SOCIAL CO-OPERATION IN EUROPE

SOCIAL WORKERS

ROLE, TRAINING AND STATUS

COUNCIL OF EUROPE
SOCIAL COMMITTEE

Strasbourg 1967

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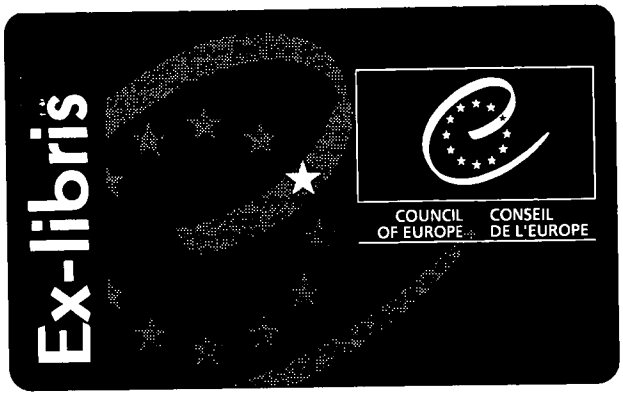

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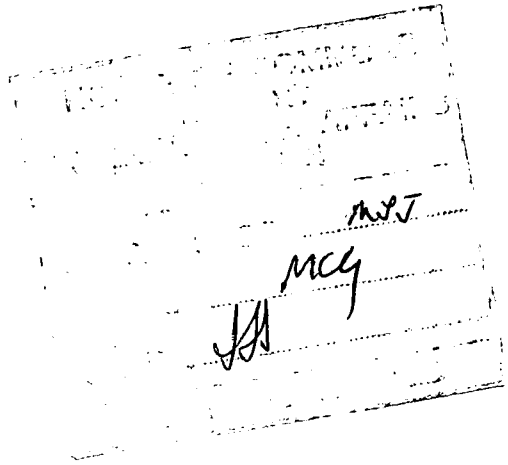

COUNCIL OF EUROPE
SOCIAL COMMITTEE

Strasbourg 1967

Established on 5th May 1949, the Council of Europe has progressively increased its membership which now comprises the following 18 countries : Austria, Belgium, Cyprus, Denmark, France, Federal Republic of Germany, Greece, Iceland, Ireland, Italy, Luxembourg, Malta, the Netherlands, Norway, Sweden, Switzerland, Turkey and the United Kingdom.

The Council was set up to " achieve a greater unity between its Members for the purpose of safe guarding and realising the ideals and principles which are their common heritage and facilitating their economic and social progress. " This aim is pursued " by discussions on questions of common concern and by agreement and common action in economic, social, cultural, scientific, legal and administrative matters, and in the maintaining and further realisation of human rights and fundamental freedoms. " Only defence questions are excluded from the Council's competence.

The two organs of the Council of Europe are the Committee of Ministers and the Consultative Assembly. The latter, which consists of parliamentarians appointed by National Parliaments, makes proposals for action to the Committee of Ministers and gives its views on the activities of such other international organisations as submit to it. The Assembly constitutes, in fact, a broad forum for the expression of European public opinion.

The Committee of Ministers organises intergovernmental co-operation between the member States of the Council. Composed of 18 Ministers of Foreign Affairs, it generally meets twice yearly at Ministerial level. Each Minister appoints a deputy who has the status of Permanent Representative of his country to the Council of Europe. The Ministers' Deputies meet on average once a month and act on behalf of the Committee of Ministers. For technical questions the Committee of Ministers is served by national experts who compose the membership of permanent committees convened for specific purposes.

Thus the Governmental Social Committee consists of senior officials from the appropriate departments of member Governments.

Inter alia, it has to consider specific social questions referred to it by the Committee of Ministers and to advise the Committee of Ministers on them, and to exchange views on current developments and questions of mutual interest in the field of social administration and policy, with a view to enabling national administrations to understand and, where appropriate, to profit from the experience of others in the same field.

It is evident that some of the studies and other documents prepared for the Governmental Social Committee meetings could profitably be made available to those interested generally in social questions. And the present publication has been prepared with that end in view.

The opinions expressed in this study are not to be regarded as necessarily reflecting the policy of individual member Governments or of the Committee of Ministers of the Council of Europe.

CONTENTS

PREFACE

The Social Committee, as long ago as December 1959, made a declaration to the effect that the training of qualified personnel in the social field was an important matter and that it would be of great interest to have ample information concerning the existing facilities in that field, such as the various training institutions, the range of subjects taught in those institutions etc. The Committee added that although training should preferably take place in the country where the personnel in question had to work, each country might well profit from the experience of the others. Much attention was also given to the studies which the United Nations had undertaken on " The Training of Social Workers ".

It was then decided to include the question in the Social Committee's work programme, under the title " The Training of Qualified Social Workers ", and the Secretariat was instructed to undertake a comparative study of training facilities in the member countries of the Council of Europe, to be based on the United Nations documents.

Here, the problem was defined in very precise terms and in the following years the idea was continually reviewed. However, in the course of preparatory research by the Secretariat on the very definition of the terms " Social Worker " and " Welfare Officer ", it became obvious that a comparative study, even if limited to a broad outline, would only be effective if a systematic and complete survey were available of the present position in each member country as regards, first, the various categories of social workers and their official status and, secondly, their training. The Social Committee therefore decided, at its 12th Session in August 1961, to base the study on a fairly broad questionnaire.

In the course of further preliminary work it was pointed out that the European Economic Community was undertaking similar studies, and at the 14th meeting of the Social Committee (May 1962) the representative of the EEC Commission consented, at the request of the delegations present, to make the questionnaire which had been drawn up by them available to the Committee as a working paper.

At its following meeting (October 1962), the Social Committee decided to send to Governments of member countries the outline for the study made by EEC, entitled " The Present Situation of Social Work in the Six Countries of the European Economic Community ". A covering note was sent to assist those responsible for compiling the material for the replies. It was added : " ... in fact this outline constitutes a questionnaire designed to elicit a description of the present social service position in each of the Council of Europe member countries. Drawn up and kindly put at our disposal by the Commission of the European Economic Community, it will enable the Social Committee to make a general study of the question... "

The Council of Europe Secretariat received replies from the following countries : Austria, Belgium, Denmark, Federal Republic of Germany, France, Greece, Ireland,

Italy, Luxembourg, Malta, the Netherlands, Norway, Sweden, Switzerland and the United Kingdom.

All replies received before June 1965 were forwarded to Mrs. U. Mende who, in her capacity as consulting expert, drew up a comprehensive report.

This report was examined by a Sub-Committee of the Social Committee, comprising representatives of Belgium, France, the Federal Republic of Germany, Greece, the Netherlands, Norway, Turkey and the United Kingdom, which asked that certain passages of the study be brought up to date and completed.

In October 1966 the study, revised as directed, was submitted to the Social Committee, which decided in favour of publication.

INTRODUCTION

Having indicated the scope and and purpose of the investigations planned by the Social Committee, it remains to extract from the existing material, i.e. largely from the reports of member Governments, what has been said about " The Role, Training and Status of Social Workers in the member countries of the Council of Europe ", and to present it in the form of a " comparative study, limited to a broad outline ".

The national reports on which we have based ourselves were produced in some cases by the Ministries of Social Affairs, and in others by the various Ministries with competence regarding social work. Much thought and effort has gone into each of these reports, but they vary both in the volume and in the nature of the information they give. Further, it is unfortunately not made clear in every report or in all parts of each report what organisations in the country concerned have been consulted in the process of drawing up the report in question — Councils of welfare organisations, Professional Councils of social workers, Governing Boards of Social Training Bodies etc.

In drafting this Study we shall proceed methodically in accordance with the outline presented to Governments. But first we must point out that, as far as the nature of the problem is concerned, conditions in various countries are quite distinct. Social work in its widest sense can never be viewed in isolation from the natural framework of the country's history, culture, economic structure, and political institutions. Thus, one must guard against the tendency to form an inaccurate picture through over-abstraction.

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It is necessary in the compilation of the Study to set out certain focal points. The outline in its present form is doubtless quite complete and well planned, attempting as it does to summarise the whole range of the present social services in member countries of the Council of Europe. However, it is necessary to distinguish between points which can be less exhaustively treated and those which are, for the time being, of greater significance for some countries, and therefore deserving a more thorough treatment.

We shall therefore set out in every chapter and in every paragraph, first, what is common to all countries, and secondly, the respects in which they differ. In the more important paragraphs, quotations will be given from the reports of different countries in order to clarify the present situation and trends. It should be emphasised that the selection of a particular example for quotation does not imply that matters in question are better regulated in the country concerned than in others. The quotations are simply designed to avoid generalisations and to illustrate the text with examples.

" Problems and Trends " are treated in Chapter IV at the end of this Study. We have not attempted to present them according to role, training, status, but rather endeavoured to present them as they stand in relation to one another. Here again, pro-

blems common to all countries are dealt with before those peculiar to individual countries.

At appropriate points, reference is made to the publications of the United Nations, and in particular to the Third Survey : *Training for Social Work*, New York, 1958 (Sales No. 591VI). There further exists a considerable body of literature about the development of training for social work and its role and functions in various parts of the world. This literature had mainly appeared in professional journals. Unfortunately it cannot be drawn upon here, although this might be desirable in order to clarify further some of the points mentioned, since quoting from international literature would go beyond the bounds of the present Study.

The national reports also supplied a considerable amount of information on writing which have appeared as published works or in professional journals. For reasons of language, it has not been possible to consult all of them or to give extracts.

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A problem arose regarding definitions, as it is impossible to give an authoritative definition of the term, " Social Workers " which one could expect to find in this study. The Social Committee has already taken pains to do this as far as possible in the course of its previous work.

In this context it is worth repeating what was said in this connection at the 13th meeting : " ... it was observed that in view of the steady evolution in social service a description rather than a definition was needed. " Equally, attention is drawn to the definition, excellent for the purposes of this Study, which is to be found in the outline itself :

> " Social service is an activity, designed to encourage a better mutual adjustment of individuals, families, groups and the social environment in which they live. It aims at achieving this end by making judicious use of individual capacities, of relations between individuals and of the resources of the community. This activity is carried out through social workers who have received appropriate training in a school of social work. When, however, the importance of their work warrants it, mention may also be made of the part played by other categories of qualified personnel in the social field. "

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Having regard to the clearcut purpose of the present Study, no theoretical observations about the different individual aspects and problems of social work will be made, and the Report will be confined to views contained in the material received.

Outline for the Study

prepared by the Commission of EEC

General historical background

The present situation

I. *Role*

Structure, organisation and functions

A. *Description of the present situation*

1. List of bodies in which social workers are employed.
2. Area covered by these bodies and by the social service provided.
3. Grading

— standing of social service in the administrative chain of command to which it belongs or with which it is integrated ;
— gradations within social service itself.

4. Functions of social workers.
5. Methods and techniques employed by social workers.
6. Collaboration between different organisations in the field of social service ; collaboration between professionally qualified and other social workers or specialists in other professions.
7. Co-ordination in the field of social service.
8. Participation in international, and particularly European, bodies and conferences.

B. *Problems* (general and special)

C. *Trends* (general and special)

II. *Training*

A. *Description of the present situation*

1. Brief historical introduction.
2. Regulations on the training of social workers.
3. Schools of social work

— statistical data
— administrative and financial organisation
— organisation of instruction
  — directing and teaching staff
  — students and studies
  — curricula :
    — the study of man,
    — the study of society,
    — theories and methods of social work,
    — practical work.

4. Specialisation.
5. Post-school training.
6. Training of auxiliaries.

B. *Problems* (general and special)

C. *Trends* (general and special)

III. *Status*

A. *Description of the present situation*

1. Protection of the designation " social worker " and of the profession.
2. Legal status of the social worker.
3. Professional ethics.
4. Professional organisations of social workers

— associations ;
— unions.

B. *Problems* (general and special)

C. *Trends* (general and special)

Conclusions

General Historical Background

It would certainly be a fascinating task to occupy oneself with the question of what are the roots of present day social work. Many countries have reported exhaustively about it, and explained with great clarity how these roots reach back into the European Middle Ages, and indeed how the influence of Christian charity is still reflected in the professional social work of today.

However, in view of what has already been mentioned about the necessity of establishing focal points, it is impossible at this stage to go deeper into the matter. It is better to deal immediately with the present state of affairs.

On the other hand, one must always keep in mind that the present situation has been built up by many different influences and forces which stand quite outside the realm of social work and are often to be sought in the history of the different countries.

There are a number of historical factors which have played a major role in all countries in bringing about today's situation :

(*a*) The charitable activity of the churches, the effect of which is still to be seen in the dividing up of the welfare agencies according to denomination ;

(*b*) The two great wars of this century, with the resulting general state of emergency ;

(*c*) Contact with social work overseas which was particularly noticeable after the second world war, and which brought new methods from the USA to supplement those already practised in Europe ;

(*d*) The development of social legislation and social security ;

(*e*) The development of the human sciences, especially psychology and sociology.

I

ROLE OF SOCIAL WORKERS

Structure, organisation and functions

1. List of bodies in which social workers are employed

It was suggested, in order to ensure uniformity of presentation, that these bodies should be classified according to their legal status. Thus, they might be grouped under three headings, public agencies, semi-public agencies, private agencies, and subdivided further into those organisations which carry out " primary social service " and those which do not regard social work as their principal aim but which incidentally carry out " secondary social service " where necessary. In fact, however, almost all countries have undertaken a classification of social service bodies according to the particular fields in which they operate. This is a classification similar to that made according to phases of human life.

To find the criteria according to which public, semi-public or private organisations are responsible for particular fields of work is certainly very difficult, although such criteria may exist. It is probable that public bodies have become responsible for those needs which have become more or less acknowledged and for which legal provision exists, or " chronic " needs entailing long-term financial commitments, whereas all other needs and problems are met by private bodies and tend to remain their prerogative though such bodies are not necessarily excluded from the first group.

Some countries give information about the bodies by which social workers are employed, and about their functions and different responsibilities. As a result there is a clear picture of the administrative structure of the countries concerned. On the other hand, those reports which take as their point of departure not the administrative structure, but the fields of work and the functions of the social worker — i.e. start from the work itself — give an impressive picture of the varied character of social service and of the vast field covered.

If all these observations are compared, it will be seen that there are :

1. fields of work common to every country ; they are concerned with the circumstances under with man lives and with phases of human life ;

2. special fields ; they stem from the geographical position, the political structure, or the economic circumstances of the country concerned.

1. Thus, in all countries social service is provided for children and young people who, for some reason or other, are not part of a real family or who are mentally or physically handicapped and therefore need special attention and special educational

measures. These include family counselling agencies, child care committees, school psychology services, child welfare organisations, institutions or classes for retarded children, residential schools for emotionally disturbed children, schools for handicapped children, services for neglected children and for unmarried mothers.

All countries have established services related to health and to chronic illness, such as child and adolescent psychiatric clinics, social services in general hospitals, health visitors, social services in mental hospitals, services for the blind, services for the deaf and other handicapped persons, treatment institutions for alcoholics, and services for their families, occupational therapy, and so on.

There are services in all countries relating to criminal courts, particularly for young delinquents and their families, but also for adults, such as training schools for delinquents, after-care services, prison welfare services etc. It should be noted that among those which are growing in importance are the probation services ; this development ties in with trends in the type of sentence pronounced by the courts.

Again, there exist services in relation to labour and vocational problems : vocational guidance services, rehabilitation institutions, services for the disabled, social services provided by private firms and employers.

Finally, in every country, there are services for the aged, including housing clubs, and meals on wheels.

2. Certain countries provide services which are not so widespread, to cater for particular needs ; these include services for refugees, migrant workers, sailors, the armed forces, and the homeless, and also the industrial welfare services which are now developing.

To sum up, it may be said that on the whole the pattern of social services is surprisingly uniform.

It is to be noted that in those countries with highly developed social security systems, the role of social insurance plays an important part in the overall picture. Social insurance frequently offers statutorily controlled services from which the insured person is legally entitled to benefit. This seems, at first sight, to cut down the work of welfare agencies, as the majority of a country's population is guaranteed at least minimum social services. Indeed, these social insurance bodies have begun to employ a considerable number of social workers themselves. In some countries, for example, the social insurance organisations, under their local administration schemes, employ social workers in regions where the number of insured persons is particularly high. Furthermore, social workers must be employed wherever the grant of certain social security benefits is subject to an enquiry into the state of need or depends on other conditions. There, their activities comprise all aspects of family welfare and health services for insured persons. At the same time they assist the insurance organisation by their professional skill in dealing with problem families and particular cases. They work closely with specialised social service bodies when special cases of need arise in one of the families which would not normally receive assistance.

In the Netherlands, on the other hand, the two elements are quite distinct : social service bodies have tasks that are peculiar to them and considered quite apart from the activities of social security organisations.

2. Statistics

The attempt has been made to compile statistical data, but difficulties arise in analysing them, and there is every reason to believe that the data given in this report are not strictly comparable.

The main difficulty arises from the confusion which continues to exist over the definition of the terms " social worker " and " welfare officer ". When the replies were sifted it was found that in some quarters the term " social worker " is applied to a range of persons employed in occupations which other countries had excluded.

As regards total figures for professionally employed social workers, which are not available for all countries, it has not been possible to use data covering both professionally qualified social workers and persons doing social work without previous social service training.

Furthermore, even when it seemed clear that the reference was to trained social workers, a query might arise connected with training, for it had been agreed that the persons to be taken into consideration were those who had received " appropriate training in a school of social work ". The example of the United Kingdom is typical.

In the British report it is stated that 3,850 professionally qualified social workers are employed in the public child care services, the hospital social services, the child guidance services, the probation services and the local authority health and welfare services. It is added that these services also employ 5,200 persons of whom some have a basic university qualification in social science, and 600 probation officers who have received systematic in-service training. Which of these categories of persons should be taken into consideration ?

In the case of Ireland, too, the figure given below covers only those social workers who have a university degree as well as a professional diploma.

Further, it is not always stated whether the reference is only to social workers employed on social work, or whether it also includes social workers employed in the social services but on work other than social work.

Finally, several Governments, including that of the United Kingdom, have little or no information regarding the activities of private bodies and the qualifications of their personnel. It has therefore not been possible to give in the following table any indication on the approximate number of professionally qualified social workers in employment.

Denmark	700
Federal Republic of Germany	25,000
France	18,500
Greece	515
Italy	6,000
Ireland	61
Luxembourg	68
Norway	600
Netherlands	3,000
Sweden	2,426
Switzerland	2,300
Turkey	18

With regard to the proportion of qualified social workers among the total number of social workers in the broad sense of the term, it may be queried whether the German *Diakonisches Werk* is a typical example, yet it is interesting to note that this private body employs 128,000 people, of whom only 1,020 have been fully trained for social work. A similar nation-wide proportion is found for all public and private agencies in a few countries, such as Denmark where there are 50,000 social workers in the broad sense of the term, of whom only 700 have the diploma of the Danish College for Advanced Social Studies.

3. Area covered by these bodies

Out of the fourteen reporting countries, there are only five in which public, semi-public and private social services are equally distributed throughout the whole geographical area of the country concerned.

In all other countries, divisions such as the following exist : social service organisations are mainly located in the large cities which they cover together with the surrounding countryside ; alternatively, the distribution of social services over the country may depend on the nature of the respective programmes. Again, the distribution may depend on public administrative boundaries or on ecclesiastical territorial divisions, such as dioceses and parishes ; finally, private agencies may, in some cases, be confined to larger centres of population.

Physical problems arising from geographical factors, such as hard winters, unevenly distributed natural resources and/or population also seem to play a role. In addition, where a country is organised on a federal basis, some social services may only function in certain of the provinces making up the federation.

One might well call this a surprising picture in overall highly civilised countries.

In at least one country the division of the work into specific fields and geographical regions is still strongly influenced by distinctions based on religious principle. In many other countries this influence is now only of historic interest.

In one other country international welfare organisations play a large part. They meet particular commitments, such as care for refugees and for the homeless, and concentrate on tasks which remain as an inheritance of war.

4. Grading

It would appear that the question of rank tends to stem more from an internal grading in the social service organisation or agency concerned than from any overall system of classification laid down by the State, and that such organisations or agencies — at least in the private sector — are free to develop their staff system to suit their own particular needs. One of the factors conducive to the formation of an order of rank is of course the salary scale, but in only a few countries is the level of this fixed on a national basis. Wages are in some countries statutorily determined by the welfare organisations ; this will be reverted to in Part III.

Where social workers are employed by public administrations, questions of rank and position tend to be more exactly laid down, as is evidenced by at least four coun-

tries. In some countries, however, grading exists only in social services attached to hospitals, a fact which is not surprising when one thinks of the long-standing emphasis on rank in hospitals of every country.

To sum up, it can be said that in general, grading systems, where they exist, are not governed by official regulations, but develop *ad hoc* from the actual needs of the field of work, or of the organisation in which the social worker practises his profession.

One point, referred to by several countries, is of importance, namely that the head of public, semi-public or private agencies tends to be a person with a university degree but without additional formal social work training. However, such senior staff generally have an academic training in one of the professions which touch on the field of social work and its functions, such as medicine, psychology or the law. This, of course, has very much more to do with the present situation in training and with the status of social workers than with the grading system.

5. Traditional methods and techniques employed by social workers

Here there is great similarity in the situation obtaining in different countries. In every case, methods have been developed for the social worker which can generally be used in every field and by every organisation, alongside specialised methods applicable in particular fields. In fact established rules exist in every country regarding the initial handling of a case and its subsequent procedure.

It may make a difference, though, whether the social worker is employed by a public or by a private agency. For instance, with regard to a social service organ under Government authority, a case may fall automatically in a certain category and therefore come under given authority's responsibility, e.g. the public health service, official guardianship service, probation service etc. In an organisation which devotes itself to private work, the initial treatment of the problem and its further handling may be somewhat different. This at least is the case in several countries. The question as to which cases may, or should be, taken up may not even arise when the agency concerned handles group work, whether in youth centres or elsewhere.

In all countries the social worker is free to use his own initiative wherever he finds the existence of need or maladjustment.

As to the way in which the existence of need is brought to his attention, three categories of cases can be distinguished :

— those cases, by far the most frequent, where the first contact comes through the subject himself, coming for advice of his own free will. He may also, as often happens, be referred by other members of his family or by friends, teachers, ministers of religion or members of other professions whose duties lead them to co-operate with social workers (doctors etc.) ;

— cases where the social services intervene by law, in child welfare, for example. Here, intervention is obligatory and is frequently governed by statutory conditions. This category includes cases referred to the welfare agencies by the courts ;

— cases where the grant of benefits is subject to the opinion of a social worker ; in these cases intervention is obligatory only insofar as the person wishes to obtain the benefit — assistance, for example.

An important principle which emerges in the case of at least three countries — and is probably followed to a greater or lesser extent in many others — is the principle of continuity. It is laid down that one particular social worker always goes to the same family. Where this principle cannot be applied, it is regarded as desirable that the social workers engaged on a particular case should at least work in close contact with one another. To quote from the report made by France :

> " ... The form of social service carried out by the overwhelming majority of social workers can be described as family social service. In family social service the task of a social worker is essentially to take into consideration the overall family framework in which the problem necessitating the intervention of the social worker arises and of the personal situation of each member of the family and his problem. That is not to say that the family social worker deals with all these problems alone. But she does bring into play all the resources appropriate to achieve the optimum solution of these problems for the family and for each of its members. In the simplest cases, she can do most of the work herself. But if the case is more complicated, she may initiate a joint operation with other workers in the social field, whether professionally qualified or not... "

In several countries the majority of social workers are employed in " open " work, that is, they care for people who live in their own households and families, and not in hostels or institutions. Further, stress is often laid on the fact that in principle the family can freely choose its welfare officer.

Home visiting and, increasingly, especially talks in consulting hours are important components of the work methods used here. Records of such talks and visits have to be kept. As well as the continual contact with the subject on the one side, the social worker has to maintain on the other side his contacts with the organisations and authorities which can be called upon for help. Before such resources can be used, however, there must be the appropriate objective examination of the state of affairs — comparable to the " diagnosis " in case-work.

In many countries individual help is the basis of all social work, even if the professional method of case-work may not be followed. The help given must be appropriate to the personality and needs of the subject. This help in the first instance takes the form of assisting the individual or group to secure an improvement of social functioning, and not simply of providing for material needs.

These elements of the traditional method are useful in every country, and they are the same whether the social worker is employed by a public authority or is engaged in private work.

6. Functions

The functions of social workers are very diverse and may vary according to the agencies employing them.

These functions can be classified in various ways, but the Belgian reply gives a good summing-up of the usual situation when it states that social work has progressively fulfilled the following four functions :

1. a palliative function : assistance to relieve the distress of individuals and families in temporary or long-standing difficulty for any reason (aid in the form of money or in kind, moral assistance, care for the indigent etc.) ;

2. a curative function : assistance to enable such individuals or families in distress to lead a normal and independent life (medico-social services, rehabilitation services for mentally or physically handicapped persons, prison welfare services, the various services for neglected children and young people etc.) ;

3. a preventive function : aid through research and various sociological studies aimed at devising means of preventing social ills ;

4. a constructive function : the attempt to promote social progress by raising the living standards of limited categories or large classes of people by means of collective schemes of education and action.

A further function is that of co-ordination, which is needed to ensure the efficiency of services responsible for increasingly specialised tasks.

It is interesting to study the changing pattern of functions, which goes with the opening up of new fields of activity.

For instance, while certain countries such as the Federal Republic of Germany have longer experience in industrial social work, four countries point out the progress which has been achieved in this field over the last few years. To give a description of the functions of a social worker in industry from the Netherlands :

> " ... the general aim of the social worker is to encourage companies to discharge their obligations towards their employees in such a manner that, in their particular working community, the latter are done full justice to as human beings, and to ensure that they do not encounter there any obstacles to the development of their personalities outside their work. Naturally this should be done with due regard for the companies' limited function in the community... "

Progress has been slowest in community organisation, which is frequently still at the experimental stage. This work is carried out in rural areas, in order to help country-dwellers adjust to new living conditions, and in the cities, especially in the large residential areas. It is interesting to note, for example, that in the Federal Republic of Germany the establishment of a factory employing 12,000 people — which meant regrouping three villages into an industrial township — was carried out in close liaison with students at a school of social work. This type of social work is highly developed in the Netherlands where, for some time, great importance has been attached to the social aspects of regional development. Some reports also mention recent developments in work with more limited groups, such as helping migrant workers to adjust to their new living conditions, or the expanding services for old people.

The main function of social workers in this type of service is to provide leadership. They encourage local people to co-operate in determining the needs of the community and setting up the group and activities needed to meet them.

Moreover, new points of view develop naturally in the case of the social worker who occupies an independent position and whose tasks may consist largely in providing information, advising, organising and stimulating activities.

These social workers must of course be fully versed in modern professional methods.

7. Modern professional methods

To these traditionally developed techniques of social work can now be added the scientifically based methods of case-work, group work and community organisation, which were developed in the United States and brought to Europe after the second world war. These methods are now used in many countries. However, their use differs in extent and in the professional level achieved, and in some countries there is still no regular training for them. (This question will be raised again later.) This particularly applies to the two last-mentioned methods : in one report it is stated that no worker has been professionally trained for group work or community social service.

In some countries the private services use the modern methods and report a growing appreciation and trust in them and in the possibilities of their application. In this, they are ahead of the public services.

Case-work is more universally accepted and practised than the other two methods, particularly in those countries which already had a traditionally developed conception of social work as individual help. In many countries, however, there is a certain reluctance. They claim that these methods are not, as they stand, applicable to them, even where individual help was previously looked upon as a basis for social work. Sociological and economic factors play a part in this attitude.

Group work is used as a method of work in many countries, either taken in the traditional meaning as group work in youth centres and institutions, or in the modern meaning as a professional method. The modern method is gaining ground very slowly and particularly in certain fields of work. In general use in the mental health services, it is practised increasingly in youth services, groups of mothers, groups of neglected and maladjusted children, probation, youth clubs, discharged psychiatric patients. Thus, the method is accepted in some of the classical fields of social work. However, in at least one country, it is also applied in some more specialised fields : in work concerning social adjustment of maladjusted families ; in re-education of problem families which were grouped either naturally or for the purpose ; in co-ordinating the activities of local organisations engaged in this work ; in work concerning refugees, foreign workers, internal migrants, and the homeless ; and in socio-psychological help for homeless persons housed in institutions.

Community organisation, the third professional method, is at present used in only three countries. In two of them it is used for planning and organisation of new towns and settlements. Only in one country is there a considerable number of social workers acquainted with the method. As social planning is one of the main elements of community organisation, it is used there by social councils and by provincial development bodies. Their work consists mainly of so-called self-survey projects and promotion of the activities of the local associations already in existence. It should be noted here that the social workers did not receive a specific training for this method. In one other country it is likewise mentioned that there is no training in this method, though social planning has been introduced in the curricula of schools of social work.

Thus, the question of the application of the new methods appears to depend almost solely on the question of training, and the reports show a unanimous desire to improve the instruction in these three methods, especially the last two, which are the least developed.

It is also of interest to note that in most countries, but especially in those where the new techniques have gained the most ground, thought is being given to the possibilities of combining and adapting various methods. This will make it possible to appreciate certain situations in a new light.

8. Social research

As can be seen from recent literature, larger or smaller research projects are being carried out in every European country in the field of social work and in all fields related to the physical and emotional life of human beings. Professional people in social welfare and the related fields — law, medicine, sociology, psychology — are continuously spreading new knowledge in professional magazines, surveys and reports.

This, however, does not mean that the social worker is called upon to take part in such research, either alone or in collaboration with sociologists, doctors and lawyers. As a rule, in many countries, his co-operation is rather restricted to collecting data or to other unspecified assistance. Only in very few countries is the help of the social worker brought into social research in a more professional manner. It is reported that in one country universities have used the help of social workers in certain research projects.

In some countries the social worker co-operates in research by indirect means, that is, through his professional organisations and councils of social workers. In some countries the social insurance organisations also carry out large research programmes in which the social workers take part. They evaluate their records which contain accounts of experiences and pools of information of a social nature, or they participate in planning and carrying out specially designed interviews of clients.

Naturally, co-operation of this sort is effective on both sides. It is effective in the interest of the client, as it promotes a better understanding of his social difficulties by going back to definite causes. But this co-operation helps the social worker himself to see his problems more clearly and to examine them more closely and in a more objective way. Thus, he can come to know more distinctly the connection between cause, effect and possibilities of help to the client. Such work in the end gives valuable results for the country's social policy, and this is acknowledged in some countries. At least three countries have, for these reasons, taken up research as one of the subjects in the curricula of their schools, thus systematically training their social workers for participation in research work. It is stated in the French report that :

> " ... since then, as is shown by the work referred to above, social scientists, researchers and workers have learned to know their respective functions better and have devised new possibilities of working together. Certain social scientists ... are becoming increasingly interested in ways of using social workers and their knowledge in the field of research... "

Thus, on the subject of research, different countries present a varied picture. There are those in which active co-operation between social research and social work is a matter of course and, at the other extreme, those where such co-operation has not yet even been thought of.

9. Social policy

The statements made concerning the co-operation of the social worker in the field of social policy and social planning are more positive than those concerning his participation in research. In many countries the co-operation of the social worker is considered to be valuable and is encouraged, so that often it is already the rule. Co-operation is mostly indirect, in so far as the social workers are members of professional organisations which have influence on the determination of social policy. Further, social workers may participate in teams or commissions whose task is to prepare and work out rules and regulations of social policy and social legislation.

Particularly relevant information on the method of co-operation of social workers in social policy and its importance can be found in the reports made by three countries :

— Federal Republic of Germany :

> " ... social workers, and particularly the members of professional and industrial associations, constantly help to shape their work, notably by developing new methods and techniques. The problems of social work are discussed at conferences and annual meetings and in the journals of the professional associations. Expert opinions are submitted if so requested to the Governments... "

— France :

> " In the wider field of the orientation of the social policy of the institutions, social workers act either on their own initiative, through reports and approaches to the departments concerned, or more officially, through statutory membership of the boards and committees of those institutions, either as active members or as technical advisers.
>
> They play a similar part in framing the social policy of the public authorities and the State. Suffice it to note that the relevant laws or regulations provide that social workers shall attend, either as experts or as representatives of their professional organisations, bodies such as the *Conseil supérieur de Service social,* the *Conseil supérieur de l'Entraide sociale,* the *Comités départementaux de Coordination des Services sociaux* and the Social Committee of the *Conseil Economique.* "

— United Kingdom :

> " ... social workers play a part in drawing attention to need and in advising on the social implications of particular problems or situations . . . the voluntary services make a particular contribution in experimenting to meet new needs in providing service for which there is as yet no statutory provision... "

The last indications regarding the possibilities for the social worker in social policy seem very interesting. This statement may apply to many countries, even where this form of participation in social policy is not expressly reported.

10. Collaboration and co-ordination

As many national reports deal with these two subjects together, the information supplied has been assembled here under one head.

Collaboration can be established either legally or on a case-per-case basis, at the initiative of the social worker, independently from any regulations. On the one hand, it can be collaboration between workers of the same organisation or from different organisations in special cases, or groups of cases. On the other hand, it can be understood as collaboration between the social worker and the Authorities, such as administrative services, public health services, guardianship authority and others. It may finally be collaboration with other categories of social workers or people from other nearly related professions whose help in particular cases is called upon, such as teachers, doctors, ministers of the church, psychologists and others.

The social worker can be a member of a team with firmly established rules of collaboration, as is often the case in child guidance work. Where he is not a member of a team, he can be called upon regularly or occasionally to take part in discussions of cases or more general discussions of policy. The general extent of co-operation depends, of course, on the methods used, on the respective functions of the social worker, and above all, his status, as will be shown later.

It usually comes from the initiative of the individual social worker, and develops logically and necessarily from the nature of the work and individual case. No difficulties exist in any country over the institution of collaboration. In several countries collaboration is reported as good and effective as it stands, and is developing steadily and positively. Collaboration with doctors, teachers, lawyers and similar professions, however, only gradually develops with growing understanding from the related professions.

In at least one country, the Ministry of Social Work has paid special attention to the question of collaboration, and, in consultation with both private bodies and local government, has attempted to find organisational forms conducive to collaboration.

With regard to the Netherlands it has been remarked that collaboration makes it financially possible for organisations to give their social workers the opportunity to consult specialists and to work with them in teams where necessary.

Regarding co-ordination in the field of social service the situation is somewhat different. Co-ordination can be defined as co-operative work, not between individual social workers of the same or of different organisations but as co-operation between social work organisations active in the same or different fields of work. Instances of such co-ordination include legal rules settling in particular priorities of obligation or, as another example, various forms of councils. These councils can be organised on government or communal lines. They can be also organised between public and private agencies, or by private organisations only.

In many countries such official rulings exist. In at least five countries the ruling for co-ordination is very detailed. In one country (France), the whole social welfare field was re-organised in 1950 by a law on co-ordination which had been prepared as early as 1946. The report from France on this law and its effects, as well as the details of its origin, are very interesting. They cannot be included here as they are very detailed, regarding the requirements of the development of the social service. It should be mentioned, however, that in connection with the preparation and enforcement of

this law, a complete overhaul — *recensement des services* — of the country's whole social service was undertaken, which led to interesting and, in part, unexpected results. It is quite openly stated that as well as great advantages the introduction and application of the law also entails considerable difficulties in certain respects.

In at least two countries there exist official procedures for the working relationship between public and private social service organisations. They deal mainly with the order of priority in which the compulsory work should be undertaken, and the responsible body. The question is answered in different ways : either there is priority of private over public bodies or a priority of public over private. Concerning this point we quote from Austria : ... " The public welfare organisation has, as opposed to the private, the priority. This means that public bodies have — regardless of assistance by private organisations — to provide for the client in the first place. Private social services are not hindered from giving assistance in addition to the achievements of public welfare organisation... ".

11. Participation in international, and particularly European, bodies and conferences

In every country since the second world war, efforts towards a united Europe have been undertaken in the social work field. Particular mention should be made of the European Social Charter, which was signed by almost all the Council of Europe member countries and entered into force in February 1965. Further, there are the international agreements on social security (bilateral and multilateral) and the international agreements on social assistance between European countries, concluded since 1952. They involve, of course, direct contact between social services of the countries concerned. Through the International Conference of Social Work, the European countries of the Nordic Council have achieved a very advanced degree of co-operation, for organisations have their international Councils.

Of great consequence is the tendency to take part in the international training facilities which the social workers of every European country make use of. The considerable possibilities of training offered by study groups, seminars, and international exchange programmes are used by social workers of every country. The member countries share in the organisation of social work at international level. The professional they organise joint higher education courses for social workers of the five countries.

Mention should also be made of the UN Technical Assistance Programme, the UN Social Welfare Fellowship, the Council of Europe's fellowship scheme for the benefit of social personnel, the Exchange Programme of the European Economic Community and various regular or less regular international congresses such as the International Conference of Social Work. About the value of such international meetings or exchanges there is no doubt, for example, it is thanks to two UN seminars (to which many countries submitted case records as teaching material) that the knowledge of modern methods of social work was spread to every represented country.

Just as important as the professional instruction of participants is the personal contact and broadening of experience which is looked for from social workers of all countries.

In several countries the employers of social workers are quite prepared to give their employees the necessary free time to enable them to take part in such international meetings. In several countries, also, the State facilitates participation and attendance in seminars and conferences by assistance with travel expenses and *per diem* allowances.

⁂

To close the chapter concerning the role of the social worker, his functions and methods of work, it must be said that even today in every European country, traditional historical developments may be traced which began everywhere through private initiative. The functions of the social worker are many-sided in every country, covering a great number of classical fields of work which are similar in all the countries under consideration, with some new fields of work developing in individual countries. After the second world war, the traditional working methods and techniques came up against new methods which have not yet penetrated evenly through the countries because their use encounters either basic or technical difficulties. The use of the social worker for research and social policy is spreading very slowly. The problem of collaboration and co-operation is generally governed, if not by law, then by regulations adopted by the organisations, and to the benefit of the clients. Everywhere there is great interest in training possibilities arising out of international co-operation.

II

TRAINING OF SOCIAL WORKERS

The purpose of training is " to produce social workers who are intellectually and technically prepared and personally qualified to perform such social welfare programmes as the country concerned has established to promote social and economic well-being " (Sec. Int. Survey, UN Publ., Sales No. 1955 IV 9). It is apparent therefore that training is a crucial question in all countries, and in many reports this subject understandably has been treated extensively.

A comparative study based on statements concerning the existing training situation in various countries raises a number of problems, as training for social work cannot be studied out of its context. One finds that regulations, administrative and financial organisation, and even statistical data, can only be understood against the whole background of the educational system in which the social training institutions concerned have their place. They are conditioned by the existing legal, social and economic situation. On the other side the training system is much influenced by the various duties and functions of social workers already discussed above.

It is once again the intention to bring out similarities among member countries. Where general statements could only tend to blur distinctive features, however, it will be necessary to select examples to demonstrate the wide actual range of possibilities.

1. Brief description

Who began the first training for social work and when ? In their answers to this question of the history of training, countries fall quite neatly into three groups :

A. The first group comprises nine countries : Austria, Belgium, Denmark, the Federal Republic of Germany, France, the Netherlands, Norway, Sweden and Switzerland. In this group the first social service schools developed at the turn of the century. There the initiative was taken by some outstanding women, such as Ilse Arlt in Austria, Alice Salomon in Germany, and others. Initiative was also taken by Councils of Women, as in Norway and in Switzerland. These pioneers felt the necessity of putting on a solid professional basis all the humanitarian and philanthropic efforts which until then had covered the field in an amateur fashion.

Schools of social work were in quick succession established in these nine countries before the first world war and then, after a long interval, in the twenties and thirties. In all countries these schools offer the training of technical schools. (In French *Enseignement technique supérieur,* and in German *Höhere Fachschule.)*

They have well-defined curricula of studies and are established as autonomous

institutions whose sole purpose is to train social workers : they are not connected with other schools or training institutions.

In some countries, however, the school of social work has the additional function of training staff for local authority administration, because of the close and traditionally established connection in these countries between local administration and social service. In another country the institutes have recently started training people for personnel administration and socio-cultural work in addition to social service. Their task has thus become more extensive.

In the Netherlands, on the other hand, there is now a tendency to complete separation in staff training between administration and social service.

In one country the first year curriculum is the same for trainee social workers and student-nurses.

In every other country of this group the schools are purely concerned with training for social work.

B. In the second group of countries, that is in the United Kingdom and Ireland, the origin of the training institutes was different. The development of training for social work should be seen in the context of the whole educational system, for there are many differences in structure, organisation and curricula between the universities of these countries and those of continental Europe. They explain why social work training was originally given in the universities which offered " social studies ".

In the United Kingdom, social work training takes place in the universities, and since 1962 in colleges of further education :

— in the universities, the students take a degree, certificate or diploma in social science, followed by one year's professional training in applied social sciences, or by specialisation in a branch of social work — psychiatric social work, for instance ;

— in colleges of further education, they usually follow a two-year course of integrated theory and practice.

There are many variations of these two main systems, which are too numerous to be listed here.

In Ireland, social science studies were begun in University College, Dublin, about the same time as in continental Europe, i.e. around 1933-34. But there were no courses of professional training, with the result that students who wished to become social workers completed their training in the United Kingdom or the United States. Post-graduate professional training courses started in University College, Dublin, in October 1967.

Although Italy certainly does not belong to this group, it should be noted here that a " University Centre of Social Service " has been set up under the wing of the Faculty of Political Science at Padua, where graduates in various subjects can study for a specialised diploma in social work.

One thing is common to nearly all the countries in both groups : training was not originally of a general nature as we accept that term today. Generally, the tendency in all countries was for each branch of social work as it developed to consider training requirements for that service alone, and in isolation from any other. Social workers therefore used to have in the main a specialised training directed towards the setting in which they worked. Only during the last twenty years or so has the body of knowledge common to all social work become generally recognised and found expression in

the modification and, in fact, the creation of curricula. Training is now intended to fit social workers for work in any of the special settings. It is only in Austria that this has not occurred : from the beginning a single form of instruction has been given, enabling all social workers to operate in any branch of social service.

C. In three countries, social work training was first instituted only after the second world war ; it was modelled on that of other countries, and owes much to aid in the form of study grants abroad.

In one of these countries, Turkey, it was in 1961 that the first school of social work was founded (it is still the only one) : the Academy of Social Sciences in Ankara, which is an establishment of higher education. The system of training at university level was probably advocated because until then the Turkish social workers, who had a large share in the foundation of the Academy, had been trained either in the United Kingdom or in the United States. It is also likely, however, that this approach was adopted in order to ensure a standing for social workers which would make the profession attractive and prevent social workers from being relegated to second-rate positions.

In the other two countries of this group — Italy and Greece — schools of social service were set up.

In Italy, the initiative towards starting such schools, planning curricula and framing regulations came from international sources. Because of this singular occurrence, which shows interesting aspects of international co-operation, the Italian report is quoted here :

> " While the AAI (Administration for Italian and International Welfare Activities) long-term financial support plan was still in operation, the year 1950 marks the beginning of a period in which technical and professional standards were established particularly under the stimulus of the UN general technical assistance programme and the UN special programme for Europe, both administered in Italy by AAI... The first of these Programmes gave directors and teachers from the schools of social work opportunities for observation and study abroad, above all in the English speaking countries where the schools have longer experience and older traditions... It also enabled AAI to organise two long-term missions of UN experts in social work teaching, and so lay the first foundations for teaching programmes in case work and groups work. The contribution of UNO to the teaching of community social work came later, and this deliberately, in view of the complexity of the subject and the method of approach which was still in the experimental phase. In 1958 a UN seminar was held in Italy on ' Social Research and Community Development in the European Problem Areas '. This example might usefully be examined a little more in order to show the problems which arise when the impetus comes from outside the country : ...' The Anglo-Saxon imprint given to the first foundations of teaching programmes, of social work methodology, which was inevitable because of the lack of previous Italian experience, has called for a gradual process of adaptation of the techniques of social work to the Italian cultural and structural situation... '. "

There is one general characteristic common to all countries, whether their training was instituted before the first world war or between the wars, whether the schools are individual institutions or are connected to existing universities, whether they

specialise in a particular branch of social service or whether they give a general professional training : it is that very recently and in some countries at the moment, the existing bases of social work training were and are undergoing revision.

Many of the questions of function, role and status of the social worker are dependent on the quality and purposefulness of his training. Therefore, the form and content of this training merit our particular attention.

Before dealing with these points, we give some figures on numbers of schools, students (generally 1964-65) and diplomas awarded annually (generally 1965).

Country	*Number of schools*	*Number of students (per academic year)*	*Number of diplomas awarded*
Austria	5	88	19
Belgium	22	2,048	416
Denmark	1 (2 sect.)	334	73
Federal Republic of Germany	46	4,300	950
France	49	2,430	686
Greece	4	270	52
Italy	50		700
Netherlands [1]	15	2,000	230
Norway	3	322	105
Sweden	4	2,000	300
Switzerland [1]	7	367	144
Turkey	1	122	28
United Kingdom			815

1. Excluding establishments offering only part-time training.

It is not possible to give figures for the United Kingdom because of its system of training. In fact, most universities run courses in the social sciences, and about twenty offer the year of professional training already referred to. There are also some twenty colleges of training in social work.

Ireland is not included in the table because full training was not offered until 1967. However it is interesting to note that about 200 students followed the courses in social sciences offered in the two universities at Dublin. Though they received no professional training for social service they were given an introduction to the theory and practice of it, and the diplomas awarded qualified their holders for the posts mentioned above.

Social workers in Luxembourg usually train at Belgian or French schools for social work, and obtain a diploma under the grand-ducal decree of 16th July 1935. Social workers in Malta are frequently trained in the United Kingdom.

In the case of France, it is of interest to note that the number of students, which was 2,430 on 1st January 1965, rose to 2,950 on 1st January 1966 and to 3,250 on 1st January 1967. The number of diplomas awarded will show a similar increase after a time-lag of three years, the study period.

2. Regulations

The question of training regulations or of any legislation connected with it is closely bound up with the way the State looks on social service. It was mentioned earlier that the roots of organised training for social work go back to private initiative in nearly every country. It is clearly quite a step from the time of the first schools, around 1905, to the years after 1950, when the State took a growing interest in the organisation of the social worker's training. In the three countries in which social training has achieved professional status only after the second world war, this was brought about almost exclusively by the State. Today this State initiative is to be noted wherever training has been or is being reorganised. This does not mean that the State controls the schools. In at least two countries, however, modern schools were established on government initiative and with State subvention during the last few years. On the whole, where training is not connected with the universities, there are State or communal schools, as well as a large number of schools run by private welfare organisations. Schools may also be attached to large social institutions sponsored by local government authorities or by private agencies.

In the majority of countries, the basis of training is established in the form of laws which govern the school and education systems, conditions of entry to the different schools, methods and means of training, and the award of diplomas.

This legislation is frequently amplified by Ministerial circulars or decrees. This has brought about some degree of uniformity as regards the appointment of teaching staff, the selection of students, the length of training and the curricula, points which will be reverted to later.

In a few countries, however, no regulations have been made, that is, no statutory rules for training. But even there, there exist *de facto,* definite fundamental rules for which the professionals, responsible for social work training, must answer. These groups have worked out the present rules for themselves. They are not set out as laws and statutes, but are determined by the policies, selection procedures and curricula of the schools.

In one country where there are no particular regulations, they maintain that :

> " ...this lack of regulations has had an influence on the remarkable growth in the number of schools and equally on their considerable variation in teaching and organisation ".

It is supposed that other countries can also draw the conclusion that the existence of regulations for training subscribes to the making of a clearer and more legalised status of the social worker.

3. Administrative organisation

The same applies here as has been said before : the form of administration of the schools is completely dependent upon the country's legal system. When comparisons are made, one finds that many of the schools are organised as associations or foundations, in whatever legal sense this is interpreted by national legislation. They are — unless State or communal institutions — non-governmental organisations in the field of social welfare. They have their own administration and are under the direction of

a board or council. The form of this council is again dependent upon the respective school bodies. One may take as a rule for many countries that representatives of government departments are included in the council as well as representatives of the municipal administration or of the university of the area. In almost every country every school's council has, apart from its official members, other members from the general field of social work. In many countries, members of the large social agencies are board members of the schools whose teachers and directors are, in their turn, in the service or on the board of the social agencies. The many-sided connections between the training and the practical work in the field are at this point very significant.

Following modern conceptions of relations between the State and private institutions in this field, it is recorded that in several countries, although the State takes a considerable interest in social work training, the institutions which undertake training enjoy great freedom in planning and organising their work.

The schools are located in the cities of every country. The first foundations, at the beginning of this century, were in the large cities : Vienna, Zurich, Berlin, Paris, Amsterdam and Copenhagen. The relationship to the conclusions made earlier can be seen, i.e. that the geographical distribution of work over a country is not balanced and cannot be so in the case of training schools, for obvious reasons.

4. Financial organisation

The considerable and ever-growing State interest in social workers' training shows itself particularly in the part it plays in finance. This can be effected in several ways : through direct subsidy by means of study grants or maintenance grants for students, or through making tuition free. All three possibilities are made use of in almost every country.

In many countries, financial subsidies are given, either by the Government, or by local government or municipal authorities, according to the organisation responsible for the school. Some countries report that the State is responsible for a certain amount of the cost (roughly 70 %), while the remainder is met by the municipality or city in which the school was established. This may also be the case for schools run by private organisations, but usually their position is different.

Where the schools are connected with universities, the financing of training is completely dependent upon whether it is a State university or, as in Britain, an independent body obtaining its finances from central funds through a university grants committee.

In many countries tuition is free, and a large percentage of students receive education maintenance grants from public funds. This is so in at least six countries. In Turkey, grants are made to all students.

5. Organisation of instruction

After considering historical development, regulations, statistical data and administrative and financial organisation one has to consider the organisation of instruction in its various aspects.

A. *Directors and teaching staff*

In most countries, the directors of schools of social work are university graduates, and in some countries the teachers are also required to have university qualifications.

Generally, however, a distinction should be made between those teaching theoretical subjects and those concerned with practical training. The former are nearly always university teaching staff giving lectures at the school of social work on a part-time basis. It is felt, however, that they should have experience of social work, if only in a particular branch. The teachers giving the practical training are often social workers, either active in the profession and coming to the school on a part-time basis or members of the permanent staff of the school.

It should be noted that some countries try to attract social workers to teaching. In Denmark, for example, a special course (about 50 hours) is being held in September 1966 to train some twelve experienced social workers for teaching.

The complaint is made in several reports that many teachers in schools of social work are leaving for financial reasons, preferring to take up other work or to teach in the universities.

Every country stresses the need for collaboration among the teaching staff, and especially for close co-operation with supervisors of field work.

B. *Entrance to training establishments*

The *entrance age*, in most member countries, varies between seventeen and twenty-one years, seventeen being the minimum age in only one country. In many countries twenty-one is stipulated as the entrance age. Where a maximum age limit is set, it is, with one exception, thirty-five years of age.

In every country the opportunities are equal for men and women, but traditionally there are always fewer men than women. However, whenever it is specified, the number of men is increasing.

Similar entry requirements are stipulated in most countries, whether training is provided in schools of social work or at university level. Candidates must hold the secondary school leaving certificate or some diploma or certificate considered equivalent for the purpose. In some countries, however, candidates who fulfil all other requirements (age etc.) may be accepted after passing an aptitude examination.

At least two countries accept students who have not had a secondary education, but they require that these candidates should have continued their education beyond the school leaving age and should have worked in some occupation for at least two years.

In two countries, applicants, apart from a secondary education certificate, must be able to show that they have had office experience. This means they must have a basic knowledge of typing, shorthand and book-keeping. Another country requires knowledge of domestic science.

Such requirements show that in these countries the functions of social workers will be different from those in others.

The personal qualities of the applicant are regarded as extremely important in every country. Some countries state in the entry regulations that the applicant must possess the personal characteristics necessary to work with people. Normal maturity

is regarded as a minimum requirement, taking into consideration the age, training and experience of the applicant.

C. *Examples*

Reference has already been made to the characteristic features of the education systems in various countries, and these are described in greater detail in the following long extracts from national reports :

(i) *United Kingdom*

There are now two main methods of training for social work :

Full-time courses in universities

This training consists of a basic academic course in social science leading to a degree diploma or certificate (sometimes called pre-professional courses), followed by a year's (in some cases 16 months) course of professional training leading to a qualification in medical or psychiatric social work, child care, probation, or family case-work. Young students with university entrance qualification usually qualify by this means. There are some special courses for students who are already graduates in other subjects. Practical work is an essential part of the professional training. Most universities in the United Kingdom provide basic social science courses, and about twenty provide courses of professional training of one kind or another.

Full-time courses in colleges of further education

This training normally consists of a two-year course of integrated theory and practice. Some courses are approved by the Council for Training in Social Work (about twenty at the present time) for students wishing to work in the local authority health and welfare services. The minimum age for entry is nineteen and educational entry requirements are lower than those for universities but are of good standard. Older students with experience in the social services may be admitted without the usual entry requirements. Other courses for mature students aged twenty-five or over, with experience, are approved by the Central Training Council in Child Care for work in services for children.

There are one or two courses of equivalent standard to those described above run by other bodies, leading to the same professional qualifications.

This system is not above criticism. An attempt is being made to lessen specialisation in social work. The Working Party on Social Workers in Local Authority Health and Welfare Services (May 1959, HMSO 1959) recommended the establishment of a national council for social work training and a new general training in social work, leading to a national qualification, to be available outside the universities. The courses of professional training provided in the universities and one or two other courses of comparable standard would continue to provide students with the highest qualifications.

(ii) *Austria*

The organisation of schools is " regulated by a new school organisation law of 25th July 1962, BGBl 98. School directors are expected to be graduates, who are

either themselves qualified social workers or who have had experience with social work. Administration and teaching are the director's main or only duties. The individual teachers should be professionals who continue in their special field as well as instructing in the school.

The students must be over eighteen years of age, physically fit, and must have passed an aptitude test. Holders of qualifications for higher education may be accepted of the two-year advanced course. People who do not hold such a certificate can qualify for entry if they prove they have done at least a period of two years' schooling in addition to elementary school, but must first attend a one-year preparatory course. "

(iii) *Federal Republic of Germany*

The training of social workers is carried out in " Social Service Colleges ". These are independent colleges *(Höhere Fachschulen)* unconnected with the universities. They admit holders of leaving certificates from a *Realschule* (short secondary education, making a total of ten year's schooling) as well as students who have received an equivalent education, who however must undergo an examination. Candidates must have had at least two years' training for some occupation or three years' employment. Only the holders of certificates of full secondary education *Abitur,* which qualify for higher education are exempt from preliminary professional training.

Training for social work lasts four years: three years of theoretical and practical instruction (two years theory concurrently with one year's field work) followed by one year of uninterrupted supervised field work. After the three years students sit for an examination for the State diploma; at the end of the fourth year they receive the official licence. They may then, subject to certain conditions, pursue professional studies at a university.

Twenty-four schools admit students of both sexes. Fifteen accept only women and seven are for men only. Thirty per cent of the total students are men.

In most of the *Länder* tuition is free. Other costs of training (board and lodging) are met by the students themselves, many of whom (about 40 %) receive educational grants from public funds.

The Director and the full-time teachers (whose number varies from three to eight) must have a university degree (in education, psychology, sociology, political economy or law). Training in or experience of social work is desirable. Supervisors must have training in social work and have attended advanced courses in the various methods.

(iv) *France*

There has been statutory provision for the training of social workers since the decree of 12th January 1932, which instituted the State diploma. The Act of 8th April 1946 made the State diploma a necessary qualification for the exercise of the profession.

There are 49 colleges, of which 15 are in or near Paris. Most are private, but a few are public and come under local authorities. Some have close links with universities.

In order to be eligible for grants from the State or from local authorities, the colleges must be approved by the Ministry of Social Affairs.

Grants for students are available from the State and local authorities and from private bodies. The award of a grant is always tied to a commitment of service in exchange. Under its social advancement policy the State may award loss-of-salary compensation to persons of at least twenty-two years of age who can show that they have been professionally employed for at least four years.

The entry requirement is the secondary school certificate *Baccalauréat* ; candidates not holding that qualification must pass a general examination at the same level, and certain colleges also hold psycho-technical tests.

The course lasts three years, and includes the teaching of theory, practical training and field work.

At the end of the course students take the examination for the State diploma.

Candidates not holding the *Baccalauréat* [1] must be at least twenty years of age on 1st January of the year in which they take the examination, which includes two written papers, three practical tests and six orals. Candidates may be eliminated on each group of tests.

Under the decree of 15th May 1962, it is possible to run a variety of courses which lead to the State diploma ; for instance, a syllabus preparing for social service in the developing countries has been instituted.

Staff in the colleges included the principals, instructresses in charge of practical training in the college and during field work, and lecturers, many of whom are unversity dons.

There is no statutory regulation of the training of senior staff for the colleges and social services nor for the lecturers in social work. It is provided on a full or part-time basis by the *Institut de Service Social* at Montrouge, or, for those in employment, by the *Comité d'Entente des Ecoles de service social* and a number of colleges in Paris and the provinces.

(v) *Italy*

The duration of studies is three years. The personnel of the schools is substantially divided into two principal categories. The first comprises regular full-time and part-time staff appointed on the basis of a work contract. The second consists of teachers whose relationship is that of part-time teachers, and who are paid in accordance with the number of lectures actually delivered. The first category includes directors, vice-directors, many teachers of professional subjects, monitors and tutors.

Many of them are qualified social workers. Teachers of professional subjects and monitors are required to have experience of professional practice and adequate capacity for teaching, in addition to the social worker's diploma.

The functions of monitors correspond to those carried out in other educational systems by lecturers with tuitional duties and by teachers of professional practice. The monitors form part of the directing team of the school and, together with the director, they ensure continuity and uniformity of teaching. They guide the students through the process of learning and integration of theory and practice, and they direct

(1) There is no age limit for those who have their *Baccalauréat.*

the practical training of the students in collaboration with the supervisors of the welfare agencies.

The second category of personnel contains almost all the teachers of subjects other than those dealing with professional methods and they generally amount in number to about twenty to twenty-five per school. A high percentage of them are university lecturers. Some come from the operational parts of social work where they hold executive posts...

The minimum age requirement for admission of students is generally eighteen years, and some schools do not admit students over thirty. The majority of students have passed the secondary education leaving examination, but they do, however, include some university graduates in literature, law and political science. Admission opportunities are equal for men and women, though women are in the majority.

The selection of students constitutes one of the most serious tasks for the schools. It is unanimously considered to be an indispensable means of evaluating the effective potential of the prospective student hoping to undertake a new profession requiring specific human qualities as well as a general training and an intellectual capacity. Admission to the schools is, therefore, dependent upon a process of selection carried out by various means (written examination, aptitude test, interview).

(vi) *Sweden*

The primary purpose of the four Schools of Social Work and Public Administrations is " to provide professional education at university level for social work under governmental or non-governmental auspices in communes or county councils, in welfare work in industry, and for administrative positions, mainly welfare work in industry, and for administrative positions, mainly in local government. A secondary purpose is to give training in social sciences and administration to interested persons such as doctors, teachers, clergymen, journalists, trade union officials etc. in fields closely related to social welfare. Graduates of the social work sections are employed as social welfare officers, public assistance consultants, probation officers, medical and psychiatric social workers, directors and assistants in institutions for delinquent youth, labour exchange employees, and personnel welfare consultants in industry. "

(vii) *Switzerland*

The principals of the schools are persons who have a university degree (a B.A. or Ph. D. either in law, psychology, sociology, economics or education). In one school only, the principal also holds a diploma in social science. The number of instructors, who are fully qualified women social workers, varies proportionally with the number of students in each school. Exceptionally, one school has two male instructors on the staff, one being a doctor in psychology, the other a doctor of education. In addition to their normal duties, they give lectures (2 to 6 hours per week).

The teachers are persons professionally engaged in social work : physicians, psychologists, lawyers. Some of them are also university lecturers. Their teaching in schools of social work does not exceed 4 hours per week during one or more semesters.

The students are mainly women, although the number of men is tending to increase. But at present, the latter only represent on average some 10 to 20 % of students, this figure varying from one school to another. In addition to the entrance

requirements stipulated in the basic curriculum, some schools require candidates who have not passed the higher secondary school certificate to take an entrance examination.

Currently, there is more and more democratisation of higher education in Switzerland and there are growing possibilities of obtaining grants, either from private institutions or from public funds.

D. *Curricula*

(a) *Length*

In all the countries with training at schools of social work, the period of training has everywhere been progressively lengthened. At the moment in most of them it takes three years, in two countries four years, and in only one country two and a half years. However, in this country it is stipulated that a year's practical work with a welfare or social service body should be completed before the beginning of the theoretical training. Thus the minimum training period is three years.

(b) *Establishment of curricula*

The UN Third Survey selects in Part III, " The Content of Training for Social Service ", a classification of the subject matter based on knowledge about Man and his various relationships to his environment and to the society of which he forms a part. The curriculum is divided as follows :

— The study of man :

physical development and functions, including
biological factors ;
intellectual and affective development and functions ;
man's spiritual and social nature.

— The study of society :

organisation of the State ;
economics ;
sociology ;
social psychology and anthropology ;
social cohesion and social disintegration ;
social research ;
administration.

— Social work methods and related subjects :

general considerations ;
case-work ;
group work ;
community organisation and administration.

The following principle is used as a starting point : that Man will be studied under three aspects of his total being, namely his physical growth and functioning, including biological factors, his intellectual and emotional growth and functioning, his social and spiritual nature.

All countries whose reports are available have based their curricula on modes of approach similar to those formulated in the UN Survey. It may even be assumed

that, where the curricula were reviewed or newly set out within the last six years, the classifications of the UN Survey were taken into consideration. One country makes express mention of this fact.

Where curricula are subject to regulations, these are usually drawn up by the authorities acting in conjunction with the schools of social work.

In France, for example, the Ministry of Social Affairs drafts the Ministerial orders after consulting the *Conseil Supérieur de Service Social,* and in Belgium Ministerial decisions are based on proposals by the *Conseil Supérieur de l'Enseignement du Service Social.* It is of interest to note that in Greece there is a commission on curricula comprising a senior official from the Ministry of Education, one from the Ministry of Social Welfare, three teachers from the largest school of social work (each representing a different method of social work), a representative of the professional council of social workers (who is nominated by the administrative board of the council) and two fully trained social workers from a welfare agency.

In only one country the drafting of curricula for schools of social work is exclusively the task of a council of schools of social work. In all the remaining countries the drafting of the plans follows the example quoted above, subject to whatever variations might result from the legislative and administrative structure.

The content of these regulations on the curricula varies ; in some cases they establish the broad lines by naming the subjects to be taught and the standards to be reached, while in others they almost fix the time-table by stipulating the number of hours to be devoted to each subject. The latter method makes for a desirable uniformity in training, but has the disadvantage of hindering experiment. Other countries have therefore chosen a middle way : a common basis is defined, but school directors are allowed a fairly wide latitude as regards optional subjects. This also applied to field work, which in some cases is subject to regulations and in others is organised freely by the teaching staff.

In all countries it is felt that in recent years, especially since the second world war, the social profession has increased considerably in importance and that an ever-growing number of well-trained workers is needed for new and constantly changing tasks. New scientific experimentation in medicine, psychology, sociology and educational theory has a deep influence upon the methods of social work. These facts have been taken into account in that the majority of countries are working upon the drafts of new curricula or have drawn up their curricula in their present valid form only within the last five years. The curricula should, of course, be in close accord with the changing social attitudes and patterns of welfare services.

(c) *Subjects taught*

Taking as a basis the classification of subjects given in the UN Survey, it can be said that the curricula of all countries include almost every one of the following subjects :

(*i*) Study of man — psychology, educational theory, hygiene, religion, social ethics ;

(*ii*) The environment of man and his social relationships — sociology, political science, law, economics ;

(*iii*) Means, institutions and methods of social and socio-educational aids — social legislation, youth welfare, youth legislation, public assistance, hygiene health service,

methods of social work, law, administration, arts and crafts, physical training and gymnastics.

So far all the countries conform in the scope of the curriculum and in the choice of the subjects taught. However, only the curricula taken individually can demonstrate how these subjects are distributed throughout the duration of the training, which of them are given more emphasis and attention, how much material must be incorporated and which subjects are prominent. The curricula in our possession show how differently this arrangement is dealt with in various countries ; they are appended.

It can be clearly seen that, as in other countries, the instructional emphasis lies for the first year on the theoretical subjects ; while in the second and third years practical questions, seminars and visits to social work organisations take up more and more time and subjects which tend to be practical are added to the theoretical instruction. Here begin these elements of field work which will be discussed later.

In at least one country half of the entire time-table is devoted to practical training.

(d) *Methods of instruction*

There is very little information about the methods of instruction in the schools of social work. However, several countries emphasise that the instruction should not only consist of lectures but should rather use more active methods such as discussions, seminars, group work and so on. These are much better suited to the aim of the training than lectures alone which give the student little opportunity for active participation. In several countries it is stressed that the time-table should leave the student sufficient free time for personal studies.

The curricula of several countries include observations about which tasks of personality training the schools must undertake and emphasise that it is not only a matter of imparting a certain amount of knowledge to the students, but also independence of thought and of decision. The schools must foster certain qualities such as tolerance, fairness, patience and discretion which are quite indispensable for work with people in conditions of distress.

In the report from France it is said that the majority of social workers guide their work by reference to the principle of respect for the individual they are helping, as well as to the principle of seeking to associate him in the solution of his own problems. The report adds that interviews have had a greater therapeutic value since social workers have had a better knowledge of how to conduct them.

Despite those individual distinctions which were demonstrated, it may be stated that the curricula in all countries are of a far-reaching uniformity in those subjects relating to the study of man and society.

E. *Instruction in social work methods*

(a) *Case-work*

The Third International Survey, UN 1958, gives the following definition of case-work :

" ... The case-work method is based upon study, diagnosis and treatment. This is the framework of order within which the process of case-work moves. The

process itself is the conscious development, direction and use of a relationship by the worker, in order that the client may be helped with some problem of social need. "

This method is included in all the curricula which it was possible to consider. It is not indicated whether " method " is in turn divided into three parts or in which relation to one another the parts stand. More exact details about the way in which these methods are taught were given by one country referring to the first two methods and by a second country about the instruction in case-work. The following is a quotation from the reports sent in by Switzerland, where 160 hours out a total of 1,200 are devoted to case-work.

" Basic curriculum for the training of social workers

Case-work methods

Principles

The student has :

1. to become familiar with certain methods applicable in social work (e.g. how to conduct interviews, write reports, analyse, evaluate and treat a case) ;

2. to apply in his professional work the knowledge gained from the study of other sciences such as psychology, sociology, hygiene, law, development and organisation of social service ;

3. to know how to approach social problems, to form an opinion and to implement the help deemed necessary. "

Subsequently, the different ways in which individual help can be given are taught. The report from Italy says in this connection :

" Instruction in professional methods (case-work, group work, community organisation) is considered fundamental and constitutes the essential objective of field-work. All other theoretical instruction must be aimed towards the professional subjects. In these subjects the schools follow very similar programmes and they make use of teaching material which is for the most part common to all... In the teaching of professional methods the subject-matter is obviously fuller and richer for case-work than for group work and community organisation, since the two latter are, in that order, subjects of more recent introduction into the schools of social work. "

Thus, the training in case-work is transferred above all to those hours allotted to field work.

Further mention might be made at this point that there are few statements about methods within the curricula and that case-work in particular is, in some countries, a subject of post-school training. This, however, has involved difficulties in the task of providing the necessary supervision for the instruction in post-school training. The question of supervision is not once touched upon by any country in the discussion of the curricula, although it has to be assumed that it exists. Moreover, almost nothing is said about what educational aids — books, case material and other teaching material — are made available. This question would be of particular interest. Regrettably, it is treated thoroughly by only one country.

(b) *Group work*

It was already made clear in the description of methods and techniques employed that group work is put into practice in only a few countries and even then only in special fields such as mental health services, youth services, work with mothers, work with maladjusted children, probation and marriage counselling. As to the details about bodies in which social workers are employed it seems that the private agencies are more interested in the actual application of these methods and that they offer wider scope for application.

In those countries where the group work method is practised it should also be a subject of instruction. However, there is hardly any reference to this in the curricula. The definition of the UN Third International Survey says :

> " The core of group work is the conscious and directed use of group relationships whether with ' interest ' or social groups or groups whose aim is to resolve their own or some community problem or educational groups or groups in institutional settings. "

The inter-play of these factors in the group are consciously exploited in order to achieve a result and every social worker should consequently be acquainted with them ; this fact is increasingly recognised in every country today. However, only two countries give information as to how this knowledge is conveyed through instruction. It can be assumed that practical knowledge of applying the methods is to a great extent already taught in a purely theoretical way in the so-called basic subjects (philosophy, law and sociology), and with case-work. (For the latter, the subjects of psychology, anthropology and sociology are intended as a theoretical foundation.) With regard to the form of instruction, a further quotation from the Swiss report may serve :

> " Group work methods.
>
> The social worker must :
>
> — understand the complexity of the life of a group and acquire a certain knowledge of group potentialities ;
>
> — be able to apply in his practical activities as group leader, the knowledge acquired in other sciences, such as sociology and psychology ;
>
> — be in possession of a method by which he can influence the individuals and the group according to the set aims. "
>
> In three countries there is practically no systematic training in group work.

(c) *Community organisation*

For the third method — community organisation — there are few references to the form of instruction. Some countries state, in the course of the enumeration of functions, that community organisation plays a certain part in the planning of new cities and as such is considered as a method with which the social workers must be acquainted.

The definition of the UN Third International Survey is as follows :

> " Community organisation is a process by which a social worker uses his insight and skill to help communities — geographical or functional — to identify and to work towards a solution of their problems. "

Several reports state that the attempt is now being made to give students a wider grounding in this subject, but that often it is possible only to introduce them to the methods and it is difficult to organise suitable field-work.

In the Netherlands all schools of social work teach the outlines of community service, but so far only one school has given specialised training in this sphere. In Norway, a report recently adopted by the *Storting* which is to serve as a guide for the future organisation of schools for social workers states that such workers must be able to co-ordinate and direct co-operation between their own departments and other offices and institutions.

It is worthy of note that in Turkey students are well-trained in this method and do field-work in order to learn how to put it into practice.

As the position in Switzerland seems to reflect that in other countries, it is worth quoting here from the Swiss reply :

" In recent years, an introduction to the methods of community organisation and development (10 to 25 hours) has been included in the curricula of all schools. The shortage of field-work centres and of qualified teachers have so far prevented the expansion of this branch of social work. However, the Gwatt school, which has the services of an American-trained social worker, will offer a total of 65 hours of lectures on this subject in the second and third years. (The Gwatt school opened in the autumn of 1965.) The programme is planned as follows :

1. the community, its structure and function ;
2. the community as client ;
3. methods employed *Hilfsprozess* : working method, role of the social worker ;
4. bases and aims of community organisation and development.

Its practice will be demonstrated in the second and third years through practical work.

The school at Geneva will be offering more substantial training in this method as from the autumn of 1967, when one of its former students will be returning from the USA, where she is specialising in community organisation. "

In the same connection, the text of the French Ministerial order on curricula and field work in the second and third years of the course for the State diploma in social work is of great significance ; part of it reads as follows :

" IV. *Community social work*

N.B. The methodology of community social work is still at an early stage, yet it is increasingly necessary for social workers to know what action to take with communities, on the basis of the social phenomena they produce, their interactions, the tensions they set up and the way they develop.

General considerations

1. Students will be given a theoretical grounding in social work with communities, its aims, principles and methods, in France and abroad.

2. Instructresses and lecturers in social work will show students how the various methods of social work share the same principles, and will demonstrate the practical applications of each method. Similarly, the lecturers in sociology, demography, psychology and economics will bring out the links between their subjects and their use in community social work.

Definitions :

Society,
Collectivity,
Community,
Community development,
Community organisation.

Main fields of community social work.
The place of social work in community development.
Application of the basic principles of social work to community social work, with particular reference to :

— respect for the freedom of choice of the community and of its members ;
— recognition of the motivation for the various types of social behaviour ;
— obtaining the participation of the community in defining its needs, framing plans to meet them, and executing these plans ;
— particular emphasis will be laid on the fact that every community has the capacity to evolve.

Study of the community

— history ;
— needs, resources, limitations ;
— knowledge of its members and component groups ; their behaviour, motivations and process of evolution ;
— inter-group relations.

Role of the social worker in community social work, especially in obtaining the participation of the community in defining its needs, finding leaders on the spot, framing and executing a programme of action.

Methods of work

N.B. Methods of work are studied in relation to the assistance to be given to the community or groups of the community :

— contacts with local leaders, and public and private departments and bodies ;
— team work with representatives of the various groups in the community, administrative departments, public and private bodies ; value of collaboration ;
— organisation and conduct of meetings :
  - preparation,
  - execution, use of audio-visual aids,
  - discussion technique ;
— information and documentation ;
— written reports of meetings and activities etc. ; compilation of records etc.

Application

So far as possible the application of knowledge and principles will be demonstrated during field-work and practical work : the study of a community, management of an undertaking within a community, organisation of meetings etc. Emphasis will be laid on the qualities and skills needed by the community social worker. "

After this survey of the instruction in the professional methods of social work, the following may be said : in every country there exist possibilities for training in case-work, partly in the school curricula, partly in post-school training. On the other hand, only a few countries provide possibilities for training in group work methods. Regarding the method of community organisation, nothing is specified. It is assumed that the lack of such specification is due to the fact that the development of curricula and field-work is still in its initial stages. The lack of details about instruction in this subject can hardly be explained otherwise.

F. *Basic instruction in administration*

In view of the fact that social workers are in daily contact with the administration, and may themselves belong to a welfare agency with an administrative department, all training curricula now include courses on institutional structure, the general principles of administration, administrative methods and technique (including the elements of financial law and accountancy), personnel problems and working methods.

Several countries also run special courses for social workers with administrative responsibility. The question will be reverted to in connection with post-school and advanced training.

G. *Introduction to methods of social research*

All national reports refer to the value of research in social questions and the important contribution of social workers, but national training curricula vary a great deal in this respect.

The types of research may be taught in final-year optional courses, as in Belgium, or covered to some depth throughout the training, as in Turkey. They may be the subject of theory lectures only, as in Sweden, or be applied in practice, as in Switzerland. The courses may deal only with the elements of research and the use of statistical methods, as in Germany, or attempt to cover all the types, methods and techniques of research, as in France and Turkey.

The conclusion is that while every country attempts to teach research methods, and as far as possible, students are required to put them into practice, the authorities and senior staff find it difficult to give effect to this policy ; in one country, the Netherlands, research is rarely the subject of a separate course, but is sometimes included in the sociology course, and in many countries less than ten hours out of the whole curriculum are given to it.

H. *Specialised training for social work with migrants*

It was thought of interest to enquire whether social workers in Council of Europe member countries were given special training for work with migrants. Only the main emigration and immigration countries, of course, are likely to be interested in social workers particularly qualified for this type of work, and it was found that Belgium and France, on the one hand, and Greece, on the other, do provide specialised training within the normal curricula. In Belgium, the problems of migrants' families are covered in third-year optional courses; in France, problems of international co-operation are dealt with in the courses on labour economies and labour law, and students at the schools of social work can attend a day of lectures on welfare work with migrants.

In Germany there are plans to run courses of this nature, but so far none is included in the curricula. Social workers can learn about the problems peculiar to work with foreign workers only from the courses run by private bodies.

It will be seen later that some countries offer possibilities for furthering one's knowledge of these problems, but it is more in keeping with the facts to consider such training in the chapter on specialisation.

I. *Practical training*

In the UN Third International Survey it is stated that "ideally the whole teaching is one process with two aspects. In the school, the primary emphasis is on knowledge and ways of thinking, and in the field-work agency, on development of skill and ways of doing through applying knowledge and understanding by the orderly working methods learnt in the classroom discussions... the changes of attitude necessary to enable students to give a professional service without favouritism or self-regard will also go forward both in school and agency... "

The term " practical training " can mean both " practical exercises " and " field-work ". This section is concerned with " field-work ", for " practical exercises ", i.e. visits to welfare agencies, and all practical work connected with the theory courses such as domestic science, are always left to the discretion of the lecturers. Field-work, on the other hand, is regulated and included as such in the curriculum.

All reports state that before obtaining their diploma, social workers must do field-work in approved services. Field-work is organised by the schools and must be carried out under the supervision. The supervisors may be members of the school staff who are in charge of the field-work of students in one school year, or members of the agency staff, who follow the work of the students placed in the agency.

These supervisors are qualified social workers and it is agreed in every country that they should have received special training for this purpose ; but it is frequently not possible to arrange this, so that supervision is frequently the responsibility of the most experienced social worker in the agency taking the students.

In many countries, students may be placed for field-work in either public or private services, and they may be posted to a variety of activities. In Italy, for example, students at schools of social work training in 1961/62 were placed as follows :

52 % in local services,
25 % in public departments,
18 % in private bodies and agencies,
5 % in social security agencies.

These students were seconded to the following activities :

welfare of mothers and children	237
adult welfare	175
educational social work	186
health and other special welfare work	105
vocational guidance	121
re-training	53
work in social work schools	45

The length of field-work courses is usually subject to regulation and defined in the curriculum. In most countries they are part-time, alternating with the theory course,

but others prefer the system of full-time field-work over a fairly long period. The two methods are often combined.

The following passage from the French report is of interest here :

" In France, the time devoted to field-work is regulated. In the first year it must account for half the course ; students usually go out on field-work in the mornings, the afternoons being reserved for theoretical instruction. In the second and third years, the total period of field-work must be equivalent to 7 1/2 months. The schools are generally free to decide how this time should be spread over the course. Some years ago they were nearly all in favour of full-time field-work for periods of one to four months ; there were then, of course, continuous spells of theoretical instruction also. At present they are moving towards the system of extended periods of field-work, to include at least some on a part-time basis. They consider that in case-work, for instance, it is preferable for the student to follow a case over some months rather than day by day. There are no absolute rules here. The schools insist that the regulations should allow them scope to experiment and to assess the educational advantages and disadvantages of various systems. "

Field-work in the United Kingdom is organised in a variety of ways. Concurrent placements, on the basis of two or three days per week in the agency are the most favoured, but this is not always possible to arrange, and block placements have to be used in some courses. Sometimes a co-ordination of both methods is used. As regards the agencies or services accepting field-work students, it should be noted that in the United Kingdom, the social work departments of hospitals are extensively used for the supervision of students on courses of professional training in universities and colleges of further education. In some of the large teaching hospitals (i.e. hospitals which contain medical schools) small units for social work students have been set up, under the direction of a supervisor, who herself carries a small case-load, but makes use of case-material from the whole of the hospital for teaching purposes. This has enabled larger groups of students to be absorbed into the hospital throughout each year.

In Turkey, students do part-time field-work throughout their course ; in the first and second years they visit agencies and work with groups, in the third year they follow individual cases, and in the fourth year they take part in community development work. In the summer of the third year they do a full-time field-work course lasting six weeks.

In Norway, the three-year course includes one year of field-work (second and fifth semesters full-time).

Both systems are also current in the Netherlands. During the first and second years there are short field-work placements, usually part-time — one half-day per week — in children's clubs for instance. The main object of these courses is to accustom students to working with people and to train them in observation. In the third year there are long full-time field-work placements, when students must apply their theoretical knowledge, and supervision is regarded as essential. This long field-work period may be spent in a single agency or in several (in the latter case the field-work is often divided into two five-month periods). Each school opts for the system it considers the best. Some schools require students to attend the school one day a week during the long field-work period, while others make no rules in this matter. Some students do field-work part-time in their fourth year, for one half-day per week. This

of course is only possible if the student is placed in a service or agency not far from the school and working closely with it.

As the responsibility of the field-work is shared by school and agency, the fact that leading members of the welfare agency can be represented on the school committee and vice-versa, is significant. This co-operation between the school and the place of field-work is very important for the training as a whole, and forms an essential part of the instruction course in every country.

It is also very important that all organisations taking part in the training — schools and agencies — keep in close contact with one another in the planning and execution of the field-work.

It is interesting to observe that the Netherlands Ministry of Cultural Affairs, Recreation, and Social Welfare appointed a commission in 1965 to develop standards for services or agencies where students are placed for field-work. This commission also advises the Ministry on the provision of special facilities in welfare services for field-work placements. It is composed of representatives of the schools of social work and of the welfare agencies.

In all countries the accommodation of students engaged in field-work makes great demands upon the agency or organisation in which they are placed. The students occupy the time of the often overburdened staff and take up office space which is often scarce. Hence, there is a danger that the students may be exploited as cheap labour or asked to carry out odd jobs. Neither, of course, corresponds to the purpose of instruction as formulated in the curricula of these countries.

6. Specialisation

Historically, the development of the training in most countries tended to proceed from the particular to the general. At first, the attempt was made almost everywhere to impart to the student specialised knowledge and techniques relating to a definite field within the social work. His training was originally intended to fit him for work with a definite type of subject with clearly defined conditions of distress, e.g. psychiatric patients, neglected children. Recently, however, there is in all countries a new trend towards a more general basic training, in which the fundamental problems existing in all fields are demonstrated, and towards using specialised training in order to carry general studies to greater depth so far as particular aspects are concerned.

The purpose of general training is to make the students competent in every branch of social work, i.e. " polyvalent ". It is already difficult to provide complete training in the space of three years, with the result that in most countries students wishing to specialise can do so only after obtaining the general diploma. In others the view is that specialisation should be the province of the employing bodies.

It is, of course, possible for certain schools to function in a given environment in which some services are further developed or where some problems carry greater weight. This may influence the teaching programmes, drawing greater attention towards particular fields of application of social service. But it does not alter the fundamental character of the training provided and does not imply any element of specialisation in the diploma granted ; it simply means that the emphasis on different methods of social work may vary.

On the whole, the training is designed to provide an adequate preparation for work in a number of different fields. This does not rule out the students' being able to choose so-called " subjects of special interest " within the general framework of training, as is the case in some countries. They devote special attention to them and organise their studies according to the field they wish to enter.

Having regard to this general training, a question arises : How is specialisation possible ?

The reports provide three answers :

1. a specialist course in a school which offers training in all fields, terminating with a specialist's diploma ;

2. a combination of general training with further training in a specific subject ;

3. specialisation after the termination of the actual training and after award of the diploma.

1. In some countries the general training is divided up into different branches.

In Belgium specialisation used to be introduced in the second year.

For the past two years, however, specialisation in the second year has been abolished and replaced by optional courses in the third year. It was felt that the first need was for a sound basic social work training, and that students should not specialise too early.

The curriculum for the third year is now arranged so that :

— each school runs a number of optional courses during the year (20 hours per week maximum) ;

— students follow at least 5 hours of optional courses per week.

As regards training in social work methods, all students are taught the various methods during their second year ; in their third year they are able to specialise in a particular method through lectures, practical work and supervision.

2. Specialisation is also possible by attending a school which trains from the outset only in a specific branch of social work and awards a diploma only for this one branch. Several countries have schools for the training of institutional staff, kindergarten teachers and similar professions closely related to social work. As an example of a school with one single type of professional course, mention can be made of a department of the Zurich school which specialises in the training of institutional staff. But this generally seems to apply to the training of general welfare workers rather than to qualified social workers.

3. Finally, in at least five countries, specialisation is possible by different means after the diploma has been obtained. It can be done as part of the professional work whereby the social worker, having attained the diploma, gains experience in his own professional field and acquires special knowledge and techniques. Alternatively, it may be achieved by way of further theoretical schooling in the specific field, either through the employer, or through the professional councils or through the schools who organise special courses for their former students.

The French example may be quoted here. In France social workers dealing with migrants (S.S.A.E. — S.S.M.O.E.) follow a special three months' course (with pay), of

which two months are spent in Paris and one month in the provinces, before taking up their post.

This course includes : study of regulations relating to aliens, social legislation affecting aliens, the international conventions, and a study of working methods for improving one's knowledge and understanding of foreigners. The Service encourages social workers to further their training and assists all those who wish to be trained in case-work or group work. Their training is supplemented by regional meetings of social workers, and by annual national conferences.

7. Post-school training, supplementary training and refresher courses

In every country, the further training of social workers during professional practice, to keep them up to date, is at present a very important problem. In many countries it is above all the schools of social work which keep their former students constantly informed through courses, seminars, discussion groups and similar arrangements and which keep them abreast of new knowledge. The schools offer lectures on sociological and psychological questions, and also in other sciences helpful in creating a better understanding of the client and his situation.

As well as keeping up with new knowledge, social workers can also in this way learn about new methods, long after their studies at the school of social work. Professional people from the USA and former students who have had the opportunity to acquaint themselves with the application of methods in foreign countries are often invited to help put these new methods into practice.

Besides the schools, the social agencies and professional associations themselves organise meetings and seminars for social workers. They try to introduce them to the methods which they had not learned during their school training. The object is to extend their knowledge, discuss problems arising from their work and gather ideas about the organisation and development of the service.

In some countries, even those employers who carry out only " secondary social work " endeavour to promote the further education of their staff in the social field by arranging courses. In some countries, the employers are also prepared to grant to their professional staff fully or partially paid vacations for the purpose of participating in courses.

In conclusion it can be stated that in most countries, at least since the second world war, there are increasing opportunities for social workers to continue their training during and outside their professional occupation. Several countries stress, however, that it is extremely difficult to find supervisors for courses.

The following are some examples showing the variety of possibilities of supplementary training :

Austria : Some provincial Governments take care of further training. Some arrange every second year a ten-day living-in course of post-school training in the important branches of welfare. One province holds a one-week further training course for official guardians and youth-welfare workers whose participation is obligatory for this branch of the service. Vienna provides, in co-operation with the psychiatric clinic of the university, a professional course on case-work lasting six months. It is open to

experienced social workers with a special talent and an interest in the different branches of welfare work.

Belgium : In social services administered by government departments, study courses are frequently held for social workers of the services concerned. In the Ministry of Justice, for example, the prison service organises monthly study courses during which the social workers attend lectures and take part in discussions and visits. A similar practice is followed in the Ministry of Finance where a seminar on case-work has been organised, directed by a visiting American social worker, which was attended by social workers one afternoon a week for a period. Again, there is the case of the *Office d'Identification* at Brussels, where, once a month, social workers, whether they belong to the public or private sectors, meet in order to discuss particular cases and hear papers read on various subjects touching on social work. The social workers' professional associations have also organised supplementary training sessions for social workers.

Denmark : There are special training courses attended by qualified social workers and organised in collaboration with the schools.

Federal Republic of Germany : There are various possibilities for further training. The schools of social work run refresher courses for their former students. The organisations responsible for social work within the administration of the country and the public and private social organisations offer seminars, discussions groups, lectures and special courses for holders of a social work diploma.

The Association of Social Workers, as well as the various councils of public and private agencies — such as the *Deutscher Verein für öffentliche und private Fürsorge* (German Union for Public and Private Welfare) in Frankfurt/Main, the *Arbeitsgemeinschaft für Jugendpflege und Jugendfürsorge* in Bonn, the Victor Gollancz Foundation at Erlangen and similar organisations — contribute to social research and the development of social services, and promote further training by organising meetings and special training courses.

Quite recently, the *Deutscher Verein für öffentliche und private Fürsorge*, with the support of the Federal Minister of the Interior, established a further training centre. In 1963 about thirty courses were held, each lasting for one week and dealing with a variety of subjects in the social work field.

France : Social workers are given further training mainly through lectures, conferences, seminars and courses lasting two days to some weeks.

This further training is organised by schools of social work, employing bodies, professional associations, co-ordinating committees for social services of the *départements (Comités départementaux de coordination des services sociaux)* etc.

In some subjects, " social work methods " and " administration " for example, further training is given one or two days every fortnight and may extend over a number of years.

Reference can also be made in this connection to the seminars held in some countries to make up for the lack of prescribed instruction in the elements of administration. In Denmark, social workers with mainly administrative responsibility have been given 20 hours of lectures.

8. Advanced training

Advanced training must not be confused with supplementary training, the purpose of which, as we have seen, is to help the professionally active social worker to keep himself informed and his work abreast of new knowledge and methods, so that he can always measure up to ever-changing needs.

The object of advanced training is not to provide a high degree of specialisation at the initial stage but to give an opportunity for advanced studies later, if possible after some years of field experience. The subjects for this advanced training are methodology, with special reference to teaching and supervision, administration, social planning, formulation of social policy, and social research. Simply to list these subjects (to which others could be added) shows that the purpose is to educate people for high-level posts in social service, social administration and teaching.

The need to have such advanced studies for this purpose is stressed by all countries. However, arrangements of this type have materialised only in a few countries ; in others they are under preparation. It should also be recognised that the problem is different in countries where training is given at two levels.

Advanced training can be arranged alongside the professional activity. Alternatively, a period of time can be completely devoted to advanced study either after some years of practice or else immediately after the initial training. For both cases there are a few examples :

In *Belgium*, a *Centre national pour la promotion du service social* has been in operation since 1964-65 and runs part-time courses lasting two years for qualified social workers with professional training and three years' practical experience. A Belgian school of social work offers further training in psychiatric social work and mental health for qualified social workers with professional experience. The course is spread over one academic year (2 1/2 hours of lectures, three days' supervised field-work and 1 1/2 hours' individual tutoring each week, seminars, visits etc).

In *Denmark*, three training courses for supervisors have been held since 1965. They are open to any qualified social worker. For five months (three seven-hour days per week) they are given lectures on teaching, educational principles, supervision and collaboration between schools and social services taking field-work students.

A special course will open in September 1966, of which the first term will be devoted to bringing the students' general knowledge up to date. At the end of the term, students will take a test and may then go on to ten months advanced training. The emphasis, in both theory and practical training, will be laid on social work with young people, families, rehabilitation services and social administration.

In *Norway* there is a course running parallel to professional practice, established since 1953 in the Child Psychiatric Institute. The emphasis is laid upon supervision and training for leading positions. It is hoped that supervision as a practice will slowly become a feature of social services. Up to now, the shortage of social workers competent to give supervision, and the various administrations' failure to understand its significance, have made this impossible.

In the *Federal Republic of Germany* an academy of social work is about to be founded (possibly in Frankfurt/Main), which will offer advanced studies to experienced

social workers who have been trained in the regular schools, either on the completion of some years of professional activity or soon after the termination of their basic training. This further training is designed to turn out people capable of playing a leading part in social work.

This academy will also offer professional training for persons in important positions who are not qualified in social work, and further training in social science to students from any faculty. The initiative in this project has come from a council of public and private agencies, which has for a long time had a stimulating effect upon the entire field of training (the *Deutscher Verein für öffentliche und private Fürsorge*, Frankfurt).

In *France*, mention should be made of the *Institut de Service Social* at Montrouge, which offers both basic and advanced training for social workers.

The advanced training is divided into two sections :

1. The first section is for social workers holding the State diploma who have some professional experience and who are to take up senior appointments in the social services.

The curriculum includes :

— Courses in the social and humane sciences : sociology, psychology, general and social service economics, general administration ;

— Professional subjects : history of the theory and practice of social service development, its structures and methods ;

— Specialised training in the duties of senior social workers : social service administration, organisation of work, conduct of meeting, group discussions etc.

The complete training period lasts two years.

2. The second section is for social workers who wish to become instructors, teachers or supervisors in schools of social work and in social services. Candidates must hold the State diploma and must be fully trained in one or more of the social work methods. The training is essentially pedagogical and lasts two years on a part-time basis.

The *Institut* also runs several further training courses and has a section for " social research ".

In the *Netherlands* there are advanced studies for similar purposes as described above.

There are two two-year advanced training courses (mainly part-time) in case-work and group work, and two for senior administrative staff, one full-time for one year, and the other part-time, in the form of 10 three-day symposia.

In some other countries, possibilities are being discussed of an advanced training for social workers at, or attached to, the university, whereby a university degree could be obtained at the end of the studies.

9. Intensive training and part-time training

In connection with the methods of practical training for social work, mention should again be made of a special form of training in the Netherlands.

This takes the form of intensive training courses for social work, introduced in

1960 by the Ministry of Education and Science. Their purpose is to make it possible for active social workers who cannot take full-time training courses to qualify. Another object is to remedy the shortage of social workers.

The intensive training course takes four years. If the school principal is in doubt as to the suitability of a candidate who meets the requirements of age and previous education, he can give him a psychological test. The course is not held for fewer than 15 students at a time. The syllabus conforms to the basic programme for the training of individual social workers. The course is divided into two parts : first part — evening classes for one year (6 classes a week) ; second part — day classes for three years (10 a week). The first part is *propaedeutic,* it is recommended at this stage that students be familiarised with practical social word by means of study visits. During the second part of the training, the students do social work professionally. It is clear that theory and practice are more clearly linked than in any other country.

The diplomas awarded at end of these courses are recognised as equivalent to those awarded after the full-time course.

Similar courses are provided in Switzerland.

In Norway, the Association of Local Governement Social Services, in collaboration with the Ministry of Social Affairs, which gives financial assistance, provides instruction for the heads of local welfare offices. It comprises a two-weeks' course at regional level, followed by twelve lessons by correspondence spread over at least a year, and finally a six-weeks' course at Oslo, at the end of which there is a diploma examination.

There is a similar system in Sweden, with a different time-table.

In the United Kingdom there is at present no part-time professional training. It is, however, possible to obtain a basic pre-professional social science diploma, the Diploma in Social Studies (External) of London University, by part-time study which serves as an entry to a professional course at university. Plans are in hand to vary courses at colleges of further education to include some part-time study, for older students only.

10. Training of auxiliaries

There seems to be some considerable confusion as to what " auxiliary " is and it is impossible to enlarge here on the various meanings of the term. For the purposes of this study, the outline describes an auxiliary as a person who works under a qualified social worker and helps to carry out some of the latter's tasks.

Such an activity presupposes, of course, a certain amount of training. In one country youg women who are not yet old enough to enter the schools of social work are appointed and trained as auxiliaries in a specific position in social work. This could be described as an introductory training for auxiliaries.

In most countries, auxiliaries in the social service are taken to mean persons not qualified in social work who do jobs which would otherwise fall to the social workers, such as office workers, book-keepers and other clerical assistants.

Only a few countries take any great interest in the work of auxiliaries and in their training.

In the *United Kingdom* the auxiliaries, or, as they are also called, " welfare assistants ", are active in a wide range of social services. It is suggested there that

assistants working under the guidance of a fully trained social worker should be employed in the health and welfare service. It is further suggested that they should receive a simple form of in-service training under the supervision of trained staff.

The report from *Norway* reads as follows :

> " These workers often function independently, having sole contact with the client, and usually with minimal support from a qualified social worker after the beginning of the contact. Often their only contact with the administration will be with a secretary who is seldom also a welfare officer. This system is particularly common in the probation service and the child-care service. The school psychology service also makes use of auxiliary 'support contact'...
> The full-time social workers in the probation services outside Oslo are now receiving some in-service training with a view to increasing their ability to support and guide their auxiliaries. At the same time, the welfare officer training them is developing small group teaching of auxiliaries in a limited geographical area, thus experimenting with method and content... "

In the same country extensive use is made of voluntary help. Three further countries have organisations of volunteers who undergo a relatively simple training before offering their full or part-time services in various fields of social work.

A means has thus been found of palliating the shortage of social workers and at the same time using the services of persons who do not meet the schools of social work entrance requirements and cannot claim exemption, for, as we have seen, only very few countries undertake to give these persons a complete training for a diploma in social work.

III

STATUS OF SOCIAL WORKERS

1. Protection of designation " social worker " and of profession

The profession of social worker is in all countries a relatively new one. It is even a very new profession when compared with the allied professions of teacher, doctor or pastor, all of which have enjoyed for a long time a very clear-cut professional image. The rules have been formulated only gradually, an achievement which became possible only with the establishment of a systematic training as a prerequisite for the practice of the profession. It is interesting to consider the place the social worker occupies in the general professional hierarchy of the respective countries, and to enquire whether the profession's designation is adequately protected.

A protection of designation would be conceivable either by law or by mutual agreement.

In nine member States of the Council of Europe, there is no protection of the designation " social worker " either by law or by mutual recognition.

Belgium has had a law since 1945 ensuring a complete protection of the designation and defining the legal status of the social worker : anyone who does not possess the title of social worker obtained by means of a diploma from a professional school may not use the designation. However, no one is hindered by this law from practising social work, even if unqualified — the law only prevents the misuse of the title. In France, under the Act of 8th April 1946, the title " social worker " is protected, and unqualified persons are not permitted to exercise the profession. In 1961, a law was passed in Greece to protect the title " social worker ".

In at least three countries at present, efforts are being made to bring about a similar ruling whereby the designation of social worker would be protected against misuse. The professional associations are responsible for these efforts, as well as for attempts to ensure the legal status of the social worker.

Two countries consider such protection to be unnecessary. They find that the social workers are employed in many cases by civil authorities and accordingly share the rights and protections of the civil servants. This approach has probably been adopted because of the very small number of social workers.

In another country the social worker may practise his profession only if authorised by a Ministerial decree ; he must satisfy certain minimum requirements in ethics and conduct.

Two reasons have been offered as to why the protection of designation has in so few cases been effected. First, the fact that in some countries there are many

persons in the service besides the fully qualified social workers ; these persons have acquired their knowledge only in the field or in spheres related to social work, but they are not qualified according to the current regulations. It is considered unjust to reduce the importance of these experienced workers by denying them the designation " social worker ", and it is assumed that they are in any case replaced in the course of the years by regularly qualified personnel. This reason is advanced by a number of States. In one country, moreover, it is taken into consideration in recent social legislation (1961) where it is expressly laid down that the work shall be carried out by persons who by virtue of their personality are qualified for this task and who, as a general rule, have received a training appropriate to their duties, " or who have special experience in social service ".

As a further reason for the present lack of a regulation concerning legal status, the following interesting question is raised : Who is actually to benefit from this protection of designation ? Should the answer be given as every graduate with a diploma from any school of social work, then the problem has only been brought a step further. One must first ascertain which schools of social work are to be entitled to such a protected diploma. One State has therefore instituted legal protection of a limited number of schools, and only the graduates of these few schools are covered.

In some countries, welfare bodies receive grants provided they employ persons trained in approved schools of social work. This also gives the profession some measure of protection.

Only two of the reports discuss the problem of whether the title " social worker " is to be applied in the case of a foreign national. This problem is considered especially important in view of the freedom of movement within EEC. This question may also grow in importance in other countries, and yet only one State has up to now made a legal ruling pertaining to it.

Legal status

It can be assumed that in general there is no legally established status of the social worker. There are, however, a large number of separate regulations which control his conditions of employment and of work, his earnings and professional grade : these compose his status.

It is necessary to draw the distinction between social workers active in public service and those active in private agencies. In the case of public service, the regulations in every country are much more precise and more generally valid. In all countries the social workers can have the position of civil servants or employees of public authorities and are subject to the corresponding rights and duties, salaries and pensions, and regulations regarding holidays and working hours in the public service. In the case of regulations existing only by mutual agreement, it is important that the authority in question should be informed about the extent of the social worker's capacities acquired through training. Furthermore, it should see that the social workers are appointed to suitably responsible positions.

As regards private agencies, a large degree of autonomy prevails in all countries in the regulation of working conditions and salaries. In several countries the salaries in private service are lower than in public service, and old-age pensions more difficult to obtain.

Social status

No country has made a legal ruling about the position occupied by social workers in inter-professional teams. In this connection, it would be desirable to have more facts at hand in the interest of a general evaluation of the profession's standing. One country reports that only few social workers take part in inter-professional teams and groups with status equal to that of the other members ; and rarely is the social worker accorded high standing by external professional groups.

It is observed that as a rule the status in society attributed to social workers is closely connected with the type of institution in which they have been trained. Unfortunately, little research has been done on this subjects.

Some typical examples of protection of designation of status and salaries are given below :

— Austria :

" Unmarried persons who have passed their 35th year and have performed a minimum length of service of 8 years on demand assume the position of civil servant secured from dismissal. As employees of the provincial Governments, the social workers are entitled to rights concerning salaries, vacations, advancement, official rating, retirement and pensions. Their obligations cover : the observance of the basic laws of the country and of the other laws ; devotion with their whole strength and zeal to work ; conscientiousness ; impartiality ; disinterestedness ; obedience in the service ; the keeping of official secrets ; observance of office hours ; observance of the official channels ; the upholding of the profession's standing in and outside the service ; correct behaviour towards members of the profession and in official connections ; respect for superiors ; the notification of authorities in case of marriage, change of residence or of sickness ; the non-acceptance of gifts ; the non-practice of subsidiary occupations which might hinder them in the conscientious execution of their services or which contravene the dignity of their profession... "

— Belgium :

The rules governing the ethics of social work were codified and approved by agreement between representative bodies in the profession in 1951. The code, which comprises 29 articles, lays down principles for dealing with the whole range of problems raised by practice of the profession of social worker. Among the points stressed, the following are mentioned :

— General obligations — which demand respect for others, professional discretion, a desire to develop one's personal and professional knowledge, the importance of professional association.

— Obligations towards the subjects — which require respect for the individual, a ban on encouraging any individual to commit illegal or immoral acts, the obligation of examining every case irrespective of personal feelings ;

— Obligations towards employers — the obligation to give one's full working capacity to one's employers, professional secrecy, the right to refuse to carry out activities which are not in accordance with the standard practices of social service.

— Obligations of professional solidarity — which require the giving of help and co-operation in work, the obligation to share all the information which is relevant to secure the effective co-ordination of social work.

— Denmark :

" The social workers employed by the State are placed to start with in the 13th scale salary category... to which is added a location supplement... Prospects of employment have been good of recent years. There are not enough fully trained social workers to meet requirements. This shortage will probably continue still for some years to come... No general legal status. Individual social workers may, however, have legal status as civil servants or local government servants. "

— Federal Republic of Germany :

" Social workers are public officials or employees. Their employment and payment is in the majority of cases governed by the Public Official Law of the *Länder*... Fully trained social workers are graded according to certain qualifications of their functions in different salary groups corresponding to the remuneration paid to public officials of comparable grades.

In addition to the statutory social insurance, they are insured by a special Insurance Institute... and under local supplementary insurance funds... after fifteen years of continuous employment with the same employer they cannot be dismissed except for reasons of personal failure.

The remuneration in private agencies... varies. Salary scales applicable in public service are frequently applied analogically, though the private organisations do not adhere to the collective wage agreements... have their own rules for work contracts and their own regulation for payments. "

— France :

" The administrative situation of social workers varies according to the agency which employs them. Those employed by the public services of the State and local authorities (*départements*, municipalities, hospitals) are civil servants and enjoy the guarantees laid down in the public service regulations, for example as regards security of employment and retirement pensions.

The position of social workers employed by the social security institutions is governed by the collective agreements applicable to the whole staff of these bodies, subject to special provisions affecting them and contained in codicils to these agreements.

In private industrial and commercial concerns, salaries are also normally governed by collective agreements ; failing these, individual contracts are drawn up. Factory superintendents and labour advisers, or persons with equivalent salaries, are entitled to the retirement pension of executive staff.

The position of social workers employed by voluntary agencies is settled by direct arrangement with the employer. Is should be noted that as they regularly receive large grants from public bodies, most voluntary agencies align salaries of their social workers on those paid by the public bodies. They tend increasingly to provide for the future of their staff by affiliation to a pension fund established for non-profit-making organisations, which is supplementary to that of the general social security system. "

— United Kingdom :

" In the statutory services, salaries are negotiated on a national basis either from funds voted entirely by Parliament... or from local authority revenue which is derived partly from rates on property and partly from a general grant by the Central Government related to the broad range of expenditure on the services... In voluntary agencies salaries are paid according to the general policy of the agency. In general, such salaries are lower than those in central or local government. "

— Switzerland, as long ago as 1946, set out principles for the establishment of contracts of employement for social workers, which were last revised in 1961.

".Each revision has marked a step forward in the direction of establishing a more detailed statute for the profession. Not only have salaries, on each occasion, been adjusted to take account of the cost of living, but the rights and duties of social workers have been set out... These principles are frequently referred to by employers, and have had the effect of defining the professional status of social workers... In their profession, social workers have very few possibilities of promotion, as these are frequently limited to persons having university qualifications. In the private social service sector, retirement benefits are notoriously inadequate. Finally, social workers are regarded more as subordinates than as independent professional workers... ".

Thus, attempts have been made to protect the designation " social worker ", either by mutual agreement or by legal means, and to establish the social worker's legal status by defining his duties and claims in relation to his employer in public and private service. Further endeavours towards a consolidation of the profession are under way in many countries.

Would it be easier to solve the problem of status if the schools of social work were integrated into the universities ? There are grounds for this view, for in many countries there is more respect for university graduates than for holders of technical diplomas, even from the advanced institutes. But if such integration were achieved, then there would be a much narrower field of recruitment, and many potential candidates would be passed over for a reason which should not stand alone in a profession demanding more than intellectual capacity. There are advantages and disadvantages in all existing types of training, and the answer would be to have two branches at the same time, and thus train as many social workers as possible.

It has also been pointed out that protection is inadequate because the profession is mainly a women's preserve, and because in many minds social work — which always sprang from charity — means something offered without thought of return.

Both these arguments ought soon to be a thing of the past, because, as we have seen, men are entering the profession in increasing numbers, and because modern social work has little in common now with what it was at the turn of the century.

2. Ethics

The question of professional ethics has already been mentioned in the foregoing section in connection with the protection by law of the designation " social worker ". It goes without saying that the profession must be conceded a certain standing by the

employers in those countries where its designation is legally protected or where preparations are being made to achieve a future protection. What is this standing ? In at least six countries there are no written codes on professional ethics in social work. In some of these countries, however, efforts are being made to formulate legally the moral claims involved in the exercise of the social worker's profession ; commissions have been set up for this purpose by the professional associations.

The codes of ethics of three countries have been made available. The substance of these codes regulate, first, some general aspects, such as the relation of the social worker to his clients and his behaviour inside and outside the service towards the public and his employers. The following duties are emphasied : acceptance of his clients, impartiality, professional secrecy, avoidance of a personal relationship with the client, respect for his superiors, non-acceptance of gifts, loyal co-operation with volunteers. His behaviour in private life must be fitting to the dignity of the profession. In one code, there is also the obligation to undertake constant further training. In an other, the right to strike is considered incompatible with the ethical principles of the profession.

In several countries, the right of the social worker to refuse evidence in a court procedure against his client is under discussion. In one country, legislation on this point is being prepared. The social worker is compared with the doctor and pastor, both of whom have long since had the right to refuse to bear witness. Otherwise, it is impossible for the social worker to gain the frank and mutual trust of the client.

3. Associations

The associations have been mentioned at several points in this report. They were mentioned wherever the matter under consideration referred to the consolidation of the profession, or to the attainment of a respected status within the country's professional structure, or to the protection of the profession's designation. They play an important collaborative role in research and social policy, in post-school training and advanced training. Obviously the associations are particularly influential in those countries which concern themselves with the further advancement of the profession and with organisation of training.

The picture drawn has not at any point of the report been as uniform as here. Every country has at least one association of social workers. Several countries have quite a large number of such associations, sometimes as many as five. In cases where several exist together, they differ from one another according to the religious denomination or to the political attitudes of their members.

In almost every country, membership in the association is possible only for holders of a diploma from a school of social work or similar training institute. Those persons participating in the social work without regular professional training can be members only as an exception, as already seen. Where the associations do not differentiate according to religious denomination, some countries have formed special associations in certain sections of the profession.

In general, these associations combine in national committees of social workers, which in their turn are members of the International Conference of Social Work.

The associations of social workers belong to either the International Federation

of Social Workers or the Catholic International Union for Social Service, Social Workers' Groups section.

For schools of social work there are often one or more national committees. Internationally they belong, either individually or through the National Committees, to the International Association of Schools of Social Work or to the Catholic International Union for Social Service, Schools section.

In no country is it obligatory to become a member. The associations of all countries publish professional journals to keep members up to date and informed. When the occasion arises, they contain notices of vacant and wanted posts.

4. Unions

While the associations concern themselves mainly with raising the professional standing of their members, the unions are associations which we find in all spheres of the working world. Their function is to protect their members with regard to wages and working conditions.

Only two countries have unions especially for personnel in social work. In some countries, the social workers are members of several other unions because of their post in an agency or industrial concern. Social workers employed in the public service tend to belong to unions. Where they have the status of civil servants in the public service they become members of the civil servants' union.

IV

TRENDS AND PROBLEMS

Up to this point the aim has been to give a description of the present situation with regard to role, training and status of the social worker in European countries, preceded by a short treatment of the historical development. Many distinctions between the countries, including those arising out of historical causes have been enumerated. Now attention should be focussed on especially perceptible problems within the social work of the countries and on the visible trends of a more general nature. To some extent the problems and trends are described directly in the countries' reports since they were asked to mention them. To a certain extent, also, they can be discerned by reading between the lines, or they are expressed by the frequent repetition of what is directly said. In this respect there is a rather surprising uniformity among the countries.

Above all, problems peculiar to each country must be seen in inter-relation. What at first appears to be a problem relating to training alone can in fact be of great influence on problems of status. What at first glance seems to be a trend towards the expansion of the social worker's field of work reveals itself under closer observation as a question of great importance for the organisation of training. However, everything concerning the organisation of training and of curricula should be seen in close relation to the functions for which the social worker is to be trained. Moreover, these should not be considered as unalterable ; their expansion and transformation within a changing world lead to new problems of training and status.

Indeed, the most important feature of the entire survey which has been attempted is the dynamic development characterising the whole movement of social work in European countries. Hardly ever have human conditions of life changed in the course of a few decades so rapidly and so thoroughly as in the time between the two world wars and after the last world war. Increasingly better living standards have resulted not in a lessening of social problems, but rather in their shifting to other fields. The two world wars aggravated the existing social distress and created additional needs followed by more intensive industrialisation with its new problems of working mothers and neglected children, housing shortages and the breaking-up of families, among other social phenomena which cannot be dealt with here.

However, particular attention should be called to two factors in the social work of every country. First, the continual growth of social legislation and social security brings with it additional duties and functions for the social worker. Secondly, there is a constant increase in the results of research in such fields as anthropology, medicine, sociology and psychology. These investigations have very much broadened the knowledge of man, of his physical, intellectual and spiritual development and of his

relationship to his environment. They are the scientific common property of every country. Correspondingly, the training of the social worker whose work is to do with people, must be continually adapted to this new knowledge.

Thus, rapid development of social work in all countries can be witnessed by the intensive efforts to raise the general standard of training and to organise it so as to enable the social worker to carry out his functions with scientifically proved knowledge and with practicable methods. All countries have prolonged the period of training, or are about to do so. In all countries curricula are of very recent date or are under preparation. The State plays an increasingly large part in these efforts to adapt the social worker's training to the latest stage of scientific knowledge. On the other hand, training material is lacking everywhere — this is particularly true of suitable instruction books. Prepared case-histories, films etc., are also difficult to obtain for teaching purposes.

The questions of specialisation and of further training are being examined at the moment in all countries and are considered to be urgent. In countries where specialisation is usual at an early stage, the question arises as to whether this form of training is convenient. It is often thought much better to follow the example of those countries which have a general basic training followed by specialisation in the work ; in many places it is planned to introduce this arrangement for all social workers and to build up specialisation on the foundations of basic training.

Post-school training occupies in all countries an important place with the question of specialisation. An increasing number of opportunities in post-school training is offered almost everywhere, partly by the schools themselves for their former students, partly by the associations of social workers and partly by the independent centres for further training. Courses and seminars are arranged. In some countries special academies are being founded for the purpose of centralising the post-school training.

Advanced training has equal importance. In cases where it does not already exist, it will be introduced, together with refresher courses and further in-service training. In all countries, an increasing importance is being attached to the question of the right type of training for social workers who could be appointed for leading and administrative positions, supervision and instruction.

In many countries, efforts are being made to create opportunities for advancement, i.e. to build up, on the basis of social workers' normal training, an advanced training which may lead under certain circumstances to the attainment of university degrees. With such degrees social workers might take the place of the university graduates who today are employed in directing posts in leading authorities or other bodies responsible for social work.

In many countries it is considered as a failing which must soon be remedied that the heads of social agencies, private as well as public, and of many schools, are people who have not been trained in social work but who have acquired their knowledge and experience in the course of their duties. This applies not only to the directors of the schools of social work, but also to the members of the teaching staff responsible for the technical training, who often have an academic degree in allied fields such as medicine, law, sociology and psychology, but who have no background in social work as such.

A further problem concerning both the training and the functions of social workers in the various organisations is the often-lamented lack of real co-operation between schools and agencies where field-work is carried out. A permanent and lively contact between these two bodies would be considered very desirable, but in many cases it does not exist.

The observations made in the reports about the inadequate status of the social worker are unanimous. The social worker undergoes a long and intensive training and carries out a highly responsible job but, generally speaking, receives neither fitting recognition nor suitable pay. Above all, he often lacks any possibility of advancement, owing to the above-mentioned appointment of academic graduates at the head of the hierarchy. His profession offers him less than other similar professions. This is thought to cause the difficulty in recruiting new blood, a fact which is complained of in almost every country.

The additional fact that few men join the profession contributes to the shortage of new recruits, and it may be connected with the inadequate social status and the lack of opportunities for advancement.

Although men are to be found in increasing numbers in certain branches of the profession (probation, mental health, psychiatric social work, youth leadership, personnel management), they are few in number, and the profession is still practised mainly by women. So many of these marry directly after their examinations and retire from the profession that there is a constant lack of newcomers, despite the sufficiently large number of applications to the schools, and of persons qualified in social work. Indeed, there are often more applicants for a place in the school than can be accepted.

The newly qualified workers are often confronted in their work by serious problems arising from differences in age. The new methods in which they have been trained are misunderstood and rejected by the older staff. The situation is aggravated still more by the fact that the younger workers (because of their more up-to-date training) rise quickly into the key positions which the older workers cannot hold despite their being a long time in the service because they lack the necessary training.

Many countries make clear by their description of the functions of social service that a fruitful co-operation exists between private and public organisations. Despite the steady increase in the influence of the State, the voluntary agencies are accorded the greatest appreciation. As pioneers, they have repeatedly broken new ground and have faced emergencies long before the State took notice of these same social problems or undertook to solve them. But the voluntary agencies have not only been the first to undertake new spheres of the work. When discussing the new professional methods — case-work, group work, community organisation — it was already seen that they were not only pioneers in new fields, but also in testing and applying new methods. At the same time, however, it should not be forgotten that the social workers in the voluntary agencies are not as well situated in respect of payment and old-age pensions as those in the public agencies ; this fact results in a shortage of newcomers particularly in the voluntary agencies.

Many countries have considerable difficulties in finding volunteer workers (unpaid) and in training them, since the qualified staff has little time for this purpose.

Another problem is that only a few countries find it desirable to employ auxiliaries. It is suggested that more and better assistance in the way of office personnel,

cars etc., should be placed at the disposal of the qualified social workers. The complaint is still made that well-trained and qualified social workers are so overburdened with office tasks as to have little time for their own assignments. In the same connection, it is pointed out that students in field-work are kept busy with office duties.

Some reports suggest, therefore, that the functions of social workers should be divided into two categories : those which can be carried out only by highly qualified workers trained in modern methods, and those which can be done by social workers with a more modest basic training. The latter should undertake the more simple home visits and routine jobs under the guidance of the former. This is a further example of a suggestion which seems at first glance to be concerned with the problem of the organisation of work, but it is also a problem which can only be solved by the right type of training.

In some countries there are tensions between the administrators and the social workers within a social organisation, or else a tension between their respective approaches to the social problems of the client. This again arises from the fact that the profession is new. In many cases the administrative senior staff still does not know how and where the social workers can be most advantageously employed. The social workers in the administration do not yet have the status corresponding to their participation in the combined work or to their responsibility towards clients. This is again related to the still very uneven state of training of social workers within the individual countries. These tensions, which have a detrimental effect not only for the social worker but especially for his clients, are connected with the question of training. Despite the fact that these problems still exist, however, there are already trends towards better acceptance and more general utilisation. It is suggested that the public, too, should be better informed on the functions and training of the social workers.

In all countries there exist similar tendencies to extend the limits of certain traditional provinces of social work and to organise them more fully in accordance with modern research and methods. In every country the problem of old-age welfare takes a special place in the reorganisation, together with the improvement of hospital services, attention to mental health problems and chronic illnesses, the extension of family counselling and similar fields. More and better trained social workers are needed for these fields because their social importance is being increasingly appreciated.

As regards the work with children, there is a general tendency to avoid committing them too quickly to institutions or keeping them there too long. According to modern methods it is found more desirable to allow them to stay in the circle of their own home and family ; if this involves extra problems, they must be solved within the family as far as possible. If it is not feasible that the children should stay in their own environment, accommodation in a foster home is preferred in every case to that in an institution. This matter cannot be dealt with in great detail, but is mentioned now simply as an indication of existing trends.

There are in all countries spheres of work which are completely new, and others where the change of approach in an existing service is so marked that they can be regarded as new. In some countries, for example, social work in industry is spreading rapidly. It introduces problems unknown till now, in that the position of the social

worker within the industrial concern has two conflicting aspects : on the one hand, he is responsible to the client and his family and, on the other, he is subordinate to the employer's wishes. The employer may have quite a different viewpoint from that of the social worker regarding the social difficulties of his employees.

The welfare of migrant workers constitutes a further aspect in which some countries are facing new experiences, whereas in some other countries it has long formed a part of the ordinary programme. In several countries, developments in this connection are still at the initial stage. New methods must be put to the test and new skills must evolve. In all the countries concerned, the voluntary agencies are also in this respect very active pioneers. The State follows their example, showing a great interest and making a considerable financial contribution.

The importance of gearing services to individual needs is recognised in all countries, even where much has been planned for combating mass problems or where the use of case-work is not fully accepted. This does not run counter to the development of programmes of community service, social planning etc.

The influence in all countries of the establishment of intensive international co-operation since the last world war should not be underestimated. Often, one notices the problems of one's own country and their possible solution only on acquaintance with the problems of others through international collaboration. The arrangements carried out by the UN, for example, offer extensive training opportunities, particularly with regard to instruction in new methods and training of supervisors. Opportunities for exchange as offered by the international organisations are sought and taken advantage of by the social workers. Employers allow them to participate in courses, seminars and exchange programmes by granting fully or partially paid leave. For the individual social worker, participation in these programmes leads to an unexpected broadening of his personal horizon and of his cultural education, apart from the profit in technical knowledge which, of course, is the first and foremost purpose of all these arrangements.

Finally, it may be noted that the International Social Service, with its national branches, has collaborated for many years with the social agencies and the social workers of many countries in a great number of inter-country cases. This work and its scientific evaluation has shown how difficult it is to observe clearly and to handle methodically a social case between countries, because of all its socio-legal problems and its cultural background. The case might be as simple and as commonplace as, for instance, the transfer of a child who lives in an institution in one country to his mother who has emigrated and married a foreigner in her new country.

As soon as social workers from two and often more countries are obliged to work together, it becomes evident that a special skill is necessary in handling even simple situations. The problems must be solved by means of " case-work by correspondence ", and the social situation of the client in each country must be interpreted with great regard to the social worker in the other country. Failing this, the client, already faced with the fact that laws and social practices of several countries apply to his case, will in addition be subject to the conflicting standpoints of the social workers. In every country, the social worker adopts the standpoint which he has been taught to adopt, namely, that of his own country. He may find it difficult to accept another, and often totally different, outlook on a social case.

The ever closer integration of Europe is, of course, accompanied by an increasing number of inter-country cases. It is to be wished, therefore, that the subject of inter-country social work, special skills and methods of inter-country procedure, should be included in the curricula of the schools of social work enabling the social workers to enter into yet another challenging new field of work.

APPENDIX

Information on curricula received from certain countries

BELGIUM

1st year

A. Minimum curriculum stipulated

Subjects to be taught in all schools of social work:	Number of hours weekly
I. (a) *Theoretical courses*	
1. Philosophy	2 h.
2. General sociology — Statistics and Demography	2 h.
3. Economics	2 h.
4. Psychology	2 h.
5. Law	2 h.
6. Social history and contemporary politics	1 h.
7. Medico-social sciences	2 h.
(b) *Theoretical courses in methods*	
8. Introduction to methods of social work	2 h.
9. Special methods	3 h.
II. *Practical work*	
10. Visits and field instruction	5 h.
Periods for which each school is required to choose subjects	5 h.
Minimum Total	28 h.

B. Optional subjects

(To be chosen by the school — not compulsory)	2 h.
Maximum Total	30 h.

2nd year

A. Minimum curriculum stipulated

I. (a) *Theoretical courses*	
1. Social philosophy	½ h.
2. Psychology	1 ½ h.
3. Psychopathology	1 h.
4. Social psychology	1 h.
5. Sociology (including special questions)	1 h.
6. Social economy	2 h.
7. Social law	2 h.
8. Special legal questions	1 h.

	Number of hours weekly
(b) *Theoretical courses in methods*	
9. Sociological methods and social research	1 h.
10. Professional methods as applied to ..... — case-work — group work — community organisation	3 h.
11. Special methods	4 h.
II. *Practical work*	
12. Visits and field instruction	12 h.
Minimum Total	30 h.
B. **Optional subjects**	6 h.
Maximum Total	36 h.

3rd year

A. Minimum curriculum stipulated

	Number of hours weekly	
	Per student	Maximum proposed by school
I. (a) *Theoretical courses*		
1. Philosophy and ethics of social work	1/2 h.	1/2 h.
2. *Optional subjects* *applied sciences :* special questions in philosophy, sociology, anthropology, psychology, educational theory, economics, law, social medicine and hygiene, relating to social work among individuals, families and communities. *social techniques :* as applied in the organisation, administration and operation of social and cultural bodies, community institutions and public and private enterprises of administrative organs. *social policy, action, research :* foundations, techniques, organisation.		
(b) *Technical courses in methods*		
3. Advanced study of occupational methods .... Choice between : — case-work — group work — community organisation.	2 h.	6 h.
4. Special methods in relation to the choice made above	6 h.	18 h.

II. *Practical work*		
5. Visits and field instruction	18 1/2 h.	18 1/2 h.
Minimum Total	32 h.	63 h.
B. Optional subjects		
	4 h.	4 h.
Maximum Total	36 h.	67 h.

DENMARK

	Number of 45-minute periods	
	1st year	3rd year
1. Social legislation		
— Welfare	105	55
— Social insurance	105	55
2. Civil law	160	—
3. Criminal law	100	—
4. Civics		
— Social policy	140	—
— Sociology	45	105
— Psychology	45	105
5. Social medicine		
— Hygiene	30	70
— Psychiatry	30	40
6. Organisation and practice of social work	150	150
7. Working methods and practical training (drafting, accounts, documentation)	50	50
8. Miscellaneous (thesis, memorials, lectures, visits)	90	220

Field instruction: 2 periods of 6 months.

FEDERAL REPUBLIC OF GERMANY

Curriculum of Höheren Fachschulen für Sozialarbeit

in the Land *of North Rhine - Westphalia*

	Total hours
Educational theory, psychology	304 h.
Health, sickness	152 h.
Social ethics or religion	152 h.
Sociology	94 h.
Civics	123 h.
Law	123 h.
Economics	94 h.
Social policy	145 h.
Medical and social welfare	210 h.
Child and youth welfare	304 h.
Social benefits	170 h.

Administrative working methods	210 h.
Social work organisation and methods	210 h.
Music, dancing, self-expression, manual work	282 h.
Study groups	232 h.

FRANCE

Curriculum for first year

		Hours
Man and his development		
— Preliminaries	5 h.	
— Anatomy, physiology	30 h.	
— The main landmarks in human development	7 h.	
— Motherhood and childhood	38 h.	
		80 h.
Health		
— Preamble		
— Methods of safeguarding health		
(*a*) Personal hygiene (*b*) Housing hygiene (*c*) Food hygiene		18 h.
(*d*) Prophylaxis		8 h.
(*e*) Health education		2 h.
Sickness		
1. General introduction to sickness		4 h.
2. Psychological aspects of the problems of home and hospital patients		6 h.
3. General introduction to pharmacy		8 h.
4. Principal pathological processes :		
(*a*) Microbian infection — parasitic diseases	14 h.	
(*b*) Traumatisms	8 h.	
(*c*) Tumours	3 h.	
(*d*) Nutritional disturbances	2 h.	
(*e*) Poisoning	2 h.	
(*f*) Allergy	1 h.	
		30 h.
5. Pathology of pregnancy, confinement and its after-effects 6. Pathology of the new-born 7. Pathology of infancy and childhood		20 h.
8. Diseases with social repercussions (mental diseases. Optional : 8 h.)		20 h.
9. Pathology of various appliances (social studies optional)	20 h.	
Public law and the principal health and social institutions		14 h.
The professions of nurse and welfare officer and professional ethics		12 h.
Working methods and practical training		100 h.
		322 h.

Curriculum for second and third years

Instruction in Social Work

			Hours
Chapter I : Historical survey Chapter II : The present organisation of social work			12 h.
Chapter III : The practice of social work :			
— Professional ethics and deontology	10 h.		
— Methods of social work :			
— General principles — Case-work	75 h.	110 h.	138 h.
— Group work	15 h.		
— Community social work	20 h.		
— Administration	10 h.		
— Research	8 h.		
Total			150 h.

Human development

Medico-social problems

Chapter I : Human development in normal situations Chapter II : The individual in a disturbed situation			10 h.
Chapter III : Medico-social problems			
Medico-social welfare			25 h.
— For mothers, children and adolescents			
— For adults			
— For disabled persons			
— For aged persons			
Diseases with social repercussions			55 h.
— Psychiatry, mental health			
— Tuberculosis			
— Venereal diseases			
— Cancer			
— Rheumatisms			
— Cardio-vascular complaints			
Hygiene			20 h.
Total			110 h.

Psychology and sociology

Chapter I : Introduction to the social sciences			3 h.
Chapter II : Psychology :			
— Introduction to psychology	8 h.		
— Genetic and dynamic psychology	60 h.		
— The psychology of assistance	12 h.		80 h.
Chapter III : Sociology and social psychology			40 h.
— Methods of sociological research			
— Personality, culture and society			
— Social structures and relations			
— Sociology and social work			
Chapter IV : Group psycho-sociology			7 h.
Total			130 h.

Economics and demography

Chapter I : Statistics	5 h.
Chapter II : Demography	5 h.
Chapter III : Economic problems of the family, family budgets	**10 h.**
Chapter IV : General economics	32 h.
Chapter V : The economics of labour	13 h.
Chapter VI : The economics of social work	10 h.
Total	75 h.

Law and social legislation

Preamble : General principles of law	
Chapter I : Principal features of public law : — Organisation of government departments — General outline of the tax system	12 h
Chapter II : Principal features of private law : — Civil law — Criminal law	16 h.
Chapter III : The legal context of family life	18 h.
Chapter IV : Labour law	11 h.
Chapter V : The institutional framework of social and health policy	7 h.
Chapter VI : Social benefits	18 h.
Chapter VII : Social welfare of children and adolescents	8 h.
Total	90 h.
Practical work	245 h.
General total	800 h.

ITALY

Curriculum of schools of social work which receive assistance from AAI

1. *Study of man*	
Psychology, psycho-pathology, psychiatry, educational theory	**143 h.**
Religious ethics, philosophy	79 h.
Medicine, hygiene, nutrition	75 h.
2. *Study of society*	
Legislation on and organisation of assistance, welfare and labour	111 h.
Public, civil and criminal law	79 h.
Sociology, anthropology	85 h.
Political, economic and social history — economics	74 h.
Social research and statistics	64 h.
Administration of social work	34 h.
3. *Theory and methods of social work*	
Principles	41 h.
Case-work	132 h.
Group work	119 h.
Community organisation	27 h.
4. *Working methods, referencing techniques, languages, manual work*	37 h.

NORWAY

Curriculum of NKSS, Oslo, the duration of studies being 2 1/2 years

Study of man

Psychology	150 h.
Psychiatry, mental health	110 h.
Social pedagogy and child care	90 h.

Study of society

Political sciences	90 h.
Elementary law	90 h.
Social economy	120 h.
Current social issues	50 h.
Social history and social administration	80 h.
Sociology	60 h.
Social medicine	90 h.
Criminology	60 h.
Social insurance and social care	60 h.
Occupational guidance and the labour market	70 h.
Social policy (including social planning)	60 h.

Theories and methods of social service

Case-work	220 h.
Group-work	30 h.

Working methods

Field instruction : two periods of 2 1/2 months each	100 h.

SWITZERLAND

Curriculum of the Geneva school

The period of study is three years : 4 semesters of theoretical studies, 10 months' field instruction and 3 months for the preparation of a diploma thesis.

Field instruction : 1st year 1 half-day a week
2nd year 3 half-days a week
3rd year 2 periods of 4 months

— Development and organisation of social work
— History of social work
  — its moral basis
  — its present organisation
  — techniques of oral and written expression
— Methods of social work
  — case-work
  — group work
  — community social work
  — social administration
  — social research
  — supervision
— Psychology and educational theory
— Social medicine and health problems
— Law
— Social sciences

TURKEY

Social services Academy, Ankara

First year

Course title	Number of course hours weekly
First term (11 weeks)	
1. Basic concepts in economics	4 h.
2. Basic concepts in sociology	4 h.
3. Human growth and behaviour	3 h.
4. Social anthropology	2 h.
5. Foreign language	10 h.
	23 h.
Second term (11 weeks)	
1. Turkish economic life	2 h.
2. Human growth and behaviour	3 h.
3. Health	5 h.
4. Social anthropology	2 h.
5. Statistics	2 h.
6. Foreign language	10 h.
	24 h.
Third term (10 weeks)	
1. Turkish economic life	2 h.
2. Basic concepts in political science and law	4 h.
3. The legal basis of social welfare programmes in Turkey	4 h.
4. Statistics	2 h.
5. Foreign language	10 h.
	22 h.

Second year

Course title	
First term (11 weeks)	
1. The Social Welfare Institution	4 h.
2. Public administration	3 h.
3. Social psychology of groups	3 h.
4. Principles and methods of social psychological assessment	3 h.
5. Psychology of behaviour disorders	4 h.
6. Foreign language	4 h.
	21 h.
Second term (11 weeks)	
1. The Social Welfare Institution	4 h.
2. Components of social work practice	4 h.
3. Social group-work	6 h.
4. Field instruction - social group-work	6 h.
5. Foreign language	4 h.
	24 h.

Third term (10 weeks)

Field instruction in social group-work with accompanying seminar	30 h.
	30 h.

Third year

First term (11 weeks)

Course title	Number of course hours weekly
1. Social problems of Turkey and other societies	4 h.
2. Social psychology of work and achievement	4 h.
3. Social psychological insights in literature	2 h.
4. Social welfare policies and programmes in Turkey	4 h.
5. Field of social work practice	3 h.
6. Foreign language	3 h.
	20 h.

Second term (11 weeks)

1. Philosophy of science	2 h.
2. Social welfare research	4 h.
3. Interviewing in social work	2 h.
4. Social case work	6 h.
5. Field instruction - social case-work	6 h.
6. Foreign language	3 h.
	23 h.

Third term (10 weeks)

Field instruction in social case-work with accompanying seminar	30 h.
	30 h.

Fourth year

First term (11 weeks)

Course title	
1. History of Turkish Revolution	2 h.
2. Social welfare administration	2 h.
3. Applied research	3 h. *
4. The philosophical and professional basis of social work	2 h.
5. Elective	2 h.
6. Community welfare development and organisation	4 h.
7. Foreign language	4 h.
	19 h.

* Additional training will be given in statistics in the Applied Research course as needed.

Second term (11 weeks)

	Number of course hours weekly
1. History of Turkish Revolution	2 h.
2. The methodologies of social work	2 h.
3. Applied research	3 h. *
4. Elective	2 h.
5. Community welfare development and organisation	4 h.
6. Field instruction-Community welfare development and organisation	6 h.
	19 h.

Third term (10 weeks)

Field instruction in community development and organisation with accompanying seminar	30 h.
	30 h.

Additional Field Instruction

All the 4th year students will be required to take on additional 10 weeks of block field instruction in one of the methods.

* Additional training will be given in statistics in the Applied Research course as needed.

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