resources in the access to employment.

- a low professional qualification.

To carry out the programmes there is an interdisciplinary team of people, consisting of 19 workers and 57 volunteers and students, mostly formed in the fields of social science (psychology, education or social education).

The issues

Since its beginning, Iniciatives Solidàries has been working with young people aged 14-16 who, for different reasons, had left school or experienced serious difficulty remaining in the educational system.

As an organisation, we recognise that the problems with schools cannot be understood in isolation from their social situation nor from economic and family conditions.

This deficit in educational trajectory is categorised by extended school absenteeism and early school leaving, among other features.

In order to provide young people with training and comprehensive education, Iniciatives Solidàries has undertaken different actions to analyse and address the factors that contribute to absenteeism and school failure and identify paths that can lead to a reduction in these incidents.

A good example of this type of intervention is the programme to prevent absenteeism and school abandonment, developed and implemented in

collaboration with the Conselleria d'Educació, the local authority in education, and specifically with the support of the Innovation and Educational Quality Department. This allowed schooling to take place among different institutions: secondary schools from Valencia (and its metropolitan area) and within Iniciatives Solidàries itself. The programme has been developed through adaptation of the academic curriculum, combining subjects from secondary education with practical, pre-labour/training workshops.

Practical workshops include the following

- *Electrical*: Training to develop practical mechanical skills including the management of tools and the assembly/dismantling of engines.

- *Carpentry*: Practical training to develop skills and abilities in woodwork, as a first step to the carpentry profession.

- *Car maintenance*: Developing a practical skill set in the assembling and dismantling of engines and in the use of specific tools, as a first step toward a profession as a mechanic.

- *Craftwork*: Practical training that develops skills and abilities in a range of areas related to the craftwork profession.

- *Hotel industry*: Training in hospitality skills and abilities as a first step towards employment in the hotel industry.

Additional specific classes include:

- *Technology classroom*: An extra classroom space devoted to the development of technical operational skills.

- *Computer studies*: Specific classes devoted to the development of skills in Information Technology, including the management of computer applications for different professions and the awareness of good practice on the Internet and a respectful use of new technologies.

- *Applied language and mathematics*: Specific classes to address the lack of basic techniques and skills in literacy and applied maths. These classes reinforce and complement the standard school curriculum while giving the student extra assistance.

Strategies employed to deal with problems and issues

The basic intervention methodology starts from problematical review and the systematisation of socio-educational practicing from a critical reflection of the 'dialectical, historical process', where people learn to be in control of their own lives in a conscious and proactive way.

It presents a common orientation based on action-research that contemplates diversity as the essential characteristic, and generates the following general proposals:

- unconditional acceptance of students and their abilities to learn

- evaluation of a complete education, above the acquisition of knowledge

- promotion of both individualised and group responsibility

- use of positive reinforcement: verbal and non-verbal acceptance behaviour

- empathy

- interventions based on developing strategies for the positive resolution of conflicts.

The current pedagogical principles are interdisciplinarity; motivation; significance of acquired knowledge; individualisation in the teaching-learning processes; and socialisation. Through these principles we try to promote:

- adjustment of the teaching-learning process to the student's own characteristics and situation; to diagnose levels of knowledge prior to beginning our educational proposal

- educational proposals pertinent to daily life situations, to guarantee meaningful learning, to ensure its relevance and integration

- analysis and exploration of learning difficulties; to investigate the elements that make a person's access to the teaching-learning process difficult: learning style, working techniques, lack of familiar support, emotional balance

- motivation in learning makes teaching interesting and generates positive attitudes to further education

- to favour the 'learning to learn': the student, in an autonomous way, must be able to contribute to the discussion on the method of proceeding, to solve a learning task.

Iniciatives Solidàries displays a series of facilities for teaching in order to facilitate its students: timetable flexibility, curricular material adaptation, reduced numbers of students in the classroom and selection of important goals based evaluations.

Conclusion

In our experience, over the years, we have found that this flexibility in adapting interventions to the needs of the individual, while taking an overview of the needs of the group, has empowered young people to believe in themselves and their abilities, not only as individuals but as a community group. They are able to regain control of their life and begin a social integration processes, find a job or reintegrate into the educational system and, most importantly, to find a place in our society with full participation as a citizen.

MyCoach

Anouk Smeenk, BOOT, Amsterdam

Introduction

Youth work in the Netherlands is a hot topic at the moment as society is changing and experts are continuously in debate about how to (re) structure education in order to prepare students adequately. In big cities vocational school dropout numbers are increasing and the recurring dilemma is how to engage these young people with their own future prospects (Ministerie van Onderwijs, Cultuur en Wetenschap 2015).

BOOT (Neighbourhood Centre for Education, Research and Talent Development) is involved in the project MyCoach, which highlights and addresses these issues using coaching methods. This chapter outlines BOOT and describes the aims, objectives and strategies of MyCoach.

The organisation

BOOT is the urban practice centre of the University of Applied Sciences, Amsterdam (HvA) where students develop ideas, research urban issues and work on social challenges. In return, they earn study credits and are coached and guided by their teachers and professionals. BOOT is a co-creation between the city councils of Amsterdam, HvA and housing associations. Approximately

600 students from six different faculties and 95 local organisation partners are annually involved in BOOT projects.

MyCoach is one of the many projects that BOOT East is involved with. It focuses on young people in Amsterdam East, working with local volunteers to support them towards achieving their goals. HvA students coordinate the project and conduct research into the challenges faced; including measurement of the effectiveness of interventions.

BOOT has started the process of connecting several HvA minor programs to MyCoach on a more structured basis. Students of the minor courses 'Psychology of study orientation and career guidance' and 'Career coaching' can choose MyCoach as a short-term practice placement. Twelve (3rd and 4th year) students have successfully participated in the project as coaches. Within the MyCoach project these students can immediately apply their theoretical knowledge to real-life urban challenges within their coaching programmes. MyCoach believes that the students are a valuable addition to the project; because of the small age difference and similar worldview they can connect easily with the youngsters. The collaboration with BOOT and the participation of the HvA students gives the project a continuous flow of knowledge; HvA students, MyCoach and youngsters, are all learning about themselves and applying (new) knowledge and insights.

Case study

MyCoach is a unique project as it is developed in a co-creative way with different partners. This case study will discuss its outline, objectives and the methodology used. The main aim is to illustrate an innovative way of working in the field of social/youth work in the Netherlands.

MyCoach is a social-educational project that focuses on pupils from vocational education in Amsterdam East. Volunteers coach these pupils for a selective period of time, using pedagogical methods. This group of coaches are (ex) professionals who work or live in the neighbourhood, teachers or students from the Amsterdam University of Applied Sciences (HvA) and municipal officials from Amsterdam Eastern District. In 2012, Joost van Rossum, an engaged citizen of Amsterdam East and a professional coach, started the project and based it on his experiences in a similar project in The Hague (Zaak&Co).

> Most people have known someone in their life who helped them, at just the right moment, to realise their goals or have given them the confidence, which they lacked, to get to the next step in their life.
>
> Joost van Rossum, initiator MyCoach

He considered that his own neighbourhood in Amsterdam could benefit and so, in collaboration with the local government of Amsterdam District East, the project was launched at the Wibautcollege, a small vocational school. Ten coaches (all municipal officials) were matched to pupils for a coaching of approximately four months' duration. Today, 43 coaches actively participate in the MyCoach initiative. BOOT (HvA) became involved six months later, when students began participating as coaches and assisting with intervision meetings (see below). In 2013 the project partners, Urban Practice (BOOT HvA), Municipality of Amsterdam district East, the Wibautcollege and Joost van Rossum, signed a declaration confirming their ongoing commitment to partnership, collaboration and co creation.

Aims and objectives

Several academic reports show that external coaching of pupils in vocational educational institutes has a positive effect on the functioning and performances of this group (Ellfers 2011; Enthoven & de Bruin 2009; 2011). These findings support the main aims and objectives: to develop and enhance the prospects and life-skills of pupils. Initial research for the project showed that the increase in the self-confidence of participants was an important outcome (Loudar 2015). A substantial number of pupils at the Wibautcollege deal with complex social (home) situations and are not always fully supported by family or friends. This can be exacerbated when youngsters experience a difficult transition from high school education to the vocational system (Ellfers 2011). Consequently, the number of early school leavers is growing in these schools (Ministerie van Onderwijs, Cultuur en Wetenschap 2013) and graduates often experience difficulty finding a placement or a job. Empowering students to becoming more self-confident is an important objective of the project, preventing dropout by paying more attention to students at risk.

Within MyCoach the focus is entirely on the youngsters. It is important that the pupils participate fully and voluntarily with self-formulated coach questions that relate directly to their situation. It is only then that motivation to develop becomes intrinsic. At the first meeting with their coach, they discuss this question and sign their 'coach contract'. The coach remains in close contact with the school mentor at all times to ensure that both are up to date on all information. The four to five months coaching allows the coach to empower the pupils rather than supporting them long term and becoming more of a mentor.

Methodology: training and peer-to-peer intervision

MyCoach trainer, Jasper Jerkins, a senior teacher of pedagogy at HvA, offers coaches two training meetings each semester. During these, the coaches receive instruction on the application of different types of coaching methods and opportunities to practice through role-play. There are two methods that MyCoach offers; the 'client-centred approach' (Rogers 1951) and the 'motivational coaching method' (Miller & Rollnick 2008). The 'Rogers method' is a classical model in which the coach functions as a facilitator by asking the right questions and it has a non-directive approach. The latter method can be used when the youngster needs more than just questions to guide them in the right direction.

> We believe that humanistic one-to-one coaching can enhance both well-being and performance in school, career orientation, and personal domains. This requires coaching techniques, directness, and openness to the perceptions of young people.

Jasper Erkens, Trainer MyCoach

During initial training for coaches, Naomi Rijke, teacher and placement coordinator of the Wibautcollege, informs the group about street culture and how to connect with youngsters and what the coaches can expect while working with them. This additional training proved very valuable as the level of expectations from both sides can be a determining factor in successful coaching outcomes.

Alongside the training, there are peer-to-peer intervision meetings where coaches get the opportunity to exchange their experiences, thoughts and

questions with each other. Coaches report that these meetings are very important, as they allow for shared stories and reflection on their own processes. Most volunteers have never coached a youngster before and are totally new to the theoretical methodologies and the culture of the target group. It is an educational journey for them as well.

Matchmaking

> It is about building a bridge between the two worlds. Understanding someone else's world doesn't mean you approve of everything, but it helps you achieving your goals. You can only achieve your goals as a coach when you are willing to really get to know your coachee without judging him.
>
> Naomi Rijke, teacher/coordinator Wibautcollege

Coaches and pupils are matched at the start of a coaching term. These matches are generally based on shared interests, preference of gender or the specific knowledge base of the coach. The MyCoach coordinator sets up the first matchmaking meeting with the mentor present. They are introduced and vital first impressions are formed prior to discussing the coaching question. All present can contribute to the discussion and work towards a realistic or workable goal. At the end of the meeting the coach and pupil decide together whether it is 'a match' or not. The next coaching meetings are set up by the coach and coachees themselves and can take place in or outside of school, in a library or café. The idea is to bring the youngster into a social environment that they might not be so familiar with. After approximately five or six meetings they evaluate their process together to see whether they are on the right track, or whether they need to adjust the coach-questions or objectives. It is important that both can adjust the content or form of their collaboration. At the end of the coaching process they meet to evaluate and form conclusions and outcomes about their learning time together. These evaluations are crucial for the project-team as they are the learning moments that improve future methodology and training of MyCoach.

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Authors

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Laura Mollà Cambra obtained her psychology degree from the University of Valencia and has worked in Iniciatives Solidàries, a local NGO in Valencia, Spain, for almost a decade as educator, work placement specialist and project coordinator. Her main interests are in social justice and equality of opportunities for people at risk of social exclusion. She is convinced that education is a tool for social transformation and so it is necessary to work on educational policies to eliminate the social barriers and facilitate access to education for all people as measure to fight social exclusion.

Caroline Costello

Caroline Costello is employed by North Connaught Youth Services [NCYS], Sligo, Ireland as Project Co-ordinator of the YAPS Garda Youth Diversion Project, a role she has co-ordinated since October 2006. Caroline is also a Child Protection Trainer for NCYS and has fulfilled this role since 2013. She graduated from the Institute of Technology, Sligo in 2005 with an Honours Bachelor Degree in Applied Social Studies in Social Care. She qualified as a Certified Mediator accredited with the Mediation Institute of Ireland in 2014 and completed a Certificate in Counselling and Theology in 2004 from the Newman institute, Mayo. She has guest lectured for the Institute of Technology Sligo in relation to her experience in Social Care and Youth Justice. Her previous work includes working as a support worker in a probation hostel from 2005-2006, and as a drama facilitator and home support worker with the Health Service Executive.

Simona Gaarthuis

Simona Gaarthuis graduated in sociology from the University of Amsterdam, Netherlands, in 1995. Her thesis addressed the 'Success and failure of governance in organizations'. Prior to this study, she attended the University of Applied Science Amsterdam in the field of Social Work. As a teacher she has experience in teaching research skills and Social Work methodology. Simona is a member of the research group 'Outreach Work and Innovation' and also chair of the Exam Board in Social Work education.

Jesper Kjær Jensen

Jesper Kjaer Jensen is a special education teacher and teaches young people and adults with special needs at ASV Horsens in Denmark. He has a PD in Health, health education and physical education. Jesper has for years worked particularly with personal development especially based on the themes of body, movement and communication, from both a student and a professional perspective. He has written several articles on the theme.

Fernando Marhuenda

Fernando Marhuenda holds a PhD in Philosophy and Education and is Professor in Didactics and School Organization at the University of Valencia, Spain. Fernando coordinates a research group on transitions from education into work with particular attention to vulnerable populations. He lectures in social education and his research is in the area around vocational education, social inclusion and transitions from education into work. Fernando is involved in national and international R&D projects in these areas.

Roman Oana Ramona

Roman Oana Ramona has worked in the General Directorate of Social Work and Child Protection of the Local Council Sector 1, Bucharest, Romania, since 2006 and as Manager of the Strategies, Programmes and Projects Department since 2012. She has experience as a project manager, managing projects financed by different programmes, with target groups that include children; young people with mental disabilities; and in a project with the aim to provide training courses for professionals. She also coordinates the activity of students and volunteers in the practicum or volunteer stage.

Olaia Sánchez Rosell

Olaia Sánchez Rosell obtained her pedagogy degree at the University of Valencia and her Masters degree in family therapy from the Universitat Autónoma de Barcelona. She currently works as educator and project coordinator at Iniciatives Solidàries, a Valencian local NGO that, besides, she presides. Her main interests are in social justice for young people and amongst the broader community. She has been part of several political action groups such as La Colla Xicalla and Estirant del Fil.

Almudena A. Navas Saurin

Almudena A. Navas Saurin is Associate Professor at the University of Valencia, Spain. She teaches curriculum studies and social justice, and has participated in several research projects funded by the EU related to youth transtions and identity construction. Her areas of interest include pedagogical practice as defined by Basil Bernstein in his *Theory of Pedagogical Discourse*, and the Gender Theory of Raewyn Connell. She has published her work in *Revista de Educación*, ILO (UNESCO International Labor Office), Tirant lo Blanch and the University of Valencia Press. She is currently the International Coordinator of the Social Education Degree at the University.

Anouk Smeenk

Anouk Smeenk MA graduated in 2010 from the University of Leeds in Theatre and Development Studies. Since 2011 she has been working at BOOT, an initiative of the University of Applied Sciences of Amsterdam (HvA), as a project coordinator of various social, educational projects. Anouk is coordinator of the BOOT location in Amsterdam East since 2015. Anouk also teaches at the HvA (Public Management and Social Pedagogy) and is part of an educational theatre group (Mindmix), performing and working with youngsters at various high schools.

Lene Mosegaard Søbjerg

Lene Mosegaard Søbjerg is manager of social research at VIA University College, Aarhus, Denmark. She was the project manager of the HIP project. Her research interests include marginalised and vulnerable children and youth and the position and development of social work research. She has recently worked with the social history of persons placed in residential care in Denmark, the establishment of Barnahus for sexually abused children and the challenges of working systematically with wicked problems in social work.

Martin Stam

Martin Stam is a Professor of Outreach Work and Innovation at the University of Applied Science Amsterdam, Netherlands. Since 2006, Martin and his research group have focused on increasing the chances of recovery, social advancement and self-reliance of citizens in a vulnerable position. These are citizens who often do not receive regular support and services. Martin obtained his doctorate in 2008 with his research on *Leren door innoveren* (Learning through innovation). As an extension of this research he and his team focus on further knowledge development in the social sector.

Mark Taylor

Mark Taylor is the Convenor of the MA Social Work Programme at Goldsmiths, University of London. He worked at the Institute of Technology, Sligo, Ireland, as a lecturer in applied social sciences until October 2015. His research interests include examining everyday experiences in social professional settings and understanding social professional work with marginalised communities. Arising from a 2016 UK government grant to Goldsmiths, he is developing a research project with social workers in local government agencies to examine their use of objects and spaces in social work practice.

Gordon Vincenti

Gordon Vincenti is a social worker and Senior Lecturer in Social Work at the Department of Social Work, VIA University College, Denmark. As a social worker and lecturer Gordon has been involved in developing community work in a Danish and international context. Together with a colleague Gordon has started a service-learning programme as a collaboration of students, neighourhood residents and the Municipality of Aarhus and has just finished developing a Training of Trainers programme for vulnerable families in Ethiopia.

Editors

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Tamsin Cavaliero is the Director of the Centre for Research in Social Professions (CRiSP) and lectures at the Institute of Technology, Sligo, Ireland in the Department of Social Sciences. Prior to taking up her lecturing post she worked with the Travelling Community in Co. Sligo in a variety of posts in the Youth work and Education sectors.

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Breda McTaggart is Head of Department of Social Sciences at the Institute of Technology, Sligo, Ireland. Breda has worked extensively in the Health Care and Education sectors as a practitioner, manager and lecturer. Her research interests are in the areas of widening access to education and effective education for all, where she has published nationally and internationally in this field.

Perry Share

Perry Share is Head of School of Business and Social Sciences at the Institute of Techology, Sligo, Ireland and is a sociologist. He is the co-author of the textbook *A sociology of Ireland* and co-editor of the *Applied Social Studies: An introduction for students in Ireland*. His research interests include the social professions; policy, practice and evidence; and the connections between technology and the professions. He is a member of the Irish Social Work Registration Board.

Summaries

English

Wicked problems and young people: Co-creative teaching for the social professions

Perry Share, Tamsin Cavaliero & Breda McTaggart (eds)

The anthology *Wicked problems and young people: Co-creative teaching for the social professions* is a key output from a collaborative European project (funded through the Erasmus+ Lifelong Learning programme) that operated from 2013 to 2016. The project was entitled *HEI Inter-Professional module – co-created by marginalised youth, practitioners and students* (with the short title 'HIP') and involved partners from five European countries: Denmark (the project coordinator), Ireland, Romania, Spain and the Netherlands.

HIP developed from an earlier EU-funded project and had as its aim the bringing together of university-level educators of those entering social professions such as social work, social education, social pedagogy and social care practice; students of those social professions; social professionals in governmental and non-governmental organisations; and marginalised young people themselves. The objective was to collaborate to co-create learning materials that would provide a better platform for higher education practice in this field, with multinational

and multidisciplinary exchanges that were complex, yet fruitful, challenging and valuable.

This anthology is a key output of this multinational collaboration: others include a descriptor for a module that can be adapted to different programmes; a publicly accessible project website (hip.via.dk); a special edition of the Romania-based academic journal *Protectia sociala a copilului/Social protection of child* (Anul XVII 1(56) 2015); and a number of presentations at both international and the individual country level to professional associations, conferences, industry groups and students.

It is hoped that the anthology, standing by itself or in conjunction with the module descriptor, will be of interest to many people: educators, students, social professionals and young people themselves. It can be read as an exploration of recent research and ideas about wicked problems and young people; as a set of approaches to teaching and learning; and as a collection of stories about the work of practitioners and organisations in this field.

The anthology is divided into three parts.

Part 1 presents relevant theories and methods for working with marginalised youth. The challenges of marginalised youth can be referred to as wicked problems, adopting terminology originally developed by the American writers Rittel and Webber in 1993. A wicked problem is one that is, in effect, impossible to solve. Many, if not all, complex social phenomena can be thought of in this way. In response, social professionals who work alongside young people need to adopt flexible, innovative and dynamic approaches, as do researchers who are investigating the outcomes of practice. These issues are explored in a number of chapters in Part 1.

Mark Taylor, based at Goldsmiths at the University of London (and at the Institute of Technology, Sligo, Ireland for the duration of the HIP project) discusses how wicked problems affect the role of social workers and the professional competencies that are required. Taylor argues that while the concept of wicked competencies is attractive as a response to wicked problems, it is not easy to define what such competencies might look like and the terminology can be inconsistent. Taylor outlines a hypothetical case study and examines the key features of wicked problems in light of this; he concludes with a consideration of the key elements of competence that social professional students or practitioners need to acquire to address wicked problems.

Almudena Navas of the University of Valencia, Spain, further explores the concept of wicked problems in relation to marginalised youth. From a sociological perspective that pays attention to issues of power, she addresses how a collaborative approach can improve the learning outputs of students and improve their consciousness of the complexity of the lives of marginalised young people. This is examined through an analysis of the partnership that developed between the University of Valencia and the locally-based NGO, Iniciatives Solidàries. The issue of communication between all participants was identified as a key challenge and the chapter describes the use of clown workshops to successfully address this.

Gordon Vincenti of VIA University College, Denmark, builds on the challenges of wicked problems and adds to the theoretical perspectives presented by Navas and Taylor by arguing that boundary spanning, involving a multi-disciplinary approach, can be a practical way to deal with the problems facing youth. Boundary spanning as the term suggests, involves the creation of connections across organisations that are, for whatever reason, separated. It may be a valid strategy to help practitioners and organisations to address the challenges of wicked problems.

Martin Stam of the Amsterdam University of Applied Sciences, the Netherlands, addresses research strategies that might reflect the reality of wicked problems. Stam introduces the action research method known as Cultural Historical Activity Theory [CHAT], originally developed by the Finnish researcher and consultant Yrjö Engeström and now used in a variety of settings across the world to assist organisations (often those in the field of human services) to respond to the complex wicked problems of the contemporary world. Drawing on concepts of 'cold' and 'warm' research, Stam outlines how CHAT can aid in the analysis of innovative teaching practices. This is achieved largely through the construction of a 'learning history' that involves structured and contextualised reflection on the teaching and learning processes in the social professions.

Part 2 of the anthology contains a number of chapters that specifically discuss the challenges of working professionally with marginalised youth. **Martin Stam** and **Simona Gaarthuis** of the Amsterdam University of Applied Sciences, the Netherlands analyse how innovative outreach social work can democratise work with vulnerable youth. They build on the theoretical framework of the previous chapter to outline a process of practice-based research conducted with partner organisations. The aim is to create a 'jointly told tale' that reflects the tensions and contradictions that are inherent in collaborative work.

Fernando Marhuenda-Fluixá of the University of Valencia, Spain discusses the role of the educator and how reflective consciousness about ethics and values can improve the educational practice and relationship with marginalised youth. It locates this role within the contemporary context of 'toxic capitalism' and the dominance of neoliberal policies on education and social services. The chapter argues that the 'hidden curriculum' of education for disadvantaged young people is a crucial factor, and that practitioners need to engage actively with the moral and ideological bases of educative practice. Authenticity, especially in relation to assessment, is important.

Jesper Kjær Jensen of the organisation ASV, Denmark, moves the perspective from the educator to the student. Jensen's chapter links theoretical perspectives and empirical findings on how it is possible to work with students' personal strengths and weaknesses when including physical activities and a bodily or kinetic perspective in the teaching of professional conduct. The chapter is highly reflexive, with a focus on Jensen's own perspectives as well as those of students who have participated in a movement-based workshop.

Part 3 of the anthology presents a number of case studies from the five European countries involved in the HIP project. These offer an introduction to institutions or approaches to social work or social care practice with young people in each country, presented by practitioners working in the field of marginalised youth. The cases thus originate from the practice field and give a unique perspective on the diversity in the types of organisations where work with marginalised youth takes place. The case studies vary in length, content and perspective, to reflect the variety in the practice of working with young people.

Jesper Kjær Jensen outlines the work of the Special Education Department of ASV, based in the town of Horsens in Mid-Jutland in Denmark. The focus is on the role of collaborative relationships, both within ASV between educators and young people, and between ASV and other organisations. Good relationships are shown to contribute to good practice.

Caroline Costello of North Connacht Youth Services, based in Sligo in Ireland outlines the Garda (police) youth diversion programme located in the town; she also stresses the importance of relationships. Active engagement in meaningful activity is also identified as a key to effective practice with the marginalised young people in this context.

Oana Roman of the Directorate for Social Services, Sector 1, Bucharest, Romania addresses the issue of volunteering in Romania, specifically in relation to an EU funded programme called *Make them smile!* She outlines the multiple benefits of volunteering, for the volunteers themselves, for the state agency involved, and for the marginalised young people with whom it works.

Laura Mollá Cambra and Olaia Sánchez Rosell focuses on the Valencia-based NGO Iniciatives Solidàries. It offers learning-teaching spaces throughout life to facilitate integration, literacy and professional qualification to young people, adults, young prison inmates and former prison inmates. The case study outlines the key pedagogical principles of the organisation, which includes flexibility in adapting interventions to the needs of the individual, while taking an overview of the needs of the group.

Anouk Smeenk outlines some of the features of MyCoach, an aspect of the work of BOOT, the organisation she works for in Amsterdam. BOOT is a co-creation between the city councils of Amsterdam, the University of Applied Sciences, Amsterdam, and a number of local housing associations. The case study outlines the coaching process engaged in by BOOT with vocational education students and identifies the features of a successful coach.

In her introduction to the anthology, **Lene Mosegaard Søbjerg** of VIA University College, argues that to address wicked problems may mean gently pushing students, professionals and indeed young people out of their comfort zones. Through its events and workshops the HIP project sought to do this in a very practical way. This anthology, and the related teaching and learning resources generated by the project, provides some of the tools and supports that educators and learners might use to help them to move outside these familiar places and practices into areas that are more challenging and innovative. We hope that a broad variety of readers will find it useful.

Catalan/català

Wicked problems i jovent: Ensenyament co-creatiu per a professionals d'alloò social.

Perry Share, Tamsin Cavaliero & Breda McTaggart (eds)

Aquesta antologia de lectures és el resultat clau d'un projecte europeu de collaboració (finançat a través del programa Erasmus+) que es desenvolupa des de 2013 a 2016. El projecte es titula "HEI Mòdul Inter-Professional -Co-creat per joves vulnerables, professionals i estudiants (HIP, títol abreujat que utilitzarem d'ara endavant) i compta amb la participació de socis de cinc països europeus: Dinamarca (coordinació), Irlanda, Romania, Espanya i els Països Baixos.

HIP es desenvolupa a partir d'un projecte anterior finançat també per la UE. L'objectiu que pretén és crear un mòdul formatiu amb la participació d'acadèmics/as de titulacions associades a professions socials com el treball social, educació social, pedagogia social i pràctica d'atenció social; estudiants d'aquestes professions socials; professionals d'organitzacions governamentals i no governamentals; i joves que participen dels projectes de les organitzacions socials.

Aquesta antologia és un dels principals resultats del projecte. Uns altres dels treballs d'aquest projecte són: el disseny d'un mòdul formatiu que es pot adaptar a diferents programes; una pàgina web (hip.via.dk); la publicació d'un article en una revista acadèmica (Protectia sociala a copilului/Social protection of child Anul XVII 1(56) 2015)); i la participació en diverses conferències en les quals hem presentat el treball realitzat: associacions professionals, grups de l'àmbit social i estudiants.

Esperem que l'antologia, per si sola o en combinació amb el mòdul adjunt, siga d'interès per a moltes persones: professorat, estudiants, professionals socials i els/as propis/as joves.

L'antologia es pot considerar com un acostament a recerques recents i idees i reflexions sobre els "problemes d'abordatge complex" [Wicked problems, en anglès] en la joventut; com un conjunt de mètodes d'ensenyament i aprenentatge; i com una col·lecció d'històries sobre la labor dels/as professionals i les organitzacions en aquest camp.

L'antologia està dividida en tres parts:

La part 1 presenta teories i metodogias per a la intervenció amb els joves marginats. Els reptes de la joventut marginada poden denominar-se 'problemes d'abordatge complex', adoptant la terminologia desenvolupada originalment pels escriptors nord-americans de Rittel i Webber en 1993. El concepte de "Problema d'abordatge complex" implica que, en efecte, és impossible de 'solucionar'. Molts, si no tots, els fenòmens socials complexos es pot pensar d'aquesta manera. Per poder-los donar resposta, els/as professionals dels social que treballen amb joves han d'adoptar metodologies flexibles, innovadores i dinàmiques, així com enfocaments de recerca centrats en els resultats de la pràctica. Aquesta primera part consta de quatre capítols:

El primer capítol, escrit per **Mark Taylor**, de Goldsmiths, de la Universitat de Londres (i en l'Institut de Tecnologia de Sligo, Irlanda durant la durada del projecte HIP) explica com els "problemes d'abordatge complex' afecten al treball dels/as treballadors dels social i les competències professionals que aquests han de manejar. Taylor afirma que si ben el concepte de 'competències' complexes és atractiu com una resposta a 'problemes d'abordatge complex', no és fàcil definir el que aquestes competències podrien semblar.

En el capítol següent, **Almudena Navas**, de la Universitat de València, **i Olaia Sánchez**, de Iniciatives Solidàries, amb un equip de companys i companyes d'ambdues organitzacions, exploren encara més el concepte de problemes

d'abordatge complex en relació a la joventut marginada. Constaten com un enfocament de col·laboració pot millorar els resultats d'aprenentatge dels/as estudiants i, millorar la seva consciència de la complexitat de la vida dels joves vulnerables i de la conseqüent complexitat de la relació pedagògica que han de desenvolupar.

El capítol escrit per **Gordon Vincenti** de VIA University College, a Dinamarca, es basa en els desafiaments de problemes d'abordatge complex i afegeix a les perspectives teòriques presentades per Navas i Taylor el concepte de *'boundary spanning'*. Medidante un enfocament multidisciplinari tracta de bregar de manera pràctica els problemes que enfronta la joventut. "*Boundary spanning*" com el terme suggereix, implica la creació de connexions entre organitzacions que, per la raó que sigui, treballen separadament. Pot ser una estratègia vàlida per ajudar als/as professionals i a les organitzacions a abordar els desafiaments de "problemes d'abordatge complex'.

El capítol final de la Part 1 està escrit per **Martin Stam**, de la Universitat de Ciències Aplicades d'Amsterdam, Holanda, i aborda les estratègies de recerca que podria reflectir la realitat dels "problemes d'abordatge complex'. Stam introdueix el mètode de recerca-acció, conegut com la teoria de l'activitat cultural històric [Chat], originalment desenvolupat per l'investigador i consultor finlandès i Engestrom. Avui dia s'utilitza en una varietat d'escenaris de tot el món per ajudar a les organitzacions (sovint en els camps de serveis humans) a respondre als problemes de aboprdaje complex del món contemporani.

La part 2 de l'antologia conté aquells capítols que desenvolupen específicament els reptes de treballar professionalment amb els joves en situació de vulnerabilitat. El capítol inicial per **Martin Stam** i **Simona Gaarthuis** de la Universitat de Ciències Aplicades d'Amsterdam, analitza com el treball social de tipus innovador pot democratitzar el treball amb joves vulnerables.

El segon capítol, escrit per **Fernando Marhuenda** de la Universitat de València, analitza el paper del/l'educador/a i com el pensament crític entorn l'ètica i els valors poden millorar la pràctica educativa i la relació amb la joventut en situació de vuelnrabilidad.

Finalment **Jesper Kjaer Jensen** de l'organització ASV, Dinamarca, reflexiona sobre la relació educador/a i jove. El capítol de Jensen vincula perspectives teòriques i dades empíriques sobre la possibilitat de treballar amb estudiants socials, les fortaleses i febleses personals mitjançant la inclusió d'activitats físiques i corporals o cinètiques. És una perspectiva d'ensenyament que se centra en la conducta professional.

La part 3 de l'antologia presenta una sèrie d'estudis de cas dels cinc països europeus involucrats en el projecte HIP. Aquests ofereixen una introducció a les institucions, enfocaments de treball social o pràctiques d'atenció social amb els joves a cada país, presentats per professionals que treballen en l'àmbit de la joventut en situació d'exclusió. Així, els casos s'originen en el camp de pràctica i donen una perspectiva única sobre la diversitat dels tipus d'organitzacions que treballen amb els joves en situació de vulnerabilitat. Els estudis de cas varien en extensió, continguts i perspectives, per reflectir la varietat en la pràctica del treball amb joves.

En el primer estudi, presentat per **Jesper Kjaer Jensen**, es descriu la labor del Departament d'Educació de ASV, amb seu a la ciutat de Horsens al centre de Jutlandia, a Dinamarca. Es centra en les relacions colaboratives, tant dins de la ASV, entre educadores/s i jovent, com entre la ASV i altres entitats. Les bones relacions demostren contribuir a les bones pràctiques.

El segon estudi de cas està escrit **Caroline Costello** de Connacht Youth Services, amb seu en Sligo, en el nord-oest d'Irlanda. El cas d'estudi versa entorn del programa per a joves amb mesures judicials situat al centre de la ciutat vinculat amb la policia, la Garda.

El tercer estudi de cas és per **Oana Roman**, de la Direcció general de Serveis Socials, Sector 1, situada a Bucarest, Romania. S'aborda el tema del voluntariat a Romania, concretament en relació amb un programa anomenat 'Fes-los somriure!' assenala els efectes diversos del voluntariat, tant per a qui fa de voluntari/ària com per a la agència estatal involucrada, com per a la joventut maginalitzada amb qui treballa.

El quart estudi de cas, escrit per **Laura Mollá** i **Olaia Sánchez**, descriu l'àmbit d'intervenció i metodologia de treball de l'ONG amb seu a València, Iniciatives Soldàries. Proporciona espais d'ensenyamanet-aprenentatge a llarg de la vida que busquen facilitar la integración, el nivell d'alfabetització i les qualificacions professionals de jovens, adults/es, persones preses i persones que han estat en presó. L'estudi de cas assenyala els elements clau pedagògics de l'organització, que inclouen la flexibilitat, així com una vista general de les necessitats del grup.

El cas pràctic final és per **Anouk Smeenk** i resumeix el treball de BOOT, l'organització on treballa a Amsterdam. BOOT és co-creat pels governs locals de la ciutat d'Amsterdam, la Universitat d'Estudis Aplicats d'Amsterdam i una sèrie d'associacions locals. L'estudi de cas posa de relleu el procés de cochaing que duu a terme l'entitat entre els estudiants de formació professional i indica les característiques del coaching d'éxit.

Com s'indica en la introducció a l'antologia, escrita per **Lene Mosegaard Søberg**, de la VIA University College, abordar els "problemes d'abordatge complex' pot significar empènyer suaument als/as professionals, estudiants i fins i tot al/as joves anés de la seva zona de confort. A través de les accions i tallers que el projecte HIP ha desenvolupat en aquests 3 anys, s'ha tractat fer això d'una manera molt pràctica. Aquesta antologia, i l'ensenyament i l'aprenentatge amb els recursos generats pel projecte, proporciona algunes de les eines i suports que educadors i educandos pugan utilitzar per ajudar-los a moure's fora d'aquests llocs de confort i desenvolupar pràctiques en àrees que són més desafiadores i innovadors. Esperem que aquest treball siga d'utilitat per a les persones que s'interessen per ell.

Danish/Dansk

Vilde problemer og unge: Samskabende undervisning til sociale fagprofessionelle

Perry Share, Tamsin Cavaliero & Breda McTaggart (eds)

Antologien *Wicked problems and young people. Co-creative teaching for the social professions* er resultatet af et europæisk samarbejdsprojekt, der blev gennemført i perioden 2013 – 2016 med støtte fra Erasmus+ programmet Lifelong Learning. Projektet hed *HEI Inter-Professional module – co- created by marginalised youth, practitioners and students (HIP)* og involverede partnere fra Danmark (koordinerende partner), Holland, Nordirland, Rumænien og Spanien.

HIP udsprang af et tidligere EU projekt og blev udviklet med sigte på et samarbejde mellem undervisere fra videregående professionsuddannelser i forhold til socialt arbejde og socialpædagogik, studerende fra professionsuddannelserne, praktikere inden for socialt arbejde i offentlige organisationer og NGO'er og marginaliserede unge fra de fem europæiske lande.

Målet var gennem samskabelse af undervisningsmaterialer at understøtte og forbedre læringen på uddannelserne i forhold til marginaliserede unge. Samskabelsen forgik i form af multinationale og tværfaglige udvekslinger, der var komplekse, men frugtbare, udfordrende og værdifulde.

Denne antologi er det endelige resultat af dette multinationale samarbejde. Andre resultater omfatter en modulbeskrivelse, der kan tilpasses forskellige uddannelsesforløb, en hjemmeside (hip.via.dk), en temaudgave af det rumænsk akademisk tidsskrift *Protectia sociala a copilului/Social protection of child* Anul (XVII 1(56) 2015) og en række internationale og nationale oplæg til professionelle foreninger, konferencer, erhvervsgrupper og studerende.

Det er håbet at antologien, i sig selv eller sammen med modulbeskrivelsen, vil være af interesse for såvel undervisere, studerende, professionelle i socialt arbejde som de unge selv. Den kan læses som opdatering på aktuel forskning og ideer om vilde problemer og unge, som et sæt af tilgange til undervisning og læring og/eller som en samling af fortællinger om praktikeres og organisationers arbejde på området.

Antologien består af tre dele:

I **Del 1.** præsenteres relevante teorier og metoder for arbejde med marginaliserede unge. Marginaliserede unges udfordringer kan beskrives som vilde problemer i forlængelse af den terminologi, der oprindeligt blev udviklet af de amerikanske forfattere Rittel and Webber i 1993. Et vildt problem er et problem, der i realiteten er umuligt at løse. Mange, hvis ikke alle, komplekse sociale fænomener kan opfattes på denne måde. Sociale professionelle, der arbejder sammen med unge mennesker, må derfor anvende fleksible, innovative og dynamiske tilgange, ligesom de forskere, der undersøger resultaterne af praksis. Disse emner udforskes i en række kapitler i del 1.

Mark Taylor, Goldsmiths ved University of London (i HIP-projektperioden ansat ved Institute of Technology, Sligo, Irland) diskuterer, hvorledes vilde problemer har indflydelse på socialarbejdernes rolle og de nødvendige professionelle kompetencer. Taylor anfører, at selvom begrebet 'vilde kompetencer' er oplagt at anvende i forhold til vilde problemer, er det ikke let at definere, hvad disse kompetencer kunne være og terminologien kan blive inkonsistent. Taylor beskriver et hypotetisk casestudie og undersøger vilde problemers særegenskaber i lyset af dette. Han konkluderer med overvejelser om de kompetenceelementer der er centrale for studerende og professionelle i arbejdet med vilde problemer.

Almudena Navas, University of Valencia, Spanien, undersøger begrebet vilde problemer i forhold til marginaliserede unge nærmere. Fra et sociologisk perspektiv, der fokuserer på spørgsmål om magt, undersøger hun hvordan en samarbejdsorienteret tilgang kan forbedre studerendes læringsudbytte og

øge deres bevidsthed om kompleksiteten i marginaliserede unges liv. Dette undersøges gennem en analyse af et partnerskab, der er udviklet mellem Universitet i Valencia og en lokal NGO, Iniciatives Solidàries. Kommunikationen mellem alle deltagerne identificeres som en central udfordring, og i kapitlet beskrives anvendelsen af klovneworkshops som en succesfuld metode til at løse udfordringerne.

Gordon Vincenti, VIA University College, Danmark, bygger videre på de udfordringer, der er forbundet med vilde problemer og bidrager til Navas og Taylors teoretiske perspektiver ved at anføre, at boundary spanning, der involverer en tværfaglig tilgang, kan være en metode til håndtering af unges problemer. Boundary spanning (brobygning) indebærer, som udtrykket antyder, oprettelsen af forbindelser på tværs af organisationer, der, uanset af hvilken grund, er adskilt. Det kan være en valid strategi for professionelle og organisationer at anvende boundary spanning i udfordringerne med vilde problemer.

Martin Stam, Amsterdam University of Applied Sciences, Holland, fokuserer på forskningsstrategier, der kan afspejle realiteten i vilde problemer. Stam introducerer aktionsforskningsmetoden Cultural Historical Activity Theory (CHAT), oprindeligt udviklet af den finske forsker og konsulent Yrjö Engeström og nu anvendt i serviceorganisationer verden over til at reagere på komplekse vilde problemer i den moderne verden. Med udgangspunkt i begreberne 'kold' og 'varm' forskning, beskriver Stam, hvordan CHAT kan understøtte analyse af innovativ undervisningspraksis. Dette opnås hovedsageligt gennem konstruktionen af en 'læringshistorie' der inkluderer struktureret og kontekstualiseret refleksion over undervisnings- og læringsprocesser i de sociale professioner.

Del 2 indeholder en række kapitler, hvor udfordringerne ved at arbejde professionelt med marginaliserede unge diskuteres.

Martin Stam og **Simona Gaarthuis,** Amsterdam University of Applied Sciences, Holland analyserer, hvorledes innovativt opsøgende socialt arbejde kan demokratisere arbejde med udsatte unge. Med udgangspunkt i det forudgående kapitels teoretiske ramme skitserer de en proces for praksisbaseret forskning gennemført med partnerorganisationer. Målet er at skabe en 'i fællesskab fortalt fortælling', der afspejler de spændinger og modsætninger, der er forbundet med samarbejde.

Fernando Marhuenda-Fluixá, University of Valencia, Spanien diskuterer rollen som underviser i forhold til marginaliserede unge, og hvordan reflekterende bevidsthed om etik og værdier kan forbedre den pædagogiske praksis og forholdet til marginaliserede unge. Rollen lokaliseres inden for den moderne kontekst af 'giftig kapitalisme' og neoliberale politikkers dominans på uddannelse og det sociale område. Kapitlet anfører, at det 'skjulte program' eller den skjulte dagsorden bag uddannelse af udsatte unge er en afgørende faktor, og at praktikere er nødt til at engagere sig aktivt med det moralske og ideologiske grundlag for dannelsespraksis. Autenticitet er vigtig, især i forbindelse med bedømmelse.

Jesper Kjær Jensen, fra Arbejde, Specialundervisning til Voksne og unge (ASV) i Horsens, Danmark, flytter perspektivet fra underviseren til den unge elev. Jensen forbinder teoretiske perspektiver og empiriske resultater i forhold til, hvordan det er muligt at arbejde med elevers personlige styrker og svagheder gennem anvendelse af fysiske aktiviteter og et kropsligt eller kinetisk perspektiv i undervisningen vedr. professionel adfærd. Kapitlet er meget refleksivt, med fokus på såvel Jensens egne perspektiver som perspektiver fra de elever, der har deltaget i en bevægelsesbaseret workshop.

Del 3 præsenterer en række casestudier fra de fem europæiske lande, der er involveret i HIP- projektet. Praktikere, der arbejder med marginaliserede unge i de fem lande, introducerer til institutioner eller tilgange til socialt arbejde med unge mennesker i hvert land.

Casene stammer således fra praksis og giver et unikt perspektiv på mangfoldigheden i typer af organisationer, hvor der arbejdes med marginaliserede unge. Casestudierne varierer i længde, indhold og perspektiv, således at forskellige variationer af praksis i arbejdet med unge afspejles.

Jesper Kjær Jensen præsenterer arbejdet ved Specialundervisningsafdelingen ved ASV i Horsens. Der fokuseres på betydningen af samarbejdsrelationer, både internt i ASV mellem undervisere og elever, og mellem ASV og andre organisationer. Det illustreres, hvorledes gode relationer bidrager til god praksis.

Caroline Costello, North Connaught Youth and Community Services, Sligo, Irland, beskriver Garda Youth Diversion Project, der er etableret i samarbejde med politiet. Også Costello fremhæver betydningen af relationer. Ligesom aktivt engagement i meningsfulde aktiviteter er afgørende for effekten af praksis med marginaliserede unge i denne kontekst.

Oana Roman, General Directorate for Social Services, Sektor 1., Bukarest, Rumænien, forholder sig til frivilligt arbejde i Rumænien, særligt i forbindelse med det EU-finansierede program 'Make them smile!'. Roman beskriver de mange fordele ved involvering af frivillige: for de frivillige, for den statslige organisation og for de marginaliserede unge, som organisationen arbejder med.

Laura Mollá Cambra og Olaia Sánchez Rosell fokuserer på NGO'en Iniciatives Solidàries i Valencia. Organisationen tilbyder livslang læring til unge, voksne, unge indsatte og tidligere indsatte for at facilitere integration, viden og faglige kvalifikationer. Casestudiet beskriver organisationens pædagogiske principper, som inkluderer fleksibilitet, således at interventioner tilpasses den enkeltes behov samtidig med at overblikket over den samlede gruppes behov fastholdes.

Anouk Smeenk beskriver MyCoach projektet, der drives af Buurtwinkel voor Onderwijs, Onderzoek en Talentontwikkeling (BOOT) i Amsterdam, hvor hun arbejder. BOOT er etableret i et samarbejde mellem byråd i Amsterdam, University of Applied Sciences, Amsterdam, og en række lokale boligforeninger. Casestudiet beskriver coaching processer med unge erhvervsuddannelsesstuderende og identificerer, hvad der karakteriserer vellykket coaching.

I introduktionen til antologien skriver **Lene Mosegaard Søbjerg,** VIA University College, at indsats i forhold til vilde problemer kan indebære, at studerende, professionelle og ikke mindst unge mennesker forsigtigt skubbes ud af deres komfortzoner. HIP-projektet har søgt at gøre dette i praksis gennem dets arrangementer og workshops. Antologien giver, sammen med de undervisnings- og læringsressourcer der er udviklet af projektet, nogle redskaber til at bevæge sig fra de velkendte zoner og den velkendte praksis til områder, der er mere udfordrende og innovative. Vi håber, at en bred vifte af læsere vil finde dette nyttigt.

Dutch/Nederlands

Wicked problems en jongeren: Co-creatief onderwijs voor sociale professionals

Perry Share, Tamsin Cavaliero & Breda McTaggart (red)

Deze anthologie is een product van een gezamenlijk Europees project (gefinancierd door het Erasmus+ programma) dat van 2013 tot 2016 liep. Het project draagt de titel *HEI Interprofessionele module – in cocreatie door jongeren, professionals en studenten* (afgekort HIP) en betrok partners uit vijf Europese landen: Denemarken (de coordinators), Ierland, Roemenie, Spanje en Nederland.

HIP is ontwikkeld vanuit een eerder Europees gefinancierd project en heeft als doel om docenten werkzaam in het hoger onderwijs van sociale beroepen, zoals sociaal werk, sociaal pedagogisch hulpverlening, pedagogiek en zorg; studenten van deze sociale opleidingen; sociale professionals in (overheids)organisaties en jongeren in kwetsbare omstandigheden zelf, samen te brengen. Het doel is om samen te werken aan onderwijsmateriaal dat gebruikt kan worden in het hoger onderwijs in het specifieke veld van jongerenwerk, met multinationale en multidisciplinaire uitwisseling die zowel complex als vruchtbaar, uitdagend en waardevol is.

Deze anthologie is een van de producten van deze multinationale samenwerking. Andere producten zijn een modulehandleiding, die aangepast kan worden aan verschillende onderwijsprogramma's, een publiek toegankelijke website van het project (hip.via.dk); een editie van een Roemeens wetenschappelijk tijdschrift (*Protectia sociala a copilului/Social protection of child* Anul XVII 1(56) 2015) en meerdere presentaties op zowel nationaal als internationaal niveau voor beroepsverenigingen, conferenties en studenten.

Hopelijk zal deze anthologie, op zichzelf staand of samen met de modulehandleiding, interessant zijn voor diverse gebruikers: docenten, studenten, sociale professionals en jongeren zelf. Het kan gelezen worden als een verkenning van recent onderzoek naar en ideeën over *wicked problems* ('wilde' problematiek') en jongeren in kwetsbare omstandigheden, als een aantal benaderingen van doceren en leren en als een verzamelingen verhalen over het werk van professionals en organisaties in het veld.

De anthologie is bestaat uit drie delen.

Deel 1 beschrijft relevante theorieën en methodes voor het werken met jongeren in kwetsbare omstandigheden. De uitdagingen van deze jongeren worden beschreven als 'wilde' problematiek, een overgenomen terminologie die oorspronkelijk in 1993 door de Amerikaanse schrijvers Rittel en Webber ontwikkeld is. Een *wicked problem* is een probleem dat 'onmogelijk op te lossen is' door de complexiteit en de ambiguïteit ervan. In de literatuur wordt er gesproken over 'tamme' en 'wilde' problemen waarbij wilde problemen voornamelijk gekenmerkt worden door de ambiguïteit in de kern ervan . Over veel, waar niet alle, multi-complexe sociale fenomenen kan op deze manier gedacht worden. Als antwoord op deze 'wilde' problematiek is het belangrijk dat sociale professionals in het contact met jongeren met flexibele, innovatieve en dynamische benaderingswijzen werken, net zoals degenen die deze praktijken onderzoeken. Deze thema's zijn verkend in de hoofdstukken in deel 1.

Mark Taylor, verbonden aan Goldsmiths, Universiteit van Londen (en gedurende het HIP project verbonden aan het Institute of Technology, Sligo, Ireland), beschrijft hoe *wicked problems* de rol van sociale professionals en de vereiste professionele competenties beïnvloed. Taylor stelt dat hoewel het concept van 'wicked competenties' een aantrekkelijk antwoord is op *wicked problems*, deze competenties zich niet gemakkelijk laten beschrijven en de terminologie vaak inconsistent lijkt. Taylor zet een hypothetische casestudie uiteen en bestudeert de belangrijkste kenmerken van *wicked problems* in dit licht. Hij concludeert met een beschouwing van de belangrijkste elementen van competenties die sociale

professionals en studenten moeten verwerven om wicked problems aan de kaart te kunnen stellen.

Almunena Navas van de Universiteit van Valencia, Spanje, exploreert het concept van *wicked problems* in relatie tot jongeren in kwetsbare omstandigheden verder. Vanuit een sociologisch perspectief met aandacht voor machtsvraagstukken beschrijft ze hoe een integrale benadering de leerresultaten van studenten en hun bewustzijn van de complexiteit van de levens van de jongeren kan verbeteren. Dit is onderzocht door middel van een analyse van het partnerschap dat is ontwikkeld tussen de Universiteit van Valencia en de lokale organisatie Iniciatives Solidaries. De kwestie van communicatie tussen alle deelnemers is geïdentificeerd als een van de belangrijkste uitdagingen. In het hoofdstuk wordt het gebruik van clown workshops beschreven als een succesvol middel in deze kwestie.

Gordon Vincenti van VIA University College in Denemarken gaat door op de uitdagingen van *wicked problems* en bouwt voort op de theoretische perspectieven van Navas en Taylor, waarbij hij stelt dat 'boundary spanning', een multidisciplinaire benadering, een praktische manier kan zijn om te werken met jongeren die problemen ervaren. 'Boundary spanning', zoals de term impliceert, gaat over het leggen van verbindingen tussen organisaties die om bepaalde redenen nog niet verbonden zijn. Dit kan een legitieme strategie zijn om professionals en organisaties te ondersteunen bij het aankaarten van uitdagingen bij *wicked problems*.

Martin Stam, voorheen verbonden aan de Hogeschool van Amsterdam, komt met onderzoeksstrategieën die de realiteit van *wicked problems* in kaart kunnen brengen. Stam introduceert de actieonderzoeksmethode bekend als Cultural Historical Activity Theory [CHAT], ontwikkeld door de Finse onderzoeker en adviseur Yrjö Engestrom en nu gebruikt in diverse settings wereldwijd om organisaties (vaak binnen zorg en welzijn) te ondersteunen om de complexe problematiek van de hedendaagse wereld te begrijpen. Met begrippen als 'koud' en 'warm' onderzoek laat Stam zien hoe CHAT gebruikt kan worden in de analyse van innovatieve onderwijspraktijken. Dit wordt bereikt door de constructie van een '*learning history*', waarbij door de respondenten gestructureerd en met aandacht voor de context reflecteren op onderwijs- en leerprocessen in de sociale beroepen.

Deel 2 van de anthologie bevat een aantal hoofdstukken die specifiek gaan over de uitdagingen van het werken met jongeren in kwetsbare omstandigheden.

Martin Stam en Simona Gaarthuis van de Hogeschool van Amsterdam analyseren hoe innovatief outreachend sociaal werk het werken met jongeren kan democratiseren. Ze bouwen voort op het theoretisch kader van het vorige hoofdstuk om een proces van praktijkgericht onderzoek, uitgevoerd met partner organisaties, uiteen te zetten.

Het is doel is om een 'gezamenlijk verhaal' te creëren, dat de spanningen en tegenstellingen die inherent zijn aan het collaboratieve werk, weergeeft.

Fernando Marhuenda-Fluixá van de Universiteit van Valencia beschrijft de rol van de docent en hoe reflectief bewustzijn over ethiek en waarden de onderwijspraktijk en verhouding met jongeren in kwetsbare omstandigheden kan verbeteren. Het beschrijft deze rol in de hedendaagse context van *toxic capitalism* en de dominantie van neoliberaal beleid binnen het onderwijs en maatschappelijke dienstverlening. In het hoofdstuk stelt hij dat het 'verborgen curriculum' van het onderwijs voor jongeren in kwetsbare omstandigheden een cruciale factor is, en dat professionals actief zouden moeten zijn in de morele en ideologische basis van de onderwijspraktijk. Authenticiteit, in het bijzonder wat betreft beoordeling, is daarbij van belang.

Jesper Kjær Jensen van de organisatie ASV in Denemarken, verschuift het perspectief van de docent naar de student. In zijn hoofdstuk relateert Jensen theoretische perspectieven en empirische bevindingen aan de mogelijkheden van het werken met de eigen krachten en kwetsbaarheden van de student, door gebruik te maken van fysieke activiteiten en een lichamelijk of kinetisch perspectief in het onderwijs. Het hoofdstuk is reflectief, met een focus op zowel het eigen perspectief van Jensen als het perspectief van de studenten die meegedaan hebben aan een workshop gebaseerd op bewegen.

Deel 3 van de anthologie geeft een aantal casestudies weer vanuit de vijf deelnemende Europese landen van het HIP project. Deze casestudies bevatten een introductie van instituties of benaderingen van jongerenwerk in elke van deze landen, beschreven door professionals binnen het veld van jongerenwerk. De casussen komen dus uit de praktijk en geven een uniek perspectief op de diverse typen organisaties waarin het werken met jongeren in kwetsbare omstandigheden plaatsvindt. De casestudies variëren in lengte, inhoud en perspectief, en zijn daarmee een afspiegeling van de diverse praktijk binnen het jongerenwerk.

Jesper Kjær Jensen beschrijft het werk bij de Afdeling Bijzonder Onderwijs van ASV, gevestigd in Horsens, Mid-Jutland in Denemarken. De focus ligt op de rol

van collaboratieve relaties, zowel binnen ASV tussen leerkrachten en jongeren en tussen ASV en andere organisaties. In de casestudie wordt het belang van goede relaties voor een goede praktijk helder.

Caroline Costello, werkzaam bij de North Connacht Youth Services in Sligo, Noordwest Ierland, beschrijft het lokale Garda vrijetijdsprogramma voor jongeren. Ook zij benadrukt het belang van relaties. Actieve betrokkenheid in betekenisvolle activiteiten wordt gezien als sleutel tot effectieve praktijken bij het werken met jongeren in kwetsbare omstandigheden.

Oana Roman, van het Directorate Social Services, Sector 1, Boekarest, Roemenië, bespreekt het fenomeen van vrijwilligerswerk in Roemenië en met name in relatie tot een EU gefinancierd programma *Make them smile!* Ze schetst de meerdere voordelen van vrijwilligerswerk, voor de vrijwilligers zelf, voor de betrokken organisatie, en ook voor de jongeren met wie de vrijwilligers werken.

Laura Mollá Cambra and Olaia Sánchez Rosell richten zich op de NGO 'Iniciatives Solidàries' gestationeerd in Valencia. Deze organisatie biedt leer-werk plekken aan om integratie, geletterdheid en professionele vaardigheden voor jongeren, volwassenen en jonge(ex)-gedetineerden te faciliteren. De casestudie beschrijft de belangrijkste pedagogische principes van de organisatie, zoals flexibiliteit bij de toepassing van interventies afgestemd op de behoeftes van de individu en tegelijkertijd overzicht behouden over de behoeftes van de groep.

Anouk Smeenk bespreekt het project *MyCoach*, een van de projecten van BOOT, de organisatie waar ze voor werkt in Amsterdam. BOOT is een co-creatie met Amsterdamse stadsdelen, de Hogeschool van Amsterdam en een aantal (sociale) woningcorporaties. De casestudie gaat in op het coaching proces met MBO (niveau 1 & 2) leerlingen en identificeert kenmerken van een succesvolle coach.

In haar introductie van de anthologie, **Lene Mosegaard Søberg** van VIA University College, beargumenteert dat wanneer je *wicked problems* wilt aanpakken het essentieel is om studenten, professionals en ook jongeren te stimuleren om uit hun comfort zone te stappen. Door middel van events en workshops heeft het HIP project dit op een hele praktische wijze getracht te doen. Deze anthologie, en de gerelateerde onderwijs materialen die zijn voortgekomen uit het project, bieden een aantal *tools* en hulpmiddelen die onderwijzers en studenten kunnen ondersteunen om buiten de gebaande paden te treden en gebieden op te zoeken die meer uitdagend en innovatief zijn. We hopen dat het nuttig en bruikbaar zal zijn voor een breed publiek

Romanian/română

Problemele critice si tinerii: Co-crearea formarii pentru profesiile sociale

Perry Share, Tamsin Cavaliero & Breda McTaggart (editori)

Prezenta antologie, este un rezultat al unui proiect European, finanțat prin programul Erasmus +, implementat în perioada 2013-2016. Proiectul, se numește *HEI Inter-Professional module – co-created by marginalised youth, practitioners and students,* prescurtat HIP și a implicat un număr de 5 țări europene: Danemarca (coordonator), Irlanda, România, Spania și Olanda.

Proiectul HIP, s-a dezvoltat dintr-un proiect anterior finanțat de UE, iar scopul acestuia a fost să aducă împreună universități ce formează personal in domenii precum: asistență socială, educație socială, pedagogie socială; studenți la universitățile meționate; profesioniști din domeniul social și tineri marginalizați. Obiectivul a fost de a crea împreună materiale de învățare, care vor furniza o platformă mai bună pentru practica universitară din acest domeniu, schimburi internaționale și multidisciplinare complexe, rodnice, provocatoare și valoroase.

Această antologie este unul dintre rezultatele acestei colaborări internaționale. Alte rezultate includ: descrierea unui modul ce poate fi adaptat pentru diferite programe; un website public (hip.via.dk); editarea unui jurnal academic;

realizarea unor prezentari la nivel international, cât și la nivel național, prezentări în cadrul unor asociații profesionale, conferințe.

Sperăm ca antologia, cât și descrierea modului, va stârni interesul multor persoane ca de exemplu educatori, studenți, profesioniști din domeniul social și a tinerilor.

Antologia este structurată în trei părți.

Prima parte, prezintă teorii și metode de lucru cu tinerii marginalizați. Provocările tinerilor marginalizați pot fi considerate probleme critice, adoptând terminologia original dezvoltată de scriitorii americani Rittel și Webber in 1993. Conceptul de probleme critice implică o problemă ce este imposibil de rezolvat. Mulți, dacă nu toți, consideră că fenomene sociale complexe poate fi învățate în acest fel. Ca răspuns, profesioniștii din serviciile sociale ce lucrează alături de tinerii marginalizați, trebuie să utilizeze abordări dinamice și inovative, la fel cum cercetătorii investighează rezultatele din practică. Aceste lucruri au fost explorate în prima parte a capitolulul 1.

Primul capitol, scris de **Mark Taylor**, angajat al Universității din Goldmsith, Londra (și al Institute Tehnologic, Sligo, pe durata proiectului), a discutat despre cum problemele critice afectează rolul asistenților sociali și competențele profesionale care le sunt cerute. Taylor afirmă că, conceptul de competențe critice este atractiv ca răspuns la problemele sociale, acest concept nefiind ușor de definit. Autorul consideră termenologia insufiecientă.

În următorul capitol, **Almudena Navas** de la Universitatea din Valencia, explorează conceptul de probleme critice în relație cu tinerii marginalizați. Din punct de vedere sociologic, acordă o anumită atenție problemei legate de putere, ea explică cum o abordare colaborativă poate îmbunătăți atât rezultatele studenților, cât și intelegerea de către studenți a complexitatății vieții tinerilor marginalizați. Aceast lucru este cercetat print-o analiză a parteneriatului dezvoltat între Universitatea Valencia și ONG-ul Iniciatives Solidares. Problematica comunicării între participanți a fost identificată ca o provocare cheie și acest capitol descrie utilizarea worksopul cu clovni pentru facilitarea procesului de comunicare.

Capitolul elaborat de către **Gordon Vicenti** din cadrul Via University College, din Danemarca, este construit în jurul provocărilor determinate de către problemele critice, adăugând perspective teoretice asupra aspectelor prezentate de către Navas și Taylor, argumentând până unde se întind granițele, ce implică abordări interdisciplinare, ce pot fi căi practice pentru a putea face față tinerilor. Boundary

spanning- întinderea granițelor, așa cum sugerează și termenul, implică crearea de relații între organizații, ce sunt separtate din anumite motive. Poate fi considerată o strategie validă pentru a ajuta practicieni și organizațiile pentru a răspunde provocărilor cauzate de către problemele critice.

Capitolul final din partea I este scris de către **Martin Stam**, profesor în cadrul Universității de Științe Aplicate din Amsterdam, Olanda. Acesta abordează strategii de cercetare, ce pot reflecta realitatea problemelor critice. Stamp introduce în dicuție metoda de cercetare, cunoscută sub denumirea de Activitatea Istorică Culturală (Cultural Historical Activity Theory [CHAT]), originar dezvoltată de către cercetătorul și consultantul finlandez Yrjo Engestrom și utilizată acum într-o varietate de contexte pentru a sprijini instituțiile (în special cele ce oferă servicii sociale) să abordeze probleme critice. Stamp evidențiază cum CHAT poate ajuta analiza predării inovativă. Acest lucru poate fi analizat la nivel larg prin construirea istoriei învățării ce implică reflecție structurată și contextualizată în predare, cât și în procesul de învățare în cadrul profesiilor sociale.

Partea a 2-a a antologiei conține un număr de capitole ce abordează provocările determinate de lucrul profesionist cu tinerii marginalizați.

Martin Stam și **Simona Gaarthuis** de la Universitatea de Științe Aplicate din Amsterdam analizează cum abordarea inovativă a intervențiilor poate democratiza lucrul cu persoanele vulnerabile. Aceștia s-au concentrat pe cadrul teoretic din capitolele precedente, scoțând în evidență procesul practicii – bazate pe cercetările realizate împreună cu organizațiile partenere. Scopul este de a realiza o poveste create ce reflectă tensiuni și contradicții ce apar în actvitățile de colaborare.

Al doilea capitol, elaborat de **Fernando Marhuenda** de la Universiatea din Valencia, prezintă rolul educatorului și cum conștiința despre etică și valori poate îmbunătăți practica educațională și relațiile cu tinerii marginalizați. Localizează acest rol, în cadrul contextului contemporan al capitalismului toxic și a dominanței politicilor neoliberale în legătură cu educația și serviciile sociale. Capitolul argumentează că, curricula ascunsă a educației pentru tinerii dezavantajați este un factor crucial și că practicienii trebuie să se angajeze activ cu bazele practicii morale și ideologice. Autenticitatea în procesul de evaluarea este importantă.

În final, **Jesper Kjaer Jensen** de la organizația ASV Horsens din Danemarca, mută perspectiva de la educator la student. Capitolul lui Jensen face legatura dintre perspectiva teoretică cu descoperirile empirice despre cum este posibil

să lucrezi cu punctele tari şi punctele slabe ale studenţilor, incluzând activităţi fizice, corporale în cee ce priveşte formarea unei conduit profesionale. Acest capitol este unul reflexiv, cu o centrare pe perspectiva proprie a lui Jensen, dar şi a studenţilor care au participat la workshopurile realizate de acesta.

Partea a- 3-a antologiei

Partea a 3 a, a antologiei prezintă câteva studii de caz din 5 tări europene, implicate în proiectul HIP. Aceştia, oferă o introducere în propriile instituţii sau prezintă abordări ale asistenţei sociale, dând o perspectivă unică în cee ace priveşte lucrul cu tinerii defavorizaţi. Studiile de caz diferă în cee ce priveşte dimensiunea, conţinutul şi perspectiva de a reflecta asupra practicii în lucrului cu tinerii vulnerabili.

Primul studiu de caz prezentat de către **Jesper Kjaer Jensen**, evidenţiază munca departamentului de educaţie ASV, existent în oraşul Horsens în Mid Jutland din Danemarca. Articolul se concentrează pe rolul relaţiilor de colaborare între educatorii ASV şi tineri, între ASV şi alte organizaţii. Articolul demonstrează că, relaţiile bune contribuie la bunele practici în problematica mai sus menţionată.

Al doilea studiu de caz este scris de către **Caroline Costello**, organizaţia North Connecht Youth Services, localizat în Nord Estul Irlandei. Studiul de caz prezintă Garda (poliţia) – programul de diversitatea a tinerilor. Conform celor expuse în articol implicarea activă în activităţi utile comunităţii este identificata ca soluţie în lucru practic cu tinerii marginalizaţi.

Al treilea studiu de caz, a fost iniţiat de către **Oana Roman** din cadrul Direcţiei de Asistenţă Socială şi Protecţia Copilului, Sector 1, Bucureşti, România. Articolul abordează problematica voluntariatului în România, în special în legătura cu programul European intitulat Serviciul European de Voluntariat. Articolul subliniază beneficiile voluntariatului pentru tinerii voluntari înseşi, pentru instituţiile implicate, cât şi pentru tinerii marginalizaţi.

Al patrulea studiu de caz, elaborat de **Laura Molla Cambra** se centrează pe experienţa ongului Iniciativa Soldaries din Valencia. Articolul oferă spaţiu de învăţare, pentru o uşoară integrarea a personelor analfabete sau a tinerilor deţinuţi. Studiul subliniază principiile de bază ale organizaţiei, ceea ce implică flexibilitate în ceea ce priveşte adaptarea intervenţiilor la nevoile beneficiarilor, în timp ce se ia o privire de ansmablu asupra grupului.

Ultimul studiu de caz a fost scris de către **Anouk Smeenk** şi evidenţiază activitatea BOOT din Amsterdam în cadrul căreia aceasta activează. BOOT este co creaţie între Consiliul Local Amsterdam şi Universitatea de Şiinţe Aplicate

și un număr de asociații locale pentru locuințe. Studiul de caz, subliniază cum procesul de coaching asumat în BOOT cu studenții de la educație vocațională, idetificând tot odată ce insemană un coach de sucees.

Așa cum a fost menționat în intoducerea antologiei, elaborată de **Lene Mosegaard** de la VIA University College, Danemarca, pentru a răspunde problemelor critice, putem contribui la profesionalizare studenților sau îi putem determina pe tineri să iasă din zona lor de confort. Prin realizarea activităților proiectului și a workshopurilor, acest lucru a fost pus în practică foarte ușor.

Antologia, resursele de predare.cât și cele de învățare, furnizează instrumente și sprijină utlizatorii să iasă din locurile familiare și să pună în practică cele învățate în zone care sunt mai provocatoare și inovative. Sperăm, ca o largă varietate de cititori să gasească acest lucru util.

Spanish/Español

Wicked problems y jóvenes: Enseñanza co-creativa para las profesiones de los social.

Perry Share, Tamsin Cavaliero & Breda McTaggart (eds)

Esta antología de lecturas es el resultado clave de un proyecto europeo de colaboración (financiado a través del programa Erasmus+) que se desarrolla desde 2013 a 2016. El proyecto se titula "HEI Módulo Inter-Professional -Co-creado por jóvenes vulnerables, profesionales y estudiantes (HIP, título abreviado que utilizaremos en adelante) y cuenta con la participación de socios de cinco países europeos: Dinamarca (coordinación), Irlanda, Rumania, España y los Países Bajos.

HIP se desarrolla a partir de un proyecto anterior financiado por la UE con el ánimo de crear un módulo formativo con la participación de académicos/as de titulaciones asociadas a profesiones sociales como el trabajo social, educación social, pedagogía social y práctica de atención social; estudiantes de esas profesiones sociales; profesionales de organizaciones gubernamentales y no gubernamentales; y jóvenes que participan de los proyectos de las organizaciones sociales.

Esta antología es uno de los principales resultados de este proyecto proyecto multinacional. Otros resultados son: el diseño de un módulo formativo que se puede adaptar a diferentes programas; una página web (hip.via.dk); la publicación de un artículo en una revista académica (Protectia sociala a copilului/ Social protection of child Anul XVII 1(56) 2015); y la participación en diversas conferencias en las que hemos presentado el trabajo realizado: asociaciones profesionales, grupos del ámbito de lo social y estudiantes.

Esperamos que la antología, por sí sola o en combinación con el módulo adjunto, sea de interés para muchas personas: profesorado, estudiantes, profesionales sociales y los/as propios/as jóvenes.

La antología se puede considerar como un acercamiento a investigaciones recientes e ideas y reflexiones acerca de los "problemas de abordaje complejo" [Wicked problems, en inglés] en la juventud; como un conjunto de métodos de enseñanza y aprendizaje; y como una colección de historias acerca de la labor de los/as profesionales y las organizaciones en este campo.

La antología está dividida en tres partes:

La parte 1 presenta teorías y metodologías para la intervención con los jóvenes marginados. Los retos de la juventud marginada pueden denominarse 'wicked problems' (en castellano 'problemas de abordaje complejo'), adoptando la terminología desarrollada originalmente por los escritores estadounidenses de Rittel and Webber en 1993. El concepto de "Problema de abordaje complejo" implica que, en efecto, es imposible de 'solucionar'. Muchos, si no todos, los fenómenos sociales complejos se puede pensar de esta manera. Para poderles dar respuesta, los/as profesionales de los social que trabajan con jóvenes deben adoptar metodologías flexibles, innovadoras y dinámicas, así como enfoques de investigación centrados en los resultados de la práctica. Esta primera parte consta de cuatro capítulos:

El primer capítulo, escrito por **Mark Taylor**, de Goldsmiths, de la Universidad de Londres (y en el Instituto de Tecnología de Sligo, Irlanda durante la duración del proyecto HIP) explica cómo los "problemas de abordaje complejo' afectan al trabajo de los/as trabajadores de los social y las competencias profesionales que éstos deben manejar. Taylor afirma que si bien el concepto de 'competencias' complejas es atractivo como una respuesta a 'problemas de abordaje complejo', no es fácil definir lo que esas competencias podrían parecer.

En el capítulo siguiente, **Almudena Navas**, de la Universitat de València, y **Olaia Sánchez**, de Iniciatives Solidàries, con un equipo de compañeros y compañeras

de ambas organizaciones, exploran aún más el concepto de problemas de abordaje complejo en relación a la juventud marginada. Constatan cómo un enfoque de colaboración puede mejorar los resultados de aprendizaje de los/as estudiantes y, mejorar su conciencia de la complejidad de la vida de los jóvenes vulnerables y de la consiguiente complejidad de la relación pedagógica que deben desarrollar.

El capítulo escrito por **Gordon Vincenti** de VIA University College, en Dinamarca, se basa en los desafíos de problemas de abordaje complejo y añade a las perspectivas teóricas presentadas por Navas y Taylor el concepto de 'boundary spanning'. Medidante un enfoque multidisciplinar trata de lidiar de manera práctica los problemas que enfrenta la juventud. "*Boundary spanning*" como el término sugiere, implica la creación de conexiones entre organizaciones que, por la razón que sea, trabajan separadamente. Puede ser una estrategia válida para ayudar a los/as profesionales y a las organizaciones a abordar los desafíos de "problemas de abordaje complejo'.

El capítulo final de la Parte 1 está escrito por **Martin Stam,** de la Universidad de Ciencias Aplicadas de Amsterdam, Holanda, y aborda las estrategias de investigación que podría reflejar la realidad de los "problemas de abordaje complejo'. Stam introduce el método de investigación-acción, conocido como la teoría de la actividad cultural histórico [Chat], originalmente desarrollado por el investigador y consultor finlandés y Engestrom. Hoy en día se utiliza en una variedad de escenarios de todo el mundo para ayudar a las organizaciones (a menudo en los campos de servicios humanos) a responder a los problemas de aboprdaje complejo del mundo contemporáneo.

La parte 2 de la antología contiene aquellos capítulos que desarrollan específicamente los retos de trabajar profesionalmente con los jóvenes en situación de vulnerabilidad. El capítulo inicial por **Martin Stam** y **Simona Gaarthuis** de la Universidad de Ciencias Aplicadas de Ámsterdam, analiza cómo el trabajo social de tipo innovador puede democratizar el trabajo con jóvenes vulnerables.

El segundo capítulo, escrito por **Fernando Marhuenda** de la Universidad de Valencia, analiza el papel del/la educador/a y cómo la pensamiento crítico en torno la ética y los valores pueden mejorar la práctica educativa y la relación con la juventud en situación de vulnerabilidad.

Finalmente **Jesper Kjaer Jensen** de la organización ASV, Dinamarca, reflexiona sobre la relación educador/a y joven. El capítulo de Jensen vincula perspectivas teóricas y datos empíricos sobre la posibilidad de trabajar con estudiantes

de lo social, las fortalezas y debilidades personales mediante la inclusión de actividades físicas y corporales o cinéticas. Es una perspectiva de enseñanza que se centra en la conducta profesional.

La parte 3 de la antología presenta una serie de estudios de caso de los cinco países europeos involucrados en el proyecto HIP. Estos ofrecen una introducción a las instituciones, enfoques de trabajo social o prácticas de atención social con los jóvenes en cada país, presentados por profesionales que trabajan en el ámbito de la juventud en situación de exclusión. Así, los casos se originan en el campo de práctica y dan una perspectiva única sobre la diversidad de los tipos de organizaciones que trabajan con los jóvenes en situación de vulnerabilidad. Los estudios de caso varían en extensión, contenidos y perspectivas, para reflejar la variedad en la práctica del trabajo con jóvenes.

En el primer estudio, presentado por **Jesper Kjaer Jensen**, se describe la labor del Departamento de Educación de ASV, con sede en la ciudad de Horsens en el centro de Jutlandia, en Dinamarca. Se centra en las relaciones colaborativas, tanto dentro de ASV c entre la/os educadora/es y la/os jóvenes como entre ASV y otras organizaciones. Las buenas relaciones demuestran contribuir a las buenas prácticas.

El segundo estudio de caso está escrito **Caroline Costello** de Connacht Youth Services, con sede en Sligo, en el noroeste de Irlanda. El caso de estudio versa en torno al programa para jóvenes con medidas judiciales situado en el centro de la ciudad vinculado con la policía, la Garda.

El tercer estudio de caso, por **Oana Roman**, de la Dirección General de Servicios Sociales, Sector 1, situada en Bucarest, Rumanía. Se aborda el tema del voluntariado en Rumanía, concretamente en relación con un programa llamado '¡Hazles sonreir!' Indica los múltiples efectos del voluntariado, tanto para quien hace de voluntaria/o, como para la agencia estatal involucrada, como para lo/as jóvenes marginalizados con quien trabaja.

El cuarto estudio de caso, escrito por **Laura Mollá** y **Olaia Sánchez**, describe el ámbito de intervención y metodología de trabajo de la ONG con sede en Valencia, Iniciatives Solidàries. Proporciona espacios de enseñanza-aprendizaje a lo largo de la vida que buscan facilitar la integración, el nivel de alfabetización y las cualificaciones profesionales de jóvenes, adultos, personas presas y personas que han estado en prisión. El estudio de caso señala los elementos clave pedagógicos de la organización, que incluyen la flexibilidad en la adaptación de las intervenciones a las necesidades individuales, así como una vista general de las necesidades del grupo.

El estudio de caso final lo presenta **Anouk Smeenk** y resume el trabajo de BOOT, la organización trabaja en Amsterdam. BOOT es una co-creación entre los gobiernos locales de Ámsterdam, la Universidad de Estudios Aplicados de Ámsterdam y una serie de asociaciones locales. El estudio de caso sobresalta el proceso de *coaching* que lleva a cabo la entidad entre los estudiantes de formación profesional e identifica las características del *coaching* de éxito.

Como se indica en la introducción a la antología, escrita por **Lene Mosegaard Søberg**, de la VIA University College, abordar los "problemas de abordaje complejo' puede significar empujar suavemente a los/as profesionales, estudiantes e incluso a lo/as jóvenes fuera de su zona de confort. A través de las acciones y talleres que el proyecto HIP ha desarrollado en estos 3 años, se ha tratado hacer esto de una manera muy práctica. Esta antología, y la enseñanza y el aprendizaje con los recursos generados por el proyecto, proporciona algunas de las herramientas y soportes que educadores y educandos puedan utilizar para ayudarles a moverse fuera de esos lugares de confort y desarrollar prácticas en áreas que son más desafiantes e innovadores. Esperamos que este trabajo sea de utilidad para las personas que se interesen por él.

WICKED PROBLEMS

and young people

Co-creative teaching for the social professions

edited by **Perry Share, Tamsin Cavaliero & Breda McTaggart**

Across Europe millions of young people have been excluded and marginalised from society – through unemployment, poverty, discrimination, displacement and disability. Many social professionals seek to work with such young people to improve their lives and seek social justice, yet the challenges are immense.

In 1973 the US planners Rittel and Webber coined the term 'wicked problems' to describe challenges that are – in effect – impossible to 'solve': they can only be addressed in the most creative and imaginative ways possible, and the key is collaboration. The concept has subsequently been extended as a way to think about the complex and seemingly intractable problems that face contemporary societies.

This anthology, an output of the EU-funded collaborative project HIP, draws on the concept of wicked problems to develop ways for social professional students, educators and practitioners to work together with young people to address challenges of marginalisation. Featuring theoretical articles, case studies and agency profiles from across five European countries, it will provide a wealth of ideas and strategies to enhance social professional practice.

For more information on HIP see hip.via.dk

IT Sligo

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