

Already at S.T.K.S. it is apparent that the staff are having to learn new skills and new content in order to deal with their responsibilities. Indeed this is currently one of the main purposes of this exercise. Staff now find themselves forced to find out what is being lectured to the students at any given time and to keep abreast of the students' reading. So too they must be prepared to discuss from many different points of view the subject under examination and in the process are brought much closer to individual students than has been the case in the past. The staff find they must teach the students "how to learn" - how to maximise their reading and to express themselves in writing - skills which one staff member has declared are not very apparent currently in third year studentss! This system enables the staff to make a more reasoned, differentiated and earlier assessment of students' performance and potential than has been the case up to now, dependent as the school has been almost solely on examination performance. In time, as the staff become familiar with their new role and develop their knowledge and skill and as they can compare students from year to year, they will be able to recognise common learning problems and responses and to identify and respond to the differences in the students also. In this way we can expect an ongoing and deepening quality of teaching to take place the fruits of which will be reaped by succeeding 'generations' of students and which hopefully can be conveyed to new educators as they take up their tasks." (Fourth Report, pages 27/28)

70. The S.T.K.S. staff have agreed that:
- a) Tutorials will be formally timetabled and copies of the timetable made available to the students and the academic office (Miss Octari).
  - b) A chart will be displayed in the academic office showing when tutorials have taken place.
  - c) A record of the tutorial will be placed in each student's file by the tutor.
  - d) A review of each student's progress and an assessment will be made regularly in order to decide whether:

- 1 - a student's progress is satisfactory
- 2 - he needs special attention from the staff
- 3 - his lack of progress is such that a question arises regarding his suitability for social work and his continuation at S.T.K.S.
- 4 - having been given all available help, if it is agreed that a student is not suitable, he should be given every assistance in withdrawing from S.T.K.S., safeguarding as far as is possible the student's personal needs and the school's interest. (Report 5, page 14)

71. Partly to offset the staff burden and more positively to give selected and prepared students an opportunity to explore the role of tutor a scheme whereby hand-picked third year students might help eventually to do some tutorial work could be considered.

#### Visits of Observation

72. The visits of observation programme should be sustained and firmly anchored to the classroom teaching.

#### Teaching Materials

73. The need for teaching material, a responsibility that falls heavily on teachers and field supervisors, must be tackled vigorously and in earnest. The school must have such a working party with defined responsibility, specific assignments and target dates in this endeavour. In this particular context, too, another attempt should be made for the school to succeed after a number of abortive attempts to initiate a simple professionally focussed journal.

#### English Language

74. Written materials, professional communication, Study Abroad and the use of outside Advisers realistically depends heavily on the use of the English language. Improvement in English teaching with skill in the use of the language can be enhanced by working out an arrangement with the language laboratory facilities at the Teachers' Training College (I.K.I.P.).

### Educational Radio

75. Through the radio station at I.K.I.P. the school might experiment with producing programmes which would provide a model for boosting social welfare developments through educational radio.

76. The staff should also be involved in making ongoing evaluations, reviews, and suggesting modification in the areas of academic concern, such as EXAMINATIONS, SANCTIONS, STUDENT MORALE, ASSESSMENT, CONTROL OF STAFF, INTEGRATION OF FIELD AND CLASSROOM TEACHING.

### Library

77. There is no question that the library at S.T.K.S. is in need of new volumes and journals. The provision of these has been mentioned under the recommendations to the Board of Education. However, S.T.K.S. can improve present usage and prepare an approach to the influx of new materials as they become available. On present usage, library policy must be reviewed, rules clearly stated and strict implementation of the rules enforced for both students and staff.

78. The introduction of new material should follow along the Board of Education lines and the suggestions made to S.T.K.S. specifically.

- a) each book be assigned to a member of staff for a limited period of one month.
- b) The staff member produce a short review in Bahasa Indonesia, particularly discussing its value or otherwise for teaching here at the school.
- c) The reviews be displayed in the library.
- d) The books be placed on the shelves of the S.T.K.S. library in the usual way.
- e) Requests for further copies of these books be sent to Djakarta along with copies of our reviews.

(Report Five, page 26)

79. Reviews or notices regarding new books must be more widely circulated as indicated in another set of suggestions.

1. the notices appear on the library on a board with the heading "New Additions".
2. possibly the notices appear on a board in the Headquarters library.
3. the notices might be circulated to other educational institutes and to interested organisations and persons.
4. the books be assigned to Ministry staff for reviews to be made from the Indonesian point of view, with reference to the relevance and best use of the books in Indonesia.
5. these reviews might then be circulated as a library news-letter.

(Report Addendum five, Appendix 4)

#### Fieldwork

80. S.T.K.S. and the Ministry know how much stress the Adviser has put on the development of a strong fieldwork component into the S.T.K.S. programme and how much work the staff has done with the Adviser in getting this started. Fieldwork has also been a very considerable focus for the staff training seminars. The foundations have been laid and practice and growing skills and sophistication are now required. Many details have been gone over with the staff and may be summarised in this list of areas of attention brought to the notice of the school.

- a) Improving relations with field personnel
- b) Improving the definition of requirements for student performance placement by placement
- c) Maintaining a strict timetabling of student - supervisor meetings in the field, both on an individual supervisory basis and in student group - supervisor sessions
- d) Improving record-keeping by staff, development of student case records and presentation of material

- e) Improving staff presentation of student supervision experience in the regular seminars
- f) Improving evaluation of student performance
- g) Improving assessment of the placement and the service rendered
- h) Improving the background and bibliographical material placement by placement
- i) Keeping and making readily available field work material in library archives
- j) Improving the writing of papers on service and discussion with the appropriate people in the community
- k) Extending fieldwork to full 20-week semesters and bringing in the second-year students
- l) Refining field experience into teaching material
- m) Encouraging the writing of field-based scripsi
- n) Encouraging the discussion of field examples in relation to social work concepts in the classroom
- o) Developing the use of field problems for formal examination purposes
- p) Improving the contents and use of the library
- q) Appraising the field work impact on classroom teaching and the implications for curriculum development
- r) Involving teachers who are concerned with the background knowledge subject to review content in relation to social work needs
- s) Link community development teachers to I.P.M. Malang (see Memo 10th August)

(Final Report, page 8/9)

81. This last recommendation is spelled out in a memorandum mainly concerned with short courses which I shall discuss later but the relevant S.T.K.S. recommendation reads as follows:

"In accordance with the unity of education it is most desirable that graduates from S.T.K.S. should receive similar training and that the L.S.D./C.D. training at S.T.K.S. be integrated with the B.P.T.S.

I therefore recommend that S.T.K.S. staff who are supervising students in community based field placements and who are responsible for method teaching, join with the trainer teams, in the same way that B.P.T.S. supervisors will join the four weekshort courses as trainers every three months. S.T.K.S. should do the same. They would also be expected in consultation with I.P.M. to work out long-term training appropriate to S.T.K.S. requirements both in the classroom and in the two day a week field-work situation in Bandung."

(Addendum to Report Five, Appendix 3, page 3/4)

82. A recommendation has also been made for making the best use of an American social worker, Mrs. Hansen, who is currently in Bandung and eager to be of help. A detailed job-description has been devised for her and agreed by S.T.K.S., the Ministry, and the Family Planning Organisation. The administrative negotiations with United States A.I.D. should be pursued.

83. The fieldwork programme is bringing the school increasingly in touch with the social services as they presently exist and also in setting up precedences which other training institutes will undoubtedly draw upon. In this respect S.T.K.S. will be forging external links and has tasks in two major areas.

1. School supervisors will find themselves in the unique position through the students' fieldwork, of observing and developing views on the delivery of service. Such valuable and increasingly detailed knowledge and understanding must be creatively shared with the service staff not only for improvement of the fieldwork training programme but in the interests of the improvement of service. This is a delicate matter for the school but the rewards mutually for the school and the service (and of course for the people of Indonesia requiring such service) are so important that this must be a vital part

of school policy and deliberately set up and implemented as part of the school machinery. The role of educational supervisors are central to the whole effort and this role has been spread out as follows:

"A member of staff will be assigned to each student as a supervisor (in the social work education sense). Each supervisor will in addition be responsible for a small group of students and the close liaison with the administrative or service staff of the institutions or the Ketjanatans. The supervisor will carefully follow the student's work through the student's records, supervisory discussion, group discussion and 'case presentation', and he will have the responsibility of aiding the student's individual capacity for learning and development of skills and understanding, to keep pace with the field experience. So too will the supervisor himself come to know and understand the many-faceted aspects of the setting with which he is particularly concerned and so gradually build up a fund of experience and consciousness of the problem-solving processes which will enhance his value to subsequent students who will be placed in the same setting. Here again the supervisor will also be recognising the individual quality of student growth in social work capacities and also recognise recurring attitudes, responses, and ways of learning of the different students faced with similar difficulties - this too will deepen and widen the understanding and skill of the supervisor as educator. As the staff become more involved, through the students, with the social problems, a leavening will take place of the theory with which they are concerned as teachers in the classroom. Consultation and informal training of field staff can be expected to develop and slowly supervisors might be trained who are not, as at the moment, directly employed by S.T.K.S. as lecture staff. What is clear is that as staff and students are exposed to the public, the reputation of the school will stand or fall on their performance and degree of professional bearing.

The stress all along in this current development has been with the provision of new teaching and supervisory experience for the staff of S.T.K.S. Though returns can be expected both in the effectiveness of training students and hopefully in turn in service to the public, for some time to come this should be considered merely a bonus to the basic attempt to start the staff off on the path to becoming recognisable social work educators".

(Report Four, page 29/30)

84. The details of the supervisor's responsibilities have been laid down

- a) Students are seen in their field placements regularly.
- b) Students are made to submit their reports every two weeks regularly.
- c) Individual supervisory teaching based on these reports for each student every two weeks regularly.
- d) Group conferences are held with the supervised students every two weeks regularly.
- e) The supervisor maintains proper contact with the service personnel of the placement where the student is working and deals promptly with all matters arising.
- f) Supervisor keeps a regular record of student's progress on the student's dossier.
- g) Seminars are attended regularly.
- h) It might be useful to ask for supervisors's records before honoraria and expenses are paid, in order to make sure that the duties being paid for are actually performed".

(Report Five, Page 11)

In the course of work at S.T.K.S. it was agreed that

- a) Every supervisor will produce his own timetable, showing clearly on what days he is holding individual and group conferences, with which students, where and at what time.
- b) Copies of this timetable will be made available to the field work committee, the students and the servicing staff in the field agency.

- c) The field work committee will display a chart showing at a glance when supervision has taken place between the supervisor and his student(s).
- d) A record of the supervision will be placed on each student's file by the supervisor.
- e) All field work reports will be systematically collected and maintained by the librarian and made available on request.
- f) A review will take place on all field work placements and decisions will be made regarding field work placement for next semester.
- g) Students under the guidance of the supervisor will be required to produce a briefing report which will be made available to the next set of students taking over the field work placements next semester, and a series of briefing discussions will take place between the retiring and the incoming students.
- h) A review will be made of the current Guidelines to Field Work, and an improved version will be produced which will include a section on Evaluation.
- i) The school's policy is to continue with concurrent field work, having explored the advantages and disadvantages in relation to block placement.

(Report Five, page 13)

II. Within Bandung, the university and the Province have schools of social welfare, and I.K.I.P. a social studies part to advanced teacher training. Outside of Bandung other institutions have much to learn from S.T.K.S's pioneering efforts. The school must actively establish constructive ties with such institutions, give consultation and work out detailed collaboration.

#### Short Training Courses

84. Towards the end of my assignment I wrote:

"Perhaps nowhere is more work to be done that in the area of short courses. It would be ingenuous not to admit to a sense of disappointment in the outcome and magnitude of the contribution that I have been able to make directly to this vital area of in-service training."

(Report Five, Page 7)

85. Difficulties in developing effective short in-service training can be considered under five heads.

1. Administrative ambiguities.
2. Shortage of sufficiently skilled trainers.
3. Lack of clarity, priorities and specifics in setting training objectives.
4. Working out the "units" of teaching and experience with which to reach the objectives.
5. Follow-up into delivery of service as envisaged by the objectives.

86. These difficulties have been discussed at some length along the following lines.

#### Administrative Ambiguities

The Adviser drew attention to this matter:

"A Ministerial decree (HUK 4-1-18-167, 2nd November 1967) makes it quite clear that B.P.T.S. located in Jogjakarta, is specifically designated to be responsible for all matters related to courses of less than one year's duration.

However, my experience indicates that the short-term training courses with which I have had any connection are very much the responsibility of the Directorates concerned, with B.P.T.S. not being used in the manner suggested in its terms of reference."

(Report Four, Page 11)

87. At the termination of my assignment the Board of Education appeared to have confirmed in its report that B.P.T.S. should have the central educational responsibility for short courses in consultation with the Directorates (and not vice versa). On balance I think this is the right decision. However, it remains to be seen whether in practice the Directorates accept this position and actively recognise the on-going "authority" (?) of the Board of Education and the role set out for B.P.T.S. The way in which the Board of Education and B.P.T.S. function in relation to planning and implementation of short courses to my mind is one of the crucial determinants of development in this important area of training.

## II. Trainers

88. Having acknowledged the administrative value of placing central responsibility upon B.P.T.S. it would be irresponsible to gloss over the very limited resources of staff in terms of number and quality. I have written:

"At the present time B.P.T.S. is very poorly equipped to carry out its stated task. Leaving aside the matters of budget, transport, etc., the training potential of the personnel is faced with even greater impediments (though of the same kind) than those being experienced at S.T.K.S. What I have had to say about social work education as a career in its own right applies to B.P.T.S. in particular. It must be the professional skill of such staff to be able to follow events in the field of service very closely and to be able to record them, interpret them, relate them to theoretical concepts and to the appropriate literature, and to disseminate their considered judgement and thinking. In addition they must be able to identify in specific detail the objectives of any given training program, and to break

these down into the relevant teaching units so as to ensure learning of the items required to fulfilling those objectives. This requires a keen and ruthless listing of priorities, a sensitive awareness of the patterns of learning of non-academic "students", and knowledge and skills in the methods and techniques of social work, adult education, and in-service training.

The Indonesian conditions have unfortunately made it impossible until now to nurture personnel with skills of this kind, and it is the purpose of the Staff College idea (discussed elsewhere) to begin the process of producing the appropriate Indonesian personnel for these educational tasks. Of course this will take time. In the interim I am inclined to offer for deliberation (if all other considerations were neutralised) the suggestion that the B.P.T.S. educators should for a few years join with the S.T.K.S. staff. They would undertake the same full-time field work/classroom/tutorial responsibilities (so reinforcing the S.T.K.S. effort) and yet timetable their contribution so as to be available on a planned basis for duties in relation to a carefully scheduled scheme of short-term courses of all kinds."

(Report Four, Pages 11/12)

89. Accepting that purely educational criteria were not the only reason for separating out S.T.K.S. and B.P.T.S. and that the reasons for doing so still exist, along with the present fact of separation, I am inclined to recommend that in the interests of S.T.K.S., B.P.T.S. and long term development of social work educators, at least some of the B.P.T.S. staff be seconded to reinforce S.T.K.S. in the way suggested above.

### III. Training objectives

90. The object of training in the main must be stated by the Directorates responsible for service and in

collaboration with the educators help to refine these objectives in terms of priority and in relation to what can be taught within a specified time and with given resources. This is a matter where most careful and sophisticated thought must be brought to bear in order to move away from broad generalities of what a service intends towards specifically defined activities and skills required to realistically fulfill those intentions. It is well to remember that training is only one of the instruments in planning to meet social welfare objectives.

#### IV. Units of Teaching and Experience

91. It is only based upon the objectives that a skilled staff can begin the process of refining and building upon their experience in developing the teaching methods, skills and materials to appropriately meet the needs of trainees.

#### V. Delivery of Service

92. The situation has been put as follows:

"The real test in short-term courses comes in evaluating whether or not the participants are able to deliver measurably improved service consequent upon their training. There is a distressingly large element of conditions which impede such delivery; the usual budget, transportation communication, equipment, etc., and also a tradition of "courses" which concentrate on "subjects" in general rather than "objectives" in a high degree of particular. As a result, as I listen to service staff and ex-student trainees, it is difficult to avoid the conclusion that there is a high proportion of wastage of the pitifully small educational resources that we do have. The fact is that unless things are taught that can be actively practiced and improved upon, and that adequate

control, supervision, follow-through, feedback, and provision of the necessary resources for implementing learned skills are made available to the trained staff, then all our hopes and strivings for improving the scope and standards of social service will come to nothing."

"The message here is that any resources made available for training must include a built-in guarantee that participants can and will make use of the training provided, and that the programme planners will include as an integral component of the trainers' work the follow-up and supervision of specific work tasks indicated above, and a thorough going evaluation to enhance all subsequent training."

(Report Four, Pages 12/13)

Decentralisation of Short Term Training

93. Recommendations include suggestions for B.P.T.S. to move away from the pattern of centrally held courses except for those programmes concentrating on inter or supra provincial functions and instead to develop an initiatory, consultative, advisory and actively supportive role in relation to province based training programmes.

"The training approach conceivably should rest on an administrative structure incorporating a province "training officer" who would be closely in touch with B.P.T.S. as the national body responsible for short-term training. The training officer too is envisaged as part of a training committee which would in turn be part of a parent body acting broadly in the field of social welfare as an advisory board to the governor of each province. It would be a training officer's responsibility to specify the priorities for training in his province, and to know what training resources were already available for utilization in the province. In consultation with B.P.T.S. he would set up programmes of training and look to the

central government to supplement the training with consultations, additional lecturing, and demonstrating staff as required, and to help with methods and teaching material. This kind of training is of course envisaged for the personnel providing face-to-face service in the community, and would have a very practical orientation. Province-based, it would take into account local conditions, resources and possibilities. Another real advantage of this approach is that the participants would be more closely knitted to the administrative structure of the province, and each would find that his fellow workers, with whom he had day-to-day contact, would also be members of the training course.

This contrasts dramatically with the approach in the past, as when one houseparent from each institution in the country was expected to be brought for short-course training; those trained were subsequently returned to a situation which he had previously left and where he represented a single voice trying to rearrange and create new types of practice from a course largely theoretical, in a situation where he was relatively unsupported either administratively or among his fellow workers. The decentralised approach of training would ensure local support. Of course this implies that the central government would play a vital part in the whole process and that there would be close supervision of the work of such trainees following their training. The supervisory possibilities would be enhanced by the fact that the province training officer and his committee would be closely involved with the training and would be familiar with what was taught and what might be expected in follow-through into practice. This is not possible in centrally provided study courses as envisaged in earlier proposals for training".

(Report Three, pages 43/44)

94. Nevertheless centrally held courses are not completely eliminated by decentralization. Some nationally held courses are still envisaged.

"Such a direction for short courses in no way eliminate the need for some kinds of nationally held courses. Administrators at the policy interpreting level, training officers, and when the time is ripe for "specialists" who will need sophisticated techniques in the social welfare field - such personnel all lend themselves to nationally or regionally held programmes.

The Ministry should also plan for conferences and workshops for its province officers where there can be an exchange of thinking and an opportunity for both to keep up to date. Certainly two-way communication would be enhanced in this way."

(Report Three, page 45)

Training Related to L.S.D.

95. Specific recommendations related to L.S.D. training may serve to illustrate the pattern of administration/education, directorate/B.P.T.S. relationship envisaged, as well as collaboration with an outside training body in this case I.P.M. Excerpts from a Memoranda of 10th August 1969 read as follows:

"The participants (L.S.D.Trainees) had succeeded in agreeing upon a realistic job description for field workers and, deriving from this, developed their own training task and the programme to be followed."

"The Directors of each training centre will undoubtedly run into many educational problems with the new method and training endeavour, which they will need help in dealing with.

They will want to confer with each other, make sure that the new method is maintained in the face of many old pressures and will wish to develop the whole approach further, arising from their growing experience.

To do this they will need skilled consultation. I would suggest. Regular (say once a month plus more if specifically required) consultation taking place with the Directors of B.P.T.S. responsible for short course training and an appointed staff member of I.P.M.

I.P.M. are willing to provide such a member".

"In order to maintain the maximum effectiveness and growth of the training programmes it is essential that there should be a follow-through of the training for trainers. In addition to consultation I recommend acceptance of an I.P.M. offer to -

- a) Provide a once a year on-going "training of the Trainers"
- b) Provide once a year a programme focussed on the Planning and Execution of Development Projects for the trainers and to include other workers in the Community Development Field."

"In the same way that follow-through is important for the trainers it is essential that there be a follow-through for those trained. Without this there is no way of knowing how effective the training has been, whether it is being actively applied, or how training can be progressively improved to meet the changing field situation. Without a built in plan for follow-through a situation will arise like that of the first training course (held in Batu) where very little is now known.

Two approaches are suggested here:

- a) Planned periodic on-going training programmes for the trainees.
- b) An educational supervisory system.

A way must be devised for on-going support for trainees, helping to interpret their function to the areas, offering on-going consultation on the field programme and difficulties in the use of their skills, continuing their education and in helping them prepare work records and materials for the training programme to which they will be called periodically.

I would suggest that B.P.T.S. should aim at providing on-going supervision to trainees (job description to be worked out in a Training for Trainers and Supervisors aided by I.P.M.) A trial period should precede a target of say 6 supervisors to each Provincial Training Centre. Each supervisor will be assigned to trainees in a given geographical area. It would be advisable for the supervisors to be part of the trainers group. They should ordinarily spend two months as supervisors and a third month as trainers on one of the training courses. On a rotating basis therefore 2 supervisors would be acting as trainers on each course. The supervisors would contribute their considerable growing familiarity with the trainees and the field to the training, receive reciprocal support from being part of the training-teams and of course join the on-going training courses for the trainers."

"As the trainers gained in experience and the problems were dealt with and the courses and supervision were perfected, it would then be time for the B.P.T.S. to extend this training approach to further Provinces. As more and more experienced workers functioned in the field the time would become ripe for considering the tailing off of educational supervision and replacing it (after a sufficiently high standard has been reached by the trainee) by a properly developed field service supervision (the responsibility of the administration is of the particular service). This is of course a very long term consideration."

(Addendum to Report Five, Appendix 3, pages 1/2/3/4)

Short Courses: General Recommendations.

95. To return to general recommendations regarding short courses, there must be an overall long term plan for training different kinds of personnel and for different courses for the same personnel as a cumulative continuum at appropriate intervals and this plan must fit in with the wider planning of the Board of Education.

96. Sufficient time must be given to thinking through and planning of courses and a guide as to what is required appears in the recommendations that:

"Courses should be planned for different kinds of personnel and for different courses for the same personnel at appropriate intervals. (Batten)

Short courses plans must be reviewed with great care. The question of creating social work educators is crucial here. Equally important is job analysis of the tasks to be performed by those being trained and clear assignments given to those trained with an educational and supervisory follow-through built into the administrative structure of the service. This matter is of paramount importance. (4.12 4.13 5.7 Memo Aug 10th)

Short courses should have a high degree of specific task-oriented content with opportunity for the learning and practice of skills. Background material and orientation content should be written up and distributed and not take up valuable course time. (4.12)

All short courses should be examined carefully for content and method; selection of trainees must be more carefully thought through than at present; full information and working papers should be circulated by the staff, and working material from the trainees should be required prior to the beginning of the course.