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Chapter I

"Social Work Education: ISCTE University Institute of Lisbon /Portugal"

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1. Presentation of the ISCTE University Institute of Lisbon

ISCTE-IUL¹ that is a public university established in 1972 pursuing teaching, research and community service activities. With more than 9000 students enrolled in undergraduate (46%) and postgraduate (54%) programs, 450 teachers and 240 non-teaching staff, the University is proud to be one of the most dynamic and innovative universities in the country producing, transmitting and transferring knowledge to society according with the highest international standards. It is a research-oriented university with a multi-disciplinary and inter-disciplinary approach, that includes eight research units, six laboratories, as well as the Departments and Schools that are the main organizational structures of the Institute (see www.iscte-iul.pt). The research units have high quality and national merit and with significant contributions of international relevance in their research areas.

CIES-IUL's is one of these research units and has as main scientific domain sociology, developing also relevant activity in the fields of public policy, political science, communication, education, modern and contemporary history and social work.

CIES-IUL's activity is characterized by a demanding articulation between basic research, applied research mainly directed at the design, monitoring and evaluation of public policies in various sectors and areas of intervention and advanced training. The Centre develops a wide range of activities with scientific and social impact that contributes to its national and international recognition.

The scientific structure of CIES-IUL is based on 6 Research Groups: I - Inequalities, Migrations and Territories; II - Knowledge Society, Competences and Communication; III - Family, Generations and Health; IV - Politics and Citizenship; V - Work, Innovation and Social Structures of the Economy; VI - Modern and Contemporary History.

¹ www.iscte.pt

Advanced training is another fundamental pillar of CIES-IUL, closely combined with research activities. The center is responsible for the scientific and administrative coordination 4 PhD programmes - Sociology, Public Policies, Communication Sciences and Social Work - and is associated with 5 others.

2. Characterization of the cycles of studies in Social Work

First cycle of studies in Social Work (undergraduate)

The degree course in Social Work, at ISCTE-IUL, began in 2010, and from this date onwards, the three cycles of studies in Social Work will be taught at ISCTE-IUL.

The degree in Social Work is based on the need to address societal changes (labour and employment system, sociability and culture, State/Society relations, demographic dynamics) as well as the emergence of new social issues, namely new forms of poverty and exclusion, unemployment and economic insertion mechanisms, migration and multiculturalism, associated social problems, the increased importance of the territorial dimension and of partnership and contractualisation mechanisms of social policies, requirements for rationalisation and effectiveness of social programmes and projects. In this sense, the degree in Social Work at ISCTE-IUL allows students to acquire skills for professional exercise by responding to the current demands of study and professional practice related to the conception and resolution of contemporary social problems, with respect for the realization of human rights and social justice.

The study plan aims at the training of social workers oriented towards participation in the construction of a new knowledge-based society, focusing on the development of study, research and intervention skills, placed at the service of social, cultural and technological development, values essential to the strengthening of the pillars essential to life in society: citizenship, culture, science and innovation. It has a structure of 6 semesters in a total of 180 ects, 162 of which are compulsory and 18 optional, distributed among the scientific areas of Social Work, Sociology, Psychology, Public Policies, Law, Social Research Methods, Statistics and Data Analysis and Demography

Formation includes the Human and Ethical dimensions, which make it possible to establish mediations with and between the subject, institutions and the value of social justice, theoretical formation, for training in the knowledge of society, social problems and social structures. This structure allows for an interdisciplinary approach and discourse that facilitates the understanding and definition of the meaning of the action of Social Work towards the citizen and social problems; a training that aims at the use of appropriate and effective methodologies in response to the problem of

the person, the group, the community, committed to citizenship and promoters of training and empowerment.

The cycle of studies, within the framework of skills for the exercise of the profession, seeks to form the following professional profile:

- Design, analysis, diagnosis, synthesis and problem solving;
- Application of knowledge, adaptation to new situations and quality of intervention;
- Understanding of information;
- Training to work autonomously and as a team;
- Organisation, planning and evaluation.

To this end, it integrates contents that structure the professional profile, namely in the following areas:

- Fundamentals of Social Work
- Public policies and social protection system
- Models of Intervention in Social Work and contemporary social problems
- Technical tools of the Social Work
- Supervised practices and experiential training in Social Work

Social Work Training has a component in the field of social practices and their professional and theoretical understanding, a very strong orientation in the practical training present in the study plan of the degree. The relevance of the Curricular Internships, in effective articulation with the social organisations of the civil society, (Public and Private) in the different areas of Social Action, is a specific patrimony of the Social Work that has been adjusted and optimised, with a view to a better adequacy and response to the demands of the professional practices, preparing the professionals for the conception, diagnosis, intervention, evaluation and investigation of the new social issues in contemporary society.

The internship is a training unit in a working context, i.e., it is the learning instance that enables the student to experiment/apply his/her knowledge/knowledge in a context of a specific service/organisation

Second cycle of studies in Social Work (Masters)

The master's in Social Work develops scientific, technical and relational skills in contemporary, national and international social issues and problems. This cycle of studies promotes, specifically, the following competences:

- Apply specific Social Work theories and methodologies (in the construction of the theoretical object in the research process and intervention in Social Work);
- To develop technical tools to support the diagnosis, intervention, research and evaluation of social problems;
- To substantiate and argue the ethical-political, theoretical-methodological and instrumental nature of Social Work;

To analyse the Social Work and its practices at national and international level, in terms of its approaches, its privileged relationship with vulnerable or socially disadvantaged groups and multidisciplinary work;

To evaluate, in a critical and systematic way, professional practice, its results, contexts and determinations.

Skills to enable them to continue lifelong learning with a high degree of autonomy.

The predominant scientific area is that of Social Work. The training plan is oriented to the study of Human Rights and Social Work, Ethics of Social Work, Foundations of Social Work and International Social Work. In the framework of Social Work Intervention, knowledge about Contemporary Social Inequalities, Crime and Society and Design, Management and Evaluation of Public Policies are deepened.

On the basis of the analysis of the dissertations and project work we identified two profiles: a) dissertations built around the action of the practice, based on social diagnosis and oriented to the conceptualization of the particularity of the social problem and support an intervention design with a view to its elimination; b) works built on the research process based on methods and techniques of practice analysis, with the aim of producing general knowledge with an impact on training, public policy and society.

At the level of applied research methodology in Social Work, emphasis is given to the deepening of Data Analysis and the learning of research methods and techniques oriented to the production of knowledge in the scientific field of Social Work.

The optional training also offers the possibility of deepening in specific areas of intervention such as Ageing, Health, Disability, Child Mediation and Protection and Superdiversity.

The master's in Social Work has as objectives:

- To deepen knowledge in Social Work in the theoretical field and research methodology;

- Apply theories and tools that facilitate the understanding and resolution of contemporary social problems by the Social Work;
- Elaborate a project work based on a research process in Social Work, that innovates the professional practice and produces scientific knowledge that integrates the conception of public/social policies;
- Experience scientific and theoretical-methodological skills in order to promote studies and research in Social Work;
- To provide the development of critical, reflexive and analytical thinking of the intervention, in a framework of research and production of knowledge in Social Work.

ISCTE-IUL's 2nd cycle training in Social Work has consistently been in demand above supply at all stages of application and by students from different schools and initial training areas.

This is one of the 10 Master's degrees in Social Work operating in Portugal and one of the 7 operating in the city of Lisbon, thus presenting itself in a highly competitive environment.

Third Cycle of Studies in Social Work (PhD)

The programme is part of the public university system as a field of science which aims at the production of knowledge applied to innovation and development in this field and as a consequence of the profession, stimulating and deepening the academic debate on its foundation(s) as a science in the context of social sciences.

The cycle of studies leading to the degree of PhD in Social Work presents an organisational structure and scientific orientation essentially based on the teaching-learning model based on R&D practice. The PhD course (2 semesters) integrates Curricular Units of methods (qualitative and quantitative) improving the learning of mixed methods. Curricular units of theory for the exercise of knowledge production, being that the area of Social Work has 150 ECTS and the area of methods with 6ECTS and the remaining areas, namely Public Policies and transversal subjects has 84 ECTS, making a total of 240 ECTS. The set of curricular units of the PhD course is based on a research methodology and/or the development of complementary skills, responding to the acquisition of research skills integrated in an environment of intensive production of knowledge, national or international in higher education institutions and other public research institutions as well as entities integrated in the Public Administration.

This cycle of studies provides the acquisition of original scientific research skills in the area of knowledge in Social Work, promoting, among others, the capacity for systematic

understanding in a specific field; the competence and method of research; the ability to design, design and carry out research, respecting standards of quality and academic integrity.

It is presented as a systematic process of advanced study in the specific domain of the Social Work promoting theoretical and methodological construction and consolidation of scientific knowledge in this area at the level of analysis and interpretation, reducing its descriptive level. It produces this construction in a dialectic relationship between theory and practice through a process of research (Research based practice). It is constituted as a field of science that aims at the production of knowledge, innovation and development of this scientific area and as a consequence of the profession, stimulating the academic debate on its foundation(s) as a science in the context of social sciences.

It produces the theoretical construction in Social Work in a dialectic relationship between theory and practice through the method of reflexivity.

The doctorate is recognized as a field of science that aims to produce knowledge that produces innovation and development in a scientific area and consequently in the profession.

The Programme aims to train Social Work researchers in order to produce systematic knowledge in the scientific field of this area of knowledge; develop critical thinking; identify social problems, update and develop professional and research skills in Social Work. It promotes the following research skills:

- Systematisation promoting its theoretical construction;
- Development of research projects;
- Dissemination of the scientific knowledge produced;
- Valuing communication skills;
- Creation of an identity for the nuclear scientific area and, in particular, on its subject.

The course deepens the knowledge and gain of scientific skills of methodologies that promote reflexivity in the field of Social Work, in a research process that produces predictive information for its qualification. It aligns the theoretical treatment of the programmatic contents associated to a participative dimension of the student in order to understand and assimilate the theoretical contents.

Table 1. "On-line Training in Social Work - ISCTE"

	<u>1st cycle</u> ²	<u>2nd cycle</u> ³	<u>3rd cycle</u> ⁴
Objetives	<ul style="list-style-type: none"> - To provide knowledge about the Social Work, its genesis, evolution, theory, field and areas of intervention, within the framework of social protection systems and social policy. - To stimulate a learning that supports an intervening, critical and reflexive professional practice, allied to continuous and regular study and research; - Train skills in Social Work, namely: understanding social problems, social policies, methodologies of professional intervention and the different organisational/institutional contexts; - To study the methodologies of intervention with subjects, families, groups and communities; - To train social workers for qualified professional exercise, in different units and levels of action, oriented to the improvement of the living conditions of groups of the population in a more vulnerable situation, promoting their well-being and social citizenship. 	<ul style="list-style-type: none"> -Develop knowledge in Social Work in the theoretical field and research methodology; - Apply theories and tools that facilitate the understanding and resolution of contemporary social problems by the Social Work; - To elaborate a research project in Social Work, that innovates the professional practice and produces scientific knowledge that integrates the conception of public/social policies; - Experience scientific and theoretical-methodological skills in order to promote studies and research in Social Work; - To provide the development of critical, reflexive and analytical thinking of the intervention, in a framework of research and production of knowledge in Social Work. 	<p>Produce systematic knowledge in the scientific field of this area of knowledge;</p> <ul style="list-style-type: none"> - Develop critical thinking based on advanced Social Work theories and methodologies on emerging social issues and their complexity; - Identify social problems, evaluate and develop new social practices and disseminate their knowledge through professional practice, teaching and publication in academic journals with scientific impact; <p>The Programme also aims to update and develop professional and research skills in Social Work by holders of a Master's degree, preferably in Social Work or holders of an appropriate professional and scientific curriculum, and also to promote a research career in Social Work/Social Sciences or academic career</p>
Skills	<ul style="list-style-type: none"> - The cycle of studies, within the framework of skills for the exercise of the profession, seeks to form 	<ul style="list-style-type: none"> - Apply specific Social Work theories and methodologies (in the construction of the theoretical object in the 	<ul style="list-style-type: none"> - To investigate social problems, professional practice and to know how to distinguish/use the different methods and

² <https://www.iscte-iul.pt/curso/55/licenciatura-servico-social>

³ <https://www.iscte-iul.pt/curso/50/mestrado-servico-social>

⁴ <https://www.iscte-iul.pt/curso/72/doutoramento-servico-social>

	<p>the following professional profile:</p> <ul style="list-style-type: none"> - Granting; analysis; diagnosis, synthesis and problem solving; - Application of knowledge; adaptation to new situations and quality of intervention; - Understanding of information; - Training to work autonomously and as a team; - Organisation, planning and evaluation. <p>-analyse and know how to situate the intervention of the Social Work in the context of public social policies, inequality and national and international social problems, within the framework of modern social institutions;</p> <p>-To apply and make operational the theoretical and methodological knowledge in Social Work, based on its principles, values and aims in the professional intervention and in the contemporary debate of this area of knowledge;</p> <p>-Dominate and operationalise the subject, family, community, organisation-centred approach as well as empowering, social advocacy, networking and partnership intervention;</p> <p>-Diagnostic, programming, executing and evaluating the intervention in Social Work, through the use of theoretical, technical and methodological references fundamental to a qualified</p>	<p>research process and intervention in Social Work);</p> <ul style="list-style-type: none"> - To develop technical tools to support the diagnosis, intervention, research and evaluation of social problems; - To substantiate and argue the ethical-political, theoretical-methodological and instrumental nature of Social Work; - To analyse the Social Work and its practices at national and international level, in terms of its approaches, its privileged relationship with vulnerable or socially disadvantaged groups and multidisciplinary work; - To evaluate, in a critical and systematic way, professional practice, its results, contexts and determinations. - Skills to enable them to continue lifelong learning with a high degree of autonomy. 	<p>techniques of investigation;</p> <ul style="list-style-type: none"> - Systematize knowledge in Social Work promoting its theoretical construction; - Elaborate research projects and perform original work, contributing to the innovation of knowledge and practices in Social Work; - Disseminate the scientific knowledge produced through publication and editing; - Improving communication skills with peers, the scientific community and society at large; - To create an identity of the scientific area of Social Work and, in particular, on its object of study, making clear the foundations, procedures and conclusions of its research-based analyses.
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	<p>and qualifying professional practice;</p> <ul style="list-style-type: none"> - To enable the student to solve social problems within the framework of the diversity of social and family contexts; - Managing the complexity of problem situations in order to formulate information and responses based on the principles of social and ethical responsibilities; - Skills to enable them to continue lifelong learning with a high degree of autonomy. 		
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3. Epistemology of Social Work Training

The analysis of the trajectory of Social Work in Portugal, based on the research presented by Alcina Martins (1999) shows that Social Work was not recognised and identified for contributing to the production of specific knowledge, but for the way it intervened in social situations. The author justifies these arguments by stating that in the 60s and 70s schools transmitted the results of the production and dissemination of science. The social worker was not trained to master the very process of knowledge construction in the social sciences and, in the institutions, the function of research was that of other professionals, placing social workers in a subordinate position (Martins, 1999, pp. 49-51). The continuation of the same historical analysis reveals that, in Portugal, after the 25th of April, schools showed interest in developing research in Social Work, as a result of the transformations that took place in Portuguese society and also as a result of new influences at the level of currents of thought and theoretical matrices, such as those coming from Marxism and from the trends of the reconceptualization movement. In the same vein Ferreira (2014) argues that the 1980s and 1990s of the 20th century were important milestones for Portuguese Social Work, with the recognition of the degree of licenciatura (1989) and the start of post-graduate training (1987) in partnership with Brazil, as well as the first PhD programme in Social Work (1997). While, on the one hand, we witnessed a qualification of training for professional practice, there was also the development of Social Work as a scientific area, the strengthening of Social Work's identity as an area of knowledge in the field of social and human sciences (Ferreira, 2014). Both authors analyse that post-graduate training has created conditions for the development of scientific production in Social Work, insofar as it is with

the Social Work master's courses that research into social work in Portugal has truly begun (Martins, 1999, p.53), research which, conducted by appropriate research design, as well as methods of data collection and analysis, seeks answers to relevant Social Work questions for which there is disagreement, uncertainty or lack of knowledge, contributing to the reduction of social problems and the promotion of well-being (Wilson, 2008, p.238).

Research in Social Work opens the way to the theoretical affirmation of Social Work in a permanent dialogue with the reality in which it will intervene, as Karsch (1988) states, the social worker can start from the analysis of his daily life, moving away from the immediate relationship with his object of work and trying to establish a new relationship with this object, based on theoretical references, which allow him to evolve towards the conceptualization or critical reconceptualization of this object (Karsch, 1988). The consolidation of Social Work then involves an articulation between theory and practice in which research as a source of knowledge and the basic axis of professional reconfiguration must be able to affect the processes of action, producing understandings and interpretations that act as keys to elucidating the complexity of social dynamics (Restrepo, 2003). In Social Work, research has the clear purpose of focusing the knowledge produced on its practice (Baptista, 2001), in a dialogue between theory and practice that sustains itself as the source of the epistemological framework of Social Work. For Parton (2000) the nature of Social Work is closely related to theory and practice, which we can justify, among other arguments, by the fact that Social Work has as its object of study human beings in their dimension as subjects of rights and in their Human Dignity in society, requiring the professional (social worker) to have the competence to know and understand a complex reality that presents multiple dimensions, endowed with a plurality of relationships and interactions and characterised by continuous change (Ferreira, 2011, p.71) and whose intervention is demanding of the combination of an action model that is intellectually constituted and a critical model formally imbued in the field of reality and responsibility (Mouro, s/d, p.7)

Amaro (2018, p.126) states that, in the Social Work, theoretical knowledge alone is not sufficient for professional performance. The starting assumptions can and should be changed, abandoned or enriched with the elements that the practice itself brings, in line with the perspective presented by Granja and Queirós (2011, p. 244) that the constitution of Social Work as a scientific discipline has much to gain if we invest in an epistemology of practice as the driving force behind research focused on overcoming problems and social transformation.

Practice as a source of theory is also addressed by Almeida (2001, p.14) when he states that knowledge is renewed in everyday life and in the context of the relationship between social actors.

Social actors must be aware of this fact and cannot ignore or neglect the enormous source of knowledge that constitutes professional practice, an idea that Bouquet (2005, p. 58) puts into practice when he states that research in social work translates into operations that allow for the construction of objects of knowledge based on concrete practices, which take into account daily experience in order to formalise and enrich professional knowledge through a discursive activity of conceptualisation.

In this sense, the social worker interprets the situation in a dialectic process of constructing reality in a particular way according to the knowledge he possesses and constructs, materializing it in concrete actions (Almeida, 2006, p.14), which reminds us of the need for a reflexive practice, in its analytical and critical dimensions and as a condition of theoretical construction. From the perspective of Coulshead and Orme (2006) the theory emerges from the social worker's evaluation of his intervention, from the register of his experiences that are shared, but this does not mean that they are indisputable. The construction of theory from practice will require a reflexive practice, which includes the contributions of the users of the services, in the analysis of the interactions in presence and the understanding of the situations. (Coulshead, 2006). Amaro (2018) highlights the analytical and critical dimensions in reflexivity, arguing that professionals are undoing the data acquired by common sense, the instituted powers of institutional routines and the dogmatic explanations of the ideologies present in their practices. This exercise of permanent questioning and reflection and confrontation of different sources of knowledge also works as a defence of the professional against the growing bureaucratisation of practices, since it prevents him from automating procedures in an a-critical way (Amaro, 2018, p.129). The requirement of critical thinking suggests that the social worker should be opened to analyse his use of theory and intervention strategies (Walsh, 2015), critical thinking being indispensable in social workers in order to be able to think the theory and intervention strategies from a perspective of adequacy to each concrete situation. It is this condition that prevents the social worker from talking about the experience resulting from his professional practices, placing more emphasis on his individual vision of situations and problems than on developing an in-depth analysis of the origin and reasons behind the respective problem. This way of looking at the world does not distance itself from common knowledge, leading us to question the scientific activity of the social worker in the elaboration of scientific thought (Ferreira,2011, p.70)

The need to respond to social problems in contemporary society is increasingly leading to the questioning of the effectiveness of professional practice and the demand for knowledge production that is based on participatory research, involving the contributions of service users. Only approaches of proximity and participation make it possible to give internal coherence to the knowledge produced and to drive the development of projects and the implementation of changes that are fairer, more

efficient and more effective, because they are more appropriate to the reality studied (Albuquerque et al, 2013, p.48) Participatory action-research is based on dialogue and partnership, on a collaborative construction of well-being in which all actors are co-executors in the research and changes are continuously evaluated, with an impact on practice and knowledge (Coutinho, 2015) and in which the participatory dimension is operationalised in the role that participants have in the conception and implementation of research, manifesting itself equally as an instrument of individual and collective empowerment. This is a reflexive research process in which theory and reality influence each other (Ander-Egg 2000 cited by Picornell-Lucas et al 2018, p.93) combining research and intervention. These ideas offer social work - discipline and profession - a different space to reflect and build new knowledge on human development (Picornell- Lucas et al, 2018).

4. Socio-economic, political and cultural context

A reflexive look at the macro-economic-political-social and cultural system of contemporary society seeking to systematize fields of action of the social worker in a correlation with the matrix of social and human development.

In terms of the national portrait of Portugal, we can organise some Clusters of attention for the Social Work, namely:

Cluster 1. Demography:

Portugal is a southern European country which is part of the Iberian Peninsula, has a small geographical area and a low population scale compared to other European countries.

According to data from Pordata⁵ (2018), the resident population/million was 10,283.8, of which 4.7% were foreign nationals (483,330.0).

The data allow us to organise the following population groups in this cluster:

Table 2. “Cluster 1: Demography”

Young people under 15	1 415 731
Working age population (15 - 64 years)	6 639 342
Older people (65 and over)	2 228 750
Ageing index (elderly per 100 young people)	157,4

Tabela 3. “Cluster 2: Family”

Non-Catholic Marriages (%) (7)	67,5
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⁵ Pordata 2018 Sources INE, BP, CGA/MEF, DGEEC/MEC, DGAI/MAI, DGEG/MAOTE, DGO/MEF, DGPJ/MJ, DGS/MS, GFSS/MSESS, ICA/SEC, IGFSS/MSESS, II/MSESS, ISS/MSESS, SEF/MAI, SIBS©

Divorces for 100 marriages	58,7
Average age of mother at birth of 1st child	30,4
Births	87 020
Births out of wedlock (%)	55,9
Synthetic fertility index/average number of children per woman of childbearing age	1,41

Table 4. "Cluster 3: Quality of life"

Life expectancy at birth of the male sex	78,0
Life expectancy at birth of women	83,5
Infant mortality rate (%) /obits of children under 1 year of age per 1000 live births	3,3

Table 5. "Cluster 4: Qualification of the resident population"

Students enrolled in primary school/ 1st to 9th year of schooling	987 704
Students enrolled in secondary school/ 10th to 12th year of schooling	401 050
Students enrolled in higher education	372 753
Resident population aged 15 and over, with tertiary education (%)	18,7
Early school leavers in education and training (%)	11,8

Table 6. "Cluster 5: Access to Justice"

Cases pending before the courts	861 237
Congestion rate in the courts (%) cases pending for 100 ended	148,6
Effective occupation of prisons (%) / (inmates / prison capacity) *100	99,5
Convicted by 100 defendants	66,3

Table 7. "Cluster 6: Employment"

Employment rate (%) /employment per 100 individuals aged 15 and over	54,9
Population employed in the primary sector (%)	6,0
Population employed in the secondary sector (%)	24,8
Population employed in the tertiary sector (%)	69,1
Employees (%)	83,4
Self-employed (%)	16,2
Unemployment rate (%) / unemployed per 100 active people	7,0

Table 8. “Cluster 7: Social action and protection”

Social security pensions	2 927 393
Pensioners, retirees and pensioners of the Caixa Geral de Aposentações (General Retirement Fund)	642 300
Social Security and CGA pensions as a % of resident population/ aged 15 and over	40,2
Recipients of unemployment benefits	171 407
Beneficiaries of social income insertion	

Portugal is a developed country, integrated in the European Union and with a high Human Development Index (HDI) of 0.897.

According to ECB staff macroeconomic projections for the euro area/ September 2020 - European Central Bank. The coronavirus pandemic (VOCID-19) has dramatically affected the world and economic activity in the euro area since March 2020. Eurozone GDP fell by 11.8% in the second quarter, although this was lower than expected in the June 2020 Eurosystem projections

In this context, we note that the main assumptions and policy measures presented focus on monetary, fiscal and labour market policy, based on income support, reducing job losses and bankruptcies, and other sectors of activity.

As predictions for economic recovery, a concentration on manufacturing and some service sectors is initially indicated, while other sectors, e.g. arts, entertainment, housing and culture, continued to be particularly hampered.

The new recovery is expected to slow down the impact of containment and prevention measures, uncertainty will gradually decrease, external demand will recover and policies will have to assume a mixed matrix of development, investment and assistance.

Economic forecasts point to a sharp contraction in housing investment in 2020, with adverse impacts on access to housing for lower income households.

We are witnessing a global change in society now and in the post-POVID-19 pandemic, with disruptions in production chains and rising trade costs.

The pandemic - OVID-19 has exposed countries to heavy dependence on external suppliers, this can result in policies to diversify suppliers to avoid mono-dependence or reproduction on land, thus negatively affecting complex global value chains. (ECB staff macroeconomic/2020).

The Eurosystem's projections (2020), are for an increase in the unemployment rate and a very sharp fall in the labour force, partly reflecting the fact that some workers who lost their jobs have

been classified as "inactive", given the reduced opportunities to seek work during the contingency period. Associated with this is the reduction in hiring opportunities that will have impacts on the Person in terms of mental health consequences and other social behaviours inappropriate to community life.

Second, Rodrigues e Silva (016):" The constitutional text is organised in four parts. It is at the end of part I, "Fundamental rights and duties", from article 63 to 79, that the constitutional principles enshrining the state's obligation to promote public policies to ensure and guarantee the construction of the social state and the access of all, under equal conditions, i.e., regardless of their economic or social condition, race or gender, to social protection services are found (article 63, paragraph 2, of the Constitution).(Articles 65 and 66), health (Article 64) and education (Articles 74 to 76), as well as the duties of the state in the field of housing and land-use planning (Articles 65 and 66). (*Maria Lurdes Rodrigues and Pedro Adão e Silva - 2016*). "The constitutional foundations of justice policies are more dispersed. On the one hand, they derive from the consecration of the rights, freedoms and guarantees that ensure the inclusion of all as citizens, without exclusion (article 12, on universality), and formal equality before the law (article 13, on equality), as well as the protection of the life, freedom, choices and property of individuals, preventing interference, abuse and arbitrary power of the state, that is, imposing limits and conditions on acts of the state that may restrict or limit civil rights, freedoms and personal guarantees (articles 27 to 35). It is the constitutional order that protects the life and freedom of every citizen. On the other hand, it is also found in part III of the constitutional text, where the model of political organisation is established according to the principles of separation or division of powers (articles 108 to 119), where the organisation of the judiciary is defined, i.e. the courts, the statute of judges, the public prosecutor and the constitutional court (articles 202 to 224)".(Idem).

Culture represents the development index of citizenship, the character and personality of a people. Portuguese culture is characterized by a diversity of cultural manifestations and expressions. It includes the popular (music, gastronomy, wine, pilgrimages, etc...) and the erudite (theatre, cinema, art, literature...). This sector is most vulnerable when societies at risk enter, whether they are economic, pandemic and/or armed conflict.

In Portugal we do not have the organisational logic of Social Work, but rather the Social Protection System integrated in the Social Action subsystem, characterised by a bureaucratic system led by the public authorities and whose planned actions are carried out by technicians framed in institutions.

Social Action is the organisational form of the social protection system at the level of public policies, social policies and social solidarity. Social Action is a system that seeks to ensure the protection of the most disadvantaged people and groups in society, through the allocation of various types of benefits aimed at improving their quality of life. It aims to energize, promote and concretize a set of actions in order to favour social insertion and improve the quality of life of individuals, families and groups, autonomously or within the framework of partnerships between public and private institutions that contribute to the construction of a more cohesive and solidary society.

Social action is recognized as an instrument of social policy and as a reference of the social development model in response to social problems, which require rapid responses, as well as collective actions through a medium-term strategy, in new areas and through new intervention methodologies. The social development plan (SDP) seeks to formulate global challenges from a prospective social development perspective based on challenges of innovation, transformation and qualification.

In Portugal the Social Work (social worker) is integrated in the social action, in disciplinary teams; multidisciplinary and interdisciplinary. The social worker in his professional activity is guided by objectives that not only aim at solving situations of poverty or deprivation, but also aim at acting at the level of the causes of vulnerability that can be economic, educational, health, housing and work, seeking the full integration of citizens.

According to the Portuguese Social Security ⁶() measures, the social action subsystem, was created to prevent and repair situations of deprivation and economic and financial inequality, and which achieves its objectives, among other means, through the network of social equipment and services. Thus, social action services have as their mission to perform a fundamental function of social and territorial cohesion, meet vital needs and represent a guarantee of the application of fundamental rights. They integrate activities: inclusion; integration in the labour market; social protection; health; gender equality and quality of life.

The Social Worker develops his professional activity in teams of all Ministries that integrate the State organisation; Municipalities; Companies (Public and Private); Non-Governmental Organisations; Private Institutions of Social Solidarity; Study and Research Centres and Liberal Activity.

⁶ <https://eportugal.gov.pt/covid-19/seguranca-social>

Today, the social work profession faces a number of constraints and threats resulting from the risky society and the economic and financial framework that global economies face. Like all professions, the social worker operates within a framework of neoliberal (sometimes liberal) public and social policies, reorienting his professional intervention towards practices of control and supervision that are less emancipatory and promote a full social citizenship of every citizen in a democratic society.

Like the Anglo-Saxon Social Work, the Portuguese Social Work in the new work organisation matrix (polyvalence and interdisciplinarity) suffered weaknesses in terms of the fundamental values of the profession, transforming it into a technical activity, decaraterized from its principles and ethical values. (Ferguson;2012).

The context of prolonged austerity in the countries of Southern Europe is associated in the case of Portugal with the progressive trend towards the privatisation of social welfare services, namely: the subcontracting of public sector services to private social solidarity and voluntary organisations, removing the identity necessary for the profession to fulfil its scientific, theoretical and methodological principles and foundations.

The social worker develops his action according to a matrix of performance evaluation and fulfillment of objectives and with greater recourse to the use of new information and communication technologies, approaching the technocratic model. Issues that identify the profession as an evidence-based practice and question the ethical political project of Social Work in promoting social welfare and improving the quality of life of people, recognized as fundamental values of the social worker's action.

5. Formative profile

The notion of the profile of training in Social Work is neither homogeneous nor consensual from an international point of view. Although there are distinctive characteristics in most countries, perspectives change according to territorial, economic, temporal and political contexts (J. M. Ferreira, Álvarez-Pérez, & Pena, 2018). What there is a global agreement is that this profession arose with a practical intention in a context that required an organised and technical intervention resulting from the social issue (Pierson, 2011).

Despite this practical intention, Social Work has been framed in the Social and Human Sciences from the earliest stages of its institutionalisation, from an action-research perspective (J. Ferreira, 2015). The production of knowledge for the common and social good has been a distinctive mark of this profession since its inception, understanding knowledge as the systematisation of

professional practice, innovation in methods and techniques and even through conceptualisation and theorisation (Álvarez-Pérez & Ferreira, 2020).

The exercise of the profession by social workers involves, in *fact*, a research exercise, understood as the process of obtaining some knowledge that informs the practice. In fact, Viscarret (2014), quoting Stepney, recognises as *theoretical* practice the process of reflection in which *practical* knowledge, derived from experience and personal knowledge of what works in a particular situation, and *empirical*, qualitative and quantitative *research*, concerned with the analysis of problems and the search for implications on the effectiveness of intervention, are added to the theoretical foundations of the various sciences for *practical application through the models and methods of Social Work*.

The Social Work's interpretation throughout history of what it considers *sufficient evidence of good practice* has led to several positions on this subject, of which we highlight *evidence-based practice* and *evidence-based knowledge*. The first, based on positivist postulates where there is a hierarchy and standardization of evidence (Rubin & Babbie, 2010). The second, known as knowledge-driven practice, in which all knowledge is at the same hierarchical level, including professional experience itself (Gray, Plath, & Webb, 2009), similar to what is referred to as theoretical practice. In any case, it underlines once again the importance of knowledge for intervention. In fact, over *the years*, the notion of *practice-based research* in Social Work has also emerged, understood as research carried out by practitioners for practical purposes, i.e. to inform practice and practitioners through the research process (Dodd & Epstein, 2012).

This relationship between theory and practice is historical evidence, and the basis for the construction of science for this discipline is based on the *broad concept of the social sciences* (Pourtois & Desmet, 1992), in which the subjectivity of people and their experiences, the participation of the social worker in what he or she investigates, the meaning of what is lived and the interpretation that subjects make of it, as well as subjective time, that is, the time of what is lived (Vázquez Aguado, 1998), are recognized, so that the formative profile in Social Work is a reflection of this relationship.

At the level of the university structure, the reform submitted with the Bologna Process in 1999 also played an important role for the educational profile we propose, as it gave the student a leading role in his own teaching-learning process. Unfortunately, and after more than 20 years, it has not been a fully consolidated goal for all signatory countries (EHEA, 2015).

In addition to the above, one of the future lines of work for the European Higher Education Area is to contribute to scientific research (EHEA, 2015). Among the recommendations made by the EHEA, we find "strengthening the links between education and research, and promoting research-

based learning in all cycles and all disciplinary areas" (2015, p. 8), so that one way to innovate and keep pace with international university policy concerns is precisely to include research as a knowledge base in the different study cycles, including the bachelor's degree.

Despite all that has been mentioned, little or no research appears in the curricula of the first cycle of Social Work, much less in the interventionist/researcher profile (J. M. Ferreira et al., 2018).

The Social Work area of the Iscte-Instituto Universitário de Lisboa (Portugal) aims to unite these two arguments: a) the *professional*, which urges the inclusion of research for intervention from the bottom up; and b) the *university structure*, following the current and future demands of university training.

Thus, online training is presented in accordance with the Bologna principles, offering Bachelor's, Master's and PhD degrees in Social Work. Each cycle of studies has a different training profile, although they are coordinated with each other. Thus, we have an *auditor-researcher for the bachelor's degree*, an *auditor-researcher-inventor for the master's degree*, and another *researcher-inventor for the doctorate*.

These profiles respond to the demands of the area itself, and for the first cycle it is necessary to focus on knowledge-based intervention practice. We must remember that it is this basic training that qualifies professionals to work as social workers. In the master's degree, we welcome graduates from different areas, so the contribution of this cycle is to deepen the methods, techniques and knowledge in the area of Social Work for social intervention without this being the only objective, since research skills are also developed to train students in this field. Finally, the PhD promotes research which will be applied in practice, and this is one of the objectives of knowledge in the Social Work (J. Ferreira, 2015) and which has been verified through various investigations into the production of knowledge in the area (Álvarez-Pérez, Amaro, Ferreira, & Pena, 2018; Álvarez-Pérez & Ferreira, 2020).

6. Innovation and future perspective for Social Work Education

The Portuguese Social Work integrated in the initial training plan the area of social research methods in the 1985-1990 study plan, with the duration of five years to obtain the degree in this area of knowledge. Since the 90's, the Portuguese Social Work has developed and deepened research both in the academic field (master and doctorate) and in the field of applied social research projects and in European projects for the transfer of academic knowledge to the profession and social intervention practices, namely: capacity building within the Erasmus + programme, Marie Currie, and in joint European master education programmes.

In the case of ISCTE in the period from 2010 to 2020, we have registered the production of 34 doctoral theses in Social Work, which allow us to systematise the production of knowledge in five sub-categories:

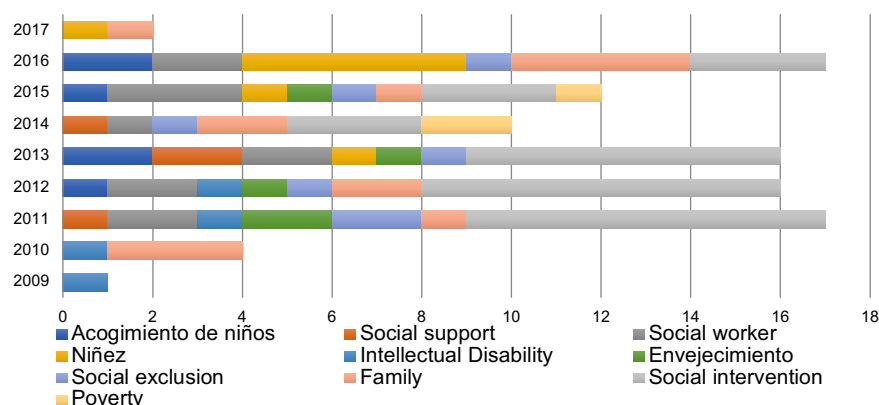
Table 9. “Knowledge categories and its subjects of study”

Category	The subject of study
Ontology, Ethics and Deontology	The process of promotion or transformation of the individual subject by the social worker. The daily challenges of being a social worker and the discussion of professional identity and project
Theoretical Foundations of Social Work	The professional relationship between the social worker and the user - The ideological foundations of anti-trafficking policies
Social Work Intervention Models	-Strategies and models of intervention in social housing -Studies of communities in socially vulnerable contexts through an integrated intervention model. -action of social workers in protection systems with biological and foster families with an emphasis on the protection and welfare of children. Friction in the flow of responsibility for the crime of intra-family sexual abuse of children in Lisbon district - Practices of social workers in accredited and non-accredited hospitals .
Social work, territories and municipalities	-professional action of the social worker in the Portuguese municipalities of the continent, between the Revolution of 25 April 1974 and the present day -local/municipal social action
Organisations and Social Work	-Business practices with older workers - The conditions of production of social work practice in organisations to prevent and/or correct deprivation, dependency, vulnerability and social exclusion

Source: Álvarez-Pérez, P. et al. 2018:116

As part of the Master's Degree in Social Work, we have completed around 120 Master's dissertations in Social Work. Below we present a systematization of the ten most repeated keywords of the total number of dissertations between the years 2009-2019, which reflects the most common objects of study in this second cycle of studies.

Figure 1. “Summation by year of the ten main key words with the highest count over the total”



Source: Álvarez-Pérez, P. and Ferreira, J. (2020: 188)

Social Work in the context of contemporary society, presents itself as an area of knowledge and fundamental intervention for social and human development in a humanized and sustained way in Human Rights.

Within this frame of reference, we envisage a Social Work:

- Based on the knowledge produced by research and not just on everyday professional practice;
- Capable of building its theoretical framework in the social sciences and humanities enabled with arguments of scientific debate;
- That it deepens its technical, practical, theoretical and methodological literacy in order to improve and integrate the dialogue with other areas of knowledge, contributing to an effective interprofessionality;
- That it knows how to respect its scientific field in its relationship with the different fields of action;
- That accepts the change and innovation of society, invested in the transformation, change and transition of societies;
- More proactive, combining intervention with thought and thinking with intervention;
- Invested in respect for diversity, but secure in its principles and values, guided by Human Rights, the promotion of self-determination and Human Dignity of every citizen in society;

- Capable of establishing and building bridges of social cohesion both within the professional class and with the academy responsible for the training and qualification of this area of knowledge in the social sciences and humanities.

A Social Work that, according to the guidelines established by the Bologna Plan, develops a true integration of research as a knowledge base within and between the different study cycles.

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