



Hope in Social Work and Social Work Intervention with Roma Children: A case study

Author-Yeshna Aodhorah

Erasmus Mundus Master's Programme in Social Work with Children and Youth

Supervised by PhD. Maria João Pena, Assistant Professor

Iscte-University Institute of Lisbon



Abstract

Hope in Social Work and Social Work Intervention with Roma Children: A case study

Author - Yeshna Aodhorah

Key words: *Hope, Social Work Intervention, Gypsy*

Media has documented the disadvantageous social condition of Roma Children to affect their hopes for future. However, little is known in research about hope for future in Roma Children and social work practices that govern it. This case study investigated the hope level, age as a mediator in Children of the Roma Community (n= 15) and documents social work practices around Hope for future in an organisation in Slovakia. A mixed method approach (Questionnaires; n=15, Archival study; n= 7, Semi- structured interview; n=1) showed that as the children's age increases, their hope level decreases (via inferential statistics). Moreover, contextualised accultured social work practices around Hope included significant use of artistic leisure-based activities, education/training, fulfilment of their needs (Maslow's Theory), holistic approach involving families and like-minded organisations (via Content analysis). Emerging themes to explain activities focused on the strength-based approach (via thematic analysis). Age as a mediator in decreasing hope level is explored via the lenses of Critical social work theory and Bronfenbrenner's Ecological theory. As a first to probe upon the social work practices involving Children of Roma community, this study develops the implications of a structured framework on Hope in Social work using the CAIMER model.

Table of Contents

Abstract.....	ii
Table of Contents.....	iii
List of Tables	vi
List of Figures.....	vi
Acknowledgments	vii
Chapter 1. Introduction.....	1
1.1 Background	1
1.2 Context of the study	1
1.3 Statement of the problem	2
1.4 Purpose of the study.....	3
1.5 Research Questions.....	3
1.6 Significance of the study	4
1.7 Structure of the study.....	4
1.8 Definition of keywords	5
Chapter 2. Literature Review and Theoretical Framework	6
2.1 Theoretical Framework for Hope	6
2.2 Hope and Age	8
2.3 Hope's Influence on Wellbeing	8
2.4 Roma Traveller's Community in Europe	10
2.5 Children of Roma Travellers community in Slovakia.....	11
2.6 Framework for Hope in Social Work Practice	13
2.7 Analytical Model – CAIMER Theory	15
Chapter 3. Methods.....	18
3.1 Introduction.....	18
3.2 The Research Design	18

3.2.1 The research Philosophy – Realist approach	18
3.2.2 The research type – Abductive Approach	19
3.2.3 The research Strategy – Case study - Explanatory descriptive.....	19
3.2.4 Research Choice- Mixed Method	20
3.2.5 Time Horizon- Cross Sectional	21
3.2.6 Sampling strategy – Purposive sampling.....	21
3.2.7 Data collection Techniques –Questionnaire, semi – structured interview, Archival research	21
3.2.8 Data Analysis Techniques –Inferential statistics, Content analysis and Thematic analysis.....	25
3.3 Methodological Limitations.....	25
3.4 Research ethics	26
3.4.1 Harm to participants.	26
3.4.2 Informed consent	26
3.4.3 Privacy	26
3.4.4 Deception.....	27
3.5 Concluding Summary	27
Chapter 4. Findings and Discussion	28
4.1 Objective 1. The level of Hope in Roma children	28
4.2 Objective 2. Age as a mediator for Hope	29
4.2.1 Test of Hypothesis	29
4.2.2 Regression Analysis.....	29
4.3 Objective 3. Social Work Practice on Hope with Roma Children	30
4.3.1 Strength based approach.....	31
4.3.2 Maslow’s Hierarchy of Needs	34
4.3.4 Education and training.....	37
4.3.5 Post structuralist view on Hope	39
4.3.6 Having a Roma Team member	40
4.3.7 Ethics	40
4.3.8 Not a structured program on Hope but an implicit goal	41

Chapter 5. Conclusion	44
5.1 Limitations of Study	44
5.2 Recommendations for future studies	45
5.3 Applications of Study	46
5.4.1 Applications for the Case Study Organisation:	46
5.4.2 Applications for Other Practitioners:	46
Appendix A.....	47
Informed Consent for parents In English.....	47
Appendix B.....	48
Questionnaire (Hope Scale for children)	48
Appendix C.....	50
Interview questions	50
Appendix D.....	51
Debrief for Children in English	51
Appendix E	52
Informed Consent in Slovak for Parents.....	52
Appendix F	53
Questionnaire (Hope scale for Children) in Slovak.....	53
Appendix G.....	54
Debriefing in Slovak.....	54
Appendix H.....	55
Bootstrap results for Regression Analysis	55
Appendix I	55
Table 4 Content Analysis.....	59
References.....	60

List of Tables

Table 1 Devision of Research Questions	24
Table 2 Sum, Means, S.D, correlation of variables	29
Table 3 A CAIMer model of Hope in Social Work.....	42
Table 4 Content Analysis.....	59

List of Figures

Figure 1 Hope Triangle.....	7
Figure 2 Framework for Hope in Social Work Practice	15
Figure 3 Analytical Model based off CAIMer Theory	17
Figure 4 Research Onion	18

Acknowledgments

I extend the heartfelt appreciation to the supervisor, DR Maria Joao Pena for guiding me with upmost professionalism and experience throughout the journey. I thank the organisation and head social worker for volunteering in the case study. I also remain grateful to the classmates for helping me in any way they could during the 2 years of ESWOCHY program. I thank my family and my boyfriend for their constant emotional support.

Chapter 1. Introduction

1.1 Background

The Roma community, commonly known as Gypsies, have been subject to prejudice, discrimination, and marginalisation in Europe. The Roma community is consistently associated with delinquency and poverty which, predicted 80% of the community, (Ending Poverty and Discrimination Faced by Roma People | Atualidade | Parlamento Europeu, 2022) via media and reinforces the social exclusion. By being marginalised to live on the outskirts of cities, the Roma community, because of systemic discrimination, suffers of poor access to utilities and healthcare (Social Barriers Faced by Roma, Gypsies and Travellers Laid Bare in Equality Survey, 2023). Healthcare provision for Gypsies is often inadequate, due to both a lack of resources and discrimination from health care professionals (Mondeilh et al., 2023). As a result, Gypsy children suffer from high rates of preventable diseases such as malnutrition and respiratory infections. In addition, they are also at increased risk of mental health problems due to the stress of living in poverty and being constantly marginalized by society (McFadden et al., 2018). Moreover, it has been reported that parents removed their child from schools that have a high ‘gypsy’ attending community to avoid an influence on the children that is also a mediated culture from mass media (European Roma Rights Centre, 2023). Roma Children are also commonly misdiagnosed as having special needs to be sent to special needs school which lowers their learning potential and entry level job prospects (Slovakia: Unlawful Ethnic Segregation in Schools Is Failing Romani Children, 2017). Children with living Romani parents are also unjustly institutionalised on grounds of poverty. The combination of marginalisation, discrimination and prejudice as illustrated above, advances a systemic poverty trap that indubitably affects the hope for future of the Roma children. As a result of being a community at social and personal risk, social workers are involved in providing institutional liaison and social intervention. Intervention from social workers is aimed to mitigate an adverse cultural clash as well as to reinforce cultural accommodation and assimilation. Social workers also educate families about the consequences of teenage pregnancy and child marriages in Roma families as limiting job prospects, educational path as well as social integration. Consequences of systemic discrimination on accommodation, poverty trap around job prospects, and social exclusion influences the level of hope for future in Roma children. Being hopeful for their future is crucial for children wellbeing and social work intervention to be successful in other areas of quality of life.

1.2 Context of the study

There is a growing body of evidence that hope for a future is crucial for academic success, psychological wellbeing as well as social integration. The listed components of psycho- social health are documented to

be among the elements of risk with the Roma children, as illustrated in the background information. Therefore, being a minority youth group at risk in Slovakian society, hope for future is a frontline concern for the children as well as to ensure successful intervention by social workers. Henceforth, this case study is contextualised around hope for future in children of Roma community in northern Slovakia, specially 1 organisation in Ruzomberok, making this a case study. This study is therefore based around an organisation in Ruzomberok that provides social work services to Roma families of the area, including children. Slovakia works as an appropriate choice of demographic as it consists for documented 440,000 Romanis, excluding undocumented ones. The social circumstances illustrated in the background information is no different in Ruzomberok with EU infringement against the country for unfair treatment to the community, discriminatory practices in schools, unjustified institutionalisation, and ethnic segregation (European Roma Rights Centre, 2023). Education opportunities for Gypsy children are also limited. Many drop out of Slovakian schools at an early age, either because they are not able to keep up with the curriculum or because they are bullied by their peers. Therefore, this case study is investigating hope in children in an organisation in Ruzomberok, Slovakia in relation to social workers and their practices.

1.3 Statement of the problem

The headline in the Newspaper of Euractive (Matthews, 2017) is 'Slovakia is still discriminating against Roma children by placing them in segregated schools, despite the threat of fines from the European Union.' Additionally, Slovakia has seen an increasing amount of international recognition for biased treatment towards Roma children at school and socially. Despite the media recognition, Slovakia lacks academic research about (i) the state of hope of Roma children, (ii) mediating factors that influence their hope and (iii) practices social workers adopt with them.

Moreover, Traditionally, hope for future has been subscribed to being a purely cognitive source (Snyder, 2000) that has recently lost credibility. Hope is increasingly seen as a socially motivated individual trait that social workers also deal with when working with service users (Boddy et al., 2017). Yet, research to date has tended to focus on hope with oncological and gerontological patients in social work. Research has extensively tended to the nature of social work- client relationship in the mentioned branches of social work but not with Roma children. Yet, hope for future is a main challenge faced by Roma children as well, documented only by media (Kennedy & Smith, 2018). Few research has identified the general situation of hope in Roma children in social work studies, despite it being crucial in intervention.

Additionally, academic research lacks documentation of practice based social work practices on hope. Research also ignores tailor made social work practices with the Roma community that contains valuable subjective information for professionals in the field. Social workers who work with gypsy children must intervene on the children's hope level before any other intervention on education, career, or prospects. This

intervention is often tailor made to the group and taking the bicultural (Romani culture and Slovakian culture) in context which this study aims to shed light on. Research on hope has focused mostly on the outcomes and predictors of hope while ignoring the methods and interventions used to promote hope. No research documents the accultured contextualised methods used in social work to foster hope in Roma children. There is an increasing need for practice-based intervention documentation in social work practice around hope with Roma children as much as evidence- based insight on hope situation for the children in Ruzomberok.

1.4 Purpose of the study

As a response to literature knowledge gaps, this case study is a first step to identify, via a case study, (i) the level of hope in the organisation as well as (ii) identify social work practices around hope when working with Roma children in the organisation in Slovakia. It is not enough to document the level of hope of children only. This study goes a step further to investigate (iii) its relationship with age, a research similarity inspired from previous research in other social work branches. With the nature of hope and social work practices that remains unclear with Roma community, this case study aims to fill the gap with quantitative data on level of hope in relation to children's age as well as qualitative data about social work practices around hope with Roma children in the organisation.

This purpose aims to infer the level of hope of Romani children of the organisation in North Slovakia. With inferring the hope level based on descriptive statistics, the study will probe on activities planned by social workers to intervene with the children's hope for a future. It will focus on the intervention context and mechanisms of the practice and what influenced these activities. The purpose of this study is to understand the contextualised accultured methods to foster hope in social work with the Roma community in the organisation. This research also examines how social workers intervene with children from Roma community. Succinctly, this case study probes about the (i) state of hope of Roma children, (ii) mediating factors that influence their hope (age) and (iii) practices social workers adopt with them.

1.5 Research Questions

Research questions addressed in this master thesis via a mixed methodology

Broad research question of the study:

How do social workers address to hope dimensions in their daily interventions when working with a socially marginalised group (Romani community) in Slovakia? What factors influence hope and planning of interventions on hope dimensions?

Quantitative correlative measure

H1: *The hope level of the children will negatively correlate with the age of the children of the Roma community in the organisation.*

Qualitative research question: *What activities do social workers organise to address to agency and pathway thinking in their interventions?*

1.6 Significance of the study

This study contributes to the field by:

- inferring the level of hope in children of Roma community and its relationship to the age in the organization.

Therefore, this study is a steppingstone to quantifying hope as a measure to broaden our understanding on hope with Roma children in the organisation. It also attempts to identify if age is a factor related to the hope of Roma children in the organisation.

- identify the broad and specific factors that are considered by social workers in the organization to plan hope based intervention with the Roma community.

1.7 Structure of the study

The study's introduction is presented in the first chapter. The study's background, its setting, and the research problem are all highlighted in the introduction. The study's objectives, research questions, and importance are all covered in the introduction. The literature review is included in the second chapter. Here, prior research that is relevant to the study's goal has been evaluated and discussed including books, journals, reports, and websites. The theoretical framework is also presented in the second chapter, which goes through how several ideas frame and guide the current investigation. The study's methodology is covered in chapter three. The research design, sample, data collecting and analysis, as well as the methods used to perform this study, are all discussed in the methodology in detail. It also draws attention to the study's limitations. The findings and analyses are covered in the fourth chapter. The thematically analysed data are explained with interview transcripts and explored in relation to previous studies in the results and analysis chapter. The summary of the key research findings and conclusions is covered in the fifth chapter. The chapter also explores the results' implications. Overall this master thesis has 5 chapters which aim to follow the general objective of the study; to study hope in social work practice with Roma children. This study will follow a mixed method case study design. The quantitative method will include a structured questionnaire with closed ended questions (n=6) that will be distributed among the children (n=15) to collect data on their level of hope (Sydner – Children's Hope Scale). A content analysis was conducted via archival resource collected from the report of interns in the organisation. A semi structured interview was conducted

with the head social worker about their intervention on hope for children of Romani community that covers the quantitative part of research method. The case study will be concluded on a thematic descriptive level for the activities, inferential statistics for the hope level and content analysis for the archival research.

1.8 Definition of keywords

Hope: According to Snyder, Hope is a psycho- social individual component that consists of goal motivated determination and constructing effective ways to meet those goals (Snyder, 2000).

Social work Intervention: The involvement a social worker has with a person, family, group, or community that they are trying to help is known as a social work intervention. Based on the client assessment, a social work intervention plan will be created to help assure the greatest likelihood of success (Bloom & Moren, 2010).

Gypsy: ‘a member of a group of people who travel from place to place especially in Europe and who originally came from northern India, or anyone who travels often and does not live in one place for long’ (Cambridge Academic Content Dictionary, 2023)

Chapter 2. Literature Review and Theoretical Framework

2.1 Theoretical Framework for Hope

Hope is defined as a bidimensional socio- cognitive concept that involves finding an emotional homeostasis between one's goals (agency) and ways to meet the goals set (pathway). Being hopeful includes uncertainty during life and devising active ways to deal with it via decision making and route planning. It is an individual concept as confidence, self- worth and personal control are determining in its development. Yet, it is context dependent in terms that one's social capital or social surroundings play a role in the different parts of the Hope process. These may include friends, or even distant influences but also institutions, politics, and cultural factors. Therefore, being hopeful in life is seen from an ecological perspective in research despite being inherently a motivational state in psychology. The classic and timeless study around Hope in academia is by Snyder which lays the foundation of this study

The goal of C. R. Snyder's (1994, 2000a) hope theory is to comprehensively explain the idea of hope. Snyder defined hope as a bidimensional phenomenon, a thought process involving two essential goal-directed components, agency, and paths. Goals are the foundation of hope theory (Snyder, Cheavens, & Sympson, 1997). Goal-directed decision-making is implied by the agency component, whereas goal-directed planning is implied by the route's component aims (Snyder et al., 1991). The central concept of hope theory, goals, can take many different forms. Goals can range from short-term to long-term, and they can be spoken, virtual, or visual in form (Snyder et al, 2000). Although the value of a goal can varies, it must be at least moderately important for someone to pursue it (Snyder et al., 2000).

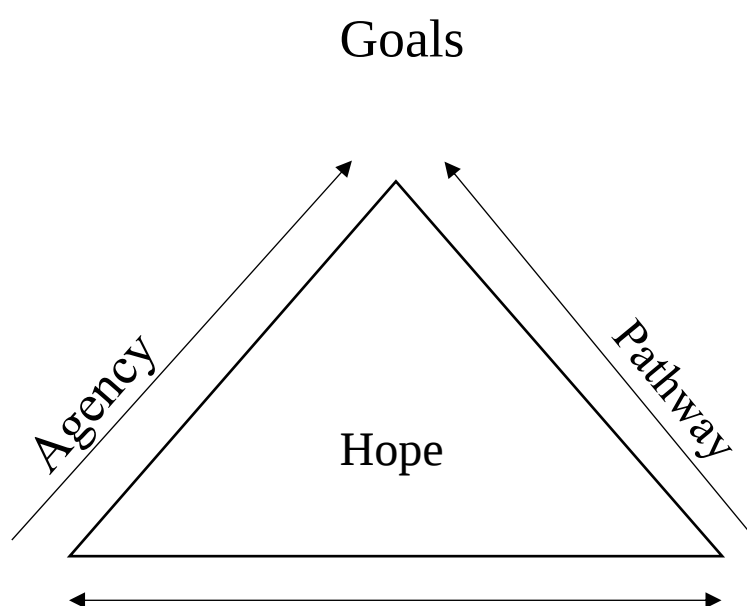
The anticipation that goals will be attained will positively correlate with higher levels of both agentic and routes thinking. The expectation of achieving a goal will be positively correlated with higher levels of both agentic and routes thinking, which will lead to greater psychological adjustment (e.g., greater life satisfaction, less dysphoria; Chang, 2003). This is a key tenet of the hope theory.

The hope theory's motivating element is agency thinking (Snyder, 1994). Self-perceptions about one's capacity to achieve goals in the past, present, and future are reflected in agency (Snyder, 1994, 2000a). People who have high levels of hope support agentic statements about oneself, such as "I won't give up" (Snyder, LaPointe, Crowson, & Early, 1998) When faced with obstacles, agency is particularly crucial in applying motivation to the proper alternative pathways (Lopez et al., 2003). "The person's perceived capacity to construct feasible routes to goals" is reflected by pathways thinking (Snyder, 2000b, p. 13).

Pathways thought also encourages optimistic self-talk such as "I'll find a solution to solve this" (Snyder et al., 1998) to help achieve goals. Most people can think of at least one main way to do a task. Some, particularly those who have great hopes, might come up with various routes (Snyder, 2000b). Snyder claimed that two interrelated dimensions—agency and pathways—are essential throughout goal-directed behaviour and crucial in defining hope, in contrast to earlier conceptualizations of hope that described it as a unidimensional construct. These two elements of hope are reciprocal, additive, and connected, but they are not the same, according to Snyder et al. (1991). (p. 571.). Both the sense of agency and the sense of routes must be active for one to continue moving in the direction of their personal goals (Snyder et al., 1991).

Instruments that mirror the structure of Snyder and his colleagues' hope theory have been created and verified. The Hope Scale (HS; Snyder et al., 1991) includes four agency items (for example, "I energetically pursue the goals"), four routes items (for example, "There are many ways around any obstacle"), and four distractor items. It measures hope as a relatively stable personality trait. Respondents are instructed to picture themselves in a variety of situations and times while filling out the items. This short self-report hope test was developed with careful consideration for psychometric qualities and utilized with a variety of demographics, including inpatients (Snyder et al., 1991) These instruments have been used in the thesis to measure hope level of children (Adapted scale).

Figure 1 Hope Triangle



2.2 Hope and Age

As a child grows older, hopeful thought gets more sophisticated, and as children's brains develop, hope can be used more effectively by them (Snyder, 2002). When faced with difficult circumstances or obstacles, high-hope individuals—as opposed to low-hope individuals—are more likely to find alternative routes and are maintained by their agency thinking (Snyder, 1994, 1999; Snyder et al., 1991; Snyder et al., 1996). As a result, those with high hope frequently achieve their goals and consequently experience more positive emotions, whereas those with low hope frequently struggle to overcome obstacles that stand in the way of achieving their goals and consequently experience more negative emotions (Snyder, 2002). These studies generally reported no significant correlations between hope and age (e.g., Snyder et al., 1997; Valle et al., 2006) and no differences in hope between girls and boys (e.g., Snyder et al., 1997; Valle et al., 2004, 2006). Similar levels of hope were identified in adolescence (Mean age = 14.0) in one of the most insightful investigations on age differences in hope from youth to adulthood. Such expositions are unsatisfactory because they fail to consider the context of specific minority groups and their influence. This case study therefore attempts to test the link between age and hope for future in the specific context of Children in Roma families. The choice of Children from Roma communities has been influenced with extensive media reports about their social situation of exclusion and yet even lower reports in academic research.

2.3 Hope's Influence on Wellbeing

Early research revealed a positive association between hope and well-being (Cheavens et al. 2005; Snyder 1994), even among people in difficult situations like post-disaster survivors (Zhou et al. 2019), bullying victims (You et al. 2008), and at-risk low-income youth (Adelabu 2008; Raats et al. 2019). Hope has also been shown to reduce anxiety and depression symptoms (Arnau et al. 2007; Visser et al. 2013), no suicidal self-injury (Jiang et al. 2018; Jiang et al. 2020), and other kinds of psychological discomfort (Arnau et al. 2007; Visser et al. 2013). (Berendes et al. 2010). Academic functioning (Bryce et al. 2020), success-oriented conduct (Dixson 2019), and academic accomplishment (Tomás et al. 2019) are all positive correlations of dispositional hope or internal locus-of-hope in education. Hope has been linked to life satisfaction, personal adaptation, and psychological well-being (Valle et al., 2004). (Gilman and Huebner, 2006). It was also associated with optimism and life satisfaction (Ciarrochi et al., 2007); life meaning (Feldman and Snyder, 2005); and resilience (Feldman and Snyder, 2005). (Wu, 2011; Duggal et al., 2016). Increased levels of well-being and decreased levels of mental illness, such as anxiety and depression, have been linked to hope (Alarcon et al., 2013; Arnau et al., 2007). Hope has the potential to boost resilience by lowering anxiety and stress both directly and indirectly. While hope remains a crucial source of resilience

and recovery, there is now evidence that hope can influence anxiety through improving perceived emotional control, which has a stronger impact on indicators of language like as stress and anxiety. Above findings make Hope an appropriate concept of study among a population at risk; Romani community considered in this case study.

Loneliness is one of the signs of a decline in happiness (Cacioppo & Cacioppo, 2018; Cacioppo & Patrick, 2008). According to research, it not only impacts people's current well-being, but it also manifests itself in distorted memories of social exclusion in the past and future ideas (Teneva, & Lemay, 2020). Lonely people may have decreased self-esteem and bad affect, and this traumatic experience may distort their cognition, changing how they perceive their futures, all of which may contribute to unfavourable outcomes and less hope. The children of Romani community have been documented to experience marginalisation in society which influences hope level, thus being the object of this case study.

People were terrified, uncertain, and anxious because of the coronavirus epidemic (Jerzy et al., 2020)., an uncertainty that involved Hope management as mentioned in our definition. It was expected that, in the lack of a clear solution to the crisis, hope for a better future would play a significant role in mental health and coping, and that social ties would play a significant role in encouraging hope. Given the inherent uncertainty associated with Hope, as mentioned above, and unpredictability that plague pandemics and lockdowns, hope is especially vital.

Anxiety, as defined by Barlow (2000) as "a condition of helplessness due to a perceived incapacity to predict, control, or get desired results" (p. 1249), is an emotional experience that hope can help to moderate to some extent. As a result, we might include hope as a potentially significant resiliency element in the context of the financial crisis. As a result, we might include hope since a potentially significant resiliency component in the context of the COVID-19 pandemic, as it can help people stick to their goals in the face of adversity. Indeed, existing research has found negative relationships between hope and anxiety across samples (e.g., Arnau et al., 2007; Gana et al., 2013)

Evidence from a multidisciplinary standpoint above lay concrete rationale for this case study as hope due to systemic inequality for the Romani community, is being seen from the lenses of social support, social workers and via hope intervention.

Social component as mentioned above, Flaskas (2007), highlights the dynamics of hope within close relationships, which are influenced by family history, community, and social processes and can either promote or weaken hope. Chang et al. (2019) identified hope and social support as effective compensation mechanisms. There has been previous evidence that social support is associated to an increase in hope. Exemplified, adult mentors' support for teenagers in residential care has been linked to an increase in hope

(Sulimani-Aidan, Melkman, & Hellman, 2019). Furthermore, higher hope has been linked to perceived social support among Chinese children with attention deficit hyperactivity disorder (Ma, Lai, & Lo, 2017). Higher self-efficacy was associated with social support and hope among college students with learning disabilities (Mana et al., 2021). D'Amico et al. (2018) discovered that on-campus social support and hope are both linked to the ability to persist in college. Therefore, previous studies reinforce the role of social support in having a hope for future as well as resilient psychological wellbeing. The mechanisms, benefits, and mediators of Hope in studies are elements of risk in children of Roma community in Slovakia. Therefore, probing into the hope level of children of this study is justified based on previous research.

2.4 Roma Traveller's Community in Europe

Statements from the UNICEF (2014), European Commission (2023) as well as WHO confirm that the Roma evolved as Europe's biggest and most discriminated against minority group. The areas that have served injustice to the Roman community stretch from healthcare to education, not excluding access to utilities.

To exemplify the socio- economic position of Roman communities across Europe, the UNICEF (2014) published a rapport. In Bosnia and Herzegovina, Roman infants are often undeclared at birth aside from being 4 times more likely to be born underweight compared to others. The lack of a birth certificate with a birth condition deprives the infant access to a variety of healthcare and social services that they may be eligible for. In Roma communities, girls are married off at a young age on grounds of protection whereby in fact, the marriage deepen the inequalities and limit opportunities even more. Similarly, in the Balkan countries, 50% of Roma woman aged 20- 24 were married before the age of 18 whereas on national level, only 10% of the category is married. Early marriage is closely linked to teenage pregnancy as well as school dropout which fortifies the gendered poverty cycle and domestic violence.

The statistics around Roma community in Europe amount to 10 to 12 million whereby 75% is situated around central and eastern Europe (Roma Equality, Inclusion and Participation in the EU, 2020). Girls in Serbia are 89% to complete secondary school whereby the numbers are a staggering 19% for Roma girls. Accounting for only 10% of the national population, in Bulgaria, the Romani children account for 60% of population in institutional care. Despite the mainstream backlash on eastern Europe's inclusion of Roma community, the UK is not spared from the guilt. Between 2009 and 2015, there has been a 733% increase of Romani representation in foster care. (Gypsy, Roma and Irish Traveller Ethnicity Summary, 2022)

Across Europe, from Italy to Hungary, the Romani children are overrepresented in asylum and orphanage care despite having living parents. The practice is relatively common in Slovakia too. Instilling animosity toward Roma is mostly a product of the media. there is not much more impartial journalism than impartial

policing. The non-Romanies are presumed to be innocent and the Roma to be guilty. (Slovakia: Unlawful Ethnic Segregation in Schools Is Failing Romani Children, 2017)

2.5 Children of Roma Travellers community in Slovakia

The children of the Roma community are often victims of abuse and neglect, with most of them living in poverty. This causes many problems for these children such as: drug abuse, prostitution, and other forms of sexual exploitation.

While the Roman gypsy community is less studied in research, the newspapers and media are not ignorant of the ongoing discriminatory practices towards the community in Slovakia. Headlines that pop up on a generic Google search are “Slovakia is still discriminating against Roma children despite the threat of fines” (Matthews, 2017), “Slovakia told to tear down Roman segregation wall,” “Unlawful ethnic segregation in schools”, “ failure to address deeply ingrained prejudices” (European Roma Rights Centre, 2021)

These headlines are indubitably followed by testimonials from representative bodies of the concerned community group. The ERRC and Amnesty International spoke out in urge towards the EC about a ‘system that perpetuate prejudice and racism.’ President Jovanoviae states that Romani children ‘remain trapped in a vicious cycle of poverty marginalisation and despair,’ due to the education system that segregates the community with psychological labels, inferior education and teachers who describe the class as a ‘zoo’. (Slovakia: Unlawful Ethnic Segregation in Schools Is Failing Romani Children, 2017)

The words “prejudice”, “segregation” and “discrimination” were significantly present in the newspaper articles published online in relation to Slovakia’s Roman community. The disturbing statistics continues with Blighted lives who confirms that a majority number of Roman children end up in state care (63%) as they are separated from their biological families despite accounting for only 6-8 percent of the Slovakian population (European Roma Rights Centre, 2023). The percentage is an undeclared representation of ethnically targeted data. The latter is a repeating offence on grounds of poverty and mistreatment which ultimately leads to a disproportionate number of children in foster care. The children are alienated from their families at a young age with no policies nor plan of reunification set in place by the same state who practices removal of child from natural eco system. A case example of such a statement in newspaper would be the situation of the anonymous orphanage in the eastern part of Slovakia. It is home to 170 children had 96% of children with living parents and only 1 case of family reunification in process (a.s. et al., 2001). The state has been criticised of being blindfolded to the cultural differences and ignoring the blatant option to intervene within the community rather than remove children. The state reports positive on lack of funds to deal with a culturally inclusive approach towards de-institutionalisation of Roma children. More than one third of children spent 90% of their time institutionalised (ERCC Report, 2022). With low probability

of adoption for children who have been removed early from their natural eco system, the percentage decrease to decimals after an unsuccessful adoption time lapse of 6 years. The side effect of early ethnically targeted institutionalisation result in decreased prospects for societal integration.

Additional case example to illustrate the socio-economic position of the Roma children will be the ongoing infringement proceedings from the EC against Slovakia concerning an alleged violation of established anti-discriminatory legislation of EU, which if proven can result in financial penalties. (EC, 2015). Some real-life case examples also include an anonymous Romani mother had her son admitted to a special school without explanation, despite positive intelligence scores from a psychologist. An unnamed father had his son still analphabetic at 17 years old with full schooling (Blus, 2017). Parents from mainstream school also remove their children from the premises if there is a noticeable presence of the Romani community.

Unfortunately, it is still thought of as a "defect" in a child's development when they do not speak the official language of the nation. Too frequently, it is assumed that Roma children are cognitively impaired if they do not attend kindergartens prior to beginning primary school and do not understand any of the official languages of the nations in which they reside. The children may not pass the examinations because they have not yet mastered the official language of the country because testing is conducted in that language, even if language testing is not included, yet they are nevertheless sent to special schools. In comparison to the curriculum in ordinary schools, the curriculum in these schools is significantly deficient. The children who graduate from special schools are unable to pursue higher education and run the possibility of living with the label of "mentally retarded" for the rest of their lives. They have a poor chance of obtaining employment and assimilating into society. Such a fate awaits thousands of children in East European nations (New et al., 2017).

The culture and history of the Roma are absent from textbooks. Children's textbooks do not include the Roma or their culture. In general education settings, the contributions of the Roma and the diversity they offer to society are still not recognized, and there is no productive discussion on the Roma among professors and non-Roma pupils (Demir, 2022). Scare information is available about the Roman culture and language. This case applies to mainstream schooling curriculum as well whereby students and teachers do not celebrate the diversity of Roman children due to lack of information (Messing, 2008). This translates to stereotypical behaviour based on prejudice.

The state of art explored above lays concrete grounds for a study contextualised for children of Roma community. The benefits of Hope for the future for a child as well as the elements of social risks predicted in a Romani child is ignored in research, which this study intends to shed light on.

2.6 Framework for Hope in Social Work Practice

The role of hope in social work is a topic that has been studied for over two decades, with many different approaches and perspectives. This study will look at one specific approach to the subject: the concept of hope as it relates to social work intervention.

Social workers have long known that the ability to provide hope is an important part of social work practice, but they have not always been clear on exactly how or why this works. This lack of clarity has often led to confusion among social workers. The role of hope in social work can be understood through an intervention model. Social workers can intervene in a client's life by providing them with resources, guidance, and support. Intervention involves the social worker providing a client with the tools necessary for success and creating an environment where clients feel empowered to make their own decisions (Collins, 2015).

Social workers can go about intervention in many ways. One way is through education. Education helps clients understand the world around them and how they fit into it. Social workers can also educate clients about their strengths and weaknesses so that they can better understand themselves as individuals. Educating clients about their strengths also makes them more motivated to improve themselves so that they can be successful in their careers or personal lives as well as socially productive members of society.

Another way social worker could be involved with intervention is through counselling sessions where they work with clients on specific issues such as problem-solving or communication difficulties within their relationships with others or themselves (i.e., depression).

Social work is a profession that is focused on addressing the needs of the individual, the family and society. Social workers are not only concerned with helping people with their immediate problems, but also with broadening their horizons and helping them to solve problems in their lives.

The concept of hope is one that social workers often use in their work. Hope is an actionable plan for moving forward that involves setting goals, working towards them, and taking steps toward achieving them. Hope can be used as an approach to help someone overcome obstacles or challenges in life. It also has consequences for how people feel about themselves and others around them. Social workers often use hope as a tool in their work because it motivates people to act toward achieving their goals and reaching their potential.

Promoting hope in social work requires relational, person-centred, strengths-based, resilient, and empowerment-oriented activities (Guo and Tsui, 2009, 2014). Social workers rely on kindness, respect, and unconditional positive regard to establish connections with their clients (Lemma, 2010). It frequently reflects "humanistic ideas and concepts of social justice" (Ellem et al., 2013), active listening and empathy (Darlington and Bland, 1999; Houghton, 2007; Robertson, 2009), and comfort (Murdach, 2009). (Sullivan

and Rapp, 2002: 247). The ability to connect with service users, rather than any specific therapies, is what gives consumers hope in the helping relationship, according to Houghton (2007). Moreover, Adamson and Roby (2011) discovered that social worker connections that are encouraging and hopeful can help children and teenagers keep hope while living in orphanages.

According to Konrad (2009), this job is translational, where social workers help people find meaning and rekindle meaningfulness by being emotionally present, sensitive, self-aware, and empathic. This is consistent with the idea of giving people hope when they may be afraid, they have none (O'Leary, 2001). According to Wood (2007) in her account of dealing with a survivor of the 1994 Rwandan Genocide, such a strategy can facilitate healing while bridging linguistic and cultural barriers.

In mutual assistance groups, where social workers talk about hope as a primary objective and a result of any social work intervention program, relational behaviours are recommended. Such groups emphasize facilitated, structured, and mutual support (Mancini et al., 2013), information sharing and problem-solving (Glaser and Glassman, 2014), healing (Allen and Wozniak, 2014), and tying together the past with the present and the future to pinpoint strengths and inspire new objectives (Allen and Wozniak, 2014; Boddy et al., 2008; Long and Frederico, 2014). Instilling hope (Arndt et al., 2009), seeing a better future with a good sense of self (Long and Frederico, 2014), and cultivating an internal sense of temporality and future are all things that groups may help with (Nedderman et al., 2010).

The foundation of narrative, strengths-based, and solution-focused individual therapy and group work is frequently a commitment to these types of therapies. A narrative method that externalizes issues allows people to engage with hope and misery fluidly, claims McLean (2011). According to a strengths-based approach, "focusing on people's dreams, hopes, and visions allows them to start thinking subjunctively about what might be and how it might come about" (Saleebey, 2000: 133; see also Saleebey, 2013). It involves (1) acknowledging that people frequently approach social workers out of optimism for a better and brighter future (Harris, 2012), and (2) giving them time and space to express their feelings (McCarthy and Sebaugh, 2011), (3) collaborating with people to act with care and concern and assessing people's emotional and functional capacities (Tsui and Cheung, 2004; Javadian, 2007). (Javadian, 2007). Solution-focused therapy, like narrative and strengths-based practice, aims to connect with people's hopes by emphasizing their strengths, exceptions to difficulties, goals, and methods for achieving those goals (Kondrat and Teater, 2010).

Alternative therapies have occasionally been used overtly to inspire hope in others, including Tai Chi, forgiveness therapy (Lundahl et al., 2008), psychodrama (Konopik and Cheung, 2013), yoga (Strauss and Northcut, 2014), possible selves theory (Van Breda, 2010), and "circle of meaning" groups (Burke, Positive feelings, including as hope, were considerably higher than the comparison group post intervention,

according to Lundahl et al(2008) .'s meta-analysis of forgiveness-based intervention trials with comparison groups (Boddy et al., 2017).

Therefore, a framework derived from meta- analytic studies (Boddy et al., 2017) is used at the foundation of this case study topic and method.



Figure 2 Framework for Hope in Social Work Practice

2.7 Analytical Model – CAIMer Theory

The CAIMer Theory (Blom & Morén, 2009) is a conceptual scheme via which social work practice can be documented, studied, and analysed using a scientific technique. The model captures fundamental aspects of social work with people and families in contexts. Using its lenses to encompasses a multi spheric view of interactionism, structuralism, and critical realism, the different structures, actors, behaviours, and intentions have a crucial role in documenting observable elements of field work. Technically, the theory defines social work practice in terms of concepts derived from theoretical perspective, contextual perspective, and field practice. Aiming to make social work practice an observable generative object, the CAIMer theory consists of Context, Actors, Intervention and Mechanisms.

The first component of the theory is Context whereby the interrelated conditions of the practice is in question. It is a holistic approach that entails the socio- cultural environment that can be both formal and informal of the client as well as intervention conditions.

The second component is Actors whereby the clients, social worker and other entities involved are part of the practice influence. It can also be formal and informal.

The third component is the Intervention model. The involvement a social worker has with a person, family, group, or community that they are trying to help is known as a social work intervention. Based on the client assessment, a social work intervention plan will be created to help assure the greatest likelihood of success. It can also be formal and informal

The fourth component is the Mechanisms of the practice. Related with formal and informal intentionality of the scheme, whereby a constellation of the above conjure into a repeated set of outcomes. It can also be formal and informal

The fifth and last component is the results of the social work practice, which the researcher considers to be out of scope of the study due to its substantial load of research capacity (reporting, observable elements, longitudinal aspect, sustainability aspect).

The CAIMER Theory to document social work practice is appropriate for this study due to its sensibility to theoretical framework (Snyder's Theory of Hope), interactionist perspective on contextual contingencies (Slovakian Culture with Roma Culture), actors (social worker and Roma children) and intervention models (Study object). Related to the nature of the study, the critical realist approach that this model has been evidenced based on, the researcher aims to dissect the observable components of social work practices with Roma Children.

Therefore, applying the theory to this study, the context applied is the Romani community, the actors applied are children with intervention from the framework of hope in social work. Illustrated mechanisms of the intervention follow the framework listed; strength-based approach, humanistic approach, post-structuralist view on hope, individual and community aim, professional values, and supervision. The model results in a social work practice contextualised for Hope with children from Romani community.

Below is illustrated the interactions between concepts that guides this case study.

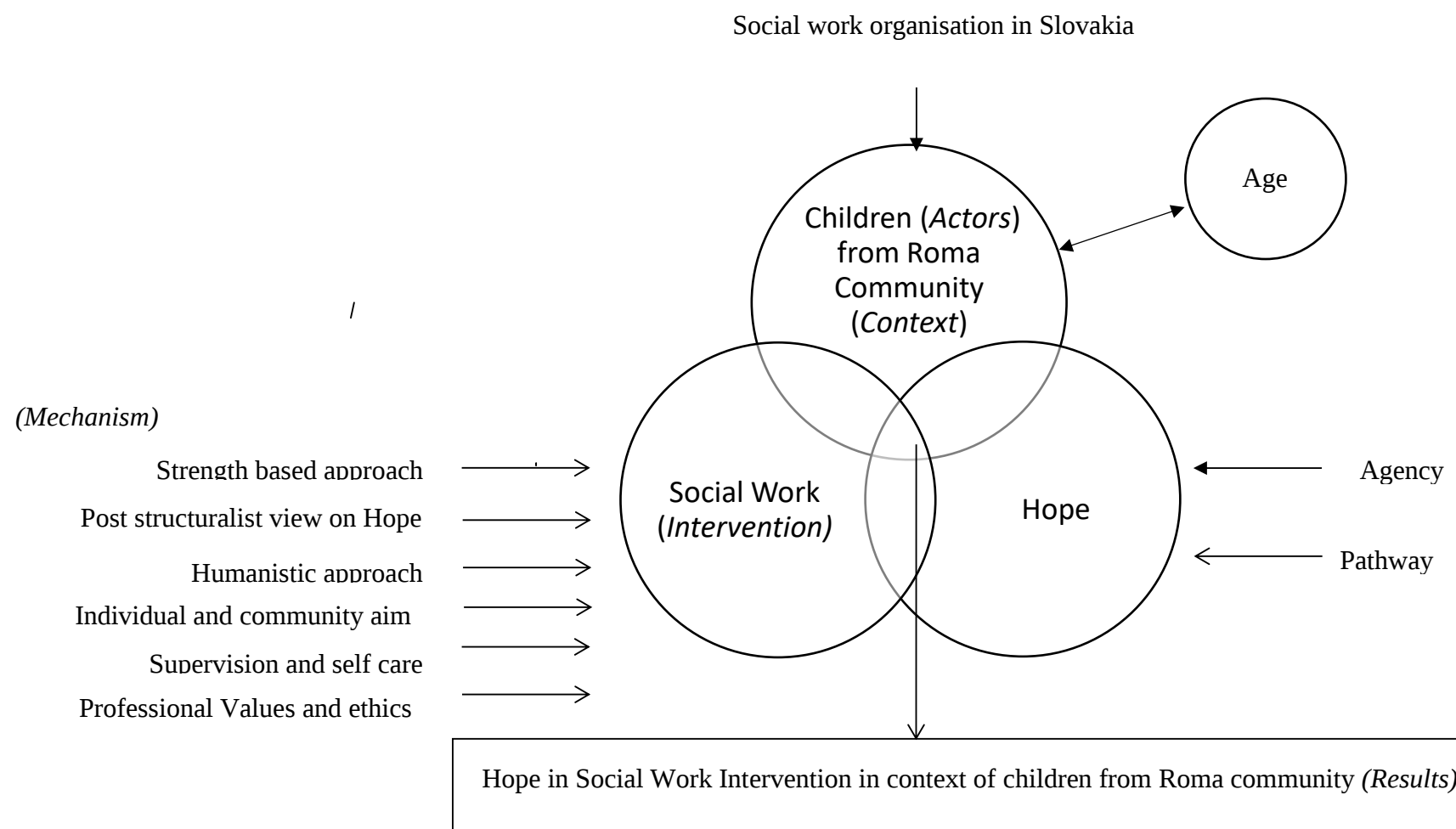


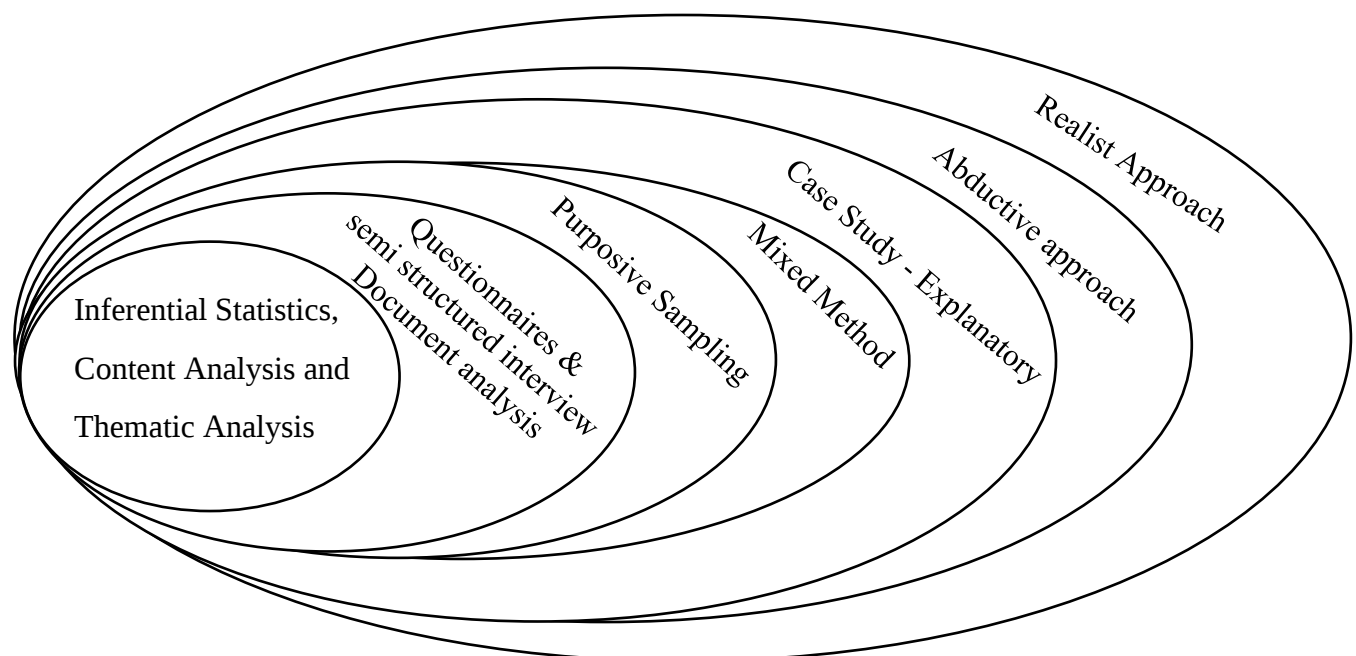
Figure 3 Analytical Model based off CAIMer Theory

Chapter 3. Methods

3.1 Introduction

This chapter dissects the strategies employed to identify how social workers address to hope dimensions in their daily interventions and the state of hope in Roma Children in the organisation. It will also evaluate the overall research design that guided the study, the methodological triangulation, the data collection, and analysis strategy as well as the methodological limitations.

Figure 4 Research Onion



3.2 The Research Design

3.2.1 The research Philosophy – Realist approach

According to Creswell (2014), ontology represents the "nature of reality." The ontological approach in this study can be explained via realism. The philosophical realist approach is conceptually based on realism, which incorporates three social science principles: causal explanations are possible; social reality is primarily an interpretation of social actors; and social actors assess their social reality. The foundation of

realist methodology is the conviction that both; structures with an empirical existence (like positivism) and meaningful behaviours reality (like interpretivism) make up the social world (De Souza, 2022) . Realists contend that both qualities are significant, contrary to positivism and interpretivism, which emphasize one or the other of these dimensions. To examine hope as a social phenomenon effectively, we must comprehend both; finding fundamental causal mechanisms like agency and pathways as well as investigating how and under what circumstances it operates. This contextually dependent theory of causation is expressed as $\text{context} + \text{mechanism} = \text{result}$. In this thesis, the equation would be the context of Romani children in Slovakia + hope mechanisms by social workers = results of hope in social work intervention. The realist approach in this case study has been used on grounds that traditional systematic review methodologies have been condemned for being rigid and overly specific. The social situation, social capital and engagement of the Romani children is important to understand how it results in the levels of Hope score. The interventions cannot be tested for efficacy if the concurrent inferential statistics about its effect is not taken into consideration. The case of Romani children in this organisation in Northern Slovakia is a specific case whereby the correlational levels of hopes is crucial in understanding the boarding of an acculturated evidence-based approach. Hence, this study chooses the post positivist approach to adhere to the complex, multifaceted, and dynamic environment that a single approach would not be able to capture.

3.2.2 The research type – Abductive Approach

By creating a hypothesis based on existing theory, and then designing a research method to test the hypothesis, the deductive method focuses on drawing inferences. However, this method fails to take into consideration the specific social reality that influences this aggregate. On the other hand, analysis from social actors on their social reality is short of the reliable value that it can be measured on.

In this case study, Hope levels are aggregated, seen in relation to their age and the practices that govern it. Following the realist philosophy that both qualities are significant, this research's reasoning is the abductive approach. Abductive research alternates between inductive, open-ended research settings to more speculative and deductive efforts to verify hypotheses (Lipscomb, 2012). Given the nature of the research purpose, an abductive research approach seemed to be the most appropriate. Using the post positivist philosophy, the path to logic in this case study can neither be strictly deductive nor strictly inductive. The scientific method used to draw conclusion in this case study hence is abductive reasoning whereby it can combine both, numerical and cognitive reasoning.

3.2.3 The research Strategy – Case study - Explanatory descriptive

Case study research entails a thorough examination of a current, actual occurrence and its surroundings (Webb, 2012) which in this case study is the occurrence of Hope via social workers. Explanatory case study investigates the causes or mechanisms behind a phenomenon. Following a realist philosophy that aims to

see Hope in its correlational value as well as the social reality that contributes to it, the approach that can accommodate to the flexibility of this philosophy is the abductive reasoning. The case study method is suitable for the research goals because it enables the use of a variety of data collection techniques including survey method, archival research as well as open-ended interviews. It is a suitable method for innovative practice-based study (Gherardi, 2009). As a result, an in- depth information about this case study topic is collected, which is about Hope with Romani Children in Slovakia. As a result, this kind of research represents the first step in this context and acts as a foundation for further research. Although information on Hope in social work is available, no substantial research has been done on the specific causal link that the researcher is interested in. Given that no previous practice -based study has documented practices around the concept of Hope in social work, a case study method is appropriate in terms of small sample size, purposive population, and voluminous amount of data collection.

How is the intervention being implemented and received on the ground are examples of more explanatory "how," "what," and "why" inquiries that can be effectively captured using this case study approach. The case study technique can provide more information about any delivery gaps or the rationale behind the selection of one implementation strategy over another. As a result, theory may be developed or improved.

3.2.4 Research Choice- Mixed Method

Social workers need to be able to research how both structure and action have an impact. This entails utilizing many techniques, combining quantitative and qualitative data from various sources (Bryman, 2015). Although they can be described independently, qualitative, and quantitative data are interrelated during the research process.

The mixed methods as a research methodology are appropriate for this study considering the broad prospects of using a case study on realist abductive reasoning. The purpose of the qualitative methods, according to Silva and Wright (2008: 3), was to "check and rectify the quantitative data" and strengthen the survey data. The rational in this study is to find hope level, age as mediator and describing hope activities. If we want to establish a leading reliable intervention, its concurrent inferential data is essential to completely comprehend and account for social reality. According to Haq (2014, p. 11), triangulation provides researchers with the opportunity to present multiple findings about a single phenomenon by deploying various elements of quantitative and qualitative approaches in one research. The mixed methods allow the researcher to see the different perspectives using more than one method. It allows the researcher to extract rich subjective reasonings behind social behaviour in a small sample size that would not be able to in traditional linear methods (Palinkas et al., 2013).

3.2.5 Time Horizon- Cross Sectional

Given that the order of the data collection methods is not significant in this study, the time horizon on data collection was cross sectional. The investigation occurred at a single moment in time.

3.2.6 Sampling strategy – Purposive sampling

Purposive sampling offers non-probability samples that are chosen in accordance with the features existing in a certain population group and the overall purpose of the study (Etikan, 2016). The features accounted in the master thesis was Children (7 to 14 years old) of the Romani community in Northern Slovakia. The overall purpose of the study is also to document practice led interventions by social workers that are based on the concept of Hope. If there are only a few main data sources that can contribute to the study, purposeful sampling can be the only viable strategy which was the case about documentation of Hope interventions. The procedure may also be known as judicial, subjective, or selective sampling, but the fundamental structure is the same. The organisation was chosen based on a collectively exhausting list of the criteria mentioned above. This sampling technique is appropriate for this master thesis as it allows the researcher to extract specific information concerning the topic of research from the sample group.

3.2.7 Data collection Techniques –Questionnaire, semi – structured interview, Archival research

3.2.7.1 Questionnaires

This study consisted of a survey using closed ended questionnaire. The questionnaire was appropriate for this study in terms of feasibility of the method for the researcher and organisation, validity in terms of age, language as well as reliability of the scale for Slovakia (CHS) (Halama, 2001).

The Children Hope Scale (CHS)

The Children Hope Scale (Synder, 1997) is 6 items measure of children's futuristic perceptions (Cronbach alpha = 0.64). This scale assessed the two theoretical dimensions of the Hope Model, specifically; agency thinking (Goal-directed decision-making) and pathway thinking (route planning). An example of an agency thinking measure was item 5 ('I think the things I have done in the past will help me in the future'). For pathway thinking, an example is item 4 ('when I have a problem, I can come up with lot of ways to solve it'). Participants answered via a 6-point Likert scale ranging 1 (None of the time) to 6 (All of the time). There were no reverse items, and a total is computed to indicate a Hope score (See appendix B).

The total number of participants was 15, with children (n=15). Children aged 7 – 14, included girls (66.7%) and boys (33.3%) which is an approximate of the Slovakian female: male ratio (51: 48).

The age distribution of the children was 26.7 % for 12 years old, 20 % for 11 years old, 13.3 % for 10 and 9 years old. 6.7 % was the age distribution for 7, 8, 13 and 14 years old individually.

3.2.7.2 Semi structured interview

A semi structured interview was conducted with the head of the social worker, find attached outline of interview (See Appendix C). It was the appropriate data collection method as it promoted a two-way conversation that gave the researcher the chance to probe, explore and clarify the answers and the justifications for those replies. It gave the social worker time to talk about delicate subjects while following a pre-set target goal on themes. The research questions were devised following a top-down approach from the concepts. The clearly defined concept was listed in terms of their dimensions and indicators of the same. Furthermore, the questions were devised under supervision according to the study's aims. Below is a tabularised illustration of the research questions process. The same was used to aid coding and categorising in MAXQDA. (See Table 1).

3.2.7.3 Digital Archival data collection

Researching documents made and kept by institutions, organizations, and people is known as archival work (Ventresca et al., 2017). The records of this case study are a digital copy and was produced by the former ESWOCHY interns of the organisation for their Practice report module. Seven documents were collected from 4 Interns, namely, Record sheet of Intern 1, Report Sheet of Intern 2, Answers about organisation of Intern 2, Diary and reflection of Internship of Intern 2, Information about organisation of Intern 3, Internship diary and reflection of Intern 3, Diary, and reflection of Intern 4. The archives collection was relevant to the study due to the contents that explores the organisations social work practices. The archives were readily available, in English and recent (compiled in October 2022) which reduces risk of redundant data. The archives lower the respondents' response biases in the study as the researcher is not present. The archives were coded, categorised, and analysed via MAXQDA using the illustrated coding system below.

Component	Dimensions	Definition	Indicators	Research Questions	Aims
Hope	Agency	Belief that we can influence that future vision becoming a reality.	Determination, perception of capacity, decision making of child and in relation to social worker Goal setting abilities; potentially via social worker	How would you describe the hope for the future in your service users of the organisation? And why? Which of these issues do you tackle in your activities and how? Do you participate in levelling the hope for the children in organisation? if yes, how?	Understand how the indicators of hope interplay with the planning of activities
	Pathway	It is being aware that there are numerous options for how to get where we want to go	Route planning , capacity to construct feasible routes, devising ways to achieve goals	How involved is the child in this process and what is your role in the process?	
Hope in social work practice	Strength based approach	Practitioners acknowledge the power and resources a client owns inside their own perspective of their life experience.	solution-focused interviewing, existence of a positive element in their lives, self-acknowledgment of strengths - self proclaimed strengths these can include culture, language, skills, community etc.	How do you devise activities in your organisation? What elements do you take into consideration to implement an activity to increase the hope of the children? What process do you use to approach clients and their hope? Are the client experiences valued? How? Do the children identify their own goals? If so, how? What is the role of the organisation in this	Understand which of the elements are tackled in which ways to shed light on social work practice with Roma children

	Relational humanistic approach	S.w highlights the value of each person as an individual, the importance of human values, and the creative, active essence of people.	friendly environment, holistic care, empathy, individualization, autothe, decision-making participation	What criteria do you consider important to be present in the social/ personal/professional environment of the activity?	
	Personal and community aspirations	Reciprocity in goals to be attained	Mutually exclusive	How do you decide what objectives need to be met? How would you describe the reciprocity between you and your clients? Can you give me some examples?	
	Post structuralist views on hope	Truth is not an unchanging idea; rather, it fluctuates according on your social, political, economic, and cultural standing in the world.	Critically reflective	How do you see hope in your workplace? How would you construct the concept? What element interact with it?	
	Professional Values			What professional ethics and values do you and your team bring to the organisation?	
	Supervision and self-care			Can you describe the supervision process in your team? You mentioned caring for each other in the archives. How do you do so professionally and personally?	

Table 1 Devision of Research Questions

Procedure

A hardcopy set of 15 questionnaires (15 for children) which was translated to Slovakian, checked with the staff of the organisation, and was distributed in the organisation (See appendix F). Parents filled in (i) the consent form, informing them about the purpose, eligibility, risks of participation, benefits of participation, compensation, confidentiality, and agreement of the survey (See appendix E). Children filled in the (ii) CHS, (iii) demographics sections and went through the (iv) debrief form (See appendix G). The application of the self-administered questionnaires was supported by staff. The researcher gained consent and informed the head of the social workers about the risks and benefits of participation before conducting an interview. The social worker was debriefed after the interview about the purpose of the study. Consent was gained from the interns and head social worker about collecting the archives from the interns to perform a content analysis. The documents collected were internship reports drafted by the Interns of the organisation from the ESWOCHY class. After data collection, the questionnaires were input into SPSS and a means, correlation and regression analysis was run. The documents and interview transcript were coded and categorised via MAXQDA.

3.2.8 Data Analysis Techniques –Inferential statistics, Content analysis and Thematic analysis

Inferential statistics was used as a data analysis method as it enabled the researcher to make extrapolation-based judgments from a collection of numbers.

To take the mixed method approach further, a content analysis was run on the archives (with pre-defined codes and categories via MAXQDA) to quantify the qualitative data (See Appendix I). This method is reliable, structured, and unbiased.

Thematic analysis, a technique for assessing qualitative data, is reading through a collection of data, and searching for patterns in the meaning of the data to identify themes (Braun & Clarke, 2021). Thematic analysis is a flexible method whereby no pre-defined list of codes is needed. Therefore, it was appropriate for this case study because there was only one interview. Moreover, the thematic analysis was a proper cross check of results with the content analysis.

3.3 Methodological Limitations

Limitations about this case study is that the findings cannot be generalised at the end of the study. The statistical measurement disadvantages of qualitative data when it has been quantified are a challenge connected with mixed method design since quantified qualitative data is extremely susceptible to collinearity (Roberts, 2000). Due to the time-consuming nature of the design and low sample size,

researchers who must gather and analyse qualitative data may need to limit the statistical procedures like analyses, means and correlation. As the study only had one small group as its focus, there is a limit to how broadly these findings may be applied. This is not necessarily a problem, though, especially if the study's objectives do not include generalization. This study cannot guarantee reliability on grounds of environments and social changes.

3.4 Research ethics

Respecting the dignity, rights, and wellbeing of study participants requires adherence to ethical norms. Diener and Crandall (1978) classified ethics of social research into four main areas:

3.4.1 *Harm to participants.*

The BSA Statement of Ethical Practice (1992) regards this principle as the ability to ‘anticipate, and to guard against, consequences for research participants which can be predicted to be harmful’ and ‘to carefully consider the possibility that the research experience may be a disturbing one’. Likewise, the SRA’s Ethical Guidelines advocated that the ‘social researcher should try to minimize disturbance both to subjects themselves and to the subjects’ relationships with their environment’. Therefore, in this study, harm to participants and their environment was minimised by informing the participants before their involvement about the risks and benefits of the research. The parents who consented, the child and social workers were rightfully informed that taking part in the study will not intervene negatively with their personal or professional life.

3.4.2 *Informed consent*

SRA Ethical Guidelines (2003) suggests that participants “should be aware of their entitlement to refuse at any stage for whatever reason and to withdraw data just supplied. Information that would be likely to affect a subject’s willingness to participate should not be deliberately withheld...” Following the principle, the parents were informed of their/ the child’s right to anonymity, confidentiality and right to withdraw at any moment of the study if they wish to do so (See appendix A and E). The child was also duly informed that it is their choice to participate and no authority is mandating their participation. The interns and social worker were also asked for consent to acquire archives and for the interview, respectively. The integrity of science in this study was sustained via Parent consent, organisation consent, briefing of risks/ benefits, anonymity, confidentiality. These guidelines guarantee that study subjects' involvement is free, informed, and secure.

3.4.3 *Privacy*

In the UK, the Data Protection Act (1998) imposes requirements on individuals and organizations that keep personal data about others and grants rights to persons about whom such information is maintained. The

Data Protection Act mandates that those who handle personal data must adhere to eight principles that guarantee that data is obtained. This study follows the eight principles which are; Fair and legal processing; processing for specific, limited purposes; processing that is adequate, relevant, and not excessive; processing that is accurate and up to date; processing that complies with your rights; processing that is secure; processing that does not transmit information to nations where it would not be adequately protected.

3.4.4 Deception

SRA Guidelines (2003) outlines that ‘It remains the duty of social researchers and their collaborators not to pursue methods of inquiry that are likely to infringe human values and sensibilities.’ This study did not have any areas of deception due to the descriptive nature of the research. If any information was withheld, it was the specific purpose of the hypothesis. This was done for the purpose of gaining unbiased survey responses from the children. Nevertheless, the children and social workers were duly debriefed after the survey.

3.5 Concluding Summary

This chapter covered the methodology used to carry out the present investigation. As discussed, the research’s way to knowledge was the abductive realist approach whereby the fitting research strategy was a case study that allowed a data collection based on triangulation. The triangulation included questionnaire, archival research and a semi structured interview whereby the data from the purposive sample was analysed via inferential statistics, content analysis and thematic analysis. The data collection methods were guided from a systematic division of research questions based on concepts and their related indicators.

Chapter 4. Findings and Discussion

The findings respond to the aims of the study which is (i) to quantify the level of hope in children of Roma community, (ii) find a link to age and (iii) explore the social work practices related to hope in social work. Answering the research question: *What factors influence hope and planning of interventions on hope dimensions?* this study deduces that as a child from Roma community grows up, they are likely to be less hopeful about their future. Age as a mediator explained half percent of their hope level. Answering the research question: *How do social workers address to hope dimensions in their daily interventions when working with a socially marginalised group (Romani community) in Slovakia?* Some accultured contextualised intervention techniques of working with the children included a focus on fulfilling their basic needs for a start (Maslow's hierarchy of needs) to gradually target higher order needs. More context practices included a focus on creative arts and leisure activities (i.e., dance and music therapy), holistic approach (with family, other organisations, and community), education and training workshops, addressing to the language barrier, and having a member of the community as part of the social work department. Additionally, the findings explored pre-set mechanisms from the study's analytical framework that listed strength- based approach, relational humanistic approach, post structuralist view on hope, role of supervision, ethics, and community goal.

4.1 Objective 1. The level of Hope in Roma children

Preliminary tests for skewness and kurtosis were revealed within acceptable level. Being negatively skewed for Children Hope Scale (-0.97), kurtosis levels demonstrated normal univariate distribution (1.9 for CHS) (Browne, 2006).

The age distribution of Children (7 – 14) denoted a prevalence of 11- and 12-years olds in 46.7 %. The remaining percentage included 26.6 % (9 and 10 years old) and 26.7 % for other ages. Consequently, the mean score reported for children's age was 10.73 (*SD* 1.90). The mean score for Children Hope Scale was reported 27.93 (*SD* 5.09)

This result is discussed in conjunction with the supported correlation and regression in Objective 2.

4.2 Objective 2. Age as a mediator for Hope

4.2.1 Test of Hypothesis

H1: The hope level of the children will negatively correlate with the age of the children.

Pearson's correlation coefficient test indicated a strong negative correlation (Pearson's correlation coefficient test) between children's age and their hope score, $r = -.68$, $p \leq .005$. The result of the correlation implies that as the children's age increases, their hope level decreases. The results imply that as a child from the Romani community grows up, they are more likely to lose hope.

Variable	α	M	S. D	1	2
1. Children Age	-	-	-	-	
2. SumCHS (6)	.64	27.93	5.09	-.686**	-

Note: SumCHS- Sum of Children Hope Scale, Children N = 15, ** $p \leq .005$

Table 2 Sum, Means, S.D, correlation of variables

4.2.2 Regression Analysis

A regression analysis to describe the nature of the relationship between the variables Age of children and hope score (CHS) was conducted. The results for the test confirmed the significance between the predictor variable – Children's age and outcome variable – Hope level (CHS), $r^2 = .471$, $p \leq .005$ (The same is confirmed with a bootstrap Analysis – See appendix H). So, children's age explains 47.1 % of their Hope score.

The thesis's observation that Roma children lose hope as they become older can be explained by both the Ecological theory of Bronfenbrenner (2000) and the critical social work theory (Agger, 2006). This case study has seen Hope for future from a social lens as discussed in the literature review. The contribution that social support, social capital, and environment can have on the hope for future of a child is corroborated with the overview that Romani children suffer from the lack of societal support. Therefore, as mentioned above by Snyder (2000) that as children grow up, they can form better cognitive attributions about their opportunities, aims and hopes for future. This adds up to explaining the results from the ecological theory of Bronfenbrenner and the Critical Social Work Theory.

The ecological theory of Bronfenbrenner (2000) emphasizes the significance of comprehending the various systems, such as the microsystem, mesosystem, ecosystem, and macrosystem, that affect an individual's

growth. The microsystem consists of nearby settings including a person's family, friends, and school. The interactions between several microsystems, such as the bond between home and school, are included in the mesosystem. The exosystem covers broader social systems including governmental regulations and cultural standards that have an indirect impact on people. The macrosystem is made up of more extensive cultural and historical elements that influence social structures and values.

Families of Roma may encounter difficulties at every level of the ecological system. For instance, people might experience stigma and discrimination in their surrounding environments, such as their schools or outer society. Their interactions with peers, teachers, and other authoritative figures may be impacted by this as discussed in the literature review. This may then affect their ability to access chances for employment and education, which are influenced by broader social structures and cultural norms. Therefore, as the child grows up, they can decipher the societal inequality and increasingly lose hope for future.

The impact of institutional oppression, marginalization, and power disparities on people's lives is highlighted by Critical Social Work Theory. Roma families frequently experience systemic prejudice and social exclusion, which can limit their access to essential resources like education and jobs as discussed above. As a result, Roma children may lack social support, have low self-esteem, and have little prospects, all of which might make them feel less hopeful about the future. This disparity and inequality in society is inevitable processed by the child as he/she grows up which affects his/ her hope for future. As a result, this case study demystifies the standpoint that age has no correlation with Hope, as elaborated in the literature review and advocates for Hope studies with marginalised and vulnerable positions.

Overall, the complex social setting in which Roma children grow up and how this context can affect their sense of hope for the future can be better understood using the critical social work theory and Bronfenbrenner's ecological theory.

4.3 Objective 3. Social Work Practice on Hope with Roma Children

A semi structured interview conducted with the head of social workers of the organisation revealed 8 themes and 10 Subthemes related to planning of activities which answered the research question about social work practices. A triangulation approach provided this study with corresponding categories across the interview and content analysis. 5 themes of the proposed analytical framework of this study came up including the 4 additional categories explored in the content analysis. A frequency table of all content of the archival analysis is attached in the appendix I.

A word cloud was run by MAXQDA to detect a word cumulative frequency in the archival content analysis to which we reinforce the major words coming across as “child” (n= 220) associated with “social” (n= 15), “family” (n=17) and “Roma” (n=14) across content. From the analysis, we can infer that a holistic approach

as a theme in the interview, strength based approach was mentioned explicitly in the content analysis (n=8), with the subtheme's Creative arts and leisure(n=25) and holistic approach (n=24),

“There are the types of activity focusing for their strengths” (Interview with Social Worker) such as

- creative arts and leisure activities that highlights dancing and music therapy, for *“the development of each person's uniqueness and abilities.”* (Diary and reflection of Intern 4, 2022).

To elaborate, these include *“dance practice in the community centre, exhibition of the children about roman dance for the elderly community”* (Internship diary and reflection of Intern 3, 2022), *“art activities about autumn with children, Italian class, guitar class Caritas”* (Information about organisation of Intern 3, 2022)

In the context of Roma culture, music and dance are frequently essential to communal life and play a significant role in establishing a sense of belonging, expressing one's identity, and commemorating cultural traditions. Therefore, this case study discusses the practice from a social identity theory and humanistic theory of art therapy. Social workers can capitalize on the cultural assets of Roma children to support healthy emotional, cognitive, and social outcomes by including music and dance into their work practices.

For instance, dancing and movement can support Roma children's self-esteem growth, emotional regulation skills development, and communication and social interaction skills. Along with aiding in language development, memory improvement, and attention and concentration, music therapy can support the same results in children (Kobus et al., 2022)

By giving children the chance to take part in cultural events and festivals and to showcase their talents, the use of creative arts therapy with Roma children can help encourage positive community involvement and engagement. As a result, there may be a higher sense of hope and optimism for the future as well as a sense of pride in the community. Moreover, this social work practice addresses to the instance that Slovak educational system does not celebrate the culture of Romani children. As discussed in the literature review, Romani children cannot relate or feel a sense of belongingness due to the complete absence of their culture in textbooks, curriculum, and system.

Social workers who work with Roma children can employ arts and creative interventions like dance and music as effective tools. Social workers can support the development of a feeling of optimism, encourage positive emotional and social outcomes, and promote more community engagement by utilizing the strengths and resources of Roma culture.

As mentioned above, when working with the strength-based perspective, the collaboration model forms part of a holistic systemic approach. This subtheme is divided into 3 types notably

- collaboration with other organisations (n= 10),
- involvement of the community and
- involvement of the family; specifically, *Young Roma mothers meeting*. (Diary and reflection of Intern 4, 2022).

Illustrated via a word graph below, the theme - holistic approach between organisation, community, family, is corroborated in the archival analysis.

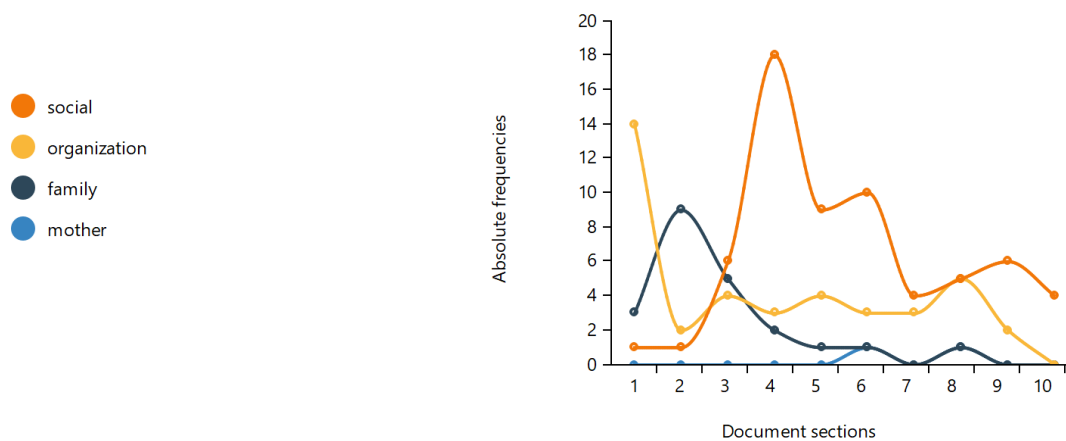
Collaborating “*to distribute the clients for another specialist or another organisation*” (Interview with Social worker)” *X closely cooperates with field social workers of the city of Ruzomberok, Nízko Prague day centre Prerod, Bratská Jednotá Baptistov, Social and legal protection of children and guardianship, and schools. It also cooperates with non-governmental and church organizations in Ruzomberok and its surroundings.*” (Record sheet of Intern 1, 2022)

“*we are the part of the Community and we want to feel good in our environment*” (Interview with Social worker).

They Collaborate with the community which is “*very important because they are the part of the community. It's the something what they identify with and also it's very good to have the good relations relationship*” (Interview with Social worker)

Collaborating with families. “*There is a parent, their grandparents, their cousins or, you know, they can also be the part of these activities*” (Interview with Social worker). In the content analysis, the word ‘mother’ came up 31 times compared to ‘father’ that came up only 1.

Following with the collaborative and holistic approach uncovered via a content analysis of working with Roma children, a word graph was run in which we uncover the presence of words; ‘social’, ‘organisation’, ‘family’ and specifically ‘mother’. Not only do we gain further evidence of 3-dimensional work approach involving society, organisation, and family in the hope framework, but we also infer that the presence of mothers is concurrent and high when working with Roma children.



Tajfel elaborate on the importance of social identity theory as essential for human survival. According to Tajfel (1979), people's affiliations with certain groups—such as their social class, family, football team, etc.—were a significant source of pride and self-esteem. We develop a feeling of social identity—a sense of being a part of the social world—through groups. Through the process of social categorization (i.e., the division of people into social groups), humans created the "them" and "us" division of the world. The theory reinforces community involvement in social work practice with benefits associated with identity theory. Individuals who identify with a group, foster a sense of pride, involvement, stability, and meaning. It is inherent to human nature to 'belong' and survive ("Social Identity Is Key to Human Resources Development," 2007). Moreover, community involvement can also be seen from a social learning point of view whereby the modelling of behaviour is implemented from resourceful models.

The community practice in social work (Hardcastle & Powers, 2011) can be applied to this context with emphasis on ethnic studies and Checkoway's social movement theory. Mobilization, action, advocacy, planning, education, and development are six distinct strategies of community change identified by Checkoway (1995), each of which has its own objectives, plans, and techniques. According to this paradigm, the tactics employed should be in line with the organization's mission. Therefore, to mobilise the community forms part of the social movement theory along other components of the theory explained across this case study's themes.

4.3.2 Maslow's Hierarchy of Needs

"so, we really focused for the needs of the child and if we know that this needs are satisfied, you know, like the basics needs, we can go for another step for the higher level" (Interview with Social worker)

According to Maslow's theory from 1954, people have two different sets of needs. Growth requirements and deficits can be used to categorize this five-stage model. The highest category is known as growth or psychological needs (B-needs), and the first four levels are sometimes referred to as deficiency needs (D-needs). A motivational theory known as Maslow's hierarchy of needs is a five-tiered model of human requirements that is frequently represented as levels within a pyramid. The needs are physiological (food and clothes), safety (work security), love and belonging needs (friendship), esteem, and self-actualization, going up the hierarchy in order. Prior to addressing higher wants, people must attend to lower needs in the hierarchy.

The content analysis likewise revealed tendential pattern for fulfilment of needs while working on hope for future for the children of Roma community. The theme can be divided into 2 types according to Maslow

- D needs
- B Needs

The Deficiency needs that was addressed by the organisation was “*to alleviate poverty, hunger and cold*” (Record Sheet of Intern 1, 2022) as well as “*Affordable social rental housing, housing-first approach via communal housing*” (Record Sheet of Intern 1, 2022)

The being needs addressed are “*safety, sociality, belonging, self-esteem, affection, automate, expression, communication, and affection.*” (Internship diary and reflection of Intern 4, 2022)

Maslow's theory of needs can be applied as a starting point while dealing with Roma children in social work to comprehend their fundamental needs. Roma children endure a variety of difficulties, including deprivation, prejudice, and restricted access to services like healthcare and education as discussed in the literature review. Social workers can identify and treat the fundamental physiological and safety requirements of these children by using Maslow's hierarchy of needs.

The diverse needs and experiences of Roma children are, however, not entirely captured by the idea. The relational humanist method places a strong emphasis on establishing connections with the children' family and knowing their cultural background. This strategy acknowledges the significance of the need for love and belonging in Maslow's theory, but broadens it to incorporate the significance of community and cultural factors. Therefore, to foster Hope for future in Children, it is imperative to fulfil the basic needs of the child above other higher order needs. This input on contextualised social work practice adds to the value of this practice-based case study' contribution to knowledge.

The social learning theory (Bandura, 1976) as mentioned above and is interrelated with other practices, can also be utilized to comprehend how Roma children pick up information and learn new things. According to this view, learning takes place in social contexts and involves observation, imitation, and reinforcement.

This hypothesis can be used by social workers to create educational and training programs that are suitable for the culture and learning patterns of Roma youngsters, which is intertwined with another theme discussed below. Social workers can use Maslow's theory of needs as a jumping off point to comprehend the fundamental requirements of Roma children.

Social workers must adopt a comprehensive and culturally sensitive approach that combines ideas like relational humanism and social learning theory, nevertheless, to adequately meet the needs of these children. Social workers can assist Roma children in accomplishing this while still respecting their cultural identity and community and assisting them in meeting higher levels of needs like esteem and self-actualization.

4.3.3 Relational Humanist Approach

“I think it is also the approach based on respect... appreciate the small steps. Not only for the results”

(Interview with Social worker)

A humanistic psychological approach emphasizes the importance of each person's individuality and holistic worldview. It is seen in postmodern theory in a relational perspective whereby the relationship between the social worker and the client would be valued by showing care and respect for each other. The bond between the social worker and client is of utmost importance to be filled with gratitude, genuinely and care unlike the Freudian perspective of depersonalisation therapy.

This approach in Hope for social work translates to *“Empathy and closeness with the other also allow for more participatory and non-passive communication”* (Internship diary and reflection of Intern 4, 2022) Relational Humanist approach in social is also *“establishing a relationship of trust with the group with whom one sings and with the coordinator of the activity (in this case no longer the figure of a caring adult, but of a figure who supports the child/adolescent with the help of music) helps to develop transversal skills such as empathy”* (Internship diary and reflection of Intern 4, 2022)

With a focus on connections, empathy, and teamwork between the social worker and the client, the relational humanist method in social work is a therapeutic strategy. The entire person—their experiences, values, and beliefs—are emphasized in this method. The relational humanist approach might be very useful when working with Roma children because of the special difficulties they encounter.

The relational humanist approach acknowledges the significance of culture and context in influencing people's experiences (Spatscheck, 2013). When working with Roma children, who frequently experience prejudice and marginalization because of their ethnicity, this is especially crucial. As discussed in the literature review, the community of Roman Travellers have been subject to historical genocide and mistrust evidence across time. The stereotypes, labelling and miscellaneous influences conjure a ‘them’ versus ‘us’

social grouping to promote safety and stability. Social workers can foster positive results by developing trust and rapport with Roma children by adopting a culturally sensitive approach. The relational humanist perspective also emphasizes the significance of understanding and empathy. The goal of this strategy for social workers is to develop a connection based on mutual respect and trust while also trying to comprehend the child's point of view. For Roma children, this can contribute to the creation of a safe and encouraging environment where they can feel heard and respected. This practice addresses to the contextual literature that Romani children face violence, poverty, medical negligence, and social harassment from an early age.

The relational humanist perspective acknowledges that individuals are diverse and multifaceted and that their experiences cannot be boiled down to a single diagnostic or group of symptoms. When working with Roma children, who may experience a variety of problems, this is especially crucial. Social workers can support the development of children by adopting a holistic strategy that considers the child's emotional, social, and cultural requirements.

The relational humanist approach also highlights the value of empowerment and teamwork. Social workers can assist Roma children in developing their strengths, promoting their agency, and assisting them in reaching their objectives by collaborating with them. Instead, then viewing the child as a passive user of services, this approach sees them as an active participant in their own growth and empowerment.

4.3.4 Education and training

“in the group learning, they can change their experiences with the how to bring up the child. Uh, how to behave with the children, how to learn about the children, for example the colours or you know the small things that is really important for the next development of the child...” (Interview with Social worker)

This theme can be divided into 2 subthemes.

- Stakeholder education

This theme focuses on educational seminars, upskilling or training workshops whereby the families, children, social workers, and people are targeted by ministries, organisations, and social workers themselves. By *“educating parents, family members, foster parents and professionals through conferences, training and seminars on how to care for children at risk”* (Record sheet of Intern 1, 2022), the organisation works on their holistic approach by ensuring a knowledgeable approach for all the stakeholders involved in the child's development. By the *“Provision of public education to communicate on issues of institutional care and eradication of deep-rooted prejudices of abandoned children”*, the organisation attacks the core root of societal risk for children of Roma community. (Record sheet of Intern 1, 2022). This subtheme catches up with the community social work practice

mentioned above (Chekoway). It addresses to the education, advocacy components necessary for social change.

- Language program

In total of 7 documents and 1 interview, “*language*” was mentioned 17 times. It came up as a main content as well as significant subtheme to consider in social work practice with Roma children. “*They have the problem with the Slovak language*” (Interview with Social worker) and the organisation intervenes in various artistic or courses mechanisms to stimulate the grasp of Slovak language without losing touch with their mother tongue. The language barrier is one of the areas that prevent acculturation and adaptation of host culture which the organisation addresses.

A significant component of social work with Roma children is education and training. Social workers should receive an education and training that considers both the various educational theories and the special requirements and traits of Roma children.

Incorporating Constructivist theory into social work education and training may be beneficial as people develop their understanding by producing knowledge from their experiences and interactions with the environment based on this principle. As per this belief system social workers ought to provide learning opportunities rather than simply delivering information to enable Roma children in creating new knowledge

According to Valsiner's cultural-historical theory (1987), culture has a major impact on learning and should not be overlooked. Delivering appropriate instructions and trainings require social workers to know about the cultural backgrounds of Roma children. The values, beliefs, and practices of the Roma culture, for instance, should be understood by social workers who may then utilize this information to customize their approach to education and training. This in turn results into the strength-based approach in the form of community practice as discussed above. As seen, all the practices are interacted to the common aim; wellbeing of Romani children to foster a Hope for future.

The social learning theory (Bandura, 1977) further highlights how crucial modelling and observation are to the learning process. Social workers that work with Roma children should provide good examples for the children to follow and learn from. Additionally, they must provide Roma children the chance to model good behaviour by watching others do it and by engaging in it themselves.

The community of practice theory also highlights the value of community engagement and collaboration in the learning process. To provide a healthy and interesting learning environment, social workers who deal with Roma children should collaborate with other professions, community members, and parents.

In conclusion, educational theories have a significant impact on how social workers interact with Roma children. The cultural-historical theory should be used by social workers to understand the cultural context of Roma children. They should also provide positive role models and opportunities for observation. Finally, they should use the community of practice theory to involve the community in the learning process. Using these beliefs, social workers may give Roma children excellent educational and training opportunities, assisting them in reaching their full potential.

4.3.5 Post structuralist view on Hope

“I think it depends on the age of the children, of course, of their environment and it's really connected with the type of the family. If the family is functional or if they have some problems with living or with their work? Or sometimes it depends on the results in the school, I think it's like the general things.” (Interview with Social worker)

Post structuralism is the philosophy that posits that knowledge is not a linear, radical statement but rather consists of multifaceted point of views. The ‘truth’ is multi-layered by society, economics, culture, and political standpoints. Applying the post structuralist vision for hope, the latter is seen not from the conventional religious or psychological standpoint but is influenced by your micro, macro and mezzo perspective which translate into your social environment, social capital, culture, fiscal opportunity, and public blueprint.

This philosophy stood out in social work practice whereby the framework for hope is based on a core understanding that all stakeholder’s in a children’s wellbeing are directly involved.

Post-structuralism is a philosophical approach that challenges traditional notions of truth, identity, and power by emphasizing the ways in which these concepts are constructed through language and discourse (Wendt & Seymour, 2010). When applied to the context of social work with Roma children, a post-structuralist view of hope can be particularly beneficial in challenging dominant narratives of hope that may perpetuate harmful stereotypes and reinforce existing power structures.

Instead of viewing hope as a static, objective concept, a post-structuralist perspective recognizes that hope is constructed and negotiated through interactions between individuals and social structures. This means that hope is not solely a matter of individual psychology or personality, but is also shaped by social, cultural, and historical contexts. In social work practice, a post-structuralist approach to hope can involve challenging dominant narratives and power structures that may limit opportunities for Roma children. This can include examining the language and discourse used in social work interventions to identify and challenge underlying assumptions and biases. It can also involve working collaboratively with Roma communities to co-create narratives of hope that are more inclusive and empowering.

Overall, a post-structuralist perspective on hope can be a powerful tool for social workers working with Roma children, as it allows for a more nuanced and critical understanding of hope and its role in social work practice. By recognizing the constructed and contested nature of hope, social workers can work more effectively to challenge dominant narratives and create more inclusive and empowering approaches to social work with Roma communities.

4.3.6 *Having a Roma Team member*

“It’s very helpful for us because our colleagues, Martina, she’s also Roma. She’s one of them.”
(Interview with Social worker)

A pertinent practice that stood out was the appointment of a Roma member in the social work team of the organisation. Other than helping with the language barrier, it promoted an understanding of community practices and ingroup feeling. An illustration of how identity theory and group theory intersect in social work practice is the concept of having a social worker who identifies as Roma.

According to identity theory (Tajfel, 1979), a person's identity has a big impact on their conduct, how they see the world, and how they relate to other people. Having a social worker who is also of their ethnicity might assist Roma children establish trust and rapport. Additionally, it can aid in dispelling misconceptions and minimizing prejudice and discrimination.

Having a social worker who identifies as Roma in the setting of social work practice with Roma children can help to foster a sense of belonging and shared experiences, which can increase engagement and participation in social work interventions.

In conclusion, having a social worker who identifies as Roma can be beneficial for social work practice in several ways, including developing rapport and trust, dispelling myths, preventing prejudice, and fostering a feeling of community and shared experiences. It is crucial to remember, though, that while having a social worker who is of the same ethnicity as the client group can be advantageous, it is not a replacement for ethical behaviour and that social workers must still uphold professional standards.

4.3.7 *Ethics*

“I think that the basic is the ethic codecs of the social worker”. (Interview with Social worker)

Social workers respect a person's intrinsic worth and dignity. Social workers approach each person with compassion and respect, considering personal variations as well as cultural and racial diversity. Social workers encourage their clients to make responsible social decisions. The code of ethics that guided the framework practice where common social work guidelines as well as an emphasis on supervision and feedback method.

- Supervision (n=10) in archives as well, elaborated as
“individual supervision group supervision I can call the supervisor and to ask him for supervision. Supervision once per three months” (Interview with Social worker)
- Feedback which takes the form of
“to support the child during the whole process to ask him what they what they need, what they want, and also give them the spectrum of the activities so he can choose.” (Interview with Social worker)

According to Morrison (2003), the goal of supervision is to improve the social worker's professional abilities, information, and attitudes so they can become competent in delivering high-quality care. It enhances outcomes and supports professional development. According to Page and Wosket (1994), the goal of supervision in social work is to "teach, guide, counsel, and direct" (ibid., 16). Additionally, Brearer (1995: 93) clarifies this idea, adding that "one of the main roles of supervision involves reducing or controlling anxiety and assisting in adjusting to the pressures that come with the job. According to Hawkins and Shohet (2006), supervision is crucial in a career where the primary responsibility is to attend to the needs of others and where stress, feelings of inadequacy, and emotional exhaustion are frequent occurrences.

4.3.8 *Not a structured program on Hope but an implicit goal*

A topic that came out was that hope was not considered as a direct goal of any interventions. It was an implicit achieved status of implemented programmes that has other observable results. Hope was not the main objective of the interventions devised but rather an informal intent.

The results conclude on a reiteration that the needs of children remain the same with an adaptation with the cultural context.

“But in general, the needs of our children are the same. It does not depend on if they are. If they are Roma or on Roma so, but you know also our activities are really connected with the cultural context”
 (Interview with Social worker)

Social workers may not have a dedicated program for boosting hope among Roma children for several reasons. First, hope is a complicated and multifaceted concept that might be challenging to quantify and effectively target in a program. Furthermore, it is critical to recognize that hope is a collective emotion that is influenced by social, cultural, and historical aspects as well as an individual one. Social workers often operate within a broader context of systemic inequalities and discrimination that can impact Roma children's hope and well-being. These issues may require more comprehensive and systemic solutions beyond individual-level interventions.

Social workers must navigate a complex set of ethical considerations when working with marginalized communities such as the Roma. This may include issues related to power dynamics, cultural sensitivity, and community involvement, all of which can impact the design and implementation of any program aimed at increasing hope. It is also important to note that while programs may not explicitly aim to increase hope, they may indirectly address it through other means such as promoting social inclusion, enhancing educational opportunities, and providing access to basic services. Social workers may also incorporate strength-based and culturally responsive approaches in their practice to build upon existing strengths and resources within the Roma community and foster hope in this way.

Overall, the lack of a specific program dedicated to increasing hope among Roma children does not necessarily indicate a lack of concern or effort on the part of social workers. Rather, it reflects the complex and multifaceted nature of hope and the broader systemic and cultural issues that impact Roma communities.

To conclude on the third objective of the study, below is formulated a tabularised format of the social work practice model using the analytical model of the study (influenced by the CAIMer Theory). The context, actors, intervention, and mechanisms of the practice are elaborated, excluding the results, which was out of the study's scope.

Table 3 A CAIMer model of Hope in Social Work

A CAIMer model of Hope in Social Work

Main and sub-Concepts	Examples
1 CONTEXTS	
1.1 Societal and cultural context	Slovakian society with cultural context of Romani community
1.2 Client's lifeworld	
<i>1.2.1 Primary Relations and life- world conditions</i>	Family, relatives, close friends
<i>1.2.2 Secondary relations and life world conditions</i>	School, Social workers
1.3 Intervention Context	
<i>1.3.1 Direct intervention Conditions</i>	The dancing room of the organisation, The activity room of the organisation
<i>1.3.2 Indirect intervention Conditions</i>	The caravan, the church,

2 ACTORS	
2.1 Primary Intervention actors	Social workers
2.2 Clients	Children of Romani traveller's community
2.3 Other intervention actors	
<i>2.3.1 Formal other intervention actors</i>	Ministry supervision, similar of organisations
<i>2.3.2 Informal other intervention actors</i>	Family, Volunteers
3 INTERVENTIONS	
3.1 Social worker's interventions	
<i>3.1.1 Formal interventions</i>	Maslow's hierarchy of needs, arts and leisure activities, Prevention of social pathology activity, Training and education, language assist, development of skills, strength-based activities, community interventions
<i>3.1.2 Informal interventions</i>	Feedback, communication, involvement of community, supervision, supervision, team work, professional ethics and values
3.2 Client's interventions	Readiness, attendance, feedback
3.3 Other interventions	
<i>3.3.1 Formal interventions</i>	Supervision from ministerial supervisors
<i>3.3.2 Informal interventions</i>	Family's intervention
4 MECHANISMS	
4.1 Social intervention Mechanism	Affordable social rental housing, housing-first approach via communal housing
4.2 social psychological mechanisms	Poststructuralist view on hope, humanistic approach, creative music and dance, art therapy,
5 RESULTS	
5.1 Outputs	<i>Out of scope of study</i>

Chapter 5. Conclusion

This thesis has clarified how children from the Roma minority experience a decline in hope as they get older. The study's goals, which included measuring the amount of hope in Roma children, examining the impact of age on hope, and investigating social work strategies for building hope, were all satisfactorily met by the research findings. Several intervention strategies that address the characteristics of hope when dealing with socially oppressed populations, such as the Roma community, were identified by the study in terms of social work practices. These Interventions included a variety of strategies, starting with Maslow's hierarchy of requirements and progressively moving on to higher order demands. The study also found a holistic approach that involves the family, other organizations, and the community was adopted, educational and training workshops were offered, language barriers were addressed, and community members were ensured to be present in the social work department. The results also emphasized the value of mechanisms and theories in social work practice. These included employing a strength-based strategy, applying a relational humanistic strategy, considering the post-structuralist perspective on hope, realizing the importance of supervision, upholding moral principles, and coordinating with community objectives. Overall, this study emphasizes how important social work interventions are for giving Roma children hope and sustaining that hope. Social workers can effectively contribute to the wellbeing and prospects of these children by putting the identified practices into place and incorporating the theoretical frameworks, ultimately empowering them to overcome their challenges and cultivate a sense of hope for a better future.

5.1 Limitations of Study

Despite the valuable contributions of this study, there are several limitations that must be acknowledged. It is important to note that this study is based on a single case study, which limits the generalizability of the findings. While the proposed framework may be effective for this community and organization, it may not be applicable to other contexts. Future research should aim to replicate this study in different settings to test the generalizability of the findings.

This study did not cover the intensity of valid results. Therefore, the results of the intervention remain untested for long term benefit, short term benefit, observable values. In summary, while this study makes valuable contributions to our understanding of social work practice with Roma children, it is important to acknowledge the limitations of the study, including its reliance on a single case study and self-reported data. Future research should aim to address these limitations and to develop a more comprehensive understanding of the factors that contribute to hope and well-being among marginalized communities like the Roma.

5.2 Recommendations for future studies

Based on the findings of this thesis, the researcher would like to recommend several areas of future research related to social work practice with Roma children. First, the researcher recommends further investigation into why mothers are more present in social work practice with Roma children compared to fathers. This research could examine cultural factors, gender roles, and societal expectations that may contribute to this phenomenon. Understanding these factors can help social workers develop more effective interventions that engage fathers, factors that engage mothers and promote positive outcomes for Roma children.

The researcher also recommends additional studies that track the results of social work practice. This can include evaluating the effectiveness of specific interventions and techniques, as well as tracking long-term outcomes for Roma children and families. These studies can help to identify best practices in social work practice with Roma children and inform the development of Practice-based interventions.

The researcher recommends deeper studies into other mediatory factors that affect the hope of Roma children. This can include examining the impact of poverty, discrimination, and other social determinants of health on the well-being of Roma children. Additionally, research can explore the role of community and cultural factors in promoting resilience and hope among Roma children.

The researcher also suggests conducting a large-scale study that examines the use of the proposed framework in other organizations working with Roma children. This study should involve multiple organizations across different regions to ensure a diverse sample and to account for any regional or cultural differences. This will help to determine the generalizability of the proposed framework and its effectiveness in different contexts.

Moreover, given the commonness of dance and music in the Roma community, further research can be done to explore how these cultural expressions can be used as a tool for social work practice with Roma children. This can include examining the role of dance and music in promoting resilience, identity, and social connection among Roma children, and exploring how these cultural expressions can be incorporated into social work interventions.

By conducting a large-scale study and exploring the role of dance and music in social work practice with Roma children, we can better understand the effectiveness of the proposed framework and its potential for promoting positive outcomes among Roma children.

Overall, these areas of research have the potential to inform social work practice with Roma children and promote positive outcomes for this vulnerable population. The researcher hope that future researchers will continue to explore these important issues and build on the findings of this thesis.

5.3 Applications of Study

The findings of the study have practical implications for the case study organisation and other practitioners in the field.

5.4.1 Applications for the Case Study Organisation:

The study's findings provide advanced knowledge on the milestones of Roma children that need to be considered while developing interventions. The case study organisation can use this knowledge to develop a formal intervention project that includes observable features of success and targets. By using this project, the organisation can apply fitting interventions at specific ages, identify declining hope, and intervene at a crucial time before the children become crystallised in their adult structures. This approach will help the organisation to improve the quality of its services, provide more targeted interventions, and increase positive outcomes for Roma children.

5.4.2 Applications for Other Practitioners:

The study's findings can also inform other practitioners in the field of social work about a structured social work practice with the Roma community. The study emphasised the importance of using the strength-based approach and creative Intervention techniques to increase hope in Roma children. Practitioners can use this information to standardise their practice and develop a button-up approach that considers the unique needs of the Roma community. By doing so, practitioners can improve their cultural competence and provide more effective services to the Roma community.

Appendix A

Informed Consent for parents, Interns and Head Social Worker In English

INFORMED CONSENT

The present study arises in the context of a master's dissertation underway at ISCTE – Instituto Universitário de Lisboa. This study concerns wellbeing of children and aims to situate the general level. The study is carried out by Yeshna Aodhorah, aodhorah98@gmail.com who can be contacted in case of any questions or should you wish to share comments. Your participation, which is highly valued, consists of ticking boxes and could take around 5 minutes. There are no expected significant risks associated to participation in the study. Although you may not benefit directly from your participation in the study, your answers will contribute to an overview about children's Hope in Slovakia. Participation in this study is strictly **voluntary**: you can choose to participate or not to participate. If you choose to participate, you can stop your participation at any time without having to provide any justification. In addition to being voluntary, your participation is also **anonymous** and **confidential**. the data are intended merely for statistical processing and no answer will be analysed or reported individually. You will never be asked to identify yourself at any time during the study.

In view of this information, please indicate if you accept participating in the study:

I ACCEPT ☐ I DO NOT ACCEPT ☐

Name: _____

Date: _____

Signature: _____

Appendix B

Questionnaire (Hope Scale for children)

Questions about your goals

For each sentence, please think about how you are in most situations. There are no right or wrong answers. Encircle the answer that describes you best.

	<i>None of the time</i>		<i>Some of the time</i>		<i>All of the time</i>	
1. <i>I think I am doing pretty well.</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>
2. <i>I can think of many ways to get the things in life that are most important to me.</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>
3. <i>I am doing just as well as the other children of my age.</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>
4. <i>When I have a problem, I can think of many ways to get the things in life that are most important to me.</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>
5. <i>I think the things I have done in the past will help me in the future.</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>
6. <i>Even when others want to quit, I know I can find ways to solve the problem.</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>

Demographic details

What is your age?

What is your sex?

Appendix C

Interview questions

Social work Practices navigating around hope

Hope

1. How would you define the concept 'Hope'? What element interact with it?
2. How is hope included in the implemented activities?
3. In what way could the activities be more oriented towards the consolidation of hope?

Client

4. How involved is the child in this process and what is your role in the process?
5. Are the client experiences valued? How?
6. Do the children identify their own goals? If so, how? What is the role of the organisation in this?

Practices

7. What process do you use to approach clients and their hope?
8. How do you decide what objectives need to be met?
9. What criteria do you consider important to be present in the social/ personal/professional environment of the activity?
10. What professional ethics and values do you and your team bring to the organisation?
11. Can you describe the supervision process in your team? You mentioned caring for each other in the archives. How do you do so professionally and personally?

Culture

12. What context specific factors about the community do you take into consideration when planning activities?

Appendix D

Debrief for Children, Interns and Social Worker in English

Debriefing/explanation of the research

Thank you for having participated in this study. As indicated at the onset of your participation, the study is about hope intervention with children and aims to describe the activities used by social workers. More specifically, how do social workers intervene or devise necessary interventions with children. We remind that the following contact details can be used for any questions that you may have, comments that you wish to share, or to indicate your interest in receiving information about the main outcomes and conclusions of the study, Yeshna Aodhorah, aodhorah98@gmail.com. Once again, thank you for your participation.

Appendix E

Informed Consent in Slovak for Parents

INFORMOVANÝ SÚHLAS

Táto štúdia vzniká v kontexte magisterskej dizertačnej práce prebiehajúcej na ISCTE – Instituto Universitário de Lisboa. Táto štúdia sa týka blaha detí a jej cieľom je situovať všeobecnú úroveň. Štúdiu vykonáva Yeshna Aodhorah, aodhorah98@gmail.com ktorú je možné kontaktovať v prípade akýchkoľvek otázok alebo ak by ste sa chceli podeliť o pripomienky. Vaša účasť, ktorá je vysoko cenená, pozostáva zo zaškrtnutých políčok a môže trvať približne 5 minút. Neočakávajú sa žiadne významné riziká spojené s účasťou na štúdiu. Aj keď nemusíte mať priamy prospech z vašej účasti na štúdiu, vaše odpovede prispievajú k prehľadu o blahu detí v Slovakia. Účasť na tejto štúdiu je prísne **dobrovoľná**: môžete sa rozhodnúť, či sa zúčastníte alebo nezúčastníte. Ak sa rozhodnete zúčastniť, svoju účasť môžete kedykoľvek zastaviť bez toho, aby ste museli poskytnúť akékoľvek odôvodnenie. Okrem toho, že vaša účasť je dobrovoľná, je aj **anonymná** a **dôverná**. Údaje sú určené len na štatistické spracovanie a žiadna odpoveď sa nebude analyzovať ani vykazovať jednotlivo. Nikdy počas štúdia nebudete požiadaní, aby ste sa identifikovali.

Vzhľadom na tieto informácie uveďte, či súhlasíte s účasťou na štúdiu:

SÚHLASÍM S TÝM ☐ , ŽE NESÚHLASÍM ☐

Meno: _____

Dátum: _____

Podpis: _____

—

Appendix F

Questionnaire (Hope scale for Children) in Slovak

Otázky o vašich cieľoch

Pri každej vete sa zamyslite nad tým, ako sa cítite vo väčšine situácií. Neexistujú žiadne správne alebo nesprávne odpovede. Zakrúžkujte odpoveď, ktorá vás najlepšie vystihuje.

	Nič z toho		Niekdedy		Po celú dobu	
	1	2	3	4	5	6
1. <i>myslím, že sa mi darí celkom dobre.</i>						
2. <i>Viem si predstaviť veľa spôsobov, ako získať veci, ktoré sú pre mňa v živote najdôležitejšie</i>						
3. <i>Darí sa mi rovnako dobre ako iným deťom v mojom veku.</i>						
4. <i>Keď mám nejaký problém, viem vymyslieť veľa spôsobov, ako ho vyriešiť.</i>						
5. <i>Myslím si, že veci, ktoré som urobil v minulosti, mi pomôžu v budúcnosti.</i>						
6. <i>Aj keď ostatní chcú skončiť. Viem, že dokážem nájsť spôsoby, ako problém vyriešiť.</i>						

Demografické údaje

Koľko máš rokov?

Aký je váš sex?

Appendix G

Debriefing in Slovak

DEBRÍFING/VYSVETLENIE VÝSKUMU

Ďakujeme, že ste sa zúčastnili na tejto štúdií. Ako bolo uvedené na začiatku vašej účasti, štúdia je o intervencii nádeje s deťmi a jej cieľom je opísať aktivity, ktoré používajú sociálni pracovníci. Konkrétnejšie, ako sociálni pracovníci zasahujú alebo navrhujú potrebné zásahy s deťmi. Pripomíname, že nasledujúce kontaktné údaje môžu byť použité pre akékoľvek otázky, ktoré môžete mať, komentáre, ktoré chcete zdieľať, alebo na vyjadrenie vášho záujmu o získanie informácií o hlavných výsledkoch a záveroch štúdie, Yeshna Aodhorah, aodhorah98@gmail.com. Ešte raz vám ďakujem za účasť.

Appendix H

Bootstrap results for Regression Analysis

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	47.588	5.867		8.112	<.001
	ChildrenAge	-1.831	.539	-.686	-3.399	.005

a. Dependent Variable: SumCHS

Bootstrap for Coefficients

Model		B	Bootstrap ^a				95% Confidence Interval	
			Bias	Std. Error	Sig. (2-tailed)		Lower	Upper
1	(Constant)	47.588	-.364	4.145	<.001		38.932	55.943
	ChildrenAge	-1.831	.034	.438	.003		-2.745	-.991

a. Unless otherwise noted, bootstrap results are based on 2000 bootstrap samples

Appendix I

Category	Content	Description	Examples	Tally
Hope in social work	Agency	Hope in Roma children is demonstrated by perception of capacity that involves goal setting and realising a vision.	“some of them were happy because they study Italian at school as a subject and were happy to show me that they already knew some words” (Internship diary and reflection of Intern 3, 2022)	3
	Pathway	Hope in Roma children is demonstrated by being aware that there are numerous options for how to get where they want to go. The social worker is also involved in the process to be hopeful for a future via route planning and decision making; reciprocity in the activity.	“if they were not completely convinced by the proposal, they were always willing to propose an alternative” (Internship diary and reflection of Intern 3, 2022)	3
Practices on Hope in social work	Strength based practice	Practitioners acknowledge the power and resources a client owns inside their own perspective of their life experience via techniques like solution focused interviewing and acknowledgment of strengths in order to promote hope for a future.	‘The social workers in this organization use circular questions, interrogation and reflection as non-directive interpretation techniques (Record sheet of Intern 1, 2022) “performs... interest based... activities.” (Report Sheet of Intern 2, 2022) “as the development of each person's uniqueness and abilities” (Diary and reflection of Intern 4, 2022)	6
	Post structuralist view on Hope	Social workers see Hope as a fluctuating concept based on social, political, economic, and cultural standing in the world.		1

	Relational humanistic approach	The practice highlights the value of each person as an individual with empathy, holistic approach		9-
	Professional ethics	Social workers display a range of work ethics and values on which they base their intervention attitudes, behaviour and responses when working with Roma children in Ruzomberok.	“workers held high values and ethical guidelines in the execution of all their tasks.” (Record sheet of Intern 1, 2022) “being able to actively listen, don’t be judgmental, don’t discriminate, ethics and values, critical analysis, respect justice.” (Information about organisation of Intern 3, 2022)	6
	Supervision and self-care	The organisation effectively conducts supervision; internally or externally to maintain the quality of work. The Team practice self-care with support of colleagues in personal and professionally affairs.	“group supervision is carried out once every 3 months, which is provided by an external supervisor based on a contract with the Implementation Agency of the PSVAR Ministry.” (Report Sheet of Intern 2, 2022)	10
	Personal and community aspirations	The content is related to the goals towards the Roma community. These goals can be mutually decided with the community or personal goals		4
Additional contextual findings	Involvement of Roma mothers in activities	Being a close-knit community, the involvement of the family in practice with children acts towards the effectiveness of activities implement by social workers.	“The sense of community developed in the organization was the key of the good result of the practice.” (Information about organisation of Intern 3, 2022) “The way the team and the clients work together is amazing and create a safe and comfortable environment for all the people.” (Information about organisation of Intern 3, 2022)	31

Maslow's Hierarchy of needs fulfilment	Content relates to interventions planned to address to lack of basic needs in the Roma children lives; being physiological, safety, love, esteem, and self-actualization.	"To alleviate poverty, hunger and cold" (Record sheet of Intern 1, 2022) "screening and evaluation of needs" (Information about organisation of Intern 3, 2022) "some basic needs useful for their achievement: safety, sociality, belonging, self-esteem, affection, autonomy, expression, communication, and affection." (Diary and reflection of Intern 4, 2022)	3
The significance of cultural, leisure activities for Roma community	Content is pertaining to leisure, artistic, cultural, or creative activities that was organised by children or the social worker in order to foster self- capacity and realising a vision.	activities such as studies, art and sport through the Angel Program, Pippi Longstocking Fund, Sports Championships and the Sweetest Concert of the Year. (Record sheet of Intern 1, 2022)	20
Collaboration with other like-minded organisations	Content is related to USMEV collaborating and organising blended activities with organisations sharing a similar target group.	"I liked the factor they collaborate with other organizations in the territory "(Information about organisation of Intern 3, 2022) "these families were also involved with the Caritas association, an organization with which we collaborated for several days and activities." (Internship diary and reflection of Intern 3, 2022)	9
Education and trainings.	Content is highlighted with educational seminars, upskilling or training workshops whereby the families, children, social workers and people by	Educating parents, family members, foster parents and professionals through conferences,	10

		ministries, organisations, and social workers themselves.	training and seminars on how to care for children at risk (Record sheet of Intern 1, 2022)	
--	--	---	--	--

Table 4 Content Analysis

References

- Adamson, C., L. Beddoe and A. Davys (2014) ‘Building Resilient Practitioners: Definitions and Practitioner Understandings’, *British Journal of Social Work* 44(3): 522–41.
- Adamson, M. and J.L. Roby (2011) ‘Parental Loss and Hope among Orphaned Children in South Africa: A Pilot Study’, *Vulnerable Children and Youth Studies* 6(1): 28–38.
- Agger, B. (2006, June 27). *Critical Social Theories*. <https://doi.org/10.1604/9781594512063>
- Ai, A.L., T. Cascio, L.K. Santangelo and T. Evans-Campbell (2005) ‘Hope, Meaning, and Growth following the September 11, 2001 Terrorist Attacks’, *Journal of Interpersonal Violence* 20(5): 523–48.
- Allen, K.N. and D.F. Wozniak (2014) ‘The Integration of Healing Rituals in Group Treatment for Women Survivors of Domestic Violence’, *Social Work in Mental Health* 12(1): 52–68.
- Arndt, M., F. Murchie, A.M. Schembri and P.M. Davidson (2009) “‘Others Had Similar Problems and You Were Not Alone’: Evaluation of an Open-Group Mutual Aid Model in Cardiac Rehabilitation”, *Journal of Cardiovascular Nursing* 24(4): 328–35.
- Bandura, A. (1976, November 1). *Social Learning Theory*. <https://doi.org/10.1604/9780138167448>
- Barlow, D. H. (2000, November). Unravelling the mysteries of anxiety and its disorders from the perspective of emotion theory. *American Psychologist*, 55(11), 1247–1263.
<https://doi.org/10.1037/0003-066x.55.11.1247>
- Bartholomew, T.T., M.J. Scheel and B.P. Cole (2015) ‘Development and Validation of the Hope for Change through Counseling Scale’, *The Counseling Psychologist* 43(5): 671–702.
- Bent-Goodley, T.B. (2015) ‘Editorial: A Call for Social Work Activism’, *Social Work* 60(2): 101–3.
- Benzein, E. and B.I. Saveman (1998) ‘One Step towards the Understanding of Hope: A Concept Analysis’, *International Journal of Nursing Studies* 35(6): 322–9.
- Bernardo, A.B.I. (2010) ‘Extending Hope Theory: Internal and External Locus of Trait Hope’, *Personality and Individual Differences* 49(8): 944–9.
- Besser, A., V. Zeigler-Hill, M. Weinberg, A.L. Pincus and Y. Neria (2015) ‘Intrapersonal Resilience Moderates the Association between Exposure-Severity and PTSD Symptoms among Civilians Exposed to the 2014 Israel-Gaza Conflict’, *Self and Identity* 14(1): 1–15.
- Bishop, E.C. and K. Willis (2014) ‘Without Hope Everything would be Doom and Gloom’: Young People Talk about the Importance of Hope in Their Lives’, *Journal of Youth Studies* 17(6): 778–93.
- Blom, B., & Morén, S. (2009, December 8). Explaining Social Work Practice — The CAIMeR Theory. *Journal of Social Work*, 10(1), 98–119. <https://doi.org/10.1177/1468017309350661>

- Blus. (2017, March 20). *Slovakia's failing marks on Romani children*. New Internationalist. Retrieved May 20, 2023, from <https://newint.org/blog/2017/03/20/slovakia-failing-marks-on-romani-children>
- Boddy, J., K. Agllias, M. Gray and J. Gibbons (2008) 'Athena's Legacy: Preparing Women for a Mentoring Program', *Social Work with Groups* 31(3-4): 203-22.
- Boddy, J., O'Leary, P., Tsui, M. S., Pak, C. M., & Wang, D. C. (2017, May 23). Inspiring hope through social work practice. *International Social Work*, 61(4), 587-599.
<https://doi.org/10.1177/0020872817706408>
- Braun, V., & Clarke, V. (2021, October 27). *Thematic Analysis: A Practical Guide*.
- Bronfenbrenner, U. (2000). *Ecological systems theory*. Oxford University Press.
- Bryman, A. (2015, December 15). *Social Research Methods*.
- BSA Statement of Ethical Practice. (1992, November). *Sociology*, 26(4), 703-707.
<https://doi.org/10.1177/0038038592026004011>
- Burke, P.A. (2006) 'Enhancing Hope and Resilience through a Spiritually Sensitive Focus in the Treatment of Trauma and Addiction', *Journal of Chemical Dependency Treatment* 8(2): 187-206.
- Buteau, E., K. Dawkins and P. Hoffman (2008) 'In Their Own Words', *Social Work in Mental Health* 6(1-2): 203-14.
- C. Langelles and P. Harney (1991) 'The Will and the Ways: Development and Validation of an Individual- Differences Measure of Hope', *Journal of Personality and Social Psychology* 60(4): 570-85.
- Cantrell, M.A. and T.M. Conte (2009) 'Between being Cured and being Healed: The Paradox of Childhood Cancer Survivorship', *Qualitative Health Research* 19(3): 312-22.
- Chang, E. C. (2003, June). A Critical Appraisal and Extension of Hope Theory In Middle-Aged Men and Women: is it Important to Distinguish Agency and Pathways Components? *Journal of Social and Clinical Psychology*, 22(2), 121-143. <https://doi.org/10.1521/jscp.22.2.121.22876>
- Chang, E. C., Chang, O. D., Rollock, D., Lui, P. P., Watkins, A. F., Hirsch, J. K., & Jeglic, E. L. (2018, August 1). Hope Above Racial Discrimination and Social Support in Accounting for Positive and Negative Psychological Adjustment in African American Adults: Is "Knowing You Can Do It" as Important as "Knowing How You Can"? *Cognitive Therapy and Research*, 43(2), 399-411. <https://doi.org/10.1007/s10608-018-9949-y>

- Chen, M.L. (2003) 'Pain and Hope in Patients with Cancer: A Role for Cognition', *Cancer Nursing* 26(1): 61–7.
- Christensen, J. (2016, February 20). A CRITICAL REFLECTION OF BRONFENBRENNER'S DEVELOPMENT ECOLOGY MODEL. *Problems of Education in the 21st Century*, 69(1), 22–28. <https://doi.org/10.33225/pec/16.69.22>
- Clark, E.J. and E.F. Hoffler (2014) *Hope Matters: The Power of Social Work*. Washington, DC: National Association of Social Workers.
- Collings, C. (2008) 'That's Not My Child Anymore! Parental Grief after Acquired Brain Injury (ABI): Incidence, Nature and Longevity', *British Journal of Social Work* 38(8): 1499–517.
- Collins, S. (2015) 'Hope and Helping in Social Work', *Practice: Social Work in Action* 27(3): 197–213.
- Csikai, E.L. and C. Rozensky (1997) "'Social Work Idealism" and Students' Perceived Reasons for Entering
- Collins, S. (2015, February 26). Hope and Helping in Social Work. *Practice*, 27(3), 197–213. <https://doi.org/10.1080/09503153.2015.1014335>
- D'Amico Guthrie, D., & Fruht, V. (2018, May 15). On-Campus Social Support and Hope as Unique Predictors of Perceived Ability to Persist in College. *Journal of College Student Retention: Research, Theory & Practice*, 22(3), 522–543. <https://doi.org/10.1177/1521025118774932>
- Darlington, Y. and R. Bland (1999) 'Strategies for Encouraging and Maintaining Hope Among People Living with Serious Mental Illness', *Australian Social Work* 52(3): 17–23.
- Darrell, L. (2016) 'Faith that God Cares: The Experience of Spirituality with African American Hemodialysis Patients', *Social Work and Christianity* 43(2): 189–212.
- De Souza, D. E. (2022, January). A critical realist approach to systems thinking in evaluation. *Evaluation*, 28(1), 72–90. <https://doi.org/10.1177/13563890211064639>
- DEMIR. (2022, April 7). *The importance of Romani history teaching for a more inclusive education of Roma children*. The Importance of Romani History Teaching for a More Inclusive Education of Roma Children - Inclusive Schools Making a Difference for Roma Children. Retrieved May 20, 2023, from <https://pjp-eu.coe.int/en/web/inclusive-education-for-roma-children/-/the-importance-of-romani-history-teaching-for-a-more-inclusive-education-of-roma-children>
- Dorsett, P. (2010) 'The Importance of Hope in Coping with Severe Acquired Disability', *Australian Social Work* 63(1): 83–102.
- Du, H. and R.B. King (2013) 'Placing Hope in Self and Others: Exploring the Relationships among Self- Construals, Locus of Hope, and Adjustment', *Personality and Individual Differences* 54(3): 332–7.

- Duggleby, W. and K. Wright (2009) 'Transforming Hope: How Elderly Patients Live with Hope', *Canadian Journal of Nursing Research* 41(1): 204–17.
- Eggerman, M. and C. Panter-Brick (2010) 'Suffering, Hope, and Entrapment: Resilience and Cultural Values in Afghanistan', *Social Science & Medicine* 71(1): 71–83.
- Ellem, K., M. O'Connor, J. Wilson and S. Williams (2013) 'Social Work with Marginalised People who have a Mild or Borderline Intellectual Disability: Practicing Gentleness and Encouraging Hope', *Australian Social Work* 66(1): 56–71.
- Ending poverty and discrimination faced by Roma people | Atualidade | Parlamento Europeu.* (2022, May 10). Ending Poverty and Discrimination Faced by Roma People | Atualidade | Parlamento Europeu. <https://www.europarl.europa.eu/news/pt/press-room/20220930IPR41930/ending-poverty-and-discrimination-faced-by-roma-people>
- Etikan, I. (2016). Comparison of Convenience Sampling and Purposive Sampling. *American Journal of Theoretical and Applied Statistics*, 5(1), 1. <https://doi.org/10.11648/j.ajtas.20160501.11>
- European Roma Rights Centre.* (2021, February 2). European Roma Rights Centre. <http://www.errc.org/reports--submissions/blighted-lives-romani-children-in-state-care>
- European Roma Rights Centre.* (2023, April 19). European Roma Rights Centre. <http://www.errc.org/news/eu-advances-legal-action-against-slovakia-over-school-segregation-of-roma>
- Farone, D.W., T.R. Fitzpatrick and S.Y. Bushfield (2007) 'Hope, Locus of Control, and Quality of Health among Elder Latina Cancer Survivors', *Social Work in Health Care* 46(2): 51–70.
- Farran, C.J., K.A. Herth and J.M. Popovich (1995) *Hope and Hopelessness: Critical Clinical Constructs*. Thousand Oaks, CA: SAGE.
- Female Methadone Patients', *Research on Social Work Practice* 20(4): 380–90.
- Flaskas, C. (2007, August). Holding hope and hopelessness: therapeutic engagements with the balance of hope. *Journal of Family Therapy*, 29(3), 186–202. <https://doi.org/10.1111/j.1467-6427.2007.00381.x>
- Flesaker, K. and D. Larsen (2010) 'To Offer Hope You Must Have Hope: Accounts of Hope for Reintegration Counsellors Working with Women on Parole and Probation', *Qualitative Social Work* 11(1): 61–79.
- Foster, G., C. Boyd and P. O'Leary (2012) *Improving Policy and Practice Responses for Men Sexually Abused in Childhood* (ACCSA Wrap No. 12). Melbourne: Australian Institute of Family Studies. Available online at: www.aifs.gov.au/acssa/pubs/wrap/wrap12/index.html

- Freire, P. (1994) *Pedagogy of Hope: Reliving 'Pedagogy of the Oppressed'*. New York: Continuum Books.
- Glaser, S.R. and R. Glassman (2014) 'Group Work with Individuals with Chronic Cancer', *Social Work in Health Care* 53(1): 31–47.
- Gherardi, S. (2009, July 17). Knowing and learning in practice-based studies: an introduction. *The Learning Organization*, 16(5), 352–359. <https://doi.org/10.1108/09696470910974144>
- Granek, L., M. Barrera, J. Shaheed, D. Nicholas, L. Beaune, N. D'Agostino, E. Bouffet and B. Antle (2013) 'Trajectory of Parental Hope when a Child has Difficult-to-Treat Cancer: A Prospective Qualitative Study', *Psycho-Oncology* 22(11): 2436–44.
- Guo, W.H. and M.S. Tsui (2009) 'From Resilience to Resistance: A Reconstruction of the Strengths Perspective in Social Work Practice', *International Social Work* 53(2): 233–45.
- Guo, W.H. and M.S. Tsui (2014) 'From Micro-Situational Making of Agency to Multi-Level Reflection on Social Relation and Structure: The Case of Qing Hong Program After '5.12' Earthquake of Sichuan, China', *Qualitative Social Work* 13(5): 689–705.
- Guthrie, D., V. Ellison, K. Sami and K.T. McCrea (2014) 'Clients' Hope Arises from Social Workers' Compassion: Young Clients' Perspectives on Surmounting the Obstacles of Disadvantage', *Families in Society* 95(2): 131–9.
- Gypsy, Roma and Irish Traveller ethnicity summary. (2022, January 31). Gypsy, Roma and Irish Traveller Ethnicity Summary - GOV.UK Ethnicity Facts and Figures. <https://www.ethnicity-facts-figures.service.gov.uk/summaries/gypsy-roma-irish-traveller>
- Halama, P. (2001). The Slovak version of Snyder's Hope Scale: Translation and adaptation. *Ceskoslovenska Psychologie*, 45(2), 135-142.
- Hardcastle, D. A., & Powers, P. R. (2011, January 1). *Community Practice: Theories and Skills for Social Workers*.
- Harris, H. (2008) 'Growing While Going: Spiritual Formation at the End of Life', *Journal of Religion, Spirituality & Aging* 20(3): 227–45.
- Harris, N. (2012) 'Assessment: When does It Help and When does It Hinder? Parents' Experiences of the Assessment Process', *Child & Family Social Work* 17(2): 180–91.
- Haugan, G., B.K. Utvaer and U.K. Moksnes (2013) 'The Herth Hope Index – A Psychometric Study among Cognitively Intact Nursing Home Patients', *Journal of Nursing Measurement* 21(3): 378–400.
- Health Care Social Workers', *British Journal of Social Work* 41(8): 1459–76.
- Heller, N.R. (2015) 'Risk, Hope and Recovery: Converging Paradigms for Mental Health Approaches with Suicidal Clients', *The British Journal of Social Work* 45(6): 1788–803.

- Herth, K. (1993) 'Hope in Older Adults in Community and Institutional Settings', *Issues in Mental Health Nursing* 14(2): 139–56.
- Ho, S.M., J.W. Ho, G.A. Bonanno, A.T.W. Chu and E.M.S. Chan (2010) 'Hopefulness Predicts Resilience after Hereditary Colorectal Cancer Genetic Testing: A Prospective Outcome Trajectories Study', *BMC Cancer* 10(1): 279–88.
- Hong, I.W.M. and R. Ow (2007) 'Hope among Terminally Ill Patients in Singapore: An Exploratory Study', *Social Work in Health Care* 45(3): 85–106.
- Hooks, B. (2003) *Teaching Community: A Pedagogy of Hope*. New York: Routledge.
- Houghton, S. (2007) 'Exploring Hope: Its Meaning for Adults Living with Depression and for Social Work Practice', *Australian e-journal for the Advancement of Mental Health* 6(3): 1–8.
- Hsu, T.H., M.S. Lu, T.S. Tsou and C.C. Lin (2003) 'The Relationship of Pain, Uncertainty, and Hope in Taiwanese Lung Cancer Patients', *Journal of Pain and Symptom Management* 26(3): 835–42.
- Javadian, R. (2007) 'Social Work Response to Earthquake Disasters', *International Social Work* 50(3): 334–46.
- Kirkpatrick, H., J.L. Landeen, H. Woodside and C. Byrne (2001) 'How People with Schizophrenia Build
- Juríková, M., Spectator staff, C. B., & Husieva, K. (2001, May 19). *Left behind. The plight of Roma children under state care in Slovakia*. spectator.sme.sk. Retrieved May 20, 2023, from <https://spectator.sme.sk/c/22594246/left-behind-the-plight-of-roma-children-under-state-care-in-slovakia.html>
- Kennedy, P., & Smith, K. (2018, May 14). The hope of a better life? Exploring the challenges faced by migrant Roma families in Ireland in relation to children's education. *Journal of Ethnic and Migration Studies*, 45(15), 2934–2952. <https://doi.org/10.1080/1369183x.2018.1471344>
- Koenig, T. and R. Spano (2007) 'The Cultivation of Social Workers' Hope in Personal Life and Professional Practice', *Journal of Religion and Spirituality in Social Work: Social Thought* 26(3): 45–61.
- Kondrat, D.C. and B. Teater (2010) 'Solution-Focused Therapy in an Emergency Room Setting: Increasing Hope in Persons Presenting with Suicidal Ideation', *Journal of Social Work* 12(1): 3–15.
- Konopik, D.A. and M. Cheung (2013) 'Psychodrama as a Social Work Modality', *Social Work* 58(1): 9–20.
- Konrad, S.C. (2009) 'Loss in Translation: A Model for Therapeutic Engagement and Intervention with Grieving Clients', *Families in Society: The Journal of Contemporary Social Services* 90(4): 407–12
- Koprowska, J. (2014) *Communication and Interpersonal Skills in Social Work*. London: SAGE.
- Leichtentritt, R.D. (2011) 'Beyond Favourable Attitudes to End-of-Life Rights: The Experiences of Israeli

- Lemma, A. (2010) 'The Power of Relationship: A Study of Key Working as an Intervention with Traumatized Young People', *Journal of Social Work Practice* 24(4): 409–27.
- Lipscomb, M. (2012, September 5). Abductive reasoning and qualitative research. *Nursing Philosophy*, 13(4), 244–256. <https://doi.org/10.1111/j.1466-769x.2011.00532.x>
- Lizano, E.L. (2015) 'Examining the Impact of Job Burnout on the Health and Well-Being of Human Service Workers: A Systematic Review and Synthesis', *Human Service Organizations: Management, Leadership & Governance* 39(3): 167–81.
- Long, M. and M. Frederico (2014) 'What Parents Say about Their Experience of Family Preservation Programmes', *Children Australia* 39(2): 74–80.
- Lord, S.A. (2008) 'Therapeutic Work with Trauma, Revictimization, and Perpetration: Bearing Witness, Offering Hope, Embracing Despair', *Psychoanalytic Social Work* 15(2): 110–31.
- Lundahl, B.W., M.J. Taylor, R. Stevenson and K.D. Roberts (2008) 'Process-Based Forgiveness Interventions: A Meta-Analytic Review', *Research on Social Work Practice* 18(5): 465–78.
- Ma, J. L. C., Lai, K. Y. C., & Lo, J. W. K. (2016, April 15). Perceived social support in Chinese parents of children with attention deficit hyperactivity disorder in a Chinese context: Implications for social work practice. *Social Work in Mental Health*, 15(1), 28–46.
<https://doi.org/10.1080/15332985.2016.1159643>
- Mancini, M.A., D.M. Linhorst, A.A. Menditto and J. Coleman (2013) 'Statewide Implementation of Recovery Support Groups for People with Serious Mental Illness: A Multidimensional Evaluation', *The Journal of Behavioral Health Services & Research* 40(4): 391–403.
- Matthews, J., & Matthews, J. (2017). Slovakia continues to allow discrimination against Roma children.
www.euractiv.com. <https://www.euractiv.com/section/justice-home-affairs/news/slovakia-continues-to-allow-discrimination-against-roma-children/>
- McCarter, A.K. (2007) 'The Impact of Hopelessness and Hope on the Social Work Profession', *Journal of Human Behavior in the Social Environment* 15(4): 107–23.
- McCarthy, P.G. and J.G. Sebaugh (2011) 'Therapeutic Scrapbooking: A Technique to Promote Positive Coping and Emotional Strength in Parents of Pediatric Oncology Patients', *Journal of Psychosocial Oncology* 29(2): 215–30.
- McFadden, A., Siebelt, L., Gavine, A., Atkin, K., Bell, K., Innes, N., Jones, H., Jackson, C., Haggi, H., & MacGillivray, S. (2018, January 16). Gypsy, Roma and Traveller access to and engagement with health services: a systematic review. *European Journal of Public Health*, 28(1), 74–81.
<https://doi.org/10.1093/eurpub/ckx226>

- McLean, P. (2011) 'Balancing Hope and Hopelessness in Family Therapy for People Affected by Cancer', *The Australian and New Zealand Journal of Family Therapy* 32(4): 329–42.
- Mednick, L., F. Cogen, C. Henderson, C.A. Rohrbeck, D. Kitessa and R. Streisand (2007) 'Hope More, Worry Less: Hope as a Potential Resilience Factor in Mothers of Very Young Children with Type 1 Diabetes', *Children's Health Care* 36(4): 385–96.
- Messing, V. (2008, October). Good practices addressing school integration of Roma/Gypsy children in Hungary. *Intercultural Education*, 19(5), 461–473.
<https://doi.org/10.1080/14675980802531721>
- Mondeilh, A., Vandentorren, S., Brabant, G., Haidar, S., & Richard, E. (2023, April 27). Gypsies and Travellers' health status, access to healthcare and health prevention in relation to their environmental and living conditions in Nouvelle Aquitaine, France 2019-2022. *Population Medicine*, 5(Supplement). <https://doi.org/10.18332/popmed/164951>
- Mulligan, J., R. MacCulloch, B. Good and D.B. Nicholas (2012) 'Transparency, Hope, and Empowerment: A Model for Partnering with Parents of a Child with Autism Spectrum Disorder at Diagnosis and Beyond', *Social Work in Mental Health* 10(4): 311–30.
- Murdach, A.D. (2009) 'Making Difficult Decisions', *Social Work* 54(4): 371–3.
- Murphy, E. R. (2023, April). Hope and well-being. *Current Opinion in Psychology*, 50, 101558.
<https://doi.org/10.1016/j.copsyc.2023.101558>
- Nedderman, A.B., L.A. Underwood and V.L. Hardy (2010) 'Spirituality Group with Female Prisoners: Impacting Hope', *Journal of Correctional Health Care* 16(2): 117–32.
- New, W. S., Kyuchukov, H., & Villiers, J. D. (2017, May 24). 'We don't talk Gypsy here': Minority language policies in Europe. *Journal of Language and Cultural Education*, 5(2), 1–24.
<https://doi.org/10.1515/jolace-2017-0015>
- Newman, I., & McNeil, K. A. (1998). Conducting survey research in the social sciences. University press of America.
- O'Leary, P. and S. Robb (2009) 'Hope and Young People on the Margins: Hope and Utopias as Prerequisites for Sustainability', *The International Journal of Environmental, Cultural, Economic and Social Sustainability* 5(4): 325–42.
- O'Leary, P., M. Tsui and G. Ruch (2013) 'The Boundaries of the Social Work Relationship Revisited: Towards a Connected, Inclusive and Dynamic Conceptualisation', *British Journal of Social Work* 45(5): 135–53.

- O’Leary, P.J. (2001) ‘Working with Male Victims of Childhood Sexual Abuse’, Chapter 8 in B. Pease and P. Camilleri (eds) *Working with Men in Human Services*, Allen and Unwin, Melbourne, Australia.
- O’Leary, P., A. Hutchinson and J. Squire (2015) ‘Community-Based Child Protection with Palestinian Refugees in South Lebanon: Engendering Hope and Safety’, *International Social Work* 58(5): 717–31.
- Palinkas, L. A., Horwitz, S. M., Green, C. A., Wisdom, J. P., Duan, N., & Hoagwood, K. (2013, November 6). Purposeful Sampling for Qualitative Data Collection and Analysis in Mixed Method Implementation Research. *Administration and Policy in Mental Health and Mental Health Services Research*, 42(5), 533–544. <https://doi.org/10.1007/s10488-013-0528-y>
- Rapp, C. A., Saleebey, D., & Sullivan, W. P. (2005, April 30). The Future of Strengths-Based Social Work. *Advances in Social Work*, 6(1), 79–90. <https://doi.org/10.18060/81>
- Research Ethics Guidance. (2003, December). Research Ethics Guidance. Retrieved May 20, 2023, from <https://the-sra.org.uk/SRA/SRA/Ethics/Research-Ethics-Guidance.aspx>
- Richardson, H. R. (2019, April 5). “You’re a Gypsy - are you going to leave school?” *BBC World*.
- Robb, S., P. O’Leary, A. Mackinnon and P.D. Bishop (2010) *Hope: The Everyday and Imaginary Life of Young People on the Margins*. Kent Town, South Australia: Wakefield Press.
- Robertson, M. (2009) ‘Listening: A Psychosocial Intervention in an End-of-Life Case of Trauma and Emotion in the “Space” of a Residential Care Facility’, *Journal of Social Work in End-of-Life & Palliative Care* 4(3): 214–28.
- Roma children. (n.d.). Roma Children | UNICEF Europe and Central Asia. <https://www.unicef.org/eca/what-we-do/ending-child-poverty/roma-children>
- Roma equality, inclusion and participation in the EU. (2020, October 7). European Commission. https://commission.europa.eu/strategy-and-policy/policies/justice-and-fundamental-rights/combating-discrimination/roma-eu/roma-equality-inclusion-and-participation-eu_en
- Sagy, S. and S. Adwan (2006) ‘Hope in Times of Threat: The Case of Israeli and Palestinian Youth’, *American Journal of Orthopsychiatry* 76(1): 128–33.
- Saleebey, D. (2000) ‘Power in the People: Strengths and Hope’, *Advances in Social Work* 1(2): 127–36. Saleebey, D. (2013) *The Strengths Perspective in Social Work Practice*. Upper Saddle River, NJ: Pearson Education.
- Schapmire, T.J., B.A. Head and A.C. Faul (2012) ‘Just Give Me Hope: Lived Experiences of Medicaid Patients with Advanced Cancer’, *Journal of Social Work in End-of-Life and Palliative Care* 8(1): 29–52.

- Schiff, M. and S. Levit (2010) 'Correlates of Therapeutic Alliance and Treatment Outcomes among Israeli
- Schornick, Z., Ellis, N., Ray, E., Snyder, B. J., & Thomas, K. (2023, January 5). Hope that Benefits Others: A Systematic Literature Review of Hope Theory and Prosocial Outcomes. *International Journal of Applied Positive Psychology*. <https://doi.org/10.1007/s41042-022-00084-0>
- Schrank, B., G. Stanghellini and M. Slade (2008) 'Hope in Psychiatry: A Review of the Literature', *Acta Psychiatrica Scandinavica* 118(6): 421–33.
- Schwartz, C. and L. Hadar (2007) 'Parents Caring for Adult Children with Physical Disabilities: The Impact of Hope and Closeness on Caregiving Benefits', *Families in Society: The Journal of Contemporary Social Services* 88(2): 273–81.
- Schwartz, R.H., M.F. Tiamiyu and D.J. Dwyer (2007) 'Social Worker Hope and Perceived Burnout' *Administration in Social Work* 31(4): 103–19.
- Scott, C.V., L.A. Hyer and L.C. McKenzie (2015) 'The Healing Power of Laughter: The Applicability of Humor as a Psychotherapy Technique with Depressed and Anxious Older Adults', *Social Work in Mental Health* 13(1): 48–60.
- Slovakia continues to allow discrimination against Roma children*. (2017, March 1). www.euractiv.com.
<https://www.euractiv.com/section/justice-home-affairs/news/slovakia-continues-to-allow-discrimination-against-roma-children/>
- Slovakia: "Segregation and anti-Gypsyism at the core of Roma exclusion" - Commissioner for Human Rights* - www.coe.int. (2011, November 5). Commissioner for Human Rights. Retrieved May 20, 2023, from <https://www.coe.int/en/web/commissioner/-/slovakia-segregation-and-anti-gypsyism-at-the-core-of-roma-exclusion->
- Slovakia: Unlawful ethnic segregation in schools is failing Romani children*. (2017, March 1). Amnesty International. <https://www.amnesty.org/en/latest/press-release/2017/03/slovakia-unlawful-ethnic-segregation-in-schools-is-failing-romani-children/>
- Slovakia: Unlawful ethnic segregation in schools is failing Romani children*. (2017, March 1). Amnesty International. <https://www.amnesty.org/en/latest/press-release/2017/03/slovakia-unlawful-ethnic-segregation-in-schools-is-failing-romani-children/>
- Snyder, C. R., Cheavens, J., & Simpson, S. C. (1997, June). Hope: An individual motive for social commerce. *Group Dynamics: Theory, Research, and Practice*, 1(2), 107–118.
<https://doi.org/10.1037/1089-2699.1.2.107>

- Snyder, C. R., Hardi, S. S., Cheavens, J., Michael, S. T., Yamhure, L., & Sympson, S. (2000). The role of hope in cognitive-behavior therapies. *Cognitive Therapy & Research*, 24(6).
- Snyder, C. R., Irving, L. M., & Anderson, J. R. (1991). Hope and health. *Handbook of social and clinical psychology: The health perspective*, 162, 285-305.
- Snyder, C. R., Shorey, H. S., Cheavens, J., Pulvers, K. M., Adams, V. H., & Wiklund, C. (2002, December). Hope and academic success in college. *Journal of Educational Psychology*, 94(4), 820–826. <https://doi.org/10.1037/0022-0663.94.4.820>
- Snyder, C., LaPointe, A. B., Jeffrey Crowson, J., & Early, S. (1998, November). Preferences of High- and Low-hope People for Self-referential Input. *Cognition & Emotion*, 12(6), 807–823. <https://doi.org/10.1080/026999398379448>
- Snyder, C.R. (1995) ‘Conceptualizing, Measuring, and Nurturing Hope’, *Journal of Counseling & Development* 73(3): 355–60.
- Snyder, C.R. (2002) ‘Hope Theory: Rainbows in the Mind’, *Psychological Inquiry* 13(4): 249–75.
- Snyder, C.R., C. Harris, J.R. Anderson, S.A. Holleran, L.M. Irving, S.T. Sigmon, L. Yoshinobu, J. Gibb, Social barriers faced by Roma, Gypsies and Travellers laid bare in equality survey. (2023, April 9). The Guardian. <https://www.theguardian.com/world/2023/apr/09/social-barriers-faced-by-roma-gypsies-and-travellers-laid-bare-in-equality-survey>
- Social Work’, *Journal of Social Work Education* 33(3): 529–38.
- Spatscheck, C. (2013, June). Humanistic social work – core principles in practice. *Nordic Social Work Research*, 3(1), 94–96. <https://doi.org/10.1080/2156857x.2013.784083>
- Stanford, S.N. (2011) ‘Constructing Moral Responses to Risk: A Framework for Hopeful Social Work Practice’, *British Journal of Social Work* 41(8): 1514–31.
- Strauss, R.J. and T.B. Northcut (2014) ‘Using Yoga Interventions to Enhance Clinical Social Work Practices with Young Women with Cancer’, *Clinical Social Work Journal* 42(3): 228–36.
- Sulimani-Aidan, Y., Melkman, E., & Hellman, C. M. (2019). Nurturing the hope of youth in care: The contribution of mentoring. *American Journal of Orthopsychiatry*, 89(2), 134–143. <https://doi.org/10.1037/ort0000320>
- Sullivan, W.P. and C. Rapp (2002) ‘Environmental Context, Opportunity, and the Process of Recovery’, in D. Saleebey (ed.) *The Strengths Perspective in Social Work Practice*, pp. 247–63. Boston, MA: Allyn &

- Bacon. Thompson, N. and M. Walsh (2010) 'The Existential Basis of Trauma', *Journal of Social Work Practice* 24(4): 377–89.
- Their Hope', *Journal of Psychosocial Nursing and Mental Health Services* 39(1): 46–53.
- Kleban, R. (2014) 'Metastasis, the New "C word"', *Social Work in Health Care* 53(1): 5–10.
- Thorne, B. (2012) 'The Counsellor and the Lay Canon: Different Routes but the Same Journey (2007)', in B. Thorne (ed.) *Counselling and Spiritual Accompaniment: Bridging Faith and Person-Centred Therapy*, pp. 293–305. Hoboken, NJ: John Wiley & Sons.
- Tomlinson, P. (2008) 'The Experience of Breakdown and the Breakdown that Can't be Experienced: Implications for Work with Traumatised Children', *Journal of Social Work Practice* 22(1): 15–25.
- Trzebiński, J., Cabański, M., & Czarnecka, J. Z. (2020, May 21). Reaction to the COVID-19 Pandemic: The Influence of Meaning in Life, Life Satisfaction, and Assumptions on World Orderliness and Positivity. *Journal of Loss and Trauma*, 25(6–7), 544–557.
<https://doi.org/10.1080/15325024.2020.1765098>
- Tsui, M.S. (2005) *Social Work Supervision: Contexts and Concepts*. Thousand Oaks, CA: SAGE Publications.
- Tsui, M.S. (2006) 'Hopes and Dreams - Ideal Supervision for Social Workers in Hong Kong', *Asia Pacific Journal of Social Work and Development* 16(1): 33–42.
- Tsui, M.S. and F.C.H. Cheung (2004) 'Gone with the Wind: The Impacts of Managerialism on Human Services', *The British Journal of Social Work* 34(3): 437–42.
- Valsiner, J. (1987). *Culture and the Development of Children's Action: A Cultural-Historical Theory of Developmental Psychology*. <https://doi.org/10.1604/9780783761657>
- Van Breda, A.D. (2010) 'Possible Selves: Group Work with Young People in a South African Township', *Practice: Social Work in Action* 22(3): 181–92.
- Ventresca, M. J., & Mohr, J. W. (2017). Archival research methods. *The Blackwell companion to organizations*, 805-828.
- Wallace, J. and B. Pease (2011) 'Neoliberalism and Australian Social Work: Accommodation or Resistance?', *Journal of Social Work* 11(2): 132–42.
- Webb, D. (2010) 'Paulo Freire and "the Need for a Kind of Education in Hope"', *Cambridge Journal of Education* 40(4): 327–39.
- Webb, P. T. (2012, July 6). How to do your case study: a guide for students and researchers. *Educational Review*, 66(1), 128–130. <https://doi.org/10.1080/00131911.2012.697727>

- Wendt, S., & Seymour, S. (2010, September). Applying Post-structuralist Ideas to Empowerment: Implications for Social Work Education. *Social Work Education*, 29(6), 670–682.
<https://doi.org/10.1080/02615470903342093>
- Wiles, R., C. Cott and B.E. Gibson (2008) ‘Hope, Expectations and Recovery from Illness: A Narrative Synthesis of Qualitative Research’, *Journal of Advanced Nursing* 64(6): 564–73.
- Wood, S.A. (2007) ‘Making a Wish in Rwanda: The Restoration of Hope’, *Affilia: Journal of Women and Social Work* 22(2): 220–5.
- Wyder, M. and R. Bland (2014) ‘The Recovery Framework as a Way of Understanding Families’ Responses to Mental Illness: Balancing Different Needs and Recovery Journeys’, *Australian Social Work* 67(2): 179–96.
- Yan M.C., Cheung J.C.S., Chu W.C.K., Tsui M.S. (2015) Examining the Neoliberal Discourse of Accountability: The Case of Hong Kong’s Social Service Sector. *International Social Work*. Epub ahead of print 22 September 2015. DOI: 10.1177/0020872815594229.
- Yeasting, K. and S. Jung (2010) ‘Hope in Motion’, *Journal of Creativity in Mental Health* 5(3): 305–19. Young, P., P. Hong, D.R. Hodge and S. Choi (2015) ‘Spirituality, Hope, and Self-Sufficiency among Low-Income Job Seekers’, *Social Work* 60(2): 155–64.
- Social identity is key to human resources development. (2007, August 28). *Development and Learning in Organizations: An International Journal*, 21(5), 30–32.
<https://doi.org/10.1108/14777280710779481>
- Kobus, S., Bologna, F., Maucher, I., Gruenen, D., Brandt, R., Dercks, M., Debus, O., & Jouini, E. (2022, January 28). Music Therapy Supports Children with Neurological Diseases during Physical Therapy Interventions. *International Journal of Environmental Research and Public Health*, 19(3), 1492. <https://doi.org/10.3390/ijerph19031492>