

A Comparative Research on Social Work Education -Japan and USA-

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Key Words: Social Work. Social Work Professional. Social Work Education. Lifelong Education

We have been carrying out the survey on the problem in profession of social work. One of the authors, professor Yamate, participated in the meeting to establish the qualification standard for medical social worker in 1973, and published the credited book "Welfare Services for Patients". He has been studying and researching the professional social workers who work in health and medical area for over 20 years^{2), 3), 4)}. The other author, lecturer Yokoyama, worked on studying and researching on the promotion of social workers to the professional identity after 10 years of working experience. He also published many papers in the area^{6), 7), 8)}, including paper with the title "Movement of Professional Education of Social Work and Problem on Training of Social Workers"⁵⁾. Yamate and Yokoyama made their contribution to "50 Years History of the Post-War Social Work Education"⁹⁾ edited by Japanese Association of Schools of Social Work (JASSW), 1998, by "Education for Social Worker Training in the School Belonging to JASSW" and "Data Version: Chronological Table of Social Work Education After the War", respectively.

By the request to send a paper on educational principle and problem of the department of social work, we have carried out 'A Comparative Research Between USA and Japan on the Lifelong Education for Professional Social Workers' together. Here we present the results.

It is indispensable to increase the number and

improve the quality of social workers on such a day when the improvement of social work service is an important issue. We intend to present the duties of our department as well as the problems in lifelong education and condition for social work professionals in Japan referring to USA where the level of social workers maintain the highest in quantity and quality after comparison of international data.

1. Aims and methods

1) Aims

Our purpose of 'comparative research on social work education' is to improve the quality of Japanese social work service. The welfare of people will not be guaranteed even after the expansion of policies and systems on social work and the supply from social work service increased, unless it gives high quality service and service towards people. Recently the learning on international comparison of social work service became popular. Among those, a topic on social work profession is one of the important subjects. As we see the proceeded learning such as a review by Toshiko Ito entitled "History of Social Work—Comparative study between USA, UK and Japan"¹⁰⁾ and by Yoshiko Hiratsuka entitled 'International Comparison of Social Work Education'¹¹⁾, we find USA is the most advanced country in social work and thus they are the best references for understanding the future of the profession in social work in Japan.

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Hiratsuka has carried out a detailed comparison between USA, UK, (West) Germany, Sweden and Japan, and concluded that 'USA has high degree of freedom and stability on job education as professionals and the activity relative to the other country and further, USA is influential on practical procedure and on use of science'.¹¹⁾ In USA, the advancements that we can refer for our future are; for example, as university education developed; the education and training of social workers were carried out mainly in university and graduate school; as development of multiple discipline and managed care and expansion of team work from health, medical treatment and welfare professionals, are in progress which will be worth while to watch for future of Japan. We are interested in comparative research on lifelong education of social work profession in USA and Japan and to discuss the universal and different points to indicate clearly the problem of the lifelong education for professional social workers.

2) Methods

This research was carried out in the order of (1) Review of preceding survey and research reports, (2) Collection and analysis of the related references, (3) Collection, examination, comparison and discussion of our own data. During the preparation of this paper, two of us discussed in midterm and prepared manuscript independently. The final manuscript was prepared after collaborative preparation.

Lifelong education for social workers are a complex process which interacts the training in school, qualification and registration system, continued teaching and learning by the professional societies and assignment/duties. Further, they are controlled by academic society, education and training organization, education management office and social work society, professional association, welfare management association and other related organizations. These structure and functional relations are shown in Fig.1 and used for the analysis.

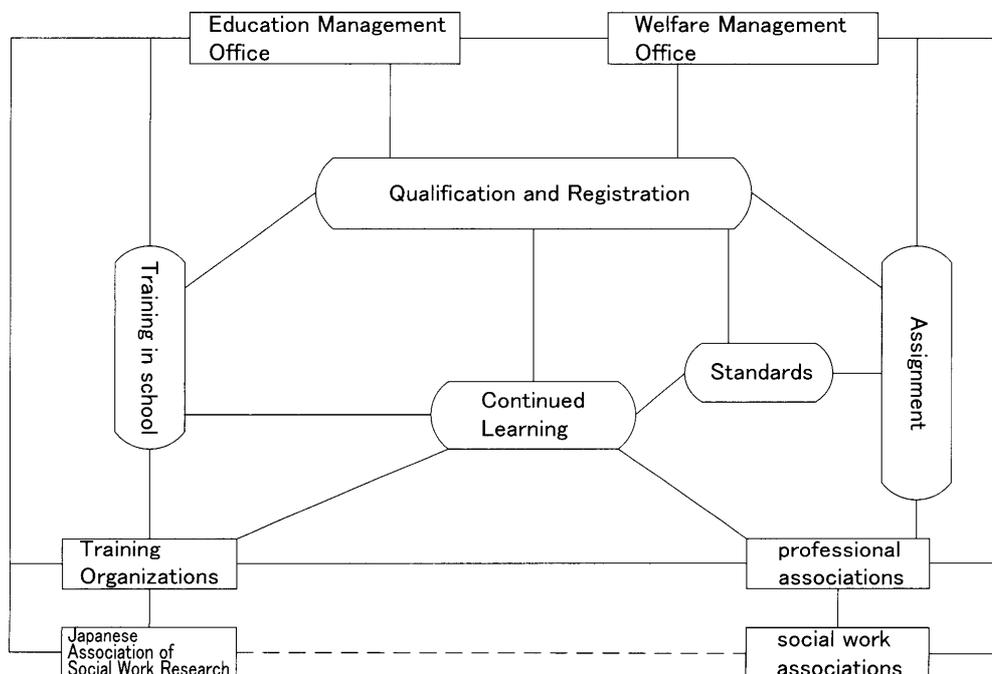


Fig. 1 Frame of Analysis

2. Basic difference between USA and Japan on social work profession

The following are the different points between US and Japan on history and basic structure of social work professional, before discussion of their lifelong education (Table 1).

- 1). In USA, a training program for professional social worker started at the end of 19th century for the jobholders. From the basis on this program the training schools were built one after another following 1910 and in 1940 master course training in graduate school was started and further expansion was continued until today. In Japan, although the education for the social workers started in 1920 in university under the older system, it was degraded as national militarism increased in 1930s and actually the disappearing of training system for social workers continued until the end of World War II. In USA, National Association of Schools of Training for Professional Social Work, which is an educational organization, later changed to CSWE (Council on Social Work Education) in 1952 was established by 14 schools in 1919. In Japan, Japanese Association of Schools of Social Work (6 schools) was established to organize the universities and professional schools of social work in 1955.
- 2). In USA, social worker gained their recognition as upper class profession as the number of social worker increased in parallel with the number of doctors and clinical psychologists from the development of psychotherapy. In Japan, the requirement of social work service was increased as national economy developed but the recognizing the social worker as a professional of helping service was delayed although the care service major in hospitaling institution type service was expanded.
- 3). The condition to be recognized as a profession must be met from the points of 'academic basis', 'professional ethics', 'presence

of professional association' etc. In the United States, after the establishment of National Social Workers Exchange in 1917 the specific associations were organized in each field. However, in 1955, all of them were united to National Association of Social Workers (NASW) and became a powerful society with 160 thousand memberships. In Japan, Japanese Association of Social Worker was founded in 1960 but the growth of society was sluggish and ended up in resting state. Reconstruction of the association was carried out in 1983 but the membership has been only under 2000. Fortunately, the new establishment of Japanese Association of Certified Social Workers is developing and the memberships are increasing year by year.

- 4). In USA, qualification for social worker is given to the graduate from the university or the graduate school. To work professionally, one must be a member of NASW. In Japan, the national government recognizes the qualification following the 'regulation for social workers'. The qualification is to pass the national examination held simultaneously throughout Japan. To be qualified to take the examination, one must finish the course in the institution (1-2 years of education) recognized by Japanese government or finish the undergraduate course with government directed subjects.

- 5). In Japan, certified social worker was born after the establishment of social worker certification system in 1989 and Japanese Association of Certified Social Worker (JACSW) was established in 1993 and was recognized by the National Government. The membership exceeded over ten thousands in the year of 2000 and it is now the biggest association. However, as it has been in United States before 1955, there are associations of social workers separately in each field such as of medical social work, psychiatric social work and others; all together four independent social

TABLE 1 A Comparison of Social Work Education - Japan and USA

Comparative Points		JAPAN	USA
beginning work moment	①first ②second intention	1880's • the second half Correctional work Buddhism Order & State (Christian Order) Expert Knowledge Training of Prison Chaplain	1880's • the initial period Charity Work ①Charity Organization Society ②Social Settlement, Scientifically, Social reform
Social Background-Ideology		Maintenance of Public Order (Social Movement)	Social Movement Reformists Movement University Extension Movement
Under the Influence of ~		Western Countries	England
Appearance of Schools		1900 Short-term Course 1918 3 years System	1898 Short-term Course 1904 1 year
Form of Schools Parent Body of Schools		Special School-College religious • others	Special School (Graduate level) Charity Organization Society (COS)
Beginning of University Education		1918 Religious University (Shukyo Daigaku)	1911 Indiana University
Progress of University Education	early times	Delay	Progress
	postwar	1950's Junior College (a small number of Universities) 1990's a sudden increase of universities Mixed Neighbouring Disciplines	Increase of Graduate Schools Increase of Universities
	now		
Aim of Education 1 (Profession)	early times		Strong
	now	Stronger than early times	Strong
Aim of Education 2 (Unification-Specific)	early times	Specific	Specific
	now	Generalist Aim of Macro-Micro	Generalist Aim of Macro-Micro
Aim of Science (Practical • Academic)	early times	Practical (P) VS Academic (A)	Academic (A) VS Practical (P)
	now	Importance to (A) →(P)	Include (P) Importance to (A)
Organization of Schools & Teachers (now)		Japanese Association of Schools of Social work Japanese Association of Schools of Certified Social Worker	National Association of Deans & Directors of School of Social Work Education Program
System of Qualifying Name of Social Worker (now) Certification Force Body Notes		Certified Social Worker Registration State Examination : There is Experience : Necessary or Unnecessary Education Level : College • Junior College • Special School-Training Course	Social Workers (SWr) Registration/Licence/Mixed A State, NASW Examination : There is or Nothing Experience : Necessary or Unnecessary Qualifications by Education Level • Bachelor of Social Work • Master of Social Work • Certified of Social Work • Doctor of Social Work
Organization for Authorization of Social Work Education Authority Competent Authorities		Ministry of Education & Science →University-College • Jr. College Ministry of Health, Labour & Welfare →Special School with Certified Training course Certification of Curriculum Designation of Certified Training Course	Council on Social Work Education Certification of Curriculum (with Accreditation) Federal Ministry of Education
Education System Adjustment Steadiness		Not to Adjust Instability	Adjust Stability
Adjustment for Employment System		Not to Adjust	Adjust
Influence by Professional Association		Weak	Strong

(note) Ryoko Hiratsuka " A International Comparative Research on Social Work Education " , JASSW, Yasuko Ichibangase, et.al. "50 years History of the Postwar Social Work Education " , MINERVA SHOBO, Kyoto, 1998"

We made the above table refer and reform to the table 1 on this thesis (p.87), in particularly comparative points and points of difference between JAPAN and USA

workers' associations. Three associations are having their international communication units; Japanese Association of Certified Social Workers, Japanese Association of Social Workers in Health Services and Japanese Association of Social Workers, joined to International Federation of Social Workers (IFSW) through Japanese joint body.

6). In USA, core professional social worker training is in the graduate school for master's degree and over 90 percent of NASW members have their Master of Social Work as their highest degree. In Japan, the 86 percent of certified social workers has bachelors through undergraduate and estimated five percent have master's degree through graduate school (Data from ACSW 2000). The graduate courses for social work started first in Doshisha University, 1950 for masters and Meiji Gakuin University, 1967 for doctorate. As of year 2000, among 94 universities joined to Japanese Association of Social Work Schools, 52 have the graduate course. However, their education in practical training is insufficient but academic research and theory learning is their main themes.

7). In USA, one must complete more than 400 hours for undergraduate and more than 800 hours in graduate with practice training to be a social worker. In Japan the requirement is only 180 hours for practice and further the practice in medical health institutions that is an important field of social work (hospital, clinic, geriatric care unit and health center) are neither recognized nor accepted according to the regulation.

8). In USA, there were over 15,000 private practice social work practitioners in 1991 and each state adapted Vendorship Law to protect their right. There is no law correspond to Vendorship Law and only 24 social work practitioners in Japan (Data from JACSW 2000). In United States, anyone wish to have a private social work office must obtain the master's

degree, have at least two years of experience to join the membership of ACSW (Academy of Certified Social Workers), while in Japan there is no system to certify and train the private social work practitioners.

9). In Japan, there is the system for nursery since 1948 and fixed for childcare work. Moreover, the system for social work officer is continuing since 1950 to the present. There are many qualifying system like the system for certified care worker established in 1987 and the national qualification and the system for certified psychiatric social worker established in 1997. In USA, such official qualification system is not so separated as Japan.

As mentioned above, there is a basic difference on social work profession system between USA and Japan. We overview the character of professional societies and the training organization as if the common basis to compare the lifelong education of professionals in social work.

3. State of professional associations of social worker

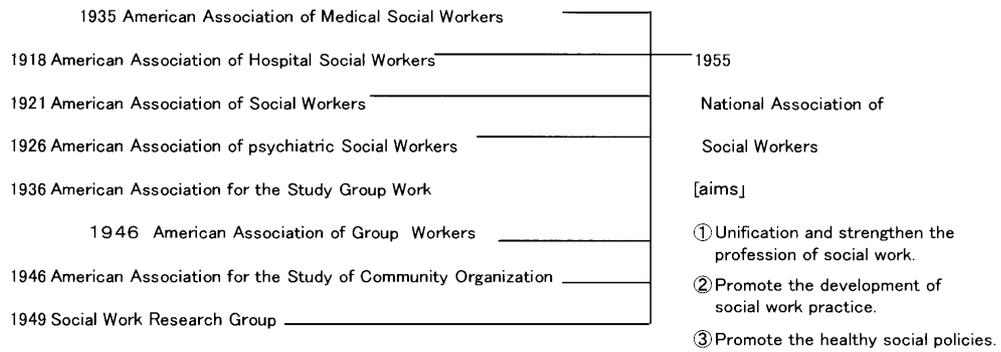
As we mentioned earlier, four associations of social work professionals are in Japan while they are united to one association, NASW in USA. But it does not mean that all of social workers are in NASW. Instead, it is speculated that there were approximately 500 thousand non-member social workers in 1991 (total NASW member was 100,899, according to survey of NASW, 1991)

Before establishment of NASW, social workers belonged to separate associations (Fig.2). They united to a big association after 6 years of preparation period towards the common three aims below and set subsequently the detailed practical standard and direction of work starting with 'Definition of Social Work Practice', 'NASW Code of Ethics' and 'Standard for the

Classification of Social Work Practice' (Fig. 3).

1). Unification and strengthen the profession of social work.

<USA>



<Japan>

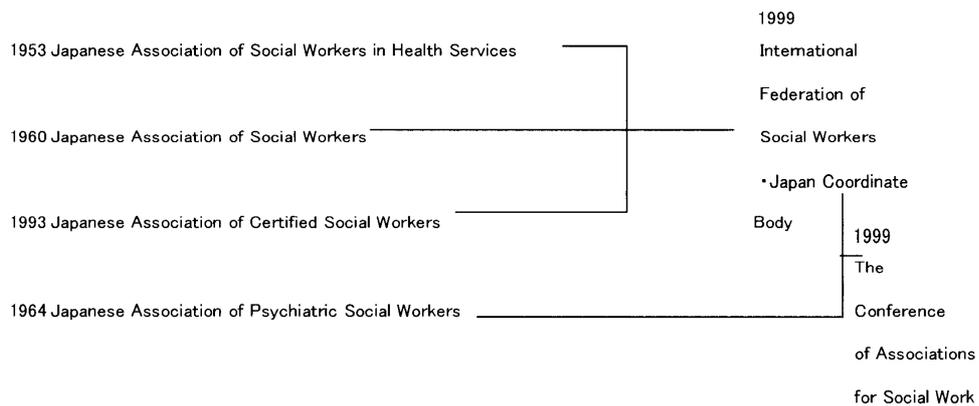


Fig. 2 Comparison of Parties of Social Work Profession-Japan and USA

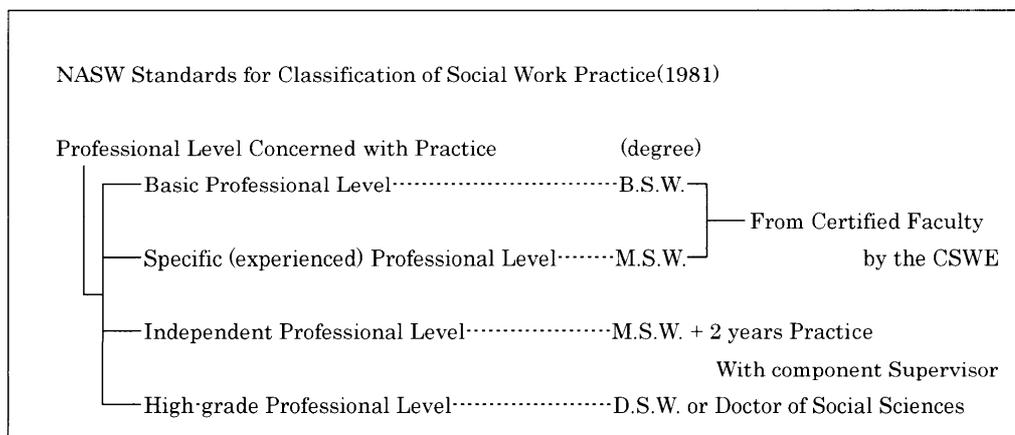


Fig. 3 — For Level up & Specialize — By National Association of Social Workers

- 2). Promote the development of social work practice.
- 3). Promote the healthy social policies.

As of 1997, NASW had 55 branches with approximately 160 thousand members in every state and overseas.

The standard for social work practice is set for following special areas.

- ① Protection of child, ② Boys and girls in puberty, ③ School, ④ Long term care facility, ⑤ Health and medical field, ⑥ Case management, ⑦ Social work mediator, ⑧ Clinic, ⑨ Personal management, ⑩ Continuous education.

The work directions are set for the area 5 Health and medical field and it contains 5 fields, namely, Nursing homes, Health care at home, Cure hospital for acute illness, Field of kidney diseases and Wards for acute psychiatric cases. The fourth item, 'Continued education' means 'standard of continuous education for the professionals'. Because this may be comparable with lifelong education system, we will compare to the lifelong education of JACSW.

Nevertheless, it is observed in both USA and Japan that the association of professional social workers is the first organized in the field of health and medical. The reason for is that the recognition of social work as a profession is indispensable as to be a team member with their professions. Seven years after establishment of Japan Association of Medical Social Workers in 1953 Japanese Association of Social Workers was established in 1960 and it worked on international cooperation with IFSW, NASW together with PSW established in 1963, have a long time contributed for training and social action for Japanese social workers. It is remarkable that organizational development of Japanese Association of Certified Social Workers (JACSW) established in 1993 grows to the largest association of social work professionals in Japan, (Fig.2). As of year 2000, the number of the association membership is

over ten thousands within 46 prefectures and Tokyo metropolitan area. If one compares JACSW with American NASW that has a history of nearly half century since 1955 and over 160 thousands members, JACSW that has on only short history and is a smaller organization, is increasing the number of members every year. The activity of JACSW's lifelong education program has an important meaning for the maintenance and development of the quality of social workers. We will discuss on the lifelong education program organized by JACSW and NASW in chapter 5.

4. Current status of organization for social work education.

Training system for social workers in United States is ① operated by state license or registration system but not controlled by national government like in Japan; ② Available only for the graduates from universities and graduate schools accredited by CSWE : and ③ Under the influence from NASW on state's qualification system and for setting Vendorship Law that is important for the social workers in business. These are unique systems in the United States. There are associations for social worker in Japan but their social influence is rather weak.

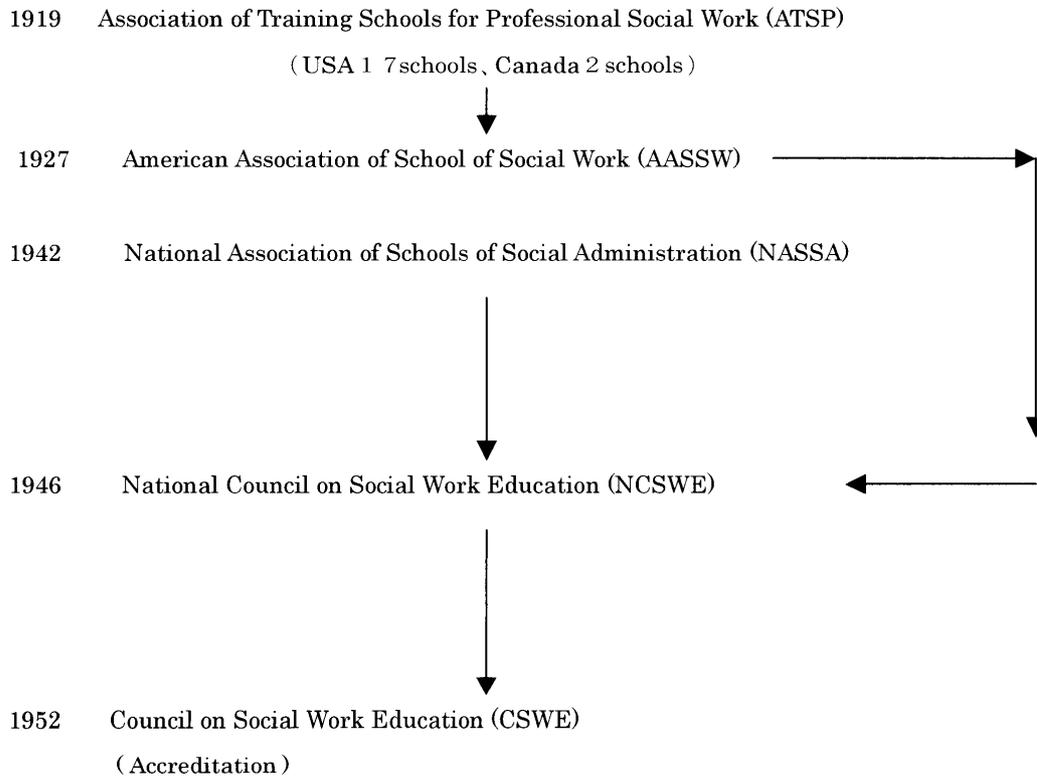
American CSWE was found in 1952 from ATSPSW (Association of Training Schools for Professional Social Work), established in 1919 (Fig. 4). Three years later, Japanese Association of School of Social Work (JASSW) was found in 1955. The initiative for the establishment came from the start of Japanese Association of Social Work Study in 1954 and the decision to hold International Congress for Social Work Education in Tokyo in 1958. Although only 16 schools at the start, the number increased to 168 schools in 2001. This association set 'Standard for the training of social work professionals' in 1985, however, the educational institutes training for social workers were recognized according to

the Regulation for Social Workers and Care Workers that was started in 1987.

curriculum of member schools by 'Standard to join the JASSW'. This standard includes the condition for full time teachers (minimum 6 full

The JASSW has an influence for the

<U S A >



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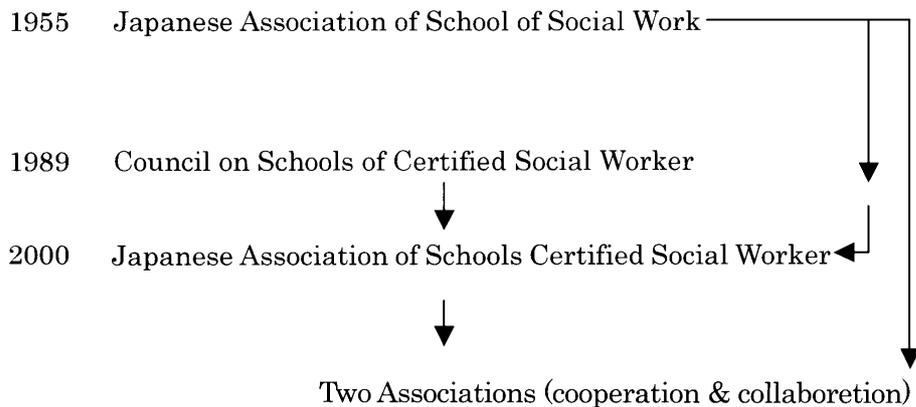


Fig. 4 Changes of Associations of Social Work Education – Japan and USA –

time teachers for the specialized courses of social work), four divisions for special education (basic area, methods and techniques, main fields/practice and seminars) together with the proper curriculum, contents and the requirement for the students in every program. The JASSW organizes an education seminar for social work to raise the quality of social work teachers, at the annual meeting since 1971.

Being the member of JASSW is the requirement for social evaluation as an educational organization of social work, but this association does not have the qualification power towards the universities and schools and qualification system for social worker is not direct concern of this association. Thus, even the graduates from non-member schools, as long as they have finished the required courses, they can take the national examination.

In 1997, independent from JASSW, as the law for social workers and care workers has become effective. Association of Social Worker Training Schools (ASWTS) has been started under supervision of Ministry of Health and welfare. In 2001, a new association of Japanese Association of Schools of Certified Social Workers (JASCSW) was replaced ASWTS and certified to an official foundation. This association plans and holds 'Course for teaching practice of social work' once a year, and opens a symposium for teaching methods, model lectures workshop for social works and other learning programs to increase the quality of teaching and practical work of social work educators. As a result, the member increased to 168 schools at the end of October 2001.

The member of Japanese Association of Schools of Social Work is 168 same as JASCSW, and 134 schools are also the member of JASSW. Many schools are member of both organizations. They work with cooperation and collaboration but also their unique task must be achieved and presented to national society (Fig.

4).

5. Employment for social work professionals

Based on the data from NASW and JACSW, the comparison on the employment of social work professionals was carried out. The each of data is the following:

① 'Survey of NASW members (1991)' Subjects: 134,240, response: 86,006

The statistically treated data from all members' profile in 1991. Source: Margaret Gibelman & Philip H. Schervish: Who We Are: The Social Work Labor Force as Reflected the NASW Membership, 1993, NASW, Washington, D.C., USA

② 'JACSW Survey on the status of social workers (2000)' Subject: 18615, response: 7831.

The JACSW survey was carried out by sending the questionnaires by mail to the entire registered member, 18615, in the period of June 1st to 20th, 2000. The response is 7,831 with the rate of 42.2 percent. This is the survey against total certified social workers regardless of the membership. Source: 'The Report of Research on Certified Social Workers (2000)' 2000, JACSW, Tokyo, Japan.

According to the survey carried out in 1991 for the NASW members, the employments are the highest in social services agency with 22.8%, followed by hospital with 20.9%, clinic with 17.1%, private solo with 12.2%, totaling of 73% with top four employments. Institution (social work) with only 2.9% and nursing homes with 2.3% are together only 5.2%. Among educational fields, university with 4.3%, school social work with 6.2% and courts (justice social work=rehabilitation of criminals and delinquents) with 1.4% (Fig. 5 and 6). Since the total number of the response is 86,006, even 1.4% means actually 1,209 persons.

In Japan agencies of social work often means child guidance center and social work office

operated by local government, which are the management sector. In USA, such agencies include private business and non-profit organizations. According to the classification of the employment, public or private that is shown in the different section of this report, the public

sector occupies 40 % and the private occupies 60 %. The former includes a subdivision; 'military' and 653 persons are employed in it.

The survey on the employment of social workers in 2000, carried out by JACSW, against all certified social workers including non-

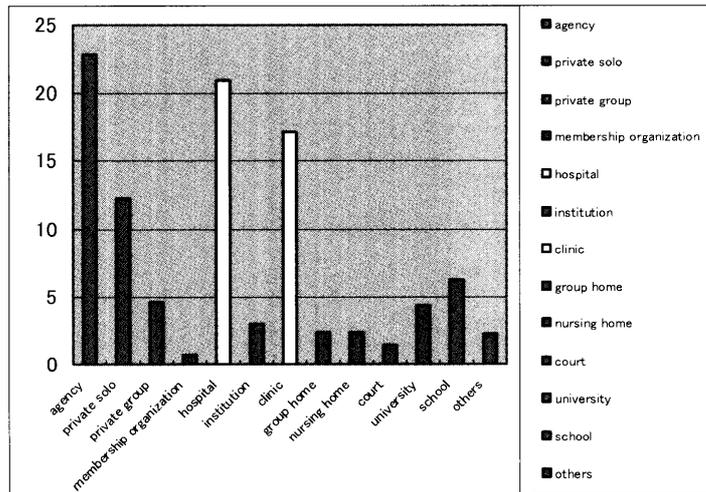


Fig. 5 Primary Setting of Working NASW Members (1991)

Source : M. Gibelman & P. H. Schervish ; Who We Are, NASW Press, Washington DC. USA, 1993
 Japanese Translation Supervisor : Kouzou Iwasaki & Shigeru Yamate, JASW, Aikawashobou, Tokyo, 1997

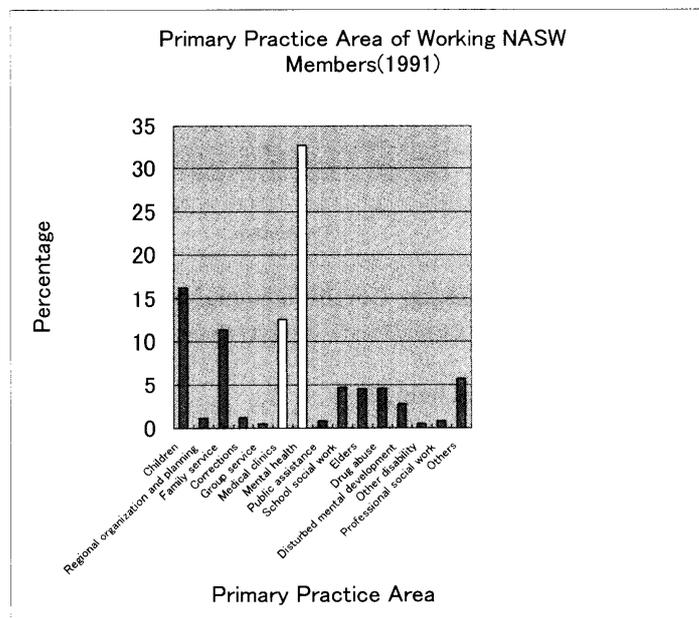


Fig. 6 Primary Practice Areas of Working NASW Members (1991)

Source : M Gibelman & P H Schervish ; Who We Are NASW Press, Washington DC,USA, 1993
 Japanese Translation Supervisor : Kouzou Iwasaki & Shigeru Yamate, JASW, Aikawasyobou, Tokyo, 1997

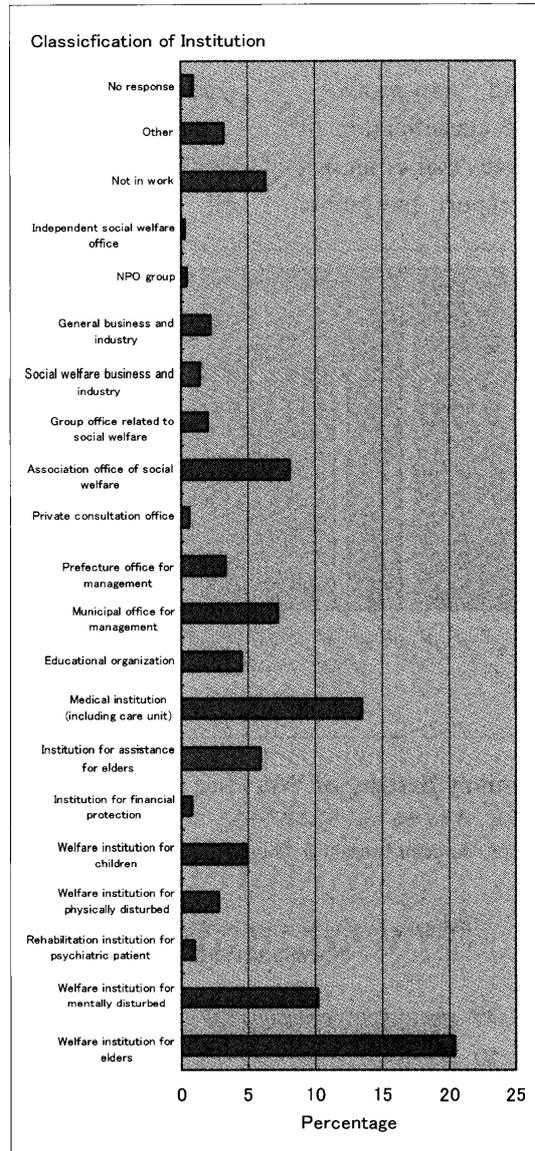


Fig. 7 Primary Setting of Working Certified Social Workers in Japan (2000)

Source : The Report of Research on Certified Social Workers (2000), JASW, Tokyo, Japan, 2001

members totaling 18,615 persons, with the help from Social Work Promotion Foundation was responded by 7,831 persons (the rate 42.1%) with 57.2% of them were member of JACSW.

In this survey, major employment was divided more detail than NASW data. The section of institutions is divided into following 7 institutions (NASW survey includes speculated nursing homes, aged welfare institutions/ health center for the aged) (Fig. 7).

Care institution for the aged	20.4%
Care institution for mentally retarded persons	10.2%
Health center for the aged	5.9%
Care institution for children	4.9%
Care institution for physically disabled persons	2.8%
Rehabilitation institution for mentally disturbed persons	1.0%

Institution for life support	0.8%
Total	46.0%

In Japan, many social workers are employed by various institutions compared by the survey of NASW that indicates only 5% of them are working in institutions and nursing homes. Especially, it is noticeable that 20.4% are working in the institutions for the aged, meaning one out of five social workers are employed in those.

Employment of medical institution shows 13.5%, the second ranking after the institution for the aged. This shows a similar tendency with the data of NASW. In Japanese survey, the so-called agencies are divided and the employment rate were indicated as follows: management office of city, town and village, with 7.2%, office of metropolitan and prefecture with 3.3%, private office with 0.6%, social work council with 8.1%, and social work association with 1.4%. The total rate of 20.6% is close to the rate shown in NASW survey.

'Independent office for social work' corresponds to private solo with 12.2% in NASW survey but it occupies only 0.3%, with the actual number of 24 persons in Japan. However, one must keep in mind that in United States, private solo social worker often includes clinical psychologists and psychotherapists in actual work¹⁰⁾.

The employment in educational organization is 4.5% that is similar to 4.3% in university shown in NASW. Only 12 years of history of social worker certification system are available in Japan and remarkable increase in universities and technical schools and graduate schools also suggest the increase of certified social workers that work in research and in teaching.

6. Lifelong education system for social work professionals

Based on the state of social worker's professional associations, training/education and employment in both USA and Japan, we compare the lifelong educational system of USA and Japan from the data of NASW and JASW, respectively.

As we mentioned earlier, NASW had set up 'Standard of Continuing Professional Education' in 1982. They are asking the members to complete the 90 hours course on continued education for professionals and the state license will not be renewed unless one takes a certain learning program. The continued education is indispensable action to maintain higher quality of social work service, as the fast progress of knowledge and technology lighten the necessity of continuing professional education. From such reasons, the standards were set as the above. Also the background for setting such requirement comes from the right of clients to receive the help with high level of knowledge and techniques.

It should be noted in this standard that this is set not only for the practitioners but also for the providers of continued education and managers of social work. The fact that the standard is also applicable to these three members is superior than the lifelong education system set by JASW.

NASW Standards for Continuing Professional Education

The above are the summary of NASW Standard. The managing method is indicated for each standard. The indication of time spent for each category in Standard 2 comes from recommendation to have an experience on the balance between different learning form that is referred by JACSW and lifelong continued education system.

NASW Standards for Continuing Professional Education

【aim】

- Keep and improve quality of the service that a social worker offers.
- By establishing expectation as professional, Social worker can watch continuing education, own responsibility in continuing education, evaluate continuing education, able to let it improve.
- Help social workers choice to the continuing education that it is certain, and quality is good.
- Recognize a characteristic of continuing education for social worker.
- Promote the opportunity when social worker participates in continuing education.

【purpose】

- With various categories of continuing education dated definition, and describe them precisely.
- Make the indicator that should spend minimum several times on an individual categories of continuing education.
- Make the indicator to use to evaluate a provider of continuing education by social worker.
- Describe the method that provider of continuing education can seem to meet expectation as social worker profession.
- Describe the method how an administrator of an organ seems to encourage continuing education for the social work staff.

<standards for social worker>

Standard 1 : Social worker must bear personal responsibility in continuing technical training.

Standard 2 : Social worker must accomplish continuing technical training for 90 hours every three years.

(category.1) The learning course that was organized formally. :more than 40 hours

example : certified course, workshop, seminar etc.

(category.2) A meeting of professionals/experienced of organized learning. :more than 30 hours.

example : conference, symposium, panel discussion etc.

(category.3)

Individual professional activity :more than 20 hours

example : writing thesis , reading technical journal & books, study, research

Standard 3 : Social worker must contribute to development and improvement of continuing technical training.

<variation standards for provider of continuing professional education>

Standard 4 : Provider of continuing technical training must have a mission and a document about a basic policy reflecting value and an ethic of profession.

Standard 5 : Provider of continuing technical training must draft a plan of an organized education experience.

Standard 6 : Provider of continuing technical training must obey management business to include responsibility.

Standard 7 : provider of continuing technical training must collaborate in a social work education program authorized for development of the enterprise in each branch office of NASW and an area.

<standards for administrator>

Standard 8 : Administrator must show leadership for continuing technical training.

Standard 9 : Administrator must carry out a policy of organ in order to help continuing technical training.

Next, we describe about the lifelong learning system of JACSW.

JACSW invited Prof. Yuichi Nakamura for the president and started the special committee for lifelong learning. In 1994, the next year from the establishment. They set 'Lifelong Learning Center' in their main office in 1999 and an own unique system for lifelong learning, after five years of discussion towards the establishment of such system.

During such period, the committee was restructured to 'special committee for development of lifelong learning program', to 'committee for institutionalization of lifelong learning', and dedicated the 'Basic outlines for lifelong learning system' and "Detailed directions for use of the system for lifelong learning" which were accepted in board of director's meeting and the general meeting, and became effective, in 1999.

"Lifelong learning note" and "Lifelong learning guide" were distributed to every members and later to incoming members together with member identification card. "Lifelong learning note" consists of the first page with planning for own lifelong learning and the following pages to record the activity, to assist the self-planning and self-learning.

"Lifelong learning guide" contains the guide for branch office in each prefecture to answer the questions from local members and the role of local lifelong learning program is explained. 'Administration committee for lifelong learning' was established in lifelong learning center, in place of 'committee for institutionalization of lifelong learning' which worked for dedication of system for lifelong learning involves checking for administrative and practical facts and for improvement. Yokoyama et al. "Meaning and Task of lifelong education system" is the summary for the lifelong learning system (In Social Workers No.5, published by JACSW¹²⁾).

Here, we review the summary of lifelong

learning system of JACSW.

① Aim of lifelong education system

Maintain the continuation of individual members self-improvement and mutual cooperation of members through learning and thus improve the members and the association to solve the today's problems in social work. (Basic outline, item 1)

② Definition of lifelong learning

General term of lifelong learning means to improve the knowledge, technique and ethics to be used in practice following 'ethical principle for social worker'. (Basic outline, item 2)

③ Course for common learning

["Basic learning course"] : introductory learning required for new comers.

The prefecture branch is responsible to open the following 3 required items.

- * Understanding of outline for organization and activities of JACSW members and the branches.

- * Understanding of structure and method to use the lifelong education system.

- * Learning of practical idea and application in practice following 'ethical principle for social workers'.

It is required to take this basic learning course within past three years before completion of first common course graduation.

["Common learning course"]

Learning must be carried out according to the member's self-planning and the main purpose is to maintain and gain of the generic power. Thus, this is the nucleus of this system.

If one completes the 60 units (1 unit consists of 1hour) in one period of 3 years and apply for the certificate, then, 'certification' will be issued.

This course of the period does not stop at first one, but continues to second, third and so on through lifelong. The most important is self-evaluation as a social worker, clearly recognize the needs of learning and set the own 'plan for lifelong learning' to work. The association does not assign any special course so that each

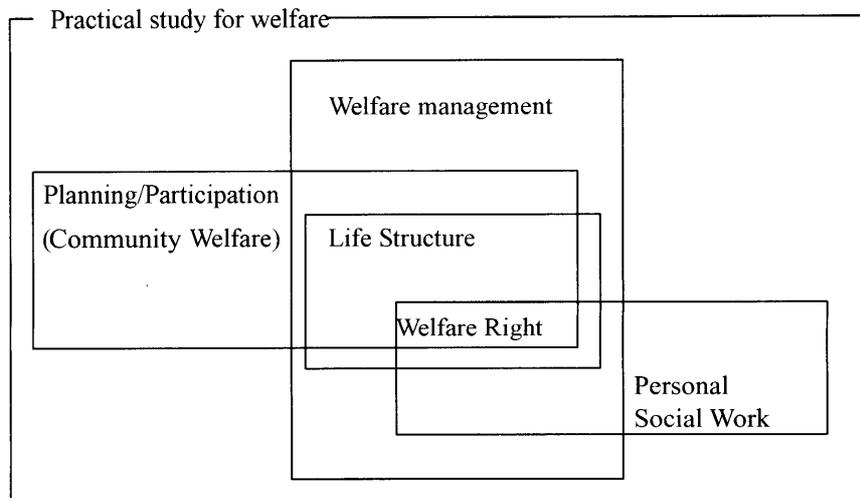


Fig. 8 Six Areas of Common Training Course by JACSW

member must take the courses from own 'lifelong learning plan'. However, the upper limit of units to take is set for each learning to avoid the uneven ending (example: the maximum units from the self learning carried out at home using various literature and teaching materials must be no more than fifteen). 'Learning on work for social workers' are held at eight places in 1999, as one of basic learning in training course organized and recommended by the association. From 2000, 'Japan unified learning for social workers' are held at eight places, under new name with increased content and volume. This course held for two days and 10 units are recognized if one attends to entire two days. The common courses cover six basic areas for lifelong education and the program for the nationwide learning is set for participants can take all of them. (Fig.8)

- ① Social Worker's right
- ② Life structure
- ③ Assistance to others
- ④ Planning -participation
- ⑤ Welfare management
- ⑥ Social work practice

In 2001, 'Common Basis for Social Work Practice' (edited by Yuichi Nakamura) is

published for systematic learning of six areas mentioned above and T. Yokoyama is one of the authors. This book is used for subtext at Japan unified learning course and also for the non-participating workers to learning at home.

【Learning course for individual specific areas】 Learning recognized and certified by the Center of Lifelong Education as a satisfactory program to fulfill the condition that has a high needs, matches with the idea of JACSW and contains an evaluation steps.

JACSW issues the 'certificate' to the worker completed the course(s). Currently, 'Adult guardian training study' sponsored by JACSW has been recognized. The association is trying to create, to study and to discuss towards certification 'Leader training course for practice' is subject for discussion.

Three years past since the lifelong learning system started and now many problems were pointed out in the actual process.

First, the number of members completed the common learning course that is considered, as the center of this program is not large enough. Up to now the application for the certification of common course completion was twice at the end

of 1999 and at the end of 2000 but they were only 637 and 228 persons, respectively. This number totaling 865 is only 13.6% of possible subjects (the members before 1998).

Lifelong education is an important activity as well as propaganda to show the quality of social workers but the participation to learning program indicates the insufficient advertise and not yet on truck. Administrative Committee of Lifelong Education Center seriously concerns this fact and is trying to find the reasons and the responding treatments by carrying out a promotion towards the understanding and participation.

Individual members of JACSW were asked to participate actively for lifelong education. The members participating in various seminars, workshops and academic meetings are speculated much more than the completed members of common course mentioned above. Thus, the social workers that have a learning experience but not interested in keeping the record and apply for certificate are not large majority. It is imperative to simplify the recording and registration methods and to keep better management.

The young association, with only ten years after the establishment, completed their own

system for lifelong education. This fact should be appreciated highly in comparison with other traditional associations of social work specialists and the future contribution is expected. However, one compares with 'Continued Education Standard' of NASW, it is noticed that the standard is insufficient about educators and managers on social work, and especially the position of managers should be given a consideration. One problem is how the specialist association can be effective on management. Although it is difficult to catch up to NASW that have long history and accumulated results, we can still learn from their experience. The social workers working independently in Japan are very limited and the majority is employed in various institutions. It is necessary for employers to understand the importance of lifelong education and to prepare the working environment in which the faculty can participate the learning and training.

Independent from JACSW, the Committee for Social Work / Social Security Research of Japan Academy studied 'lifelong educational system for generalist social workers' and the 17th report titled "On the Promotion of Research and Education in Social Service" contains (Fig.9). A new concept about social worker that is a general

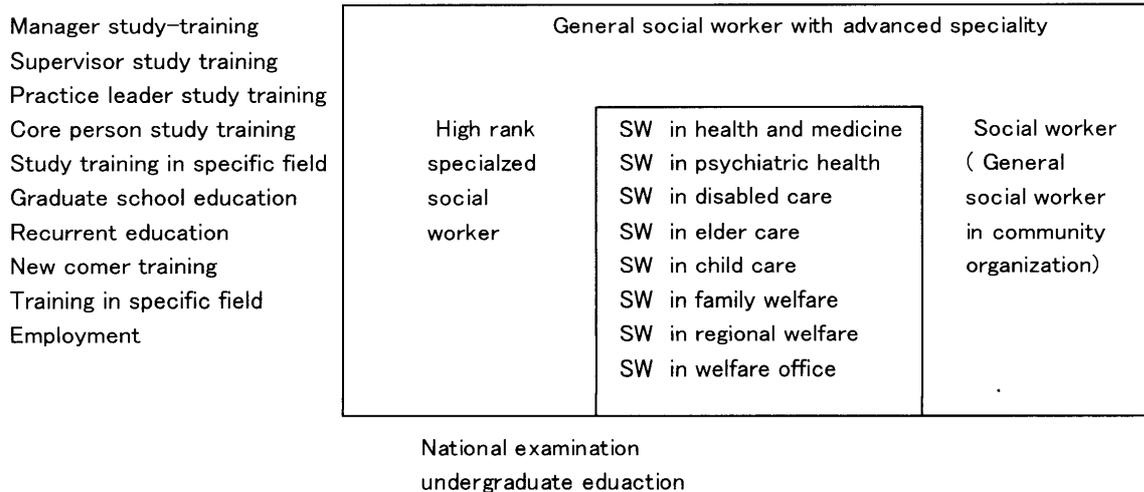


Fig. 9 Life Long Training System for General Social Worker

social worker with high ability, added both specialization and generalization on the basis of social services, and the construction of education system with variety and multi-steps has been proposed in the report. It has been requested for associations of social worker including JASW, and social work education association, including JASWEC, JASSW work together towards the establishment of a better lifelong education system for the training of social work professionals.

7. Tasks on education for social work professionals in Japan

When we compare the developmental process on social work professional between United States and Japan, as we mentioned earlier, we find a basic similarity and many differences. For the various social problems caused by the modernization, private sectors and national government has started to look for the solution and protection for poverty with special assistance and service. This is the common origin of social work education for both countries. They started the training of persons who assist to solve the social problems in 19th century and established the university level education systematically and methodologically in the beginning of 20th century. However due to the social and cultural differences, of developmental process, educational system, contents of education, the condition for education and the related social circumstance, especially the distribution, responsibility and association activities of the professionals are quite different between them.

In Japan, there is a huge complex laws on setting the social service, while in United States service worker's number and quality are very high and maintaining and improving of high quality are supported by social work education associations and professional societies, although the number of law for those are very limited. In

short, Japan focused on facilities under the government control, while in United States the focus is on persons and on private sector operation.

However, the Japanese social work service is making a fast change from the end of 20th century. Expansion of community care, strengthening of private room or unit-care service in institution, increasing of association-homes with at-home environment are more noticeable and the variation of setting and number of social workers and the training schools are also increasing. It should be noticed that despite the population decrease of 18 years old and thus the university finance is getting more difficult, new founding and expansion of departments and colleges of social work are increasing. Such expansion of social work education makes enough supply of workers, but would not secure their quality.

The lifelong education of social workers mentioned here is indispensable to maintain and develop the quality. The educators must construct the cooperative system between educational institutions and practicing institutions, recognizing that university training is the first step for lifelong education and must be linked together with lifelong education and learning system to support the growth of the professionals. The social work education association consists of social work universities must approach to the governmental offices to promote the employment of qualified social workers and to establish the lifelong education system together with the associations of social work professionals. Such approach no doubt makes a contribution for raising the quality of service and formation of an ideal circle for training of social workers by increasing the practitioner-workers with special training and an increase the students to receive a better training in practicing.

Mission of the Department of Social Work of Niigata University of Health and Welfare

As we described in this paper, the number of the schools for social work is increasing by the year and reached 160 in 2001. Among those, universities, colleges and technical schools are included; however, the main trunk is 90 or so university (college of social work, faculty of social work and department of social work).

Department of social work used to belong to the faculty of social sciences or faculty of humanities in the university in those area or in general university, except small number of social work colleges. Recently, more of them are established in medical welfare and health welfare universities at various locations in Japan responding to the social demand for unification of health, medical and welfare services.

Department of social work founded together with four departments specialized in medical technology in Niigata University of Health and Welfare aims for training of social workers who are capable to function professionally, cooperate with the professions in health/medicine/welfare related fields as a team to promote an integration of those three areas. To achieve the aim, our departmental concepts are the followings.

Firstly, to train the social workers along the university's general concept to educate 'QOL supporters', who have learned social work theory and techniques to help the patients and their family in view of their whole life. Students are guided to attend the classes in general education and core/basic subjects in medical welfares together with the students of other departments to accomplish the basic aims.

Secondly, the curriculum necessary for social workers are set to learn ethics of the profession, knowledge, techniques through seminars and practice starting their freshman year. The communications and mutual understanding are enforced until graduation through seminar and training courses, so that they will be capable to

carry out an effective team work in the institutions of health, medical and welfare and the local communities.

Thirdly, our department intends to promote in the community the educational programs of lifelong learning, the surveys of welfare, health and medical problems. Thus development of professional technology and development of local society are the goal to be achieved in collaboration with local government office concerning community and the various groups of professional social workers.

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