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Editorial

Editorial	2
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Papers

Sara Ashencaen Crabtree, Jonathan Parker The Public and the Private, an Exploration of Zakāt and the Islamic Tradition for Contemporary Social Work Values and Practice	4
Natalia Głodź, Aleksandra Póltorzycza Perspective of Social Work in the Axiological and Ethical Dimension	18
Alexandra Geisler, Marco Wille, Timea Bagdi The Relevance of the Code of Ethics of Social Work in Professional Everyday Life in Youth Services and Child Protection Systems in Hungary and Germany	26
Isabel Maria, Cláudia Patacas, Marta Resende, Rita Macieira de Sousa, Sofia Santos, Susana Alexandrino Communication with the Hospitalized Patient and Ethical Dilemmas in the Covid-19 Pandemic	46
Jana Šolcová, Miroslava Tokovská, Michal Kozubík Philosophical Concept of Citizenship in Social Work Education: Model of Norway	62
Barbora Faltová, Adéla Mojžíšová Appropriate Interventions for School Social Work in Czech Schools According to Foreign Practice	80
Fadi Sakka, Igor Okhrimenko, Shynar Issabayeva, Konstantin Sokolovskiy, Natalia Riabinina Supporting Family Capacity during the Economic Crisis	92
Jana Gabrielová, Markéta Dubnová, Martina Zámková, Martina Černá, Vlasta Řezníková, Martin Prokop Characteristics of Long-Term Clients of Social Work in Municipalities in the Vysočina Region	105
Alkauthar Seun Enakele Women's Use of Intimate Partner Violence against Men in Ondo State, Nigeria: The Need for Social Work Intervention	121
Larissa Starovoytova (Starovoitova), Tatiana Demidova, Svetlana Fomina Contribution of the Psychoneurological Institute under the Leadership of V. M. Bekhterev to the Development of the Education of Social Workers in Russia	132



Philosophical Concept of Citizenship in Social Work Education: Model of Norway

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Abstract

OBJECTIVES: The aim of the article is to present the philosophical concept of state and democratic citizenship in working with social service clients based on a reflection of the professional practice of social work students in Norway. **THEORETICAL BASE:** The theoretical basis of the concept of citizenship in social work supports the concept of active citizenship, the principle of social justice and the theory of recognition. **METHODS:** In the process of analysing reports and reflections of social work students, we used content analysis and open coding, through which we identified individual topics and categories. **OUTCOMES:** Two main categories have been identified: 1. description of the course of applying the concept of citizenship in working with social service clients, 2. benefits and importance of applying the concept of citizenship. The key findings appeal in particular to the creation of a relationship with clients, the promotion of clients' own resources and the active participation of the client in social care. **SOCIAL WORK**

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IMPLICATIONS: The text forms a coherent set of findings about the philosophical concept of citizenship in the theory of social work. The method of education within the specialised training of Norwegian students can serve as an example and inspiration for the application of the concept of citizenship in the practice of social work.

Keywords

concept of citizenship, social work, theory of recognition, social service clients

INTRODUCTION

The philosophical concept of state and democratic citizenship has not yet been analysed in the Central European area in the context of social work. We therefore decided to philosophically grasp the concept of citizenship and present it with the example of its application in the practical training of Norwegian students of social work.

The perception of the recipients of social work is influenced by the values of people's general view of society, ethical principles, and theories applied in social work. Social experts are receptive to this and design theories and approaches that change the position of the client of social work. (Dominelli, 2004; IFSW, IASSW, 2005; Ewijk, 2009; Payne, 2016). This makes leeway the personal decisions of social workers in ethical dilemmas essential (Banks, 2006; Ewijk, 2009; Jusko, 2013). In the context of defining citizenship as a concept, we agree with Payne (2016) that a concept represents a certain way of thinking and looking at social problems, it arises when a theory is developed, and a plan for it exists, and represents a certain number of appropriate interventions. Policies, theories, interventions, and descriptions of the processes are also constructed and developed upon, according to given concepts (Payne, 2016).

There is a difference between state citizenship and democratic citizenship that provides a number of legal and formal rights. In practice, a particular person can only exercise these rights to varying degrees (Sépulchre, 2020). A person may, for example, be a Norwegian citizen and hold all formal rights that come with Norwegian nationality, but still have difficulty in actually functioning as a full member or citizen of Norwegian society. There are many possible causes for such a situation to occur, but the most common causes are poverty, serious or chronic illness and disability, or language problems (Thorsen, 2020).

THEORETICAL FRAMING FOR CITIZENSHIP

Citizenship has traditionally been a fundamental topic of philosophy and politics, but, from a social work point of view, we are interested in those institutions in society that embody or give expression to the formal rights and obligations of individuals as members of a political community (Turner, 2007; Payne, 2017). Historically, the distinctive core of citizenship has been the possession of the formal status of membership of a political and legal entity and having particular sorts of rights and obligations within it. Marshall first defined citizenship as 'full membership of a community' in 1950 (Marshall, 1963:72). Marshall developed a theory of post-war societies through an analysis of the relationships between social class, welfare, and citizenship; his approach to the citizenship debate proved to be seminal (Andrews, 1991; Miller, 1995; Dahl, 1998; Turner, 2007; Sépulchre, 2020). The values of citizenship were merged with those of civilisation and Weber, in 1981, was to argue that citizenship as a uniquely basic institution had its origin in the peculiar structures of a city and its policy (Grint, 2005; Turner, 2007). However, for Weber, the basis of the concept of citizenship connects with one of purely military in character (Sépulchre, 2020). A new configuration of citizenship was politico-moral philosophy, the origin of Karl Marx's (Turner,



2007; Duffy, 2017). Citizenship and civic virtues are once more seen to be essential ingredients of a civilised and pluralistic democracy. This concern for the political threat to civic culture in a market society has been associated with a reappraisal of Mill's liberalism (Turkel, 1988) and the importance of pluralism (Grint, 2005).

Citizenship has the potential to provide the essential keys to understanding. It should be clear after we understand citizenship in contemporary times which, we have seen, has roots in the word 'citizen.' Broadly, there are two conceptions of citizenship: (i) state citizenship – where the emergence of the modern state has been accompanied by the elaboration of formal legal status of an individual (Turner, 1990; Vitikainen, 2021); (ii) democratic citizenship – which refers to shared membership of a political community (Ewijk, 2009; Fourcade, 2021). Democracy envisages the individual not as a 'subject', but a 'citizen' (Sépulchre, 2020; Healy, Clarke, 2020). Rights become a crucial factor in this transformation. They express a 'claim' to civilised life, which entails 'a claim to be admitted to a share in the social heritage, which in turn means a claim to be accepted as full members of society as citizens (Marshall, 1963:76).

The 20th century has been one of implementation of earlier grand political theories, however, the results have been mixed. Both liberal democracy and revolutionary socialism have proven to be viable, though not as originally imagined. From 1870 to 1950, the first European states and finally, the United States, adapted to the societal pressures created by economic inequality and exploitation by expanding state services and creating welfare states (Womack, 2012). With the onset of the 21st century came the theme of modern citizenship. Womack (2012) described how we could say that democracy, as understood in its broadest meaning as the power of the people, is not a specific system of government but rather a base-level reality of modern society. Citizenship as an institution is thus constitutive of the societal community (Turner, 1990). Since the turn of the century, citizenship policies have been revitalised across Europe (Brochmann, Midtbøen, 2020). Established citizenship policies within Scandinavia have indicated deeply entrenched ideological attitudes, enhancement of an immigrant integration driver (Brochmann, Seland, 2010; Midtbøen, 2014), and the opportunity to take account of cognition when promoting access rights for disabled people (Brochmann, Midtbøen, 2020).

Since the early 2000, the Scandinavian nation-states have therefore developed distinctly different approaches to citizenship acquisition (Brochmann, Seland, 2010; Midtbøen, 2014). According to Foreign Nations in Norway (FN sambandet, 2020) citizenship has two dimensions: 1) inclusion and equal rights for all citizens, and 2) citizens' active participation in society. Widespread concerns of inadequate integration of immigrants underlie this development (Brochmann, Midtbøen, 2020) and Citizenship is about everyone in the population being treated as equal members of society. That is, you as a citizen have access to the same rights as other citizens, for example by having equal access to welfare services or equal opportunity to vote in political elections. The UN Convention on the Rights of Persons with Disabilities (the Convention) was signed by Norway in 2007 and ratified in 2013. The same UN Convention on the Rights of Persons with Disabilities (the Convention) was signed by Slovakia in 2007 and ratified in 2010.

The concept of citizenship in social work / citizenship based social work

We have identified 3 ways to understand the concept of citizenship in social work: (i) citizenship in connection with social work as a shift from a (welfare) activation state has been highlighted in the concept of active citizenship (Dominelli, 2004; Vis, 2007; Ewijk, 2009; Payne, 2016); (ii) in social justice from redistribution to recognition (Duffy, 2017; Honneth, Bankovsky, 2021); (iii) from the recipient to the citizen (Ewijk, 2009; Cangár, Krupa, 2015; Payne, 2017; Trætteberg, 2017; Sépulchre, 2020). The shift to a (welfare) activation state has been highlighted in the concept of active citizenship (Marshall, 1963; Ewijk 2009). In this strategy, citizenship as a concept has often been understood in terms of the duties, rights, obligations, and functions a person has as a member of society (MacIntyre, Cogan et al., 2019). Active citizenship is based on three principles:



self-responsibility; human and social rights; social responsibility (Ewijk, 2009). The overarching principles of social work are respect for the inherent worth and dignity of human beings, doing no harm, respect for diversity, and upholding human rights and social justice. Social work as a science and the social profession should start from the assumption that citizens can cope with their own lives and collective life, but sometimes individuals, groups, or communities need additional support. Therefore, they are two classic conceptions of citizenship in political theory: to view citizenship in terms of political participation (in the civic-republican conception of citizenship) or as a set of individual liberties and rights (in the liberal conception of citizenship) (Sépulchre, 2020).

At present, the prevailing effort in political philosophy is to address inequality through different redistribution systems. These are both financially and administratively demanding, not to mention the eternally controversial issue of justice. That the citizenship concept is an essential foundational goal for a just society; without an ongoing commitment to including everyone as a citizen, a community lacks legitimacy and minority groups are at risk, which makes us conclude that we need the recognition of the rights of everyone. Hegel's philosophy highlights the importance of the peoples' subjective identity, of their values, even characterising a struggle for freedom and justice to be constantly expanding. It is a struggle for the right to be free and recognised as equal (fully human) so that the construction of reciprocal recognition generates moral and substantially political progress: it forms a new totality, a power that has the capacity to unify different human beings through the force of universal values (Pols, 2016; Duffy, 2017). Hegel's concept of recognition is applied to contemporary social problems by Honneth (Pols, 2016; Honneth, Bankovsky, 2021). Honneth and Bankovsky (2021) uses Hegel's writings to oppose the paradigm present in modern political philosophy (in Machiavelli and Hobbes). Recognition is originally Hegel's philosophical concept and avoids a simple definition or a definition at all. In the concept lies the idea of "looking again or seeing something again." Furthermore, the term can mean: recognise, discern, fortify, acknowledge or strengthen. Recognition is a relational phenomenon; it implies that one person meets the other's life expression. This is the essence of dialogue. According to Hegel, recognition involves an ability to take the other's perspective, to understand the other's subjective world (Schibbye, 2012). Through experiencing recognition, self-esteem is developed, a condition that includes both the experience of self-worth and self-respect. Self-esteem is therefore intersubjectively grounded. On the other hand, a lack of perceived recognition, both within ourselves and from others, can contribute to having problems recognising others (Karlsson, 2012). In order to establish a solid and long-lasting relationship, mutual recognition must be present in the relationship (Schibbye, 2012). Transferred to a social work context, recognised communication means that one interacts with people in such a way that they feel valued despite facing the negative experiences, illness, or life in social care facilities. By recognising citizens as experts in their own health and by providing support to develop understanding and confidence, self-management leads to improved health outcomes, improved patient experience, reductions in unplanned hospital admissions, and improved adherence to treatment and medication (Boje, 2017).

In 2005, the United Kingdom Government commissioned research from three universities into the impact of individual budgets in England. This research was published in the *Evaluation of the Individual Budgets Pilot Programme: Final Report* (Glendinning et al., 2008). On the first page of the report the authors noted that the central criticism of existing social service systems by people with disabilities was that it stopped them "from enjoying full citizenship rights". We have proposed that the idea of citizenship is valuable not only as a general idea and should be taken as a goal of social policy. Social policy determines social practices and professionals in social services, the observance of rights and obligations towards recipients of social services. The key to quality social services is the reception and subsequent satisfaction of the rights and needs of vulnerable target groups. Scandinavia is changing the view of a social problem and with it also involving people in their care. Care and treatment mean supporting people to manage their own health and wellbeing (Salmon, Young, 2017). Although hailed as a universal and solidary welfare regime,



the Scandinavian welfare states are remarkably individualistic in the sense that different welfare instruments are consistently based on individual autonomy. Currently, citizen involvement in forming welfare services is becoming a critical issue in international scholarly debates (Trætterberg, 2017). Through the concept of citizenship, they continue to develop philosophical ideas (Independent Living, Personal assistance, Empowerment; Askheim, 2003). Within social services, the basic paradigm has changed, in which it is the active participation of the citizen in social services. This paradigm perceives the client as a citizen (not the recipient of social care services). In Slovakia, the Act of the National Council of the Slovak Republic no. 448/2008 Coll. on Social Services (The Act on Social Services) defines that the recipient of social services (§3) is a citizen of the Slovak Republic, a foreigner – an EU citizen with registered residence in the territory of the Slovak Republic; a foreigner, but the said legislation introduced the term recipient of social services. The professional and theoretical starting points in Slovakia for determining the status *recipient of social services* are human-centred approaches. This understanding is associated with the approach and attitude to social work through the “Service model.” In such a model, social services are about provision and reception (Cangár, Krupa, 2015). In Scandinavia, consider the social professionals’ concept of citizenship: it means people in the role of a citizen. The point is that a citizen with any serious health restrictions, which often bring social problems, should still be accepted and recognised as a valuable citizen and have the opportunity not to become a passive recipient of help. To illustrate that we will use a citation from Norwegian Dementia Plan 2020 where a concrete citizen with dementia said, *“In the swimming pool I do not have dementia. There I am like others.”* (Ministry of Health and Care Services of Norway, 2020:3) Regardless of whether the citizen lives with their illness at home or in a social care facility, it is important to “be a citizen.” Citizens as experts in their own lives, having acquired the skills and knowledge to cope as best they can with their long-term condition. Pols (2016:2) argues that relationship citizenship is about “living successfully with others”. Relational Citizenship means that people, documents, technologies, routines, and emotions become part of the interaction. Citizenship entailing duties and responsibilities of both the citizen and society (Marshall, 1963; Boje, 2017), will change when citizens are expected to change their participation and roles in health care. Payne (2017) described citizenship as a continuous process. People are constantly in the process of developing their citizenship and may at all times lose or regain aspects of it (Payne, 2017). Citizenship in professional care is relational and involves communication of dignity by acknowledging and expressing the importance of the opinions and wishes of service recipients in their everyday life. It includes the right to contribute and actively influence one’s own life and social services care (Fjetland, Gjermestad, 2018). Therefore, citizenship has to do with empowerment and participation in healthcare and social services (Askheim, 2017).

Professional internship process in Norway

The education in social work study in Norway comprises a total of 30 weeks of supervised practical training, in the 4th semester there are 9 weeks with a focus on practical studies in health and social care facilities. The supervised practical training is intended to help students to develop their assessment, action, and decision-making competence by integrating theoretical and practical knowledge. All the practical training is citizen-oriented in authentic work social situations. Practical training is compulsory. Compulsory attendance makes up an average of 30 hours a week. Students have to engage in independent activity in addition to the time spent at the practice placement. The university facilitates practical training at different public and private enterprises at different levels of public administration (VID Programme Description, 2020).

The main aim of this study is to investigate the following: *How students of social work in Norway reflect on the application of the concept of citizenship in working with social service clients during professional practice in social facilities services?*



We have formulated two research questions (RQ):

- RQ1: *How do students describe the application of the concept of citizenship when working with social service clients based on their own experience from professional practice?*
- RQ2: *What benefits do students perceive from the application of the concept of citizenship when working with social service clients?*

Citizens with chronic conditions, who are dependent on health and welfare social services, have the right to sufficient access to health care services to ensure social citizenship. Citizenship in democratic welfare is expected to value both autonomy and self-determination as well as vulnerability and care. Research studies in central European countries focused on citizenship in social work are extremely rare. We have therefore tried to build a theoretical background of this concept. Moreover, we have investigated how citizenship is used in the social work practice of Norwegian students. We were searching for implicit descriptions of principles and values in different situations in social practice with a focus on citizenship as inclusion and participation by creating individual plans.

METHODS AND MATERIALS

We have used archival educational materials. All the materials were previously anonymised with regard to students. This was an exploratory study conducted through **document analysis** of student internship reports using qualitative content analysis.

The required content of the report is broadly defined, which gives space for students' personal expression and further analysis. Document analysis is a technique that can use various documents, both printed and electronic materials (Bowen, 2009). It is important to note that document analysis is a process that involves skimming (superficial examination), reading (thorough examination), and interpretation of content to provide answers to research questions (Neuendorf, 2017). It is one of the widely used procedures for analysing and reducing diverse textual material (Graneheim, Lindgren, Lundman, 2017) applying categories. In our analysis, we endeavoured to search for the similarities and recurring topics of categories.

Material and analysis

A strategic selection of internship reports was made for a Bachelor's degree in social work education in Norway between November 2019 and May 2020. All students of social work (N=86) were asked through personal and electronic invitations to participate in the study of the health internship period by allowing us to analyse their written internship reports. A total of 63 social work students (73%) signed an informed declaration of consent and gave the researchers access to their internship reports. The inclusion criterion was that the internship reports should be approved before the analysis. An internship was not approved or not submitted, and the data material therefore consists of 59 internship reports (68%). There were 46 (77%) internship reports submitted by women and 13 (23%) by men. All included assignments were anonymised before reading and analysis.

Data analysis

We conducted qualitative content analysis as described by (Graneheim, Lundman, 2004). This method is a flexible qualitative method that consists of the following six steps: 1) naive reading of the entire data material (all included the practice assignments, n=59), 2) identification of meaningful units that dealt with the focus of the problem and the purpose of the study. The selected meaning-bearing units were then 3) condensed and 4) coded individually by all three authors. In a joint analysis seminar with all the authors, the codes were discussed and collected, and systematically organised with regard to similarities and differences. In step 5, they were placed in categories



which describe “what” the social work students write about and which represent the manifest content of the assignments. Revision of codes and names of the categories were conducted several times throughout the analysis process. In step 6 and the last part of the analysis, latent content, i.e., the underlying meaning of the text, was interpreted and presented in an overarching theme. This is the “meaningful essence” that is seen throughout the data material (Graneheim, Lindgren, Lundman, 2017). Categories and themes are presented in Table 1 and Table 2. The abstraction was done in collaboration between all the authors to ensure credibility and to promote the most probable understanding and interpretation of the data material.

Ethics approval

The study followed the guidelines for research ethics and was approved by the Norwegian Centre for Research Data NSD (ref no. 476920). All participants gave informed, written consent, and anonymisation was ensured by transcribing the interviews to safeguard privacy.

RESULTS

The purpose of study related to *how students of social work in Norway reflect on the use / application of the concept of citizenship in working with social service clients during professional practice in social services facilities.*

From the qualitative statements of the students, we identified 2 main topics:

1. **Description of the course of applying the concept of citizenship when working with social service client.** Within this topic we have identified 3 categories (Table 1).
2. **Benefits and importance of applying the concept of citizenship,** within which we identified 2 categories (Table 2).

The concept of citizenship when working with social service clients

Table 1 summarises the categories with exemplary quotes from the participants to RQ1. In several case reports, we have identified several ways in which they have applied the concept of citizenship when working with social service clients from the perspective of social work students. Students described: ways to build a relationship with the client, promotion of the client’s own resources and active participation of the client in social care.

Table 1: Illustrative quotes from student internship reports about the concept of citizenship RQ1

<p>RQ1: <i>How do students describe the application of the concept of citizenship when working with social service clients based on their own experience from professional practice?</i></p>	<p>Creating a relationship with clients</p>	<p><i>In the beginning, I tried to build a good relationship between us, and spend as much time as possible with the client so that we got to know each other well. (Participant 53)</i></p>
	<p>Promotion of clients’ own resources</p>	<p><i>Harnessing the power of the voice of those people using services. (Participant 22)</i></p>
	<p>Active participation of the client in social care</p>	<p><i>We involve the client in the implementation of care. Through their active participation in the whole process. (Participant 8)</i></p> <p><i>By letting the client decide for himself whether he wants to eat in his room or eat with others, or to suggest what he needs ... (Participant 43)</i></p>



Within the category of **creating a relationship with a client**, we identified the importance of getting to know the client, but also getting to know each other. After the initial **getting to know each other**, other components of building a relationship with the client and finally **building trust** begin, which supports the establishment of a **partnership**.

At the beginning, I tried to build a good relationship between us, and spend as much time as possible with the client so that we got to know each other well. Both of us. I feel that when working with clients it is important to create a good relationship. Thanks to that, I not only gained his trust, but especially changed the client's mindset of how to solve his problem. (Participant 53)

Through the step in which I focus on building the relationship, the client not only participates in creating an individual plan but develops a partnership and our approach to the partnership. (Participant 12)

It is important to create a partnership, to involve both parties in the preparation of goals and measures in the daily life of the client. However, this is not possible without creating a relationship. (Participant 17)

Another strategy identified was the **promotion of the client's own resources**. The students stated that by applying the concept of citizenship, they allowed the clients themselves to talk about their needs, but also about their own resources:

Harnessing the power of the voice of those people using services. (Participant 22)

By asking the question "What is important to you?", we trigger the client's ideas and focus on their own needs and sources of satisfied use of services. The client's participation in individual planning is a prerequisite for recognising and using the client's ability to determine what is most important to him from his point of view. (Participant 31)

This helped the client to add a sense of importance and dignity and importance to her needs, in terms of how she perceives it. (Participant 6)

Every citizen has the right to have their human rights respected, by giving recognition to the client, their ideas, their desire to solve it, as they see it themselves, I have applied the concept of citizenship in working with them. (Participant 42)

Within the active participation of the client in social care, we identified ways of active participation of social service clients in social care by means of:

1. Active participation of the client:

The client himself began to actively train. (Participant 1)

In addition to the care from the health workers, the client created activities for normal functioning during the day. (Participant 61)

2. Types of identified activities – activities aimed at developing the client's mobility:

His wishes could be fulfilled in gradual steps, which he himself defined. He wants to use all his own strength and the resources at his disposal and wants to train to maintain his fitness and mobility, despite sitting in a wheelchair. I adapt the room to him... (Participant 36)

The client said which household aids would make her daily life easier: a hospital bed and a walker, as well as various other things, e.g., kitchen chair on wheels... etc. The client states that she wants to stay mobile as long as possible. (Participant 4)



3. Types of identified activities - activities focused on leisure and hobby activities aimed at improving skills (motor, mental, social):

When we go out into the garden, the client begins to take care of the blooming flowers. Other times he looks after the vegetables. I think that by doing so he can experience the feeling of coping, because he uses his own resources (body), he decides whether he wants to or not. He decides how his free time will look and thereby his activation. (Participant 42)

The client wants to stay self-sufficient as long as possible with his diagnosis - multiple sclerosis. (Participant 36)

When I had a chat with the client, she told me that she would like to be in the hallway and common room more often than in her room. (Participant 9)

Benefits of applying the concept of citizenship when working with social service clients from the point of view of social work students

From the point of view of students, we present the identified benefits of applying the concept of citizenship when working with social service clients in Table 2 and in more detail in the form of analysed qualitative statements.

Within the benefits of applying the concept of citizenship in working with social service clients from the perspective of students, we have identified 2 categories of perception of benefits. The first category is the **benefits and importance on the part of the social service client** and the second the **benefits and importance on the part of students as future professionals - social workers**.

Table 2: Summarises the categories with exemplary quotes from the participants to Research Question 2

<i>RQ2: What benefits do students perceive from the application of the concept of citizenship when working with social service clients?</i>	<i>Benefits of the concept of citizenship for social service clients</i>	<i>Behind the term disability, the client perceived barriers within his surroundings that do not allow him to do what others do. (Participant 35)</i> <i>... experiences a sense of self-management and dignity. (Participant 31)</i>
	<i>Benefits of the concept of citizenship for future professionals</i>	<i>We have actually acknowledged the needs of the client, as well as the fact that he knows best what will help him. We also increased his sense of self-acceptance, personality, opinions, attitudes, and values. (Participant 29)</i> <i>This becomes our starting point for an individual plan. The client has determined for herself what she wants to solve first, and I perceive her as the best expert for her own life. (Participant 46)</i> <i>When creating the client care plan, I realised that a disabled person produces the environment itself. (Participant 4)</i> <i>I feel that my future profession is not only about providing services, but also about working with people and giving me the opportunity to make them happy as citizens of our country, even in the most difficult situations. (Participant 18)</i>



Perception of the benefits of applying the concept of citizenship for social service clients from the perspective of students

Benefits of applying the concept of citizenship for clients of social services from the perspective of students; we have identified the following areas: 1. handicaps and barriers, 2. development of subjective components of quality of life and 3. other opportunities to recognise the client's right to make decisions about their own life.

1. Handicaps and barriers:

Despite the severe congenital disease (of the whole body), the staff often asks the client for his opinion on the measures to be taken. In this way, they maintain his cognitive abilities, motivation and recognise him as a "normal" person and not as a severely disabled patient. Behind the term disability, the client perceived barriers within his surroundings that do not allow him to do what others do. (Participant 35)

The client thanked me that this time she perceives her surroundings as a barrier. It's not her and her health. (Participant 19)

2. Development of subjective components of quality of life:

They are connected with mental well-being and satisfaction and with their life through self-acceptance, the client's satisfaction with services, development of the feeling of managing one's own life, dignity, services responding to the client's needs.

This helps the client to achieve a sense of satisfaction... (Participant 50)

We have actually acknowledged the needs of the client, as well as the fact that he knows best what will help him. We also increased his sense of self-acceptance, personality, opinions, attitudes and values. (Participant 29)

I think that he can experience the feeling of coping, because he uses his own resources (body), he decides whether he wants to or not. (Participant 42)

By doing so, I let the client decide for himself whether he wanted to eat in the room or to eat with others, or to design what he needed to increase his satisfaction with the services. (Participant 43)

He then described to me that by being able to set this goal, as part of an individual plan, he experienced a sense of control of his own life and dignity. This ensures that the client feels dignified. At the same time, he is taken care of with how he needs it. (Participant 31)

3. Other opportunities to recognise the client's right to make decisions about their own life by means of: observance of the client's autonomy, the principle of self-determination, observance of the right to decide even in specific health situations.

The client had the right to make decisions about his own life, including deciding if he wanted someone to enter his apartment unit or not. It is a matter of respecting his autonomy and fundamental human rights, which in practice meant respecting the concept of citizenship when working with a citizen. (Participant 11)

I observed not only the principle of self-determination, but also recognition, at the same time I delegated the power of decision-making to him, meaning the client had secured his rights to decide for himself. (Participant 43)

The client has an assigned primary worker who informs me that if we want to work with the client to create an individual plan within a recognition and civic approach, we must wait for "lucid moments"



when the client is oriented, safe, and able to work with us. In "lucid moments", the client participates in decision-making, e.g., decides to eat in his apartment unit and not in the common dining room, etc. (Participant 5)

The benefits of applying the concept of citizenship of social workers, which are perceived by students, reflected the change in attitudes towards clients, in relation to external determinants and towards their future profession:

- recognition of the client as an expert on their own life is perceived by the students in the process of setting goals in individual planning, in the process of approving the created social care plan, adjusting the client's daily routine

This becomes our starting point for an individual plan. The client has determined for herself what she wants to solve first, and I perceive her as the best expert for her life. (Participant 46)

In addition, the first person to approve and agree with the palliative plan is the client. (Participant 2)

I noticed that it was the client's opinion that was emphasised in the provision of services in the next week of working with the client and all measures were adapted to him. In this way, we retained the client's right to participate in planning, which was based on respecting his opinion on how the day should go. (Participant 26)

The client says that "If I feel I can't do it - the exercises and walks - I will also decide the possibility because I won't return home." (Participant 50)

- perception of external determinants determining the emergence of handicaps

When creating the client care plan, I realised that a disabled person produces the environment itself. I began to perceive barriers on the part of surroundings. I realised that external conditions and resources needed to be helped to adjust. Together with the client, we defined these barriers and I saw how the client's freedom of life grew. (Participant 4)

- perception of the positive impact of your future profession

I feel that my future profession is not just about providing services, but also about working with people and giving me the opportunity to make them happy as citizens of our country, even in the most difficult situations. (Participant 18)

After the working experience, I perceive that thanks to the concept of citizenship, I can see that social work in cooperation with the client has not only benefits, significance, but also a real positive impact on his life. (Participant 23)

DISCUSSION

The purpose of this study was to synthesise and describe how social work students clarify citizenship-concept selected goals and measures, as well as the evaluation of these in the internship reports belonging to social practice. From the included internship reports we identified two topics: 1) a description of the course of applying the concept of citizenship when working with a social service client; and 2) the benefits and importance of applying the concept of citizenship.

In connection with the identified Topic 1, we first paid attention to how the social worker and their client build their relationship. According to Fjetland, Gjermestad (2018), citizenship in professional social care is relational. It involves communication to acknowledge and enable service clients to actively influence their healthcare services. Citizenship is therefore executed in society and in relationships between people; one cannot be a citizen alone (Lid, 2015). Here we see a strong connection in the presented results identified in the professional practice of Norwegian students,



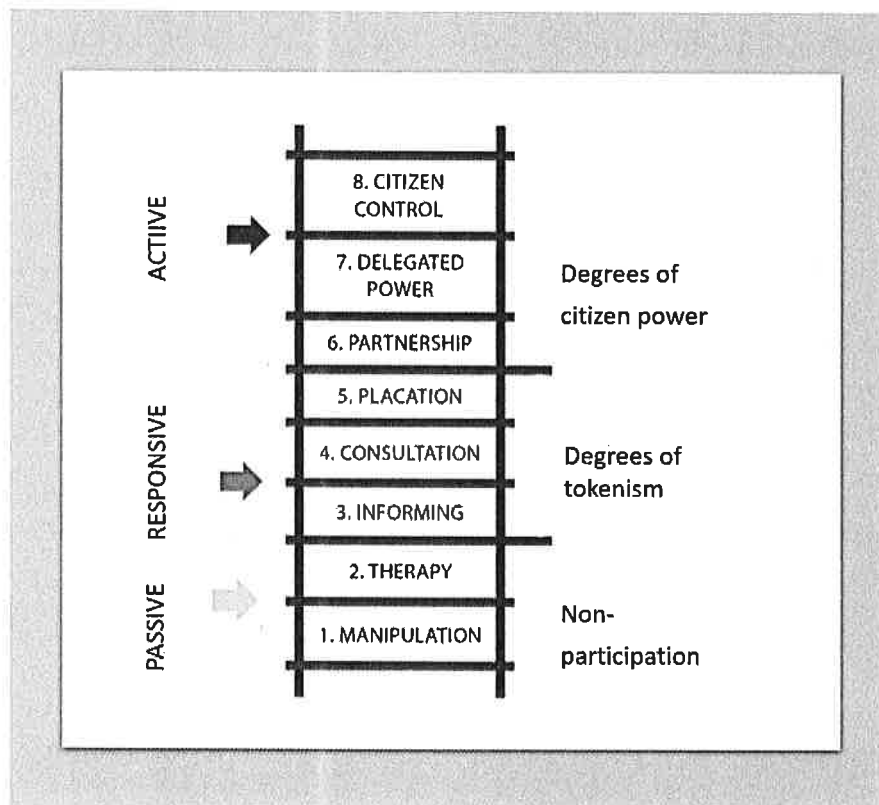
a partnership between a social worker and a client, which is created by building a relationship, offering activities supporting the client's own resources and supporting the client's active participation in social care. The individual ways of applying the concept of citizenship to working with social service clients fulfil the essence of the theory of recognition according to Honneth. As stated by Leeuwent (2007), the formal conception of the good life that Honneth articulates should include the insight that this sense of belonging is as much a necessary condition for the good life as is personal autonomy. Our findings are that, through the mutual building of partnership and getting to know each other at the human level, the application of the concept of citizenship in the context of social practice begins to be confirmed by the representative Honneth himself. What is elementary for the good life in Honneth's social philosophy is the possibility of individual self-realisation, that is, the "process of realising, without coercion, one's self-chosen life-goals" (Honneth, 1995:174).

Leeuwent (2007:182) further points out that Honneth divides the concept of 'recognition' into three categories: love, which refers to an emotional concern for the well-being and needs of an actual person; respect, which stands for the recognition of the equal moral accountability of the legal person and is expressed in the moral and legal right to personal autonomy; and esteem, which is the evaluation of particular traits and abilities, against the background of generally implicit standards of evaluation.

Another important category in Topic 1 was the activity itself and the active participation of the client of social services in self-care. In the context of this finding, we identified several types of activities in addition to the ways in which this client participation took place. We identified that it was not just one type of activity for several clients, and we agree with Payne (2017), who described citizenship as a continuous process, where people are constantly developing their citizenship; people may at all times lose or regain aspects of their citizenship. Citizenship in professional care is rational and involves a communication of dignity by acknowledging and expressing the importance of the opinions and wishes of service clients in their everyday life. Empowerment is a fundamental part of citizenship. Client Empowerment is a growing concept covering situations where citizens are encouraged to take an active role in the management of their own health.

The features of the Nordic approach in the field of work and care appear as *good practice* in an inclusive citizenship perspective in social care. Therefore, we would supplement our findings and the statement of Payne (2017) with the view of the author Arnstein (2019), who, based on long-term research, broadened the view of participation. Arnstein (2019) described eight rungs on a ladder of citizen participation. For illustrative purposes the eight types are arranged in a ladder pattern with each rung corresponding to the extent of citizens' power in determining the end-product, in our case social services (See Figure 1).

Figure 1: Ladder of citizen participation



Source: Lauria, Schively (2020)

Arnstein (2019) explains that the bottom rungs of the ladder are (1) *Manipulation* and (2) *Therapy*. These two rungs describe levels of “non-participation” that have been contrived by some as a substitute for genuine participation. Their real objective is not to enable people to participate in planning or conducting programmes, but to enable powerholders to “educate” or “cure” the participants. In our study we did not identify with these rungs of the ladder. Based on the study of internship reports, we perceive that in several situations they could be necessary, e.g., therapy. However, the students did not take part in these early stages of activating the client as a citizen. Despite everything, our opinion is that it would be possible to embrace this citizenship participation in several social care facilities in Central and Eastern Europe. These are mainly large-capacity facilities, where the number of employees (social workers) is inadequate for the number of social service clients. Rungs 3 and 4 progress to levels of “tokenism” that allow the have-nots to hear and to have a voice: (3) *Informing* and (4) *Consultation*. When they are proffered by powerholders as the total extent of participation, citizens may indeed hear and be heard. But under these conditions they lack the power to ensure that their views will be *heeded* by the powerful. When participation is restricted to these levels, there is no follow-through, no ‘muscle’, hence no assurance of changing the status quo. Information and consultation form the basis of social counselling in social services. In practice, the information is mediated by laws over which the citizen has no direct influence, so that his civil rights are partially fulfilled, but the citizen does not have the power and opportunity to influence decision-making. The main goal of our study was to investigate the application of the concept of citizenship in working with social services clients; students described several times that the goal in creating an individual plan was not just to provide information, but to work actively



with it. They also described that it was not a consultation in which the students dominated as experts. Our results show especially how to 'activate' degrees of citizen power (Arnstein, 2019). Rung (5) *Placation*, is simply a higher level of tokenism because the ground rules allow the have-nots to advise but retain the continued right to decide for the powerholders. Further up the ladder are levels of citizen power with increasing degrees of decision-making clout. The fifth level of the ranking points to the line between "responsive" and "active" citizenship. Citizens can enter into a (6) *Partnership* that enables them to negotiate and engage in trade-offs with traditional powerholders. At the topmost rungs, (7) *Delegated Power* and (8) *Citizen Control*, the have-not citizens obtain the majority of the decision-making seats, or full managerial power. In the context of our research results, the last part of the gradation of the participation of citizens in social services is clear. The eight-rung ladder is a simplification, but it helps to illustrate the point that so many have missed, namely that there are significant gradations of citizen participation. Knowing these gradations makes it possible to cut through the hyperbole and to understand the increasingly strident demands for participation from the have-nots as well as the gamut of confusing responses from the powerholders.

It should be noted that this typology uses examples from political social *programmes* from the USA, whereas the citizenship concept used in Scandinavia is implemented in social work *practice*. Power and powerlessness are basic attributes in social work ethical principles. Depending on social workers' experience and skills, and their motives, they can utilise a client's own resources and support active participation in social care. The basic starting point is the establishment of a relationship. Such a relationship brings benefits to both sides: to clients and to social workers.

The second topic, in which we identified the benefits of applying the concept of citizenship for clients of social services from the perspective of students, yielded the following results 1. handicaps and barriers, 2. the development of subjective components of quality of life, and 3. other opportunities to recognise the client's right to make decisions about their own life. Based on the identified findings, we perceive a strong impact after citizenship application, because the findings demonstrate attitude change. We agree with the authors Tokovska, Lie, Klepšvik (2020) that the students encourage health promotion through recognition of each individual client. Social work students show through their descriptions that they are concerned with a relational perspective in their interaction with clients. Furthermore, the students are concerned with the client's opportunities and resources, which helps to promote recognition. This is central to ensuring well-being and quality of life, which are prerequisites for health promotion.

Recognition of the client and their needs is based on the results, an important determinant for the future professional himself, as shown by the results within the second category, Topic 2. The students named the client's perception, the perception of external determinants and the perception of their profession. Again, this is a change of attitude. There are several studies that prove the importance of the concept of citizenship to the students and those with similar roles (Veugelers, de Groot, 2019). Our present study is part of a European Union project which aims to help students develop knowledge, skills, attitudes, and values to actively participate in democratic life, mainly by learning and exercising their rights and responsibilities as citizens, both at school and in their communities. The study explored the knowledge, skills, attitudes, and values developed by students through the project which are considered to be necessary for active citizenship.

In summary, the findings indicate that the concept of citizenship by using the theory of recognition may apply even when different ways of working with social service clients are used. Based on the results we identified, which describe the application and benefits of the concept of citizenship in working with social service clients in Norway, we perceive new opportunities for profiling social work in the social services system. The results point to the importance of social work theories aimed at building a relationship with the client, recognizing the client as an expert on their own life and active citizenship.



Strengths and limitations

This study has several strengths and limitations. Its strengths include the fact that it considered worldwide literature on linked citizenship, focusing in particular on social practice. Additionally, the search was conducted in different languages (mostly English and Scandinavian), enabling it to capture more of the available and relevant literature. Importantly, this study is a source of inspiration for social practice in Central Europe, for educators in social work or social education, and for social and healthcare facilities.

Nevertheless, two main limitations exist. The first limitation of this study is the sample drawn from a university context. All the studies reviewed, like this one, selected their sample randomly or incidentally from an educational group. This decision configures samples that are excessively homogeneous by age and educational level. The second limitation is that the cultural contexts of different countries can lead to errors and make implementations difficult.

Recommendations

The method of preparation, and subsequent training, in the application of the concept of citizenship in the education of future social workers in the specialised training of Norwegian students can serve as an example and inspiration for the application of the concept of citizenship in the practice of social work in other countries. Citizenship can provide a fruitful concept for the further development of social work education and primary health care.

We suggest that this concept should be explored in more detail in future research in social work. Future research should examine how best to apply citizenship concepts in social work with different target groups: children, young people, adults and elderly, or citizens with immigrant status. Furthermore, future studies should examine the perceptions of these stakeholders on the value of the concept of citizenship on the health of clients in social care facilities.

CONCLUSION

The results of this study illuminate the philosophy of the concept of citizenship that may contribute to a higher quality of social work practice. Social work students work to promote health through recognising each individual client, particularly by focusing on facilitation and participation. In interaction with their clients, they are concerned with the relational perspective as well as the client's own resources. These aspects may promote recognition, which is essential to support well-being and quality of life, prerequisites for social work and health promotion. However, it is important to present clearer guidelines regarding the roles social workers play in social care facilities. This should be encouraged as a central focus in the education of social work, especially in bachelor's study programmes. This could contribute to establishing a stronger professionalism and more defined roles for social workers in social care practice.

This study is part of a larger research projects VEGA 1/0409/21 "*Non-formal learning as part of a modern educational paradigm in the undergraduate training of future professionals in the helping professions*" and KEGA 039UMB-4/2021 "*Alternative practice forms effectivity verification aimed at helping professional's professional competences development.*"

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