



Bulletin August 2007

EASSW holds regular regional seminars to promote social work activities with its member Schools. This Bulletin is the fourth of a series which provides information based on a regional seminar held last year in Hungary. The Bulletin comprises the full text of two papers given at the seminar and brief summaries of the three workshops in which participants from Hungary and EASSW Executive Committee members discussed key issues of concern.

If you are interested in holding a regional seminar with EASSW support and producing a Bulletin please contact us for more information.

Social Work Education in Hungary.

A regional seminar **Bologna has begun – where to go from here?** took place at Lake Balaton, Hungary on September 8th 2007. This well attended regional seminar was jointly organised by the Hungarian Association of Schools of Social Work (HASSW) and EASSW. Its aim was to open up discussion in Hungary about future directions for social work education in Europe, with particular focus on the implications of the Bologna agreement for the development of Hungarian social work education.

The plenary session comprised:

A paper by István Budai, Judit Csoba and Robert Goldmann (HASSW) on social work education in Hungary which has been reproduced in full in this Bulletin and which you will find at the end of the Bulletin.

A paper by Jan Agten (EASSW) on The European Context of Higher Education in Social Work- the powerpoint presentation of which can be viewed on the EASSW website: <http://docweb.khk.be/Jan%20Akten/eassw/html/bologna/bologna.htm>

A paper by Christine Labonte-Roset (EASSW) on Global Standards for social work education which has been reproduced in full in this Bulletin and which you will find at the end of the Bulletin.

There were three discussion groups following these papers. The discussion that took place in each is summarised in this Bulletin by members of the EASSW Executive Committee.

Working Group discussion summaries

Working Group One

”Staff and student mobility in Europe and exchange programs in social work education (Erasmus), Tempus, common programs and diplomas”.

Eva Horvati provided an account about the position in Hungary in respect to European exchange programmes. It appears that there are a number of exchanges that are taking place involving students and staff in Hungary.

The discussion which followed suggested that despite this situation there were some continuing uncertainties about developing these exchanges further in order to make strong connections between social work education in Hungary and the rest of Europe. Points made in relation to this issue were:

Experiences showed that it is necessary to explore different ways to motivate and encourage both teachers (staff) and students to take part in international mobility.

It is important to promote the development of modules in the curriculum that are taught in English. Such modules could be usefully designed in a cross-disciplinary fashion.

The question arose as to whether students had a right to be taught in their national language at their home university or whether it should be a requirement to complete a modul taught in English in order to complete the programme of social work education at a home university

Inger Hjerrild

Working Group Two

European collaboration in quality evaluation

During this workshop the following issues were raised and discussed:

An international module for Social Work should contain the following:

- Content
 - What is SW in Europe?
 - Comparative models of social Welfare in Europe
 - Comparison between different countries and between different levels of international social work- referring to the modern society and global social work- referring to the post-modern world.
 - Comparative competences
 - Comparative thinking
 - Comparative attitude: open and flexible
 - Knowledge of methodologies relating to social work practice in another country
 - Intercultural competences
 - Insight into intercultural theories
 - Minimal skills in intercultural communication
 - Exchange between countries
1. Pedagogical methodologies:
- Differences between “problem based learning” and “project work”

- Active learning about basic skills for students such as discussing and reporting, presentation, drawing up a plan, cooperatively, problem solving, using professional knowledge, decision-making
2. Differences between examination and assessment
 3. Involvement of the field in social work education, the role of the field/practice teacher in assessing the skills of students in practice
 4. The integration of theory and practice

The following conclusions were reached:

1. There is no one methodology for social work education, but a coherent methodology is needed and should be developed in discussion with all academic and field colleagues.
2. The content of social work education includes the disciplines of psychology, sociology, philosophy, history and law and these need to be integrated with practice. The international dimension in the curriculum and in the teaching is very important and should include the social effects of globalisation.
3. Competence is a magic word, which is far from being clearly defined. It integrates skills, attitudes and knowledge and can be used between countries as a meeting point. It allows us to compare and discuss the differences related to the content. Developing competences for social work education must be done in relation to the field.

Jan Agten

Workshop 3

Levels of education in social work.

1. Hungarian social work education still is working on establishing the B.A. level of education and getting acknowledgement for this from employers. It is estimated that currently 1 in 3 applicants for a social work employment is a person, educated in social work
2. Given the above circumstances there is doubt about the need to establish a Masters level in social work. Where and for what are M.A. social workers needed? Who will pay them a good salary or pay for their education? And will they be better social workers than B.A. social workers?
3. There is a gap between the official/ongoing implementation of Bologna within universities and the conditions for a more advanced level of social work education in the field.
4. There is an interest in working for improvements. There is an awareness of the importance of developing an advanced level of social work education as well as a doctoral degree in social work.
5. Bologna could provide a supportive framework for promoting the role of social work in Hungary and the importance of having a professional group of social workers in future.
6. Lobbying is necessary if social work is to be promoted in this way in Hungary. In some other European countries trade unions and other professional bodies had been very

important in increasing the status of social work. E.g. Trade unions can argue for regulations for social work practice to be established in order to have influence on the employment system. External supervision provided on a regular basis for social workers could be another way to stress the importance of life-long-learning within the profession.

Mona Franséhn

The main steps of the development of social work education in Hungary

The profession of social work, which was almost deprived of its education during the era of state socialism, has developed into a social sector having a full scale of responsibilities, employing nearly 40.000 professionals, and fulfilling the requirements of the European standards. In this process, the social work education carried out at a number of secondary schools, colleges and universities within the framework of the educational system – and often the courses run by non-profit organisations beyond this framework – plays an important role.

This paper attempts to provide a short overview of the development of social work education in Hungary. It does not aim to be a comprehensive account of its detailed history. By outlining the experiences based on the main processes and some of the most important milestones, this paper endeavours to highlight some of the key issues facing for the professionals working in the education today and for the specialists initiating and carrying out the educational tasks for the future, who are currently in the middle of the Bologna-process.

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1. The roots of social work education

In Hungary, the social work education reached the status of institutionalised education during the period between the two world wars, however, their roots, the first steps of schooling and the initial elements of organising them into a profession appear already as early as in the first decades of the 20th century. The Society of Folk Education focuses the attention of the officials at the social problems and the necessity of schooling. Therefore, the social area gets into the foreground of attention, first of all from the aspect of popular education, which also defines its community character later on.

The professional history marks the course organised by the Society of Folk Education in the capital in the winter of 1911/12 as *the first Hungarian course on social policy*. This course aims at “the social education of the officials of state administration and teaching-staff. The first course was launched in the hall of the Pedagogy Seminary of the Capital City on January 22nd 1912 and was opened by the Mayor of Budapest, István Bárczy in person. The course, which was held three times a week, lasted one hour and had 453 students, nearly covered the whole area of social policy and wanted to achieve the aim that the officials of the capital city “shall be governed by social consideration at each measure in their work” (Budapest 1931). With its novel approach of social policy, with its attitude and with its expert mastery of the problems of those times this course represented the professional level of Europe of those days (Balipap 1990).

The outstanding thinkers of social policy of the first half of the century – Rezső Hilscher, Lajos Esztergár, Béla Földes, Zoltán Magyary – carried on with the work of social policy and with their educational trainings and courses they marked the main directions of modern education of social work and social policy (Hilscher 1935, Esztergár 1934).

The welfare work initially carried out mainly by the church at the Újpest College Social Colony in 1912 was *extended into a settlement movement under the leadership of Rezső Hilscher* and the experience gained was disseminated by him in different kinds of courses. In 1920, when the University of Economics was established, the Board of Directors of the Újpest College Social Colony offered all their work performed until that time to the university, which was accepted and in this way the University Institute of Social Policy was established. The goal of the institute was defined by Rezső Hilscher in the following way: “To found the Hungarian “settlement” through social care, training, research and education

with a view to raise the social and health situation of the nation by the most efficient means of prevention: education” (Hilscher 1929). He organized the practice of social work for the students of social policy college and seminars by way of the practical institute of the Social Policy Department. In this way, the students could join the settlement work in greater numbers, which projects one of the main elements of practice oriented social trainings: learning by doing based on one’s own experience (cf. Müller 1992).

Besides the capital, another intellectual workshop came into existence under the leadership of Lajos Esztergár. This put into the foreground *the establishment and development of social justice*. The aim of the courses organized at the Erzsébet University, Faculty of Law and Social Sciences in Pécs in 1932 – and also supported by Rezső Hilscher – was to teach the students preventive social protection” (Esztergár 1934). This course continued until the mid 40ies without any intervals (Hilscher 1935). The professional and political acknowledgment of these trainings is marked by the Act on Raising a National Fund for the Protection of the People and Families of 1940, No. 23 §. 5 / 1 / c stating: ”The ministry shall be authorized to organize social courses besides the Hungarian universities and in connection with them to set the graduation of these courses for certain sectors of the public service as a precondition for employment by the force of order besides other preconditions prescribed by other decrees, and to make the participation obligatory for officers or groups of officers already employed in the public service.” (Cser 1942). All this draws the attention of the later generations to the importance of the coherence between qualification and position in employment (cf. Decrees 1/2000. (I. 7.) Ministry of Welfare and Families and 15/1998. (IV. 30) of Ministry of Welfare and their later modifications).

The decree 4150/1942 for the enforcement of the ACt on the university social courses gave way for holding social courses at the Tisza István University of Debrecen, the Erzsébet University of Pécs, Faculty of Law and Social Sciences, the József Nádor University of Technical Sciences and Economics and the Ferenc József University of Kolozsvár, Faculty of Economics for all those studying to be employed in jobs of civil services and economics. Highlighting these facts is important, as one of the problems of the 16-17 years of social higher education in Hungary is that it has not been able so far to influence other professions and to introduce social elements and angles into their education to enforce the social attitude.

The existing social services of the churches, various social organisations and the system of social courses at the universities collapsed after World War II. After a promising start in 1948 – the decisive year of change – with the end of the civil era and with the start of the socialist system a chapter ended in the history of social work as well. However, as of January 1st 1946 the minister of Home Office made it compulsory for graduates to be employed in public administration to take a specialist examination on social policy (for the first time in the history of the social work profession). This specialist examination was prepared by the above social courses aiming at the education and the enhancement of the sense of vocation of the civil servants. Notwithstanding, after 1948 the decision makers changed their minds and thought these exams were not necessary any more. (Balipap 1990). On January 1st 1949 the Újpest College Social Colony was eliminated and with January 1st 1951 even the social orders of the church having longstanding traditions were eradicated.

The leaders of the socialist state denied the necessity of the social profession. During their regime the helping professions can be retraced only in patches, under the authority of other ministries, often embedded in other systems of provisions, e.g. nurses were responsible for the protection of women and families, or the school teachers responsible for youth organisations and tutoring activities addressed the role of child protection.

2. Resuming social work education in Hungary

With the weakening of the state socialism system, however, amidst the opposition and protest of those in power against the social work professions, the social work related courses appeared in the institutions of higher education *already in the seventies* and these represented the first elements of the enfolding social educational system.

At *Bárci Gusztáv Remedial College (=Teachers' Training College for the Education of Handicapped Children)* the need was highlighted and formulated for the training of professionals working with children with learning and behavioural difficulties. Mrs Illyés coordinated the programme where teachers and educators were trained specializing in the education of children with integration difficulties owing to their emotional problems. As a result of this initiative the college launched a *full time higher education course for psycho-*

pedagogues in 1973. This faculty had to fulfil the task of training specialists for the various areas of child protection (B. Aczél et al., 1992).

Above the needs to provide for children, a new sphere appeared in the sphere of the renascent social profession: the target group of the adults living with disabilities. It was gradually and generally accepted that it is not sufficient for the disabled adults to meet their physical needs, but their development, rehabilitation and spiritual care have an equally important role. A correspondent course was launched for the *course of social organizers*, which prepared the course participants for dealing with disabled adults and old people. 800 diplomas were delivered for social organizers (managers) between 1975 and 1994.

Zsuzsa Ferge noted at the National Family Care Conference in 1979 that: "it is difficult to speak even of the public appreciation of this profession, as the majority of those working in these areas do not even have a clear and precise name for their vocation (Győri 1996, p 59., Czente 1979).

As a consequence of a large scale central research programme called "Integration Difficulties into Society" in the late seventies the social work profession got into the limelight of public interest. However, the realisation of the final report included in the conclusion still had to face many obstacles. The research said that the problems rooted in the lack of specialist professionals. One of the suggestions was to establish and operate "family care centres". As an experiment 12 family assistance centres were opened in the first months of 1985, however, for the effective operation of these the social workers with the appropriate training were still not available: "there is no specialist training for family consulting. All those working in this profession are qualified either as teachers or social managers or psycho-pedagogues at the Remedial College" (Bányai 1986).

As a result of redefining the needs for specialist training again and again the training of welfare politicians was finally organized at Eötvös Loránd University (ELTE) in 1985 within the framework of the postgraduate correspondent course of the sociology faculty. The specialists graduating from this three-year course still got a degree of sociologist-welfare politician. As the application for establishing the faculty of welfare policy was approved only in 1990, the full time graduate course could be started only later. Also in 1985 a post-gradual correspondent course was started for specialists in mental health for those already employed in social work.

This period was pervaded with the need to create a harmony between the professional needs for specialist trainings and the inadequate reaction of the education and professional policy. *“The issue of training is closely linked with the image of social worker .as a profession...we have to redefine the contents, conditions and possibilities of these jobs,” but “... training alone cannot solve the problem itself”* (Mrs Gayer 1986, Győri 1996). The Law on Education 1985/ I. empowered the Minister of Education and Culture to create a specialists commission for the establishment and development of the training within the sector. This empowerment gave rise to the foundation of the so called Managing Agent Committee, in which specialists engaged in social work dealt with core and organizational issues of social work education planned to be provided in secondary schools, colleges and universities.

In September 1986 the Social Policy department of the Research Institute for Sociology of the Hungarian Academy of Sciences published in the first volume of Letters on Social Policy a comprehensive study on social work profession, education and training throughout Europe and outlines the situation in Hungary. A general recommendation is also made here for the restart of social work education in Hungary. “The aim of the education is to train social work specialists empowered in the various spheres of the reformed system of social policy through their adequate knowledge, internalized values and mature personalities to help the people coming for help solve or mitigate their problems” (Hegyesi – Talyigás 1986, p 176).

It was not only the social work profession itself, but the whole society prior to the system-change that underwent its “reform-period”. Spurred by the political, societal and economic changes the Ministry for Health and Social Affairs (further: MHSA) was established in 1987, which brought about a new approach for handling social problems and as signalled by its name it was the first on the government level to support the social work profession as an area. Parallel with the establishment of this ministry – and as the legal successor of the Managing Agent Committee - the Social Educational Committee (further: SEC) was set up as the expert body of the minister, which was delegated the task to establish and start social trainings in Hungary (Hegyesi 1997).

At the same time with the higher education actions, the roots of the secondary level social work education go back also to the mid 80ies. In 1985 a programme was launched at the Apáczai Educational Centre in Pécs providing basic preparatory introduction and proper

attitude to social work (the starting programme of a new secondary school) but no special diploma for social work was awarded yet, the same programme started in the Petőri Sándor secondary school in Kiskőrös in 1987 as well. In the second half of the 80ies - mainly in the secondary schools of smaller towns – there was a growing interest towards this new form of education. It was an important step in the secondary education when the Secondary Vocational school for Health started the first year of the middle-level social worker training course in Eger in September 1988. Applications requirements for this course were GCSE certificate and two years practice in social work.

The break through in the secondary level training was manifested by the agreement between the National Institute of Pedagogy (NIP) and MHSA. The NIP research group coordinated the initiatives of the middle level social work training, elaborated the curriculum for the training of social work assistants and provided for the management of the four-year experimental period, which assisted in fitting this training into the system of secondary education.

A turning point in the history of social education was the academic year 1989/90. In this year pilot training started in two towns: general social work education in Szekszárd and social-pedagogy education in Esztergom.

Parallel with the establishment of the training the “self-organisation” of the social work profession set into motion as well. A Social Workers’ Club was organized in the Family Help Centre of Terézváros, which was the basis for the Association of Hungarian Social Workers to be set up a year later (Mrs. Tordai 1996). The Hungarian Society for the Dissemination of Science and the Arts Faculty of ELTE university jointly started a Workshop for social Pedagogy. In 1988 the teachers and students of ELTE Arts faculty created the Hilscher Rezső Association of Welfare Policy (Győri 1996).

The established professional workshops ensured that the vital issues of the educational forms still shaping up be discussed continually. The debates derived from the very nature of the profession, as one of the professional groups being involved in pedagogy, remedial training or rehabilitation had a different view of social work than those engaged in other forms of training and focusing rather on social criticism and community social work. The frameworks of the three faculties to be born: welfare policies, social work and social pedagogy – remained unexplained, which led to serious clashes several times. Pressed by the situation the SEC reviewed the professional, financial and legal conditions of social

trainings and the possibilities of state involvement in 1989 and 1990. Above establishing the formal requirements the members of the committee attached great importance to bringing about consensus in the core subject issues of content, therefore the teachers participating in teaching the profession were asked to participate and contribute to establishing the unified core contents of the training. Curriculum development and coordination among schools was also important for approaching the international standards.

In these circumstances, the *Sopron Conference* was organized in 1996 (February 2-6), which was a *milestone in the history of social education*. The results of the conference were evaluated by many people in many ways: "...its basic value can be formulated in the joint work of professionals of different professional background, education and experience on the basis of the realized common interest, which resulted in a significant product" (Budai 2005, p.7). Beyond doubt, the high importance of this work was *the definition of the curricular guidelines for the four-year social work education*, and while clarifying the differences in approaches and professions there was also a chance for highlighting and recording the similarities and for outlining the professional training profiles. Without this debate, no clear division could have been made between the new professions to be born from the old established associated ones like the health visitor, nursing and caring professions. Moreover, it was also possible to mark off conceptions which imagine social work as a means of making up for the missing workforce of nurses in health-care. "One of the important features of the educational programme enfolded in Sopron is that it is based on an Anglo-Saxon rooted model which "sees social work as a sophisticated and well-qualified profession, for laying its foundations one needs complex knowledge and refined skills while special attention is paid for the formation of the professional personality" (Szabó 2005, p.2). The special features of the Hungarian social education were finally outlined, namely the relatively general basic training in higher education, through which it could be fit into the European and international practice (Hegyesi 1997).

The participants of the conference committed themselves to providing certain possibilities for a certain degree of "early specialization" besides the general training, as professionals having a broader basic training, several skills, and applicable knowledge in a wide range of jobs have better chances in the job market. In the two final terms child and youth protection, mental health, rehabilitation, social gerontology are the areas where students

can participate in trainings with extra lessons The specialist education was documented with an attachment to the diploma. The training outlined 3540 lessons in its framework, 1420 out of these were practice lessons. 5-10 per cent of the training could be formulated according to the special features of the training institution. These parameters had been valid until the government decree 65/1966 (I.18.) was issued (Talyigás – Hegyesi 1990).

The teaching staff of Szeged elaborated the foundation document of the general social work faculty, consequently the minister for welfare and health and created the *general social work education-faculty* in 1989 by issuing a decree, which was followed by the faculty of *welfare policies-faculty* in 1990, which was established by the minister of culture and public education. The SEC discussed in their meeting of April 1990 the situation of social pedagogy and its alignment with the system of social education (Nemes 1996). They found the *social-pedagogy faculty* in Esztergom successful. As a result the teaching staff elaborated the qualification requirements of the faculty which also got the green light later.

In 1990 college-level general social work and social pedagogy education began – besides ELTE, Esztergom and Szekszárd – at the Bárczi College, at the medical universities SZOTE (Szeged) DOTE (Nyíregyháza) and POTE (Szombathely) together with the university-level courses for welfare policies, and in 13 secondary schools the social training was provided within the frameworks school system education. The social work faculty was founded at university level in 1992 primarily to open up ways for the social workers to PhD degrees, which is the precondition for the scientific approach to the profession and in this way the present system of social training forms in higher education has become full scale.

Sopron had an impact also on the middle-level professional courses: in the professional workshop of the National Institute for Public Education the state regulation and examination requirements for social assistant training were formulated. Another achievement of the conference was the establishment of the School Association (its full name then was Association of Schools Training Social workers and Assistants, further: ISZ) in 1990 with the aim to establish and develop social training forms and guaranteeing their quality.

The long process of trying to find the way, to come to common understanding was full of conflicts. Its unsettled character is well proven by the fact that the first social law (1993/3

on social justice and social provisions) regulates the forms, levels and services of provisions, prescribes several responsibilities and rights about the clients, however, does not give clear regulations about the social practitioners who represent the foundation of the profession. In 1994 the ministerial decree of the ministry of welfare (2/1994. (I.30) is issued to support the execution of the law, its attachment No. 1 includes the key figures for headcount numbers of the profession and sets the necessary qualification requirements for the professions and the institutions. Accordingly, 25 % of social jobs are subject to honours of higher education, whereas 75 % of the posts can be taken with secondary or primary qualification.

However, in social welfare jobs the employment of qualified social workers has not fully and consistently become a requirement, not even today, which has a negative impact and creates contradictory situations. This was the point, where the ministry, the employers of social workers and the different forms of social trainings started to drift away from each other. "Persons having a degree of any kind of humanities can fill in a position of social work, it is not necessary to have special social work knowledge and skills to work as a social worker" (Kozma 1994 pp 64-65, Szabó 2005).

1995 was an important milestone in the the self-organisation of the profession. The professional organizations enforcing their interests created their national umbrella organisation, the Social Professional Alliance. The founding members were the Hungarian Association of Social Workers (1988), the Hirschler Rezső Association for Social Policy (1988), the Association of Hungarian Social Work Training Schools and Teachers (ISZ 1990) and the National Chamber of Family Assistance Centers (1990)

All in all the "pioneering" stage of the restart led to a number of results but at the same time also to many strange and often contradictory situations.

- In the period of the Hungarian political transformation the social training was brought about basically by social and professional needs, however, after a short while the education itself became such an important factor in influencing the profession, which is still "made" today by the educational specialists of the sector.

- As a result of the elaboration of the curricula and the continual educational activity the quasi knowledge system of the profession was built up, however, the stable scientific background of the profession and education is still outstanding.
- The Hungarian education got a nearly “ready made” model of social work education based on the contemporary experiences, trends and models of different social trainings throughout the world which are in transition, therefore it did not have to follow the meandering and difficult ways of the forefathers, or break through “fossilized” traditions. The positive consequences of these advantages can be traced in the dynamism and relative quick development of the Hungarian social work education. At the same time the professional education had to develop the adequate forms of Hungarian needs and changing social problems.
- The graduate courses naturally involved the element of being accepted, the strive for stability and security, the wish to meet the scientific standards. The social trainings partly wanted to obtain their domain in the system of disciplines, however, the single-minded pursuit of this aim it can diverge from the practice of the profession and loose their “dual legitimacy”.
- A decisive disadvantage of the social trainings is reflected in the fact that the social workers - basically representing the profession - are not taking part in the everyday practice of professional education in great numbers, as until the 90ies the quasi social workers did not have social education and later on their participation in the trainings used to be and has become difficult owing to the more and more complicated scientific background (Budai 2004/a).

3. The quasi system developments of social work education in the years of the millennium

By the turn of the millennium, the following five forms of social education were established:

1. degree of social work education
2. vocational courses
3. preparatory courses addressing specific social work areas
4. further trainings and education
5. specialist examination in social work

a. Degree of social work education

The degree level of social work education started in the frameworks of the established college/ university education, basically embedded in the existing educational structure of *pedagogy, science, health and church*. The features of the host institution, the approach of the teachers working there, their organizational frameworks had a great impact on the emerging education. The universities of science gave home to trainings within their 5-year educational cycle with an output of honours in welfare policies and social work; the teachers' training colleges provided four years of training and a college degree in social work and social pedagogy, and the health institutions also catered for social work courses. From the mid 90ies, a number of higher educational institutions started social foundation courses, in the school year of 2005/2006 there are degree courses in 21 institutions. Later on, this process resulted in the *relative dissipation of resources and strength*. The various educational staff could represent only meagre power and ability to safeguard their interests in their own institutions and in the whole of the higher education (Budai 2005). During the years, the number of students learning in social foundation courses grew rapidly quickly. While the full time courses had 4100 students in 1996/97, there were already about 11.000 registered students in the years 2002/2003. The 1500-1800 graduates released each year could eventually meet the requirements of the job market for graduated professionals. The problem is the composition of the graduates by tiers. One reason for this is, that in the faculties of social pedagogy the number of students soared disproportionately – especially in the distance learning courses, which arose from the background of teachers' trainings and institutional interests (see Tables 1 and 2).

Table 1 *Number of students enrolled in the faculties of social work education (2005)*

Faculty	Social policies		Social worker		General social worker		Social pedagogy		Total
	Persons	%	Persons	%	Persons	%	Persons	%	Persons
Full-time	84	6.3	63	4.7	558	42.0	624		1329

Part time	89	3.5	76	3.0	1092	43.1	1279	50.4	2536
Evening courses	0	,0.0	0	0.0	61	59.2	42	40.8	103
Total	173	4.4	139	3.5	1711	43.1	194547.0	48.0	3968

Resource: www.felvi.hu data

Table 2 Number of graduates in the social work education

Courses	Number of graduates
Social organizer	347
Social worker with a college degree*	4025
Social worker with a university degree	893
Social pedagogy	6180
Social policy	1191
Total	12289

Resource: Preliminary data of the ISZ-ICSSZEM research led by Judit Mányai

*without the data of Wesley János College for Pastors

Since the issue of the government decree 6/19896 (I. 18) social training has officially become a faculty in higher education (Budai 1999). The degree *courses* are regulated by the decrees 77/2002 (IV. 13) and by 289/2005 (XII. 22) – the latter from 2006. Until 2005/2006 the following faculties provided degree level basic education:

University degree in social policies covers the areas of national and international law, the principles of how these work, their institutional background, high level legal, sociology, economic, political sciences knowledge and somewhat lower level of societal knowledge – this training aims at the development and operation/management of social systems.

College degree of social work provides knowledge and develops skills enabling the social workers to modify and to improve the connections between the human being and their environment in its full complexity. The basic feature of this type of education is the complexity of the societal problems, the extension of the social work to each age group (to

the individual, family, groups and communities) – and to the social problems. The educational, research, professional policy and management tasks of the vocation are best addressed at the level of *university education*.

The college level education of social pedagogy trains professionals for child welfare, educational and training organisations, who can render help for the youth in their learning and social problems (Nemes 1995).

Focusing on the special features of these faculties the training was provided in the following subject groups: social work, society and social policies, sociology, economics, psychology, law and politics, statistics, research methodology, health, pedagogy. From the very start a variety of different practices are involved in the education, especially field work (in social institutions and organizations). Woods (1990) provides a general framework on practice, their theoretical, methodological and organizational issues especially suitable for the establishment of the practical training nowadays, as it is based on a wide international approach and multiple aspects. Unfortunately, his conception has sunk into oblivion in the meantime (cf.: Ohly, 1992).

Reviewing and analyzing the relevant specialist literature it follows that in the field of social education two comprehensive studies (PhDs) dealing with the basic contexts of the profession and education have been elaborated and a book of studies focusing on degree courses in social work was published (Budai et al.1996, Budai 2004/a, Hegyesi 1997 resp.). The majority of the authors analyzing social work education are basically specialists in education. Dealing with the literature of the period thematically it can be concluded that a larger extent of newsletters and studies have been published about the national conferences of social education, which understandably tackle nearly each sphere of the trainings and contain mainly the expectations of the participants of these conferences towards the education (course levels, requirements, contents to teach, subjects, field work etc.).

Parallel with the start of social work education the periodical *Esély* (Chance) provided wide publicity for the documents and studies of the Sopron Conference in 1990. A similar documentation on the National Conference of Nyíregyháza was published already in a special issue. Several papers were written on the subjects “what kind of social worker do

we need” and “what should social education be like” (Somorjai 1996, Szöllősi 1997, Talyigás – Hegyesi 1990).

Graduate social work education used to take the general social work faculty courses for the standard. A multi-methodology research carried on for several years looked into some specific issues of the development of these courses. Regarding the social work education and based on the sample the conclusion highlighted the following *gaps*:

- “between social work education, provision of social work and the needs of the users,
- between the different schools and the services in their environment (the areas of the field workers)
- between the different schools (courses),
- between the related disciplines and the “social work studies” as an area to study (discipline)
- between the needs and the requirements of social work education
- between social work education and other forms of human etc. education” (Budai 2004/b, pp 71-72).

In post gradual training two types of courses have been established: *further courses* specialized in 5 areas: social manager, consultant for child and youth protection, addictology consultant, supervisor and field (practice) teacher. The university courses are followed by a PhD course at ELTE in welfare policy. Unfortunately, the specialist trainings have not achieved their proper status within the educational system according to their significance and no steps have been made so far towards setting up doctoral studies in the field of social work.

b. Vocational courses

The secondary level education represented many factors already in the 90ies. Course programmes were launched by the state, churches, associations, businesses, within and outside the school-system, alternative evening courses for workers. After the introduction of social assistant training a series of new secondary level courses appeared in the education. By the Act 1993/LXXVI. All the

professional training courses accredited by the state had to be included in the National List of Education (OKJ). The OKJ released by the decree 3/1995./V.4./MüM listed the following accredited courses in social work: social assistant, social caretaker (visitor), social nurse and caretaker, foster parent, other social jobs, labour market service jobs, social services jobs (e.g. village caretaker, home visitors)

Throughout Hungary there are about 120-140 educational locations providing vocational courses in social work. More than 5000 pupils are registered in these courses. Most of them – 65 % - participate in courses for social nursing and social medical nursing, 75 % of the courses do not belong to the school system and 60 % of the courses are part-time, which means that people employed in social work first get a job and then start schooling for their jobs. Nowadays 11 jobs are listed in OKJ, two of them –sign language interpreter and gerontology nurse – were taken up in the list in 2003. In 2004 started the training of nurses for babies and toddlers, which is accredited as high-level professional training, therefore it will be possible in the future to get credits for these courses and be included in the basic training of the degree courses. (cf.: Table 3).

**Table 3 Social work Graduates divided by vocational areas
(from 1991 to the first semester of 2005)**

Vocational courses	Number of graduates (persons)
Social assistant	2789
Social nurse and manager	1303
Social administrator in child and youth protection	583
Social nurse and social medical nurse	12391
Assistant for mental health	711
Nurse for babies and toddlers	881
Crèche specialist nurse	105
Foster parents	394
Total	19157

Resource: National Institute for Family and Social Policy (NCSSZI), 15 November 2005.

The input level in most of the vocational training courses (in social professions) are the secondary school leaving certificate (GCSE), additional advantage is one-year employment in social work at the entrance examination. In the structure of the courses four subject blocks can be clearly divided, these are extended with special contents:

- skills development (communication theory and skills development, mental health, learning techniques, case descriptions),
- professional preparatory subject block (social studies, psychology, social psychology, basic health studies, law),
- professional subject block (social policy, theory and practice of social work)
- field work practice block (participation in self-knowledge, methods to learn about society, system of social provisions, practice of social work).

After 1996 the graduation requirements of the courses were renewed in 2001. Significant change was introduced in the examinations, specially at the practical ones. A practical exam was introduced in the field.

An important element in the development of the professional training was the great selection of notes, course books and methodological guides that were published. The other significant achievement in the educational framework was the introduction of the module system, the transferable courses across the educational institutions and bottom to top organisation of knowledge. These activities are co-ordinated by the Ministry of Education and Culture in harmony with the EU requirements. The switch will allow further studies and the acquisition of another profession without having to repeat subject-contents having learnt before.

Summing up the above: in social education the very rapid definition and starting of the various courses has begun and is still going on, which contributes to the breaking up of the *professional training*; therefore lacking the assessment and analysis of the real needs and the proper control of the quality it has become a *free market of education*. The question is, whether this represents the real needs of the social work profession (cf.: Tables 2 and 3).

c. Special courses for certain social work areas

As the sphere of services is continually growing and as the services get better adjusted to the special needs of a certain group of people, beyond the basic and the general professional knowledge it has become necessary to acquire specialist skills and knowledge for these areas. In the previous years a number of provisions and services have been introduced, which by law prescribe qualification in specialist courses. As a consequence, courses were launched for certain jobs in the areas of social work, child welfare and protection. Their programmes were approved centrally. The bulk of the co-ordination, organisation activities and the administration of the issued certificates is carried out by the Educational Centre of NCSSZI. Tabale 4 shows that the elaboration, introduction and operation of a course is carried out from haphazard views, nearly by chance-

Table 4 Special Courses

Social area	Child and youth protection
Village caretaker	Adoptive parenting
Support service leader	Foster parenting
Support service personal help	Substitution parenting
Support service people transport	Decision making preparation programme for Foster and substitution parents
Debt management counselling	Family day-care centre
Community psychiatry coordinator	Special foster parents
Community psychiatry nurse	Home care for children
Legal protection (patients law)	Legal protection (child law)
Legal protection (user law)	Professional guardian training
	Professional guardian further training
Street social worker coordinator	
Street social worker	

Resource: NCSSZI 2006-08-30

d. Further trainings and education

Further to completing the basic training courses it is equally important to maintain the level of the knowledge, to extend it and to make it more profound. To serve this aim the further training system was introduced from January 1st 2001(by the decree (8/2000. (VIII.4.) SZCSM and its later modifications). Participation in the further training courses is obligatory for each social worker employed in the areas of personal care and nursing, however, the form and extent of this obligation is differentiated by qualification. During the further training cycle (7 years) students aiming at a qualification of higher education must obtain 80 points and for lower qualification 60 points. Further training points can be obtained by participation in the(accredited) further trainings organized by the National Committee of Further Education in Social Work and Child Protection.

Between 2001-2003 the organizers of further trainings submitted about 1800 applications for the accreditation of the further training programme, out of these 1090 papers were approved. Now there are five types of further training courses, one of them is compulsory for the participants the others are optional. Most of the programmes involve the area of personal development and the least popular is the study trip.

Table 5 Qualified further training programmes and the number of participants by course type*

Type of further training	Number of further training	N of participants programmes (2000-2005)* 2004**
Courses organized for further training	490	6143
Professional individual development	471	3695
Professional meetings	432	6078
Study tours	58	62
Workshops	300	1763
Total	1751	17741

Resource: NCSSZI, 2006

*Programmes accredited between 2000-2005.

** Based on the reports of 2004 (there is no data available for previous years)

For the professional development of the people working in the social area it is vital to have enough choice from the further training programmes. The division of these programmes is unequal both geographically and professionally.. Regarding the number of the people obliged to participate in further training courses relatively the lowest number of programmes are available in the regions of Borsod-Abaúj-Zemplén, Pest, Békés and Somogy county. Looking at the programmes from a professional angle the addiction related illnesses, minority issues and homelessness are not sufficiently represented in the topics.

The number of participants shows that there is a great need for further training and for the development of professional skills. During the 7-year cycle of further training applicable now nearly half of those obliged to take the course collect the points necessary for qualification in the first 3 years. The practical experiences called the attention to the possibility of shortening the cycle of further training from 7-5 years.

Another problem in the further trainings is *the mutual acceptance of the participation in the various forms of trainings within the sector*. A solution is still outstanding for the harmonisation of the further training systems of the sectors of health and social work. The persons working in jobs they are qualified for but employed in the other branch are at a disadvantage by falling out” from the system of further training as they have a double obligation for further trainings. In the areas of health and social work this problem involves two groups of professionals:

- the specialized health workers employed in social institutions and working as nurses
- the social workers employed in health institutions.

Regarding the number of people concerned, the first group is bigger. In their case the law on social further training allows that 50 % of the credit points achieved in further training in the area of health can be transferred to the social area. Nevertheless the workers employed in social institutions and performing health care tasks will not be listed in the operational register of health care workers, therefore do not receive points in health related further training courses even in the case if they participate in the accredited programmes.

e. Specialist examination in social work

The release of the decree on the specialist examinations followed a long professional debate focusing on two problem areas. The first issue is about whether specialist examinations could be taken only by people having a basic training in the social area, or also by graduates of other areas of higher education. The latter version can be supported by the fact that there is a significant number of professionals working in the area of social work who graduated in other areas (teachers, remedial teachers, nurses etc.). Therefore sufficient time spent in the practice and finishing a course providing the basics of social work is the precondition by the law for being eligible for a specialist training and examination. There are heated debates about this decision both in the circles of educators and social workers, which are not unjustified.

Another controversial issue is whether the primary examination should be followed by a specialist examination – as e.g. in the case of the civil employees -, or whether the specialist exam should consist of two parts: a general and a special one. Practice has proven by now that it is not a good solution to mix the different functions represented by the parts of exams.

The requirements and evaluation standards of the specialist exam were published in 2002. After this the examination centres were prepared for holding the exams.1988 course participants passed the specialist examinations by the first term of 2005. 70 % of the candidates worked in areas where it was obligatory to take the exam. Most of the candidates chose the subject area about social care and provisions for the elderly. The least number of candidates came from the area of social provisions in psychiatry and addiction related illnesses.

The research analyzing the results of the further trainings and specialist exams is not yet complete.

Table 6. Changes in the number of course participants involved in basic training and specialist courses (until 2005)

Subject area	Number of examinees (persons)	Total	Required to take

						specialist exam
	2002	2003	2004	2005*		
Basic general knowledge and skills in social work, child welfare and protection	15	42	144	69	270	212
Family protection and care	52	73	41	24	190	135
Basic provisions in child welfare	49	137	72	51	309	208
Special provisions in child welfare	132	155	106	52	445	306
Social care for the elderly	252	295	111	78	736	561
Social care and rehabilitation for the disabled	58	80	29	16	183	110
Social care for psychiatric patients and addicts	20	25	5	5	55	32
Provisions for the homeless	15	32	18	5	70	42
<i>Total number of specialist exam graduates</i>	<i>578</i>	<i>797</i>	<i>382</i>	<i>231</i>	<i>1988</i>	<i>1394</i>

Resource: NCSSZI, 2006

* Figures of the first term only

Despite the results, *on the whole “we cannot speak of a coherent and well functioning system of education or about its systematic development in the field of social work yet ,... the function of the individual sub-systems and the connection among its elements is not always clear... one has to face a number of operational conflicts and the main problem is that not even the course participants... can make the best use of the training system for their own career”* (Budai 2005).

4. Some issues on the management of social work education

The Ministry of Youth, Family, Social Affairs and Equal Opportunities (and its predecessors) places special importance on the task of developing the expertise of the specialists working in the sector and with its means available support the social trainings. This is partly carried out by the legal regulations aiming at the higher quality of the trainings – setting the qualification criteria, developing educational programmes, regulating

the further education and specialist exam – and on the other hand provides resources for carrying out these tasks. In the past ten years, continuous support has been given for part time courses, in this way the financial burdens of the employers and employees were reduced. Each year about HUF 10-20 million is spent for this purpose.

Besides supporting part time courses for employees another important area of funding is the publication of course books, the operation of the committees addressed to these tasks etc. From the 2003 budget of the social sector nearly HUF 80 million was spent on social trainings.

It is the task of the Ministry of Education to organize the basic and further training in honours/graduate courses, to elaborate the rules for special further training within these frameworks, to guarantee the observation of these rules and to provide overall management for the secondary level training. The difficulties of the reconciliations between the portfolios the lack of information deriving from the insufficient harmonization of the major departments of the ministries has been the resource of various problems in the area of social education for a long time (S. Faragó 1992).

The practice orientation of the social trainings is reflected by the fact that nearly half of both the honours and the secondary courses is to be held and performed in practice. For acquiring the skills of the professions it is not an indifferent factor how the time given for the education is made use of, and in which institutions of the field the students make their practice. With a view to improve the practical training and to enhance its level the ministry launched a project for the field institutions in 2003 aiming at the elaboration of the requirements and protocol of the practical training and to work out the qualification criteria of the field institutions.

In spite of the above efforts a significant problem is represented by the fact that “...*there is a huge gap between the profession and the education ...a big issue of the training is that there is no integration between the theory and the practice...the changes of the Hungarian society have to be drawn into consideration to a much greater extent, which cannot be achieved by professorship...*” (Budai 2001, p. 64). The problem is rooted in the fundamental dilemma that in the field of social education the decision makers and funders often try to integrate theory into the traditional educational forms and do not want to realize that the social work professions are basically in need of practical training: besides passing

on knowledge the development of skills and abilities and the formation of values are at least of the same importance during the trainings. This represents an especially big challenge in the field of higher education.

5. Summary, directions of development

The developments of the past 15-17 years have resulted in a number of new educational forms that have achieved results. The training institutions issue several thousand trained social workers in the social service and institutional system undergoing permanent changes. However, the development process has not finished yet.

It is a serious problem that social training is so fragmented in Hungary: Training is undertaken for small groups in many locations and in some cases the educational staff involved are not sufficiently equipped to deliver the standards required. *Safeguarding the efficiency and guaranteeing the quality represents a major challenge.* In spite of the existing training and the fact that in the past decade the ratio of trained professionals has significantly risen in the sector the composition of the employees according to qualification is still unfavourable. As a result of the relatively belated development of the educational system and owing to the high ratio of people leaving the profession, the level of adequate qualification in the social work area is lagging behind the related areas (health, education). Regarding the employees working in jobs demanding professional qualification 21 % has degree level, 54 % secondary level and 25 % merely elementary level education. However, only 8,9 % of the degree level employees have social work related degrees. The ratio is somewhat better in the areas of child welfare and child protection where 28 % of the employees have degrees, nevertheless in other social agencies this ratio is only 17 %. The ratio of the employees with secondary qualifications is about the same in these two areas.

Another problem is that while at the time of initiating these courses the different institutions involved were cooperating nowadays there is keen competition among them in the marketplace of education there is competition for students, funds and resources, between faculties, as well as competition between the secondary and higher education sectors (Budai1999). In this competitive environment it is not the qualitative but the quantitative features that are foregrounded. The accreditation of the courses, their quality

control and safeguarding their professional standards is representing a major and growing challenge for the profession. However, not all jobs in the social work area require social work qualifications. For the majority of the carers a variety of diplomas and qualifications meet the requirements for employment because the qualification requirements are too broadly defined (cf.: Szöllösi 1996, Acts 1/2000. (I. 7) SZCSM and 15/1998 (IV. 30) NM and their later modifications).

Besides putting down the most important central elements of education on the basis of a consensus, the starting of the courses their legal, organisational and funding backgrounds and systematic operation need a lot of adjustments. Hungary's access to the *European Region of Higher Education*, the need of meeting and fulfilling the requirements of the Bologna declaration make the reform of the entire higher education necessary. This involves the necessity of redefining the educational areas and branches, the cycles and periods. In the future, the social area related studies will belong to the area of social science – this follows the international practice and the nature of the profession – therefore the regional educational classification will be made accordingly. In the area of social work training there will be two BA courses: social work and social pedagogy.

An advantage of the „Bologna-process” in Hungary is that the dual education existing now will be substituted by a linear structure of education where the cycles are built upon each other. As a result of long debates and meetings both (BA) basic courses will have 180 + 30 credits, 30 of these have to be obtained in the field practice. At the same time in the case of the BA courses highly contradictory cases may arise: the expensive practice oriented training has to be carried out with reduced funding. While the development of skills, communication and professional personality, the high ratio of workshops in small groups and the foundation of the professional competencies are key requirements, on the other hand there is a system of higher education that is financially going down into impoverishment, which means short cycles of basic trainings and high numbers of students. Therefore the conditions of educational policy are not positive from all aspects for the future of social work education. The other controversy is that while the BA level education is practice oriented, in the accreditation of the different courses include nearly exclusively academic aspects, therefore it is extremely difficult to create a balance between the „academic” and „professional” requirements in the system of higher education (Ágoston 2006, Budai 1999, 2005, Pataki 2005).

The university level MA courses are shaping up now. The representatives of social training have already agreed that the existing two university faculties (social work, welfare policy) will be maintained under all circumstances. Concerning other MA university courses the debate is ongoing.

Similar duality can be seen in the case of professional training and further training. Bringing about „market” conditions in a sector which is as far from the market as it could be – namely it has been created for the very purpose of correcting the disfunctionalities brought about by the market – does not serve the aim of validating the interests of the social profession or the high level achievement of professional practice. In the field of professional trainings and education, there are a lot of problems to be resolved. E.g.: what kind of connection should (could) be between the professional education and the degree level basic courses now shaping up, between the professional further training courses and the honours specialist further training courses, how can the specialist exam be fitted in the new (modified) system etc. In general – how could social work education be transformed into a coherent system in Hungary. As yet, there is no answer to the question: how is the existing educational system going to prepare for the changes in social services we have to face after the modification of the Social Act – which will probably focus on the provisions for small regions and communities. Or: how can the collaboration be improved between the social work profession and the range of different related professions, how can the cooperation become stronger between the educational levels and the staffs? How can the approach of interdisciplinarity and interprofessionality be focused on in the professional trainings in a way that at the same time the professional boundaries and the competencies of a certain profession remain clear and precise? Getting the answers to these questions can be the result of a process where the educational staffs, the qualified social work experts, the professional associations and their representatives, the communities of field instructors, the specialists in theoretical modules and practical skills try to arrive at a common understanding within the institutionalized frameworks of the profession.

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Global standards for social work education- Christine Labonte-Roset, president EASSW

Between 2000 and 2004 a joint committee of the International Association of Schools of Social Work (IASSW) and the International Federation of Social Workers (IFSW) produced the document “Global Standards for the Education and Training of the Social Work Profession”, which the general assemblies of both organisations approved in Adelaide in autumn 2004.

During the commission’s three-and-a-half-year collaboration, the drafts produced were continually submitted to the standing organs of the IASSW and IFSW for discussion and potential changes or additions.

At the beginning of the discussion process, reservations concerning the formulation of global standards were expressed by representatives of the so-called Third World in particular. The reservations were in part to do with the fact that they feared that the standards may be too orientated towards western standards, since social work training is well established in western European countries, the USA, Australia and Canada. There were also fears that national, social and cultural differences may not be sufficiently taken into account.¹⁾

These reservations were addressed in a variety of ways. First, the standards were drafted on the basis of the international definition of social work which was drawn up jointly by the IASSW and IFSW in 2001. The definition is as follows:

“The social work profession promotes social change, problem-solving in human relationships and the empowerment and liberation of people to enhance well-being. Utilising theories of human behaviour and social systems, social work intervenes at the points where people interact with their environments. Principles of human rights and social justice are fundamental to social work.”

Second, the text consistently refers to the fact that social work and social work training is implemented very differently at national and regional level and is also constantly changing, and as a result the standards defined here similarly need to be subjected to constant revision and redefinition.²⁾

Further, it is stressed throughout the document that respect for the traditions, cultures, ideologies and religions of different ethnic groups and societies is a necessary part of social work, whereby human rights must be taken into account at all times.³⁾ Further, emphasis is placed on the recognition and development of indigenous and local social work and social work education as a part of the curricula, taking into account the traditions and cultures of different ethnic groups.⁴⁾

Collaboration between representatives of universities (IASSW) and representatives of professional praxis (IFSW) in the drawing up of the global standards turned out to be particularly fruitful. As a result, commonly encountered resistance or misunderstandings between the groups could be avoided, or these issues could be addressed at an early stage and turned around. Correspondingly, the document contains a comprehensive description of the integration of practitioners into the development and execution of the study programmes and stresses the inclusion of the service users.⁵⁾

Four components are identified as core points for the curricula – for the area of the profession of social work itself (which concerns above all the socio-structural conditions under which it can be exercised), and the area of professional social workers (which is primarily concerned with ethical issues and values). In both fields renewed reference is made to the necessity of knowing about and dealing with different traditions, cultures etc. The final two areas are the various methods of social work and its application, including research methods, as well as the paradigms of the profession of social work, which includes recognising the dignity of all people and respecting them, empowerment and acknowledging diversity.

The document also suggests appropriate standards for the qualification of teaching staff. Insofar as possible, this should be at Masters Level. For Europe, however, it should be noted that a doctorate is required in an increasing number of countries. Further, additional research qualifications are often required.⁶⁾

Social work research is mentioned at various points both in the global standards and here, but not with particular prominence, which is without a doubt to do with the varying opportunities provided by different national and regional conditions.

Criteria for the admission of students, their evaluation and the special consideration of minority groups are mentioned. A further set of criteria deals with the structure and administration and clear organisational identity of the universities of social work.⁷⁾

The final two paragraphs deal with standards regarding cultural and ethnic differences, including gender issues and ethic professional codes, and values that affect the profession.⁸⁾

The appendix explains first the development process of the global standards, and also what should be considered when implementing them.

The main reasons for their development are:

- “Protect the ‘consumers’, ‘clients’ or ‘service users’ of social work services;
- Take account of the impact of globalisation on social work curricula and social work practice;
- Facilitate articulation across universities on a global level;
- Facilitate the movement of social workers from one country to another;
- Draw a distinction between social workers and non-social workers;
- Benchmark national standards against international standards;
- Facilitate partnerships and international student and staff exchange programmes;
- Enable IASSW and IFSW, in developing such guidelines, to play a facilitative role in helping those faculties, centres, departments or schools of social work that lack resources to meet such guidelines.
- Give practical expression to the aim of IASSW as some saw the formulation of international guidelines for social work education and training to the core business of IASSW.”⁹⁾

The point is also made that these are by no means minimum standards, but rather ideals to be aimed at. This recognises the different historical, political and social conditions in the various countries and regions. The global standards document does not seek to evaluate or judge these, but instead point to the conditions that are required, at least in the long term, for a qualified programme of training for the social work profession.

We now have initial reports mainly from countries in which the study of social work is relatively new or has only been introduced recently, and also from some countries with a longer history of social work training, which emphasise that this document has been very helpful in achieving better conditions for training, such as for example by integrating it within the higher-education sector or introducing quality standards and quality assurance.

In the latter mentioned countries where social work study programmes have been available for some time, it also helped as an argument against planned cutbacks from the political sphere.

What now must and ought to happen is for the topic to be discussed, adapted and implemented at regional and national level. This was discussed at the IASSW general assembly at the end of August 2006 in Santiago de Chile and corresponding appeals were made to the regional associations. EASSW is certain to take this into consideration and integrate it into its ongoing work, considering also already existing documents such as the qualification framework for the study of social work published by the German faculties and universities of social work in May 2006.¹⁰⁾

Further, in light of the fact that many curricula are being reviewed in Europe as a result of the Bologna process, the global standards document should be taken into consideration during the review process.

References:

- 1) C.f. (2004) appendix to "Global Standards for the Education and Training of the Social Work Profession," p.15f, www.iassw-aiets.org/en/About_IASSW/Global_Standards.pdf
- 2) Global Standards, *ibid.*, p.2
- 3) *Ibid.*, p. 4
- 4) *Ibid.*, p.5
- 5) *Ibid.*, p.5f
- 6) C.f. (2005) Christine Labonté-Roset, The European higher education area and research-orientated social work education. In: European Journal of Social Work Vol. 8, No. 3, September 2005, pp.285-296
- 7) Global Standards, *op. cit.*, p.9f
- 8) *Ibid.*, p.11 and 12
- 9) *Ibid.*, p.13
- 10) See www.eassw.org