

**Summer School 2022**  
Sustainability and Social Work –  
Sustainable Social Work?

BA Social Work  
MA Social Work with a special  
emphasis on Social Innovation

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## **Welcome to International Summer School 2022**

Dear students, dear colleagues

A very warm welcome to the international Summer School of the FHNW School of Social Work at the FHNW Campus in MuttENZ from June 7<sup>th</sup> to 10<sup>th</sup>, 2022.

We look forward to meeting you on site and online during these days to discuss and reflect a wide range of topics on sustainability which we consider as highly relevant for current Social Work practice.

The programme includes different perspectives, theoretical approaches and practice-oriented contributions, keynotes and workshops. These different formats should contribute to gain new knowledge, start in-depth discussions on the relevance of this knowledge for social work practice, improve our abilities for judgement and communication on those issues we see as highly relevant for Social Work practice as well as for Social Work discipline.

Students, researchers and lecturers from different European Universities are joining this event, which will be truly international and interdisciplinary, and we wish you a vital and fruitful learning session during this week.

Again a very warm welcome and our very best wishes.

Thomas Geisen and Andreas Schauder  
School of Social Work  
FHNW University of Applied Sciences and Arts Northwestern Switzerland

## Social Work and Sustainability – Sustainable Social Work?

In 2015, the United Nations adopted the resolution «Transforming our world: the 2030 Agenda for Sustainable Development.» On behalf of all members, the UN issued a global call to end poverty and to promote human development. It also declared the need for a global commitment to an action plan aimed at protecting the planet and human beings. The UN's 17 Sustainable Development Goals (SDGs) include numerous targets that highlight the future challenges concerning the «5 Ps» of sustainability: People, Planet, Prosperity, Peace, and Partnership. The SDGs are without doubt the most important concept of global development and are based on a firm commitment to humanity, human rights, and environmental sustainability. The SDGs represent a global agenda for the next nine years, until 2030, which can only be achieved if all nations, professions, and individuals act together in a global network on the macro, meso, and micro level. «Social workers around the globe offer crucial professional insights that are urgently needed in these conversations and actions. Consequently it is essential that social workers take on the responsibility of active partnership in addressing the UN SDGs and advancing the discussions within and beyond these. Social workers should similarly participate in and contribute to the exchanges, and become developers, partners and implementers of the intended change process» (IFSW 2020).

However: What is the basic understanding of «sustainability»? And which approaches exist to find solutions to today's social, ecological, and economic challenges?

This Summer School module will explore basic statements about and predictions of sustainability. It will discuss the relevance of the paradigm of sustainable development for social work as a discipline and profession. It will consider the different international contexts, perspectives, challenges, opportunities, threats, and responsibilities of social workers and social agencies. We will examine the critical aspects, and also the apparent contradictions, of the SDG concept in various presentations and workshops. Other topics include different models of sustainability and innovative practices.

### Key questions:

- Which political, social, ecological, economic, cultural, and historical dimensions describe the idea of sustainability? Which models, theories, concepts, and understandings of «sustainability» exist?
- In which ways is the UN's approach to sustainability relevant to, or indeed significant for, professional social work?
- What about the interconnectedness of sustainability with the values and ethics of social work?
- Which roles do politics, communities, NGOs, and social workers play in terms of sustainability?
- Which models of and approaches to «social sustainability» have already been implemented and evaluated in the field of social work?

SuS				
Day	Tuesday, June 7th	Wednesday, June 8th	Thursday, June 9th	Friday, June 10th
<b>Topics</b>				
09:00 – 10:30	<b>Welcome and Opening</b> Thomas Geisen / Andreas Schauder Begrüssung Direktorin HSA FHNW Agnès Fritze  <b>Lecture 1</b> <b>Raum 01.S.21</b> Swetha Rao Dhananka (HES-SO)	<b>Lecture 3</b> <b>Raum 01.S.21</b>  Ingo Stamm (Finnland / Berlin)	<b>Lecture 4</b> <b>Raum 02.O.18</b>  Markus Wissen (Berlin)	<b>Lecture 5</b>  Roger Green (Goldsmith University, UK) <b>Raum 01.O.07</b>
10:30 – 11:00	<b>Welcome Coffee</b>	<b>Coffee</b>	<b>Coffee</b>	<b>Coffee</b>
11:00 – 12:30	<b>World Café (MIRO)</b> <b>Raum 01.S.21</b>	<b>WS 1.1</b> Ingo Stamm <b>Raum: 12.S.01</b>  <b>WS 1.2</b> Niina Pietilä (Metropolia University of Applied Sciences, Finland) <b>Raum: 12.S.09</b>  <b>WS 1.3</b> Dorothee Schaffner und Maren Zeller <b>Raum: 12.S.17</b>	<b>WS 3.1</b> Markus Wissen <b>Raum: 12.S.01</b> <b>WS 3.2</b> Katriina Rantala-Nenonen / Niina Pietilä <b>Raum: 12.S.09</b> <b>WS 3.3</b> Swetha Rao Dhananka (HES-SO) <b>Raum: 12.S.17</b>  <b>WS 3.4</b> Heiko Löwenstein <b>Raum: 12.O.12</b>	<b>Whiteboard Poster Session (MIRO)</b> <b>Raum: Multispace 07.S.11 / 07.S.14</b>  <b>Closing / Evaluation</b>  <b>Raum: Multispace 07.S.11 / 07.S.14</b>
12:30 – 13:30	<b>Lunch</b>	<b>Lunch</b>	<b>Lunch</b>	<b>Farewell Coffee</b>
13:30 – 15:00	<b>Lecture 2</b> <b>Raum 01.S.21</b>  Pat Cox (UK)	<b>WS 2.1</b> Michael von Kutzschenbach <b>Raum: 12.S.01</b>  <b>WS 2.2</b> Pat Cox / Roger Green <b>Raum: 12.S.09</b>  <b>WS 2.3</b> Niina Eloranta / Tuuli Häärä <b>Raum: 12.S.17</b>	<b>SWS (mit MIRO)</b>  <b>Räume: 12.S.01 / 12.S.09 / 12.S.17</b>  <b>Zus. Gruppenräume:</b> <b>12.S.12 / 12.S.14 / 12.S.18</b>	

SuS				
Day	Tuesday, June 7th	Wednesday, June 8th	Thursday, June 9th	Friday, June 10th
15:00 – 15:30	<b>Coffee</b>	<b>Coffee</b>	<b>Guided Tour</b>	
15:30 – 17:00	<b>SWS (mit MIRO)</b>  <b>Räume: 12.S.01 / 12.S.09 / 12.S.17</b>  <b>Zus. Gruppenräume: 12.S.12 / 12.S.14 / 12.S.18</b>	<b>SWS (mit MIRO)</b>  <b>Räume: 12.S.01 / 12.S.09 / 12.S.17</b>  <b>Zus. Gruppenräume: 12.S.12 / 12.S.14 / 12.S.18</b>	<ol style="list-style-type: none"> <li><b>Hans Schättli</b>: "Multi Watch – critical perspectives on multinational companies in a global perspective"</li> <li><b>Andreas Schauder</b>: "Social city-walk and sustainability in Basel"</li> <li><b>Overall Cooperation for Inclusive Work</b>: "Sustainability in construction and architecture, construction components and exchange service, and workplace integration and employability in Basel"</li> </ol>	
17:00 – 19:00		<b>Apéro im Blaukreuz MuttENZ</b>	<b>18:00 Dinner for Speakers</b>	

L = Lecture (there can be additional lectures defined in a WS slot, also parallel ones)  
 WS = Workshop (there can be up to 3 parallel WS in a slot, total: 12WS)  
 SWS  
 PS = Poster Session  
 WoC = World Café  
 CloS = Closing Session  
 GT = Guided Tour

- SDG: Sind alle abgedeckt?
- Digital und analoge Durchführung

## Abstracts Lectures

### Lecture 1: Swetha Rao Dhanaka (Switzerland)

#### The Role of Social Work in Advancing the SDGs Globally and Locally

The science for achieving sustainable development goals presents four key affirmations relevant to social work: 1) The climate crisis will affect vulnerable populations most, even though they contribute least to pollution. 2) Failing a radical transformation of key societal systems (governance, economy and finance, individual and collective action, science, and technology), the SDGs cannot be achieved. 3) New partnerships are key to building adequate adaptation responses and measures. 4) There is no global without the local. SDGs need to be made sense of locally to contribute to their advancement regionally and globally.

These challenges reposition social work and redefine its field of action, as it contributes to achieving sustainability in three ways: First, by appropriating sustainable development as a “raison d’être” in face of the current environmental and social crisis. Second, by promoting and facilitating participation and bottom-up processes aimed at interpreting the SDGs locally by articulating policy frameworks. And third, by co-shaping adaptation responses and measures to facilitate an ecological transition.

Drawing on recent research, advocacy efforts and illustrative case studies, this talk discusses some of the obstacles to “greening” social work. It also explores the opportunities and relevance of social work skills, expertise and interdisciplinary engagements to make a significant contribution to advancing the SDGs.

### Lecture 2: Pat Cox (United Kingdom)

#### Sustainability, migration and social work education: how might we start to change?

Still six years after the call from the United Nations for a global commitment to protect the planet and human beings through the agenda of the Sustainable Development Goals (SDGs, 2015), a significant amount of social work scholarship addresses subjects which are discrete (individually separate and distinct). For example, topics such as re-evaluating theoretical perspectives (Houston and Swords 2021) and highlighting neoliberal commodification of the profession (Rogowski 2021) are (my emphasis) important to us all; however, often Bendell’s (2018) concept of “implicative denial” - an absence of consideration for major encompassing concerns - comes to mind. It appears that in some nations of the global north social work as an academic discipline and profession does not con-

sider sustainability as a core issue for practice and for education. The challenges for social work as an academic discipline and profession in the context of global experiences engendered by COVID 19 (Garrett 2021), are how to make sustainability a core concern, and how best to respond? Such challenges interconnect with social work values and ethics; social work education. The familiar patterns of “adding in...” (for example, adding in sustainability to social work research), or “bolting (sustainability) onto...” (existing social work specialisms) will not serve for much longer. However, it must be acknowledged that devolvement of accountability to individuals, together with concrete realities in organizations, and responsabilisation in many nation-states (Rose, 1998) reinforce both disciplinary and national mentalities, rendering “looking across” and developing frameworks which are more encompassing, such as thinking and acting internationally, difficult to conceive of. Applying the concept of intersectionality (Crenshaw 1991; 2015; Hill Collins and Bilge, 2020) and that of ambivalence (Mergner 1995) the author explores, examines and reflects upon some of the challenges in making sustainability one of social work education’s core concerns.

### Lecture 3: Ingo Stamm (Finland)

#### Sustainable Social Work: the “True Nature” of Social Work?

Sustainability, Environmental Concerns and the Climate Crisis In recent years, sustainability, environmental concerns and the climate crisis have slowly entered the major discussions in the field of social work worldwide. These debates have led to a new ecosocial paradigm in social work that is gaining visibility at social work conferences, in publications and in social work curricula. In some parts of the world, the approaches of ecosocial work are based on the increasing incidence of natural disasters, while in others they stem directly from the climate crisis and the climate movement. However, many questions remain open. Is there a specific social work concept of sustainability? Should social workers mainly focus on social sustainability? What does the ecosocial paradigm imply and what does it mean for social work ethics? I will address these questions and provide an overview of current discussions. Another focus will be the role of social work practice. Recent empirical studies on social work practice and its relationship to the natural environment and sustainability have shown that practitioners are aware of the threats of the climate crisis. They clearly identify a negative impact for social work clients and see the need for sustainable changes to society. At the same time, however, many professionals express doubts about the direct relevance of their daily practice. The reasons might be scarce resources, an assumed lacking mandate by society as well as by clients, or lacking knowledge and skills regarding the environmental dimension of social work. Neither of these concerns should be taken lightly. However, regarding the question whether the environmental crisis and sustainability are relevant concerns for social work, one can refer to the third mandate of social work. Scholars are increasingly calling for social work to expand the political mandate it gives itself to include the environmental dimension of social problems.

#### **Lecture 4: Markus Wissen (Germany)**

##### **Imperial mode of living. Contradictory developments and emancipatory approaches in the current crisis**

The imperial mode of living consists of patterns of production and consumption that stabilise and reproduce themselves through externalising their socio-ecological costs in space and time. The aggravating ecological crisis, however, has demonstrated that externalisation opportunities are becoming increasingly restricted. Resource conflicts are intensifying, and catastrophic events are becoming part of everyday life also in the global North. The resulting crisis of the imperial mode of living is countered by strategies of an ecological modernisation such as the European Green Deal. Furthermore, authoritarian approaches seeking to safeguard an unsustainable wealth model for the few have grown stronger. On the other hand, however, there are increasing initiatives to promote alternative society-nature relations, social equality and democracy. The presentation and the accompanying workshop will address these contradictory developments as well as discuss the chances of emancipatory approaches in the current crisis.

#### **Lecture 5: Roger Green (United Kingdom)**

##### **Working for sustainability. Re-framing community resilience by moving from adaption to confrontation.**

This presentation examines the role of working with communities in tackling the many political, socio-economic, and material circumstances that confront them, for example, communities experiencing poverty and social isolation, insufficient or no secure housing for their needs, becoming a refugee/migrant, having little or no voice in how their communities are shaped, and limited or no adequate political representation. Within this context it will also highlight some of the wider challenges that social workers, community workers and others who work with communities also face, including, the impact of the global COVID pandemic with the severe inequalities it has exposed and a neo-liberal economic order. It will argue that given these challenges and their impact on the communities, we engage, with the “traditional” community role has centred on helping them to “adapt”, to change to meet the challenges they face, in short, to become more “resilient”. In critiquing this “adaption” approach I will argue that the majority of community activities we undertake are alongside the communities of the poor, the dispossessed, the excluded, religious groups, the illiterate, and the disenfranchised. It will present a praxis that has a political analysis, theoretically positioned from a Gramscian perspective challenges the structural economic conditions and political interests that continually create, recreate and perpetuate the social injustice, discrimination and massive inequalities these communities continually face. That seeks pathways in building wider local, national and global alliances and coalitions with, for example, social movements such as Black Lives Matter, Extinction Rebellion and other forms of “new” progressive political representation. The presentation concludes with a so “what is to be done”, a call for a com-

munity role that builds a “critical community resilience”, that is not “neutral”, that “taking sides” is seen as a fundamental requirement of our role in supporting communities in taking action to change their social, political and material circumstances.l

## Workshops

**Wednesday, June 8<sup>th</sup> 2022, 11:00 am – 12:30 pm**

### **Workshop 1.1: Ingo Stamm (Finland)**

#### **Sustainability and Social Work Practice: Roles, Understandings and Developments**

This workshop will discuss different understandings of sustainability and its various roles in social work practice. The session is open to all fields of social work and various societal levels. Participants, whose contributions will take centre stage, are invited to report, reflect on and discuss their experiences and understandings of sustainability against their personal background. After a round of introductions, we will form small discussion groups and share the main findings in the subsequent forum. Discussions will be complemented by a brief presentation of current social work research at the interface between the natural environment, sustainability and social work practice as well as of existing field projects. The workshop aims to collect good practice examples, to raise awareness of helping and hindering factors in the daily work of social workers and to develop ideas for future (sustainable) social work practice.

### **Workshop 1.2: Niina Pietilä (Finland)**

#### **Multiprofessional Co-operation and Building Social Sustainability**

At the heart of social sustainability lie social justice, improving well-being and halting the negative trends of intergenerational development. In addition to inclusive social policies and legislation, feasible methods need to be developed for everyday social work.

Multiprofessional co-operation has been one strong solution, especially when addressing and seeking to solve complex problems. The advantage of multiprofessional co-operation is that it takes into account the client's life situation as a whole and brings together an otherwise fragmented service network. Multiprofessionalism enables finding shared solutions. However, different professional groups working together does not guarantee that clients receive good service or that participation increases.

Metropolia University of Applied Sciences together with the Faculty of Medicine of the University of Helsinki has organized a course on multiprofessional co-operation. The workshop will present the programme in more detail and consider how the multiprofessional training included in studies can increase the so-

cial sustainability of clients' lives. Key questions: What kind of working methods are used in social work to support or develop social sustainability? How to ensure that working in the social sector is socially sustainable?

### **Workshop 1.3: Dorothee Schaffner and Maren Zeller (Switzerland)**

#### **Interconnecting Sustainability and the Social Pedagogical Concept of Education**

The fourth SDG of the UN 2030 Agenda will serve as a starting point for discussion. It aims to "ensure inclusive and equitable quality education and to promote lifelong learning opportunities for all." First, the goal to provide "Quality Education" focuses primarily on structural access to education. Examining these aims more closely from a social work/social-pedagogy perspective raises a central question: What core concepts of education and learning enable pursuing the idea of social sustainability? At first glance, at least three core concepts can be identified: (1) a mainly school-focused approach of education and certificates (e.g. goals 4.1 and 4.3); (2) a general approach of knowledge acquisition and the paradigm of lifelong learning (e.g. goals 4.4 and 4.6); (3) a rather broad understanding of learning about the self and its relationship with others and the world (e.g. goal 4.7).

To contextualize the discussion, the workshop will focus on children and young people growing up in residential care settings. By analyzing their biographies and pathways, we would like to discuss the linkage between the different core concepts of education and learning. The key questions are: What kind of structural conditions are necessary to ensure sustainable education and learning processes especially in the context of residential care? How can (future) social workers/social pedagogues encourage learning processes that encompass the idea of social sustainability?



## Wednesday, June 8<sup>th</sup> 2022, 1:30 pm – 3:00 pm

### **Workshop 2.1: Michael von Kutzschenbach and Ananda Wyss (Switzerland)**

#### **The Role of Business and Business Model Innovation in Transitioning to a More Sustainable World**

Transitioning towards a more sustainable world represents a paradigm shift, where the comprehensive way we look at the world, and where the frameworks and assumptions that have supported us in the past, are revealed and challenged. This sets the stage for transformative change to unfold.

Business significantly impacts societies, ecosystems and everyday life. As much as we depend on business for our goods, services and even livelihoods, its activities and practices can have major repercussions for the social and environmental contexts in which they are embedded. In light of broader societal changes and mounting social, environmental and economic pressures, views on the role of business in shaping the future and thus also sustainability are shifting. What role will and should companies play in shaping our common future for economically healthier, environmentally friendlier and socially more balanced modes of production and consumption?

This workshop explores the role of businesses in relation to sustainability from multiple viewpoints. Key questions: Why business is important for the transition to a sustainable world? What role can business play in changing the course of our world towards sustainability? What do we expect from successful business and how are these expectations shaping its management? How can business assume a more positive role, one that moves from merely avoiding harm to doing good and contributing to social and environmental justice? How might businesses proactively transition to sustainability in their immediate context, together with other actors, and link these to internal business transitions?

### **Workshop 2.2: Pat Cox & Roger Green (United Kingdom)**

The workshop is based on the topics addressed in the keynote-presentations of Pat Cox and Roger Green.

### **Workshop 2.3: Niina Eloranta, Tuuli Häärä and Laura Hyytiä (Finland)**

#### **Teaching Sustainability**

Sustainability and sustainable development are global issues and affect people of all ages. According to the UN's sustainability goals, one common goal is to attain peace and prosperity for people and the planet, now and in the future. Our future is determined by how people and societies function and make choices in daily life.

The city of Helsinki's education division has developed a sustainability model to address these issues and to teach children about sustainability. The model is known as the "fox model": seven fox characters support children in learning about sustainable development as well as how to achieve a sustainable future. Innovation, creativity and play are encouraged by children engaging with every fox and its story to explore a phenomenon related to sustainability, such

as biodiversity, climate change, circular economy, exploratory learning and comprehensive competences.

Our workshop offers participants the opportunity to learn about teaching sustainability and to discuss and reflect on the possibilities of social work in early education. It introduces and presents a particular approach to sustainability learning in early childhood education. Key questions: Which models, theories, concepts and understandings of "sustainability" exist? Which roles do politics, communities, NGOs and social workers play in terms of sustainability? Which models of and approaches to "social sustainability" have already been implemented and evaluated in the field of social work?

## Thursday, June 9<sup>th</sup> 2022, 11:00 am – 12:30 pm

### **Workshop 3.1: Markus Wissen (Germany)**

The workshop is based on the keynote presentation of Markus Wissen.

### **Workshop 3.2: Katriina Rantala-Nenonen and Niina Pietilä (Finland) HyMy Village: Well-Being and Health Services Promoting Sustainable Living in Helsinki Citizens**

Our topic is linked to two key questions: Which roles do politics, communities, NGOs and social workers play in terms of sustainability? Which models of and approaches to “social sustainability” have already been implemented and evaluated in the field of social work?

The social ecological crisis requires a transition towards a sustainable society. Social work is challenged to continue to value the principles of social justice, because a more equal society is an integral part of sustainable development (Peeters 2012; Matthies et al. 2020.) According to Finnish ministries, sustainability means continuous and guided societal change, globally and locally, where the aim is to provide good living opportunities. The environment, citizens and the economy need to be equally considered in decision-making and in activities.

This workshop presents the multidisciplinary learning and development environment at the heart of the social and healthcare degree programmes offered at Metropolia University of Applied Sciences, Finland. The well-being and health services of HyMy village create an authentic learning environment in which students can practice with service users under the guidance of teachers. All persons without a referral are welcome at HyMy village. Co-creation is a positive approach for creating a sustainable future. We will address the role of social work in developing practices and services together with people with partial working abilities and mental health problems in a multidisciplinary context.

### **Workshop 3.3: Swetha Rao Dhanaka (Switzerland)**

#### **Contaminated Communities: Social and Environmental Perspectives**

Contaminated communities are ones living or working near identified sources of pollution. These communities bear the brunt of the ill-governance of waste and pollution, as well as face impoverishment in terms of health, income and community structure. This workshop will use concrete case studies to identify mechanisms and pathways of contamination, institutionalized irresponsibility, the logics of capital and the impacts on communities. We will then further reflect on ways that social work knowledge, methods and skills can help to address these identified mechanisms and challenges. The future of social work will need to increasingly address complex issues where social and environmental dynamics intersect and are played out as local challenges with international pressures. This workshop will highlight the importance of strengthening the social work skills base that enables lateral thinking and that fosters interdisciplinary collaborations, agency and alliances at local and global levels.

### **Workshop 3.4: Heiko Löwenstein (Germany)**

#### **Let's Create Value – For Wellbeing, Sustainable Development and Social Innovation**

Social work discourses are dominated by conceptions of economization as the regulation of the provision and delivery of professional services through the allocation of (artificially) scarce resources. Sometimes this fact is endorsed as a means of responsible budgeting (Kleve 2015), whereas sometimes it is sharply criticized as marketing and selling out social work (Seithe 2015). However, the majority accepts it unconditionally as a necessary given and perpetuates it uncritically.

In contrast, social work progressively co-designing economic discourses as a socio-political actor equipped with management competence has potential. Concretely, this approach involves two changes of perspective:

1. Social work must and should therefore no longer be content with scarce resources. Rather, it is called upon to justify the provision of resources in macroeconomic terms, e.g., by allowing investments to be financed through public debt without having to run the risk of hyperinflation as long as they are sustainable (Dimke & Höfgen 2021).

2. This would mean that a change of perspective away from scarce resources to the acquisition of resources would also involve a second shift: from social work that costs money to social work that generates sustainable value for national economies and social/cultural value for societies.

Consequently, determining value as social and sustainable must include the addressee perspective, so that change – also economic change, as I argue – can be evaluated as real social innovation (Parpan-Blaser 2011). To take a robust position between macroeconomic discourses and the client mandate, independent social work research able to capture the processes of “continuously creating social space and time” (White 2008: 6) is crucial

This workshop (1) theoretically and empirically derives and discusses several key claims about determining value, and (2) relates these to developments in the Federal Republic of Germany to explore comparable developments in other European countries.

## Lecturers

**Pat Cox** is an Affiliate Member of the MIDEX Research Centre, University of Central Lancashire UK, and former Reader in Social Work and Social Justice. Previously she worked for several years as a child protection social worker and team manager. Contact: patcox948@gmail.com

**Swetha Rao Dhananka** is professor of social work (University of Applied Sciences and Arts, School of Social Work Fribourg). She is also the main representative of the International Federation of Social Workers to the United Nations in Geneva. Contact: swetha.raodhananka@hefr.ch

**Niina Eloranta**, Master's student, Metropolia Helsinki  
Contact: niina.eloranta@metropolia.fi

**Thomas Geisen**, FHNW School of Social Work, contact: thomas.geisen@fhnw.ch

**Roger Green**: Visiting Research Fellow, Centre for Urban and Community Research, Goldsmiths, University of London, UK. And Visiting Academic, Kenyatta University, Nairobi, Kenya. Previously Director, Centre for Community Engagement Research, Goldsmiths, University of London, UK.  
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**Tuuli Häärä**, Master's student, Metropolia Helsinki  
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**Laura Hyytiä** has a Bachelors Degree in Social Services from Diak University of Applied Sciences 2008 and is currently working on her Master's Degree on Social Services at Metropolia University of Applied Sciences 2021-present. She is currently head counsellor at reception unit for young people, City of Helsinki, 2020-present. Other work experience: Counsellor for foster families and counsellor in a child caring institution intensive unit.  
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**Michael von Kutzschenbach**, Institute of Management, University of Applied Sciences and Arts Northwestern Switzerland, School of Business  
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**Heiko Löwenstein** is a professor at Cologne Catholic University of Applied Sciences, Germany. Contact: h.loewenstein@katho-nrw.de

**Niina Pietilä** (licenciate in social sciences) is a senior lecturer at Metropolia University of Applied Sciences. She teaches social sciences and social work to BA and MA students. She also leads the Master's degree programme.  
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**Katriina Rantala-Nenonen** is a senior lecturer at Metropolia University of Applied Sciences. She teaches social sciences to BA and MA students and works in national and international projects on social services and education.  
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**Dorothee Schaffner** is a professor of social work at FHNW School of Social Work, University of Applied Sciences and Arts, Northwestern Switzerland.  
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**Andreas Schauder**, FHNW School of Social Work, University of Applied Sciences and Arts, Northwestern Switzerland. Contact: andreas.schauder@fhnw.ch

**Ingo Stamm**, postdoctoral researcher (part-time) at the University of Jyväskylä / Kokkola University Consortium Chydenius, Social Science Department, Diverse teaching and research tasks. Contact: ingo.p.stamm@jyu.fi

**Markus Wissen** is a professor of social sciences at Berlin School of Economics and Law and a fellow at the Institute for Critical Social Analysis of Rosa Luxemburg Foundation. His research focuses on society-nature relations and socio-ecological transformation. Contact: markus.wissen@hwr-berlin.de

**Ananda Wyss** Institute of Management, FHNW School of Business, University of Applied Sciences and Arts Northwestern Switzerland  
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**Maren Zeller** is a professor of social work in the Department of Social Work, University of Applied Sciences, Eastern Switzerland.  
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## Student Assessment

Students are assessed for their critical reflection skills and their ability to assimilate and reflect on specific aspects of the knowledge acquired during the Summer School.

Assessment is based on a group poster that elaborates on the selected content of one of the workshops and the various lectures. Posters are presented on the final day of the workshop.

### Assessment Criteria for Posters

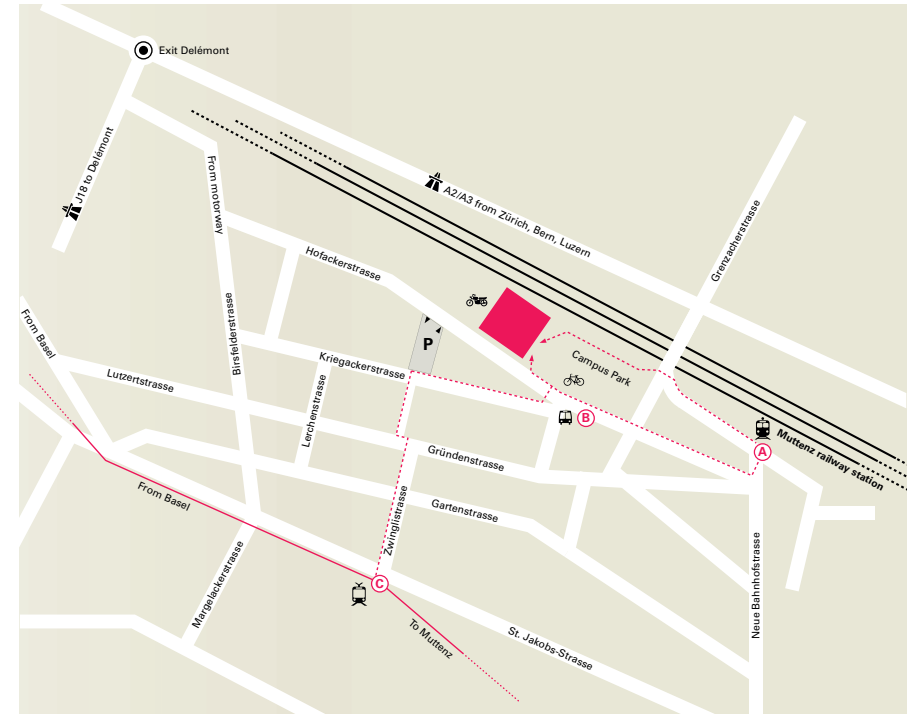
- **Formal**  
Structure, clarity, use of visual elements in relation to text, aesthetic appeal.
- **Content**  
Quantity and quality of the above aspects. Quality refers to the logical, concise, and consolidated design of information, that is, argumentation.
- **Reflection**  
Succinct presentation of the topics and issues discussed in the workshops and lectures.

### Grades

Pass/fail

## Maps and Directions

### FHNW Campus MuttENZ



#### A From MuttENZ railway station

A six-minute walk via Hofackerstrasse or Grenzacherstrasse and through the campus park

#### B Bus 47 (from Bottmingen) or 63 (from Dornach) to the "Fachhochschule" stop, then a two-minute walk

#### C From the "Zum Park" tram stop in MuttENZ Tram 14 from Basel and Pratteln, then a 10-minute walk via Zwinglistrasse and Kriegackerstrasse

#### Arrival by car

Hagnau junction, A18 towards Delémont then MuttENZ-Nord exit

Walking route from train/tram —————

FHNW University of Applied Sciences and Arts  
Northwestern Switzerland  
School of Social Work  
Centre for Social Work Studies  
Scientific Support Centre: International Office

**Summer School 2022**  
**Sustainability and Social Work –**  
**Sustainable Social Work?**

June 7<sup>th</sup> – June 10<sup>th</sup>, 2022  
FHNW Campus MuttENZ

- BA Social Work
- MA Social Work with a special emphasis on Social Innovation

**Organisation**

Thomas Geisen  
Andreas Schauder

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