

CIÊNCIAS SOCIALMENTE APLICÁVEIS E HUMANIDADES:

SABERES, PRÁTICAS E HORIZONTES DE INVESTIGAÇÃO

CAMILO GIRALDO-GIRALDO
(ORGANIZADOR)



**EDITORA
ARTEMIS**
2025

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PRÓLOGO

El presente volumen inaugural de la nueva colección ***Ciências Socialmente Aplicáveis e Humanidades: Saberes, Práticas e Horizontes de Investigação*** reúne 25 contribuciones provenientes de universidades y centros de investigación de diversos países. Este primer tomo marca el inicio de una serie concebida para explorar, desde múltiples perspectivas, los desafíos sociales, culturales, tecnológicos y políticos que atraviesan nuestras sociedades contemporáneas.

La diversidad de enfoques, metodologías y contextos nacionales no constituye aquí una dispersión, sino la oportunidad de construir un espacio de convergencia donde la complejidad de lo real se aborda desde perspectivas complementarias. Cada volumen de la colección buscará mantener este espíritu de diálogo interdisciplinar y pluralidad geográfica, configurando una cartografía crítica de los saberes socialmente aplicables y de las humanidades en movimiento.

La organización de los capítulos en este primer número responde a una lógica progresiva que acompaña al lector desde las escalas más amplias de la geopolítica y la gobernanza hasta las expresiones más situadas de los saberes tradicionales y las prácticas locales. Así, el volumen abre con un **primer eje dedicado a la Geopolítica, las Políticas Públicas, la Economía y el Derecho**, en el que se abordan conflictos internacionales, la gestión de recursos públicos, los mecanismos fiscales y judiciales, así como la estructura financiera de las empresas. Se trata de un bloque que ilumina las tensiones entre poder, instituciones y ciudadanía, desde el nivel global hasta el nacional y empresarial.

El **segundo eje, Gestión, Innovación Organizacional y Ingeniería Aplicada**, reúne investigaciones que exploran la gestión de recursos humanos, el liderazgo y la innovación en las organizaciones, las actividades preventivas en los servicios públicos, y estudios de optimización industrial y de sistemas de control. Aquí se articulan las dinámicas organizacionales con las lógicas de la producción y la ingeniería, mostrando la interdependencia entre gestión, innovación y tecnología.

El **tercer eje, Educación, Lenguajes y Tecnologías**, despliega reflexiones y experiencias sobre la autonomía docente en la educación superior, la incorporación de recursos de realidad aumentada y gamificación en la enseñanza, y el valor pedagógico de la tradición oral indígena. Este bloque invita a pensar la educación como un terreno de tensiones entre tradición y modernidad, donde las lenguas, los recursos tecnológicos y la interculturalidad desempeñan un papel decisivo.

El **cuarto eje, Preservación del Patrimonio y Arqueología**, centra la atención en la conservación estructural de monumentos, la gestión de riesgos en paisajes culturales

y la investigación arqueológica de sitios formativos andinos. El patrimonio se presenta aquí no solo como herencia material, sino como un campo de intervención técnica, social y política frente a los desafíos contemporáneos.

A continuación, el **quinto eje, Turismo, Territorio y Sostenibilidad**, plantea interrogantes sobre la movilidad eléctrica en áreas protegidas, las experiencias autoetnográficas del turismo arquitectónico y la función del idioma portugués en la actividad turística en Argentina. El turismo se aborda como práctica social, fenómeno económico y campo de negociación entre conservación, identidad y desarrollo.

El **sexto eje, Cultura, Medios y Diseño**, integra estudios sobre biopolítica y prensa escrita, desigualdades de género en la inteligencia artificial y la historia del diseño comercial en Corea del Norte. Estos trabajos problematizan los modos en que el poder se inscribe en los discursos mediáticos, en los algoritmos y en las formas visuales que modelan la vida cotidiana y la subjetividad.

Finalmente, el **séptimo eje, Salud, Bioética y Derechos Humanos** en diálogo con los Saberes Tradicionales, reúne investigaciones que van desde el conocimiento y uso de plantas medicinales en comunidades afrocolombianas hasta los desafíos bioéticos vinculados con la narcoterapia en Ecuador y las denuncias sobre las denominadas “cárceles electrónicas” y la vulneración de neuroderechos en América Latina. El volumen cierra, así, con un retorno a lo humano y lo local, al tiempo que sitúa en primer plano los debates contemporáneos sobre la dignidad, el cuidado y las éticas de la vida frente a las tensiones entre tradición, tecnología y derechos universales.

En su conjunto, este **primer volumen** ofrece al lector un itinerario que va del análisis de las relaciones internacionales y los marcos institucionales a las experiencias concretas de educación, cultura, turismo y salud. Su riqueza reside no solo en la pluralidad de temas y metodologías, sino también en la posibilidad de leerlos en continuidad, como parte de un proyecto editorial más amplio que seguirá desarrollándose en los próximos tomos de esta colección.

Les deseo a todos una provechosa y enriquecedora lectura.

Camilo Giraldo-Giraldo

Universidad de Castilla-La Mancha (UCLM), España

SUMÁRIO

GEOPOLÍTICA, POLÍTICAS PÚBLICAS, ECONOMIA E DIREITO

CAPÍTULO 1..... 1

GAZA: UN ANÁLISIS DE LAS INTERACCIONES DE PODER ENTRE ISRAEL, HAMAS Y ESTADOS UNIDOS (2023-2025)

Javier Fernando Luchetti

 https://doi.org/10.37572/EdArt_3009256731

CAPÍTULO 2..... 11

DISTRIBUCIÓN, PRIORIZACIÓN Y EFICACIA DE LOS RECURSOS DEL SISTEMA GENERAL DE REGALÍAS EN EL MUNICIPIO DE MONTERÍA-COLOMBIA, 2020-2024

Javier Darío Canabal Guzmán

Luis Zuluaga Giraldo

Julián David Cespedes Gómez

 https://doi.org/10.37572/EdArt_3009256732

CAPÍTULO 3..... 24

ECONOMÍA DE OPCIÓN, LEGÍTIMA RAZÓN DE NEGOCIOS Y ELUSIÓN FISCAL: EL CASO CHILENO

María Cristina Donetch Ulloa

Ricardo Méndez Romero

Nicolás Haro Paillán

 https://doi.org/10.37572/EdArt_3009256733

CAPÍTULO 4..... 43

EL APALANCAMIENTO Y SU IMPORTANCIA EN LAS EMPRESAS

Pablo Edison Ávila Ramírez

Alexandra Auxiliadora Mendoza Vera

Janeth Virginia Intriago Vera

Martha Margarita Minaya Macias

Gina Gabriela Loor Moreira

Maritza Alexandra Ávila Ramírez

Jhonny Antonio Ávila Ramírez

 https://doi.org/10.37572/EdArt_3009256734

CAPÍTULO 5..... 53

EFICACIA DE LOS MECANISMOS DEL REMATE JUDICIAL EN LA APLICACIÓN DE POSTURAS PARA EVITAR LA QUIEBRA

Pablo Eloy Yoza Choez

Nohelia María Vera Intriago

 https://doi.org/10.37572/EdArt_3009256735

GESTÃO, INOVAÇÃO ORGANIZACIONAL E ENGENHARIA APLICADA

CAPÍTULO 6..... 63

A SCIENTIFIC MAPPING APPROACH TO SUSTAINABLE HUMAN RESOURCE MANAGEMENT: LONGITUDINAL CONCEPTS AND PRACTICES (1991–2024)

Camilo Giraldo-Giraldo

Mercedes Rubio-Andres

Elkin Dario Rave-Gomez

Santiago Gutierrez-Broncano

 https://doi.org/10.37572/EdArt_3009256736

CAPÍTULO 7..... 80

LIDERAZGO E INNOVACIÓN: UN CASO DE ANÁLISIS PARA EMPRESAS INDUSTRIALES DE CASTILLA Y LEÓN

Jesús Ángel Zarzuela Mateos

Juan Vicente García Manjón

 https://doi.org/10.37572/EdArt_3009256737

CAPÍTULO 8.....92

PREVENTATIVE ACTIVITIES IN PUBLIC SERVICES - A STUDY OF SKOLFAM

Maria Eriksson

Christer Hedlund

 https://doi.org/10.37572/EdArt_3009256738

CAPÍTULO 9..... 104

DISEÑO DE OBSERVADORES DIFUSOS Y MODOS DESLIZANTES PARA SISTEMAS NO LINEALES

Juan Anzures Marín

Nazario Cano Chacu

Salvador Ramírez Zavala

 https://doi.org/10.37572/EdArt_3009256739

CAPÍTULO 10.....125

OPERATIONS OPTIMIZATION FOR THE INDUSTRIAL FAUCET INDUSTRY: TEST ASSEMBLY AND PACKAGING IN A ONE-PIECE FLOW LINE

Miguel Terroso

Ivo Rodrigues

Adriana Amorim

Deividi Hartmann

Maria João Figueiredo

 https://doi.org/10.37572/EdArt_30092567310

EDUCAÇÃO, LINGUAGENS E TECNOLOGIAS

CAPÍTULO 11.....138

AUTONOMÍA DOCENTE EN EDUCACIÓN SUPERIOR (¿LIBERTAD DE CATEDRA?)

Jesús Rivas-Gutiérrez

Georgina del Pilar Delijorge-González

Luz Patricia Falcón-Reyes

Laura Susana Rodríguez-Ayala

Christian Starlight Franco-Trejo

Luz Elena Aguayo-Haro

 https://doi.org/10.37572/EdArt_30092567311

CAPÍTULO 12..... 148

IMPLEMENTACIÓN DE UNA ESTRATEGIA DE REALIDAD AUMENTADA Y GAMIFICACIÓN EN LA MATERIA DE LECTURA Y REDACCIÓN EN LA ESCUELA DE BACHILLERES UAQ

José Eduardo Rodríguez Guevara

Josué Daniel Méndez Ayala

Luis Alberto Soto Reyes

Zulma Yunue Cajiga Yañez

Cynthia Alejandra Rodríguez-Arzate

 https://doi.org/10.37572/EdArt_30092567312

CAPÍTULO 13.....167

TEXTOS NARRATIVOS DE LA TRADICIÓN ORAL ASHÁNINKA EN EL DESARROLLO DE COMPETENCIAS COMUNICATIVAS EN ESTUDIANTES DE PRIMARIA EN SATIPO, JUNÍN

Marco Antonio Bazalar Hoces

Raúl Eleazar Arias Sánchez

Walter Mayhua Matamoros

Ronald Condori Crisóstomo

Genaro Moreno Espíritu

 https://doi.org/10.37572/EdArt_30092567313

PRESERVAÇÃO DO PATRIMÔNIO E ARQUEOLOGIA

CAPÍTULO 14.....179

REHABILITACIÓN POST-SÍSMICA Y REFUERZO ESTRUCTURAL DEL TEMPLO DE SANTA MÓNICA, PUEBLA, MÉXICO

José Eduardo Carranza Luna

Gloria Carola Santiago Azpiazu

Romary Emireth Asención Ramiro

Monserrath Torbellín Hernández

 [ps://doi.org/10.37572/EdArt_30092567314](https://doi.org/10.37572/EdArt_30092567314)

CAPÍTULO 15.....196

NEW CHALLENGES AND STRATEGIES FOR PROTECTING WORLD HERITAGE AND LANDSCAPES FROM FIRE RISK IN VALPARAÍSO, CHILE

María Dolores Muñoz Rebolledo

 https://doi.org/10.37572/EdArt_30092567315

CAPÍTULO 16.....210

RESULTADOS PRELIMINARES DE LAS EXCAVACIONES ARQUEOLÓGICAS EN EL SUBSECTOR IA DEL SITIO ARQUEOLÓGICO BUENAVISTA DEL DISTRITO DE LA PAMPA, PROVINCIA DE CORONGO-ÁNCASH, TEMPORADA 2021

Efraín Vidal Espinoza

 https://doi.org/10.37572/EdArt_30092567316

TURISMO, TERRITÓRIO E SUSTENTABILIDADE

CAPÍTULO 17 223

PRESERVE OR VISIT? THE ROLE OF ELECTRIC MOBILITY IN THE BALANCE BETWEEN TOURISM AND CONSERVATION IN PROTECTED AREAS

George Manuel de Almeida Ramos

Rogério Pais Dionísio

Paula Cristina Alves Pereira

 https://doi.org/10.37572/EdArt_30092567317

CAPÍTULO 18 237

ARCHITECTURE TOURISM TO CITIES IN POLAND AND SPAIN, AN AUTO-ETHNOGRAPHY

Peter Nientied

 https://doi.org/10.37572/EdArt_30092567318

CAPÍTULO 19 260

EL PAPEL DEL IDIOMA PORTUGUÉS EN LA ACTIVIDAD TURÍSTICA EN LA PROVINCIA DE CORRIENTES: UNA MIRADA DESDE LA FORMACIÓN Y DE PROFESIONALES EN TURISMO

Emilio Raúl Castillo Hernández

Alicia Nancy Santoro

 https://doi.org/10.37572/EdArt_30092567319

CULTURA, MÍDIA E DESIGN

CAPÍTULO 20 279

BIOPOLÍTICAS Y PRODUCCIÓN DISCURSIVA EN LA PRENSA ESCRITA ARGENTINA. SINGULARES MODOS DE SUBJETIVACIÓN

María Eugenia Annoni

 https://doi.org/10.37572/EdArt_30092567320

CAPÍTULO 21 288

DERECHO Y DESIGUALDAD EN LA INTELIGENCIA ARTIFICIAL: UN ANÁLISIS DESDE LA PERSPECTIVA DE GÉNERO

Fermina Mauriño

 https://doi.org/10.37572/EdArt_30092567321

CAPÍTULO 22 297

DESIGNING JUCHE: THE HISTORICAL DEVELOPMENT AND IDEOLOGICAL FUNCTION OF COMMERCIAL ART IN NORTH KOREA, 1945–2021. A *CRITICAL ANALYSIS OF REPRESENTATIVE TRADEMARKS, PACKAGING, AND ADVERTISING DESIGNS ACROSS DIFFERENT PERIODS*

Hyunguk Ryu

 https://doi.org/10.37572/EdArt_30092567322

SAÚDE, BIOÉTICA E SABERES TRADICIONAIS

CAPÍTULO 23 316

CONOCIMIENTO Y USO DE PLANTAS MEDICINALES PARA EL CUIDADO DE LA SALUD EN BAHÍA SOLANO, CHOCÓ (COLOMBIA)

Liliana Yadira Martínez-Parra

 https://doi.org/10.37572/EdArt_30092567323

CAPÍTULO 24 329

CÁRCEL ELECTRÓNICA: LAS TORTURAS TECNOLÓGICAS NEUROPSICOFISIOLÓGICAS DEL SIGLO XXI Y SU EXPANSIÓN EN PAÍSES DEL “TERCER MUNDO”. UNA PRISIÓN MÁS ALLÁ DE LOS MUROS

Verónica Andrea Vélez-Mora

Zhenia Maritza Muñoz-Vinces

Sonia Raquel Vargas Veliz

Roger Stalin Granda-Velez

Leonardo Eliecer Tarqui-Silva

 https://doi.org/10.37572/EdArt_30092567324

CAPÍTULO 25 343

NARCOTERAPIA, DERECHOS HUMANOS Y BIOÉTICA: UNA ENCRUCIJADA ENTRE SALUD Y JUSTICIA. LA REALIDAD PSÍQUICA EN EL CONTEXTO POLÍTICO SUDAMERICANO: EL CASO ECUADOR

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SOBRE O ORGANIZADOR.....	358
ÍNDICE REMISSIVO	359

CAPÍTULO 8

PREVENTATIVE ACTIVITIES IN PUBLIC SERVICES - A STUDY OF SKOLFAM

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ABSTRACT: The purpose of this paper is to explore how preventative activities in public services are practiced, and to identify factors that enable preventative activities within organizations. The case studied, Skolfam, was chosen since it had been shown to facilitate significant change from previously mainly reactive behavior towards a clearly preventive way of working. Skolfam is a work model, used in many Swedish municipalities, for multidisciplinary teams of social workers, school teachers, psychologists, the child, and the foster-care family, that are all committed to support the schooling of the children. The study identified enabling factors related

to management, collaboration, follow-up of the child's school development, and the Skolfam model itself. Furthermore, the study also revealed that persistence is required to gain political support. Additionally, a mindset change was found among stakeholders at a system level that enabled a shift from reaction to prevention. Working towards a common goal, focused on the customer and in multidisciplinary teams were identified as major strengths to that enable prevention. Using an accepted and well documented model that provided structure and focused on the needs of the children in foster care was fundamental. This study contributes findings from a successful preventative public service activity using the Skolfam model.

KEYWORDS: prevention; process orientation; foster care; customer focus and multidisciplinary teams.

1. INTRODUCTION

As public service demands grow – due to an aging population and increasing societal diversity, new strategies are needed to use resources more effectively. Sweden, like many other countries, has invested in preventive measures to improve welfare services without raising costs. By reallocating resources from daily operations to evidence-based prevention,

both individual health and system efficiency can be enhanced. One possible approach is to move resources from the daily operational activities and invest them in evidence-based preventive measures, while simultaneously improving the individual's health. Identifying these new approaches that utilize tax money in the most cost-effective way is a challenge, but many well-documented and evidence-based approaches already exist (Nurse et al., 2014). The preventative effort aims at avoiding risks or reducing the effect of unwanted actions. The challenge lies in identifying effective methods and understanding the system-level factors that enable or hinder their implementation. This study focuses on how preventive work is practiced in public services and what facilitates organizational change to act more proactively. Applying a systematic and humanistic approach to health and well-being not only reduces risks but can also lead to more cost-effective public services. Existing studies analyze which activities have preventive effects; this study will instead focus on system factors that enable or obstruct the introduction and use of preventive measures. Furthermore, the study aims to identify what influences the organization to make the necessary changes for the transformation to take place.

2. THEORY

2.1. MUNICIPALITIES

In Sweden, the municipalities deliver most of the welfare services. Services include childcare, schools, homes for elderly, and public libraries. Sweden is also divided into regions that govern hospitals and cultural activities. Both the municipalities and regions are to be reliable and efficient and not waste public tax money. According to Swedish municipal law, it is up to the municipality to decide on economic guidelines to be both efficient and appropriate (KL, 2017:725). Both the regions and municipalities in Sweden are obliged to provide equal welfare to the entire population (ibid.). If they succeed in the delivery, preventative actions can act as investment in public health and lead to a healthier society and possibly even lower healthcare costs, according to a WHO public health summary report by Nurse et al. (2014).

2.2. CLOSE CARE

A recent Swedish healthcare reform referred to as *Close care* (Nära vård) aims to better use tax-funded resources by shifting the focus and increasing the responsibility of primary care, thereby relieving the more expensive specialized hospital care (SOU, 2018:39). The reform involves a new assignment not only for primary care but also for the

municipalities' social services and has a great focus on prevention. This is a shift towards an expanded mission and creates a larger need for social services. The basic concept behind *Close care* is to provide care as close as possible to the patient and as early as possible as described in the interim report *God och nära vård - En primärvårdsreform* (SOU 2018: 39, page 342).

2.3. HEALTHCARE AND PREVENTION

Prevention is all about avoiding the occurrence of something unwanted. In terms of healthcare it can involve preventing illness (primary prevention) or preventing a disease from worsening or reoccurring (secondary prevention). There are many reasons to work with preventative healthcare especially when causation has been established, for example regulations regarding alcohol or use of tobacco. All this is described in the WHO report "*The case for investing in public health, A public health summary report*" by Nurse et al. (2014.) Even though the report indicates areas where prevention is considered profitable, only 3% of the European healthcare budget is invested in preventative activities (ibid). According to the report, as a rule of thumb every Euro invested in proven preventative activities generates four Euros of health profit (ibid).

2.4. QUALITY MANAGEMENT

Quality development is all about the systematic development of products, services, and processes focused on the needs of the customer (Bergman et al, 2022). Within any system, an understanding of who the customer is, the customer's needs are vital in providing high quality in an efficient manner. Quality tools and methods have been developed over many years to identify risks, eliminate the cause and work with preventions in the process. Prevention, from the perspective of Quality Management (QM), can largely be seen as a way to systematically improve working with both quality inspection, control, assurance and working with improvements along the complete chain of delivery to prevent poor quality from entering the process in the first place (Bergman et al, 2022).

2.5. COST-EFFECTIVE PREVENTION STUDIES

Some of the needs of citizens may be to stay healthy, free access to education, and future employment. When working with prevention activities there is a need to know which preventative actions are cost effective and fulfill the needs in question. In Denmark a longitudinal study of the elderly found that physical activity and information regarding disease and intervention contributed to a higher quality of life, a longer life span, and a

reduction of costs (Kronborg et al., 2006) compared with a group that did not participate in the preventative project. QM in a societal context needs to start at a system level to address the needs of the societal services concerned. Cost-effective preventative activities were studied by Gyllensvärd (2010) in a municipal district. Issues relating to traffic safety, fire safety, fall accidents, hip fractures, and sports injuries were examined, and it was concluded that preventative actions were cost effective and beneficial in these areas (ibid).

2.6. THE SKOLFAM MODEL

Children in foster care have lower grades than other children and the numbers of students not eligible for high school in Sweden is increasing (Berlin et al., 2011 and Tordön, 2020a). Children in foster care are affected more by mental illness and low or incomplete grades from elementary school (Tordön, et al., 2014, Durbeej & Hellner, 2017; Pirttimaa & Väliavaara, 2018 & Tordön, 2020a). They have a higher risk of being left outside the labor market, and in ending up with drug abuse and involvement in criminal activity (Tordön 2020a). Weak grades and a low level of education are pointed out as the largest risk factors for the life of children in foster care (Tideman et al., 2013). Completion of school and improvement of grades is an important component for a better life for such children, according to Tordön (2020a) and these risks are cut in half if the children graduate from elementary school. In Sweden a national initiative called Skolfam aims at strengthening the prospects for children in foster care and improving their abilities to finish elementary school and be eligible to apply for high school (Tordön, 2020b). In 2020, 73.8% of foster care children received the right level of grades in comparison with only 55% in 2015 (ibid.) due to the Skolfam model. The model is structured to initiate preventative activities that stimulate social investments (Bernfort & Lundqvist, 2014). Skolfam is funded by a national foundation of governmental financing that supports children exposed to difficult life circumstances (Tordön, 2020b). The work of Skolfam involves creating an individual plan for the child in collaboration between the school, social services, and the foster care family, all with the common goal to support the children in their schooling.

3. METHODOLOGY

Since the purpose of this paper was to explore how preventative activities in public services are practiced, and to identify factors that enable preventative activities within organizations, a case study was chosen as the research design. The identified case

involved a team of leaders and colleagues in a multi-disciplinary team that works with the schooling of children in foster care within a municipality in Sweden, referred to as the Skolfam team. The selection of the case was made in collaboration with the municipality and the selection criteria were a successfully implemented a preventative way of working. Through the case study, conducted in 2020-2021, data was collected via qualitative interviews, analytical dialogs, studies of official documents, and through literature studies that included reports, articles, and books within the framework of the study. The literature searches mainly focused on preventative measures in municipal activities. The case study was planned and implemented in collaboration between the authors and the local project group; comprised of one department manager from the school administration and one section manager representing the social services office.

3.1. DATA COLLECTION AND ANALYSIS

Data collection took place through a dialogue-based qualitative focus group interview with the Skolfam team. The interviews were based on questions designed from the first phase of the 4D methodology of Appreciative Inquiry (AI) (Bushe, 2011). This first phase in the methodology is called *Discover* and helps the participants start describe the *best known*, in terms of what is being studied. The best known can be explored and discovered in different ways, for example through dialogue, but interviews are often used that are based on the participants' accounts of their own best experience of the studied phenomenon (ibid.). The questions in this study were designed to explore the group's own experiences of the best way of working and collaborating within the Skolfam team. This process starts with what the group identified as strengths (referred to as success factors) when working with prevention supported by the Skolfam model. The themes of the common success factors were then analyzed by the participants during the workshop and based on the dialogue the team wrote statements describing success factors. Collected success factors were interpreted and analyzed interactively by the authors and the Skolfam team to find common themes within the success factors.

In this case study, we use theoretical generalization (Teorell & Svensson, 2007) as a step in the thematization of success factors. One example of this theoretical generalization is the transformation of the statement: "Many adults see the child" into the generalized success factor "The child's needs are noticed by several actors". This type of theoretical generalization should be seen as a method tool to be able to describe specific results in a more general manner.

4. RESULTS AND ANALYSIS

4.1. BACKGROUND TO SKOLFAM, THE CASE STUDIED

In 2015 a project organized as a collaboration between the school and the social service was initiated with the aim of implementing the Skolfam model in the studied Swedish municipality. The project lasted until 2020 and after that Skolfam became permanently embedded within the municipality. Before the project started there was a struggle to get the necessary political support to initiate the program, even though officials agreed that the Skolfam model was a good idea. A Skolfam team consists of special-needs teachers, a psychologist, and a team of social workers. The team works together and meets both the child, and the foster care family where the child lives. Working together, all parties create an individual plan for every child within the Skolfam program with the aim of improving the schooling in elementary school.

Several driving forces were identified behind in the municipality. These were: committed employees within the municipality, deep knowledge of the Skolfam model, a collection of facts through reports and other documents regarding benefits of the Skolfam model, and positive experiences from other municipalities, which all were used to initiate the project. There was also a relentless will to maintain the struggle until the project was accepted and could be initiated within the municipality. The political decision-making process was long, especially since the project was a collaboration between two different administrative units with separate staff, management, regulations, and budgets. During the case study both the managers behind the decision to implement and the employees within the Skolfam team were interviewed. Four themes were identified from the interviews; collaboration, management, follow-up, and the Skolfam model. Listed in the tables of results are the success factors identified under every theme. The left-hand column shows the identified factors, and in the right-hand column the factors have been theoretically generalized according to Teorell & Svensson, (2007). Every theme is described in text based on the results of the interviews with the Skolfam team.

4.2. THEME 1 - COLLABORATION

An identified success factor was the collaborating key players consisting of social workers, staff within the elementary school, personnel from child and adolescent psychiatry, the biological parents, and the foster parents. The school staff varies depending on the needs of the children. The collaboration is multidisciplinary between different competencies and cross functional between two separate municipal administrations

with the child's best in focus. The Skolfam team members describe positive collaboration between the child, the school and the foster care family as a success factor. The Skolfam model is supportive and a success factor due to how it guides the process of defining a plan for the schooling of the foster-care children. The model also encourages different competencies to collaborate in the creation of the plan. It helps to identify the needs of the children and provides a mandate to use different competencies to fulfil those needs. Increased collaboration between the school and social services creates value not only for the child, but also in the form of good relations between the colleagues within the separate administrations.

Table 1. List of success factors identified from interviews with the Skolfam team, and their theoretical generalization.

Identified success factors	Generalized success factor
Collaboration between different actors (e.g., social services, youth educational support, the school, and the child's biological parents).	Collaboration between different organizational functions.
Cooperation between the school and the foster care family.	Cooperation between the organization and stakeholders.
A work group with a wide range of competencies and a broad understanding of differences.	Collective competencies in a close multidisciplinary collaboration.
Collaboration within the multidisciplinary team of teachers, special support staff, gym teachers, psychologists, speech therapists, and other necessary resources.	Support from a structured model to guide the process.
Multidisciplinary teams lead to a broad understanding of different competencies, increasing the understanding of the needs of the children.	Collaboration within the multidisciplinary team leading to a deeper understanding of the needs of the child.
When you work across administrative boundaries it can lead to an understanding of each other's operations	Collaboration leads to systemic understanding.
Collaboration leading to additional value created, not only for the children but also other stakeholders.	Value created for more than solely the children. Collaboration leads to good relations.

4.3. THEME 2 - MANAGEMENT

The Skolfam team members do not work full-time within Skolfam, they also have regular jobs in education within school, or social care of foster-care children. They feel that they are supported by management to be able to clear their calendars, put aside other duties, and work with activities that are needed within the Skolfam program when necessary. Support from management is an enabling factor that helps them prioritize and

work with issues that are important to deal with. The first identified success factor in Table 2 originates from the colleagues in the Skolfam team. The rest of the identified success factors originate from managers within the Skolfam program.

Table 2. List of success factors identified from interviews with the Skolfam team, and their theoretical generalization.

Identified success factors	Generalized success factor
Help in clearing calendars to prioritize specific matters to support the Skolfam children with urgent needs.	Management supporting the activities, support in prioritization.
Common goal set at a political level to guide school administration and social services administration.	Higher-level common goals
Common ground between the school and social service administrations.	A common will to co-operate
Nationally established Skolfam model with strong justifications and vital facts providing grounds for political decisions.	Results with beneficial effects from the national network support political decision-makers.
Positive effects and results from improved schooling of children in foster care.	Results to support political decision-makers.
Structure of Skolfam including roles and a process of collaboration between the school and social services enables them to gain an understanding of the needs of the children.	A well proven and structured work model.
Political consensus within the municipality.	Consensus across different political parties.
Working with the model in multidisciplinary administrations.	Normally not a success factor since it can prolong political decisions.

4.4. THEME 3 - FOLLOW-UP

A key success factor in Skolfam's "Follow-up" theme is the use of a preventative work plan with regular checkpoints to monitor the child's progress in school and daily life, see Table 3. The Skolfam model ensures that both school and social service staff understand their roles, fostering proactive support rather than reactive intervention.

Follow-up activities, such as home visits, create a positive tone in conversations with the child and foster parents, enabling collaborative planning for the child's future. These meetings often include the foster-care family, sometimes biological parents, and professionals like social workers and educators. They help identify needs early and prevent problems from escalating. During the follow-up meetings, activities may address the foster-care family, such as giving them the proper information and education to help the child manage school and then follow up on the progress within the foster-care family. An example, an information meeting can be held to talk with foster parents about the

importance of education and the improved quality of life the child may gain by finishing elementary school with grades that qualify them for high school. This is a success factor.

Support for foster families includes information sessions and tailored resources – like age-appropriate books – to help them assist the child’s learning. Each child has an individualized plan outlining their educational support needs, which is another success factor.

Skolfam’s approach brings together multiple adults, teachers, social workers, psychologists, and foster parents – who collectively focus on the child’s well-being and education. This coordinated attention is recognized as a vital contributor to the child’s success.

Table 3. List of success factors identified from interviews with the Skolfam team, and their theoretical generalization.

Identified success factors	Generalized success factor
Preventative activities and follow-up plan for school progress. Everyone knows what to do and who is to do it.	A model or process of guidance encouraging follow-up meetings.
Visit the child in their home environment with the foster family.	Rather than wait for a crisis, a preventative meeting is held with the child.
Several adults focus on the child.	The needs of the children are addressed by several parties.
Support from the foster-care family.	The needs of the children are addressed by several parties.
Individual support for the foster-care family within Skolfam such as box with appropriate reading tasks for the child.	Match expectations with the abilities of the child.

4.5. THEME 4 - THE SKOLFAM MODEL

The Skolfam model is a well-known model in Sweden, applied with successful results by several municipalities across the country and thereby widely documented. Several success factors identified refer to using the model itself and are presented under this theme.

Every child within the Skolfam program has an individual plan for their schooling and progress in life. This was a generalized success factor that was derived from several identified and expressed success factors in the interviews. Since the individual plan is drawn up collaboratively and consists of several follow-ups, the necessary adjustments for each child can be made during the process. When the plan is initially created, the child participates in the process together with staff from the school, to identify what the child needs to make progress in school. This helps the Skolfam team to really learn about the child’s skills and support needs in school. Sometimes the expectations of the child

were set too low due to a difficult family situation and at other times the expectations were set too high. Thanks to the Skolfam model, the picture of the child becomes more accurate. This was identified as a success factor. The foster-care family also participates in creating this plan and thus develops an increased understanding of the importance of education and the needs of the child. This was identified as a success factor. Within Skolfam there was a clear process including structure, management, and how to apply the different activities identified as success factors. This acts as support for the Skolfam team and their stakeholders, who can focus on creating value in the process and becoming more preventative than reactive. The clear process within Skolfam also makes it easier for staff to rotate when working with the case. The Skolfam process also changed the way social workers are perceived when working with a case. The proactive dialog is described as open and positive rather than their being viewed as the “bad cop,” reacting to something that has happened.

Table 4. List of success factors identified from interviews with the Skolfam team, and their theoretical generalization.

Identified success factors	Generalized success factor
Necessary adjustments.	Every plan is individual.
A more just and accurate picture of the child.	Identification of the real needs of the children.
Identification of individual needs creates a fair view of both the strengths and weaknesses of the child.	A tool developed for the identification of needs.
The Skolfam process.	The clear process facilitates a focus on building value.
A structured process with preventative activities.	The process avoids reliance on only one person.
Social services can work proactively and not only act as a “bad cop”.	The process enables proactive work.
The foster-care family develops an increased understanding of the importance of education, and cooperation with the school increases.	The process encourages collaboration.

5. CONCLUSIONS

This study explored how preventative activities are practiced in public services and identified five key factors that support their implementation and sustainability.

Enabling Factors:

- 1. Child-Centered Collaboration:** Development activities are guided by the child’s needs and addressed through a multidisciplinary team.

2. **System-Level Framing:** Articulating needs at a system level helps secure resources and encourages cross-administration collaboration.
3. **Sustained Commitment:** Long decision-making processes in municipalities require persistent advocacy from both management and staff.
4. **Proven Work Model:** A documented, evidence-based framework like Skolfam provides structure, clarity, and confidence for professionals.
5. **Shared Goals:** Common objectives across collaborating entities foster continued cooperation and alignment.

6. DISCUSSION

Introducing preventive work and precautionary measures is a natural part of any organization's development. Decision making and insights in organizations are based on both failure and success. Organizations find ways to improve how they work to prevent shortcomings. Some prevention improvements stick, some opportunities need to be repeatedly explored. But the pace at which this happens depends on the organization's ability to identify the opportunities for prevention, as well as its ability to implement preventative activities. In both the business sector and in public organizations, good financial management takes precedence, which primarily leads to short-term planning of activities. Acting and thinking long-term and arguing for measures that have an effect over a longer time perspective can be difficult and meet resistance. However, the resistance identified in the study of the implementation of Skolfam does not indicate that financial restraints limited implementation. Rather, other circumstances regarding the decision-making process. Today, the Skolfam initiative studied has been successfully converted from a separately funded project, to being fully incorporated in everyday municipal activities. The effects that have been reported from Skolfam, together with the support from the national body, have changed the views of stakeholders, such that the costs associated with Skolfam activities are no longer seen as costs but as ongoing preventive work to ensure the schooling of children placed in foster care. In the present study, respondents are convinced about the usefulness of the effort, and that it was important to implement Skolfam from both a humanistic and an economic perspective, but it is a decision that needs support.

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ÍNDICE REMISSIVO

A

- Abuso de las normas jurídicas 25
- Actualidad 56, 105, 150, 279, 280, 282, 331, 337, 346, 353
- Advertising 78, 297, 298, 299, 300, 302, 304, 308, 309, 310, 311, 312, 313, 315
- Áncash 210, 211
- Apalancamiento empresarial 44
- Architecture tourism 237, 253, 254
- Architourism 237, 238, 239, 240, 241, 243, 244, 245, 249, 252, 253, 254, 255, 256, 258, 259
- Arquitectura monumental 210, 218
- Auto-ethnography 237, 239, 242, 243, 248, 255, 256, 259
- Autonomía docente 138, 139, 140, 144, 145, 146, 147
- Autonomía relacional 288, 290, 292, 293, 295

B

- Bibliometric analysis 63, 76, 78, 79
- Biopolíticas 279, 280, 281, 283, 286
- Brecha digital 151, 288, 291, 295

C

- Capacidad innovadora 80, 81, 88
- Cerámica diagnóstica 210, 217
- Chocó 316, 317, 318, 319, 324, 327, 328
- Commercial art/design 297
- Competencias comunicativas 167, 168, 170, 173, 175, 176, 177
- Competencias lingüísticas 178, 260
- Customer focus and multidisciplinary teams 92

D

- Delitos neurológicos 330
- Derechos humanos 10, 289, 294, 295, 296, 329, 330, 331, 333, 334, 336, 337, 338, 339, 341, 342, 343, 344, 346, 348, 354, 357
- Desarrollo sostenible 12, 13, 64, 79, 168

Determinantes sociais de la salud 316

Discursos sociales 279, 281, 286, 287

E

Economía de opción 24, 25, 26, 27, 29, 30, 35, 38, 40, 42

Educación intercultural 167, 169, 176, 177

Ejecución forzada 53, 54

Electric mobility 223, 225, 228, 229, 231, 232

Elusión fiscal 24, 25, 28, 35, 39

Equidad territorial 12

Ergonomics 125

Estados Unidos 1, 2, 3, 6, 7, 8, 9, 10, 150

Evolutionary field 63

Excavaciones arqueológicas 210, 213, 221

F

Faucet industry 125

Fire risk 196, 205, 206, 207, 208, 209

Formación profesional 260, 265, 271

Foster care 92, 95, 96, 97, 98, 99, 100, 101, 102, 103

G

Gaza 1, 2, 3, 4, 5, 6, 7, 8, 9, 10

Guerra 1, 6, 7, 8, 9, 257

H

Hamas 1, 2, 3, 4, 5, 6, 7, 8, 9, 10

Herramientas de decisión 44

I

Identidad cultural 167, 169, 175, 325

Industrial operations optimization 125

Innovación 15, 16, 17, 18, 19, 20, 21, 22, 41, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 143, 144, 150, 151, 152, 154, 165, 177, 264, 294, 334, 349, 350, 357

Integración cultural 260, 261

Israel 1, 2, 3, 4, 5, 6, 7, 8, 9, 10

J

Justicia 7, 26, 35, 54, 55, 57, 58, 59, 60, 61, 62, 202, 281, 320, 336, 338, 339, 343, 344, 348, 354, 356

L

Lectura y redacción 148, 150, 153, 156, 163

Legítima razón de negocios 24, 25, 26, 27, 29, 30, 31, 35, 36, 38, 42

Libertad de cátedra 138, 139, 140, 141, 144, 145, 146, 147

Liderazgo 5, 76, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89

Liderazgo transformacional 76, 80, 82, 83, 85, 87, 88

Longitudinal study 63, 94

M

Manipulación conductual 329, 330

Matlab 104

Modelo difuso de Takagi-Sugeno 104

Mujeres 181, 282, 288, 289, 290, 291, 292, 293, 294, 295, 296, 319, 324, 326

N

Narcoterapia 343, 344, 347, 348, 353, 354, 356

Narrativas indígenas 167

Natural areas 223, 225, 226, 229, 232, 234

North Korea 297, 298, 299, 300, 301, 302, 303, 304, 305, 307, 308, 309, 310, 311, 312, 313, 314, 315

O

Observador de Luenberger 104, 107, 109, 110, 115, 119, 120, 121, 122, 123

Observador Luenberger con modos deslizantes 104

One piece flow 125, 126, 127, 128, 129, 130, 131, 132, 133, 136, 137

Operativos y financieros 44, 49

P

Packaging 125, 127, 128, 129, 130, 131, 132, 133, 134, 136, 297, 298, 299, 300, 301, 302, 304, 305, 306, 307, 308, 309, 313

Participación ciudadana 12, 22, 23

Pirámide escalonada 210, 214, 218

Planificación fiscal 25, 34, 38, 39
Plantas medicinales 316, 317, 318, 319, 320, 324, 325, 326, 327, 328
Poland 237, 243, 245, 246, 248, 249, 251, 252, 253, 255, 258
Políticas públicas 344
Políticas públicas 12, 288, 293, 331, 339, 346, 354
Portugués como lengua extranjera 260, 261
Posturas 4, 53, 54, 55, 58, 59, 60, 61, 290
Prensa Escrita 279, 281, 282, 283, 284, 285, 286, 287
Prevention 92, 94, 96, 102, 103, 205, 208
Process orientation 92
Production and manufacturing 125

Q

Quiebra del remate 53, 54, 55, 56, 57, 58, 59, 60, 61, 62

R

Realidad aumentada y gamificación 148
Rehabilitación 179, 180, 331, 346, 348, 351, 354, 356, 357
Remate judicial 53, 54, 56, 59, 60, 61, 62
Restauración 179, 180, 188, 189

S

Salud mental 336, 340, 344, 345, 346, 351, 356
Scientific mapping 63, 64, 65, 67, 70, 77
Seguridad jurídica 53, 54, 56, 58, 59, 60, 62
S-(HRM) 63, 64
Sísmica 179, 180, 195
Sistema General de Regalías 11, 12, 13, 14, 22, 23
Sitio arqueológico de Buenavista 210, 211, 212
Spain 200, 228, 229, 235, 237, 243, 244, 245, 246, 247, 248, 249, 251, 252, 253, 255
Subjetivación 279, 285, 286
Sustainability 12, 44, 64, 65, 66, 67, 70, 72, 73, 74, 75, 76, 77, 101, 223, 224, 230, 231, 232, 234, 235
Sustainable development objectives 63
Sustainable-HRM 63

T

Templo 179, 180, 181, 182, 183, 184, 185, 187, 188, 192, 193, 211, 215

Tortura neuropsicofisiológica 330

Tourism 12, 63, 76, 78, 223, 225, 226, 227, 228, 229, 231, 232, 233, 234, 235, 236, 237, 238, 239, 240, 241, 242, 243, 244, 245, 247, 249, 251, 252, 253, 254, 255, 256, 257, 258, 259, 261, 306, 313, 314

Trademarks 297, 298, 299, 300, 301, 302, 307, 315

Tradición oral asháninka 167, 170

Turismo en Corrientes 260, 261

U

Urban history and world heritage 196

V

Valparaíso 196, 197, 198, 199, 200, 201, 202, 203, 204, 205, 206, 208, 209



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