EDUCATING FOR TOMORROW

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Social Work and Social Development Values in a Global World

Final Program and Proceedings

First International Conference · June 6 to 8, 2025

Hosted by Thompson Rivers University, Kamloops, Canada

Edited by Oleksandr Kondrashov

DROKACADEMY Press · Kamloops, British Columbia · 2026

About This Program and Proceedings

These proceedings collect the abstracts accepted for Educating for Tomorrow: Social Work and Social Development Values in a Global World, a free, open-access international conference held June 6 to 8, 2025, at Thompson Rivers University and online. They are part of the Educating for Tomorrow conference series, which also includes Ukrainian Values in a Global World and Public Safety and Military Personnel Values in a Global World.

This final edition (November 2026) replaces the edition first posted in 2025 and the revised edition of October 2026. Every abstract now appears exactly as its author submitted it through the conference submission form. Only line breaks inside sentences and repeated form labels (such as a title typed again inside the abstract box) were removed. Co-authors named on the form are now listed with each abstract, and two accepted abstracts missing from the first edition have been added. Three abstracts received by email are printed as in the first edition.

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Contact

Educating for Tomorrow Conference Series:

educatingfortomorrowconference@gmail.com

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Accessibility

Built for every reader. This volume is designed so that everyone can read it, in line with the universal design that guides the whole series.

- Every page is portrait, so it reads on a phone, tablet or screen without turning. The text is set in Atkinson Hyperlegible, a typeface designed for readers with low vision, at a comfortable size.
- The PDF is tagged with headings and a reading order for screen readers, and its language is set. Images carry text descriptions.
- The contents page, the bookmarks panel and the presenter lists are linked: select a section, a time block or a presenter's name to go straight to it.
- Each presentation appears once, in its time block, with its abstract immediately after the list of presenters, so nothing has to be looked up twice.
- Abstracts are printed as submitted.

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Acknowledging the Land

Thompson Rivers University, which hosted this conference, is located on the traditional and unceded territory of Tk'emlúps te Secwépemc, within Secwépemcúlecw, the traditional lands of the Secwépemc people. Participants joined online from many lands across the world, and we invite each reader to learn the history of the land where they live and work.

An acknowledgement is only a beginning. The conference series takes it forward by keeping every conference free to attend and every proceedings open to read, so that knowledge shared here can reach communities, students and practitioners without cost.

Publication Ethics

The materials submitted for publication in the conference proceedings have undergone internal peer review and were recommended for publication. However, they are not subject to external peer review and are published in the authors' original versions as provided.

The editorial board assumes no responsibility for the content, accuracy of scientific data, citations, or any other information contained in the materials. The authors bear full responsibility for the accuracy of the facts presented, statistical data, sources used, and wording.

The editorial team limits its changes to layout and formatting. Abstract text is published exactly as the authors submitted it, without proofreading or rewriting, so that each author's words remain their own.

The opinions expressed in the articles and abstracts are the personal views of the authors and may not reflect the position of the conference organizers or the editorial board.

By submitting their materials, authors confirm that they are original, do not infringe on third-party copyrights, and are free from plagiarism.

Abstracts submitted by the Chair or by members of the Organizing Committee were reviewed by other members of the Committee.

Email addresses and links appear as authors shared them on the submission form, and any author can ask for theirs to be removed.

Corrections are welcome: write to the Organizing Committee, and corrections are made in the next dated edition.

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Abstract Reviewers

Vira Baryshnikova, Nina Brazhko, Natalia Bykovets, Yuliia Clark, Oleksandr Kondrashov and Juliana West.

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Introduction

It is with great pleasure that we welcome you to the official proceedings of the Educating for Tomorrow: Social Work Values in a Global World conference, held at Thompson Rivers University, Kamloops, Canada, from June 6-8, 2025. This collection of abstracts represents the rich diversity of ideas, insights, and research presented by scholars, educators, and practitioners from around the world who are dedicated to advancing social work practice, education, and global social justice.

We extend our heartfelt gratitude to each and every participant who took the time to submit an abstract. Your contributions are invaluable in fostering meaningful discussions on social work values, global challenges, and innovative practice approaches. The information provided through our submission process, including your name, abstract title, affiliation, and country, has been instrumental in compiling these proceedings. Additionally, for those who submitted their abstracts via email, we have integrated your work to ensure inclusivity and comprehensive representation.

This year, our conference proceedings include 68 research abstracts spanning critical themes such as emerging trends in social work education, international social work and social development, civil society development and social justice, social work policy and practice, and future challenges for our profession. Scholars and practitioners from more than 25 countries have joined us, bringing forward innovative perspectives on trauma-informed care, cultural competence, technology integration, decolonizing practice, environmental justice, and community empowerment. The diversity of voices in these pages reflects the

resilience, innovation, and unwavering commitment of our global social work community.

Of particular significance are the Ukrainian perspectives featured prominently throughout these proceedings, offering vital insights from the frontlines of conflict and displacement. These contributions illuminate how social work adapts and evolves in crisis contexts while maintaining our core commitment to human dignity and social justice. Their voices remind us that social work values transcend borders and circumstances, serving as beacons of hope in our increasingly interconnected yet challenging world.

The conference featured six dynamic sessions including live presentations, Ukrainian perspectives from the frontlines, and explorations of North American practice leadership, alongside comprehensive documentation of non-live presentations that contribute equally valuable scholarship to our collective knowledge base. From discussions on artificial intelligence in social work to participatory video advocacy, from autism inclusion to climate justice, these proceedings capture the breadth and depth of contemporary social work scholarship and practice innovation.

Beyond these academic contributions, we encourage you to connect with fellow authors and presenters. Many participants have shared their contact information, providing wonderful opportunities to collaborate, exchange ideas, and build networks that extend beyond this conference. The global nature of our gathering reflects social work's fundamental commitment to international cooperation and mutual learning.

We sincerely hope that this collection of research inspires new conversations, fosters collaboration, and contributes to ongoing efforts in social work education

and practice development worldwide. Thank you for being a part of Educating for Tomorrow and for your continued dedication to social work values, knowledge-sharing, and global social justice.

With appreciation and solidarity,

Sasha, Dr. Oleksandr Kondrashov, on behalf of the Organizing Committee

Program and Abstracts

Times are Pacific Time. Kyiv time is ten hours later, and GMT is seven hours later.

Table 1. Conference sessions

Session	Day and time	Theme	Abstracts
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Session 2	Saturday, June 7 6:00 AM to 8:00 AM	Emerging Trends in Social Work Education, Part B	6
Session 3	Saturday, June 7 8:00 AM to 10:00 AM	Ukrainian Perspectives Session	8
Session 4	Saturday, June 7 10:00 AM to 12:00 PM	Social Work Policy and Practice	11
Session 5	Sunday, June 8 6:00 AM to 8:00 AM	Future Challenges for Social Work and Social Development	8
Session 6	Sunday, June 8 8:00 AM to 10:00 AM	Civil Society Development and International Social Work	8
Non-live	Published in the proceedings	All five conference themes	21

Session 1: Emerging Trends in Social Work Education, Part A

Friday, June 6, 2025. 10:00 AM to 12:00 PM Pacific Time, 8:00 PM to 10:00 PM Kyiv Time, 5:00 PM to 7:00 PM GMT

Presenters:

- PhD Vira Baryshnikova
- Gio Dolcecore, Maddie Maggiepinto, Tara Nicholls, Ashton Bennett, Allan Heins, Karen Holland
- Gio Dolcecore, Elder Roy Bear Chief, Espoom Tah, Jared McNabb
- Ivania Delgado, Psy.D., MS, MSW
- Kelley Hollie, LMSW
- Bose Makinde, Newworld Hamed

1. Social Work in a Global Context

Author: PhD Vira Baryshnikova
Affiliation: Odesa National Maritime University
Country: Ukraine
Language: English
Session: Session 1: Emerging Trends in Social Work Education, Part A

This abstract examines the potential for international cooperation in advancing social work as a tool for sustainable global development.

Social work has become crucial and popular in highly developed countries and is now being shared with other regions. But why do many poorer countries, despite facing numerous social challenges, lack formal social protection institutions? The answer lies largely in economics: wealthier nations are able to allocate resources toward social work and social development. In this sense, social work can be seen as a litmus test for a country's overall well-being. A country that invests in

social work is not only caring for its citizens but is also likely improving its economic stability and raising its standard of living.

Today, discussions about common social standards and global social development are gaining momentum. The American Academy of Social Work and Social Welfare (AASWSW) has launched a flagship initiative called The Grand Challenges for Social Work. As part of this initiative, the 2024 Policy Recommendations for Meeting the Grand Challenges for Social Work were introduced. These recommendations highlight critical areas for the future of social work, including promoting health and long, productive lives, eradicating social isolation, and ending homelessness.

However, two central priorities stand out: reducing extreme economic inequality and building financial capability for all. These goals are crucial for achieving equal opportunity and justice for everyone.

Nowadays, many global leaders and nations recognize that it is impossible to build a prosperous society in an environment plagued by poverty. In our interconnected world, countries must collaborate to achieve shared standards and social conditions. By making innovative technologies accessible across all sectors, we can work toward these common goals and create a more equitable, peaceful, friendly, and prosperous global society.

2. From Classroom to Community: Student-Led Research as a SoTL Response to Anti-Trans Policy in Alberta

Author: Gio Dolcecore
Co-authors: Maddie Maggiepinto, Tara Nicholls, Ashton Bennett, Allan Heins, Karen Holland (Mount Royal University, Canada)
Affiliation: Mount Royal University
Country: Canada
Language: English
Session: Session 1: Emerging Trends in Social Work Education, Part A

Amid rising anti-transgender legislation in Alberta—including policies proposed by the UCP that limit access to gender-affirming care and youth autonomy—this project emerged as both a community-based research initiative and a transformative Scholarship of Teaching and Learning (SoTL) experience. Co-developed by a faculty member and five undergraduate Social Work students, the project aimed to create a peer support manual for caregivers of gender-diverse children (GDC) in partnership with the Airdrie Pride Society. What began as a classroom assignment evolved into a real-world research opportunity, allowing students to act as co-investigators and experience the full research cycle. The team conducted three focus groups with rural caregivers of GDC, simulating peer support group environments that integrated arts-based and talk-based therapeutic interventions. Students co-facilitated sessions, collected qualitative data, and evaluated intervention tools based on participant feedback. They also engaged in ongoing group supervision to reflect on clinical decision-making, positionality, and the emotional impact of the work. This SoTL project provided rich clinical learning by bridging theory and practice. Students gained hands-on experience in trauma-informed care, group facilitation, participatory research, and ethics. The project fostered critical professional competencies and deepened their understanding of social work's role in resisting harmful policy through

community action. The outcome—a collaboratively developed, open-access manual—serves both as a practical tool for rural communities and as a model of student-led, justice-oriented research. This project demonstrates how SoTL can empower students as co-creators of knowledge and prepare them for reflective, research-informed, and equity-centered practice.

3. Intersectional Reciprocity: A Collective Autoethnography Project

Author: Gio Dolcecore
Co-authors: Elder Roy Bear Chief, Espoom Tah (Mount Royal University, Canada), Jared McNabb (Mount Royal University, Canada)
Affiliation: Mount Royal University
Country: Canada
Language: English
Session: Session 1: Emerging Trends in Social Work Education, Part A

This collective autoethnography explores the intersection of traditional Indigenous teachings and queer theory through the practice of supervision within a practicum setting. Rooted in postcolonial theory, critical postmodernism, and feminism, this research centers Blackfoot pedagogies—storytelling, ceremony, and spiritual teachings—as transformative educational practices within a practicum/educational context. The project responds to the marginalization experienced by Indigenous and 2SLGBTQIA+ students in post-secondary spaces, which often fail to acknowledge the cultural or spiritual dimensions of their identities. Guided by the principles of reciprocity, we explore how culturally grounded mentorship can support student success and disrupt colonial norms of knowledge production. Two research questions guide the study: (1) What can post-secondary institutions learn from traditional Indigenous teaching, mentorship, and knowledge creation as it relates to enhancing Indigenous student opportunities? (2) Can reciprocity between Indigenous and Queer

communities enhance how we understand Knowledge Keepers' roles within a post-secondary setting? Our findings emphasize the necessity of relational, spiritual, and intersectional approaches to learning, challenging institutions to integrate Indigenous knowledge as foundational rather than supplementary. Through slow, ceremonial pedagogy, we invite a reimagining of clinical education as a space for decolonization, belonging, and community-based transformation.

4. Liberate the Helpers

Author: Ivania Delgado, Psy.D., MS, MSW
Affiliation: Saint Joseph's University
Country: United States
Language: English
Session: Session 1: Emerging Trends in Social Work Education, Part A

I would like to present this discussion. Delgado, I. (2024). Liberating the Intake Assessment. Journal of Progressive Human Services, 1–7. https://doi.org/10.1080/10428232.2024.2434786

5. Autism, Policing, & Racial Socialization

Author: Kelley Hollie, LMSW
Affiliation: Arizona State University
Country: United States
Language: English
Session: Session 1: Emerging Trends in Social Work Education, Part A

Black people comprise 13% of the total population in the United States, but make up 23% of those killed by the police (McLeod et al., 2020). People with disabilities including those with behavioral health issues comprise 50% of those killed by the police (Thompson, 2021). Clearly, police brutality is a public health issue and Social Workers must rise to the challenge of addressing this trend in

ways that advance equity and center the humanity of disabled bodies of color. Given that the NASW Code of Ethics compels Social Workers to address social justice issues, uphold the inherent dignity and worth of individuals, and advocate on behalf of those who are most vulnerable within society, Social Workers are mandated to respond to the increasing harm being perpetrated against the disabled community. Police lack training related to recognizing disabilities, particularly hidden disabilities like Autism or hearing loss, and in responding appropriately to disabled individuals in ways that advance equity and empowerment. My research seeks to explore the ways in which parents and caregivers of Black autistic youth racially socialize their loved one to navigate encounters with the police and how those protective strategies differ from what is used with Black neurotypical youth. Parents and caregivers would benefit from knowing which strategies other families are using to safeguard their autistic loved one and social workers are best placed within communities to help transmit that knowledge in their work with children and families. Additionally, it may be helpful for police to have a sense of the lengths families are going to ensure their autistic loved one survives encounters with police. Future research could focus on the effectiveness of the protective strategies used by families but first we need to know what is being taught, modeled, and promoted by caregivers and parents.

6. Autism Spectrum Disorder and Social Work Education: Creating an Inclusive Environment

Author: Bose Makinde
Co-authors: Newworld Hamed
Affiliation: Babcock University
Country: Nigeria
Language: English
Session: Session 1: Emerging Trends in Social Work Education, Part A

This research explores how social work education can foster inclusive environments for individuals with Autism Spectrum Disorder (ASD), focusing on the knowledge, perceptions, and attitudes of social work students. Drawing on a study conducted at an institution in Nigeria, the research assessed students' understanding of autism, identifying both strengths and gaps that shape their readiness to support autistic individuals. The study revealed that 66.8% of students demonstrated a high level of knowledge about ASD, reflecting increased advocacy and educational efforts in the university context. Additionally, 87% of respondents showed good perceptions, recognising autistic individuals' potential and capacity to succeed across academic and social domains. Positive attitudes were also prominent, with 79.3% of students expressing comfort, empathy, and a willingness to engage with autistic peers in collaborative and supportive ways.

However, the study uncovered persistent misconceptions, such as beliefs that autism is a mental illness, linked to vaccinations, or caused by spiritual or supernatural factors. These findings highlight how cultural narratives, myths, and misinformation continue to shape understanding, underscoring the urgent need for targeted education, awareness-building, and culturally sensitive teaching approaches to dismantle false beliefs.

It recommends experiential learning opportunities with neurodiverse communities, and addressing deep-seated cultural misconceptions within academic and training spaces. to create inclusive environments that advance human rights, and promote global social justice.

Session 2: Emerging Trends in Social Work Education, Part B

Saturday, June 7, 2025. 6:00 AM to 8:00 AM Pacific Time, 4:00 PM to 6:00 PM Kyiv Time, 1:00 PM to 3:00 PM GMT

Presenters:

- Poulamee Guha
- Dr Sharlotte Tusasiirwe
- Dr. Heather Persellin-Deere
- Dr Aliya Khalid
- Alade Theresa, Ntiwunka Deborah, Josephine Margai
- Oleksandr (Sasha) Kondrashov

7. Navigating Social Work values amidst global geopolitical conflicts and the challenges of teaching anti-oppressive critical theories to international students in multicultural classrooms

Author: Poulamee Guha
Affiliation: ACAP University College
Country: Australia
Language: English
Session: Session 2: Emerging Trends in Social Work Education, Part B

Amidst escalating geopolitical conflicts and global sociopolitical instability, social work education faces significant challenges in maintaining its core values of justice, equity, and inclusivity. As classrooms become increasingly diverse, instructors must navigate varying cultural, political, and personal identities that influence how students receive, engage with, and apply these critical frameworks. International students, often hailing from regions directly affected by geopolitical unrest, may experience heightened emotional responses when confronted with content that critiques systems of oppression, privilege, and power. Simultaneously, social work educators must remain committed to principles of cultural humility, safety, and ethical integrity, all while upholding academic rigour.

This tension raises important pedagogical and ethical questions: How can we effectively teach anti-oppressive theories without re-traumatising students? How

do we foster meaningful dialogue while protecting marginalised voices? What does it mean to be inclusive when perspectives on oppression vary dramatically across national and cultural contexts? It argues for the urgent need to adapt social work curricula—not by diluting critical content, but by reimagining pedagogical approaches to ensure safety, inclusivity, and cultural relevance. Recommendations include trauma-informed teaching practices, co-creation of classroom norms, and reflexive curriculum design that prioritises dialogue and lived experience. This presentation contributes to a more nuanced understanding of what it means to teach critical social work in an era of global unrest. It calls on educators, institutions, and curriculum developers to rethink how we prepare future social workers to confront and transform the complex realities they will face in practice.

8. Exploring internationalisation for decolonisation of social work in a globally connected world

Author: Dr Sharlotte Tusasiirwe
Affiliation: Western Sydney University
Country: Australia
Language: English
Session: Session 2: Emerging Trends in Social Work Education, Part B

Universities around the world are contemplating or are internationalising their social work curriculum. For some of the universities, this is a conscious objective while for others it is a forced response to the demands of an already internationalised educational environment dictated by international student mobility, forced or voluntary migration, globalisation among others. International field placements and or are a common model of internationalisation but questions still remain on the extent to which these international placements disrupt or engage with the historically unequal relationships between countries in

the global North and South involved in sending and hosting social work students. There are current concerns about the unidirectional flow of social work knowledge and practices from North to South, questioning if international exchanges are truly about ‘exchange’. Internationalisation of social work has meant internationalisation of white western social work, which warrants decolonisation. In an increasingly interconnected world, social work values of global relevance, equity, intercultural competence, among others are increasingly becoming critical in an interconnected world. In this presentation, we share research in preliminary stages that explores the status and models of internationalising social work across 4 countries of Australia, India, Japan and Fiji. We will explore why internationalisation is important in social work; the current models of internationalisation and their limitations, challenging social workers to think beyond the local context in their future practice and education

9. Unity in Diversity: Religion, Spirituality, and Social Work Education

Author: Dr. Heather Persellin-Deere
Affiliation: University of Kentucky
Country: United States
Language: English
Session: Session 2: Emerging Trends in Social Work Education, Part B

Globally, more than 80% of people identify with a religious or spiritual tradition. Social work students must receive instruction on this important social justice issue. This presentation will provide definitions of religion and spirituality well suited to social work while focusing on utilizing a social learning anti-oppressive framework to combat religious discrimination and bias. Social workers are ethically bound to competently work with clients from all parts of the rich tapestry of global religious and spiritual traditions, yet considerably less attention is paid to matters of religion and spirituality in the modern social work classroom. By

combining social learning and anti-oppressive theories into an overarching framework, the concepts of social justice and equity are fused into the curriculum. Through the holistic definitions of religion and spirituality utilized in this framework, social work students are invited to embrace religious and spiritual equity and inclusion in a culturally responsive way. Social work students are invited to learn a socially just, inclusive way of combating personal religious bias through the curriculum framed in social learning and anti-oppressive theory. This curriculum mends a gap in social work education, mainly the lack of instruction on religious and spiritual diversity within many social work programs. Social work students have the opportunity to take the theoretical framework presented here to address issues of bias beyond religion and spirituality. This research ensures that social work students, educators, and practitioners understand that religious and spiritual topics are social justice issues and are prepared to address these in practice.

10. Contemporary Framework, Emerging Trends and Future Dimensions of Social Work Education and Practice with Comparative Analysis on Social Work Education Models in Various Countries

Author: Dr Aliya Khalid
Affiliation: Department of social work university of the Punjab
Country: Pakistan
Language: English
Session: Session 2: Emerging Trends in Social Work Education, Part B

This comprehensive analysis examines contemporary frameworks and emerging trends shaping social work education globally, with particular emphasis on comparative models across different national contexts. The research provides a systematic evaluation of how various countries structure their social work

education programs, highlighting both convergent trends and unique national adaptations.

The study explores how globalization, technological advancement, and changing social needs are influencing curriculum development, teaching methodologies, and practice preparation worldwide. It examines the tension between standardization efforts and the need for culturally relevant, locally responsive education models.

Through comparative analysis of social work education in countries across different continents, the research identifies best practices, innovative approaches, and future directions for the profession. The presentation addresses challenges such as resource constraints, faculty development, field education coordination, and the integration of emerging practice areas into traditional curricula.

11. Utilization of Student Support Services among Undergraduates at Ogun State

Author: Alade Theresa
Co-authors: Ntiwunka Deborah, Josephine Margai
Affiliation: Babcock University
Country: Nigeria
Language: English
Session: Session 2: Emerging Trends in Social Work Education, Part B

This study investigates the level of awareness and utilization of student support services among undergraduates at Ogun State. Student support services are essential in fostering academic success, emotional well-being, and personal development, especially in higher education settings. The study employed a descriptive survey design, sampling 152 undergraduate students through a

structured questionnaire. The services examined include counselling, special needs assistance, the Right Choice Initiative, and international student support. Findings revealed high awareness of counselling services but only moderate utilization across all support categories, with particularly low engagement in services such as crisis counselling, special needs assistance, and the Right Choice Initiative. Barriers identified include lack of information, perceived irrelevance, and stigmatization, especially around mental health services. The study concludes that while awareness exists, actual usage remains suboptimal. It recommends enhanced orientation, sustained communication, and stigma reduction strategies to improve the uptake and effectiveness of student support services.

12. From 6 to 60: Two Decades of Expanding the Social G*R*A*C*E*S* Framework Through Student-Centered Learning and Global Perspectives

Author: Oleksandr (Sasha) Kondrashov
Affiliation: Thompson Rivers University
Country: Canada
Language: English
Session: Session 2: Emerging Trends in Social Work Education, Part B

The original Social G*R*A*C*E*S* framework introduced six foundational dimensions of identity and power (Gender, Race, Age, Class, Ethnicity, and Sexuality). Over two decades, the author has taught at multiple Canadian universities, collaborating with thousands of students to expand this framework to encompass 60 comprehensive dimensions, thereby creating one of the most thorough intersectional identity analysis tools available today.

This presentation chronicles the pedagogical journey behind this expansion, demonstrating how student voices, lived experiences, and evolving global

realities have shaped each addition. Beginning with a transformative "Who are you?" exercise during the author's own BSW studies in Ukraine, the framework has grown through continuous dialogue with students from diverse backgrounds, responding to emerging social identities and recognizing previously invisible forms of oppression.

The expanded framework now encompasses contemporary dimensions, including AI integration, the impact of COVID-19, caregiving responsibilities, and experiences of grief and loss while maintaining foundational categories such as gender, race, age, class, ethnicity, and sexuality. Each dimension includes privilege-oppression continuums, visibility indicators, and specific terminology related to discrimination, providing practitioners with nuanced tools for understanding intersectional experiences.

The presentation will explore how this student-centred approach to framework development has transformed social work education, enabling learners to see themselves and their clients within comprehensive identity mappings. This collaborative evolution demonstrates how transformative social work education emerges when educators position themselves as lifelong learners alongside their students, creating knowledge that reflects the complex realities of contemporary global society while honouring the wisdom embedded in lived experience.

Session 3: Ukrainian Perspectives Session

Saturday, June 7, 2025. 8:00 AM to 10:00 AM Pacific Time, 6:00 PM to 8:00 PM Kyiv Time, 3:00 PM to 5:00 PM GMT

Presenters:

- Larysa Nozdrina
- Clark Yuliia

- Oksana Sydorenko
- Iryna Konstantiuk
- Iryna Yeremieieva
- Tetiana Podkupko
- Valentyna Kostina (Doctor of Pedagogical Sciences, Professor), Oleksandr Mohylka (PhD of Social Work)
- Nina Brazhko, Oleksandr Kondrashov, Oleksandr Babenko

13. Можливості штучного інтелекту в соціальній роботі (Possibilities of artificial intelligence in social work)

Author: Larysa Nozdrina
Affiliation: Lviv National University named I. Franko
Country: Ukraine
Language: Ukrainian (українська, ukrainska)
Theme: Future Challenges for Social Work and Social Development
Session: Session 3: Ukrainian Perspectives Session

Сучасний експоненційний розвиток інформаційних технологій спричинив стрімкий розвиток штучного інтелекту (ШІ), який сьогодні присутній у всіх сферах життєдіяльності людей у всьому світі. 66% опитаних в дослідженні Ipsos AI Monitor 2024 вважає, що ШІ в найближчі 3-5 років кардинально вплине на їхнє життя, а 50% – усвідомлюють, що це вже сталося.

Сфера соціальної роботи як міждисциплінарної галузі також не залишилась осторонь загальних трендів розвитку ШІ. Соціальні робітники є агентами змін, відтак можливості ШІ допоможуть їм вирішувати проблеми клієнтів пов’язаних з їх особистістю, сім'єю та суспільством, виконуючи функції консультування, управління ресурсами тощо. Більшість вітчизняних соціальних працівників мають лише базові знання про ШІ, але висловлюють готовність до навчання і

впровадження нових технологій, хоча і бояться втратити свої робочі місця.

Аргументом на користь використання ШІ в роботі соціальних працівників може стати інструмент NotebookLM, який є ефективним для: 1) створення коротких резюме на основі аналізу великих текстів, що допоможе соціальним працівникам швидко отримувати ключові дані; 2) інтерактивних запитів – дозволяє ставити питання щодо завантажених документів і отримувати відповіді з посиланням на джерело; 3) організації матеріалів – допомагає структурувати інформацію у вигляді FAQ, навчальних посібників для навчання та консультування клієнтів; 4) підтримки досліджень – допомагає аналізувати складні документи та знаходити нові ідеї для покращення соціальних програм; 5) аудіо-оглядів – перетворює текстові документи на подкаст-стиль аудіо, що зручно для соціальних працівників, які віддають перевагу слуховому сприйняттю інформації або для незрячих клієнтів соціальних служб.

Це підкреслює необхідність комплексного підходу до впровадження ШІ в соціальну роботу в Україні, який має передбачити підвищення кваліфікації працівників та їх мотивації із забезпеченням необхідних технічних та інформаційних ресурсів.

14. The core elements of social-economic integration among Ukrainian migrants

Author: Clark Yuliia
Affiliation: "WOMAN AND WAR" Charity Foundation
Country: Ukraine
Language: English
Theme: Future Challenges for Social Work and Social Development

Session: Session 3: Ukrainian Perspectives Session

According to statistics at the end of 2024 5,2 million of Ukraine were residing abroad. The three foundational pillars of successful integration are language acquisition, the social networks, and employment. These elements are interconnected.

In fact, a positive correlation exists between language proficiency and economic success of immigrants. However, adult newcomers often encounter psychological barriers that hinder language acquisition: the shame about speaking incorrectly with native speakers, anxiety and fears about making mistakes or misunderstanding, stress, cognitive overload, self-comparisons with more “successful” peers, local accents. Despite support from governments of host countries in providing language training and courses, language barriers are still a reason for the obstacle for Ukrainian refugees in the process of employment. Firstly, it is time required to learn a new language. Secondly, the lack of clear understanding among many Ukrainians migrants regarding the duration of their further stay in the host country can demotivate them from investing in long-term learning.

Social networking is another essential aspect of integration. Building new relationships can be challenging as well for the following reasons: personal characteristics, loneliness, low self-confidence, trauma, lack of communication skills.

Employment is a direct route to financial stability, networking building and language proficiency. Having a job means everyday opportunities for language use, cultural learning, and social interaction. Financial stability in turn, supports access to higher-level language education and personal development.

In conclusion, language skills, employment, and social networks form a triad of interdependent components essential for successful integration. Social workers, counselors, psychologists play a vital role in effective integration processes of Ukrainian migrants providing support within these three tools of social-economic integration.

15. The Role of Peer Support and Ethics in Social Work During War: Insights from Ukraine

Author: Oksana Sydorenko
Affiliation: National University of Kyiv-Mohyla Academy
Country: Ukraine
Language: English
Theme: Civil Society Development and Social Justice
Session: Session 3: Ukrainian Perspectives Session

This abstract explores the meaning of the peer support approach in war-affected countries, with a focus on Ukraine. The peer support approach promotes solutions based on the voices of participants rather than external perspectives. It respects participants' personal and community values and addresses their needs, including families with children, veterans, people with disabilities, refugees and IDPs who moved to cities or live in rural communities.

For social workers, peer support provides essential space to reflect on emotional responses in emergencies and share practical examples with colleagues. Regular peer meetings can help reduce burnout and improve the mental well-being of providers who work in challenging environments. It also helps to provide client care with deeper empathy and understanding, especially for those coping with grief and trauma.

Lessons learned highlight the importance of safe spaces for peer support discussions and promote inclusion within communities in Ukraine. Key recommendations include integrating peer support into the social work education process and as part of the working process of social workers in governmental and non-governmental organisations in Ukraine and globally. It will value personal experience as expertise and develop community approaches for resilience.

In addition, it is important to mention that the peer support approach represents social work values by promoting mental health and psychosocial support in challenging, war-affected environments. This approach offers meaningful insights for the future development of international social work education and practice.

16. A Journal of Memories: Ukrainian Children about the War

Author: Iryna Konstantiuk
Affiliation: University of Manitoba
Country: Canada
Language: English
Theme: Civil Society Development and Social Justice
Session: Session 3: Ukrainian Perspectives Session

On 24 February 2022, the life of Ukrainians changed forever. Fear, pain, and despair have become constant since the beginning of a full-scale war. Children's book A Journal of Memories: Ukrainian Children about the War (Schodennyk spohadiv: Dity pro viynu), Iryna Konstantiuk. Kyiv: Hamazyn, 2023, pp.116, is collected poems, memoires, and art created by children and teachers of one community in Konotop, Sumy oblast, Ukraine, the first region that witnessed the Russian invasion and occupation. Peaceful life of communities was interrupted by the war. Ukrainian children witnessed brutal realities of the invasion: murders, terror, tortures, intimidations and kidnapping. As of today, according to the

Ukrainian government portal Children of War, more than 616 children were killed by the Russian rockets and bombs, 1864 were injured, and over 20,000 were deported to Russia with the purpose to erase their Ukrainian identity and employ those kids for the Russian war machine. At the moment, Ukraine doesn't have an exact number of deportations because these numbers change on an everyday basis. Government officials indicate that the number is much higher. The purpose of the book is to show the war by children's eyes, inform the world about brutalities of the war, advance children's advocacy and protection of children's rights and also work towards improvement of their mental, emotional, spiritual, and physical wellbeing. The book is available in Ukrainian and can be ordered at https://vsiknygy.com.ua/books/shchodennik_spogadiv_diti_pro_viynu_577086/?fbclid=IwAR3QUCb_7oyeoOzVd6b08_aJVIdBvkOhV4TrBfhmSQKEKDEsqpG_NWJaaj0

17. Ветерани як актори публічної дипломатії: новий вимір постконфліктної соціальної інтеграції (Veterans as Public Diplomacy Actors: A New Frontier for Post-Conflict Social Integration)

Author: Iryna Yeremieieva
Affiliation: University of Customs and Finance
Country: Ukraine
Language: Ukrainian (українська, ukrainska)
Theme: Civil Society Development and Social Justice
Session: Session 3: Ukrainian Perspectives Session

Метою доповіді є представлення інноваційного підходу до соціальної адаптації ветеранів в Україні через їхню участь у публічній дипломатії як інструменті соціальної інтеграції, міжнародного представництва та зміцнення громадянського суспільства.

Предметом аналізу є університетська ініціатива «Ветерани – амбасадори публічної дипломатії України», що поєднує освітні, комунікативні та міжнародні аспекти соціальної роботи. Проєкт передбачає створення навчального курсу та практичного посібника для ветеранів, які працюють з іноземною аудиторією та доносять український наратив через особистий досвід, цінності та культурну дипломатію.

Проєкт ґрунтується на базових цінностях соціальної роботи: гідність, участь, солідарність, соціальна справедливість. Участь ветеранів у публічній дипломатії сприяє формуванню позитивного міжнародного іміджу України, посиленню їхньої суб'єктності та психосоціального благополуччя. Формат лекторіїв, тренінгів і практичних кейсів включає принципи інклюзивності, культурної чутливості та гендерної рівності.

Проєкт має значний вплив на громади, через руйнування стереотипів щодо ветеранів, розширення міжкультурного діалогу та підтримку ментального здоров'я учасників бойових дій. Ініціатива інтегрує елементи м'якої сили, кризової комунікації.

На основі здійсненого аналізу обґрунтовано необхідність міжсекторальної взаємодії у сфері ветеранської політики, актуальність створення освітніх платформ як інструментів посттравматичної трансформації. Представлений досвід окреслює нові можливості для інтеграції соціальної роботи, міжнародних відносин і миротворчої діяльності в контексті постконфліктного розвитку України.

18. Innovative pedagogy and cultural inclusion: integrating Ukrainian festivities into patriotic and educational work with youth with special educational needs through the example of «Easter Monday (polivanyi, volochylnyi monday)»

Author: Tetiana Podkupko
Affiliation: Odesa National Medical University
Country: Ukraine
Language: English
Theme: Emerging Trends in Social Work and Social Development Education
Session: Session 3: Ukrainian Perspectives Session

Presentation explores an inclusive cultural-pedagogical initiative focused on integrating Ukrainian traditional Easter celebrations into the educational experience of youth with special educational needs. On April 21, 2025, an interactive session was held with the student research group «Via scientorum» ONMedU. The event, titled «Easter Monday: Ukrainian Customs, Traditions, and Rituals», was attended by young people from the NGO "Osoblyvi Dity".

The initiative aimed to foster intercultural awareness, community belonging, and social inclusion through shared traditions. Activities included an interactive lecture on the meanings and regional variations of Easter Monday. The program also included a thematic quiz using the Kahoot platform, riddles, quests, and contests. Everyone enjoyed traditional Easter treats. It was especially heartwarming that many of the students personally baked and decorated Easter bread (paska), sometimes with the help of their mothers and grandmothers.

This practice supports social work values of dignity, cultural responsiveness, and community-based engagement. It promoted emotional, spiritual, and social wellbeing by creating a safe, festive space for inclusive interaction. Ukrainian Easter customs such as volochylnyi visits, symbolic gift exchanges, traditional

songs (hayivky), and Polivanyi Monday water rituals were adapted to ensure accessibility and mutual respect.

The event demonstrated that national traditions, when applied with sensitivity and creativity, can serve as powerful tools for inclusion, resilience-building, and education. It emphasized equity and social justice by valuing the contributions and participation of children with diverse abilities.

Key lessons include the importance of co-creation with families, cultural contextualization, and joyful learning environments. This initiative holds strong relevance for future social work education and practice, particularly in postcolonial and resilience-focused contexts.

19. Information and Resource Support of Activities on Forming the Foundations of Mental and Sexual-Reproductive Health of Youth in the Conditions of the Youth Space during the War in Ukraine

Author: Valentyna Kostina (Doctor of Pedagogical Sciences, Professor), Oleksandr Mohylka (PhD of Social Work)
Affiliation: Department of Social Work and Social Pedagogy, H.S. Skovoroda Kharkiv National Pedagogical University; Department of Psychiatry, Narcology, Medical Psychology and Social Work, Kharkiv National Medical University; Project Manager Kharkiv Charitable Foundation "Blago"
Country: Ukraine
Language: English
Theme: Social Work Policy and Practice
Session: Session 3: Ukrainian Perspectives Session

The purpose: to outline the experience of community resource provision in the formation of mental, sexual and reproductive health of youth in the conditions of war in Ukraine. The features of social work in the conditions of a resource center in the community for the formation of mental, sexual and reproductive health of

adolescents and youth are presented in order to provide them with comprehensive support to overcome the consequences of the war in Ukraine. The importance of supporting youth as one of the vulnerable groups in the problem of mental, sexual and reproductive health disorders in the conditions of war in Ukraine is emphasized in order to ensure an increase in their level of well-being in the future. The organization of work to preserve and strengthen the health of youth in communities affected by the war is presented. The research methodology is based on the awareness of the need to create conditions to ensure equal access of youth to social services on the problem of mental, sexual and reproductive health. The resource space ensures barrier-free access to social services for various categories of young people, regardless of their differences, and also provides for training in methodologies for working with adolescents and youth with a special emphasis on understanding how mental problems can lead to unconstructive coping strategies and the formation of behavioral patterns that can negatively affect the sexual and reproductive health of youth. Among the important recommendations for the work of social professionals to increase the resilience of youth by strengthening their mental, sexual and reproductive health in communities during the war in Ukraine, the use of tools that take into account the current needs of youth is proposed. The use and dissemination of the experience of the resource center with youth in communities affected by the war will contribute to strengthening the practice of social work for the future development of Ukraine.

20. Bridging Research and reality: Developing Practical Mental Health Resources for Ukrainian Military Personnel and Veterans Through International Collaboration

Author: Nina Brazhko
Co-authors: Oleksandr Kondrashov (Thompson Rivers University, Canada), Oleksandr Babenko (46th Separate Air Assault Brigade, Ukraine)
Affiliation: University of Customs and Finance
Country: Ukraine
Language: English
Theme: Emerging Trends in Social Work and Social Development Education
Session: Session 3: Ukrainian Perspectives Session

Ukraine, with 37.73 million citizens and nearly 600,000 active military personnel, faces an unprecedented mental health crisis where war intersects with daily civilian life. These service members are not distant figures—they are neighbors, family members, and community pillars whose circumstances have dramatically changed while their fundamental humanity remains constant.

This presentation examines the Mitacs research project "First Responders and Military Personnel in Ukraine," a collaborative initiative addressing the urgent need for accessible, culturally responsive mental health resources. While extensive theoretical materials exist through Ukrainian and international research partnerships with the Ministry of Health, practical implementation remains fragmented during active war conditions.

Our approach prioritizes immediate utility over theoretical complexity, developing structured 12-week guidance frameworks addressing dual populations: active military personnel and veterans. Key intervention areas include combat trauma recognition, loss processing, reintegration challenges, resilience-building within

military culture, substance abuse intersections, stigma management, peer support systems, and identity navigation across military-civilian transitions.

The project emphasizes practical tools for military leadership requiring immediate application rather than extensive training.

This initiative demonstrates how international academic collaboration can rapidly translate research into actionable resources during crisis conditions.

Our findings contribute to global understanding of military mental health intervention during active war, offering replicable methodologies for international social work practice in humanitarian contexts while strengthening civil-military cooperation in mental health advocacy.

Session 4: Social Work Policy and Practice

Saturday, June 7, 2025. 10:00 AM to 12:00 PM Pacific Time, 8:00 PM to 10:00 PM Kyiv Time, 5:00 PM to 7:00 PM GMT

Presenters:

- Kathleen Larose
- Paula Reis, MSW, RSW
- Dr. Andrei Zavialov
- Meraj Jahan
- Patricia Welch Saleeby, Professor and Department Chair
- Farzana Akter Shammy
- Oluwagbemiga Oyinlola
- Jia Luo
- Kwanda Sandiso Xulu
- Mr. Joshua Case
- Robin Metcalfe

21. Supported Employment as a part of the continuum of care

Author: Kathleen Larose
Affiliation: Interior Women's Centre Society / Western Canada Women's Foundation / University of Calgary
Country: Canada
Language: English
Session: Session 4: Social Work Policy and Practice

This presentation explores supported employment as a transformative part of the continuum of care for women, People Who Use Drugs (PWUD), and unhoused communities. Grounded in front-line experience with AAWEAR and current leadership at the Interior Women's Centre Society, it highlights employment as a pathway to healing, autonomy, and long-term stability.

At AAWEAR, I co-developed peer-led employment models rooted in harm reduction, trauma-informed care, and low-barrier access. These efforts led to improved mental health, housing stability, and reduced emergency service use. Building on this, the Interior Women's Centre embeds supported employment into its poverty reduction strategy—addressing gender-based violence, addiction, disability, and chronic income insecurity with holistic supports.

This model reflects social work values of dignity, equity, and self-determination. It centers cultural responsiveness by amplifying lived experience, particularly among Indigenous and marginalized women, and embraces healing as emotional, physical, spiritual, and economic. Work becomes not just income, but reclamation.

This session offers insights into peer dynamics, funder engagement, and embedding justice into employment practice. It calls for integrating employment

within wraparound care, investing in peer leadership, and advancing equity through anti-oppressive frameworks.

Supported employment must be recognized as essential in reimagining systems of care

22. Trauma-Informed Care in School Social Work

Author: Paula Reis, MSW, RSW
Affiliation: TCDSB/UofT
Country: Canada
Language: English
Session: Session 4: Social Work Policy and Practice

This presentation aims to emphasize the importance of a trauma-informed approach to school social work. It is on 30 years of frontline experience as a school social worker, including 15 years in the Safe Schools Department of the Toronto Catholic District School Board, working closely with suspended and marginalized students. Grounded in social work values of dignity, justice, and compassion, the session explores how trauma is often the unseen force underlying behavioural issues that lead to school suspensions and exclusions. Through direct intervention, interdisciplinary collaboration, and staff training, this work aimed to shift school culture from punitive responses to trauma-informed care.

The initiative included educating teachers, administrators, and support staff on the neuroscience of trauma, the impact of adverse childhood experiences (ACEs), and strategies for building resilience within school environments. This work emphasized culturally responsive and inclusive approaches, recognizing how systemic inequities and intersectional identities shape students' experiences of trauma.

Outcomes included reduced repeat suspensions, improved staff understanding of student behaviour, and stronger school-community relationships. The presentation will share lessons learned, including challenges in shifting institutional mindsets, and offer key recommendations for integrating trauma-informed principles into social work education and school-based practice globally. This contribution highlights the need for holistic, equity-centered approaches that support the mental, emotional, spiritual, and physical well-being of all students, preparing social workers to lead systemic change in educational settings.

23. Recent Ukrainian Newcomers to the Greater Toronto Area: Stay or Leave?

Author: Dr. Andrei Zavialov
Affiliation: Rosebay Canada Immigration Services
Country: Canada
Language: English
Session: Session 4: Social Work Policy and Practice

Research results devoted to immigration intentions of recent (after the beginning of the full-scale invasion) Ukrainian newcomers in Canada, particularly in the Greater Toronto Area.

Thanks to the special measures taken by Canada under CUAET program, citizens of Ukraine and their relatives got the opportunity to work, study and stay in Canada safe. It opens the door for further immigration.

Since 2021, the Ukrainian diaspora in Canada has become the largest Ukrainian diaspora in the world: 1,258,000 indicated their Ukrainian origin (3.4%). As of July 2024, about 300,000 Ukrainians and their relatives arrived in Canada under

the CUAET program, of which more than 90,000 arrived in Ontario, and most of them settled in the GTA.

1,011 people participated in this research (63.2% women, 36.8% men; 665 people from Toronto, 356 from other cities and towns around). 38.5% of respondents are ready to do all they can in order to stay in Canada permanently, 39.7% have not yet decided for sure, but are inclined to stay in Canada, 12.8% plan to return to Ukraine after the war, 4.9% are ready to return to Europe at the first opportunity and 4.3% are ready to return to Ukraine at the first opportunity.

The main characteristics that determine immigration attitudes are the assessment of the feeling of security in Canada – the difference is more than 3 times: 50.3% of those who feel safe are ready to do all they can to stay in Canada compared to 14.8% of those who do not feel safe in Canada; mental and physical health in Canada is another factor – those whose condition in Canada has significantly improved have a much higher desire to stay in Canada permanently (a difference of 5–7 times); impressions on Canada is also a factor – comparing respondents' current life here with their past life significantly affects immigration attitudes (a 28-fold difference), while 5.9% of respondents rate their impressions as negative, 20.1% as average, and 74% as positive.

24. Enhancing Mental Health Support for Marginalized Employees in SMEs through DEI-Driven CSR-NGO Collaborations

Author: Meraj Jahan
Affiliation: Independent Researcher
Language: English
Session: Session 4: Social Work Policy and Practice

This study explores how Corporate Social Responsibility (CSR) partnerships with NGOs, grounded in Diversity, Equity, and Inclusion (DEI), can address mental

health disparities among marginalized employees—particularly racial minorities, transgender individuals, people with disabilities, and low-income workers—in small and medium enterprises (SMEs). Although SMEs employ a large share of the global workforce, many lack inclusive mental health support, leaving vulnerable workers underserved (Zheng, Li, Addis, Ye, & Dong, 2022).

Using a mixed-methods approach, the research draws on quantitative data (e.g., absenteeism rates) and qualitative insights from employees and HR professionals. Findings reveal that DEI-informed efforts, such as peer-led support groups, multilingual therapy apps, and bias-awareness training help reduce burnout and improve retention. A Southeast Asian pilot showed a 30% drop in absenteeism after peer workshops co-designed with Indigenous and low-income staff (Sun & Bahizire, 2023).

These initiatives reflect core social work values like, dignity, inclusion, and systemic change by offering trauma-informed and culturally responsive care, including accessible therapy for disabled and transgender employees (Alibudbud, 2024).

Key lessons highlight the importance of scalable CSR models, such as offering bulk discounts on therapy licenses, which make mental health support more affordable for SMEs. There's also a strong need for government support, such as tax breaks or recognition programs, to encourage companies to invest in inclusive mental health efforts. Just as crucial is equipping HR teams with training in trauma-informed, equity-focused practices so they can better support diverse staff. Social work education should prepare practitioners to lead cross-sector collaboration, advocating for holistic, community-informed strategies that foster justice and well-being in workplaces (Ealdama & Ealdama, 2020).

25. Addressing Social Protection and Economic Justice Using a Capability Approach

Author: Patricia Welch Saleeby, Professor and Department Chair
Affiliation: Bradley University – Department of Sociology, Criminology and Social Work
Country: United States
Language: English
Session: Session 4: Social Work Policy and Practice

The concept of capabilities has served as a useful social justice approach for examining systemic social issues. Developed by Amartya Sen to better understand poverty, it has been applied to gender inequality and disability. The capability approach asserts an individual's well-being should be assessed in terms of capabilities, defined as one's potential to achieve certain functionings. Functionings range from elementary (being adequately healthy) to complex (being socially integrated). Individual capabilities reflect different combination of functionings that person is able to achieve dependent on their circumstances. Since functionings may result from a limitation in choices, it is important to evaluate what an individual could do in ideal and inclusive circumstances, and not just what they actually do.

The purpose of this study was to expand how the capability approach can facilitate greater social protection and economic justice. Comparing information on both capabilities (ability to achieve) and functionings (achievement) is important for understanding individual life situations. Rather than focusing solely on traditional aspects of well-being (income, wealth, resources), a capability approach emphasizes the ability to convert resources into valued functionings. Hence, the capability approach facilitates a better comparative means to assess

inequality, identify barriers that hinder capability development, and improve effectiveness of social protection programs to promote greater economic justice.

Presentation objectives: (1) Provide an overview of the capability approach and its usefulness in addressing social protection and economic justice across marginalized groups; (2) Present case examples and recommendations on using the capability approach in developing and implementing social protection programs to achieve greater economic justice; and (3) Describe how the capability approach can be used in social work to enhance individual agency and empowerment.

26. Social Stigma and the Emotional World of Mothers: Raising Children with Autism

Author: Farzana Akter Shammy
Affiliation: Arizona State University
Country: United States
Language: English
Session: Session 4: Social Work Policy and Practice

This qualitative study explores how societal stigma shapes the caregiving experiences and emotional well-being of mothers raising children with autism in Sylhet City, Bangladesh. This study is guided by Bronfenbrenner’s Ecological Systems Theory. A semi-structured interviews was conducted with nine mothers recruited through local autism schools and support institutions.Thematic analysis revealed multi-level stigma: at the micro level, relatives blamed mothers,viewed the child as a burden or curse, and expressed moral condemnation; at the mesosystem level, inconsistent family and school support forced mothers into hyper-vigilant, single caregiving; at the exosystemic and community levels, neighbors displayed avoidance, mockery, and threats, and landlords imposed

punitive restrictions; at the macrosystem level, prevailing cultural beliefs framed autism as a social sin, while policy gaps limited formal assistance; and at the chronosystem level, COVID-19 service disruptions intensified caregiving burdens. These stigma-driven dynamics constrained mothers' social participation, access to resources, and provoked conflict within joint families sometimes leading to household separation. Emotionally mothers reported chronic anxiety, shame, guilt, frustration, and anguish over their child's uncertain future. Despite these challenges, they demonstrated resilience through faith-based coping, advocacy to reframe community perceptions, and protective maternal identity. The findings underscore a pronounced gendered division of labor, with fathers primarily serving asbreadwinners. Recommendations include culturally tailored counseling services, family-centered support programs, and public awareness campaigns to dismantle stigma. Future research should explore paternal perspectives, sibling experiences, and evaluate the effectiveness of community-based interventions.

27. Decolonizing Dementia Research: Ethical and Methodological Considerations in African Contexts

Author: Oluwagbemiga Oyinlola
Affiliation: McGill University, School of Social Work
Country: Canada
Language: English
Session: Session 4: Social Work Policy and Practice

Dementia is increasingly recognized as a pressing social and health issue in Africa. However, research conducted in African regions is either dominated by Western-centric approaches or fails to report on the methodological and ethical considerations required to conduct ethically and methodologically sound research that align with African ways of knowing, caregiving structures, and lived experiences. Drawing on the my recent experience conducting research in

southwestern Nigeria in the context of his doctoral work, this paper describes how establishing relational connections with community elders, connecting extensively with families prior to conducting interviews, adopting proverbs, idioms and poetry during discussions and navigating informed consent in a communally oriented society can work together to decolonize dementia research, amplify local voices and ensure the production of research is well grounded in local realities and knowledge. We consider these efforts to be essential to move health research and practice forward in the region.

28. Reconstructing Participatory Home-School Collaboration: The Application and Challenges of Social Work Group Methods in Early Childhood Education

Author: Jia Luo
Affiliation: Arizona State University
Country: United States
Language: English
Session: Session 4: Social Work Policy and Practice

Effective home-school collaboration is crucial for early childhood development, yet traditional one-way communication models often fall short, lacking in reciprocal engagement. Despite the group methods of social work have been shown to effectively promote participatory collaboration, their systematic exploration within the early childhood education system remains limited. Therefore this study aims to: (1) evaluate the impact of participatory parent group training on teachers' perceptions of home-school collaboration; (2) uncover the structural barriers that teachers face in applying this method to provide empirical evidence for interdisciplinary integration between social work and early childhood education.

Semi-structured interviews were conducted with 12 kindergarten teachers (6 teacher role players + 6 parent role players) participated in the "Early Childhood Social Emotional Abilities Intervention Project." All teachers underwent participatory training conducted by experienced social workers to master group work skills through scenario simulations (such as empathy building, decentralization of power). Data were coded using content analysis and validated through member checking.

Findings revealed 83.3% of teachers recognize the efficacy of participatory group methodologies in reshaping home-school power dynamics, facilitating mutual comprehension through equitable discourse, and extending the advantages of parental support networks. However, 78% of teacher faced practical impediments, including uncertainties in parental engagement and challenges in role transitions, with 66.7% struggling to overcome ingrained habits of "professional authority." It advocates for scaffolded "step-by-step capacity building" (values-skills-supervision) to support teachers in adapting to new roles, underscoring the requisite training reinforcement for fostering interdisciplinary integration between social work and early childhood education.

29. How school social work can be incorporated to fight against bullying in schools

Author: Kwanda Sandiso Xulu
Affiliation: University of Zululand
Country: South Africa
Language: English
Session: Session 4: Social Work Policy and Practice

Bullying is a pervasive problem in schools worldwide, with serious consequences for the mental and emotional well-being of students. School social workers play a

critical role in addressing bullying in schools, yet their approaches, challenges, and intervention strategies are not well understood. This qualitative study aims to explore the current approaches to bullying prevention employed by school social workers, the challenges they face in addressing bullying in schools, and the effective interventions they use to address bullying.

The study will involve in-depth interviews with professional school-based social workers, providing a rich and nuanced understanding of their experiences and perspectives on bullying prevention. The objectives of the study are to:

- Explore current approaches to bullying prevention employed by school social workers
- Identify challenges school social workers face in addressing bullying in schools
- Examine effective interventions that school social workers can use to address bullying in schools

The findings of this study will contribute to the development of evidence-based practices and policies to support school social workers in their role of bullying prevention. The study's results will also inform the development of training programs and resources to enhance the capacity of school social workers to address bullying in schools. This study has the potential to make a significant contribution to the field of social work and education, and to improve the lives of students who are affected by bullying.

By exploring the role of school social workers in bullying prevention, this study will provide valuable insights into the ways in which social work policy and practice can be strengthened to support the well-being and safety of students in schools

30. Social Work Policies and Practice: Working with Addiction

Author: Mr. Joshua Case
Affiliation: TRU
Country: Canada
Language: English
Session: Session 4: Social Work Policy and Practice

As a social work student in recovery, I've come to understand addiction not just as a biological disease, but as a response to disconnection, trauma, and unmet human needs. Through personal experience and frontline work in mental health and substance use, I have seen how current systems and policies often fall short in supporting meaningful recovery. Rather than fostering connection—an essential component of healing—many approaches pathologize individuals and create further isolation.

This proposed research aims to explore the roots of addiction through a social work lens, challenging the dominant biomedical narrative. Using a constructivist paradigm and qualitative methods such as interviews and focus groups, the study will center the lived experiences of those in recovery. It will examine how systemic factors—like intergenerational trauma, colonization, poverty, and stigma—shape the realities of substance use and healing.

A central focus is the need for significant policy change. Current addiction-related policies often neglect the importance of authentic human connection, instead emphasizing control and standardization over relational, trauma-informed, and culturally grounded approaches. As someone with lived experience, I see connection as the foundation of recovery—and believe that without it, real healing is impossible.

This research advocates for policies aligned with the Canadian Association of Social Workers (CASW) Code of Ethics (2024), including respect for dignity, self-determination, and social justice. The goal is to contribute to a more compassionate, equitable, and effective response to addiction—within social work practice and beyond.

31. Valuing the Accessible BC Act: Proposing intersectional climate action and emergency planning for Social Work practitioners in BC, Canada

Author: Robin Metcalfe
Affiliation: UBC Okanagan
Country: Canada
Language: English
Session: Session 4: Social Work Policy and Practice

This presentation proposes the Accessible British Columbia Act (2021) can be mobilized as a critical tool for climate action and emergency preparedness—especially alongside BC's Declaration on the Rights of Indigenous Peoples Act (2019), the Anti-Racism Act (2024), and Canada's National Strategy Respecting Environmental Racism and Environmental Justice Act (2024). These laws reflect a growing recognition that ableism, racism, colonialism, and other interlocking systems of oppression (Combahee River Collective, 2014; Sins Invalid, 2018), must be addressed together in public policy and community.

This presentation argues the Accessible BC Act compels public sector organizations, including municipalities, to embed accessibility and address intersecting forms of discrimination in climate planning and emergency response.

Social workers play critical roles in this work: recognizing equity-defending communities' leadership in the overlap of health, climate, racial, and disability

justice and ensuring this leadership by people and communities most affected shapes policy and practice responses. Social workers are both implementers of policies and advocates for more equitable policy design and better implementation. To do this effectively, social workers must understand and engage with emerging legal frameworks—including the Accessible BC Act and related legislation—to advocate for change, support compliance, and promote accountability.

This presentation will highlight:

- How these laws create opportunities for systems change;
- A role for social workers in promoting disability-led climate action and emergency planning;
- Strategies for advancing culturally responsive, anti-oppressive practices that center lived experience.

As climate challenges intensify, social workers must be prepared to act with humility, advocate strategically with impacted communities using mechanisms under these new laws, maintain integrity, and advance the commitment to ecosocial justice.

Session 5: Future Challenges for Social Work and Social Development

Sunday, June 8, 2025. 6:00 AM to 8:00 AM Pacific Time, 4:00 PM to 6:00 PM Kyiv Time, 1:00 PM to 3:00 PM GMT

Presenters:

- Jelena Ivelić Telišman
- Prof.Dr. Monika Alamdar-Niemann, Reinhild Zenk
- Allucia Lulu Shokane
- Mbongeni S. Sithole, Fikile Mazibuko, Sandile N. Gumbi

- Tulshi Kumar Das
- Dr Renu Sisodia
- Jen Davies, Ed.D
- Lehlogonolo Poopedi, Prof. Nontembeko Bila

32. Communication Challenges in Psychotherapy and Social Work: A Gestalt Approach to Building Resilience in a Complex Global Context

Author: Jelena Ivelić Telišman
Affiliation: University North
Country: Croatia
Language: English
Session: Session 5: Future Challenges for Social Work and Social Development

In the face of ongoing global crises—from war, displacement, and climate change to the mental health epidemic and digital alienation—communication emerges as a central tool in the work of social workers and psychotherapists. This paper explores how Gestalt therapy principles can be applied within social work contexts to foster both intrapsychic and relational resilience, especially among individuals affected by multiple traumatic experiences. At the core of this inquiry is an analysis of the interplay between verbal and non-verbal communication, the therapist's/social worker's phenomenological presence, and ethical challenges arising in hybrid and online client work. Drawing from the author's clinical practice, the presentation will showcase specific techniques for contact, awareness, and experiential integration that support clients in accessing internal resources and restoring coherence. The paper also considers the role of spiritual intelligence as an integrative component in therapeutic and social pedagogical work, positioned within a broader resilience framework. Finally, it offers recommendations for educating future professionals at the intersection of psychotherapy and social work—emphasizing the need for decolonized practices,

intercultural sensitivity, and communication competence in an increasingly globalized world.

33. Empowerment through Social Work in Times of Crisis: Using the Concept of Integrative Method©

Author: Prof.Dr. Monika Alamdar-Niemann
Co-authors: Reinhild Zenk (Institut Konzept Integrative Methodik e.V., Germany)
Affiliation: Professor emeritus of International University of Applied Sciences
Country: Germany
Language: English
Session: Session 5: Future Challenges for Social Work and Social Development

Humans are viewed as unique individuals endowed with inherent dignity and an inner good core that strives for life. Today, this humanistic perspective is reflected in the Integrative Method (CIM©), which considers humans as existing between two poles: the personal, inner self, and the non-personal, social and cosmic environment. All life experiences occur within this.

The human need for meaning is fundamental, as a sense of coherence and purpose help individuals survive and thrive, especially space, where individuals are influenced by and respond to their surroundings. Resonance, or meaningful connection, plays a vital role in human development, similar to biological processes like photosynthesis, which strengthen and sustain life during crises. The metaphor of life as a flowing river encourages reflection on past, present, and future treasures, fostering positive psychology principles. Recognizing strengths and meaningful moments—referred to as “star moments”—supports resilience and well-being.

In practice, social work using CIM© empowers vulnerable groups such as refugees and migrants by helping them find meaning and healing through resonant, meaningful experiences. For example, in Germany, CIM© has been used to support Ukrainian refugee mothers affected by war. CIM© is now used in Ukraine, too. It addresses trauma, anxiety, and existential concerns through techniques like the “River of Life,” leading to increased life purpose, emotional stability, and a clearer understanding of personal resources. This human-centered approach promotes resilience, growth, and empowerment in times of crisis.

34. Resistance as Counter-Erosion: Ecological Social Work and Environmental Citizenship in South Africa

Author: Allucia Lulu Shokane
Affiliation: University of South Africa
Country: South Africa
Language: English
Session: Session 5: Future Challenges for Social Work and Social Development

This presentation examines the role of ecological resistance as a transformative force within the context of South Africa’s environmental and social challenges. The objective of this research is to critically explore how Indigenous land stewardship, grassroots environmental movements, and decolonial ecological knowledge function not only as responses to ecological and systemic oppression's but also as generative strategies for community restoration and sustainability. Grounded in environmental justice scholarship, the study positions these forms of resistance within the broader framework of ecological social work, emphasizing the intrinsic connection between ecological well-being and human rights. Through qualitative analysis of community-based initiatives, the research illustrates how environmental citizenship, and culturally rooted practices disrupt

extractivist paradigms and re-imagine a more equitable socio-ecological systems. These practices are aligned with core social work values such as dignity, self-determination, and community empowerment, while advancing principles of social justice, equity, and inclusion. The work foregrounds the global relevance of local ecological resistance by connecting it to anti-colonial and anti-oppressive frameworks in social work education and practice. Key findings demonstrate that ecological resistance fosters holistic well-being such as mental, emotional, spiritual, and physical, by restoring agency and ecological harmony. Lessons learned highlight the need for culturally responsive, participatory approaches and the importance of integrating ecological justice into mainstream social work curricula. Ultimately, this research contributes to a reimagined future in which social work actively engages in ecological regeneration, positioning the profession as a vital actor in shaping just and sustainable futures.

35. Reimagining the future of Social Work Practice in an uncertain global landscape

Author: Mbongeni S. Sithole
Co-authors: Fikile Mazibuko (University of KwaZulu-Natal, South Africa), Sandile N. Gumbi (University of Mpumalanga, South Africa)
Affiliation: University of the Western Cape
Country: South Africa
Language: English
Session: Session 5: Future Challenges for Social Work and Social Development

Background

The 21st century has ushered in an era of rapid transformation marked by global crises, including climate change, digital disruption, pandemics, political instability, and widening social inequality. These realities present challenges for

social work as a value-based profession committed to human rights, social justice, and collective wellbeing. The paper explores how social work must evolve to remain relevant, ethical, and responsive in increasingly complex global environments, and emphasises rethinking of educational frameworks and practice to better prepare practitioners for future demands.

Methodology:

This conceptual paper employs a critical interpretive synthesis of literature, policy discourse, and recent empirical findings related to emerging social work challenges. It also integrates decolonial and Afrocentric theoretical lenses to interrogate dominant Eurocentric paradigms and advocate for the inclusion of Indigenous Knowledge Systems in both Social Work education and practice. Case examples from diverse contexts will be used to illustrate practical implications.

Findings

Key findings highlight a series of interrelated challenges that the social work profession must address in the future, including:

- The ethical implications of artificial intelligence and digital platforms in service delivery
- Climate-induced displacement and the psychosocial needs of affected populations
- Rising authoritarianism and threats to democratic social services
- The marginalisation of non-Western knowledge systems and cultural practices
- The need for curriculum transformation to include decolonial and global perspectives.

Conclusion

The paper concludes by proposing a set of transformative strategies based on three aspects, namely, it is embracing interdisciplinary collaboration,

reconfiguring social work education to centre ethical foresight and technological literacy, and reinforcing a global solidarity grounded in shared human values.

36. Social work for tomorrow: Preparing the students for a highly complex society

Author: Tulshi Kumar Das
Affiliation: Shahjalal University of Science and Technology
Country: Bangladesh
Language: English
Session: Session 5: Future Challenges for Social Work and Social Development

Social work education has not achieved much since its commencement in the 1950s in Bangladesh. The Western experts directly influenced the preparation of the social work curriculum that was introduced for the students at the university level without taking the needs and problems of the majority of people. The legacy of this Western-influenced curriculum still goes on, which prevents the graduate students from dealing with pressing problems like poverty, marginalization, discrimination, exploitation, deprivation, and many other systemic issues affecting the downtrodden of Bangladesh. Moreover, neoliberal state policy and competing political interests of different groups have resulted in an extremely conflicting situation, fragmenting the society to a greater extent, which has never happened before. The current social work education system can hardly contribute to reducing these menaces. Social work graduates working in multiple fields cannot close their eyes to this fast-growing instability, threatening the basic fabric of peaceful coexistence of human society. The analysis presented in this study depends on secondary data gleaned from prevailing literature found at home and abroad. The study concludes that if social work has to survive in this fast-changing world, which is making our society more and more complex, the

students of social work must be trained and well equipped to fight structural inequality and the political interests of newly growing many rival groups, along with old ones. It further suggests that new frameworks need to be innovated based on critical pedagogy, structural social work model, and anti-oppressive social work.

Keywords: Western-influenced, Poverty, Systemic issues, Neoliberal policy, and Critical pedagogy

37. Reclaiming Water and Voice: Participatory Video as a tool for advocacy and Sahariya youth mobilisation in rural Rajasthan, India

Author: Dr Renu Sisodia
Affiliation: Auckland University of Technology
Country: New Zealand
Language: English
Session: Session 5: Future Challenges for Social Work and Social Development

Access to safe water is a fundamental human right, yet Indigenous communities such as the Sahariya in Rajasthan, India, continue to face persistent and multifaceted barriers to securing this essential resource. As a scheduled tribe, the Sahariya experience water insecurity within the broader context of a global water crisis, intensified by pollution, inadequate governance, and the accelerating impacts of climate change. Environmental degradation—particularly widespread deforestation and increasing climate volatility—has further depleted traditional water sources and disrupted forest-dependent livelihoods. Their struggle is compounded by systemic discrimination based on caste, gender, and ethnicity. Government schemes often disproportionately benefit upper castes, resulting in deeply inequitable access to water infrastructure and services. As climate

pressures mount, the burden of water scarcity falls heaviest on tribal communities, with women, children, and youth bearing the brunt of its impacts.

This doctoral research adopts a Participatory Action Research (PAR) approach grounded in critical theory and anti-oppressive social work. Collaborating with 48 Sahariya youth as co-researchers, the study employed participatory video, focus group discussions, resource mapping, and transect walks to explore lived experiences of water insecurity and co-develop community-based strategies for change. Youth-led initiatives emphasized three strategies: community mobilisations, formation of local associations (Sangathans), use of video (film) created as part of participatory videos process for advocacy and raising awareness (available at https://youtu.be/AODuocliBOs).

The study contends that the responsibility of securing safe water should not fall disproportionately on the most vulnerable. It advocates for inclusive, rights-based water governance and illustrates how participatory approaches can advance environmental justice, mobilise youth, and shape grounded policy responses.

38. Counselling Microskills: A solution for increased community capacity for holding empathic conversations that empower clients?

Author: Jen Davies, Ed.D.
Affiliation: Algoma University
Country: Canada
Language: English
Session: Session 5: Future Challenges for Social Work and Social Development

The research by Ivey, Ivey and Zalaquett on counselling microskills and the intentional interviewing approach to helping relationships has been a staple in social work and counselling training programs for two decades. The microskills

are the essential the communication skills elements necessary for building an empathic helping relationship that empowers the client's decision-making, and helping professionals can more easily develop their counselling skills by learning them through a microskills approach.

As a new Social Work faculty member at a teaching-focused university who started only 4 weeks before the next semester in which I was expected to teach a senior-level course, I leaned into the intentional interviewing and microskills approach to accomplish several goals: 1) build on introductory helping skills that I knew all learners should already have gained from a prior 2nd-year course, 2) build on knowledge of human development and behaviour all learners should have already developed from a prior 2nd-year course, and 3) introduce a strong, well-researched, learner-focused model for learning how to develop helping relationships, with an emphasis on applications in mental health.

This is a "live" experiment, the course began in May 2025, and by conference time I will be able to share the outcomes from the first assignment, which is an analysis of skills used in a mock counselling session (on a positive or neutral conversational topic).

39. Critical Challenges in Disaster Response: Insights from South African Frontline Social Workers

Author: Lehlogonolo Poopedi
Co-authors: Prof. Nontembeko Bila (University of Pretoria, South Africa)
Affiliation: University of Pretoria
Country: South Africa
Language: English
Session: Session 5: Future Challenges for Social Work and Social Development

Social workers increasingly integrate disaster work into their practice, recognising it as a developing field within social work. For years, they have provided promotive, preventive, and treatment services during disasters to ensure the recovery and well-being of those affected. Social work, grounded in human rights and values like social justice and individuality, is well-suited for disaster response. Its ecological approach further considers individuals within their environmental context, highlighting the profession's global relevance in promoting resilience and empowerment during crises. However, various challenges hinder effective service delivery and negatively affect the mental health of social workers on the frontlines. Based on the latter, this paper explores the multifaceted challenges encountered by social workers in disaster response and their implications for mental well-being. Data were collected through a mixed-methods empirical research study following a sequential exploratory design. However, the focus here is only on the qualitative phase findings informed by 21 disaster frontline social workers from two provinces in South Africa: Gauteng and KwaZulu-Natal. The findings reveal that both natural and man-made disasters present unique challenges that require social workers to be adaptable and resilient. Key issues include inadequate resources, overwhelming caseloads, safety concerns, insufficient training, role confusion, and a lack of cooperation from community members and stakeholders. Addressing these challenges through targeted training, clearer definitions of roles in disaster response, and strengthened intersectoral collaboration is essential for fostering a resilient and responsive social workforce during times of disaster.

Session 6: Civil Society Development and International Social Work

Sunday, June 8, 2025. 8:00 AM to 10:00 AM Pacific Time, 6:00 PM to 8:00 PM Kyiv Time, 3:00 PM to 5:00 PM GMT

Presenters:

- Shorena Sadzaglishvili
- Ieva Adomaityte Subaciene, Alina Sukevic, Virginija Paulauskyte
- Mohammad Mollah
- Nikhat Perveen, Dr. Neeru Nagar
- Alexandra Mustafá
- Mr. Sum Kung
- Dr. Juliana West
- Oleksandr (Sasha) Kondrashov

40. Creating an Inclusive University Environment

Author: Shorena Sadzaglishvili
Affiliation: Ilia State University
Country: Georgia
Language: English
Theme: Civil Society Development and Social Justice
Session: Session 6: Civil Society Development and International Social Work

Promoting inclusivity within higher education institutions has become an essential goal for universities worldwide, particularly as they seek to foster environments where students, faculty, and staff from diverse backgrounds feel valued and supported. A core aspect of this inclusivity involves the full participation of people with disabilities (PwDs), who often face systemic barriers, whether related to accessibility, discrimination, or attitudinal biases (Sharma et al., 2023). By creating inclusive environments, universities contribute to both the

social and professional advancement of PwDs, enhancing equity and ensuring that they have the opportunity to contribute meaningfully to the academic community (Iglic, 2017). The role of university administrative staff in fostering inclusive environments is critical, yet little attention has been paid to understanding how staff attitudes toward disability influence these efforts. This study aims to address this gap by investigating the attitudes of university administrative staff in Georgia toward PwDs and their perceptions of inclusive employment practices. This research explores the willingness of staff to employ PwDs and assesses their perceptions of workplace acceptance for PwDs. This study offers valuable insights into the current state of inclusivity in Georgian universities and highlights the need for continued efforts to foster more inclusive attitudes toward disability. Younger staff members and those working in central universities were more likely to have positive attitudes, while staff with longer tenures exhibited more entrenched biases. Additionally, while there is a clear willingness to employ PwDs in certain roles, the diversity of roles offered remains limited. To fully integrate PwDs into university settings, institutions must continue to challenge negative stereotypes, provide training to address attitudinal biases, and ensure that PwDs have access to a broader range of employment opportunities.

41. "People Without Shades of Grey" and Their Romantic Relationships: A Parental Perspective

Author: Ieva Adomaityte Subaciene
Co-authors: Alina Sukevic, Virginija Paulauskyte (Valakupiai Social Services Home, Lithuania)
Affiliation: Vilnius University Institute of Sociology and Social Work
Country: Lithuania
Language: English

Theme: Civil Society Development and Social Justice
Session: Session 6: Civil Society Development and International Social Work

Romantic relationships are a fundamental human need, yet individuals with intellectual disabilities often face significant barriers to fulfilling this need. These limitations arise not only from disability-related challenges but also from negative societal attitudes, restrictive beliefs of support staff, and protective behaviors of family members. Sexuality and intimacy remain taboo topics in many communities, leading to the marginalization of this population's emotional and relational rights.

This study explores the experiences and possibilities of romantic relationship formation among individuals with intellectual disabilities through the perspectives of their parents or guardians. Using a qualitative design, 20 semi-structured interviews were conducted with mothers of adult children with intellectual disabilities. The methodology was based on the work of Retznik et al. (2022), focusing on past experiences, present situations, and future expectations.

Findings reveal that parents hold ambivalent attitudes shaped by stereotypes, fears, and personal experiences. Some participants believed their children lacked interest or understanding of relationships, while others expressed emotional strain, uncertainty, and concern for their children's future. The study identifies a lack of targeted services and educational programs to support individuals in building relationships, as well as the need for structured guidance and mentorship for families.

The absence or suppression of romantic relationships may impact emotional wellbeing, self-worth, and overall quality of life. The study highlights the importance of promoting equity, human rights, and inclusive support practices in social work. It calls for integrating topics of sexuality, autonomy, and relational

rights into social work education and practice to ensure culturally responsive, ethical, and holistic support for marginalized populations.

42. Workforce Development and Dementia Care in Bangladesh: Policy Learning from the Scottish Context

Author: Mohammad Mollah
Affiliation: University of Dhaka
Country: Bangladesh
Language: English
Theme: International Social Work and Social Development
Session: Session 6: Civil Society Development and International Social Work

In Bangladesh, people living with dementia often go undiagnosed because social awareness about dementia is limited. However, Bangladesh is yet to be prepared for dementia care, and dementia is yet to be included and prioritised in the national healthcare policy. Policy research and learning are significant for countries like Bangladesh, which are yet to develop their health and social care policies on dementia. As Scotland is known worldwide for its progressing dementia care and workforce development policies, the present study aims to investigate and analyse Scottish dementia care policies and workforce development approaches to determine the utility for application in Bangladesh. The study design involves mixed methods, including literature review, documentary policy analysis, key informant interviews and Nominal Group Technique. Data have been analysed by using the framework analysis and content analysis and identifying themes.The integrative literature has explored knowledge gaps in the development and implementation of dementia care and workforce development policies, and emphasised the need for further research on the transferability of dementia care policies. Further, dementia policy documents have been scrutinised and interpreted with added insights from key informant

interviews to understand what could be transferred from Scotland to Bangladesh. The project managed to successfully integrate findings from Scotland and Bangladesh and how this can lead to more informed approaches to policy transfer in dementia and help to realise current goals for a global joined-up approach.

43. From Victims to Vigilantes: Durga Jattha and the Power of Participatory Social Work in Bihar

Author: Nikhat Perveen
Co-authors: Dr. Neeru Nagar (Sharda University, India)
Affiliation: Sharda University
Country: India
Language: English
Theme: International Social Work and Social Development
Session: Session 6: Civil Society Development and International Social Work

Child trafficking is a persistent issue throughout rural India, with Seemanchal in Bihar among the most troubled. Shilpi Singh of Bhoomika Vihar has led on a community-based program named Durga Jattha against it. Durga Jattha is a community-based initiative developed by the grassroots organization Bhoomika Vihar, under the leadership of Shilpi Singh, in the Seemanchal region of Bihar, one of the most trafficking-prone areas in India. The word “Jattha” means a group or troop, and “Durga” symbolizes strength and protection—named after the Hindu goddess associated with empowerment and justice.These are 20 cohorts of teenage girls belonging to the same panchayat, who openly debate vices at the community level and collaborate with local officials for corrective action

This research paper explores the structure and impact of Durga Jattha as an effective social work model. The groups not only organize regular meetings but also produce hand-made newspapers using herbal pigments and food grains,

which they distribute among Panchayati Raj officials, police, and media personnel to spread awareness. They have been central in preventing child marriages and encouraging school dropouts to get back into the educational mainstream. The study employs qualitative instruments, including interviews among the group members and community stakeholders, to assess Durga Jattha's effectiveness in fostering community resilience in the face of child trafficking. Findings show that such participatory approaches empower marginal groups, particularly adolescent girls, to act as change agents in their communities.

By placing focus on the contribution and limitations of Durga Jattha, the paper contributes to the body of work on community-based social work, and, in particular, lends credence to participatory models as a means of combating child trafficking.

44. Relationship between ethics and politics, in the context of growing global challenges

Author: Alexandra Mustafá
Affiliation: Universidade Federal de Pernambuco
Country: Brazil
Language: English
Theme: International Social Work and Social Development
Session: Session 6: Civil Society Development and International Social Work

The proposal explores the relationship between ethics and politics in the face of global challenges, focusing on the threats to democracies, social and human rights that are exacerbated by the coordinated action of international far-right movements. These movements seek to reduce the influence of social workers, limiting their ability to promote social justice and equitable policies. Social workers must be vigilant in defending democratic values and human rights. Extremist ideologies threaten vulnerable populations and the principles of social

work, such as dignity, respect and empowerment. As these forces advance, it is crucial that social workers face these challenges with resilience and solidarity. The global unity of professionals, both in practice and in theory, is essential to understanding the structural causes of poverty and inequality. By strengthening organizational skills and ethical values, social workers can resist the pressures of these regressive forces. Collective strategies and knowledge sharing are essential for a global network of professionals dedicated to social justice and human rights.

We propose that social workers deepen their theoretical understanding and act against the threats of far-right ideologies. It is crucial to strengthen organizational and ethical capacities, preparing to face current challenges with collaboration and commitment to the principles of social work. We must defend the marginalized and promote essential values for a just and egalitarian society.

45. Reserved trust-The landscape of community development after the implementation of national security law in Hong Kong

Author: Mr. Sum Kung
Affiliation: Kingston College
Country: United Kingdom
Language: English
Theme: International Social Work and Social Development
Session: Session 6: Civil Society Development and International Social Work

The Covid-19 pandemic has deeply impacted Hong Kong's social and political landscape. In the name of public health, the government imposed top-down policies without citizen participation, leading to widespread surrender of individual power to state control. Simultaneously, social work has assumed grassroots responsibility, fostering solidarity and mutual aid. These efforts, while echoing neoliberal ideals of self-reliance, have brought social work organisations

and social work practitioners to the forefront of welfare provision—addressing unemployment, illness, and public anxiety. However, this welfare role risks reducing social work to apolitical service delivery.

Under the pandemic, state mechanisms such as policing and surveillance have enforced compliance, positioning community solidarity as conditional on obedience. This undermines the core values of social work—human rights, social justice, and empowerment. Practitioners are increasingly pressured to disengage from political advocacy, despite the discipline's foundation in challenging systemic exclusion and inequality.

The situation has worsened since the 2019 protests and the enactment of the National Security Law, which coincided with the pandemic. Under the guise of pandemic control, authoritarian measures have expanded, threatening civil society by silencing dissent, increasing surveillance, weakening judicial independence, and suppressing the free press. These shifts pose serious challenges for social work in Hong Kong.

In response, a study will interview 4–6 social work practitioners with diverse experiences to examine how they navigate this authoritarian context. The research will use the core principles of social work—self-determination, empowerment, collective action, and collaboration—as a framework to explore how practitioners adapt their roles and strategies amidst political and social upheaval.

46. StandingwithUkraine 170 Saturdays: Solidarity, social justice, social work in action

Author: Dr. Juliana West
Affiliation: Thompson Rivers University
Country: Canada
Language: English
Theme: International Social Work and Social Development
Session: Session 6: Civil Society Development and International Social Work

This session highlights the vision and support of two social work academics, one a Ukrainian community leader and the other a committed ally, and their ongoing efforts exemplify how ordinary citizens can become agents of social justice, human rights, and international solidarity.

Two days after ruzzia's full-scale terrorist invasion of Ukraine February 24, 2022, Kamloops StandwithUkraine was formed in a powerful grassroots response to global injustice. Over 500 Kamloops residents gathered by the Riverside Hope sign, raising their voices in solidarity: Slava Ukraini! Heroyam Slava! Since that initial gathering, the commitment and collaboration of a core group of fifteen individuals—both Ukrainian diaspora and non-Ukrainian allies—have sustained this weekly stand for over three years.

While many global cities have held one-time rallies for Ukraine, Kamloops is among a handful of non-Ukrainian cities in its sustained StandingwithUkraine for 170 consecutive Saturdays outside Kamloops City Hall. This local movement bridges cultural and national divides, counters apathy, and promotes transnational solidarity keeping Ukraine's struggle visible and relevant in local consciousness and through social media, demonstrating ongoing solidarity until victory with Ukraine and Ukrainians.

For social work, this session offers a compelling example of grassroots activism rooted in anti-oppressive anti-privilege practice, community mobilization, and global citizenship. It demonstrates the transformative power of relationships, shared vision, and consistent action—values that are central to progressive social work.

47. From Policy to Practice: Developing AI Declaration Form and Assessment Rubric to Support Student Learning in Social Work Education

Author: Oleksandr (Sasha) Kondrashov
Affiliation: Thompson Rivers University
Country: Canada
Language: English
Theme: International Social Work and Social Development
Session: Session 6: Civil Society Development and International Social Work

As artificial intelligence (AI) tools become increasingly integrated into higher education, social work programs face the challenge of maintaining academic integrity while supporting diverse learning needs. This presentation shares the collaborative development of an AI Use Declaration and Assessment Framework, created through direct student engagement in an "Educating for Social Change" course at Thompson Rivers University.

Rather than adopting prohibitive approaches to AI use, this initiative prioritized student voices in policy development. Through classroom discussions and reflective assignments, students identified AI as a legitimate accessibility tool for diverse learners, including those with language barriers and other learning differences. Their feedback challenged traditional punitive frameworks and emphasized the need for educational rather than restrictive policies.

The resulting framework includes a comprehensive declaration form with accessibility considerations, an interactive ethics quiz, practical examples of appropriate versus inappropriate AI use, and a detailed assessment rubric that balances innovation with academic integrity. Key innovations include prompting transparency requirements, learning-focused reflection questions, and explicit recognition of AI as an assistive technology.

This collaborative approach demonstrates how student partnerships in policy development can create more equitable and effective educational frameworks. The presentation will share implementation strategies, and lessons learned about balancing technological innovation with social work values of dignity, equity, and authentic learning. Attendees will receive practical tools for developing their own AI policies that support, rather than restrict, student success while maintaining the academic standards essential for professional social work practice.

Non-Live Presentations

These abstracts were accepted for publication and are part of the conference record, though they were not presented in a live session.

Presenters:

- Svitlana Arkhypova
- Pavlenko Vita
- Nataliia Tiron-Vorobiova
- Nataliia Myronchuk
- Pavlo Teslenko, Eleonora Zabarna, Oleksandr Bondar, Roman Skopin
- Abdullateef Abiodun Atiku
- Bongane Mzinyane
- Konstantynova Tetiana
- Viktoriia Datsenko

- Nadiia Levus
- Liudmyla Turlak
- Zeliaskov Vasyl
- Viktoriia Berezovska, Candidate of Historical Sciences, Associate Professor
- Яценко Світлана Леонідівна
- Валентина Титаренко / Valentyna Tytarenko
- Robin Metcalfe, Jessica Lahrs
- Natalia Bykovets, Ulyana Gylka
- Rosalinda E. Punzalan, Erika R. Valencia, Franxine R. Melendrez, Joy Marie C. Recaña
- Pavlo Teslenko, Mykhaylo Lobachev
- Pavlo Teslenko, Viktoriia Kryvda, Anton Tykhevych, Vitaliy Ovsiychuk
- Jessica Johannisen

48. The role of innovative technologies (such as VR, AR, telemedicine, mobile applications) in the processes of psychological rehabilitation and social adaptation of combatants

Author: Svitlana Arkhypova
Affiliation: Cherkasy State Technological University
Country: Ukraine
Language: English
Theme: Future Challenges for Social Work and Social Development
Session: Non-Live Presentations

This research explores the innovative application of emerging technologies including Virtual Reality (VR), Augmented Reality (AR), telemedicine, and mobile applications in supporting the psychological rehabilitation and social adaptation of military combatants. The study addresses the urgent need for effective, accessible, and scalable interventions for veterans and active military personnel experiencing trauma, PTSD, and reintegration challenges.

The research investigates how immersive technologies can create controlled therapeutic environments for exposure therapy, stress management, and skills training while overcoming traditional barriers to mental health care access. It examines successful implementations of VR-based therapy for combat trauma, AR applications for social skills training, and mobile platforms for ongoing psychological support and monitoring.

The study highlights the potential for technology-enhanced interventions to supplement traditional therapeutic approaches while providing cost-effective, accessible, and personalized care. The presentation offers evidence-based recommendations for integrating innovative technologies into rehabilitation programs while addressing ethical considerations, training requirements, and implementation challenges in military and veteran care contexts.

49. Інтеграція штучного інтелекту у системи електронного навчання: перспективи та виклики (integration of Artificial Intelligence into E-Learning Systems: Prospects and Challenges)

Author: Pavlenko Vita
Affiliation: Zhytomyr Ivan Franko State University
Country: Ukraine
Language: Ukrainian (українська, ukrainska)
Theme: Future Challenges for Social Work and Social Development
Session: Non-Live Presentations

Здійснено аналіз інтеграції штучного інтелекту в системи електронного навчання. Визначено перспективи, пов'язані з процесом інтеграції (персоналізація навчання, автоматизація та ефективність, інтерактивне навчання, адаптивне навчання, прогнозування та аналіз даних). Визначено додаткові виклики інтеграції штучного інтелекту в електронне навчання: опір змінам, обмежений доступ до технологій,

недостатнє фінансування, ризик застарівання технологій, складнощі інтеграції з наявними системами. Зроблено висновок, що штучний інтелект може трансформувати освітній процес, пропонуючи індивідуалізовані та ефективні методи навчання.

50. Social Works for Understanding the Important Questions of the Environmental Marine Protection

Author: Nataliia Tiron-Vorobiova
Affiliation: DINUOMA
Country: Ukraine
Language: English
Theme: Future Challenges for Social Work and Social Development
Session: Non-Live Presentations

Social work is the main, in fact, positive behavior via the communications, collaborations, and future challenges around the World. Early last year, these were among the greatest positions of the main professionalisms of the workers in any subject of the real work.

We are living now in the digitalization era, and we need to understand all of the possible methods and methodologies for building some of the strategy groups, classes, and conglomerates for implementing social work through specific areas, etc.

One of the most important strategies nowadays is global environmental protection via protecting air, marine, and fire resources, without which we cannot have here. Our planet is in a dangerous position on all sides of nature. We must provide the collective position for all to understand this critical state of the environment, especially as we see these processes in the coastal and marine ecosystems. Water is the main key to our life, and we live together.

The online life is one of the first facts for communication through the deep social work between the educational and nautical worlds. Previously, we stood up during the COVID-19 pandemic and immediately provided the online community with help for educational work. Almost this position is not positive, I think, because we lose real life, real social work. But this time is our time, and we cannot back.

51. Етичні засади використання штучного інтелекту в освітній діяльності (ethical Principles of Using Artificial Intelligence in Educational Activities)

Author: Nataliia Myronchuk
Affiliation: Zhytomyr Ivan Franko State University
Country: Ukraine
Language: Ukrainian (українська, ukrainska)
Theme: Future Challenges for Social Work and Social Development
Session: Non-Live Presentations

У сучасному світі швидкий розвиток технологій штучного інтелекту (ШІ), зокрема таких інструментів як ChatGPT, відкриває нові можливості для оптимізації навчального процесу, розвитку індивідуалізованого підходу та підвищення доступності знань. Позитивними здобутками ШІ є можливості автоматизації та оптимізації рішень, оперативне виявлення сфер для вдосконалення, швидкий доступ до цінної інформації, розвиток інтерактивних освітніх матеріалів, генерування цікавих ідей, можливість формулювати прогнози та ін. Водночас спостерігається тенденція до його некритичного застосування здобувачами освіти. Аналіз студентських робіт (окремих навчальних завдань, дослідницьких робіт) засвідчив низку типових помилок: фальсифікація джерел, некоректність бібліографічних описів, змішані стилі оформлення, помилкове використання дат і авторства, спотворення прізвищ авторів, вигадані

посилання, узагальнення без прив’язки до реального змісту, порушення академічної доброчесності. Таке використання ШІ вказує на брак критичного мислення, інформаційної гігієни та етичної свідомості. У межах ініціативи з формування етичної культури взаємодії з цифровими інструментами було впроваджено практичні завдання, що стимулювали аналіз достовірності джерел, рефлексію щодо авторства, перевірку фактів і розвиток самостійності. Питання академічної чесності, дотримання принципів соціальної справедливості, поваги до інтелектуальної праці є надзвичайно актуальними, особливо у сфері соціальної роботи, де професійна етика, чутливість до культурних відмінностей, інклюзивність і довіра є ключовими цінностями. Для зменшення негативних викликів доцільно установлювати чіткі критерії роботи та етичні правила виконання академічних завдань, навчати учасників освітнього процесу базових принципів роботи з ШІ, практикувати гібридні моделі навчання для збереження людського контакту і розвитку емоційного інтелекту.

52. Artificial Intelligence Tools in the Integrated Approach to Inclusive Process Management

Author: Pavlo Teslenko
Co-authors: Eleonora Zabarna, Oleksandr Bondar, Roman Skopin (Odesa Polytechnic National University, Ukraine)
Affiliation: Odesa Polytechnic National University
Country: Ukraine
Language: English
Theme: Future Challenges for Social Work and Social Development
Session: Non-Live Presentations

In scientific contexts, artificial intelligence (AI) systems are seen as advanced software-hardware infrastructures capable of replicating human behavior such as analysis, forecasting, decision-making, and learning from data. Broadly, AI integrates algorithms that allow machines to understand environments, identify patterns, and act adaptively to meet goals. AI types include expert systems that mimic specialist decisions, neural networks for recognizing images and sounds, machine learning models that learn from historical data, and hybrid systems combining several approaches. Applications include recommendation engines in education, performance analytics in project management, and adaptive customer support tools.

To manage inclusive processes, AI systems must analyze large datasets reflecting business, project, or educational states. A typical system has three modules: data acquisition (gathering internal and external data such as CRM, LMS, surveys), analytics (modeling and prediction), and interpretation (delivering timely, inclusion-oriented recommendations based on diverse user needs).

Designing such systems involves key challenges, primarily around data quality. It’s essential to define what data is needed—team demographics, workload, task tracking, or in education, student performance, engagement, and social needs. Data can come from IT systems, open sources, or surveys, and may include numerical, categorical, and text types. This data must be standardized, securely stored, and regularly updated. Input may be automated or handled by managers or users.

Interpretation requires transparency—systems should explain the reasoning behind recommendations. Accuracy is assessed using precision, recall, user feedback, and acceptance rates. Validation compares predicted outcomes with

real-world results. Such AI systems can improve management efficiency and inclusivity, especially by addressing the needs of underrepresented users.

53. Religious Clerics Participation in Heinous Activities and Mental Health Problems amongst Families in Nigeria

Author: Abdullateef Abiodun Atiku
Affiliation: University of Ilorin
Country: Nigeria
Language: English
Theme: Future Challenges for Social Work and Social Development
Session: Non-Live Presentations

This research examines the complex relationship between religious authority abuse and mental health outcomes in Nigerian families, investigating how the participation of religious clerics in harmful activities affects community trust, family dynamics, and psychological well-being. The study addresses the sensitive intersection of religious faith, community leadership, and mental health in African contexts.

The research explores how abuse of religious authority impacts family systems, community cohesion, and individual mental health outcomes, particularly focusing on trauma, trust issues, and spiritual distress experienced by affected families. It investigates culturally appropriate therapeutic approaches that address both psychological trauma and spiritual crisis resulting from religious authority abuse.

The study highlights the importance of developing culturally sensitive mental health interventions that respect religious beliefs while addressing harm caused by religious authority figures. The presentation offers frameworks for supporting affected families, building community resilience, and developing preventive

approaches that strengthen religious communities while protecting vulnerable members from exploitation and abuse.

54. Beyond the Elitist Climate Adaptation: Reimagining Social Work's Role in Just Transition through a World-Systems Lens for Climate-Vulnerable Households in the Global South

Author: Bongane Mzinyane
Affiliation: Discipline of Social Work, University of KwaZulu-Natal
Country: South Africa
Language: English
Theme: Future Challenges for Social Work and Social Development
Session: Non-Live Presentations

The discourse surrounding climate adaptation often centres on technocratic solutions and market-based approaches, inadvertently perpetuating an elitist paradigm that further marginalises already vulnerable populations. This paper argues for a fundamental shift in perspective, moving beyond this elitist climate adaptation to reimagine the critical role of social work in facilitating a truly Just Transition for climate-vulnerable households in the Global South. Drawing on World-Systems Theory, the author exposes how entrenched global inequalities and the historical exploitation inherent in the world-system exacerbate climate vulnerability, particularly for low-income communities in countries like South Africa. The paper contends that the current global economic order, far from being a neutral backdrop, actively shapes and constrains equitable climate action, deepening social injustices. This analysis underscores the urgent need for anti-oppressive social work practice that actively dismantles systemic barriers and challenges the neo-colonial dimensions embedded within many climate initiatives. The paper posits that social work has a vital and distinct role in advocating for climate justice, championing community-led solutions, and

empowering marginalized voices in climate policy and implementation. This imperative extends to social work education and research, which must be retooled to integrate a comprehensive understanding of climate justice, the dynamics of the world-system, and the practical application of anti-oppressive frameworks. Ultimately, this work serves as a call to action, highlighting the present and future advocacy challenges that demand social work's dedicated engagement in fostering a genuinely equitable and sustainable future.

55. Challenges in Communication among Multilingual Ship Crews: The Case of Filipino English

Author: Konstantynova Tetiana
Affiliation: Danube Institute of the National University "Odesa Maritime Academy"
Country: Ukraine
Language: English
Theme: International Social Work and Social Development
Session: Non-Live Presentations

The maritime industry has achieved a high degree of globalization, which has brought both technological progress and major social changes. One of the most visible transformations is the widespread emergence of multinational crews. Today, approximately 80% of the world’s merchant fleet is operated by mixed-nationality teams. Among these, Filipino seafarers represent a major labor force and play a vital role in global shipping. In such diverse crews, effective communication becomes essential—not only in a technical sense but also in terms of interpersonal understanding and cultural competence. Filipino English, a recognized variant of English shaped by American influence, is commonly spoken among Filipino mariners. While this version of English is often intelligible and clear, differences in pronunciation, phrasing, and idiomatic expressions can

sometimes lead to miscommunication in multinational crews. Cultural dimensions further influence communication. Filipino seafarers place high value on mutual respect, hierarchical structures, family, and religious traditions. They tend to avoid direct confrontation and may interpret failure as personal humiliation. Their strong social norms, belief systems, and sensitivity to criticism can affect team dynamics and conflict resolution on board. Additionally, their worldview and emotional expression differ from Western norms, which can cause misunderstandings if not properly addressed. To enhance cooperation and safety on board, it is vital to promote cultural awareness and standardization in maritime English. Training institutions, shipowners, crewing agencies, and international maritime organizations must take active roles in fostering intercultural competence, tolerance, and communication skills among seafarers. Effective communication is not only a matter of language fluency but also of cultural literacy and mutual respect in a globalized workplace.

56. Unity in Diversity: The International Context of Social Support

Author: Viktoriia Datsenko
Affiliation: University of Customs and Finance
Country: Ukraine
Language: English
Theme: International Social Work and Social Development
Session: Non-Live Presentations

The aim of the study is to examine the international context of social support through the lens of the core values and principles of social work, including human dignity, social justice, human rights, cultural sensitivity, and professional ethics. The research analyzes theoretical approaches and the practical experience of social workers in different countries, with particular attention to the integration of universal principles into local contexts. It considers examples of the

implementation of international social work standards, as well as the challenges that arise in the process of intercultural interaction.

Special emphasis is placed on the implementation of intergovernmental social support programs and the role of international organizations in developing a global social protection network. The article highlights the importance of partnership, experience exchange, and ethical cooperation in shaping effective support practices in culturally, economically, and socially diverse environments. The material may be useful for professionals, educators, and students in the field of social work, as well as for policymakers in the area of social protection.

57. Using Konzept Integrativer Methodik (KIM) in Ukraine

Author: Nadiia Levus
Affiliation: Ivan Franko National University of Lviv
Country: Ukraine
Language: English
Theme: International Social Work and Social Development
Session: Non-Live Presentations

1. First, we use KIM during psychotherapeutic work with the following categories of clients:

- those who were traumatized during the war,
- families of military personnel,
- teenagers and young men who have increased anxiety,
- those who were forced to go abroad (work with them is conducted remotely).

2. Secondly, we tell students about this method during training sessions:

- how this method works in working with existential problems;
- in working with fears;
- in working with psychosomatics.

3. Thirdly, we conducted the study you suggested with the “River of Life”. I conducted it with my students. Based on the collected results, the following improvements are observed:

- the sphere of sense-life is expanding;
- the emotional background stabilizes;
- a vision of a life perspective appears;
- the resources gained throughout life are comprehended.

58. Національна самоцінність особистості як аспект соціально-лінгвістичної проблеми (national Self-Worth of Personality as an Aspect of Socio-Linguistic Problem)

Author: Liudmyla Turlak
Affiliation: Danube Institute of the National University "Odesa Maritime Academy"
Country: Ukraine
Language: Ukrainian (українська, ukrainska)
Theme: Emerging Trends in Social Work and Social Development Education
Session: Non-Live Presentations

Українське суспільство сьогодні перебуває на крутозламі історії. Особливістю сучасних умов становлення самоцінності людини є те, що всілякі революції: політичні, технологічні, екологічні, інформаційні та самі кризи створюють нові ситуації та проблеми, що владно вторгаються у суспільну та індивідуальну картину світу, при цьому досить помітно змінюючи її. У процесі такої трансформаційної «роботи» виникає безліч інших обставин, з’являються нові засоби життєвого вибору та соціального самовизначення індивідів, змінюються зміст та механізми функціонування моральних цінностей особистості.

На українській землі слід будувати українське суспільство — багате, цивілізоване, гідне людини. З огляду на проблеми громадян особистості важливе місце належить мові, бо вона виступає базою культури, життєтворчості народу в Україні. Мова — не лише засіб комунікації чи оформлення думки — в ній закодована історична пам’ять нації, її духовність, культура, через яку і здійснюється процес національної ідентифікації.

Саме тому одним із найважливіших завдань сучасної вищої освіти в Україні є виховання фахівців нової ґенерації, висококваліфікованих, грамотних, з високим інтелектуальним потенціалом, які вільно володіють українською мовою, користуються нею в усіх сферах життєдіяльності, особливо у професійній.

Мова – це засіб порозуміння між людьми, захист їхніх мовних прав у повсякденних життєвих ситуаціях. У мові нація закодовує всю свою історію, багатовіковий досвід, здобутки культури, духовну самобутність.

Українська мова - одна з прадавніх слов'янських мов і є рідною для десятків мільйонів людей. Тому знати, берегти і примножувати рідну мову - це обов'язок кожної людини.

Отже, одним з головних завдань кожного розвинутого суспільства, показником його самосвідомості і визначником розвитку культури є, поряд з турботою про збереження природних багатств і примноження цінностей духовної культури, постійна турбота про екологію мовного середовища.

59. Achieving a High Level of Professional Competences of Future Skilled Workers

Author: Zeliaskov Vasyl
Affiliation: Danube Institute of the National University «Odessa Maritime Academy»
Country: Ukraine
Language: English
Theme: Emerging Trends in Social Work and Social Development Education
Session: Non-Live Presentations

Modern higher education works in the direction of finding solutions to the problem of effective formation of competencies of a student. This is caused by a new stage of education development which is due to the revision and introduction of changes to the content of education in institutions of higher education in order to create a favorable educational environment for the development of the students' aptitudes of higher education, the expansion of the spectrum of interests and positive interest in mastering new things which will allow the formation of certain life competencies. The formation of a high-quality professional educational system and training is recognized as an integral component of the knowledge-based development strategy of the countries of the world. State standards of professional education, created on the basis of competence, are extremely important in achieving a high level of quality in future skilled workers' training. The importance of the competence basis of the content of higher education is that it involves not only the formation of future qualified workers of a high level of professionalism which is understood as a person's mastery of specific technological processes but also the development of professionally important qualities in them such as professional culture, independence, the ability to make responsible decisions, to finish the work started, a creative approach to professional activity, flexibility, extraordinary

thinking, sociability, the ability to learn, continuous professional development, the ability to conduct a dialogue, interact creatively in a professional environment.

So, professional competencies involve the mastery of specific competences by each future qualified worker.

60. The New Trends in Social Work Education

Author: Viktoriia Berezovska, Candidate of Historical Sciences, Associate Professor
Affiliation: DI NU"OMA"
Country: Ukraine
Language: English
Theme: Emerging Trends in Social Work and Social Development Education
Session: Non-Live Presentations

The article considers the new trends in social work education in the maritime industry. It is noted that one of the main goal in the introduction of innovative forms of education is the compilation of the optimal ratio of the best traditions of the existing education system, modern pedagogical innovations and tools of information and communication technologies. Today, the trend of education is actively developing in the direction of blended learning, which involves the creation of a comfortable informational educational environment and communication systems that provide all the necessary educational information.

Ukraine's participation in the Bologna and Sorbonne processes since 2005 requires a new approach to education in the European Higher Education Area. This is an opportunity to move to a three-stages (tree-cycle) system of training, the spread of academic mobility, including internships for students and teachers, the conclusion of interuniversity agreements on staff exchange, the creation of joint training programs with European universities, etc.

The use of information and communication technologies provides flexibility in educational process organization and the reality of unlimited educational discourse. The educational process in specialized training institutions for the maritime industry consists of two main components and assumes that part of the training material students learn in traditional forms of learning, and the other part - using distance learning technologies.

It is proved that in the process of professional training of specialists in maritime industry the use of distance education is optimal to implement through the use of e-learning and mobile learning, virtual and augmented reality technologies on simulators. The focus is on the use of Moodle, Google Classroom, Zoom, Google Meet, Learning Apps in the organization of asynchronous training of future specialists in the maritime industry.

61. Підготовка фахівців до реалізації соціально орієнтовних проєктів у майбутній професійній діяльності (Preparing Specialists for Implementation of Socially-Oriented Projects in Future Professional Activities)

Author: Яценко Світлана Леонідівна
Affiliation: Zhytomyr Ivan Franko State University
Country: Ukraine
Language: Ukrainian (українська, ukrainska)
Theme: Emerging Trends in Social Work and Social Development Education
Session: Non-Live Presentations

Анотація. Виокремлено основні проблеми реалізації проєктної діяльності в межах освітнього процесу закладів вищої освіти. Соціально орієнтований проєкт тлумачиться як інноваційна форма організації освітнього середовища, в основі якого є комплексний характер діяльності тимчасового колективу в умовах активної взаємодії з

навколишнім середовищем. Зроблено висновок, що для підготовки майбутнього фахівця до створення та впровадження особистих чи колективних проєктів важливим є набуття відповідних знань та досвіду вже у процесі навчання, а також відповідна організація освітнього процесу в самому закладі вищої освіти.

Ключові слова: професійна діяльність, проєктна діяльність, соціально орієнтований проєкт.

62. Соціально орієнтований підхід на уроках української мови (social-Oriented Approach in Ukrainian Language Lessons)

Author: Валентина Титаренко / Valentyna Tytarenko
Affiliation: Zhytomyr Ivan Franko State University
Country: Ukraine
Language: Ukrainian (українська, ukrainska)
Theme: Emerging Trends in Social Work and Social Development Education
Session: Non-Live Presentations

Анотація. У студіях наведено приклади застосування проєктного навчання на уроках української мови, яке допоможе учням надалі використовувати отримані компетентності для послуговування в соціумі з метою досягнення власних інтересів. Проілюстровано проєкти, завдяки яким учні усвідомлять суспільний характер мови, глибше дізнаються про змогу добирати мовні засоби залежно від мети спілкування, регулювати функціонування мови на державному рівні. Наведено приклади проєктів, що допомагають здобувачам впливати на інших, добираючи відповідні мовні засоби та володіючи ораторським мистецтвом.

Мета – описати, як за допомогою методів проєктного навчання навчити учнів послуговуватися мовою в суспільстві для задоволення практичних потреб.

Основний зміст. Наведені проєкти дозволяють відпрацьовувати мовленнєві навички, набувати компетентностей, необхідних для послуговування мовою в соціумі: окрім умінь вільно говорити, правильно будувати різноструктурні речення, добирати лексичні відповідники, уникати суржику, непотрібних англізмів, учні вчаться змінювати та розширювати світогляд своєї авдиторії, відповідати на запитання, ставити запитання, контролювати свої емоції та керувати емоційним станом співбесідників, тренуються переконувати, сприймати думку опонента як альтернативну, застосовують на практиці доцільні тактики й стратегій задля досягнення власної мети тощо.

63. Lifelong Learning as Hopeful, Reflexive Practice for Social Working and Social Development

Author: Robin Metcalfe
Co-authors: Jessica Lahrs (UBC Okanagan, Canada)
Affiliation: UBC Okanagan
Country: Canada
Language: English
Theme: Emerging Trends in Social Work and Social Development Education
Session: Non-Live Presentations

This presentation explores lifelong learning and continuing professional development as hopeful, justice-oriented practices that are essential to both formal social work and broader, community-based instances of “social working” (e.g. Anucha, 2008, Chapman & Withers, 2019). We position learning as a discipline of hope—an active and ongoing commitment to curiosity, humility, and

reflexivity in a world marked by complexity, inequality, and systemic harm. Our objective is to reframe lifelong learning not simply as a professional requirement, but as an ethical and relational practice that enables more responsive, inclusive, and transformative approaches to care and justice.

Drawing from our lived experiences as mature learners and social work students, we reflect on how learning can radically shift our worldviews and deepen our ability to practice in ways that are trauma-informed, culturally responsive, and socially accountable. We consider how learning creates space for reflexive and relational practice—where understandings can be tested, refined, and shared across generations and communities. We also highlight how access to time, space, and structured learning is a privilege, and why accessible, community-rooted, and intergenerational forms of education must be valued alongside institutional offerings.

We affirm that “social working”—the diverse, informal, and often non-professionalized care work found across communities (Anucha, 2008)—must be honored and supported through inclusive approaches to education. Lifelong learning enables us to have accountability in the communities we are active, to approach relationships with humility, and to continually integrate the principles of social justice, equity, and holistic wellbeing into our practice.

This session will invite participants to consider their own learning journeys, and to imagine future directions for social work education that are relational, innately hopeful (even when we feel hopeless), and rooted in care.

64. Research of Current Factors in the Choice of Maritime Higher Education Institution by Students

Author: Natalia Bykovets
Co-authors: Ulyana Gylka (Danube Institute of National University «Odesa Maritime Academy», Ukraine)
Affiliation: Danube Institute of National University «Odesa Maritime Academy»
Country: Ukraine
Language: English
Theme: Social Work Policy and Practice
Session: Non-Live Presentations

The article presents a scientifically substantiated result of analyzing survey data from students of the Danube Institute of the National University «Odesa Maritime Academy» (hereinafter – DINUOMA) regarding their choice of maritime specialties and future employment in the field, conducted during March–April 2025. The competitiveness of a higher education institution (hereinafter – HEI) depends on its ability to adapt to changes in the external environment, including shifts in the market of educational service consumers. The study explores the motives behind the choice of maritime HEIs and specialties by young learners. The analysis revealed that 44.9% of respondents had a clear decision to enroll in DINUOMA. Key factors in choosing DINUOMA as a higher education institution included its dynamic development and the prospects of its specialties. DINUOMA focuses its activities on advancing higher maritime education in Ukraine and globally, adhering to national, European, and international standards for training seafarers, managers, and specialists in the maritime industry. It was established that the choice of specialties by students is driven by factors such as competitive salaries, prospects for professional/career growth, and opportunities for international employment in the acquired specialty. The research was structured

into blocks, each clearly addressing specific aspects related to the analysis of choosing a maritime HEI and specialty, evaluating the organization of the educational process, and assessing students' readiness to engage with potential employers. The article outlines a logical sequence of survey questions, which considers not only awareness of DINUOMA but also reveals students' impressions of studying at this HEI, their knowledge of potential career paths, career advancement, social security, and opportunities for further education after graduation.

65. In Their Own Words: The Municipal Social Workers' Experiences with Children in Conflict with the Law (CICL) in Marinduque, Philippines

Author: Rosalinda E. Punzalan
Co-authors: Erika R. Valencia, Franxine R. Melendrez, Joy Marie C. Recaña (Marinduque State University, Philippines)
Affiliation: Marinduque State University (MarSU)
Country: Philippines
Language: English
Theme: Social Work Policy and Practice
Session: Non-Live Presentations

This qualitative narrative study investigates the roles, challenges, coping strategies, and decision-making processes of municipal social workers in handling cases of children in conflict with the law (CICL) in Marinduque, Philippines, within the broader theme of Educating for Tomorrow: Social Work Values in a Global World. Through in-depth interviews and narrative analysis, the study reveals the multifaceted roles these social workers assume, including case management, counseling, advocacy, and education to promote the well-being and future success of CICL. Despite significant challenges such as resource constraints, inadequate facilities, coordination issues, heavy workloads, emotional

strain, and ethical dilemmas, social workers employ various coping strategies, including emotional regulation, seeking support and supervision, personal reflection, and acceptance of legal outcomes. Their decision-making is guided by the best interest of the child while balancing the impact on the family and community, with a strong emphasis on ethical standards and professional expertise. These findings highlight the critical need for adequate resources, enhanced coordination, and tailored interventions to support CICL rehabilitation effectively, offering insights that are relevant not only to the local context of Marinduque but also to global discussions on the complexities and challenges of social work practice in similar settings.

Keywords: Children in Conflict with the Law (CICL), Challenges, Coping Strategies, Decision-Making Factors, Marinduque Municipal Social Workers, Qualitative Narrative Analysis.

66. Application of Social Work and Inclusion Principles in the Training of Higher Education Students in Artificial Intelligence and Project Management

Author: Pavlo Teslenko
Co-authors: Mykhaylo Lobachev (Odesa Polytechnic National University, Ukraine)
Affiliation: Odesa Polytechnic National University
Country: Ukraine
Language: English
Theme: Social Work Policy and Practice
Session: Non-Live Presentations

Social work is a key practical instrument for implementing inclusion, aiming to protect human rights and reduce social inequality. These goals are especially relevant during the military aggression and active hostilities in Ukrainian cities

and villages, where the aggressor state, russia, destroys civilian homes to force migration and render these areas uninhabitable. In such conditions, ensuring equal rights and opportunities becomes extremely difficult. While social work is usually performed by trained professionals, the scale of need in wartime has increased drastically.

The authors suggest that all engaged citizens affected by this aggression should understand the basics of social work. Though they cannot replace professionals, this knowledge helps strengthen local resilience. A practical approach is to integrate social work and inclusion principles into technical university curricula.

To support this initiative, the Institute of Artificial Intelligence and Robotics at Odesa Polytechnic has adjusted its “Intelligent Data Analysis” and “IT Project Management” programs to reflect inclusion principles and social equity. According to the university's Sustainable Development Strategy for 2025–2026, the Institute is also responsible for implementing the Policy on Adaptation for Persons with Disabilities.

Planned activities include seminars such as “Digital Inequality: Access to Technologies and Opportunities,” “Make Your Website Accessible: Foundations of Web Accessibility,” and “Quantum Psychology, Intelligence, and Excellence.” A scientific-practical conference titled Inclusive Development in IT is scheduled for October 2025. These efforts aim to prepare future engineers and project managers to operate not only with advanced technologies but also within inclusive and socially responsible frameworks.

67. Inclusion-Oriented Project Management System

Author: Pavlo Teslenko
Co-authors: Viktoriia Kryvda, Anton Tykhevych, Vitaliy Ovsiychuk (Odesa Polytechnic National University, Ukraine)
Affiliation: Odesa Polytechnic National University
Country: Ukraine
Language: English
Theme: Social Work Policy and Practice
Session: Non-Live Presentations

Inclusion refers to creating conditions that allow full participation of all individuals in social, economic, and professional life, regardless of their characteristics, limitations, or social status. In project management, applying inclusive principles is key to enhancing efficiency, sustainability, and social equity. Inclusion broadens the consideration of needs, expectations, and risks, both within project teams and among future users.

Inclusive project management operates on two main levels: the internal project team and the external users of the project outcome. Internally, it involves building a team environment that values diversity in experience, ability, and perspective. For example, people with disabilities can be included as team members, while flexible work arrangements can support those with family obligations. Bringing in young specialists or individuals from various cultural backgrounds also promotes diverse thinking and innovative solutions.

Externally, inclusion ensures that project products are accessible and relevant to all user groups. In web development, this means designing adaptive interfaces for users with visual or hearing impairments and offering interface languages that reflect national minority needs. Testing digital products across various devices ensures accessibility for users with limited access to modern technologies.

Design thinking – a method widely used in IT project management – already emphasizes empathy and user-centered design. It involves understanding user needs, defining problems, ideating, prototyping, and testing. The authors propose enriching this methodology by embedding inclusive principles, enabling teams to meet both standard user expectations and the distinct needs of marginalized populations.

An inclusion-oriented project management system therefore offers a progressive framework that enhances quality, ethical practice, and social responsibility in modern project execution.

68. Fostering Social Justice through Community Engagement: Insights from BSW Staff in Higher Education

Author: Jessica Johannisen
Affiliation: Hugenote Kollege
Country: South Africa
Language: English
Theme: Civil Society Development and Social Justice
Session: Non-Live Presentations

Community engagement at Hugenote Kollege is framed as activism and advocacy, where staff and students work with communities to challenge structural inequalities, address intersectional oppression, and promote social justice. It acknowledges South Africa's apartheid legacy and aims to advance equity in access, opportunity, and participation. Engagement is viewed not as charity but as a collaborative effort that recognises the strengths, knowledge, and agency of communities.

Practices are rooted in cultural responsiveness, prioritising community voices, valuing diverse knowledge systems, and challenging Eurocentric service models.

Staff emphasise reflexivity, recognising their own privilege and working toward inclusive, ethical partnerships. A holistic wellbeing approach informs initiatives such as trauma-informed workshops, mental health education, and faith-based dialogues—addressing physical, emotional, mental, and spiritual needs. This aligns with the person-in-environment perspective, highlighting the interconnectedness of individuals and their environments.

Data was collected through interviews and reflective narratives from staff involved in engagement activities. Findings show community engagement fosters dignity, resilience, and shared growth. It also strengthens students' empathy, critical thinking, and practical skills—essential for ethical, justice-oriented social work.

However, success relies on institutional support, leadership, and resources. Challenges include time constraints, competing demands, and a lack of formal structures. Staff often work beyond hours, risking burnout and undervaluing engagement.

Recommendations include integrating engagement into KPAs and workloads, providing recognition and resources, and offering training to build ethical, culturally competent practice. Community engagement must be embedded in social work education to prepare students as reflective, committed agents of change in an unequal and complex world.

Reading and using this proceedings

Reading and access. Pages are portrait and the type is large and clear, so this proceedings reads on a phone, a laptop or paper. Headings carry the structure for screen readers, every image has a text description, and Ukrainian text is set in Noto Sans so every Cyrillic letter displays. If any part is hard for you to reach, write to the Organizing Committee at

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Your voice. Corrections are welcome: write to the Organizing Committee, and corrections are made in the next dated edition.

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Connect with the Authors

These links were shared by participants on the submission form so colleagues can continue the conversation.

Participant	Links
Svitlana Arkhypova	s.arkhipova@cdtu.edu.ua
Konstantynova Tetiana	www.linkedin.com/in/tetiana-konstantynova-8b5359177
Pavlenko Vita	https://www.facebook.com/pavlenko.vita https://www.linkedin.com/feed/ https://www.instagram.com/vita__pavlenko/ https://eportfolio.zu.edu.ua/user/407/
Poulamee Guha	https://orcid.org/0000-0001-5882-2398
Яценко Світлана Леонідівна	https://www.facebook.com/?locale=uk_UA https://eportfolio.zu.edu.ua/user/408/
Dr. Andrei Zavialov	https://www.facebook.com/rcicdrandreizavialov https://www.linkedin.com/in/zavialovandrijko/ https://x.com/rosebaycanada https://www.instagram.com/rosebayimmigration/ https://socadaptukr.wordpress.com/ https://www.flickr.com/people/zavialovandrijko/
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Participant	Links
PhD Vira Baryshnikova	https://www.facebook.com/vera.baryshnikova.12 https://www.linkedin.com/in/vira-baryshnikova-2ab81428/
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Ivania Delgado, Psy.D., MS, MSW	www.linkedin.com/in/educatorivaniadelgado https://doi.org/10.1080/10428232.2024.2434786
Kathleen Larose	www.linkedin.com/in/kaytl https://www.instagram.com/kamloopswomenscentre/ https://www.interiorwomenscentre.org
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Jen Davies, Ed.D.	www.linkedin.com/in/jenniferldavies
Bongane Mzinyane	https://www.linkedin.com/in/bongane-mzinyane-b5965924/ https://sahs.ukzn.ac.za/staff-profile/social-work/bongane-mzinyane/
Shorena Sadzaglishvili	https://faculty.iliauni.edu.ge/arts/shorena-sadzaglishvili/?lang=en
Kelley Hollie, LMSW	https://kelleyrhollie.wixsite.com/mysite

Participant	Links
Larysa Nozdrina	https://www.facebook.com/larisa.nozdrina.2025 https://www.linkedin.com/in/%D0%BB%D0%B0%D1%80%D0%B8%D1%81%D0%B0-%D0%BD%D0%BE%D0%B7%D0%B4%D1%80%D1%96%D0%BD%D0%B0-ab27241a0/
Gio Dolcecore	https://www.instagram.com/the_queer_professor/ https://www.giodolcecore.ca/
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Tulshi Kumar Das	Tulshi Das@facebook.com https://www.sust.edu/departments/scw/faculty/dastulshi-scw@sust.edu
Meraj Jahan	https://www.linkedin.com/in/meraj-jahan
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Oksana Sydorenko	https://www.linkedin.com/in/oksana-s-a29479113/

Participant	Links
Nikhat Perveen	linkedin.com/in/nikhat79 nikhatehsan@twitter.com
Kwanda Sandiso Xulu	https://www.facebook.com/share/194xebf3Md/?mibextid=wwXIfr
Ieva Adomaityte Subaciene	https://www.facebook.com/valakampiuspn https://www.linkedin.com/in/ieva-adomaityte-subaciene/
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Bose Makinde	https://www.linkedin.com/in/bose-aliu-12861317 www.babcock.edu.ng
Mr. Joshua Case	https://www.facebook.com/josh.case3/
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Abdullateef Abiodun Atiku	https://www.linkedin.com/in/abdullateef-abiodun-atiku-47242327a/ https://uniilorin.academia.edu/ATIKUABDULATEEF https://scholar.google.com/citations?hl=en&user=GPa29QoAAAAJ
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Dr. Juliana West	https://www.facebook.com/juliana.west.5 https://x.com/Jewelsofhuls https://kamino.tru.ca/experts/home/main/bio.php?id=jwest https://www.threads.com/@jewelianwest
Nadiia Levus	https://filos.lnu.edu.ua/employee/levus-nadiia-ihorivna

About the Logos

Three marks appear in this volume. Each was chosen with care, and each says something about who we are and how we work together.



The Educating for Tomorrow series mark. An open ring of coloured segments with a plus sign: the CIRCLE+ mark. The series uses one mark, rather than a row of separate university logos, so that the conferences, the Educating for Tomorrow journal and the CIRCLE+ conference design share one identity.



The Social Work and Social Development Values in a Global World emblem. Each conference track has its own emblem drawn in the same open-ring style, so the tracks look like one family. This track's emblem shows a young seedling with two leaves rising from a curved base, inside an open ring of green and blue.



The DROKACADEMY logo. DROKACADEMY Press publishes this volume. Its logo places a wheel of seven values (Love, Respect, Courage, Honesty, Wisdom, Humility and Truth) around a globe that holds a maple leaf with a tryzub, with the Canadian and Ukrainian flags beneath and the motto Love. Care. Share. (Любити. Дбати. Ділитися., Liubyty. Dbaty. Dilytysia.). It was designed to be as inclusive as possible: Ukrainian roots planted in Canadian soil, serving every learner.

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A conference is held by many hands. Behind the hours we spent together on the day are hundreds of hours of preparation, and behind those hours are people. Heartfelt gratitude to everyone named here, and to everyone who is not named but was with us in spirit.

Our Host

Thank you to Thompson Rivers University for hosting this first conference, June 6 to 8, 2025.

Opening Words and Greetings

Thank you to those who opened the conference with their words:

- Elder Gwen Campbell-McArthur, for the opening blessing
- Carole Carpot, Executive Director of the Canadian Association for Social Work Education, for her welcome message
- Father Andrzej Wasylinko of the Most Holy Trinity Ukrainian Catholic Church, for his spiritual greetings
- Dr. Brett Fairbairn, then President of Thompson Rivers University, for his written greetings
- Justin Kohlman, AVP International, who joined on his way to convocation
- Dr. Airini, then President-elect, who shared a message from a travel stop

Keynote Speakers, Presenters and Authors

Thank you to every author and presenter across the six sessions and the non-live presentations: 68 abstracts from more than 25 countries. Every author and co-author is named in the Index of Authors.

Chairs, Moderators and Hosts

Thank you to Dr. Oleksandr Kondrashov, moderator and co-organizer, and to every colleague who moderated a session, kept time and welcomed people into the room.

The Organizing Committee and Reviewers

Thank you to every member of the Organizing Committee: Svitlana Arkhypova, Vira Baryshnikova, Inna Belova, Nina Brazhko, Natalia Bykovets, Joshua Case, Yuliia Clark, Zoryana Galadzhun, Oleksandr Kondrashov, Iryna Konstantiuk, Heidi M. Lee, Isabelle Marques, Larysa Nozdrina, Pavlo Teslenko, Juliana West and Andrei Zavialov.

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Partners

Every organization an Organizing Committee member comes from is a partner of this conference. Thank you to Cherkasy State Technological University; Odesa National Maritime University; Thompson Rivers University; the Danube Institute of the National University “Odesa Maritime Academy”; the “WOMAN AND WAR” Charity Foundation; Lviv Polytechnic National University; the University of Manitoba; the Toronto Catholic District School Board; Ivan Franko National

University of Lviv; the National University “Odesa Polytechnic”; and Ukrainian Canadian Social Services Toronto.

Those Who Could Not Be With Us

Thank you to every colleague who wanted to be with us but could not, held back by teaching, time zones, travel, or by air raid alerts and power cuts in Ukraine. You were with us too.

Named and Unnamed

This conference is part of an ongoing effort to bring social work and social development educators, practitioners and students together across borders, so that the values of our profession continue to guide the work toward dignity, justice and care.

Some names do not appear here, because we print a name only with consent. Everyone who supported this conference, named or not, is part of it, and every name that is printed is also a promise of accountability: we are answerable to each other for the work we share. If you were part of this conference and would like your name added, changed or removed, please write to educatingfortomorrowconference@gmail.com.

Stand with Ukraine, and Love, Care, Share

Dr. Oleksandr Kondrashov, Chair of the Organizing Committee, supports the creation of Love, Care, Share funds at every university, for students who care, and of Stand with Ukraine awards. At Thompson Rivers University, students are supported by the Friends of Ukraine Award (tru.ca/ukraine) and the Love, Care, Share fund (tru.ca/lovecareshare). At the University of Manitoba, students are

supported by the Love Care Share Bursary Fund (https://crowdfunding.umanitoba.ca/project/love-care-share-bursary-fund/).

Students everywhere are warmly encouraged to start a Stand with Ukraine club and a Love, Care, Share club at their own university or college.

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About the Editor



Dr. Oleksandr Kondrashov is Associate Professor of Social Work (tenured) at Thompson Rivers University and founder of DROKACADEMY, a healing and writing space. Born in Lviv, Ukraine, he has taught over 7,000 students across five Canadian universities. Accessibility is the through-line of his scholarship.

Love. Care. Share.
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