

## Social Work Education in Europe

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*Translator's note: Approximate translations of the terms 'Fachschule' and 'Fachhochschule' are, respectively 'technical college' and 'college'. However, since there is no exact correspondence between German and English educational establishments, the German terms have been retained throughout this document.*

All European states - with the exception of the small principalities - offer training for the social professions. This training follows various models: from a system of basic training to university study. The process of graduate education and professionalisation has been particularly marked during the last three decades of the twentieth century. With regard to the orientation of content, social pedagogic, social work and social policy are dominant. Generally social work has become so differentiated that it can be called an independent discipline, which encompasses and intersects with material provision, care, control, education, forms of leisure, as well as health and psycho-social care. There is thus a variegated measure of inter-linked activities relating to care, therapy and others such as pedagogy and leisure. The generally expanded areas of study and professional knowledge and practical and research competencies are equally varied. For example, the proportion of practice based learning can vary from 5% to 50% of time spent in training (Council of Europe, 1995). Also the forms of regulation and licensing vary considerably. On the one hand there are the centralised politically controlled systems, and on the other hand (as in Switzerland) regulation is undertaken by a union of the training establishments. Moreover, responsibility for the financing of training establishments ranges from the state through local authority to private, voluntary or religious bodies. For a complete picture of the training landscape, one would need a separate handbook. In this general overview of the systems of different countries, those where training systems have been developed over a more lengthy period of time will be described in more detail. The northern, western and southern European countries fall into this category. Whereas in central and eastern Europe, the processes of transformation are not complete, so it will mainly be only the developing trends that will be covered.

### Denmark

The content of Danish social work methods and practice is influenced by the pronounced economic orientation of Danish welfare research. On the other hand, curriculum planning affords only marginal significance to social psychology or legal studies - subjects which in other European countries are an integral component of training (Kornbeck, 1999). This one-sided alignment is in part responsible for the present structure and content of training courses, but also underlies the many reforming endeavours.

#### *Training in a Fachschule (see footnote)*

*Fachschulen* in Denmark belong to the tertiary sector, for which the entry requirement is the *Studentereksamen* (comparable to the *Arbitur*). Study can be undertaken in 32 *Fachschulen* (*Socialpaedagogiske Seminarium*) of which four are state run and 28 are independent (although state financed). The number of social pedagogues in training at each school is between 400 and 900. The courses comprise seven semesters within which three practical placements (of three, six and six months) must be completed. There is a prospect of the establishment of a practice placement (of several weeks) in a foreign country in the fifth semester (Oberhuemer & Ulrich, 1997).

#### *Training in a Fachhochschule (see footnote)*

Education at a *Fachhochschule* takes place in four vocational training institutes (*Social Hojskole*), the so called 'National Schools of Social Work'. The use of the English term in the education system is on pragmatic grounds, namely the reliance on English language literature and teaching. (Kornbeck, 1999). Graduation follows six semesters of study (of which one is in practice) and leads to the award of the 'Diploma in Social Work'.

#### *Training at a University*

The University of Aalborg offers a post-graduate course in social work (without the possibility of a doctorate). Graduates from *Fachhochschulen* with a Diploma in Social Work can obtain an MA in Social Work at Aalborg. The University of Roskilde offers an academic course in social economics. In Greenland (which is part of Denmark) social workers are trained at University (BA in social work).

### *Developments and perspectives*

The Nordic Committee of Schools of Social Work (NCSSW), a consortium of Scandinavian social work training establishments, is at present concerned with clarifying training standards. It is envisaged that there should be a partial rapprochement between the *Sozialen Hochschulen* and the universities, among other things in such a way as to enable the lecturers in the *Sozialen Hochschulen* to undertake research.

## **Finland**

Until very recently, social work, sociology and social policy courses laid emphasis upon a theoretical background in social policy, while the students were overwhelmingly interested in practice. This situation has given rise to numerous demands for reform.

### *Training in a Fachschule*

At the level of the vocational schools, training comprises 100 weeks of study leading to the attainment of basic examinations in social and health services; the professional title sounds comparable to 'assistant social worker'. After this two year basic education, there follows a half-year specialised elective course on a chosen client group (children and young people, handicapped, the elderly). Graduates of this course are qualified for so-called 'non-professional' areas of activity within social work (mainly primary care). The basic examinations in social and health services enable entry to study in social work institutes (*opistoaso*). This 140 week (three year) focused training is well regarded in the fields of social work, social pedagogy and work with handicapped people. However, the institute courses are being discontinued, and there is no immediate prospect that they will be offered in future (Kokko et al., 1997).

### *Training in a Fachhochschule*

The basic examination in social and health services entitles entry for study at a *Fachhochschule*. A comprehensive 140 week course leads to an 'Expert in Social Work' qualification which has greater flexibility and is suitable for work with a variety of client groups and problem situations. This capability was achieved through the integration of applied research in the curriculum.

### *Training at universities*

The qualification following the study of social work was initially titled Master of Science (M.Sc.) with an emphasis on social policy and sociology, but after 1981 it became an MA in Social Work. Institutes of Social Work, established in faculties of social science exist in six Finnish universities as well as the Swedish department of the University of Helsinki. A three year period of study leads to a BA in social work and a further two years to an MA; following this there is the possibility of a doctorate. The University of Kupio offers an English language MA course in subjects including criminology, the sociology of minorities, social work in the penal system, the probation and youth justice system. The one sided bias in the theoretical teaching of social work in Finland has led to discussion and controversy. The communes who provide social services are critical of students' remoteness from practice and limited experience of the living conditions of those in need. It has been suggested, and subsequently acted upon, that there should be non-academic teaching centres to complement university education (Satka & Karvinen, 1999). Teaching centres are local annexes of the university in which university lecturers work in cooperation with social work practitioners. The University of Jyväskylä, for example, has established an introduction to practice, which, in conjunction with trained social workers involves a year long project, as a way of gaining competence. Underlying this principle is the conviction that it is not possible to gain professional competence in the classroom but only in the field. At the University of Turku, for example, social work students are trained together with psychologists and doctors at the University's advice clinic (Satka & Karvinen, 1999).

### *Developments and perspectives*

At present training is in a phase of renewal and reform, and discussion about the future is characterised by intense reflexivity: the object of these discussions is the 'average families' which have not previously been among the clientele of social work. Because an increasing proportion of the population (as in other European countries) are encountering (long term-) unemployment, potential problem areas are beginning to emerge. These changed social conditions confront social work with a new clientele and the need for new ways of working, as they also do at the level of social work education (Satka &

Karvinen, 1999). There is a need for social workers to possess adequate and immediately relevant practical competencies as well as their intellectual and moral qualities (Satka & Karvinen, 1999).

The results of this discussion are already becoming apparent at the training level: in the teaching centres there is increasing involvement of volunteers and non-statutory organisations.

## **Iceland**

Social work in Iceland began in 1957 with one social worker. Today there are more than 100. Up to the beginning of 1980, training took place in the neighbouring Scandinavian countries. With the establishment of a university course, the training of students lies in the hands of just three people - the professor and her two colleagues.

### *Training at the university*

Social work training was created at the University of Iceland in 1981 in the Faculty of Social Sciences. This is a four year course: the two year basic study comprises psychology, sociology, research methods and social policy. The third year concentrates on social work, includes a practice placement and leads to a BA in Social Sciences. A further year of 'top-up' study along with a four month practical placement completes the four year study period. A Certificate of Qualification in Social Work is linked to the final examinations.

### *Developments and perspectives*

Because of its relatively isolated geographical position, Iceland is interested in international cooperation and is an active member of the Socrates Programme. As a member of the Nordic Committee of Schools of Social Work (NCSSW), Iceland is concerned to adapt its training structure to that of the other Scandinavian countries.

## **Norway**

While most training still takes place in establishments which structurally resemble *Fachschulen*, university training has, since 1981, played an increasingly significant role.

### *Training in Fachschulen*

Training predominates in the eleven state *Fachschulen (Sosialhogskolen)*. It lasts for two years (including a seven month practice placement), leads to a Diploma in Social Sciences and the professional title *Sosionom*. The areas of work are, for example, rehabilitation, hospital, family work, work with the elderly, probation.

### *Training at universities*

The Norwegian State College of Local Government Administration and Social Work in the Child Welfare Department of Oslo College offers a three year training leading to the Diploma in Child Welfare which is approved by the Norwegian Council of Social Work Education. The course includes two practice placements each of 15 weeks. Graduates are employed in work with children, young people and families. Since 1984, the Department of Social Work in the College has offered a three year training (including a six month practice placement) leading to the Diploma in Social Work.

At the University of Trondheim there is also a course leading to an MA in Social Work. Graduates mostly teach in *Fachhochschulen*.

### *Developments and perspectives*

The Norwegian State College is a member of the Nordic Committee of Schools of Social Work (NCSSW) and is concerned to promote standardisation of social work training in the Scandinavian countries.

## **Sweden**

The study of social work at Swedish universities is markedly similar to the British and American models of university study.

### *Training at Fachhochschulen*

A three year non-academic course in social work and social care is offered in 28 colleges (*vardhögskol*). These course specialise in a particular client group (e.g. the handicapped or the elderly) or on a specific activity (e.g. pedagogy of leisure - *fritidspedagog*).

#### *Training at universities*

Training of social workers (*socionom*) takes place at six universities. The normal qualification (BA - *kandidatexamen*) is attained after three and a half years (seven semesters). The curriculum predominantly involves academic study, but does however conclude with two practice semesters (Otto & Antskog Dietrich, 1997). Further academic qualifications such as the MA (*magisterexamen*, a further two years), licentiate (two years) and doctorate (four years) are likewise available: several *Hochschulen* provide opportunities for in service study for these. The entry qualification for a doctorate is a licentiate. The University of Göteborg additionally offers an English language course - International Master of Arts in Social Work - which is open to foreign students. The content of graduate courses concentrates on social and behavioural sciences, research methods as well as scientific theory.

#### *Developments and perspectives*

No reform of the training system in Sweden is currently envisaged.

### **United Kingdom**

Training for social work is sited in more than 100 establishments, of which a third are universities and two thirds colleges of higher education. Most students (90%) choose a non-graduate course which lasts two years leading to a Diploma in Higher Education. Validation of such courses by the Central Council for Education and Training in Social Work is necessary for the professional award of the Diploma in Social Work (DipSW) (Lyons, 1999). There is current concern about a modification in the training for workers in the justice system and probation, which is being separated from social work training (Jack & Jordan, 1998). Already by 1995 the Diploma in Social Work was no longer a necessary qualification for entry into the Probation Service, although it still is in Northern Ireland and Scotland (SWAS, 1999).

#### *Training in Fachschulen*

In 1947 the then Labour government set up training for residential social workers, when a lack of qualified staff had caused national alarm. Two separate training routes were established, one in the universities and one at the *Fachschule* level (training centre). The consequence was that graduates from the latter received less recognition (and were less well paid). So increasingly most qualified employees gravitated towards field work or administration (social services are provided by local authorities) with the result that the residential sector had scarcely any additional qualified staff available. Soon only 20% of residential workers were qualified (Kahan, 1995). Thus in 1998 the Training Organisation for the Personal Social Services (TOPPS) was set up, a quasi-governmental organisation which was to restructure and improve training for residential and youth workers. These areas of work were removed from CCETSW's area of responsibility. From 2002 TOPPS will completely replace CCETSW.

#### *Training in Fachhochschulen*

Youth and community work can be studied at 25 colleges of Higher Education or Higher Education Institutions (HEI). State recognised courses lead, until 1995, to the award of Certificate of Social Services (CSS) (Lyons, 1997). Since 1995 the above mentioned Diploma in Social Work has replaced the Certificate of Qualification in Social Work (CQSW) and the CSS. The course is for a minimum of two years.

#### *Training at universities*

There are a variety of social science courses on offer which lead to a Bachelor level qualification. These can encompass various specialisations: Bachelor of Arts (BA) in Social Work and Sociology; Bachelor of Social Science (B.Soc.Sc); Bachelor in Social Work (BSW) and others. Courses involve two practice placements of three and four months. In some universities (e.g. East London) placements constitute half of the course: a three month placement in the first year and a six month placement in each of the second and third year must be completed. Courses can also follow a second pathway. After the completion of the first foundation year, there is an entrance examination for all students and applicants. Criteria are academic performance, practical and life experience as well as personal aptitude for the profession. The qualification of Diploma in Social Work is awarded by the national validating body, the Central Council for Education and Training in Social Work (CCETSW). This qualification entitles entry to the profession. Since 1992 the University of Portsmouth in conjunction

with the Skovtofte Seminarium in Copenhagen has offered a British/Danish BA in European Social Work. The one year post-professional study builds upon the British DipSW, and for Danish social workers follows on from their three year training at the *Fachschule*.

#### *Developments and perspectives*

The National Council for Vocational Qualifications (NCVQ) will revise the requirements and qualification levels for social work training. And CCETSW is advocating that training should be developed and provided jointly by Universities and social work agencies. Also the Open University system with its many faceted provision for continuing education - especially in the areas of social and residential work - should be strengthened. In view of the fact that almost all students opt for the two year non-graduate route to the DipHE and DipSW, there is some discussion in the universities whether this ongoing practice oriented form of study can do justice to the complex requirements of social workers (Lyons, 1998).

### **Ireland**

Training for work with young people, care and residential work takes place in individual establishments of comparable level to the *Fachschulen* and *Fachhochschulen*. Training for health social workers, those working with the handicapped, and probation officers takes place in universities. With all courses it is the case that student demand for university places is substantially on the increase and so restrictive admission criteria prevail. For many courses there is still a set quota of places reserved for students without formal academic qualifications but who have several years experience in a related occupation. 40% of Irish social workers are employed in work with children and young people (regional health and social services). The most significant employer is the Health Ministry with eight regional service centres.

#### *Training in Fachhochschulen*

There is a three year course in Youth and Community Work that has been established at St. Patrick's College in Maynooth which leads to a (non-academic) Diploma. There are three year courses in child care at several regional technical colleges and polytechnics. These lead to the Advanced Diploma in Child Protection or in Child Care. The Dublin Institute of Technology offers a two year training in child care work leading to the Certificate in Early Childhood Care and education (CECCE) that is recognised by the National Council for Educational Awards (NCEA).

#### *Training at Universities*

The Irish universities (Dublin, Cork, Trinity College Dublin) offer courses in social and community work that are seen as applied social science: the Institute at University College Cork, for example, is called the Department of Applied Social Studies. Study can be at the (non-graduate) level of the Diploma in Social Work and Diploma in Youth and Community Studies as well as at Bachelor, Higher Diploma and Masters level. These last three are recognised by the National Social Work Qualifications Board (NSWQB) as a National Qualification in Social Work (NQS). The two year Diploma course targets mature students who already have some experience in social work or allied activity (possibly as a volunteer). A three year (at Cork) or four year (at Dublin) course at a University can lead to a Bachelor in Social Studies (BSS), Bachelor of Social Science (B.Soc.Sc) or Bachelor in Social Work (BSW). Four year courses include a one year foundation year. A Bachelor qualification can, on the one hand, be built upon by a further two years study leading to a higher diploma (in Youth and Community Work, Applied Social Studies or Social Work Studies), and on the other hand, the Master of Social Work (MSW) or Master of Social Science (M.Soc.Sc). The higher Diploma differs from the Masters qualifications in that no dissertation is required.

#### *Developments and Perspectives*

At present there is an observable increase in students on Masters of Social Work courses, namely those which combine the subjects of child and youth care (research and practice) with social policy and social research. The reform process in the area of education has been buoyant for some time, partly as a result of the receipt of considerable financial aid from the European Union and the current economic boom.

### **Austria**

The profound changes in social work activity (the spread of crisis situations, long term unemployment, social need, housing problems, migration problems, new poverty) brings in its wake a need in Austria for changes in the content of training. The previous concentration on treatment methods, counselling and therapy, case work and family work has not shown itself to be fully adequate (Wilfing, 1997).

#### *Training in Fachschulen*

In the secondary sector there are numerous state *Fachschulen*, so called vocational high schools (*Berufsbildende Höhere Schulen - BHS*), which include *Fachschulen* for social services (70 training establishments) as well as education establishments (6) and colleges of social pedagogy. The duration of courses is between two and three years (Badelt & Leichsenring, 1998).

#### *Training in Fachhochschulen*

Training takes place in eight Academies of Social Work, maintained by the state as well as the Catholic Church (Caritas), the professional association and the regions which are also involved. Social work training takes three years (six semesters including a five month practice placement) and leads to a Diploma. The eight schools cater for 1,200 students each year, of whom 320 graduate annually (Badelt & Leichsenring, 1998).

#### *Developments and perspectives*

In 1998 a Commission of the Ministries of Education and Culture and Science and Traffic produced recommendations for the future structure of education and training for the social professions (Badelt & Leichsenring, 1998). The Commission found fault with the multiplicity of competencies, the lack of coordination, the different qualification levels, incompatibility with international training systems and the lack of networking between the current systems. The multiplicity of those responsible for training reinforced the desire for a new concept of training establishments, which could exist as an academic element of the tertiary sector. At present various suggestions for reform are being discussed: the conversion of the academies in *Fachhochschulen* and the lengthening of the study period to four years (eight semesters) under the umbrella of the discipline of social management. Alternatively, all Austrian academies, including teacher training establishments, pedagogic and denominational academies (included under social work academies) could receive their own statute in the same way as the university-modelled pedagogic *Hochschulen* are; these *Hochschulen* would be organised with like universities with a rector and an academic board and maintained by the Ministry of Education. Finally, one could leave the current system as it is with the state categorising the academies as academic institutions in the sense of the first EU directive. This already happens through a bilateral arrangement with the universities over the recognition of student qualifications. In this way, the Pedagogic Institute of the University of Salzburg recognises a Diploma from the Salzburg Academy as an entrance qualification for study at MA level.

The multiplicity of ways forward, however, carry with them the danger of splitting training even more. So two regional academies (Linz and Graz) are considering converting to *Fachhochschulen*.

### **Switzerland**

In French-speaking Switzerland, as in France, social work has encompassed a variety of professional activities, while in German-speaking Switzerland, social work has hitherto been differentiated between social work (previously 'care') and social pedagogy (previously 'residential work'). A rapprochement between these concepts is now in prospect, primarily because increasing areas of activity are emerging, which cannot be responded to in a unilateral way by any of the three disciplines of social work, social pedagogy or 'socio-cultural animation'. At present training for the social professions is located in numerous *Fachschulen* and, for social work and social pedagogy, in *Hochschulen* for social work and *Fachhochschulen*.

#### *Training in Fachschulen*

In French and German speaking Switzerland there are numerous courses in the social field which are designed to relate to secondary or tertiary education in different ways. So in the second stage there are various courses on offer which lead to the occupations of, among others, educator, residential worker, carer, worker with the elderly or families (Kühne, 1997).

#### *Training in Fachhochschulen*

At 17 *Hochschulen* for social work, there are three types of scientifically based courses of a social nature (albeit with varying structures) which lead to an HFS Diploma: social work (10 schools), social pedagogy (14) and 'socio-cultural animation' (5). This qualifying training extends over four years and includes at least 3,200 lessons of which 1,500 are an introduction to practice. Two to three compulsory practice placements add up to a year's practice. Training organisations are for the most part foundations and associations which derive finance from the cantons (mostly) and the state (Kühne, 1997).

#### *Training at universities*

The University of Friborg offers a course in social work and at the University of Zürich the study of social pedagogy is possible. The universities of Neuenburg and Lausanne, within their social science courses offer specialisation in social work with about 60 graduates a year (Kühne, 1997).

#### *Developments and perspectives*

It is planned that the higher *Fachschulen* should be converted to *Fachhochschulen* in which schools and providers will be amalgamated and financing be largely taken over by the state. The HFS Diploma will henceforth be available in the three disciplines (Kühne, 1997), although attempts are being made to bring all three together in a '*Fachhochschule* for Social Work.'

### **The Netherlands**

In the Netherlands too, the history of poor relief is associated with the Church, and when at the end of Spanish rule in the middle of the seventeenth century, the Dutch Reform Church effectively became the State Church, religious and public involvement in care of the poor was almost identical up to the end of the nineteenth century. Only with the 'New Poor Law' of 1912 was the state accorded a complementary role to private welfare (van der Laan, 1997). In comparison with neighbouring countries, the social security system was established relatively late in the day: accident insurance 1901, invalidity insurance 1923, sickness insurance came into force in 1930 and statutory unemployment insurance was only introduced in 1952. In the same year the Ministry for Social Work was instituted. The late but rapid industrialisation of the country during the post-war era prompted further social policy developments: in the sixties the *Bijstandswet* ('social help law') and the *Wet op de arbeidsongeschiktheid* ('fitness for work law') were repealed. The establishment of state welfare was accompanied by a diminishing influence of the Church in the welfare system. The first school for social work - one of the oldest in the world - was already founded in Amsterdam by Marie Muller-Lulofs in 1896. The number of training institutions grew - particularly after the second world war - to 36, mostly religious and ideologically oriented schools (called *Akademiën*).

#### *Training in Fachhochschulen*

Many of the smaller *Akademiën* were integrated with *Hogescholen* (comparable with the German *Hochschulen*) in 1986. These (approximately 60) *Hogescholen*, along with the universities, form the tertiary education sector although vocational training is kept strictly separate from the university education (van der Laan, 1997). 23 of these *Hogescholen* offer social work courses (*Hoger Sociaal Agogisch Onderwijs*). To translate this as 'social work' is somewhat imprecise since *Agog* encompasses a broad spectrum of social professions: cultural work, (ergo-)therapy, social work, personnel management, welfare rights advice and social pedagogical work. Since 1986 these fields have been represented six different disciplines in the HSAO-courses. Study is for four years, of which the third is a practice year, and can be undertaken on a full or part time basis. It leads to a BA and is entitlement both to the regulated salary scale for the professional practice of social work and an entrance qualification for post-graduate study at a university (post-professional or MA programme).

#### *Training in universities*

In parallel with the opportunities for social work training in the *Fachhochschulen*, many universities established 'departments of androgogy' in the sixties. Study was oriented towards the European tradition of social pedagogy at the same time as the anglo-saxon concept of social planning and social change. However, most of these departments were closed in the eighties as a consequence of cuts in state funding and the massive neo-liberal critique of the welfare state (Scholl, 1998). Currently it is only possible to obtain a qualification in social work at a university by way of four year study in social sciences (leading to an MA or doctorate). The one exception to this in the Chair in Social Work at the University of Utrecht.

### *New developments*

Some HSAOs have recently introduced an MA programme, often in conjunction with Anglo-saxon universities in order to be able to offer students an internationally recognised degree. Nonetheless, there is as yet no state recognition of these courses (Scholl, 1998). Aside from this there is an increasing number of fee-paying continuing education courses - mostly of one year's duration - postgraduate courses for the social professions. This demand-oriented commercial exploitation of education is also apparent in other European countries is all of a piece with the continuing tendency of 'transformation' of the welfare state through the introduction of market mechanisms and the emphasis upon 'individual responsibility' (Van der Laan, 1997).

## **Belgium**

The first 'School for Social Services' was founded in Brussels in 1920 and a second in Antwerp in 1921. Training focused on help for children of poor families. The corresponding self image of social work as a charitable activity only gave way in the fifties, with the development of the welfare state and the care system, and the claims on the social professions changed. The curricula of social work courses broadened to include social, behavioural and legal sciences, and casework became the model for social workers at that time. Schools of social work originating in the post war period were without exception ideologically oriented. So, for example the socialist and Christian workers' movement established their own training establishments such as the 'college for workers' (*École ouvrière supérieure*) or the Christian *Institut Cardijn* (Rémion & Messiaen, 1986).

### *Training in Fachhochschulen*

At present training exists in only 23 *Fachhochschulen*, 12 of which are in the Flemish speaking region and 11 in the Francophone region of the country. Each *Fachhochschule* has relative autonomy and its own traditions and its own particular training orientation within the framework of statutory guidelines and the supervision of the Ministry of Education. *Fachhochschulen* are located under the universities in the tertiary sector and are maintained by private organisations (4 schools), communes, provinces or the state (19 schools). Social work training in the *Fachhochschulen* (*Institut Supérieure de Formation Sociale* and *Hoger Instituut voor Maatschappelijk Werk* respectively) involves three years full time study, although there are two courses of four or more years. The practice component varies from school to school. 75% of students are women. Courses lead to a state Diploma in Social Work (*Diplôme d'État*). Over and above that there are a dozen related qualifications. The national Ministry of Education only recognises the state diploma and, since 1952, the legally protected title of 'assistant social'.

### *Training in universities*

Basic social work training courses no longer exist in the universities, but students who have completed study at the *Fachhochschulen* can register for a post-graduate licentiate in social and political science, sociology, criminology, social medicine and hospital administration. In the mid eighties, some universities introduced programmes such as 'Social Work and Social Services' and 'Social Action', but clearly these did not constitute basic training.

### *New developments*

*Fachhochschulen*, universities, state institutes, private organisations and professional associations offer a varied range of very different post-graduate courses and further training seminars. These can constitute a danger that the basic state diploma will become devalued which could lead to a 'creeping' shift of social work training away from the *Fachhochschulen* into the universities (Rémion & Messiaen, 1986). On the other hand there is a demand from the *Fachhochschulen* themselves that the universities should set up post-graduate courses so that social workers could become better qualified for a research and management tasks. It is an open question as to whether in future a basic university vocational training can be established alongside the *Fachhochschulen*, as is the case, not only in Belgium's neighbouring countries (with the exception of Luxembourg), but almost everywhere else.

## **Luxembourg**

Luxembourg is the only country in the EU in which there is no independent training for social work (as it is understood internationally) at *Fachhochschule* or university level. Undoubtedly this is because of the size of the Grand Duchy which only has a population of about 380,000. In the mid eighties, there were only about 140 social workers and since then their number has scarcely increased (Roulleaux,

1986). Professional social work developed during the twenties when the first foreign-trained professionals came to work in the health and social services. Establishments, and also training, were (and still are) characterised by a marked socio-medical orientation. A law of 1935 regulated the professional titles (*infirmière visiteuse* - since 1967 *assistant d'hygiène social* - and *assistant social*) and the statutory recognition of foreign training courses and entry to the profession. Social work belongs to the 'para-medical professions' and comes under the Ministry of Health. Training opportunities for these professional groups in Luxembourg are limited to a four year *Fachschule* course with a 30% practice component and leading to a state diploma (*Diplôme d'État*). Social workers who want to train at a *Fachhochschule* or university usually do so in a neighbouring country (Belgium, France or Germany).

#### *New developments*

A law of 11 August 1996 led to the reorganisation of post-secondary education for, among others, educational and social professions. There are plans for a degree course for educators (*éducateur gradué*) at the Institute for Social and Pedagogical Studies (*Institut d'Études Éducatives et Sociales* - IEES). Aside from this there are (as yet not closely defined) one year short study possibilities at the Luxembourg University Centre which orients and prepares students for study programmes at universities in neighbouring countries.

### **France**

After the French revolution, support of the needy which had hitherto been the almost exclusive province of the Catholic Church, was replaced in the law of 19 March 1793 by state provision. The concept of solidarity replaced that of charity. Care was no longer a matter of private benevolence, but a task of public and collective involvement. These republican ideas were, however, only materialised later in the wake of industrialisation, beginning in 1898 with mutual insurance as well as other social legislation up to 1913. Modern welfare began in 1896 with the establishment of the first centres for social assistance (*maisons sociales*) in a poor district of Paris and, by 1907 already, the first 'practical school for social education'. In 1908 a 'free school for welfare' was founded. In 1922 a professional diploma for nurses and for health carers was established. From 1930 these occupations began to be termed 'social carers' (*assistantes sociales*) and in 1938, the Social Care Diploma was introduced with a qualification comparable to that of the other two professional groups (Allard, 1984). After the second world war between 1945 and 1953 the most important provision for prevention and care were assembled under the social security (*Sécurité Sociale*) umbrella. Finally, in 1995, a Ministry of Health, Social Affairs and Local Government (*Ministère de la Santé, des Affaires Sociales et de la Ville*) was instituted at national level. As in Italy, the social professions in France are closely linked to the medical domain both in practice and training. Today there is a broad spectrum of professional specialisms with 160 very varied training institutions, courses and qualifications. The overwhelming majority of training establishments are private, although publicly financed. Only eleven schools have a public or semi-public status, and only 53 have courses classified as social work in the narrowest sense. Moreover, *Travail Social* is not the equivalent of the German conception of social work, but includes the fields of *action sociale* and *aide sociale*, which accounts for why the training options and levels are correspondingly more various (Deroide, 1997).

#### *Training in Fachschulen, Fachhochschulen and Further Education Establishments*

The distinction between *Fachschulen* (*École Normale*) and *Fachhochschulen* (*École Supérieure*) is a difficult one. Unambiguous classification is often not possible because of contradictory information in the literature. In principal, 'educators' (*moniteurs-éducateurs, éducateurs, éducateurs de jeunes enfants*) and social pedagogues (*éducateurs spécialisé*) are only trained in *Fachschulen*. Training of social workers (*assistantes de service sociale*) takes place mainly in relatively small state or state recognised *Fachschulen* (47) as well as independent *Fachschulen* (3) and universities (3) and lasts between 8 months (for family workers - *travailleurs familiaux*) and two to three years for the various other professional groups. Within the binding framework of a national curriculum, about a dozen different specialisations are offered, for which the practice component is between 30% and 50%. The requirement for successful completion of the national diploma in social work (*Diplôme d'État d'Assistant de Service Social*) is a three year course of study which includes 14 months of practice. The state diploma is a requirement for entry to professional practice. At present there are about 36,000 social workers in post, of whom 97% are women. An unusual feature is the training for 'home managers' (*directeurs*) - without exception, these are trained on a three year course at the National School for Public Health (ENSP - *École Nationale de la Santé Publique*) in Rennes, the highest state

training institution in the social and health fields. Aside from the regular courses there is a confusing number of courses and further training courses on offer from private and public organisations, schools and universities (Deroide, 1997)

#### *Training in Universities*

At some universities social work can be studied at basic level, as a 'top up' course or additional academic qualification, and with various specialisations and qualifications (c.f. CIDJ, 1999). Regular social work courses are offered at the IUT (*Institut Universitaire de Technologie*), the University of Grenoble and Paris V and at the IUP (*Institut Universitaire Professionnalis *) Villetaneuse. The two IUs offer a two year course 'social careers' (*Carri res Sociales*) with a DUT qualification as well as a three year course leading to the state diploma in social work (*Dipl me d' tat d'Assistant de Service Social*). As well as these three *Hochschulen*, there is a greater number of universities which have instituted 'top-up' courses and further training for professionals in social welfare leading to a licentiate or masters qualification in social sciences. Finally, for professionals holding the state diploma in social work there are about seven universities which offer further training leading to the Higher Diploma in Social work (DSTS - *Dipl me Sup rieure de Travail Social*).

#### *Developments and perspectives*

We can observe developments in France that mirror those of other European countries (e.g. Italy). On the one hand, there is the historical tradition of predominantly non-university training for the social professions, and on the other, a trend towards establishing basic social work training (with state diploma) and further training in the universities (as in Germany, primarily in educational science courses). Although it in its beginnings, this process has implications for the future because there will be different demands for qualifications in the social field, and at the same time lead to a competitive situation prompting the defensive reaction that: "University qualifications are for research activities, not so much for practice." (Deroide, 1997.p.87)

## **Spain**

In Spain, the development of industrialisation and, with it, social services took place relatively recently (compared with other European countries). This 'lateness' can also be seen in relation to training. Admittedly, by 1849 there was already enacted a general welfare law (*Ley general de beneficencia Social*), however, the founding of the first training establishment only came in the Second Republic with the Schools for Social Studies for Women (*Escuela de Estudios Sociales Para la Mujer*) in Barcelona (1932). This school arose out of the Catalonian Women's and Social movement and was a branch of the Catholic 'School for Social Services' that was established in Brussels. Its object was "The education of the working class and the training of competent professionals who would dedicate themselves to the working class" (cited in Hernandez, 1995: p. 136). The second institution, the 'School for Family and Social Education (*Escuela de Formaci n Familiar y Social*) was founded in 1939 at the end of the Spanish civil war and was linked to the national catholicism and the fascist Falange. Up to the mid-fifties only five further schools were established and only in the wake of intensified industrialisation after 1959 did the number of schools increase, by the end of the sixties, to 42 (29 Church, 9 state, 4 private).

#### *Training in Fachschulen*

In 1964 the schools received state recognition as *Fachschulen*. Courses lasted three years, the entry qualification was as for a *Hochschule* and graduates were now called social assistants (*Asistente Social*). The status of this training led to an expansion in the number of students and schools (Rimbau & Rossell, 1986).

#### *Training in Fachhochschulen / universities*

In 1981 the *Fachschulen* were converted to *Fachhochschulen* (*Escuelas Universitarias*) and affiliated to universities. A decree of April 1983 determined that the study of social work (as the subject was now termed) should be integrated nationwide as a subject in its own right with a practice component of 40%. The three year course is located at the lowest level of the three level Spanish university system and, since 1986, no longer leads to 'social assistant', but the Diploma in Social Work (*Diploma en Trabajo Social*). Since August 1990, 28 university schools have been integrated as independent faculties (*area de conocimiento*) in the normal university structure, whereby the status, duration and qualification of the courses remains unchanged (Hern andez, 1995). In the mean time it is apparent that (as in Italy and France) an increasing number of universities that were introduced at the October 1991

Rectors' Conference are offering diploma courses in social pedagogy (*Eduacion Social*). This course is classified as a second-level university subject of the science of education and concludes after a total of five years with a licentiate (*licenciado*).

#### *Developments and perspectives*

If one considers the almost 20 year standstill (connected with international isolation) in the development of the professionalisation of social work up to the end of the dictatorship in 1975, then one has to evaluate the current training for social work and social pedagogy in a different way. On the one hand we find professionalisation 'bogged down' (as it was in Germany in the seventies) characterised by dominance of short courses and the only the beginnings of a scientific approach. On the other hand there is the success within a relatively short period of time of attaching training, at least structurally, to the universities, and accomplishing a binding curriculum framework. Along with Ireland and Turkey, Spain is the only European country in which social workers are exclusively trained in universities. With the establishment of the complementary course in social pedagogy leading to a licentiate, a dualism has been created which is viewed with some scepticism by the social work subject areas, but could contribute to the establishment of the profession on a more scientific basis, which all would welcome. Finally, it remains to be seen whether a doctorate is a possibility.

### **Portugal**

The development of social work is more closely bound up with the Catholic Church than in other European countries. On 15 August 1498, the first welfare institution was founded, 'the Holy House of Mercy of Lisbon' (*Santa Casa da Misericórdia de Lisboa* -SCML). This hospital marked the beginning of medieval health and social policy and, over subsequent centuries up until the present day, grew to become the most important welfare organisation, which (particularly during the world economic crisis) annexed numerous smaller private initiatives. Since 1834 the SCML has been a quasi-state institution, whose social, health and cultural activities are financed through various national lotteries (as early as 1783 the crown conferred upon SCML the privilege of managing lotteries). The first public social policy initiatives were taken in the time of the first Republic (1910-1928). During the Salazar dictatorship (1928-1974), there was no further expansion of social services (apart from the foundation of schools). Services were patriarchal in structure and clearly not very efficient. Modernisation of the welfare system only began after the revolution of 1974. Currently there is decentralisation of services and a mix of state and private responsibility. The dominance of the Church is reflected in the training sphere. The first Catholic school for social work (*Instituto de Serviço Social*) was founded in Lisbon in 1935, to be followed in 1937 by a school in the provincial administration in Coimbra (lead by Catholic nuns), and in 1956 by the Catholic school in Porto. In addition, in 1964 a catholic school was set up in Angola, and a state school in Mozambique. Since 1974, all Portuguese schools are part of the tertiary system. The schools in Lisbon and Porto have separated themselves from the Church, and the school in Coimbra has come under the jurisdiction of the Ministry of Education.

#### *Training in Fachhochschulen and universities*

Since 1979, the above mentioned three schools have been converted to colleges for social services (*Instituto Superior de Serviço Social*). The four year course of study is set in the framework of a national curriculum. Between 86% and 96% of those enrolling are women and the final qualification is that of Diploma for Social services (*Diplomado em Serviço Social*). Following the law of 1985 relating to *Hochschulen*, all private colleges not connected with universities or other colleges, can award a licentiate (*Licenciatura*) and are entitled to set up post-graduate courses leading to an MSW (*Mestrado*). Those qualifying have the title *Assistente Social* or *Trabalhador Social*. In 1980 the first university course was initiated - a four year course for social work at the Institute for Social and Political Science at the state Technical College of Lisbon which leads to a Diploma in Social Policy. Since 1986 there has also been a course in 'social services' at the Portuguese Catholic University in Vizeu. Here for the first time it is possible to obtain all three qualifications: the licentiate, masters and a doctorate (Athayde Flora, 1986).

#### *Developments and perspectives*

As yet there is no definite date for any further developments in training at colleges or universities. For the academic year 1998/9 the *Universidade de Trás-os-Montes e Alto Douro* opened a five year basic social work course at Miranda do Douro leading to a licentiate in social work. This provides training in psycho-social counselling and therapy, administration, research and social planning. Thus - on the

usual criteria - Portugal has in effect developed a training system that has become exclusively established at university level.

## Italy

Italy has nothing like the tradition of state welfare (as, for example, Germany or England) (Guerra & Sander, 1997; Filtzinger & Salvatori, 1997). From the time of the foundation of the state until the first half of the century, the personal social services were firmly in the hands of the Church and private institutions. State control was, at most, nominal. The state first became involved during the period of Fascism and created insurance institutions as a socio-political instrument (i.e. about 60 years later than Germany). In the post-war republican constitution the idea of the welfare state was taken up, but until now only rudimentarily realised. State kindergartens, for example, only made their first appearance in 1968, and it was not until the end of the seventies that community-based health and social centres (*Unità Sanitarie Locali* - USL; now after partial privatisation, *Azienda* - called ASL) were set up with a standardised structure and statutory guidelines. State involvement in youth policy is almost completely absent. Against this background the delayed professionalisation of social work is understandable. In Italy the term 'social service' is usual (only recently are the terms 'social work' or 'social pedagogy' in use). The first school of social work was founded in 1928 (Brauns & Kramer, 1991: p.83). Most training courses for the social professions (which includes both social workers and pedagogues) were, however, created at the end of the sixties. Courses were (and still are today) mostly heterogeneous - as a rule training establishments are private, but there are also university colleges involved. At the same time there are regular courses at universities (Filtzinger & Salvatori, 1997).

### *Training in Fachschulen*

Up until 1987, social work training took place in 91 *Fachschulen* (79 private, 12 public) and seven schools which were affiliated to universities. *Fachhochschule* training as we (i.e. in Germany) understand it, does not exist in Italy. In 1987 with the introduction of specialised university schools (*scuole dirette a fini speciali*), 35 of these training establishments were transferred to the university sector. Pedagogues (*educatori professionali*) were to be trained in private schools maintained by the provinces or communes (about 10 altogether) and the ASLs (about 20). These are three year full time courses. Additionally both courses can be taken at universities. Alongside this there is still a training for family and residential workers (*assistente domiciliare e dei servizi tutelari*) which is run by the regions and involves 600 hours of tuition. It is also worth mentioning training for 'animators' (*animatori*) which is unregulated and offered in various private institutions (involving from 200 to 1,200 hours).

### *Training in universities*

In 1993 after the introduction of the specialised university schools - not a university qualification - three year part time courses leading to a 'University Diploma in Social Service' were initiated. In the meantime there remains the possibility in several universities of a course in educational science (*corso di laurea in scienze dell' educazione*), in order to take account of out-of-school activities this has been renamed 'pedagogical science' (*corso di laurea in scienze della formazione*) so as to allow social pedagogues and related occupations the opportunity to specialise. The course lasts four years. It is comparable to the model of the German 'pedagogical science' (*Erziehungswissenschaft*) and leads to a doctorate (*laurea*).

### *Developments and perspectives*

The fundamental reforms in the health and social areas began in 1978 with the establishment of the local centres (USL), which, particularly in the northern regions, have developed the integration social and health services (*Unità Socio Sanitarie Locali* - USSL). The relevant legislation that was then intended, has not yet materialised. The reorganisation of the social and health structures is also still up in the air, and with it the degree of professionalisation, despite the step by step introduction of university courses for the social professions. As before there still exists an unsupervised juxtaposition of courses and qualifications of highly variable quality. Full time university courses in educational science with the possibility of specialising in social work/social pedagogy have only been implemented in a few universities. Social pedagogy is hardly developed as a science, there is still a large gap between theory and practice. Efforts to introduce reforms in relating training to practice are overshadowed by socio-political circumstances: in Italy too the dismantling of the welfare state is in full swing. Public responsibility in social affairs, in any case underdeveloped, is gradually reverting to the private and commercial domain.

## Greece

Unlike many other European countries in which modern social work came with industrialisation about 100 years ago, professional social work in Greece has a relatively recent tradition. The first 'Free School for Social Welfare' was founded in 1937, but further development was interrupted by the second world war. The first school of the post war era (the 'Pierce College - School for Social Welfare') was established in Athens in 1945 with American help (and until 1975 under American leadership). The (approximately 300) graduates of this school were crucial in the further development of social work in this period. Experts from the 'American Mission' also provided technical support in building up social services and in the training of personnel (Kokkinaki, 1986). A second school (the 'YWCA/IAKE - School of Social Work') followed in 1948, and in 1957 a third school was established by the diaconate of the Orthodox Church (until 1965 this school trained theologians to graduate level). Subsequently in 1960, there followed the opening of the 'Athens School for Youth Aid'. All of these schools were private institutions. The state only became involved in 1970 with the establishment in the tertiary sector of two departments of social work at Centres for Higher technical and Vocational education' (KATEE) in Heraklion and Patras. These two training courses were switched to 'Technical Educational Institutions' (TEI). This signalled the end of the private schools, when in 1984/85 departments of social work became established in the Schools of Health and Social Welfare of the TEI. Henceforward social work training was exclusively located in the TEI system. Greece is thus one of the few European countries with no more private training institutions.

### *Training in Fachhochschulen*

The Greek *Hochschule* system makes a clear distinction between 'university' and 'non-university', even in tertiary sector education. Social work training at three TEIs (Athens, Heraklion and Patras) is a three and a half year non-university training. The entrance qualification is the *Arbitur*, courses are free, organised according to a nationally binding curriculum and offer theoretical knowledge and practical competence. Practice constitutes 45% of the training. There are about 250 graduates a year of whom 95% are women. The qualification is a diploma (*Ptychion*) with subsequent recognition by the Ministry of National Education and Religion (MNE). This recognition is a pre-requisite for the professional practice of social work.

### *Developments and perspectives*

The introduction of university basic courses in social work was announced as early as 1983, although as yet this has not materialised (Kokkinaki, 1986). Social work graduates can, however, go on to study chosen 'related' four year university courses e.g. in the subjects of political science, administration, pedagogy and medicine. Complementing the TEI training, there has, since 1966, been the possibility at one university of specialisation in social work leading to an MA within the subject of 'social administration' (Council of Europe, 1995: p.21). Expansion of the long demanded opportunities for university education is imminent. Further training, university or non-university, is scarcely developed yet.

## Turkey

The last century of the Ottoman Empire (1299 - 1923) was characterised by wars, poverty and social disintegration. The traditional religious welfare institutions were no longer able to respond adequately, so that when the first modern aid agency, the 'Red Crescent' was founded in 1868, this was followed by the establishment of the orphanages (*Dariissafaka*). After the foundation of the republic in 1923, a national child protection agency was created and in 1928 the 'Society for Philanthropy' was brought into being. Both organisations worked exclusively with volunteer helpers. Only in 1948 were state welfare responsibilities handed over to the Minister for Education, Health and Social welfare (Atauz, 1999). From the outset, social work in Turkey has been closely linked with the health system. The first training institution, founded in 1961 by the Ministry for Health and Social Welfare was the Academy for Social Work (*Sosyal Hizmetler Akademisi*). The second was created in 1967 as the 'Department for Social Work and Social Services' in the Faculty of Social and Administrative Sciences at Hacettepe University in Ankara (Tomanbay, 1986). In 1985 there was the first 'specialists in social services' who were trained in the Faculty of Medicine at the University of Istanbul (Nelson, 1994). In the first phase of social work training Turkey received international support (UNICEF, UNESCO etc.) and the curriculum was strongly influenced by American ideas.

### *Training in universities*

In 1982 during the era of the military regime and as a consequence of the 'High School Law' of November 1981, the Academy for Social Work and the Department for Social Work and Social Services were amalgamated in an independent 'College of Social Work' (*Sosyal Hizmetler Yükseköğretim*) at Hacettepe University in Ankara. Training is basic, more generic than specialised (as in German university courses), lasts eight semesters and includes a 30% practice component. There are an approximately equal number of men and women students. Study leads to a university diploma and, since 1984, the professional title is that of 'social worker' (*Sosyal Çalışmacı*).

### *Developments and perspectives*

Since the mid eighties there has been the possibility at the College For social Work for post-graduate studies leading to an MA or PhD. Since the early nineties this has also been possible at two other universities. The current training opportunities can barely meet the growing demand in modern Turkish society for qualified professionals.

## **Central and Eastern Europe**

Training for the social professions in the countries of the former 'Eastern Block' is bound up with the societal transformation that has taken place. Central to this transformation is the shift from the socialist planned economy to a capitalist free market. This has been accompanied by democratisation of the political system as well as changes in social structure and culture. Social change has been characterised by the concurrent need to deal with the collapse of the old authoritarian regime, the consequences of structural change which have not lead to a gradually implemented and social policy regulated capitalism, but to a liberal uncurbed 'turbo-capitalism'. Despite the social, economic and political differences between individual countries, these three factors have everywhere lead to a rapid increase of social problems, which have quickly approached the western European levels, and with regard to poverty and shortages have by far overtaken them. Training for the social professions in central, south eastern and eastern Europe can find itself subject to a certain tension. On the one hand, there is a need for trained professionals in the public services, and on the other hand the slowly emerging civil society has a need for socially and democratically motivated 'activists' who will set up organisations that are independent of the state and are involved at grass roots level (Jack & Jordan, 1998). The tension between these two emphases is resolved differently in different training establishments: the state *Hochschulen* are more closely bound up with the public sector social services, and the independent/private schools cooperate more closely with the non-statutory sector. Training for the social professions is thus bound up with the character of the training institutions with their correspondingly different traditions. It may be that an unbroken tradition of social pedagogy at universities will result, or that the 'Schools of Social Work' of the twenties will be re-established. With regard to formal standards of the institutionalised courses, neither type is yet validated (supervision, supervised practice). On the other hand, there is the flexibility and a demand for setting up self initiated projects and initiatives - with all the opportunities for learning that they present. At the end of the 1990s, the process of rapid change in the countries of central and eastern European countries was not yet complete. In particular, the successor states of the former Yugoslavia and the Soviet Union are confronted with additional institution change, so that systems for training in the social professions are only occasionally seen and with an emphasis on high school study.

## **Hungary**

Developments in Hungary exemplify education around three subject orientations. The course for social policy is geared towards the local or regional political level is, for example, particularly concerned with unemployment and job creation programmes. The social pedagogy course has been primarily developed in the pedagogical *Hochschulen* and is concerned with work with children, young people and their families. Social work courses can be placed somewhere between these two (Budai, 1995). The basis for these courses is the *Hochschule* law of 1993 which defines the duration of courses in universities (up to 5 years for an MA) and *Fachhochschulen* (4 years), and a decree of 1996 regarding establishment of the social professions. At the end of the nineties, there were courses in social policy at the universities of Budapest, Debrecen and Pecs. Budapest also has a university social work course.

## **Lithuania**

Lithuania provides an example of the development of differentiated courses (Leliugienė, 2000). After independence in 1990 a very rapid development took place, characterised by the adoption of western European and American concepts (as a result of finance from these countries). 1992 saw the first one year course for social work at the university of Vilnius. In the same year a master's programme was initiated simultaneously with a college based BA course. In 1998 there came a BA in social education at the University of Kaunas. At the end of the phase of innovation, and resulting from an evaluation by the 'Social Ministry' (social work) and the Education Ministry (responsible for social pedagogy), it was declared that social work and social pedagogy should stand neatly separate from each other. Social work was to be hierarchically structured in the 'medical colleges' up to the universities, while social pedagogy was only to be on offer at the universities. Qualifications were differentiated according to the American model (BA, MA, doctorate). The third model of study for social educators was to be developed at the University of Kaunas and to integrate - at least programmatically - the advantages of social work and social pedagogy (Leliugienė, 2000).

### **The Czech republic**

In the Czech republic too, the development of social work has been prompted by the dynamics of the changes. The increase in social problems has meant that unqualified personnel have had to be employed in the social sector (over 60%, Chytil, 1998). In the meantime eleven academies of social work offer a three year course. Likewise at three universities there is a three year BA course and a five year master's course. Curricula are modelled on courses from the USA, the Netherlands and also Great Britain.

### **Poland**

Poland provides an example of the modernisation of the social work curriculum (Majewska-Galeziak, 1998). After the establishment of the first Schools for Social Work in 1991, there began a nationally coordinated process of constructing a 'modern' training programme. In this, methodological, social and organisational qualifications were identified as needed for the preparation of social workers. These were to be gained on a five semester course with elements of social work as a discipline, social science (sociology, pedagogy, policy, medicine, psychology, law, management), social phenomena as well as methods of intervention. Courses also included practice, a project and specialised elective studies. This model, which was instituted in 15 *Fachhochschulen*, can be seen as a standardised programme that is valid world wide. To this extent, 'modernisation' signifies the adoption of global standards. The EU PHARE programme has played a significant role in this process which helped the implementation of the predominantly American social work models. The connection with the occasionally available Polish domestic tradition, e.g. social pedagogy, (Marynowicz-Hetka, 1998) plays no part, these developments are not noticeable in the conceptual basis and interests of institutions (*Fachhochschulen*, universities).

### **Russia**

Social work training in Russia takes place in 100 'Schools of Social Work'. They were established in 1991 and standardised in 1995 (Fokine, 1999). Here too, study is on a multi-disciplinary basis. On the one hand the demands on social work with regard to the rapidly growing poverty, unemployment and disorganisation (not only in the towns, but also in rural areas) are immense. On the other hand, the state's resources go back to meet the needs of social policy.

### *Prospects*

Admittedly some institutions have been successful in surviving during the upheaval of the transformation process, and this includes the *Hochschulen* of central, south eastern and eastern Europe, but the current and future development of social work in these countries is not predictable. The situation of countries which are partly en route for the European Union, partly in a state of confusion from mafia-like early capitalism is decidedly heterogeneous. Training is in a similar position. The reality is simply not consistent with the modernisation programme. Creative new developments are to be seen alongside the traditional authoritarian attitudes or social engineering of state intervention. The anti-state movement at the end of state socialism not only liberated democracy, but prepared the ground for unfettered capitalism that wealth on a few, and poverty for many. If no (renewed) counter movement of state social security emerges, then the fine songs about a civil society that were sung in

central and eastern Europe, could well become a swan song. In this respect it is reasonable that the eastwards extension of EU-Europe should be a social one.

## Summary

1. Social work training institutions in the various countries of Europe were founded between 1896 (England, The Netherlands) and 1990 (Slovakia). In this respect, the social pedagogical century can be rightly proud. However, the dynamics of development have varied widely. Training first began with a process of training for an occupation, which then developed through specialisation and degree level education to professionalisation and a scientific status. In part professional development was secured as a discipline when, for example, social pedagogy was identified as a scientific discipline in its own right and courses were subsequently created. There is also the model of binary innovation (professional training and scientific discipline) which continue to exist in parallel.
2. 'Social work' is predominantly located in *Fachhochschulen* or similar university bodies. Wherever social pedagogy does not exist (or hardly exists) as a science, 'social work' has been well able to establish itself as a discipline. A certain tension, or lack of close relationship between social work and 'social pedagogy in its broadest sense' is evident almost everywhere. At the same time there are other disciplines to which relate to social work (e.g. political science, community and social science, health science).
3. Profession and academic discipline are theoretically quite separate, but in reality training in both areas is closely linked. In the case of social work, the establishment of a training course is typically a precursor for the development for 'the science of social work'. For many social pedagogues (particularly 'animators') it is typically the reverse, that, together with other social movements, they are established outside of the university sector. Finally there is the third type of development that distinguishes social pedagogy as a branch of educational science and locates occupational training in Diploma courses.
4. The processes of attaining scientific status and the move towards graduate training are bound up with each other and determine the character of the interests in the subject debate. In addition, there is a process of secularisation (an increase in state as opposed to Church-run *Hochschulen*) (Brauns & Kramer, 1991). In eastern Europe on the other hand, especially in those countries where the state *Hochschule* system is only slowly modernising, religious and independent training institutions are being created.
5. Since 1995 there have been two organisations, each with a long tradition. The EASSW - *European Association of Schools of Social Work* - carries out the work of the European region of the IASSW and, in particular, records information on the subject areas of social work. The *European Association of Training Centres for Socio-Educational Care Work*, as a parallel organisation, includes training establishments for "Sozialpaedagog, Sozialpädagogische Hulpoerlener, Éducateurs Gradués, Care Workers, Éducateurs Spécialisés Sozialpädagogen, Educadores Especializados" etc. (Seibel, 1995). The marked dualism at a European level between social work and social pedagogy is an astonishing modern tendency. Everywhere, at least in Germany, the convergence theory (Pfaffenberger) of hyphenating 'social work-social pedagogy' has some time since fallen into disuse. With the establishment of a science of social work, this split has widened. Newly created institutions in central, south eastern and eastern Europe have replicated and reinforced this dualism, or, as in Hungary, created three courses in social work, social pedagogy and social policy.
6. Interdisciplinarity and multiple perspectives are central characteristics of social work and social pedagogy courses. In principle it is a question of social science courses which are more, or less, structured around a 'lead discipline'. Methods training is accorded a relevant place, whereby it offers various specialisms with regard to research and intervention methods. Almost all courses include a practice element, which can vary from a period of a few weeks to more than a year, and which are variously prepared for, supervised and evaluated. Training courses can last from less than one and up to five years, the duration corresponding with that for a degree. An increasing Americanisation/internationalisation is apparent, which puts forward the model of 'Bachelor +

Masters + Doctorate'. Courses in eastern Europe, in particular, are geared towards this model, in which admittedly a strong national influence has been established over the curriculum.

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