



## **Multi-disciplinary Intensive Programme**

Social Work and Business studies

Academic year 2013-2014

Edition 2014

## **Wellbeing and Economic Growth**

Guidebook for students

Eds.: Pieter Lievens

Antwerp, Belgium, March 24 - April 4 2014

---





## **INHOUD**

1	Introduction .....	5
2	Didactical Approach.....	6
2.1	Working structure.....	6
2.1.1	Home-group .....	6
2.1.2	Work-group .....	7
2.1.3	Plenum group .....	8
2.2	Joker-coaching and story-telling.....	9
2.3	Task in the work-groups.....	9
3	Content of the programme .....	10
3.1	Individual homework: country specific situation in regard to your subject.....	10
3.2	the SLEPT-model.....	10
3.3	Final Summary Reflections on the topic.....	12
3.4	Dissemination and Ted talk.....	13
3.5	Evaluation at home.....	13
4	Evaluation and assessment .....	14
5	Competencies.....	15
5.1	Intercultural communication and intercultural relating.....	15
5.2	Lifelong learning and professionalization of social work .....	16
5.3	Competencies for sustainable development.....	16
6	day-by day schedule .....	17
6.1	Preparation.....	17
6.2	Programme in Antwerp .....	17
6.2.1	Day1: Monday 24 March 2014 .....	17
6.2.2	Day 2: Tuesday 25 March 2014.....	18
6.2.3	Day 3: Wednesday 26 March 2014 .....	19
6.2.4	Day 4: Thursday 27 March 2014 .....	20
6.2.5	Day 5: Friday 28 March 2014.....	21
6.2.6	Day 6: Monday 31 March 2014 .....	22
6.2.7	Day 7: Tuesday 1 April 2014 .....	23

6.2.8	Day 8: Wednesday 2 April 2014 .....	24
6.2.9	Day 9: Thursday 3 April 2014 .....	25
6.2.10	Day 10: Friday 4 April 2014.....	26
6.3	Continuation .....	26
7	Antwerp As A Social Experience .....	27
7.1	Participation in the programme .....	27
7.2	Antwerp .....	27
7.3	Travel to Antwerp.....	27
7.4	Visit Antwerp .....	27
7.5	Visit Brussels, Leuven or Bruges.....	28
7.6	Accommodation .....	28
7.7	Transport during the IP .....	29
7.8	Meals.....	29
7.9	Weather in Antwerp in March-April .....	29
7.10	Don't forget to bring .....	30
8	Literature.....	31
8.1	Social role of working.....	31
8.1.1	Introduction .....	31
8.1.2	Mandatory reading .....	31
8.1.3	Additional material in order to be acquainted with the topics: .....	31
8.1.4	Interesting videos .....	32
8.2	Role of the commons .....	32
8.2.1	Obligatory material.....	32
8.2.2	Additional readings.....	32
8.3	Social identity and consumption .....	33
8.3.1	Introduction .....	33
8.3.2	Obligatory material.....	33
8.3.3	Additional readings.....	33
8.3.4	Interesting videos .....	33
8.4	North-south relations and development.....	34

8.4.1	Introduction .....	34
8.4.2	Obligatory material.....	34
8.4.3	Additional readings on social work and well- being .....	34
8.4.4	Interesting videos .....	35
8.5	Eco-social approach to community building and well-being .....	35
8.5.1	Obligatory material.....	35
8.5.2	Interesting videos .....	35
8.6	The society-model for allocation .....	36
8.6.1	Obligatory material.....	36
8.6.2	Recommended reading .....	36
8.6.3	Further readings .....	36
8.6.4	Strategies for Solidarity and Sustainability .....	36
8.6.5	Best Practices for Solidarity and Sustainability .....	36
8.6.6	Some special approaches .....	37
8.7	Multi-cultural society.....	38
8.7.1	Obligatory material.....	38
8.7.2	Additional readings.....	39
8.7.3	Interesting videos .....	39
8.8	Money and society.....	39
8.9	Methodology .....	40
8.10	Growth and Sustainability.....	41

# 1 INTRODUCTION

**Welcome** in the Intensive Programme! This programme is designed for Social Work and Business students. Karel de Grote University College (KdG), Antwerp Belgium invites you to study in a multi-disciplinary way on the topic of '[Prosperity and Growth](#)' that deals with the relation between wellbeing and welfare.

In the current climate of the economic crisis, overpopulation, depletion of natural resources and ecological crisis, there is a growing realisation that an economic model based on continuous **growth is no longer achievable nor desirable**. But what is the alternative? And what does this mean for working, mobility, nutrition, leisure, etc. in Europe and beyond 25 years from now?

During the IP we will use the methodology of '**Active Learning**'. This approach means that learning is realised in multinational/multicultural workgroups coached by a teacher. Your active contribution to the group and to the whole programme is crucial in making this module successful. After assessment of your contribution, you will receive 3 ECTS-points, according to the work-load and arrangements at your home institute. This IP is a genuine course, funded by the European Commission.

This IP is an interactive module that stimulates your **sustainable** awareness & **behaviour** as well as your **intercultural** communication and **competencies**. Together with all the partners, we have chosen for a strong learning environment, and for a process-approach. This means that we rely heavily on your capacities to cope with group dynamics. We expect from you the attitude of willingness to adapt and to actively contribute to the success of the programme.

Karel de Grote-University College are happy to host this programme and we look forward to welcome you as our guests here in Antwerp, Belgium. Some of you will be in Belgium for the first time and we want it to be a nice experience. In co-operation with our own students, we have planned cultural and social activities. Thank you for being interested towards this intensive programme and your curiosity for coming to Belgium.

Please, would you be so kind to **read** this **guidebook** carefully and profoundly? Your time in Belgium is too short for explaining everything during the programme itself. We hope the language is understandable and the ideas behind the programme soon become clear to you. If not, please do not hesitate to get in touch with your local teacher or with us.

Enjoy this learning experience and see you soon in Antwerp!

17 February 2014

On behalf of all teachers

Pieter Lievens, [pieter.lievens@kdg.be](mailto:pieter.lievens@kdg.be)

## 2 DIDACTICAL APPROACH

The IP is somehow different from what you would expect when you (passively) follow courses at your home-institute. We have called it 'Active Learning' because the programme is solution-oriented group work. The main challenge for the work-group you will join is to **create** some 'Leitbilder' (= **attractive envisaging** tools) about how 'high quality of live' should be combined with 'low environmental (ecological) impact'. The aim of this IP is to develop these 'Leitbilder' that combine people's well-being and with an economic model that respects the carrying capacity of the earth. The workgroups of the students will further develop ideas and 'good practices' about this.

Learning already starts today by reading this guidebook. You will soon choose your topic for the work-group so that you can start reading about your subject/angle before you come to Antwerp. Get in touch with the student and the teacher in your work-group. We will use the e-learning [blackboard](#) environment to share homework and the website [www.wellbeinggrowth.eu](http://www.wellbeinggrowth.eu) to share information.

### 2.1 Working structure

Depending on the activity we will meet and work with different people. There are three ways of structuring: home-groups, work-groups, profession- groups or plenum-groups.

#### 2.1.1 Home-group

Each partner will send 8 students to this programme. Your main motivation for joining this programme should be this unique opportunity to become a better professional. We expect you to be:

- able to communicate and to express yourselves in understandable English and able to give a presentation in an international setting
- willing to participate in group work in an active way and take responsibility in your learning
- able to look from other perspective and to have (or gain) experience in intercultural communication
- to take the learning and experiences in this IP back to your home institution

In home-groups you will have the chance to reflect upon what the programme and your experiences in your own language. Your home-teacher is the main contact-point for troubles and for emotional well-being. Some activities in the programme will also be in home-groups such as the interim-evaluation or preparation of the intercultural evening.

### 2.1.2 Work-group

After you have submitted your application form and chosen your topic, we will divide you in work-groups. Together with your group-coach (a teacher that has the role of facilitator, advisor, guide or trainer) you will have to use your social skills and extend your knowledge about the topic. In this group you take responsibility for creating the 'Leitbilder'.

There will be 8 work-groups, 1 for each topic.

- **social role of working** (redistribution of work-time, mini-jobs, green jobs) promoting personal services on the local level, self-employment, the role and approach of social economy.  
Maria Tereza Leal and Petya Dankova
- role of the **commons** in the economy, for example allotments, sports and leisure infrastructure, roads and networks, social media, local co-operatives exploiting small scale energy production. Social and human capital as means of commons, creative commons, ownership and sharing, regulation and open access.  
Aleksandar Shivarov and Oscar Mateos Martin
- social identity and **consumption**: promotion of sustainable behaviour, creating of identity in society, life-style, dematerialisation, keeping up with the Jones , role-models, the four E-model: enable, encourage, exemplify, engage.  
Erika Lundby and Norbert Frieters-Reermann.
- **north-south** relations and development, global relations and globalisation, the role of fair-trade, the changing of the South, new developments in the BRIC and specific developing countries, opportunities for growth and threats, consequences for South, shift in power and competition  
Piet Pieters and Anna Rubio Lind
- Eco-social approach to **urban and rural community building and well-being**: natural resources, economic development; sustainable services, participation, environmental justice, infrastructure and actions for sustainability. Looking to criteria for sustainable urban and rural community and why.  
Aila-Leena Matthies, Kati Närhi and Ulrich Deller and Joachim Söder
- The **society-model for allocation** of goods to meet the needs of the current and the future generations (cf. definition of sustainable development). We will look for a more just society, thus for answers to the question of (un)equality (cf. Wilkinson and Pickett). Topics may be: policy of distribution of work and income, minimum income, basic income, complementary ways of valuation, democratic decision-making process, social policy and governance, the role of culture and leadership, shaping just transition, the roles of civil society, state and market, contraction and



convergence in a perspective of global justice...

Bram Roosens and Jef Peeters

- **Multi-cultural society**, diversity and gender, intercultural communication, Womenomics, immigration, brain drain, innovation, creativity, demography, ageing society.

Eddy Vanhemelrijck and Shab Hundal

- **Money and society**, valuing of what people do. local money or complementary currency (like RES and bitcoin) and resilience, for example LETS, bank of time, voluntary-work, community currency, how to include and exclude people that contribute to the community (and how it is organised on the regular labour market) and viability of the community? (in comparison with the other topics, it is 'just' a means) How is it that money is a big driver of unsustainability? How can money change society? How can currencies make a difference for better futures?

Gie Segers and Rudy Dhont

Ask questions and make beautiful stories! What will consumption look like in 2030? What will employment look like in 2030? What will society look like in 2030? What will redistribution and solidarity look like? What would we like it to be? What would you do? How will people collaborate? Tell something about the normative principles behind it? What does the 'playing field' look like and how is it sustainable? These are the first steps in the creative envisaging.

### 2.1.3 Plenum group

Most activities in the morning will be with all participants in the IP. We call these plenum-groups because it is at this level that we share ideas and come together for theoretical sessions or practical information.

This plenum group has four levels of operation:

- **Face-to-face**, in the lectures and the planned evening activities
- The **Blackboard communication**, where all practical matters and information that is only relevant to participants can be found, like work-group activities and a discussion board
- The **website**, where we communicate to a broader audience and where also the PowerPoints of the lectures can be found since this information is also relevant for people on the net
- The closed **Facebook-group** that we see as something private and informal aside to the programme to get to know each other and to share pictures etc.

## 2.2 Joker-coaching and story-telling

In every step you take in the work-group, see below “Task in the work-groups”, it is important that you communicate and check the material you develop. Although we call the attractive envisaging a ‘leitbild’, an image of the future, it is in fact **very dynamic**. It is a movie, a story that evolves and in which people are acting. This is why your products in the work-group can change from time to time based on the people that think, communicate and act during the development of the task. In fact, it is a kind of story-telling. Therefore we have established a system of **‘joker’-coaching** where you can call in another teacher and check the story with him and see how this changes the course of things. You can make use of this ‘joker’-coaching at any point of your process but only **once** per week. You can select this joker randomly or you select him based on his expertise. You can call the joker in when it goes well or when it goes bad. The joker coach is not necessarily limited to the participants of the IP.

## 2.3 Task in the work-groups

The task of the students in the team is:

1. to create ‘leitbilder’. These are attractive and envisaging (Imagineering), like stories for the future. You could see it as a dream about how we organise society, about how we create ‘quality of live’ (within society, clients groups of social work) and how this can be combined with green economy and low ecological impact. In what kind of society do we want to wake up in 2035? Use the SLEPT model to check if the leitbild, the story for the future, is complete;
2. to derive by means of ‘backcasting methodology’ steps for innovative actions between now and 2030 from these ‘pictures of the future’;
3. to make an action plan (= presentation and report) with goals, how to engage and empower stakeholders, propose concrete actions and identify key success factors to achieve their ‘leitbild’;
4. to formulate policy recommendations on the local, regional, national, European and global level necessary for achieving their vision of the future. Present what governance should look like in order to achieve your story for the future;
5. to define the role of and impact on social work and the role of and impact on business/management/financial advisors to achieve their leitbild. Reflect on your own contribution to your ‘leitbilder’

## 3 CONTENT OF THE PROGRAMME

### 3.1 Individual homework: country specific situation in regard to your subject

Your IP already starts at home. It is recommended you start the homework now as it takes time to familiarise with the subject of your work-group. You will write a home-work about your topic.

- You find a reader related to your topic at the end of this guidebook. Your coach has provided articles, YouTube films and TED-talks selected for your work-group activities. If you don't find it yet in this guidebook, keep in touch with your work-group coach. He or she will provide this material soon. Please only read material related to your own topic.
- You have to read, think and conclude. What does it mean for you as a person, future profession (career prospects) and your country?
- 2-3 pages

This homework needs to be posted **on BlackBoard before 12 March**. You will receive a log-on for Blackboard by 10 March by individual e-mail.

You read the homework of the students that are in your work-group on Blackboard. You will have to post feedback and questions on what you have read from at least 3 fellow students. These comments should be posted on **BlackBoard before 20 March 2014**. Making adjustments and adding new information to the homework can be done until the beginning of the IP. You should reply to questions and feedback on your homework until the beginning of the IP.

We invite you to **share relevant material** (journals, articles and videos) regarding the IP **on Facebook**. We will establish this Facebook group by 10 March.

The individual home-work will be presented and discussed face-to-face in Antwerp.

### 3.2 the SLEPT-model

Comparing European experiences is a tricky business. When we would only do this superficially, we would get different and interesting views on social problems, practices and methodologies. However, the comparison wouldn't go further than sharing the emotions that telling these stories generates.

Let us take a look at the first impressions a student in a work-group communicated:

*"In Poland, there are so few social security laws, so few resources for social work, so many problems and nevertheless people are so hopeful, so creative and so positive". "In Belgium, we have got extensive and sophisticated social laws, benefits and social provisions, and still we complain, we feel so unhappy and commit suicide". "In Switzerland, the political power really lies with people. Every important decision is taken by a referendum". "Yes, in Norway almost 40% of the members of Parliament are women".*

Although these first impressions are important, we wanted to **compare well-being and quality of life on a deeper level**. We wanted to surpass the level of happy clappy pluralism: everything is good because it has a reason of existence and each approach can be explained by the historical background of the country.

The SLEPT model is a comparative model developed by an international team within a Tempus Project. It is a methodology that we use in this IP to check the **completeness of your 'leitbild'** or to compare on an international level. Each letter stands for a specific focus.

- S stands for **social aspects**. We try to define, describe and explain the social dimension of the 'Leitbild'. Doing so, we ask questions like: *"What is the meaning of money for the people?" "How do the people deal with the commons?"* Social aspects also include demographic trends, values, expectations and norms, religious and cultural identities, social positions and social roles related to the subject.
- L stands for the **legal aspects**. Discuss what sort of sort of legal regulations need to exist to achieve your 'Leitbild'. *How do the regulations find their origin? How do they get a democratic basis?* A Belgian student could say that a minority can choose between the 3 official languages in Belgium, that the Islam is a religion recognised by the state and hence an imam has a wage from the Belgian state. Try to develop lawful examples alike for your creative envisaging.
- E stands for the **economic aspect**. Describe what effects economic aspects have on your Leitbild. How does the economic reality and the economic system affect the reality you dream of. Does it create poverty? To what extent do all groups in society have access to entering the job market, to consumption or to financial resources?
- P stands for the **political aspect**. We focus on two aspects of politics: 1) Who will have political power in 2035? What are the different opinions in regard to your Leitbild? Who are the individuals or groups in the civil society (pressure groups) that have a say in this matter? What effect does this distribution of power have on

achieving your dream about the future? 2) What kind of social policy is needed? Try to define regime-characteristics, political actors and power relations that support or tackle your Leitbild.

- T stand for **technical aspects** but also stands for **'theory** and methodologies'. What kind of innovations do we need to achieve the Leitbild? What kind of social work approaches and practices help achieve your goal? Which theories can help? Try to describe what sort of strategies or innovative practices you would apply. Who needs to be involved to make this innovations?

After this intensive elaboration on the Leitbild, we move on to the second step in the SLEPT-model in which we try to **uncover relevant tension fields** when telling the story of the future. By discussing and telling the story of the future, you are sure to discover relevant conundrum/tension fields. For example tension between **'regulation'** in order to achieve what we aim and **'freedom'** as a basic value. Our it could be 'certainty' against 'uncertainty'. Try to formulate this in terms of choices in a tension field. Choices between 'normalisation' or 'empowerment' or choices between 'state' versus 'individual' and 'civil society'. In selecting action points (See step 3 in tasks for the work-group.), your group can **pronounce a choice on the continuum of this tension field**. Scarcity in commodities is that a problem, a challenge or an enrichment?

Try to point out which important values are represented in the two extremes of the various tension fields. Discuss the benefits and pitfalls of each beam of the tension field. Try to formulate critical questions to the approach you derived with the backcasting methodology. Try to **formulate the right questions** to each other so that your team members can think with more nuance and can better evaluate the strengths and weaknesses of different approaches for achieving your Leitbild.

### 3.3 Final Summary Reflections on the topic

During the IP you find information, discuss good ideas about the future. However, we don't want it to become a free chat. In order to make it an experience full of learning, we ask each work-group to write down their final summary reflections in a Word-document. The Final Summary Reflections document is a compilation of what you –as a group- have learned. Put in the document the recommendations you give **based on the steps you made with the Leitbilder**.

Write down the most important conclusions

*What is the final summary of the most important things you have learned? What do you conclude as important final reflections for your own Life-long learning?*

This Word-document has to be put on the "Group Discussion Board". The work-group is free in working-out these reflections and the number of pages and format in which you deliver your work is entirely up to you. The deadline for posting this document is **before 4 April 2014**.

Based on the total amount of minutes of work-group meetings each day, you will make a final summarising reflection, including the roles and responsibilities of your team members, and post it on the work space.

In these reflections you should also reflect the **group process**. This could be about productive or enjoyable **moments** like ideas on brain smart exercises or energisers, like an idea of the day, or a recap moment. Or this could be good **practices** like how you divided roles (a discussion leader, a minute-taker, a care giver, an energising-person), how you recapped the events from the previous day and so on.

### **3.4 Dissemination and Ted talk**

Maybe workshop is not the right word for what we do here. This workshop consists out of two things:

- a **creative dissemination** of your Best Practices. This dissemination can be done by means of publishing a journal article, putting a website online, developing and organising a training session for practitioners and so on. It is up to the group to decide this dissemination as long as it is creative and visual: this dissemination is meant for a **broad audience**, meaning anyone on the web.
- **work-shops** that you organise for the students of other work-groups. In this workshop you can present and discuss your journal article or website, you can give a training session or you can give a lecture about practices in regard to your topic with ideas to improve in different counties. What you organise for other students can be anything: a workshop, a group training, a creative performance, the presentation of a memo. The most important goal is that the others learn about your most important findings during the IP. This work-shop will last about 1 hour and will be evaluated by the other students in a 5 minutes discussion afterwards. You can choose one student to present it or you can do it together. It is up to the work-groups.

### **3.5 Evaluation at home**

Individual evaluation? What did I learn? Reflect in groups about the questions again. After the IP: we sent the TED-movies to the participants and arrange a meeting in home groups: what do we take home from the IP to our country, to our own university. Plans

for dissemination of the local policy recommendations and brainstorming to take steps to achieve the plan for action from the work-groups at home. Go back to the questions they received in the beginning, the individual homework you made in advance of the IP.

## 4 EVALUATION AND ASSESSMENT

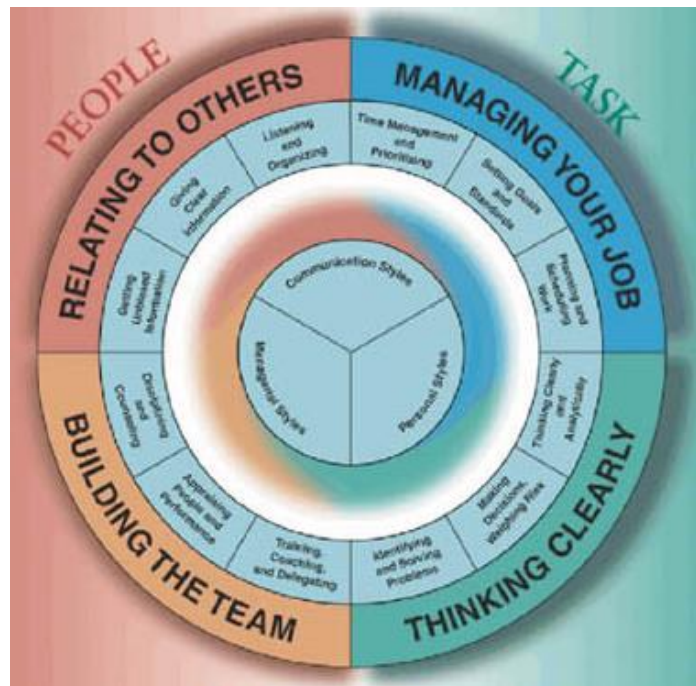
As a principle: a student passes when he participates in this IP as a regular student. By attending and active cooperating in the work-group he receives ECTS credits. Since you are allowed in the programme, we assume you are a committed student. In case a student does not complete the homework or does not participate in the work-group, the group-coach brings this to the attention of the home-teacher and they discuss measures to improve participation.

<b>Item of evaluation</b>	<b>Points</b>	<b>Done by</b>
Individual homework based on the reader related to your topic	5 Points	Group coach and home teacher
Group-products: Final Summary Reflections, dissemination and Ted talk	15 Points	Home teacher
Participation in the work-group done by (individual assessment	5 Points	work-group coach
Conclusions for the home group by the home-group teacher	5 Points	Home teacher
<b>Total IP</b>	<b>30 Points = 3 ECTS</b>	

## 5 COMPETENCIES

### 5.1 Intercultural communication and intercultural relating

The main learning process of this IP is done in the multi-cultural work-groups. This design is meant to benefit from cultural differences. This IP challenges you to overcome personal limitations and to avail yourself of the opportunities of learning from these differences in a good working environment in the work-group. Working together with people that are determined by different institutions, hold different worldviews and carry different languages and cultures. We expect you to deal with cultural and sub-



cultural diversity. The core of professional acting is to turn these differences into an asset. Hence, you will not only cooperate in a constructive way in the group, but mainly authentically relate with 'the other' and build social capital beyond differences from that.

The Social Worker can relate authentically to people living in another country, in another context and differing cultures. This means that (s)he consciously considers the group dynamics and the interpersonal processes. The social worker is able to direct a relationship functionally, to establish authentic contacts and to set up partnerships with others. (S)he recognises and describes dynamics, interaction patterns and projections in work-group cooperation. This means that (s)he creates confidence and trust among all participants. (S)he is capable of motivating and supporting people when they express themselves or when they go through change. The social worker relates to people and shows real commitment to bonding with people from a different culture. (S)he spontaneously searches feedback, (s)he communicates selectively about the inner processes and (s)he knows how to value feedback.



## **5.2 Lifelong learning and professionalization of social work**

Most of the IP happens within the work-groups, but a lot of things happen in your inner mind as well. As a professional social worker you have to process information from the work-groups and do something with it. This is the second competency in this IP. It is about your ability to learn from differences, to be open-minded towards the ideas of someone else and to integrate them into your professional actions. Just discussing social systems, comparing national habits or exchanging ideas is not enough though. The final goal of this IP is for you to become a better social worker. This IP has to end up inside of you: doing your job in a different way while also stimulating your colleagues at home into doing their job in a way that makes Europe a better place to live!

The social worker is critical about how (s)he functions professionally so that (s)he can improve continually and achieve change in social work practice. (S)he knows how to relate professional activities to new socio-professional developments. The social worker is able to translate 'best practices' from other countries to the cultural context of his/her own country. (S)he is able to use new information to his/her own choices and behaviour. The social worker also shares this knowledge and contributes to the identity of the social worker and the development of the profession in the field of social work organizations.

## **5.3 Competencies for sustainable development**

It is possible that you will disregard some things you learn during the IP. Not every competence is equally important or the relevant in practice. The sustainable development competence however, is from a different level. This skill and 'way of approaching things' is the core of a competent social work professional. Current and future generations have to decide on lots of important and complex choices. In essence, sustainability is about what we choose for our (global and local) society. Social Work has a role to explain and act upon these choices. The challenge of your generation is to put in practice an answer to these challenge through sustainable development practices. These major global challenges cannot be tackled on just a local level.

The social worker is aware of global challenges, has a vision on socio-economic inequality on a global scale and can take universal interests into account in his/her every-day behaviour. (S)he is aware of long-term consequences and effects on the system level of his/her own beliefs and actions (systems thinking). The sustainable social worker shows leadership, responsibility, commitment and personal action towards the current situation of mother earth (ethical sense and risk awareness).

The social worker with sustainable development competences is able to enhance resilience together with communities affected by climate change. (S)he has the ability to identify strategies, actions and success factors for putting sustainability fundamentals in place. The social worker holds a holistic view and looks for solutions on a multi-disciplinary background together with diverse stakeholders with different interests.

## **6 DAY-BY DAY SCHEDULE**

### **6.1 Preparation**

- 26 February: send application, preferably earlier if possible
- 10 March: log-on for Blackboard (provided with an individual e-mail)
- 10 March: Facebook group established
- 12 March: post your homework on Blackboard
- 20 March: post feedback to at least 3 fellow students on Blackboard
- 23 March arrival day: informal meeting in Youth hostel

### **6.2 Programme in Antwerp**

#### **6.2.1 Day1: Monday 24 March 2014**

- 9.00 Welcome and official opening speeches. **Auditorium GR 301**
- 9.15-9.45 Introduction to background and rationale of the IP.  
**Auditorium GR 301**
- 9.45-10.00 Information on practical issues: schedule, 'house rules', roles and responsibilities of participants. **Auditorium GR 301**
- 10.30-11.30 Introduction to the title of the IP: relation between economic factors (growth, monetary, development indicators, innovation, wealth) and social factors (employment, participation in society, quality of life, ...) by Pieter Lievens.  
**Auditorium GR 301**
- 11.30-12.15 introduction to the themes of the work-groups 5 minutes per work-group coach. (40min.) **Auditorium GR 301**
- lunch: Sandwich lunch
- 13.45-15.45 work-groups: familiarisation, discussion of homework, expectations and explication of tasks/final summary reflections and the Ted-talk. **Refer to schedule below**

- 16.00-18.00 general introduction to the city by guide focused on the historical development, well-being and economic growth? (Piet Pieters city by bike?) Limits to growth for traffic, poverty and pollution. **Refer to schedule below.**
- Lecture for teachers on envisioning, based on appreciative Enquiry Discover, Dream, design, destiny. (Eddy) on how to coach in the work-groups.

**Refer to schedule below**

<b>Work Group</b>	<b>Classroom</b>
Money and Society	GR 120
Multicultural Society	GR 105
North-South Relations and Development	GR 102
Role of the Commons	GR 103
Social Identity and Consumption	GR 115
Social Role of Working	GR 111
Society-model for Allocation	GR 113
Urban and Rural Development	GR 117

- 19.00 reception in the city hall of Antwerp with official city welcome
- 20.15: Dinner at foyer 'De Stroming', Aalmoezenierstraat 12, Antwerp

### **6.2.2 Day 2: Tuesday 25 March 2014**

- 9.00-10.30: introduction of the concept of 'limits to growth', resource depletion, ecological limits and socio-economic inequality and health and social performance of a society. Lecture by Gie Seghers (or someone from the club of Rome)

**Auditorium GR 301**

- 11.00-12.30: models of development without growth, alternative development models, how to arrange social security and in times of stagnation and introduction to the concept of transition lecture by Oscar Mateo Globalisation and cooperation

**Auditorium GR 301**

- Lunch: Sandwich lunch + soup

- 13.45-15.45 Work-group: Discover in relation to the topic. **Refer to schedule below**
- 16.00-18.00 Work-group: Dream in relation to the topic. **Refer to schedule below**
- (methodology for teachers provided by Eddy)

<b>Work Group</b>	<b>Classroom</b>
Money and Society	GR 201
Multicultural Society	GR 204
North-South Relations and Development	GR 221
Role of the Commons	GR 300
Social Identity and Consumption	GR 219
Social Role of Working	GR 117
Society-model for Allocation	GR 118
Urban and Rural Development	GR 400

### **6.2.3 Day 3: Wednesday 26 March 2014**

- 9.00-10.30: Kaya identity and criticisms to 'limits to growth': historical data on growth and drivers to the economics of growth, self-regulation of the market, creative destruction and technological innovation, Lecture by Alexander Shivarov  
**Auditorium GR 301**
- 11.00-12.30: "Why resilience matters" lecture by Rudy Dhont  
**Auditorium GR 301**
- Lunch: Sandwich lunch
- 13.45-15.45: brainstorming on creating aspiration picture (=attractive envisaging, dream about how to organise society) about how 'quality of live' (within society, clients groups of social work) applied to the topic. **Refer to schedule below**
- 16.00-17.00: creation of a common vision, dream in a concrete product agreed by the group (further elaboration based on the 4D's). **Refer to schedule below**  
optional TedEx Flanders

- 19.00: Dinner at foyer 'De Stroming', Aalmoezenierstraat, Antwerp

<b>Work Group</b>	<b>Classroom</b>
Money and Society	GR 204
Multicultural Society	GR 203
North-South Relations and Development	GR 202
Role of the Commons	GR -109
Social Identity and Consumption	GR -111
Social Role of Working	GR -113
Society-model for Allocation	GR 513
Urban and Rural Development	GR 510

#### **6.2.4 Day 4: Thursday 27 March 2014**

- 9.00-10.30: Transition and grassroots initiatives on transition in Flanders Guest Lecture by Bart Vanden Driessche **Auditorium GR 301**
- 11.00-12.30: What Social Work has to do with sustainability? Social, economic and ecological sustainability in the development of local communities by Kati Närhi and Aila-Leena Matthies **Auditorium GR 301**
- Lunch: sandwich lunch + soup
- 13.30-17.00: Work-group time

<b>Work Group</b>	<b>Classroom</b>
Money and Society	GR 100
Multicultural Society	GR 101
North-South Relations and Development	GR 102
Role of the Commons	GR 120
Social Identity and Consumption	GR 204
Social Role of Working	GR 218
Society-model for Allocation	GR 118
Urban and Rural Development	GR 117

### 6.2.5 Day 5: Friday 28 March 2014

- 9.00-10.30: "Gross National Happiness" **guest lecture by Maarten Desmet Auditorium GR 301**
- 11.00-12.15: Social Work and sustainable development lecture by Jef Peeters **Auditorium GR 301.**
- 12.15: Belgian students present their proposal for visit on Saturday and Sunday. **Auditorium GR 301**
- Lunch: sandwich lunch
- 13.30-17.00: inspiration for action: visit to organisations or experts related to the work-group-topic prepared by KdG students in the workgroups. **If necessary you can use room numbers below**

<b>Work Group</b>	<b>Classroom</b>
Money and Society	GR 200
Multicultural Society	GR 221
North-South Relations and Development	GR 208
Role of the Commons	GR 102
Social Identity and Consumption	GR 219
Social Role of Working	GR 118
Society-model for Allocation	GR 117
Urban and Rural Development	GR 400

- 19.00: Dinner at foyer 'De Stroming', Aalmoezenierstraat 12, Antwerp

### 6.2.6 Day 6: Monday 31 March 2014

- 9.00-10.30: preparation of the aspiration picture (painting, story or theatre) by students only. **Refer to schedule 1 below**

<b>Work Group</b>	<b>Classroom</b>
Money and Society	GR 101
Multicultural Society	GR 120
North-South Relations and Development	GR 103
Role of the Commons	GR 112
Social Identity and Consumption	GR 115
Social Role of Working	GR 111
Society-model for Allocation	GR 117
Urban and Rural Development	GR 118

- 9.00-10.30: explanation of backcasting methodology and task-elaboration explanation of steps needed to be taken in the work-groups for teachers (Pieter) **Refer to schedule 1 below**
- 11.00-12.30: Mid-term seminar with 4 presentation and feedback on the aspiration picture (15+5 feedback min./workgroup) chairman Maria Tereza Leal jury of teachers **Auditorium GR 301**
- Lunch: Sandwich lunch
- 14.00-15.30: Mid-term seminar with 4 presentations and feedback on the aspiration picture (15+5 feedback min./workgroup) chairman Maria Tereza Leal jury of teachers **Auditorium GR 301**
- 16.00-17.00 Work-group: first brainstorm on concrete actions and identify key success factors to achieve their 'leitbild' creation of a common vision, dream in a concrete product agreed by the group. **Refer to schedule next page**

Work Group	Classroom
------------	-----------

## Schedule 2

Work Group	Classroom
Money and Society	GR 102
Multicultural Society	GR 103
North-South Relations and Development	GR 105
Role of the Commons	GR 111
Social Identity and Consumption	GR 113
Social Role of Working	GR 115
Society-model for Allocation	GR 117
Urban and Rural Development	GR 120

- 19.00: Dinner at foyer 'De Stroming', Aalmoezenierstraat 12, Antwerp

### 6.2.7 Day 7: Tuesday 1 April 2014

- 9.00-10.30: Corporate social responsibility (why and how), lecture by Petya Dankova in **Auditorium GR 301**
- 11.00-12.30: overview existing EU-policies and national policies regarding sustainable development: **guest lecture by Sander Happaerts Auditorium GR 301**
- Lunch: lasagne and bread
- 14.00-15.30: work-groups: identify, engage and empower stakeholder, ... , societal needs, consumer demands, normative and participative principles.  
**Refer to schedule below**
- 16.00-17.00: formulate policy recommendations on the local, regional, national, European and global level necessary for achieving their vision of the future in regard to their subject.  
**Refer to schedule next page**



Money and Society	GR 201
Multicultural Society	GR 204
North-South Relations and Development	GR 219
Role of the Commons	GR 221
Social Identity and Consumption	GR 300
Social Role of Working	GR 118
Society-model for Allocation	GR 117
Urban and Rural Development	GR 400

### 6.2.8 Day 8: Wednesday 2 April 2014

- 9.00-10.30: Fair trade, social movements and community building. Answer to Bangladesh drama: consumer power or political initiatives, like minimum wage ect) The Madagascar case lecture by Piet Pieters

#### **Auditorium GR 301**

- 11.00-12.30: Nature's rights into the constitution and the relation to Social Work. The case of Equador and comparison with Peru lecture by Anna Rubio Lind

#### **Auditorium GR 301**

- Sandwich lunch
- 14.00-15.30: work-groups: work on the product: Final Summary Reflections on the topic. **Refer to schedule below**

<b>Work Group</b>	<b>Classroom</b>
Money and Society	GR 214
Multicultural Society	GR 300
North-South Relations and Development	GR 202
Role of the Commons	GR -109
Social Identity and Consumption	GR -111
Social Role of Working	GR -113
Society-model for Allocation	GR 513
Urban and Rural Development	GR 510

- 16.00-18.00: work-groups: work on the product: preparation of the Ted-talk  
**Refer to schedule below**
- 19.00: Dinner at foyer 'De Stroming', Aalmoezenierstraat 12, Antwerp

### 6.2.9 Day 9: Thursday 3 April 2014

- 9.00-10.30: Social work as Human Rights-based profession including Environmental Justice and Ethical Issues of Scarcity and Sustainability in the era of increasing poverty and exclusive well-being. Lecture by Ivonne Kalh and Prof. Dr. Ulrich Deller **Auditorium GR 301**
- 11.00-12.30: sustainable business and empowering leadership for a better world. Inspiring examples on social entrepreneurship Lecture by Eddy Van Hemelrijck **Auditorium GR 301**
- Lunch: Breughel buffet
- 14.00-15.30: work-groups: work on the product: to define the role of and impact on social work and the role of and impact on business/management/financial advisors to achieve their leitbild. Reflect on their own contribution. What do social work expect from business and what does business expect from Social work And add it to the Final Summary Reflections on the topic. Including competencies that are needed for achieving the 'leitbild'. (material delivered by Maria Tereza Leal).  
**Refer to schedule below**
- 16.00-18.00: work-groups: work on the product: preparation of the Ted-talk  
**Refer to schedule below**

<b>Work Group</b>	<b>Classroom</b>
Money and Society	GR 102
Multicultural Society	GR 101
North-South Relations and Development	GR 100
Role of the Commons	GR 120
Social Identity and Consumption	GR -100

Social Role of Working	GR 118
Society-model for Allocation	GR 117
Urban and Rural Development	GR 400

### 6.2.10 Day 10: Friday 4 April 2014

- 10.00-12.30: plenum presentation of results of the different work-groups by means of TED-talk (15 minutes, maximum 18 minutes)

#### **Auditorium GR 301**

- Lunch: spaghetti and bread
  - 14.00-15.30: closing conclusions by the team of teachers, debate-format, including students? one student from each work-group moderated by Petya Dankova and Pieter Lievens
- #### **Auditorium GR 301**
- Official closing ceremony
  - 16.00-16.45: Official closing ceremony and certification of the participants and celebration. Optional if necessary work-group rooms available:

<b>Work Group</b>	<b>Classroom</b>
Money and Society	GR 200
Multicultural Society	GR 221
North-South Relations and Development	GR 208
Role of the Commons	GR 102
Social Identity and Consumption	GR 219
Social Role of Working	GR 118
Society-model for Allocation	GR 117
Urban and Rural Development	GR 400

### 6.3 Continuation

30 April 2014: Dead-line for sending in boarding passes and invoices

1 May 2014: deadline for final work-group conclusions and report.

## 7 ANTWERP AS A SOCIAL EXPERIENCE

### 7.1 Participation in the programme

The programme is long, intensive and tiring. It is **your responsibility** to take care of yourself and not fall sick during the 14 days. If a student doesn't participate actively in the programme the work-group teacher will decide together with the home-teacher what the consequences will be.

Students are expected to have a positive attitude and engagement towards the other participants. In case of problems: express your feelings openly to the person responsible and take part in resolving the situation.

European emergency number: 112 (in case of an accident or other emergency),  
ambulance / Fire: 100, Police: 101, Doctors on call in Antwerp: +32 (0) 900 10 512

### 7.2 Antwerp

Antwerp is a pocket-sized metropolis: compact and easy to navigate, even on foot if you feel like it. Info on the city and its inhabitants, culture and history, you can find on:

<http://en.wikipedia.org/wiki/Antwerp>

### 7.3 Travel to Antwerp

**Keep all your boarding passes, invoices and tickets including train or other transport from and to the airport! If you lose one of these documents we cannot refund your travel cost!! Shortly after the IP we will collect these documents, check them, pay you back and report to Europe about this.**

If you arrive by flight to Brussels National Airport, it is cheapest to take a train from the Airport to Antwerp. For train information see: <http://hari.b-rail.be/HAFAS/bin/query.exe/en> The cheapest way is to share a 'go-pass' with 10 travels.  
<http://www.use-it.be/antwerp/activities/>



### 7.4 Visit Antwerp

When you have free time, you can visit:

- the Antwerp ZOO is one of the oldest and best-known zoos in Europe, next to the Central Railway station where you arrived (Koningin Astridplein 26)
- Aquatopia is like living under the ocean with a huge collection of exotic fish
- Antwerp's underworld and impressive network of underground waterways
- The MAS-museum, Museum aan de Stroom (see picture previous page)
- The Red Star Line Museum
- Rubens' House (leading Baroque artist)
- Museum Plantin-Moretus/Prints Room
- [Fashion museum](#) (MoMu) has an astounding collection of 25,000 fashion-related items, bridging the catwalk between yesterday and today's fashion trends
- [Museum of Contemporary Art](#), Leuvenstraat 32
- [Royal Museum of Fine Arts Antwerp](#), see picture aside.
- Antwerpen-Noord District with vibrant nightlife and many night clubs ...
- Vogelenmarkt (Birds market) with flowers, antiques, fabrics and jewellery on Oudevaartplaats, Theaterplein and surroundings on Sunday, from 8 am to 1 pm
- Info on many other churches and museums on demand
- <http://www.visitantwerpen.be/bze.net?id=1470>



## 7.5 Visit Brussels, Leuven or Bruges

Belgian students will provide an offer of two visits on Saturday 29 March and Sunday 30 March . You can divide in small groups and visit Antwerp (prepared by KdG SW) and Leuven on Saturday (by KHLeuven SW) and Brussels (prepared by KHLeuven Echo) and Bruges (prepared by KdG H&B) on Sunday. This is an optional programme that can be designed to the wish of the participants that show interest for this. Budget is private and we will make a list for participants. **Belgian students will prepare a PowerPoint of 4 sides with a proposal of programme and an estimation of expenses.** You are completely free to choose other options in the weekend, like visiting the exotic market on Oudevaartplaats and surroundings

## 7.6 Accommodation

You will be hosted on half board in the Alias Youth Hostel. Sheets are available. You should bring your own towels, soap,...



There is also common room where you can meet. It is not all that big but it should be enough.

You get a code to enter the hostel. **Check-in in the hostel on 23 March before 10:00 PM.**

Address: Provinciestraat 256, 2018 Antwerpen, Tel: +32 3 230 05 22

## 7.7 Transport during the IP



The first morning you will come to the campus Groenplaats on foot. Belgian students in the Hostel will help you with the itinerary. You will receive two 10-ride passes (a cards with 10 fares

of one hour to any destination in the City) for tram and busses. This is your maximum for the whole IP. Take tram 11 going from 'Zurenborg' to 'Melkmarkt' Other trips can be checked at <http://www.delijn.be/en/index>

## 7.8 Meals

You will have the breakfast at the Alias Youth Hostel. Lunches will be served at the lunch restaurant of KdG.

Dinner is to be paid for yourself, unless there is an evening programme. There are some very limited options to prepare (heat up) simple meals in the Youth Hostel with a microwave and maybe Belgian students can invite you to their own place in smaller groups to cook together or get Belgian Fries, our fabulous *papas fritas*.

We also will provide a list of restaurants where you can find affordable meals.

## 7.9 Weather in Antwerp in March-April

It is likely that it is still cold and rainy in March-April, but it can also be warm (between 10 – 22 degrees). During these months sudden changes in the weather are not uncommon.

Take good, solid, water resisting walking shoes with you, and lighter shoes to wear inside. Warm outside clothing is not a bad idea and neither is an umbrella.

## **7.10 Don't forget to bring**

- ID card
- Health insurance card
- Money for dinner (a decent snack costs about 7 euros)
- Laptop (if you have one)
- Towels
- Walking shoes
- Warm clothes: including a bonnet and scarf if you come from the South (it might be a bit chilly compared to home).
- Rain jacket
- Umbrella?

## 8 LITERATURE

### 8.1 Social role of working

Maria Tereza Leal and Petya Dankova

#### 8.1.1 Introduction

- Andrew McAfee: What will future jobs look like?  
[http://www.ted.com/talks/andrew\\_mcafee\\_what\\_will\\_future\\_jobs\\_look\\_like.html](http://www.ted.com/talks/andrew_mcafee_what_will_future_jobs_look_like.html)

#### 8.1.2 Mandatory reading

- International Labour Office (2012). Working towards sustainable development: opportunities for decent work and social inclusion in a green economy. Geneva: ILO. Read the Executive Summary and Chapter 10 (pages 163-182)  
Available at: [http://www.ilo.org/global/publications/ilo-bookstore/order-online/books/WCMS\\_181836/lang--en/index.htm](http://www.ilo.org/global/publications/ilo-bookstore/order-online/books/WCMS_181836/lang--en/index.htm)

#### 8.1.3 Additional material in order to be acquainted with the topics:

- Monzón JL, Ávila R. (2013). The Social Economy in The European Union. Report for the European Economic and Social Committee by the International Centre of Research and Information on the Public, Social and Cooperative Economy. CIRIEC. Available at: <http://www.eesc.europa.eu/resources/docs/qe-30-12-790-en-c--2.pdf>
- The Global Warming Policy Foundation (2011). The Myth of Green Jobs. Hughes G. The Myth of Green Jobs. GWPF Report 3. Available at [http://www.thegwpf.org/images/stories/gwpf-reports/hughes-green\\_jobs.pdf](http://www.thegwpf.org/images/stories/gwpf-reports/hughes-green_jobs.pdf)
- Calzada G. (2009) Study of the effects on employment of public aid to renewable energy sources. Instituto Juan de Mariana, Universidad Rey Juan Carlos Available at <http://www.juandemariana.org/pdf/090327-employment-public-aid-renewable.pdf>
- Bell K. Brewer M. & Phillips D. (2007). Lone parents and 'mini-jobs'. Joseph Rowntree Foundation. Available at: <http://www.jrf.org.uk/sites/files/jrf/2110-lone-parents-minijobs.pdf>



#### 8.1.4 Interesting videos

- German green initiatives lead worldwide sustainability (2012)  
<http://www.youtube.com/watch?v=z-QX29gLfZA&list=PL635910AB8F27F3A0&index=4>
- Safety and Health in the Green Economy: An interview with ILO's Manuela Tomei (2012)  
<http://www.youtube.com/watch?v=wd0JzCl3K9g&list=PL635910AB8F27F3A0>
- Europe's jobless generation – reporter. Euronews . (2013)  
<https://www.youtube.com/watch?v=IAMXEd1ceJ8>
- Youth unemployment in Europe (2012)  
<https://www.youtube.com/watch?v=tBWtT01d4VA>

## 8.2 Role of the commons

Aleksandar Shivarov and Oscar Mateos Martin

### 8.2.1 Obligatory material

- Ostrom, E. (2009). A General Framework for Analyzing Sustainability of Social-Ecological Systems. *Science* 325 (5939): 419–422. doi:10.1126/science.1172133  
<http://vw.slis.indiana.edu/talks-fall09/Lin.pdf>
- On Collaboration Elinor Ostrom speaks on BBC The Forum [podcast]  
<http://www.bbc.co.uk/programmes/p00f1178>

### 8.2.2 Additional readings

- Hardin, G. (1968). The Tragedy of the Commons. *Science*, 162 (3859): 1243-1248.
- Coriat, B. (2011). "From Natural-Resource Commons to Knowledge Commons: Common Traits and Differences," LEM Papers Series 2011/16, Laboratory of Economics and Management (LEM), Sant'Anna School of Advanced Studies, Pisa.  
<http://www.lem.sssup.it/WPLem/files/2011-16.pdf>
- Simcoe, T. (2013). "Governing the Anti-commons: Institutional Design for Standard Setting Organizations," in: *Innovation Policy and the Economy*, Vol. 14, NBER.  
<http://www.nber.org/chapters/c12944.pdf>
- <http://www.greattransition.org/document/the-commons-as-a-template-for-transformation>

## 8.3 Social identity and consumption

Erika Lundby and Norbert Frieters-Reermann

### 8.3.1 Introduction

- Consuming Kids available on <http://www.youtube.com/watch?v=Q9GAmP59QCs>
- Is friendship for sale? <http://nu.diva-portal.org/smash/get/diva2:667348/FULLTEXT01.pdf>

### 8.3.2 Obligatory material

- Bauman, Z. (2007). Consuming life. UK: Polity press
- Elliott, R. & Leonard, C. (2004). "Peer pressure and poverty: exploring fashion brands and consumption symbolism among children of the 'British poor'." Journal of Consumer Behaviour. Vol. 3 No. 4, pp. 347-359.

### 8.3.3 Additional readings

- Bauman, Z. (2004). Work, consumerism and the new poor. Philadelphia:Open University Press.
- Belk, R W. (1985). "Materialism: trait aspects of living in a material world". Journal of Consumer Research Vol. 12, pp. 265-280.
- Dittmar, H. (2008). Consumer culture, identity and well-being. New York: Psychology press.
- Ipsos MORI & Nairn, A. (2011). Children's well-being in UK, Sweden and Spain: The role of inequality and materialism. UNICEF
- Ironico, S. (2012). The active role of children as consumers. Young Consumers. Vol. 13, No. 1, pp. 30-4
- Lundby, E. (2012). "If you have money, you can be kinder to them": possessions and economic resources in children's peer groups. Young Consumers. Vol. 13. No. 2, pp. 136-146
- Pugh, J. A. (2009). Longing and belonging. Parents, children, and consumer culture. London: University of California press.
- Roedder John, D. (1999). Consumer socialization of children: a retrospective look at twenty-five years of research. The Journal of Consumer Research. Vol. 26 No. 3, pp. 183-213.

### 8.3.4 Interesting videos

- story of stuff, <http://storyofstuff.org/movies/story-of-stuff/>
- the story of change, <https://www.youtube.com/watch?v=oIQdYXCKUv0>

- the story of solutions, <http://storyofstuff.org/movies/the-story-of-solutions/>

## 8.4 North-south relations and development

Piet Pieters and Anna Rubio Lind

### 8.4.1 Introduction

- Hidden Face of Globalization available on <http://www.youtube.com/watch?v=8Bhodyt4fmU>

### 8.4.2 Obligatory material

- Peeters, Jef (2012) Sustainable Development: A Mission for Social Work? A Normative Approach, Journal of Social Intervention: Theory and Practice – Vol. 21, Issue 2, pp. 5-22  
<http://www.journalsi.org/index.php/si/article/view/URN%3ANBN%3ANL%3AUI%3A10-1-113115>
- EPL Study by Puma  
[http://about.puma.com/wp-content/themes/aboutPUMA\\_theme/financial-report/pdf/EPL080212final.pdf](http://about.puma.com/wp-content/themes/aboutPUMA_theme/financial-report/pdf/EPL080212final.pdf)
- Hans Rosling at the World Conference of Social Work in Stockholm 2012  
[http://swsd2012.creo.tv/sunday/hans\\_rosling/d1p8-hans\\_rosling](http://swsd2012.creo.tv/sunday/hans_rosling/d1p8-hans_rosling)

#### **OR**

- BBC documentary on overpopulation (more recent)  
[https://www.youtube.com/watch?feature=player\\_embedded&v=Mz\\_kn45qIVI](https://www.youtube.com/watch?feature=player_embedded&v=Mz_kn45qIVI)
- Majora Carter: The relevance of ecological entrepreneurship in the West
  - Award winning lecture on Carter's struggle for environmental justice and social awareness in the New York South Bronx.  
[http://www.ted.com/talks/majora\\_carter\\_s\\_tale\\_of\\_urban\\_renewal.html](http://www.ted.com/talks/majora_carter_s_tale_of_urban_renewal.html)
  - Carter talks about three people who take initiative to protect the environment locally and by doing that aid in protecting our planet.  
[http://www.ted.com/talks/majora\\_carter\\_3\\_stories\\_of\\_local\\_ecoactivism.html](http://www.ted.com/talks/majora_carter_3_stories_of_local_ecoactivism.html)

### 8.4.3 Additional readings on social work and well-being

- Gamble, Dorothy N (2013) Well-Being in A Globalized World: Does Social Work Know How to Make It Happen?, Journal of Social Work Education, (special issue 2012), Vol. 48 No. 4, pp. 669-689.

#### 8.4.4 Interesting videos

- Noam Chomsky: Who Owns the World? Resistance and Ways Forward  
<http://www.youtube.com/watch?v=9CHtm2qK2g>
- The International economy, and the process of the citizen's revolution in Ecuador: Rafael Correa at London School of Economics and Political Science  
<http://www.youtube.com/watch?v=pZoHYq1ovDg>
- Noam Chomsky: Who Controls the U.S. Government and the Gap Between Rich and Poor: Noam Chomsky (1995)  
<http://www.youtube.com/watch?v=oN5shqPXBB8>
- Paul Collier the bottom billion,  
[http://www.ted.com/talks/paul\\_collier\\_shares\\_4\\_ways\\_to\\_help\\_the\\_bottom\\_billion.html](http://www.ted.com/talks/paul_collier_shares_4_ways_to_help_the_bottom_billion.html)
- Aurret van Heerden on Making the global labor fair  
[http://www.ted.com/talks/aurret\\_van\\_heerden\\_making\\_global\\_labor\\_fair.html](http://www.ted.com/talks/aurret_van_heerden_making_global_labor_fair.html)
- Chrystia Freeland: The rise of the new global super-rich  
[http://www.ted.com/talks/chrystia\\_freeland\\_the\\_rise\\_of\\_the\\_new\\_global\\_super\\_rich.html](http://www.ted.com/talks/chrystia_freeland_the_rise_of_the_new_global_super_rich.html)

### 8.5 Eco-social approach to community building and well-being

Aila-Leena Matthies, Kati Närhi and Ulrich Deller

#### 8.5.1 Obligatory material

Choice between:

- Sara Hughes (2013) 'Justice in Urban Climate Change Adaptation: Criteria and Application to Delhi' in Ecology and society VOL. 18, NO. 4 > Art. 48  
<http://www.ecologyandsociety.org/vol18/iss4/art48/ES-2013-5929.pdf>
- Aila-Leena Matthies , Mari Kattilakoski & Niina Rantamäki (2011) 'Citizens' participation and community orientation – indicators of social sustainability of rural welfare services, Nordic Social Work Research, 1:2, 125-139, DOI: 10.1080/2156857X.2011.613575
- To link to this article: <http://dx.doi.org/10.1080/2156857X.2011.613575>

#### 8.5.2 Interesting videos

- Rob Hopkins on Transition and community building:  
[http://www.ted.com/talks/rob\\_hopkins\\_transition\\_to\\_a\\_world\\_without\\_oil.html](http://www.ted.com/talks/rob_hopkins_transition_to_a_world_without_oil.html)
- a detailed story on activities: Transition 2.0: a story of resilience and hope in extraordinary times on: <http://www.youtube.com/watch?v=FFQFBmq7X84>

## 8.6 The society-model for allocation

Bram Roosens and Jef Peeters

### 8.6.1 Obligatory material

- Anna Coote (2011). The Great Transition: Social justice and the core economy. New Economics Foundation.  
<http://www.neweconomics.org/publications/entry/the-great-transition-social-justice-and-the-core-economy>

### 8.6.2 Recommended reading

- Richard Wilkinson's TEDD-talk. How economic inequality harms societies.
- <http://www.yesmagazine.org/happiness/how-does-inequality-define-the-health-of-a-nation>
- <http://www.youtube.com/watch?v=PWpMr82jnf8>
- [http://www.ted.com/talks/richard\\_wilkinson.html](http://www.ted.com/talks/richard_wilkinson.html)

### 8.6.3 Further readings

- Wilkinson, R. & K. Pickett (2009), The Spirit Level. Why more equal societies almost always do better, London: Allan Lane – Penguin.  
<http://www.equalitytrust.org.uk/resources/spirit-level-why-equality-better-everyone>
- Raworth, K. 2012. A safe and just space for humanity . Can we live within the doughnut? Oxfam Discussion Paper.  
<http://www.oxfam.org/sites/www.oxfam.org/files/dp-a-safe-and-just-space-for-humanity-130212-en.pdf>
- Sachs, W. (2003), 'Environment and Human Rights', Wuppertal Paper nr.137, Wuppertal Institute for Climate, Environment, Energy. Beschikbaar:  
[http://www.wupperinst.org/globalisierung/pdf\\_global/human\\_rights.pdf](http://www.wupperinst.org/globalisierung/pdf_global/human_rights.pdf)

### 8.6.4 Strategies for Solidarity and Sustainability

- Mother Pelican. A Journal of Solidarity and Sustainability, Vol. 9, No. 12, December 2013  
<http://www.pelicanweb.org/solisustv09n12supp3.html>

### 8.6.5 Best Practices for Solidarity and Sustainability

- Mother Pelican. A Journal of Solidarity and Sustainability, Vol. 9, No. 12, December 2013

- <http://www.pelicanweb.org/solisustv09n12supp4.html>
- A Missing Pillar? Challenges in Theorizing and Practicing Social Sustainability. Special issue Sustainability: Science, Practice, & Policy, 12(8), 2012.  
[http://sspp.proquest.com/static\\_content/vol8iss1/SSPP-v8.1.pdf](http://sspp.proquest.com/static_content/vol8iss1/SSPP-v8.1.pdf)
  - Economics and well-being: nef Many of the work of the British think thank new economics foundation (nef) is about the issue of this IP, especially also about just and sustainable allocation. All papers are free.  
<http://www.neweconomics.org/>
  - Franklin, J. & A. Coote (2009), Green Well Fair: Three economies for social justice, New Economics Foundation, London.  
<http://www.neweconomics.org/publications/green-well-fair>
  - Anna Coote & Jane Franklin (2010). 21 hours. Why a shorter working week can help us all to flourish in the 21st century. New Economics Foundation.  
<http://www.neweconomics.org/publications/entry/21-hours>
  - Anna Coote (2011). The Great Transition: Social justice and the core economy. New Economics Foundation.  
<http://www.neweconomics.org/publications/entry/the-great-transition-social-justice-and-the-core-economy>
  - Laura Stoll (2012). Well-being evidence for policy: A review. New Economics Foundation.  
<http://www.neweconomics.org/publications/entry/well-being-evidence-for-policy-a-review>
  - Juliet Michaelson (2012). Measuring well-being. A short handbook for voluntary organisations and community groups. New Economics Foundation.  
<http://www.neweconomics.org/publications/entry/measuring-well-being>

### 8.6.6 Some special approaches

- 'contraction and convergence'  
<http://www.gci.org.uk/>
- Social protection floor  
<http://www.ilo.org/secsoc/areas-of-work/policy-development-and-applied-research/social-protection-floor/lang--en/index.htm>
- de Wispelaere, Jurgen and Lindsay Stirton. The Many Faces of Universal Basic Income, The Political Quarterly, 2004.  
<http://www.usbig.net/pdf/manyfacesofubi.pdf>

- Social change, gender and sustainability – a design for transition. Flora explained in six figures. Flora, Brussels, 2012.

## 8.7 Multi-cultural society

Eddy Vanhemelrijck and Shab Hundal

### 8.7.1 Obligatory material

For assignments:

- Multiculturalism: Success, Failure, and the Future  
<http://www.migrationpolicy.org/research/TCM-multiculturalism-success-failure>
- Video: Is there a future for a multicultural society?  
<http://www.youtube.com/watch?v=V2YOahKzDss>

For use in class:

- Michael Cronin: 'Who fears to speak in the new Europe? Plurilingualism and alterity'  
<http://ecs.sagepub.com/content/15/2/182.full.pdf+html>
- Marc de Leeuw and Sonja van Wichelen: 'Civilizing migrants: Integration, culture and citizenship'  
<http://ecs.sagepub.com/content/15/2/195.full.pdf+html>
- Any Freitas, Antonina Levatino and Antoine Pécoud : **Article 1**: 'Introduction: New Perspectives on Skilled Migration' by Any Freitas, Antonina Levatino and Antoine Pécoud  
<http://unesdoc.unesco.org/images/0021/002181/218151e.pdf>
- Jean-Baptiste Meyer: **Article 5**: 'Skills Circulation and the Advent of a New World Order'  
<http://unesdoc.unesco.org/images/0021/002181/218151e.pdf>
- Frano Ljubić, Heri Bezić and Andrea Vugrinović: 'Economic Impact of Cross-Cultural Understanding'  
<http://oliver.efri.hr/~euconf/2009/docs/Session6/5%20Ljubic%20Bezic%20Vugrinovic.pdf>
- Margaret A. Shaffer, Maria L. Kraimer, Yu-Ping Chen and Mark C. Bolino: 'Choices, Challenges, and Career Consequences of Global Work Experiences: A Review and Future Agenda'  
<http://jom.sagepub.com/content/early/2012/04/05/0149206312441834.full.pdf+html>

### 8.7.2 Additional readings

- Speranta Dumitru, CNRS, France: **Article 2:** 'Skilled Migration: Who Should Pay for What? A Critique of the Bhagwati Tax'  
<http://unesdoc.unesco.org/images/0021/002181/218151e.pdf>
- Yvonne Riaño, University of Bern / University of Neuchâtel, Switzerland: **Article 3:** 'The Invisibility of Family in Studies of Skilled Migration and Brain Drain 25'  
<http://unesdoc.unesco.org/images/0021/002181/218151e.pdf>
- Ronit Lentin: 'Turbans, hijabs and other differences: 'Integration from below' and Irish interculturalism'  
<http://ecs.sagepub.com/content/15/2/226.full.pdf+html>
- Olga Seweryn: 'Identity Change as a Consequence of the Migration Experience'  
[http://www.clioheres.net/books2/5/02\\_Seweryn.pdf](http://www.clioheres.net/books2/5/02_Seweryn.pdf)
- Natalia Chaban, Allan Williams, Martin Holland, Valerie Boyce and Frendehl Warner: 'Crossing cultural borders: analyzing experiences of the NZ return migrants from the EU'  
[http://www.clioheres.net/books2/5/02\\_Seweryn.pdf](http://www.clioheres.net/books2/5/02_Seweryn.pdf)

### 8.7.3 Interesting videos

- Exodus: immigration and multiculturalism in the 21st century  
<http://www.youtube.com/watch?v=ax8cD3HsrcY>
- Too Many People in Britain? Immigration and the Housing Problem  
<http://www.youtube.com/watch?v=EYPWa9EDhJM>
- Social Policy in an Ageing Society  
<http://www.youtube.com/watch?v=DixFlwPtooI>
- Cross Cultural Communication  
<http://www.youtube.com/watch?v=BrJTf97Ev8o>
- Cross-cultural negotiations: Avoiding the pitfalls  
<http://www.youtube.com/watch?v=-4GjC0ipJIA>

## 8.8 Money and society

Gie Segers and Rudy Dhont

### 8.8.1 Introduction

How is it that money is a big driver of unsustainability? How can money change society? How can currencies make a difference for better futures?



### 8.8.2 Obligatory material

Dhont, R. 2009, *The Money Machine*, web published under European REBEL project (available at <http://www.responsiblebusiness.eu/display/rebwp2/The+Money+Machine>)  
Brixton Pound Launch (<http://www.youtube.com/watch?v=QfU18DKM38g>)

### 8.8.3 Additional readings

Material, papers, interviews, links to be found on website of Bernard Lietaer: [www.lietaer.com](http://www.lietaer.com)

Some books:

- Atwood, M. 2008, *Payback. Debt and the Shadow Side of Wealth*, Bloomsbury, London-Berlin-New York.
- Boyle, D. 2009, *Money Matters. Putting the eco into economics – global crisis and local solutions*, Alastair Sawday, Bristol.
- Douthwaite, R. 2006, *The Ecology of Money*, (Schumacher Briefings), Green Books, Totnes.
- Koenig, P. 2003, *30 Lies about Money. Liberating your Life. Liberating your Money*, iUniverse, new York.
- North, P. 2010, *Local Money. How to Make It Happen in Your Community*, Transition Books – Green Books, Totnes.
- Ryan-Collins, J., Greenham, T., Werner, R. & Jackson, A. 2011, *Where does Money come from? A Guide to the UK Monetary and Banking System*, NEF, London.

### 8.8.4 Interesting videos

- TedX-Berlin Bernard Lietaer (<http://www.lietaer.com/2010/01/tedxinberlin/>)
- The potential of complementary currencies Bernard Lietaer (<http://www.lietaer.com/2012/07/the-potential-of-complementary-currencies-by-bernard-lietaer/>)
- Money as Debt (<http://topdocumentaryfilms.com/money-as-debt/>)
- Brixton Pound Launch (<http://www.youtube.com/watch?v=QfU18DKM38g>)

## 8.9 Methodology

- Read on backcasting, <http://en.wikipedia.org/wiki/Backcasting>
- Steps to sustainable business, <http://business-case-builder.com/>
- <http://keepthegame.wordpress.com/2013/11/18/purpose-driven-entrepreneurship-bis/>

## 8.10 Growth and Sustainability

- <http://www.worldwatch.org/global-economy-growing-may-leave-well-being-behind-0>
- <http://www.kateraworth.com/2013/05/22/whos-looking-beyond-growth/>
- Sustainability: Science, Practice, & Policy. More than 1400 sustainability dissertations available at <http://ssppweb.sspp.proquest.com/ssppdissertations/index.php>
- Sustainable Development for Dummies (VODO, sep. 2008) <http://www.vodo.be/images/stories/downloads/sd-dummies-english.pdf>
- Education and sustainable development [http://www.unep.org/training/downloads/PDFs/Discussion\\_paper\\_on\\_the\\_role\\_of\\_education\\_for\\_sustainable.pdf](http://www.unep.org/training/downloads/PDFs/Discussion_paper_on_the_role_of_education_for_sustainable.pdf) and <http://www.theguardian.com/sustainable-business/economic-students-demand-education>