

## **Title of the EASSW project: Challenges for the Social Work Profession at a Time of a Global Migration Crisis: Is a New Social Work Curriculum Needed?**

As a project manager, let me first thank you for the financial contribution from the European Association of the Schools of Social Work, as well as for encouraging us to implement this international collaboration and hold an international workshop under the auspices of Sapir School of Social Work and The Louis and Gabi Weisfeld School of Social Work at Bar-Ilan University in Israel. The workshop was conducted in collaboration with: Frankfurt University of Applied Sciences Frankfurt, Germany; Alice Salomon University of Applied Sciences, Berlin, Germany; the Faculty of Social Work, University of Ljubljana, Slovenia; and the Institute of Social Work University of Applied Sciences FH JOANNEUM, Graz, Austria.

### **Members of the scientific committee:**

Prof. Orit Nuttman Shwartz, School of Social Work, Sapir College, Israel.

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Prof. Dr. Michaela Köttig, Frankfurt University of Applied Sciences Frankfurt, Germany

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University of Applied Sciences

Project participants:

28 participants attended our conference. The participants included: 5 guest faculty members from abroad, 15 Israeli faculty from 3 Israeli Schools of Social Work (Sapir, Bar-Ilan, and Tel Aviv), and 8 graduate students and social workers practicing in the field (see Appendix 1).

### **An executive summary**

The global definition of the social work profession has impelled social work professionals to deal with the multiple challenges presented by the current global migration crisis. As such, we convened an international workshop that focused on the challenges for the social work profession in the face of the global migration crisis, and dealt with the question: Is a new social work curriculum needed? Specifically, the first day of the workshop was devoted to enhancing understanding of the social effects of current worldwide migration processes on the societies that host migrants, and on the effects of these processes on the people already living in these societies and on the migrants themselves. The second day focused on practice, and included field visits; and the third day focused on educational issues, and dealt with the desired social work curriculum and ways of researching and teaching.

The workshop indicated that in light of the complexity of the topic, resources need to be allocated for the following purposes: (1) creating diverse theoretical learning spaces that are dynamic and can be applied toward instilling emotional and theoretical knowledge; (2) training staff to teach the topic that will enable students to learn in the field while conducting interventions at various levels – individual, family, community, and political.



## **Rationale and Purpose of the Project**

Migration can be defined as a process of moving, either across international borders or within a state. Currently, IOM estimates that there are about one billion migrants around the world. This number includes 214 million international migrants, and 740 million internally displaced persons (IDPs). The issue of migration has become a global one, affecting not only those who need to leave their homes and countries urgently, but also people and communities all over the world. In order to deal with the multiple challenges presented by the current migration crisis, we held an international workshop that focused on the challenges for the social work profession in the face of a global migration crisis, and dealt with the question: Is a new social work curriculum needed.

Specifically, the first aim of the three-day workshop was to enhance understanding of the social effects of current worldwide migration processes on the societies that host migrants, on the people already living in these societies, and on the migrants themselves. The second aim was to broaden knowledge among social work students and professionals, in order to meet the current needs of societies as a whole and sub-groups in those societies in particular. The third aim was to expose participants to a social work curriculum that includes relevant practical skills and interventions, which can be applied both in the classroom and in field placements.

## **Description of the process of implementation**

The three-day international workshop included 21 hours of lectures by participants, group discussions, and personal reflections. In addition, we organized field visits to two different organizations that work with children and adult refugees and asylum seekers in the southern area of Tel Aviv. The program also included several social activities. The first day was devoted to a discussion of relevant social work theory, the second day was devoted to interventions with children and families, and the last day focused on research and educational challenges. Following the above presentations and discussions, we succeeded in exploring the similarities and differences in our SW curricula in general and in our curricula dealing with migration and refugees and asylum seekers in particular.

First, Dr. Ofer Shinar Levanon from Sapir College presented a lecture, which reexamined the definitions of migration, refugees and asylum seekers. This lecture included a historical overview, general and international and local concepts, the current situation, and the challenges faced in Israel and other countries throughout the world as a result of the current waves of migrants. The second lecture was presented by Prof. Dr. Nivedita Prasad, from Alice Salomon Hochschule and focused on human right perspectives, which helped

the workshop participants understand the phenomenon of migration through a post-colonial lens and use HR as a frame of reference at the level of the profession.

These lectures provided further insights into the issue of human rights violations, and raised the question: What mandate do social workers have to act in these cases, and what are the boundaries of that mandate? Do social workers join the immigrants and fight for their basic rights under international conventions and codes of professional ethics? Or do they act from a position of personal and social power and refrain from fully advocating for rights.

The second part of the day focused on providing a more specific perspective of the situation. Prof. Darja Zavirsek from University of Ljubljana presented a variety of social work perspectives on the migration phenomenon, ranging from humanitarian crises to crises of humanitarianism. Based on Foucault's theory, Prof. Zavirsek helped us better understand who these migrants are and what we as social workers can learn to do. In her lecture, she addressed issues relating to social and political activism that social workers should engage in. She also addressed issues related to institutionalizing (or not institutionalizing) immigration procedures. Coming from a formerly totalitarian country, she posed the question regarding emotional and social responses to waves of migration, and to the negative implications of those responses. She also expressed her fear of returning to the period of institutionalization. Prof. Zavirsek used Foucault's theory to highlight the importance of being open to knowledge from the field as well as to critical thinking and research in social work.



At the end of the first day, Mag. Monika Altenreiter from University of Applied Sciences FH JOANNEUM, Graz, gave an overview of the curricula offered in the social work schools participating in the work. This was followed by a discussion led by Prof. Orit Nuttman-Shwartz from Sapir College and Sarit Shay (MSW) from Tel Aviv University, in which the participants returned to the basic issue of the workshop, which related to the need

for an adapted social work curriculum. Monika's overview emphasized the gap between what *is* and what *ought* to be part of social work curriculum, and she emphasized that the schools participating in the project she reviewed have yet to seriously address the issue of migration. Concomitantly, the participants themselves differed with regard to their perspectives of what should be taught about the problem of migration and refugee rights and/or racism. Afterwards, Prof. Orit Nuttman-Shwartz and Sarit Shay MSW encouraged the participants to explore what kind of knowledge is missing, through an open discussion and group reflection. The discussion aimed to determine what processes and professional steps we as educators and field workers need to initiate in order to transform the conceptual and theoretical knowledge from academic concepts into practical knowledge and skills, and vice versa. Specifically, we examined the definition of migration and how it is reflected (or not reflected) in each country. In addition, the discussion was devoted to examining whether we as social workers need universal curricula, or whether each country has its own curricula which reflect the local perspective of the social work profession toward migration, or whether we still need to learn more about ourselves as human beings before we start teaching or working in this domain.

During the first day of the workshop with the participants were enthusiastic and very curious to know each other and to explore the similarities and the differences among the participants' points of view.



In addition the participants were eager to visit the surrounding of the college and to learn more about the Israeli society and about the meaning to live near the border.



The second day was devoted to a presentation of research and approaches to working with refugees, migrants, and minorities. Dr. Tova Yedidya, Dr. Racheli Lipschitz, and Ms. Reut Kapah from Bar Ilan University, presented the findings of a study on the beliefs of children from the Hand-in-Hand Arab-Jewish School in Jaffa as reflected in images. The study was conducted during the Second Intifada, which was a period of military escalation and civilian tensions. The findings reveal a tendency to demonize the other, and indicate that children felt a real fear of terror. Even though they were studying at a Jewish-Arab school, the social and political conflict stood out, as did the sense of alienation and responses such as devaluation and racism. The second lecture was given by Dr. Alvin Lander, from Sapir College, who presented findings from his project conducted among Arab families, particularly Bedouin families in Israel. The findings of the project, which was based on therapeutic work with individuals and families, showed that it is important to have personal compassion before there can be processes of dialogue and forgiving others. The model fascinated the workshop participants, and highlighted the need for therapists and not just clients to show personal compassion.

These two lectures were accompanied by activities of the workshop participants, who were asked to draw one picture of themselves or a picture of a person from the majority group of their country of origin and a person from the "other" group (a refugee), and another picture of the ideal therapist. The objective of this activity was to emphasize the range of emotions that arise as well as the attitudes and thoughts of those who are ostensibly aware of issues such as racism, exclusion, and otherness. The discussion focused not only on research and intervention methods, but also on the variety of associations raised by the participants (e.g., being children of Holocaust survivors, and being immigrants themselves). Finally, Prof. Orit Nuttman-Shwartz presented a recent study she is conducting in collaboration with Prof. Huss and Ms. Weiner among children of refugees who are seeking asylum in the southern area of Tel Aviv.



The study, which is being conducted in cooperation with the Israeli Scout troupe, highlighted these children's distress about their personal, family, and social situation. The future of these children in Israel is uncertain, and they expressed feelings of depression and deprivation, as well as lack of a vision of the future. They also expressed experiences of loneliness, lack of privacy, and social exclusion, even though they had a normative social framework. This lecture led up to the field visit, which included two sites in southern Tel Aviv: the Mesilah Organization: Refugees and Migrant Workers, (<https://www.tel-aviv.gov.il/en/Live/Community/Pages/RefugeesandMigrantWorkersMesila.aspx>) and the UNITAF Organization (<http://www.unitaf.org/about-unitaf>).

At both organizations, the workshop participants met with practitioners in the field and with the clients of services. They were moved by the approach to social work deriving from these activities, which combines different levels of intervention, as well as work with and alongside services provided by state institutions. For the most part, the state has been involved in financing and professional supervision aimed at meeting some of the needs of these populations. In the discussion that ensued at the organizations, questions were raised again about how others asylum seekers are treated, the policy of segregation adopted by the services (the kindergarten was only for children of refugees and asylum seekers). More questions were raised regarding about the institutionalization and providing for basic needs, and joining forces between state-municipal institutions and civil society organizations to improve the status of the most excluded populations in Israel and provide for some of their needs.



The third day began with an open discussion which aimed to enable the participants to process their experiences in the field visit, and served as a basis for the continuation of learning in the workshop. The discussion reaffirmed and clarified the participants' interpersonal experiences that were aroused by their experiences in the field visit and during their encounters with the residents of the area and their children, as well as with social workers in the area. It also underscored the differences within the learning group, both with regard to professional knowledge and with regard to the use of that knowledge (about issues such as human rights, needs versus rights, accommodation versus assimilation, psychodynamic approaches versus social approaches), as well as with regard to professional approaches (individual interventions versus system-wide, community, and political interventions) as several participants said:

*"I was so impressed by the social work and advocacy work, [and I was impressed] that the government invests money in those projects. I felt the depression of the people who have no continuity from the life-course perspective. It is just unbelievable. These children are going to be deported and they understand it from their parents... " or*

*"I was very impressed because I have never been in an institution that works for the government and for the people for the same time".*

In contrast, another participant said:

*"I was not comfortable with the performance, specifically how the "other" was portrayed and constructed. In [my country] there was a huge campaign against child marriage, but no one asked the affected children about their needs, the fact that child marriages are historically and currently connected to war rather than "culture" has been totally neglected"*





Later that day, Mag. Helga Moser from University of Applied Sciences FH JOANNEUM, Graz and Prof. Michaela Köttig University of Applied Sciences, Farnkfort am Main, presented their methods of teaching, conducting research, and working with students and clients about these issues. Helga emphasized work that uses reflective learning methods, and she raised questions about immigrants who have abilities and social capital, as well as questions about perceptions and social attitudes toward work immigrants in the sending and host countries, and talked about the implications of differences in these attitudes and perceptions. She also raised concepts such as intercultural competences; social and competence; the ethical orientation of SW; and migration-specific knowledge. In addition, she highlighted methods of work with immigrants that promote empowerment, reduce discrimination and minimize stigmatization of the migrant community. Prof. Michaela Köttig introduced a biographical approach in Social Work and research. She showed that biography can be seen as interface between individual and society. Researching biographies enables to understand social phenomena in their structures and genesis. She offered to the participants an opportunity to experience autobiographical methodology through gradually revealing to the participants details taken from an actual interview with an immigrant from Afghanistan, and enabled them to practice the approach.

These lectures showed how emphasis needs to be placed on developing social workers' professional identity. In addition, during the workshop participants raised personal questions, as most of them were immigrants in their countries and/or children of immigrants. One of the participants described this well:

*"Every day I ask myself whether the decision to immigrate to Israel was the right one... and I will always be an immigrant..."*

The need to review and reevaluate our identity as educators of social work students on the one hand and what we and our profession represent when we encounter clients on the other hand became more relevant. The last part of the day was devoted to conclusions drawn in light of the questions raised in the workshop. This will be discussed in detail in the following section:



## **A discussion of outcomes and/or feedback to the project**

As mentioned, the participants engaged in structured and open discussions every day of the workshop. In those discussions, they expressed general satisfaction with the workshop, its content, the social program, field visits, the positive atmosphere, and the generous hosting. Specifically, all of the participants agreed that migration is a global phenomenon that needs to be addressed by social workers as a profession in a much more intensive manner than today. In this regard, social workers are already committed to promoting a discourse on human rights, preventing discrimination, oppression, and racism, as well as promoting social pluralism and acceptance of others. This needs to be done through several levels of interventions. During the discussions, it became clear that migration is another issue in social work. Rather, migration challenges the boundaries of professional discourse and activities, as well as the boundaries of the social workers' own abilities for containment.

Besides the realization that the issue of immigration needs to be included in the social work curriculum, the workshop yielded other conceptual insights about the content of courses and teaching methods. It was clear to everyone that there is a need to teach the theoretical, historical, social, local, and international aspects of human rights and migration. In addition, there is a need to teach different definitions of the terms immigrants, refugees, and asylum seekers not only in relation to international conventions but also at the local level. Furthermore, there is a need to impart knowledge about groups of immigrants that social workers should work with, including: perceptions of forced or desired migration in the state and society. There is also a need to include knowledge from disciplines outside of the social work profession. In that context, we should consider how to integrate teachers from fields related to social work such as human rights lawyers and experts in international law as well as experts in the fields of employment, health, education, and public policy. All of this would provide a more comprehensive perspective of the issue, particularly with regard to actions that can mitigate the negative consequences of immigration and promote policies that benefit immigrants.

In addition, there is a need to invest in developing the personal and professional identity of social work students and practitioners so that they will be able to examine their own past, their family history, and their culture of origin in order to support and advocate for the populations of new immigrants. During the workshop, this was found to be a critical component. In addition, the encounter with the issue of migration aroused personal associations and experiences among the participants, and was also reflected in the power relations within the group of participants. This led us to the conclusion that there is a need

to develop a system for dealing with this issue, which will include emotional learning and not just cognitive learning. Concepts such as "reverie", "lack of memory or desire", "reconstruction", and experiences such as language, foreign dreams, alienation, Holocaust, and jail were raised in the discussions. At the interpersonal level, the participants were pleased about the collaboration between academic professionals and practitioners in the field, although they regretted that under the circumstances, all of the practitioners in the field were from Israel. They also mentioned the relatively small number of students who were involved in the project.

The outcomes of the sessions were described well by one participant:

*"In the workshop we were able to witness the difficulties caused by "otherness", which is so blatantly emphasized in the treatment of refugees – and this is also done by social workers, who are responsible for containing otherness and for treating the distress of others and foreigners. In the discussions, we came to understand that what is needed is not a politically correct discourse. Rather, we need a basis for demanding political correctness. Acknowledging the tendency toward racism, which has come to the surface among the public at large – and sometimes among us (the social workers) – in the face of the distress of those who not part of our society, who do not speak our language. It is sometimes claimed that they are not worthy of assistance, because allocation of resources for refugees can impair our ability to take care of our own poor people".*

While migration is fast becoming a widespread global problem, and as hundreds of thousands of refugees stream into Europe every year, it has become increasingly more difficult to continue helping them. This obligates us to redefine the social work profession as a global human profession. In other words, the accepted perspectives of the social profession with regard to promoting human rights have been obstructed by the reality in which countries that purport to be democratic and enlightened, like those in Europe, violate the principles of human morality and even refuse to meet the demands of international law with regard to helping refugees.

The main challenge faced by the social work profession with regard to this population is to prevent asylum seekers from being sent back to their countries origin or to other countries in which their basic human right to a life of freedom is not protected. As Israelis, we need to acknowledge that Israel has sent people back to their destiny in Africa, and continues to do so. This includes young children who were born in Israel, and whose first language is Hebrew. Because many people do not know these facts, the first thing that needs to be done is to impart knowledge to social workers in the field, to students, and even to academic scholars who do not study the foreign population of Israel. However, imparting

knowledge is not enough: the social work profession needs to take practical steps as quickly as possible. Failure to take action in the current situation is tantamount to accepting the injustice.

Against this background, three projects have been launched:

- a. A presentation of the workshop and its outcomes at a conference of the EASSW in Paris;
- b. A collaborative article that compares the situation in Slovenia, Germany, Austria, and Israel; (Violations on Human Rights of Refugees and Asylum Seekers – A Social Work Perspective: Comparative Analysis of Four States Responses: Israel, Germany, Austria & Slovenia)
- c. The conference participants have agreed to draft a short Internet petition regarding the violation of the principle of Non-refoulement of asylum seekers and refugees by their respective countries (Austria, Israel, Germany and Slovenia). According to this principle, expressed by Article 33 of the UN refugee convention, it is forbidden to return asylum seekers or refugees to their country or origin or to a third country in which he or she would be at risk. The participants further agreed to work together to promote the signing of the petition by social workers, students of social work and academics.

Enclosed find our proposal for the petition titled "**Petition on the Rights of Asylum Seekers and Refugees: European Association of Schools of Social Work**" which was signed by:

Prof. Orit Nuttman Shwartz and Dr. Adv. Ofer Shinar, School of Social Work, Sapir College, Israel; Prof. Rachel Dekel, The Louis and Gabi Weisfeld School of Social Work, Bar Ilan University, Israel; Prof. Dr. Michaela Köttig, Frankfurt University of Applied Sciences Frankfurt, Germany; Prof. Dr. Darja Zavirsek, Faculty of Social Work, University of Ljubljana, Slovenia; Mag. Helga Moser, Institute of Social Work University of Applied Sciences JOANNEUM, Graz, Austria and Prof. Dr. Nivedita Prasad, Alice Salomon University of Applied Sciences, Berlin, Germany (see appendix 8).

**We suggest the EASSW to put our petition on-line in the EASSW website.**

- d. The project also has impact on the curriculum of SW at the participating schools.

Several changes will eventually be maintained :

Faculty of Social Work, University of Ljubljana, Slovenia plans to adjust the curriculum and to include subject such as the crises of humanitarianism in regard of migrant people.



University of Applied Sciences JOANNEUM Graz/Austria: a new curriculum will be implemented in 2018. This curriculum takes into consideration various points discussed in the EASSW Conference at Sapir College in February 2017, like a separate module titled "international social work". In addition, the exchange during the workshop inspired the FH Joanneum staff to include or deepen the dealing with issues like e.g. human rights, racism, discrimination, exclusion in her courses.

At The Louis and Gabi Weisfeld School of Social Work, Bar Ilan University, Israel the workshop subject will plan to be including in the next academic year (Oct 2017) in the syllabus of Trauma and Crisis required course.

At School of Social Work, Sapir College, Israel the workshop subject will plan to be including in the next academic year (Oct 2017) in the syllabus of several courses mainly in the International Social Work and in Trauma concentrations. More specifically, the subject will be a part in Stress and Trauma and International Social work required courses; Globalization and Social Work and Children and youth migration elective courses. At last it is important for us to recommend that EASSW will encourage all social work programs to be sure that subjects like mechanisms of discrimination, exclusion and racism as well as migration processes will be include in each school/program curricula.



**To summarize,** the workshop participants found that the most of social work schools participating in the project did not have an integrated curriculum or even a basic course that provides social workers with systematic knowledge and training for intervention in this area. This kind of curricular unit is essential for social workers to fulfill the definitions of the social mandate of the profession as delineated in the Global Definition of Social Work (IASSW & IFSW, July, 2014). For this purpose, we need to define the boundaries of professional activity that preserve the host society, versus the professional

values and provision of conditions that enable basic human rights to be exercised. Professionals in the field, educators, and practitioners still have a long way to go in order to fully address the issue and establish a satisfactory domestic/professional platform. Nevertheless, this workshop was an important step in the direction of developing knowledge. It provided a basis for global activities and research which will promote a perspective of social work that addresses the growing problem of migration. Concomitantly, it provided a basis for confronting the conservative policy that is developing in many of the countries that are dealing with the increasing wave of immigrants. The staff of the current workshop will be pleased to receive funding to hold a future workshop in order to continue developing methods for teaching and intervention in the field.



## Conclusions

Immigration is a global phenomenon, and in light of the complex situation described here as well as the lack of designated programs dealing with the topic, it is essential to organize workshops of this nature in various locations and involve more participants. Furthermore, as mentioned, there is a need for an operative curriculum in every school. We also emphasized that each of our countries currently faces social problems as a result of the globalization processes that are not adequately dealt by states. These include problems involving foreign workers, asylum seekers, victims of forced migration, undocumented immigrants, illegal immigrants, and resettlement of newcomers. Furthermore, attention needs to be giving to the (often negative) responses of members of the countries of destination.

In light of the above, the workshop facilitated the exploration and development of mutual and shared knowledge. Following this workshop, several participants plan to conduct a comparative study using data from the participating countries in order to examine issues such as policies, the current situation of migration, and changes. We hope that our project will provide a basis for rethinking how to interweave HR to our curricula in general, and relate to the migration crisis in particular. We also hope that our project will promote the development of educational programs focusing on migration in the participating social work schools and in social work education worldwide in light of the particular challenges posed by the increasing numbers of migrants in our countries and in Europe as a whole.

Finally, we hope that our project will enhance international and cross-cultural collaboration. Since our meeting we are already planning:

- a. A shared panel at the upcoming conference in Paris
- b. Wider our collaboration between our schools : Frankfurt University of Applied Sciences Frankfurt, Germany invites Prof. Nuttman-Shwartz to the next international week in November 2017 and plan to invite prof. Dr. Darja Zavirsek, Faculty of Social Work, University of Ljubljana, Slovenia.
- c. We are working on a comparison research on the workshop subject between Israel, Slovenia and Germany under the lead of Prof. Dr. Darja Zavirsek, Faculty of Social Work, University of Ljubljana, Slovenia.
- d. The international coordinator of the University of Applied Sciences JOANNEUM Graz/Austria institute and the faculty which participated in the workshop are interested in following up and deepening the collaborations, e.g. inviting guest lecturers or doing an exchange about concepts and topics regarding courses on migration issues.



## **- An account of expenditures.**

(See appendixes: 1 – workshop invitation; 2- list of participants; 4 workshop presentations: appendix 3: Dr. Ofer Shinar Levanon; appendix 4: Prof. Orit Nuttman-Shwartz; appendix 5: Prof. Dr. Michaela Köttig, appendix 6: Mag. Helga Moser; appendix 7: workshop budget and appendix 7 – proposed petition)

## **Impact and Outputs**

Overall, this international encounter enabled an exploration of social work theories, knowledge, and practices related to migrants in each of the participating countries. It will also encourage professionals in the field to explore and discuss their own ethical dilemmas and ambivalence. In addition, advanced students, practitioners in the field, and academic professionals had an opportunity to gain a better understanding of some of the differences between their own cultures/cultural practices and those of others as an effective antidote to xenophobia. This experience also broadened the participants' understanding of individual and collective choices, violence, and injustice in other cultures. Overall, the project enhanced the participants' awareness and knowledge of the social effects of global processes and enabled them to recognize the role of social workers in global and local contexts. The workshop sessions, as reflected in the current final report, were transcribed and analyzed in an attempt to formulate and establish a basic body of knowledge that social workers working in today's complex world, both in Europe and elsewhere, need to acquire.

Before concluding we choose one of the participant's feedback that she light on wider beneficial of the workshop and might be a suitable model to start implementing "migration and refugessim" courses in the Academia

*First of all, I would like to say that this is the first time I have participated in an academic conference. Therefore the experience was an exciting one for me, from the very beginning. I felt honored to sit among people with such broad academic experience, and the lectures and discussions contributed to making this an enriching, satisfying learning experience that will stay with me for a long time. No doubt this was one of the most meaningful professional experiences I have had.*

*I think the conference was structured well in terms of how the content was divided – from the presentation of the topic of migration and refugeeism from various perspectives, to the different ways that the social work profession has dealt with the topic in terms of practice. The encounter between academic scholarship and practice in the field was fascinated me, and clarified how important it is for the two perspectives to maintain a constant relationship – one that will benefit both sides, and above all help arrive at a solution for asylum seekers, refugees, and work migrants.*



*I feel that part of what made this conference so unique was the diverse opinions that were voiced, as well as the emotional and rational discussion that followed those comments. I think the discussion that ensued was a good reflection of the reality in the field and the (sometimes painful) attempt to seek and find a solution to this complex reality. I think the facilitators were excellent; they made an effort to enable people to express a variety of opinions and integrate the different perspectives.*

*I really hope that we will continue our collaborative work after this importance conference. Thank you very much for this opportunity.*

