

IASSW and Indonesian Social Work: Building Capacity Together

The IASSW, the Indonesian Social Work Consortium and the Indonesian Association of Social Work Education worked together to provide a three day workshop in January on the theme of Social Work Education in Indonesia: Indigenous and International Perspectives, Dilemmas and Challenges. The programme was supported by Ministry of Social Affairs and hosted by Department of Social Welfare, University of Indonesia. Sixty nine people attended from 22 schools and universities from all over Indonesia and 20 persons from the IASSW.

Preparatory work developing the themes and format took place in the preceding months and succeeded in providing an event that promoted dialogue and exchange about social work issues in Indonesia, in the region and worldwide, with a particular emphasis on critiquing social work interventions and theory.

Objectives

- To learn about the Indonesian political and socio-economic context for social work and how social work educators have responded to align the social work curricula for practice relevance in their society and region.
- To provide a forum where educators in Indonesia can review their own courses in a Multicultural Society through the process of dialogue, with educators from other countries.
- To introduce the Global Standards for SW Education (IASSW), Ethics in Social Work: Statement of Principles (2004), the Global Agenda for consideration in curriculum building and to generate discussion for the local context. To present and discuss the curricula content and reading material on social work methods of intervention and a range of pedagogical methods, used in different international contexts, for teaching and assessing 'social work methods of intervention' with a view to generate a local discussion about relevant approaches.
- To facilitate capacity building and empowerment on social work theories; present various theories and expand participants' vision and scope on social work theories in order to enable them to come to their own decisions on what will be appropriate in their practice contexts.



The IASSW presented global social work documents including the Global Standards for Social Work Education (IASSW/IFSW 2004) and Ethics in Social Work: Statement of Principles (IASSW/IFSW 2004) and the recently published Global Agenda for Social Work and Social Development: Commitment to Action (2012). Discussion was centred on both indigenous and international perspectives in all the presentations and discussions.

The IASSW Board meeting, which took place after the workshop was hosted by the University of Indonesia allowing members to participate in the workshop, especially those from the region from APASWE (Asia Pacific Association of Social Work Education <http://www.apaswe.com/>).

The IASSW promotes the development of social work education globally, in the context of human rights and social development, through policy and advocacy activities (www.iassw-aiets.org). The IASSW has been working on a strategy to fulfil this aim concentrating on collaborative capacity building activities, programme consultations and reviews, exchanges and through endorsing regional

centres of excellence (IASSW Social Work Education Resource Centres). The intention is to work in partnership with regional associations while offering the uniquely international perspectives that can be drawn from the international membership of the IASSW.

“Discussion was centred on both indigenous and international perspectives in all the presentations and discussions.”

This workshop is the beginning of a series of capacity building events by IASSW. Universities, national organisations and regional associations are encouraged to approach the IASSW for joint activities, as outlined above, to enhance social work education. Members of the Education Committee can be contacted:

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INTERNATIONAL PROJECTS COMMITTEE IPC REPORT

January 2012, Jakarta

Darja Zaviršek, Chair of the International Projects Committee

Members of the committee:

Letnie Rock, Shimon Spiro, Sue Lawrence, Gidraph Wairire, Darja Zaviršek (chair).

THE EVALUATION OF 2011

International project committee had 3 calls for international projects this year (April, June and December 2011) so as to encourage people to submit more good quality projects than in the previous years. This strategy was successful. We got all together 11 applications which is a very good number for one year.

This also gave the IPC the chance to make an attentive look into the projects and select the best ones. Altogether there were 6 projects which were selected among the 11. They were a high quality projects involving different countries and continents. All of them were awarded with 4.000 USD which is 24.000 USD for 2011. The selected projects are as follows:

APRIL 2011

NAME OF THE PROJECT	COORDINATOR/CONTACT
STRANGERS AT HOME AND ABROAD: TEACHING ABOUT MIGRATION IN SOCIAL	Mimi V. Chapman University of North Carolina, USA + China: East China Normal University; Shanghai + China: The School of Social Development, Shanghai
AN EXPLORATION OF INT. INNOVATION IN SERVICE USER INVOLVEMENT ACROSS 3 COUNTRIES	Joe Duffy Ireland, Queens University +Martinez, Roman (Spain) +Videmšek Petra (Slovenia)
PHILOSOPHICAL BASIS OF SW EDUCATION AND FACULTIES IN ASIA	P.V. Bajju India, Kerala, Sanskrit University +Qui-Hee Song, South Korea +Anish, Kr. Pillai, India

JANUARY 2012

NAME OF THE PROJECT	COORDINATOR/CONTACT
Rights practice in the biosphere	Susan Bailey , BSW PhD School of Population Health University of Western Australia (IASW Member) + Hong Kong + Qatar

JUNE 2011

NAME OF THE PROJECT	COORDINATOR/CONTACT
A comparative study on perspectives on non-suicidal self-injurious behaviours of social work students in USA, CYPRUS, & JORDAN. Implications for social work practice and curriculum	Efrosini Kokaliari , PhD School of Social Work, Springfield College, 263 Alden str. Springfield, MA 01109- USA Dr. Christos Panagiotopoulos Univ. Of Nikosia, Cyprus Dr. Sahar Makhamreh Al-Balqa Applied University, Princess Rahma University, Jordan
Translating global perspectives on health inequalities research into social work education - a pacific rim perspective.	Dr Rosalie Pockett , The University of Sydney, NSW 2006 Australia Professor Paul Bywaters , School of Health and Social Sciences, University of Warwick, UK Dr. Eileen McLeod , School of Health and Social Sciences, University of Warwick, UK Dr Joan Yoo , Department of Social Welfare, Seoul National University, Republic of Korea Associate Professor Liz Beddoe , School of Counselling, Human Services and Social Work at the University of Auckland .

:: DEADLINES IN 2012 ::

> **May 31, 2012**

> **November 30, 2012**

UNFCCC Climate Change talks, COP17 in Durban, South Africa

Professor Lena Dominelli attended the UNFCCC Climate Change talks, COP17 in Durban, South Africa (29 November to 10 December 2011). She represented the social work profession at the talks where in addition to attending official meetings, she organised an exhibition entitled, **'Unsung Heroes: Empowering Disaster Survivors and Communities through Social Work Practice'**. This exhibition show-cased development initiatives and research into climate change and related disasters undertaken by academics at Durham University amongst others, and included the BIOPICCC and Internationalising Institutional and Professional Practices Project that involve Prof Dominelli. She also gave a presentation entitled, **'Care Matters: Gender, Social Relations, the Built Infrastructure and Climate Change'** at one of the 'side events' linked to the COP 17 which was well-received by the NGO community. As a result of this presentation, Prof Dominelli was asked to play a leading role in drafting the NGO statement on the impact of climate change on women across the world. This was then presented at a press conference by the Asia-Pacific Forum on Women, Law and Development and the Women's Research Network on Climate Change. She also conducted a television interview for the UN talks which can be accessed through the UNFCCC website at the following link:

http://unfccc.int/meetings/durban_nov_2011/items/6529.php

or directly viewed at:

<http://www.rtcc.org/climate-change-tv/unfccc-videos/professor-lena-dominelli-durham-university/>

In addition, as another side activity, Prof Dominelli accompanied colleagues from the University of KwaZulu Natal to visit social



workers at the LOVU Care Centre located in a deprived community on the outskirts of Durban and went on to talk to young people who had been orphaned by HIV/AIDS and had to run their own households with limited social work support. She then raised the issue of child poverty with the Premier of KwaZulu Natal, Dr Zweli Mkhize, when they met at one of the COP17 meetings.



Vishanthie Sewpaul and Leni Dominelli

International Social Work Day – Denmark and South Africa celebrate!



See the celebrations of the joint event between Denmark and South Africa to commemorate International Social Work Day.

Social work students of the University of Pretoria, South Africa and the Metropolitan University College School of Social Work and Administration in Denmark had an interactive video conference on the global agenda on the morning of 15 March. During the video conference the students met for a half hour,



where they gave an overview of their respective countries, Universities and Schools of Social Work. Then we went off line and had group discussions on the 4 themes. We went back on line for an hour's discussion on each theme sharing the ideas from the group discussions and posing questions on the respective theme to the different countries.

Prof. Antoinette Lombard and Helle Strauss
University of Pretoria and Metropolitan University College

Developmental project

A Pedagogical Tool in Social Work Education

Helle Strauss, Senior Lecturer, Metropolitan University College, Copenhagen, Denmark

Framework of Social Work Education in Denmark

The method of incorporating a critical project has, for several decades been a pedagogical tool in education introduced in primary school, continued through gymnasium and into higher education. In the Social Work Course, at the Metropolitan University College in Copenhagen which is a 3½ years BA. degree, the semesters' schedule will usually be divided in two modules each focusing on special themes for a period of 2 -3 months. Those themes will, among others, include Social Work with Families, Children and Young Adults, the Labor Market and Social Work, and Exposed and Vulnerable Groups and are taught by using a critical reflective method of educational practice. After the themes are selected by the students, students are encouraged to explore the themes from the perspective of different professional disciplines, such as Social Work, Social Science, Psychology as well as Juridical. Besides lectures students will be involved in class discussions, group work, case work role play and other interactive activities during the teaching hours. Each module will be assessed by a test, possibly a written assignment or a critical development project. In this article the critical developmental project will be explained. This project has been a part of the social work course for several semesters.

“They created an intervention plan about how theater as a tool could be developed in order to create more awareness...”

Guidelines of the Critical Developmental Project

The students work in groups of 3-6 participants with a theme chosen by the group. The transformative perspective of the project is to, directly or indirectly, aim at improving the citizens' life situation at individual, group or community level. The guidelines

ask the student to take social work practice as a starting point, and to bring into play all their skills and abilities regarding the complexities of social work, theories and methods.

The students are required to collect data and to analyse it in order to suggest how existing practice may be improved or replaced by a new practice, or how a good practice can become successfully introduced into a new field. The project should focus on a social practice within a limited field in an organisation directed towards a specific target group or local community, and students will account their choice of method for collection of data as well as ethical and critical reflections regarding their proposal for the new intervention. An analyse of the target group, suggestions for ways of working and methods of social work, a suggestion for short-term and long term targets of the intervention and suggestion for evaluation of the new practice will be included in the project presentation .

Teaching, Guidance and Presentation of Project

Throughout the project period of 2 months, seminars take place addressing scientific methodology, research question, different methods for collection of data and different ways of interviewing. Group supervision is given by teachers of social work and other professions according to the topic of the project and the character of plans for intervention. Each group of students will give a written report (15 pages) and present it in class. Each group will also be offer critical assessment to another groups reports and presentations, and the presenting group will address the critique by other students and teachers.

Example from International Class, social work focusing on social work with youth

Last semester the students in the international class with students from different European countries selected following topics for their critical developmental project: Drug prevention, Eating problems, Health issues of queer people, Homosexuality as a Reason for Seeking Asylum and Use of Theater as a method in social work combatting racism. In the following the last project will be further explained.

The students found racism to be a problem in most countries and a justified area for social work intervention, as the global definition

of social work explains that principles of human rights and social justice are fundamental to social work. They defined racism, studied different theoretical approaches relevant for their topic, such as Paolo Freire Pedagogy of Hope – Reliving Pedagogy of the Oppressed, Augusto Boal: Theatre of the Oppressed, Bourdieu, (explained by Eva Barlösius) Lena Dominelli: Social Work and Minorities and several other authors they found themselves or were suggested by the supervisors. The students explained their choice of empirical data collection, which was a visit to a school for young adults who are on their way to become integrated into education or labor market, on a special day when a Forum Theater Performance was to take place. After the show, which they found most relevant and important, they interviewed a group of young people from the audience. They realized that theater was very appealing to some, less to others. They created an intervention plan about how theater as a tool could be developed in order to create more awareness of racism experienced by young people .Their plan was to invite volunteers to become amateurs actors and perform scenes from everyday life, like seeking job wearing a scarf, illustration of challenges meeting young couples from mixed ethnic backgrounds from their peers and families, how not drinking alcohol can become a reason for teasing a young man etc. . The Forum Theater would work with a “Joker” encouraging involvement from the audience by suggesting how to deal with the problematic situation shown on the stage. The group suggested the performance to be led by social workers and to take place in primary school in order to fight racism among the children as the short term target and the larger community as the long term target. They addressed the fact that they were all white female and the effect this might have on the implementation of the project. In spite of the limitations of the project they found it would be one of the ways racism could be fought more effectively than by lecturing about antiracist behavior in class.

Conclusion

Social work needs to be experimental in order to meet the changing needs in communities. Therefore it is important to give students the opportunity, the tools and the encouragement to work towards changing social work practice during their studies. More often than not social workers seem to become integrated in the existing working methods of their workplaces, and experience great difficulties in order to change current practice or not even try,

once they find employment. While the project is an educational assignment rather than a specific research project it can prepare social workers to explain to decision makers how practice may develop and to skill them in such a way that they can argue for their proposals to be accepted in the workplace. To work in groups with students from different nationalities is a learning component that undoubtedly adds quality to their experience of this project, which they usually find educational, relevant and engaging.

References: Marietta Kraatz, Aina Barca Fontova; Annett Metzenthin, Antonia Peetz, Olivia Anhuth, Trine Astrup, : “Theater as a Method in Social Work”, student report, International Course January 2012. Metropolitan University College, Copenhagen. Denmark

IASSW and the United Nations

Historical Background - The International Association of Schools of Social Work (IASSW), founded in 1928, has been affiliated in consultative status with the Economic and Social Council (ECOSOC) at the UN since 1947. It was one of the first NGOs at its creation in 1945. At the conception of the UN when it was much less complex, social work had a prominent role in policy making. As the UN grew from 50 countries to a present day total of 189 member states, activities of all NGOs have been circumscribed by the complexity of the burgeoning organization.



Consistent with UN protocol, we have one main representative in New York and four additional representatives. The President and a Chief Operating Officer or designee are also approved. Those of us who can come to New York are active participants on UN NGO Committees. They include the Committee on Migration, Education, Ageing, Human Rights, UNICEF, Social Development, and Mental Health. Two of us have chaired NGO committees, while others are active members of subcommittees. Each year, the main representative supervises one or two interns who fulfill an educational contract and are similarly active. When proposals are accepted, as they generally are, we hold programs and panels at major international UN conferences and write official Statements, called interventions, on whatever issue the UN is focusing on. We have been represented in Geneva as well. When ECOSOC focused on Global Public Health, the main representative, who also chaired the NGO Committee on Mental Health, represented New York at the Geneva conference, as well as co-chairing the follow-up conference on developing action oriented activities for the agreed upon goals developed in Geneva. They addressed action steps to be taken by the UN, governments and civil society. This coming year, IAASSW representatives wrote a Statement on the need for education, particularly of girls, consistent with the ECOSOC Annual Ministerial Review agenda. Our NGO Social Development Committee representative has also been instrumental in developing Statements, as has the chair of the NGO Committee on Migration. Statements are translated into three languages and distributed to members of the General Assembly to influence their deliberations.

Social Work Day at the UN

Since 1983, the social work profession has sponsored Social Work Day at the United Nations. Initially hosted by the International Federation of Social Workers (IFSW), IAASSW became a co-sponsor in 1989. While about 200 social workers participated in the early years, today the conference attracts as many as a thousand social workers to the UN. Panellists, including at least one and generally more UN officials, discuss major global issues concerning the UN

and social work alike. Topics are selected based upon student evaluations and issues highlighted at the United Nations. They have ranged, inter alia, from Human Rights, Women at Risk, Health and Mental Health, Poverty and Ageing to Children and Youth. We also hold a Global Social Work Student Day an event organised by the interns to provide for student interaction in over twenty workshops. This event was instituted on our 25th anniversary and proved to be so popular, we have continued the practice.

In 2010, recognizing the need for a joint policy and practice agenda if social work is to be more influential at the UN, IAASSW, IFSW and ICSW (International Council on Social Welfare) launched a Global Agenda at a tripartite Congress in Hong Kong. Keynoted by a UN official, the Global Agenda focuses on furthering the relationship between social work, social welfare and the United Nations. In 2011, they met at Social Work Day at the UN to develop and share the implementation strategies of the Global Agenda and explore ways to address the main themes and influence global political, professional and social processes. For the first time on March 26, 2012, Social Work Day, in preparation for the next tripartite Congress in Stockholm in July of 2012, will be focused solely on the presentation of the Global Agenda for Social Work and Social Development: A Commitment to Action (The Agenda Commitments). The document will be published in association with World Social Work Day on 20 March and Social Work Day at the UN.

The title of the 29th Annual Social Work Day at the UN is **"Partnering with the United Nations, Social Work and Social Development"**. Relevant subthemes will be "Human Rights and Social Equality" and **"Social Media and Social Action"**. Panelists will focus their remarks on social development. The joint IAASSW and IFSW planning committee is engaged in the development of the event, and their interns are developing the Global Social Work Student Conference to be held at Fordham University in New York on the previous day. We look forward to your attendance.

Janice Wood Wetzel

Main IAASSW Representative

Co-Chair: Social Work Day at the UN

UN Intern project: The Social Protection Floor Initiative

Nicole O. Fink, MSW intern & Lynne M. Healy, Professor University of Connecticut



Photo: Lynne Healy and Nicole Fink with the SPF-I signature banner at the United Nations

In 2009, the UN launched the Social Protection Floor Initiative (SPF-I) in collaboration with the International Labour Organization (ILO) and the World Health Organization (WHO) in order to build a global coalition committed to supporting countries in building national social protection floors for their citizens. The SPF-I envisions the minimum social protection through the guarantee of:

Basic income security, in the form of various social transfers (in cash or in kind), such as pensions for the elderly and persons with disabilities, basic income security for children, and social assistance for the unemployed of active working age and working poor.

Universal access to essential affordable social services in the areas of health, water and sanitation, education, food security, housing, and other services as defined according to national priorities. (Social Protection Floor Advisory Group, 2011).

The SPF is a rights-based approach engrained in the principles of social justice and human rights. Social protection is increasingly recognized as a key element in efforts to eradicate poverty and promote social and economic development. The

majority of the world's population currently lives in conditions of social insecurity. Of the world's 7 billion people, about 5.1 billion people, approximately 75% of the world's population, are not protected by adequate social security (ILO). The most severely affected are the 1.4 billion people who live on less than US \$1.25 a day and those who work in the informal economy. The World Health Organization reported that 150 million people in this world suffer financial devastation annually and at least 100 million people are driven into poverty when forced to pay for health care (Social Protection Floor Advisory Group, 2011). These statistics provide alarming details about the economic and social climate around the globe and underscore the need for social security and basic services.

IASSW representatives at the United Nations are active in the educational and petition signature campaigns supporting the SPF-I through the NGO Committee for Social Development. Earlier this year, a request was sent to all IASSW members urging support for the global petition campaign to support the initiative. On January 31, 2012 at the NGO Civil Society Forum for the Commission for Social Development,

IASSW Graduate Student Intern Nicole Fink presented a banner with signatures from around the world that she designed; to date, people from more than 130 countries have signed on. The goal is to collect 1,000,000 signatures by June. IASSW representative Lynne Healy formally presented a booklet, "Can You Hear Us? Voices from around the World in Support of the Social Protection Floor Initiative" to the President of the Economic and Social Council (ECOSOC) of the UN. Nicole Fink worked on the booklet with a small team of committee members. It is noteworthy that among the comments published are comments by IASSW members Lena Dominelli and Vishanthie Sewpaul. Our sister organization, the International Council on Social Welfare, has been extensively involved in promoting social protection.

For more information, see Social Protection Floor Advisory Group. (2011). Social protection floor for a fair and inclusive globalization. Geneva: International Labour Organization. Civil society initiatives can be found at: www.ngosocdev.net or www.icsw.org

To sign the petition, please go to: www.gopetition.com/petitions/signature-campaign-social-protection-floor/signatures.html



Isidor Wallimann



How long have you been involved in social work education in Switzerland and parts of Europe and what were your career goals when you started?

I completed all my academic training in the United States - first an MS in Economics and Agriculture at Kansas State University, then a PhD in Sociology at Syracuse University. Subsequently, I taught as an assistant professor for two years at the Hobart and Wm. Smith Colleges. In 1980 I returned to Switzerland to teach Sociology, Economics and Social Policy at the School of Social Work in Basel. As in so many European countries, the background sciences to social work are not taught in different schools or departments. They are an integral part of the social work curriculum. As a result, my career goal was to tailor sociology, economics and social policy to the needs of social workers, their profession and labour market. This was highly rewarding since it also brought me to more trans-disciplinary thinking, analysis and practice. As the school's representative to the Swiss Association of Schools of Social Work, I early on became involved in defining minimum standards for social work training and in having the granted degrees fully recognized as "professional degrees" akin to other professions. Additionally, I helped start the Swiss Publication Series for Social Work and the Swiss Committee for Research in Social Work. As an expert member of the Swiss National Science Foundation, I helped Schools of Social Work become "legitimate" locations to engage in social science and policy research, and to receive - like universities - federal funding for it. Somewhat later, as the "officer" for international exchange and development, I was able to have "my school" become part of several transnational MA programs and to teach in them. As the co-founder and treasurer of the EASSW, I gained valuable insights by internationally comparing social policy frames, social work training and histories of the profession.

How long were you involved in the IASSW and what do you think has been your contribution?

I served on the IASSW board from 2002-2008 representing, together with Christine Labonté, the EASSW. By then, problems related to IASSW budgets and finances had been resolved. However, from an EASSW perspective at the time, the IASSW still had a legitimacy problem. Its output and services did not seem to match the cost of membership. In addition, some of IASSW's work and function seemed to overlap with that of regional associations. Therefore, the EASSW thought that IASSW could benefit from being restructured. As a result, I submitted with Christine Labonté the IASSW restructuring proposal to give most decision making weight to regional associations, at the expense of individual member schools and countries. Under this proposal, the IASSW would have been transformed towards a "federation" of regional associations. After controversial discussion the proposal, at the time, was declined.

What in your opinion has been the most memorable experience of your time in IASSW?

Impressive was how successfully IASSW and ISSW began to cooperate on issues they shared in common. Both benefitted significantly from this process. Thus, mutual agreements on joint dates and locations for international congresses led to a boost in synergies pertaining to continued communication, cooperation and organisational development. Most important, the successful

cooperation between IASSW and IFSW led to the joint publication of basic documents on such key issues as professional ethics and basic standards for professional training and curriculum development.

Tell me a little of about the way your personal and professional life intersects.

In my personal life, I have been strongly involved in new social movements and community development. Almost twenty years ago, I helped start the Social Economy Basel Association for local, social and ecological sustainability. It, in turn, started the Social Economy Network Cooperative and its alternative currency www.viavia.ch/netzbon. Lately, the Urban Agriculture Network Basel was started www.urbanagriculturebasel.ch. I have served all three organisations as their president, and my private role as a citizen complemented that as a professional educator and researcher.

How important or significant are international associations in social work and what if anything should be their focus as we move forward?

Organizations such as the IASSW are important and necessary platforms on which pertinent information can be exchanged world wide on matters such as human rights, social problems, social policy, social work training, employment and labor markets. As NGOs, such organisations can also influence UN and other policy makers. However, the IASSW should evaluate its role here, to arrive at more effective - and possibly more selective - strategies. I also see a need for the IASSW to revisit the history of social work and its roots in community development. It might want to point more to the importance of community organizing, its impact and "cost-effectiveness", and insist on shifting employment towards community oriented social work.

Anything else you would like to add?

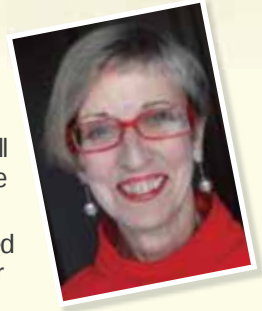
Yes, why is it that so many countries training social workers are so often using textbooks that are so unsuited to their social, cultural, economic and political conditions and contexts? Could the IASSW, sensitive as it is to diversity, launch a campaign to use contextually appropriate teaching resources? I wish IASSW much success as it moves forward to include ever larger populations in their efforts to train social workers.

Isidor Wallimann, PhD.
Emeritus Professor, School of Social Work Basel (FHNW)
Visiting Research Professor
Maxwell School, Syracuse University, Syracuse NY

Isidor Wallimann is soon to publish a book entitled "Social Policy is Environmental Policy and Environmental Policy is Social Policy" (SU Press 2013), and the paper back version of "Globalization and Third World Women" (with Ligaya McGovern; SU Press 2012). In German, he recently published several books on applying the "Polluter Pays Principle" in social policy.



Gurid Aga Askeland



How long have you been involved in social work education in Norway and what were your career goals when you started?

I was working in the social services in Stavanger as leader of an area social service agency when I was headhunted to Diakonhjemmet school of social work in Oslo in 1978. It had been realized that a social worker with experiences from the field was needed to join a research project in developing evaluation tools for the social service. I quite enjoyed working in the social services, and although I had been a guest lecturer at a school of social work, it had never struck me that I should get involved in social work education full time. However, after a year I started teaching and organizing field placements for a couple of years before I went to the University of Trondheim for a social work degree.

When I started my teaching, social work was still very much influenced by psycho dynamic thinking which did not fit the social work that was offered at the social services. So my concern was to teach social work with a perspective that fitted the social services, and I also bore this in mind when writing my first two books. One was about how to combine the relationship process and a general working process. The other one was written with a lawyer and was about how to combine social work principles and skills with legal requirements when writing various reports about users. The latter which was published in 1984, has been revised five times and is still widely used. I also started to teach social administration and organization as part of social work.

At the time quite a few of the students went into administrative positions fairly soon after leaving school. Another concern of mine was therefore that students should learn that social work skills and ethics taught in relation to individuals are equally relevant and transferable when working with individuals, families, groups, local communities or in social administration and vice versa.

How long have you been involved in IASSW and what do you think has been your administration?

The chair of the Nordic committee of schools of social work has a seat on the IASSW board. However, when I became the chair in 1991, the Nordic committee had suspended its membership due to that the IASSW Board had not suspended South Africa member schools during the apartheid era. For a period the Nordic members did not pay their fee and did not attend conferences. The membership suspension of the Nordic schools had caused a financial difficult situation and a reorganization of the association as the fee is paid per capita. In 1992 I was invited by then president Ralph Gaber to attend the conference in Washington to negotiate our re-entrance with the Board.

After the general assembly of the Nordic Committee decided for the Nordic schools to take up their membership again, my first Board meeting was in 1993, and I stayed on the Board for another two year until I resigned as the chair.

In 2000 I was elected a Board member at large and a member of the executive committee. After two periods I resigned in 2008. Belonging to a minority language group, I know how important it is to be able to understand and take part in discussions in a foreign language. In a social work association it is important to have a policy of inclusion, which also incorporates language. When I started my service, English was the only conference language in use. I raised the issue of language policy, and a committee was established which I chaired, that worked to also include Spanish and French as conference languages in practice, not only on paper. In addition Japanese and the language spoken in the country where the conferences are held should be provided, however, depending on the number of attendants from the various language groups.

Another issue related to the language policy is how papers are presented at conferences. Not all presenters are experienced, and sometimes presentations might be difficult to follow, particularly when not fluent in the language spoken. I therefore initiated to develop some guidelines

for presentation, which used to be sent out to all whose papers were accepted. The guidelines are now published on the IASSW's homepage.

The Katherine Kendall award has been presented bi-annually since 1992 to a social work educator who has contributed to promote social work education across regions. These colleagues have really done a great job. To make sure that this social work history is kept for future generation, I as a Board member took the initiative to publish a book about them. The book is edited by two other Board members and myself, and is soon to be published. As a Board member I also served on various other committees.

What in your opinion has been your most memorable experience?

It is hard to pick out something as I find I have had so many memorable experiences.

However, what made the biggest impression on me personally was during the period when the Nordic committee was about to suspend its IASSW membership. The majority vote at the General Assembly supported the proposal to suspend South Africa during the apartheid period. Nevertheless, the Board announced that they would overrule the vote. During the discussion General Assembly some South African representative accused us of not understanding the situation. When I later run into one of them in the hotel corridor, he thanked us for the support that was needed.

Tell me a little about the way your personal and professional life intersects.

I grew up in a family where a lot of various people used to come. My grandmother ran a hotel where I spent all my vacations and I worked when I came of age. I was always interested in listening to and learn from people from various countries. This is an interest that I have been very fortunate to pursue in my professional life, not the least in several international offices, projects and exchanges that I have been part of.

I like to read novels and biographies. When I go to a country I always ask what local are being talked about at the time that I should not miss. Hopefully they are in a language I can read, and thus learn about the people and the context.

How important or significant are international associations in social work and what if anything should be their focus as we move forward?

Around the world there seems to be two different trends at the time regarding social work. While social work is developing fast in many countries where it is a new profession, in other countries the political situation in many western countries work against social work. It seems like there is a disguising process going on in universities and in public administration where social work merge into bigger units and disappear. While it is important for the associations to support social work in countries where the profession is new, it is just as important for the associations to raise the banner of the profession also in countries where social work used to be well established.

I also think it is important to continue the solidarity between regions, in order to support colleagues from poorer regions to be able to attend professional meetings and conferences. In developing social work further we, coming from richer countries, need these possibilities in order to meet and mutually learn from each other.

Anything else you would like to add?

To serve on the Board has given me an exceptional opportunity to meet and befriend colleagues that I admire tremendously from all over the world. To listen to their experiences of suffering, taking personal risks and go against the political establishment makes me grateful and humble.

Updated 2010 - 2011 Directory Completed!

The updated 2010-2011 Directory of Social Work Schools and Programs lists 2150 post-secondary institutions in 122 countries. The directory is significant because it documents the growth of social work education post-secondary degree programs and reflects the commitment of the profession in responding to human needs and advocating for social justice.

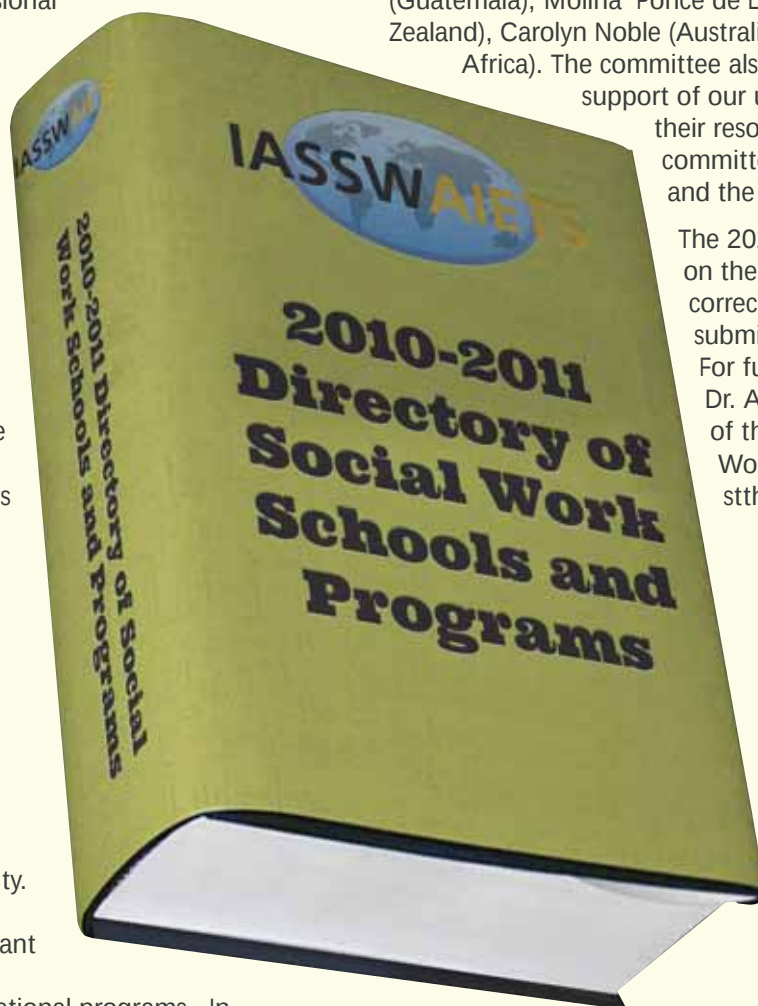
In contrast to the 2000-02 directory, the current directory focuses on degree granting institutions. A significant number of the institutions listed offer more than one degree program and an increasing number of institutions offer off-campus and part-time or evening programs in addition to the more traditional full-time program. An exception to listing only degree granting institutions was made for countries that recognize diploma or licensure programs as a professional qualification for practice.

Because the directory lists institutions not separate programs, the list does not accurately reflect the dramatic growth in social work education in the last decade. Several countries established social work education where none existed before including China, Thailand, Uganda and United Arab Emirates. Major restructuring of educational institutions took place in many countries. For example, South Africa and the United States merged smaller programs and institutions into multiple campus institutions. In other countries, including New Zealand and Australia, institutions established off-campus or off-site programs in efforts to improve access and reach out more effectively to the local community. Countries, such as Slovenia and the Czech Republic, reestablished their programs after decades of inactivity. Implementation of the Bologna Process in Europe brought significant change to higher education, and consequently to social work educational programs. In addition, the efforts of IASSW to network more effectively with colleagues around the world, particularly in South America and Africa, meant that schools not previously listed in the directory were added to the directory.

The updating of the directory represents hundreds of staff hours by the Standing Committee on the World Census, particularly by

Dr. Patrick Leung and his research assistants at the University of Houston and by Dr. Angeline Barretta-Herman and her student workers at the University of Saint Thomas in Minnesota. The directory was only possible with the contributions of many colleagues on the Board, members of IASSW, regional and national associations who shared their membership lists. Special mention must given to several individuals including Ileana Gadea (Guatemala), Molina Ponce de Leon (Chile), Gavin Rennie (New Zealand), Carolyn Noble (Australia), Teresa Hochfield (South Africa). The committee also wishes to acknowledge the support of our universities who gave willingly of their resources to further the work of the committee in both the directory project and the census.

The 2020-11 directory will be posted on the IASSW website. Additions, corrections and edits should be submitted to the President Office. For further information, contact the Dr. Angeline Barretta-Herman, Chair of the Standing Committee on the World Census at a9barrettahe@stthomas.edu.



The Directory is issued free to members of IASSW and is available on CD-ROM

US\$20 for additional copies for current Members

US\$200 for Education Establishments

US\$1000 for Businesses, Commercial Enterprises and Agencies

SOCIAL WORK IN ASIA PACIFIC



Indonesia

Today, a great movement of social work is taking place in Indonesia. Since Law no 11, 2009 on Social Welfare was issued, there has been social work reform in Indonesia. This reform occurs in both social work education and profession.

The systematic actions have been undertaken. The establishment of Social Work Certification Body and the Accreditation Body of Social Welfare Institutions are crucial milestone. These stimulate social work professionalism in Indonesia. In line with the establishment of the Asean Social Work Consortium, the **Indonesian Social Work Consortium** was founded in 2011.

”The establishment of Social Work Certification Body and the Accreditation Body of Social Welfare Institutions are a crucial milestone”

This Consortium consists of ten pillars of social welfare, which among other things are Indonesian Association of Social Work Education (IPPSI), Indonesian Association of Social Workers (IPSPI) and National Council for Social Welfare (DNIKS). The Consortium plays a very crucial role to enhance Indonesian social work. By being united in one consortium, the struggle for social work betterment will be stronger and more effective, including for social work education.

Indonesian Association of Social Work Education, which has 35 school members, has been very concerned about the curriculum development. Therefore, during 2010-2011, it held several workshops on national core curriculum and related issues,

attended by the school members of the association:

- National Workshop on Core Competence of Social Work and Definition of Social Work
- National Workshop on Core Curriculum
- National Workshop on the Guidelines of Core Curriculum Contents
- Discussions on Practicum

It is expected that through these national workshops, a standardized curriculum of the Indonesian social work education would be set up. The Workshop on Core Curriculum produced a National Core Curriculum which consists of 19 courses (about 57 credits) for a Bachelor level. In Indonesia, to obtain a bachelor's degree, one must undertake 144 credits. The remaining credits are for the courses created by each school member of the Association. Thus, the curriculum provides adequate space for the local needs and capacity.

This framework of core curriculum will cater the standardized professional social workers. The first effort, however, to ensure that the social worker certification measurements are based on the materials drawn from the right implementation of the national core curriculum in all social work schools. For this, the fruitful collaboration of all members of schools, as well as the cooperation with the other Consortium stakeholders, such as, the social worker association and the national council for social welfare in which the students conduct practicum in its members (in social institutions) is a prerequisite.

Fentiny Nugroho



SOCIAL WORK IN ASIA PACIFIC

From Malaysia - New wind of Social Work in Malaysia

2012 promises to bring much hope in the arena of social work to Malaysia. Even though Malaysia does not have a social work education association, most of the academicians are members of the Malaysian Association of Social Workers (MASW). This has been the practice in the country for decades. A good link and cooperation exists between the practitioners and those in the academics for the benefit of the target population and the profession

In 2002/2003, the collaboration between those in the academic and the practice settings accelerated due to several common concerns – the effort in establishing social work competency standards, curriculum standards and a social workers act. A committee called Malaysian Council of Social Work Education was formed comprising mainly of representatives from the seven universities that offer Social Work program, MASW, and the Department of Social Welfare (DSW). The effort is almost reaching the goal - the Malaysian government has endorsed these initiatives. An ongoing concerted effort is being made to fine tune these initiatives in order for them to be fully implemented. The hope is for the all of these initiatives to be fully rectified and implemented in 2012.

Activities in MASW

Although 2012 has yet to enter its third month, the profession is already bustling with activities gearing towards helping those in need and capacity building activities for the profession. MASW as an example has already conducted several activities as listed below:

Review of and translation into the Malay language the Social Work Competency Standards Document with DSW.

Hosting of Practice Lab for trainers in Foundational Child Protection Practice and review of teaching materials.

Attendance at the Competency Project Technical Committee Meeting and review of the Social Workers Bill.

Review of Foundational Child Protection Practice teaching materials by selected trainers from MASW and DSW.

Social Work Competency Framework Training of Trainers Workshop
conducted by Dr Pauline Meemeduma, Project Consultant, UNICEF
Malaysia.

Review of Social Workers Draft Bill by members of the Technical Committee with the Legal Advisor of the Ministry of Women, Family and Community Development.

New Movement and APASWE

With regards to activities within the academic sphere, 2012 anticipates the arrival of several major events. Universiti Sains Malaysia's (USM) Social Work Program will become a semi-autonomous entity, slowly separating itself from the university's School of Social Sciences. The ultimate objective is to form its own school of social work. Since the beginning of its establishment, the social work program has parked itself under the School of Social Sciences. However, due to the popularity of the program over the years, the need to form a separate school becomes more urgent. Hence, the first step is to become semi-autonomous to show sustainability to the governing body.

Another major initiative in social work education is the proposed establishment of a master program at the Universiti Utara Malaysia (UUM). This program will be the second in the country following the path taken by USM several years ago. With the upcoming program, Malaysia will be having more social workers with a master degree; this will only enhance the image of the profession. Both USM and UUM will also change the duration of their respective programs to four years, replacing the three years that is being currently practiced.

UUM is also having its program evaluated by an external assessor. The exercise is conducted every five years. Presently, the external assessor happens to be one APASWE's board member. This is an indication of the growing recognition of APASWE in Malaysia. Another good news coming out from UUM, which is situated in the north of Malaysia, is that it is the latest member to join APASWE. To UUM we say this to you, "Welcome!"

Finally, news coming from Universiti Malaysia Sabah (UMS), situated in the island of Borneo, it has appointed, yet another one of APASWE's board member to be in its advisory board of the School of Psychology and Social Work. Another indication of the recognition of APASWE!

Zukarnain Hatta DSW

News from India

As an initiative in the Platinum Jubilee Year of Social Work Education in India, the Tata Institute of Social Sciences (having also completed 75 years) has been organising meetings of Social Work Education schools, colleges and departments in different regions in the country. The goal of these meetings is to set up a National Network of Schools of Social Work across the country. The first meeting "South Zone Social Work Educators' Meet" was organised by the Loyola College in collaboration with TISS, in Chennai on 17th & 18th September 2011 with 49 social work educators and few practitioners.

This meeting culminated in the formation

of a Task Force consisting of representatives from the frontier states in the south with the objective of carrying forward the discussions on enhancing the quality of social work education through the mobilisation of schools, advocating for setting up a State and National level Council for Professional Social Work and strengthening and forming associations of social work educators at different levels. In a similar meeting of 30 social work educators from schools/departments/colleges in Kerala was organised by the Rajagiri College of Social Sciences on 13th and 14th January 2012; the focus was on the issues and challenges of social work education in

Kerala, Kerala boasts of an active Kerala Association of Social Work Education. The North Zone schools of social work will be meeting in New Delhi in the consultation being organized by the Department of Social Work, Jamia Milia University, in collaboration with TISS from the 23rd to the 25th Feb.. Prof. Vimla Nadkarni, School of Social Work, TISS is the nodal faculty facilitating these processes. The aim is to complete the round of meetings and have a National meeting at the TISS before the end of April 2012.

Vilma V. Nadkarvi

The Global Agenda For Social Work and Social Development Commitment To Action

It is with great pleasure that the final document of the Global Agenda jointly prepared by the International Association of Schools of Social Work (IASSW), the International Federation of Social Workers (IFSW) and the International Council on Social Welfare (ICSW) has been published. The successful completion of the Global Agenda document was only made possible with the enthusiastic participation of the social work community around the globe. I would like to take this opportunity to express my heartfelt gratitude to all those who have worked diligently to produce this document.

The Global Agenda document will be handed to Miss Helen Clark, Chief of the United Nations Development Programs (UNDP) on 26th March, 2012 and different Heads of Missions and representatives of countries at the United Nations Headquarter at New York during the Conference of the UN Social Work Day. We are also expecting social work practitioners and social work educators from all over the world to present the Global Agenda document to their respective government leaders and decision makers and to solicit their support for the Agenda. We hope that the Global Agenda document will reach every social work and social development practitioner, social work and social development educator and student around the world.

The three international organizations are firmly committed to

the implementation of the Global Agenda around the globe and we are confident that we can count on your full support in this endeavour. Let us work together to advocate for a new world order and to create a more socially-just and fair world that we will be proud to leave to future generations.

Thank you.

Prof. Angelina Yuen

President, International Association of Schools of Social Work

and a note from the Chair...

The Agenda document was only possible with the support of the three organizations leadership and the participation of many of you. I would like to express my gratitude on behalf of all those who worked diligently to produce this document. Furthermore I am confident that each of you will do their level best in order that the Global Agenda document will reach every decision maker, social work and social development practitioners, social work and social development educators and students around the world.

Thank you

Abye Tasse, PhD

Chair of the Global Agenda IASSW

and a taste of what's in the document...

"We the International Federation of Social Workers (IFSW), the International Association of Schools of Social Work (IASSW) and International Council on Social Welfare (ICSW) recognise that the past and present political, economic, cultural and social orders, shaped in specific context, have unequal consequences for global, national and local communities and have negative impacts on peoples. Specifically, we recognise that:

The full range of human rights are available to only a minority of the world's population;

Unjust and poorly regulated economic systems, driven by unaccountable market forces, together with non-compliance with international standards for labour conditions and a lack of corporate social responsibility, have damaged the health and wellbeing of peoples and communities, causing poverty and growing inequality

Cultural diversity and the right for self expression facilitate a more satisfactory intellectual, emotional, moral and spiritual existence, but these rights are in danger due to aspects of globalisation which standardise and marginalise peoples, with especially damaging consequences for indigenous and first national peoples

People live in communities and thrive in the context of supportive relationships which are being eroded by dominant economic, political and social forces

Peoples health and wellbeing suffer as a result of inequalities and unsustainable environments related to climate change, pollutants, war, natural disasters and violence to which there are inadequate international responses.

Consequently we feel compelled to advocate for a new world order which makes a reality of respect for human rights

and dignity and a different structure of human relationships.

Therefore

We commit ourselves to supporting, influencing and enabling structures and systems that allow people to have power over their own lives

We commit ourselves to supporting, influencing and enabling structures and systems that positively addresses the root causes of oppression and inequality

We commit ourselves wholeheartedly and urgently to work together, with people who use services and with others who share objectives and aspirations, to create a more socially just and fair world that we will be proud to leave to future generations

We will prioritise our endeavours to those ends" read more www.iassw-aiets.org

Announcement:

Social Work Conferences 2012

Upcoming Biennial Congress IASSW, IFSW and ICSW

Stockholm, Sweden 9-12 July 2012

A joint international Social Work and Social Development conference of the International Association of Schools of Social Work (IASSW), the International Federation of Social Workers (IFSW) and the International Conference on Social Welfare (ICSW) will be held from 9-12 July 2012 in Stockholm, Sweden. We believe that it will be the meeting point for policymakers, social workers, scholars and students to exchange experience and development in social work practice, social research and education and social policy to develop a sustainable welfare system for the future.

For more information, please go to <http://www.swsd-stockholm-2012.org>.

NASW 2012 National Conference - Restoring Hope: The Power of Social Work

22 to 25 July 2012

Washington, D.C., United States

Website: <http://www.professionofhope.org>

Contact name: Elizabeth Hoffler

The 2012 National Conference will provide an opportunity for social workers from every area of practice to expand their understanding about hope and resiliency and incorporate hope in their daily life and work.

Organized by: National Association of Social Workers

Deadline for abstracts/proposals: 15 January 2012

SOCIAL WORK FOR SUSTAINABLE SOCIAL DEVELOPMENT

27 to 29 September 2012

Kaunas, Lithuania

Website: <http://socialinisdarbas.vdu.lt/konferencija/en>

Contact name: Dalija Snieskiene

Conference is dedicated to the 20th anniversary of social work studies in Lithuania. It invites scholars and social work practitioners to discuss important issues for social work practice and research.

Organized by: Vytautas Magnus University

Deadline for abstracts/proposals: 1 April 2012 [

ASSWA 2012 International conference 2012 White River, South Africa

www.aceconferences.co.za/asswa2012

Venue: the Ingwenyama Conference and Sport Resort, White River, South Africa: 14-17th October 2012

The main theme of the conference is: SOCIAL WORK: TOWARDS INCLUSION, SOCIAL JUSTICE AND HUMAN RIGHTS.

Social work remains concerned about the widespread human rights abuses and the various forms of exclusions and

injustices experienced by the world's downtrodden majorities all too often to further neo-colonial and neo-liberal interests. ASSWA has over the past few years hosted a list-server through which we have raised vibrant debates and discussions around inclusion, social justice and human rights. Particular issues that were discussed included, amongst others, xenophobia, cross border migrants and refugees, gay rights and so-called natural disasters. The list-server has also been used for advocacy and lobbying around particular issues. Discussions about the relevance of human rights in Africa resurface from time to time. Some of the most serious areas of contention and debate have been around cultural specificity and universal rights, and individual versus group rights. Even within social work, there have been assertions that human rights could be regarded as a Western imposition, rather than something embraceable by Africans themselves. Such arguments oddly reinforce claims that are popular with many a dictator, on record for having argued that their national sovereignty was more important than their citizens' and residents' civil and political rights. It is interesting that such particularist and relativist contentions are gaining ground just at the same time when subjugated people, especially from countries in the Global South, are seeking emancipation in the name of universals such as inclusion, democracy, social justice and human rights. Recent events on the African continent such as those in Tunisia, Egypt and Libya, and elsewhere in the world, reflect people's commitment and striving for inclusion, justice and democracy. These are not finite goals to be arrived at but values, principles and practices that we constantly strive for – thus the theme: Social work: Towards inclusion, social justice and human rights.

The conference will provide us with wonderful opportunities to engage in constructive dialogue, to network within and across borders to develop greater understanding of the numerous sub-themes under discussion and to develop strategies, in accordance with the Global Agenda of IASSW, IFSW and ICSW, to contribute to a more humane world characterised by greater equality, more deepened democracies, reciprocity and solidarity Imagine an academic programme par excellence, creatively and flexibly designed to allow for game drives to the Kruger National Park – yes it is the BIG FIVE right at our door-step. There is much, much more ... you can visit the most exotic and beautiful canyon, caves and waterfalls that take your breath away ... and see nature at its best in a place so striking that it is called "God's Window". Spaces are limited. Don't be disappointed ... Book early.

Conference Announcement / Call for papers

Best Practices in Social Work and HIV/AIDS 2012

14 to 15 June 2012 Montréal, Canada

The purpose of this conference is to bring together social workers (English and French) who work with people living with HIV/AIDS in Canada, to create a network and share our Best practices in interventions.

The deadline for abstracts/proposals is 20 February 2012.

Enquiries: alain-rene.thibodeau.chum@ssss.gouv.qc.ca

Web address: http://travaissocial-hiv-aids-socialworkcanada.fr/gd/English/_Home-Page-.htm

Sponsored by: Centre hospitalier de l'université de Montréal

2012 ICSD-Asia Pacific Conference

27 to 30 June 2012

Yogyakarta, Yogyakarta, Indonesia

Website: <http://icsd-ap2012.com/submission.html>

Contact name: Nurul Eka H

ENVISIONING NEW SOCIAL DEVELOPMENT STRATEGIES BEYOND MDGs A decade of progress toward the Millennium Development Goals (MDGs) has been characterized by a mixed and uneven story of success, shortfalls, challenges and opportunities.

Organized by: Indonesian Social Work Consortium

Deadline for abstracts/proposals: 31 January 2012

Coming Soon: Journal of Community Practice, Volume 20, Issue 1-2 March 2012

Social Development and Social Work: Learning from Africa

Tasse Abye, University of Nouakchott, Mauritania Alice K. Butterfield, University of Illinois at Chicago

This special issue of the **Journal of Community Practice** features the work scholars from Ethiopia, Namibia, South Africa, and Uganda. It brings the efforts of African scholars in social development and social work to the attention of academics, students, and practitioners so they can learn from it.

The Journal of Community Practice is an interdisciplinary journal based in social work. JCP is a forum for knowledge development in social work and the social sciences, including urban planning, social development, community organizing, sociology, and nonprofit management. The Journal is sponsored by the Association for Community Organization & Social Administration (ACOSA).

**For ACOSA Membership information, visit: <http://www.acosa.org>
Watch for the Book Version by Routledge - Taylor & Francis Publishers - December 2012**

IASSW - ELECTIONS 2012: ANNOUNCEMENT OF CANDIDATES

Visit the **election link**
at **iassw-aiets.org**
for more details

The IASSW Elections will be held between April and July, with results announced at the General Assembly in Stockholm, Sweden on Thursday, July 12, 2012. There is one position open for President, one position for Secretary and two positions for Member at Large on the Board of Directors. The candidates put forth by the Nominations Committee are announced here. In addition, members have the entitlement to nominate additional candidates by petition. If any member wishes to do this, petitions must be received by April 25, 2012. Petitions are to be sent

to: Helle Strauss, Secretary, by E-mail: hest@phmetropol.dk. All materials must be received by April 25. All petitions must include: both a full CV and a brief biographical statement of no more than 200 words of the proposed candidate; a photo of the nominee, and a statement of contribution by the nominee of no more than 400 words. The petition must include letters of support from 10 full members (from member schools) of IASSW from at least 3 different countries. The nominee must also be an IASSW member. Only complete petition packets can be considered. If you have questions about membership status, you may email the Secretary, Helle Strauss at hest@phmetropol.dk

Ballots for the 2012 election will be sent air mail to all paid up members in beginning of May. They will be sent from the office of the Treasurer, Julia Watkins, CSWE. If you do not receive a ballot, please contact Julia Watkins at jwatkins@cswe.org

Ballots are due back at the Secretary's office by air mail by no later than July 2nd. Ballots not mailed may be hand carried to the Stockholm Congress and handed at the IASSW booth no later than July 11th. At 1.00 pm.

There are 2 candidates for the position
of President (one to be elected):

Vishanthie Sewpaul
Vimla Narkarni

There are 2 candidates for the position
of Secretary (one to be elected):

Letnie Rock
Tetyana Semigina

There are 4 candidates for the positions
of Member at Large, Board of Directors
(two to be elected):

Nidia Esther Morera Guillén
Barbara Shank
Yongxiang Xu
B.R. Nikku