Bachelor thesis

‘’Cooperation in social work between social workers and the social environment of clients’’

Foundation Sjaki Tari Us

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6-5-2013
Title Page

“Cooperation in social work between social workers and the social environment of clients”
Study of cooperation between the teachers from the project Sjaki Tari Us and the social environment of mentally disabled children. For Sjaki Tari Us, a foundation for mentally disabled children on Bali, Indonesia.

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6th of May 2013
Executive Summary

This research for the University of Applied Science the Hogeschool van Amsterdam is written for the foundation Sjaki Tari Us, a Dutch-Indonesian foundation located on Bali in Indonesia. The foundation is giving education and help to mentally disabled children. Part of the vision from Sjaki Tari Us is that the parents and other parts of the social environment of the children are involved in the development. They have to cooperate with the local staff, in other words the social workers. This cooperation is not going fluently because of various reasons and this can hold back the development of the children. With this research the importance of cooperation is examined. Furthermore the situation in the Netherlands is compared with the situation of social workers working together with the social environment on Bali.

The first part of this research is about cooperation and explains the importance of a good and fluent cooperation. Factors of good cooperation are communication and parent participation. Notable is that parent participation in the Netherlands is organized by law which gives parents rights but also obligations in the partnership with social workers. The cooperation on Bali is based on protocols organized by the Dutch board of the foundation. Because the foundation is based in Indonesia on the island Bali, other environmental influences play a role in the cooperation compared to the Netherlands. The main religion, Hinduism has influence on how the parents treat their child but also has effect on how they cooperate with the social workers. Another striking influence is that the rights of parents and disabled children are not protected by Indonesian law.

The methods and protocols used in the Netherlands to form cooperation between social workers and parents are based on the Dutch law but schools or institutions are also involving parents in consultative councils. Most methods used for cooperation are to empower and develop the social workers so they are able to cooperate better with the parents. Implementing the most important tools and methods on Bali is important for the foundation because a methodology is giving a social worker normative and theoretical back up that can justify the way they act and help the target group. If methods or tools are useful for the foundation on Bali, the difficulties in implementing have to be considered. Being aware of differences in communication is thereby essential. Intercultural communication in a Dutch-Indonesian foundation can lead rapidly to misunderstandings.
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Introduction

“True wisdom comes to each of us when we realize how little we understand about life, ourselves, and the world around us” Socrates
Source: http://www.brainyquote.com/

This is a report, for a professional issue research commissioned by the University of Applied Sciences in Amsterdam. This report has been conducted as part of the final dissertation for the study Social Pedagogic Help and is done for the commissioning client foundation Sjaki Tari Us on Bali in Indonesia. Since I did my third year placement at the foundation and conducted my research as part of the minor International Social Development in my fourth year, it was not very hard to decide to write my final thesis for this foundation as well. Sjaki Tari Us is a Dutch-Indonesian foundation who supports children with a mental disability by giving them the opportunity of a proper education.

This research is written for this foundation but can be used for other foundations with a similar target group in a similar environment as well. The target group for this research contains mainly the management and staff from the foundation. Because the report is written in English the staff on Bali can read it and use the results and implement the recommendations that are given later on in this research. Since it is written in English, the outcomes of the research are accessible for all the different levels in the foundation.

The introduction below, entails an introduction of the problem and gives more background information regarding the foundation Sjaki Tari Us. Thereby, a justification and an explanation of the choice for this particular subject are described below as well. Besides this the connection with the situation in the Netherlands is made to make things more clear for this research. In the last part of the introduction an overview is given of the content of this research.

The cooperation between parents and social workers is an important factor in empowering and developing children with mental disabilities because of various reasons that will be discussed in this research. Previous research on Bali showed that the cooperation on Bali was not fluently and it caused some irritations on both sides (Niewold, 2013). This research will have look at the cooperation between social workers on the one side and parents with a mental disabled child on the other side. This issue is important for a social worker because they have to cooperate with different parties in social work. The cooperation with the system of the client, that includes the parents, is one of the basic values social workers share (Buitink, Ebskamp, & Groothoff, 2012). Looking at the values from a social worker and the vision and mission from the foundation this is an issue that concerns all involved parties. A shortcoming on the side from the foundation is that they do not have a methodically formed policy concerning this topic. This can cause the problem because there is no structure or guideline to shape the cooperation (http://www.sjakitarius.com/). An important question concerning this issue is; what is the importance of a good cooperation
between social workers and the client system? Can a better shaped cooperation lead to an increase in the development of the target group? How is the collaboration formed and shaped at this moment on Bali and what factors have influence on this process?

At this moment the foundation has a problem because the cooperation is not optimal and this can cause stagnation in the development of the target group. The target group contains mental disabled children between 4 and 9 years old. The children have different disorders and syndromes. Some children have the syndrome of down, some have autism but most children have a low level of development. Sjaki Tari Us is a foundation that is helping these mentally disabled children. The foundation has two locations on the Indonesian island Bali. At this moment the foundation is giving education and helps around 60 children between four and 9 year old. Divided between the two locations, the foundation has 9 employees (Niewold, 2013). At the two locations, the teachers and assistants, who educate the children, are managing the foundation as well. All year round volunteers and trainees from the Netherlands are working on location and are helping the Balinese staff. The Balinese staff all have a degree in primary school teacher or English teacher. On Bali there is no university or other study program to become a social worker as we know them in the Netherlands. Therefore the teachers from the foundation fulfill the same task as a social worker has in the Netherlands by giving advice and transfer knowledge to the parents. Primarily this should not be the task of teachers in a school for special education but on Bali this is necessary because there is nowhere else to go to for the parents. The volunteers and trainees coach and guide the Balinese staff so they will become self reliant one day and can run the foundation without the knowledge from outside. The foundation is depending on donations from for example people from the Netherlands because the government from Indonesia is not helping. The Indonesian government does not support children with a mental disability. However, according to Wahab (2005) they provide education:

‘Basically every Indonesian citizen has a right to education, including the children with intellectual disabilities. The main aim of education for children with intellectual disabilities is enabling them to be economically and socially independent, especially for the mild intellectual disabilities’ (Wahab, 2005, p. 65).

So why is a foreign foundation needed to educate mental disabled children on Bali? Niewold (2013) is writing about this in his report about the foundation Sjaki Tari Us. The education that the government provides for mentally disabled children is the same education they give to a normal primary school. The curriculum is the same and not adapted to the different disabilities the children have (Niewold, 2013).

This research will look at the importance of a good cooperation between social workers and the client system. The different factors that influence the cooperation on Bali will be examined. The absence of a methodology about cooperation at the foundation will be discussed. A part of the
research will be about looking what methods are used in the Netherlands for this topic. Not only the methods used in the Netherlands are important in this research but also what the literature in the Netherlands is writing about cooperation between teachers and the social environment. This will give answers to the inquiry that will answer the main research question. The primary research question is:

*How can the cooperation between social workers and the client system at the foundation Sjaki Tari Us on Bali be shaped in a methodology?*

Answering the primary question is the goal of this research and with giving an answer to this professional issue hopefully the methodology of the cooperation between parents and social workers for the foundation Sjaki Tari Us on Bali will be designed. This is in the interest of the foundation, the social workers and the client system of the target group. So eventually the purpose of this research can support a higher goal, the empowerment and development of mentally disabled children on Bali. The first contribution that this research has, is that it gives an overview of the negative and positive influences of the cooperation between both parties at this moment. The second contribution will be that the results from this research give shape to a clear methodology from the foundation. Another goal from this research is to show methods that will give structure and guidelines in how the social workers from the foundation can act and justify the way they cooperate with the client system. Important with the methods is that they will be applicable on Bali.

With the primary research question and the secondary research questions the cooperation between parents and teachers is examined on Bali. Thereby the Dutch literature is researched to find methods that can be helpful in designing a methodology in order to help the cooperation at the foundation between this two involved groups that together can enhance the development and empowerment of children with a mental disability on Bali. The secondary research questions are the following:

*What is the importance of good cooperation between social workers and the client system?*

*How is the cooperation between the social workers and the parents on Bali shaped at this moment? What factors influence the current cooperation?*

*What methods are used in the Netherlands to shape the cooperation between social workers and the client system in similar institutions or schools?*

*What is needed to shape a methodology for cooperation between social workers and the client system that can be implemented on Bali?*
To answer the primary question from this research the secondary questions need to be answered first. This research entails different chapters that will answer the secondary questions and give an answer to the main question that is written above. Each chapter will explore and eventually answer the secondary questions. In the first chapter the research method, and the databases that are used are described. The second chapter is about the importance of cooperation between social workers and the social environment. This chapter takes a closer look at the involved parties and the importance of cooperation is given in this chapter as well on the basis of literature about this particular subject. Important factors like communication and parent participation are also described in this second chapter. The third chapter focuses on the cooperation between the social workers and the parents on Bali. The second part of this chapter is about environmental influences on collaboration on Bali on different levels. In the fourth chapter of this research the different methods for cooperation between social workers and parents is examined. These methods have to fit into the foundation on Bali but are originally made for similar schools or foundations in the Netherlands with the same target group as Sjaki Tari Us. In the last chapter, this research tries to find a way to make and design a methodology for the foundation. This methodology will be for the cooperation between the social workers and the social environment and has to fit into the context of Bali.

For the readability of this report the term of social worker and teacher is the same. Sometimes ‘teacher’ is written but in this case ‘social worker’ can also be read and vice versa. This is the same for ‘he’ and ‘his’. It speaks for itself that ‘she’ and ‘her’ can be read in the same way as well.

‘Those who educate children well are more to be honored than they who produce them; for these only gave them life, those the art of living well’ Aristotle
Source: http://www.brainyquote.com/
1. Methods

In this first chapter the method of this research are explained. Furthermore the used literature is discussed and in particular their origin.

1.1 Research method

The research method that is used for this professional issue is literature research. This means that different literature like books, articles and theses are reviewed to find answers to the research question.

This literature research is done on different levels. Documents and websites from the government and the United Nations are used on macro level. But also micro level documents are used to compare and to search for meanings of cooperation in social work. Furthermore, micro level documents are also used to find methods that can be implemented and used on Bali to shape a methodology in cooperation for the foundation Sjaki Tari Us.

The literature that is used, consists of books from the study Social Work for the bachelor of applied science at the University of Amsterdam. Other books that are used for the research add extra information about certain topics from this research. The books used for the research where needed in order to support and underpin the vision in this research. The different literature also provides different views and gives insights from different angles. This also counts for the information that is collected from online databases.

Online databases that are used to find information are:

Google Scholar: http://scholar.google.nl/
Google: http://www.google.nl/
HBO Switch: http://rps.hva.nl:2104/hboswitch/
Bohn Stafleu van Loghum vakbibliotheek:
HBO Kennisbank: http://www.hbo-kennisbank.nl/nl/page/home/
PiCarta: http://rps.hva.nl:2091/DB=2.41/START_ABOUT

In the above databases the following terms are used to find information. The terms are written in English but are also used in Dutch to find information.

Cooperation (with parents)
Partnership parents teachers
Parent participation
Communication
Law of duties parents
Methods of cooperation in social work
System theory
Rights mentally disabled children
NLP practitioner

The databases that were used, gave the opportunity to search information specifically to answer the subsidiary questions. The databases that were accessible through the HVA where not as useful as expected. This could have been because many information that was needed was more international orientated. The specific information needed to answer the Dutch related parts of the subsidiary questions was mostly found in the database from Google. Google Scholar and Google gave more information needed to have a view on macro level. The other databases gave more specific information about the topic on meso and micro level.

All literature that is processed in this research and the references used, are according to the guidelines from APA.
2. Cooperation

In this second chapter the topic of cooperation is discussed and explored. Cooperation is the main issue of this research and it is hereby important to make clear what it means and contributes in social work. It has to be clear what the importance is of good cooperation between the social workers and the client system. This is discussed in the first section of this chapter. The second section is about the involved parties within the cooperation. Who are they and how are they and how are they involved in this cooperation. Cooperation does not exist without communication and thus in the third section communication is discussed. The last section from this chapter is about parent participation and their involvement in the collaboration between the social environment and social workers.

2.1 The importance of good cooperation in social work

This section takes a closer look on what cooperation is in the field of special education for mentally disabled children. Why is good cooperation important and what does this contribute to the development of the target group from Sjaki Tari Us?

According to Buitink, Ebskamp & Groothoff (2012) cooperation with the client system of the target group belongs to one of the core values of social workers. This value contains the enhancement of the client’s development and being a fully accepted person in interaction with his social environment, the social system of the client (Buitink et al., 2012). This cooperation between social workers and the client system is not only focused on micro level where education is given but has an influence on the meso level as well. On this level cooperation is important to enhance the development of the children and as mentioned before to come to empowerment together with his social environment.

Looking at the case from Sjaki Tari Us the cooperation is concentrated between the social workers and the parents because they are most involved in this process. The parents of this target group know their child best and therefore play a main role in the development of their child. Meeuwis (2011) is mentioning aspects that have an influence on the relationship that parents have with the social workers. This relationship goes two ways. Parents have a need for information because they do not know everything about the disability from their child and the best route to proper development. But as written above the parents are the experts because they know their child the best. Another aspect that influences the cooperation is that the parents get emotional support from the teachers. Having a mentally disabled child is difficult and support and understanding from family is not always there. Social workers understand the difficulties living with a mental disabled child (Meeuwis, 2011). This is an important factor in the cooperation on Bali because not only get the parents support from each other when they meet at the foundation but also moral and practical support and advice from the teachers. In this case Meeuwis (2011) thinks good cooperation can only exist when the people that work together also build a relationship based on trust and mutual respect for each other.
The Nederlands Jeugd Instituut (NJI, n.d.) is talking about a partnership between social workers and the parents that shapes the cooperation and with this enhances the development of the children at school.

‘An process in which schools and parents are there to help each other and try to adjust their contribution to the development of the child. The goal of this process is to teach and motivate, and by this enhance the development of children’ (NJI, n.d).

Cooperation contains more than just working together but as written above is a relationship between the teachers and parents. But what is the importance of this for the development of mentally disabled children? And why is it important to design a methodology for this because they already work together? What can a well designed methodology about cooperation contribute to the development of the target group? To answer this question the importance and the contribution of cooperation has to be clear.

Mentally disabled children go to school but spend most of their time at home with their family. Their behavior at home is influenced by the situation in their family and vice versa. So the responsibility for the development of the children lies in the hands of both the parents and the teachers. Only through mutual transfer of knowledge and experiences the supervision of a child can be formed. Meeuwis (2011) notes that cooperation between the parents and teachers should be purposeful and with mutual respect to achieve a balanced social and emotional development. If this is the case, good cooperation leads to the actual purpose of social workers and the parents and will enhance the development of the children. In addition to the importance from a well designed cooperation a quote from a teacher in special education highlights this:

‘In this work it is important to have good contact with the parents only if it is to have the same structure and rules at home and at school. Parents like to tell about their daily life and experiences with their child because against outsiders it is difficult to formulate and often people don’t understand them. Because of this parents feel alone in nurturing their child. If school takes over a bit of time from this and show understanding for the situation it makes it easier already for the child but also for the rest of the family’ (Bohemen, 2000)

Cooperation between parents and social works is also based on responsibilities. These are based on norms and values but also on Dutch law. The law protects the rights of children with a mental disability (Twint, 2011). And the law subscribes how people should work together to give the children there rights. The website from the United Nations (http://www.un.org/) noted that one of the rights is education based on the Convention on the Rights of Persons with Disabilities. Parents and teachers have to work together to achieve the best possible education for this target group. It helps that professional social workers and teachers in the Netherlands have a code of profession where there core value is written. As written above, the core value for social workers is that they advance the client’s development and being a fully accepted person in interaction with his social environment, the social system of the client (Buitink et al., 2012). Working and
cooperating with a social environment means that the social worker is not only working together on micro level with the family and colleagues but also on meso and macro level. The social worker, whilst cooperating with a social environment from a client, has to work according the norms and values of the society he is working in (Buitink et al., 2012). The fact that the rights of disabled children are protected by law in the Netherlands show that this belongs to our norms and values. On macro level the legal standards take care that disabled children have the right on education. On macro level the moral norms in the public society protect the weaker people that need support to come to empowerment (Buitink et al., 2012). Families with disabled children have right on extra support in finances to buy the help that is needed. Dutch society is taking care of children with a mental disability in order to assist the family with a mental disabled child. This is in total contrast with the situation in Indonesia where there are of course laws but no extra help or money for the families with a disabled child. On meso and micro level there is support from the child’s family system but because of lack from support from macro level not sufficient.

In the Netherlands a social worker has to cooperate according the law, the professional code of his profession but the parents and social environment also have responsibilities and obligations towards the child. The board of education (Onderwijsraad, 2010) in the Netherlands shows that parents have obligations towards their child who is being educated on a special school. Parents should take their responsibilities for their part in cooperation and the education of their child. They have to show respect and understanding for the task from the teachers and facilitate them with information. Important is that parents should take care of a best possible start position from the children if they go to school (Liebrand, 2011).

Cooperation is something that is clear in the Netherlands. The parents know where to go for information about the disorder or syndrome. The responsibilities from parents towards their child are clear and the role from the social worker as well. On Bali this is another case on many levels. To start with on macro level where the law does not have a clear subscription on how parents should treat their disabled child and the rights from the children are not always respected (Niewold, 2013). Of course the international human rights count for Indonesia as well but the government does not live up to these rights. This influences both the meso and micro level because the rights of children in the Netherlands are not only carried out by the parents but also by social workers and government institutions. In Indonesia this is different as explained in the introduction because the teachers are the only social workers that carry out the task of care and education for disabled children. More information about the situation on Bali can be found in the next chapter.

A well designed cooperation is thus not only based on norms and values but is also written in law. The social environment has obligations to cooperate with the social workers. A good cooperation can be seen as part of duty and normal ethics, where working together is based on rules or ones duty. As written above, cooperation for the benefit of the education of disabled children is based on rules and duties all involved parties have (Buitink et al., 2012). This is an
important note because the research of Niewold (2013) is showing that not all involved parties on Bali take their responsibilities in collaboration at the foundation. The norms and values on Bali are mostly based on the main religion, Hinduism. Looking at the duty ethics, Balinese people do not see it as their duty to help disabled children. The parents that come to the foundation with their child want to cooperate with the teachers to help their child. And because there is not much other support on the island the collaboration between the parents and the teachers from the foundation has a larger impact on the life of these children. Liesband (2011) discusses this case and the teachers have to provide the best possible environment for both parents and children. This is important so they feel welcome and appreciated for the big step they took by coming to the foundation. Niewold (2013) is looking too much at the negative influences of the Balinese culture and the religion but the absence of support from the government on macro level is from such big influence that this is a factor that cannot be overlooked.

2.2 The involved parties

Cooperation is something people do together. Working alone on something includes no cooperation and so there are more people that have to be involved to cooperate. Cooperation can be building a house together but in this case it is about developing and helping mentally disabled children.

On one side there are the teachers/ social workers from the foundation Sjaki Tari Us and on the other side the social environment of the children. In the Netherlands this is the same where on the one side the teachers educate the children and on the other side parents are responsible for the development of their child in their home situation. In both situations these people have to cooperate to enhance the development of these children.

The social environment consists of parents, brothers and sister and in some cases grandfather or mothers. But this environment can also contain friends and in other parts of the world the extended family (Nunez, Nunez Mahdi & Popma, 2007). This research focuses on one main part of the social environment, the parents. Parents are responsible for the development of their child and to take care of it. They are obligated to give their child food, drinks and shelter (Terlouw, Uithol, Martini, Oostdijk & Bruchem, 2002). Paragraph four takes a closer look on the involvement of parents and their participation.

Social workers and teachers are people that finished their study and from them can be expected that they do their job according applicable laws at that moment. In this research social workers and teachers mean the same thing. In the Netherlands this is something totally different, but this research is about a case in Indonesia. In the case of Sjaki Tari Us there is no difference between the two professions (Niewold, 2013).
2.3 Communication

An important part of cooperation is the way social workers and parents communicate. Communication is sharing information and thus is necessary in cooperation. Information is something that is send by for example a parent to a social worker. Information is coded by language and non-verbal communication like sign language or expressions of the sender from the information (Nunez et al., 2007). The receiver of the message has to decode the information to understand it. Communication occurs always in a certain context and can be influenced during the transfer of information. Another aspect that is important in communication between social workers and parents is cultural noise that can cause trouble in communication. The culture and its norms and values that belong to it can have influence on how somebody is receiving and understanding information (Nunez et al., 2007). In this case from the foundation Sjaki Tari Us intercultural communication and understanding of this is important because the foundation is Dutch-Indonesian. Niewold (2013) tells about the foundation structure that the board and organization is Dutch, but all people that actually work for the foundation are Balinese. There are many trainees and volunteers from the Netherlands involved that have to communicate with the local staff and the parents. Understanding and being aware of communication structures and the context can help the cooperation. According to Hoffman (2002) communication can be divided in different styles that have influence on the way people receive a message. Especially in the cooperation between social workers and parents with a child that has troubles in his development. The communication styles can be divided in a personal orientated style and the contextual orientated style (Hoffman, 2002). Communication between the two styles can cause trouble in the communication and misunderstanding. The differences in communication are not always noticed and this can cause misunderstanding. Hoffman notes that people with the contextual orientation style can see a person with a person orientated style as direct and rude. The other way around people can interpret the other person as not motivated and not cooperative (Hoffman, 2002). These communication characteristics have influence on the cooperation between social workers and the parents. This is already in the Netherlands where the people have the same culture, but imagine where people have a different culture and a different way of understanding and receiving information. This is not only on meso level where the Dutch board is giving information and instructions to the Balinese staff, but this is also on micro level where the social workers have to work together with the social environment of the children. The cooperation on micro level is most important in my opinion because this is where it effects the development of the child most. But on meso level it is important to give guidance and structure for the cooperation. Looking at micro level and cooperation at this level the role from the parents has a major influence; in the next section parent participation is further described.
2.4 Parent participation

This section is about the participation from the parents and their involvement towards the project and the cooperation with the teachers. As described in paragraph one this cooperation can be seen as a partnership or relationship this parents have with the teachers all with the same goal, to develop the children. Part of collaboration is participation from both sides and as written above has to be equal with mutual acceptance and respect. Without participation there can be no cooperation. But what is participation exactly in this context. The project Sjaki Tari Us is in a developing context and hereby different than in the Netherlands. Participation can be on different levels according to Cornwall (2008). She shows that participation can be on levels from non-participation to self-mobilization where in this case parents with disabled children take initiatives independently from external organizations like the foundation Sjaki Tari Us (Cornwall, 2008). In the Netherlands the level of participation can be categorized in the highest level off participation. The Dutch law is giving right towards the parents and they are organized in participation counsels on schools (Onderwijsraad, 2010). But as mentioned before parents on Bali don’t have so much initiative what means that the level of participation is lower (Niewold, 2013). Looking at Cornwall (2008) the level of participation is more in between passive participation and participation by consultation. This is a big gap between the participation in the Netherlands and on Bali what could have his causes in the environmental influences. This is coming back in the next chapter. This difference in participation also has its causes in the level of empowerment. This two concepts empowerment and participation are close connected and influence each other. In the Netherlands people are motivated to participate in decision making processes and it is part of our culture. Parents with a disabled child understand their rights better and the way to request help is easier. Not only on meso level, for example direct at a nearby organization but also on macro level where the government policies are more excisable and transparent.

Because this research is looking at the Dutch methods to form a methodology for the foundation on Bali this paragraph is researching parent participation in the Netherlands. Most results come from literature or reports about primary education and are not specially about special education. This does not affect this research because this part is about parent participation in educational situations as is the project on Bali as well. But the situation in the Netherlands is compared with the situation on Bali so it is clear what kind of and in which form participation is seen on Bali. The next chapters will explore the possibilities to implement the ideas and new insights on Bali.

Parent participation in the Netherlands is partly shaped by the Dutch law. This law gives parents the possibilities to ask information and take initiative. Participation also means that the parents have an active attitude towards involvement in the education of their child (Liebrand, 2011). Liebrand noted that parent participation in the Netherlands is divided in two different forms of participation. The first one is institutionalized participation where parents take part in different councils on school. The other form is not institutionalized and deals with parents that help out during activities (Liebrand, 2011). This second form of participation is achieved on Bali, parents
help out during activities like sport days or cleaning the school building (Niewold, 2013). In the Netherlands participation also means that parents form a partnership with the teachers with the goal of mutual involvement. Parents and teachers adapt their support to enhance the development of the child (Liebrand, 2011).

According to Cijvat en Voskens (2008) parent participation can contribute on different development areas of children. They talk about parent involvement that has positive influence on cognitive and social development from children. Parent participation and involvement has a positive effect on cognitive level of the children, this is not really important in the case of Sjaki Tari Us but the social development is a primary goal of the foundation (http://www.sjakitarius.com). Cijvat and Voskens (2008) note that parent involvement has a positive influence on social development. They write about an increase in motivation from the children, their behavior at school and the contact with other children. This is an important factor that influences the parent participation in the Netherlands because parents know that their involvement is contribution to the motivation of their child. This is part of consequence ethics, which is part of utilitarianism. Because parents and social workers know the affect of their actions, the consequences can be estimated. An important factor that parent participation on Bali is not the same as in the Netherlands is that the parents on Bali are not aware of the consequences of their actions. And these consequences of their actions can be positive and negative because No actions is also acting and thus it also has consequences.

Cijvat and Voskens (2008) made a model that shows the different factors of parent participation and the needs of both parents and teachers. This simplified model gives a clear overview of all this and can be found in the appendix.
3. Cooperation at Sjaki Tari Us

The following chapter contains information regarding foundation Sjaki Tari Us. This is where social workers and the social environment work together in order to successfully implement the educational program. The first section will have a closer look at how the cooperation on location is designed. Because the foundation is located on Bali, other environmental influences can play a major role in the cooperation, maybe even bigger than in the Netherlands. It is important to be aware of this and what possible effect this has on cooperation between all involved parties. The environmental influences are described in the second section.

3.1 Current cooperation

Currently, there are nine teachers and assistants working for the foundation. Three of them work in the north of Bali, in the city Singaraja. The others work in the middle of Bali on the main school located in Ubud. In the north there are 24 children going to the foundation and follow education three times a week. In Ubud, a total of 52 children and young adults come to the foundation. This research is about the cooperation between the teachers and the parents of the young children. There are in total 44 children who come three or six times a week to the foundation for education. The children have a variety of disabilities but only mentally. The level of their disability is from retarded till medium. What means according the website from mentally disabilities (http://www.verstandelijkbeperkt.nl/cognitie.php) that their IQ is between 35 and 85. All children live at home and come to the foundation together with their parents or with the help from the family (Niewold, 2013).

The vision from the foundation states that the parents should be involved in the program at school because they have a main role in the learning and playing process of the children in order to learn about their child and to build up a relationship (http://www.sjakitarius.com/). Parents come to the foundation if they can, but do not always because they are too busy with their jobs and start working at the same moment the children should go to the foundation. A part of the program from the foundation is that parents join classes if needed to guide and comfort their child. During these classes, parents and teachers need to find a way where both can work together to benefit the development of the child. The cooperation on location is designed in such a way that the parents come to the foundation as much as possible together with their child to talk with each other but also to learn and play with their child. From the teacher’s side the foundation organizes a parent meeting once a month where all parents are invited to discuss topics that are important at that moment. The foundation is also offering a workshop every month about a specific disorder or syndrome so that the parents can come to learn about the specific disorder from their child. The teachers visit each child once a month at their home to talk with the social environment of the child for personal advice and counseling during the so called house visit (Niewold, 2013).
The parents are involved in the foundation by helping out in classes, as mentioned before, but they also help in organizing events or donating materials to the foundation. In return for the free education for the children, the parents are happy to help when needed.

The information described above is about the structure of the cooperation between parents and the teachers from the foundation. Former research regarding cooperation in practice at the foundation shows that the cooperation needs some improvements. The parents do not take initiative when it comes to cooperation and are therefore depending on the teachers. (Niewold, 2013). Another important factor in the cooperation between parents and the teachers is the transfer of knowledge. The knowledge from the parents is minimal (this will be discussed later on in this chapter) and thus they are depending on the teachers for information about their child. A program from the foundation is ‘‘teach the teachers’’ in which knowledge is being transferred from the volunteers and trainees from the Netherlands to the Balinese teachers (http://www.sjakitarius.com/). The teachers transfer the knowledge further to the parents by means of the workshops but also during the house visits (http://www.sjakitarius.com/).

During these workshops and house visits the cooperation between the client system and the Balinese teachers should be optimal. To be precise, the client system and the social workers have to work together, and share knowledge and expertise during these gatherings in order to help the children. During these encounters two factors are important and these are empowerment and coaching.

Empowerment is important in this case because a good cooperation consists of an equal relationship where both parties have influence in the way the work is been done. According to Rowlands (1995) empowerment in this case is that the parents also have influence and an equal vote in the decision making. The role of the teachers is the one of a professional social worker that helps and facilitates the client system so they become aware about the social environment they live in (Rowland 1995). Talking about the social environment, Scheffens (2010) adds to that, that there are levels of empowerment. Before good cooperation between the social environment and the social workers can lead to empowerment of the children, the community as Scheffens notes has to empower. But also the parents should empower themselves to become equal partners of the social workers. This is an important factor that can influence the collaboration in this case. Social workers should treat the client and in this case the client system as their equal. Not only is this a responsibility of the profession from a social worker but also part of the basics from our professional conduct (Buitink, et al., 2010). Looking at meso level in organizations like Sjaki Tari Us, working together with the social environment is the central value of social workers (Buitink, et al., 2010).

The other factor that was mentioned before and is equally important is coaching. Coaching is something that is important in the cooperation between the client system and the social workers
in this case. Coaching is imperative because the relationship is currently not equal according to Niewold (2013) and the social workers are not confident enough to coach the client system. Coaching is something that can benefit people in the trend of “learning to learn”. The situation on Bali is different than the situation in the Netherlands where people can get information everywhere about the disability of their child. This is not the case on Bali and the client system is depending on the information that is coming from the foundation. This in combination with the level of parent participation clearly shows that the parents are not willing or able to ask for information they need. Lingsma (2005) says about this that the social workers with knowledge about coaching can create a framework in which the parents can learn easier and learn by experiences. This could be a method that would fit in the methodology about cooperation for the foundation because it can help making the partnership more equal. As described above and in the previous chapter the parents are involved in the program of the foundation on many levels, from joining in class till helping for events. This participation is an important factor in cooperation because without this the cooperation will be unilateral. In the next section another important factor will be discussed which is the environmental influences on Bali and Indonesia.

3.2 Environmental influences
This second section of this chapter is about the cooperation on Bali at the foundation Sjaki Tari Us and the environmental influences that comes with this. Hereby not only the influences on micro level are important but also on a bigger scale like the organization of the foundation and Indonesian law. Because the foundation is Dutch – Indonesian it is necessary to look at the cultural environmental influences which both cultures have regarding cooperation.

Ten Brinke-van der Graaf (2006) is writing about working with and in different cultures. “An Arabic phrase is saying: ‘With one hand you cannot clap’. Through cooperation with others you can achieve more. If schools want to invest more on better contacts and more parent involvement it is important to be aware of your own culture and environment and that from the others” (Ten Brinke- van der Graaf, 2006, p. 27). This means that if only one part of the organization is working it is impossible. Working together in an Indonesian – Dutch foundation there has to be understanding of each other’s culture and more importantly, the actual norms and values. For this research it is important to find out what the environmental influences are before a methodology can be shaped that is based on Dutch cooperation methods. Because it might be that a methodology shaped in the Netherlands does not fit into the environment on Bali. The cooperation between the social worker and the client system on Bali is under influence of many factors on macro, meso and of course micro level. Looking at macro level the cooperation is influenced by the Indonesian law and policy making of the Indonesian government. As written in chapter two, the rights of disabled children are written in the human right of the United Nations (http://www.un.org/). An official document from the Indonesian government (Wahab, 2005) stated that the government is enhancing the quality of education for mentally disabled children by developing the teachers and the curriculum. An independent research from the Refugee
Review Tribunal (RRT, 2008) noted that from the 1.5 million mentally disabled children only
51,000 children follow the special education program from the government and only 5000
children go to non-government organizations like Sjaki Tari Us. They add to this that the special
education schools don’t serve the needs of mental disabled children because they are designed
for physical disabled children (RRT, 2008). This has a big influence on parents with mentally
disabled children because the lack of governmental help for families with mental disabled
children is minimal. It is unethical when looking at the duty ethics, because the government
should provide help and support. They are obligated to deliver public services but cannot deliver
this at this moment. The report from RRT (2008) is supporting the argument that the difficulties
in developing disabled children on Bali have their roots in governance and government policies.
However, it would be too easy to only blame the government. On macro level also the civic
society has a role in parent participation and motivation to help disabled children. Civic society
can stand up for its social rights on education for their children and go into moral debate to
demand these rights. But some kind of social capital is required to achieve this (Buitink, et al.,
2010). On Bali it looks like this social capital is not sufficient yet to demand these rights because
of different reasons.

According to Niewold (2013), one of the main environmental influences is the religion on Bali.
On macro level there can be laws which protect, to some extent, the rights of children with a
mental disability. On a meso and micro level, civic society and the social environment of the
children are responsible for helping and supporting these children. They are responsible for
making sure the rights of the children are protected. The main religion on Bali is Hinduism and
this is different than the rest of Indonesia which is the biggest Muslim country of the world.
Many of the norms and values on Bali, which form many of the cultural rules, have their roots in
the religion. Hinduism on Bali shows similarities with Hinduism in India but there are also
differences. One of the similarities is the caste system that divides people in a social class. Each
caste has own rules and traditions (Schouten, 2007). Important for the cooperation is that people
from different caste have to work together and cooperate. This can be difficult because they have
other rules and even different dialect and this causes difficulties in communicating with each
other. These differences are crucial when talking about cooperation because an equal partnership
is difficult if both partners do not have an equal position on society because of their caste
(Niewold, 2013).

Another part of Hinduism is Karma; this means that people take actions from a previous life with
them into this live. Thus, Balinese people believe that children which are born with a mental
disability are born that way because of the actions from a previous life (Schouten, 2007). This
makes it for parents with a mental disabled child difficult on micro level to accept the situation
because on meso level the community is not supporting and the family does not fully accept
disabled children because of the Karma (Niewold, 2013). Looking at the Netherlands, parents
also have difficulties accepting the birth of a mental disabled child. Parents have certain
expectations from their child but if this child cannot meet these expectations because of a disability parents have to accept this during a process of acceptance (De Vries, 2008). Sending their child to school is difficult because they do not have control over their child anymore and hand the control over to the hands of the teachers. According De Vries (2008) this process of acceptance has the following four stages namely, denial, angriness, grief and acceptance. This process also has it consequences for cooperation with the social workers because it influences the level of motivation of the parents regarding supporting and helping their child. This is, to some extent, similar on Bali because the parents also have to go through a process of acceptance before they can fully participate and cooperate with the social workers. This view from De Vries (2008) is important in the cooperation and communication from the side of the social workers towards the social environment. Recognition for the situation and appreciation for what the parents are already doing is an important factor for the social worker. With this the social workers give recognition for the work the parents are already doing and the knowledge they have.
4. Methods of cooperation in the Netherlands

In this fourth chapter the cooperation methods in the Netherlands are described. But because these methods of cooperation are part of a methodology it is important to connect them to a certain theory to justify the way of working. The methods described are used in similar schools or institutions as Sjaki Tari Us and the aim of the methods is to develop a methodology for cooperation between social workers on the one side and the mental disabled children and their social environment on the other side.

4.1 Cooperation methods

In the Netherlands parents with a mental disabled child send their child to a school with its curriculum designed for mentally disabled children. Developments on macro level from the Dutch government have influence on the vision and mission of these schools for children with special needs (http://www.rijksoverheid.nl/). A school with the same target group as Sjaki Tari Us is the Herman Broerenschool in Delft. Decisions on macro level have influence on their policy because more mentally disabled children have to flow into regular primary education (Herman Broerenschool, 2009). The teachers that work in this field followed a course on bachelor level and are qualified to teach these children. The children are diagnosed and the disability is known to teachers and the parents.

Teachers and their assistants use learning methods that are designed for each specific disorder or syndrome and provide an optimal learning atmosphere. The professional can provide structure, boundaries and assistance which fit the requirements that belong to the development of the child (Lieshout, van, 2009). The methods that are used are based on the different psychological theories that describe the development of children with disabilities. This psycho-education gives insights in the different problem areas of development (Lieshout, van, 2009). These theories are forming a methodology which give direction for the basic attitude and basic skills a professional social worker should have in order to work with mentally disabled children.

All described above is about the situation in the Netherlands. Social workers or teachers have a lot of knowledge and skills they can use to develop the children. They are working together with parents and in some cases in the Netherlands with other social workers because the children are not living at home but in an institution for mentally disabled children or children with behavior problems. And so the teachers can use their knowledge and skills to cooperate with the parents because according the Dutch education council (Onderwijsraad, 2010) this is needed for the partnership they form. Contact, communication and an equal share in responsibilities are needed to cooperate for the benefit of the child (Onderwijsraad, 2010). Schools or institutions like Sjaki Tari Us based in the Netherlands are not using specific methods to cooperate with the parents. For example the Herman Broerenschool (2009) is using a book with pedagogic advice for the
professional social workers and teachers. This book describes a specific problem from a child with a certain disorder of syndrome. Besides the description of the problem the book gives an approximation for teachers and parents how to tread the child and cooperate together to achieve the best approach (Lieshout, van, 2009). As mentioned before the cooperation in the Netherlands between schools and the parents is organized by law. On macro level the parents are obligated to send their child to school because it has rights on education. The parents have the right to organize themselves in a consultative council in which they have a saying in the goals and planning of the school (Herman Broerenschool, 2009). Furthermore the parents are concerned with the development of their child by making use of the communication with the school and consulting the teachers. The communication with the parents is through little agendas and in writing about the daily routines and events of the child. If necessary there can be consulting by telephone and house visits from the teachers to the house and social environment of the children (Herman Broerenschool, 2009).

These are all practical methods and protocols a special school is using to give form to the cooperation with the social environment of the child. A lot of this cooperation is depending on the social worker and her skills and motivation to involve the parents in the development process of the child. It is the teachers or social workers duty to inform and consult the parents before making plans for the development of their child. This should be part of a good professional social worker where she can see the consequences of consulting and thus cooperation with parents. Looking at the duties from a social worker on meso level, consulting is part of the vision and mission from for example the Herman Broerenschool and thus a method of cooperation (Buitink et al., 2012). Both of these ethical views look at the problem and not at the person who is making the decisions. This is in contrast with virtue ethics, whereas the viewpoint is looking at the characteristics of a social worker. What characteristics of a person make this a good social worker? Buitink et al. (2012) describe some methods of communication and consulting on the basis of these ethics. This is coming back later in this chapter but the point to make here is that possession of this interview methods is essential for a social worker in the cooperation with the social environment. This is also something the management of the Herman Broerenschool is pointing out that there are no specific methods they use for the cooperation but they learn the teachers interview methods that will contribute to the cooperation with the parents. Teachers follow courses about interviewing methods that will enhance the quality of teaching (Herman Broerenschool, 2009).

That the parents have a main role in the development of the children in the Netherlands the Herman Broerenschool (2009) is showing in her the vision of the school. By making an action plan and showing this to the parents they get insight in the development of their child. By consulting the parents this action plan can come into action.
The methods or tools are used are more orientated on enhancing the personal development of teachers or social workers. With this personal development social workers should be more capable to cooperate with the social environment of the target group. Looking at personal development for the parents there are no real tools or methods that will enhance the cooperation with the social workers. It depends on the motivation of the parents personally if they want to invest in knowledge or personal skills to become a more equal partner in the cooperation with the social workers. As written above, parents can gain a stronger position with a stronger voice by involvement in the consultative council or parent council. With this they have a voice in important decisions that are made at school. Parent participation is important in this because taking position in a council is voluntarily. The model from Cijvat and Voskens (2008) is showing how parents and the teachers from a certain school can interact on different levels for the purpose of the development of the child. This model is a tool to organize parent participation and form the interaction between parents and the school. All aspect described are complimentary to each other. For example the aspect that those parents give information about their child, it is the task from the teachers to recognize this information and use it for the purpose of the child’s development (Cijvat and Voskens, 2008). This simplified model can be found in the appendix and can be used to have a critical look at the responsibilities of the different aspects. All aspects show that the needs from the one side and the way the other should respond to this in order to interact and thus cooperate with each other.

The model from Cijvat and Voskens (2008) is a method or tool that is both for parents and teachers. The consulting or interview methods described below are for the teachers because they have the task and duty to invest in the cooperation with the parents and thus they need to possess interview techniques to communicate and interact with the parents. Without these interview techniques, teachers could miss important information about the child which will cause probable problems in the future.

### 4.2 Interview methods

In this section consulting and communication methods are described, which are based on normative theories that guide the acting of social workers. Buitink et al. (2012) make a distinction in problem orientated interview methods and methods that are orientated on the acting of social workers. This distinction is based on that the duty ethics and consequence ethics in social work are more focused on the problems a social worker can or is facing. Virtue ethics is looking at the characteristics of a person that is acting in a situation of cooperation. Problem orientated interview methods are focused on a solution. It is about moral reasoning that is looking concretely at a certain problem. This problem orientated interview methods will lead to a clearer overview of the situation and not to find a solution (Buitink et al., 2012).

The first method that can be useful in the cooperation between social workers and the social environment is the method of dilemma. This method is divided in five steps that are shortly described below.
Step 1: What is the dilemma and for whom?
Step 2: Action alternatives
Step 3: Listing priorities
Step 4: Making a decision and testing
Step 5: Integration and evaluation

*Source: Buitink et al., 2012*

The second method that is written below is comparable with the method written above. Both methods are used for consulting and interviewing. This road map method has three different phases that are comparable with the five steps above. The first phase is about making an analysis of the situation and looking at the alternatives a social worker has in her acting. The second phase is the opinion-forming phase on basis of the normative theories and the professional code from a social worker teacher (Buitink et al., 2012). The third and last phase is the phase where a decision is made based on social justice.

Another method Buitink et al. (2012) are describing is the Socrates method. This is a method based on characteristic from social worker. Important in this is that it is not about the solution of a problem a social worker can face in the cooperation with parents but that a social worker can reflect on the norms and values of being a social worker. In this method it is an important understanding that personal experience can be used as a source of knowledge.

The actual Socrates method is based on a conversation between people, for example a social worker and a parent. In this conversation the interchange of insights, opinion and researching experiences will lead to a common answer on a fundamental question. The method is about asking questions about personal experiences that can be shared with the other. It is a reflection that hopefully will lead to new insights on fundamental issues (Buitink et al., 2012).

All methods that are described above are tools that can be used on micro level where the social worker or teacher has to communicate and cooperate with the social environment of the target group from this case. These tools or methods are written for social workers who work in the Netherlands and the question is if this can be used on Bali, since the knowledge of social workers or teachers is not from the same level as in the Netherlands. These interview methods can contribute to the competences of a social worker in her partnership with the social environment. A good teacher is a teacher who has the knowledge concerning a problem and how this problem can be solved in cooperation with the parents. This teacher can contribute to the cooperation with the social environment.

Another method that is used in the Netherlands to enhance the competences of a social worker is NLP practitioner. NLP stands for Neuro-Linguistic Programming and is a method that is using the most influential components that are involved in producing human experiences (http://www.nlpu.com/). This tool is used at schools in the Netherlands for personal
development and communication skills of teachers. The goal is to make teachers and social workers more competent in communication but also in guiding behavior from others (http://www.1e-verdieping.nl/).

An important method for the foundation is the DSM method based on intercultural communication. This method is about reconciling differences in cultures (Pinto, 2004). The method has three steps in which people learn to communicate about the cultural differences. The steps are the following: to get to know you own cultural bounded norms and values, to get to know the cultural bounded norm and values from the other. The last step is to see where each party has their boundaries and to see where can be adapted which norms and values have to be accepted (Pinto, 2004).

The three interview methods, the NLP method and DSM method are all for the personal development of the teachers. With the DSM method there is also a method that can be used to help in the intercultural communication. The methods have a primary role in the cooperation with the social environment but it is focusing on only a part of cooperation and these methods are not made for the whole picture of cooperation between social workers and parents. These methods assume and cause unequal partnerships between the two involved parties. The methods give the social workers a more powerful position in this partnership because they have the knowledge and thus advantage in the cooperation. The position of parents is protected by law and the vision of schools. The cooperation between parents and the social workers is depending a lot on the motivation and participation of the parents. The methods written above give the teachers a backbone on how to involve the parents and the rest of the social environment in the development of the mentally disabled children.

Next chapter is looking into the methodology of the foundation Sjaki Tari Us and how all this tools and methods can contribute to the cooperation at the foundation on Bali.
5. Methodology of cooperation at Sjaki Tari Us

In this fifth chapter a start will be made for the methodology of the foundation Sjaki Tari Us. In the previous chapter the first and secondary questions have been answered in order to answer the last secondary question. This question answers what is needed to develop a methodology for the foundation. This methodology will shape the cooperation on Bali between the social workers from the foundation and the social environment from the target group of the foundation. This methodology is not applicable for all the work that the foundation is doing. For other issues, a more extensive theoretical body is needed and so this chapter is looking at cooperation in the organization only. The first section will be about the theoretical body from the methodology. In the second section the methodology will be completed by appending the useful methods and protocols from chapter four. These can be found in the appendix section.

5.1 Theoretical body

In the previous chapter it has become clear that the social environment of the target group from the foundation is very important. But for a methodology it is important for the social workers from the foundation that there are theories and methods that help and guide the way they work. Normative theories support the way of thinking from the foundation. If a social worker is conscious about the way choices can be made, the foundation can better argue why it is helping and why they work in this specific manner (Rothfusz, 2010). Normative theories, like the duty ethical theory are part of a methodology because they subscribe how people should act morally correct. Rothfusz (2010) is talking about the ethics of consequences which is judging the way they act and the consequences comes with this way of acting. More importantly, for the work on Bali, are the ethics of duty where according to Buitink et al. (2012) some rules can justify the performance of a social worker in her work with mentally disabled children. But the most important ethical theory for this foundation is the ethics of virtues. This ethical theory is about acting that is morally correct, looking at the intentions from a social worker. This theory is looking at the attitude and personal qualities of a social worker (Rothfusz, 2010). An import virtue in social work concerns caring about other people. Rothfusz (2010) is making a distinction in important virtues, these are involvement and tolerance.

Looking at the normative theories, a connection can be made by having contact with the social environment from the target group from the foundation and the social worker. The vision from the foundation is prescribing cooperation with the parents and other involved persons. A theory that is looking into the relationship that the social workers have with the social environment in order to enhance the development of the target group is the system theory. According to Willemsen (2006) the system theory is a way of looking that gives the opportunity to look at something in a wider perspective. A child with a mental disability is part of a system and is influenced by the other parts in the system, such as the parents. An important view in the system
theory is that all parts are dependent on each other (Willemse, 2006). Bearing this in mind, it is also important that when changes are made in a system, the whole system has to change. This perspective is useful for the methodology for the foundation because it shows that the methods described in the previous chapter can lead to overall changes in the cooperation between the social workers and the social environment. All people involved in the development of the target group are forming a system. Willemse (2006) argues that when a part, for example the social workers change in their behaviour, the whole system is coming into movement. Katz and Kahn (as cited in Hadjiyiannakou, Ioannou & Tziogkouros, 2007) are adding to this that the system theory is concerned with the interdependence between the social workers and parents. The system theory is forming the theoretical body for the methodology from Sjaki Tari Us that can justify the use of certain methods. But a methodology is not only based on theories, it is an interaction between theories and a vision based on normative views as described above. Moreover, a good methodology is also based on experiences from social workers. Experiences from practice can have an influence on a methodology because social workers in practice can see and reflect on their work based on theories (Bruggeman, Stomph, Hoekstra, Magnee & Simonis, 2012). The foundation Sjaki Tari Us (http://www.sjakitarius.com/) has been working together with the parents as part of the vision and mission.

Above the methodology is formed in theory. To put this theory into practice it needs methods and there should be a consideration on how to implement the methodology on Bali.

**5.2 Implementation of the methods**

In this section the methods that are part of the methodology are named and a plan is written on how these Dutch methods can be implemented on Bali.

It is important to make a distinction in practical methods and more theoretical methods. The more practical methods like installing parent’s council and including Balinese teachers and the parents, an overall consultative council have to be implemented top down. Including the Balinese staff and parents in councils is also important according to Ife (2006) because of social justice. By including the staff and parents in councils they get a voice in how they want the education for their children. Ife (2006) is saying that “there should be more power at grassroots level” (p. 121). Using the tool of a council and giving a voice to the parents can be justified with the system theory because this theory is approaching things with a view that the social environment should be included in policy making (Willemse, 2006).

Other practical methods used in the Netherlands are already used on Bali (Niewold, 2013) but can be extended. This is concerning the house visits, workshops and other moments where the parents and social workers are communicating.

The implementation of the practical methods and tools take first action from the board of the foundation because they have to make changes in the protocols for appointing a council. The next step will be motivating the teachers and parents to join a council and showing them the
benefit of this. As written in chapter two, parent participation is low and cannot be compared with the situation in the Netherlands. It will take much effort to motivate and show the importance of the parent consultative council. But if the foundation can implement this method and it is used in the right way, it is a big step forward to more parent participation. Furthermore, as explained in chapter two, an enhancement of parent participation can lead to a better cooperation between the parents and the social workers. The other practical methods for cooperation have to be organized by the foundation. The board and social workers have to make a more constructive protocol for the house visits in order to benefit the cooperation. Making a protocol for this is something the board and the volunteers from the Netherlands have to do together in cooperation with the Balinese social workers. In practice, this takes much time but if a volunteer or trainee from the Netherlands gets a specific task to implement a more structured protocol for house visits this is something that can be done together with the Balinese staff.

The other methods described in chapter four are more orientated on the personal development from the staff so they will be competent enough to give shape to cooperation with the parents. A large step in the cooperation is that the social workers are becoming aware of their influence on this. For this the schedule from Cijvat and Voskens (2008) can be used to create more awareness among the teachers. Being aware of the influences of the different participation levels will contribute to the cooperation. To implement this on Bali workshops about participation have to be given to the social workers. As written above in the theoretical body from the methodology a whole system can change if parts of it change. This is the goal for empowering the staff and offering them different techniques they can use in the cooperation with the parents. The social workers from the foundation are the ones that have to carry out the methods that form the methodology and so by developing a methodology for the foundation these social workers have a crucial role. The methods that are used to achieve this are part of the methodology in order to develop the communication skills of the social workers. Before the social workers can actually need these skills they need to learn how to use the methods. All methods for example the interview methods are theoretical and can be too difficult for the Balinese staff because the level of their training is not the same as in the Netherlands. If a part of the methods from chapter four are implemented they need to be simplified so they are actually contributing something to the knowledge and skills of the social workers.

Implementing all tools, protocols and simplified methods is difficult because these are methods used in the Netherlands. It is without doubt that implementing the protocols and methods in Bali can cause problems, if it is only for the communication. It could be that none of above is useful for Bali because it does not fit into the culture. By implementing these methods it is important to think how this can be done best. In order to have the best results, it is important to consult the Balinese staff about the methods and see what they think what is needed. Pinto (2004) is writing about the way both cultures are communicating and the misunderstandings that can follow a lack of understanding from each other. The DSM method from Pinto (2004) is a tool that can help in
understanding each other and by this implementing the different methods. DSM is a method where people learn to look with a double perspective.

With the last paragraph about implementing a method or new protocols on Bali this research has come to an end. In the next sections the conclusion will be given and recommendations for the foundation.
6. Conclusion

In this part of the research the conclusion and answer on the primary research question is given. The primary question of this research was: *How can the cooperation between social workers and the client system at the foundation Sjaki Tari Us on Bali be shaped in a methodology?*

In the chapter two till five the subsidiary questions have been answered and together they form the answer to the main question.

The different literature sources describe the importance of cooperation between the social workers and the client system. Most sources describe that cooperation is enhancing the development of children at school. Important in this is the level of parent participation. This shows the way parents are involved in the cooperation with schools. In the Netherlands parents are involved on many levels and not only because of there on norms and values but also because it is their duty and right to be involved. Dutch law enables parents to be involved in different councils on schools for mentally disabled children and with this the level of participation is high. Out of the different sources this study is concluding that communication and parent participation have a main role in cooperation between social workers and the social environment. Without a certain level of parent participation cooperating is difficult. Looking at participation gives an overview of what parents and the foundation are expecting from each other. Communication is a factor that can cause many misunderstands and has big influence on interferences in cooperation.

On Bali the situation is different than in the Netherlands. The Indonesian law and government does not see it as their duty to take care of marginalized groups in society. Care and education for this group is in hands of foreign private initiatives like Sjaki Tari Us. The foundation has volunteers and trainees from the Netherlands that cooperate with the local social workers. These social workers are cooperating with the parents that bring their child to the foundation. The cooperation at this moment is the contact parents have with the social workers if they come to the foundation. Further cooperation exists out of organizing events and some workshops the foundation is offering. The foundation does not have a methodology and the cooperation is depending on the skills from the teachers. These teachers are not qualified in the same way social workers are in the Netherlands and this is noticeable the cooperation because they do not have the knowledge or the tools to shape the cooperation. Social workers in the Netherlands work and act with a combination from reflected experiences and knowledge. A methodology is giving them a frame to work with, based on theories and experience out of practice. This justifies the acting and work from a social worker but on Bali this theoretical frame is missing and the social workers on Bali only work with the help of their own experiences. This is an important factor for this research because it explains why the social workers on Bali are not able to shape cooperation in a way it will benefit the target group more. Social workers in the Netherlands can rely on their knowledge and skills about the target group and are trained in working together with all kinds of parties.
According the results there are other influences on Bali that are complicating the cooperation compared with the Netherlands. Not only the law as mentioned before but also meso and micro level there are cultural and religious influences that have influence. The main religion on Bali, Hinduism and its norms and values subscribe the way people communicate with each other and thus cooperate. But to conclude this part of the research the main difference that is affecting the cooperation and parent participation is that both parents and social workers are not supported by Indonesian law. This law could on the one side support the virtues of social workers and on the other side obligate parents and give them rights for the helping their child.

Research is showing that there are no real methods especially for cooperation between social workers and the social environment. Schools for special education in the Netherlands and even in regular primary education do not use methods but protocols that subscribe the way parents and teachers should cooperate. Parents are involved in the policy of schools by taking place in consultative councils or parent councils. Methods that are used are more focused on developing the teachers so they are more capable to handle the relationships they have with parents. This relationship should become a partnership where both partners are working together for the benefit of the child.

According to the results on what is needed to shape a methodology that will benefit the cooperation between social workers and the client system on Bali, the foundation needs to have a critical look at its protocols for the moment’s parents and social workers have to cooperate. Moments like this can be house visits or the workshops. Important in this is the way the communication between the Dutch board and the Balinese staff is. The results show that similar schools in the Netherlands do not have a clear methodology but are more depending on clear protocols. The results also show that a methodology gives social workers normative points of view on which they can base and justify the way they act. And thus a methodology for the foundation can contribute to the cooperation between the social workers and the social environment of the child. The methodology that is written for the foundation is based on the system theory because this theory looks at everybody that is involved in the foundation. The system theory is a start of a methodology and this theory alone is not sufficient to shape a good methodology. Together with the normative theories and reflected experiences out of practice it gives a minimal theoretical body for the methodology of the foundation. The results from this research question the level of the methods that can be used for the foundation. All methods focused on developing the social workers are theoretical and could be too difficult to implement on Bali. Implementing the protocols that benefit the cooperation are depending on the board of the foundation and if they are able to enhance the parent participation. A more bottom up approach is needed to enhance the participation but also to implement some of the methods and tools.
7. Recommendations

The recommendations for the foundation Sjaki Tari Us are based on the results in previous chapters and the conclusion.

These recommendations are suggestions the foundation can do and try to shape the cooperation at the foundation on Bali. From the results and the conclusion it is clear that two factors are always coming back. These are communication and parent participation and thus the recommendations are based on these two factors. Looking at the conclusion it is notable that forming a methodology is difficult and not only based on one research. The parts that are useful for the foundation are based on implementing protocols and different councils to enhance the parent participation. These recommendations are supported by normative frameworks like duty ethics. It is the duty from the foundation to involve the parents in decision making processes. Installing a consultative council and a parent council are recommendations for the foundation that they are obligated to facilitate this. According the virtue and duty ethics it is something for the parents to feel more involved and part of the organization. The foundation also has to look at what the donors want because they are supporting the project. In this time donors are looking more critically towards projects in for example Indonesia. A foundation has to be sustainable and bottom up is a common term this days. In addition to this, on macro level it is important to install a council because it will involve the parents more and by this makes it more sustainable.

Other methods that are part of the methodology can be implemented on Bali but have to be simplified because they are too theoretical for the Balinese staff. These are the communication orientated methods. With different workshops the necessary knowledge about the importance of communication and intercultural communication can be achieved. These workshops should be for both the social workers so they realize what they can contribute but also for the parents so they understand what is needed from their behalf. These workshops can be organized by professionals from the Netherlands that volunteer or do an internship at the foundation on Bali. Organizing the workshops always have to be in cooperation with the Balinese staff. For this it is recommended that both parties but especially the Dutch professionals are aware of the cultural differences in communication. Knowledge about intercultural communication is a must, whenever two cultures are coming together and cooperate. A further important aspect in this is that the professionals from the Netherlands always have a bottom up perspective and value the local knowledge that is already present.

Implementing a methodology at this moment is not something that is recommended. This needs time and a methodology is something that has to be supported by all layers of the organization, will it contribute to the quality of the organization (Cuyvers, 2011). For this it is recommend that the foundation is appointing a person who can watch this process and train and coach the Balinese staff for a longer period of time. Together with the Balinese social workers this person can guarantee the cooperation and development of the social workers. It is also in line with the
professional code of social workers that they are taking care of the quality of work they do. Thereby, it is important to implement the methods that will enhance the parent participation because with this and understanding communication lines the cooperation will be enhanced. The recommendations make sense, because the situation on Bali is very complicated and many influences create a difficult environment for mentally disabled children. The recommendations have as a goal to offer tools and methods that will benefit the cooperation between the most important groups that care and develop these children.
8. Final Conclusion

In this final conclusion I reflect on this research and its recommendations. This reflection is in combination with my own experiences and my vision on social work.

This research was a challenge because the connection between the theoretical parts from the Netherlands was constantly in conflict with my own experience on Bali. The difficulties were that I thought I knew everything already and tried to fill in the secondary questions with my knowledge. This was of course not the purpose of this research and after the research proposal I realized that this research was an opportunity to look into the literature and find answers that would help the foundation Sjaki Tari Us. Looking at the results and the conclusion I am disappointed that there are not more methods specifically made for the cooperation between social workers and the client system. But the conclusion shows the importance of communication and parent participation in the term cooperation. Because I know from personal experience that a main factor in the foundation is the transfer of knowledge from volunteers to the Balinese Social workers and from here to the social environment. Communication is difficult because of the different language but this is not the only difference. In the process of transferring knowledge good understanding of intercultural communication is essential. I think that the foundation is in a difficult situation because on the one hand it is based and influenced by its Dutch norms and values but on the other side the norms and values from Bali and Indonesia as well. I think the absence of a law or even a professional code for social workers is restricting the social workers from the foundation in the way they can intervene in the social environment. From personal experience I can say that this is also something cultural because the social workers from the foundation do not want to intervene in the home situation from the children. But the social workers from the foundation are the only professional help the client system is getting. The cooperation is depending on the policy of the foundation and of course the participation level of the parents.

As the results show the cooperation is depending on the skills of the social workers and how they can reach and motivate the parents. The usefulness of this study is not large, this means it is not pioneering. But looking at the recommendations they are all suggesting practical interventions on micro and meso level that could be useful for other small foundations, working with the social environment of their clients in another culture. In international social work I think it is easy to forget and oversee the social environment as part of the target group. This study can contribute to having a critical look at cooperation with the parents. How are they involved in the project and how are foundations communicating with them? For this part the research is useful for other foundations as well. For the foundation and I, this research is valuable because starting from the first of August 2013 I will go to Bali and work for the foundation. The results and conclusions from this research will help the foundation to make a step forward in becoming more professional and efficient. Hopefully I can help and assist in implementing some of the recommendations.
9. List of references

9.1 Books


9.2 Online reports


**9.3 Websites**


Appendix

Appendix 1: Parent participation model

<table>
<thead>
<tr>
<th>Perspective parents</th>
<th>Perspective schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. Particiate at policy level</td>
<td>4. Involve parents as partners in policy making</td>
</tr>
<tr>
<td>3. Participate at school</td>
<td>3. Actively involve parents in school activities</td>
</tr>
<tr>
<td>2. Helping their own child at home</td>
<td>2. Guide and support parents in helping their child at home.</td>
</tr>
<tr>
<td>1. Giving information</td>
<td>1. Recognize and use information from parents</td>
</tr>
<tr>
<td>Contribution that parents can make</td>
<td>Admissibility of schools</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Parents needs</th>
<th>Contribution that schools can make</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Receive information</td>
<td>1. Giving structural information to the parents</td>
</tr>
<tr>
<td>2. Have contact with school</td>
<td>2. Structural accessible and opportunity for contact</td>
</tr>
<tr>
<td>3. Receive training</td>
<td>3. Giving professional advice and training to the parents</td>
</tr>
<tr>
<td>4. Receive support</td>
<td>4. Giving professional support, advice and refer to other help</td>
</tr>
<tr>
<td>Perspective parents</td>
<td>Perspective schools</td>
</tr>
</tbody>
</table>

Source: Cijvat and Voskens, 2008; 14
Appendix 2: Topics of discussion

1. The first topic of discussion is about the added value of cooperation between social workers and parents. Is there a significant difference noticeable if they work together?

2. The second topic is about the methods. The methods from the study have a value for the methodology and the cooperation at the foundation Sjaki Tari Us.

3. The third topic of discussion is about the implementation of the methods. Implementing the methodology and methods is something on Bali that has to be carried out by the whole organization; knowledge about intercultural communication is needed to get the job done.
Appendix 4: Bijlage 3 Toestemming opnemen Beroepsvraagstuk in de HvA Kennisbank

Hierbij verklaar ik toestemming te verlenen voor opname van mijn Beroepsvraagstuk met de titel: Cooperation in social work between social workers and the social environment of clients.

over: Samenwerking tussen hulpverleners en cliënt systemen.

in de HvA Kennisbank (gewenste optie(s) aankruisen):

0 in de open module (vrij toegankelijk via internet)
0 uitsluitend in de afgeschermd module (alleen toegankelijk met een inlogcode via het intranet van de HvA)
0 onder embargo voor ................................ (welke termijn)

NB: het is aan te bevelen om gevoelige gegevens (namen etc.) van te voren te anonimiseren. Laat ook persoonlijke gegevens weg (adres, telefoonnummer, e-mailadres).

Naam en studentnummer: Julian Niewold 500545460

Opleiding: SPH

Datum: 6 Mei 2013

Handtekening:

Hierbij verklaart ondergetekende, in deze rechtsgeldig vertegenwoordiger van instelling Sjaki Tari Us,

toestemming te verlenen voor het opnemen van het Beroepsvraagstuk met de titel: Cooperation in social work between social workers and the social environment of clients.

Over: Samenwerking tussen hulpverleners en cliënt systemen van: Julian Niewold

in de HvA Kennisbank (gewenste optie(s) aankruisen):

0 in de open module (vrij toegankelijk via internet)
0 uitsluitend in de afgeschermd module (alleen toegankelijk met een inlogcode via het
intranet van de HvA)
0 onder embargo voor ........................................(welke termijn)

NB: het is aan te bevelen om gevoelige gegevens (namen etc.) van te voren te anonimiseren.

Naam en functie: Thijs van Harte, Voorzitter Sjaki Tari Us
Datum: 6 Mei 2013
Handtekening: