

**EDUCATION FOR SOCIAL WORK IN DENMARK:
IS SOCIAL WORK IN DENMARK AT A CROSSROAD:
DEVOTED TO HUMAN RIGHTS, SOCIAL JUSTICE AND SOCIAL CARE OR TO
GOVERNMENTALITY IN A NPM PERSPECTIVE?
DENMARK**

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INTRODUCTION:

In part one is the Danish education in social Work presented as well as the present occupation field for Danish social workers and the present curriculum in social work together with the two modules, which are focused on social work with vulnerable children and their families. In part two the focus is on the practice placement in the education and its aim. In part three some figures about the students' age and gender at one University College are presented followed by some reflections about development in the students' age, gender and ethnical backgrounds together with their devotion to social work and its values. In part four the Danish Welfare state is presented as a universalistic welfare state build on de-commodification of the human beings and with relatively generous social benefits, then the movement from welfare to workfare is in focus and the consequences for social work and the citizens depending on social work by this transition together with reflections about its influence on the motivation of the social worker. At last in part four the focus turns to some students in social work and their perception about, where "real social work" can be conducted and the importance to educate the students in competences to develop relations with citizens. At last in part five the focus turns to some current challenges in social work and its education in Denmark: The contradiction between seeing social work as a profession with the competences to analyzing social problems or to see social work as a bureaucratic checklist maneuver. Then the challenges in relation to the question whether it is relevant to talk about academization of social work and its education. Next the challenges in practice and education due to austerity. In short is referred to the possibility of social workers acting as whistleblowers and social political actors and at last the focus is on social work and human rights.

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1. INTRODUCTION OF ACADEMIC UNIT AND BACHELOR'S DEGREE CURRICULUM IN SOCIAL WORK AND/OR SOCIAL SERVICE.

The history of social work education in Denmark

Social work started as a professional education in Denmark in 1937 in Copenhagen at the Municipal Hospital as a Social Aid course of 15 months. The initiative came from doctors at hospitals in Copenhagen, who could see the requirement for staff, who could take care of the social needs of the patients. In the first twenty years the School in Copenhagen was the only institution, who offered an education in Social Work, but in 1957 another School was established in Aarhus as part of the education in Copenhagen. Later it became an independent School and other Schools were established in other cities in the country as well (Odense, Esbjerg, Roskilde and Aalborg University also started offering a degree in social work. The institutions were known as colleges of higher education. In 1974, the administration of the College of Higher Education moved from the Ministry of Social Affairs to the Ministry of Education (Den Sociale Højskole, 1981). In 2008, an administrative centralization took place and all bachelor degree educations in Denmark were placed within seven university colleges (in some countries labelled Universities of Applied Science). A large number of different educations are offered in form of education as Professional Bachelor in a lot of different professional areas, such as: Teaching, Pedagogue, Social Work, Administration, Nursing, Construction, Design, Embryologist, Occupational Therapy, Physiotherapy, Machine engineering and Nutrition and Health. The education in Social Work is just one professional education among many others (Via University College) ². The seven university colleges are placed throughout the country, and several of them offer the education in social work in more than one city.

Furthermore, the University of Aalborg offers also a professional bachelor programme in Social Work at the Faculty of Social Sciences, Department of Sociology and Social Work. Consequently, today you can get a bachelor's degree in social work in 13 different cities in Denmark (Socialrådgiveren, 01/2018). And it is also possible to take the education in social work as a study based on the internet. Some of the university colleges offer a net based study. At VIA University College in Aarhus the students can have this opportunity. In the net programme, the students the education is based on classes transmitted over the internet and the students work in groups via net connections. Furthermore, there are teaching lesson at the University College every month in the semester (VIA).

The Danish Social workers and their occupation fields

² <http://www.via.dk/da/uddannelser>

Employment of Danish Social workers are comprehensive in a lot of different areas in the public sector in relation to many kinds of social services, within the state, in the municipalities and its administration, and in the private sector and NGO's. The first Danish social worker worked in hospitals, especially the psychiatric units and in the organization. Mothers' Help, which is an NGO whose aim was (and still is) to support single mothers and work for their rights (Gamst Christiansen, Gamst, 2008). Since then, growth in the municipal administrations and a number of treatment institutions, including crime care and psychiatry gave jobs for an increasing number of social workers. Most of the Danish social workers are members of their Trade Union: Danish Social Workers' Union (Dansk Socialrådgiverforening). Today, there are approximately 16.500 member of the trade union (DS), out of which around 975 are seniors and retired from the labor market (Henriksen, 2015). Not all social workers are organized (although most are), but the figures here give an impression of the quantity of educated Danish social workers.

Today, Danish Social Workers are working in a wide area of Social Services. They work with adoption, alcohol addiction and/or substance abuse, with counseling in housing associations, with employment and rehabilitation in both the public and the private sector, with homelessness, children and families in need in both the public and the private sector and NGOs, in psychiatry, with treatment for children and adults, in foster care/ residential care, in the labor union movement, in relation to children and adults with disabilities, with integration in both the public and the private sector and NGOs, and in women's rescue centers. Social workers also work in the state administration and in the hospitals as advisors in social affairs. They still work in the organization. Mothers' Help and with crime care and psychiatry. They work in NGOs as Danish Red Cross, in patients' organizations as The Movement against Cancer, The Movement to work for the rights and possibilities of elderly people, and Save the Children. Social Workers - often with a candidate degree - are teaching Social Work at the University Colleges and at Aalborg University. Social workers are teaching social subjects at the Schools for assistants in the health and elderly care (Henriksen, 2015). Currently, there is a lack of educated social workers in many cities in Denmark, so many students today are offered study jobs or employment before they finish their education.

The curriculum in social work to day

In 2018, the education in Social Work in Denmark consist of a 3½ year Bachelor's degree program (210 ECTS). The University Colleges and the University of Aalborg are governmental funded and regulated by law under resort area of the Ministry of Science and Education and the education programme is secular. The Danish education in Social Work have expanded its duration from 15 months at the beginning to one and a half years and from 1940 to two years. From the beginning of the 1960s, the education was three years

with one year's practice placement in the middle of the program. When it was established as a bachelor's degree program, it was extended from 3 to 3½ years.

The curriculum is described through six core areas:

1. Theories, methods and ethics in social work (35 ETCS).
2. The individual in society, human development and social relations (20 ETCS).
3. Social problems, unemployment and living conditions (20 ETCS).
4. Welfare policy and the legal regulation of social interventions (20 ETCS).
5. Organization and financial framework for social and labor policy interventions (20 ETCS).
6. Evaluation, development and quality assurance of social work (15 ETCS). (BEK nr. 766 af 24/06/2011).

The Danish education in Social Work was developed in accordance with the Bologna Process and is based on competences, goals and modulation. The curriculum is rated for 210 ECTS points in total. All the modules and subjects of the program are organized within the 6 core areas of the program and consist of a number of compulsory modules as well as elective modules, practice placement and a bachelor project.

The compulsory modules consists of 130 ECTS credits and are distributed as follows:

- Theories, Methods and Ethics in Social Work 35 ECTS
- The individual in society, human development and social relations 20 ECTS
- Social problems, unemployment and living conditions 20 ECTS
- Welfare policy and the legal regulation of social work programs 20 ECTS
- Organization and financial framework for efforts on it
- Social and Labor Market Policy 20 ECTS
- Evaluation, development and quality assurance of social work 15 ECTS

The compulsory modules of the program are organized such that:

- 5 ECTS credits are organized within the social work with vulnerable children and young people
- 5 ECTS credits are organized in social work in the field of employment
- 15 ECTS credits are organized with cross-professional content

Other courses comprise 80 ECTS credits divided as follows:

- Practice placement 30 ECTS
- Elective module: Module A or B 15 ECTS
- Other elective modules 15 ECTS
- Bachelor project 20 ECTS

In the elective modules, the student must at choose between different optional modules. They ought to have either: Optional subject Module A: Social work with vulnerable children and young people and with children and young people with disabilities and their families. Or Optional subject Module B: Social work in employment. And the student must,

as a minimum, be tested externally in either option module A or B. In addition to Optional subject modules A and B, the educational institution must offer: Elective module C: Social work with vulnerable adults and adults with disabilities. In addition, the educational institution may choose to offer other electives. Examples of additional elective modules can be Conflicts and Social Work, Diversity, Social work and civil society resources, International social work, Social work and social pedagogy, Social work, school and pedagogy, Social work with young adults, Project management, coordination and organizational understanding and Social entrepreneurship, innovation and volunteering (UCérne: VIA, Metropol, UC Syd, Absalon).

Overview of the modules:

Table I THE FOLLOWING TABLE PRESENTS AN EXAMPLE OF HOW THE MODULES ARE PLACED THROUGHOUT THE EDUCATION.				
Year of study	Semester	Module	Module	ETCS
First year of study	1st semester:			
		1: Social problems and social work practices		15
			2: Social counseling, development, framework and practice	15
	2nd semester:			
		3: Social work in employment		15
			4: Social work with vulnerable adults and adults with disabilities	15
Second year of study	3rd semester:			
		5: Social work with vulnerable children and young people, and children and young people with disabilities and their families.		15
			6: Social work organization and practice	15
	4th semester:	7: Practice Placement		30
Third year of study	5th semester:			
		8: Social work in cross-professional and cross-sectoral context		15
			9: Elective module	15
	6th semester:			
		10: Social work - Quality control, evaluation and practice development		15
			11: Elective module	15
Fourth year of study	7th semester:			
		12: Social work - Knowledge founded and development		10
			13: Bachelor project	20
Total				210

VIA syllabus.

The education in social work is both academically and practically. The knowledge base of the education is based on experience, development and research-based knowledge. The individual modules introduce the students to concrete issues or cases from practice and have social work as a focal point. The education involves international relationships and perspectives where it is relevant.

There is a vertical progression with increasing intensity from first to final module, with an emphasis on knowledge and skills goals in the beginning of the education, while the competency goals are gradually being built up and tested later in the studies. Horizontally, there is progression in the form of increased complexity. In addition, there is a progression across modules with increasing requirements for the students study and academic competencies, in preparation for the bachelor project. At the same time those competences should serve as basis for possible further education, for example the candidate degree in social work at Aalborg University.

As two examples on the contents of the modules follows in the next part the two modules with social work with children and families.

Module 5: Social work with vulnerable children and young people, and children and young people with disabilities and their families

The Compulsory module in social work with children, adolescence and families is described as follows. Module Description:

The module focuses on social work with vulnerable children and young people as well as children and young people with disabilities and their families. Emphasis is placed on social problems as well as preventive efforts and holistic research work. Methods and tools involved are included. It is introduced to cross-sectoral and cross-sectoral cooperation.

Learning objectives:

Knowledge:

- Theoretical and empirical knowledge of vulnerable children and young people as well as children and young people with disabilities and their families
- Children and young people's development
- Importance of disability in relation to children and young people's development
- Living conditions of families and living conditions and loads for families with children with disabilities - including risk and protection factors
- Different family forms, networks and its meaning
- Legal regulation and central authorities in the field including international conventions

- Methods of social work with vulnerable children and young people as well as children and young people with disabilities and their families
- Involvement and conversation with children and young people

Skills:

- Describe, analyze and assess vulnerable children and young people as well as children and young people with disabilities and the situation of their families in a holistic perspective
- Use methods and tools in social work
- Apply the legislation and reflect on the exercise of authority
- Written / oral presentation related to professional practice

Competences:

- Identify and describe a social problem
- Reflect on communicative and professional ethical issues

Form:

Teaching will alternate between presentations, exercises, guest teachers, group work, etc.

Attendance: The student is expected to participate actively - both in specific teaching and group work, but also through preparation and in connection with visits by guest teachers.

To be able to attend the oral test, it is a prerequisite that the student has fulfilled the duty of participation on the days of "Conversation with children and adolescents".

In case of non-fulfillment of the participant's duty, the student must prepare a replacement assignment that must be approved before the oral exam. (Study plan, autumn, 2017, VIA University College). The literature for the module is shown in appendix A.

The Optional module (Module A) in social work with children, adolescence and families is described as follows.

Teaching Plan: Optional subject Module A: Social work with vulnerable children and young people and with children and young people with disabilities and their families.

Module Description:

This module must be seen in addition to the compulsory module of the same name. There are focuses on social assessments and social efforts for vulnerable children and young people as well as children and young people with disabilities and their families. Emphasis is placed on deeper knowledge of the social efforts seen in the context of problem understanding, the work with investigation and the frame for the social effort.

- Progression in education: The module builds on the compulsory module 5: Social work with children and young people and children and young people with disabilities and their families.
- Practice involvement: Collaboration with practice in several ways; including the involvement of guest teachers from practice, institutional visits, field work, etc. Work is also done with the involvement of students' own experiences from their practice placements.
- Globalization, Internationalization and Intercultural Competences: International perspectives and research are included in the module, and relevant international guest teachers participate when they visit the program.
- Technical study competences: Because the module is situated in the latter half of the study, the student's ability to organize the study and own responsibility is prioritized.
- Information competencies: The module is organized so that students have the opportunity to stay updated in the field of social work research in relation to international sources

Learning objectives:

The student must have knowledge about:

- Methods at individual and group level in work with vulnerable children and young people as well as children and young people with disabilities and their families
- Political, organizational and financial framework for and management of social work with vulnerable children and young people as well as children and young people with disabilities
- Legal regulation of the area
- National and international research and development-based knowledge about vulnerable children and young people as well as children and young people with disabilities and social work

The student must have the skills to:

- Coordinate and perform holistic social work with vulnerable children and young people as well as children and young people with disabilities and their families, including reflecting key dilemmas in social work with the target group
- Apply experience, developmental and research-based knowledge about opportunities for vulnerable children and young people as well as children and young people with disabilities and their families

- Systematically plan and conduct investigation, case management and treatment processes and, in doing so, make decisions and develop action plans that comply with the requirements of the law and take into account the situation of the citizen/citizens.
- Use relevant methods for documentation and quality assurance of work
- Written / oral presentation related to professional practice

The student must have competences to:

- Make professional priorities in the work with vulnerable children and young people as well as children and young people with disabilities and their families in order to solve the social problems of the citizen / citizens and compensate for the consequences of the child's or young people's needs
- Make professional assessment of concrete social efforts within a legally valid and realistic economic and time frame
- Handle complex and contradictory requirements at work and reflect on power and ethics
- Establish, maintain and complete the professional relationship with the citizen / citizens

Contents:

Theme 1: Theories, perspectives and concepts of families, children and young people, including vulnerable children and young people and children with disabilities.

Purpose: To have knowledge of theories and concepts as well as national and international research-based knowledge about the family and vulnerable children and young people, children and young people with disabilities and their families. To have knowledge of problem awareness and social efforts for the target groups.

Contents: Theories and knowledge about vulnerable children and families, including family living conditions, neglect of care and traumatized children and young people and children with disabilities.

Different shapes of families and their impact on development of children and youth; including families of other ethnic backgrounds. Theoretical and methodological basis of different social efforts and treatment methods.

Theme 2: Frameworks for social work with families, children and young people.

Purpose: To have knowledge about the goals of the social work, the social law in this field and knowledge of social efforts and measures.

Contents: Social policy on vulnerable children and young people and children and young people with disabilities and their families. The municipal political and administrative social system: Organization and governance including the financial framework in the child / family area (examples of practices: BUM models (Ordering, Carry Out, Recipient) and quality standards). The legal regulation of the child and youth area. Evidence-based methods and effects of efforts. Knowledge of different types of measures and research in the field

Theme 3: Social work with families, children and young people.

Purpose: To plan and coordinate holistic social work with children and young people and children and young people with disabilities and their families and be able to reflect on this.

To be able to apply relevant methods for documentation and quality assurance of the work.

Contents: Socially working methods with special focus on counseling and guidance, social treatment and group methods. Proceedings from start-up of a case to action and follow-up: The investigation process, assessment and decision focusing on the action plan's function as a management tool and the choice of measure and follow-up.

The social worker's duties and roles, including coordination and documentation. Ethical dilemmas and power management. Communication and co-involvement in the specific work with children, young people and families.

Form:

Teaching will alternate between presentations, exercises, guest teachers, group work, etc.

Participation:

It is expected that the student will participate actively - both in specific teaching and group work, but also continuously through preparation and in connection with visits by guest teachers.

Exam:

External exam is an oral test in groups (3 to max 5 students) based on (project) paper prepared in groups.

Internal exam is an oral test in groups (3 to max.5 students) based on synopsis prepared in groups.

(Study plan, autumn, 2017, VIA University College). The literature for the module is shown in appendix B.

2. PRESENTATION OF THE AXIS AND RELATED SUBJECTS TO THE TEACHING. TIME, DURATION, TYPE OF PRACTICE CENTERS: TO EXPLAIN IF THERE ARE THEORETICAL AND PRACTICAL SUBJECTS; WORKLOAD, ETC.

In the Danish social work, the students spend 6 out of 7 semesters at the University College and 1 semester in practice placement. The focus of the teaching in the 6 semesters at school is to produce a close a link to practice as possible. The students work with cases and produce small and larger student's papers, in which it is presupposed that the students present an examination of practice in social work. The students receive training in communication and supervision in minor groups. They work with role-playing and are trained in managing client meetings such as family group conferences or other interventions in social work. They are trained in writing case notes and journals on the background of real cases or fragment from movies. Finally, in the bachelor projects the students have to examine practice (in various ways) and many of the students collaborate actively with practice, with practitioners, with users, with organizations or others with relevance for their thesis, in their bachelor project.

Practice Placement:

The semester, where they are in practice placement, is of course the semester where they get the strongest connection to practice. The students are in practice placement in one organization the whole semester. This organization can be of many kinds of organizations reflect the many different kinds of jobs Danish social workers' can perform. Consequently, the students' practice placement can be both in the public sector, in the private sector and in NGOs. During their practice placement, the students have one supervisor from the organization. Sometimes two supervisors share the task. The supervisor is in most cases an educated social worker. If the organization doesn't have an educated social worker and the University College estimates that the organization can give the student valuable knowledge of practice in social work and perhaps inspire the organization to employ an educated social worker, students may have a practice placement without an educated social worker from the organization itself. Students can still do their practice placement in an organization, which does not employ an educated social worker, but then they will be assigned a supervisor from the University College.

The student is at the practice placement in a full-time schedule (37 - 42 hours a week) in according with the organization's normal working hours. Some students, who for some reason cannot work full time, can get their practice placement expanded for a longer duration of time, so it will fulfill the requirement of 30 ETCS in total. The students have to deliver documentation of completed compulsory attendance in the practice placement signed by the supervisor from the organization before they can graduate the practice placement module.

During the practice placement, there is of course focus on practice. But the focus is practice in relation to theory. The students must move from observing, over trying under supervision, to independent practicing. At the same time, the students have to relate their work in practice to the theories in and for social work. They have to analyze the social problems, they meet, and the conditions to make a social intervention and be able to tell, how this intervention could be established and conducted, and at last also could do it in practice. Twice during the placement (in the middle and in the end) they have to write a bigger paper, where they analyze a concrete case. The second paper will be a part of the exam to pass the practice placement module. It is an oral exam, where a teacher from the university college is examiner and the censor is an educated social worker from practice or with a great experience from practice (some are retired practitioners).

Learning objectives for the practice placement module 7:

The student should have knowledge about:

- Political, legal, economic and organizational framework for the practice in the organization
- Social problems and living conditions for the users in the institution
- The foundation of the institution
- The organizations efforts, methods and tools
- Cross-professional cooperation as it unfolds in the organization

The student must have skills in:

- Communicating professionally including organizing, conducting and evaluating conversations.
- Implement a holistic study of a specific social issue and, on this basis, compile a social assessment.
- Apply legal method to specific issues.
- Establish relationships and engage in collaborative processes with citizens and collaborators.
- Communicate professional issues and solutions, both verbally and in writing, to collaborators and citizens
- Participate in discussions of the organizations follow-ups and evaluations for qualification and development of the work.

The student should have the competences to:

- Independent assignment within the organizations framework using relevant methods and tools
- Establish contact and engage in relationships with citizens as well as work methodically and systematically within the framework of the organization
- Reflect on and work on the basis of the organizations value base

- Identify their own professional and personal assumptions and own learning needs in connection with the profession in social work (The practice placement handbook from VIA University College, spring 2017).

3. PRESENTATION OF THE PROFILE OF THE STUDENT IN SOCIAL WORK/ SOCIAL SERVICE

The students in social work in Denmark are as different as educated social workers are. It is impossible to tell, that they generally are like this or that. But as a teacher in social work through 17 years and before that a practitioner in social work, I and my colleges, have noticed some changes during the years, which are more than accidental. The students are getting younger, the desire to develop social justice is changing, and there are changes in their gender and in their ethnical background.

The following figures are from VIA University College, the programme of Social Work in Aarhus (based on the student register):

In November 2017, 1045 students were matriculated. 954 of them were enrolled in the ordinary study and 91 in the study based on the internet.

Age and gender:

Among the 954 students in ordinary study, 824 are women and 130 men. 86% women and 14% men.

Among the 91 students are 83 women and 8 men. 91% women and 9% men.

	-21 years	21-25	26-30	30-
824 ordinary study	161	446	96	121
83 net study	1	18	13	51

As it can be seen: 607 among the 824 are 25 years or younger which is almost 74%. Among the net-students it is the opposite. 64 students (70%) are 26 years or older. The opportunity to study from home on the internet allows older students to participate. They often have a family and are employed. Among the 824 ordinary students, 121 are 30 years or older. Around 15%.

	-21 years	21-25	26-30	30-
130 ordinary study	10	73	23	24
8 net study	1	2	3	2

The male students show a slightly different picture. Among the 130 men, 83 are 25 years old or younger. Almost 64 %. Around 18 % are 30 years or older. It seems that the men have a small tendency to be older than the women students. There are very few men at the net-study. Percentage calculation would therefore be meaningless.

Development in gender and ethnical background:

We have no figures, which will make it possible to compare the gender composition and ethnical background back in time. The following is the impression we, me and my colleges, who have been teaching social work in several years, have in a retrospective look at the students in relation to gender we have noticed some changes over the years. As shown above in November 2017, 1045 students were matriculated. Out of them 138 (13%) were men. And in the ordinary study were 14% men. This is not impressive if you consider that it also in social work would be an advantage with an increasing gender equality, especially in relation to working together with vulnerable boys and young men. Our impression is that the figures of young men in social work study have increased. It is likewise our impression that the share of the students with another ethnical background has increased. I started teaching social work back in the year 2000. At that time men were very few. In the following years, young women with other ethnical background started showing up, and in the latest year also the young men have appeared.

Development in age and their devotion to social work

We sadly have no figures, which will make it possible to compare the age of the students back in time. The following is also the impression we, me and my colleges have in our retrospective look at the students. They are getting younger. Ten years back, the students were older. Some of them had been working in different positions and areas in several years, and they were often more mature and came with some experience from life. Although they were unfamiliar with studying, because it was long time ago, their life experiences gave them some advantages in their study. They could perform with more self-confidence both in the classroom, and especially in relation to collaboration with citizens/users and with practitioners and collaborators. At the same time, they were often more determined about becoming educated social workers. Their devotion to social work was often high.

This is not always the case now. Some students these days choose social work, but they could have chosen another profession as well, ex. real estate agent, one has said. One student of mine were in practice placement were she often quarreled with her supervisor and didn't want to do her tasks. I had some meetings with them together and had to stop her several times. We, the supervisor and I, demanded a number of actions from her in the following time. After that she didn't show up in the organization, but said, she was ill. During a short time, she had so many days of illness, that she could not pass the practice

placement module. She quit the study, and decided she would like to become a beautician. This student seemed not particularly interested in social work, and certainly she was not devoted to social work and its ethical aims.

The older students wanted to learn social work because it was their very interest and they thought that knowledge about social work was important for them in order to be a good social worker. Now days some of the student often asks: "Is this something, which we have to know to pass the exam?"

If it is not directly connected to the exam, they often don't show up in class. Some of the younger students want knowledge about which is the absolutely minimum needed curriculum, which they have to learn by heart. As their teacher you can say many times: "It's more important, that you can think by yourself, analyze and find and use the theory that can give meaning to the analysis and reflect critically about your analysis". But they don't really rely on it. I think the reason is, that they often come directly from high school and are accustomed to another way of learning.

The students choose to study social work from very different perspectives. Some because they want to "make a difference", are dedicated to social justice or think, that they have some capacities to help others. In a ten-year-old book about the social worker at work (Fisker et.al., 2008) social workers were interviewed about their look at the most important thing about social work: "Make a difference, to help them, who have nothing, to help them, who can't by themselves, to help human beings in need, help to self-help, to help people and make changes, to help people in order to make them handle on their own" (p.57). Statements like this cover also some of the students' justifications for choosing social work. But not for all. Especially for the younger students there are some times more random justifications as mentioned before. Some students seem to have ended in social work by coincidence. They could as well have studied to become beautician or real estate agent. And they often have difficulties in their study and their practice placement. On the other hand: The students' organization - SDS - has four priorities for their work in the years to come. One of them is to promote welfare and a social work, which gives time to collaborate with the citizens and has an economic frame, which makes it possible to implement the best social intervention (Socialrådgiveren 12/2017) The students must after SDS` opinion be critical and participate actively in protests, debates and activist actions (Socialrådgiveren 01/2018). The picture is blurred in relation to the current students' devotion to social work values.

The fact that the students are getting younger and the education politics in Denmark

The fact that the students are getting younger is in accordance with the current Danish government's way of thinking education: "The fastest way from public school through high school to vocational training or graduating with an education, which can pose the

foundation for employment". This thinking have in the latest years been the main logic behind the education policy, funding of the sector and the public study grant to students (SU). In 2013 and 2016, the Danish government passed two reforms in relation to education: the forcing reform and the study benefit reform. Both reforms aim are to push the students forward and build on "Increased requirements in the SU system [study grant] for students on progress" (FUM 2013; 2016).

4. IDENTIFICATION AND REFLECTION ABOUT CHALLENGES 21ST CENTURY PLACES THE TEACHING OF PROFESSION.

When we are looking at the education to social work and the practice of social work in Denmark, it is relevant to consider the context in which it takes place. The Danish welfare state is an important frame for the education and practice in social work and for the possibilities and difficulties for these activities.

The Danish Welfare state

In western Europe, you can find different types of welfare states. Esping-Andersen (1990) discusses the three worlds of welfare capitalism and point out the classical distinction between residual and institutional welfare: "In the former, the state assumes responsibility only when the family or the market fails; it seeks to limit its commitments to marginal and deserving groups. The latter model addresses the entire population, is universalistic, and embodies an institutionalized commitment to welfare" (Esping-Andersen, 1990:20). This distinction elaborates Esping-Andersen by looking at the grade of de-commodification and identifies three types of welfare states: 1. The Conservative -continental Welfare State with diminutive distributions effects, 2. The Liberal Welfare State with liberal working ethical thinking, and 3. The Social Democratic Welfare State (or the Scandinavian-welfare state), which is characterized by universalism and de-commodification. In contradiction to the two other type of state it does not wait to the family has failed. It is characterized by individualism in contradiction to the two formers types, which are based on familyism. It guaranties security in relation to provide means of support. In the welfare states of western Europe are the de-commodification rights developed in different extent. According to Esping-Andersen are the welfare states of Scandinavia tend to be the most and the Anglo-Saxon countries the least de-commodified countries (ibid.).

In Esping-Andersen's characterizes, Denmark can be characterized as a Scandinavia welfare state, and social work in Denmark has developed along with the Danish welfare state. The social workers increased in numbers in order to carry out the tasks in the welfare state. The Danish social workers have connected with the values in the Scandinavian welfare state. And they have in their ethical manifest a devotion to social justice and human rights. The Danish association (trade union) of social workers has signed

the IFSW's work with human rights and social work ethics. IFSW: "Human rights stands at the heart of social work, and from its very beginnings social work has been (...) a human rights profession, having as its basic tenet the intrinsic value of every human being and as one of its main aims the promotion of equitable social structures (...). Taking this further, social work today has the responsibility to advocate that human rights are respected all over the world, particularly where new global realities mean that basic elemental human rights are no longer valued and people are often treated as if they don't matter (IFSW). The Danish association of social workers have been involved together with others trade unions and NGO's in activities against austerity in social benefits (3F. 4.10.17,) and in the principle programme for the organization it can be read: "DS must influence the social policy to lead to the greatest possible benefit to citizens. DS must support academic frameworks that ensure that the social work profession can be exercised on an ethically and professionally justifiable basis" (DS Principe program, my translation).

The Danish Welfare state: from welfare to workfare

Esping-Andersen characterizes Denmark as a Scandinavia Welfare state, known as universalistic and with relatively generous social benefits and known by de-commodification. This was the judgment from Esping-Andersen back in 1990. Since then there has been a major change in USA (Hansen, 1999), and the European and Scandinavian welfare states, especially in Denmark, where there has been a movement in the public social politics, which can be described as a transition from welfare to workfare (Torfing, 2004). The former Danish welfare state was recognized to have relatively generous public means of support, which were seen as a universal right to all citizens because of their fellow citizenship. This changed, and Denmark followed a greater international trend in the Anglo-Saxon countries, where there have been introduced many workfare-reforms. It appears not as one sudden break, but as a gradual change in favor of low benefits and a stronger control of the disposal of the unemployed for the labor market. Torfings judgement is that there obviously has been a major shift in the balance between welfare and workfare elements in the Danish social politics. It is described by Torfing as a movement from left to right in the following scheme:

Table IV FROM WELFARE TO WORKFARE		
	Welfare	Workfare
Foundation	Rights	Rights in combination with duty
Function	Socialization of Risks	Individualization of Risks
Goal	Measure Ensure standard of living and thus the opportunity	Ensure labor market integration and the reproduction of labor thus reduced public social expenditures (...)

Means	Fairly generous means of support	Requirements for participation in schemes that increase the unemployed chances to get an ordinary job
Source: Torfing, 2004:25- author's translation		

You can see it as a movement from welfare right by virtue of citizenship to the duty of the unemployed to make them self-attractive for the labor market through participation in different forms of activations programs (ibid.). The focus in the social work with the unemployed citizens is to make them participate in the labor market, and pension on social indications is very hard to get. In the country's municipalities 25,000 cases are currently under review, cases where the citizens - often in many years - have received the lowest social benefit. So far the review shows that 33 % of the long-term unemployed recipients should not have received this low social benefit. They should have been in flex job or in resource courses aimed more directly at employment or permanently placed on early retirement with a social pension (Herskind, 2018). With the thinking from Esping-Andersen: The de-commodification rights are reduced. This transition can make you think, that the Danish welfare state in the latest years has overtaken the characteristics of the liberal welfare state. Perhaps the former welfare state characterized by welfare rights, redistribution and equality has vanished in the present Danish state? In Denmark, there is a striking increase in poverty and inequality (Moderne Tider, 30.12.17).

Similarly, to many other western countries, this transition has taken place at the same time as the introduction of a liberal mode of governing in the Danish public sector: New Public Management (NPM). NPM embodies classical, liberal modes of thinking about economics in relation to be an effective and innovative organization, where market thinking is drawn into the public sphere with weight on measurement of results and quality (Bømler, 2015) and with application of contracts and competition (Jensen, 2010). In the former welfare state, the professionals had autonomy in a relatively high degree; they were entitled to plan their work in respect of the law, but independent. With NPM the public sector and the professionals – e.g. the social worker – have to follow a long line of case regulations in contradiction to let the professionals judge, which effort/intervention there are the most suitable to the individual citizen (Bømler, 2015). In spite of the discussion about deregulation, it is obvious, that the current Danish public sector is characterized by an increased bureaucratization and the professional mode of managing is under pressure by a bureaucratic mode (Hansen, 2010).

The transition from welfare to workfare - consequences for social work and the citizens depending on social work

This development has some consequences for the professional role of the social worker in the public sector. Maybe the professional role of the Social Worker in the public sphere

where the task is to administer the Social Politics in large can be seen as to have undergone a transition from a former counsellor to a current administrator. In the workfare paradigm, the Social Workers have to look at each citizen as primarily a commodity in relation to the labor market. At the same time, they have to follow strict procedures for the administration of the Social Legislation in combination with a pressure caused by an overload of cases. Hence, there will be reason to believe, that the social Workers cannot work within a holistic approach. Coping strategies can also accordingly to Lipsky occur in forms of routines of practice, which has important implications for the quality of the intervention and service in the public sector (Lipsky, 2010) and hence for the citizens and their life. A transition like this can have huge consequences for both the relationship between the Users and the Social Workers and for the possibility for the Social Workers to persecute the best intervention for each citizen according to the ethical demands of Social Work and to inform the development of advanced welfare in social work. The press has in the latest years shown cases where the social work in the public sector in relation to employment looks meaningless. Latest a chronic by a woman who is employed in a ministry (Stougaard, 2018). She got a coronary, and where in treatment. At the same time, she had made an appointment with her employer about slowly return to work. As the state was spending sickness benefits, she had to be in touch with the Job center at the local authority. Her case manager demanded that she had to come to meetings at the job center and ask her manager to leave her job, because the social worker had to make sure, that she would return to work and followed the plan. Stougaard concluded: "The purpose of the meetings is not to support me. Their aim was exclusively to make the social worker tic, that the Job center has fulfilled its duty. It is meaningless for all" (my translation. *ibid.*). Social workers as well have made them visible with critic in the press and in the organizations journal. Thirty-four social workers in Copenhagen wrote an article, where they pointed out: "As social advisors for young unemployed in the municipality of Copenhagen we find that the quality of conversations and activities is subordinated to the need of (...) the statutory number of calls (...). The mechanical calls override an individual assessment of the needs of the individual citizen" (My translation, 34 social workers). Some citizens, who were users at another Job center in Copenhagen, protested against the treatment from the Job center in summer 2017. Their protests came in the press, and their critic hit also the social workers there. The social workers then wrote an article, where they explained, that it was the systems demands, which make them act, as they did. They got support from social workers in other parts of the country (*Socialrådgiveren* 10 p.12). Here we have been looking at some examples from the field of employment in social work, but the field of social work with children and their families is also in focus, because social workers finds, that the administration rules comes before the children in need. In one city, Randers, a social worker acted as whistle-blower and advised the press with critic in 2014. "Social worker warns - we lose the children" (my translation). At last, in 2016, she stood forward with her name. The management got fired

and the social workers hope, that the possibilities to work together with the families and children will be improved (Thorsen).

The social workers and their motivation in the workfare paradigm

The current situation in the public social sector at the administrative level in Denmark have in many municipalities great influence on the wellbeing and possibilities for the citizens, grown-ups and children alike. But simultaneous it has an influence on the motivation of the professionals. Some of them may burn out, some may think their work have lost its meaning. Professionals, who are dedicated to their work, are in need of an intrinsic motivation. This kind of motivation is in danger of disappearing under such circumstances and may be replaced by an extrinsic motivation. If that is the case they may just follow the rules by the book or choose to cream and make priority of the easy cases, or they move to an A-motivation – a mode of motivation, where they just do their job, because they ought to (Deci & Ryan, 2000). It can result in Social Workers, who withdraw from using their personality in carrying out their professional task. If this is the case, it will influence on the relationship between the Social worker and the User. And hence influence on the capacity for the Social Worker to make a holistic assessment of the situation of the citizen. It also can affect their capacity to empathy and the possibility for trust in their relation. This can have (will have) great consequences for the quality of the social intervention and for the benefits from social work for the citizens.

The social workers and the education in social work in relation to critics of the workfare paradigm

Another difficulty for the education and practice in social work in the current kind of welfare state may be that social workers can have difficulties to criticize the practice and the organization. Today criticism of the organizations conduct of social work can be very difficult for the social workers to express both inside and outside the organization – though their critic are based on a professional judgement of the practice in focus (Socialrådgiveren 09/16:22). Some managers see criticism as an expression of disloyalty. Social workers, who dare to speak critically about the work in their organization, can be facing different kinds of sanctions from a warning from the management to relocation or difficulty to achieve a new and interesting job in the organization though they are very well qualified to the kind of job. Such reactions from the management may prevent the social workers from involving in developing social work and social work education together with students and users. But as it has been shown it luckily doesn't prevent all social workers from doing so.

¿Real social work? - Some students view and the education in social work in relation to competences to develop relations with citizens

The current conditions for Social Work and hence for the education in social works in large parts of the public sector in Denmark have to realize, that the NPM paradigm is ruling in the public administration. The social workers have to cope with this fact. Therefore it is

possible, that the social workers, the students and the users, who are interested in developing social work may relate to the NGO's in social work and social work in the public sector outside the public administration. You may say that the welfare paradigm has survived in the NGO's, when large parts of the current public sector are characterized by workfare. This presupposes that the students see NGO's and the non-administrative parts of the public sector as a place for "real" social work. And this is not always the case. I have had students, who were in practice placement at a housing association, counseling unit for children and families, and at a place, where young people with psychiatric difficulties could meet and get support in their everyday life. The students didn't think of these places as "places, where real social work were conducted". One student told me: "I am sad, we only have one practice placement, and then I haven't the opportunity to be in real social work." I: "What is real social work then?" "It is social work in the public administration". For some of the students - often the younger ones - social work take place behind a desk. And that is not the case for only the students, but also for some educated social workers. The chairman in the Danish association of social workers in the northern part of Jutland has told, that in one municipality the local authorities thought, that it could pay it self economically to employ more social workers in order to make it possible for them to cooperate with the citizens in a professional way and minimize the tic-schemes. But the social workers didn't know what they should do in collaboration with the citizens without their schemes. Many of them quitted their job in this municipality and got employment elsewhere. They seemed to have lost memory of their capacity to make relations and dialogue with the citizens and work outside their office without a desk between them and the citizens. It seems, that there are a lot of different challenges in social work today, and hence in the education in social work.

In the curriculum the teachers try to make the students train their capacities to build relations and cooperate with citizens. But as shown some of the students don't show up in class, others will not participate in role-plays. Of course, it is not significant for all students. The student's organization, on the other hand, demands a higher degree of active training at the University College. They criticize, that too much of the lectures take place in a big auditorium and make the students passive without much contact with the teacher. They want more connection between education and practice, more practice placement and more training (Socialrådgiveren 12/2017).

5. REFLECTIONS ON THE PROFILE OF STUDENTS AND THE DIFFICULTIES ENCOUNTERED AT THESE LEVELS.

At the present social work in Denmark is facing a lot of challenges, especially when it comes to the fields of public administration of social laws, which employs many Danish social workers (Henriksen, 2015). Those challenges also make an impact on social work in

other areas, because social works in other areas very often may work in relation to the public administration in order to secure the benefit or social interventions for the citizens. Those challenges are reflected in the education in social work.

Analyzing social problems vs. to see social work as a bureaucratic checklist maneuver:

The education to social work in Denmark includes at more stages lectures in understanding and analyzing different social problems and have a curriculum that support this very important part of social work: To be able to analyze the social problem in focus and the conditions for change and furthermore reflect critically about the analysis is one of the most profound requirements in social work in order to make a professional judgement (Alminde et al, 2008). As teachers we emphasize the importance of training the students in doing so, but some of the students don't see the point in this activity, they can tell by experience from their practice placement, that the practitioners don't take their time in doing so. And this can be seen as a result from the focus on goals and performance management in NPM. A review by KORA (The National Institute for Municipalities and Regions Analysis and Research) points out: "The goal of performance-based management has been to ensure that public institutions focus on their core tasks and deliver effective public services. But the analyzes shows that reality is far from the good intentions (...) Often the goals and measurements are in the way of the effort itself. (...) Management by objectives may tend to promote bureaucratic checklist behavior at the request of the professional judgement (...) Instead, we must develop more meaningful goals and tools that take the starting point in the professional judgment and the allow the social worker, together with the citizen, to assess whether development is in the right direction" (my translation, Socialrådgiveren 06/16). In order to make the social workers being able to such an activity it is important, that the University Colleges insist on, that the knowledge about social problem and the competences to analyze social problems is one of the core competences for an educated social worker. And moreover: The students must gain competences, so that they will be able to analyze social problems, as they will appear in the future.

At the same time, it is important to realize, that bureaucratic checklist behavior cannot be in accordance with the conducts of ethics in social work. The Danish association of social workers (DS) has signed IFSW – International federation of Social Workers - ethical principles. DS points out, that an important ethical principle is, that the social worker respect the dignity of the individual, including "The social worker respects the citizens responsibility for own life and own choices. And the social worker shall respect as far as possible the citizen's choice and plans, provided that they not harm others" This will involve, that the social worker "share knowledge with the citizen on how a problem can be solved and that the social worker supports the citizen himself to participate in the solution" (DS ethic 2011, my translation). And IFSW point out in principle 4: "Social workers should act in relation to the people using their services with compassion, empathy and care"

(IFSW, ethics). This cannot be in accordance with checklist behavior. The education in social work has a task to go against the prevalence of checklist behavior in cooperation with the association of Danish social workers and to make this one central element in the education.

Academication of social work education?

Another challenge to day for social work and education in social work is the debate about the so called academication of social work and social work education. Old social workers, for instance practitioners, who works as supervisors in practice placement, can heard be saying: Social work is not an academic field. It is handicraft. And some teachers in social work sometimes discuss, that social work education has changed and is more academic than in the earlier days. Said with a form of sadness perhaps. The stance in this discussion will depends on, what form of and education in social work you are familiar with and combine with. If you combine with education in social work at Aalborg University and back in time at Roskilde University (the later opportunity for education in social work has been closed for many years ago) I would say, that the education in social work has not undergone a change in a more academic direction. The education there has always rested on dialectic understanding of theory and practice and the understanding, that those two perspectives on social work can't be separated, but must and will reinforce each other. But if you combine with the former Schools in Social Work it is probably true, that the curriculum now days attach more importance on theory and the ability to analyze, than before.

In a research study a discourse is identified among some of the participating practitioners: The discourse of acting preparedness. They were asked: "What is your understanding of the social problem in focus? Their answers were in different formulations: "I will choose those efforts, and I will do like that and like that." This discourse was seen as an alternative to a discourse of investigation and reflection, which characterized others of the practitioners. The discourse of acting preparedness hits an old discourse in social work in Denmark about the characteristics of social work (Henriksen, 2012). In a book about social work from 1979, which have been used as a basic book in social work, the authors wrote: "A common failure (...) is very likely, that the social workers relay on the first formulation of the problem, and goes directly to propose interventions. It seems like Lucy in her shop in the comic strip" Peanuts". Lucy offers psychiatric help for less than a dime. There is one simple question, and one concrete answer to it and the problem is solved (Hillgaard, Keiser, 1979:119, authors translation). This discourse of preparedness can be seen in connection with some of the students wishes to help others. On the homepages for VIA University College and practice placement in social work you once could read: "NN has always had the desire to help other human beings (...). The gene to helpfulness. I have this helpfulness gene inside me" (after Henriksen, 2012:211. Authors translation). They jump to the first, the best intervention without sufficient analyze of the social problem in focus.

A professional approach in social work must involve the understanding of the importance of combining theory and practice in the analyze of the social problem and the possible social interventions in relation to the problems. To see academic competences and competences in practice as dichotomy can be met in discussions about academic versus handicraft. But I think that this is a false dichotomy. Social science research - like all research - presumes skills in research handicraft as well as handicraft in trades like carpenter and bricklayer presumes theoretical knowledge about the material in hand and how to use. In accordance with Sennett it is important to realize work as a unity of hand and mind. Craftsmanship covers the human impulse to do the work in a good quality for its own purpose. But the social and economic conditions are often an obstacle to the craftsman's engagement (Sennett, 2009). In accordance to Sennett craftsmanship is not reduced to the trades, which we normally see as handicraft. Craftsmanship includes not only trades with manual skills, but also trades with a comprehensive theoretical basis as doctors and it programmers. And in this optic from Sennett, you can understand also social work as craftsmanship. In craftsmanship the worker with the eminent as the goal for the effort, they strive to reach quality. This strive has resemblance to the professional social worker and hers/his motivation structure (Henriksen, 2012). Excellent social work based on craftsmanship presupposes, that the social worker master skills, which are central in social work and possesses a n expanded amount of knowledge (theoretical, researched based and empirical) within social work and is driven by a professional engagement and social professional ethical judgement. She/he must understand social work as an activity directed on individual, groups as well as against (local)society (Henriksen, 2012). The education in social work must master the balance between practice and theory and urge the students to see social work as a professional practice, which relays on a dialectic combination of both theoretical and research based knowledge and skills in social work practice. A practice which must be characterized as craftsmanship in the understanding from Sennett.

Austerity

Another challenge in Danish social work is austerity - the cuts in social benefits. The Danish parliament has decided a number of welfare cuts in 2016. All recipients are hit by a maximum for the benefits in total. And this maximum is low. They are mentioned by the term: poverty granting's. A survey shows that 68% among the population, who have participated in the survey, estimate, that the quality of welfare benefits has deteriorated in the last 5 years. 55% estimate especially, that the welfare benefits to vulnerable citizens have undergone deterioration of the quality, and 68 % wants better welfare instead of tax relief, although tax relief is the high priority by the current government (Socialrådgiveren 08/2016).

Social workers can tell the negative consequences of this austerity." The pressured economy exacerbates citizens' attachment to practices and other processes that should bring them

closer to work (...) for example, a single mother of two, afflicted with anxiety and depression, which after a few years had actually become ready for education or job-related courses, but her anxiety has flared up a lot and she is not at all prepared to focus on job or education” (Socialrådgiveren 03/17, my translation). Social workers and others professionals have along with researchers and NGO’s pointed out, that those welfare cuts especially hit the children. The amounts of children, who grow up in poor families are increasing. It is especially children in families with one parent, who are hit. “There are absolutely uniquely single parents who are hit hardest by the maximum limit” (Labor Movement's Business Council). “Several organizations estimate that (...) every 20 inhabitants in Denmark are poor. The majority of the poor lives in the major cities and in the outskirts. The poor are often immigrants, but also ethnic Danes. They have often ended up in poverty after a big upheaval in their lives as a fire or a divorce, and they live a life of shame, isolation and insecurity. Surveys show that 75,000 of the Danish poor are children” (Sørensen, Ibureauet/Information).

The consequences for children who grow up in poverty are documented. “Child poverty research shows that growing up in poverty has a significant impact on children’s life in relation to well-being and social participation in the children's groups and in school and therefore also has consequences on the long-term in the life of the child” (Henriksen & Rasmussen, 2015:400).” The children are often influenced by sacrifices of a material kind, by social sacrifices and mental strains. The children are worried about the lack of economic in the family. They are outside in relation to the groups of children and in school and often they develop a negative understanding of their self. “Children living in poverty in Denmark are often characterized by invisible sacrifices (...) their physical framework seems on the surface to be roughly like the majority. However, the standard of material goods differs, in some cases, in such a way that they are very well below the material standards for children in the country” (ibid: 404.) “You can see that the children who grow up in the least-privileged families are doing the least in schools and have the least opportunity to get an education. If you are in lack of education, there is a greater risk of ending in unemployment later in life” (Labor Movement's Business Council, my translation). And the NGO Save the Children adds that child poverty can pave the way for a life on the bottom of society later in life. “We can see that in poor families there is greater absence and poorer performance at school (...) We therefore think that the children pay the price of an employment policy which, according to the government’s own figures do not have the big effect on employment” (Save the Children, my translation). For a teacher in social work (and former social worker) it is astonishing and incomprehensible, that the social workers in the administrative departments in social work with children and families don’t talk about the economic situation in the families. They have focus on the behavior of the child and the child’s relation and interaction with the parents (Henriksen & Rasmussen, 2015, Johansen, 2016).

The education in social work faces a great challenge and must focus on teaching the students, that holistic assessments are profound in social work and a necessity in relation to social work with children in need and their families.

Social workers as social political actors

The social workers in the public administration of social services have to cope with administration of austerity, although this can't be in agreement with the codes of ethics in social work. One of the important values is: "Social justice" (DS etik). It can't be in agreement with the value social justice to decide a legislation, which pushes many citizens into poverty. In accordance with the principle of ethics from IFSW there is a special obligation to social workers. They must challenge "unjust policies and practices – Social workers have a duty to bring to the attention of their employers, policy makers, politicians and the general public situations where resources are inadequate or where distribution of resources, policies and practices are oppressive, unfair or harmful" (IFSW. Ethics p.4). In the Danish ethics for the social work profession it is pointed out, that social workers "have a special duty to secure rights for children and other groups, who themselves cannot take care of their interests" (DS etik, 2011). The Danish association of social workers has in cooperation with other trade unions made protests in relation to austerity. The student's organization wishes in the years to come to struggle against welfare cuts (Socialrådgiveren 12/2017). In the University Colleges and the education, it is therefore important, that there will be a focus on the consequences of austerity for the citizens and especially for the children. The students must be trained in analyzing the social policy and its consequences both on a general level and on a group and an individual level. At the same time the students must be encouraged to reflect critically about, what they can do about it. In accordance to the ethical values of social work, they have to act. One way of acting can be to act as whistleblower or/and as a social political actor. Social political actors can in their work do some (all) of the following activities: Document and visualize the consequences of the austerity (the social laws) and explain the connections between the law and the conditions of the citizens. Tell about their documentation and analysis to the management, the politicians and the public. Organize the citizens, who are affected by the laws in focus, in order to work for changes. They can work with community work and action research, and contribute to develop social work in other directions (Halvorsen. ua.). A condition for such an activity is that the students throughout their study learn to see it as a relevant activity for a social worker. Another condition is, that there are established some organizational frames, which can support the social workers in doing so. In Denmark we have just established an association to support development of critical social work (FKSA). The trade union can also be a possibility.

Social work and human rights:

Denmark has signed the European declaration of human rights in 1953, and in 1992 the parliament decided to write this convention into Danish law. In Denmark, though, human rights are under pressure. One party in parliament want the European human rights convention removed from Danish laws (Information 04.11.17). Although this party hasn't got a majority in parliament their influence on the debate among politicians and in the public, is relatively high. The Danish Immigration and Integration Minister have in the latest years once afteres another tighten up the laws, which covers the resort area of immigrants and refugees in such ways, that experts in law in this field evaluate, that the administration and the tightening of the law is in conflict with the European convention of human rights (Information 08.12.17&12.01.18). Some NGO's works with refugees, for example: Refugees welcome and Grandparents for asylum, and the NGO Muhabet, which is located in Aarhus and Copenhagen. Muhabet means: Fondly being together. Muhabet is a multicultural place of residence with a special focus on the group of mentally ill and vulnerable women and men of different ethnic background than Danish. The target group is preferably mentally ill refugees and immigrants, many of which are traumatized as a result of war and their experiences escaping (Muhabet). Muhabet has through the years offered practice placement to students in social work. Here the students have got the opportunity to train a lot of competences: building relations, communication, analyzing the problem of the citizen, working together with citizens on an equal basis a.so. Competences, which are very important and profound in social work.

Social workers in Denmark are working together with refugees and immigrants. In this kind of work, it is important that the social worker has a sharply attention on human rights, as these rights is under pressure in Denmark. Human rights are one of the most central core values in social work. "Principles of human rights and social justice are fundamental to social work" (IFSW: Statement of Ethical Principles). In the education to social work it is also important, that the students learn to see human rights as a core value, so that they as educated social workers will do their very best to promote and secure human rights for and together with the citizens. But the task isn't an easy one nowadays in Denmark. The Danish administration and legislation are as shown characterized by austerity, commodification in relation to the citizens and NPM policies in combination with attack on human rights. You may say that social work in Denmark is facing a crossroad. The question is: Shall social work be devoted to Human Rights, Social Justice and Social Care, as the history of social work and the national and international organizations of social work demands. Or shall the Danish social work adjust to Governmentality in at NPM perspective as demanded from the government and some parts of the administration? As a teacher in social work my answer is of course a yes to the first option. And the education in social work must relate strict to that, but with a consciousness about the influence in social

work from the later. And the students must be trained in handling the dilemmas, which rise from this contradiction.

The need for active training in social work skills in the education - possibilities now and the years to come

But perhaps training and active participation from the students have difficult conditions at the present in the Danish world of education, where austerity, management and NPM politics are ruling. Associate Professor in pedagogy at DPU, University of Aarhus, Steen Nepper-Larsen points out, that target measurement and control “is overriding the public sector, especially within the education system. It seems almost to be a new nature for the emerging generations that they will find themselves (...) in - a learning-oriented, modular and competitive educational sphere, haunted as it is of savings, closures, mergers, perpetual reforms, astringent documentation requirements and all-round evaluation” (Nepper Larsen, 2018). And more reductions are on its way in the years to come. In 2015 the government decided 2% reductions in the institutions of education every year from 2015 to 2019. Last year this reduction was extended to 2020. And in the Budget for 2018 the Ministry of Finance extended it further to 2021 inclusive. The Labor Movement's Business Council has calculated, that this means reductions on 14, 7 billion Danish kroner in the education field. The Danish organization for Trade with their educational- and research political head: Fjord Sørensen, points out, that this reduction is out of proportions and ought to be stopped. “The Ministry of Finance should understand that we need quality education that can provide the latest knowledge and contribute with skilled labor. Education is what creates growth and prosperity”. The reduction “makes no sense when the government wants more quality at the same time” (Information, 01.09.2017). The students' organization, SDS, agrees. The students' points out, that the politicians must invest in education to develop skilled professionals for the future. The government plans to save more than 1,8 billion Danish kroner in the year 2018-2021 on the university colleges. It will hit the education in social work as well as all the other vocational educations. The students stress, that this reduction will “lead to more fires [of staff and teachers], fewer confrontation in class and larger classes”. And this is contradictory in relation to social work, which “requires active training, not only reading and listening” (Socialrådgiveren 12/2017). The students therefore will campaign together with other students against the austerity and reduction in their education. This will be an important issue for education in social work in the following years. The possibility to make more training in analysis and practice and all the time be working with combining practice and theory is decisive to develop skilled social workers. Social workers who will protect social justice and human rights and support the citizens in developing their autonomy. And at the same time support citizens in joining collaborations, where they together can realize their individuality. The shared world is according to Arendt a condition for development for the individual (Arendt, 2017).

6. CONCLUSION

In this chapter about social work and social work education in Denmark the following question has been put forward: ¿Is Social Work in Denmark at a Crossroad? Is social work devoted to Human Rights, Social Justice and Social Care or to Governmentality in a NPM perspective? It is a complex question, that cannot be answered by a simple yes or no.

The Danish Welfare state has been presented in its origin as a universalistic welfare state build on de-commodification of the human beings and with relatively generous social benefit. But the Danish welfare state has developed since its start and the movement is described as a movement from welfare to workfare, which has large consequences for social work and the citizens depending on social work and has influence on the motivation of the social worker and hence also on the students in social work. The students in social work are getting younger and for some of them the devotion to social work and its values are not so strong, as it has been before. Some students in social work have a strong perception about, where “real social work” can be conducted. In their opinion social work are situated in the public administration -behind a desk. In relation to those students, it is important, that social work education points out, that “real social work” also is situated in organizations, where social work treatment is conducted and in NGO’s etc. And the focus must also be on the importance to educate the students to gain competences to develop relations with citizens. In relation to some current challenges in social work and its education in Denmark it is important to realize, that social works and its education builds on the understanding, that social work is a profession with the competences to analyze social problems and not a trade, who works with bureaucratic checklist maneuver. It is not a question whether social work can be seen as a profession, which is hit by academication. Social work is both academic and practical, and theory and practice must be understood as a dialectic matter intervened in each other. Practice and theory have a mutual interdependence and will and can reinforce each other. Social work in Denmark as well as the educational field is hit by austerity. The student’s organization - SDFS - wants to combat this development. Some social workers also have these aspirations. One possibility is that social workers in a wider extent will be acting as whistleblowers and social political actors. In Denmark human rights and social justice are under pressure. In these years it is important for social workers to be on guard and defend human rights, social justice and social works ethical values. This must also be an important issue for social work education. So in these years you could say, that social work and social work education stands at a Crossroad between devotion to human rights, social justice and social works ethical values at one hand, and on the other a devotion to Governmentality in a NPM perspective with a checklist behavior. To stake a stand is decisive for every social worker, student and teacher in social work.

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Dykinson e-Book

SOCIAL WORK IN XXI CENTURY ST.
Challenges for academic and professional training

Concepción Nieto- Morales
Mónica Solange De Martino Bermúdez
Coordinating

ISBN: 978-84-9148-668-8

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Coordinating

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**SOCIAL WORK IN XXI CENTURY ST.
CHALLENGES FOR ACADEMIC AND PROFESSIONAL TRAINING.**

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Goetz Ottmann

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Rick Csiernik

3. Czechoslovakia

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