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AN EXPLORATION OF THE CURRICULA OF SOCIAL WORK
IN SOME COUNTRIES OF ASIA WITH SPECIAL REFERENCE
TO THE RELEVANCE OF SOCIAL WORK EDUCATION TO
SOCIAL DEVELOPMENT GOALS



SUMMARY



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and

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This is a summarized version of a full report and appendices entitled: "An Exploration of the Curricula of Social Work in Some Countries of Asia with Special Reference to the Relevance of Social Work Education to Social Development Goals", based on a study sponsored jointly by ECAFE and UNICEF (East Asian and Pakistan Region) carried out during 1971 by Mr. David Drucker as the special consultant.

The views expressed in the report are those of the consultant and not necessarily those of ECAFE or UNICEF.

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INTRODUCTION

The report draws upon material selected from a wide range of interviews conducted with a host of respondents. The facts, opinions, ideas, views, suggestions, frustrations and aspirations have been freely incorporated and quoted, and echo many hours of discussion and observation.

In addition 65 social work educators from the Republic of Korea, Pakistan, Thailand, the Philippines and Hong Kong, provided written information in response to a questionnaire which was accompanied by an opportunity for discussions with the consultant. Indonesia and Taiwan replied to a postal questionnaire addressed to officials and 23 social work educators. A mass of documents, reports, surveys and research material has been covered in the course of the assignment and is incorporated in this work. Time has been a limiting factor throughout and it is estimated that perhaps only a quarter of the material collected has actually been drawn upon here.

The report does not attempt to be an evaluative work but a diagnostic and action-oriented preliminary enquiry focusing on the problems of social work education related to development. It is intended that this report should be a discussion and an action base for a band of colleagues profoundly dissatisfied with the condition of the world's people and of their own not inconsiderable efforts towards the resolution of both age-old and novel human problems.

/CHAPTER 1.

CHAPTER I. APPROACH TO THE STUDY

The origins of the study

Early in 1968 a seminar of social work educators, social welfare administrators and planners met in Bangkok to outline the "Relationship of Social Work Education to Developmental Needs and Problems in the ECAFE Region." The Seminar reported

"that professional social work and social work education were still not sufficiently attuned to developmental needs and problems as currently defined in the plans of the countries in the ECAFE region, and that greater efforts should be made to improve that situation."

Later the same year, the International Conference of Ministers Responsible for Social Welfare was held at United Nations Headquarters in New York. It was attended by 89 delegations from member countries, one of its objectives being "the promotion of the training of manpower for social welfare."

One of its recommendations was that priority be assigned

"particularly in developing countries, to the developmental tasks of social welfare and therefore, to orientating social welfare training toward preparation for such tasks."

The First Asian Conference of Ministers Responsible for Social Welfare (Manila, Sept. 1970) extended this concept in one of its own recommendations:

"Curricula on social work training should be geared to social developmental goals and constantly examined, reviewed and evaluated in the light of the countries' changing needs."

This present study and its expressed purpose grow directly out of this vital current need as identified during the deliberation of the Ministers and the professionals.

Objectives

The formal objectives of the study were as follows:

1. To identify the developmental aspects of social welfare in the region as they relate to education and training for the development tasks;

2. To obtain information which provides a picture of the current base of developmental aspects of social welfare in curricula of selected schools of social work and training programmes in the region;
3. To evaluate the present situation of developmental aspects in curricula;
4. To raise issues relating to the role of the curricula in fulfilling the developmental manpower needs within the context of national social welfare priority;
5. To consider, in the light of the study, matters relating to the discontinuities which impede the progress of effective curricula building;
6. To make a contribution to the improvement of curricula of schools of social work and training programmes in social welfare in regard to gearing them to the developmental needs of the countries and the region;
7. To present a report, including guidelines and recommendations as appropriate, which will provide a working document for a seminar for those responsible for education and training of social welfare personnel.

The study faced two main problems conceptually, methodologically, and in regard to the assumptions related to these:

1. The nature of "social development" as the context within which social welfare and its educational endeavours were to be located;
2. The nature and means of examining curricula.

1. Social development

The literature constantly referred to the curriculum in terms of it needing to be "geared to", "oriented towards," social development, suggesting that far from being an addition to what is there already, social development should somehow dominate or permeate the curriculum. The problems of a precise meaning and the argument regarding social development

/were examined

were examined but the academic issues were sidestepped in the following manner: The Conference of 89 ministers responsible for social welfare and the professionals had affirmed the importance of social development in relation to national development plans. It might therefore be expected that, as influential members of their governments, these self-same ministers would have played an important role in formulating the national plans of their own countries. Expressed somewhere in each plan one might expect to find the country's specific expression of what (given its own political, social, cultural, economic background and values and stages of development) it understands as social development and what the country's over-all development objectives were. From this one could discover social policy and trace the working-out of these broad statements in programme services and projects. One would be able to get information on manpower planning for social welfare personnel and in turn learn not only numbers of personnel required but what kind of personnel are required to do what job, at what level, and where this could be discerned the job descriptions. One could then see how these requirements were conveyed to the educational and training institutions preparing social welfare personnel and how they responded to these requirements.

One then proceeds by arguing that governments and ministers were likely to make their choices and formulate their decisions and policy on the basis of the best advice and information provided by their professional staff and advisers (which in this case would include the professional social workers and educators).

Although this state of affairs cannot be taken for granted, from the teaching point of view, the experience and skills of the professionals and the educators would surely make up a vital area of content, illustrations and teaching materials. Especially as the place and emphasis of this area in any curriculum have been relatively unexplored until now, it would be fruitful to attempt to discover and examine the relevant roles in policy formulation and programme development performed by them as advisers, consultants, members of commissions, working parties, advocates, social critics, researchers, etc., by members of professional organizations, teaching institutions or as individual contributors, and the way in which they use their knowledge, experience and skills in teaching and training programmes.

/Much in

Much in mind was the fact that any serious discontinuities in the operational steps which translated national objectives, involving social factors, into curriculum 'building blocks' would raise fundamental questions regarding the capability of schools of social work and training institutes to contribute meaningfully to the main stream of social development.

2. Curricula

Curricula, it was decided, must in some way be examined as the "total learning experience" of the student to the extent to which it was determined by the intent, behaviour and organization of those responsible for the education or training, and what was done with the student's exposure to knowledge, to direct human problems and his response to them. This approach was fraught with difficulties.

A way had to be found to obtain a reasonable cross-section of each curriculum, which, although not telling nearly the whole story, would have the virtue of revealing important things - important, that is, to "social development."

3. Social development roles

Five social development "roles" were formulated, based on the deliberation of the Expert Groups and on those of the International Conferences of Ministers and the Pre-Conference Working Party of the Fifteenth International Conference of Social Welfare. The assumption made was that whatever meaning might be given to social development, these would be a measure of agreement regarding the importance of these roles.

Four of these roles used the terminology constantly reiterated at the conferences.

- (1) Social policies and planning in development;
- (2) Ensuring social justice with particular reference to more equitable distribution of the national wealth;
- (3) The essential need for participation by the people in policy formulation, planning and implementation;
- (4) Improving the social and cultural infrastructure by institution building.

As current curricula could be expected to contain much social work methods teaching, it seemed important not only to ask what was being taught in the context related to the four roles mentioned above, but to spell out a role in national development with the methods much in mind. This was formulated and presented to respondents in the following way:

(5) Social work helping methods

"The use of these methods represents a familiar general role of social welfare. For our purposes we ask you to narrow down your thinking of what you teach to the emphasis which you give in imparting that the situations dealt with by social workers very often illustrate the malfunctioning of our societies and the gaps or the inconsistencies in our policy and programmes.

The social worker's role then is to be alert and sensitive to this and to systematically report these matters and so to be contributing decisively to policy and planning in the normal course of their "helping" activities. It is this specific role of identifying such matters and reporting appropriately to policy makers and planners that we are asking about here."

The device of using the five roles offered the opportunity of asking each teacher to examine whatever it was he taught, in order to identify what he thought was related to the specific role (if anything at all). What was taught could then be broken down into theory, knowledge, teaching materials and skills. Therefore every subject, class, course or placement theoretically could be covered and would yield a whole range of materials and possible interpretations that could be gathered together, examined and shared with a view to finding similarities and (perhaps even more thought-provoking) dissimilarities; some of these might prove to be novel and worthy of adaptation to a whole variety of teaching in other countries, schools and settings. This device too suggested a way of collecting, collating and analysing the information.

In addition, general information regarding the schools, research, library, and work pattern of the students after graduation was incorporated in the formulation of an enquiry schedule as a guide during the country visits and interviews.

4. Enquiry schedule

The schedule addressed itself to:

Part I

Questions regarding the social content of the national development plan.

Part II

- (a) General questions regarding nature and numbers, etc., of the teaching institution.
- (b) Questions regarding the institution's framework, organization, machinery, etc., including curriculum building processes.
- (c) Questions regarding field work.
- (d) Questions regarding research.
- (e) Questions regarding library.
- (f) Questions regarding graduates.
- (g) Questions regarding the teaching and involvement of staff in external activity related to development.

Part III

- (a) Questions regarding the professional social work organization.
- (b) Questions regarding the Council of Social Work Education.

A most serious invitation was one of time. It was inevitable that complete and detailed work on every section of the study would have to be sacrificed for a more operational approach which would allow for the maximum examination of basic issues, critical areas and the development of methodology as the study proceeded. Also borne in mind was the need for resources to be made available for the process of curriculum building in relation to social development, and when possible areas and ways in which the most productive use might be made of eventual resources had been identified, time had to be allowed to pursue discussions despite the fact that this led beyond the immediate lines of the enquiry.

In fact, it early proved unworkable to pursue persistently the lines sketched out in the schedule of enquiry. It became obvious that the questions

/could not

could not be responded to in a dispassionate manner. Social workers and educators were seen to be caught between the attractions of an apparent internationally lauded conceptualization of their role and of social development on the one hand, and their own honest confusion and doubts as to its meaning and applicability, generally in relation to their teaching, on the other. The study from the respondents' point of view seemed to demand a reappraisal of much that they had been doing and endured over the years, and this was obviously disturbing. The feelings and reactions required a sensitive response if information of any real value was to be forthcoming. It may be added that much had to be 'given' in return during the process of the study and that such an experience for all concerned was felt to be justified only if it was not merely a "finding-out" exercise but an earnest of an intention to provide much in collaborative action. In a real sense, social development and the teaching of much that is implied by it cannot be a neutral activity nor can it be enquired about academically, involving as it does philosophical political factors and personal commitment. The nature of objectivity in such situations is something rather different and is an important area of study in its own right.

This study raises many problems similar to those experienced in the process of consultation across cultures. The precise nature of the skills of advisers, consultants and researchers in such situations are poorly identified and spelled out.

In the event a fascinating struggle took place between the attempt to present a study which would earn the respect of the social scientist, and the pressure of time and events which had the more familiar feel of a social work problem-solving activity.

/CHAPTER II.

The full report spends much time in discussing method, assumptions, and attitudes of respondents, both in the main chapter and in an appendix.

CHAPTER II. NATIONAL PLANS, POLICY, MANPOWER AND CURRICULUM

The national context of policy and planning which might be expected to provide the foundation for building a curriculum aimed at the education and training of personnel who are to play a decisive part in social development endeavours was explored.

Most of the countries in the region have national development plans and include some provision for social development planning.

Slowly, even the most single-minded economic planners appear to have adopted conceptually the necessity for including social factors in the planning exercise and it is common for statements of economic objectives to be matched with corresponding social objectives. The general statements of the plans suggest to a varying degree that social development not only concerns itself with raising the material levels of living but includes an expression of the need for social and political structural changes (such as democratization) in order to remove the road blocks to development, and there is a beginning of an expectation that such changes may of themselves constitute positive elements of progress.

There would seem therefore to be indications that the position in regard to social development expressed at the Conference of the 89 Ministers in New York is reflected in the general statements of policy of the countries in the region, even if they are couched in less radical, comprehensive and emphatic terms when appearing in the overall plan context.

It is relevant to question whether such policy formulations as appear in the plans provide a sufficiently realistic basis - although a very general first step - for working out curriculum implications. In the main one must conclude that the statements remain ideological and aspirational, not for cynical reasons but because objectives far outstrip the technical knowledge and resources available to deal with the multi-faceted complexities of political, social, economic and material conditions necessary to give reality to the aims.

Certainly to influence curricula in a decisive way one needs to look beyond the very general and non-comprehensive reference points which such national statements and preambles provide, to the specific programmes and

/projects

projects associated with the objectives. Immediately one is confronted with confusion. There seem to be an abrupt shift in scale and a lack of articulation between the broad sweep of societal change referred to as social development in the general statements, and the discrete sectorial programmes which appear as specifics of the plan. Partly this is due to the embryonic state of adequate planning machinery and lack of generalist planners to match the longer established and sophisticated economic planning processes which would provide concrete social policy formulations or which would systematically work through the social implications of the economic planning and arrive at truly integrated planning. The addition of social sector programmes to national plans does not automatically make for a social development orientation. The situations and problems elaborated upon by respondents to this study provide a daunting prospect if one is looking for a social development oriented social welfare manpower projection which would provide curriculum guidelines.

A review by country of the responses to questions and of the literature regarding planning is provided in the report and the 'case' of Pakistan is examined to identify a great number of problems in obtaining specific indicators from national policy and plans for the task of curricula building. It is observed that an important set of factors working against policy formulation and implementation can be seen if one examines the long chain of steps in the process of planning.

One cannot help but ask whether the steps in the process of planning are not themselves a decisive area for careful planning. There is a need for planning to plan the whole range of activities in which many efforts, skills and resources must be expended so that "functioning institutions and transmission belts" are created, making it possible for policy and programmes to be more than abstracted generalisations issuing from above, which will hopefully be modified constructively from below. A glance suggests a whole spectrum of tasks which social workers might be expected to perform or contribute towards. One would expect to find specific planning roles strategically located in the agencies and services relevant to the planning process as described. What one does not find are job descriptions which indicate that they have been formulated on the basis of these interrelated tasks.

It is of course only a start to define the jobs; there must also be a corresponding creation of actual jobs with financial and career prospects, to attract and keep skilled workers at the task of social policy formulation and planning at the various levels. Only in this way can one move from a general expectation to a concrete reality in which it can be seen that the steps actually occur both in substance and in operation.

For the purpose of the study a crucial question's: how does one know what tasks social workers are likely to be able to perform (the realistic and acceptable job opportunities) in order for appropriate curriculum to be devised?

It is true that it is not only governments which will provide the job opportunities. In most countries there is a "private" welfare sector. The report examines this sector and the indicators are clear that the private sector has had little to say in helping the planners to clarify manpower problems, and the intentions of the planning effort in relation to social welfare are not matched by appropriate action.

It is observed that although the processes and machinery of planning may have generally been well thought out, in practice and in operation no clear and coherent national social welfare policy has emerged from which a range of specific functions requiring different levels and types of training might be defined, so that in turn guidelines might be generally available for schools in curriculum planning. To get the scarce resources of trained social welfare personnel into the position where they can best contribute requires deliberately planned machinery. In this situation it would appear to be a planning requisite for effective planning and effective curriculum building.

Until the political and administrative work is done which will make it possible to show an operative line of relatedness to exist between stated social policy through all the stages of programme, project, manpower, job analysis, job descriptions of different categories and levels and so on, it will not be possible to lay the foundations of a curriculum geared and oriented towards the social work profession's fullest contribution to social development. There will be a space between the work of the educational institutions and the planning and implementation institutions. The higher

the aspirations of - and demands made upon - the profession, the greater will be the frustrations. The best to be hoped for would be a series of "space-stations" and individual professional social work "space travellers" negotiating the gaps between need, priorities, plans, education and delivery of service.

The indications are that this is generally the situation at the present time. Much of this work is not primarily to be achieved by education or training.

This does not mean that the full responsibility can be laid upon the planners, for it might be expected that the nature of social work as a profession places the practitioner and the social work educators (who are expected to take leading roles in the development of the profession) and their professional associations in a position where they have much to contribute - both through the formal planning processes and through the organizations and the agencies in which they function - to the growing clarification of the part that social work should and could play in development.

Professional associations

The report examines the professional associations.

Students are introduced to the associations in a general way, usually as a recruiting measure at the time of graduation. It did not seem that students were specifically made aware - either in the course of teaching or by the association's members - of the fact that the organization functioned as a "change-agent" and exerted a "political" role by deliberately organizing to affect social policy.

The professional associations have the potential of bringing together the expertise of practitioners (some of whom, in their official capacity, cannot play a direct part), educators and social work trained administrators to play an influential part in national development and bring about an increasingly specific demand for social workers to function in advisory and executive positions in the process of social policy formulation and planning. This organizational potential has hardly begun to be effectively realized.

Generally speaking, the associations do not possess the organizational machinery to fulfil such a role. (For example, no association has a professional full-time staff member.)

If professional social work as a body is seriously aspiring to broader participation in social policy formulation and planning - especially through the roles of participation and institution building for change - and claims to have skills as change-agents, then one must look to the foundations being demonstrably laid within the profession which will clearly formulate national social work objectives; will engage in a systematic examination of their profession's problems; will work out sound approaches to the impediments in constructing their own internal planning machinery; and will create their own effective organizational structure.

It was surprising to find that planners do not hesitate to pass the opinion that social workers and social work educators have played no more than a negligible part in social policy formulation and planning. Equally surprising is the impressive array of planning activities that the educators report that they are engaged in. However, it seems that these activities are nearly always of an individual contribution kind, rarely involving the educational or training institution beyond a limited extent.

Although social workers have made important contributions they often speak unbidden - on policy and planning matters - for a passive professional membership and have rarely been spokesmen representing well-debated and official association positions.

Throughout the region the social workers who serve in these potentially influential capacities express the view that as important as their role is in theory, in practice it is very much peripheral to their "real" tasks (a kind of spare-time activity which comes to them by reason of their status positions as much as for their individual talents). Preparatory work for their deliberations in their part of the planning machinery seems often not to have built-in continuity, nor do there seem to be adequate secretariats to maximize the contributions that they are capable of making; nor does their permanent work systematically support their planning function.

Such a situation has serious implications. The wide range of effort that social workers engage in and the outstanding contribution of many exceptional social workers have not been harnessed to organizational structures in such a way that the over-all impact nationally and locally will add up to results fully commensurate with the time and energy expended.

In a literal sense social work is not making an organized contribution, and this happens at many levels. Here it is important to remember that it is not only at the national level of planning or through legislation that social policy is evolved and planning is necessary.

The region's professional thinking has as yet hardly been brought to bear on the problem of mobilising and concentrating efforts, by developing an organizational structure which will effectively distill the rich daily experience of the profession.

It would appear that this lack of effective organizational machinery, (the provision of which is part of institution-building) has become one of the major problems facing professional social work, particularly as it attempts to take on a developmental role contributing its specific social situations understanding to wider contexts of knowledge and action.

The problem of constructing machinery within the profession, within the schools, and within the planning processes (and between these) becomes a professional core problem which one must examine, share, and creatively resolve in collaboration with others frustrated by the same difficulties (and who may have other expertise, which will complement one's own, to bring to bear on the difficulties).

Until attention is given to this core problem of organization, and the role of social work defined within such a perspective, it seems likely that the contribution of social work to social development plans and strategies will remain disappointing for all.

Included in the organizational problem is also the dual responsibility of the practitioners and the educators to find ways of contributing not merely at many levels to the clarification of social aims and objectives and to develop familiar and new skills and knowledge which can be both learned

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from and used in these emerging areas of professional practice. This practice has then to be systematically passed on to those joining the profession by translating it into the most effective forms of teaching.

From this point of view the evolution of curricula geared to social development must rely upon the effectiveness of professional organization in managing such matters, and it might well be argued that a major contribution would result from resources directed to the improvement of such organizational structure.

This section of the report examined how the United Nations has fared in the region in responding to and initiating efforts to identify the main lines of social policy, worked through into a social work manpower projection, leading to specific jobs to meet defined social priorities, this in turn providing a guide to the problems involved in working out the nature and content of curricula. ALL WHO HAVE DISCUSSED THIS MATTER ARE IN ACCORD THAT IN PRACTICE NO DISTINCT CHAIN OF ACTION LINKS IDENTIFICATION OF SOCIAL PRIORITIES WITH THE APPROPRIATE TEACHING OF PERSONNEL.

/CHAPTER III.

CHAPTER III. RESEARCH

Because research is the foundation of knowledge on which rational action and teaching must stand and the importance of research in the field of social welfare is everywhere acknowledged, it is obviously a critical area on which to focus any exploration of curricula.

It has been a commonplace in the region that there is a serious absence of social research. It therefore comes as a surprise to find long lists of researched subjects and theses which the schools of social work produce. The quality of all this material cannot be assessed here, but the quantity is unquestionable. However, most of the material is found to be unused, and its function in the main has been as an exercise to meet academic (or perhaps pseudo-academic) institutional requirements for certification. Once this ritual has been performed, the material is usually relegated to gathering dust on a shelf, where it often remains uncatalogued or is perhaps occasionally used to illustrate method in the process of teaching another group of students to fulfil the same requirement.

The impact that any of the material has had in bringing about change is poorly, or not at all, recorded and teachers, researchers and students, when asked, can only give a very few examples of what the research may have achieved. Certainly successful outcome is not commensurate with the efforts expended. Very few students go on to become full-time researchers or to spend substantial time producing research during their professional lives. Many, apparently traumatized by this prototype research experience, appear to become contemptuous and cynical both towards research as a discipline and their teachers' rationale of its value. Students tend to see research as inflicted upon them, and teachers when pressed will agree that in practice this is what the research requirement is - as differentiated from what purposes are "hopefully" expected.

When reviewing the research teaching in the schools and their research "impact", a number of important points emerge.

(i) Methods of research are taught almost everywhere but the purposes for doing so are very varied, ranging from "how to do research" to "understanding the results obtained by other persons." It is not clear in

/many cases

many cases whether this understanding means interpretation in terms of the concerns of social work and leads to consideration of explicit action arising from understanding in this sense.

(ii) Much research appears to be undertaken as an end in itself, as exercises in method, and the criteria for selection of problems to be examined are hazy, but often dictated by methodological simplicity rather than policy, planning, programming, or practice priorities arising from the need to know.

(iii) Arrangements for financing research are also somewhat ad hoc and, although general areas of research interest are often determined by funding organizations, a great deal of individualistic "laissez-faire" is apparent in formulating specific research topics. The machinery for setting the "need to know" priorities mentioned earlier and conveying these operationally to the researchers requires much fundamental thinking.

(iv) Respondents discuss many "plans for research" but these seem to remain in the realm of ideas rather than plans which are ready for serious consideration by funding organizations.

(v) Research reports tend to be written up in a general way with publication and distribution rarely aimed at specific organizations which might be a target audience for utilization. Though it might be argued that such a writing for an audience would interfere with objectivity, there is virtually nowhere institutional or pressure group machinery for systematically taking the social issues illuminated by research to the policy makers and planning-board levels of deliberation.

(vi) However there are examples (all too few) of research being 'commissioned' by planning organizations. An important development in one Institute's Research Department is that, before taking on a study, it tries to satisfy itself that there are real intentions and plans to follow through in action the implications and recommendations arising from the study. It is too early to say what part the social work students have played in the studies to date or what the full impact of these studies amounts to. However, the conscious intention of only producing studies for use and the testing out of this policy by requiring sponsorship and providing consultations

is an important means of institutionalizing the process of subject selection, teaching, production, and utilization of research, which merits wide consideration and possibly emulation.

(vii) A beginning has been made in examining social work education and social work students themselves; this has led to some modifications of curricula.

(viii) Group research rather than individual research is being encouraged in some schools and a social work emphasis is given to applied research.

(ix) The practice of requiring students to supply an abstract of their research or thesis on submission of their work is a practice which should be copied in all schools to facilitate cataloguing and communication.

(x) Remarkably little research work is being done by social work students in rural areas or in land reform or resettlement.

In summary a respondent said: "I think in terms of impact they (the research studies) are not much good."

This comment is perhaps a rather harsh judgement. It might well be argued that the research and thesis efforts of the students are primarily a learning-teaching device, and that it is unreasonable to expect too much from such in the way of impact. This argument may be reinforced by saying that the responsibility must lie with the practitioners or a social action-oriented agency set up with precisely such a function in mind or that the professional association of social workers should have a standing group to scrutinise all such research with a view to any contribution it can make specifically to professional activities.

The premise that some such institutionalized structure should exist could hardly be in dispute. The fact is that such a function exists nowhere in the region and graduate schools might well be considered a good starting-off point to move toward such a process and to teach students to handle the link in the chain of formulation of problems, research, data collecting and so on, up to the point of implementation, evaluation and beyond.

/There surely

There surely is a strong case for building into the curriculum an important consumer emphasis ("how we make use of research and thesis material") with consumer skills taught and practised.

Currently there are few if any agencies where this can be taught, and where they do exist they are not the agencies where students are at present placed for field work. A case for building this into the school curriculum must therefore merit serious consideration. It certainly would mean a reorientation of the role of the teaching institution to the community, to the profession, to the relationship of teacher to student, and of theory to practice, and would thereby alter the nature of the curriculum. It would to our mind be a vital developmental factor.

This matter of research and thesis writing offers an extreme example of a situation where much work is performed and goes to waste for the lack of a clearly thought-out and honest purpose; the lack of means for gathering such material together; and the lack of institutional channels for working towards and ensuring an effective contribution. Where the thesis or research material has been used and had impact it often seems to be the result of a happy accident. (The excellent Klong Toey research project in Thailand offers a very good example of this.)

The question to be raised - and it is of great importance - is:
IS IT POSSIBLE FOR OUR SCHOOLS TO PLAN DELIBERATELY FOR A CHAIN OF INSTITUTIONAL FORMS FOR RELATING RESEARCH TO IMPLEMENTATION WITHIN THE DAILY CURRICULUM STRUCTURE OF THE SCHOOL SO THAT ITS TEACHING AND ITS STAFF/STUDENT ACTIVITY CONTRIBUTE TO DEVELOPMENT INTERNALLY AND EXTERNALLY ON MANY DIFFERENT LEVELS AT ONCE?

An approach for discussion

What would be the effect of building into the curriculum a process along the following lines? All students would be expected to be competent "consumers" of research and from this point of view would need to understand social research method. Some students would elect to be "producers" of research, thus learning research skills.

Whether students were engaged in research or theses, they would not have a totally free choice of subject matter. It would be the responsibility

/of the

of the practitioners and the educators to select priority questions and subject matter - priority, that is, according to social and professional priorities and needs, and the possibility of effective use of the material researched.

Indeed, the rationale for the choice of subject matter might well be presented by the teacher in the form of a model social analysis of a situation which would also demonstrate the specific need for information and the practical value of obtaining it. The element of choice for the student could take the form of a selection from a short list of such subjects, or in an exceptional case he might be allowed his "own" subject if he could make it his own by arguing as effective a case as is presented in support of the "official" list.

Currently, recommendations to be found in the average student's work tend to be insufficiently thought out and somewhat unsophisticated in content and in relation to the way in which things actually work, happen, or can be brought about. Furthermore, interpretation of research and recommendations for action should be seen and differentiated as skills in their own right and quite distinct from research skills. This being the case, it might be of value to acknowledge it for curriculum purposes. Research and theses produced in this first phase (and carefully selected material produced by other researchers along with public documents such as census material, etc.) would then systematically become the material presented for the second phase - a "social policy and programme planning seminar" (SP and PP). This might well be at a time when the producer of the material had graduated, but the students in these seminars might themselves be concurrently involved with preparing in turn their research or thesis contribution.

The function of the SP and PP seminar would be to identify the new knowledge which the material supplies; to work out its implications for policy (or alternative policies); and follow through from these to realistic considerations of programme or changes in programme, manpower requirements, new or refined job descriptions, training needs, factors of timing, finance, etc. Should it be found that supplementary information or testing of some assumptions is required, such matters would be referred back to the current research list and in time both sets of material would be returned to the SP and PP seminar.

Teachers would provide the seminar with resources as discussion developed in relation to each research project, and experts and consultants would be invited to talk on specific matters as they arose in the process of formulating policy and programmes related to the problem under review, which the research had focussed upon. Much theory would be elaborated upon as the seminar proceeded with its practical focus and provided opportunity for illustration and illumination.

Subsequently a third phase would be undertaken in a regular implementation seminar. This seminar would be provided with the research and the policy and programme formulation produced by the preceding seminar groups and would have the function of working out implementation "strategies". The seminar would need to collect information and find out about the actual decision-making processes at the various levels of action relevant to implementation of the specific matter under discussion. In this way the working of power groups and individuals, and techniques in exposition, in gaining support and in selling ideas would have to be explored. It would be the task of the seminar to spell out what would probably have to be done with whom, when and how, and what materials in what format would be needed and be appropriately delivered, etc., in order to have specific programmes initiated or altered. A realistic social action programme would then be formulated - including arguments for and against - the implications of one strategy as differentiated from another; and judgements in regard to the effectiveness of approaches and techniques would be documented in the formulation.

A fourth stage would then be reached at which, under appropriate supervision and support, the research programme and strategy documents would be handed over as a field work assignment in which one or more students, depending on the situation, would be involved in following through, and in documenting their progress, their success and failure; in this process they would be evaluating - by the outcome of their efforts - the work that had preceded that stage. At the least this would provide very substantial "case material" which, among many other purposes, (i) could be used as hard information on what was done as a basis for the development of theoretical constructs leading to an indigenous-based action theory, and (ii) against which broader derived theory could be illustratively examined.

Careful observation and documentation should lead empirically to an understanding of what action is indicated or contra-indicated, given the nature of the situation and in the light of an increasingly sophisticated practice constantly refined by experience and informed by a growing theory derived from social analysis, diagnosis and planned action, using the growing armamentarium of techniques.

A curriculum which included the chain of seminars outlined above would obviously have implications for teaching institutions, current curricula, students and teachers alike. It would be time-consuming, and would demand profound changes in the relationships between the institution and the community, and the staff and students. It would hardly be possible to add it to what we now have, for it requires a "cafeteria" style curriculum rather than the more familiar "set-course banquet", and would require much from teachers and the practitioners. However, if the many obvious (and probably many not so obvious) difficulties could be ironed out, this approach would present advantages. It offers an integrating mechanism for both practice and theory, and, if done imaginatively, could begin to deal with the problem of what selection should be made from the enormous range of content and theory related to social problems and human behaviour. One could perhaps minimize core content in exchange for core activity and alert the student to the immense possibilities of what remains; emphasis on the learning skills of how, where, when and through whom to find out the content when he needs it will serve him better in the long run (as more and more data and more and more theory mount up and as conditions rapidly change). This seems more rewarding than trying to decide upon a semi-permanent curriculum content with so few of the future direction facts of the student's professional life currently known. One would be attempting to impart a professional method of learning, in the few years at our institutions, which would start the student on the path of finding out the facts and doing things methodically with them for the rest of his life. This kind of knowledge cannot grow obsolete and "irrelevant" as quickly as much of our teaching has in the past. Hopefully the meaning of theory and the need to know what is happening elsewhere will follow from a firm base of seeing, doing and knowing what is happening directly in one's own domain; this then becomes accessible to the

/student out

student out of his growing self-confidence, whereas currently he is inadvertently undermined by the emphasis on alien ways of doing things in alien situations, which tends to make theory an abstraction from alien experience rather than an integrating conceptualisation of much that is familiar.

/CHAPTER IV.

CHAPTER IV. WAYS OF LEARNING

Many discussions regarding curriculum and curriculum innovations soon come up against the declaration that students from the developing countries (certainly Asian students) differ from 'Western' students. It was decided to examine this familiar and important 'objection' and to consider the implications. For if such differences do exist and if the growing emphasis on the learner rather than subject in the field of social work is to be taken seriously, then a vital factor in curriculum building will be to consider carefully who the students are; what they bring with them; and the way in which they learn. One will need to move from general comment (which usually faults western style curricula) to specific educational diagnosis of the common learning patterns of the students of a particular country in order to formulate indigenous learner-oriented curricula.

Respondents were asked:

"Do you think that the way students relate to you, expect to be taught, and the way they learn, are markedly different from students in western countries?" Yes _____ No _____

"If 'yes' what specifically are these differences?"

and

"How has your teaching been deliberately accommodated to these differences?"

Forty-nine respondents answered the question; 27 said 'yes', 14 could make no judgement. Only 8 answered 'no'. (Four of these then qualified the 'no', moving somewhat towards 'yes'.)

The report gives a selection of the responses setting out the "differences" and "non-differences", and some of the individual attempts by teachers to accommodate the differences.

An approach is suggested for discussion.

Approach for discussion

It is widely agreed that students in the region find a high degree of self-responsibility for learning and independent study habits unfamiliar. Authoritative relationships at home, in school, and in service are very much part of

/the milieu

the milieu in which they and presumably their teachers have grown up. The idea that both staff and students are part of a company of colleagues in search of knowledge and skills is not common in the region.

Those engaged in social work hold to such important premises as self-determination, participation, and the notion of growth from within; this, along with the growing understanding that learning is far from a neutral intellectual activity, but is intimately connected with relationships, emotional involvement, social climate and - specifically when teaching knowledge applied in human situations - requires learning by doing. When considering the nature of the curriculum and the selection of content, the learning patterns of students as well as the methods of teaching are therefore of primary importance. This is not just a matter of covering a similar content by improving techniques, for it involves the whole student and the institution in which he or she is taught. Much is caught rather than taught, and where the student and the society in which he moves are, will determine, or certainly should determine, content.

What the student can learn, retain, integrate and use imaginatively and creatively will be much influenced by his inner and outer experience in the learning situation; much attention must therefore be given to the harmonizing of the institutional structure of the teaching situation and its climate with the way in which the student responds and can be helped to respond to it (i.e. starting where the student is).

If the experience of learning is really an important factor in preparation for social work, perhaps one should deliberately plan his curriculum in such a way as to postpone substantive subject matter which requires memorizing and the more academic skills until the students have been taught and helped to practise the learning skills that are commensurate with what social workers will need in handling information and knowledge. In this way, one will make sure that, when the more subject-oriented teaching is brought in, it does not reinforce the familiar learning styles but is perceived and processed through the new learning style. This is not to say that each student learns in the same way; here an educational diagnosis could help one in guiding the particular student towards what he particularly needs in using his innate talents, etc. However, there is a culturally determined pattern of learning which is often in conflict with the characteristic way in which social workers set about acquiring, examining,

/conceptualizing

conceptualizing and making use of knowledge. It is this characteristic which needs to be taught, demonstrated and practised. Such a view suggests that serious consideration must be given to whether (if all other constraints could be dealt with) one might spend the preliminary weeks of the teaching time devising and setting up learning exercises. These learning exercises would consist of "find out"; "gather together"; "interpret"; "present"; "pass opinion"; "explain"; "question"; "discuss"; and "compile" activities. One would be setting out consciously to familiarize the student with a self-awareness of his new role of student (which will differentiate him from many of his fellow students in other departments) and with his potential role of professional social worker (which will differentiate him from the more generally held values and familiar responses of his fellow citizens). In a sense one would be setting out deliberately to teach and set up a kind of sub-culture.

Selection, admission and motivation

Undoubtedly an approach of this kind requires a reconsideration of selection and admittance procedures; the role and skills of teachers; the time-tabling and acceptance of these activities by certifying bodies (boards of studies, etc.); and alters drastically both what is currently included as content and the present ideas of sequence. In fact, new ways of learning become not just a method but also the content of teaching.

Related to these considerations is the whole matter of motivation in coming into schools of social work; this is examined in the report.

These problems, together with the educational experiences which precede admission to the school of social work and the still very dominant lecturer/passive-student style of teaching (which places a premium on passing examinations, demonstrating that the student knows what the lecturer has taught) suggests the need for a substantial period of learning to learn in ways commensurate with social work practice and knowledge.

A growing theme of the present report is that it is necessary to concentrate on the students' educational experience in school and especially that much greater and more extensive emphasis should be placed on learning by doing. This points to the need for a device such as the prolonged introduction (selection) period which has been described here. There is no question that acceptance of

/such a process

such a process within the framework of current institutions does demand a great deal of persuasiveness in order to break through the pressure for uniformity which currently prevails.

Nevertheless, if social work education tackles this kind of problem, it may find a quickening response from the educational institutions, for these are generally struggling with similar problems of change.

Kinds of knowledge and institutional structure

The report discusses the relationships between schools as institutions and the nature of the knowledge they impart, and the implications for the relationship between teachers, teaching methods and the student. The models of traditional metaphysical knowledge and the guru, and that of scientific knowledge and its teaching are examined for the light they throw on the confusion in achieving a harmonious institutional model for social work knowledge and its teaching in relatively tradition-bound cultures.

It is observed that a harmony is required between the nature of the knowledge, thinking and doing that take place and the institution within which the teaching is imparted and the learner learns. An institution by definition consists of concept (idea, notion, doctrine, interest) and structure. Where the concept and structure do not match, intellectual and experiential learning are dissonant and a kind of cognitive schizophrenia ensues, rather than an all-round "picking up" by mind and senses and a consequent reinforcement of learning.

This is precisely what is happening presently in educational institutions and in servicing agencies today. What one attempts to teach as content is not reinforced and is often denied and contradicted (as in the case of a clumsy dentist who says, "this isn't going to hurt"), by the kind of institution the school or agency is.

Supervision - field work

Social work has characteristically tried to deal with this by attempting to teach through the medium of field work in social agencies. Here students are said to be "putting theory into practice," "integrating knowledge" and so on. A more or less characteristic role has been invented by social work in the person of the "supervisor". It is she who is supposed to be the bridging device between

/teaching and

teaching and practising institutions, theory and practice. The literature is rich in material concerned with the function and development of this role of the supervisor. Much is expected of such a person and by and large the role is the focus of widespread dissatisfaction on all sides. Enormous amounts of energy go into attempts to clarify the role and develop it, but perhaps one might ask if, for some of the reasons implied above, the 'scapegoating' of the supervisor derives from the fact that the role attempts to reconcile the irreconcilable nature of the knowledge and the institutions within which it is being taught. Perhaps as a stopgap such a role was an innovation, but in importing the modern social work 'idea', it is not necessary to import the structures, which in their place of origin might also prove to have been only temporary.

A strong case could be made against field-work for students on the ground that it destroys the credibility of theory, in the sense that the usual practice to be observed in agencies does not illustrate or reinforce what is being taught. This happens because the agencies are responding to different influences and their practice is not what the theory derives from; alternately, the universities' theory derives from intellectual constructs based on observation, experiment and experience acquired from quite different practice elsewhere (to the extent that it has a practice base at all). It is important to make the point that practice and theory anywhere are hardly at all in harmony; in the developing countries they are probably not at all in harmony, except perhaps in those practices which have been culturally encapsulated and imported to relate to concepts of service which do not belong to the local society but are related to the imported theory.

One suspects that the separation of agency and school, practice and theory, with the supervisor as scapegoat, is currently functional because to bring them together would be too painful and clearly reveal the chasm of fundamental differences between the two and the unsatisfactory correspondence between values taught and service rendered - as well as the marginally related nature of the theory taught to the social conditions experienced by the agencies. At least the separation allows the schools and the agencies to function coherently individually, rather than their facing the confusion that might otherwise paralyse coherent action. The penalty seems to be paid by the supervisor, the student and no doubt the public.

/It might be

It might be an instructive exercise to begin to construct (at least for theoretical purposes in the first case) not a model curriculum (an activity on which much misgiving has been voiced above), but a model teaching-learning institution. The aim would be to discover ideally what kind of structure and relationships might best serve to impart the nature of social work and its practice.

An appropriately constructed unity of theory and practice and the relationships of education, development, knowledge and professional organizations within an appropriate institutional structure might possibly do away with the need for the bridging operation of the supervisor. By thinking out alternate models, might one not include an ongoing curriculum-building mechanism, and so in this very round-about way begin to rethink what one is searching for when discussing content?

/CHAPTER V.

CHAPTER V. LIBRARIES

Although curricula in the region tend to look similar when one examines the general descriptions appearing in the school prospectus, it is clear that the content and nature of the learning which takes place differ widely. A good rough-and-ready diagnostic profile of at least the intellectual aspect of the curricula can be obtained by visiting the library and enquiring about its use. Social work libraries in the region differ widely in organization.

Professional librarians (who might be relied upon for sophisticated service) are reported in only a few social work libraries and professional service is usually only to be found where the social work literature is part of a large general library. Hardly any schools regularly mount attractive displays in the libraries.

Generally the use of libraries gives cause for much concern. The oft-imagined student thirsting for knowledge and spending long hours in the library is not much in evidence.

Where the "climate" does not exist for use of the library by habit or by "contagion," efforts to institutionalize reading are rare.

One factor accounting for the poor use of libraries is undoubtedly the lack of books in the indigenous language. Translation of books poses many problems; however, Indonesia provides an example of books translated systematically by concepts and illustrations and not just by language.

The financing of libraries is, with rare exceptions, unbelievably small.

Very few schools report a functioning social work faculty library committee. Nowhere is there a systematized way of keeping up with the literature or providing reviews of books which indicate their value and specific use in the context of the country concerned.

One or two schools report annotated bibliographies of books and articles available to staff and students, but in the main these are either not prepared or it is left to individual teachers to supply them, which appears to take place only rarely.

A lively knowledge of the literature is often afforded by the professional journals. Only Karachi, Philippines School of Social Work, Centrol Escola, and the Hong Kong libraries reported regular subscriptions to more than five journals.

Some improvement in this situation might be brought about by:

- (a) a direct exchange of journals between organizations within the region;
- (b) some kind of subvention or reduction in price by publishers to foreign libraries wishing to purchase their journals;
- (c) giving high priorities to long-term subscriptions to journals when monies are being donated for publications;
- (d) urging for action on the repeated suggestions that ECAFE become a clearing house for such literature.

Impression

An over-all impression is that much more concentrated and on-going energy and co-ordinated effort is necessary everywhere in the region for collecting information about literature being published; systematic reviewing for relevance to local needs; dissemination of considered judgements regarding literature and purchasing policy, which might cover a number of institutions with some kind of inter-library loan arrangement. Such an activity might be the responsibility of a professional association or of the editor of its journal, or a function of a council of social work education. A good librarian could be encouraged to centralize all information on books being published in the field; as soon as the first copy of a book is obtained, it might be sent - along with a copy of any reviews from the professional journals - to one of a standing panel of readers who will review it for local value for teaching and learning purposes and who will make recommendations as to its priority in view of budget limitations.

An organized effort within each country and a formal library committee in the social work faculty could ensure that books, when they were obtained, became sufficiently and actively related to specific teaching requirements or to the current collections of books which the institutions already possessed. This would help to avoid libraries becoming drab depositories of layers of books which resemble geological deposits of dead material rather than living stimulating dialogues of ideas, communicating through each other and visibly communicating with eager and busy people who turn to the books in order to help them come to grips with the problems of the real world.

CHAPTER VI. FIELDWORK

The importance attached to field work is heavily emphasized by all educators in the region, but in practice the value of the field work programme and its meaningfulness within the curriculum varies. The vigour of the efforts and attention given to the inevitable problems surrounding field work can be considered a major indicator of the state of health of any school of social work. The study therefore considered this area as critical for examination.

The time allocated to field work is rarely enthusiastically welcomed either by university administrators or by students and perhaps can best be described as receiving various degrees of tolerance. Certainly there is a universal reluctance to budget appropriately for the costs involved in the field programme. Academic boards and budgeting committees rarely fully acknowledge (in cash) the argument that, though few demands are made for laboratory buildings, equipment, technicians and so on - as are commonly required for the physical sciences - the social work schools use society and its institutions as their "laboratory", which equally requires investment of money; high staff/student ratios in the school and field; staff time for teaching material production; transportation and secretarial costs.

At best, most schools show signs of chronic anaemia of resources in relation to the field programme, which pre-empts energy for innovation and consolidation. The more serious the condition, the greater the tendency to retreat into subject-oriented teaching, limited teaching methods, formal examination procedures, and poor if not destructive field work learning experiences.

It is interesting to note that, in order to obtain academic acceptance, schools of social work have often over-conformed to the traditional (and therefore possibly thought to be unnegotiable) constraints of the formal and informal institutional regulations of the university. In addition, the attraction of the supposed wisdom and fashions of international social work has unwittingly helped to compromise the possibility of constructing an indigenous and therefore coherent social work curriculum - that is, teaching what is truly relevant to the conditions and priorities of the country, and teaching the professional activities which are required by those conditions and are matched to the realistic teaching, learning, and programme resources.

/Most teachers

Most teachers in the region stated emphatically that the 'developmental roles' selected for the study should be of major or very important content.

However, the responses to the question, "Which are the field placements where planning, administration, interdisciplinary team work constitute the major forms of the student field experience?" showed that as yet these feature only slightly in the field work assignments. "Planning" was very broadly interpreted. There was a strong impression that "administration" (at least as a fieldwork skill) is not so much taught or coherently learned as "picked up" or conferred along with status. These status positions are viewed by some as not appropriate for field placement or for close study of the activity and processes involved in performing the functions. In any event no placement existed for administration as a major focus of the student's field work, and this is surprising considering the eagerness with which career patterns are pursued which lead away from social work functions to jobs as administrators.

"Inter-disciplinary team work" appeared mainly related to familiar medical settings, but there are at least two examples of community-focused interest reaching out from the hospitals and with which students have been involved.

Community development placements featured quite often in the replies, but in community development, as with work in community centres, it is still unclear from the replies whether the focus is on delivery of service or on an institution-building function of active grass-roots participation; examination of need; information gathering; formulation of policy; planning and interpretation.

Urban community development projects are growingly familiar features for field work but there are surprisingly few placements in rural areas. There are many signs, however, of widening field experience for students which brings communities more into consideration in assessing need and planning action.

A number of examples show that a beginning has also been made in attempting to set up "open units" which are not attached to any particular agency, though the unit sometimes borrows local facilities.

Social policy and planning

There would seem to be a great potential source of experience on which to draw for teaching social policy and planning, as a considerable number of respondents said that they spent time in policy and planning functions.

/However,

However, a very strong impression emerges that most of this activity was considered by the respondents as spare-time or extraneous to the main task of teaching.

In describing how this considerable experience was used in teaching, the most frequent reply was that experience was used as appropriate to illustrate some teaching point as it came up.

It is quite apparent, however, that most of this policy formulation and planning activity goes completely undocumented and in a very real sense is invisible. The behaviour, skill, role, in fact the whole complex performance that social workers practice in this area, is virtually unobserved, unrecorded and unexamined.

Most social workers find themselves representing their own individual professional views or burdened with the responsibility of the profession "delegated" to them in these policy and planning functions, but there is virtually no professional examination of the performance and the process - from which much could be learned, generalized and identified as techniques and skills to be perfected. In carrying out this role, even the most successful of the professional social workers are hard pressed to say how they do it.

A strong idea seems to prevail that policy formulation and planning are rather remote high-level activities which take place either in esoteric textbooks (foreign) or at the exclusive summits of society. Something more than intuition or experience is involved and 'practitioners', the profession and students could learn much if a serious attempt were made gradually to identify and piece together the fragments one already knows and a beginning were made in filling in the gaps systematically.

The study describes some of the more promising fieldwork advances into 'development' and suggests a few more. Problems of supervision, some of the realities of status in introducing students into the decision-making processes and the role of conflict in conflict-abhorring groups are touched upon. Two suggestions and an approach are made to come to grips with this fieldwork area:

(i) At the school level, a student might be encouraged to write a thesis along the lines of "The Policy and Planning Functions of a given Professor of Social Work 1972-3." This would entail the observation and documentation of

/what one

what one particular teacher did about what, where and how; a collection of such material might lead to an exercise in analysis which would not only provide examples of but begin to systematize what practice it was that needed to be taught.

(ii) At the social work professional organization level, it would surely be worthwhile for each country to canvass its professional social workers to discover the full range of such activities they are engaged in and to see whether some real rationalization of time and effort might be worked out as a preliminary step towards improving practice and teaching and the field work possibilities.

An approach for discussion

How would an approach along the following lines work out, and what would be the pre-requisites and implications in terms of time, staff, money and curriculum reconstruction? One would have to begin by identifying where a likely place would be for a social worker to function within these as yet relatively unfamiliar settings which would offer a multi-disciplinary, planning or administrative experience. Some such possibilities are outlined in the report. A staff member of the school would be assigned to "try out" the possibilities of the envisioned social work jobs; this would entail an exploration of the dimensions of an assignment which might be possible for a student, keeping in mind the time available to him. The staff member would engage in real "practice" in the proposed role and from first-hand experience would draw up as detailed as possible a job description based on a breakdown analysis of the tasks involved. In the course of the practice the staff member would be required to keep a detailed record of what was happening in the situation and would develop this into "case material." The staff member would draw up objectives and goals related to the nature of the service being provided by a potential student worker and would also enumerate the learning objectives and goals which a student might reasonably be expected to achieve.

With this in mind the staff member would attempt to identify and enumerate the theory, knowledge and skills which are required to function adequately in the role, and would check whether and where these appear in the curriculum of the school. The staff member would then prepare to supplement this teaching by gathering together teaching materials which either reinforce and draw together what has been taught elsewhere or provide what is not included in programmes

/designed for

designed for more general purposes. The staff member would also consider how the field experience he has engaged in can most usefully be fed into the teaching programme of the school. At the end of this initial work (say of one year's duration) the staff member would have paved the way for the introduction of students into the practice role(s) that he himself has been performing and for which he had established working relationships with relevant colleagues in the service whom he had been preparing for the most advantageous working relationships with the students.

The second phase of the staff member's activity will consist of supervising the student's learning, armed with both his experience of the job and the service, and familiar with the particularly relevant knowledge being taught at the school. (The staff member will have had to discuss this with his teaching colleagues on the basis of the previously described process he had engaged in.) The student will be the major focus of the staff member's supervision in this second stage, and this will demand skills in "educational diagnosis", i.e., knowledge of the way this student learns, the manner in which he approaches and resolves obstacles to learning, and understanding of his strengths and of the areas in which he must be helped to strengthen his learning. It is to be hoped that the staff member's initial work will have freed him from much energy expenditure in relation to the job, the service or the training content, so that he will be able to concentrate on the student.

Within some two years, the staff member would have the added responsibility of involving another as the ongoing supervisor for the placement - assuming the placement or its kind is well worth continuing - and the specific "apprentice"-type training of the new supervisor would become a major focus of the staff member's activity. As his field role diminishes, the staff member will prepare himself once again for his role as teacher of a more formal kind, incorporating his experience into his teaching. Hopefully (and career structures must try to make it more than a hope) the staff member will be ready to repeat this cycle on a regular basis.

The attempt here is to break down the division between theory and practice, school and field, teacher and practitioner, and to deal with the problem of the role of supervisor, who is currently expected to bridge enormous

/institutional

institutional gaps and discontinuities with the unreasonable expectations that his "vision" will be truly "super". It can be hoped that this shift in emphasis will also result in a breakdown of the tendency of staff members to identify with the institutional structure of either school or agency and that instead they will become more closely related to the profession.

It can be arranged so that the cycles of some members of staff are waxing while others wane in the emphasis they are giving in time and energy to the academic or to the field aspect of their job; for at no time would they be exclusively field or classroom teachers - the balance and weight of their contribution would shift and need to be synchronized with their colleagues' responsibilities. This would be a kind of "see-saw" arrangement.

It will be seen immediately that there are dozens of practical difficulties inherent in such a proposal.

However, what is suggested here is a rationale for bringing together much that is happening in a fragmentary way by an organized and systematized attack on a number of difficulties: by inventing a career pattern device. If one looks forward to the coming into being of career prospects which are more stable and rewarding than is currently the case in some countries (in others stability is due to less opportunity for mobility), one may have to think in terms of perhaps five-year fixed contracts in order to keep viable a system such as the one proposed here.

This is a way of reaching out towards new possibilities, teaching from experience of these, and establishing and consolidating ongoing resources for future education and training for the profession. The richness of individual social workers' experience is undoubted and when put together, the range of their experiences is immense. The crying need is for building structure so as to link up, systematize and put to use the essence of what has been individualistically achieved.

A practical objection to this proposal is certainly that the universities and services, social and otherwise, do not provide the freedom of movement across structural boundaries that would follow from the sea-saw cycle idea. This is true, but if one is earnest about teaching such matters as the need for social

/institution

institution building, social policy and planning and so forth, one must first demonstrate one's ability to manage positive structural change. Unless that can be done to begin with, within and between the institution of which the social work profession is an integral and related part and over which its practitioners have some element of participation and control, how is it possible to earn the respect of students upon whom one is urging such responsibilities, in the community in relation to social problems in which much more chaos prevails and so much less control exists?

The real challenge seems to be whether there are enough ready, willing and capable people to play so great a range of professional roles competently. A relatively small but important group is required, who know how to teach and learn at the same time, and who will continue learning and teaching.

/CHAPTER VII.

CHAPTER VII. THE TEACHING OF THE SOCIAL DEVELOPMENT ROLES

It will be remembered that a schedule was devised to seek information regarding what each teacher taught which he considered relevant to five aspects of social development expressed as social welfare roles in:

1. Social policy and planning
2. Social justice
3. Participation of the people
4. Institution building
5. Social work helping methods

It was hoped that pragmatically, it would be possible to learn from these responses what there might be a general 'cluster' of agreement about, in teaching these aspects both conceptually and as content; it also might indicate the range of differing opinions and approaches that currently prevail.

In all 65 educators in schools of social work and in-service training institutes who were personally contacted by the consultant responded to a set of questions, and 23 more responded to a postal questionnaire. Not all respondents answered all the questions.

The respondents were asked to break down their teaching related to the five roles into theory, knowledge base, teaching materials and skills.

Testing opinion regarding the relevance of the roles selected, the question was asked:

"Do you think that the five 'developmental' roles mentioned above should appear in the teaching of your institutions as:
(a) a major focus; (b) a fairly important aspect; (c) one aspect among many others; (d) matters referred to in passing;
(e) not at all."

Fifty-three respondents answered this question and only four rated their answer as low as (c) one aspect among many others. Of the remaining forty-nine respondents, 60 per cent thought the roles should be (a) a major focus, and 40 per cent, (b) a fairly important aspect.

This would seem to represent an overwhelming degree of agreement regarding the importance and relevance of the roles selected for the study.

/Of the separate

Of the separate roles that teachers said they taught, the "participation of the people" role was the most emphatic role taught, with well over 50 per cent of all respondents declaring it "major content" and a further 23 per cent as "fairly important content."

The "social work methods" role was the next most popular, with 45 per cent teaching it as "major content" and a further 20 per cent, as "fairly important content."

"Institution building" as a role featured highly, with almost 40 per cent opting for "major content" and only slightly fewer for "fairly important content."

The "social policy and planning" role was "major content" for 24 per cent of the respondents and "fairly important" teaching for a further 42 per cent.

The "social justice" role was the least important of the five roles; 18 per cent of the respondents said their teaching related to it as "major content", although another 40 per cent said it was "fairly important content." Nevertheless, 58 per cent had rated it highly. Surprisingly, the "social justice" role was the only one rated "not at all" by any teacher, there being two such replies in this case.

Asked about the place of the national plan in their teaching, it appears that the national plan featured only in 10 per cent of the respondents' replies as "major content" of their teaching, but more than 50 per cent rated it as "fairly important content", and a further 20 per cent as "some content among much else"; 80 per cent, then, referred to the national plan in their teaching in more than a passing reference.

Observations on the responses

All of these questions received an unexpectedly high affirmative response. It is particularly impressive to note the emphatic support for the proposition that the five selected aspects should be major or fairly important content of the teaching of the schools and training programmes. The implication that schools should be deeply involved in the teaching and training of students in the social development process is inescapable.

/It is

It is also of note to observe that apparently each of the five roles appears relatively prominently, often irrespective of the subject being taught by the teacher, and one could conclude from the replies that students are receiving from more than one teacher considerable teaching in all of these roles. Such a conclusion would support the idea that social development - or at least the social aspects of development selected - permeated the curriculum. However, such conclusions may be viewed as most unreliable for a multitude of reasons:

Among these, the report discusses the lack of evidence in the field and in practice; the problems inherent in the situation for respondents; the lack of precise definition in the questioning; the design of the enquiry itself.

A further area of discussion centres around the contrast between the emphatic confirmation that the roles are taught and the confusing, often diffuse, account of what the teaching actually consists of - which sets a major and important puzzle. The report makes the point that it is of vital importance for educators to work out with greater clarity and precision in communication what the developmental functions of social welfare are when they are spoken of by ministers, or at international gatherings, or within their own countries and among themselves.

A matter of real concern is that, in general, the theoretical base of what is being taught is very hard to discern from the replies. It suggests that an enormous amount of work and sharing needs to be done in clarifying what constitutes "theory"; what levels of theory; what range of theories; what relationship these theories and levels of theory have to one another; on what evidence and range and selection of empirical observation the theory is based, etc. Indeed, it suggests a need to make explicit, how theory is arrived at, its nature, purposes, applications, limitations, its discontinuities and fragmentations which necessarily arise from the lack of any grand theory of human and social behaviour, and the as yet very tentative condition of substantial concepts of planned change. In the roles dealt with here, it may well be that empirical experience and sufficient documentation are so lacking that it is too early to think of anything as substantial as theory.

Another area of concern is the very hazy identification of skills that can be discerned as directly related to the selected "roles". It is particularly disturbing that this should be the case in training programmes.

/The report

The report draws a distinction between education and training and there is some discussion of the implications for curricula.

By far the most prolific and uniform material provided by the respondents was bibliography (for obvious reasons). Bibliography was often provided in response to the question regarding the knowledge base used by the teacher in relation to the roles. Without a more specific indication than provided by the title of the book (which would ask a great deal of the respondents) it is difficult to assess in actuality the specific and direct relationship of the knowledge base to the role.

It is understandable perhaps, but disconcerting, to find that a book title was often given when the question relating to theory was being answered. Intriguing is the fact that bibliography, which was the teachers' most usual response to the question of the knowledge base, also was often synonymous with "teaching material." Poor differentiation was generally made between the teachers' knowledge base and the materials known to be directly used by students in the teaching process - this despite the fact that many teachers were in agreement that students did only limited amounts of independent reading. The universal statement on the lack of sufficient indigenous teaching material persists after many years of international and regional endeavour in this matter. Many questions are raised here in regard to teaching methods and the use of teaching material.

machinery

Schools were asked questions regarding the function and regularity of committees to work on:

- | | |
|-----------------------|--|
| (a) Curriculum | (b) Teaching methods |
| (c) Teaching material | (d) Field work |
| (e) Research projects | (f) Staff/student relationships |
| (g) Library | and (h) Other channels of communication. |

The over-all impression is of the lack of such committees throughout the schools in the region.

/Most commonly

Most commonly these functions were performed at general staff meetings as matters arose, with the activities not actively defined as would be the case had specific committees been allocated the responsibility. In fairness, it was quite forcefully pointed out by one school that:

"there is so few of us that there can hardly be such division of labour - any one of us is almost a committee in himself."

It is a usual practice for a staff member to have general responsibility for the various functions, but systematic and regular work on any one is not the practice.

Field work committees seemed to be the most often reported committees functioning in the schools.

Curriculum committees existed largely as annual or quarterly meetings of staff, often meeting to endorse the programme to be submitted to an academic board of some kind. Only one school was in the process of a regular and systematic examination of its curriculum.

Further questions were asked about participation on the committees. Few "outsiders" (not on the school faculty) were members of the committees where they did formally exist. Student membership of such committees was rare indeed, though in the countries where the students are allowed more vociferous expression of their feelings, students were beginning to be admitted - even invited. The role of students on these committees is not clear from the information collected. However, a number of teachers reported lack of attendance and active participation where presence of students had been formalized. Perhaps a case of dealing with student activists by boring them to death on committees?

It would seem that whether it be in relatively simple matters like teaching materials, or in complex ones like curriculum development, among all the familiar problems, there is, for no matter what reason, a chronic lack of institutionalized machinery functioning actively at the different tasks not only in social work generally but within the schools themselves.

A general conclusion

From earlier chapters it can be seen that schools are having difficulty in formulating coherent and encompassable curricula because the major lines of social policy and specific operational programmes and professional roles have not /been adequately

been adequately spelled out. It also seems likely that enthusiasm for the "high priority accorded to the developmental, representing a shift in social welfare policy" may have resulted in the troublesome situation where roles are embraced that are currently ill-matched to actual social and political conditions and as yet poorly prepared for in terms of specific future action. Even where social workers would be accorded the opportunity for performing the necessary roles in social policy and planning, etc., it seems that the teaching is not anywhere adequately prepared at present to provide such personnel, either in quantity or quality.

It is not too harsh an assessment to underline that there is not as yet institutional "machinery", even within the schools, to tackle the serious curriculum problems. Between schools, planners, agencies and practitioners, the "machinery" is seen to be even less effective. Hence the unfortunate spectacle of a whole range of hard-working people with significant but isolated innovations to their credit and few ways of relating these one to the other and providing "flow-through". There is a shortage of teachers to undertake the many steps and tasks of linking theory to improved and new forms of practice, and most faculties are too small to provide a reasonable "division of labour" and to allow for concentration on the specific tasks. Where staff have played important parts in producing the "climate" in which these practice innovations might be reproduced for teaching purposes and so in time become commonplace, this has often been achieved outside the curriculum. A possible way of tackling such difficulties might be to put the process within the curriculum and to teach in such a way that the students themselves are involved in the curriculum building and in producing some of its component parts.

This would require teaching staff to explain and share the specific problem of teaching in this area of social welfare, to give the students an idea of what resources are at their disposal and how staff and students will together set about "finding out." It will require skilful setting of objectives and division of labour, the invention of control mechanisms, and will lean heavily on individual and group initiative - but always with the purpose of team-work feeding - in and follow-through on specific problem areas. Curriculum will need to be flexible enough but organizable enough to build in sequential subject teaching as it becomes necessary. The teaching method itself must become a model of the problem-solving process to be practised by the professionals.

/Involved here

Involved here is probably nothing less than a fundamental reconstruction of the institutional structure of the teaching and the relationships between teachers, practitioners and students. The responsibility for curriculum construction will need to be not just the responsibility of a few educators but a refined participatory collaboration of practitioners, students and certain others. The machinery for managing this must itself become an important institution for change in the social work profession in the region. The fact of the matter seems to be that the current machinery linking schools, supervisors, agencies, professional associations, policy makers, planners, etc., is not adequate to the task of producing personnel for the important developmental roles which are currently being canvassed. This lack of coherent machinery constitutes the major problem confronting the schools and the profession. It is not fanciful to suggest that policy and planning, participation, systematic reporting of gaps and inconsistencies, and certainly institution building to contain these activities are not just social welfare roles to be performed in the wider community, but are ones which vitally concern the bringing of coherence on many levels within the profession itself.

This being the case, active inter-related and persistent work must be done in this area; most of this work in the past has been somewhat ad hoc and spare-time and has somehow "happened." Can so extensive a range of tasks be undertaken when resources are so scarce even for current efforts?

Perhaps a fundamental task would be to construct a model of the way in which operationally social policy, planning, programme, project, manpower job analysis, practice, research, supervision, knowledge, ability of students, skills of teachers could combine into the on-going construction of curricula in the sense that this report has been discussing. The model would not be one which suggested how things ought to be done, but would need to be a heuristic one, i.e., it would be a model for raising appropriate questions from which tailor-made answers would need to be sensitively worked out in a practical manner.

Help with such a model construct might well be sought from disciplines outside social work - for the problems facing social work education are surely not unique to the profession.

/The expectation

The expectation that analysis of the material provided by respondents would shed clarity on the concept and content related to the developmental aspects of social work has not been fulfilled. The report reproduces a wide selection of the educators' responses regarding their teaching of the five developmental roles, in order that the reader may pick up interesting ideas and judge for himself the general condition of teaching in these areas.

/CHAPTER VIII.

CHAPTER VIII. RECOMMENDATIONS

The United Nations role and responsibility - an overview

A major emerging theme of this report has centred around a conviction that, though much valuable individual work is being done in the region, there is no adequate machinery for relating efforts to one another and thereby maximize the impact of the contributions in the interest of coming to grips with the large-scale problems which are to be faced.

A similar observation is made regarding the United Nations family (itself the sponsor of this study).

The expectation is that a continuing contribution will be made by these organizations to the development of social work education and training in the region, with this study constituting one of the steps. There are a number of international organizations and persons in the region committed to similar purposes, who put much energy and resources of all kinds into the region, amounting to a considerable total investment, though perhaps small in relation to need.

The concern with "policy and planning" might be put to use by getting together and jointly trying to sketch in an over-all set of priorities, say for ten years tentatively, five years solidly and two years definitely, and relating to these the nature of the inputs that each can best and realistically make in a coherent plan. There is no need for a very rigid a formula (which would not be sensitive to change or ready to move in where unexpected opportunity arose), but it would be most useful for both the organizations and people involved to try systematically to anticipate what is required and to see clearly how one effort coincides with, and will alter, another.

It is not merely a matter of co-ordination of effort to avoid duplication or waste, but it is of primary significance for those who stand somewhat outside national concerns to be able to offer an agreed perspective from which nations can get a sense of bearing in a very troubled and chaotic area of human concern.

This is important for at least two reasons:

1. We should set an example internationally of well thought-out and planned action involving the nations in the over-all policy priority and programming decisions which will make use of the different resources most coherently;

2. The need for support by the embryonic professional social work power groups within each country is of tremendous importance, and the combined representative voice of all these organizations is likely to be more influential (and should plan to be so when necessary) than the single voices now heard, often with different or even conflicting contributions to make to different "client groups."

Indeed, probably the single most effective thing that international social work might do is to help devise ways for nationals of the countries concerned to move into action with a sense of belonging to an international professional community to offset the sense of isolation within their own country that such action may bring.

It might be mentioned here that much difficulty within countries is perhaps currently engendered by the fact, feeling that the United Nations's relations with governments tends to preclude the full and responsible participation of the non-government or non-public department-sponsored social welfare practitioners and educators. This is often caused by communication and collaboration problems between official government channels and the other organizations.

This problem arises precisely because of the weakness of organizational structure in social work within each country, which works against the full effects of international resources finding their way to where they are needed most.

Standing regional committee

1. It is therefore recommended that a policy and planning collaboration be undertaken with interested parties to identify priorities in social work education and training and to indicate what resources will be provided by whom on the basis of a ten-year, five-year, and two-year plan of operation, with machinery to be set up to provide an ongoing collaboration effort.

Country-based workshops

For many purposes in the field of social work, education and training, the major instrument for progress should be country-based workshops (with a view to creating strong organizational resources within a country for ongoing endeavours in this field).

Workshops

Workshops should have clearly stated work to do, with specific targets to be fulfilled and followed through by the workshop participants. All workshops should be extensively prepared for by participants; attendance at workshops should be dependent upon the preparatory work having been successfully undertaken; and future participation at workshops should be dependent upon the shown results of the previous ones.

Preparation will have to include the setting of specific objectives of the workshop and proper involvement of the appropriate persons in planning and carrying out specific country work tasks. Outside substantive support for both these tasks might well come from three sources: an extensively briefed consultant or adviser, the regional adviser, or staff of the Regional Training Centre. Support for in-country social work personnel should satisfy the long-term aim of strengthening an ongoing organizational structure (such as a council of social work education, association of social workers, or a training institute).

Such preparatory work and projects subsequently arising from the workshop deliberations should be the proper focus of "plans of operation" for United Nations and other international assistance.

The regional adviser

Involvement of the regional adviser and the Regional Training Centre in such workshops would have the advantage of beginning to form an itinerant team of workers who would improve their performance and expertise as they moved from country-based workshop to workshop.

Such an approach probably alters the nature of the regional adviser's role and certainly entails a specific joint responsibility with the staff of the Regional Training Centre. It might be mentioned here that further built-in responsibilities for the regional adviser and the Training Centre would be to have specific collaborative roles with any country-based advisers in the region as support for the adviser; to help make explicit over-all United Nations thinking in relation to the problems which arise; and to be able adequately to feed back into training the experience of the country adviser who commonly takes much of his hard-won experience out of the region when his contract ends. A further possibility might be that, with the growth of more effective national social work organizations, these could become formally involved in (i) formulating specifically what they themselves cannot provide for the country; (ii) helping

/in the

in the request for consultation from the regional adviser; (iii) actively doing some of the preparatory work for such a country visit; and is being an instrument for follow through. In collaboration with UNDP/UNICEF, etc., such groups could make the regional adviser's contribution increasingly effective.

The above emphasis on substantive support for country workshops and on the role of the advisers and the regional training centre has obvious important implications for UNICEF/ECAFE and Headquarters policy and modes of operation. There would seem to be a case for the United Nations family meeting to consider such an approach to social work education and training efforts in the region.

2. It is therefore recommended that the substance of the proposals outlined here be the focus for a meeting of the United Nations personnel directly concerned with social work education and training matters.

Model building

The United Nations might also play an instrumental role in bringing together a group of appropriate experts to discuss the value and feasibility, and to begin the work, of institutional model building for social work education and social work in the developmental context.

This report has repeatedly reiterated the view that there is a lack or inadequacy of institutional machinery for a multitude of tasks. This defect in structure ranges all the way from ways of handling acquisition of the most appropriate books and professional literature, through ill-defined curriculum building machinery and work tasks, to confusions between educational institutions and the nature of the knowledge that they teach, and on to the discontinuities between school and agency, practice and theory and the social workers' role in a two-way dialogue in policy formulation and planning.

There would seem to be a need to build internal models for such organizations as professional associations, and coherent learning-teaching institutions, and external "linking" models between organizations in order to maximize efforts towards the conditions in which national social policy is formulated through and informs (by a unified process, through the steps of planning, projects, manpower, job analysis, practice, theory building, and so on) a constantly sensitive-to-change curriculum in schools of social work. The kind of model need not be aspired to or followed, but its purpose would be to inform, explain, heuristically

/to help in

to help in ascertaining the gaps, inconsistencies and discontinuities and to indicate the consequences of these to the whole structure of the role of social work in development. It would serve as an analytic tool for looking at organizations, at what is or is not lacking, and the "built in" consequences.

3. It is therefore recommended that the United Nations consider the setting up of an expert group to examine the matter of the construction of institutional models for social work education and social work in the developmental context.

National efforts

The United Nations, it is recommended, should play an active role in the support of country-based workshops. The aim of international support for such workshops is not only to begin to reach whatever targets are set for the workshop, but essentially to build up a workshop machinery so that each country will begin to strengthen its long-term capacity for coming to grips with various problems. The workshops should involve a wide range of persons who will become actively engaged in the workshop process of solid preparation, learning and follow-through into action.

This latter will include getting projects firmly placed within national planning and within 'plans of operation' for external aid purposes. A number of suggestions are made (arising from the report) regarding possible workshop tasks, but countries must identify their own.

4. It is recommended that national social work organizations (in consultation with the United Nations agencies, the Regional Training Centre and United Nations advisers) explore the full range of possibilities and implications for an ongoing series of specific task-oriented workshops related to social work education in the developmental context.

The thrust of the national effort must be to build and strengthen the professional organizations and machinery for coming to grips with the multitude of tasks.

Research

The following recommendations are made.

Abstracts

5. It is recommended that all research or thesis reports required by a school have a built-in requirement for an abstract at the time the report is submitted. (See Report page 67)

/Research for

Research for use

6. It is recommended that schools carefully consider the whole matter of ensuring that reports and theses are required for practical use as well as for academic purposes. (See Report page 68)

Consumer emphasis

7. It is recommended that the 'consumer' emphasis in the teaching of research be taken into greater consideration in teaching. (See Report page 76)

Arising from the four phase research approach outlined in the report:

8. It is recommended that an attempt be made to interest a school in thinking through the full implications of the "four-phase" research (policy, planning, implementation, action fieldwork) approach with a view to testing out such a teaching procedure. Full documentation of the preparatory thinking, organization and ongoing comments should be a built-in part of such a project - along with an evaluation. A full account of such a project should be written up and a manual or guidelines be produced for other schools who might wish to undertake such a restructuring of their programme and teaching. (See Report page 90)

Support should be sought through the United Nations agencies.

Ways of learning

Arising from the Sub-Culture Learning Approach outlined in the report:

9. It is recommended that an attempt be made to interest a school in the region in thinking through the full implications of a "sub-culture" teaching approach with a view to testing out a selection and teaching procedure. Full documentation of the preparatory thinking, organization and ongoing comments should be built in as part of the project, along with an evaluation. A full account of such a project should be written up and a manual or guidelines be produced for other schools which might wish to undertake such a restructuring of their programme and teaching. (See Report page 108)

Support should be sought through the United Nations agencies.

Associated with the above recommendation is a further one on Selection and admissions.

10. It is recommended that schools of social work examine their selection and admission procedures and work out ways of making these consistent with both academic and personality demands to be made upon the student by the process of learning to become social workers.

Libraries

There are seven recommendations.

Library committees

11. It is recommended that a library committee and staff responsibility for all library matters be clearly defined. (See Report page 124)

Displays and information

12. It is recommended that a display and information service be provided by the librarian and the staff/student member of the library committee. (See Report page 118)

Annotated bibliography

13. It is recommended that staff and students work on the construction of an annotated bibliography. (See Report page 122)

Which books?

14. It is recommended that a reviewing panel be set up to examine relevant books and literature with a view to identifying its specific use in teaching, with particular reference to its value in the prevailing social and cultural content. The panel is to recommend accordingly the priority to be given to the purchase of such literature in the light of the agonisingly small library budgets. (See Report page 123)

Translations

15. It is recommended that a national attempt be made to translate the most appropriate literature (not just the language, but also the concepts, values and illustrations) into the country's own context. (See the example set by the Institute for Community Development, Malang, Indonesia).

Journals

16. It is recommended that any offer of books or literature by donating organizations be responded to by a request for the purchase of long-term subscriptions to the relevant professional journals. (See Report page 123)

ECAFE clearing house

17. It is recommended that the repeated suggestion that ECAFE become a clearing house for literature such as journals and teaching materials be further pursued. (See Report page 123)

Allied to these matters is the question of:

Teaching materials

The production of teaching material must become a firm responsibility of someone within an organizational structure.

There are two areas which could be specifically encouraged and supported:

(i) Mini-material

Many people think of teaching material as full-scale case studies. These are not ordinarily produced in practice and therefore become a rather academic responsibility; but "mini" material might easily become available and be of infinite value. Educators would need to identify specific matters which need illustrating and ask for examples from the field (and the students). A kind of "illustration of the week/month" might be set up - a competition with prizes or at least accolades for the three best illustrations.

For example:

"Social workers are sometimes met with open or veiled hostility."

Examples, please, and explain what you did.

The examples could be repeated a thousand-fold.

Mini-material collected together could mount to a wonderfully rich fund on which to draw for teaching and discussion - and would also give the providers of the material much to think about, and so illustrate to them the importance of their everyday experience.

Mini-material could also be produced by providing notice boards and assigning subject areas to each student (or small groups of students), with a monthly competition for the most interesting and varied clippings from newspapers and magazines, quotations, pictures, comments, mini-cases displayed. These materials would then be filed and kept in the library. The notice boards should be in the corridors where students tend to accumulate - a case of "don't just stand there, read (learn) something!"

18. It is recommended that specific responsibility be assigned to a teaching materials committee to explore the possibilities of encouraging the production, examination, and dissemination of "mini-materials".

(ii) Creative literature

19. It is recommended that national efforts be made to build upon the work already started in the matter of use of indigenous creative literature; that support be sought from the United Nations agencies in this endeavour; and a proposal be made for the bringing together of such work on a regional project basis.

Such an endeavour certainly merits a regional project in its own right.

(iii) Fieldwork (special reference to policy and planning)

The recommendations arising from the report are:

A thesis topic

20. It is recommended that a thesis be undertaken based on observation of the policy and planning functions of a social work educator in order to provide material leading to an analysis of and the subsequent teaching of such roles.

(See Report page 137)

Professional canvass

21. It is recommended that each country canvass its professional social workers to discover the full range of policy formulation and planning activities in which they are engaged in and to see whether some real rationalization of time and effort might be worked out as a preliminary step towards improving practice and teaching and the field work possibilities. (See Report page 137)

And from the See-Saw Fieldwork Approach which is outlined:

22. It is recommended that an attempt be made to interest a school in thinking through the full implications of the "see-saw" approach described in the chapter and an attempt made to test out this procedure. Full documentation of the preparatory thinking, organization, and on-going comments should be built in as part of the project, along with an evaluation. A full account of such a project should be written up and a manual or guidelines be produced for other schools which might wish to undertake such a restructuring of their programme and teaching. (See Report page 155) Support should be sought through the United Nations agencies.

This recommendation requires sustained five-year contracts for an educator(s) to move into "developmental" practice, set up supervised work for students, and build the experience firmly into theoretical teaching. Such a person should also be kept in close touch with the regional adviser and the Regional Training Centre and could possibly even be considered an associate member of the Centre's staff.

How to set about curriculum building

The fundamental need seems to be not to prematurely seek a model curriculum but to make a beginning in finding out how to construct curricula.

23. It is recommended that a manual on "How to set about curriculum building" be prepared.

Suggestions are made regarding the lines along which the manual might be constructed and an important note is added regarding method.

All these recommendations are offered in the spirit of questions. All are provided to provoke discussion. All are offered in the earnest hope that better, clearer recommendations will be forthcoming, and above all, that action will follow which in time will be seen to have made a professional contribution to the betterment of the human condition.

/EPILOGUE

EPILOGUE

This work has attempted to pay attention to a very broad range of matters connected with the curricula of schools in the region. In the time allotted much had to be indicated rather than thoroughly examined and much left out. This is one reason why this effort is called an 'exploration' rather than claiming the elegance inherent in 'study' or 'survey'.

Attention was drawn at the beginning to the difficulty of deciding what was really implied by "social development." The five roles were a working device that seemed likely to provide a lead in finding out from social workers and educators what in fact clustered around the developmental roles that the profession was preparing its students and trainees to perform. The results of this device leave one still unclear and stir misgivings of a fundamental kind. As long as social workers saw themselves as "stretcher-bearers" of society and their role as reformers a matter of humanizing and sophisticating the social thinking in relation to slow but inevitable progress in human affairs, it was not necessary to examine too closely social work as a social institution and the society in which it was embedded. For most purposes such considerations were of interest only as a historical process. But successive jolts in human affairs have made it necessary to face the reality that, far from progress being inevitable, many indications suggest that progress is doubtful. Despite all the pronouncements and efforts, for example, it seems that there are now more hungry and uncared-for people than ever.

One is now led to the growing "technical" conviction that profound social and political change are possibly the pre-requisites of economic development. Such a view makes mass poverty central and open to direct developmental processes rather than leaving it on the periphery of things subject to indirect solutions.

This thinking puts social work concerns firmly in the area of frankly political events (political in the sense of who controls and gets what). The magnitude and outcome of such thinking is certainly apparent in the terminology of "participation of the people," "institution building," "social justice," "social policy and planning" but the significance of this has hardly as yet penetrated beyond the words, and certainly not coherently and systematically into any widely known curriculum in the world.

If social workers are firmly to grasp the fact that some of their traditional declarations of concern with the poor are now becoming the central focus of attention of many disciplines concerned with the human condition and that the political element is not just local or national but global, it will be seen why the profession has to organize its present and potential contribution swiftly and effectively. Without a concentrated frontal attack on mass conditions of poverty, little else can have lasting significance.

It is quite remarkable how, within very recent times and increasingly during the period of undertaking this study (throughout 1971), an overwhelming amount of material has begun to appear in the economic and social literature which is now examining analyses of social problems and solutions in different cultures and political economies. Now with the entry of the People's Republic of China to the United Nations, it is felt that some more knowledge about the way this country has attacked its problems will undoubtedly lead to a wider horizon of learning in the fields.

The time may be particularly ripe for the social work profession to review afresh what it intends to do about what and how to prepare the coming professional generation for the task.