

EDITORIÁL

Europe has been facing many consecutive challenges in the past almost years. An unexpected “roller coaster” of crises such as financial crisis that lead to understaffing of social services, health crisis of COVID-19 which in conjunction with the previous crisis impacted the social and economic locals, nationals and global systems and nowadays we all experience war conflicts close to *Europe* and its aftermaths.

Result of all the above crises and challenges that are caused due to the unpreparedness of the welfare state to respond timely is the increasing rates of psychosocial phenomena in *Europe*. Indicative examples are a) lack of resilience amongst families and young people, b) social exclusion of migrants and people with different identities (i.e. gender, ethnic) to the dominant identity and c) lack of democratic values amongst people and professionals too. It is therefore imperative to understand that all these challenges can also become opportunities for social workers, mainly teachers and trainers, in order to prepare students and future professionals face current difficulties.

Evidence across *Europe* indicate the need for reforming SWE curriculums not to a major depth but to an extent that will bring into the academic discussion amongst students and teacher, topics such as radicalisation, extremism and mental health across life span. Practitioners were not ready to face all these numbers of people who fled their homes being forced due to political, religious or ethnic vies and beliefs. Problems such as prejudices amongst practitioners, lack of intercultural skills, lack of skills related to trauma and forced migration (Käkelä 2019), are some of the issues we come across the past few years either through research evidence or based on supervisor-supervisee relationship.

It is of utmost importance to understand the relationship between practice, research and teaching. Social Work Curriculums should reflect the reality out in the field thus future social workers will be prepared to work efficiently with vulnerable groups (Yu 2016). Lessons learnt from our day-to-day practice should be demonstrated in SWE curriculums as to offer the opportunity to students to relate with reality (Panagiotopoulos et al. 2024). Academic curriculums should teach students current concepts and theories however should also work on current issues that are contemporary and they need to know up to what extent are capable of working with different groups of people in different settings and contexts. Personal and professional development should be linked and impact one to each other.

Nowadays social work practice is becoming inextricably linked to contemporary phenomena thus a well structured SWE curriculum will prepare skilful practitioners to deal with the most emerging phenomena.

In the third decade of the 21st century, social work, reflecting on its century of scientific and research development, is once again returning to the principle of internationality. Especially in connection with the migration waves that involve all world powers, which have been faced with a serious solution to international results in improving the lives of the world's population.

To determine the extent to which social work has succeeded in expanding knowledge and supporting communication in the field of social development, social security and social services is the task of the monothematic issue of our journal. In this scientific context, it focuses mainly on international topics in the field of therapeutic interventions and the protection of human rights. Contributors present theoretical or empirical studies, as well as examples of good practice, within the framework of scientific and professional discussion. Kvetoslava Repková addresses methodological issues and practical experiences with humanitarian assistance to persons with disabilities from *Ukraine*. Winnie Rugutt examines the impact of growing public dissatisfaction with economic policies, governance and human rights on national cohesion and the image of *Kenya* in the international context. Ema Choutková and Martina Kášová point out the interdisciplinary sociolinguistic connection of topics related to the LGBTI+ community and its image in the field of *Slovak* and *German* socio-political discourse. Jolanda Berends addresses the history of international social work and the internationalization of social work curricula, emphasizing the importance of sharing

local practices of social workers. Michaela Skyba analyzes the importance of social work in supporting intergenerational solidarity by reflecting on the socio-political and educational framework influencing the performance of social workers and the quality of their preparation for practice. Amelyn Laro pays attention to the transformation of social work education through a modular approach. Zuzana Poklembová presents a subjective assessment of the order of importance of individual sustainable development goals through research findings. At the end of the issue of the *Journal of Socioterapy* dedicated to international social work, Kvetoslava Repková asks and simultaneously answers the question of whether social work can be non-international if its practice is significantly determined by socio-political frameworks. The scientific dimension is richly complemented by presentations of activities that verify the validity of theoretical and scientific research.

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(editors of the issue)