

Some Dilemmas in the Development of Social Work Education in Hungary

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Abstract

Some dilemmas in the development of social work education in Hungary.

The research investigates and presents the development and dilemmas confronting social services, social work education schools, social workers, educators, students and employers in Hungary since the 1980s and, in particular, the impact of educational approaches.

The aims are to explore the development of social work education, to contribute to the research of the social work education, to the ongoing professionalisation of the social work, vocation and services in Hungary and to promote the development of the scientific basis of social work, its services and its education. The purpose of this research is to promote the place and role of the social work education in Hungary and to examine the position of Hungarian social work education in European dimension. The research gives an understanding and interpretation of the dilemmas in the framework of social work education, furthermore an outline of the social-societal context of Hungarian social work education.

The researcher investigated this theme as a leader and teacher of social work education in Hungary by literature, references and symptoms of social work and social work education practice. The research attempts to implement a multi-method research combining both qualitative and quantitative approaches at the same time whereby the qualitative elements are more dominant. The methods include critical analysis of the literature, observation, analysis of the education curricula and interview-stages. The research presents a comparative analysis of the content of social work curricula in education in Hungary. The

research has a critical analysis of social work education in fieldwork research of a sample of Hungarian social workers, educators, students, employers and practice teachers by unstructured, structured, practitioner and focus-group interviews.

The research presents findings and conclusions of the research experiences in the context of the research aims, objectives, assumptions and dilemmas investigated, i.e. the main factors and characteristics of the social work education courses, the main important dilemmas of social work education in Hungary and the causes of the educational dilemmas. The research suggests educational and curriculum development as the framework for resolving these dilemmas.

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Author's declaration

I declare that the dissertation (thesis) is original material, which has not been used or published in any other study or research in the past.

*'Social work is an investment
in the future welfare of Europe...'*
(Resolution of the EU Council of Ministers, 2001)

Chapter I

AIMS, CRITICAL ISSUES AND SOCIETAL BACKGROUND OF THE RESEARCH

1. Introduction

This chapter describes the general aims and objectives of the research, it outlines problems and critical issues forming the background of this theme, introduces arguments about the 'dilemma-concept' and 'dilemma-approach'. The chapter presents assumptions and some of the dilemmas, which will be investigated in this research process. By critical analysis of the relevant literature it presents the societal background of the research, mainly within a Hungarian, but partly a European context.

The necessity and justification of a human profession within a society means that the profession has:

- A developing institutional system
- moral and material recognition
- effective organisations for the protection and representation of its interests
- scientific researches
- enforceable and enforced ethical norms
- effective professional education.

It is evident that we can only speak about the provision of quality social work and social services with the background of quality social work education. Similarly to other professional areas, it is also evident for social work practice that it has direct and indirect influence on education - and vice-versa.

Education has been a significant factor in the process of the professionalisation of social work from the very beginning. The 100 years' history of social work education all over the world and the 12-years period of the 'new' Hungarian social work education has an important legacy to draw on - for the practitioners of our times as well as for the professionals active in education and research.

As a result of the specific societal development in Hungary, the social area, social care and social work education are also marked by special development features. Social work education has become a part of the higher education system, but in spite of this, still many problems prevail. Social work education has a minor position within higher education both by its rating and volume; the professional characteristics do not conform to the generic academic requirements of higher education; there was not enough time to establish the professional, personal and infrastructural background of social work education; and it did not have a professional background. The new and young social work education in Hungary can only be developed through scientific exploration and by the analysis of the experiences of the international and European development trends and the specific needs of Hungarian social work practice. The necessity of this research concerns literature and presenting evidence regarding Hungarian social work education, because the social work education in Hungary has not yet been extensively researched and explored.

The researcher has worked in social work education in Hungary from the very beginning. As a former lecturer of the Vitéz János Teachers' Training College in Esztergom, where social work education was established and realised under his leadership

between 1989 and 1995 and as the head and lecturer of general social work education established in 1995 and currently in the process of further development at Széchenyi István University, Győr. The author (as a teacher, leader and researcher) considers it very important to research, document, investigate and describe the 12-year development period, in which he took part together with his colleagues and teaching staff.

This development period has to be introduced. It has been undertaken with other Hungarian social work educational institutions and in co-operation with the help of international institutions—Bournemouth University, (UK); University of Applied Sciences (Mönchengladbach, Germany); Katholische Fachhochschule Niederrhein-Westfalen (Aachen, Germany); Universidad Publica de Navarra, (Pamplona, Spain); Open University, Milton Keynes, (UK); - and in the framework of three international projects - TEMPUS Social Work Education at European Level (SWEEL), TEMPUS Alternative Social Work Education (ASWE), TEMPUS IB Further Education Courses for Community Care (FECCC). It is also important to introduce the professional and academic knowledge compiled by the conductor of this research in a range of Hungarian and foreign educational institutions - those listed above and also at Case Western Reserve University, Mandel School of Applied Social Sciences, (Cleveland, USA). Also important were the different exchanges of experience of shorter or longer duration with the University of Klagenfurt (Austria), Höhere Fachschule für Soziale Arbeit bei der Basel (Schweiz), Tuusulan Sosiaalialan Oppilaitos, Tuusula (Finland), Fachhochschule der Evangelischen Landeskirche, Freiburg (Germany), Schule für Soziale Arbeit, Wien (Austria), University of Waterloo (Canada), Espoo-Vantaa Polytechnic, Vantaa Unit (Finland). The main point is that as a result of the above studies, exchanges and visits the Hungarian educational staff could arrive at the possibility of organising and

realising educational processes and systems that better correspond with international (European) standards and trends.

The researcher, a former activist and Chairman of the Hungarian Association of Schools of Social Work (HASSW) since 1995, plays a key role and has significant opportunities for research in the area of social work education and its related issues in Hungary. Particularly regarding the present situation, the decisions concerning educational development, the results, problems, dilemmas, systems of relationships, and the general development trends of education both in a Hungarian and an international context.

In summary: it can be seen that the researcher who is experienced in social work education and the research area are closely linked and therefore will fit together in harmony in the research process (Szabolcs 2001).

2. The general aims of research

- To contribute to the research of the development of undergraduate social work education
- To develop a framework for understanding the factors influencing the emergence of social work education in Hungary
- To promote the ongoing professionalisation of social work, vocation and services in Hungary.

3. Objectives of the research

Within the context and the background of the Hungarian society:

- To explore and examine the main important experiences in the development of undergraduate social work education in Hungary (referred to as social work education) from the perspective in the late 1980s
- To explore the dilemmas of social work education, to examine the causes and context, as 'voiced' by principal actors
- To examine changes and processes that make a contribution to solving dilemmas of undergraduate social work education.

4. The main critical issues of the research

4. 1. Changes – expectations - dilemmas

Because of the complexity of the dilemmas in relation to the research a framework is provided in 'Figure 1/1'. Social work is related to change in more than one way: because its aim is to improve the situation of persons, families and communities in need, because the social conditions also need to be changed in the interest of the above, and because social work itself is forced to change, as it is driven by the need to follow the social changes. The centre of the research related to social work education must focus on the issues of how social work education is carried forward by the different changes of society, of higher education and social work education; on the causes, and on how social work education reacts to these changes (Watzlawick *et al.* 1990).

The professional challenges of social work education (i.e. how can the students be prepared to satisfy the needs of the service users?), its academisation and adaptation to higher education (widening and meeting market needs), its participation in local social policy (in the form of changes and expectations) represent a lot of difficult tasks,

which – combined – contribute to and represent the different problems of the social work education.

Various dilemmas have surfaced in situations when fulfilment of expectations, problem solving and change had to be addressed. The necessity of selection from the available options often complicates the decision situation. The questions are, 'Which are these dilemmas? What are the causes? How does the resolution of dilemmas take the development of social work education forward? To what extent can the permanent presence be considered the obstacles?' Based on the above, the present research will focus on some of the dilemmas of social work education in Hungary.

4. 2. Understanding the dilemma-concept in this research

By dilemma the researcher means a situation in which somebody is forced to make a decision between two alternatives. A dilemma can be resolved by choosing one option or the other, or by realising both potential paths at the same time. The important characteristic of the dilemma is that it creates decision situations and starts the process of thinking. The concept of dilemma has therefore the best application in this process. The dilemmas explore the typical phenomena, causes and perspectives of different processes, provide opportunities for their analysis, however, the dilemmas do not offer evident solutions for the different problems. The dilemmas often result in uncertainties, these lead to further dilemmas resulting in uncertainties again; therefore their resolution is inevitable in order to take matters further. In another approach, however, the dilemmas also refer to deep, creative thinking and to debates about the questions and issues, which render more certainty for the participants of these debates concerning their decisions. The understanding and qualitative analysis of the dilemmas in the required depth should support decision making facilitating changes and the activities leading to it. Nevertheless, the prevalence of

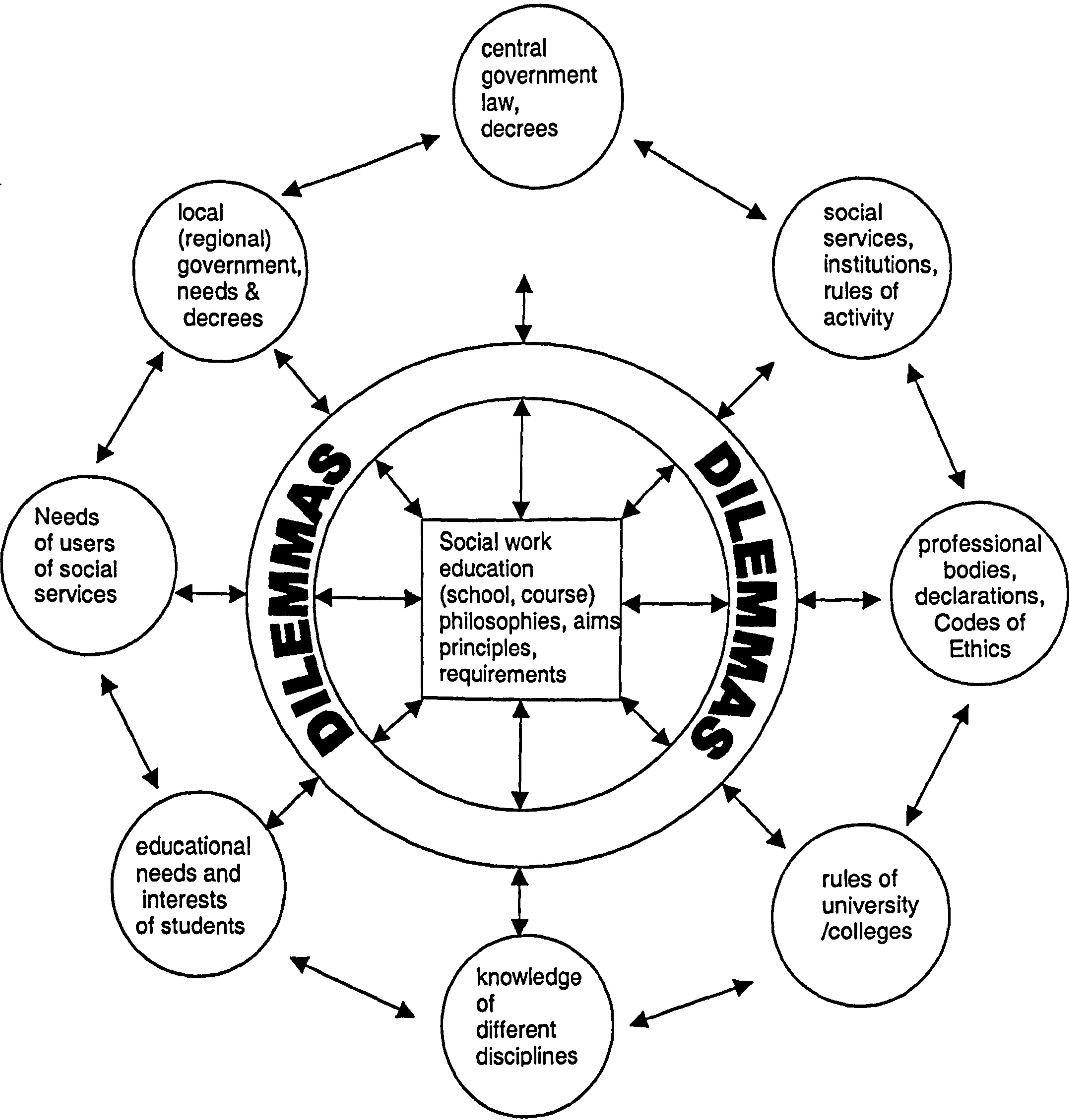
dilemmas may hinder and curb the changes necessary for the different processes.

The ethical dilemmas that accompany the different forms of social work are all part of the helping-process. Furthermore the history of social work presents ethical dilemmas, too, i.e: intervention-dilemma, evaluation-dilemma (“worthy” and “unworthy” people), control-autonomy-dilemma, commitment and loyalty-dilemma. The causes of them are: the value-centred social work, the ethical responsibility, the problem solving and the changing societal circumstances. The different dilemmas are the objectives of communication and analysis with students in the process of social work education.

This research does not focus on the ethical dilemmas but on those arising and becoming effective during the process of social work education. It is up to debate to what extent it is useful for the development of social work education if the present research puts the analysis of dilemmas into focus. To facilitate the understanding of their importance and impacts, their links and cross-connections are visualized in ‘Figure I/1’. The possible starting point should be: “What is the framework for social work education? In which inter-professional area do the teachers and students of social work education perform their work?” (Andok and Tímár 2002, Geertz 1994).

Figure I/1.

Dilemmas in the framework of
social work education



It can be seen from 'Figure I/1' that social work education exists and functions in a very complicated framework. The different factors surrounding the education and influencing each-other have a mutual impact on the education and vice-versa: policy, government, requirements of the profession and the needs of the service users at micro and macro levels are the basic elements or factors. The different dilemmas arise from the relationship between the education and the other factors. Because of the operation and development of the education these dilemmas either promote or hinder the changes, whilst their resolution can be the basis for further development.

Based on the analysis of literature, the relevant personal experiences of the researcher and the factors depicted in 'Figure I/1' the dilemmas arise in the educational practice if:

- Decisions need to be made about the establishment of connections between the needs of users of social work and knowledge communicated by schools
- The type of development model of society (model of the welfare state, quality of the society, role of the state in social services etc.) needs to be communicated in social work education (Ferge 2000)
- There are differences in the focus of thinking within the professional values, such as different social work forms and models (individual/community work, policy-centred/free of policy, therapy/without therapy, radical, interactive, traditional models etc)
- The basis of the negotiations is development in collaboration with the social services (places for practice – fieldwork, placements - of social work education) and social work education schools

- Decisions need to be made about the integration of the different national, regional and local council laws or decrees in the education
- The question is related to the quality and role (if any) of the related sciences and professions in social work education
- Decisions need to be made about the development of actual educational courses within the actual university-college situation
- The focus of the issue is on the joining of “backward” social work education in Hungary to European models and trends (cf. connections of British and German development)
- The focus of thinking is extracting the useful Hungarian and European models and alternatives for the development of social work education
- There is a methodological development of the social work education as in the focus etc.

It can be seen that it is useful to put the ‘dilemma-concept’ into the centre of this research in connection with the above problems, tensions and changes, because the exploration and analysis of this concept provides:

- A relatively precise picture for understanding the complicated situations in the background of social work education development

- Emphasis for the aspects of change and development (the development of education particularly inducts dilemmas and vice-versa)
- Contribution to the development of a framework for understanding the factors influencing the emergence of social work education in Hungary
- Elements to the development of reflective thinking, which has an important position in the practice of social work
- Emphasis to the value-centred approach, to the correspondence to the basic values of social work – wider professionalisation of social work, etc.

‘Figure 1/1’ is of course only a general scheme illustrating the place and interconnectedness of dilemmas in social work education in a very simple way. Clearly the various effects have to be taken into account to a different degree, in line with the way and importance of the emerging dilemmas in social work education in Hungary. The picture becomes more complex if these facts and processes are analysed through the reality of the different social work education schools in Hungary.

5. Assumptions of the research

As a result of the above, assumptions of this research are:

- Firstly, that the 12-year-old social work education in Hungary has had significant dilemmas. It might lead to the statement that the history of social work education has been a series of dilemmas so far

- Secondly, that social work - which took the route of professionalisation rather late - and social work education are in a contradictory relationship with each other, because:
 - ♦ Although social work education represents a significant factor in the professional policy of social work and has an impact on its practice, at the same time this effect is blunted within the extraordinarily complicated systems, positions and confronting interests of contemporary social reality in Hungary and of its social services
 - ♦ There are no exact expectations manifested by the social services towards social work education concerning the contents of professional knowledge and competencies to be acquired during the education. The frequently changing social needs and the needs of service users - both of which influence social services - are not clearly articulated in the expectations towards social work education. The above situation contributes to the rise of the specific dilemmas in the practice of social work education
- Thirdly, that one of the causes (among other things) of the dilemmas (i.e.: the tensions between the traditional and efficient modern education) is that social work education is struggling because of the lack of curricular and educational development theories. Furthermore that an inter-disciplinary and inter-professional approach and view may be more efficient for social work practice and therefore should be the model of development in education. These views have not yet become important factors in social work education.

6. Analysed dilemmas in this research

The dilemmas of social work education are connected with the policy, philosophy, aims, methodology and requirements of education. Starting out from the above assumptions three major dilemmas are put into the focus of this research. These are at the same time the personal, professional and ethical dilemmas of the researcher too, which derive from the everyday practice of his educational leadership and from the role of a teacher.

The dilemmas listed above are the most typical ones in Hungarian social work education; therefore they are in the highlight and focus of the current research. The researcher's experience in teaching and course leadership spanning over a period of more than a decade serves as a *profound basis for defining the necessary quality of educational development required for professional education*, whereby taking into account the documents regulating the educational process is an important factor as well. Therefore the following will be investigated in this research:

- The dilemmas of the communicated knowledge; thus the dilemmas of knowledge, skills and values
- The dilemmas of education and curriculum development; thus the dilemma of static (constant) versus dynamic (ongoing) curricula
- The dilemmas of the characteristics of education process; thus the dilemmas of uni-disciplinarity versus inter-disciplinarity.

The dilemmas examined in detail in this research are:

- Whether social work education in Hungary – from the aspect of professional knowledge - is aimed at conveying:
 - ♦ The primacy of either knowledge, skills and values; or
 - ♦ The communication of knowledge based on the balance of knowledge, skills and values.

Thus an education course can be strongly (richly) theoretical (academic) and less (weakly) skill and value-oriented, or strongly (richly) skill development and value-oriented and less (weakly) theoretical (academic) (Barbour 1984).

- Concerning the curricula and the development of social work education in Hungary is it primarily aimed at:
 - ♦ Static (constant) curricula in which the curricula are present as content and education; or
 - ♦ Dynamic (ongoing) or continuous curricula in which the curricula are present as process and development
- Concerning the character of communicated knowledge social work education may aim at:
 - ♦ Single uni-disciplinarity strongly; or
 - ♦ A strong balance between uni-disciplinarity and inter-disciplinarity '(Table I/1)'.

Conceptual map of the research

Table I/1.

Objectives	Assumptions	Examined dilemmas
Within the context of Hungarian society background:		
O.1. To explore and examine the main important experiences in the development of social work education in Hungary, from the perspective in the late 1980s	A.1. Social work education in Hungary has had significant dilemmas	D.1. The primacy of either knowledge, skills and values versus balance among these in social work education
O.2. To explore the dilemmas of social work education, to examine the causes and context, as 'voiced' by principal actors	A.2. Social work (services) and social work education are in a contradictory relationship with each other, because: <ul style="list-style-type: none">• social work education represents a significant factor, but this effect is blunted in social reality• there are no exact and manifest expectations of social services towards social work education	D.2. Static (constant) curricula versus dynamic (ongoing) curricula
O.3. To examine changes and processes that make a contribution to solving dilemmas of social work education	A.3. The causes of dilemmas, the tensions between the traditional and modern education is that the social work education is struggling because of the lack of curricular and educational development theories and 'inter' approaches	D.3. Strongly single uni-disciplinarity versus strong balance between uni-disciplinarity and inter- disciplinarity in social work education

This research does not include the forms of education for social politicians, social managers, and social pedagogues; only the forms of social work education at university MA/MSc courses and college BA/BSc courses, because research finds the latter two degrees to be the basis for social work education. The usual participants of social work education are national and local government staff, employers, social workers, the staff of social care and services, the educational staff at universities and colleges, researchers and the users of social services. Basically this research does not deal with issues of parties, everyday political issues and government. The research will not examine the social work education in Hungary in its totality; it does not go into detail concerning the history of either social work or its education, but only highlights one or two points or major developments which can be linked to the main flow of this research. It is only at the most important points of reference that the research mentions the relevant legal jurisdiction, the organisational framework of social work education; its legal, management, administrative, financial, material and moral situation. The research does not cover the introduction, follow-up and analysis of the educational work in individual institutions, the students' results, and the employment of outgoing students or the problems of finding a job.

Summary: This research will contribute to more relevant social work education in Hungary and through this, indirectly, to more efficient social services. This research will contribute to easing or eliminating the constraints of the contemporary situation in Hungary, which is lacking dialogue and is basically egocentric. The researcher also hopes that the results of this research will inspire others doing research in similar fields to continue exploring this field, and to further develop this issue (Heller and Kőbányai 1998).

7. Framework related to the social-societal context of Hungarian social work education

Resulting from the integrated character of social work and social work training which follow from each other, both the profession and its education depend to a great extent upon the development of the given society, on its system of values, on its culture, on the changes in the economic, ideological and political systems and on the modifications in social-societal policies. Through the critical analysis of relevant literature in this sub-chapter one of the main issues of this theme will be presented in focusing upon the connections between the societal situation in Hungary, social work education and the present research.

In the 1980s and 1990s the social, economic and political changes added up to a significant challenge for the identification and treatment of social problems and for social work in the Central-, East- European region and Hungary. As a result of the special character of the region's social development key issues arise from the rapid and radical change of balance between the state institutional system and the private sphere together with the consequences of this change, which included for example unemployment, drastic growth of poverty and mortality, ethnicism, the upsurge of nationalism, issues related to religious minorities, the Kosovo war etc. (Stubs 1996).

Some key aspects of this very complicated situation - the so called 'transition' period which still continues today - will be highlighted through some of the basic features and connections, which have significantly influenced (and are still influencing) the practice of the development of different social work schools in Hungary. The term 'transition period' is used, as the actual change of the political system took a much shorter period in Hungary, only about eight years, out of the whole transition period of a quarter of a century.

7. 1. The period before the change of social system

The 40-year long reality of Soviet-type state-socialism in Hungary gave sufficient evidence for the fact that for a long time under non-democratic circumstances there was no possibility for performing social work. As the communist ideology negated the existence of social problems and issues, therefore the unemployed, homeless, alcoholics or abused people 'did not exist'; there was no need for rehabilitation and poverty 'did not exist' either. The impossibility of social work resulting from the lack of a democratic framework is best described by the following:

“The increasing poverty was contradictory to the basic philosophy of the regime, which declared the socialist system itself would provide automatic solutions to all social and psychological problems. . . Social work and social policy education were not necessary in a socialist system” (Göncz and Pik (1994, p.66).

The communist system disregarded the initiatives and results of social policy and social work; although there had been achievements in these fields between the two world wars, they were neglected later. The communist ideology did not allow freedom for the unfolding of a rich personality, neither did it provide space for the special care of those in need; this ideology aimed at a solution worked out by politically dominated and influenced communities. Only communities ordered and defined by the party and government could legitimately exist, no grassroot initiatives were possible or feasible for establishing communities. Characteristic of these circumstances is the fact that neither psychology nor sociology was defined as a scientific discipline in Hungarian research and education. It was only after the 1960s and 1970s that some easing

and tolerance was shown by the authorities, but no important support of any kind was provided.

Nevertheless, during this time significant sociological research was undertaken. One of these research projects was the 'illegal' study of poverty by Kemény, which incorporated sociographic elements. It was conducted in the 1970s and was centred on both the individual and on different social groups (the poor, gypsies etc.) and it also investigated the situation of communities. During the period of state socialism, it was pointed out for the first time by this research that poverty was a real, existing phenomenon within this social structure, too. Equally important was the research conducted in the 1980s - already commissioned by the state - entitled 'Disturbances of Integration into Society' (Társadalmi beilleszkedési zavarok 1986). This research pointed out the cross-structural and societal roots and connections of the malfunctions and it made certain proposals for possible future strategies and for the prevention of social disorder.

At the same time a significant grassroot-organisation, the so-called "SZETA" (Association for Supporting the Poor) emerged, which worked with very basic tools (its members collected useful objects and clothing for those in need from among their friends and relatives). The organisation functioned as a consulting centre providing free basic legal advice, but its main merit was represented by its allegiance to the poor and the gypsies. All the above factors had a considerable effect on the reinvigoration of social work, on the starting of social work education and on its basic philosophy (Diósi 1999).

However, during the period of state-socialism there were public expenditures allocated for "social-purposes"; there were institutions e.g. for child-protection, for the care of the elderly, the disabled, etc. Many professionals working in the social field - among them teachers, psychologists, psychiatrists, policemen, judges, doctors,

nurses, health visitors etc. tried to provide help - quasi social work - in their own special ways and with their own special tools. These activities often confronted the official expectations of the profession and those of politics. In many cases they ran up against ignorance and incomprehension at the place of work. Social work as a special, unique profession on its own did not enter the professionals' thoughts. At the 'entry' of social work into the world of professions and trades it was not clear at all – not even for the practitioners of social work - what it exactly meant. Göncz and Pik describe this situation as follows:

“From 1980 to 1989 . . . there was . . . a 19-per cent increase of workforce in the field of health, social and cultural services However, they are generally not called social workers and therefore one cannot quote an exact figure for the number of social workers in Hungary” (Göncz and Pik 1994, p.67).

Simultaneously the need of society for social work arose more and more explicitly, overtly and strongly. It became increasingly evident and clear that the “helping activities” defined by the political power and the official government ideology for education, law and health were in reality identical with and fell into the category of social work. Therefore - slowly and gradually - social work started again. As a result, the first professional organisations together with those safeguarding professional interests were established, and among others the ‘Association of Hungarian Social Workers’ was founded in 1988.

Summary: During the 40 years of state-socialism citizens did not have to come up for or to deal with the problems of elementary and secondary schooling, jobs or health provisions - as these were provided by the paternalistic state - even if they were of a minimum level compared to European standards. Therefore this was a quasi-

safe and secure society 'closed' to the possibility of democratic development.

7. 2. Change of the social system and its direct effects

In 1989 the change of the social system – the transition - resulted in a paradox situation in Hungary. As the transition process (which was based on law, the privatisation processes and the upsurge of the market economy) towards a democratic government began, it arose the feeling of some kind of freedom in the people. On the other hand the quasi-security provided by the socialist state – safe jobs, living and home - were lost. People had to face a substantial decline in income and rising inflation. But shortly after 1989 the different welfare systems and social services suffered a period of crisis very quickly and great masses of people, who were not prepared for these changes, had to face the feeling of insecurity and stress.

Resulting from Hungary's indebtedness and poverty in the previous 20-25 years, the country has become significantly exposed to the economic and financial organisations and multinational companies of the globalised transnationalised world market. Joining the social, economic, political and civilisation models forming the centre of the developed world has entailed/will entail paying a high price. At the same time the prospect of belonging to the globalised world - despite the consequences and the problems entailed – had in perspective a comparative advantage for the country.

The World Bank and the International Monetary Fund have also had a significant impact upon the policies of the Hungarian governments and on the development of the Hungarian economy and social policy. The influence is mainly directed at the requirements of the liberalisation and deregulation of the market. On this ideological basis the necessary resources for the purposes of social policy can be provided only in the future, by the then thriving economy. The

ideology also refused the quasi-social policy of state socialism as a whole. All this contributed to the strengthening process of disintegration and deprivation. It is probable that the entire and total abolition of all the welfare elements of the former health and education systems together with the drastic streamlining of the related benefits were not the best solution.

The full-scale restructuring of the economy into a market economy and the repayment of government debts resulted in a crisis. Whereas the index of the GDP volume was in the year 1990: 100 %, in 1993: 82 %, in 1996: 87 % and 1999: 100 %, the real per capita personal income was in 1990: 100 % and in 1999: 96 % (KSH, 2000a, p 62). The majority of profits produced leave Hungary in the form of multinational capital; they do not appear in the wages and in a different care providing systems.

7. 3. New right-wing impacts on Hungarian welfare provision

Hungary, which has 'opened up' during the transition, has become more and more affected by European and international processes. The literature on social policy describes the processes beginning in the 1980s as an attack by the new right and the crisis and collapse of the welfare state generated by Thatcherism. Hungary was most substantially hit by these processes in the early and mid-1990s. This international influence has significantly curbed and impeded the recent professionalisation of social work and the construction of a social institution-system. At the same time it has meant newer challenges for social policy and social work.

Ferge (1990, p.14) drew attention to the main feature of this international and European tendency as early as 1990 by stating that "the new re-distribution channels the visible and accountable budget expenses towards the poor. . ." ". . . I can see that what we are approaching is horrible, but if we do not approach it, it means we

will perish"- is the apt remark of a Hungarian publicist (Gombár 1997, p.16). The many viewpoints and factors arising from the critique of the welfare states in Europe move the social scientists and social politicians to thorough, deep thinking. Among others, the following view is notable:

"It (the social welfare state) was unable to reduce the social differences, actually the services got gradually further away from the under-privileged groups and closer to the middle class. . . the social services performed a 'fire-fighting' role which put an obstacle to the 'real' social reforms for the benefit of the weaker" (Körösi 1994, p.37).

Ferge (1994, p.9) also writes about another component of the right-wing influence, the 'attack' against security. "The most important point of reference of this attack is the negative effect of social policy on the economy . . . too much security undermines the morals, robs people of their independence" (see also Ferge 2000).

The neo-conservative and neo-liberal theories have obviously and significantly influenced the thinking and opinion of some groups of society, the decision-makers working in the government and the local authorities, the leaders of the different services in Hungary. This attitude is reflected in the ill-willed presumptions and distrust against the unemployed and other groups of marginalised people. The same position can be detected in the degraded social-policy levelled at mere allocation of benefits.

Considering the solutions Ladányi and Szelényi (1996, 2000) have very interesting ideas. They (by Gidden's 'Third way programme') see chances for the future in the so called 'empowering state' instead of 'impose tax on people', an extravagant state, a new 'chance-giving and investing' - type state model applicable to Central Europe as well (Giddens 1998).

The effects of the disintegration of the welfare state are much more severe in Hungary than in Western-European countries. In the former states - as a consequence of the lack of evolutionary development of these societies - no real welfare state could develop and the relevant institutions were missing, too. Contrary to West-European societies, where institutions for alleviating social and individual problems exist, where the risks emerged earlier and in a more differentiated way, where state-owned, private, church, non-governmental and volunteer institutions had been created early for fighting these problems. In West-European countries the social care-system functions and develops in the period of crisis of the welfare state, while Hungary struggles with the economic crisis and the country's debt.

7. 4. Role of the state and social care

Simultaneously with the transition - in some areas even earlier than that - social services began to change and the establishment of new, modern systems began, as did the institution of new social services. In the background of all these changes stood the new development of Social Care Act (Magyar Köztársaság Parlamentje 1993), Child-Protection Law (Magyar Köztársaság Parlamentje 1997), Health Law (Magyar Köztársaság Parlamentje, 1997a) and an Equality Law for disabled people (Magyar Köztársaság Parlamentje 1998). It is clear that the development of social work in Hungary does not follow the European 'clinical-radical'-system, but as it had to be formed and fought for, it was mainly radical in character. As time went on, parallel with the development of the institutional system and its consolidation, social work began to lose its radical power base and clinical and private practice began to emerge as well.

After 1985 the state established the first social institutions, which undertook complex tasks; these were functions called family assistance centres. As a result of the background of an act of social services, their number is increasing, but in their everyday practice they still have to fight functional failures. They are no longer operated by the state, but have been given over to the local authorities. As a result of the Child Protection Law (Magyar Köztársaság Parlamentje 1997) each community had to establish child welfare services which always have to carry out complex functions. In the process of their establishment and their operation it is easy to detect all professional, organisational and financial etc. problems deriving from the transitional period. Thus there are tensions between the professional expectations and the social implementation (Mizsey 1999).

It was obvious that the process of the market-based provision instead of the earlier public services had also begun; a slow development has also started in the field of the NGO (voluntary, church-related and private) services as well. The social services and social care systems operate separately from each other, in many cases in duplicate, parallel services. The more integrated and cohesive service networks have not been established yet; the clients find themselves in a labyrinth-like system. Often the long-term unemployed, single parent families and the solitary elderly do not access the social services at all.

The local authorities have responsibilities, but besides the advantages of this - such as knowledge of the area, civil control - there are difficulties in the achievement, because of the limited public expenditure and the malfunctions of local management (i.e. such as very different local regulations, difficulties in being free of prejudices etc.) (Szociális Szakmai Szövetség 1995, 2000b, 2000).

“. . . systems of social policy, which are the preferred target for the new ideology, were from the very start not of high quality, but after the change of system they deteriorated so much that sometimes they seemed to be inadequate tools for the protection . . . of the citizens” (Ferge 1998, p.3).

The restriction of the role of statutory provision – as in Europe generally - can be directly detected in the field of public services regarding the events of the last 12 years of Hungarian history '(Figure I/2)'.

Changes in the welfare expenditure of the state budget in real value in Hungary

(1991=100 estimate*)

Figure I/2.

Change in real value	1991	1995	1998	Projection for 1999
Education	100	91	90	87
Health	100	78	87	85
Social security, social services	100	82	77	79
Housing, community, regional	100	46	37	31
Total welfare costs	100	103	89	85

Source: AHIR database of the Finance Ministry of the Republic of Hungary, based on consolidated data, which presents social security and social services together. Szociális Szakmai Szövetség, 2000).

*Calculation based on consumer index

This research agrees with Ferge's conclusion that the narrowing sphere of those eligible for social provisions and the decreasing level of the services, add up to a greater likelihood of being excluded from society, which again leads to greater fears and anxieties and a negative picture about the future. “There is a strong need for the state to continue its responsibilities in the social and cultural fields”, that it should provide security. Ferge (2000a, p.10) says that, “the (neo) liberal statements are mistaken about the death of the welfare-

state and welfare role of the state. . ." (Ferge 1996, 1997, Gombár 1997, Kende 1997, Nagy 1996, Krémer 1998).

The situation is further complicated because the social policy aims of government-policy, due to the legal background and practice, are very complicated. To date no long-term, clear and relevant social policy has been crystallised.

The basically residual social policy of the government after the effective changes in the political system is practically unable to efficiently develop the service-system.

7. 5. Problems in the practice of democracy

The change of the political system provides opportunity for the development of civil society. The lack of solidarity feeling hinders the development of the civil (volunteer) sector. The result of this is that economic liberalisation meant certain advantages for some groups of society. On the other hand there had been some faint prospects for certain groups since the 1960s; however, the limited feature of these very prospects resulted in a hard struggle between the people (Hankiss 1999).

Similarly to the other countries in this region, Hungary has a democratic deficit because of its position, history and development. In Hungarian public thinking, culture and value-system there is an evasion of conflicts, an inability for consensus and for taking responsibilities; as these entail difficulties. As a result, in seeking solutions to the problems - up to the present - the lack of individual autonomous initiatives, the expectation of solutions from the government, the dependent-type thinking on the one hand, the paternalism of the authority (state, power, boss etc.) on the other hand, are characteristic. This phenomenon is called by Kéri (1998,

p.175) 'the infantilism of public behaviour' which - in his opinion - has historical antecedents: its roots go back to the noble-liberal behaviour, to the consciousness of being select, and to the 'dominational competence'. Therefore after the former human behaviour patterns, which had existed for many centuries, the transition to a democratic way of thinking is an extremely difficult problem nowadays.

After 'achieving freedom' people continually have to confront the former autocratic, anti-democratic socio-psychological tradition embodied within state socialism; in other words, the formerly usual 'pleasant' state of one official truth is over. Csepeli (1997) maintains that this is one of the biggest social-psychological problems of the transition period. When performing social work one inevitably has to calculate the following:

"The dread of taking risks, the inability to make choices, the lack of legal awareness, the experience of the uncontrollable nature of one's own destiny survived the system changes that happened so frequently in 20th century Hungarian history" (Csepeli 1997, p.77).

There is also the so called 'scapegoat-building' process that can be linked to the reasons for the evolution of social problems, e.g. the pensioners' demands for higher pensions is the reason for the mass starvation of children which shows precisely how disagreements between generations can be formed; or another idea having strong influence - migration - undermines the prospects of citizens for a better life. Ferge (1997, 1998) maintains that part of the society cannot differentiate between the homeless and the thief, the refugee and the drug-dealer, the unemployed and the robber (see also Kéri 1998, Rádai 2000).

The question is: What connection can be postulated between exercising democracy and social support activities? What kind of tasks does social work have in communicating, teaching and helping democratic practices and in the war waged against decivilisation tendencies? Is it possible?

7. 6. The users of social work

In spite of the political and societal changes pointing forward and marking an epoch, the effects of the long-time transition (according to some 'the economic crisis') of the economic system, the different theoretical currents and the special societal-development route have resulted in a combined inequality effect between the majority of people experiencing difficult life-situations and life-chances. Insecurity of the future, a loss of perspective - this is the transition period in Hungary. Within a relatively short time it has been necessary to find a way through increasingly complicated everyday life. There are no tools for handling increased problems and the feeling of helplessness has become a burning problem.

A significant consequence of the economic changes was the amplification of social disparities and, as a result, poverty. 'Figure I/3' shows this situation in detail.

The changes of poverty in Hungary

Figure I/3.

Type of poverty	1992	1995	1997	1998
Relative poverty, living below 50 % of the average wage	10.2	12.4		15.1
Absolute poverty, living below the living standard	10.3	19.9	28.3	

Source: Spéder (1999): Fluidity and Segregation, manuscript

Relative poverty increased by 50 per cent between 1992 and 1998 and the proportion of people who live below the living standard increased by almost 200 per cent between 1992 and 1997.

According to the SAPRI Report (Szociális Szakmai Szövetség, 2000) today only about one third of the Hungarian population are winners in these changes, about one half are under all circumstances losers, whilst the remainder cannot break out of long-term difficulties. It is important to describe the kind of approach the Fábián et al. research team used in their survey '(Figure I/4)':

Status groups and social surroundings: proportion of status groups by % of Hungarian households

Figure I/4.

Material wealth, status	Dominant social surroundings	%
Using up resources, unskilled	Pensioners' environment	8
Resourceless, consumer	Low working class environment	16
Deprived	Village, pensioner	16
Poor	Unskilled, low class environment	18

Source: Fábián et al. (1998, p.90)

Based on the above analysis those in the most difficult position are the poor and unskilled, village pensioners - people vulnerable to marginalisation or who have already been marginalised. According to some indices, of the 10 million Hungarian citizens, 3-4 million belong to those "left behind"; among them pensioners living below the minimum wage, unemployed gypsies, the long-term unemployed, the young starting a career, under-age criminals, the homeless etc. Of course it is not only the proportions that are frightening but also the multiplicity of reasons for falling behind and marginalisation (Sárközi 1997).

The problems of the Romas are also multifold in Hungary: 60% of the adult Romas and 84% of the Roma children are poor, 70-80% of the unemployed belong to the Romas (Szociális Szakmai Szövetség 2000a, p.27, 34 and 36).

‘How wide is the circle of people, families and service users, who represent the different social problems?’ The table below is intended to give an overview of social problems and the groups of users of social work in Hungary by this research ‘(Table I/2)’.

The social problems and the groups of users of social services in Hungary in 2000-2001

Table I/2.

Social problems and living situation	User groups of social services
Living in poverty	Large families Single-parent families People in areas with rent Homeless Long term unemployed (over 1 year) Unskilled, or those trained 'not for market' Refugees
Living with special needs	Disabled Long-term ill people People in need of rehabilitation
Living with mental health problems	Addicts Psychiatric patients Offenders and their victims
Living in minority groups	Romas Other ethnic minorities Women People with special sexual cultures
Living in underdeveloped areas	People living in small villages (living in village household) Elderly people living alone in villages
Living in childhood	Children of above groups

Naturally this is an artificial system and there are important overlaps between different groups. The number of concrete problems and groups of social services and the distribution of areas are different and changing rapidly. Another important task of social services is to identify the problems and groups of social work exactly and to relate these needs towards social work education (European Union 2001).

Summary: the state-socialism meant social, health and school care (services) and quasi social security for all citizens in Hungary, but - by European standards - only at a minimum level of quality. It also blocked the possibilities for democratic development from society

and people. There was a big change in the 1990s; the “new-capitalism” involves several old and new social problems for which the different care systems and services provide only a partial solution (Budai 2002).

8. The beginnings and development of social work education in Hungary

8.1. The beginnings of social work education

Social work education in Hungary started during the period between the two World Wars. Unlike the rest of Western Europe the 40-year period of state socialism in Hungary resulted in major disadvantages that are hard to overcome.

It is a noteworthy fact that as a result of the reform processes, which became formalised before the political change, the first postgraduate course for social politicians was legally launched at ELTE (University of Budapest) in 1985. The first graduate courses for social workers started at Illyés Gyula Teacher Training College in Szekszárd, and the first course for social pedagogy was launched at Vitéz János Teacher Training College in Esztergom in 1989. ¹

The preconditions, the social environment and the process of starting social work education are successfully summed up in the doctoral thesis of Hegyesi (1997). In this he highlights the importance of human services, the growing strength of civil organisations, together with ‘social policy reform’ and he holds research work like ‘Disturbances of Integration into Society’ and other academic research related to factory and work-sociology important. The third pillar supporting social work education, he points out, is constituted by external non-formal school training initiatives (like Family Support Workshops, Social-pedagogical Training etc.). The fourth pillar rests on professional boards initiated

by the state with the aim of starting social work education within the Hungarian school/education system (for example: The Agents' Committee was established in 1987 and the 'Committee for Social Work Education' has been in existence since June 1989).

8. 2. Main points of the development of social work education

The Hungarian social work and its education drew its basis on international models, primarily British, American and German practice and examples, and did not draw so much or rely upon the experiences or results of Hungarian initiatives which were numerous between the two world wars. Furthermore, understandably, it was very cautious about the experiences of the communist era's state-ruled systems, social support activities and practices. Social work education, particularly at the initial phase, was mainly the topic of debates between politicians, educational and theoretical professionals.

There is a great backlog in social work education that has to be addressed, which is best represented by the slogan used in the circles of Hungarian social workers and educators: 'It is as if the fire brigade's training would start when seeing the house is on fire' (Somorjai 1996, p.105). The basis had to be laid down for a profession and it had to be built up relatively quickly, therefore both the areas of practice and theory were trying to find fixed points of reference. The question remains, 'What will these fixed points prove to be?'

8.2.1. The governmental background

Despite all the grassroot initiatives, the development of social care and its services, the launching of family support services; informal, lay and volunteer social work; the opposition movements; the educational 'forerunners' etc., social work education nevertheless

was introduced from the top, according to the will of the state, enforced by ministerial regulations. As a result of the experience with 'equality' ideologies, the state socialist social administration made this decision although in this case it had a positive element. In the favourable historical moment of the late 1980s the people fighting for the interests of social work (and social work education) and the state officials supporting the transition, joined their forces. The 'mutual-effect system' between the state and the profession has been strongly dependent upon individuals ever since. This fact provided a fixed point of reference and support. On the other hand, because of the deficit in democracy and by the power embodied by the actual government, the government seemed to wish to undertake a more direct intervention into social work education than it was entitled to. This contradictory situation shadows the development of Hungarian social work education throughout its history.

8.2.2. The model of the welfare state – 'Importing' knowledge and experiences

The other fixed and stable point used to be, understandably, the model and practice of the welfare state. The plunge-like deterioration of social circumstances, the long economic crises and the sudden rise in social problems necessarily invoked and called for the use of the tested and traditional European welfare model. The desired aim was to give a general idea on how a social worker should act within the framework of the social policy of the welfare state and to prepare them for its practice during education. On the other hand it was obviously not an easy task to get rid of the voluntarist practices of the past 40 years, namely to drop the idealistic and incomprehensible aims (i.e. instead of supporting parents their re-education). At the same time it was clear that the philosophy and model of the welfare state were not invented for the transition period of the Central and East-European countries in the late 1980s. All

over Europe the welfare expenditures were decreasing, the state welfare (social care) systems reached a state of stagnation by deregulation. As a result, another serious controversy was introduced into the Hungarian social work profession and education (Ladányi and Szelényi 1996, Giddens 1998, Szociális Szakmai Szövetség 2000, 2000a).

8.2.3. The development with related sciences and professions

As social work - as a profession - was initiated mainly by theorists, the third fixed point of reference proved to be the scientific background. To best illustrate this we have to refer to the Sopron-Conference (Az általános szociális munkás képzés tantervi irányelvei 1990) which elaborated the basic principles for curriculum development in social work education. Resulting from the special situation the conference in Hungary was attended mainly by professionals and academics working in higher education; psychologists, sociologists, lawyers, teachers and health-workers (social work was represented only by one or two people, mainly foreign guests). The professional and political circle that undertook the task and responsibility for social work education has made good use of the exceptional possibilities. It is an important factor – which also proved to be the greatest help - that the different professionals representing their discipline provided a safe background for the emergent social work education. On the other hand it is also a fact, that the first social work education programmes and their philosophies were finally put together by other professions providing care or by the related disciplines. It was not the social work professionals who decided the main emphases and the relative proportions within the educational curriculum and the effect of this can still be felt today. As a result, the social work knowledge which is taught in social work education is of a rather eclectic character. The strong influence and role of the different disciplines and humanities related to social work education can be felt and detected even now.

8. 3. The development of social work education

The period from 1990 up to the present deserves to be referred to as a particularly important, revolutionary or 'pioneering' age of higher and undergraduate social work education (hereinafter called simply social work education) in Hungary.

The needs of society towards social work are represented at present in the laws relating to the existence of the social work profession and its development, together with the regulations referring to the execution of the former laws (see above 7.4.). These regulate the qualification requirements by a ministerial decree (Szociális és Családügyi Minisztérium 2000). However, in Hungary a government decree was released in 1996 regulating the output of the education (Magyar Köztársaság Kormánya 1996).

Reviewing the relevant literature it can be stated that there has only been one doctoral dissertation so far dedicated to the comprehensive analysis of the basic relations and connections within the Hungarian social work education, two handbooks of studies explicitly made on the subject of higher education in social work and another one on the subject of field studies published in Hungary. (Ágoston *et al.* 1966, Budai *et al.* 1966, Hegyesi 1997) The majority of authors analysing social work education are specialists in the field of education. Based on the thematic overview of the past 10-15 years of professional literature the following statement can be made: The publications and studies on national conferences of social work education were more extensive, as they obviously tackle nearly all the fields of education, but the main emphasis is put on the most basic expectations of the participants of these conference concerning education (educational levels, requirements, content to be taught, subjects, field work etc.). Simultaneously with the beginning of social work education in 1990 the social policy

periodical 'Esély' ('Chance') published the bulk of the documents and studies of the Sopron Conference, which served as a basis for the educational curriculum. The documentation of a similar event, the National Conference in Nyíregyháza, was already published in a separate volume (Az általános szociális munkás képzés tantervi irányelvei 1990, Somorjai 1998, Szociálpedagógiai Konferencia 1993, Szöllősi 1997, Talyigás and Hegyesi 1990).

8.3.1. What kind of social worker do we need?

The social worker's roles, tasks and responsibilities were insufficiently defined at the outset of the education. The 'what kind of social worker do we need?'-type studies received publicity only long after the start of the courses. They were partly written by professionals having longstanding experience and practice and they compiled eclectic 'lists of wishes' concerning the 'criteria' of a social worker. Emphasised in the studies were the competencies, the need to be up-to-date, skills development, the 'self-maintenance' of the professional, the importance of the related disciplines and team work combined with some dilemmas (individual versus community work; concentration on activities with political character versus without political character; practice with and without therapy; British versus German model etc.).

With the accumulation of experience in education there came a shift in interest towards the controversy about how to interpret social work; the debate arose simultaneously with the release of the Educational Requirements in 1996 (Magyar Köztársaság Kormánya 1996). These were evidently the consequences and results of foreign experience, literature, the strengthening and expanding of international relations, projects and study tours. More and more studies were concerned with issues like 'what kind of social worker is expected by the profession?' and 'what kind of knowledge is to be expected from the social worker?' Thus, for example, at the 1998

Conference of the School Association one of the basic questions was: “what kind of professionals do we actually want to educate?” In other words, what is the influence of the processes of changes going on in different societies throughout the world, on welfare policies and on social work, and what considerations arise from the above for the profession and for educational policy? What challenges do they represent for the present and for the future and how do they relate social education-based knowledge to the process of education? Furthermore these issues are the basis of the development of different dilemmas (Budai 1998a, Szociális Szakmai Szövetség 1995, 2000b).

8.3.2. What kind of social work education is needed?

Concerning the content-based problematical relationships between the social services and social work education there have not been many studies published that could be the basis for further analysis. However, in Hungary, the relationships and links between higher education and the users' sphere is usually a problematic issue in the light of the applicability of the knowledge provided by education (Majnik 1999). The same situation applies to this present field of study. As far back as in the studies of the early 1980s it was pointed out that social work training should be flexible, in which ideological conviction and complexity should be integrated. “Complex knowledge is necessary for being able to find the way out of complex situations and to render help efficiently, by using many different tools.” (Ferge 1968, pp.122-123) (see also Budai 1995). This was a modern attitude in the 1980s, which has not spread in social work education in Hungary yet, and this leads to different dilemmas. In the early phase of social work education in Hungary it was pointed out that some basic common, unifying views need to be determined on social work; this was achieved to some extent at the Sopron Conference (Talyigás and Hegyesi 1990), however, did not appear in the papers published afterwards. Szöllősi sums up the

situation by stating that the curriculum has been influenced by a number of different scientific areas.

“They wanted to integrate the whole of their discipline into the education . . . as a part of the education. The message of the Conference in Nyíregyháza (1996) was rather that the lecturers - in the presence of the scientific public opinion of their fields - wanted to prove the quality of the education and their own scientific niveau.” (Szöllősi 1997, pp.24-25).

8.3.3. The role of practice in social work education

Compared to its role and importance in social work education, relatively few studies have been published on the classroom teaching of social work, while several are available about fieldwork practices and their theoretical, methodological and organisational issues. Woods (1990) outlined an excellent general, multi-aspect framework for the establishment of a system for practical training, including international comparisons and approaches. His concept would be still useful and up-to-date, however, it has fallen out of the sphere of interest as time went by.

It is especially noteworthy that a study on the situation of social work education of the Central and East-European countries (the Czech Republic, Croatia, Hungary, Slovakia and Slovenia) pointed out in 1996: It is mainly theoretical and academic instances that can be traced back in the courses rather than practical competencies, the users are directly in opposition to the regulations of the education. There are basic conflicts of interests between the representatives of the training institutions and the employers of the future social workers. The set of values represented by the managers for instance is fundamentally different from those mediated in the courses; the employees work out of routine, as if performing an administrative task etc. (Stubs 1996).

Summary: It is possible to follow the short period of development of social work education in Hungary in the professional literature; one can sense the burning issues and the results of each period, the contradictions and dilemmas of the development. For example: the governmental background in the development of social work education, the model of the welfare state – importing knowledge and experiences, the growing demand for social workers, the nature of social work education needed. It is important to point out in this research that there are few existing publications that can be analysed concerning curriculum development, the structure of the educational courses, their knowledge base and the arising dilemmas.

In spite of the efforts and the results (creating the organisational framework and the system of conditions, the accreditation of the courses, creating their legal basis, establishing faculties, setting up the first courses and employing educational staff etc.) the development of social work education has been complicated and marked by controversial situations, for example:

- During the transition period in Hungary social work education was called into being by a variety of social and professional needs; but after a short time the underdevelopment of education itself became an important factor in professional policy; even today it is education professionals - in the majority of cases - who make professional policy
- Based on the development of curricula, the ongoing educational and the development processes the quasi knowledge-base of social work has been established, however, a profound scientific basis and background for the profession and its education have not yet been achieved

- In the Hungarian higher education system, which is strongly influenced by the Prussian tradition and approach, it was necessary to create modern educational programmes on the basis of comprehensive international experience and to establish their legal background corresponding to the expectations and standards of our age. These have to become accepted both in the profession of social work and in the system of higher education
- Hungarian social work education has acquired the different models, trends and experience of the different countries of the world almost 'ready-made'. These had already undergone the processes of transformation which are also required in Hungary now. As a consequence: Hungary does not have to follow the footsteps of its predecessors on the windy and difficult road of transformation, it has not got to break through the walls of fossilised traditions. The beneficial result of these advantages can also be expressed in terms of the dynamism and relatively quick development of the Hungarian education. At the same time Hungary had to develop the type of education adequate for her needs by herself, whereby the special needs arise from the special social problems and the special development of Hungarian society
- Higher education naturally involves striving for acceptance, stability and security and the need to meet the scientific aspects. Social work education wants to create its due place in the system of disciplines, but at the same time, unfortunately, it can lose contact with practice, it can get into conflict with the requirements of the profession, it can become inflexible, rigid and un-authentic. This duality and phenomenon is an important factor for the Hungarian social work education as well

- The requirements against teachers working in social work education are regulated by law (Magyar Köztársaság Parlamentje 1993a). The fundamental disadvantage of Hungarian social work education is marked by the fact that the social workers representing the profession in its everyday practice are not represented in education in great numbers, as the people who performed quasi social work before the 1990s had not qualified as social workers, and later the people already trained have had difficulties in getting into formal education, primarily as a consequence of the constantly growing level of threshold knowledge demanded by science.

The contradictory, complicated situations result in dilemmas in Hungarian social work education, having the following reasons:

- Belated start and specific development of the Hungarian social work profession, and the lack of social workers possessing relevant professional experience and educational qualifications
- Integration of the new social work profession and discipline into the existing system of professions, sciences and education; and
- Lack of experience in educational and curriculum development.

9. European dimensions

Social work education in Hungary does not operate in isolation, but also involves some elements of European social work education. Consequently, some European dimension is always present when analysing the dilemmas of Hungarian social work education. The

use of an 'external mirror' is also justified in this research for the following reasons:

- Similarity and identity of societal facts influencing social work education, i.e.: uncertainty of the welfare state, re-evaluation of values, stabilisation of democracy etc.
- Helpful and effective social care can be provided for the users in a globalized world if the services are organised at an international level with global democratic methods
- Similarities in the problems and dilemmas of social work education
- Hungary's accession and integration process into the European Union, etc.

In the following chapter some issues will be examined, which are especially important for the specific development of social work education in Hungary.

9.1. EU expectations against social work education

In the third part of the 20th century, an important factor for the social work profession was embodied in the No. 16 Resolution of the European Council (67) on the "Role, education and status of the social workers" adopted on June 29th 1967 (European Council, 1967). Among other things the document states that new research carried out in connection with the human race and its environment reveal a number of new areas which need to be addressed by the different branches of social services; and that the unfolding European co-operation also enhances the need for more comprehensive social services. This document draws attention to the substantial deficit in the number of social workers, the problems

in their career development, their under-valuation and the lack of prestige of their work. As problem number one the document identifies the area of social work education and declares the need for the harmonisation of the different forms of social work education.

The document considers social work as a highly important factor, expands its boundaries towards social policy and social research and underlines the importance of the close connection between the daily professional practice and the education, latter being the preparation for practice. This resolution did not lose its actuality and significance in the 1980s and the 1990s. Moreover, the Resolution of the EU Council of Ministers (1991) issued a recommendation for the member states concerning social work education and human rights (R (91) 16) (European Union 1991). In this they repeatedly draw attention to the need for including the following aspects in the educational materials:

- According to the changing circumstances in the world the changing role of the social workers (e.g. changes in the role of work and its consequences, social exclusion and integration, inequalities between the generations, the situation and rights of women, racism, problems with drug and alcohol etc.)
- The international arena concerning human rights; and
- Case studies representing human right issues.

The 8th Meeting of the EU Council Social Policy Steering Committee (European Union 1992) held in Strasbourg between 25-27th May 1992 reviewed the 1967 resolution and again stressed the importance of its principles and governmental tasks.

9.2. Facts relevant to social work education

The social requirements for education embodied in the “Euro-governmental” documents serve basically the aim of orientation. They cannot involve a greater task as the economic, social and political changes in the last decades of the 20th century can be described only in terms of a very complicated system of interconnectedness.

It requires a wider and more substantial research and analysis to give a respond to the question: what is the connection between the demographic, technological, political, organisational etc. changes (the changes of welfare-state that can be witnessed in different societies world-wide and in Europe) and the management of social issues - like social care, social services, and social work education (European Union 2000, Lorenz 1994, 2001). The research does not undertake to cover all these areas. But Midgley gives a good background for this; he asserts that social work and social work education must be able to give responses to the challenges of globalisation.

“The problems of poverty, inner city decay, unemployment, and increasing despair in the industrial countries are a direct consequence of global economic change and the unwillingness of governments to address these problems in ways that integrate displaced people into the productive economy rather than discarding them. Social work also needs to be more active in providing services to immigrant ethnic minorities and promoting a better understanding of the advantages of cultural diversity” (Midgley 1997, p.61).

On the other hand Midgley points out the advantages of globalisation: it can provide framework for the critical analysis of contemporary social problems, the growing knowledge base, the development of a stronger identity and the commitment to social

work. These thoughts are highly relevant to some of the points of the present research.

9. 3. Some issues of European social work education

9.3.1. Basic links

It is evident that there is a close relationship between the changes of social work, its professionalisation process and social work education. Similarly, in Europe, the changes in the actual social policies, social legislation and the different social reform processes in the social sphere also have an impact on the practice of social work, on social work education, on the status of the social workers and the educational institutions. At the same time social work education influences the development of social policy and social care indirectly and but for a longer period.

As a consequence of the above societal processes, social work education in Europe - performed through educational institutions, national, international and European organisations (International Association of Schools of Social Work, IASSW and European Association of School of Social Work, EASSW) - is struggling with a number of questions and problems, among others:

- What is the relationship between the needs of service users and the communicated knowledge in social work education? Can social changes and the deriving new social needs of service users break into the sphere of social work education? What kind of dilemmas do the teachers in social work education have to face?
- How can social work education meet these needs? Is the education able to create balance and harmony between

the academic approaches and the practical experience?
Are there any solutions for these dilemmas?

- What alternatives are necessary and envisaged for the future in social work education? What considerations and dilemmas follow from the above for the educational policy?
- How can social work education resolve these dilemmas?

9.3.2. Developing the academic framework for social work

According to a document published in the early 1990s, (the Central Council for Education and Training in Social Work, hereafter CCETSW 1992, p.20) it was always difficult to fit the educational forms of social work into the existing system of higher education. The reason for this is the conservatism and often exclusive attitude of the European universities. The obvious reasons for this situation are the following: social work studies became integrated into higher education relatively late, and the related academic disciplines are often discriminatory to them. Social work has not become an independent and acknowledged profession. Some EU countries do not have academic qualification for social work education; where it exists (Belgium, Bohemia, Finland, France, Germany, Hungary, Ireland, Italy, Lithuania, Norway, Portugal, Romania, Spain, Sweden and the United Kingdom) only a relatively small number of students take part in it (Goldmann 2000, Labonte-Roset 2001).

At the same time social work training tries to become integrated into the academic sphere, and wants to achieve a position there. Some educators are directing their attention towards research but professors of social work have had difficulty becoming university faculty members because their qualifications do not match standard university degrees. The aims and curricula of the courses are also

primarily determined by the teaching staff. The curriculum developers are not keen on including the social services and users of these services into the process of curriculum development. These represent the main dilemmas for developing the academic framework for social work (CCETSW 1993).

9.3.3. 'Service within the service'

Regarding the mutual effects between social services and education the question arises whether social work education is to be seen as a service for the service. Do the social work schools define and regard themselves as 'a service within the service'? Do they accept, do they 'endure' the status of 'service of the service', their situation and role as 'submitted' in multiple ways? Or do they simply 'just' go their own way within the organisational framework of the education system? On the other hand, do the staff, institutions and organisations working in social care regard education as a kind of service? The principle of 'service within the service' is clearly detectable in Gáspár's (1999) thinking. The basis of education is to make clear what kind of social components lead to social problems and how to offer strategies for handling the problems.

Jordan (1999) raises the question whether there are successful social work skills and solutions for solving the difficult problems and for dealing with the marginalised (the homeless, unemployed, alcohol and drug-addicts etc.). Is there sufficient preparation for the assessment of human needs, for pro-active approaches of social work, community-development activities, influencing the activities of the policy-makers and for drawing the economic processes under control?

9.3.4. The tasks of social work education in the future

Through research of British, Finnish, Swedish and Greek experiences Lymbery et al. (2000) pointed out the effects and connections of social-policy, social services and education with the political climate and the links between governmental regulations and the local rules for social work education. He highlighted the importance of competence-based social work and education (which is more suitable for the future workplace), and the advantages and disadvantages of the managerial-approach in social work education.

The ideas of Brayne and Preston-Shoot (1997) and Zavrsek (1999) can be supported; they maintain that in future - beyond the 'need-driven' approaches - similar emphasis should be laid upon the 'law-driven' approaches; these aim at teaching the so-called 'reflective' skills - the multicultural, cross-disciplinary and political sensibility-centred skills expressing different values and relationships by means of social construction. Karvinen Synnöve (1999) similarly suggests that the post-modern social expertise is reflective, dialogue-like, communicative and explanatory - this is what the future professionals have to acquire. Trevillion (1999) developed an interesting approach by integrating the relational and partnership approaches into the training of networking skills.

Adams (1998) believes that social work education must manifest the adequate and required characteristics of social work. Educational courses, for instance, must have a relevant connection to the previous knowledge of students. Fieldwork curricula need to be brought in close connection with classroom learning and vice versa, for instance by integrating fieldwork training staff into academic education and vice versa (which means the participation of school tutors in practice training). His thoughts are by all means noteworthy. Gambrill's (1997) considerations for the future also deserve attention; problem-centred educational models are needed which involve critical discussions and thus yield reliable knowledge. These models involve the transfer of the results of academic research into

education and fieldwork; while concentrating on decisions and the available opportunities, and defining the competencies necessary for the achievement of the various goals of social work.

9.3.5. The European dimension in higher education

In the light of the above issues and problems it is necessary to mention the improving international competitiveness and attraction of European higher education, and the fact that higher education is becoming available for the masses. In the light of this we must examine the European co-ordination of a more effective higher education, the introduction of a system that would yield clear, comparable degrees, a promotion of student mobility and the introduction of quality control on a European level (cf: Bologna-process), (Confederation of EU Rectors' Conferences 2000). As education is becoming a market without borders - and teachers, researchers, technicians, education planners and organisers form a common enterprise, a number of issues arise regarding social work education.

- The number of young people and adults participating in social work education is growing. The question is: 'Does this bring about increased opportunities for people committed to social work?'
- How can it assess the needs of the profession? How can it give perspectives for trainee social workers?
- The number of social workers entering social services with an academic (professional) degree in their hands is growing. Does this improve the quality of social work?
- How does social work education improve as higher education is becoming available for the masses?

- Doesn't education for the masses have a negative effect upon social work education, which values personal relations and the development of the individual? Are there programmes for compensation and developing talent?
- How does the inner differentiation of higher education influence social work education - i.e., lower degrees for masses of students (BA/BSc), higher degrees (MA/MSc and PhD) for a minority of students? How can this inner differentiation be implemented within social work education, with the presupposition of true democracy in higher education? There are agreements and debates between researchers and education politics on this issue (Illich 1970, Lorenz 2001).

Summary: the scientific foundations of social work, i.e., the question of how social work education can become the precursor of the 'science of social work', is an important issue throughout Europe. Furthermore it is important to face the social changes taking place at present, to establish co-operation for the creation and implementation of the concepts of social work. Another fundamental issue concerns the goals and tools social work education uses to enable students to carry out their work and fulfil their role as social workers, i.e., how social work education is able to form a professional body of knowledge, personality and identity that meets the challenges of our age. The above parameters serve as a good starting point or background against which the development and dilemmas of Hungarian social work education can be studied.

9. 4. The influence of social work education in the United Kingdom and Germany

This research involves an outlook at the above two countries as:

- In Hungary the models of two great cultures (British and German) have an effect upon the tendencies of European societal development and the areas of educational policy
- Hungary draws upon experiences and knowledge from German social work and social work/pedagogue education. As the societal development was similar in many ways in both countries, Germany provides a mediatory model for Hungary. The British and American models have had an important influence on earlier German development and Germany also has strived to surpass the traditional Prussian educational system (Brake 2000, 2000/a)
- New scientific and practical models (anti-oppressive social work, empowerment, risk-management, quality assurance, reflective professionalism, inter-professionality etc.) have emerged for solving the problems in social work and social work education in the United Kingdom in the last decade which may be useful for the crystallisation of social work education in Hungary (Dominelli 1998, Parton and O'Byrne 2000, Preston-Shoot and Jackson 1995, Schön 1991) (about critical reflection see Chapter III)
- The researcher was a participant and had leadership experience of the three international projects (Social Work Education at European Level, Alternatives Social Work Education, Further Education Courses in Community Care, (see details in the personal interest of the research in 'Chapter I') which dealt with social work educational development and which were designed and delivered by British and German participants.

9.4.1. Some important milestones and values of social work education in the United Kingdom

British social work education has followed the great changes and debates of the social work profession during the last 25-30 years. Concerning the essence and role of social work education, it is still best characterised by the definition of Kendall (1950), which, among other factors, underlines the importance of the balance and integration of scientific research, knowledge and skills. This was endorsed by the 'Seebohm Report' (1968), which declares the inevitability of an education based on the same principles. In 1973, based on a parliamentary law the Central Council for Education and Training in Social Work (CCETSW) was set up with the task of dealing with the most general questions of education at national level. It defined the valuable functions of social work education schools, all of which are still relevant today. "The role of CCETSW is to promote and validate training in social work to meet the needs of the professional social sciences" (Lymbery et al. 2000, p.270).ⁱⁱ

Accordingly, the client-centred approach taken in the 1970s to increase the prestige of social work brought about the establishment of attitude and knowledge-based education and the formulation of the need for courses that better prepare students for practice (Bamford 1990, Jordan 1970). An important milestone for social work education on the way to becoming integrated into higher education was the launching of the minimum 2-year Diploma in Social Work courses in 1987, which became compulsory from 1995. Since the 1980s the issues of competition versus market, of quality assurance, of competence-based and managerial approaches and of judgements to its problems have started to influence social work education (Adams 1998, Barr 1998, Ford 1996, Lymbery et al. 2000, Preston-Shoot and Jackson 1995).

Trevillon (1992, p.68) calls it 'a networking belief system', which is a telling expression. One can agree with him, as learning from each other, flexibility, informal relationships, creativity and sharing

resources can all induce more successful social work activities. All these demand a multidisciplinary way of education, where it is the representatives of different professional areas of social work who work/learn together; in the course of this learning process the students have to acquire experience and practice in other professional areas as well.

In the meantime the professional and governmental roles have changed as well, there is an increasing number of people with an investment in social care, the traditional division between work life and family life is broken down. New emphasis is laid on rethinking the balance between the responsibilities of the state, local communities and the family. Taking into consideration the aspects of service providers and service users is becoming a more and more prominent issue. In this situation the role of students becomes an important question, i.e. whether their attitude to knowledge and education is that of a partner or a client, or adversely, whether they are the purchasers of these services. The question of redefining social work and social work education arises as well; in this context it has been suggested that social work education itself has become discredited and reached a crisis due to its nature and authenticity. "...The present pattern of training has little relevance to practice" Bamford (1990, p.82) suggested very adequately. According to Adams (1998), there is an ever broader fight for the prestige of emerging quality education in social work; this author suggests that more exacting requirements with constructive approaches are necessary for the students, the teaching staff and the employers of the new graduates (Parton and O'Byrne 2000, Preston-Shoot and Jackson 1995).

The critics of CCETSW - while acknowledging its initial progressive role (it contributed to the survival of social work, put the fight against racism and anti-discrimination in the limelight) - later condemn it for the consequences of its bureaucracy and inflexibility, for primarily

supporting the government's agenda, and for not paying enough attention to professional content and the needs of service users. They also criticise the strong governmental control and the excessive regulation: some authors have defined it as the arm of the government's conservative modernisation process (Brewster 1992). Others blame it for not having the clout to harmonise the interests of employers and social work education or to counteract the pressure exerted by different closer disciplines such as law and medicine (Adams, 1998). Jones (1997) states that it is to be expected today, that CCETSW oppose the government's will so that a new vision of social work and education could be drawn up with the help of new partners. It is important (Orme 1996), that if education remains reactive, it merely carries out the aims of politics, but if it is proactive, it can initiate useful practice and reflect upon the competent activities of the experts, e.g. on anti-oppression practices and forms of its preparation. This standpoint can be supported, namely on one hand it is necessary to comment on politics, to get to the standing position (Jones 1994, 1996).

Nevertheless, during the last 15 years of the professional development of British social work training, deep learning has had the major role instead of surface learning and for the reflective professionalism the use of Kolb's experimental learning (Schön 1991) received more emphasis. Many articles deal with the complex nature of learning, the reflexivity, the importance of understanding, transferable and research skills, the characteristic features of good teaching, i.e. monitoring, a critical approach, workshops, and the skills to be used and developed in them. It is noteworthy to mention (CCETSW 1993, Gould and Taylor 1996, Lymberey *et al.* 2000, Parker 1997, Preston-Shoot and Jackson 1995).

An important issue is the integration of theory and practice, which reminds us of the necessity for creative learning through debates and thinking. The integration of theory and practice, connecting

academic knowledge and practical skills used to be an important issue but this has especially become widely debated in recent years. I must agree with Coulshed (1993) who speaks about a curriculum embodying the balance of knowledge as it equally contains human thinking and reaction to the environment. The empowering, learning environment based on this can stave off the miscategorising of students, breaking down the mistaken view, which holds that it is only the lecturer's approach that can be right. In this way the problem-orientated approach could become more important than the subject-orientated way. For bridging the gap between theory and practice Jeffries (1996) refers to the application of Freire's reflexion cycle as a solution which is, by the way, widely used. On the other hand we must agree with his opinion supporting an integrative practice according to which the paradigm of practice has to be integrated into the pattern created by the individual, the community, the state and the social worker, which should be modelled in the practical education as well. On the other hand there seems to be a return to degrading social work to a mere mechanical activity (CCETSW 1990, 1991, 1992, 1996).

Summary: in the past decade the majority of authors seem to have agreed that social work has lost some its integrative force, governmental function and moral legitimacy during the past few years, i.e., that it has become more vulnerable. But the social services came to the fore of fighting for social laws and against exclusion and oppression, with the design of newer approaches and models. All of the above affect social work education (Pietroni 1995, Jones 1996).

9.4.2. Answers to the challenges for social work education in Germany

As in the United Kingdom, the history of social work education is having a considerable effect upon the present in Germany as well.

Solomon's principles (1908) regarding social education schools for women, for instance, are still valid. These principles state that the main goal of social work education is not to teach students things they had not known before but to change their personality to something new that they had not been before. From the very beginning it has been an important aim to form mature personalities, thereby educating the students to be the 'doctors of social damage' (as a medical model of social work, Solomon 1919, p.112).ⁱⁱⁱ

The re-building of social care had an important effect on social work education after World War II. Many German professors who had emigrated during Hitler's rule returned, bringing American and British models with them, while French, Dutch, Swedish and Swiss models also influenced German social work education. These models were adopted and blended into German practice.

Social work/social pedagogy education rose to the levels of Hochschule and Fachhochschule between 1968 and 1971, bringing about an expansion of educational capacities in the 1970s. The curriculum of social work/social pedagogy education first appeared in 1969, even though only as a part of teacher training. Nonetheless, this curriculum meant that social work/social pedagogy was established as codified professional areas. The struggle for an independent discipline and developing the academic framework for social work is still an ongoing process. Evidence of this is that there are only approximately 10 universities which award MA SW degrees out of 52 social work schools, even though there is not a considerable difference between BA (Fachhochschule) and MA (university) degrees. At the same time social workers can still attain PhD degrees only in related disciplines (pedagogy, psychology, sociology, law). Another feature of German social work and social work education is the strong influence of pedagogy. The orientation towards social pedagogy, (i.e. providing aid to overcome learning and behavioural difficulties), has been a characteristic of social work

education through its whole history of development. Social work and social pedagogy education used to be independent, but over time the differences were diminished, due partly to international influences. Today the two types of education seem to merge. The regional regulation of the system of social work education requirements is really varied which has made it difficult, for instance, to define a system of professional competencies. The need for unification has repeatedly arisen (Brake 2000, 2000a).

The design of theory has always been an important issue for researchers and teachers in Germany, which also influenced social work education. Extensive research deals with social work, the description and classification of social work theories, the relationship between theory and practice. In a study Brake (2000a, handout) compares social work theories to 'a carpet sewn from coloured patches', referring to the different interests, theoretical suppositions and concepts for problem solving. In his opinion there is confusion about the professional and theoretical knowledge of social work, i.e., about practice and academic knowledge. Brake argues that social work does not have a generally accepted academic and theoretical background, while there are repeated attempts to create new theories. This is very positive for the field of social work. It is characterised by openness and creating new theories.

During the last two decades several 'classical' and new problems stood at the centre of debates about social work education. For example: 'Is it possible to teach different parts of social work without a general (comprehensive) base?' Or the age-old dilemma: whether to pass down comprehensive knowledge or to teach how to think. The debate has also focused on the issue of competencies. Many teachers have worried about too much theory in social work education because practical issues are often communicated in a very theoretical way. At the same time teachers also have a very adequate critical approach, i.e., what to accept from the practice.

Many people have argued against the reduction of social work knowledge and for reflexivity, changeability, flexibility and teaching practical skills, activities and decision making (Brake 2000). Wendt (1985) stresses the importance of teaching formal, social and emotional competencies, which can be learned in a cognitive way. In Gáspár's (1999) view, the call for the integration of different studies, theory and practice and students' participation in the curriculum development process has been present in social work education since the 1970s. The preparation for co-ordinated interventionist strategies of social work and multi-professional helping activities are now clearly present in the development of social work education. The abundance of approaches and opinions is by all means an inspiration for development.

The societal and economic changes characteristic of the last decade of the 20th century can be traced in German social work education as well. The state only bears a smaller legal responsibility and provides social care in narrower areas (child protection, foster care, etc.) by right of citizenship, and it expects more active co-operation from religious and charitable organisations. Consequently, there is less money for government services. The professional nature of social work has come under attack; there is a return to charity while professionalism is becoming less important. Interestingly, social work education does not exactly follow the above process. It is in the vital interest of social work education schools to 'hunt for students', so they undertake other types of training which are close to social work education as well. On the other hand, compliance with academic requirements has become more stressed, i.e., schools strive to provide MA degrees in social work. Consequently, even though teachers incorporate their own interests and research areas into the education, the usefulness of these is not always relevant for the everyday practice of social work. Students learn about many things, but they often lack important social work skills and competencies.^{iv}

Summary: studying the development of social work in Germany - which functions mainly by subsidy and on a charitable basis - the changes in society and social services, the abundance of different social work educational forms, levels and requirements helps the researcher examine the development and dilemmas of Hungarian social work education.

Chapter II

THE CRITICAL CONCEPTS OF THE RESEARCH

1. Introduction

It is evident from Chapter I that the special multi-approach nature of this research makes it necessary to provide an outline of the most important key concepts of the theme. Using the following very rich British and German and the very limited Hungarian literature issues as a starting point, the conceptuality, the few important characteristic terms of the social work education and their interrelationships will be interpreted from a theoretical point of view in this chapter. Taking of this research theme the knowledge, education, curricula, inter-disciplinarity and inter-professionality will be interpreted within a broader context of relevant connection of dilemmas '(Table II/1)'.

Dilemmas and critical concepts in social work education

Table II/1.

D i l e m m a s			
Education	Knowledge	Curriculum	'Inter-approach'
Training Education <ul style="list-style-type: none">• Academic• Professional	Knowledge in societal context Relevant professional and 'common daily' knowledge <ul style="list-style-type: none">• Knowledge• Skills• Values Practice-orientated scientific background	Curriculum and educational development <ul style="list-style-type: none">• Models• Orientations• Culture	Integration of knowledge Inter-professionality 'inter-characteristic' of social work education

From 'Table II/1' it can be seen that this chapter incorporates the analysis of the following issues in connection with dilemmas. It was argued in 'Chapter I', that various dilemmas created and affected important areas of social work education, such as the communication of social work knowledge, and the development of the curricula and education, particularly the 'inter-approach'. The research does not undertake to provide a description and analysis of social work. The definition of problems and the framework of the different concepts of the 'Table II/1' will be presented and analysed. The research is faced with serious difficulties due to the considerable difference between English and Hungarian technical terms and jargon, and due to the fact that some concepts have no equivalent in the other language.

2. Dilemma of education and/or training, academic and/or professional education

This research is basically and directly aimed at the problems of social work education, it has also to bear in mind both international and Hungarian practice; furthermore the literature draws a definite dividing line between the concepts of education and training.

Training is defined as a preparation for the realisation of an explicit professional task in the prescribed way, the quick individualisation process of efficient special standards. Practice skills fall into this category, namely the strictly defined, specific activities, where a theoretical approach does not even count or if so, only for filling in gaps. Dominelli (1997) notes that persons participating merely in training will be less innovative thinkers, generally they do not strive for new horizons and new methods, whereas they are perfect for solving everyday technical problems or achieving daily aims by turning this kind of knowledge into practice. I do not agree with this statement wholly, because there can be training for developing innovation and value-orientation.

Education is as an inevitable phase on the road of value orientated professional orientation which serves as a vehicle for knowledge. Its acquisition and development usually prepares students for employment, namely it is nothing else but the preparation, enabling a person to pursue a certain career. According to Ireland (1985) it is “an activity aiming at the broadening of the horizon of the person participating in the education with the help of the acquisition of knowledge and skills” (Ireland 1985 cited Dominelli 1997, p.177). Thus can be taken as the mission of higher education. Many education courses have ‘training’ elements too; this is expected practice which particularly applies in social work education.

As a consequence of the above viewpoints their related activities are not to be understood mechanically as one being part of the other and having dilemmas, but:

- These two viewpoints can complement each other – in the course of preparing for the professional activities it is necessary to shape the professional horizon of the future professional and to acquire the skills for the daily practice as well
- There are certain overlapping elements – therefore the development of skills
- There are also characteristics applicable for just the education or the training – see above – as well.

As a consequence of the existence of social work as a profession, the core of social work education can also be understood as a process of personal and/or professional development. It must accept Dominelli’s (1997) argument: The professional socialisation

within the education process is primarily determined by the individual steps and capacities of the student rather than by the teachers or the requirements and rules of the education. If this is true, then it is an important aim to be followed in social work education as well, that students should better understand themselves. They should also put their previous experiences and acquired knowledge to better use in their education, i.e. organising of their own education.

Dominelli's (1997) argues that the creation of the individual and critical way of thinking is the focus of the education process, where the individual searches for new ways of carrying out aims. Dominelli also draws attention to the inevitable integration of theory/practice in an intellectual and emotional context. She represents the view that the only kind of educational process which can be said to have been successful is that which makes the course participants understand that theory provides information for the practical advancement of knowledge; in other words, what the professionals and the students do in the practice, must be consistent with the theoretical foundations. Therefore any distinction between theory and practice is practically false on one hand and the dilemmas of integration on the other hand. In England's (1986) opinion, in most cases students do not criticise theory, but they want to apply relevant theories to their practical activities, which is also notable:

"It is the experience of students of social work education that they are taught huge masses of theory without paying attention to their adequacy for the practice, interpretation and integration. Therefore it is not surprising that they do not find it useful for practical purposes" (England 1986, p.62).

In English practice and literature the educational contents transmitted at universities are often divided into academic and professional skills whereby the links between these two areas are

given great importance. In the area of the comparison of academic and professional skills, regarding their research in adult education, Cohen and Hull (1994) have arrived at an interesting conclusion. The title of the paper itself represents a duality and dilemma: 'Professional training or academic education – a common problem'. One of the starting points of the research covering several areas was: it is difficult to make use of the practical experiences in the academic sphere and in the theoretical education. The researchers, having examined the differences between academic education and professional training, stated:

- There are important differences between academic education and professional training – while academic education provides primarily theoretical knowledge, develops the students' abilities in critical analysis and research methodology, professional training mainly aims at developing skills applicable in practice (i.e. use of the library, information technologies, writing shorter reports or longer essays etc.)
- The disciplines in the education have efficiently developed the students' abilities in critical analysis, and as a result of the educational process, a growing number of them have undertaken to analyse their own fields of activity (Cohen and Hull 1994, pp.45-46).

The problematic feature of using professional skills in academic skills is further studied by Fisher (1997, p.21), who writes: "Some knowledge directly derived from practice is also difficult to use, because it is inadequately specified or has been developed in protected circumstances not characteristic of daily practice". On the other hand the so called 'skill practitioners' who work mechanically acknowledge to a growing extent the relevance of social work sciences and that of service users. Here is given an educational dilemma.

“Effective practice for social care requires access to social sciences knowledge (including finding from experimental research if available), the ability to relate to the particular circumstances under consideration, the ability to respect and use the knowledge of service users themselves, the ability to analyse clearly the relevance of rights and values, and the communication skills to maintain working relationships with all involved” (Fisher 1997, p.21).

In view of the above we can support Taylor's (1996) recommendation – for resolving the dilemma - to accept the views of Dominelli and England:

“... it is not enough to teach students knowledge for practice, students must learn to use knowledge in practice. Students must acquire the ability to reflect on how they think and act in practice. . . As they encounter new and unpredictable situations, social workers must be able to make critically reflexive judgements and decisions. . . ” (Taylor 1996, p.153).

Summary: In this research into the types of education preparing directly for the practical work, thus also in social work education - the academic and professional, theoretical and practical education are closely interrelated; the so called academic sphere fundamentally needs the experiences gained through practice, professional training and student managed or experimental learning and vice-versa; the practice needs the theoretical reference, aspects and systems produced by experience. The dilemma is permanent: What focus should be attached to quantity and quality in the academic and professional approaches? Therefore the exaggerated distinction between the academic and professional/practical forms of education cannot be regarded as fruitful, it is more rewarding to differentiate between education and

training but - even in the latter case - based on the relationship between the two parts. In this research, according to the required framework (characteristics of theme), aims, objectives and assumptions, the term 'education' will be used as a definition.

3. Knowledge

Each school-system based education focuses on the formation, development and transmission of some kind of knowledge, or all kinds of education are aimed at the result of some kind of knowledge. At the same time knowledge also has vast possibilities of interpretation beyond the dimension of education as well. This time the knowledge has a new role: as 'fuel' of globalisation, thus the higher education enterprises to the 'production' of knowledge for the 'knowledge-market'.

3. 1. Knowledge – a collective term

In English terminology, 'knowledge' is of a theoretical and academic nature mainly, while 'skills' are the result of practical experience. What is referred to as 'knowledge' is possessed by 'knowledgeable' experts, working at a distance from practice; 'skills,' on the other hand, are the property of experienced practitioners, working at a distance from theory. Even though 'theoretical knowledge' includes skills and values, and 'skills' also imply 'knowledge', there is a considerable gap between 'knowledge' and 'skills'. According to present research and its theme it is important to refer to human knowledge by Habermas (1978), which is categorised into the technical (empirical), the practical (interpretative) and the emancipatory (critical) knowledge and to the typology of knowledge by Rolfe (1998): scientific, experiential, personal.

Similarly to many other languages the Hungarian word 'knowledge' is also a collective term, containing among others information, skills,

capacities, activities, movements, behaviours etc. (cf. the following definition of Ferge, according to which knowledge also means understanding, procedures, the system of conditions between the individual and society etc.) (see also Ferge 1976). In the Hungarian technical literature of pedagogy Nagy (1986) interprets knowledge as a collective term for experiences (=knowledge or factual knowledge/material), information and operation, where the latter allows the use and application of knowledge-information. Orosz (1986) differentiates between knowledge and activities.

Besides the basically traditional, cognitive, so-called knowledge-centred (based) and knowledge-transmitting (strongly didactic) schools and education, the so-called skill (or ability)-developing schools and education model appeared as early as the 1980s, substituting and in many places contradicting the traditional ones. Moreover, there are school/educational models highlighting the importance of skills (ability) development (Zsolnai 1986). These two approaches induce dilemmas for the educators; it is needed for knowledge and /or skills. It cannot be opposed, as each educational model needs the transmission of knowledge (to learn knowledge) as much as the development of abilities and skills. It is a solution of merit to consider knowledge as a collective term which both signifies the boundaries, the aspects of organisation, the qualitative expectations, requirements and outcomes in this research (Báthory 1992).

3. 2. Knowledge – as an approach to a view of society

In Ferge's mind (1982) social phenomena, processes, social division of work and the reproduction of social conditions can well be understood and described through, and in, the tripartite system of property (economy), power (politics) and knowledge. Contemporarily, from among these structures generating society, a

deciding role and importance can be assigned to the conditions based on knowledge. In the context of knowledge usually the following important questions arise: To what extent is knowledge public or private property? Who possesses knowledge and in what way? What do the owners of the monopoly of knowledge think about the widespread dissemination of knowledge? To what degree do they allow the expansive spread of knowledge? To what extent does the possession of knowledge create equal or different chances? In what ways is it possible to acquire knowledge? What is the relationship between knowledge and the institutions (schools) for transmitting knowledge? The relationships based on knowledge and the equal/different chances for transmitting knowledge influence and determine the relationships on the level of distribution such as incomes, market mechanisms, accumulation etc.

As for the whole of social practice, for social work and social education likewise we can successfully rely on the knowledge-interpretation of Ferge.

“On the one hand knowledge is the rationalisation and generalisation of experiences, that is the knowledge and understanding of cultural signs, symbols and objectivity as a whole; on the other hand it means knowing the reproductive or further developing principles and processes that establish different objectivity” (Ferge 1976, p.16).

According to this interpretation, knowledge - parallel to the development of society - also accumulates, differentiates, or even (if a certain society significantly relies on sciences) – produces development in leaps and bounds. In this system Ferge differentiates between relevant knowledge – valid, important, decisive – and irrelevant, – invalid, useless, outdated, harmful knowledge.

Following the further classification of relevant knowledge by Ferge (not representing an hierarchical relationship though), we can differentiate between professional/vocational knowledge, 'common-daily' and 'cultural-holiday' knowledge. The professional knowledge means the knowledge for practising one's profession, the cultural-holiday knowledge means to understand and to enjoy art-creations or scientific-products. As a part of common knowledge, human behaviour, different norms, human relationships, partnerships, the treatment of social relationships and the working of the different institutions of society, laws and the assertion of laws play an increasingly important part in the life and development of a society's system of relationships. It is about the articulation of the system of relationships between the individual and society, about the individual's need to know and understand its own situation within the wider or closer social environment and how to rule these.

The knowledge of the system of relationships between the individual and society is highly important in the human sphere that is in each profession or science dealing with people and society, including their professionals. This particularly applies to social work. The knowledge of the social worker can undoubtedly be defined as professional knowledge, but based on the above it can be said, the highly important elements of common knowledge mingle with the professional knowledge, therefore it is a 'special blend' (qualitative combination) of common and professional knowledge, which it is, undoubtedly. The representatives of social work education should have a dilemma about the issue of professional and/or common knowledge in the educational process.

The students' knowledge is determined in any kind of higher education – thus also in social work education – by their position in the classes of society. In Hungary generally, for instance, the majority of students are first generation intellectuals. Therefore in

the transmission of knowledge education has the function of multiple mobilization:

- They have to acquire the special combination of everyday and professional knowledge
- They have to attain the knowledge of an intellectual's life and function
- They have to learn the knowledge of how to bring out others from their narrow social position.

The above represents a big task for the students in social work education. On the other hand they are in a favourable position, namely they experience – or have experienced themselves - the existence under social squeeze, or the difficult process of becoming an intellectual. According to the data of the World Census of Education for the Social Profession and analysis of this research: 56% of students come from low-income families, 41% come from average-income families and 3% come from higher-income families in the seven Hungarian social work schools studied (IASSW 1999).

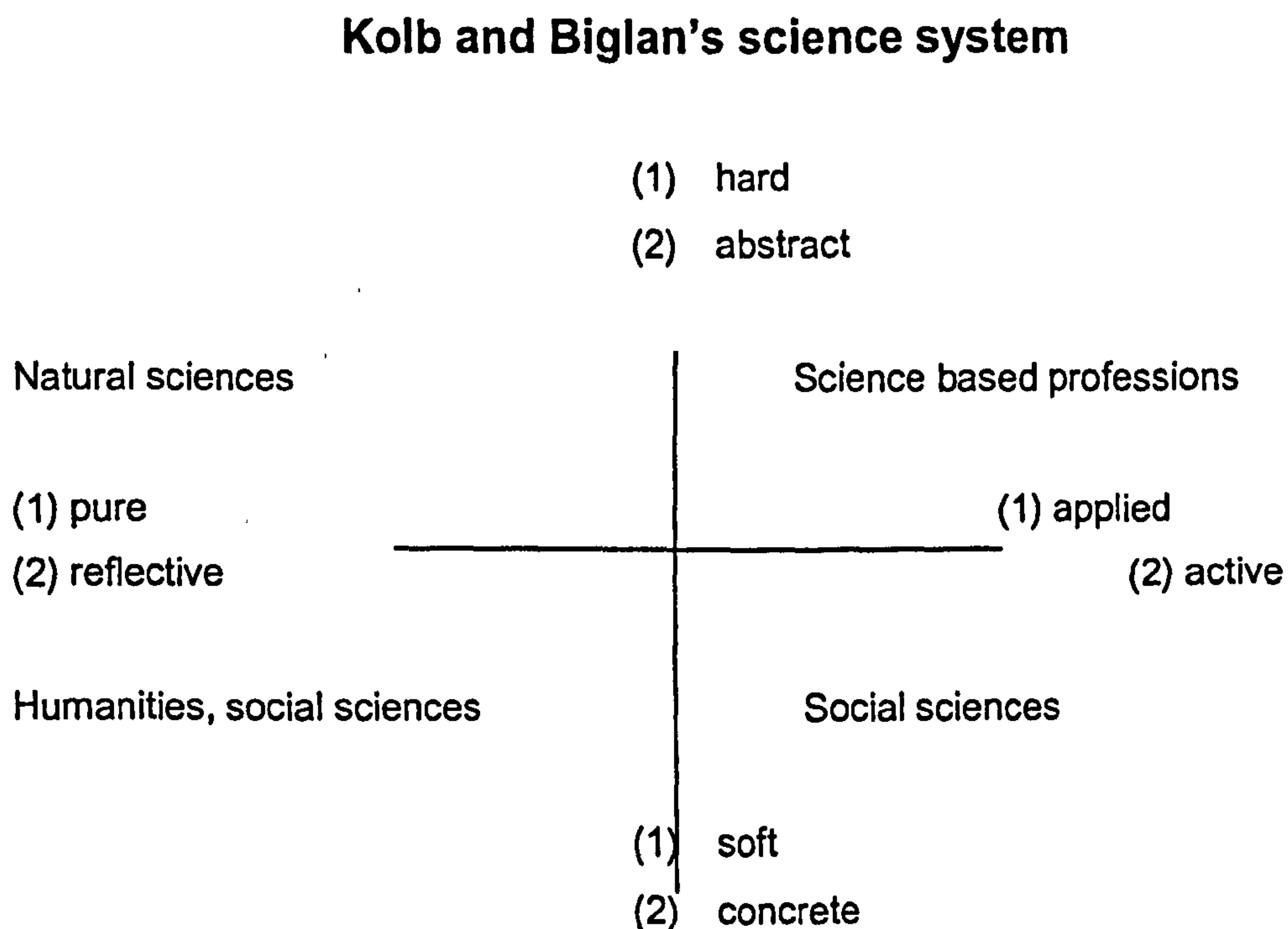
Summary: The above-described frameworks for the interpretation of the word 'knowledge' call attention to the multiple values of social dimensions. Therefore it is especially true for social work education, that the transmission of all three types of knowledge according to Ferre is a vital element of social work education.

3. 3. Professional knowledge of social work

3.3.1. Durable approaches

As a starting point it is appropriate to use Biglan's (1973 pp.204-231), Kolb's (1981) classification of sciences. Their aspects were the nature of knowledge (1), and the method of learning (2) '(Figure II/1)'.

Figure II/1.



Source: Biglan 1973, Kolb 1981, 1984.

According to this system 'Humanities' and 'Social Sciences' fall between the 'pure' and 'soft' dimensions, and between the 'reflective' (meditative) and 'concrete' dimensions by their nature. This makes it difficult to define precisely what knowledge means for social work, while at the same time there is serious emphasis on learning through thinking '(Chapter I)', (Brake 2000, Karvinen Synnöve 1999). This is very reminiscent of Tuggener's (1971) approach. According to him, social workers want to create a science that is practically oriented and is based on a theoretical background. It must agree with Fisher (1997) who explicitly states: it needs flexible social knowledge based on a scientific background, applicable in practice.

With hindsight in relation to historical perspectives it is helpful to refer to two authors at least, because their thinking is durable. Bartlett reasoned for the definition of practical knowledge in 1970.

“In the course of the present practice and education the practitioners have no comprehensive theory in their mind which could describe their profession and its practice” (Bartlett 1970, p.212).

Afterwards Hegyesi (1997) attached great importance to the establishment of a general and unified theory which, according to him is not a method or the need and definition of a great theory, but an integrated definition of social work in an intelligent system.

An important approach is the understanding of social work knowledge in a wide framework. A basic and important feature is the professional knowledge of social work in terms of its relation to the world, reality and science. The most general categorisation is: the distinction between the basic assumptions about the world (based on the principles of different disciplines) and the knowledge about the activities going on in the world. Based on the above, Casson (1982) for example holds about the professional knowledge of social work that it can be included in normative and technical structures.

The application of social work knowledge in practice must be true for Clark, because in his view the basic problem arises from the fact that the aims that can be achieved in social work and the contents of the activities of help are not in harmony with each other, the roles of the professionals are not clearly defined. As the problems and the individuals involved in these problems cannot be handled as machines, the professionals do not do what they think they should. In Clark's opinion the goals to be achieved and the 'endless', tremendously complicated problems have the acceptance of irrelevant and insufficient professional knowledge in the everyday

practice at the core. "Knowledge is reified and fundamental aims of helping in social work are displaced by a dominant preoccupation with fulfilling rules and procedures" (Clark 1996, p.49). This statement is an important warning, but it also should give criteria for the social workers, and for those responsible for the relevance of this statement and for the solution of problems and dilemmas, but it is clearly true for the Hungarian conditions.

3.3.2. Demand on development of discipline and its dilemmas

Lots of researchers, for instance Clark (1996), also say that the content of social work has not been defined in the course of scientific research. Therefore he highlights the importance of the establishment of the social work discipline – Clark demands more than Fisher (1997) - in which he holds the consideration of three vital positions as important:

- Knowledge itself – its levels and types, elements bearing different values, significant features, the variety and depth of knowledge-areas
- Knowing – the difference between professional and personal knowledge, the dilemmas of decision-making, pseudo-knowledge forms – i.e. parts of experiential and intuitive learning, which are held by many still better than nothing; and
- Activated knowledge – dispositions that cover what one senses to be credible and true, and activities based on imperfect knowledge.

A precondition for the establishment of a discipline must be that it has a scientific foundation. This is problematic for social work, the

extent to which it is possible to establish this scientific foundation within rapidly changing social conditions. The problem accompanies the professionalisation of social work and development of social work education. It is clear that for the establishment of professional content of a discipline Clark encourages the basis of knowledge on the other hand, and here there is a lot in common with the view of the Hungarian specialists (Báthory 1992, Ferge 1976, Nagy 1986, Orosz 1986, Zsolnai 1986). Clark in order to establish a foundation for professional knowledge and a discipline, in addition to the elements of knowledge and abstractions, states that we also need the definition of activities, operations and applications (Parton 2001, Rolfe 1998).

The Swiss researcher Lüssi (1992) who also endorses a system approach regards the solution of social problems as being the basic specific feature of social problem solving, and as there is no other professional who could carry out this activity it is, in his opinion, the social worker who is the specialist in social problem solving. Starting from this point and the above system-based classification of social work – similar to other authors, it is professional knowledge, with a comprehensive interpretation, necessary for professional thinking and actions as cited by Popper (1972) and Polányi (1994). Lüssi usually differentiates between objective and subjective knowledge. In considering social work, he speaks of the knowledge of a rather spiritual content – rather than a strictly scientific one – which in his opinion is partly present in the mind, in the technical literature and available information media and partly in the actual and potential knowledge of the individual professional. However, Lüssi also regards a strict differentiation between theory and practice as basically important. Under theoretical elements he lists scientific data, notions, theories and concepts; the different non-scientific references are, for example, religion, arts etc.; and the practical

elements contain the factors and data of reality (reports, press-releases).

Lüssi also placed special emphasis on the subjective element of social work underlying the importance of the professional knowledge of the individual social worker. Thus he mentions a kind of knowledge which is more permissive, intelligent, inexpert, is of general character and has an overview while the other type is a thorough, grounded, weighted knowledge in its special area, for instance in carrying out social work and solving a certain problem (Rolfe 1998). The Lüssi approach approximates the Morales-Sheafor model (1989) - built on the basis of Kadushin's principles – even if there is no relevant reference to this in Lüssi's work. The model provides guidance on how, in a certain situation, the social worker needs to narrow down, select and choose certain elements of knowledge from among the big pool and spectrum of available knowledge. Note: the education means quasi problem solving process with reflections on the social work model. There are the dilemmas for social work educators: it needs objective versus subjective, general versus concrete communicated knowledge, unidisciplinary versus inter-disciplinary activity in process of social work education (Kadushin 1959, Morales and Sheafor 1989).

3.3.3. The Hungarian situation

It is a permanent question also in the circle of the Hungarian professionals of social work and education as to which approach and classification method can best help define the essence and knowledge of social work. Unfortunately there have been few papers, descriptions and analyses published in the Hungarian literature on the professional knowledge of social work. It may be helpful to briefly discuss the impact of Hungarian working at this point.

Prior to the introduction of social work education in Hungary, Hegyesi and Talyigás (1986) attached great importance to thinking in terms of combined knowledge (cf. discipline). The notion of combined knowledge has the advantage of expressing the multiplicity of content and complexity of the elements of knowledge. These authors included in this notion the relationship between the social worker and the service-providing institution and the local community; the identification and definition of the problems; the formulation of problem-solving strategies; their realisation; the intervention; and the evaluation of the social worker's activity. Namely it most resembles the logic of the problem solving model, according to the requirements of which, the essence of knowledge is structured, and everything centred around practice.

In view of the above it is necessary to examine the knowledge of social work which appears in the basic Hungarian education documents. The minimum (threshold) requirements of the first curricular guiding principles for social work (Az általános szociális munkás képzés tantervi irányelvei 1990) already differentiate between knowledge (factual knowledge, experience), skills, values and characteristics of personality. The government decree of 1996 (Magyar Köztársaság Kormánya 1996), regulating the education in general, does not go into detail of the knowledge of social work. It mentions only that the practice requirements have to be suitable for the development of each of the skills and abilities described in the aims of the education. The authors of earlier scientific articles and papers mostly tackle areas bordering the interpretation of knowledge like the essence of the education, the process of professional identity, making the person suitable for the profession and the aims of the education, whilst developing competencies and their boundaries – as dilemmas.

Summary: From this exploration it can be seen that the concept of knowledge within the field of social work is difficult to define,

describe and structure. It includes many subjective elements and the integration of the different approaches requires careful interdisciplinary research and mental effort. The absence of an emphasis on harmony between up-to-date scientific results and the needs of the users of these results in the Hungarian literature is also very notable (for the notions of knowledge, competence and expertise see Notes).¹

3. 4. Knowledge, skills, values and social work education

Educational critics generally accuse educationists of mediation of knowledge, because it takes places mainly in alienated conditions and an unnatural environment. Instead of learning about reality, students primarily meet descriptions, theories and models in the schools. The knowledge derives not from reality but in the majority of cases, through disciplines embodied in academic study. The learning process is not focused primarily upon the interest and natural eagerness of the students. In order to make the mediation and acquisition of knowledge more efficient; the science of pedagogy has produced a plethora of publications, which cannot be dealt with here. It is imperative that social work education is based upon approaches aiming at the re-establishment of natural education, like the humanistic approach, or on methods better able to meet the demands of modern (post-modern) societies, such as the holistic and complex approaches. This area does not only belong to educational methodology but basically can be regarded as an influential factor with a view to teaching philosophies, aims, basic principles and thus the framework of this research (Csapó 1988).

On the other hand teachers in social work education in Hungary are becoming more and more aware that students have to face ever-increasing demands and meet higher expectations in the field of social work knowledge. This is made explicit and precise in the system of requirements (outcomes on important levels of

education), they have to fulfil, which is in a mutual relationship with the aims of the education as well as with the problem of what to teach, what skills to develop and what values to shape. The structured description of the knowledge in social work; a detailed wording of the requirements towards the students can be regarded as a cornerstone of social work education. In 1992 a theoretical system of the requirements of social work education was developed taking account of the levels of education and the tripartite system of values-knowledge-skills required for the practice of social work '(Chapter I)', (Coulshed 1993).

“ . . . This kind of requirement-system has its merits because:

- It provides unambiguous information regarding the expectations towards both students and lecturers
- It provides information for the employers of the outgoing students, orientates the future 'customers' and can be a resource of mutual partnerships. . .”
(Budai 1996, p.92).

This is however a 'static' knowledge-description, a kind of fiction about an ideal that cannot be realised. By current research each profession needs a summary of essential features, the core and coherence of the profession – namely: A structured, taxonomical description of the knowledge, which would orientate students towards the aims, which follow. This could help them achieve better results more quickly. The goals of social work must also take account of the change in practice as well as shifts in knowledge base. The description of this extended, broader knowledge is significantly more than simply defining 'what to teach'. In the spirit of the above it must be agreed with Kozma (1998), that the education is in the first place not about what to teach . . . but rather about an excellent professional feature/person - this has to be presented and

followed and examined regarding how it works in practice. However, we have to note that excellence can only exist on the basis of significant knowledge. In any case the dilemma of “what and how we must teach” can clearly be seen.

Summary: Based on the above opinions, theories and models, it seems appropriate for the purposes of this research – mainly in the Hungarian situation - to operate with the notion of ‘knowledge’ being the comprehensive concept. It is in accordance with the social human paradigm of social work, perfectly suitable for the analysis of the process of social work education. There are lots of dilemmas in the area of professional knowledge too: it must communicate taxonomical versus subjective, standardised versus flexible-changeable knowledge in the educational process.

3. 5. Approaches to understanding the knowledge of social work in Hungary

Based on multiple complex theoretical factors controversy in the Hungarian situation described in ‘Chapter I’, the potential for the definition of social work knowledge – connection with solving dilemmas of the professional knowledge - will be described by this research ‘(Chapter I)’, (Budai 1996, Clark 1996, Ferge 1976, Fisher 1997, Jordan 1999, Midgley 1997, Preston-Shoot and Jackson 1995).

3.5.1. Representation and protection of Human Rights - Contribution to anti-discriminatory practice

The Social Charter ratified also in Hungary in 1999 - despite the established legal framework - human, citizen, social, children, ill, disabled, equal opportunities rights, and the function of Ombudsman Office - the responsibility felt towards the people, children, the

elderly and those in need remains an empty legal framework. On the one hand human rights gained strength, but the rights of the poor and the right of work became rather weaker. The Hungarian constitution and law has ensured protection against disadvantaged discrimination, nevertheless it is difficult to promote the interests of these groups. Therefore social workers have undertaken more activities of anti-discriminatory and anti-prejudice practice, mainly for gypsies and women and disabled people in future.

The almost unlimited local regulation by local authorities, the local instances of prejudice (strong disapproval of the Romas, disabled, reformatory institute-children) violate basic human rights frequently. According to a survey about social workers, safeguarding their own interests is on the periphery in their thinking and activities, although in general citizens' legal awareness is growing. It would be better, if social workers strengthened the legal awareness of citizens' and users of social services, if they undertake activities, which are not legal. Therefore in harmony with the European norms and practice, the knowledge of the legal frameworks and their application is to be regarded as an important element of social work knowledge '(Chapter I)', (Ágoston and Gólya 2000, Bossányi 1999, European Union 1991, 2001).

3.5.2. Representation of welfare and public interest

The support for individuals in need, the families and groups in a situation of near-exclusion and the underprivileged in underdeveloped areas relates directly to the service users, but indirectly it affects the public, local communities and the whole of society; therefore social work serves welfare and public interest too.

Hankiss says:

“. . . the public and common interest is stronger in a country which can multiply the results of human efforts than in the one whose institutional system is not able to make use of the human efforts, wastes them, cannot turn them into useful output” (Hankiss 1999, p.150).

He holds this for the changing Hungary as well. Another problem is that welfare itself is not defined or, if it is, the definition is not clear and precise. At the same time he highlights the importance of creating harmony between private and public interests, community and the individual, society and the citizen.

If there was a way to achieve consensus within society, then it would also be possible to make the government itself accountable for what it has or has not done for the sake of public welfare. The social workers may also be the servants and mediators of public welfare in the local communities, or have to perform a balancing and mediating role between the people - especially those in need - and the government, its organisations, institutions and the agents of social policy. They represent someone, because they have worked with them. Social work should in the future take the role of the 'conscience of society', especially as a means of preventing and treating the growing tendencies of exclusion and scapegoat mechanisms. Therefore this is another knowledge-element in social work education.

3.5.3. Contribution to the permanent solution of social problems (co-ordination of personal, local and social interests)

In performing social work it is also very important to communicate the knowledge that social work cannot be reduced to care or allocating benefits (and the benefit-allocating organisation's costs can in no way be higher than the total costs of benefits). Despite different social problems needing different durations of crisis

intervention, an intervention aiming only at momentary relief of the problem itself only regenerates itself many times, multiplies and becomes a more difficult one. Social work cannot be limited to managing cases even if it happens continuously and systematically; marked steps are necessary towards the different user groups and different communities. It is not enough to work only with the more traditional (psychodynamic, crisis-intervention, behavioural etc.) techniques or with interaction-based social work theories and models. The institutional, local and common societal viewpoints are also important together with the more successful and frequent application of the ecological, holistic, system-approach, critical reflection a.s. models '(Chapter III, point 6)'. This can only happen if the social worker is able to conceive the structure, operation and internal relationships and diverse interests of his/her institution, their dysfunction, and with a critical but also accommodating attitude can fight for long-term solutions and services which mean a feeling of security (cf: above analysis in this chapter).

3.5.4. Contribution to the development of social integration

Social work has to take its responsibility for community development and organisation, i.e. it has to contribute to the formation of initiatives and actions in the neighbourhoods, communities and regions, to the development of civil society, locality and social self-government.

With a much higher level of efficiency social work should strive in the presence of politics to keep society together and protect it from falling apart, for eliminating the lack of security, the avoidance of falling behind; it should try to find and ensure new fixed points of reference, give hope for the uncared-for, marginalised groups and re-integrate them into society. Therefore for preventive and community social work in contrast to the medical control and diagnostic (casework) approach. "We are in great need of a societal

consensus based on the perception that the prevention of social problems is the greatest social investment” writes Nemes (1996, p 22). Contrary to the model of ad hoc intervention - e.g. relief supports - with a hole in it, the economic solution of the ‘irrigation system’ is a rational argument for the revaluation of social work activities and roles (Nagy 1996). It is well known that re-integration into society for a certain amount of time is cheaper than the sum of the per capita lifelong social cost. All this leads to the opportunity of system approach, critical reflection and constructive professionalism together with a more definite presence of the idea of efficiency in running the institutional response to need.

It is worth considering Krémer’s (1998) reasoning, according to which the preparation and conclusion of a contract between the state and the customers of social policy—people, groups, communities facing difficulties—can also be the task of social workers. Although such contracts may also have inbuilt risk factors e.g. the better informed can get into a more favourable situation, which again can lead to new inequalities. (cf: analysis and statements of this chapter above), (European Union 2001).

3.5.5. Contribution to living in a democracy — support for learning democracy

As analysed in ‘Chapter I’, social work is hard to imagine and to practise without the existence of social conditions. These are present in today’s Hungarian society, but there is a lack of publicity of democracy, in the democratic thinking of people and in the voluntary sector. “It is no use teaching the equality of communication, partnership and the honour of human dignity, if our students get into a social, professional sphere, where partner-like behaviour has no tradition” (Nemes 1996, p.18). Social work should more successfully support people in developing self-help, co-existing with conflicts and successfully manage them, in trying to

find consensus, carrying out their own initiatives, making decisions and taking responsibility for shaping one's life in general and especially in more difficult life-situations. More should be done in the area of enabling people to master their own lives, to shape the self-determination and self-responsibility of the individual and the awareness of law (Gombár 2000).

It is worth making a comparison with Fisher's (1997) ideas on the flexible, scientific based, easily applied social work knowledge. Fisher stresses among other things the inevitability of bearing responsibility towards those living in special circumstances. This is obviously closely connected to integrating public welfare and public interest, with the long-term solution of the problems, the development of social integration and the fight against discrimination. To speak about the connections between those living in special circumstances and public welfare and interest and further the fight against discrimination is only possible and meaningful if the social services provide long-term solutions, if the abilities and the knowledge of the service users is respected, utilised and developed in the process and if the clarifying analysis of the relevance of law and values is an ongoing process. All these thoughts help to learn how to live within democracy.

Driven by the above and parallel with the efforts to make social work known (and acknowledged) in and by society, the other main task is to make it clear and easy for the potential service users to approach, find and make use of these services and the social workers. It should be made clear under which circumstances the more traditional social workers' roles - mediator, agent, supporter, patron etc. - should be chosen. The key-issue for the near future in Hungary will be to define the new roles for social workers. Are they the agents of civil control, there to use social work knowledge to help service users who were presented in 'Chapter I' (cf. the representation of public welfare and public interest), or to contribute

to social integration etc. Another possible role can be that of the case manager - serving and safeguarding the free flow through the communication channels. The case manager covers a whole range of activities starting with assessing needs through finding and creating resources, working directly with the clients whilst managing and controlling the services. He/she has a community development and organiser role as care manager, whereby the social worker brings together the different channels of need with the helping organisations and resources. The changing role of the social worker presumably influences the trends and frameworks for the future co-operation between the social services and the forms of social work education (Hume and Sharples 1995).

4. Curriculum and educational development

In Europe and worldwide most of the curricula are interpreted and treated in the context and interaction of the procedure of curriculum development and teaching practice. Traditionally the curricula set - especially in the Hungarian education which follows the Prussian system - relates to the aims of the education, the frameworks of the learning-education process, the selection and arrangement of teaching content and the requirements towards the students. The planners of the Hungarian curricula think mainly in terms of subjects and do not try to turn the results and thinking mechanisms of certain sciences into practice (Körkérdés a szociális munkás képzésről 1992). The documents representing the curriculum-theory of British origin give a broader view and beyond the above they also include the philosophy of education, a definition of the needs underpinning education, the system of relations between the students and education, the teaching-learning strategies (discovery or experiential learning) applicable in the process of education, the resources of learning and the systems of evaluation etc. The curricula means the content and locale of learning in a wider academic context and the learning experiences of students and school environment are also

important aspects of education (Benner 1984, Coulshed 1992, Dewey 1938, Doel et al. 1996, Kelly 1999, Kerr 1968, Kolb 1984, Skilbeck 1976, Stenhouse 1975).

4. 1. Curriculum models and orientations

In constructing the curriculum of social work education, according to Hegyesi (1999), there are two main tendencies in use in the world; partly the so-called theory-based building and, on the other hand, the student-educator-service based ones which focus on the needs of the profession and those of society.

Kelly (1999, p.71) presents a detailed analysis of curricula as content, product, models of curricula and the development thereof. This research agrees with Kelly's contention that the curriculum can be interpreted as a process and development. In the model of process development clear goals and underlying principles are needed for both the development and the execution of an education curriculum.

"Thus the developmental model of curriculum planning goes beyond the process model in that it not only advises us to base our planning on clearly stated procedural principles rather than on statements of content or of aims and objectives but, further, it suggests that we should look to a particular view of humanity, of society and thus of human development including, crucially, social development as the source of those principles" (Kelly 1999, p.87).

The research can agree with the thoughts about the social dimension of the development too since there is also a special ethical development within a democratic context in the education process, in which the needs, interests, and growth of students stand in the focus. ". . . the education provided must be focused on

ensuring the emancipation and empowerment of every individual, on developing a real sense of involvement and control of the social context of one's life" (Kelly 1999, p.89). The concept of developmental can be applied well in social work education since it expresses intentions, principles, values and content as well as the complex process of dynamic interactions between the teacher and his/her teaching.

Kelly (1999) talks about three conceptual models of curriculum planning and development.

- In the first the acquisition of knowledge is discussed from the point of view of economic benefits. Within this model, content is of key importance, this is an sort of 'usefulness model'
- In the second, the chief question is how goals can be achieved, i.e., how to choose content in accordance with goals. This is a sort of 'goal-oriented model'
- In the third, goals are transformed into procedural principles in order to foster human development and the focus is on defining content, which will foster development. This is a sort of 'developmental model'.

The opinion of authors of the present research is that possibly the goal-oriented model, but preferably the developmental model, should be followed in social work education.

The study of Shane and Tabler (1987) involves approaches representing remarkable curricular taxonomies. They speak about the regressive approach based on theoretical rationalism, which means high (and mainly) intellectual demands and classical

humanistic style for the students recruited in the majority from the elite. They also speak about the conservative approach based on existentialism, putting the emphasis on the education of masses, the cognitive processes, the preservation of values and the style of strict discipline.

Shane and Tabler prefer - within the prevailing social conditions - the progression based upon individual differences, as well as the innovative liberal and analytic approach asserting the psycho-social needs; on the other hand the experimental approach underlines the relevance of social reconstruction -where the curricula meet social needs. They also mention the regenerative approach based on reconstructionalism and striving for radical changes, favouring self-realisation in the learning-process and representing a psychosocial humanist style. It gives special emphasis to a substantial reform of learning content producing a new, radical form completely different from the existing ones. Finally they also mention a combination of the above, a kind of eclectic approach which depends on the age of the students, their cultural background and the features of the different studies taught.

Help for further thinking is rendered by Hemeyer (1985) who distinguishes between the following plan models: conceptual, showing the theoretical systems for a certain curriculum, legitimate concentrating on the balance between compulsory and optional subjects; openness-closeness, process-regulating, putting the emphasis on the interactions of students and interpersonal relationships; creative-innovative and structural concentrating on the issues of 'what, how and in which structures to teach'. Choosing the adequate model means hard dilemmas in the development of social work education schools. By this research it is most rewarding to concentrate on the future-oriented models such as the liberal, the experimental, the regenerative, the legitimate, the process-

regulative and a high-level combination of these; also understandably the eclectic one.

Based mainly on the British and American literature Bognár (1996) gives a comprehensive review and analysis of the philosophy of the curriculum-approach and curriculum-development, further on the orientations of the latter. In her study she highlights the systemic functioning of the training and the leading-theory/philosophy-led system – namely how the leaders in education think about the students participating in the training, the knowledge to be mediated and to be acquired and the outward – environmental and cultural – circumstances. Furthermore she introduces the instances of the process of curriculum-development '(Chapter I)', (Körkérdés a szociális munkás képzésről 1992).

Regarding the relationship between the students and teaching content Miller and Seller (1985) basically describe three characteristic orientations in the development of education. 'Transferable' builds on obligations, considers cognitive factors as important, focuses on the verbal communication of facts and data, structures the content of education and curricula strictly according to the inner logic of sciences and places special emphasis on external evaluation for control purposes. The 'relationship-building' orientation wishes to prepare the students for real life in education and stresses the importance of affective and psychomotor factors as well. Thus the students are confronted with all sorts of theoretical problems, the learning of problem solving and management and the development of competencies to this is central and actually the basis for evaluation. They do not offer sealed knowledge but as a consequence of the complexity of the problems the curricular frameworks are flexible and can be more easily made interdisciplinary and inter-professional. The 'transforming' orientation starts out from the full personality of the students who, making use of their inner values and those of their environment, continually

develop. They themselves therefore freely choose the material they think would be important and essential for their studies. Mostly in the framework of project learning they have the chance to change their environment.

The curriculum development orientations described by Miller and Seller (1985) can not only be used in the different areas of education, but they are also perfectly suitable for the analysis, evaluation and total and actual development of the social work education and curricula. They also contribute significantly to the dimensions of thinking required for development. In the opinion of this researcher all three orientations contain certain elements that can give points of reference for education at all levels. In social work education it is necessary that the curriculum should be regulated by the lecturer and only by educators for the full mobilisation of the students' psychic functions. For the flexible curricular frameworks, it is especially important to take account of the whole personality of the student, the closer or wider environment of education and the management and solution of problems. Changes in the environment are thus a central feature of education whilst the assessment of results and the development of a variety of frameworks and approaches is also essential. The systematic ordering of the Miller and Seller (1985) orientations is a splendid tool for the comparative content analysis of the chosen documents of the sample, but it can also be used to determine and solve the dilemmas associated with courses and their development.

In the UK, curriculum planners and course organisers follow rich literature and handbooks. They give detailed information about the factors that contribute to an effective curriculum and the different approaches and processes of curriculum planning. Stenhouse's (1975) and Skillbeck's (1985) 'process-models' can be applied well in social work education. This puts special stress on the main phases of planning, elaboration, implementation and evaluation, the

analysis of the situation, various definitions, the overview of developmental documents, the process of accreditation of courses, the structure of programmes, the requirements of implementation and monitoring, evaluation and the reconstruction of experiences. From the above it can be seen that as elsewhere, curriculum and the process of educational development can only be interpreted together in social work education by this research. At the same time the different approaches, orientations and models involve dilemmas for educational development (Bare and Gosby 1999, Bournemouth University 1997, Körkérdés a szociális munkás képzésről 1992).

4. 2. The Hungarian situation

In Central-Eastern Europe and in Hungary, the curriculum approach has not been present typically in Higher Education. The planning of curricula has not meant more than the planning of the contents of different subjects. Curriculum planning and change is, currently, a huge task as work is continuous in discrete universities/colleges. The Hungarian Law for Higher Education, reflecting a mixture of the Prussian and English approaches concerning the official regulation of education and curricula, thus uses a peculiar dual system.

The Hungarian higher education regulates the different types of national education through the so-called 'qualification requirements'. The advantage of this output and framework regulation is that it leaves loose boundaries for the basic features of the different studies. At the same time it is 'food for thought' that the definition of the ratios between the main fields of education cast the shadow of some disciplinary orientation for the planners of curricula and education programmes. The curricula at school level will be compiled by a staff of teachers/lecturers of a school or department. They determine the detailed aims, contents, methods and requirements for studies, which make up the subject/study

programme for departments or individual lecturers and practice teachers.ⁱⁱ

As can be seen from the above, the professional and regulatory autonomy for the educational institutions and their lecturers, practice teachers is substantial regarding teaching defined content, inside phasing of the material, its structuring and methods, the definition of the requirements. However, there are different dilemmas involved in decision making situations, too. It is a question, how the combined effects of the 'softer' central and the 'harder' school and teacher-based regulations in the resulting curricular documents influence the main characteristics, changes and development of social work training. It is also questionable, whether in the education types examined it is rather the theory-based or rather the need-based curriculum building, or a combination of both of them that come first '(Chapter I)', (Stubs 1996).

In the Hungarian literature, which deals with the present issues of higher education, particularly in works about the introduction of the credit system, the requirement clearly arises that higher education should comply with the needs of the labour market. There is a very valuable practice in Britain that shows how intertwined social work education is with social work there: educational considerations constitute a significant factor in the establishment and implementation of various professional developmental projects (Budai 1995, Derényi 1999, Hume 1999).

Summary: Following existing Hungarian traditions and practice, and in order to facilitate the analysis, this research uses the terms 'curriculum', 'regulation documents' (containing qualification requirements), course and study, which are then always interpreted in accordance with the culture of the country in question. It attributes special importance to the permanent activity of developing the education and curriculum, which implies a peculiar sort of 'culture'. It

interprets this culture as a mixture of three things. The curriculum and education development means firstly a multi-dimensional analysis of the causes of, and necessity for, permanent change. Secondly a multi-dimensional investigation of educational philosophies, aims, contents, strategies, methods, evaluation etc. Thirdly a systematic approach to the developmental and change process and co-operation with all the participants of the education and the experts of curriculum theory.

5. Social work and social work education in the 'inter-approach'

5. 1. The 'inter-approach' and social work

It is an inevitable fact: A substantial part of social work is derived from other areas of science (personality theories, social psychology, family sociology, social policy, social anthropology, economics, law, health care, education etc.) from which experiences and elements are used. At the same time, as mentioned earlier, some researchers of social work draw attention to the importance of the establishment and development of social work as an independent discipline. It is often the experience in human professions that it is the reciprocity between the human being and its social environment, which gets lost. This together with the holistic approach is the very essence of social work - we must deal with the human being and its environment in its totality, complexity (Clark 1996, Fisher 1997, Lüssi 1992).

“If we continuously see the world only in its parts, and only from the perspective of our present institution, then we only examine it through a reduced perspective of our eyes, and if all of us examine everything from this reduced perspective, and all of us have only reduced experiences and a limited understanding of the questions - we won't but deteriorate the

whole of community service” (Hume and Sharples 1995, p.55).

This is a very true statement. It can agree with the formulation of Varsányi (1996, pp.125-126) too: while other disciplines have more compact, systematic and in certain cases more static knowledge, the knowledge of social work is basically created in the process of mediation and the management of problems, therefore it is substantially more mobile and flexible. “At the bottom of activities aimed at another person it is not propositions but questions, the motivations of the acting person directed towards itself that are present”. This derives from the essence and role of social work, as well as from its position among other areas of science and professions.

Social work has the:

“. . . further characteristic, that knowledge can never be bound to a leading discipline, as the suffering person, the person not able to overcome its own difficulties cannot be approached one-sidedly. We can expect from the future professionals of the trade that while carrying out their professional activities they are able to integrate the mosaics of psychology, sociology, pedagogy, medicine and other scientific areas important for social work, and can transplant it into a homogenous concept of action” - writes Gáspár to the point (Gáspár 1999, pp.78-80).

The situation in Hungary is similar to that of Germany regarding the existence of a more integrated approach and adequate action that can be expected from the future professionals first of all. “Social work as an integrating profession, interprets reality as social order and elaborates an adequate answer for its treatment” (Hegyesi 1997, pp.145-146) (see also Ferge 1986, Stubbs 1996).

5.1.1. The beginnings of the inter-professional approach and practice

Precedents for the 'inter-disciplinary' and 'inter-professional' approaches have been present in the UK since the 1960s, in the form of collaboration between different professions, i.e. health and social care. Pietroni (1994) gives a good overview of the successes and uncertainties of this process and the factors which fostered development. Many researchers and experts have shown that professional stereotyping is common among social workers, physicians, nurses, teachers etc, while different professional groups have different interpretations of the same concepts, i.e., 'problem,' 'communication,' 'evaluation' etc. The analysis of different professional values has lead to the definition of the most important values of inter-professionality. This research agrees with Strauss's (1962 cited Hume verbal communication, 27 October 1999) reference:

“. . . professionalism is a barrier to the development of inter-professional teamwork and collaboration among occupations, as each profession holds on to its own professional view, so as to foster disputes and semi-autonomous sections rather than co-operation.

In order to break down these professional barriers and so facilitate effective inter-professional teamwork and collaboration, debates concerning the possible pitfalls must be encouraged. Opportunities to explore language, ideologies and values should be included in any educational programme. Exploration of stereotypes and perceptions of different professional groups can be useful”.

Marshall et al's (1979) observation is also appropriate:

“The need to bring together separate but interlinked professional skills has increasingly arisen in response to growth in the complexity of health & welfare services, the expansion of knowledge . . .” (Marshall et al. 1979 cited Leathard 1994, p.7).

Over time, several inter-professional initiatives, plans, projects and courses were born in the areas of health and social care in the UK e.g. plans for health promotion, to organise different services through the community, health promotion, health improvements at settlements and organisations, collaboration between organisations etc. The explorative and analytical studies about inter-professional activities deal with many issues including competence, the ‘toolkit’ of knowledge, necessary skills, models, the anatomy and difficulties of teamwork. Today rich literature, development-research-education institutes (Centre for the Advancement of Interprofessional Education in Primary Care, CAIPE, London; INTERACT in Scotland) support inter-professional activity. Politicians eventually recognised the advantages of this and they began to pressure the persons at the top of professional hierarchies (lawyers, doctors etc.) to pursue inter-professional activity (Leathard 1994).

5.1.2. Main characteristics of inter-professional activity and social work

Professional literature uses approximately 50 different concepts to distinguish between various types of inter-professional work; concept, process and institution-based, structural, professional leadership, egalitarian teams and managerial. Based on this, the essence of inter-professional work is that the representatives of different professions pool their knowledge through communication and common activity and use the beneficial effects of team dynamics in order to achieve the common aim/cause. Consequently,

their expertise is multiplied to achieve higher quality and to share their common knowledge. Professionals need to show great respect for each other for this kind of teamwork to be successful. All participants must accept that everyone has his/her own profession, none of which is superior to the other. They have to give up certain professional competencies and acknowledge the values and achievements of other professions. The prerequisite of inter-professional activity is to be an expert at one's own profession and to identify with it completely.

According to Peck and Norman (1999), who have a deep insight into the collaboration between the representatives of different professions, the differences between the culture, values, development and interests of various professions make common education rather difficult. In their experiment, made with the participation of psychiatrists, nurses, social workers, work therapists and clinical psychologists providing in mental health services to adults, the different professionals aimed at the mutually expected responsibility, roles, connections between role and the issue of 'who can collaborate with whom'.

The advantages of inter-professional work include the more efficient use of staff, constructive co-operation, a more satisfying work environment and a greater impact on society etc. Inter-professional work results in pragmatic, efficient, quality-oriented services since it can use resources successfully, decrease risks, resolve rigid professional frameworks and make the participants of the activity more motivated to change reality. The disadvantages of inter-professional work are that the prospects are not always clear; activities may have converse effects; it is time-consuming; leadership styles, languages, values and educational backgrounds may differ; professional competencies, identity and loyalty may be lost; negative and hidden prejudices may exist; and evaluation can

be difficult (large variety of concepts, compliance with the requirements of different professions) etc.

Contrary to this, inter-professional practice is basically holistic. A major task is given to the transgression of the borders and competencies of the individual professions in the interest of co-operation between the professionals; there is more economic planning, organisation and provision of the different services and as a result the sharing of responsibilities will be more transparent as well. This does not mean 'agreement at any price', but the constructive dialogues, debates, conflicts and their solutions may result in more successful and permanent solutions; these render its strength. Furthermore, based on the understanding and acceptance of someone else's role, the hierarchy and tension between the professions can be reduced (Hopkins *et al.* 1996, Hume 1999, Lewis 1999). Social work achieves real prestige if the social workers find their place and role in the inter-professional activity of the teamwork dealing with people. If they can prove that they are then able to take their knowledge of other professionals and make use of it in the work situation. If they are able to prove that social work is an inevitable element of the inter-professional team together with the activity of the social worker that elevates the profession to this height.

There are opportunities to establish and develop inter-professional work in Hungary too, because the social care system is not fully established yet and maybe it hasn't developed so far as to violate the interests of different professions, experts and institutions due to this kind of activity. This research must, however, consider the influence of rather different trends upon this process, as Lengyel (1999, p.137 and p.139) has clearly pointed out:

"It is a strange paradox that at the dawn of the new millennium this very approach, namely a universal field of

interest, the possibility to move between different walks of life, 'world redemption', a way of life, a revolution, seem to be in crisis . . . we seem to return to the age of hierarchies, a rigid division and re-division of the areas of life . . . Those who still keep asking questions about the whole appear to be looked down upon . . . asking questions about the whole is silly, unscientific and irrational . . . if everyone just did whatever his/her profession required, the world would work much better. If we could rationalise every little detail, the whole would become simpler too".

Várszegi (1999, p.139) adds very adequately:

"We see the problems of the world in the news on TV, listen to them on the radio. We are shocked, express our sorrow, criticise hard and judge, but it is not at all sure that we go far enough to ask the question, 'Where lies my personal responsibility, what could I do, and what should I do?' Let's keep a distance from these, this is not our business – that is the shared feeling of our generation".

This research holds that one of the essential component, challenge and opportunity of social work is the inter-professionality approach and integration, which involves many dilemmas.

5. 2. The 'Inter-approach' in social work education

Basically, the social work education must take into account the democratisation of science and its tendency to become more pragmatic and integrated into services. Furthermore, it has to mind the increasing specialisation and differentiation within the related fields and social sciences and, as we analysed in the previous sub-chapter, the realisation of a holistic and/or 'inter' approach that is

necessary for social work, and the reasonable conciliation of the two.

Studies regarding inter-disciplinary and inter-professional education can mainly be found in the British literature. Important conclusions can be drawn from the comparative table of Berger (1972), which directly compares universities with traditional systems to inter-disciplinary ones '(Figure II/2)'.

Comparison of the traditional and inter-disciplinary university systems according to Berger

Figure II/2.

	Traditional university	Inter-disciplinary university
Education	'Childish' abstract	Life-like, concrete
Aims of education	Knowledge	Know-how
Quality of contents	Outdated knowledge	Renewable knowledge
Teaching method	Repetitions	Discovery
Main emphasis	Contents	Structures
Basis of education	Passive intake of academic systematisation of knowledge	Continuous, critical and epistemological refusal
University	Sticks to 'isolation', shapes 'absolute' knowledge that kills life	Bridges the gap between university and society, real knowledge
Requirements	Hierarchical, rigid, descriptive System	Reconstructable base, strives for the perfect
Preferences	Isolation, competition	Collective activities, Research

Source: Berger (1972 cited Casson, 1982, p.11)

Essentially, the category of an interdisciplinary university encompasses the characteristics of modern education. It is evident that the table is also a good point of reference for the examination and analysis of social work education. Casson (1982) carried out detailed research into the classification of the types of curricula and carefully analysed the interrelationships of the disciplines within these. This research can agree with his statement that inter-

disciplinary relations are not primarily defined by the inherent contents of the disciplines themselves, while the relations and structures within a given school have a considerable influence upon the education. The beneficial effects of a school environment that accepts and supports inter-disciplinary education are therefore obvious.

5.2.1. Inter-professional education

Inter-professional work is a very big challenge for social work education since it can move schools away from a narrow, one-sided education. It is well known that professional education is often limited by stereotypes, attitudes, registrations and organisational frameworks. Inter-professional education which lacks hierarchy, which builds to the reflections and focuses on improving communication, sharing individual learning experiences, and is based on attempts and confidence in each other, aims to transcend the above mentioned boundaries in a more collegiate way. Students are highly motivated by taking part in 'real work'. The participants of the education can take part in projects that improve quality and inter-professional activity receives its meaning through their own practice. Headrick et al. (1998, pp.771-774) define the essence of inter-professional education very precisely: "...not to produce khaki brown generic workers, but rather a richly coloured tapestry within which many colours are interwoven to create a picture that no one colour can produce on its own" (Barr et al. 1999). Using different terminology, the WHO Study Group's definition of multi-professional education (1998), cited in Goble (1994, p.176) is also noteworthy:

"... the process by which a group of students or workers from a health-related occupation with different educational backgrounds learn together and collaborate in providing promotive, preventive, curative, rehabilitative and other health related services ..."

The core advantages of inter-professional education were pinpointed by Bartholomew et al. (1996, p.8) as follows:

“... it can be built on and extended in the feature of

- Helping to break down barriers to inter-professional collaboration. . . critically examined occupational cultures. . . come to a better understanding of, and greater respect for, each other's roles
- Stimulating collaboration between professionals at different levels and in different contexts
- Providing an innovative and adaptable model by developing a core curriculum. . .
- Making a direct contribution to the development of competence based on assessment in all aspects of practice teaching
- Helping to develop networks for information exchange and bringing together different interested parties; and
- providing useful evaluative material on the planning and implementation of joint training. . . ”

It can indeed mean a kind of breakthrough for traditional forms of education to integrate the acquaintance with the similarities and differences between professional roles, the motivation for collaboration between professionals, the similar and unique competencies, the search for common interests, networking and information exchange into joint types of education (Hammicle 1998).

On the other hand Winyard (1999) also has a point when he demonstrates the disadvantages of inter-professional education using the following arguments. Its skills are difficult to teach, it is hard to co-ordinate different types of education within a curriculum and reconcile different professional identities and loyalties with each other, and educational change cannot work in isolation, i.e., the operating method of the workplace needs to be changed too (see Notes for details of inter-professional courses).ⁱⁱⁱ

5.2.2. Integration and complexity upon common problems

Organisers strive to prepare students to face common problems of different professions in an integrated way in different education. For instance, the family doctor, nurse, social worker, manager and therapist take part together in education for the tasks of primary care; or in the case of courses for child protection teachers, social workers, paediatricians, lawyers, policemen, probation officers etc. participate together. Combined courses have also been launched, e.g., courses for community nurses and social workers, or for community nurses, occupational therapists and social workers. Weinstein (1994) mentions joint training in community service for the education of specialists for children with learning difficulties, child protection nurses and practice teachers (Hopkins et al. 1996).

Inter-disciplinary and inter-professional education can be initiated and realised through the introduction of complex studies and different kinds of integration besides focusing on problems. By increasing the proportion of complex studies and modules one can ensure an organic unity between the disciplines, between theory and practice and between individual exercises, as well as highlighting relationships and making the connection between things, phenomena and processes according to higher aspects. According to the interpretation of Lowy (1971), the integration of the participants of education with the various aspects of the teaching

material, as well as integration, lead to a more sensible and easier learning process. A good resource in this regard is the idea of Casson (1982) that two types of knowledge may be distinguished within education. This can constitute an additional consideration for the development of curricula.

Summary: Without doubt, social work education has interdisciplinary and inter-professional characteristics. This also serves as a good basis for inter-professional education and lifelong learning aimed at inter-professional activity. The Hungarian social work education has just a few examples for the 'inter-approach' and spirit, incorporating it therefore offers a very promising opportunity – particularly in the field of communicating knowledge - but, at the same time, it also involves various dilemmas for the staff of the different schools (Somorjai et al. 2001).

6. Approaches to the curriculum and educational development and to solving dilemmas

6. 1. Reflective and system-approach in educational development

Curriculum and educational development have to be regarded as permanent and reflective processes, but at the same time also as systemic activities in this research. Thus it can incorporate the following elements '(Figure II/3)':

- Analysis of the situation, assessment of the needs of students and social services
- The definition of professional and educational identity, regarding professional orientations
- The definition of the aims and tasks of education

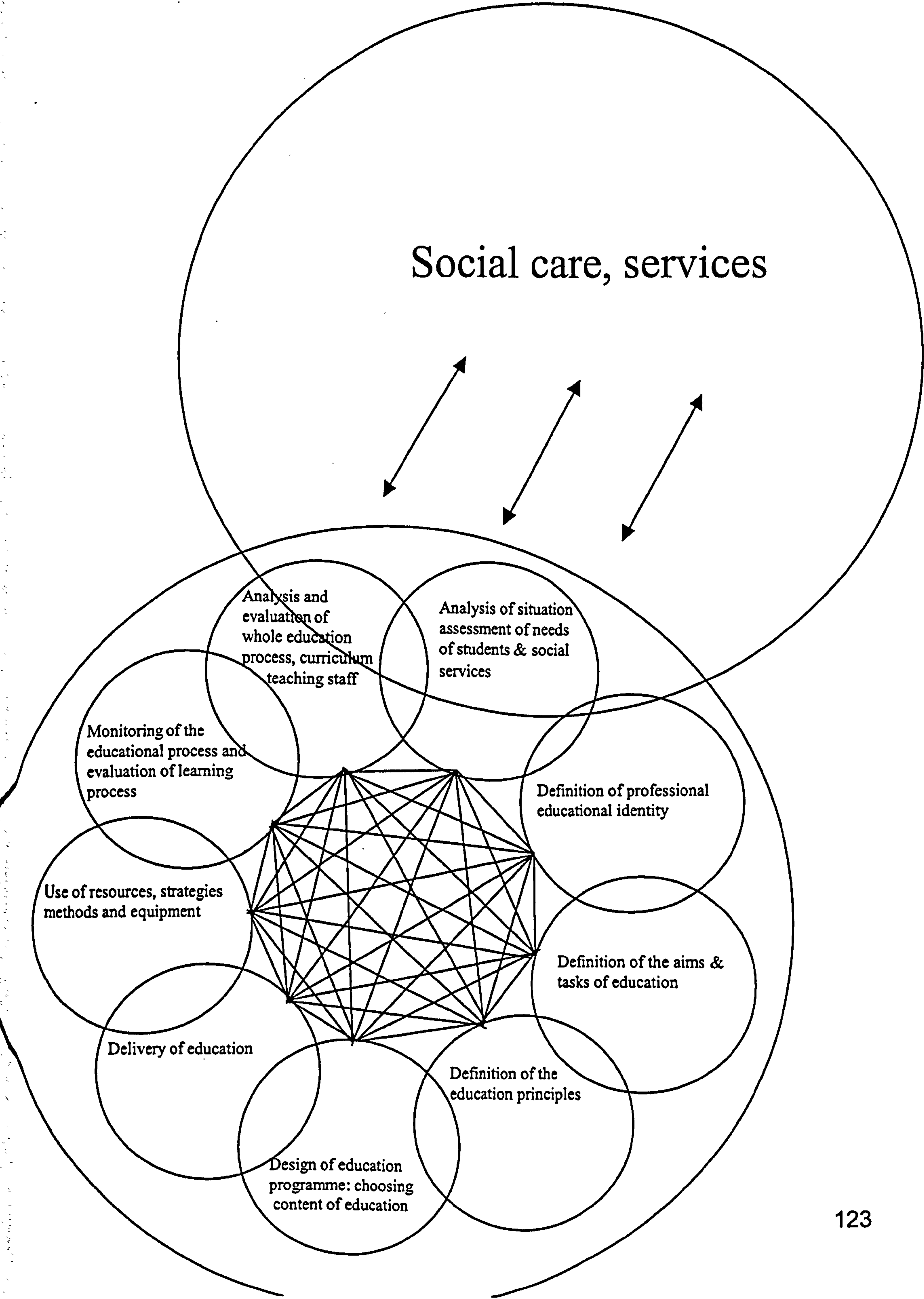
- The definition of the principles of the education
- Designing the educational programme: selection of content of education
- Delivery of education
- Use of resources, strategies, methods and equipment
- Monitoring the educational process and evaluation of the learning process
- Analysis and evaluation of the whole educational process, the curriculum and activities of teaching staff (Schön, 1991).

The different elements of the reflective development procedure-(system), linked to each other very closely, mutually define and inspire each other and constitute a logical line as well. The modification or change of an element has an impact upon the whole of the system. So for example, the aspects of professional orientation do not only mean the coincidence of student/teacher interests, the creation of a broad scale of studies to choose (options) and the educational or organisational aspects of these, but also the development requirements relating to the students' abilities of choice and decision-making. This can also cover the directions, the strength and the individual character of the educational staff and the institution, which differentiates them from other institutions. All these are of course closely related to the lecturers' views on the profession, their professional identity, the curriculum structure, to the contents of education. In all certainty, it does not need to be explained at length, if the principles of the realisation of the

education contain the formula the primary role of the teacher is to control and manage the learning process. This will basically influence the students' place, role in education, the way of selecting the material and the systemic or whole education process.

Figure II/3.

The process and system of curriculum development



Process also means a kind of combined linearity and reflectivity. The second element follows the first, the third follows the second, it is advisable to take certain steps one after the other. Therefore the completion of one curriculum development phase is at the same time the beginning of a new one, but of higher level in quality. However, one can only speak of real development, if the different elements (sub-systems) are not regarded as being static in themselves, but each represents a certain kind of development process. The contents of education are subject to continuous analysis, the system of assessment/evaluation is always subject to continuous debate and the aims of the education also flexibly alter following the change of social needs.

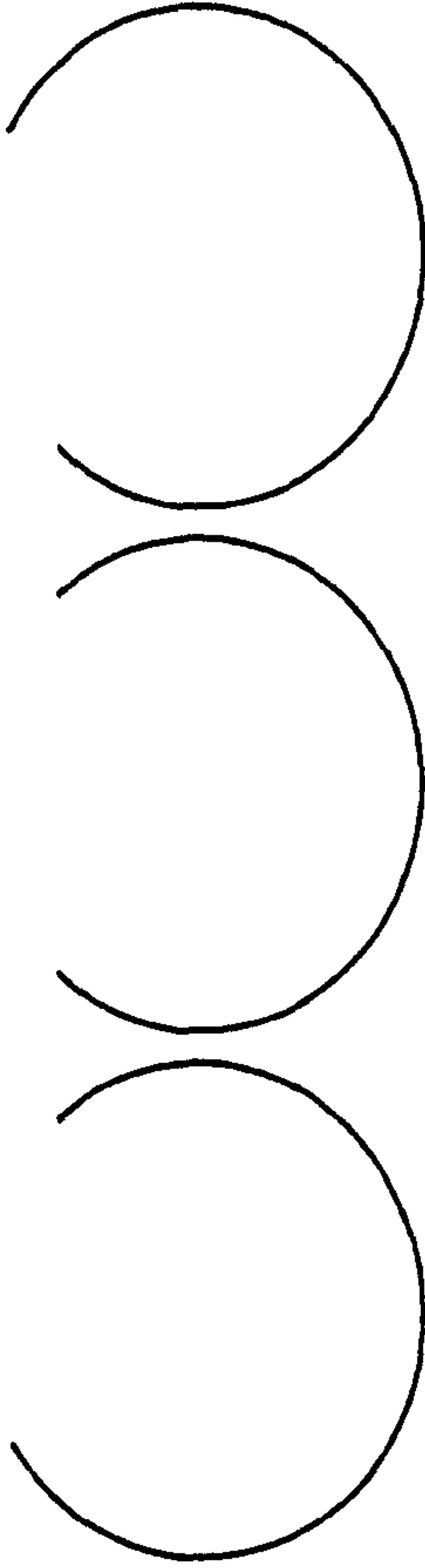
Instead of the traditional Prussian educational system this research rather follows the British curriculum approach and the application of modern, advanced methods (for further details see above section 5 in this chapter).

6. 2. The possibilities for developing the 'inter-approach' in social work education

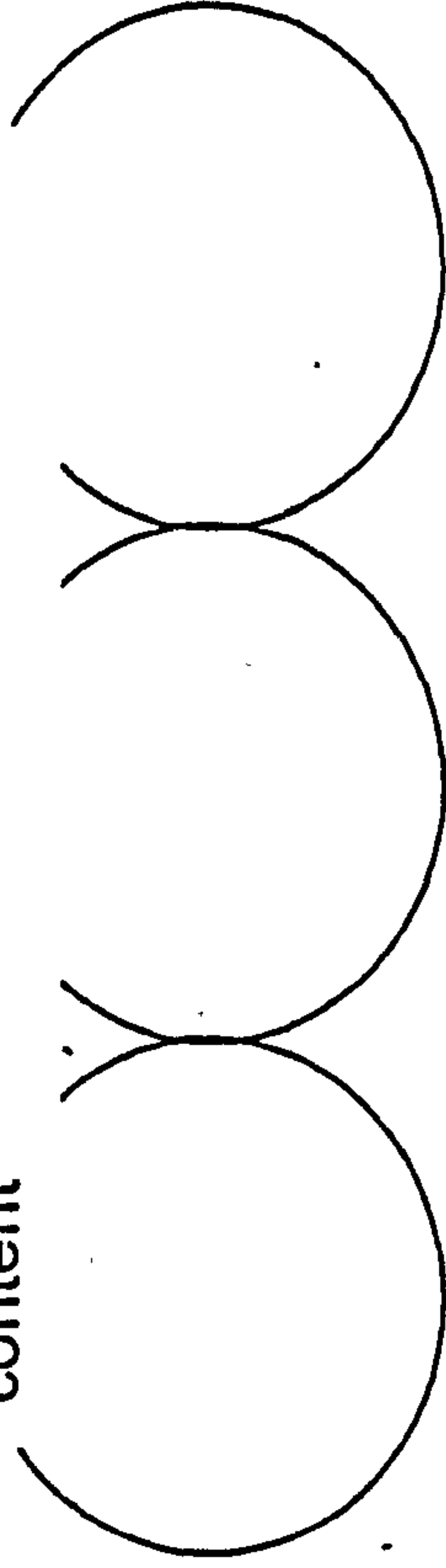
As part of this research 'Figure II/4', titled 'Social work education reflected by different disciplines and professional relations' shows the theoretical framework of the existing relationships in interdisciplinary and inter-professional education. Each circular unit represents one discipline and/or profession. It can be clearly seen that inter-professional education provides the most possibilities for the connection of disciplines and professions.

Social work education reflected by different disciplines and professional relations

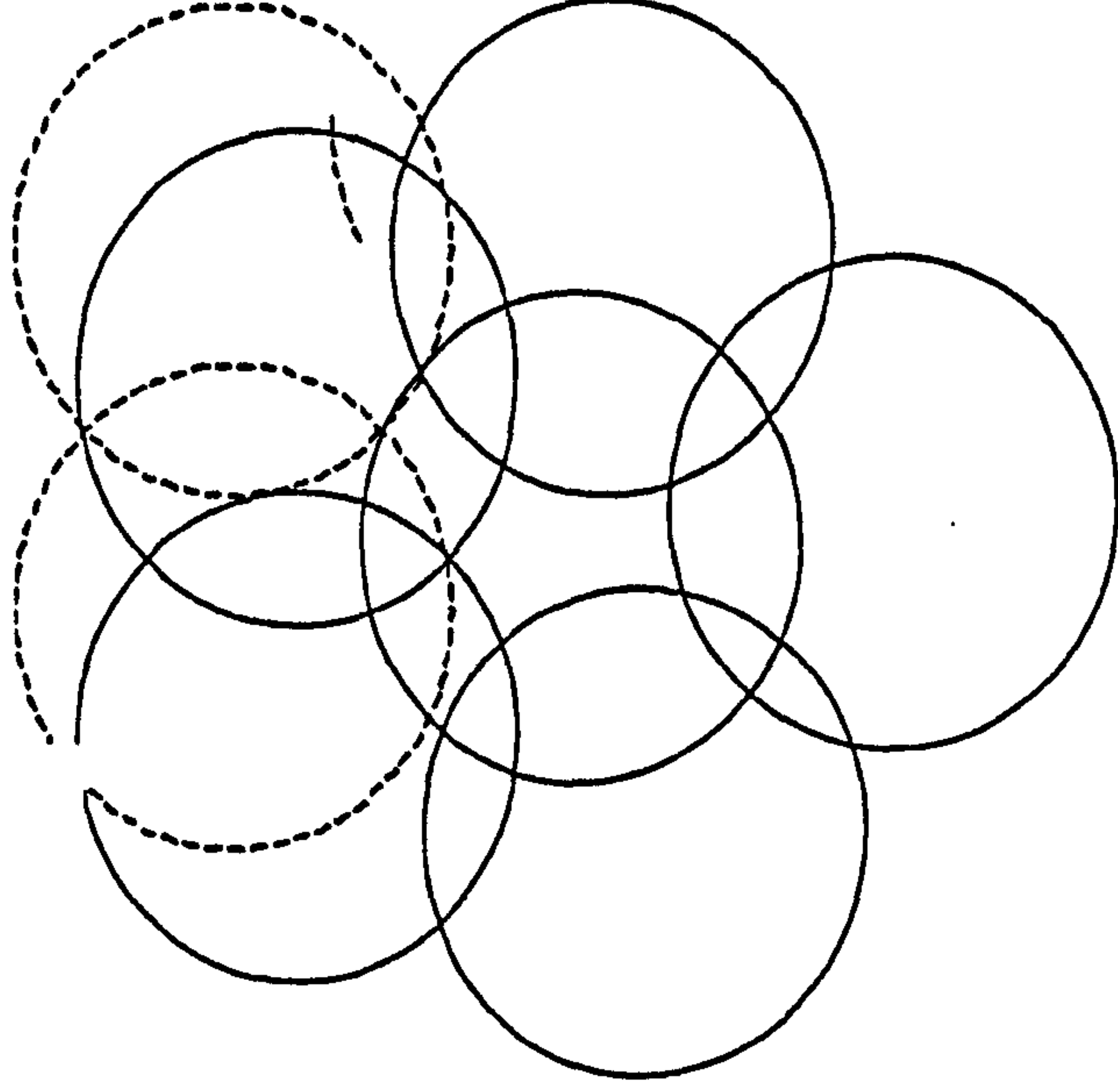
1. Uni-disciplinary education only



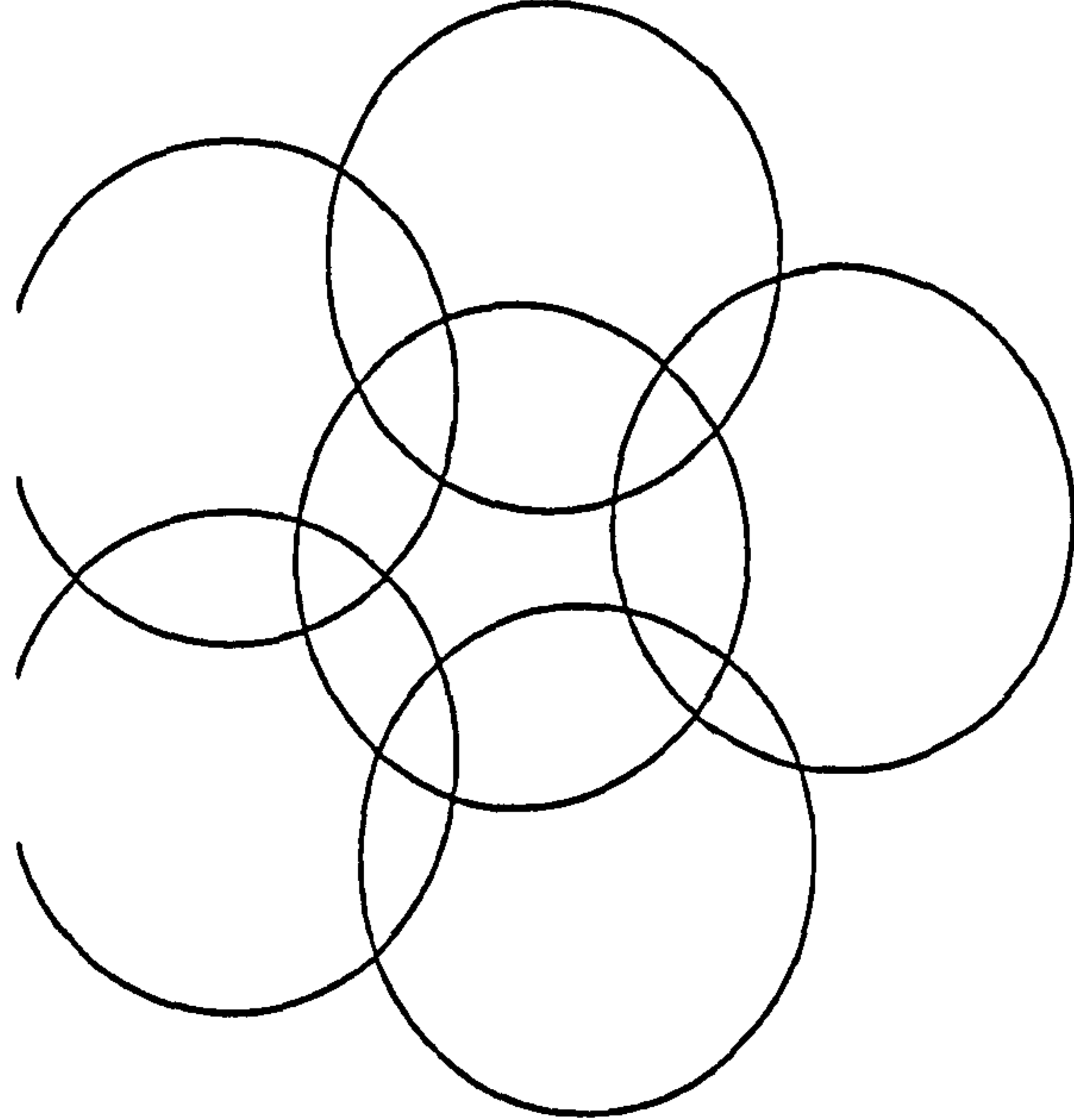
2. Disciplinary education with surfaces of content



4. Inter-professional education



3. Inter-disciplinary education



'Table II/2' visualizes the development process of the inter-disciplinary and inter-professional education. It shows the different types of integration and how they can be assigned to the different levels of social work education. Integration is feasible within given disciplines and between theory and practice in the so-called introductory and in-depth phases of the education. Additional integration is possible between different practices in the in-depth phase, while the chief area for integration within the integration phase is, again, between theory and practice. It must be stressed that this is only one example; naturally, many other models of the education process are possible.

Major steps in the development process of the inter-disciplinary and inter-professional attitudes in social work education

Table II/2.

Levels of educational process	Integration between theories	Integration between theory and practice	Integration between practices
Primary level	Integration themes incorporated in the disciplines for supporting the science-based approach (psychology, sociology, law etc.)	Connection of theoretical themes and practice within the disciplines for improving integration between theory and practice	
In-depth study level	Integration themes and subjects between disciplines for highlighting social work related questions <ul style="list-style-type: none"> - i.e. 'Roles and Relationships' - 'Social work problems by age' 	Connection of disciplines and practices for providing professional orientation 'Complex theory-practice project'	Practice between different professions for strengthening inter-professional practice
Integration level		Integration studies i.e. 'Current issues of social work'	

Another highly important consideration for the establishment and development of curricula within social work education is the question of how much and what types of content from the related fields

should be incorporated into social work education. For resolving this dilemma, a certain way of thinking has evolved in Hungary too, with the starting point to overcome the mistaken educational approach of producing 'minor' psychologists, 'minor' sociologists and 'minor' lawyers. The question is: "How much material do social workers need to take over from sociology, psychology and other disciplines?" Once there is an answer to this question, the content must be transmitted into social work education '(Chapter I)' (Adams 1998, Pőcze 1993).

7. Summary

The key terms and concepts of the research material have been analysed in this chapter within a broad context and in relation to the connection of dilemmas explored in the literature and by conceptuality. This research provides appropriate points of reference for further studies by the explicit definition and differentiation of basic terms and notions like 'education and training', 'academic and professional education'. Also considered was the detailed analyses of different approaches to the 'professional knowledge of social work' mediated in social work education, the interpretation of curricula, the essential features of curriculum and educational development, inter-disciplinarity and inter-professionality (IFSW 2000).

From the analysis of the literature follows the difficult question: whether social work falls in the category of a scientific discipline, or rather it is a scientific-background based skill or expertise easily applicable in practice. The deep-rooted existence of the gap between the so-called theoretical and practical subcultures is a factor, which adds to the difficulties of the professionals. Another important issue is how we can continually refresh and update the acquired and extended knowledge mediated through education in order to make sure that outgoing students and practitioners will have

relevant knowledge and will not be overwhelmed by irrelevant theories.

Analysis of the literature concerning the communication of knowledge also involves important dilemmas. The basic document of the education process is the curriculum, which reflects the mentality, philosophy, knowledge and expertise of curriculum planners and educational dilemmas, but also provides points of reference for the solution of the different dilemmas.

Inter-disciplinarity and inter-professionality are not merely terms for defining knowledge in the field of social work, but they are essential to the concept of knowledge in social work itself. Reality cannot be described in a disciplinary way – the complexity of problems, situations and individual cases defies disciplinary boundaries and calls for an inter-disciplinary approach, attitude and examination. The collaboration between professionals and the promotion of the education of social workers is only possible by the application of the approaches of inter-disciplinarity and inter-professionality. Inter-professional work can be communicated only by using inter-disciplinary and inter-professional methods, which involve important dilemmas for the educational staff. It can be stated: The analysis of the professional literature has contributed to a more profound understanding and to the further analysis of the three highlighted dilemmas '(Chapter I)' of this research. Furthermore this chapter provided some theoretical underpinning for resolving the dilemmas between professional knowledge, curriculum development and educational development.

Notes

i There are different interpretations in the thinking of the professionals and in the literature for the notions of knowledge, competence and expertise and their relations. Starting with the 1980s, and especially since the 1990s, there is growing emphasis on the so-called 'competence-based' approach within social work

education besides the traditional 'knowledge and attitude-based' approach - a change that follows the general shift towards interdisciplinarity. This approach builds on the holistic nature of social work, the social and economic environment, social management skills, other skills attached to project-work (information, engagement, organisation, action, communication, politics) and the integration of different social work roles (Barr 1998).

Some researchers state there is no real difference between knowledge and competence, because both have equivalent amounts of behavioural reference, i.e. it is performed through an activity (Henkel 1995).

Based on the experience of the researcher there are differences between the notions of knowledge, competence and expertise. Basically knowledge can be acquired in the school-system-type education, and applied in practice. Knowledge also involves the background information of a certain profession or trade, in the case of social work e.g. social policies, law etc., it includes vision the undergraduate or graduate student has about the broad areas of the profession, with a view of social changes and connections, namely whether the student is able to elevate his/her knowledge, critical attitude to the level of society (Clark 1996, Cooper 1992).

Several researchers agree that competence can best be shown by proving the level of development of some practical skill. In the British practice the presence of competence is prescribed by national employment standards – the Hungarian services do not have such standards as yet. Though Fisher (1997) adds: 'concerning the professional knowledge of social work and its transmission a task-centred approach seems to be more effective than the competence-centred one' (Fischer 1997, p.20). The interpretation of the American Parsons (1994) contradicts the above statement; he puts the main emphasis within social work knowledge on the process itself.

Expertise can be interpreted as universal knowledge of higher, more superior quality and perspective, while this kind of expertise thinking is effectively marked by the topic of the 1999 Conference of the European Association of Schools of Social Work (EASSW 1999) 'European Social Work: Building Expertise for the 21st Century', in other words without a higher level of expertise social work and its education cannot step into the next decade, or if so, its operations will have less social efficiency. On the other hand expertise may also mean profounder knowledge in a special professional area.

ⁱⁱ In education the qualification requirements contain the definition of the training, of the main areas to teach and the ratio between them, the study period, the minimum number of lessons the equivalent level of output, the number of subject units, credits prescribed for the subjects of the final exam and thesis exam, the compulsory exams, and course-unit examinations, the assessment system of the knowledge, the requirements for the final exam . . . thesis paper, the level of schooling, qualification, and its title.. „ . . in primary education, . . . the detailed requirements of education and studies, the detailed rules of the training - containing the training phases and relations and also the credits for partial studies, further the forms of knowledge-control built on each other, are contained in the syllabus, the study programmes define the scope of knowledge to be acquired within the framework of the individual subjects. . .”. (Magyar Köztársaság Parlamentje 1993a).

ⁱⁱⁱ In the 1990s several British universities (Anglia, Bristol, Croydon, Exeter, Gloucester, Humberside, Manchester - Metropolitan, Northumbria, South Bank University etc.) made attempts to introduce different forms of inter professional education in the area of higher education.

The shared learning model, for instance, means a multi-disciplinary context education of two or more professions. They usually have a common programme for all participants, while participants learn special professional elements separately. Reflection on the different views of the representatives of different professions is emphasised. Such education methods have been tested at the University of Adelaide (Australia), The Health University of Linköping (Sweden), University of Limburg (Maastricht, Nedherland), Dundee (UK) and MSc Interprofessional Health & Community Studies at Canterbury Christ Church College (UK) etc. The participants were nurses, physicians, occupational therapists, psycho-therapists, social workers etc. “It was shown that a shared topic and shared purposes were important ways of training for teamwork and focused people’s mind on the task rather than on their difficulties with each other”, writes Shakespeare et al. (1989 cited Leathard 1994, p.24).

Quincey (1997) describes an integration process applied in social education and nursing, where the individual elements of similar studies (i.e., social work, community care, nursing) can be integrated into one subject, while other elements remain independent within the special courses.

The inter-professional model is mainly used in England. It focuses on the inter-professional activity and interactive learning of different professional groups.

Chapter III

RESEARCH METHODS

1. Introduction

After conceptualisation '(Chapter II)' the following chapter outlines the methods of this research:

- Selection of research methods
- Strategy of sampling
- The research instruments
- The process of data collection
- Critical reflective analysis
- Ethical considerations
- Issues of data analysis and
- Methodological results, findings, dilemmas and problems.

Through this the systematisation of the methodological and problematic aspects of the research is attempted, inspired by a number of authors (Adams et al. 1978, Bell 1987, Bell and Roberts 1984, Holloway and Walker 2000). The research focuses on the development of Hungarian social work education and the dilemmas associated with it. Therefore it is useful to outline again the critical questions (issues) of this research: objectives, assumptions and examined dilemmas, which mean the research problem-system

together '(Table I/1)'. The 'Table III/1' gives outlines about connections between research issues and applied research methods, 'Table III/2' gives information about the characteristics of the main research methods (see detail: 2. point) and 'Table III/3' shows the full research process (see detail: 5. point) (Atkinson and Heritage 1984).

Connections between the main research issues and applied methods

Table III/1

	Research issues	Critical analysis of the literature	Observation	Unstructured interviews	Structured interviews	Practitioner interviews	Focus group interviews	Analysis of documents
Assumptions	Social work education has important dilemmas							
	Contradictions between practice and education							
	Difficulties associated with the theoretical background of curricula							
Examined dilemmas	Dilemmas regarding professional knowledge							
	Dilemmas regarding the curriculum and development of the education							
	Dilemmas regarding the transmission of knowledge							

* Note: shadow boxes show what kind of research issues were examined by different methods. Blank boxes indicate where a particular research method was not used.

The characteristics of research methods - Overview

Table III/2

Research methods	Characteristic of method	Who was involved?	Numbers of samples	What was examined?	When was it carried out?	How was it done?
Observation	Qualitative method	Researcher	7 Hungarian social work schools	education processes, activities, phenomena attitudes, feelings, motivation, reflections of research participants	- from 1990 out of research - mainly in unstructured and focus group interviews 18 months (January 1999 - June 2000)	notes, observation-log non-participant observation
Documentary analysis	Quantitative and qualitative method	researcher and 9 research assistants	7 Hungarian social work schools 1 British social work school 1 German social work school	Curriculum documents of each social work school (mainly curricula) Assumptions and the three dilemmas researched social work knowledge appearing in curricula	12 months (1999)	content analysis of documents
Unstructured interviews	Qualitative method	researcher and 2 research assistants	8 course leaders	general information on the status of social work education:	3 months (January - March 1999)	open-ended interviews
Structured interviews	Quantitative method	8 course leaders and 27 research assistants	55 interviewees: lecturers, practice teachers, students, graduating students	development, dilemmas interrelations of the social services and the social work education	12 months (May 1999 - May 2000)	Written form - structured questionnaires
Practitioner interviews	Quantitative method	27 research assistants	39 interviewees: key management, social workers at social services	knowledge adequate for social services and knowledge communicated by social work education	2 months (January - February 2000)	
Focus group interviews	Qualitative method	Researcher	20 interviewees: course leaders, lecturers, practice teachers, students, graduating students		4 months (March - June 2000)	Open-ended interviews

Research process and timetable

Table III/3

Research activities	1997 1.2.3.4.5.6.7.8.9.10.11.12. *****	1998 1.2.3.4.5.6.7.8.9.10.11.12	1999 1.2.3.4.5.6.7.8.9.10.11.12.	2000 1.2.3.4.5.6.7.8.9.10.11.12.	2001 1.2.3.
Preliminary studies	*****				
Initial literature review	*****				
Design first research plan	*****				
Preliminary collection of documents	*****				
Literature review		*****	*****		
Design final research plan		*****			
Observations	*****	*****	*****	*****	
Analysis of observations		*****	*****	*****	
Secondary data collection		*****	*****		
Analysis of literature and documents		*****	*****		
Interviews preparation and testing		*****	*****		
Unstructured interviews			***		
Structured interviews			*****	****	
Practitioner interviews				****	
Focus group interviews				*****	
Analysis of interviews			*****	*****	
Drafts of initial chapters			*****	*****	
Further literature reviews				*****	*****
Writing dissertation				*****	*****

Based on the findings introduced in 'Chapters I and II' the outlines of the motivational system and objectives of the research become more evident. By employing various indicators the researcher assembled the mosaics of the development of Hungarian social work education and in this way wished to arrive at new findings and knowledge. The researcher has examined phenomena of practice of social work education during the research of which a segment (social work education) of the reality (social work) become more apt for interpretation and the questions, tools and methodology of the research become useful assets and values (Broud 1994, Jarvis 2000).

The research which focuses mainly on the uniqueness and alternative understanding of certain elements, processes and the phenomena of social work education (like training schools, interviewees), has created a web of manifold links between the researcher and the reality from several points of view. The individual experiences, approaches and thoughts have been looked upon as highly important research values, which significantly shows that this topic has not been approached mainly in a quantitative or statistical way.

The differences have been analysed in this research in a holistic, but at the same time very careful, way. With a view to its main features this research is evidently mainly qualitative - or from a different approach an inter- or multi-disciplinary research (Denzin and Lincoln 2000, Rolfe *et al.* 2001, Silverman 1993).

This research has been focused on more pronounced dynamics, problem-orientedness, openness and complexity. The whole research is marked by pluralist thinking, by doubting, research from multiple points of views, analysis, interpretation and valuation. Whereby 'trap' situations - such as preconceptions and expressed wishes - have been carefully avoided (Hankiss 2002).

Since it is not possible to fully understand a constantly changing reality, one has to accept a type of 'post-modern sensibility'. The reader will never come to know every aspect of social work education in Hungary, but this research does attempt to give a more accurate and detailed description of the country's own concrete and narrow issues. (Hegyesi 1997).

The research attempts to implement a multi-method research combining both qualitative and quantitative approaches at the same time whereby the qualitative elements are more dominant, which are favoured by researchers mainly for the evaluation of different programmes and practice, for finding the value and for the evaluation of education (Ruckdeschel et al. 1994, Patton 1980, Salomon 1991).

In addition, qualitative researchers point out that qualitative methods have taught us very little about how and why programmes work (Greene 1994, Padgett 1998), and how the 'objectivist' and 'subjectivist' paradigms do not mix (Guba and Lincoln 1981, 1989). "Social work research is especially fertile ground for these types of studies, because we are interested in quantitative assessment of needs and outcomes as well as qualitative understanding of the lives of clients" (Padgett 1998, p.134).

The research has undertaken to map the development of social work education in Hungary in the context of the needs of social work and with the background of the examination of the main dilemmas, therefore the multi-method approach seems to provide a useful framework. It is possible to absorb the three criteria of Padgett (1998) - rigour '(Table III/3)', relevance '(Tables III/1 and III/2)' and responsibility (see the role of researcher: 6.2.) - which have been consistently maintained throughout the whole research.

Following the method of Rolfe et al. (2001, p.171) the research is mainly constructed around the model of the reflective theoretical-practitioner (using experience based theoretical knowledge) but also supports on a theoretical model (rooted in professional literature and qualification) and the role of the reflective practitioner (rooted in both experience and practical knowledge) at the same time. The researcher has used his 'self' during the process of research, therefore - through the use of the 'self' - he himself becomes an important point in the unfolding of multiple realities (Shakespeare et al. 1993). The researcher is a means of exploring subjective experiences and adds multi-dimension meanings and voices.

Summary: The basic effort of the researcher was in designing a quantitative-qualitative, multi-method research system and model, in which the different methods, sampling, data collection and data analysis meant an organic and complete unit (Foster 1997).

The research of a multi-dimensional theme requires a holistic approach, pluralist thinking, multi-dimensional data-collection technique and analysis. The qualitative research was very advantageous, because it was suitable for exploring emotionally loaded topics, describing experiences and performed activities. The researcher wished to get inside the 'black box' of social work education in Hungary and wished to explore perceptions from the view of those who work in social work education, as these people are at the core of the reality of social work education. The limitations of such research are represented by the following: it depends greatly upon the personality, fantasy, creativity, dynamism, maturity, empathy and self-discipline of the researcher. Qualitative researchers must also face great resistance from the advocates of quantitative research who require great objectivity; sound, reliable and preferably numerical data; who believe in the ideal of a measurable reality; who seek to explore causes and effects; and

expect generalisations (Atkinson and Hammersley 1994, Denzin and Lincoln 1994, Sarantakos 1998, Steinmetz 1991).

2. Selection of research methods

The data collection and analysis methods were selected in accordance with the aims, objectives, critical issues, assumptions, the three analysed dilemmas of this research and the multi-method approach, building mostly on the results of British research literature (Atkinson and Heritage 1984). Certain qualitative or quantitative methods were applied separately, but in other cases the methods were combined: for example during the structured and focus group interviews (Padgett 1998) '(Tables III/1 and III/2)'.

2.1 Critical analysis of the literature

This method was fundamental to the research process. The literature was selected critically in all phases of the research; namely the formulation of the critical issues, the declaration of the aims and objectives, the definition of the assumptions and dilemmas, the conceptualisation and research methods: sampling, data collection and analysis, drawing conclusions, and examining the possibilities for disseminating our recommendations and the implications of our results. With regard to the research theme the literature was reviewed and analysed in the UK, Germany and Hungary for the years 1985 - 2001, but there are references from earlier and later years too.

The professional literature for the social background of social work education and its development issues has been explored. Integrated further were some aspects of the development of social work education in Hungary, in the United Kingdom and in Germany. The outline of literature was not fully comprehensive in the United Kingdom and Germany. The analysis has been extended to cover

many aspects of curriculum and training development. Thorough investigation was necessary for the research methodology, especially because of the multi-method approach, the data-collection and data-analysis methods, the application of triangulation and critical reflectivity '(Chapter I)'.

The analysis of the scientific literature has been all the more important as there are insufficient research resources in Hungarian literature in the field of research methodology, curriculum and training development; therefore the analysis has been highly helpful in resolving these problems of insufficiency.

The advantage of a critical review of literature was that it provided an important theoretical framework for research. Difficulty during the study of the very rich British and German technical literature was their difference from the Hungarian methods of analysis, way of thinking, terminology and a variety of interpretation issues. The analysis of scientific literature has significantly enriched the standard of technical knowledge of the researcher.

2. 2. Observations

The observational approach was mainly used to describe and understand educational processes, activities and phenomena, and the attitudes, feelings, motivation, reflections and relationships of the participants of this research and the interactions and effects at work within these groups in the course of this research.

The observations were added to the different types of research methods applied: e.g. primarily with the unstructured and focus group interviews. The playback of the recordings of the interviews recalled, strengthened or weakened the earlier observation-based pieces of information. The mainly unstructured observations were made by the researcher both in an "observer as participant" way or

in the way of “participant as observer” (Babbie 1989, Peberdy 1993). The observations were recorded in short, written fieldnotes.

The researcher can identify with Platt (1983) and Ramphal's (1999) opinions about participant observation which, he believes, can bridge the gap between everyday practice and research. This is so because by being a participant one can bring research itself closer to the participants, while at the same time more valuable and useful data can be collected this way.

The researcher had to learn to observe as a participant and to participate as an observer; it was necessary to acquire profound knowledge on the situations observed together with their circumstances, the researcher had to get involved in these processes (Atkinson and Hammersley 1994). The rigours of observation meant an especially difficult task for the researcher as the interview had to be recorded simultaneously with making observations. These difficulties could be resolved partly by making notes, writing an observations-log and making parallel audio-recordings.

In another approach the researcher made different observations as a full and natural member, as a complete participant of the social work educational system in the above mentioned areas. The researcher – as teacher and course manager – had ample opportunities for such observations in the past 12 years of Hungarian social work education, and especially in the last 4 years while working on this research; he could extend his field of observation to the UK and Germany, as his educational activities cover the same area as the subject of the research; see further the section on the personal involvement of researcher in 'Chapter I', (Babbie 1996, Baker 1988, Cseh-Szombathy and Ferge 1975, Edwards and Talbot 1994, Kane 1991, Lofland and Lofland, 1984, Platt 1983, Szabolcs, 2001).

The observations constitute an integral part of the research, they have contributed to its credibility as the educational process together with its participants were the objects of research; their activities, behaviour and reflections could be studied in their natural environment and circumstances. The 'looking as well as listening' approach served the aims of the research well, contributed to the interpretation of the broader aspects of certain things and phenomena while making border links. However, it did not contribute to validity and reliability (Silverman 1993). Owing to the above mentioned difficulties the researcher handled the experience gained from the above observations with extreme care whereby special attention was paid to over-involvement and occasionally to being biased. Thus the observations only serve as an additional method.

At the same time the observations of the different areas preceding the research could be successfully used while implementing the different research methods, designing the research tools and through data analysis.

2. 3. The analysis of documents

When researching different courses, the researcher usually works with curricula, educational programmes, national requirements, accreditation documents, reports, textbooks, brochures and transcripts, plans, minutes of meetings, letters etc. (Dixon et al. 1991, Falus 1993).

An important component of the research was to collect and analyse the documents of the Hungarian, British and German schools in our sample. The aims of the analysis of documents were to identify:

- The documents of each social work school (course) highlighting their characteristic features, values, strengths and weaknesses
- The assumptions and examined three dilemmas of social work education of this research; and
- The social work knowledge and contents appearing in the curricula and to be communicated in the different courses, which represent the development and dilemmas of social work education.

The contents of curricula, education programmes and accreditation documents were analysed for four reasons. Firstly, they are valid for a long time; secondly, these were more easily accessible; thirdly, these yielded themselves more readily to analysis; and fourthly, they were good indicators of the professional knowledge the schools are expected to give students and the development and changes that took place in the education programmes. Closely related to these were the secondary data analyses of various documents governing social work education: laws and regulations (trends for curricula, regulations and requirements of social work education (Falus 1993, Macdonald and Tipton 1993, Padgett 1998).

These were mostly analysed documents that were in effect in the academic year 1998/99. The majority of the official Hungarian documents (curricula, educational regulation acts etc.) have not been previously published or analysed. They have data for SZOTE, ELTE, BGYF and DOTE from the accreditation documents. In the case of POTE and WJLF the information brochures were used by students and teachers; therefore our analysis of these two institutions was limited compared to the ones where accreditation documents were available. In the case of SZIF, the collection of studies related to their education course was also a useful

complement to their information brochure. In the case of the British and German schools studied, we obtained information from the brochures used by students and teachers at these institutions. These brochures yielded information comparable in extent and scale to the Hungarian accreditation documents. These documents contain the curricula of social work education '(Chapter IV)' (for the aspects of document analysis and the full name of participant schools and examined documents in this research see Notes in this Chapter and Glossary).¹

The advantage of documentary analysis was in avoiding risks and intervention; furthermore to gather considerable and exact information about the values, changes and dilemmas of social work education and about the knowledge and skills the schools impart to their students, and whether the above listed factors are correlated. The disadvantage of document analysis was that they did not provide information about the entire educational process (cf. problem of hidden curriculum). The experiences of documentary analysis were applied when drawing up the interview questions, on making the recordings and for the analysis of the interviews (Babbie 1989, Hakim 1982, Padgett 1998).

2. 4. Interviews

Objectives, assumptions and three analysed dilemmas of this research were undertaken in order to obtain wide-ranging information. The interview-stages were applied in the research process in the following order:

- Unstructured interviews, see schedule for the unstructured interviews 'Appendix 2'
- Structured interviews, see schedule for the structured interviews 'Appendix 3'

- Practitioner interviews, see schedule for the practitioner interviews 'Appendix 4'
- Focus group interviews, see schedule for the focus groups 'Appendix 5' and see 'Appendix 8' for a transcript of interview.

The aims of the interviews were: to elicit information from the interviewees on their general ideas concerning the actual situation and the future development of social work education and on the possible solution of the dilemmas. Furthermore:

- Mainly through unstructured and structured interviews to acquire general information on the status of social work education, its development tendencies and dilemmas. To understand the processes of the first 12 years of social work education
- Through interviews conducted mainly with practitioners and focus groups to elaborate a relatively precise picture on the inter-relations of the social services and social work education, on new professional challenges and answers concerning different education courses; and
- Through structured and practitioner interviews and focus groups to examine the inter-relations between the knowledge adequate for social work services and the knowledge communicated by social work education, the dilemma of the knowledge-skills-values balance '(Table I/1)'.

The aim of the interviews was to document, analyse and interpret the points of view, thoughts, explanations, personal orientation, reflections, attitudes and feelings of teachers, practice teachers,

social workers and students about the development and dilemmas of social work education. In agreement with many researchers the best way to collect the thoughts, feelings, reflectivity, flexibility and experiences of the persons asked is to conduct free-style, explorative - unstructured and focus group - interviews. When it came to the classification of certain facts the research also used standardised interviews, which were fit to the order of the different facts (Berg 1989, Fielding 1993, Fontana and Frey 2000, Gorden 1980, Oppenheim 1992, Padgett 1998, Phillips and Pugh 1994, Queen's University, 1997, Sharples 1998).

The advantage of the interview-technique was that within relatively flexible boundaries it gave meaning to the words and different thoughts so that they made sense. Furthermore, the emphatic atmosphere of the interviews and the stimulation of the interviewees contributed to and enriched the research data (Silverman 1993, Williams 1993).

The use of focus group interviews became especially important for research purposes because they could be used to focus on the development, dilemmas and the main important professional issues of social work education and staff in the researcher's sample. It was particularly important here that the person conducting the interview and the focus group members could establish a deeper relationship (Berger et al. 1989, Fielding 1993, Fontana and Frey 2000, Morgan 1996, 1997, 1998, Seidman 1991).

Undertaking and recording the interviews and analysing the data - especially in the unstructured and focus group interviews - also involved certain limitations. In the focus groups it was difficult to get the sympathy of the whole group and to uphold intensive contacts with a dominant person in the group. Paying attention to the group dynamics also needed serious preparation. Another obstacle was hidden in data processing and transfer, the veracity of reports made

by the researcher and finding the necessary level of involvement on the researcher's side in the groups (Fontana and Frey 2000).

Summary: the advantages and limitations of the applied methods of this research are presented in the 'Table III/4'.

Advantages and limitations of chosen research methods

Table III/4

Chosen methods	Advantages	Limitations	Researcher's role
Literature reviews and critical analysis	Theoretical framework of the main issues, key concepts, problem system, societal background, delivery research process, conclusions, implications	Limited to certain aspects in Hungary, a small fraction of huge British/German literature. Different understanding between Hungarian, British and German literature	Application of British and German literature to the Hungarian research practice
Observation	Information from wide areas and levels of examined sample Credibility of observed persons	Difficulty of integrating and assimilating the research within other research methods	Researcher striving to integrate other research methods
Content analysis of documents	Detailed information and analysis of the dilemmas, development, curricula, studies of social work education relatively easily obtained Low risk and without personal intervention	Limited information of social work education development, different meaning of concepts in national, European and organisational context	Understanding of different meaning of concepts. Limitation of the analysis of the results
Qualitative (unstructured, focus group) interviews	Different approach, rich qualitative data, wide & deep information about development & dilemmas of social work education, thinking, attitude, motivation of these research interviews Flexibility Made sense of worlds	Difficulty of interview records and analysis Transferability of data	Detailed analysis. Limitation of the analysis of the results. Comparison with quantitative interviews.
Quantitative (structured, practitioner) interviews	Some important valid and objective data about main issues of the research	Surface and not authentic, credible data	Detailed analysis Comparison with qualitative interviews

The qualities of the table show the advantages and restrictions experienced during the research and highlighted in the literature as well (Fontana and Frey 2000, Hakim 1982, Padgett 1998, Silverman 1993, Williams 1993).

2. 5. Triangulation

In qualitative research the constructive research professionals suggest the trustworthiness of the key concept in qualitative research instead of the reliability and validity concepts, which are used in quantitative research. This research agrees with this, because they contribute to the findings' authenticity and make interpretations credible, thus reducing the risk of dependability (reactivity of the researcher, researcher's and respondents' biases. In order to avoid 'error' and thus enhance the reliability and credibility of the research, triangulation should be adopted. In the opinion of researchers "another answer to the problem of establishing credibility for qualitative research is through 'triangulation'", it "will increase one's chances of being able to establish trustworthiness" (Lincoln and Guba 1985, p.305) (see also Oakley 2000).

Triangulation means the convergence of multiple perspectives for greater confidence and the application of different methods in data collection for greater certainty and increases the rigour of qualitative research. This can be an important criterion for this study as well (Begley 1996a, Cowman 1993, Redfern and Norman 1994, Silverman 1985).

The literature highlights different aspects of the interpretation and advantages of triangulation. The arguments of Silverman (1985) can be agreed with, according to which the chosen and applied methods during research mutually support each other towards the finding, i.e:

the weak points of the documentary analysis can be balanced in the present research by the different face to face and/or focus group interviews. Sarantakos (1998) directs attention to the combination of various data collection methods, which he defines as an advantage.

Further advantages for the application of the triangulation method are seen by Patton (1980), namely it facilitates representation of the co-existence of the different data collection methods and within these methods that of the data and results, and for their further analysis, which has also been attempted within the framework of this research.

Starting out from the aims of this research it can be stated that the application of the triangulation method is highly recommended in this research as, among other advantages, we can use the strengths of each method to overcome the deficiencies or the limitations of the other, as a multitude of information can be obtained at the same time, as it is possible to overcome the deficiencies of the single method study (Burgess 1982). The reasoning of Lamnek (1988) can be especially relevant to this research; according to this the use of triangulation is a splendid way of legitimising personal views and interests in this research.

However, the limitations of triangulation also should be considered; so, for example the findings of Oakley (2000) must be observed, namely that triangulation may also serve for the reassurance of the sceptical ones. The limitations of triangulation become noticeable if contradictions arise among the different methods and data (see advantages and limitations of data of qualitative and quantitative interviews) or conflict between observed and interview data '(Table III/4)' (Padgett 1998). Therefore it must be acknowledged that triangulation may be a useful methodological approach and framework but not omnipotent, as it cannot be applied for each methodological issue and problem.

Denzin (1978) and Janesick's (1994) definitions regarding the points of view of method, investigator, data and inter-disciplinary triangulation were applied in this research, but:

- The data collection was undertaken in multiple quantitative, qualitative methods - literature review and analysis, documentary analysis, interviews - to study a single topic (the dilemmas of social work education in Hungary), and the data analysis from many approaches on a certain topic (i.e. analysis of inter-disciplinary studies)
- The subject of research was examined from multiple perspectives: researcher, research assistants and interviewees
- The different data sources from the field-notes of observations, documentary analysis and interview stage to the topic of the research were examined
- In the research multiple methods were applied borrowed from different disciplines (sociology: observation, structured interview, psychology: unstructured interview, pedagogy: curriculum analysis, focus group) (Begley 1996b).

The simultaneous application of the different data collection methods is justified by:

- The insufficient research conditions of social work education in Hungary
- The deficiencies involved in single-method studies, and the need to overcome these

- The need to legitimise the personal views and interests of the researcher (Burgess 1982, Lamnek 1988).

Within the research several levels can be differentiated. The participants were especially important factors in the research; the research-leader, the helpers of the research and the interviewees. They represent the first level. For each and all of them the research introduced values, the interpretation of which is inevitable, i.e. what does the research and its critical questions and results mean for each of them, what it is like to participate in this process etc. '(Chapter V)'.

The aims, critical points and examined dilemmas constituted the second - theoretical - level of this research; concerning the contents of the topic questions and issues were raised, statements made, conclusions drawn and results achieved '(Chapters I, II and VI)'. Doubtless it is the methodology of the research that renders the third level the most important, questions of which this chapter undertakes to introduce and analyse.

An important task of the whole research is to connect these levels of research with each other in a way that the values produced at the different levels should reinforce, complement and strengthen each other. Certain theoretical and research-methodological results should become available and applicable for any participant of this research and/or the work performed.

While quantitative research is determined by internal and external validity, reliability and objectivity, qualitative research aims to be authentic, credible, transferable, dependable and confirmable (Lincoln and Guba 1985, Oakley 2000, Silverman 1985).

One of the special characteristic features of the applied research methods is that they cannot be clearly listed either in the quantitative

or in the qualitative group, and as a consequence their obvious strengths or weaknesses cannot be defined either. The technical literature resources are basically reliable and authentic. At the same time the question arises: 'How valid and transferable are the values of the British or German literature in Hungary?'

A further question is: 'How far, when and where can the rich and valuable literature of research methodology, its knowledge and spirituality be made applicable in Hungarian practice?' Present research makes an attempt at clarifying the above. Many questionable issues arise also in connection with the reliability and validity, and even more about the objectivity and validity, of this research, therefore the researcher applied the method very tactfully and carefully. Concerning the validity, reliability, objectivity and originality of the documentary-analyses we can speak rather of strengths. The advantages of structured and 'practitioner' interviews are: validity, reliability and objectivity; disadvantages being the originality and credibility. The power of the unstructured and focus group interviews is represented in their originality and credibility, but these results are less reliable and apt for generalisation. The above strengths and limitations cannot be categorically and exclusively assigned to the different methods used in this research (Babbie 1989).

One can agree with the thoughts and ideas of Lincoln and Guba (1985) on the limits of reliability, according to which the researcher's physical presence at the research site can entail dangers. Namely it is questionable whether on the reactivity side the researcher is able to understand and to reflect the reality; furthermore the researcher's biases and respondents' biases must be faced as well. These obstacles and limitations were also present and valid for this research, therefore on the selection of the research criteria, methods and approaches special importance was attached to the need to pick

out those that can eliminate or, to a certain degree, resolve these problems.

3. The sampling strategy

The following observation by Padgett (1998) was very useful: quantitative studies can be described as having a breadth of one mile and a depth of one inch, while qualitative studies are characterised by a breadth of one inch and a depth of one mile. Our research method being quantitative, our aim was to achieve 'high quality' using a small and typical sample. Our selection of the sample was therefore very conscious and rigour (Babbie 1989, Sarantakos 1998).

The research focused on the development of social work education in Hungary with an outlook on the British and German scene providing useful context for the research. The 12 social work education courses and schools currently operating in Hungary served as the sampling frame. Seven Hungarian schools (courses) were selected in the sample on the basis of a cooperation-agreement for participation in the research. The considerations were the following; we:

- Wanted at least one school from every region of the country to be represented in the sample
- Wanted the majority of the courses in the sample to be BA/BSc and MA/MSc courses
- Wanted to include schools with several departments where students can take courses in more than one department; and

- Needed documents from the schools made available for analysis and the research needed to perform studies at the schools themselves.

Based on the above considerations, the sample includes five schools (courses offered at POTE, SZOTE, BGYF, DOTE and ELTE) where social worker training started in 1990, and two schools (courses offered at SZIF and WJLF) (for the full name of schools see Notes and Glossary) where social work education started in 1996 '(Chapters IV and V)'. The sampling strategy is shown in 'Table III/5'.

The sampling strategy

Table III/5

	The chosen social work schools											
3 countries	Hungary	Hungary	Hungary	Hungary	Hungary	Hungary	Hungary	Hungary	Germany	UK	UK	UK
7 regions	West-Panno	West-Panno	Budapest	Budapest	Budapest	Budapest	Southern H	Eastern H	Nord-Westf	Dorset	Dorset	Dorset
10 sw schools	POTE	SZIF	ELTE	BGYF	WJLF	SZOTE	Health	Health	KFNW	BU/SW	BU/HSS	BU/HSS
Characteristic of university/college	Health	Universal	Liberal arts	Pedagogy	Religious	Health	Health	Health	Religious	Vocational	Vocational	vocational
Beginning of social work education	1990	1996	1990	1990	1996	1990	1990	1990	1971	1990's	1990's	1990's
Level of social work education	BA	BA	MA	BA	BA	BA	BA	BA	BA	BA	BSc	BSc
Documentary analysis	#	#	#	#	#	#	#	#	#	#	#	#
8 interviewees in unstructured interviews	1 course-leader		1 course-leader	1 course-leader	1 course-leader	1 course-leader	1 course-leader	1 course-leader	1 course-leader	1 course-leader		
55 interviewees in structured interviews	6 interviewees	7 interviewees	5 interviewees	6 interviewees	5 interviewees	7 interviewees	7 interviewees	7 interviewees	5 interviewees	7 interviewees		
20 interviewees in focus groups		6 interviewees	5 interviewees			5 interviewees	5 interviewees			4 interviewees		
39 interviewees in practitioner interviews	39 interviewees = leaders of social services & social workers											
Total: 122 interviewees												

= Document analysis was in the school

Participants in structured and focus group interviews = professors, course leaders, teachers of social work, teachers of different disciplines, practice teachers, students, former students (see detailed Tables III/6 and III/9).

There are two considerations for choosing the three Western European courses. Firstly we wanted to include schools representing different ideologies. Secondly we wanted to include schools where social work education started only recently. That is how the following three courses were selected: Diplom-Sozialarbeiter/Diplom-Sozialarbeiterin (Graduate Social Worker) at the University of Applied Sciences Niederrhein (Fachhochschule Niederrhein) at Mönchengladbach (see UAS FHN), where social work education started in 1971; Diploma, then BA (Hons) Social Work (Bournemouth, see BU/SW), where social work education started within the university framework in the 1990s; and a course at a school with a much longer history, Sozialarbeit Katholische Fachhochschule Nordrhein-Westfalen, established in 1916 (Aachen, see KFNW).ⁱⁱ

When selecting our interviewees we sought people, who were in a position to give to research authentic, valuable, credible and reliable information; who are respected competent professionals; who are deeply involved in social work education and who have a deep insight into the important issues in this research field. A further consideration was to include persons fulfilling a wide range of roles. When undertaking focus group interviews we sought to include people who had already been interviewed before. Thus our focus group interviewees were the course leaders, teachers, practice teachers, students and alumni at each school, as well as social workers and representatives of employers. The advantages of focus groups delivered in the schools were the wide range and great depth of information and their disadvantage was that managers and their employees were together in the focus groups. The task of the interviewer was to solve any possible tension from this arrangement (Atkinson and Donev 1992, Cseh-Szombathy and Ferge 1975, Denzin 1970, 1978, Silverman 1985, 2000) '(Chapter V)'.

3. 1. Interviewees in the unstructured interviews

Unstructured interviews were conducted with the leaders of six Hungarian and two foreign schools/courses (the leader of the seventh school in the sample is the author himself, therefore this type of interview was not undertaken there). The reasons for selecting the six Hungarian interviewees by the researcher were as follows:

- They have all participated in social work education since the beginning (1989/1990) up to the present day. They took part in preparations, constructing the first curricular guidelines, setting up and organising the courses. They still teach various subjects
- Over the years they have acquired considerable experience in the field of social work education, both within Hungary and abroad. They have contact with several foreign schools
- The majority of them have been in a leading position in the social work education provided by their schools. Our Hungarian interviewees have been the leaders of the given course for at least 3 years; our foreign interviewees have fulfilled such a position for a long time.

The interviewees in the unstructured interviews are a lawyer, physician, sociologist, educator, economist, social worker, social politician and psychologist.

Interviewee 1 is a lawyer, the leader of the education from almost its very beginning and lectures on legal subjects. Her work is characterised by an extremely good relationship with the school's controlling bodies, the city and county governments, the social institution and organisation.

Interviewee 2 is a physician-sociologist, currently a Ph.D. student in social policy; a leader and decisive personality of the given education for 8 years, lectures on public health subjects and deals with health care and sociology research.

Interviewee 3 is an educator, sociologist, Ph.D, lectures on social politics and social work subjects, is responsible for the given education for 3 years and performs significant professional activity in practice.

Interviewee 4 is an educator, the leader of the given education from the very beginning, lectures on social work and pedagogical subjects, has established an extremely good relationship with the controlling bodies of the school, the government, the social institutions and organisations of the city and the county.

Interviewee 5 is an economist and social worker, wrote his Ph.D. thesis on social work models and the theoretical sources of Hungarian education. He is head of department, lectures on social work subjects; his work is characterised by continuous scientific activity and the wide scope of international relationships.

Interviewee 6 is a social worker, social politician, spiritual leader of the given education from the beginning, lectures on social work subjects and conducts seminars and supervision.

Interviewee 7 is a psychologist and analyst; has been involved in social work education for 30 years, lectures on psychology subjects and conducts seminars as well as performing professional activity.

Interviewee 8 is a sociologist, lawyer and social worker, has been working for social services for almost 25 years; has participated in education since 1990 and was the leader of the DipSW course for several years.

There is only one social work education course in Hungary where the course leader has a professional degree and is a faculty head; the rest are department heads. Three of them have professional credentials comparable to those offered by their school/programme, three of them don't. All the interviewees are clearly responsible for the curriculum, and they are also the contact people for the social institutions. The responsibilities of five of them also include the development of teaching staff; four of them are responsible for the budget and human resources. At the same time a discrepancy is felt between a person's full responsibilities for the curriculum and the course, and his/her limited responsibilities in human resources and budget issues (IASSW 1999).

3. 2. Interviewees in the structured interviews

Structured interviews were conducted with the teachers and students of seven courses in Hungary and two courses abroad. Altogether 55 people were interviewed in the following analysis of schools: POTE 6, SZIF 7, ELTE 5, BGYF 6, WJLF 5, SZOTE 7, DOTE 7, KFNW 5, BU 7. The interviewees volunteered to participate and were reminiscent of the 'snowball method'. First the unstructured interviews were conducted with the leaders at each school, and once they became familiar with the nature of our research, part of the responsibility for selecting the other interviewees from their schools was delegated to them. This

undoubtedly implies a possibility of error due to the subjectivity of the leaders but this error is still much smaller than the one we would have committed by selecting our interviewees ourselves without any tangible information at hand.

The composition of the sample is as follows: 9 professors, 11 teachers lecturing on different studies of social work, 6 teachers lecturing on related disciplines (psychology, sociology, social policy etc.), 11 practice teachers, 8 graduates and 10 students having graduated earlier '(Table III/6)'.

The distribution of interviewees in structured interviews by their role in social work education

Table III/6

Role in sw education	POTE	SZIF	ELTE	BGYF	WJLF	SZOTE	DOTE	KFNW	BU	Total
Professors and course leaders	1	1	1	1	1	1	1	1	1	9
Social work lecturers	1	1	1	1	1	2	3	-	1	11
Related discipline teachers	1	1	1	-	-	-	1	1	1	6
Practice teachers	1	2	1	2	1	2	-	1	1	11
Graduated students	1	1	1	-	1	1	1	1	1	8
Graduated students earlier	1	1	-	2	1	1	1	1	2	10
Total	6	7	5	6	5	7	7	5	7	55

The teacher-student relationship is 38:17 and the theory-practice teacher relationship 26:11. Regarding this latter group the leading teachers were considered to be teachers of theory. The proportion of practice teachers properly reflects the importance of the representatives of practice in social work education. The educational

experience possessed by the interviewees can be deemed to be appropriate equally on the Hungarian, the British and the German sides. From among the 43 Hungarian interviewees 14 have been working for 9 to 11 years, 8 for 6 to 8 years and 15 for 3 to 5 years as teachers or participating as students in social work education. From the 12 non-Hungarian interviewees 1 has 30 years experience and 3 have 15-20 years experience.

The total personnel in the sample (55) gave 71 different reasons for participating in education: 32 conscious decisions, 22 on external impact or request. The Hungarian situation - due to the delayed restarting of the education - is slightly worse. Nine gave the reason as 'coincidental' while 7 said 'out of curiosity'. Fortunately, none of them entered this work as a result of external pressure. Examining the teacher and student answers separately, the external impact and orientation is more characteristic in the case of teachers.

Important further features were obtained about the interviewees in the closed question: 'Why is teaching/learning in social work education important for you?' The 55 interviewees gave altogether 118 answers '(Table III/7)'. As for the teachers, from among the 73 answers the 'education of a new generation' was given by 26, professional carrier by 21 and professional identity by 12 answers. Scientific ambitions were rarely elected (4 answers), although students were more likely to select this answer (6 answers). The students, however, favour the social professional identity more than the teachers do (one-third opted for that), and the social professional carrier (more than one-third of them opted for this). Please note that students were elected by their current or past teachers for the interview, therefore the above positive picture can more easily be understood. It can be stated: credibility and dependability were ensured by the fact that competent, involved people fulfilling different roles in social work education course were included.

Why is teaching/learning in social work education important for you in structured interviews?

Table III/7

Main answer types	Number of answers
Professional achievements	31
Social professional identity	29
Education of “new generation”	27
Working in/with staff	11
Scientific ambitions	10
Others	10
Total	118

3. 3. Interviewees in the practitioner interviews

The 39 interviewees - who volunteered to participate in this research were mostly leaders and employees working in organisations providing social services in the Western Transdanubian region of Hungary. They have at least an undergraduate degree in social work, since it is people with such qualifications who have their own impressions and experiences for analysis about social work education. They represented some comparison touchstone between academic and practice settings. The credibility, dependability and authenticity of their responses is supported by the fact that their organisation either operates as a field training location of a school/course, or it employs newly graduated, young social workers.

Of the 39 interviewees, 15 people work in family care centres and six of them work in family assistance, care and juvenile welfare services, therefore more than half of them work in the most generic workplaces in social work. The majority of the interviewees (11 people) worked as social workers but the number of heads of institutions (10 people) and family care staff (8 people) were represented in large number. With smaller representation were educational pedagogues, a juvenile protection expert, social

pedagogues and social assistants. It can be seen that one quarter of the interviewees are in a managerial position, three quarters of them are in a subordinate position and almost half of them are social workers and family care workers. It is remarkable that the position (see family care worker) and qualification (see social worker) cover differences. It is interesting that irrespective of the position, a large proportion deem themselves to be social workers. The reason could most probably be derived from the direction of this investigation '(Appendix 4)'. The answers given for the question on the period spent in social services are shown in 'Table III/8'.

Period spent by the subjects of 'practitioner' interviews with the services

Table III/8

Period spent with social services	Number of interviewees
0-5 years	20
5-10 years	11
10-20 years	2
20-30 years	6
Total number of interviewees	39

It can be seen that at the date of our study 31 persons (from 39 interviewees) worked for a period of 0 to 10 years and over half of them for less than 5 years for social services. The majority of workers who spent more than 10 years in this job now are in leading positions. Three quarters of the interviewees joined the social services on the basis of their conscious election, but approximately 10% by chance. From among the reasons for joining the services a small number was due to the curiosity and influence of others. For almost three-quarters of the interviewees the social work itself is important. Almost one half of the interviewees have some contact with social work education (field teacher, head or worker of institute receiving trainees), but almost one-third of the answers was

negative. This shows an average, realistic picture, which is acceptable and creditable for the research.

For the question 'Why is the work in social work education (as a field teacher or other participant) important for you?' half of the interviewees ranked the social professional identity highest, and more than one-third of them ranked the education of the 'new generation' in second place. In third place 'professional achievement' is to be found and the acting in/with staff was also presented in the answers. According to the interviewees education plays an outstanding role in the development of a professional identity and in the development of the profession, but the reason behind the positive answers could also be that those working with services consider the social work education to be an important reference. The above inter-relations support the dependability and the credibility of the sample '(Appendix 4)'.

3. 4. Interviewees in the focus groups

Focus group interviews were conducted with 20 participants (5 to 7 members of the teaching staff) of three Hungarian and one British social work courses. The groups' responsibilities included the development of the course and its curriculum. The three Hungarian social work education schools (SZOTE, ELTE, SZIF) in the sample of focus group interviews were chosen because of their particular situation. One of them is primarily a medical school and offers a BA/BSc degree; the second is a liberal arts faculty and offers an MA/MSc degree; the third has various faculties and offers a BA/BSc. Social work education in the first two schools started in 1990, while in the third it started in 1996. The focus group interview with staff of the Inter-professional Health and Social Studies Course at Bournemouth University was undertaken with the aim of international comparison. The participants of the focus group interviews have already been given as we practically conducted

these interviews with the same interviewees as those in the previous structured interviews. This had the extra advantage that they were already familiar with the nature and aims of the research, therefore their answers and observations can be considered authentic, dependable and valid.

Given the fact that it was difficult to find a convenient date for all of the interviewees, it was not always possible to conduct the interviews with the entire sample of the given social education course. The focus group interview covered 5 persons at SZOTE, 5 at ELTE, 6 at SZIF and 4 at BU. In the groups at all schools were a leading teacher, social work lecturer, another discipline lecturer and a field teacher and except for Bournemouth there was also a graduating student or graduate. The focus groups allowed a proper framework for the deeper investigation of the questions targeted ‘(Table III/9)’.

The distribution of interviewees in focus group interviews by their role in social work education

Table III/9

	SZIF	ELTE	SZOTE	BU	Total
Professors and course leaders	1	1	1	1	4
Social work lecturers	2	2	2	2	8
Practice teachers	1	1	1	1	4
Graduate students	2	1	1	-	4
Total	6	5	5	4	20

All in all the following strengths can be pointed out on the strategies of sample choice:

- The Hungarian social work educational institutions of different tradition and concepts chosen provide a suitable and applicable representation for the education
- The interviewees chosen were persons of indisputably high professional integrity and deep involvement. They were competent professionals of social work; at least half of them have been working in social work education for eight years or in social work practice for 5 years and two-thirds of them were chosen consciously and deliberately
- The interviewees represented well the different roles to be integrated in the education (course leader, professor, fieldwork instructor etc.)
- Most of the course leaders participated also in the unstructured, structured, and focus group interviews
- The British and German actors enriched the sample and provided a good external approach (the neutral eye) as well as a good outlook.

The limitations:

- The subjects of the structured interviews were selected mainly owing to organisational issues, by the course leaders
- The subjects of the practitioner interviews were selected owing to technical and organisational difficulties, only from the West-Pannonian region

- The focus groups were formed from the representatives of the participating educational institutions which - to some extent - was a disturbing factor for the interviews, not everybody managed to be relaxed and feel at ease at the start . Grouping the actors of the same role into focus groups, as an important methodological approach, was impossible because of irresolvable organisational problems
- There were few possibilities for interviewing German and British participants.

4. The research instruments

Tools were selected in accordance with our research goals, the problems and the dominantly qualitative nature of the research. The curricula of social work education courses were analysed using the guidelines prepared for this purpose (Macdonald and Tipton 1993) '(Appendix 1)'.

The schedule of unstructured interviews, which involved open questions, touched on three main areas - the dilemmas of social work education indirectly:

- What developments have taken place in the school of the interviewee with regard to the curriculum and the course?
- What changes were introduced when the curriculum was last altered?
- What opportunities and plans do they have for the future development of their curriculum and course? '(Appendix 2)'.

Structured interviews, which were made in written form, started with six questions about the personal circumstances of the interviewee, and then went on to explore (dilemmas of education indirectly) three main areas:

- What the respondent thought about development of social work education in Hungary in general. Note: Because of the special nature of social work education, these respondents had considerable knowledge about national tendencies and practices
- What they thought about development of social work education in their own school
- What they thought about the development of the curricula and the course offered by their school.

Due to the enriching of data processing and analysis considerations, these interviews included the following types of questions: Multiple-choice answers, lists, ranking and the reasons for the ranking, questions directed at the importance of certain issues, and giving reasons for the activities in question. (Babbie 1989, Cseh-Szombathy and Ferge 1975) '(Appendix 3)'.

Interviews belonging to the category 'practitioner' interviews were also made in written form. After six questions about the personal circumstances of the interviewees, they embraced two main areas:

- The respondent's thoughts and opinion about Hungarian social work education in general and the relationship between social work education and the social services provided

- Their thoughts and opinions about the development of social work education.

Due to data processing and analysis considerations, the research used the following types of questions: multiple-choice answers, open questions with explanation, ranking, lists and questions directed at the importance of certain things (Babbie 1989, Fielding 1993) '(Appendix 4)'.

The schedule of focus group interviews - mainly to get information about the three dilemmas examined - embraced three areas:

- The relationship between development of social work and social services in Hungary on the one hand, and social work education on the other
- The relationship between the skills and competence associated with social work, social services and social work education
- The development of curricula and courses '(Appendix 5)'.

Due to the nature of unstructured and focus group interviews, the main focus within the designated areas was on free association of thoughts within the group, or the principle of thoughts inspiring new thoughts.

5. The process of data collection

The research lasted from 1997 to 2001; the quasi schedule of the whole process can be seen in 'Table III/3'. Data collection (i.e., conducting interviews and collecting the necessary documents) formed one part of this process, where efficient planning played an important role, but some unexpected situations needed simultaneity

(i.e. focus group and unstructured interviews), therefore the process as a whole was marked by flexibility. All applied methods, procedures and analyses were shaped in the research process, cyclical interaction evolved between the exploration of the facts and phenomena and their analysis (Denzin and Lincoln 2000, Padgett 1998, Sarantakos 1998, Szabolcs 2001).

Data collection in the field is characterised by two things. First by the process, schedule and logical relationships of the different examinations; second by the way in which the researchers participating in the studies perform their tasks. At hand were the comments and field-notes representing the concrete things, specialities; personal reactions as well as perceptions from different observations, based on which the observations were collected and systematised in fair copies. The problem arose here that obviously not each observation could be jotted down (Babbie 1989).

It was a very important part of the researcher's work to establish a friendly, trustful working relationship between researcher and the interviewees. Building and maintaining trust, understanding and immediacy, and encouraging the other person are crucial factors. In order to 'go with the flow', we had to encourage our interviewees to let their fantasy, thoughts, emotions and attitudes freely unfold (Bell 1987, Forcese and Richie 1970, Hammersley 1992, Padgett 1998, Silverman 1985, 2000).

In order to achieve this, we always described the goals and intentions of this research, sent them the schedule of each interview well in advance and, after the case of recorded oral interviews, they were always given the chance to check and correct their responses afterwards. In certain cases the researcher talked the contents of the interview over with them again. Furthermore, it was the researcher's intention to keep a critical distance from the interviewed people and the observed issues, maintaining our creativity, flexibility and

reflexivity. The questions of the different interviews were tested like a pilot study: a trial unstructured interview was conducted at POTE, and a trial of the other interviews at SZIF. The interviewers strived for the application of the right interview techniques in the course of which they asked relevant and obvious questions (Babbie 1989). The interviewers tried to keep the interviewees within the limits of the subject matter and prevent them from interrupting each other (Fontana and Frey 2000, Silverman 1993).

Seven unstructured interviews were conducted by the research leader, one by one of the research staff. The interviewees received the interview outline long before the actual session and they had time to study it and prepare for the interview. The interviews were conducted between 1 January 1999 and 1 March 1999. Each interview lasted one hour. With the consent of the respondents we made recordings and written notes. There was, of course, room for open, unstructured remarks during the interviews, which were useful for the research as additional insights.

Structured interviews at the seven Hungarian schools offering social work education were conducted between May and December 1999. The unstructured interviews at Bournemouth University and the Katholische Fachhochschule Nordrhein-Westfalen at Aachen were made between January and March 2000. The programme leaders helped to carry out the interviews on the basis of the written questions. Interviews lasted 45 minutes to one hour. The interviews were undertaken by students following the written questions and the instructions of the research leader. It was therefore necessary to clarify the nature and goals of the research on many levels, and to prepare the students with respect to the research methodology. Practitioner interviews were conducted in January and February 2000, with a method similar to the one used for structured interviews.

The respondents of focus group interviews were familiarised with the interview's topic and received its schedule in advance too. The interviews were carried out between March and June 2000 by the research leader. One interview lasted one to one-and-a-half hours. Beyond the open questions it was also an important task to control the discussion according to how narrow or broad the topic or theme was. The interviewer had to be sensitive, flexible, emphatic, had to avoid the pitfall situations and had to refrain from being too dominant or passive. Recordings and written notes were made with the consent of the respondents. Respondents were usually glad to co-operate, and espoused their critical, meditative and constructive thoughts openly, freely and honestly. Some of the interviews resulted in very exciting and thought-provoking professional discussions. A transcript of one of the focus group interviews is shown in 'Appendix 8' (Fontana and Frey 1994, Krueger 1994, Padgett 1998), '(Chapter V)'.

6. The research and the role of reflexivity

6. 1. Background

It is appropriate to adopt a reflective stance in the present study because the theme of this research concerns dilemmas in the development of social work education in Hungary (Powell 1996, Preston-Shoot 2000, Ruch 2002). The researcher used a mainly qualitative approach; a large number of people were involved in facilitating the research process and also because a reflexive approach itself exceeds the traditional academic-type approach as such as has already been discussed in the analysis of the third assumption of this research '(Chapter I)'.

The researcher can agree with the statement of 'reflexive professionalism', Schön (1991), as many of the tasks within this present research could not be investigated using "traditional"

methods. The perception of different situations and dilemmas requires various dialogues, intuition and reflection upon one's role.

My critical analysis uses some of the stages of reflective process, (Atkins and Murphy 1994), in this case the 'awareness of unpleasant feeling' coincides with the dilemma of social work education. The 'critical analysis of the situation' is synonymous with reasons for emerging dilemmas and their analysis, whereas the 'new perspective' reflects the solution of the dilemmas. In addition, the spirit of critical reflection and the triangulated approach are complementary.

While examining the dilemmas the researcher tried to give new interpretations about the development of Hungarian social work education and propose ideas about how the system can be more easily changed and developed. This aspect of the research was not predictable or predetermined, but rather characterised by a "spirit of openness". Emphasis was placed upon continuity, iteration and cyclical: 'process of drafting - reflection - re-drafting', the reflection process highlighted new dimensions, ideas, interpretations and explanations to the researcher (Kolb 1984, Shakespeare et al. 1993).

In 'Chapter I' Hungarian social work education was introduced in the context of 'changes-expectations-dilemmas'. The elements of critical thinking by Berger (1984): the rationality and imagination in thoughtful examination of possibilities, the ability in dialogical reasoning, the assumptions and beliefs were strong handholds in the research process (Brookfield 1987, Jones and Brown 1991).

According to Rolfe et al. (2001) critical theory provides a rationale for self-reflection and the feeling of empowerment by the new awareness brought about. "Critical theory offers freedom from subordination through systematic reflection and critique and change

is therefore the main interest of critical reflection" (Rolfe et al. 2001, p.158).

In addition the critical approach is a necessary responsibility for social workers, for their autonomous thinking. However, it has been argued by Boychuk-Durhscher that the critical approach is mainly a style or attitude and sometimes reliant upon personal disposition (Boychuk-Durhscher 1999).

Within the process the researcher primarily used qualitative methods characterised by an open system, a holistic approach, the analysis of textual data, thick description, open-endedness, flexibility and dynamic reality etc. The methods used involved the identification of relationships between different activities, people and documents (Allen-Meares 1995, Drisko 1997, Mostyn 1985, Sarantakos 1998, Sherman and Reid 1994, Silverman 1985, 2000).

Therefore, within the general framework the researcher was mainly seeking to answer the question 'why', focusing on the background of processes, behaviours, attitudes and relations (Mostyn 1985). The researcher paid particular attention to the study of subjective meanings, through which deeper information could be gathered about the experiences, thinking relationships and feelings of the people studied (the participants of education) with respect to social work education. The subjective interpretation of reality provides a description of the meanings the individual attaches to a particular event (Denzin and Lincoln 1994, Dimmock et al. 1998).

It is also well known that objectivity can only be a relative goal in a study such as this one since the researcher, those studied and the processes are all socially influenced and 'loaded' with the personal perspectives and reflections of the individual. I have attempted to take into account the thoughts of Csepeli (1997), namely that the

researcher as well as the participants in the study, involuntarily conform to expectations inherent within their roles.

6. 2. The role of researcher

Informed by the published literature about critically reflexive approaches in research, the researcher has attempted to take note of the use of the self and on reflection upon that use of self. As defined by Guba and Lincoln (1981): reflectivity is the process of reflecting critically on the self as researcher, the 'human as instrument'. Reflectivity concerns the self of the researcher in the field, in this approach the researcher could become the 'voice' of the investigation (Ely et al. 1991, Shakespeare et al. 1993).

During the research process the researcher was partly acting continuously, regularly reflecting on his performed different actions and the thoughts accompanying these actions (following the process of: doing - thinking about doing - thinking about thinking), therefore attempting to play the part of a reflexive practitioner (Rolfe et al. 2001).

The research objectives required the researcher to be competent as an observer, data-collector, interviewer (mainly in structured and focus group interviews), document and interview analyst. As course leaders and students of schools within the sample also took part in data collection and analysis, interesting teacher-research manager roles were provided for course leaders.

The researcher lives and works within the culture of Hungarian higher education and is embedded in the reality of establishing and developing undergraduate social work education in Hungary. His personality and values as a lecturer, course leader and education co-ordinator mean that he is deeply motivated in the discipline of social work. His everyday activities and multiple roles as teacher,

leader and researcher are intertwined, with the result that he can approach the research problem with all the advantages and disadvantages of being a participant. During the research the common teaching and special research activities were combined, which often resulted in significant conflict of roles. These difficulties were overcome by the systematic control of the collected data, controlled analysis and reflectivity.

The research process was dependent upon continuous explanation and reflection by the researcher and the participants; e.g. on the selection of the interviewees by the course leaders, informing the interviewees by the interviewers and finally for the researcher himself: when, what, why and how to do, what is the research about and what are its boundaries (Walmsley 1993).

In the spirit of reflexivity the researcher critically examined his own assumptions, the three dilemmas and research actions in an attempt to be 'self-conscious' about the research process. He reflected upon the people and events as both participant and an investigator. The research assistants and the researcher came to be a part of the research context, the social phenomena and the main research tool.

In agreement with Padgett (1998) the three strategies of reflexivity were applied:

- Strict observation of the details of the research process and context
- A self-critical stance towards the interpretation of the data and
- The disclosure of assumptions of the research

(Agar 1996, Hammersley and Gomm 1997, Padgett 1996, Phillips 1993, Reichardt and Rallis 1994, Richardson 1996, Schön 1991).

The 'self' in the research background concerns both the professional and personal roles of the researcher. The researcher is also indebted to the educational institutions and his colleagues. His activities, personality and professional activity have undoubtedly considerably influenced the research through his:

- Role as a teacher
- Activities and roles in educational policy
- Knowledge of organisation in higher education
- Expertise and knowledge in the field of curriculum and educational development
- Understanding of interdisciplinarity.

6. 3. The role of other participants in the research

The research staff included 8 course leaders 27 student research assistants and the researcher. The course leaders coordinated the selection of interviewees. The student research assistants undertook data collection. The course leaders also acted in a 'mediator role' between the researcher and the research participants in their own school. The research participants needed to meet the criteria for their interviewee roles.

Several roles and partnerships were important in the research process between:

- Researcher - course leaders
- Researcher - student research assistants
- Researcher - interviewees
- Course leaders - student research assistants
- Course leaders - interviewees
- Research assistants – interviewees.

Therefore there are many power relationships that will have affected the collection of data and subsequent data analysis.

All participants within varied roles actively facilitated the process of research. For instance, mainly through unstructured interviews, when the interviewer provided reflections on the data to interviewees to facilitate the exploration or new thinking. The situation was similar in focus groups, because the participants of groups also fed back to each other, which created further discussions (cf. data collection in focus groups in this chapter) '(Chapter V)'.

Researcher worked hard with the voluntary interviewees to persuade them to be freethinking and also to create an open and sincere atmosphere for the interviews to take place. The researcher and the participants reinforced each other's work; the continuous communication has strongly contributed to the motivation of the researcher and hopefully to that of the further work of the participants as well (Peace 1993).

Reflection-on-action and reflection in action by Rolfe et al. (2002) has the potential to provide an excellent framework for future

research. During any reflexive phase the researcher can strive to compare the research findings with the declared aims of social work education, the professional vocation and with the quality of knowledge mediated by the course of the training process. During any critical phase efforts can be made to critique current practice and to facilitate motivation for change. In context with all of the above the self-criticism of the researcher is central (Brechin 1993).

7. Ethical considerations

The multi-method research was conducted with many participants - practitioners of social work education and social work (e.g. interview 122) and persons supporting the research. The interviews do not represent a window onto the interviewees' experience, rather they are the joint production of an account by interviewer and interviewee, but the interviewees reproduced themselves in the research process in their dominant personal objectivity. Therefore the relationship and the activity between colleagues was friendly, open and sincere (Bell and Nutt 2002).

The researcher had to put the question of Gilles and Alldred (2002) to himself several times: 'Did the interviewees and participants actually play a political or rather knowledge-ethical role?' Their reasoning can be accepted, namely regarding their voices to be heard during the research, or the identified dilemmas, the changes of their behaviour - both elements have relevance in this research. Furthermore it can be stated: "this research becomes an explicitly political tool to be used strategically to make political interventions", in which the democratic values must dominate (Gilles and Aldred, 2002, p.32).

Knowing the sample strategies the important debates between the interviewees could be noticed as the groups participating in the process were not homogenous; the experience, devotion and

interest of the individual participants was different in each case. However, the researcher endeavoured to create equal contacts and relationships with each participant and to resolve the traditional manager-employer relationship. The researcher avoided the participation of his own immediate colleagues and students in this research as far as possible (Doucet and Mauthner 2002).

The research identifies with Padgett (1998): any participation or co-operation in the research was strictly voluntary for the researchers and colleagues who conducted the interviews and analysed the documents. For informed consent and to involve participants of research, these people were given detailed information about the aims, goals, advantages and process of the research, their personal role in it and the expected developments and consequences well in advance before they had to make a decision to participate. In this way the misleading of the participants could be avoided (Babbie 1989).

Another important research-ethical aspect was whether prior to participation in the research the details of the activity and the responsibility of participation had been agreed on as practitioner researchers have to negotiate a range of responsibilities, they themselves could be seen to constitute an 'ethic of caring' " (Bell and Nutt 2002, p.87). This statement was an important basis and could not even be avoided or forgotten during the whole research process. Therefore before every interview the main ethical issues and requirements were outlined (Miller and Bell 2002).

The important intention was that this research activity caused no problems and disadvantages for them, but provided advantages professionally and personally as a result. All of them promoted the growth of responsibility and the strengthening of co-operation with each other and the research participants (Birch and Miller 2002). This helped the development of interviewees' responsibility and of

colleagues' relationships (see focus groups), further dissemination and publication of research findings was also agreed.

It was necessary to acquire the consent of the subjects of the studies and the participants who made the documents available in order to ensure confidentiality when publishing the information provided by them. Their identity was assured by anonymity and confidentiality. To eliminate doubts or misunderstandings we made it possible for them to study the documents of the research. The personal details never appeared in the research and we made sure that all information was handled confidentially. The documents related to social work education schools and their courses were identified by the schools' codes, while persons studied were identified by numbers for the purposes of anonymity. The researcher only published these interviews with their explicit consent. The risk of this research was to meet and deal with emotional and moral ambiguity. Therefore the interviewers had to prepare for the different interviews very exhaustively, and the responses of interviewees were lifted out and quoted in order to better understand their experiences (Homan 1991, Kane 1991, Szabolcs 2001).

8. Issues of data analysis

The data analysis has an interesting importance in the research process. After collecting information, the narrowing and the systematic analysis of data and drawing of the right conclusions was equally important, as was defined clearly by Huberman and Miles (1998). The different questions were analysed in real-life situations. At the same time, conclusions were drawn and new concepts occasionally formed based on experiences gathered empirically from the reality of social work education. The research can therefore be said to apply both inductive and deductive methods (Baker 1988).

The researchers mainly used the method of content analysis. In accordance with Krippendorff (1995), our qualitative content analysis is systematic, general, analytical and reflective; the focus is on what a piece of information means for the researcher, what his/her relationship with it is like and how he/she interprets it. During the process of content analysis, the data were permanently reconciled with the research aims, critical issues and concepts, and the three researched dilemmas. The collected raw material had to be categorised, coded and assigned by association and meaning. This is a much more difficult issue with qualitative studies since the very collection of the data that will be processed statistically is coded to a certain degree.

The research categories of the scientific literature were embodied by the sub-questions of the main questions. Therefore the research was directed to the social framework of social work education by units of time, within this certain elements having great impact on social work education (e.g. problems of the welfare state, economic crisis, place of social services in the social structure, grouping of service-users) were investigated. Regarding the establishment and development of social work education in Hungary the connections between the state, social work/services and education, the values and problems of the development of Hungarian social work education formed the basic units for analysis '(Chapter I)'.

During conceptualisation the research was conducted according to the key-notions of the topic such as education, knowledge, curriculum and course development. The concepts were explored, analysed, and with their inter-relationships they represented the basic units for analysis '(Chapter II)'.

Within the literature on research methodology, its advantages and limitations, the applicable aspects of notions like data analysis and processing, critical reflexivity etc. represented the units for literature

analysis. The scientific literature on certain topics was generally studied first then, with regard to the topics highlighted above, deeper analysis followed. The nature of the research and the insufficiencies found during the research process made it necessary to return to certain areas from different aspects again and again, to explore and analyse their literature (Cseh-Szombathy and Ferge 1975, Falus 1993) '(Chapters I and II)'.

The content-analysis aspects of the documents were also mainly determined by the research aims. However, from the documents on the development of social work education and its dilemmas it was possible to gain data for analysis in an indirect way in the interest of the latter. The philosophies incorporated in the curricula of the schools and within those focused on social work according to a special social training or work, its participants, its relationships to its closer or wider environment, represented the categories for analysis. Highlighted units for analysis were the educational aims, the principles, the inner structures of the different curricula and studies, and the inside contents of social work and inter-disciplinary studies.

In the analysis of the documents, the different issues, problems and relationships of the development of social work education constituted our analytical units; e.g., the expectations for each school/course, the auto-definition of the teaching philosophy and goals of each school/course, educational development plans, the philosophy of the communicated learning material, the cross-relationships of the above. Technically, the analysis of the documents had two phases. In the first phase, the participants of the research (helpers/supporters of the researcher) performed a general analysis following a set of data analysis guidelines. In the second, the research leader checked the results of the first phase and performed deeper, more detailed analyses '(Appendix 1)'.

The content analysis of documents embraced the logic (theoretical framework) of the curriculum development process, while we did not undertake to make a comprehensive study of all of its elements '(Chapter II)', '(Figure II/4)'. Clark's description (1996) of the professional content of social work as a discipline has served as a useful framework for content analysis. The approach towards defining knowledge in the context of social work, detailed in Chapter II, has also served us well, providing an important aspect for analysis '(Chapter IV)'.

Open-coded data from the full transcripts of the interviews reviewed, analysed and explained the development and dilemmas of social work education and plans for future in general. These were the units of analysis together with the necessities of social services, the difficulties and the development of the different teaching staff. The second aspect was to determine what kind of judgements the respondents and teaching staff made about their own programmes and course development; namely how they judge the effect of their work as educators on the quality of social services, what kind of connection exists between social services and social work schools and what they think about the future of their courses (Sharples 1998).

After the interviews were made, transcribed and the editing completed the units to be used for content analysis from the responses were chosen and classified, then they were compared and explained by the analysed units. In the next step the similarities and differences were compared and explained. The latter comparison included the characteristics of a type of cross-cultural analysis. The SWOT analysis was found to be a useful tool for our research purposes. It rendered the researcher especially good service when identifying the characteristics, strengths and weaknesses of the development of social work education '(Chapter V)'.

The researcher's job was further complicated by the fact that besides manifest information (which expressions were used and how often), the interviews also provided much latent information (the type of document, metacommunication). The informative value of non-verbal communication was also very high. It is very important to bear in mind the relationship between the message/symbol of a respondent and the respondent's person, i.e., how authentic and defensible we can consider the information he/she provides. The situation was simpler when it came to analysing the documents since only the content of a written text had to be classified and coded within a conceptual framework (Berg 1989, Dale et al. 1998, Denzin 1970, Hakim 1982, Platt 1981, Ritchie and Spencer 1999, Silverman 1985, 2000).

The warnings of Silverman (2000) rendered great help with the analysis of the interviews; the researcher strictly observed and registered the interactions of the interviewees, their roles played in social work education, their status (leaders, lecturers, students, social workers), workplace environments (social work schools, social services) with all the complexities involved. Therefore already during the interviews special attention was paid to ensuring relatively undisturbed circumstances.

The curricula, educational programmes and accreditation documents analysed during the research were authentic and credible. These are used in the different social work schools, main authorities (ministries) and different professional bodies (e.g. Hungarian Accreditation Committee). As a result of the observations and in order to avoid ambiguity the researcher was warned to be cautious. (See in this chapter the part of triangulation).

During the analysis of the interviews the researcher had to be able to differentiate between the efforts made in the interests of

performing the interview and the answers that could be given “free” from any pressure of the interview and the situation-related stress. The researcher concentrated mainly on the latter but could not disregard the former ones either - as they were important from the aspect of the subject matter. However, in the interest of trustworthiness, credibility and validity and based on the reasoning of Silverman (1993) interview schedules were devised with the use of possible fixed-choice answers and several checks were made on the coding of answers to open-ended questions as well, e.g. during the structured interviews (Hammersley 1992).

9. Methodological results, findings, dilemmas and problems

In closing and summarising the chapter the researcher holds the systematisation of some research-methodological results as important. The research of the topic aimed at exposing and explaining the reality of Hungarian social work education in its full, multidimensional reality. It attempted to interpret the phenomena and the process of education, to explain how the dilemmas arise and to provide starting points for working out and devising different development strategies. The subjective experience and impressions of the participants of social work education, as the voice of the participants, played an important role during all the work together with their exploration and analysis.

This approach involved important research-methodological dilemmas, which were partly derived from the researcher-approach perspective but otherwise involved issues to be analysed and resolved during the research. A basic dilemma was the definition of the type of research. On the basis of weighing the advantages and limitations of the quantitative versus qualitative approaches a multi-method research was initiated and applied.

What are the reasons for this approach, what are its advantages?

1. The enumeration of the possibilities, advantages and limitations of the different methods supporting the research can be regarded as an exemplary and outstanding result. The triangulation approach contributed to the elucidation of the combined effect of the different methods e.g. the limitations of the documentary analysis was compensated for by the focus groups and the restrictions of the observations by the interviews made at different levels.
2. The analysed literature provided a useful framework and a sound basis for the clarification of the societal framework of this theme, for understanding the key concepts and the analysis of social work knowledge, for the definition of the research methodology, for the collection of the examined data and for making statements and drawing conclusions. Because of the specifically Hungarian development there is difference between the abundance of professional literature having a history of 100 years of educational experience - in this case the scales swing and move towards the benefits of the British and German social work education. Only a small fraction of this huge British and German literature could be analysed and elaborated upon in this research; however it could provide a sound basis for rethinking the philosophy of the Hungarian social work education and for the strategy of its further development. Among others it gave excellent points of view regarding:
 - The analysis of the connection between the needs of social work and social work education
 - The analysis of the reality of social work education, with special regard to knowledge, curriculum, inter-disciplinary and inter-professional approaches

- The development of the methodology for the research itself
 - The establishment of the theoretical systems and models introduced and applied in the research; and
 - The development and changes to the educational processes, etc.
3. The participants of the research were people of different roles within social work education, representing different levels of status, deeply involved in social work and university education, having expressed professional identity and involvement, this being the result of careful and strict selection of the sample. Based on mutual, deep trust and colleague-like relationships developed between the researcher and the participants of the research, they have become equal partners during the research, they contributed with their personalities and experience. The participants of this research could look into the education development practice of different schools with the help of critical reflection. The participation in the research empowered not only the research but the participants as well.
4. It can be seen as a significant result that the different data-collection methods made the comparison and analysis of data of different contents and type possible. Thus the analyses, structures and references of the literature were compared to the factors, descriptions and dependencies of the documents further with the subjective thoughts, reflections etc. complied during the interviews and vice-versa.

5. In order to preserve trustworthiness and credibility the triangulation approach was applied as the combination of all the approaches, methods and research samples could overcome the limitations or deficiencies of the use of a single approach, method or research sample.

The above also support the importance of the use of multi-method research in social work too.

The methodological analysis provided considerable help for the related research areas in Hungary as well.

1. In this chapter the presented research model, the triangulation approach and critical reflection are new in the practice of social work research in Hungary. Therefore the participant schools, interviewees of research and the course leaders treated the research process and certain methods with some reservations. What was important was the information from the researcher regarding the rigour, essence and trustworthiness of this research approach. On the other hand the creative participation in the research, the particular role of the interviewees helped to understand the essence and meaning of multi-method research, which is an important result. At least the publishing of certain parts of the research might give a useful guide to other researchers, to social workers and social work educators (Budai 2001, 2001a, 2001b).
2. It is well known that social workers often do not regard themselves as researchers, they do not undertake research because of the lack of existence of the necessary conditions, in other cases the researcher works with rigid methods and a

'cold heart'. This is especially true for Hungary today. There is very little research in education; it is not the focus of attention. Current research improves this situation to a certain degree, as during the research the participants' attention was drawn to the similarities and connection between research and social work practice – as both focus on problem-solving. (Hart and Bond, 1995).

3. The analysis of the literature provided the Hungarian researchers with new, and as yet little known information about European, British and German aspects of social work education as well as in relation to triangulation and critical reflectivity.

The difficulties and limitations indicating important aspects for further research also have to be reviewed shortly as in certain respects they can also be regarded as the results of this research.

1. Most difficult for the researcher was the narrowing of the research theme, the novelty of the multi-dimensional approach and the qualitative research culture in Hungary; the latter being time consuming and work-intensive, however, they lead to considerable learning and research knowledge for researchers too. Such broad, multi-dimensional research needs well-organised apparatus. Due to lack of resources students were involved in the data collection and analysis in certain phases of the research, but the bulk of work had to be carried out by the leader of the research himself. For the organisation of future research of similar scope - and especially having foreign perspectives as well - it would be advisable to establish and provide the necessary personnel and material conditions.

2. Considering the fact that the research was embedded in the current Hungarian and, to some extent, European social reality and social processes, and that the research examines some of the dilemmas of Hungarian social work education in the light of British and German examples, problems and dilemmas of comparative study arise, because there are important differences between the conditions, framework, thinking of researchers and social workers, the approaches to research, and understanding of concepts in different countries. We can identify with the thoughts of Munday (1996, p.10):

“ . . . making comparisons between countries, not least to examine what may be learned from policies and practices elsewhere. . . comparative studies in the broad field of social welfare - and social care in particular - are difficult to conduct satisfactorily...There are two main reasons from this to explain the underdeveloped state of comparative studies: Firstly, the differing definitions and boundaries of social care within Europe. . . Secondly, there is very little comparable data on social care services at European level”.

The differences in the system, philosophy and methodology of higher education, for instance, can be sensed very clearly. Due to its historical development and current way of working, higher education in Hungary today has a special two-level structure. However, our three-year diplomas cannot easily be matched to the BA/BSc accepted worldwide, nor can our five-year diplomas be identified with the MA/MSc of a foreign university. Therefore this research does not deal with analysis of international comparison; the data from British and German sample were used as potential developmental possibilities.

3. It was, however, extremely hard to collect the different documents related to social work education. There were two reasons for this. Firstly, schools have not had a sufficient background during the short history of social work education in Hungary to adequately prepare and organise these documents. Secondly, the representatives and leaders of many schools had a more or less justified fear of other schools and colleagues. They were afraid that the curricula, teaching programmes and materials it took them so much effort to create would be used by others. The people who created these either didn't copyright them adequately, or those who used the intellectual property of others were unethical. They were able to collect the non-Hungarian documents through the researcher's international connections. Dilemmas arose here in connection with the 'know-how' of data collection. The decision for the multi-method research system served to resolve them.
4. A basic obstacle for the comparison of these curricular documents in the Hungarian situation was that they all differ considerably in appearance, content, structure and form as well as the issues they stress, which was a difficulty in defining of analysed units '(Chapter II)'. Normally it was only study issues that were handled in all of the documents. It is natural, however, that we occasionally included special features characteristic of only one of the research programmes in order to provide a more thorough understanding of the issues and provide useful details. Similarly, the definition - and the analysis itself - of the open-ended interviews involved some difficulties and limitations as well.

In summary what were the important facts or results that the researcher learnt about the research methodology?

1. In the capacity of the researcher it was possible to get to know and learn the essence and application of the multi-approach and multi-method research. The researcher could learn the use of self as a research tool, the application of the reflexive process and doubting, the investigation of an area again and again, the permanent thinking of research-methodological dilemmas, data-collection and analysis based on rigorous rules, the responsibility of the researcher, and the development of certain methods such as participant observation or undertaking focus group interviews.
2. As a person participating in the research and applying the method of critical reflectivity the researcher could acquire new types of knowledge on the interpretation of the dilemmas connected with social work education, on the combined elucidation of the given objectives, assumptions and the investigated dilemmas of the research and how to resolve the latter in order to move towards more modern education - as the dilemmas are mainly relevant in this context '(Table I/1)'.
3. The researcher was enriched by his roles played in the research process: e.g. observer, interviewer, data-collector, data-analyst, research-organiser, etc. and knowledge deriving from the combination and mutual relationships of all the above.
4. The researcher is directly motivated in the development of social work education and indirectly in the enhancement of the development of social work education in Hungary. These were the leading beacons and motivations in his research. This led to him implementing this research. Today it is only a

part of the richness of the methodological reign of research that is seen by him but the results having been reached so far already outline the continuation in the framework of a project, action-research or in an other way, where the present results can be the foundation for further developments (Erlandson *et al.* 1993, Falus 1993, Gilbert 1993, Guba and Lincoln 1989, Morse 1994, Silverman 1985,).

The next two chapters will present the comparative analysis of the content of social work documents in education and the fieldwork research (critical analysis of social work education by interview stages).

Notes

i The examined documents:

Bárczi Gusztáv Gyógypedagógiai Tanárképző Főiskola, 1997. *Az általános szociális munkás képzésének tantervi leírása – curriculum of social work education* Budapest, not published (see: BGYF).

Debreceni Orvostudományi Egyetem Egészségügyi Főiskolája, 1995. *Az általános szociális munkás képzésének akkreditációs beadványa – accreditation document of social work education* Nyíregyháza, not published (see: DOTE).

Eötvös Loránd Tudományegyetem, 1997. *A szociális munkás képzésének akkreditációs dokumentuma – accreditation document of social work education* Budapest, not published (see: ELTE).

Szent-Györgyi Albert Orvostudományi Egyetem Főiskolai Kar, 1996. *Az Általános Szociális Munkás Szak Szakleírasi kötete – curriculum of social work education* Szeged, not published (see: SZOTE).

Széchenyi István Főiskola, 1996. *Az általános szociális munkás képzésének tanterve – curriculum of social work education* Győr (see: SZIF).

Pécsi Orvostudományi Egyetem Egészségügyi Főiskola, 1998. *Az általános szociális munkás szak tanrendi tájékoztatója – curriculum of social work education* POTE Egészségügyi Főiskolai Kar Szombathelyi Tagozata, Szombathely (see: POTE).

Wesley János Lelkészképző Főiskola, 1998. *A szociális munkás képzésének tanmenete – curriculum of social work education* Budapest (see: WJLF).

Bournemouth University, 1998. *BA (Hons) Social Work Definition Document* Bournemouth University IHCS (see: BU/SW).

Bournemouth University, 1998. *BSc (Hons) Interprofessional Health and Social Studies Definition Document (1998)* Bournemouth University IHCS (see: BU/HSS).

Fachhochschule Niederrhein, 1998. *European Credit Transfer System – Information Package* Mönchengladbach, Fachhochschule Niederrhein Sozialwesen, (see: UAS FHN).

Katholische Fachhochschule Nordrhein-Westfalen, 1997. *Rahmenstudienordnung Diplomprüfungsordnung* Aachen-Köln-Münster-Paderborn, Katholische Fachhochschule Nordrhein-Westfalen (see: KFNW).

ii The legal predecessor institute of Katholische Fachhochschule NW (Aachen) is the Women's Social School Cologne, founded in 1916. It moved to Aachen in the 1920s. It became a Fachhochschule in 1971.

The legal predecessor of the education in Bournemouth is the Dorset Institution of Higher Education from 1976, then Bournemouth Polytechnic (1990-92) which became a university in 1992.

Chapter IV

COMPARATIVE ANALYSIS OF THE CONTENT OF SOCIAL WORK DOCUMENTS IN EDUCATION

1. Introduction

According to the research process and timetable introduced in 'Chapter III' an analysis of the content of the documents (mainly curricula) of the seven Hungarian social work education schools has been undertaken. For the advantages and limitations of analysis and the points of sampling see 'Chapter III' and 'Table III/5' and for the full data of examined schools (and their documents) see the Glossary. The tasks of the analysis were to collect, explore, examine and introduce the development and dilemmas of investigated social work courses, with special regard to:

- The documents of each social work school (course) highlighting their characteristic features, values, strengths and weaknesses
- The assumptions and examined three dilemmas of social work education of this research and
- The social work knowledge and contents appearing in curricula and to be communicated in the different courses, which present the development and dilemmas of social work education (Babbie 1989, Hakim 1982) '(Chapter I)' '(Table I/1)'.

Firstly this chapter introduces some aspects of the regulation and philosophies of the social work education, the aims of curricula and principles of delivery of education according to the above mentioned aims. In the second part of this chapter the multi-dimensional

analysis of the different studies of curricula, which communicate the social work knowledge will be presented. The curricula of social work education courses were analysed using the guidelines prepared for this purpose (Cseh-Szombathy and Ferge 1975), '(Appendix 1)'.

2. Social work education in the context of the regulatory documents

The national undergraduate social work education in Hungary is regulated by the Government Decree No. 6/1996. (I.18) on the Qualification Requirements for the Undergraduate Courses. In Hungarian higher education qualification requirements regulate the outcome of the education courses and set the minimum requirements for qualification '(Chapters I. and II)'. The qualification requirements aim both at shaping the professional competencies of social work and at the autonomy of the schools. Most of the qualification requirements were compiled by the professionals working in social work education and to a lesser degree by those working in the services and in the government bodies. Their work was much influenced by the activities of the Social Work Education Committee set up by social work professionals on a ministerial level with an advisory function in the early 1990s for a transitory period in the same proportion as above (Magyar Köztársaság Kormánya 1996).

The social work education in Hungary has a four-year college (BA/BSc) level or a 5-year university (MA/MSc) level, both have to be preceded by a final exam taken at the completion of secondary-school studies at the age of 18. The difference between the college and university degree is vague in the documents: the number of contact lessons (i.e. the lessons where the teacher works together with the student within organised frameworks) is a total of min. 2800 at universities and min. 3050 hours at colleges. The higher

proportion of contact lessons within the lower level of college education (BA) is in itself a contradiction. The functional plus of the university courses (MA) involves research of the efficacy and efficiency of social work and the preparation for teaching social work. The elusive character of the dividing line between the levels of the qualifications reflects a considerable amount of uncertainty and is the focus of heated professional discussions. The basis and principle for the university-level education was the full-scale (BA SW, MA SW and PhD social policy – social work) arrangement of courses.

As a result of the documentary analysis of this research what has been said above is not characteristic of the social work education as its start and development was determined by the 'emergency' situation; it had to start as soon as possible '(Chapter I)'. The regulators of the Hungarian document do not sufficiently take into account the needs of the social services and the experience of the people working in the field of social care (Fraternité Rt 1996, Magyar Köztársaság Kormánya 1995).

The systems regard the aims to be achieved through the social work education as basic points of reference. The Hungarian requirements emphasise the rehabilitation of the abilities necessary for life and activities, the creation of the preconditions for these. On both levels the Hungarian system takes the paradigm of the human ecosystem for its basis and aims at acquiring the improvement and modification of direct and indirect social work, of the relationship between the human being and his/her environment which is applied in the complex understanding. Within this underlies the importance of learning how the society functions, how problems have to be solved, how problem-solving can be assisted, how the institutional system can be developed and how to co-operate between the related professions. Included in the above it defines the minimal amount of practice within the education: at universities (MSc and MA) it is 32%

and for colleges (BSc and BA) 41%, the latter being a good proportion for an education preparing for practical social work. It also defines the main areas of studies (sociology, societal knowledge, economics, social welfare policy, social work, law and politics, psychology, health in society, statistics, methodology of research), the percentage of these in terms of the total time of education, which is obviously not different from approving of and appreciating the interdisciplinary nature of social work education. This has a defining role in, and consequences for, the education (see needs to be referred to in later analyses). To support the above, 20% of the total education time is the maximum 'allowed' time for communicated special knowledge.

The system operates with the number of contact lessons. In the document the practices are strongly regulated according to the level and kind of different criteria which have to be observed by the schools. As a result of documentary analysis these are shown to be centrally directed, which can be justified to a certain extent by the features of this new type of social work education introduced in Hungary, but at the same time the opportunities of different schools for innovation are narrow and limited. The courses can be attended full time, part time and in the form of distance and open learning. However, opportunities for the latter are quite limited yet. The regulation deals with the details of how to obtain the diploma and the qualification, which will not be, analysed here at this point.

Summing up the above, the conclusion can be drawn that the government-level regulation of Hungarian social work education together with its limitations is a significant factor.

3. Overview of some descriptive and comparative data of social work education curricula

Despite the mainly qualitative character of the research, in this phase of documentary analysis it is worth introducing some data of basic importance which are characteristic of the curricula and can be expressed in figures. Their interpretation and explanation requires great care because of the different character of the documents, they are not ideal for drawing long-term conclusions, still the figures provide some food for thought '(Table IV/1)'.

The 400 contact hours (lessons) difference between 3020 and 3415 contact hours (lessons) is not very significant, taking the average of 3126 contact hours (lessons) into account the difference is still less important. The 3050 college contact hours (lessons) (BA/BSc) and 2800 university contact hours (lessons) (MA/MSc) set as minimum standards by the qualification requirements are met and 'exceeded' by the schools. For studies with the same titles and topics the figures '(Table IV/1)' were calculated on the basis of their frequency in semesters. Thus the number of study lessons is between 65-76. The Hungarian students have to learn on average 74 different compulsory studies in a long duration education process, and 43 contact hours (lessons)/ 1-1 study. The consequences of the practice of higher education in Hungary are a longer duration and higher contact hours (lessons). The question arises whether the 30 percent longer course-time contributes to the earlier mentioned 'ripening' process or is just a prolongation of the student status, or designed to keep academic work '(Table IV/1)'.

Comparative data about social work curricula in 1998/99. academic year

Table IV/1.

	POTE	SZOTE	ELTE	BGYF	DOTE	WJLF	SZIF
Educational time (years)	4	4	5	4	4	4	4
Educational time (lessons) *	3020	3120	3066	33075	3135	3415	3055=240 credits
No. of studies	65	76	65	68	76	107	60
Average lessons of studies	46	41	47	45	41	31	50**
% of theoretical lessons	2170 71 %	1935 63 %	2228 72 %	2220 72 %	1995 63 %	1959 57 %	1800 59 %
% of practice	850 29 %	1185 37 %	838 28 %	855 28 %	1140 36 %	1456 43 %	1255 41 %
% of integrated lessons of theory and practice	435 13 %	135 5 %	465 14 %	245 8 %	Cannot be ascertained	617 18 %	355 11 %
% of compulsory lessons	3020 100 %	2925 94 %	2730 89 %	2983 97 %	2635 84 %	3415 100 %	2890 95 %
% of optional studies	30 credits over compulsories	195 6 %	336 11 %	92 3 %	500 *** 16 %	-	165 5 %

* without language studies and physical training,

** the 29 optional studies

*** specialisation in 2 areas

**** include compulsory studies only

Regarding the comparison of theoretical and practical lessons it is noteworthy that the 66 % theory to 34% practice proportion divorces the desirable proportion of practice lessons stipulated in the requirements (41%) which is usually not met by the schools except WJLF and SZIF.

Compared to the average of the Hungarian educational programmes WJLF prominently has a higher quota of contact lessons and practice work. The symmetries between the integrated studies of theory and praxis (by nearly 200 % of the Hungarian average, i.e. by 18 %); therefore it has a special place among the other schools and shows different educational alternatives or models. It is worth pointing out the higher number of hours (lessons) at SZIF in relation to the relatively lower number of study lessons.

All in all it can be said that social work education has the long-time education process duration, the higher number of compulsory studies and contact hours (lessons), a dominance of theoretical studies, a low proportion of integration and very low proportion of optional studies. These may be the causes of the dilemmas.

4. Educational philosophies in the curricula

A deeper look into the educational philosophies, purposes, educational development and directions allows more profound and precise thinking about the social work educational course programmes. Thus a fuller picture must be created about the nature of each educational form, their most general issues and the relationships and visions of the professionals initiating and planning the educational documents. '(Chapter II)' '(Table II/3)' (Miller and Seller 1985).

Following the educational philosophy and regarding the professional and educational identity of the staff we can find the answer to three main important questions:

- What is the relationship of a certain social work school (staff) to its own social work profession, how does it pay attention to the situation, development, contradictions, changes and new problems of social work and its institutional system? What do the teachers think about the expertise and knowledge mediated by social work education?
- What is the relationship between the teachers and students and vice-versa in the actual school, how are they looked upon and treated?
- What is the relationship between the workers of social work education and the schools with the narrower and wider environment? In what and to what extent do they support each other? How and in what ways do they co-operate with each other?

The schools of social work education examined do not document in each case their philosophies. It is also noteworthy that the different philosophies in the different curricula appear in different chapters, ways and context, which shows the unstable position of educational philosophy and the vague outline of its role.

From the examined documents the social work curricula of two schools do not deal with educational philosophy. In the latter cases the authors of the documents more or less interweave their philosophies in the definitions of their educational aims. An educational philosophy is worded by SZOTE (in its accreditation document); philosophical-type thoughts emerge at WJLF's definition

of aims, in the preamble of the social work study volume of SZIF and in the basic principles for education at ELTE.

Following an analysis of categories through closer examination of the educational philosophies it can be seen that most of the information is directly related to professional expertise and indirectly to the social work itself. Some information is connected with the societal environment and a little information refers to the relationship of those participating in the education. The latter is included only in the documents of SZIF and SZOTE in a way that can be analysed.

4. 1. Attitude to social work and social services

The documents attach great importance to the professional approach of social work education, they all reflect on the essence of the work, the ideas about the profession and the relationships towards them.

However, none of the descriptions deal with questions related to the labour market, the development of social work and its institutional system or the necessary mutual relationships between the services and social work education. It is not mentioned either that in the opinion of the educators what kind of professionals will be required and held important by the future employers. The mapping of the expectations and needs of the Hungarian users is contradictory—to say the least—and is full of uncertainties. This is probably due to various reasons; firstly the initial stage of the development of Hungarian social work education; secondly this requirement has appeared in the Hungarian higher education system only recently, mainly as a part of the accrediting process of the courses; and thirdly the cautious distance-keeping of the social services, because there are tensions between professional, vocational education and the needs of social services.

The DOTE incorporates its educational philosophy in the triple task of renewing the functions of motivating people, the actual life situations—societal relationships—and the institutional system. WJLF follows the footsteps of the Wesleyan and SZETA traditions when putting the understanding of social problems and helping in the centre of education. (SZETA was the Foundation for Support of Poor People: this democratic opposition campaign was set up in 1979, one of its leaders was Ottilia Solt, who organised the social work education in Wesley College in the 1990s). Therefore it dealt with the homeless, disabled, refugees further with ethnicity issues—mainly with the problems of the romas. Special emphasis is put on the support of the problem-solving abilities of the clients, their reintegration into society. The “education is. . . rather infused by the SZETA ideology” (Diósi 1999, p.97).

The ELTE philosophy underlines the importance of preparation for change and grasps the essence of social work as the relationship between the environment and the human being, but it emphasises social justice, solidarity, well-being and the fight against discrimination (Borbély et al. 1996). The collaboration between university education and everyday practice combined with the above attitude is embodied in the practice institution run jointly by the university and the Family Assistance Centre of Budapest Erzsébetváros (Hegyesi and Talyigás 1991).

Each curricular document concentrates on the development of an efficient workforce. The accreditation document of SZOTE regards the whole process of education as a profession-orientated socialisation; a complex, reflective teaching and learning process. While SZIF, SZOTE and UAS/FHN focus on the interpretation of a broad scope of clients containing all ages, environments, levels and special fields, WJLF centres on dealing with the most deprived. SZIF and SZOTE regard the creation of a general, broad, umbrella-like knowledge base covering all professional fields and emphasise the

development of complex relationships in the students' behaviour, actions and value-judgements. In their view the education contributes to the comprehensive (prevention, intervention, rehabilitation) preparation for the improvement of the human functions and mobilisation of resources. The deeper interconnectedness of complicated situations is in the focus of WJLF education.

From analysis it can be seen that it is not an easy task for the curriculum planners to come up with clear and concise definitions. The ideas about social work are closely connected to, and mixed with, the definitions of the educational aims, which from a certain point of view can also be regarded as a lucky phenomenon. The descriptions, according to the way of thinking, attitude, cultural and societal background of the authors, move on a broad scale, which renders a certain unique character for social work education.

Summary: the educational philosophies from theoretical approaches place the main emphasis on the essence of social work and the tasks of the social worker as well as on the knowledge basis and professional expertise. With the diverse educational philosophies in the background the relationship between the curricula of a social work school and the social services is very different. There is much emphasis on the expectation of some kind of expertise the definition of which relies on the competencies of the school and the educational staff. These are remarkable for the importance of the objectives, assumptions and particularly the connection between social services and social work schools (courses) of this research. The inter-professional approach only appears in pockets in examined samples.

4. 2. The relationship with the participants of the education

The descriptions indirectly include the basic features of the social work education, where the teachers regard the students not as future potential professional partners but rather a learner, which fundamentally contradicts the essence and function of social work education. *Nota bene*: this characteristic derives from the Hungarian educational tradition and system too and the social work courses try to destroy these barriers with more, or rather less, success.

The documents of SZIF and SZOTE refer to the students' own responsibility for acquiring the knowledge they need. Furthermore the SZIF document mentions that the students' personality should be an integrated element in the educational process and stresses the importance of the students' earlier experience. The careful attitude of the social services toward the students working in the social services (and through them towards social work education itself) probably derives from the fact that social workers regard the students as radical innovators.

On the other hand the documents do not show other difficulties resulting from the composition of social work students. The following sentence is cited from a different (outside of this research) interview: "Quite a large proportion of them (i.e. the students) come from the poor, the rural sector which is usually referred to as the losers of the change of the system, who feel to a certain extent to be in a rival situation to the gypsies. Owing to this reason lots of students are prejudiced against the gypsies, in some students these prejudices are deeply rooted" (Diósi 1999, p.98). This situation shows the 'battle' between traditional versus modern education and the dilemmas concerning communicated knowledge (balance of knowledge, skills, and values) in social work education too.

4. 3. The relationship with the closer-wider social environment

The different descriptions of educational philosophy give a varied picture about the closer and the broader social environment of concrete social work schools. The curricula differentiate between the narrower or broader environment of education as well. So, for example, SZIF defines itself partly as an educational and methodological research centre. On the other hand in the realisation of the courses and co-operation of individual social work schools SZIF significantly builds on the system of social institutions in the region. In the SZOTE document the necessity of preparation for the region's social problems is emphasised. However, neither of them mentions the wider societal context. WJLF's document does not mention the local societal environment, but their endeavour to show the deeper links and interconnectedness of problems shows the importance of a broader national dimension. The data are poor in this situation, consequently they show the dilemmas, which come from contradictory situations of social services and social work education.

5. Aims and objectives in the curricula

Each of the curricula examined during the research clearly and separately contains the aims of their social work education. In the general aims of social work education most frequent are effective help and preparation for service users, families, groups and communities, for problem solving and for the restoration of their capacities for an active life. The necessity of preparation for the most essential circumstances and necessary tools are significantly less often mentioned. However, each aim definition normally includes; the importance of communication of adequate knowledge, skills development and professional attitude; furthermore that the students must be taught to think, to behave and act in the spirit of the professional-ethical standards and to be able to find the balance between emotions and actions.

The majority of the above aims are in total harmony with the educational requirements as stipulated in the Government Decree; moreover, in some cases they directly quote it (Magyar Köztársaság Kormánya 1996). The striking similarity and closeness of the different aim-definitions can be attributed to the young history of Hungarian social work education, to the traditional, centred (national) regulation, to the special formation of professional identities and to the protection of professional boundaries.

In part the above mentioned general aims are redefined more concretely whilst in part they concentrate:

- On the functional rules of society
- On the reasons for unfavourable life situations
- On how they can be prevented or avoided or seen in a societal context, or how they relate to making contacts or developing the system of tools.

After establishing the general aims of the curricula of several schools, it was found that there is a difference in preparation:

- For the elimination of the reasons causing problems (DOTE)
- For mitigating the problems
- For the representation of the interests of the service users (POTE)
- For the examination of broader social contexts (ELTE)

- For co-operation with other professionals (lawyers, politicians) (ELTE)
- For the proper knowledge of the service users and themselves, the responsibilities of the future social worker and his/her civil rights (ELTE), and
- For the understanding and management of the region-specific problems (DOTE, SZOTE).

The more frequently mentioned aims are to ensure:

- Professional knowledge based on scientific work
- Theoretical education and preparation for social work, integrated studies tailored to the needs of the person
- The integration between teaching and learning
- The acquisition of the skills of critical thinking.

Aim definitions occurring with less frequency are:

- The examination and definition of the reasons and factors resulting in day-to-day changes
- To teach problem-analysis
- To integrate the studies into the broad context of social politics
- To prepare the students for the fight against discrimination, violence and racism

- To prepare them to manage change etc.

This relatively unique aim was formulated in the accreditation document of SZOTE and ELTE in the following way:

“The content of our training is being further developed and updated with regard to the socio-demographic and epidemiological characteristics of the Southern Great Plain Region (high proportion of seniors, special features of diseases and mortality . . . refugee and asylum related problems)” (Szent-Györgyi Albert Orvostudományi Egyetem 1996, p.37).

“The social workers study social politics, sociology, law and economics extensively in a substantial number of lessons so that later in their professional lives they could be able to see and evaluate the problems of their clients in broader social contexts and inter-relationships as well. . .” (Eötvös Loránd Tudományegyetem 1997, p.1) (see also Ferge 1976).

At this point it is worth referring to the aims envisioned in the first educational plan of ELTE in 1990, according to which an integrated theoretical-practical knowledge together with an understanding of the background and spheres of interest of the changing social relationships has to be offered. The different forms of work (face to face, community work, the skills for cultural changes etc.) have to be present in the training with equal emphasis. Here one can witness a conceptual consistency that had evolved through the course of years, on the other hand the texts also suggest a commitment for preparation for general social work (Casson 1982, Ferge 1986, Gáspár 1999, Hegyesi and Talyigás 1990, Lowy 1971, Varsányi 1996).

An important analysed aspect is how much a school follows the changes in the social services and in the profession, reacts to the problems arising in the area of social work and answers to the social challenges and contradictions. In this regard the educational aims do not contain an abundance of concrete objectives.

“We will take part in professional consultancy activities which create the basis for assessing the social needs of the area, for the planning and shaping of social policy and for the analysis of the experience gained through the implementation” (Szent-Györgyi Albert Orvostudományi Egyetem 1996, p.37).

In their aims the curricula in general mainly concentrate on standard knowledge - to be shaped in compliance with the developing social profession – and they include to a far lesser degree the references related to the relationship between the school of social work education and its closer or wider environment. The relationship between the aims and the participants (students and teachers) in the education cannot be detected in analysed curricula.

After examining and analysing the philosophies and aims present in the curricula it can be stated in comperation that there is consistency between the descriptions of philosophies and aims set in the curricula first of all concerning their relationship to professionalism and knowledge. The relationship between the school and its closer or wider environment is scarcely mentioned among the aims but is a stronger and more valuable element in the description of philosophies. The aim-definitions are equally highly differentiated everywhere, although the descriptions of the philosophies show some signs of accord.

Summary: the examined curricula aim to communicate standard knowledge, which comes from the practice of social work. The aims

shore up the special relationship between, and the relative separation of, the worlds of social services and social work schools. It is difficult to map the expectations of the workplaces and social services towards the knowledge to be developed and communicated in the schools, which carry to the assumptions of this research. Furthermore the dilemma: 'Who defines the communicated knowledge in social work education?' Considering the relationship between the educational aims and the role-players in education the student's passive role is the most determining one throughout the educational process. This is also reflected to a certain extent in the answers of the World Census survey, which refer to the educational methods applied. All these correspond to what is included in the philosophies; namely that the majority of students are passive participants in the educational processes and that there is an indirect relevance of this issue with the traditional versus modern education dilemma too.

6. Principles of delivery of education

An important factor in examining the different curricula is the overview of the implementation principles of delivery of education, namely what do the curriculum planners and teachers think about it, in what ways do they envisage realising the aims? The issue of learning guidance has not become generally accepted and obvious in the curricula in the thinking of curriculum designers as yet. This is the explanation for such items missing, in several cases, from the documents. The figures show that the most important principles of the delivery of education for an integrated social work is professional knowledge, the inter-disciplinary character and the teaching of the social work related parts of the professional theory. Less important than the above, but still essential in this regard, is the satisfaction of students' interests, the general approach, the multi-dimensional introduction and discussion of the problems.

On further analysis of the Hungarian documents it can be stated that regarding the principles for the delivery of education the most detailed description can be found in the SZIF documents (Budai, 1996a). The curriculum declares an integrated, problem-centred, practice-orientated and general education in which a special combination of the different curriculum development theories is present. It states that the social work education, beyond the needs of the field, is also adjusted to the students' former life experience and aims at developing learning techniques in the learning process. Further it defines certain principles, such as:

- Facing the problems of real life, the human being and its immediate social environment
- The development of social sensibility and integrated, transferable social knowledge
- The acquisition of knowledge based on a broad knowledge base
- The proportionate and inter-disciplinary presence of general and specialist studies
- The assignments being at the same time basis and fields for the application of theory
- During the education all aspects and elements of personal development,
- The training process involving co-operation, mutual dependence, conflicts and their resolution
- Continuous evaluation etc. (Budai 1996a, pp.67-69).

It is obvious that these principles overlap with the philosophy and aims of the education and the viewpoints harmonise at the same time with the whole process and the individual elements of the education and the curriculum development '(Figure II/3)' '(Chapter II)'.

Among the principles of ELTE an important role is attached to achieving a new kind of synthesis of theory and practice (micro and macro levels) according to the life cycle in which the practice institutions play a part as well (e.g. the meeting between the field teacher and the 'apprentice' is regarded as being the most important element of the education). The students have to learn to see how the lives of the service users are influenced by the operational mechanisms of the social systems. Regarding the continuous development of the curriculum and the education it is worth referring to the thoughts of Szilvási (1998) who sees the whole educational process as the equivalent of the development of professional identity very clearly. This can be interpreted as an educational philosophy or a tool for the realisation of educational principles which, in her opinion, contains the following important elements:

- 'Myself' and the helping activity
- Personal meetings with the role-players of the profession
- Awareness building towards professional interests
- Confrontation with taking up professional responsibility
- Realisation of individual professional ideas

- Proof of integrated knowledge in writing (Borbély et al. 1996, p.19, 23, 25).

According to the cited SZOTE principles the education itself is to be seen as a kind of process for professional socialisation. Their curriculum describes the educational process in the triplex of collecting information, identification and internalisation in which the important elements are paying attention to the interests of the students, the reflective learning process and learning democracy etc. WJLF starts out from the understanding of social processes and from the expert exploration of the problems and in its teaching and learning processes proposes alternative solutions for the students (Wesley János Lelkészképző Főiskola 1998).

Summarising the above it can be stated that compared with the philosophies and aims the principles realising the education are present in the examined documents to a lesser extent. The principles of delivery of education are very close to the educational philosophies and aims, they are not merely educational-methodological issues but also integrate the ideology of the profession. Problem and practice-centredness, reflectivity and the 'inter-approach' can be mentioned in both a professional and educational context (Gambrill 1997, Ohly 1992, Somorjai 1996, Woods 1990). The question is how the modern principles realising the education appear in the everyday practice of education, in teaching the individual courses and in the teacher-student relationship. Are they aimed at achieving values in perspective or rather merely declarations and distant desires?

7. Plans for development

The examination of development plans reveals important phenomena about the self-reflections of certain educational staff, their strength and faith in the future. Further it renders information on

a coherent way of thinking about the whole social work education and about the consistent work of the educational staff. Direct remarks on the development of the education do not appear in all documents, e.g. in the accreditation papers of DOTE, SZOTE and ELTE, or in the medium-term plans of SZIF documents. The frequency of typical content was the basis of analysis.

The most frequently occurring development task is aimed at the expansion and progression of research activities, at the continuous updating of the curriculum and at the integration of foreign (European) examples in the education and at the improvement of efficiency in fieldwork. Less often do planned developments aim at the introduction of the credit-system and at co-operation with other social work education schools.

From among the multitude of many very important values the most frequently mentioned ones refer to the development of the discipline of social work and its scientific background. The priority of research can be related to the accreditation processes launched in the Hungarian university education (Fisher 1997). Deriving from the very essence of the university education this is evident, but the problems of the training practice evoke even stronger the cause and tasks of permanent curriculum development. The earlier analyses have also proved its inevitable role (Budai 1995, Skilbeck 1976, Stenhouse 1975). Now that the education has appeared with an international background it partly proves the international relationships of the educational institutions and partly refers to the international character of social work and social work education. The realisation and advocacy of the importance of good relationships among the social work schools can also be a useful signpost in the development of education.

Based on an analysis of a different approach it can be stated that the overwhelming majority of the development aims refer to the

relationship with the profession but the relationships to the participants of education (e.g. students and education, the introduction of the credit system, solving the socio-political problems of the region etc.) do not appear at all. Similar to the educational philosophies neither do the development plans include hints on how to correspond with the requirements of a definitely changing world, changing social conditions and changing demands towards social work e.g. how to meet the challenges of globalisation, transforming the labour market, handling the growing gap of inequalities and how to face multiculturalism and the development of the civil society.

All in all the development plans (with regard to contents) of the different social work educational institutions reflect the earlier analysed educational philosophies, aims and realisation principles. These are the uncertainties and dilemmas to be considered in educational and curricular development. Indirectly there is a connection between the development plans and the three examined dilemmas in this research.

8. The inner structure of curricula

The question: 'Is the inner structure of the educational process simply an issue related to curriculum development or more than that?' i.e. it informs on the execution of the educational process and on the monitoring of learning too. It is easy to see that it serves both aims, as there is a close link between the educational process and the curricular structure.

Only two of the examined curricula do not offer inner levels in the curriculum. The others are similar in offering basic studies as the first step of the training process. The second step at BGYF and DOTE corresponds with the pre-specialisation phase whereas it serves orientation at SZOTE and ELTE with a unique combination of theory and field practice (2 days fieldwork, 3 days university) in the

second step, whilst the third one is devoted to a project connected to the thesis.

The developers of the curriculum in SZIF claim that it is absolutely necessary to overcome the academic, fragmented and theoretical curriculum structure as it is more fruitful to start out from the complexity of the problems and educational process. Thus the main areas of educational content – the discussion of social work according to the cycles of human life – represent one of the main supporting pillars for the education. The other basic pillar, the tripartite inner phasing of the curriculum reflects the process-approach (Budai 1996a, p.90):

- Basic studies phase providing introduction into general (academic) sciences and developing basic skills
- Deeper phase, getting to know the broad areas of social work with its institutional and client systems, the comprehensive offer of the individual professional areas both in theory and practice in order to establish and form the professional identity of the students and
- Integration phase, the systemic organisation of theoretical and practical knowledge, putting emphasis on individual work, direct preparation for entering the profession.

Summary: The inner structures partly signify the existence of the dilemma of traditional versus modern educational development, they partly offer an inter-disciplinary approach as well, they give points of reference for the execution of the educational process. The social work education is structured by the educational process on one hand and on the other (as it will be introduced in the following chapter) by the related disciplines supporting social work.

9. Studies

During the research of the examination of the studies the starting point was that the studies – both in the traditional and in the more modern curricula with new philosophies - equally reflect the way of thinking of those developing the curricula, show the views expressed in the aims and philosophies and to a certain extent, in the execution principles of the education. Furthermore the studies represent applicable units for analysis and provide a true picture about the knowledge passed on during the process of education, i.e. about the contents of the education, its inner structure and cross-relationships. They also inform about the connections of the social work education and social work.

In the research the contents were analysed according to the titles of the studies – based on the aim definitions and content descriptions. It can be presumed that they embody the 'trademark' for teaching a certain subject, they show the most important characteristics of the knowledge communicated. Their ability to attract attention is also important as students often choose studies on the basis of their titles and the short course description. Therefore the curriculum developers are forced to use the most expressive names as course titles and to word the course descriptions briefly and to the point. Problems arose, as studies of the same content appeared with a variety of titles in the curricula or when courses of different content were mentioned under the same title. In the end the dubious ones were grouped under one category or discipline on the basis of their course descriptions.

The analysed units were the studies. The Hungarian educational reality came from the analysis by disciplines and the critical issues of this research came from the analysis by inter-disciplinary approach.

9. 1. Structuring curricula by disciplines

The 1990 Sopron Conference focused for some years the interest of the professionals on the problem of 'what to teach' '(Chapters I)'. Under all circumstances this provides a good starting point for this research to analyse the knowledge passed on in the course of education. The heated debates were centred on the basic disciplines of the education, namely which disciplines, in what proportion and with what knowledge should be integrated in the education. For example which are the contents of the different sciences that are absolutely necessary in social work education, as the aim is not to train 'mini' lawyers, sociologists or psychologists (Az általános szociális munkás képzés tantervi irányelvei 1990). The results of the battle of the 'discipline lobbies' (psychology, sociology, social policy) can clearly be seen from the proportions of the study areas of the 1996 educational requirements. It can be seen that the starting point was not from the issues and reality of social work (Magyar Köztársaság Kormánya 1996) '(Table IV/2)'.

The 'desirable' proportions of study areas in the Hungarian educational requirements (in % of total time of education)

Table IV/2

Study areas (disciplines)	University MA social work education	College BA general social work education
Sociology, Economics, Society	15	10
Society/Social policy	20	15
Social work	30	30
Law/Political sciences	10	10
Psychology	15	20
Statistics, Research methodology	5	-
Public health	-	5
Specified by the school	-	10
Special areas	20	10

Source: Magyar Köztársaság Kormánya (1996)

It is obvious that the educational requirements and the professionals behind them were much more open towards sociology, law and psychology as disciplines to be embedded in social work education whilst the health area is represented to a much lesser degree. The cause of this needs further investigation into why social work education turns away from pedagogy. Five out of the examined curricula organise their studies into different disciplines (study areas) whereas SZIF and WJLF do not make marked distinctions by disciplinary groupings.

“We guarantee the proper representation of the different scientific areas (cf.: disciplines) in our curriculum” (Szent-Györgyi Albert Orvostudományi Egyetem 1996, p.64), is a characteristic reasoning, which reflects the priority of striving for striking a balance among the different disciplines. Consequently certain curricula show a disciplinary approach even in their practice studies, which can be detected in titles like ‘Health practice’, ‘Social-law practice’ etc. This reflects what was stated earlier; the Hungarian social work education was primarily based on and developed from the disciplinary approach ‘(Chapter I)’. An often-mentioned argument among professionals is: “ . . . social work is constructed from different disciplines and professions. . .” (Szöllősi 1997).

Resulting from the above the Hungarian curriculum developers often struggle with ranking certain studies of complex problems into disciplinary-categories. Such disturbances and forced solutions appear, for example in ranking studies on ‘Child and Youth protection’, ‘Care of the elderly’, and ‘Rehabilitation’ into the field of ‘Social Policy’ in a curriculum – but this also shows how close the areas of ‘Social policy’ and ‘Social work’ are to each other. The curriculum developers rank the ‘Research of Social work’ (related problems) either under ‘Social theory’ (Sociology) or to the area of ‘Social policy’. It is only in university education that an individual study area is designated for the research-connected studies which,

by the way, results from the structuring of educational requirements under the title 'Statistics and research methodology'. This research, as it openly advocates for the importance and justification of social work research, classifies the research-related studies to the area of 'Social work' studies.

A similar dilemma arises around 'Professional skills and personal development training'; namely is it the personality of the student or the development of the individual professional skills (or both) that must be the focus of the education? General viewpoint here is that in the different social work schools 'what kind of basic education provides the territory for the disciplines: psychology, social work or both?' Finally in these cases the real problem is not a simple 'classification' of disciplines but the battle of prestige between certain professions in the background, namely what positions or roles the disciplines and their representatives have achieved (are achieving) within social work education or within certain educational staff. Obviously this is also the consequence of the late start of the education and the local conditions '(Appendix 6)'.

In the World Census of the International Association of Schools of Social Work in 1998-1999 there are differences in the categorisation of studies, which are: 1.) Basis courses, 2.) Problem or service area courses, 3.) Skills or personal intervention methodology courses, 4.) International and rural social development, 5.) Research courses (IASSW 1999).

More can be learned about the main characteristics of the curricula and courses if the examination is first aimed at the groupings according to the priority by disciplines, as these show the priorities among them. 'Table IV/3', features the frequency rates of the studies according to disciplines. As the curricula basically rest on the educational requirements for practical reasons of comparison it is

worth mentioning the minimum level of 'desired' percentage for each study area in terms of education time devoted to it.

The frequency of studies in the curricula *

Table IV/3

Rank	Study area discipline	Total presence of studies (lessons)	Frequency of studies in %	Min. % quoted by the Hungarian educational requirements
1.	Social work	172	33	30
2.	Inter-disciplinary studies	72	14	-
3.	Special area			10-20
4.	Society	66	14	10-15
5.	Psychology	55	10	15-20
6.	Law	52	10	10
7.	Social policy	43	9	15-20
8.	Health	19	4	5
9.	Others	12	2	-
10.	Economics	10	2	-
11.	Pedagogy	8	1	-
12.	Philosophy, ethics, theology	8	1	-
Total		517	100	

* Calculated on the basis of compulsory studies only!

With regard to the frequency and proportion of studies of a disciplinary character the dominance of social work related and inter-disciplinary studies is prominent in the whole sample. As inter-disciplinary studies can be regarded mainly as social work related ones – as it will be further discussed below – the total of 47 % of these two areas seemingly show the priority of social work related contents. At the same time it is highly important to observe that on the basis of the rigid structure prescribed by the educational requirements the planning and introduction of inter-disciplinary studies is only possible in the section of special areas (20 % in MA/MSc, a further 10 % in BA/BSc courses), which is altogether a narrow span. At the same time the educational requirements do not propose the integration of inter-disciplinary subjects into the curricula but suggest taking up special studies instead. However, these do not move towards inter-disciplinarity definitely.

Summing up the above it can be said that in Hungarian social work education the legal background prompts a structuring of the curricula and expects a traditional, disciplinary rather than modern inter-disciplinary approach in the communication of knowledge, which makes the educational process somewhat rigid, making the introduction of social reality into education and the further development of the educational courses more difficult. This means a particular Hungarian approach (Stubs 1996).

9. 2. Proportion of uni-disciplinary and inter-disciplinary studies

The preparation for an inter-disciplinary profession can only be made in an inter-disciplinary way. It is vital to examine the role, importance and effect of inter-disciplinary studies in social work education, comparing disciplinary and inter-disciplinary studies. In the research some studies included two or three different disciplines in their contents and so qualified as inter-disciplinary ones. For example the study entitled 'The fights between the generations' incorporated sociology, social policy and psychology, while 'The legal tools for managing unemployment' comprised law, sociology, social policy and social work as a discipline or professional area.

Regarding the whole sample in 'Table IV/4' it can be stated at first sight that the 86:15 proportion favouring disciplinary studies gives support for making the education of a profession to be of a basically inter-disciplinary character.

Uni-disciplinary and inter-disciplinary studies in the curricula

Table IV/4.

Curricula	No. of uni-disciplinary studies	% of uni-disciplinary studies	No.of inter-disciplinary studies	% of inter-disciplinary studies	No. of total studies
POTE	61	94	4	6	65
SZOTE	67	88	9	12	76
ELTE	50	70	15	30	65
BGYF	60	88	8	12	68
DOTE	71	93	5	7	76
WJLF	84	78	23	22	107
SZIF	52	87	8	13	60
Total	445	86	72	15	517

The figures include all of the optional studies!

The inter-disciplinary studies have a somewhat larger proportion in the education of ELTE and WJLF; SZIF nearly equals the average, whereas SZOTE falls a little behind it and the curricula of DOTE and POTE are the lowest in this regard.

All in all it can be definitely stated: the curricula of the Hungarian educational systems are basically of a disciplinary character, with background traditions of Hungarian higher education. "It is still a problem how the sciences and practices when put next to each other comprise the special contents of social work education". (Szöllösi 1997, p.12) (see also Stubs 1996). The main educational orientation of the mother institution (health, sociology, pedagogy, religious) contributes to disciplinary education and is characteristic of it from the beginning. (Hegyesi 1997).

Summary: The uni- versus inter-disciplinarity dilemma is clearly apparent in the examined sample. Of prime importance is the disciplinary communication of social work knowledge. The disciplinary frameworks in the social work courses provide security and scientific foundations on one hand; on the other they make the educational process rigid and over-structured and push it towards an over-theoretical and academic direction. On the other hand strong

disciplinarity can also be regarded as an important and inevitable step in the development of the education (Stubs 1996).

9. 3. Contents of social work studies

Problem groups and approaches taught in the framework of the study area of social work

Theoretical studies

Table IV/5.

Problem groups and approaches taught in the framework of the study area of social work	Categorisation by World Census	Number of studies	Notes
Foundations, methods and values of social work	Basic studies	18	In three courses through several semesters
Social work with different age groups	Problem area	17	In three courses through several semesters
Social group	Skills, personal intervention	16	In two courses two semesters
Research of social problems	Research studies	16	
Social management	Services area	14	
Community social work	Skills, personal intervention	12	
Individual/family case work	Skills, personal intervention	10	
Topical issues	Problem area	8	
Rehabilitation	Problem area	6	
Social work forms	Basic studies	3	
Social administration	Service area	3	

Practice studies

Intensive complex Field work	Skills, personal intervention	24	2 – 7 semesters
Social institutions	Services area	13	2 – 7 semesters
Professional skills development	Skills, personal intervention	11	2 – 7 semesters

‘Table IV/5’ gives an outline of the inner structure and themes of ‘Social Work’ studies, which deal with social work in more detail and on a broad scale of approaches: Bases and methods, working forms, values, problems of age groups and client groups etc. These

suit the requirements of 'Social Work' studies. From the different studies by categories of World Census it is calculated that 43% (total number of studies: 172) of the studies deal with personal intervention skills, 35% with the problem and service areas 12% with the basic knowledge and 10% with research methods. These indicate the reality of the primacy of knowledge, skills and values or balance among these.

9. 4. Inter-disciplinary studies

One of the key questions of social work is its ongoing adjustment to the changing world, shifting societies and requirements and to the eternally new social problems. It is evident that these questions and processes are extremely complicated and complex. Therefore ('the alterations in the changes') the social problems can be successfully handled through a multiple approach, with the co-operation of several related professions, among others through inter-disciplinary and inter-professional approaches, which are presented in literature very richly. It is useful therefore to go on with the analysis of the inter-disciplinary studies '(Chapters II and III)' (Barr et al. 1999, Bartholomew 1986, Berger 1972, Ferge 1976, 1986, Headrick et al. 1998, Jordan 1999, Midgley 1997).

The inter-disciplinary studies partly integrate academic theory and the experiences and skills of the practices and partly they integrate the academic/disciplinary areas '(Figure II/4)' '(Table II/2)'. Of overriding importance is the different case discussion or field seminars after fieldwork, which are included in five curricula, so it is relatively typical. Similarly comprehensive are the practices on societal knowledge, which mean the complex examination of the narrower-broader social environment by several disciplines, included in three curricula as well as the study of 'Social institutional systems' and 'Field knowledge'. In the curricula of four courses the studies 'Poverty, deprivation, poverty politics', and 'Poverty in the welfare

states' are included. The 'Social work project' integrates knowledge and involves inter-disciplinary activities. Students and teachers are equally encouraged to integration by the less frequent 'Crisis intervention' and the 'Evaluating research' and 'Local authorities' studies etc.

The fact that there are now inter-disciplinary studies in social work education, is an important step. The questions are: 'What is the role in education?' 'What is the the effects of these inter-disciplinary studies to the students?' 'How are they able to provide preparation for the effects of the changes of society?'

Relevant answers to these problems can be found in the curriculum of Wesley János Lelkészképző Főiskola (1998). The relationships between the market, the state and the voluntary services for the areas of social policy, homelessness and unemployment; the psychic phenomena of deteriorating health in psychology; and the political and sociological processes in the creation and application of law and crime-sociological trends in the framework of legal studies. Furthermore the socio-political results of the health condition, or the health problems related to poverty, minority or deprived neighbourhoods are also taught through a complex, purposefully inter-disciplinary approach. These studies offer prospects for the future.

The curricula omit or contain only to a very small extent in an inter-disciplinary way, studies dealing with comprehensive questions such as 'Family', 'The Aged', or problems like 'Exclusion', 'Drug-alcohol', 'Minorities' etc. The family-related questions appear in the studies assigned to the individual disciplines e.g. family sociology, family psychology, family law, family therapy, family-help and care – but these exist independently of each other or parallel to each other; in most cases they appear either in this or in that study. Therefore these important contents get only one approach in the same field

and it is very difficult for the student to integrate the knowledge received in different fields and areas. It would be useful to explore and investigate educational content by inter-disciplinary approach. It has to be stressed that it is not enough to have an inter-disciplinary study for the above problems, it is only by the inter-disciplinary background mentality of the courses that results can be achieved.

Summing up: the inter-disciplinary approach is well known amongst the teachers (staff) working in everyday educational practice and initiating curricula. The readiness for innovation is there but the experiences and knowledge for development are still missing. From the above can be seen the existence of the uni versus inter-disciplinary dilemma concerning communicated knowledge.

9. 5. The inner contents of inter-disciplinary studies

For deeper analysis beyond the study titles it is necessary to explore which topics and questions get into the focus of a study and through what approaches will these be communicated and elaborated. The content descriptions of the inter-disciplinary studies will now be analysed exclusively in relation to those, which are included in the curricula of at least two schools (courses). Based on the content descriptions some other studies were included here as well in the contents of which the inter-disciplinary mentality is highly characteristic. From 72 inter-disciplinary studies 30 selected studies are analysed and some signals or interpretations relating to a certain course or curriculum can be made as well. The steps of the analysis are built on each other in four different phases and approaches.

9. 5. 1. The main professional trends of inter-disciplinary studies

Because of the wide contents and varied spectrum of the 36 studies the basic points of reference were the study-aim descriptions and the programme descriptions. 'Table IV/6' categorises the different

studies by the main contents and professional-based orientations. Most of the studies concentrate on the macro and medium-sized social and socio-political processes followed by the ones focusing upon certain social problems. The number of studies aiming at the important issues connected with the changes undergoing in the world is less.

From the pool of contents the studies focusing basically on the social and socio-political processes will be considered herewith. 'The Local Society' and 'Local social policy and social work' courses at DOTE start out from the socio-economic development and urbanisation processes and deal with regionality, creation of resources and the foundations of local social work.

The three curricula (ELTE, DOTE, SZOTE) include study of the romas concentrating on a range of issues from the history of the romas through their value-system, identity, schooling, job-market-position, self-organisation, prejudices, treatment of conflicts and criminality to scientific research of their problems. The elaboration of the different content is done in a very broad spectrum. The poverty-related studies (ELTE, DOTE, SZOTE, POTE) look into the reasons and characteristics of poverty and examine the possibilities of addressing these through a complex approach.

'Societal practices' (BGYF, SZIF) serve basically for deepening the knowledge of students about the workings of society, it undertakes to survey the totality of the social problems of a habitat from a multitude of points of views.

Inter-disciplinary studies by their main fields of contents in 30 selected studies

(prioritised by frequency)

Table IV/6

Ranking	Fields of contents and profession	Studies
1.	Social, socio-political processes	Poverty Romas Practice of knowledge of society Development of small regions Impact of social transition on social work Local social policy Macro-economic processes
2.	Actual social problems	Groups living in special circumstances Unemployment, provisions New needs towards social work Runaway children in Hungary Crisis intervention Community mental health
3.	System of social institutions	Institutional system of social work Local authorities, civil service Local society Human services
3.	Changes in the world: rule of market, globalisation, individualisation	Topical questions of social profession Generations and issues Seminar on societal politics
4.	Integration of theoretical knowledge and practical skills	Social work project Integrated fieldwork Seminar following fieldwork
4.	Large provisional systems	Work and society Society and school
5.	Life-cycle	Social problems in practice Areas of social work-related problems

The framework of the social problem: ‘Social groups in special circumstances’ (POTE) studies concentrate on the provision for people with special needs; beyond the critical analysis of their situation they sketch the possible problem-solving methods with the help of a knowledge-framework. Equally the reaction to topical issues and social problems appears in the study ‘New needs towards social work’ (WJLF), among them being the problems of refugees, street and school social work, hospice and the complicated issue of sourcing.

‘Community mental health’ (BGYF) is a study concentrating on the related areas and institutions of mental health such as the

application to areas of mental health intervention. 'Crisis intervention' (BGYF) is a study of recognising the state of crisis, concentrating on the institutional system of provision and intervention strategies, based on which the student should be able in a later crisis situation to determine the competency borders and define the necessary co-operation with the representatives of the related professional areas.

Studies focusing on social institutional systems operate basically with sociological and socio-political approaches, but the aspects of the service users are also given an important role including the legal aspects as well. The majority of the studies wish to introduce the organisational structure of the institutions, their operation, fundamental documentation, administration, the division of work within the staff, the practice of the local authorities and their impact in the background of organising social work (BGYF, ELTE, SZIF). 'Human services' (BGYF) is a study integrating the students' knowledge for use in a broader concept, with special regard to the Hungarian and international non-profit sector.

The 'Social work project' (SZIF) course is organised around a certain social problem which is investigated by a student team under the leadership of a theoretical professional (professor, researcher) and a fieldwork teacher working in the practice, thus ensuring the equal importance and presence of the dual approach and modelling the co-operation of the two professionals. The fieldwork seminars (ELTE and SZIF) primarily serve the monitoring, reflection, interpretation and analysis of the practices.

From among the studies dealing with the introduction of social care systems the ones taking their place on the border of sociology and health (DOTE, SZOTE, SZIF, WJLF) analyse the social role of medicine and the sociological and social components of the health-illness state of society and stress, but also deal with the broader dimensions of society, politics, economics, education and research.

Studies centred around the human life-cycle like 'Social problems in the practice' (ELTE, SZIF) and 'The problem areas of social work' (SZIF) focus on the social problems characteristic in certain periods of the human life-cycle using a multiple approach, whilst also including a critical analysis of the relevant institutions and possible services in their focus.

According to another section it is noteworthy and can be evaluated by all means as a tendency that several different management-related studies are also included in the curricula e.g. 'Social service management' (SZIF), 'Human Service' (BGYF) etc.

Summary: It can be stated that the 30 inter-disciplinary studies investigate a certain issue with a multitude of approaches, from several dimensions, based on the results of scientific research and the results of the related disciplines. The related disciplines to social work are inevitable factors but insufficient for being the basis for inter-disciplinary studies which need the organising factor arising from social work itself. Finally it can be stated: In the curricula of social work education – even if only to a small extent as yet, the inter-disciplinary mentality is present. It is not quite clear the mind from the above which contents, what and how much and with what quality the study area of social work education would take over from the related disciplines, namely what contents should be ordered from them for tuition '(Chapters I. and II)', (Adams et al. 1998, Pőcze 1993).

9. 5. 2. The appearance of Clark-knowledge types in inter-disciplinary studies

In the second approach, by means of analysis using the previously introduced Clark-model (Clark 1996, p.49) of dividing social work disciplines (as analysed units), it was shown how different elements

of knowledge appear in the contents description of the 36 selected inter-disciplinary studies. Taking an overview of the descriptions of contents and placing them systematically in a table '(Table IV/7)' it is visible: the main elements of knowledge of social work appear relatively well represented in the inter-disciplinary studies. Clearly present is the representation of the human being with its relationships and the elements of knowledge related to community and society. Over the average is the presence of the values of human existence in the examined studies. The above is reassuring from the aspect of the core and essence of social work, regarding its mission, professionalism and the development of the education. The presence of professional skills can be evaluated to be of average or middle range. Less than the average is the representation of the special knowledge of social work, the components relating to the ethics of the services and the contents explaining scientific phenomena. Note: approximately 50% of social work studies are skill-development centred. From comparison of the data can be seen again the uni versus inter-disciplinary dilemma.

Main important parts of the inner content of inter-disciplinary studies
by Clark’s social work knowledge-types

Table IV/7

Inter-disciplinary studies	Values of human being	Human relationships for understanding social problems	Community & society for welfare	Explanation of scientific phenomena and experiences	Ethics of services	Special knowledge of social work	Professional skills
Social problems in practice	+	+	+		+	+	+
Group living in special circumstances	+	+	+		+	+	+
Poverty	+	+	+	+	+	+	+
Homelessness-provision	+	+	+		+	+	+
Unemployment-provision	+	+	+		+	+	+
Romas	+	+	+		+	+	+
Topical issues of social profession	+	+	+		+	+	+
New needs towards social work	+	+	+	+	+	+	+
Issues of gender and generation	+	+	+				
Runaway children in Hungary	+	+	+		+	+	+
Crisis-intervention	+	+	+		+		+
Areas of social work-related problems	+	+	+	+	+	+	+
Practice of knowledge of society	+	+	+	+	+		+
Social work project	+	+	+	+	+	+	+
Integrated social work practice in services	+	+	+		+	+	+
Seminar following practice	+	+	+		+	+	+
Evaluating research		+	+	+		+	+
Development of small region	+	+	+			+	+
Impact of social transition on social work	+	+	+	+		+	
Service-system of social work		+	+		+	+	+
Seminar on societal politics	+	+	+	+			
Work & society	+	+	+	+			
Macro-economic processes	+	+	+	+			
Society & school		+	+			+	+
Local authorities, civil services	+	+	+		+	+	+
Local society	+	+	+		+		
Local social-policy & social work	+	+	+		+	+	+
Human services	+	+	+		+	+	+
Community mental health	+	+	+		+		+

The + means: being of concrete knowledge type of social work

Source: Clark (1996)

9.5.3. Social work knowledge (by this research) approach and inter-disciplinary studies

Analysing the social background of social work education was detailed in 'Chapter II'. In order to be able to capture the essence of the knowledge communicated by the Hungarian social work education the following approaches seem to be useful:

- 1) The representation and protection of human rights, contribution to anti-discrimination endeavours
- 2) Representation of common good and public interest
- 3) Contribution to the long-term solution of problems
- 4) Contribution to social integration
- 5) Contribution to the shaping of democratic circumstances, the support of learning how to live under democratic circumstances.

In the third approach an analysis was undertaken into how the above content approaches (as analysed units) become valid in the inter-disciplinary studies '(Table IV/8)'.

Considering the descriptions of contents it can be pointed out that the above views are best represented in the inter-disciplinary studies as follows:

- 'Social problems in practice'
- 'Social groups in special situations'
- 'Poverty'
- 'Romas'
- 'Problem areas of social work'
- 'Social work project'

- 'Integrated social work in fieldwork'
- 'Development of small regions'
- 'Seminar on societal policy'
- 'Macro-social processes'
- 'Local authority, civil service'
- 'Local society'
- 'Local social policy and social work'

The above studies provide broad contents, framework character, complexity and future orientation, which can be good examples and a starting basis for further curriculum and educational development and for solving the uni versus inter-disciplinary dilemmas. The system of approach focusing on the essence of social work knowledge can be a useful tool for a more exact examination of the social work education.

9.5.4. The appearance of the characteristics of a changing world and societies in inter-disciplinary studies

Building on the above the fourth approach starting out from the totality of the mutual effects investigates (using a broad approach) how the world changes with characteristic features and how issues (as analysed units) get a place in inter-disciplinary studies. 'Table IV/9' shows the frequency of these characteristics in the 25 studies chosen for analysis.

The approach of social work knowledge (by this research) in the inter-disciplinary studies

Table IV/8.

Inter-disciplinary studies	Representation and protection of Human Rights	Representation of welfare and public interest	Contribution to the permanent solution of problems	Contribution to the development of social integration	Contribution to living in a democracy – support to learn democracy
Social problems in practice	#	#	#	#	#
Group living in special circumstances	#	#	#	#	#
Poverty	#	#	#	#	#
Homelessness-provision	#	#		#	
Unemployment-provision	#	#	#	#	
Romas	#	#	#	#	#
Topical issues of social work profession	#	#		#	#
New needs towards social work			#	#	#
Issues of gender and generation	#	#			
Runaway children in Hungary	#	#		#	
Crisis-intervention					
Areas of social work-related problems	#	#	#	#	#
Practice of knowledge of society				#	#
Social work project	#	#	#	#	#
Integrated social work practice in services	#	#	#	#	#
Seminar following practice			#	#	
Student managed workshop	#	#	#	#	#
Evaluating research			#		
Development of small region	#	#	#	#	#
Impact of social transition on social work				#	#
Service-system of social work					
Seminar on societal politics	#	#	#	#	#
Work & society			#	#	
Macro-economic processes	#	#	#	#	#
Society & school			#	#	#
Local authorities, civil services	#	#	#	#	#
Local society	#	#	#	#	#
Local social-policy & social work	#	#	#	#	#
Human services		#	#	#	#
Community mental health			#	#	

The # indicates the occurrence of concrete content in studies

The appearance of characteristics of world changes and societies in inter-disciplinary studies

Table IV/9.

Inter-disciplinary studies	Globalisation	Change of production and workforce market	Growing individualisation	Marginalisation, discrimination, exclusion	Multi-culturalism	More certain prospect	Value of society	Development of civil society	Change of social work and services
Social problems in practice		*	*	*	*	*			
Group living in special circumstances				*	*	*			*
Poverty				*		*	*		*
Homelessness-provisions				*		*	*		*
Unemployment-provisions				*		*	*		*
Romas				*	*	*	*	*	*
Topical issues of social work profession	*	*	*		*	*	*	*	*
New needs towards social work	*	*	*	*	*	*		*	*
Issues of gender and generation	*		*		*	*	*		*
Runaway children in Hungary				*					*
Crisis-intervention			*			*			*
Areas of social work-related problems				*		*		*	*
Practice of knowledge of society	*	*	*	*	*	*	*	*	*
Social work project		*	*	*	*	*		*	*
Integrated social work practice in services	*	*	*	*	*	*	*	*	*
Seminar following practice			*	*	*	*	*	*	*
Development of small region		*	*	*	*	*	*	*	*
Service-system of social work				*		*	*		*
Seminar on societal politics	*	*	*	*	*	*	*	*	*
Work & society	*	*		*		*	*		
Macro-economic processes	*	*	*	*	*	*	*	*	
Local society	*	*	*	*	*	*	*	*	*
Local social-policy & social work	*	*	*	*	*	*	*	*	*
Human services			*	*	*	*		*	*
Community mental-health			*	*	*		*		

The * indicates the occurrence of concrete characteristics in studies

As stated earlier, the inter-disciplinary studies involve in their contents the problems related to the changes of the world. The highlighted areas are marginalisation, discrimination and exclusion, the questions raised by the changing nature of social work and services. More general questions are growing individualism, the quality of society and multiculturalism. Less frequently discussed topics in the studies examined are the effects of globalisation, production, changes to the labour market and development of civil society. It is evident, that according to this analysis less attention is concentrated on the broader world of social work, and on their introduction and analysis. This corresponds with earlier statements about the main fields of content of inter-disciplinary studies. Compared with the second analysis (Clark-knowledge types) the prevalence is similar for the indicators of wellbeing, marginalisation and discrimination and the values of human existence '(Table IV/7)'.

If the presence of the characteristics of the changing world in the curricular contents is compared between the courses it can be seen that some contain all (or nearly all) characteristics '(Table IV/9)'. For instance this is the case in the studies entitled 'Social work practice', 'Integrated social work fieldwork', 'Local society' and 'Local social policy and social work'. It is a similar situation with regard to 'Topical issues of social work'; 'Fights between generations', 'Labour and society' and 'macro-economic processes' studies. Perhaps these studies show best how the attention of the courses is drawn to the social changes taking place in the changing world.

Fuller analysis of the WJLF curriculum provides a good example of the essence of inter-disciplinarity. In the course of teaching psychology, the psychological implications and contexts of the homeless, refugees, and the disabled; similarly they investigate the political and sociological processes in the background of the creation and application of law, discuss sociological and socio-political trends when teaching about crime, deal with the social aspects of deviant

behaviour, with the social factors influencing the state of health and with the health problems related to poverty, minorities and living in deprived areas.

The curriculum of WJLF strongly advocates taking over exclusively the needs of social work education from the related disciplines as

“... they start out from the normal psychic development and gradually from bottom to top they discuss the theories about family and personality and through psychopathology they arrive at the mental health of the helping work and at the psychological approach of social work problem areas, or ... in order to provide theoretical apparatus for the social workers, an approach that serves the understanding of social problems embedded in society and skills to realise and analyse the socio-cultural background and other hidden elements of social facts and individual problems.” (Wesley János Lelekészkepző Főiskola 1998, pp.22, 29).

The quoted curriculum excerpt gives an answer to the question of what function the related disciplines perform in social work education. Considering the curricula of the Hungarian social work courses this notion appears so markedly in the curriculum of WJLF.

Summing up: The curriculum descriptions of the inter-disciplinary studies contain modern social work knowledge. They represent progression in relation to the changing world and societies, the changing social needs and integrate these in social work education. The terms ‘striving for mutuality and balance’, ‘research of broad spectrum’ and ‘integration and the creation of syntheses’ taken from the detailed descriptions of the studies, clearly represent the approach.

The content descriptions of the inter-disciplinary studies show the social requirements of the most important characteristics of the changing world and changing societies towards social work. They underline the importance and relevance of the inter-disciplinary approach in dealing with these issues within curricular frameworks. The analysis made on the basis of a multiple approach of the social work components shows that inter-disciplinary studies are better at following the changes of social work and social services and also better at reacting to their changes, problems and contradictions. Definitely it can be stated that each of the above analyses is highly important, partly for a more profound exploration, analysis, extension and structuring of the essence and knowledge of inter-disciplinary social work and partly for the further development of social work education. At the same time it is evident from the low proportion of inter-disciplinary studies and their study descriptions that the majority of social work teachers still have not identified themselves with this mentality, therefore the uni- versus inter-disciplinary dilemma is real.

10. Summary

The comparative analysis of the content of social work documents in education served the research well, achieved the research objectives, the important connections concerning development and dilemmas of social work education.

It is evident that on the basis of documents, in this case mainly on the basis of the curricula, it is not possible to give a full picture of the courses of a school and through these to provide a full-scale evaluation and description of the social work education of a certain country. By investigating the documents it is nevertheless possible to make statements concerning the approach of the education carried out in the courses of the sample.

10. 1. About curricula

A useful starting point for the different statements can be the curricular taxonomies of Kelly (1999), Shane and Tabler (1987), Hemeyer (1985) also they can be usefully applied in social work education '(Chapter II)'. Based on this, with regard from the analysed curricula, the curricula are to be understood mainly as a 'target model' by Kelly (1999).

There are so called 'experimental' curricula that reflect the mentality of the changing social needs. The 'regenerative' mentality that undertakes the urge of radical changes, self-realisation in the learning process and humanistic style, in traces it can be also found in the curricula of ELTE, WJLF and SZIF as well. All curricula are of the so-called 'legitimation' mentality, which primarily aims at the creation of balance between the open-closed or optional-compulsory features of the education. They also show up a 'process regulating' approach putting the emphasis on the interactions and interpersonal relationships of the students.

Based on the Miller and Seller (1985) education and course development taxonomy – examining the relationship between the students and study contents – it can be seen that the examined curricula show up more of a 'passing on' orientation organising the educational contents in a disciplinary way, according to the innate system of the scientific disciplines, putting the emphasis on the verbalisation of facts and data and they have lots of compulsory elements. Each examined document contains 'contact building' orientation providing not only finished knowledge but also using different strategies of problem solving and management and the necessary competencies for them in order to prepare the students for working in the complicated world of real social work and in the background of which there is a flexible curriculum and inter-disciplinarity.

Berger (1972 cited in Casson 1982, p.11) analyses the comparison of traditional and inter-disciplinary university models and, based on the aspects of his study, the values and strengths of curricula were confirmed. The curricula of the examined social work education schools, with special regard to the educational contents, basically put the emphasis on mediating abstract knowledge. In each of the examined documents the endeavours for bridging the gap between the reality of the services and the innovative efforts of the educational institutions can be traced. The educational aims, in different measure, incorporated communicated knowledge, students and collaboration schools and their social environment equally.

10. 2. About the assumptions of the research

The analysed documents stressed from many approaches the existence of educational dilemmas, concerning the balance of knowledge – skills – values and uni versus inter-disciplinary which were analysed in detail.

The system of relationships between social services and social work education based on the curricula shows that the professional aspects get only an indirect role, the meeting points of the services and the educational institutions are touched upon directly only in the courses. In the aims of the Hungarian courses and as was seen in the analysis of the Hungarian professional literature earlier '(Chapter I)', (Ferge 1986, Körkérdés a szociális munkás képzésről 1992), it is not evident what kind of a professional the Hungarian employers and services would like to receive; at the same time in the everyday practice of education the schools calculate with the narrower-broader social environment. To the question 'How can social work education react to the continually changing social needs, indirectly to the ongoing changes of society and service users, and how can it include these changes in the sphere of education?', there are

usually no predictable answers. All the above draw attention to the contradictions and attitudes of social services and social work education in Hungary.

The social competencies, the declared expectations and rational requirements of the social services towards social work education cannot be found. It is evident from the education development plans that there is an increasingly growing demand for the definition and description of social work in scientific terms and this can be found only in traces in the knowledge content of the education in the curricula. It is noticeable that good use is made of the Ferge model of knowledge structure in social work education, but is not included in the Hungarian documents (Ferge 1976). It can be seen that there is a connection with the tension of traditional and modern education and the deficiency of curriculum theory in educational staff.

10. 3. About the dilemmas examined by the research

In the curriculum descriptions either knowledge, skills or values receive most attention, but in certain cases in the description of a study each is given equal importance, although this is the exception in the analysed curricula.

From the examined curricula it was found that on the one hand there is a need for more stability, but on the other hand there is a need to take less account of changing social needs and ongoing curriculum and educational development.

However, elements of inter-disciplinarity and integrative mentality also appear in them, but there are many uncertainties and doubts in this field. The schools are often indeterminate about communicating inter-disciplinary professional knowledge at the same time as eliciting strongly integrated knowledge from the students.

A further question is: 'What educational contents, in what quality and at what depth 'should be ordered' by the representatives of social work from the related disciplines (or in other words: which are the elements of the related disciplines that are essential for social work knowledge)?' Should definite steps be taken towards inter-disciplinarity, or is it still more important to stay within the frameworks of professional competencies, as is suggested by the law regulating the education and the approach of which can be felt throughout the examined documents? Do the above statements take us closer to one of the reasons for this dilemma, to the uncertain foundations of curricular theory, to the debate of traditional versus modern education?

10.4. About mediated knowledge in social work education

From the analysis of documents come priority of related disciplines (psychology, sociology, social policy etc.), which define the direction, width and depth of the mediated knowledge basically in social work education. No data exists to demonstrate the relative balance between psychology, sociology, social policy etc. in the different social work schools in this study. As all courses are very individualistic, so one-to-one comparison like-with-like cannot be easily made. Perhaps inter-disciplinary studies play the most important part in communicating the eclectic knowledge of social work.

The process of comparative analysis of the content of social work documents in education gave a good basis for further examination both with interviews and their analysis.

Chapter V

DESCRIPTION OF FIELDWORK RESEARCH CRITICAL ANALYSIS OF SOCIAL WORK EDUCATION BY INTERVIEW-STAGES

1. Introduction

From the analysis of the literature and comparative analysis of the content of social work education documents in Hungarian in the course of the fieldwork research, four different interview stages have been conducted, evaluated and analysed, which were built on and stemmed from each other. The tasks of the interview-stages and the analysis and evaluation of interviews were: from all interviews to acquire information on the ideas of the interviewees concerning the future of educational development, as well as on the possibilities of solving dilemmas, furthermore:

- Firstly through unstructured and structured interviews to acquire general information on the status of the social work education, its development tendencies and dilemmas. To understand the process that has been seen in the first 12 years of the social work education following the development
- Secondly with mainly practitioner interviews and focus-groups to elaborate a relatively precise picture of the interrelations of the social services and the social work education, on new professional challenges and the answers of different education courses
- Thirdly using mainly structured and practitioner interviews and focus-groups the inter-relationship between the knowledge adequate for social work-services and the knowledge communicated by social work education, the dilemma of

knowledge-skills-values balance (Berg 1989, Fontana and Frey 2000, Phillips and Pugh 1994) '(Chapter I)' '(Table I/1)'.

The first was the unstructured interviews, the second the structured, the third was the practitioner interviews and the fourth was the focus groups (Denzin and Lincoln 2000, Hammersley 1992, Silverman 1985). The 'Table V/1' gives an outline of the key-issues of interview-stages and analysis points. The 'Table V/2' presents the distribution of the interviewees by interview-stages. The detailed presentation of the interviewees has been described in 'Chapter III' (Babbie 1989, Cseh-Szombathy and Ferge 1975).

Distribution of the interviewees

Table V/2.

	UK	Germany	Hungary	Total
Unstructured interviewees	1	1	6	8
Structured interviewees	7	5	43	55
Practitioner Interviewees	-	-	39	39
Interviewees in 4 focus groups	4	-	16	020
Interviewees total	12	6	104	122

The key-issues of the interview-stages

Table V/1.

Unstructured interviews	Structured interviews	Practitioner interviews	Focus-group interviews
<p>Experiences of development of education and curriculum since 1989</p> <ul style="list-style-type: none"> • frequencies • causes • aims • results • relationship between the requirement of social work and higher education <p>Last change of curriculum</p> <ul style="list-style-type: none"> • aims • participants of designing • attitudes of participants • resources • dilemmas • results <p>Plans for education development</p> <ul style="list-style-type: none"> • characteristics of changes • consideration of requirements • appearance of 'inter-approach' 	<p>About sw education in general</p> <ul style="list-style-type: none"> • characteristics of social work education • communicated social work knowledge • dilemmas and causes • helping facts • difficulting facts <p>Social work education in own school</p> <ul style="list-style-type: none"> • minds of education • main values of education <p>relationship between social services and sw schools</p> <p>Plans for education development in own school</p> <ul style="list-style-type: none"> • stages • solving dilemmas 	<p>About sw education in general</p> <ul style="list-style-type: none"> • effects between social work and social work education • acceptance of new social workers in services • characteristics of dilemmas • communicated social work knowledge • helping facts • difficult facts and dilemmas <p>Plans for development of social work education</p> <ul style="list-style-type: none"> • main points • characteristics • requirements 	<p>Relationship between social services and social work schools</p> <ul style="list-style-type: none"> • effects and requirements • social work courses – social services • dilemmas <p>Professional needs – sw knowledge – education</p> <ul style="list-style-type: none"> • academic/profession knowledge • new problems of social reality <p>Plans for development of social work education – possibilities for solving dilemmas</p>

The unstructured interviews were delivered with 8 course leaders in the different social work schools: POTE, ELTE, BGYF, WJLF, SZOTE, DOTE in Hungary, BU/SW in the UK and KFHNW in Germany between 1 January and 1 March 1999. The key-issues below were covered in these interviews '(Table V/3)'.

Key-issues in unstructured interviews

Table V/3.

Issues	Objectives	Assumptions	Examined dilemmas
Development in social work education	O.1, O.2.	A.1, A.2, A.3.	D.2.
Last change of curriculum	O.1, O.2.	A.1, A.2, A.3.	D.1, D.2, D.3.
Plans for development of social work education	O.3.	A.3.	D.1, D.2, D.3.

See with 'Tables I/1 and III/1'.

The structured interviews were undertaken with 55 interviewees from 7 Hungarian, 1 British and 1 German social work schools: POTE, SZIF, ELTE, BGYF, WJLF, SZOTE, DOTE, BU/SW and KFHNW between May 1999 and March 2000. The key-issues below were covered in structured interviews '(Table V/4)'.

Key-issues in structured interviews

Table V/4.

Issues	Objectives	Assumptions	Examined dilemmas
Social work education in general	O.1, O.2.	A.1, A.2, A.3.	D.1, D.2, D.3.
Social work education in own school	O.1, O.2.	A.1, A.2, A.3.	D.1, D.2, D.3.
Plans for educational development in own school	O.3.	A.3	D.1, D.2, D.3.

See with 'Tables I/1 and III/1'

The practitioner interviews were with 39 interviewees, who represented the Hungarian social services and were undertaken in January and February 2000. The key-issues below were covered in these interviews '(Table V/5)'.

Key-issues in practitioner interviews

Table V/5.

Issues	Objectives	Assumptions	Examined dilemmas
Social work education in general	O.1, O.2.	A.1, A.2.	D.1, D.3.
Plans for development of social work education	O.3.	A.3.	D.1, D.3.

See with 'Tables I/1 and III/1'

The focus groups were executed with 20 interviews in 4 focus groups: 3 in Hungary: SZIF, ELTE, SZOTE, and one in BU/SW in the UK. between March and June 2000. The key-issues below were covered in the focus-group interviews '(Table V/6)'.

Key-issues in focus-group interviews

Table V/6.

Issues	Objectives	Assumptions	Examined dilemmas
Relationships services and schools	O.1, O.2.	A.1, A.2.	D.1, D.3.
Professional needs	O.1, O.2, O.3.	A.1, A.2, A.3.	D.1, D.3.
Plans for development of social work education	O.1, O.2, O.3.	A.1, A.2, A.3.	D.1, D.2, D.3.

See with Tables I/1 and III/1.

The analysis of the main issues of the different interviews will be presented in the following sub-chapters (Denzin 1970, Hakim 1982, Hammersley 1992, Silverman 1985, 1993).

2. The unstructured interviews

The unstructured interviews were the starting point in the interview-stage, the guidelines for the interview to be found in Appendix 2.

2. 1. Experiences of curricula and educational development since the beginning of social work education

The interviewees interpreted differently the changes/improvements in the curriculum. Interviewees 1 and 3 were concentrating primarily on the contents of the education, therefore they deemed the curriculum development as a permanent educational development process covering the annual renewal of the curricula and the teaching-learning methodologies.

In the last 12 years there were curriculum changes at least once in each social work education school studied, but in some schools the number of changes reached three or even four. The answers received suggest that in the Hungarian social work education the curriculum changes occur relatively frequently. This could be derived from the newness and novelty of the social work education and the immaturity and specific development of the education teams. At the same time, it is remarkable that the 'roll over' of each curriculum in a 4-5 year education cycle cannot always be 'observed', i.e. the student groups should encounter 'in between' changes in the curriculum. Curriculum changes in several cases emerged from the (changes in the) status and development of the given school (interviewee 6). According to interviewee 2 his school attempted to roll the curriculum over at least one education cycle. It should be noted that the planning and the changing of the two documents named in the Hungarian higher education practice – the curriculum

and the syllabus – are significantly interwoven and connected to each other '(Chapter II)'.

For the reasons behind the changes, the interviewees determined several facts. Three answers referred to the changes in society and in the social services, another three to the issue of the national regulation of the entire social work education in Hungary (Magyar Köztársaság Kormánya 1996). There were two answers referring to the development of the personal conditions and another two to the enforcement of the basic concept of education (see also: the principles of the general social work education, *Az általános szociális munkás képzés tantervi irányelvei* 1990, Talyigás and Hegyesi 1990). It can be seen that the leaders referred primarily to the internal factors of education as the reasons behind the changes.

The curriculum development answers given were much more diverse than the multiple-choice offered. Most of the answers referred to the qualitative development of the education process: four interviewees emphasised the integration of the academic and practical education. The enforcements towards equilibrium among the related disciplines, improvements in meeting the educational requirements, changes in the internal education structure, the general or specific character of education, strengthening of the academic education and the practice and the socialisation and integration of teachers in the social work education were all mentioned. Compared to this, preparation for the profession, and the targets generated by the changes in the society and in the social services were given less attention, they were mentioned only in 3 answers. With reference to the special characteristics of education, interviewee 6 deemed 'the curriculum frames put the human – the student – into the centre' to be an important objective. The answers given by interviewee 5 interpreted the changes in the curriculum of their school primarily within a view of the specialisation of the education. The answers highlight one of the main dilemmas in social

work education: 'To what extent should the education that prepares the participants basically for the practice, give priority to the sciences', or 'how could the specific scientific background' '(Chapter II)' (Clark 1996, Fisher 1997).

As regards the results of the curriculum development and the interrelation scheme of the social services and social work schools, a more balanced picture emerged, i.e. more emphasis was laid on the aspects of social services. For instance, the interviewees deem the good chances of the graduates finding jobs, to be a significant result. On the other hand, the contradictory relationship of the service provision and the education was expressed.

"The changes in the curriculum correspond with a professional policy objective that prefers the education of those who are already inside system (i.e. those working in the social service provision) compared with the interest of the academic education that favours the education of a new generation that would replace the old one . . . " (interviewee 6).

The answers emphasised the results derived from the internal world of education. For instance the problem-centred education has several times been mentioned; one answer mentioned the involvement of the students in the education, another mentioned the development of the role and internal dynamics of the school that, of course, indirectly impacts upon the quality of the services.

It is well known that identifying the results of educational development or of any changes in the curriculum, is a difficult enterprise. Therefore the leaders of the Hungarian social work education schools endeavour to perform reviews and follow-up studies from time to time or regularly and to organise different forum in the circle of students/ex-students. This is the situation in the

schools of interviewees 2, 3, 4 and 6. The comment of interviewee 2 saying that the opinions collected in such studies concerning the evaluation of the curriculum changes could be deemed to be relative, should be approved, since the interviewees went through their own education and cannot compare that with other frameworks, conditions and procedures. He also said that opinions in this respect, collected from the field teachers, should be treated with caution since they are also part of a professional-pedagogical socialisation and a special education procedure. Interviewee 3 considers the employment of ex-students in education as demonstrators, to be a sort of indicator; how are they accepted by the new students, the field (social institution, organisation) and last but not least by fellow-teachers? Here primarily one can refer to the reviews of student preparation and applicability research carried out in the Bárczi Gusztáv Teacher Training College for Children with Special Needs and Learning Disabilities (Darvas and Hegyesi 1999; Hegyesi 1997) '(Chapters I and III)'.

As regards the comparison between the general academic education requirements and the requirements of social work, the interviewees primarily referred to contradictions, tensions and dilemmas. Essentially the following versions of answers could be distinguished:

- The practical nature of social work education and its interactive attitude are in a contradictory relationship with the general requirements of the Hungarian academic education; the reputation earned by academic and professional education are different and theory is favoured
- The different requirements can be reconciled, an equilibrium is needed among the formal requirements of

academic education and the specific requirements of social work education.

“The integration of theory and practice within Hungarian academic education is dependent upon the theoretical and the philosophical bases and certain interests (money, power) connected to them. This is also influenced by the German-type, double-decker (3 to 4-year college education that essentially is of academic character; 4 to 6-year university education of absolutely academic character) educational system. In contradiction there is the English rationality and the concept of the unified university system” (interviewee 4);

which in a given case provides most probably for better possibilities for the elaboration of the harmony of the professional and academic requirements. One of the possibilities for advancement in education is the introduction of university (MA/MSc) level courses. This, however, may burden the education staff with requirements that are disadvantageous for the character of social work, and its impact (i.e. in favour of exclusive academic priorities) can already be felt in the accreditation process of the college (BA/BSc) level education too.

“The academic knowledge should be translated into practice in such a manner that some social work cases should be affixed with the adequate academic references, for instance a concrete paragraph from a legal rule in order that the example would not remain simply illustration. . .” (interviewee 6), (Fisher 1997).

The methods employed in the educational process represent one possibility, the other possibility is the educational development. Both are inherent with a sort of philosophy, attitude and dilemmas.

2. 2. The last change of the curricula

In the answers, the objectives of the curricula changes were represented more concretely. The 'buyer' function of the social services and their weight were given more emphasis in the answers: i.e. the curriculum should be adjusted to the trends, the actual demands and the skills of social work, even at the expense of the education of related sciences. This position, was most comprehensively represented by interviewee 2 when he spoke about the objectives:

- . . . general curriculum review
- The curriculum should basically be devoted to social work
- The lesson proportions should be amended at the expense of the academic knowledge and to the benefit of practice
- The non-social work subjects should be taught in a problem-centred manner. . .

"Other experts prescribed what a social worker should do... the demands of the field have been included in the range of aspects only after the students were in practice ... which at the beginning was out of the question. . . " (interviewee 2).

In the school of interviewee 5, the objective of the change was to widen the scope of education, moving towards 'new' fields and comprehensive public services (case management, project work, financing, etc.). In the school of interviewee 6 the changes brought flexibility in the selection of subjects, adoption of other disciplines to social work, focusing upon professional issues in education. In the meantime the objective constituted by interviewee was rather specific since it expressed the strengthening of the psychological

character. According to the interviewees the latest change of curricula basically and almost uniformly was aimed at changing the educational targets, the contents and the structure of education and at the integration of theory and practice (Magyar Köztársaság Parlamanetje 1993a).

In general the aims for curriculum development were defined by the school staff, the curriculum development team or commission of teachers, the department, etc. Interviewee 4 mentioned a curriculum development team where the change objectives were drafted jointly by students, field teachers and internal teachers.

From among the educational staff of the schools, it was primarily the teams of social work teachers and also the representatives and leaders of teams of the related disciplines who participated in the concrete curriculum development work. Interviewee 6 mentioned that in his school a staff of approximately 40 were involved. From the service provision side, field teachers belonging to the network scheme of the school also participated in the curriculum development process. In other words those who were 'at an arm's length', who the school could by all means rely upon. There is no overlap between the people setting the targets of changes and those who implement them. The targets were determined primarily by the education staff of the schools whilst they received assistance from 'external' partners i.e. the representatives of service provision, the field teachers, who commented on plans and documents in given cases. Although there are enforcements towards a wider scope of reconciliation (interviewee 4), (Adams 1998).

As regards the curriculum development team's attitude towards the curriculum and educational development, the following range in answers could be deemed to be significant:

- Team members showed an adoptive and expectant attitude towards the tasks and worked with pleasure
- The team members felt the joy of joint thinking and creation and the 'we-attitude' in the work
- The team members did not think that curriculum development activity should be a part of their job, they considered it to be the task of the organisations responsible for education or experts
- It was difficult to involve external experts in the work.

".. . . we had to proceed from the recognition of the idea to the decision. . . the essence was the thinking process itself . . ."
 ." (interviewee 1).

In the school of interviewee 3 the issue of curriculum changes could be made a part of the staff meetings regularly convened for years. Thus day-to-day and the long-term activity have been interwoven and formed an integral unit. This emphasises one of the characteristic features of social work education, namely that the permanent changes on the society level and in the social benefit provision call for and require much flexibility in the ongoing development of education ('Chapter II', point 6).

In the answers the uncertainty related to curriculum development work appears recurrently. In other words: Who is the task owner, why should all teachers and seminar leaders be involved in this? At the same time a hopeful development is emerging, since certain staff consider this activity as a good possibility for co-operation and collaboration and also a part of the day-to-day work of teachers. This is confirmed by the fact that with the exception of one of them, all

interviewees stated that education staff have the right to independent decisions concerning the latest curriculum changes.

The sources of educational development gained from the education practice were focused upon. Among the most frequently seen sources the interviewees mentioned were the foreign, decisively European relationships; Dutch, several Australian, Belgian, British, Swedish, and the foreign visiting teachers were also mentioned. Interviewee 4 referred to the international professional media (for example: European Journal of Social Work, Social Work Education). At the same time, some people revealed concerns about the foreign sources: they are not always of model value and these education curricula, programs, requirement schemes cannot easily be adapted to the Hungarian reality. Anyhow several social work education schools consider the curriculum development activity in the framework of TEMPUS as a source for making further progress, like (for example) the planning, testing and introduction of the study titled 'The Social Work in European Dimensions'. The examined Hungarian schools have important international relationships which prove that Hungarian social work education needs the help of more experienced international schools.

The interviewees paid less attention among the development sources to their own education, field and professional experiences or the experiences gained in the course of teacher training. Nobody mentioned any studies or professional literature of comprehensive scope, either from Hungary or from abroad, nobody referred to research in the matter and their results.

The thoughts of the interviewees also covered the field and service provision as factors influencing the latest curriculum changes (interviewee 1 and 3). The extent of the influence can be differentiated according to its strength and/or quality, i.e. it depends upon circumstances and the strength of the relationships with the

field institutes. The majority of the interviewees did not mention associations, professional organisations or social funds; only interviewee 6 emphasised the close interrelationship between an association and the education in their school, which naturally, impacts upon the day-to-day educational activity and the educational development process.

From among the 8 interviewees four mentioned primarily financial problems as obstacles for curriculum development: the narrow scope of budget to be dedicated to education and to the development of the teaching staff. Interviewees 2 and 6 referred to the contradictions within the Hungarian Government Decree – qualification requirement - (Magyar Köztársaság Kormánya 1996), namely that the current low budgets do not allow for the skill, communication and personal development, supervision etc. The limited budget constrains the fantasy of the curriculum developer and decreases the number of professional-scientific plans concerning development. Interviewee 3 deems the 'parallel talks' of the representatives of the subjects and disciplines (psychology, society knowledge, law, etc.) to be a significant obstacle. Interviewee 6 deems the proportions of disciplines within the educational requirements and the overwhelming 'fragmentation' (too many studies with too few time resources) to be an obstacle for curriculum development and the development of an interdisciplinary education. The interviewees indicated also the problems; interviewee 3, for example, talked about the failure of the development of integrated education, interviewee 4 about the problems of fitting the structures of the theoretical and the practical education to each other.

As regards the mitigation of the obstacles and the solution of the dilemmas only interviewees 3 and 4 mentioned the procedures within their own teaching staff, the multiple reconciliation between

the representatives of different disciplines, the patient negotiations over the topics and the iterated staff discussion over the problems. The answers given to these control questions therefore do not fully overlap with the answers given earlier to the role of the education staff in the curriculum changes, the joint thinking of team members and the 'we-attitude'.

With regard to the already perceived results of the latest curriculum changes, the following features may be identified from the answers:

- Education better oriented towards the requirements of social work
- Better educated students are sent to training and to workplaces
- Implementation of exercises calling for activity
- Learning creative curriculum and educational development activity and the related international co-operation.

The result of the education and curriculum development is embodied – among others – in the strengthening of the education staff and their internal work distribution and in the high quality elaboration of educational documents. At the same time it can be seen that to reach the results will be primarily the internal task of a small number of education staff. The 'locking in' of certain education places, the protection of 'the harvest we produced' can be seen in the answers, since extroversion 'could even be dangerous for the persons involved in planning' The anxiety has another cause, too:

“we are much more afraid of other professions, and are locking in, because we try to protect our identity and therefore we are not in action” (interviewee 2).

2. 3. Plans for the development of curricula and education

To the question ‘what future curriculum changes and educational development do you deem to be important?’ a wide range of answers was received. The typical answers with dilemmas can be summarised as follows:

- Preservation and strengthening of social work and the social worker educational values
- Curriculum development in harmony with the extension of the profession’s role. For example handling the problems of indigents in a more comprehensive framework or leave the psychological questions related to the needy behind (interviewee 3), preparation for new tasks: non-profit, management, social management, home care, preparations for healthy life (interviewees 1, 2 and 4)
- A more efficient preparation for the social work related to specific user groups. For example; industrial workers, ethnic minorities, Romas (gypsies), public levy debtors, prostitutes, AIDS patients, victims of catastrophies, etc. (Ferge 1976, Jordan 1999, Midgley 1997)
- Review of the knowledge, methodology and forms of operation in social work and on this ground its modernisation, expansion and finally its inclusion in

education (cf: 'the essence is the thinking process')
(interviewees 1 and 3)

- Development of inter-disciplinary and inter-professional courses and their inclusion and operation in education
'(Chapter II.)' etc.

A high level description of the interrelations among past, present and future cannot be avoided, at least because several interviewees called our attention to the danger of the routine shame in education.

"We handle and solve only the existing basic problems (public burden debtors, homeless people) with case management ... let us leave the current difficulties behind and let us send the social workers into social management, also to the different levels of decision making. . . a new attitude is needed in education" (interviewee 1).

". . . the changes in the existing Hungarian society (Romanies, evicted persons) should be taken more into consideration and it cannot be reached with the education of teachers' desk science but at the same time we should communicate also the ideal status" (interviewee 3).

From the above, the dilemma between social work education and social work needs can be seen; balance dilemma between the academic and profession social work education. On the other hand the statements are in contradiction with each other. They express the necessity of preparation for the present and for the future, the desire that social work and its education should be vested with a higher reputation in a complicated societal and academic education arena. One of the possible ways for it is that properly educated people should get into the decision making organisations. At the same time a powerful social service (professional) requirement is to

take immediately a theoretically and professionally well grounded efficient and concrete approach to assistance that is backed by a safe scheme of values.

“In Sopron all that is needed for the basic knowledge has been brought together, however there was no answer to the question ‘How could all these be communicated to the students’? This does not mean that we would deny the principles brought from there, but since then the emphases have been changed... we are talking about the joint tasks for several groups of subjects ... we should leave the subject scheme behind. . . ” (interviewee 6) (cf. Az általános szociális munkás képzés tantervi irányelvei 1990).

Despite the frame regulation, it seems that the current proportion of disciplines proves to be rigid, the reasons behind this can be found in the special development of social work education in Hungary:

“The Sopron directives covered the requirements of the sociological, psychological, legal etc. disciplines and these were drafted not from practical demands but from the traditional education disciplines. . . on the other hand the Sopron conference was to keep thinking of a social work within the framework of a real governmental social policy. . . but the world has changed and the local governmental institution scheme is in the process of diminishing. . . meanwhile we try to involve new elements into education. . . Sopron was important but maximalist and the policies, and there and then the main aspects of social work education were established by the professions neighbouring social work . . . ” (interviewee 2).

The curriculum framework having already been established, could obviously be deemed to be a safe mechanism by the traditional (physician, pedagogue, sociologist, etc.) courses surrounding this young discipline. “It is not worthwhile to force these, the protective shield of traditional academic education makes our education safer” – say some teachers. At the same time another type of question is hidden here: ‘How long can quality education be assured under the quickly changing societal conditions, within the rigid framework and circumstances?’ From the above can be seen the third dilemma and assumption of this research ‘(Chapter I)’.

The answers given to the question seeking observations of the societal and professional requirements set for social workers, give a varied picture. The interviewees mostly believe that several obstacles should be taken into consideration in Hungary. Namely:

- The governmental, official social policy
- Neither the entire society nor the human profession have a realistic picture of social work
- There are no forums for social work where the professional requirements towards social work education could be precisely outlined, etc.

The question is: ‘What could the educational institutions do in order to change or influence the above?’ Probably long-term research, realistic and successful, into local social policy and social work, easily utilisable theoretical and practical projects should be arranged and new teacher generations established. As interviewee 6 stated: “In the long run the results could be achieved through the involvement of the newly graduated students in the education”. Five out of the eight interviewees gave appreciable answers to the

question regarding inter-disciplinary education. They see it as the way to the future. In contrast, interviewee 5 opted for conservative steps, he thought that the first attempts should be made in the narrower area of social work education, by approximating the different studies.

One of the interviewees can imagine the integration of the social worker and the health care education on an inter-professional basis:

“. . . there are several meeting points of health care and the social sector ... the ill person becomes socially indigent and vice versa, this is what we try to explain to the students. . . ”
(interviewee 1).

There were several comments on the problems of implementation of inter-disciplinary education, or even on the failures of some attempts. For example, in the discussions over a given case the representatives of the different disciplines 'instinctively' or consciously 'talk parallel' to each other, 'they do not bother each others' (professional) circles'. This is thought provoking since if the profession-socialising advantages inherent in the integration possibilities, are not recognised by the teachers of the individual disciplines, then on what grounds can they expect from the students that they could think in an inter-disciplinary manner and with integrated attitude without any assistance, or how would they be able to co-operate with the representatives of other professions? The reasons could be found in the fact that when they co-operate (for example in the education), the representatives of different disciplines and professions focus on the approach fitting their specific discipline or profession, and much less on the target to be jointly achieved. A good example is the understanding of the interests of the users of services (in the area of education those of the students); what kind of demands could be met, how could they work with them together? (interviewee 6).

3. The structured interviews

The introductory, unstructured interviews have been followed by the second element: the conduct and evaluation of structured interviews, which prepared the way for the practitioner and the focus-group interviews. The questions for the interviews are shown in Appendix III/3. Thereafter the analysis is presented in categories of the three theme blocks as per questions and then according to the inter-relations among them.

3. 1: About social work education in general

3. 1. 1. The features of social work education

In the course of the first question the interviewees had to rank 11 given features of social work education and justify those they ranked in the first three places. From among the characteristic features of social work education the features ranked in the first and the last three places are overviewed in 'Table V/7'.

Ranking the most important features of social work education

Table V/7.

Features of social work education ranked in the first three places	Number of answers in the sample
Enforcement of the practice-centred attitude	28
Development of professional skills	23
Elaboration of integrated knowledge	22
Development of professional personality	18
Presentation of the requirements of Social work	13
Enforcement of the problem Management attitude	12
Number of answers for the first three places	98
Features of social work education ranked in the last three places	
Presentation of the results of the social science research	23
Consideration of the proportion of different disciplines in education	25
Communication of academic knowledge	26
Total number of answers given for the last three places	74

It can be seen that priority was given to the features expressing the essence of social work, whilst the presentation of the results of social science research, the building from partner disciplines and the exaggerating academic-theoretical feature were less popular. It is remarkable that the enforcement of the inter-disciplinary attitude, otherwise not shown in 'Table V/7' and the presentation of the results of research in the area of social work, were not factors very much accepted or refused in the answers of the interviewees.

As regards the features ranked in the first three places, several interviewees had no appreciable justification, they just explained the features ranked with other words. Justification in favour of the importance of reality should be highlighted; such as complexity, social and human needs generated by the changes, unity of theory and practice, integrative thinking, the demand for a creative, multi-purpose and problem managing expert (Casson 1982, Ferge 1986, Lowy 1971).

"Only the grounds of the professional personality could be created here although it is indispensable, the fact that somebody is unsuitable for the profession should be revealed in the course of education. . . " (interviewee 17).

"Social work is the first profession in Hungary that within academic education lays special emphasis upon the practical education. . . the profession must be very close to 'reality'. . . which also means a condition for the integration of theory and practice" (interviewee 14).

There were several arguments in favour of the professional commitment of the social worker. Thus, among the justifications, a kind of societal responsibility could be found, i.e. the professional values represented by social work are becoming increasingly

important, social workers should shape their societal value schemes, act for equal opportunities.

“I deem also the values represented by the profession to be important. What I deem increasingly important in our increasingly amoral world of today” (interviewee 14).

Others thought of the place and role within society and believed the profession should be able to communicate the essence of social work for society. Therefore what is the role and where is the place of social work in an extremely quickly changing world?

“. . . who themselves are able to describe demanding professional requirements for themselves and for their colleagues. They should be able to apply and communicate what they have learnt “ (interviewee 35).

Beyond the reality and practice-centred, the distinguished place given to integrative thinking and integrative knowledge is also remarkable.

“. . . the education should enable an integrated way of thinking. . . the student. . . should be able to use his knowledge acquired, in the practice in this manner, too. . . ” (interviewee 17).

The above partly explains the features ranked in the last three places. Education seemingly does not really rely on the results of the social scientific research. The rigid observation of the proportions among education areas (disciplines) in line with the qualification requirements, have been refused. The consistency between this refusal and the affirmation of the elaboration of integrated knowledge is important.

3.1.2. The knowledge communicated in the course of education

Under the second question the interviewees had to rank the 8 different knowledge-characteristics compiled by Clark (1996) to be communicated in the course of social work education, and justify the features ranked in the first three places. The questions supplementing and also controlling the questions of the previous Chapter are overviewed in 'Table V/8' (see also Casson 1982).

In the responses very sporadic answers were in favour of 'The human and his relationships', 'The specific knowledge set in social work' and 'Problem management and solution' whilst 'The ethics of social work' features among the first 8 places. It is remarkable that the 'The human and his relationships', and 'Community and society' features were ranked in the first three places and on the last two places, which reflects the difference of views in relation to these features.

Ranking the characteristics of the knowledge communicated in social work education

Table V/8

Characteristics of social work Knowledge ranked in the first Three places	Number of answers in the sample investigated
Social work skills	24
Social work ethics	20
The human and his relationships	20
Human existence and its values	18
Specific features of social work	15
The community and society	13
Total number of answers in the first three places	110
Features of the social work-knowledge Ranked in the last two places	
The human and his relationships	7
Problem management and solution	9
Community and society	10
Scientific phenomena and experience	26
Total number of answers ranked in the last two places	52

One quarter of the interviewees did not give justification for their ranking. At the same time, in the justifications, ethical issues and humanity as a value were mentioned.

“The social work is determined by the values attributed to humans. . . the indigents should be provided not with humiliating procedures but benefits ensuring dignity. . . ” (interviewee 32).

“As soon as possible it would be clarified for the student what is communicated and offered by social work on the level of knowledge, skills, norms and ethics, in order that the student could enter into practice after having been strengthened in his professional identity. . . ” (interviewee 16).

These were the social work basic values that appeared in one group. In the other group of justifications were ideas dealing with the society – community – individual relationships saying ‘society is built up from communities’, ‘we work with human relationships that are also resources’ (Ferge 1976).

“The society is built up from communities. The society is represented by a conscious community, the civil society and this could counterbalance politics” (interviewee 32).

Based on the answers received, we can say that the majority of the interviewees consider a skill developing social work education to be important where the human treatment and its ethics dimension are expressed. The presentation of the results of scientific research, the approaches based on theory, and the placing of humans into communal and social dimensions were not deemed to be so important ‘(Tables V/7 and V/8)’.

The dilemma of basing education on the priority of knowledge or skills or values versus on a strong equilibrium of knowledge-values-skills, can well be perceived on the basis of answers given to the questions. At the same time the education documents analysed and described earlier on the Hungarian side, show definite disciplinary and academic characteristics, whilst the interviewees gave evidence of a more differentiated way of thinking '(Chapter IV)'. One of the reasons is the functional difference between the documents and the verbal communication. Also, the interviewees represent a much wider range than the people preparing the documents (Coulshed 1993).

3.1.3. Dilemmas influencing education and its causes

From assumptions of this research it was important to see how interviewees understand the different dilemmas. Firstly with multiple choice questions the dilemmas being in different relationships (objectives, philosophies, methodologies, etc.) should have been listed, and then ranked and finally those that were ranked in first place justified.

In general it can be stated that the interviewees could hardly differentiate among the dilemmas concerning the different areas. The reason can be derived from the approach which is quite far away from everyday practice.

3.1.3.1. Professional and education policy dilemmas

As for the professional and education policy dilemmas the Hungarian interviewees were hardly able to distinguish between the ones referring to the development of a profession and the ones referring to education. It is obvious that these could hardly be treated all by themselves and it is unnecessary to strictly separate them. It is remarkable that they listed a great variety of problems. At the same

time there are dilemmas in the answers of interviewees, and many of them mentioned different problems or reasons instead of dilemmas.

“The requirements unambiguously push education toward the crisis managing social policy although in the long run the preventive would be needed” (interviewee 10).

“. . . there are no uniform professional expectations from the ‘client’s’ side. . . .” (interviewee 14).

The consideration given to the preventive versus crisis management social work and the relevant education, furthermore the loyalty towards the services versus the protection of the user’s interests, were remarkable, like all other viewpoints and dilemmas in these respects.

3.1.3.2. Dilemmas related to educational objectives

As for the dilemmas, they related to general and/or specialised education, academic-theoretical and/or professional-practical, and actual versus ideal. Exemption of dilemmas came to highlight the standard values of social work and the actual trend of social developments, turning towards the future, how all these could be included in the objectives of social work.

3.1.3.3. Dilemmas related to educational philosophy

The interviewees gave richer and more valuable answers on the dilemmas related to educational philosophy (the most important directives) than to the objectives. At the same time these beliefs were confronted partly by, or indirectly with, the most important directives. The following statement is remarkable:

“For me it is a question whether all of the education venues have their philosophy... the teaching of ‘obsolete’ philosophies at several places, is problematic” (interviewee 32).

With reference to the uncertainty of conceptual and documentary analysis, we must approve what this interviewee was saying, since it can be seen that educational philosophies are often mixed with the objectives and principles. Tied to the philosophies, room is allowed for thoughts such as academic versus professional, general versus special orientation education and the dominance of teachers versus the users which naturally covers the question of relationship to the knowledge communicated, to the social environment and consequently to the social services. The answers referred to the dilemmas of the inductive versus the deductive character of the educational process, inter-disciplinary versus strongly uni-disciplinary education.

3.1.3.4. Dilemmas referring to requirements

There were also dilemmas in the field of requirements such as: what could primarily be expected from the students; creative, reflective, independent thinking and professional success (ability), versus preferred applied, academic knowledge (Rolfe et al. 2001).

“The higher education currently offers cognitive knowledge, it is based on the examination system and rather based on the prestige principle. Due to the nature of social work it is important that the students’ ability to assume liability is emphasised and that skills, practice and process-oriented learning are developed. This is a novelty for the students as well as for the teachers and the educational institutes” (interviewee 14).

Summary: it cannot be stated what kind of dilemmas are the most typical ones, although it can be stated that all of them are dilemmas associated with areas in social work education everywhere.

From a literature analysis of Chapter II the rarely changed, so-called 'stable' curricula are not harmonised with the social requirements set for the social work and with the marketable knowledge. The dilemma itself – permanent development versus stable curricula – the stability of the curriculum is much more strongly engraved in the thinking of the interviewees than that of continuous educational development, renewal of curricula and permanent changes. This, probably, could be interrelated with the issues of the curriculum-theory and educational development cultures. In the answers of the interviewees the uni-disciplinarity versus inter-disciplinarity dilemma can hardly be found (Budai 1996, Körkérdés a szociális munkás képzésről 1992, Miller and Seller 1985, Skilbeck 1976, Stenhouse 1975).

The answers reveal the contradiction between social services and social work education: there are no defined requirements regarding education, the expression of changing societal demands cannot be caught. The answers reveal uncertainty regarding the scope of the questions 'What kind of knowledge should be communicated in social worker education?' '(Chapters I and II)' (Bartlett 1970, Brake 2000, Stubs 1996).

3. 1. 4. Factors aiding the education

With regard to the open question regarding the three best aiding factors in social work education development and solution of dilemmas, the ranking was easy for the interviewees. The interviewees were free to choose any aiding factors resulting in the answers covering a wide range, since approximately 50 different

aiding factors were indicated which is a remarkable number. The most frequently mentioned factors are shown in the following 'Table V/9'.

Appearance of the best aiding factors in social work education development

Table V/9

Aiding factors	Number of answers in the sample investigated
Communicating the societal demands Towards social work education	19
Motivated teachers with good experience and skills	14
Adequate field for multi-coloured and high Quality professional (field) exercises (up to date)	10
Professional relationships of the education staff	7
Existence of teachers coming to the education from practice	5
National qualification requirement	5
Interest from the students	5
Total number of answers	65

From among the most important factors the labour market requirements ranked in first place played an outstanding role, as was indicated by half of the interviewees. The justifications primarily mentioned the increasing number of those with marginalisation status (social strata in adverse status), the demand for social work stemming from the accumulation of social problems and the social differences and societal distribution (fragmentation). The process is well illustrated by the following typical justification although formulated from different approaches:

“The more and more fine-tuned legal framework, the better employment possibilities and the new demands ensure ‘perspective’ for the education and for the students” (interviewee 33).

“Several young people have the natural sense of justice and the demand for changing society ” (interviewee 14).

The second best aiding factor was the teacher being equally well prepared in practice and in theory, and having the specific methodology necessary for education, based on selection by one quarter of the interviewees.

Among the factors aiding social work education, the expression of societal needs were not given priority just like the specific interest of the profession and the development of the profession itself. It is anyhow thought-provoking that a very low proportion of the votes was assigned to inter-disciplinarity, inter-professional co-operation, reliance upon international norms, continuous educational development and the operational infrastructure as aiding factors whilst the scientific results were not featured as aiding factors at all.

3. 1. 5. Factors aggravating social work education

In the list of the three most aggravating factors in education and solution of dilemmas, the answers given to the open question covered a much wider range. The most aggravating factors are shown in 'Table V/10'.

Number of appearances of the factors most aggravating social work education

Table V/10.

Aggravating factors	Number of answers in the sample investigated
Absence of the prestige of the Profession and education	13
Incomplete scheme of conditions (finance and tools)	10
Teachers with improper preparation	8
Improper placement practices	8
Strict language exam requirements for students	4
Curriculum problems	4
Few professional literature	4
Absent professional standards	4
Total number of answers	55

As for the answers, in comparison with the education aiding factors the responses here were spread over a much wider scale, the highest score given to a factor was only 13. The problematic nature of the interrelations among society, social work and social worker education is properly revealed by the following justification:

“10-15 years ago the enthusiasm of the very few social workers of those times was much bigger ... (today) the entire society is in a strong negative self-evaluation phase, everybody is unhappy and the social worker must work in this environment where he must meet objectively hopeless situations ... There is no time left to deal with people, that makes both the client and the expert dissatisfied and blame each other. . . . ” (interviewee 14).

According to the interviewees, teachers properly prepared in terms of theory and practice and having high quality knowledge are deemed to be of key importance in furthering and developing education, but are missing.

“Improper knowledge is taught by ‘experts’ with improper knowledge” (interviewee 30) “. . . it aggravates the development of professional identity in the course of education” (interviewee 41).

Interviewees described the curriculum problems in the following manner:

“The subject structure. . . does not allow for the possibility of integrating more efficient knowledge” (interviewee 2).

3. 2. About social work educational development in our own school

From the analysis it can be stated that the comparison of the general features of social work education and the directives of individual schools reveal inconsistency in the answers of the interviewees. It seems that the expectations towards the entire social work education constitutes much higher quality expectations. There could be several reasons behind this; it is much easier to be strict with the entire education than with the implementation of ‘our own’ education. This also reveals that the jointly created value is important and it should be protected in the course of fighting with others (non-social workers). The examined three dilemmas of this research show that in social work education schools the priority is given to skill-development and not to the strong equilibrium between knowledge-skills-values. Also the demand for the stability of curricula is stronger than for the continuous changes. Finally, the equilibrium of uni-disciplinarity and inter-disciplinarity in this respect did not appear at all.

The contents of the answers given to the interviewer from different aspects and controlling each other, proves the consistency of the interviewees. Therefore, in summary, with regard to the answers of the interviewees concerning the features, directives, values and analysed dilemmas of their own school, the picture is reliable.

The appearance of indications from social services and social service workers is self-explanatory. These are underlined by the data of the world census since the schools have intensive relationships with 50-75 field institutions (social services). At the same time it seems like being out of the question: How could these needs be taken into consideration, included in the education or what kind of answers could be given in the different schools? All the above – similarly to other elements of this theme block – underline the existence of the contradictory relationship between the social work education schools and social services; specifically that no manifest expectation is outlined regarding the knowledge to be acquired in the course of education from social services (the detailed analysis of this question is presented in 'Appendix 7') (Stubs 1996).

3. 3. About the development of education in our own school – the possibilities for solving dilemmas

The interviewees had to elect the three most important development activities from seven possible answers, these activities being shown in 'Table V/11'. Some of the students and ex-students indicated that they have no overview on the educational development. Meanwhile a large proportion of the teachers indicated the decisive role of students in educational development activity.

Important educational development activities

Table V/11.

Development activities	Number of answers in the sample Investigated
Modification of the knowledge communicated in the course of education	23
Permanent development of methodological Culture	22
Regular corrections of the structure of the Education process	20
Regular revision and correction of the educational objectives and basic principles	14
Regular revision and correction of educational requirements	14
Total number of answers	93

The modification of knowledge is the most important educational development activity, which slightly refers to the considerations given to the changing societal and social service needs, but it cannot be stated definitely. At the same time, however, this indicated the priority given to the communication of knowledge, which is in contradiction with the answers given for the previous set of questions. Namely, it is in contradiction with the practice-centred, skill-development character of their own school, which was ranked in first place by the interviewees equally as the most important feature and directive and value of the education. It is somewhat mitigated by the fact that the development of the methodological culture is also given high preference at this point, which could be interpreted for the entire education, for example, the communication of knowledge and field practice. On the one hand, practice-oriented, mainly skill developing education is given a central role in the earlier announcements and, on the other hand, the communication of knowledge is emphasised strongly. Finally there is the primacy of either knowledge, skills and values rather than the balance of knowledge, skills and values.

In the course of the curriculum reforms, the social work education schools used the field experience or basically their own personal education experience and also the results of the foreign education models as resources, according to 2/3 of the interviewees. There is an unambiguous overlap between the considerations for the social services' demands and the resources (as the resources of changes) used at the curriculum changes and educational development, the demands being given an outstanding place in the answers. The question is: What are the subject matters of the 'requirements' from the services, and how are they taken into consideration in the curricula? This again points out the uncertainties and contradictions in the co-operation of the services and the education schools. The answers on educational development provide evidence that the teachers and their staff in social work education try to cope with their incomplete preparation in curriculum theory and educational development. No solutions have been offered to the dilemmas presented in educational development, either through evaluation or through experience to date.

4. Practitioner interviews with key management and members of social services staff

As the third element of this interview sequence, interviews were undertaken with the heads of Hungarian social services, i.e. with the employers of the new graduates and with the subordinate employees of the services. Here one could use the experiences gained from the earlier interviews and this also served as a preparation for the focus group interviews. The interview questions are to be found in 'Appendix 4'.

4.1. About social work education in general, connection between education and services

4.1.1. Mutual influences between social work and education

For the closed-end question on the interactions between the profession and education (do the services and the service workers have a stronger influence on education as opposed to education having a stronger influence on the services and the service workers) where also justification was requested, very few justifications were received, such as: “. . . they are in interaction. . . ” (interviewee 22). Opposite comments were also made and therefore the justification: “. . . very few relationships, negligible interaction. . . ” (interviewee 5). Approximately two-thirds of the interviewees said that the services (and its workers) have a stronger influence than vice versa.

“Persons working in social institutions serve as a model and may strongly influence the students participating in the education” (interviewee 16).

The justifications, however, do not explain what is the form of this influence, these should be deemed to be rather the expression of desire in a declaration. From the other side only approximately two-thirds of the interviewees think that education has significant influence on the services. “. . . the services make no use of the advantages provided by the education” (interviewee 14), although: „. . . the proper theoretical and practical knowledge is important from the aspect of the quality of services” (interviewee 17).

4.1.2. Features of the education

The interviewees were requested to rank the main features given for social work education and justify the ones they ranked in the first three places. The interviewees confessed that the ranking was not an easy task at all '(Table V/12)'.

The most important features of social work education ranked by service workers

Table V/12.

Features of social work education ranked in the first three places	Number of answers in the sample investigated
Enforcement of the practice-centred attitude in social work	28
Development of the professional personality	27
Enforcement of the problem managing attitude	23
Development of professional skills	15
Appearance of the social work requirements	8
Features of social work ranked in the last three places	
Communication of the academic (theoretical) knowledge	27
Presentation of the results of research pursued in the area of social work/welfare	20
Observation of the proportion of different disciplines in education	18
Presentation of the results of research pursued in the area of social sciences	18
Total number of answers	184

According to many interviewees the features ranked in the first three places cannot be separated from each other, since: “The given ‘inhibited’ area requests social worker walks on ground” (interviewee 30). In the answers the interpretation of the personality of the social worker as a resource is emphasised, and consequently the importance of shaping the personality in the course of education. Similar importance is attributed to the enforcement of problem managing and solving attitude, the connection of the users’ life situations with societal changes and its basic appearance in the everyday education. It was justified in the following manner:

“If someone is unable to oversee the client’s problem and life situation, he cannot perform his task” (interviewee 12).

In the opinion of interviewees academic knowledge, presentation of the results of research in the area of social welfare and the proportions of different partner disciplines was not considered to be important. At the same time some others argued to the contrary for research with the following justification.

“. . . those who are involved in social work should summarise the results of different sciences with an integrated attitude because they should use the acquired knowledge and skills in practice. . . ” (interviewee 23).

It is also remarkable that the development of integrated knowledge and the enforcement of an inter-disciplinary attitude were not ranked either in the first or in the last three places. In other words they were not deemed to be important, but probably the thinking was they should not be completely neglected.

4.1.3. The knowledge communicated by education

In the course of the control question supplementing the above ones, the interviewees were requested to rank the knowledge elements to be communicated in social work education compiled after Clark (1996), which was used earlier in documentary analysis and then to justify the ones ranked in the first three places. This ranking was an easier task for them '(Table V/13)'.

The knowledge elements communicated in social work education, ranked by the service workers

Table V/13.

Knowledge elements of social work	Number of answers ranking in the first three places in the sample	Number of answers ranking in the last two places in the sample investigated
Human and his relationships	23	
Human existence and its values	22	
Social work skills	17	
Social work ethics	17	
Problem management	11	
Scientific phenomena and experience		34
Community and society		13
Total number of answers	90	47

The interviewees attributed an outstanding role to the human existence, relationships and values and to working skills and ethics. There were several arguments saying that in possession of good relationships it is easier to provide assistance. One of the most characteristic of them was:

“Without relationships there is no problem management and solution, the human relations between the assistant and the client lead us to the solution” (interviewee 30).

The following justification, intending to tie different knowledge elements to each other, is remarkable.

“If the social worker is conscious of his own personality and understands the essence of human existence and its values he would not enforce his values on the client, he will honour the clients priorities and the special knowledge of social work and the problem management knowledge will be of assistance” (interviewee 19).

In the ranking of importance the scientific background of social work and the 'community – society' knowledge element are at the end of the line. As regards the above two interview issues it can be stated: they see the basic essence unambiguously in the practice-centred skill development and in the learning of problem management; meanwhile consistently they do not deem the scientific background of education to be important.

4.1.4. Factors aiding education

There were not valuable answers for evaluating the question concerning dilemmas of social work education, maybe this approach is not close to their thinking. The answers given to the open-ended question concerning the three most important aids of social work education were spread over a wide scale and the most characteristic ones are overviewed in 'Table V/14'.

The most important aiding factors in social work education ranked by the workers in social services

Table V/14.

Aiding factors in social work education	Number of answers In the sample
The relationship between the schools and field institutions	12
Societal demands toward social work and societal Recognition and support	11
Well educated teachers and experts in the education	11
Practical experiences, proven methods	10
Appropriate professional literature	6
Practical experts in education	5
International relationships	3
Integrated practical and theoretical education	3
Total number of answers	61

Although in a relatively small portion the interviewees deemed it important that their services should be used in social work education as a training field. The demands toward social work stemming from the changing societal environment, the societal support to education, and the existence of properly educated experts in education were deemed to be almost as important. There are useful indicators to solving dilemmas concerning academic versus professional social work education.

4.1.5. Factors aggravating the education

In the answers given to the question about the three factors aggravating education, the number of choices were much less than in the case of aiding factors '(Table V/15)'.

Factors most aggravating social work education ranked by the workers in social services

Table V/15

Aggravating factors	Number of answers In the sample investigated
Low prestige and recognition of social work and the profession	16
The what-abouts of the assistance profession is not Known to the public	10
Absence of the relationship, integration of theory and practice	6
Small number of properly qualified teachers-experts	5
Absence of the necessary financial resources	5
Absence of the uniform education concept	4
Total number of answers	46

It shows that the interviewees mentioned that the most aggravating factor is that the profession is not known and recognised enough.

“. . . people don't know what the term 'social work' covers... (interviewee 10), or. . . it is well known that in Hungary the assisting attitude does not exist. . . ” (interviewee 33).

An interesting relationship and contradiction: the interviewees and through them different social services want to serve as an educational field for the social work schools, despite or just because of the low prestige of social work. Obviously their participation in education would increase the prestige of their institutions or themselves personally. It is believed that the changes in the prestige of the profession is expected from the development of education. The prestige cannot be expected from the users of social work and the financiers are not giving significant support either.

4. 2. About the development of social work education

The most preferred answers (ranked in the first three places) regarding the question on educational development are shown in 'Table V/16'.

Educational development aspects ranked by service workers

Table V/16.

Educational development aspects	Number of answers in the sample investigated
Projects based on co-operation between the education schools and social services, are needed	24
The changing societal demands should be monitored permanently	20
Real inter-personal relationships should be built between the Teachers of social education and practical experts	20
The field institutions should be prepared for the receipt of trainees	19
The education should be made open for the immediate societal Environment	17
Continuous curriculum renewal is needed	9
The results of scientific research should be used in Curriculum development	5
Long-term, stable curricula are needed	-
Total number of answers	114

The majority of the interviewees deemed co-operation among the education staff, the monitoring of the changing societal demands and realistic inter-personal relationships to be the most important. These indicate the possibilities for solving the dilemma concerning academic versus professional education.

“The education should be adjusted to the societal demands’ (interviewee 5), or ‘. . . the school and the real life should be connected to each other” (interviewee 18).

It seems that the interviewees did not select continuous curriculum development and the long-term stable curriculum categories and it is also thought provoking that the inclusion of the scientific results into the education was also rarely selected. It also can be a kind of resistance that could be derived from the services' reservations in

respect of the education schools. In any case these opinions are not strongly connected with the above issue:

At the question aimed at the control of the preceding one, namely 'What is the most characteristic feature of the educational development activity?' the interviewees might elect the three most important from among seven possible answers. 'Table V/17' gives an overview of the most important educational development activities.

Important educational development activities ranked by the service workers

Table V/17.

Features of educational development activity	Number of answers in the sample investigated
Regular revision/correction of education targets and Basic principles	27
Modification of the knowledge communicated in the Course of education	24
Regular revision/correction of the education requirements	22
Regular correction of the education process's structure	18
Permanent development of the education methodological Culture	10
Revision of the education philosophy	7
Total number of answers	108

The regular correction of education targets according to the above the most important element of educational development, is close to the answer given to the first question. At the same time, the answers in favour of the primary importance of field practice are somewhat in contradiction with the permanent knowledge changes highly recognised in this case. In the latter case, the preference of the education methodological culture was relatively low, compared with the preceding question where the 'project based on co-operation',

and the 'receipt of trainees in the field', in other words the methodological renewal and development, was highly preferred.

For the open-ended question 'With what can your institution contribute to the educational activity of the given social school?' the majority of interviewees mentioned the availability of the education field. In addition to allowing – although with much fewer answers – the following were deemed to be important: contribution of the social institution (organisation) to the efficiency of education by ensuring appropriate experts, revealing different life situations, consultations with the students, consultancy, professional library, and participation in research.

5. Focus group interviews

In line with the research plan there were focus group interviews in four social work education schools. In the following section these interviews will be analysed by topics discussed. The guideline of the interview can be found in 'Appendix 5' and the description of details from one focus group interview in 'Appendix 8' (Berger *et al.* 1989, Greenbaum 1993, Morgan 1998).

5. 1. The impact and requirements regarding the connection between social services and education

It is obvious that the impact (efficiency) of any given school or course or, in general, social work education can be deemed to be one of the most important questions. The focus group interviewees encountered the dilemma for the first time: how can the impact be identified made concrete and evaluated. Finally they refuted the possibility of exact measuring and deemed the multi-aspect analysis of the different experiences to be more important.

Focus group 1 approved a position, namely that the date when the graduates change their career, is an important indication of the efficiency of the social work education, since the majority of the educated experts – said focus group 1 – leave this profession within 5-8 years. The question is: 'Is social work education able to provide the students with proper quality 'ammunition' for such a short time interval only?' Whose problem is it, that of the school or the social services or the financiers? It is obvious that it is all of them. The interaction between the social work educational forms and the social services was identified by one of the groups in the following manner:

"There is the theoretical knowledge that impacts those who do not possess that knowledge, and there is an expertise that generates impacts on the other side" (focus-group 1).

The experience having been gained from the research so far suggests that this interaction is real. The impact that services have on social work education and their efficiency was heavily criticised.

"Try to measure the efficiency experienced as seen in the existing Hungarian practice (and you would not believe your eyes), because terrible things happen in the practice since the practising social workers in the course of social work do not solve otherwise indispensable tasks" (focus-group 1).

This revealed on the one hand the functional problems of services, the absence and the immaturity of the professional requirements and protocols, and on the other hand the weaknesses of the education and its consequences.

The question is 'What are those indispensable tasks and skills that the social work schools and courses should prepare the students for?' Who, how and on the basis of what criteria are they determined? The majority of the interviewees believed that the teachers and the education staff working previously in practice should be involved. The fact is that these tasks and skills are integral parts of certain course curricula at this time, but the reconciliation, consultation and exchange of experience among the education schools and in the schools are essential.

According to certain interviewees the first problem relates to how new graduates from these schools are received.

“. . . what you have learned in school is marvellous but cannot be used here in practice ... and the trainees after a while will believe this statement and quickly forget what they have learnt in school. . . ” (focus group 1), (cf. experiences of the practitioner interviews, see above in this Chapter).

The knowledge gained in the education will be forgotten, fifty per cent of it will be lost very soon.

“. . . when he/she leaves he/she has a modern knowledge and deeper self-understanding and already in the third year he seems to be burning out but for existential reasons he must remain in the job. . . How can the new graduates build contacts with these burnt-out colleagues? How could a dialogue be started between them? Even in the time of field education there is no dialogue between the trainee and the practice teacher, it is rather a subordination relationship, they are not really able to think together or discuss their feelings. The old routines have not been removed, the system is inert “. (focus-group 1)

In another approach it is also a question of what kind of activities are expected by the social services from its employee, who is also a field teacher involved in education:

“. . . crisis intervention, in reality is not social work. . . he is expected to work without showing up the problems. . . if a homeless person gets frozen it is not his (the service's) problem. . . “ (focus-group 1).

“. . . in the social services there are no summarising and scientific case analyses and case studies that could give an impetus, because there is not time enough for such exercises for the students. . . Thus neither the professional work nor reflections on the work done cause stress for the student and if for a while it does, it does not persist for a long time or: . . . the expectations of the educational institutions are alien for the services. In the majority of cases the trainees do not reach a stage of innovation where their appropriate development could be expected”. (focus-group 2)

In the course of the research it was recognised that some social workers in the field refused to be thorough. This contradictory situation reduces the influences and the efficiency in both ways and results in uncertainty in the trainees and therefore the services exercise a negative impact upon students preparing for the profession. The influence of the school can be reduced also if the students do not receive feedback about their work, how changes could be reached; if it does not give feedback of their experiences at social services. This is also something that reduces their impetus and their motivation is lost immediately.

Another significant influencing factor is that the moral and financial recognition of social service workers is very bad, which does not really constitute a commending demand for the elaboration of

professional protocols. This seems to be a vicious circle. Searching and finding the points of breakthrough is an urgent task.

“in the course of the day-to-day professional practice after a while we lose what kept our mind moving whilst we went to school, after a while we will lose our 'dilemma' habit.” (focus group 2).

“. . . there are fundamental conflicts of interest and these are often aimed at the discrimination of the other. . . there is a struggle for professional competence, there is a struggle about what value attitude should be enforced. . . but there are also changes entailing positive and negative facts and these are the contradictions that push social work and the profession forward towards the clarification of the picture” (focus group 1).

There is a struggle to keep the diminishing resources. These are deeply thought provoking statements. On the basis of our research it can be said that behind the loss of illusions and the bitterness, lots of true thoughts can be found. It is more than remarkable that the different value attitudes are in serious conflict with each other and are aimed at the discrimination of each other, in the framework of a profession that is deeply against any discrimination.

A fundamental question is the following: 'How could these complicated problems and processes significantly influencing the developments be introduced and interpreted for the students in the course of social work education, and also how could they be prepared for seeking improvements, participating in the improvements?' The question is: 'How clearly can the dilemmas of the different social work education schools and services see these problems and are they able to act in the interest of changes by analysed dilemmas? '(Chapter I)'.

The interviewees of the focus groups talked about the reduction of the interactions among the education schools and social services but, in their opinion, beyond the extreme problems there are also some important results in the co-operation. In their view the students participating in the practical courses and the experts having already passed the education, achieve tangible changes in social services. They communicate a kind of new colour, new scheme of aspects, and they 'preach the word' and try to find their place as the pioneers at the same time.

The interviewees of focus group 3 believed that the interaction between education and services could hardly be evaluated due to their differentiated character. They deemed the influence of the school strong to a certain extent since the graduates fundamentally request and act for the renewal of social services. From another aspect education is deemed to be losing its influence, since the 'old' staff of social services communicate outdated expectations, the newcomers with a recent diploma are in constant confrontation with the 'old' group.

"The social services have no properly defined and differentiated expectations and their professional offer is poorer in quality than the one offered by the education schools. . . " (focus-group 3)

It can be said that the studies of the individual social work courses motivate and inspire the students in the schools, in contradiction with the rigid, bureaucratic or less change-sensitive practice of the individual services.

Other interviewees found connections between the decrease of the efficiency of education with the continuous change in the social

service provision system and with the operational problems of the social services:

“... The relationship is dependent upon the situation of social services: for example, the child welfare services came into existence with a clear profile. This had a negative impact upon the family assistance centres that had to encounter identity crisis and now they want to determine their new profile and perhaps they want to develop towards assistance. This, however, is a contradictory situation for them since at an earlier stage they have already condemned this activity. . . .” (focus group 2).

In this context attention was directed to the other side of the question. The child welfare services coming into existence, demand a new type of knowledge for which the social work education courses do not prepare the students appropriately.

“The changes in the social profession were not planned in the education. . . . An important knowledge component is that in a rapidly changing world the future expert could monitor the professional literature, . . . however, the school does not prepare them for this, since education with its own logic and own strict order is unable to adjust to the changes appropriately. The social work education had a period characterised by positive dynamics, but now this is in a stagnating and descending phase, due to the reorganisation of the educational institutions and the academic education they are primarily engaged with themselves” (focus-group 3).

Here we find another contradiction; the education intrinsically is eligible to impact the social services, at the same time it cannot adjust itself to the changes of social work, it is not appropriately open and flexible for the receipt of new expectations and tasks;

therefore it cannot efficiently participate in the development of the social service provision system.

On the basis of all the above the question is: 'What are the expectations of the social work education schools and the social services from each other?' In this respect a further question was influencing the way of the interviewees' thinking. 'How could the social services efficiently be involved in the education?' The answers focused on the expectations of the school from the services and the ways social work education could be more efficient which, of course, indirectly impacts the work of the services. The social work education schools in general are not forced to start out from the demands arising in practice. This has been reconfirmed by the fact that in one of the focus groups the interviewees stated – and this can be deemed to be a general problem – that perhaps the social work education schools pay attention to the social services but in many cases they do not know the kind of field to which they send their trainees. The same thing applies in reverse, neither do the social services know with what kind of knowledge trainees have been equipped.

The contradictory situation of the education and the social services is indicated by their reduced mutual influence, the possibility of dialogue and common thinking, the created and realistic differences in interests etc. A serious dilemma is what social work education schools do with the influence of the social services and vice versa. What can the social work education schools do with the reservation and antipathy expressed against them, or with the demands of the basically crisis management social work, and with the continuous reorganisation of the institutions? What could social services do with the strongly academic nature of the social work education schools and with the young colleagues exercising criticism and introducing a new spirit and dynamism to the field? When discussing the possible

solutions of this dilemma, several interviewees believed that firstly a concept is needed for the approximation of the academic knowledge and the professional experience. This could lead to an efficient co-operation where they could mutually rely on each other and therefore social service workers could naturally be involved in the field education pursued by their own institutions. In some education courses the teachers working in the education are more and more frequently expected to have external (field) contacts but at the same time the inclusion of the social services in the research pursued in different schools cannot be considered as appropriate '(Chapter II)' (Stubs 1996).

"There should be a sort of approximation from both parties, we the teachers should be more adoptive, but also should attempt to mobilise the services (field) in order that they perform the education a bit differently, which does not constitute a general pressure on social services. It is important to explain what are our expectations ... it is expedient to work in accordance with the objectives and possibilities described together with the given social service, but this should not be restricted to what was offered by the social service (field institution) above. . . ." (2. focus group).

5. 2. Communicated social work knowledge in social work education

For the three Hungarian focus groups the most important question was how to define the knowledge to be communicated in the course of social work education. It is remarkable that the interviewees grouped quite distant ideas together and accepted and tolerated each other's opinion. This was the case in the Hungarian focus group interviews, too. The interviewees considered mostly the theoretical contents taught at the university/college as 'knowledge'.

All of them constituted some kind of a standard that the school or course want to follow. Furthermore a fundamental question was:

'How much could social work be regarded as a discipline (Clark 1996)?' Many believed that social work should find its definition and legitimacy in the practice (Fisher 1997):

“. . . it should not be raised to the scientific level, this is the eclectics of the profession that is attractive for lots of teachers and students. . . it can quickly be adapted to the challenges of the society “ (focus group 2).

This question took to the dilemma of the theoretical and/or practical approach of knowledge and education. In other words, why is it so difficult to translate the academic knowledge into practice and vice versa or to translate the experiences arising from the social work practice and knowledge to theory? The interviews showed that those participating in education constantly address this problem very seriously. Although there were arguments in favour of the other side too:

“Social work can easily reach the modern theoretical resources. . . the social work is able to integrate properly” (focus group 2).

Based on the investigations of the research this is rather a desired target than a general practice.

There were lengthy discussions about what social professional knowledge can be found at the social services, what kind of knowledge do the social workers have.

“A number of social services workers do not do their job with sufficient commitment and they do not have the knowledge that we teach. . . .” (focus group 1).

“Let us forget the knowledge communicated by the ‘profession’ that can be found at the services because this is a knowledge that has been brought together in a frighteningly amateur manner on a ‘no-try-no-win’ basis; it is chaotic, based on the routines, foggy, over-bureaucratized, over-psychologized, drilling deeply in the unconscious” (focus group 3).

These critical statements do not support the knowledge based on the actual practice. To the question ‘What kind of knowledge is needed for the social services?’, the majority of the interviewees emphasised:

“. . . social work cannot be pursued by old-fashioned craftsmen. . . .” (focus group 2),

i.e. professional knowledge should be communicated. Based on different approaches it can be seen that social work knowledge is not described and systematised in accordance with the requirements of scientific disciplines ‘(Chapter II)’ (Fisher 1997).

Beyond the academic versus professional knowledge another question is the quantity and quality of the knowledge.

“to acquire knowledge in the field is multi-folded and tremendous work that is fundamentally demanding for the personality of social workers. I must know everything or otherwise I will be lost “ (focus group 2).

The question is how the concept of 'knowing everything' should be interpreted. What are the knowledge, skills and values that are indispensable for each and every social worker and what are those elements that the students should learn in the course of the basic education? The focus groups did not want to go into detail. The following argument is in contradiction with the above. In the social work basic education one cannot acquire a totally comprehensive knowledge but the students should be confronted with lots of problems. Despite this:

“the student in the course of his professional activity will meet lots of things that have not been met in the education but why would this be a problem. . . ” (focus group 3).

For solving a dilemma about knowledge the majority of the interviewees deemed the multi-fold systematised, properly applied and demystified knowledge, to be important. The vigorous knowledge was emphasised by the other focus group in the following manner:

“Life expects reality, therefore it is reality that has to be modelled and resembled. . . the students must learn lots of problem-solving ways. . . ” (focus group 3),

and they stressed that the students may and must not be sent out to the practice without the elementary set of tools.

Others preferred safe and stable knowledge whilst others argued for the capability of making changes. Many of the interviewees said that the new graduates leaving education should be able to select and integrate from an exaggeratedly rich choice of knowledge. The ability of knowledge management should be evolved and used (focus group 3).

“He has a set of learning tools but in the course of education a new type of socialisation should be followed. . . He must be sure. He must believe that what he learned could be used. Problems start when he gives up his intention to think, to integrate, to research” (focus group 3).

This, however, is not always evolved in the education because the existing, special methodological system of social work education courses do not always prefer the teaching and learning of critical ways of thinking (Midgley 1997, Rolfe et al. 2001):

“. . . the vast majority of the courses use methodology and attitude in the education that do not let the students think and ask questions. . . ” (focus group 1).

The interviewees in focus group 2 detailed the specific Hungarian features of the social work knowledge. It was agreed that the Hungarian social work knowledge development would be highly assisted by the inclusion of the Euro-American experiences, but today:

“. . . the theory derived from external import and the relevant practice cannot be maintained for a long time. . . despite the fact that: The western knowledge-communication was always of a practical character and the academic knowledge and the school books were based on that. At the same time they fundamentally relied on the local experience. Therefore a multiple re-translation is needed if you want to apply them in Hungary. Not everything could be imported, the import needs a good translator who knows the local Hungarian circumstances and is able to handle the 'imported goods' with criticism” (focus group 2).

The interviewees fundamentally did not determine those societal necessities or those social problems that should be responded to by the social work education. To the question 'How could the newer and newer societal demands and challenges be included in the social work knowledge and education?' the answers were; 'education of integrated character, inclusion of the actualities of the field into the education and seminars built on the practice'. They believed that these could make social work education courses more creditable (Jordan 1999, Midgley 1997). As for the 'orders' from the society one of the interviewees said the following:

“Do we mystify the new societal problems? The old problems are still existing but the way we live has been changed, . . . therefore we should think differently of the human, because from the 'human professions' important knowledge elements are missing. The democracy and the solidarity did not bring new problems but people should rather be treated differently “ (focus group 3).

However, the above thoughts are remarkable, because here is a comment on the rigidity of social work. Under the current societal relationships and within the context of problems, it is expedient to think of the human and his (her) relationships in a different manner '(Chapters I)'. Thus, social work education needs modern methodology within the Hungarian academic education that is basically of academic character.

5. 3. About the development of social work education – the possibilities of solving dilemmas

Compared with the above topics, interestingly, it was the discussion over educational development that lasted for the shortest time. The educational development was discussed in a wide context since the

features of education, the problems of the persons involved in development, the development alternatives, etc. were all discussed.

The majority of the Hungarian interviewees agreed that social work education courses are fundamentally 'knowledge communicating' and theory-based; meanwhile they are not endeavouring to meet students' or teachers' requirements and it is not 'relationship-building' or progression-based (see the terminology also in 'Chapter II'). The case examples of the practice are not components of education but rather illustrations. The situation is aggravated by the fact that the teachers entering educational institutions from social services are not recognised appropriately either by their new 'academic colleagues' or by their ex colleagues. However they should be important key-people of the development.

"The social workers say that mostly those who join education (as teachers) were not good in the services " (focus group 1).

'Those who can't do, teach' – this thought appears several times in the view of the teachers and the social service workers. According to the opinion of the interviewees, lack of knowledge and confidentiality can be experienced between the teachers of social work education and the service workers, in other words the social workers (as practice teachers in some courses).

". . . those who work in the practice often feel that they are not suitable for the systematisation necessary for the theoretical work ... meanwhile those working in the education schools are afraid that they will not be taken seriously at the services and in the field. There are rigid boundaries and there is no discussion, reconciliation forum ... therefore, for the field teachers the description and the analysis of a practical case can be very difficult because this could be raised into another

reference scheme. . . and this 'used to be done' and described by just 'great people'. . . " (focus group 3).

It is a frequent problem that a kind of 'complicity' emerges between the social service (field institution) or the field teacher and the students, said in focus group 1, since the expectations from the services were not always of a high quality and the low level of motivation (not developed or even lost) of the students could supplement each other. The situation somewhat explains the contradictions of the education pursued in social work education schools and in the field. However it does not favour the integrated knowledge communication that ensures equilibrium of knowledge-skills-values, whatever the interviewees said about its importance and self evidence.

"The societal challenges could be answered with integrated education, and some steps were taken forward on this issue since in the last period of time the expressly knowledge communication character was pushed a little bit into the background" (focus group 2).

The very difficult problems mean that certain social work education courses are less able to overcome the strongly disciplinary, abstract knowledge communicator, so-called 'communicator' attitude. They are less able to find the more modern methodologies for a so-called 'liberal', 'legitimizing', 'procedure controlling', 'liaising', or occasionally for the so-called 'reforming' attitude in the education and curriculum development (see the terminology also in the 'Chapter II'). This requires live communication among all teachers – emphasised in focus group 3.

Concrete educational development strategies were offered by the interviewees, which can be implemented in the short run. It was

stated that in all academic studies essentially the skills are developed that are necessary for performing social work, although without the necessary consciousness and systematisation, but very casually on an ad hoc basis. Some of the interviewees could imagine that with a given problem (unemployment, mental problems, etc.) the different skills could be bound alongside values that seems to be non-specific in this respect, which means the possibility of solving the dilemma of balancing knowledge-skills-values.

The interviewees interpreted the practice-orientation in a fundamentally wide context. 'Knowledge can also be practice-orientated' said one of the interviewees in focus group 3. The interviewees mostly argued for the inclusion of the problems of real life in the education.

"The social problems should be included in a lively manner from the very first moment of education, the gradual introduction and analysis of the problems is necessary and there is no need for 'over-protecting' the students" (focus group 3).

". . . lots of actualities should be inserted into the academic studies, the societal reality should be present permanently in the course of social work education" (focus group 2) (Gambrill 1997).

As regards the essence of the inter-disciplinary and inter-professional education, and its development, there were not too many appreciable ideas, but in one of the focus groups the inter-disciplinary and inter-professional attitude itself and the practice and education based on it, was deemed to be an excellent possibility.

"It is a genial thing to work together with the representatives of several professions, this makes us more creative. . . ,

however it should be handled with care in the basic education, others' professional work could be important, but fundamentally I am a social worker " (focus group 3).

Summary: it can be seen that in consequence of the delayed development of the profession, the social worker identity is a fundamentally important factor; social work must determine and develop itself first – indicate its borders further on – and then be able to open itself towards other professions at a certain point in its development. As regards the entire social work education and the development trends, the interviewees in focus group 2 emphasised that today in Hungary there are no alternative curricula, courses with alternative programs, the Sopron Conference of 1990 being the only scientific standard. This is an unfortunate situation. Alternative schools and education are needed and these could be the ground for educational development. When discussing the other very important pillar of development, many of the participants of focus-group 3 stated that the teachers working in social work education should be prepared for the theoretical questions of curriculum preparation and development, because they are not qualified for that (Az általános szociális munkás képzés tantervi irányelvei 1990).

"Both the theoretical teachers and the practice teachers need curriculum theoretical knowledge" (focus group 3).

The truth in this idea was backed by the experience gained from our present research. As an alternative solution the inclusion of external curriculum development experts was mentioned too:

". . . based on our current experience we are unable to develop from inside, the development should be ordered from external experts on the basis of our aspects. . . " (focus group 3).

The above idea is very important even if it could be accepted only partly. There is a need for the involvement of curriculum development experts who will bring a higher level of professional expertise and enable the development of staff who have curriculum and educational development knowledge too. It is important that the development should be based on internal forces. At the same time education staff should really be prepared for the curriculum and educational development. The internal forces should include the field teachers working in the programme of the given school (course) because we need their 'external mirror' even if the academic teachers are not always happy to receive their criticism.

6. Summary

It can be stated definitely that the fieldwork research, execution of interview-stages and the analysis of experiences have served well the objectives of this research and particularly tasks of field research.

6. 1. Unstructured interviews

In the course of the unstructured interviews significant information was collected from the course leaders on the development and the characteristic features of social work education schools and courses. The evaluation of the interviews reinforced the statement that the 12-year development of the Hungarian social work education produced very important experiences and results, and that this development has its well defined strengths, and also weaknesses, contradictions and dilemmas, which in summary characterise the quality of the entire process.

The answers of interviewees dealt with the contradictions and dilemmas (including three examined dilemmas in this research) of

social work education. Based on the answers of the course leaders, a strength of the social work education courses was that they were not unilateral, their development was not exclusively academic, but the education staff always paid attention to the practice of social work and the operation of services. However, the weaknesses of the education, according to the interviewees, is the exaggerated disciplinary character, i.e. the academic knowledge could be translated to practice with difficulties and vice versa. The experiences stemming from the practice of social work can be organised into knowledge only with great difficulty. Anyhow they do not bother each other but 'happily co-exist' (Adams 1998, Pöcze 1993, Stubs 1996).

Based on the unstructured interviews it can also be said that in the Hungarian academic education which decisively follows Prussian traditions, system and methods, a very important strength is the existence of social work curricula based on international experience and elaborated upon at the different schools. Important factors are the daring, flexibility and innovation of those developing the curricula and the course leaders and teaching staff. At the same time from the answers given by the interviewees we can recognise the absence of a scientific research background and culture behind the general curriculum development, which gives an explanation to the existing dilemma of curriculum and educational development (see details below).

From among the answers given by the interviewees the beliefs concerning the contradictory relationship between the demands of social services and the knowledge provided by education should be highlighted so that they strengthen the basic research assumption. This is evidence that the Hungarian social work education fundamentally influences the practice of social work and also that any individual social work education school course has a direct impact through its field institutions (social institutes) and field

teachers. The field teachers as the employees of the social services and also as the authorised field teachers of the education schools are in a double subordinated position. Meanwhile they are the key factors of the inter-relation scheme between services and social work education. At the same time in the preparation for the profession, the field institute, the field teacher and the user requiring assistance are in the periphery.

Perhaps the important dilemma: What should the professional knowledge communicated in the social work education be composed of and how could it be defined? From the professional experience or from the partner disciplines of the profession and social work theory? In other words, what primarily could be learnt during the education; academic knowledge, the epitomised contents of sciences and/or the professional skills? How should the requirements towards the students be presented? (Adams 1998, Fisher 1997, Gáspár 1999, Körkérdés a szociális munkás képzésről 1992).

Another important question: 'How are the 'new' social problems and the relevant challenges inserted into and presented in a social work course?' How can social work education prepare the participants for the changes expected in the operation of services? In the course of the unstructured interviews the above issues tangentially came to light; but well evaluated answers were not given to these questions (European Union 1999, Ferge 2000, Swithbank 1996).

The other dilemma comes from the curriculum itself. According to the beliefs of the interviewees, in addition to the importance of the curriculum's stability the continuous changes and renewal of the curricula is also an important issue. To what extent could the qualification requirements regulating the proportion of disciplines be deemed to be standard? Is it expedient to change the consensually determined categories or is it possible to carry out quality changes to

the contents and pursue developments within a stable framework? (Budai 1995, Miller and Seller 1985, Skilbeck 1976, Stenhouse 1975).

There were no appreciable answers regarding the relationship of the interviewees to the inter-disciplinary and inter-professional attitude. Meanwhile it becomes clear that experiences in real integration are not too much. Education attempts of this character haven't produced results so far, or the interviewees even talked about failures. From the interviews it could be stated that the development of the inter-disciplinary and inter-professional attitude in the education under review is currently on the level of recognition and desire, or in the best case in the level of determined will; however there is not enough power for the implementation of a learning experience that could be appropriate from a professional point of view.

6. 2. Structured interviews

In comparing the experiences of unstructured and structured interviews more reliable conclusions could be drawn. The frame of a comparative analysis is given by a SWOT analysis, the overview of which can be seen in 'Table V/18'.

The results of the analysis of the unstructured and structured interviews about the social work education courses included in the sample, as reflected by SWOT analysis

Table V/18.

Comments Of the interviewees on:	Education indices based On the unstructured interviews	Education indices based on the structured interviews
Education's internal Strength	<ul style="list-style-type: none"> - Development of the non-exclusively academic education - Existence of the regulation framework - Valuable teacher motivation, socialisation and identification - Attempts to establish the social work discipline - The model value and innovation ability of the education staff 	<ul style="list-style-type: none"> - Practice-orientated education, recognition of the balance between uniformity-variety - Equilibrium of knowledge, skills-values, demand for the establishment of integrated knowledge - Recognition of the release of disciplinary frames within the education - Representing the values of social work - Declaration of the importance of professional background - Existing curricula striving for stability
Education's internal Weaknesses	<ul style="list-style-type: none"> - Strongly disciplinary education, negligible inter-disciplinarity - Casualness of the inter-relations between academic knowledge and professional experience - Field workers primarily in executive role - Research background and culture - Rigidity of the disciplinary framework within education - Routinalisation of teachers and staff - Locked-in staff, negligible co-operation among staff 	<ul style="list-style-type: none"> - Uncertainty regarding the proportions of academic knowledge, communication and professional preparation - Uncertainty concerning the quality of the knowledge to be communicated - Casualness of the curriculum and educational development, low level of curriculum theory culture - Negligible inter-disciplinary attitude - Absence of research background and culture - Uncertainties in the articulation of social needs - Differences between declared objectives and their implementation - Differences between the picture of the entire education and their own school
External opportunities	<ul style="list-style-type: none"> - Social needs of social work education 	<ul style="list-style-type: none"> - Different education models available - Extended field relationships - International relationships and background
External Threats	<ul style="list-style-type: none"> - Casualness of the relationship between schools and users 	<ul style="list-style-type: none"> - A profession without prestige cannot be supportive - Reduction of the state supporting - There is no power for solving the contradictions between the education and the profession

In this table for the sake of analysis and transparency, the different opinions, i.e. the education indices, are reflected in simplified form.

From the SWOT analysis table it can be seen that the structured interviews compared to the unstructured interviews supplemented and enriched the database collected on the social work education, which resulted in the implementation of a more differentiated picture. Certain indices appear in both interviews, these obviously reinforce the existence and relevance of the individual characteristics and dilemmas '(Tables V/7, V/9, V/10, V/12)'. The interviewees deem education based on the equilibrium of knowledge-skills-values and the development of integrated knowledge to be important, but they deem the experience-orientated education to be more important. It is a question whether this latter covers the development of integrated knowledge or primarily a practice focusing on the development of professional skills and/or personality. Thus the interviews reinforce the dilemma: the Hungarian social work education courses strive for the dominance of knowledge or skills or values, or for the communication of a knowledge based on the equilibrium of knowledge, skills and values (Budai 1996, Körkérdés a szociális munkás képzésről 1992, Stubs 1996).

The similarities of the individual indices as well as the inter-relations between the indices rose to the surface. In the unstructured interviews for example the valuable teacher socialisation and the straightening of the education staff confirm their innovation ability, since in a given case they will come to a key position from a curriculum development aspect. The recognition of the mitigation of the rigid frames within education, which was experienced in the structured interviews, could be linked to this.

On the other hand, the contradictions among the education indices are obvious. The development of integrated knowledge is a desired objective of the interviewees, which could be achieved through the constant revision of the knowledge communicated and also through permanent educational development. At the same time they

preferred the stable (long-term) curriculum rather than the continuous curriculum development (Bognár 1996, Budai 1995, Kerr, 1968) Another uncertainty could be perceived regarding the quality of the knowledge to be communicated. For the development of integrated knowledge, the inter-disciplinary attitude is indispensable, but this way of thinking is not yet a motivating factor for the interviewees either, in relation to curriculum development. A more determined expansion of the inter-disciplinary attitude could better assist the replacement of the traditional educational structures with more modern ones. The contradiction can be revealed between the demand and the implementation of integrated knowledge development and in the innovative ability of staff. Among many causes there are dilemmas of the traditional and modern educational practice.

The weaknesses, on the one hand, the overlap between the indices of the two interview types can be found; strong disciplinarity - weak inter-disciplinarity, uncertainties concerning the quality of the knowledge to be communicated – the casualness of the inter-relationships between academic knowledge and professional experience (Stubs 1996). At the same time new indices appeared in the structured interviews; objectives and their implementation, and also the difference between their opinion on education in general and their own school. It should help the different education models and innovation of teaching staff for permanent and qualitative educational development, but the uncertainty of curriculum and educational development theory culture on teaching staff is not too strong yet.

Analysing the SWOT tables it is remarkable that in addition to the internal strengths and weaknesses very few indices refer to the external possibilities (i.e. what are the external changes, developments and opportunities that are important for education)

and the hazards (i.e. what requirements are difficult to meet, what are the environmental changes that makes it difficult for the social worker to cope?). This is a remarkable fact since the society-orientation and value-richness set strict requirements for the relationship of the education schools and their narrower-wider environment. Despite this intention of the interview questions, these were not given emphasis in the answers of the interviewees.

The difficulty of solving the contradiction between social services and social work education should be taken into consideration. It is not only a question of the services having no compact and manifest expectations for the knowledge to be communicated in the course of education; there is insufficient power for the development of the education and the staff, for the solution of the contradictory relationship among social services and social work education, for the acceptance and the management of the different interests and for coping with dilemmas. The traditional reflections still exist and the modern strategies are not strong yet.

The activity of services is always significantly influenced by their need to meet actual political expectations. Therefore the question is: 'What aspects and requirements could be better emphasised by the highly mobile legal frameworks and the representatives of the services and also by the professional associations that cannot be deemed to be strong at all, under significant influence from the state?' The social policy background, the exaggerated administrative obligations of the services and education, the reduction of resources and the small budgets are not in harmony with the value of social work, specifically with the long-term development objectives of the profession and social work education. At the end of the day the social work education should – maintaining its criticism – meet the actual expectations of the services and at the same time also the future objectives of the social work activity. Based on the interviews

one cannot see a quick way-out in the solution of the contradictory connection of services and education. The profession currently lacking prestige can hardly support the education, but will rather turn inward, or turn away from education, which in the long perspective could equally endanger the development of social work and the social work education (Csepeli 1997, Ferge 2000, Ladányi and Szelényi 1996, 2000, Orme 1996, Swithbank 1996).

6. 3. Practitioner interviews

On the basis of the interviews made with the heads and workers of the Hungarian social services, the following can be stated. It is an unambiguous fact that a sort of interaction between the social services and the social work education schools exists. The interviewees see that the impact of services on the schools is stronger than vice versa, although they were unable to give proper argumentation. It seems that this "strong" impact is embodied by the allowance of field education and by the personality of field teacher colleagues. At the same time, they had only general expectations towards the schools and their courses. Among the most important features of social work education, practice-orientation, development of social skills and problem management (that is activities related to the field) were given priority. In slight contradiction with the high preferences of practice orientation, the ongoing revision of knowledge communicated in the course of education was deemed to be one of the most important educational development activities (Ohly 1992, Somorjai 1996, Stubs 1996, Woods 1990).

The interviewees deemed the personal, institutional and professional relationships with the social work education schools to be very important. According to them, the education without the description of societal demands and without societal support and recognition could be a 'dead end' activity, which is in contradiction with the fact that the aspects related to integration did not appear in their answers

at all. Based on these interviews it can be stated cautiously: In Hungary primarily the services express their expectations towards the social work education schools to take action regarding the review of co-operation, its analysis, further co-operation and initiation of development plans (Adams, 1998, Gambrill, 1997).

- . Further important statements can be derived from the collation of the unstructured and structured interviews conducted with authentic people in education and the interviews conducted with the field workers. The identities and differences allow further conclusions and statements to be made.

In the course of taking part in all three interviews, the interviewees supported practice-orientated social work education and the importance of the professional background, with special emphasis on the development of professional and problem management skills. A remarkable identity can be experienced as regards the research experiences and results, and the research culture. It is agreed that in the absence of appropriate societal recognition and support and professional prestige, high quality social work education cannot be delivered which, in the long run, will impact upon the development of social work '(Chapters I and II)'. The differences between the thoughts expressed in the interviews conducted involving people participating in education and working directly in the services, are also remarkable. For example: the schools strongly affect the social services or vica versa. On the other side, the innovative abilities of the teachers and the education staff were emphasised and the executive role of the social field workers was also mentioned as a characteristic feature, as well as the valuation of the interaction between academic knowledge and professional experience in the preceding interviews.

The social service workers primarily committed themselves to the continuous revision of the knowledge communicated in the schools (courses), whilst the participants in the first two interviews

emphasised the equilibrium of knowledge-skills-values and to a certain extent the development of the integrated knowledge. Whilst the field workers deemed the relationship scheme of the social services and the education schools to be of fundamental importance, the previous interviewees revealed contradictions in this field (Adams 1998).

On the basis of the interviews conducted so far and the analysis of the thoughts presented during the interviews, a more reliable picture can be presented on the research assumptions. It can be stated with more confidence that the social services and social work education are in contradictory relationship in Hungary. It can be seen that the social services and the social service workers haven't got really precise and manifest expectations concerning the knowledge to be acquired. The demands generated by the 'old' and new social problems in a rapidly changing society are not constituted as expectations. The assumption saying that the inter-disciplinary approach has not become so far an attitude in social work education, was reconfirmed '(Chapters I and II)'.

On the other hand, it was also reconfirmed that there are several dilemmas significantly influencing the further development of social work education, thus the three examined dilemmas of this research. The problem of 'building education on strong interdisciplinarity versus strong equilibrium between uni-disciplinarity and interdisciplinarity' seems to be a real dilemma.

6. 4. Focus-groups

The focus group interviews put into a new dimension the research assumptions and the dilemmas investigated dimensions, lots of 'why' have been answered, but at the same time it raised lots of new and yet unanswered questions.

6.4.1. The impact and requirements regarding the connection between social services and education

This was the topic generating the most interest in the course of the focus group interviews. It can be stated that different impacts are generated by the school (or its course), and the social institution (the field location of students). In general a contradiction can be experienced between these two. Their representatives in several cases are mutually distrustful of each other, and can hardly accept each other or become each other's partner. This is in agreement with the analysis of literature (Stubs 1996)

Based on the opinion of the representatives of the schools, the trainees and the new graduates bring new ideas and spirit to the field. On the other hand, the influence the field has on the trainees creates problems because the field is not always in correspondence with the educational requirements and with the social work values communicated by the education, whilst the practice field in many cases communicates a theory towards the trainees which is in contradiction with the school. The reason is due to the situation and the functions of the social service provision system, the services are operating unprofessionally and not always on the basis of modern requirements (Adams 1998). The professional standards and protocols have not defined manifest expectations towards the social work education, at the same time a sort of hidden expectation of the services can be experienced, which is directly channelled to the trainees. Therefore the knowledge acquired and the values established diminish quickly and significantly. In the opinion of the representatives of the services, certain schools are unable to adjust themselves to the renewing and changing requirements of social services, at the same time the education schools are not forced strongly to pay attention to the practical requirements. Thus, the influences among the social services and social work education schools are in several cases weakening each other. The gap

between these two can be realised on both sides. It seems that the social work education schools are more active in the solution of contradictions. The schools, who inherently want to exercise great influence, on the one hand strive to ensure that the knowledge they disseminate 'lasts' for the longest possible time, therefore an element of vital importance for them is good co-operation with the field. On the other hand, the expectations stemming from the inherent nature of academic education are binding for them, such as the elaboration and development of the social work discipline, initiating research, and the development of a scientific basis.

In summary, we should speak about a specific inter-relation scheme and impact mechanism, which on the one hand results in the rapid decrease of the school knowledge communicated in education, whilst on the other hand the results and experience from the day-to-day activity of social work are not integrated in the practice of social work education.

6.4.2. The knowledge offered by education

According to the representatives of the schools some service workers have outdated knowledge or insufficient social work qualifications. Therefore the schools in several cases do not approve the knowledge that can be found at the different services (Adams, 1998). The majority of the interviewees deem the knowledge to be of a scientific standard that complies with the demands of professionalism, which at the same time is not defined, described and systematised precisely. As regards the nature of the professional knowledge the opinions were rather distributed: reflexivity, criticism, and the ability to change have all been mentioned. Beyond the acceptance of these practical knowledge elements, the opinions regarding the scientific disciplines are rather diverse, and uncertainties could be experienced concerning the integration of the academic and practical knowledge, similar to how

this appears in literature too (Brake 2000, Budai 1996, Clark 1996, Ferge 1976, Fisher 1997, Karvinen Synnöve 1999, Midgley 1997, Rolfe et al. 2001).

In the context of social work knowledge, the focus group interviews reconfirmed the hypothesis that in the Hungarian social work education there are significant questions and dilemmas that could be answered and decided. A question is for example: 'Who (and how) could define the knowledge to be communicated in the course of social work education; the education schools separately or together, the schools and the services separately or together?' The academic and/or practice orientated education is a real dilemma. Another dilemma is: what is most important in the course of social work education? To learn critical, system approach thinking and/or imprinting the individual, quickly learned and automatically applicable skills and the verbal reproduction of knowledge (reproductive knowledge)? A further dilemma is: How could the changes in social work and services, their contradictions and these functions be communicated to the students? Another issue is whether the services should adapt themselves to the results of education and indirectly to the results of research or should education adapt itself to the practice of social services?

In summary, the focus group interviews reconfirmed that in Hungary the social work knowledge has not yet been described and structured in the manner that corresponds with the requirements of scientific disciplines and needs of social services. It has not been clarified how professional knowledge could incorporate (otherwise practice-based) theory and everyday practice. The interviewees did not mention by whom and how and in what structure the social work knowledge should be defined. It is promising however that the interviewees thought of a complex knowledge description (knowledge-skill-value) in words other than the description of facts and terms. Answers like 'he should look after things', 'the students

should ask questions', 'manifold, systematised, applicable and lively', 'sure and stable', 'able to change, select and integrate', etc. are very significant values that could orientate educational philosophy and methodology and reveal much about the professional value aspects of the interviewees, although these are only of ad hoc character in the interviews.

6.4.3. About the development of education – for the possibility of solving dilemmas

The interviewees in the focus groups underlined the knowledge communication nature of the curricula of social work education courses. At the same time interviewees see the dichotomy and the dual values in social work education; the student socialises in the classroom courses and socialises differently in the field trainings. We believe that the way for further development is that conscious integration – analytical practices and practice-orientated knowledge communication – should be built into the education (Casson 1982, Ferge 1986, Gáspár 1999, Hegyesi 1997, Lowy 1971, Varsányi 1996).

The dominance of the knowledge or the skills or the values versus the social work education based on a strong equilibrium of knowledge-skills-values is an existing dilemma in the social work education courses under investigation. There is a rather diverse picture about the static curricula or the dynamic (ongoing) curriculum renewal. In the schools under investigation, essentially, the existing curricula have more or less been corrected but in general there was no conceptual and paramount curricula changes in the past period (Coulshed 1993, Körkérdés a szociális munkás képzésről 1992, Skillbeck 1976, Stenhouse 1975).

Following the focus group interviews, important statements can be made regarding the cross section of the different curricula types. As regards the Shane and Tabler (1987) curriculum taxonomy '(Chapter II)', the focus group interviews reconfirmed the absence of so-called 'liberal curricula'. Taking Hemeyer's (1985) systematisation into consideration, the interviews underlined the so-called 'legitimate curricula' and the so-called 'procedure regulating curricula'. As regards the Miller and Seller (1985) curriculum orientations, the Hungarian social work education is primarily of a 'communicative' nature and the 'relationship building features' were less able to be found. At the same time there is a strong demand for the establishment of harmony between the classroom and the field education of social workers in order to leave practices behind which are rather illustrations and demonstrations only. These again underline the dilemma of the stable curricula and the continuous renewal, although currently stability is gaining more ground. The focus group interviews also underlined that the curricula and educational development does not possess a sound curriculum theoretical background. The opinions of the interviewees were diverse; there were some who perceived the curriculum theoretical knowledge as an element of the teachers' work and there were others who underlined the social work professional knowledge and expertise (Hemeyer 1985, Miller and Seller, 1985, Shane and Tabler 1987).

In the course of the focus group interviews, the interviewees did not care too much about the issues of inter-disciplinarity and inter-professionalism, which is partly in contradiction with the statements they made in this respect in the previous interviews. Anyhow, the data gained from the focus groups are of indicative character; the Hungarian social work education is of rather a disciplinary character, no traces of uni-disciplinarity and inter-disciplinarity equilibrium ideas were found. The inter-disciplinarity and inter-professionalism has not yet been integrated into the practice of social work education in

Hungary. The interviewees, at the same time, mentioned alternative programmes as a possible way of developing their demand toward schools and courses. The introduction and delivery of these is an important educational development challenge, but there are tendencies of the traditional educational spirit (Bartholomew 1996, Berger 1972 cited Casson 1982, p.11).

Finally it can be stated definitely: the analysis of the database of research fieldwork has given rise to the reality of assumptions in this research. The existence of three examined dilemmas has contributed to the exploration of their causes and has provided some ideas for the solution of these dilemmas, as well as contributed to the application of critical reflection and 'empowerment research' in Hungary.

FINDINGS, CONCLUSIONS, IMPLICATIONS

1. Introduction

In this chapter the results and consequences of this research will be presented in the context of aims, objectives, critical issues, assumptions and examined three dilemmas '(Table I/1)'. The conclusions, statements and lessons refer to the samples in this research, in the first place to the educational schools (courses) participating and the personnel represented in the sample and participating in the research but at the same time also it has relevance for the whole Hungarian undergraduate social work education and has some connection points in European dimensions as well. The chapter seeks to show ways in which experiences of this research may be applied to social work education, particularly to the examined dilemmas and their resolution.

2. Reflections concerning the general research aims

In general: this research, which was the first on this theme in Hungary, has significantly contributed to the examination of the Hungarian social work educational development, to the social work profession and its professionalisation, as it was designed to promote understanding of the framework for the development of social work education in Hungary, furthermore to its examination in the context of European development. The result of this research is its contribution to new knowledge in the field of developing social work education and filling in the gaps (vacuum) in this – as yet - insufficiently mapped area. It is necessary to describe the societal background to social work education in Hungary; the role of social work education within the profession and within educational

institutions in order to clarify key concepts and themes in its development. The main intention of the research, is that it aims to provide a developmental framework for the understanding of social work knowledge using concepts of 'dilemma' ('Chapter II', point 3.5). The research explored, analysed and gave understanding to the dilemmas of the development of social work education and gave some references for solutions. Thus this research is a development or framework for 'understanding' the emergence of social work education in Hungary, particularly concerning three dilemmas investigated. In summary it can be stated that this research has achieved the general aims. From the above the achieved objectives will be presented '(Table I/1)' (cf: 3,4,5,6,7. points of this chapter).

3. The main experiences of social work education development in Hungary

The literature explored the societal and political effect concerning the formation and development of social work education, the change of political system and the integration of the new social work education into Prussian Hungarian higher education in detail. At the same time there is a problematic situation (vacuum) concerning education, and curriculum development, therefore this research fills a gap in this theme as well. Through analysis of literature and documents and field research 'Table VI/1' – far from being complete, but as an important finding of this research – summarises the most important factors and characteristics of the development of the social work education schools (courses) included in the research sample.

The main factors and characteristics of the social work education courses
(by fieldwork research)

Table VI/1.

	Main factors and characteristic features
Internal strengths, values	<ul style="list-style-type: none"> -The very existence of social work education -The education programmes, activities based on a regulatory system of a (quasi) consensus: curricular guidelines (Az általános szociális munkás képzés tantervi irányelvei 1990), educational requirements (Magyar Köztársaság Kormánya 1996) -The relative congruence of educational objectives and the knowledge communicated in the course of the education -Developed curricula -The willingness for innovation of the established and developing educational staff -The visions and plans of the leading teachers about educational development -Need for establishing the balance between the academic and practical character, to develop integrated knowledge -Educational support by the related disciplines -The link, relationship and commitment of educational staff to the practice of social work
Internal weaknesses, difficulties	<ul style="list-style-type: none"> -The distance between academic and practical education -The ambivalent relationship with the social services -The exaggerated disciplinary expectations towards the educational schools, uncertainty of social work “discipline” (Magyar Köztársaság Kormánya 1996) -The excessive influencing role of the related disciplines in the education, in curriculum and educational development -Not exact definition of the knowledge communicated in the education -The chance-like prospects of changing (societal) and social needs for becoming integrated into the education -The inefficiencies of the scientific background of the education -The unpredictabilities in curriculum and educational development, the insufficiencies of education theory culture - The unpredictability of calculating with the students participating in the education -The routine-like performance of education

	<ul style="list-style-type: none"> -There is no significant force in the education staff for solving the dilemmas and controversies -The closed isolated character of the individual education staff, the low level of co-operation and solidarity - The lack of alternative educational schools and courses
External opportunities, possibilities	<ul style="list-style-type: none"> - Declaration of the social needs to social work education -The stimulating role of education market - Application of ongoing education and curriculum development into the social work education -Extended and further enlarging field connections -The European and Hungarian education models standing at our disposal -The existence and development of international system of education staff relations -The influence and impact of EU accession on social work and education -The impact and influence of IT development
External threats, dangers	<ul style="list-style-type: none"> -Social work and profession without prestige -The insufficiencies of state and other support - Education forms of related disciplines and their 'colonialisation' efforts (psychologist, sociologist, pedagogue, health) -The educational schools (staff) and services function in capitalist market conditions

The Hungarian social work education is over its period that can be characterised as 'revolutionary' and of positive dynamics; at present it has somewhat halted in its development. The belated establishment of social work and social work education in Hungary first of all placed the drawing of professional competence boundaries into the focus of the thinking of the professionals. Among others this is an explanation of the rationale for the 'unification' (central definition) of the knowledge mediated in the education.¹

The studied literature gave points of view in abundance for an understanding of the social and professional approach of social work knowledge. It can be seen that the need for a taxonomy on one part

and integration on the other part are stronger in relation to difficult definitions.

“. . . the education should enable an integrated way of thinking. . . the student. . . ” (interviewee 17.), “. . . the social work is able to integrate properly” (focus group 2).

The British focus group forecast the development of the relationship between the social services and the social work education schools as the achievement of integration although different in level and quality:

“. . . through the realisation of a large degree of integration lasting relationships can be ensured and this is a potentially ongoing thing. . . ” (focus group 4).

At the same time, they emphasised that this type of relationship and co-operation does not mean a sufficient pre-condition for building practical grounds for social work education. This thinking is similar in Hungarian social work education too.

During the multi-dimensional analysis of the Hungarian education documents it became evident that the knowledge-communicated education has several factors and is based on the balance and unified approach of knowledge, skills and values; however the study descriptions themselves are basically of academic character and the emphasis is placed upon the abstract elements, but it was declared that is not necessary to teach the ‘chair’ sciences. In all forms of the recorded interviews, but mainly in the focus group ones, the need for the scientific, multi-disciplinary and professional definition description and structuring of social work prevailed. ⁱⁱ

With regard to the contents of the British social work educational programmes the ‘Statement of Requirement for Qualification in

Social Work' has to be observed which taxonomically lists the knowledge base for social work, the value of social work, the core skills of social work and competence in social work practice. Consequently there is substantially less scope left here for exaggerated uni-disciplinarity and far more scope is provided for the development of social work education courses.

Besides the development of skills for value orientation and professional transferable skills – which are generally included in all curricula – it is worth stressing that the course aims of the British BU/SW and BU/HSS put a special emphasis on broad integrated knowledge, critical analysis and thinking, the ability to think in a national and international context of facts and phenomena, to be able to efficiently co-operate interprofessionally with colleagues from related areas and professions. The preparation for the changing environments in social work and community services are given a special emphasis in the British curricula.

The German KFHNW curriculum has a more critical approach: centred at the personality, it comprises a holistic-humanistic approach, and the promotion of the case for creating equal chances, the complex character of conflict-management (which should be related to the societal changes and with the institutions of the whole society), the utilisation of the existing resources and exerting influence on the operation of social systems are listed among the most important aims. All the above are present in Hungarian social work education too (Gáspár 1999).

Reference to changes in society and new needs were mentioned only rarely whilst challenges towards social work that emerged as a result of the above were not addressed.

“Several young people have the natural sense of justice and the demand for changing the society “ (interviewee 14).

Teaching important elements of the social worker's toolset (e.g. the ability to change and to make changes etc.) were present in the thinking of the interviewees on the level of needs, but can hardly be spotted in the contextual descriptions of the studies. The motivating and influencing role of the societal changes does not become evident from the development plans of the different social work educational schools. Information technology, management, marketing and the media as components of social work knowledge only appear in very few places. At the same time an important approach of the leading teachers is the need to preserve and pass on social work values; furthermore to extend professional roles, to underline the importance of the 'bridging-role' of the students between the services and the education, to highlight the interactive character of education and to examine the capabilities for social work performance etc.

The support of the related disciplines meant a lot at the start of the social work education and its 12-year development in Hungary. With the strengthening of education the effect and influence of the related disciplines hinders its further development to a certain extent. In the meantime the efforts aimed at the more definite realisation of 'social work values' come into the foreground. These aimed at establishing an independent discipline. This, on the other hand, makes the opening of the gates outwards more difficult, together with the establishment of a basically inter-disciplinary (integrative) professional knowledge and the inter-disciplinary and inter-professional co-operation within and among the education staff. The question is whether the time has arrived and the Hungarian social work education has achieved a level, whereby – after establishing its boundaries – it can 'open its gates' with the help of the very promising tool, the 'inter' approach. This is also a real dilemma; it is

not timely in one way because the main issue is the defence of the profession and yet in another way it is timely, because one possibility for the development is the 'inter- approach'. ⁱⁱⁱ

Based on the literature, documents and interviews it can be stated: The social services do not have a manifest, declared anticipation towards social work education forms concerning the knowledge to be communicated by them in Hungary. It is not clearly and unanimously stated what kind of social worker is needed. One cannot clearly detect the needs of the social services and the service users, their requirements towards education.

"The social services have no properly defined and differentiated expectations and their professional offer is poorer in quality than the one offered by the education schools. . . " (focus-group 3).

The question is: 'Is there time for it?' At the same time the social services have components (i.e. with destructive elements) which reduces the effects of the social work schools. The adjustment of the social work schools to the social services can drag the education staff down to a lower level of quality, which, however, basically contradicts the core essence and mission of the education. ^{iv}

Despite the successful co-operation of some social services and some social work education institutions the effect of the former is also halted by the 'walls' of the latter and vice-versa. The effect of the educational schools and the practice institution is mutually weakening. Often the courses and services provided by the schools deliver different approaches contrary to each other, the students are socialised to different aims at school and in the practice. The values communicated in education are not applied in the practice, whilst good experiences of the professional do not form part of the education.

“. . . thus neither the professional work nor reflections on the work done cause stress for the student and if for a while it does, it does not persist for a long time. . . ” (focus group 2).

The co-operation between the individual social work educational institution (courses) and individual social services is officially rated under the interests and aims of the education itself. At the same time practice work at the services is only partially integrated into the natural and characteristic element of the activities of the practice institution. The students become assistant workers or unnecessary people in services. The attitude of managers and workers in social services are mainly ambivalent to students and social work schools. Either the two parties do not have enough energy to establish and maintain fruitful relationships or they are uncertain as to the nature of these relationships.

In summary it can be seen that the contradiction is the connection between the social services and social work education, the above relating to the examined Hungarian sample and contents; the second assumption seems to be proven '(Table I/1)'.

Relating to the research sample, the fracture lines of Hungarian social work education can be seen in the following areas:

- The social work education and social work (profession)
- The educational schools and the services in their environment (fieldwork areas of student-practitioners)
- The different educational schools (courses)
- The related disciplines and social work areas constituting the education

- The needs of social work education and conditions of the individual educational schools
- The educational needs of the individual regions and opportunities of schools
- Between social work education and other human educational forms etc.

By SWOT analysis it can be seen that one of the main important issues of this research is: how do the internal strengths and external opportunities '(Table VI/1)' lead to a decrease of weaknesses and avoidance of dangers. This is an issue for further important research.

4. Main important dilemmas of social work education

The critical issues of this research were focused on some dilemmas in the development of social work education in Hungary; the exploration and definition of these led to important results. Only brief references were found in the literature regarding social work dilemmas, but the field examinations and analyses strengthen the existence of characteristic dilemmas in the development of the 12-year-old Hungarian social work education and first assumption of this research. Concerning their character the dilemmas are related to the most basic issues of the education such as the regulation of education, its relationship with the services, the knowledge communicated, the education process and the development of curricula and education. The dilemmas are the basic elements and natural parts of social work education. It is paradox that their influence both helps and hinders the development of social work education.

'Table VI/2' gives a systematic listing (without order) of the main important dilemmas gathered from the field of the social work education compiled during the research.

The dilemmas in the social work education in Hungary

Table VI/2.

Viewpoints	Dilemmas
<p>Relating to the regulation of The education</p>	<p>Unified gradual education based on strong central regulations versus weak central regulation and alternative educational forms based on different value approaches (school workshops) – which is more efficient? If the latter, what should be regulated centrally?)</p> <p>Central requirements (standards) that are static (stable) and valid for a long period of time versus central requirements continuously modified – which should regulate the education?</p> <p>Academic (by requirements of higher education) versus professional (by needs of social work) social work education?</p>
<p>Relating to the relationship between social work education and social services</p>	<p>Are the needs of social work, the knowledge communicated during the education determined in the social work education or by the social workers in the social services (i.e. who should accommodate to whom: social work educational institutions to social services or vice-versa?</p> <p>Should the people working in social work education represent their 'old profession' or rather those of the 'educational profession'?</p>
<p>Relating to the nature of communicated knowledge in education and essence of the educational process</p>	<p>Is social work to be regarded as a discipline or rather as professional knowledge having disciplinary background and applied in the practice?</p> <p>The courses, the knowledge (the knowledge of social work theory and those of the related disciplines) – do they primarily strive for mediating skills and some values, or should knowledge, skills and values be communicated in a strongly balanced way?</p> <p>Should the education be built in the first place of standard</p>

	<p>knowledge or actual knowledge?</p> <p>Should the education provide abstract academic knowledge or rather practical professional knowledge and skills?</p> <p>Creative, reflective, individual, critical thinking, self realisation should be learned or skills that can be automatically applied are more useful in social work education.</p> <p>Knowledge representing progress embedded in social science and social politics, and expressing radical changes, or 'opportunistic' 'narrow' social work knowledge should primarily be communicated in social work education.</p> <p>Preventive or crisis-solution should be the character of the help that should be communicated in social work education.</p> <p>Should social work education communicate social work knowledge close to the therapy or rather free of therapy?</p> <p>Should the education concentrate on professional skills development or personality development?</p> <p>What should be in the centre of the education, the content side or rather the processes?</p> <p>The disciplinary or the inter-disciplinary and inter-professional approach should have priority in the education. Does the education strive for strong disciplinarity or for the balance of inter-disciplinarity and disciplinarity?</p>
Concerning the essence of the curriculum and skills development	<p>Should the education be based on static (stable) curricula valid for a long period of time or rather on continuously changing updated school-level curricula (corresponding to the needs of the changing requirements of the changing world, should the curricula have few changes or would rather more daring changes better serve the aim)?</p> <p>Should the social work education be based on an open or fixed curriculum, i.e. should the obligatory and set character or the free optional character be stronger?</p>

	<p>Should the staff members of the social work educational schools order curricular and skills development services from professionals or rather should they themselves learn the theory and methods of developing these?</p> <p>Should the Hungarian social work education courses be supported by the European (international) experience or should the specifically Hungarian education character be emphasised? etc.</p>
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More can be added to these dilemmas. It can be seen that the dilemmas illustrate significant approaches in the thinking of the education and curriculum development in social work education (Berger 1972 cited Casson 1982, p.11) '(Chapter II)'. For example professional education has some priority in these opinions, even so uncertainty is evident about the ratio of the academic and professional elements. The requirement for a scientifically determined knowledge description is evident, which in certain cases also integrates and introduces obsolete and unnecessary knowledge into the everyday practice. At the same time the interviewees have clearly and unanimously expressed their need for the development of renewable and integrated knowledge. Some of those working in education are content with the absolute knowledge; others think the systematic skill development and try to take steps towards narrowing the gap between the educational forms and the users. According to Hungarian interviewees the exploration and examination of dilemmas of social work education is very useful. The assumption was proven in this research that the 12-year-old social work education in Hungary has had significant dilemmas '(Table I/1)'.

5. The causes of development dilemmas

Through literature, document analysis and the experience of interviews in this research it can be stated that the causes of the dilemmas are widespread. It is not intended to be exhaustive but typical causes of the dilemmas are:

- The “belated start” and special development of social work education in Hungary: priority of professional education, small educational staff, small education volume etc. '(Chapter I)'
- The continuing struggle between the traditional and modern education system, philosophies, orientations, methods and requirements '(Chapters I and II)'
- Controversial situations between the social work schools and social services (cf. above section 3 in this Chapter, and 'Chapter V')
- Contingency and problems of education and curriculum development expertise '(Chapters IV and V)'
- Lack of “inter” and integrative approach '(Chapters IV and V)'
- Lack of research experience etc.

The analysis of documents showed that the British and German so called 'developmental models' put into focus the know-how and 'inter' approaches, but the Hungarian curricula are mainly characterised by the target-orientated selection of contents ('target model') and 'transferable' in general. The research clearly indicates

that when teachers involved in social work education, practice teachers and students identify the need for ongoing educational and curriculum development, this gives rise to many problems and dilemmas. In its totality the picture is controversial; however, it can be seen that the modern educational principles, models and practice are not widespread yet in Hungary.

The analysis of documents together with the unstructured, structured and focus group interviews underlined the problems related to the level of knowledge of study plans and curriculum development of those having made the study plans and devised the curricula. On the one hand during the unstructured interviews the willingness for innovation of the educational staffs and individual teachers became obvious. Alongside this it also became evident that the curriculum and educational development activities within a staff framework have not become rooted in practice yet. Usually the complex demand for integration and the establishment of inter-disciplinarity became evident. The structured interviews showed the need for the development of integration knowledge based on the balance of knowledge-skills-values, whilst the practitioner interviews showed the necessity for the complex description of social work knowledge. The structured interviews also highlighted the ad-hoc character of educational and curriculum development and the social work education schools do not consciously and systematically follow the way of the educational development processes. The struggle of the traditional (widespread) and modern approaches can also be seen in the area of methodologies as the methods built on exploration, critical thinking, activity and inclusion coexist with those based merely on passive reception.

All in all the above show the dilemmas and their causes in curriculum and educational development. More certainty could be found on the topic of the relationship between curricular uncertainties and low prevalence of an inter-disciplinary and inter-

professional approach, but the latter problem is not caused only by the former. Relating this to the examined sample the third assumption made at the beginning of the research was finally proved as well '(Table I/1)'. Dealing with the dilemmas and their causes provides an excellent opportunity to join with European social work education trends. The 'Table VI/3' gives some points to this '(Figure II/3)'.

Comparison of the traditional (widespread) and modern education system

Table VI/3.

Traditional (widespread) system	Modern system
Knowledge stable and valid for a long time	Dynamic (ongoing) curriculum and educational development
'Content and education' (Kelly 1999), '(Chapter II)'	'Process and development' (Kelly 1999)
Abstract, academic	Practical, critical, reflective, creative, not mechanic-activities
Taxonomisation of knowledge	Balance of knowledge-skills-values
Uni-disciplinarity	Inter-disciplinarity, inter-professional approach
'Transferable' (Miller and Seller 1985)	'Relations building' (Miller and Seller 1985)
Centred-managed	School-managed - possibility of alternatives

6. The research experiences in the context of the dilemmas investigated

Below follows a short summary of the findings, results and experience of the three concrete dilemmas based on the preliminary studies and aims of this research. As a starting point it can be stated that the three dilemmas presented are real and closely related to other dilemmas that emerged and were formulated during the research and some further dilemmas should be understood in the context of the three dilemmas '(Tables I/1 and VI/2)'.

6.1. The first dilemma

The essence of the dilemma is based on the fact that the schools in Hungarian social work education aim at communicating the primacy of some of the skills and values (the theory of social work and the knowledge of the related disciplines) or at a strong balance of skills and values as the basis of knowledge transfer.

In the literature on social work education there are many important references in the Hungarian, British and German context alike concerning the character and quality of knowledge to be communicated. Interestingly the knowledge structure of Ferge (1976) (everyday and professional knowledge, relevant – irrelevant knowledge) cannot be traced either in the documents examined or in the answers of the interviewees.

Based on the observations and document analysis of the research the majority of the teachers participating in the education are well aware of the importance of integration of theoretical knowledge and practical skills (the standard/actual knowledge, academic/professional, reflective, self realisation/automatic skills and its dilemmas) as well as that of the intellectual and emotional factors. At the same time it is a great difficulty for them to integrate the roles of the social worker of the past and the teacher of social work at present. As a result the knowledge, the skills and the values bear different emphasis and importance from time to time in different periods according, in many cases, to the actual expectations towards the teachers, or the pressure of the lobbies of the related sciences – mainly the representatives of disciplinarity. Therefore either the development of different areas of knowledge or different skills or the focus on the values of social work get primacy in a social work course.

In the unstructured interviews the disciplinary character of social work education was emphasised. Contrary to these were the experiences of the structured and practitioner interviews according to which it is the professional background that is basically important in social work education. The reason for difference is partly due to the difference in personality of the interviewees as in the course of the unstructured interviews the leaders of the particular social work schools probably represent the academic expectation of higher education with more emphasis. In both interview groups there was uncertainty concerning the ratio between the academic knowledge and the professional skills, the essence of 'all-round' and complex work knowledge. They see that it is difficult to turn academic knowledge practice and vice-versa, and the cross-impacts between them are hard. At the same time it is important to see that they do not exclude each other – as if to prove the existence of the dilemmas – they co-exist well. All this is supported by the focus group interviews as well; the necessity of a theoretical content, which may not necessarily be of scientific professional quality were mentioned by those interviewed.

Summarising: the communication of social work knowledge based on the strong balance of knowledge, values and skills did not predominantly appear in the series of interviews, they tended to arise upon demand, mainly in the structured interviews. The existence of the preconception and unsolved dilemma is clearly seen in the Hungarian sample. The establishment of this strong balance entails many difficulties at present and needs further investigation and research in Hungary '(Table I/1)'.

6.2. The second dilemma

The second dilemma analysed in detail focused on curriculum and educational development. Namely; in the examined Hungarian schools the social work educational and curricular development

strives for strong (stable) curricular stability or continuous (dynamic) curricular renewal, ongoing changes. In other words curriculum and education is dominantly expressed in stable content (curricular content and education) or in process and development (curricula as process and development).

Reviewing the literature on social work education it can be stated that few papers have been published so far on the curricula and education development in itself. Studies of analysis were basically moving along the traditional aspect of curriculum development, namely around the problem of what contents should be assigned to certain defined educational aims. The curriculum approach based on a wider context is not yet characteristic of the papers dealing with the curricular aspects of Hungarian social work education. The unstructured interviews underline the openness of some educational experts (staff) towards the innovations of curriculum and educational development. At the same time the unfolding of this process is impeded by the routine-like activity of some teachers and educational staff.

In the structured interviews it was expressed that one of the strong features of the Hungarian social work education can be proved – among others – exactly with the existence of the created curricula. This factor demonstrates the inadequacies of the culture of curricular theory and the weakness of permanent educational development and pushes the scales in every respect towards strong curricular stability, but there are also signs of a desire for, and acceptance of, continuous (dynamic) modernisation and renewal. The answers rather referred to the curricula of passing-down knowledge and building relationships and character in focus groups. Several of them mentioned that at present there are no social work education schools in Hungary having a broad conceptual basis and working in an alternative way. It was also held important by several of them that the teachers working in social work education should be

prepared for educational and curricular development activities as well. All the above underline the existence of the examined dilemma. Some people in Hungary are not yet aware of the notion that constant change can be an important tool for development. They cannot see the results thereof, or perhaps they lack the power and capacity for change '(Table I/1)'.

6. 3. The third dilemma

The third dilemma analysed mainly referred to the character of communicating social work-knowledge. Namely that the Hungarian social work education strives for strong disciplinarity or the strong balance of disciplinarity and inter-disciplinarity. This dilemma is in connection with some different dilemmas too '(Table VI/2)'.

From the literature referring to the Hungarian social work education it can be clearly seen that the content of the education was created in the early 1990s partly from the related disciplines and partly from the materials provided by the professionals in foreign social work training and education and their mentality was strongly felt as well. At the same time as the representatives of the different related disciplines got into dominant roles when elaborating the educational materials the knowledge communicated in the education was mainly characterised by disciplinary features and theoretical approaches. Combined with this from the very beginning, the need for integration was expressed. However, the 'inter-approach' still cannot be traced in the Hungarian literature.

The curricular documents of Hungarian social work education analysed in this document bear a distinctly disciplinarity character. The components of inter-disciplinarity and inter-professionality and those of integrative mentality are present to a lesser degree. An important result is that there are inter-disciplinary studies, which embody by all means the progress that can be seen in social work

education and thus they mediate the up-to-date social work knowledge.

The recorded interviews provided a more differentiated picture for the understanding of the 'inter' approach in spite of the fact that some of the interviewees could not exactly interpret the core essence of the approach. The intended aim of integrated knowledge became evident from the structured interviews, but this is very difficult to achieve in today's reality where the curricula are basically of a disciplinary character. The question is: 'Has social work strengthened to the extent that it does not feel itself 'endangered' by the excessive influence and pressure of the related disciplines, is it able to work with them in the form of a partnership?' It can be seen that inter-disciplinarity has not become widespread yet.

Based on further documentary analyses, however, of the unstructured, structured and practitioner interviews undertaken the very limited presence and existence of inter-disciplinarity in the Hungarian social work educational courses can be declared. There are probably several reasons for this. Partly the Hungarian social work education had to fit into the basically disciplinary Hungarian higher education system, had to fight the features described by Berger (1972 cited Casson 1982, p.11) and the teachers had to fight their own resistance. On the other hand social work education and social work itself can only have the rank and acknowledged place in higher education if it undertakes serious steps towards the fulfilment of disciplinary requirements and proven scientific background. It was not by chance that the educational requirements of social work education were basically created according to the disciplinary approach. Thirdly insufficient power and endurance seems to exist today for the introduction and dissemination of the inter-disciplinary approach already outlined in the declarations, the education is not able to break through the barriers of disciplinary frameworks and attitude.

In the light of the above we can summarise that the existence of the three dilemmas set when defining the aims of the research has been proven. The interviewees accepted the existence of the three dilemmas, which are closely linked with, and follow on from, each other. This is the dilemma of education based on knowledge, disciplines and stability versus the approach claiming the importance of skills and values to be treated in their proper place and highlighting the inter-disciplinary approach and continuous renewal in education. In the thinking of the professionals in education the traditional and modern approaches are present, however the activities are still mainly led by the traditional mentality '(Table I/1)'.

7. Educational and curriculum development as the framework for resolving the dilemmas

This research explored and examined some dilemmas of social work education in Hungary. The question is: 'What will be the outcome of these dilemmas?' What can the social workers and social work educators do with them? What are the chances for some of them being resolved or some others remaining dilemmas in the long run? Would their resolution foster or hinder, would their longstanding existence help or block the development of social work education? '(Chapter II)'.

The analysed literature gave some points for resolving dilemmas. It can be said in general that the dilemmas may be resolved by ongoing educational and curriculum development. An excellent resource for the solution of a dilemma about communicated knowledge in social work education is the Ferge (1976) type knowledge, furthermore the approaches to understanding the knowledge of social work ('Chapter II', 3.5. point).

Because the members of educational staff and interviewees in this research do not deal with different dilemmas and their solution, it would be useful to take up this issue – thus dissemination of the results of this research – to professionals and other groups.

With regard to the regulation-related dilemmas, probably the two ways will simultaneously appear and succeed in Hungary. The central regulation of education will be regarded by the social work education institutions as an important reference point but simultaneously strong efforts are to be expected aiming at the creation of alternative, individual, different philosophy schools. The latter can obviously act as catalysts for the qualitative development of social work education as a whole. However, it is only on the basis of the existence and competition of several existing models that it is possible to speak about organic development of the social work education.

It is to be expected that the general trend will be to strive for professional knowledge based on a scientific background and applicable in practice (higher academic – taxonomical definitions and professional quality), as an aim for solving the dilemma of theory versus practice. Should in the long run the preventive social policy and social work be decisive (“... in the long run the preventive would be needed. . .” interviewee 10) and the services intend to work in the interests of the ‘user’, then the strategy best fitting them should be the one based on the equilibrium of knowledge-skills-values - ensures much more marketable knowledge - the reflective and inter-disciplinary learning. The recognition of the importance of striving for equilibrium is remarkable anyhow, although it is questionable whether the everyday educational activity is adequate for it.

In the solution of the dilemma between the academic knowledge and the practice, the education models already in existence (to a certain

extent the professional background and the drive for the balance of knowledge-skills-values) could be of assistance. The permanent and quality educational development could be assisted by the education models and the innovative ability of education staff. However, an aggravating factor is the uncertainty of teachers in the curriculum theory culture.

It will be important to design and disseminate models of collaboration for social services in relation to educational and curriculum development in social work education. If an integrated education, better ensuring the equilibrium of knowledge-skills-values is the long-term target, the individual aspects of problems in social work should be taught in a tripartite approach of knowledge-skill-value assigned to the specific problems. In principle even today many professionals believe that the participation of the services and social work representatives in defining the nature of professional knowledge is desirable.

Concerning the essence of curriculum and educational development, the existence and change of dilemmas, the processes and professional debates driven by these dilemmas, can prove to be their significant catalysts and promote innovative processes. The German and British curricula put a greater emphasis on the permanent critical analysis of the knowledge to be communicated than the Hungarian ones and give priority to collective activities and research in their education. Furthermore it can be concluded from the analyses that it is especially the BU/SW and UAS/FHN courses that have the complex studies and integration types of the above-mentioned mentality.

Based on the connections and experiences within the literature and the document analyses deriving from the different aspects of the British and German environment, the following aspects for development can be regarded as the subject of solving dilemmas,

development of social work education courses and planning of research:

- Using the experiences and findings of this research 'Tables VI/1 and 2'
- The contents of the British and German curricula relating to the changing societal conditions, articulated social needs, professional knowledge and the relationship between social work as a profession and its users for designing and developing reflective social work education
- More efficient steps need to be taken in the interest of defining social work and developing communicated knowledge in education and the acceptance of the wide (consideration of changes of societies) interpretation of social work knowledge (Ferge 1976). Emphasis needs to be put on communicating 'know-how' like safe knowledge and on the permanent critical analysis and evaluation of teaching contents,

“. . . the vast majority of the courses uses methodology and attitude in the education that do not let the students think and ask questions. . . ” (focus group 1).

- Because of the excessively eclectic character of social work and deriving from the functions of educational forms, the wide variety and alternatives of social work education courses and curricula, their school-establishing power, the role of work performed in workshops in some schools wants to be accepted and their establishment needs to be supported

- The dynamic and permanent educational and curriculum development needs to be validated; an excellent starting point for this would be the educational development model of Kelly (1999); more emphasis could be given to the curricula-model which is widely used especially in the United Kingdom,
- Better use to be made of collaboration within the schools (courses) and among them, the identity and model-value of the different staff needs to be strengthened by joint action and research to help the professional development of social work educators
- The inter-disciplinary and inter-professional efforts and achievements of the English and German social work education courses need to be widely used as they incorporate up-to-date and progressive knowledge (although some of these experiences are themselves very fresh and initial),

“It is a genial thing to work together with the representatives of several professions, this makes us more creative. . . .”
(focus group 3).

- The values of social work education need to be transferred into other human educational areas etc. (Adams et al. 1998, European Union, 2000, 2001).

‘Table VI/4’ shows the advantage of the development of this research in an international context.

The advantages of investigation of social work education in an international context

Table VI/4.

British and German experiences effect on Hungarian social work education (outside mirror)	Hungarian experiences effect on British and German social work education
Theoretical models from social work, social policy Wide variety of social work education: system, levels, degrees Ongoing educational development Reflective practice experiences Student-teacher collaboration 'Inter-approach' Relationship between disciplines: law for social work	Experiences of social work educational development: short time-period, lots of targets Results of very short period Working in inter-cultural Deal with dilemmas and resolutions

From the above advantages the question is how Hungarian social work education can be fitted into the European dimension, to what extent the Hungarian education is 'Euro-conform'. At the end of the research it can be stated: There is evidence that social work education in Hungary is developing a European dimension. The strengths and values of Hungarian social work education being in many respects similar to social work education of the examined British and German schools. The differences are mainly methodological. Hungarian social work education can be regarded as similar to European social work education in the following ways:

- College (basically European BA/BSc) and university (European MA/MSc) levels of education
- 4-5 years of educational process
- High number of contact lessons
- The disciplinary basis of theoretical studies
- The professional quality of the knowledge communicated in the education

- The extensive choice of practices and their high proportion within the educational time, etc.

The Hungarian social work education will surely be promoted by joining the European educational processes either in the form of joint education projects or joint research work, publishing, educational aid materials, etc. The Hungarian social work education courses – as a result of their short development period – have not become irreversibly rigid and therefore may be flexible, practice-orientated, complex and 'inter-approach' related in the future. Therefore the Hungarian experiences may also be integrated and used in different European countries in social work education. Thus the international context should contribute to the solution of social work education dilemmas in Hungary too.

8. Summary

It can be stated that the whole multi-method research, the conceptualisation, the research methodology, the data collection of different levels and quality and the analyses of this data served the objectives and aims of the research well. The four-year long professional and research work that has been performed according to a useful and flexible schedule provided much experience, connection, collaboration, co-operation and knowledge for the researcher, particularly that the research was examined in an international context. This was a valuable opportunity to examine some dilemmas of social work education in Hungary from 'outside' using different approaches, thereby providing more qualities for the further development of social work in Hungary.

The examination of the development of social work education in Hungary with connection dilemmas was very valuable. The dilemmas are essential elements of the multi-approach, thus the

object and spirit of this research were very close each other. The essence of dilemmas was understood through critical reflection whilst the nature and paradox of dilemmas contribute to the critical analysis and development of social work education. The analysis of dilemmas, which gave a relatively precise account of the understanding of complicated situations, emphasises the viewpoints of change and development. There is a clear picture about the characteristics of the gap between theory and practice in social work through the research of educational dilemmas. The theoretical approaches and the analysis of the data from social work education enable the researcher to identify ways of resolving these dilemmas.

The research achieved the aims and objectives, the anticipated assumptions were real, the three examined dilemmas provided good data for the exploration and analysis of this theme. The researcher has related his experience of this research in some studies (Budai 2001, 2001a, 2001b, 2002).

The experience of this research has contributed to practice i.e. in educational and curriculum development in social work education at Széchenyi István College between 2000-2002 as well in education reform at Széchenyi István University at present. The experience of this research was useful in the Committee of the Hungarian Association of Schools of Social Work and the Committee of the Ministry of Education in Hungary, which work in the modification of the requirements of social work education and the development planning of graduate and under(post)graduate social work education. After this research the experiences and findings will be disseminated in different conferences and studies i.e. in different disciplines, professions and its education. A question is: 'Are there issues which have been discovered which cannot be captured by the framework or which may lead the researcher to revise this framework?'

The integration of this research with social work and social work education practice will be notable with the results found here being used in future educational and curricular developments and related research. The present work will hopefully give an incentive to others to undertake further intensive and successful research in this field.

The researcher completes the thinking of the Resolution of the EU Council of Ministers – “The social work is an investment into welfare-Europe of the future” (European Union 2001) as: “Social work education is a double investment into welfare-Europe of the future. The participants (workers) of social work education have to have the *raison d’être* of this accepted with policy makers and they have to have the *raison d’être* of this accepted with citizens who pay tax for welfare”.

Notes

ⁱ The 'unification' surely means some kind of feeling of security, it can partly mean too much homogenisation of the contents; with the 'specialities' and characteristics of a smaller or bigger region or those of certain social needs being present in smaller proportions, therefore this or that educational school could become the 'professional and scientific workshop' of a region in a more difficult way. The 'unification' in no way helps the individual development of certain social work education schools, their special philosophies (mentality) the evolution of alternative ways and workshops. This then hinders the harmonisation of the communicated knowledge at one common level as well as the co-operation among the staff and, on the other hand, development of solidarity within the whole education.

ⁱⁱ By systematisation of sciences the social work to be graded among social sciences in Hungary or among the so-called multi-disciplinary social sciences, or in sociology.

ⁱⁱⁱ It is to be noted also: in the last years on the level of thinking and in some places also in practice, some steps were taken towards the establishment of integration between theory and practice (Szöllősi 1997).

^{iv} A kind of inertia is represented by the fact that more and more services turn partially or fully towards doing 'authority' social work where first of all the legal circumstances, frameworks, tools and control roles are enforced instead of free will, volunteering, trust, empowerment, service and joint work with the users. As a result the activities in the services are not always in harmony with the value order of social work and with the values and knowledge communicated in the course of social work education.

^v The term 'opportunist' refers in this context to the phenomenon when the social worker strives to achieve a momentary solution within the general frameworks and not for the longstanding and multi-dimensional solution of the problem; in other words not for the information, clarification and added strengths of the client. The term 'narrow' here means the skills for immediate intervention, concentrating on the narrowly interpreted user-group.

vi The expression of the relation to reality and to the existing world, scientific determination, practical character, systematic approach, stability and flexibility (the ability to change), weighing knowledge in the everyday practice of social work and its reproduction, referential and emotional competencies - are equally important features to be found in the relevant studies. Together all these can contribute benevolently to the emergence of an approach that can bridge over the periodically emerging dilemmas again and again in the long run.

APPENDICES

Appendix 1. Guideline for the document analysis
(Content analysis of social work course curricula)

1.) The name of course.....

Examined issues	1. curriculum	2. curriculum	3. curriculum
2.) Duration and credit of courses: Years, contact lessons			
3.) Balance of theoretical and practical Education (in time and rata)			
4.) Aims of courses: main Characteristics, approaches			
5.) Philosophy of courses: main Characteristics approaches			
6.) Principles of courses: main Characteristics and approaches			
7.) Inner levels of courses			
8.) Presentation of different studies			

The name of study:.....

Examined study		1. curriculum	2. curriculum	3. curriculum
i.e. Social work	Lesson/credit			
	Compulsory/ optional			
	Aims and tasks			
	Main content characteristics - knowledge - skills - professional values			
	Nature: theoretical, practical, integrated			
	Connection with different studies			
	Uni-disciplinary /inter-disciplinary			
Examined issues		1. curriculum	2. curriculum	3. curriculum
9.) Main characteristics of all studies - theoretical - practical - integrated		(number)	(number)	(number)
10.) Connection to sciences - uni-disciplinary - inter-disciplinary of all studies		(number)	(number)	(number)
11.) Main characteristics of connection to social services (in region): research, project, service				
12.) Main characteristics of course requirements - in education process - outcome of education				

13.) General orientation of course			
- 'transferable'			
- 'relationship-building'			
- 'transforming'			

Appendix 2. Guideline (schedule) for the unstructured interviews

Interviewees: 6 course leaders of staff in Hungarian schools, 1 course leader from BU and 1 from KFHNW.

Interviewees will have questions before interviews.

Interviews will be done separately.

Duration of each interview: 120 min.

Interview guideline

1. What's happened in development of social work education and curricula since the beginning of your social work education?
 - How many times has there been a change of curricula since the beginning of social work education?
 - For what needs did you change the curricula on one occasion?
 - What were the aims of one change of curricula?
 - What were the results of one change of curricula?
 - What's the connection between general requirements and social work education requirements in higher education?
2. What happened at the last process of change of the curricula?
 - What were the aims?
 - Who designed it?
 - Who took part in this development of curricula?
 - What was the attitude of staff responsible for curricula development to this activity?
 - What were the sources of development activity?
 - What were the difficulties or dilemmas?

- How did you solve these?
- What do you think about the main results of change of education?

3. About further development of social work education and curriculum

- What's your opinion about important facts in change of development in future?
- What's your opinion about the inter-disciplinary approach to social work education?

Appendix 3. Guideline (schedule) for the structured interviews

Interviewees: 1 course leader, 1 social work teacher, 1 non social work teacher, 2 practice teachers, 1 student who will finish school this year, 1 former student 7 Hungarian schools = 55 interviewees.

Interviews will be managed in one school at the same time.

Duration of each interview: 90 min.

Interviewee's data:

- name of school:.....
- your position in education (as above):.....
- your working/learning in education (since):.....

Interview question:

1. How did you get into social work education? Put X in suitable place.
__pressure __accidental/chance __conscious choice
__curiosity __effect of others __something else:.....
2. Why is it important for you to work/learn in social work education? Put X in suitable place.
__social professional identity __to educate 'new generation'
__scientific ambition __professional development
__activity in staff __something else

About social work education in general

3. How important are the characteristics below to social work education? Put in order below.
__to present the results of research of social welfare
__to assert the approach of practice-centred social work
__to develop professional personality
__to keep the ratio of main parts of social work education
__to develop integral knowledge
__to present the results of research of sciences
__to assert the approach of inter-disciplinary social work
__to promote the requirements of social work
__to develop professional skills
__to present the problem-solving model
__to teach academic knowledge

Give reasons (with 1-1 mind) first 3 in rank order.

.....

.....

.....

4. How important is it to teach the knowledge below in social work education?
Put in order below.

- __skills of social work
- __values of human beings
- __community and society
- __humans and society
- __particular knowledge of social work
- __problem-solving
- __scientific phenomena and experiences
- __ethics of social work

Give reasons (with 1-1 mind) first 3 in rank order.

.....

.....

.....

5. Write some dilemmas whose effect is serious to social work education then
put in order.

- __in professional policy:.....
- __in educational aims:.....
- __in educational philosophy:.....
- __in educational methodology:.....
- __in requirements:.....
- __something else:.....

Give reason (with 1 mind) the first.....

6. What kinds of facts help social work education? Write the 3 most important.

- 1.).....
- 2.).....
- 3.).....

Give reason (with 1 mind) to the first.....

7. What kinds of facts create difficulty in social work education? Write the 3 most important.
- 1.).....
 - 2.).....
 - 3.).....
- Give reason (with 1 mind) to the first.....

Social work educational development in own school

8. What are the 3 special facts of your education?
- 1.).....
 - 2.).....
 - 3.).....
9. What are the 3 most important minds of your education?
- 1.).....
 - 2.).....
 - 3.).....
10. What were the 3 most important milestones of your educational development?
- 1.).....
 - 2.).....
 - 3.).....
11. What are the 3 most important values/strengths of your education?
- 1.).....
 - 2.).....
 - 3.).....
- Give reason (with 1 mind) to the first.....
12. How do you take account of professional needs in your education? Write the 3 most important facts.
- 1.).....
 - 2.).....
 - 3.).....

Educational development in own school in the future

13. What kinds of characteristics have your social work education? Put X against the 3 most important.

- ☐ revision/correction of educational philosophy
- ☐ revision/correction of educational aims
- ☐ permanent correction of structure of the education process
- ☐ correction of educational knowledge
- ☐ permanent development of educational methodology
- ☐ permanent revision/correction of educational requirements
- ☐ something else:.....

14. Why did you change the curricula on the last occasion? Write 1 mind.

.....

15. Who had the main role in the last curricula change? Put X against the 3 most important.

- ☐ course leader
- ☐ social work teachers
- ☐ leaders of other subjects
- ☐ curricula development team
- ☐ teachers of other subjects
- ☐ practice teachers
- ☐ students
- ☐ somebody else:.....

16. What were the kind of educational and curriculum development sources for the last change? Put X against the 3 most important.

- ☐ foreign educational models
- ☐ literature
- ☐ research results
- ☐ Hungarian educational models
- ☐ practice experiences
- ☐ student experiences
- ☐ teacher experiences
- ☐ curricula development experiences
- ☐ something else:.....

Appendix 4. Guideline (schedule) for the practitioner interviews

Interviewees: social workers, social managers = 39 interviewees in social services
West-Pannon Region in Hungary.

Duration of each interview: 90 min.

Interviewee's data:

- name of social service:.....
- your position in social services (as above):.....
- your working in education (since):.....

Interview question:

1. How did you get into social work education? Put X in suitable place.

☐pressure ☐accidental/chance ☐conscious choice
☐curiosity ☐effect of others
☐something else:.....

2. Have you any connection with social work education? Put X in suitable place.

☐yes ☐no ☐previously ☐by plan
☐something else:.....

3. Why is it important for you to work/learn in social work education? Put X in suitable place.

☐social professional identity ☐to educate 'new generation'
☐scientific ambition ☐professional development
☐activity in staff ☐something else.....

About social work education in general

4. How does one fact affect the other? Put X in suitable place

☐the services (and social workers) have a strong effect on social work education
☐the social work education has a strong effect on social services (social workers)

Give reason briefly:.....

5. How important are the following characteristics of social work education? Put in order below.

- ___to present the results of research of social welfare
- ___to assert the approach of practice-centred social work
- ___to develop professional personality
- ___to keep the ratio of the main parts of social work education
- ___to develop integral knowledge
- ___to present the results of scientific research
- ___to assert the approach of inter-disciplinary social work
- ___to respond to the requirements of social work
- ___to develop professional skills
- ___to present the problem-solving model
- ___to teach academic knowledge

Give reasons (with 1-1 mind) first 3 in rank order.

.....
.....
.....

6. How important is it to teach the knowledge below in social work education? Put to order below.

- ___skills of social work
- ___values of human being
- ___community and society
- ___human and society
- ___particular knowledge of social work
- ___problem-solving
- ___scientific phenomena and experiences
- ___ethics of social work

Give reasons (with 1-1 mind) first 3 in rank order.

.....
.....
.....

7. Write some dilemmas, which have a very serious effect on social work education, then put in order.

- ___in professional policy:.....
- ___in educational aims:.....
- ___in educational philosophy:.....
- ___in educational methodology:.....
- ___in requirements:.....

☐ something else:.....

Give reason (with 1 mind) the first of the order.....

8. What kinds of facts help social work education? Write the 3 most important.

1.).....

2.).....

3.).....

Give reason (with 1 mind) to the first.....

9. What kinds of facts cause difficulty in social work education? Write the 3 most important.

1.).....

2.).....

3.).....

Give reason (with 1 mind) to the first.....

Development of social work education in the future

10. How may social work education develop? Choose the 3 most important and put in order.

☐ permanent change of the curriculum

☐ it needs the stable curriculum for a long time

☐ it has to take the changed social needs into consideration

☐ it has to open the social work education to the social environment (region)

☐ it needs the scientific base and the research in social sciences

☐ it needs projects between social work schools and social services

☐ it has to develop its reception of social work students

☐ it needs the real inter-personal relationships between teachers and social workers

☐ something else:.....

Give reason (with 1 mind) to the first:.....

.....

11. What kind of characteristics has social work education? Put X the 3 best important.

☐ revision/correction of educational philosophy

☐ revision/correction of educational aims

☐ permanent correction of structure of education process

☐ correction of education knowledge

☐ permanent development of educational methodology

- __permanent revision/correction of educational requirements
- __something else:.....

12. What kind of thing can your institution (social service, organisation) give to social work schools in your region?

Give 3 things:

- 1.).....
- 2.).....
- 3.).....

Give reason to the first:.....

Appendix 5. Guideline (schedule) for the focus group interviews

Interviewees: groups containing 5 people from 3 Hungarian schools and 1 group from Bournemouth University, who deal with development of curricula and education. Member of groups theoretical and practical professionals.

Interviews will be carried out separately; duration of each interview 120 min.

Interviewees will have questions before interviews.

Interview guideline

1. The impact and requirements, the social work education and the social services

- Does social work education suffer from losing impact in the practice?
- Do the social services in the societal environment listen to the school (teaching staff)?
- How could social services be better integrated into activities of development of social work education?

2. Professional needs – knowledge - education

- Why is it difficult transform academic knowledge into practice and practical experiences into theoretical knowledge?
- What kinds of dilemmas come from it?
- How could the new problems of social reality, needs and challenges be integrated into social work education?

3. Development of social work education in the future

- How could the integrated knowledge (balance of knowledge-skills-values) be taught in social work education?
- How could the strongly disciplinary education offering only abstract knowledge be overcome?
- What does practice-centred social work education mean?

- How could curriculum-development staff be prepared better on a theoretical basis?
- How can we get to the development of inter-disciplinary education?

Appendix 6. Studies from related disciplines

Society/sociology

This discipline - or study area - rests on teaching three basic studies. In the curriculum of each school this study is called either 'Introduction to sociology' or 'The foundations of sociology'. That the starting point is sociology at BU/SW courses is reflected in the title 'Sociology for Social Work', which reflects the same function as the above ones. The Hungarian curricula contain in the majority of the cases socio-history (in several courses in two semesters) together with sociological studies on the family and lifestyle.

Above this the picture becomes very varied, a multitude of studies and contents appear in manifold approaches. In four courses deviant behavioural forms are taught, in another pair of four courses the Science of organisation, regional and home sociology, further sociological issues of groups of people in special circumstances (disabled, long-term ill people, psychiatric patients a.s.) and minorities are dealt with.

These are found in one-one place: 'The family-history', 'The sociology of childhood', 'The demography', 'The history of sociology', 'The Hungarian society', 'The macro-societal processes', 'The living situation of disabled people', 'The community-development', 'The structure of society', 'The inequality of society', 'The family-sociology practice'. Note these studies and content, because its support teaching of the pointed approach of connection of individuals and micro-macro societal environment.

In foreign countries besides the basic studies the most frequently represented areas of Science are organisation and issues related to community development. Summing up the above: based on the study titles and their contents the courses about Society and Sociology seem to be less disciplinary in their character.

Social policy

In the discipline - study area - of 'Social policy' it is highly remarkable in the foreign courses that it is taught only rarely in one or two studies. In the Hungarian social work education courses this subject is taught everywhere under different names, moreover in three courses over three years. It has a framework character and undertakes to deal with all basic topics under titles like 'Society and social policy',

'The history of social policy', 'The practice of social policy', 'Social policy in Hungary today' in four courses, the latter is taught through several semesters as well. Two schools teach 'Socio-politics' as a separate subject. It has to be emphasised that the teaching of social policy has a strong historical aspect in its character. Besides the above-mentioned basic studies the Hungarian curricula contain a wide choice of areas.

In social policy the schools have developed their own study structures, obviously depending on the qualifications, knowledge and interests of their teachers. Circumstances of life or living conditions, employment and income, unemployment and job creation, care of the elderly and minority policy can be integrated in the studies. More comprehensive and complex knowledge is offered in the 'Processes of social policy', 'Workshop of Social policy' 'Tendencies and perspectives of national welfare systems' courses as well in the comparative courses and the ones dealing with European dimensions. From the descriptions of the documents it can be seen that from among the related disciplines of social work it is social policy that comes closest to social work and this study area is also less imbued with the more rigid disciplinary approach.

In the German and British curricula the important mentality is present in this area as well: the kind of knowledge of social policy that can be applied in the practical social work is present in the very course titles like 'The foundations of social policy' (with a view of the framework of the economic conditions, KFHNW), 'Social Policy for Social Work' (BU/SW). Other studies are 'Power, Discourse and Oppression' (BU/SW) and 'Welfare State and Social Security' (UAS/FHN).

Law

Law is taught in the Hungarian courses in a relatively unified way and mainly based on the inner structure of the science of law. It is more prevalent in these courses that the core and structure of the legal education is defined by the disciplinary thinking of the legal professionals. Each course involves basic legal studies, studies on the state and legal science and the relevant parts of the family and child protection laws nearly everywhere labour law, social law, social insurance, criminal law and criminological issues are taught. Further contents of the science of law may appear in a more varied and sporadic way, so in two courses under the titles 'Public Administration Law – Local Governments' and 'Deviance and Law'.

These are found in one-one places: 'The law of civilian organisation', 'The law of non profit organisation', 'The law of the treatment of unemployment', 'The law confronting discrimination' and 'The topical issues of law'. Probability they want it to be suitable for the new challenges of social work, but after basic law studies in the education process.

In the British and German social work courses the basic legal studies are generally present; the BU/SW curriculum focuses on social work with the course title 'Law for Social Work'. In the curriculum of UAS FHN there are several legal studies, besides the basic ones family law, criminal law and victimology-related subjects are mainly taught. In the curriculum of KFHNW family law, social law and the law of economics are in the focus.

Psychology

Psychology as a discipline – or study area – appears in the Hungarian curricula, similarly to the education of law, focused on and centred around the system and logic of the science of psychology in the most unified way across all the curricula. This reflects first of all the high importance and strong position of the psychologists and their dominance in the education. In six courses the teaching of the discipline starts with the foundations of 'Psychology' and goes on with 'Developmental Psychology' (like 'Psychology of Different Ages' and 'Personality Development') through 'Social Psychology' and 'Helpful Psychology' in the majority of cases through two or even three semesters (except the introductory course). An important role is given to teaching the cross-relationships between family dynamics – family psychology – family therapy, which also signals the "professional battles" fought on the bordering areas of social work and psychology. Often contents on the psychology of the personality are included in the teaching materials as well.

Not too many special things are found in the courses 'The clinical-psychology', 'The psychotherapy', 'The self-knowledge', 'The basis of group-psychology', 'The tendency of psychology', 'The psychology of crises', 'The psychology of advice'

Compared with the very rich choice of psychological studies in Hungary the offers of the British and German curricula look very limited. Among the BU/SW studies the course 'Psychology for Social Work' focuses again on social work, besides the introductory studies at UAS FHN – probably as a result of some American influence – 'The psychological theories of human behaviour' are taught as well. In

the KFHNW curriculum the human life cycle, clinical psychology and problems related to psychic disturbances in childhood and youth are dealt with.

Besides the most important social work contents there is a broad spectrum of different theoretical and practical questions in both foreign countries. Family care, caring for the young and for the seniors, social work in hospitals, clinics and schools are areas of great importance. Other significant fields of social work cover women, romas, people with mental health problems, addicts, disabled and the unemployed and the social work related dilemmas. In the practice training the different interview techniques, managing individual cases and case-analysis, community work, social services and voluntary work and workshops organised according to the students' needs and interests by the students themselves are all included. It is quite difficult to draw some kind of a dividing line as the above contents bear a significant amount of inter-disciplinary or inter-professional mentality as well.

The philosophical-ethical-theological studies represent only a minor stream in the curricula but the courses called 'Philosophy', 'Theology', 'Ethical discourses', 'Religious philosophy' and 'History of Religions' deserve mentioning. Similarly a minor role is played in the curricula by Economics – out of the 11 courses examined only seven courses deal with it, outside Hungary only in one place and only for one semester. Probably as a result of the influence of social pedagogy the pedagogy related studies are present only in the German curricula. These deal mainly with the use of the different educational and training models in social work, further with the media, teaching children with learning difficulties and free-time activities and culture. The UAS FHN curriculum includes practice in connection with learning social work; the KFHNW curriculum has a study on 'The theories of educational science in the practice of social work'. The teaching of computer skills, which appears in 10 curricula, is ranked under the Other studies.

Appendix 7. An analysis of social work education in our own school

The interviewees were requested to answer open questions on this topic: the specific features of the education pursued in their own schools, the policies, the values and their relationships with the social services.

1. The specific attitude of the educating school

Firstly, the interviewees named the three most important features of the education courses (speciality, uniqueness). The 50 different answers given by the Hungarians evidence the many-sidedness of courses. Almost one-third of the interviewees (12 votes) marked 'practice-orientation' as the most important specific feature. Secondly almost one quarter of the interviewees (10 votes) marked the 'specific professional attitude' without giving any more concrete justification. Six votes went to the model value of the 'student-teacher relationship', five to 'personality development', four to 'education meeting the challenges emerging from changes', 'the comprehensive academic knowledge' and 'openness'. According to the comparison made between the answers of the Hungarian, British and German interviewees, the only similarity can be found in the 'specific professional attitude': in both cases one quarter of the interviewees deem this the most important factor in their own education. This fact by all means is an important indication: since both groups of interviewees emphasised that for the extremely eclectic operating social work there are several ways of education.

Only one or two answers mentioned 'well prepared teachers', 'professional socialisation', 'uniform social policy' and 'social work attitude', 'the balance between sociology and psychology', also 'the balance between the social scientific and psychoanalytical ways', 'the independent activity of students', the 'work of education staff', 'professional relationships' and 'co-operation amongst schools', 'integration of theory and practice', 'innovation abilities', 'skill development', 'offering facultative studies', 'value-orientation', 'Euro-conformity', 'teachers' freedom and style', etc. None of the answers mentioned 'continuous curriculum and educational development' as a characteristic main feature.

At this question the answers of the British and German interviewees covered a large scale of specialities, for instance: introduction of 'long exercises', implementation of the reading week, balance of theory and practice, project-

orientation, methodology-centred, outstanding teacher-student relationship etc. There is no similarity between the Hungarian and non-Hungarian group of interviewees regarding practice-orientation, teacher-student relationship and professional personality development.

If in respect of the Hungarian courses under investigation, we compare the expectation towards the Hungarian social work education with the features of our own school, practice orientation can be found in both. The extremely generic nature of practice orientation is a question since it could mean any or all of the following: close connections to the profession or the primary importance of skill development, or personal development. Meanwhile the development of integrated knowledge and the requirements set for social work that are deemed important in general, were hardly or did not appear in the answers given to the questions on the specific features of our own school. The situation is similar if we compare the recognition of knowledge elements communicated in the course of social work education with the characteristics of our own school. This shows that the teaching of social work abilities and ethics as well as the human existence and the relevant values, do not characterise the courses strongly despite the fact that the interviewees dedicated a significant role to this in the course of ranking the knowledge elements of education.

As regards the Hungarian courses, it is remarkable that the characteristics of the schools cover a wide scale on the one hand and, on the other hand, the consistency is missing from the answers given by the interviewees regarding the general picture and expectations of education and the most important features of the given courses. The recognition of the entire social work education is more favourable than the picture given about the individual school (course). Therefore the Hungarian schools are characterised primarily by being practice-centred and less by the strong equilibrium of knowledge, skills and values. They rather strive for curriculum stability, although some of them deemed the demand for changes to be a characteristic feature. It can also be seen that the demand for the equilibrium between uni-disciplinarity and inter-disciplinarity is not deemed to be an important character in this context.

2. The fundamental ideas (directives) of the educational schools

The interviewees described the three most important directives their own education work is following in response to an open-ended question. They, seemingly, encountered many more problems in the interpretation of this question, in their thoughts the statements concerning ideas, principles and methodologies

were mixed. Anyhow the answers were spread over a relatively wide scale in this case, too. In the answers of the Hungarian interviewees 33 ideas could be differentiated. The most frequent directive (8 votes) referred to the practice-centred; there were seven votes for the responsibility of the students, six for the integration of theory and practice, five for the ensuring of liberty for teachers and the thorough academic education. On the other hand, negligible number of votes went to professionalism, modernisation of the curriculum, evaluation based on an unambiguous criteria scheme and quality assurance, the work of the education staff, the high level professional knowledge, the considerations to be given to local circumstances, problem sensitivity, high quality education, etc. – as directives.

The British and German interviewees used a much narrower scale compared with that of the Hungarians, the German interviewees could give the answers more easily. The comparison of the Hungarian and non-Hungarian answers as regards the directives suggests that there are similarities as regards practice-centred, the involvement of the students, and the integration of theory and practice. Only the British and German answers referred to critical ways of thinking, integrated knowledge, evolving solidarity feeling and reactions to the current societal and social problems.

In the comparison between the specific features of the existing reality and the long-term objectives determined for the Hungarian schools, overlap was experienced as regards the primary importance of practice-orientation. As regards the actual reality the personality development realised through the teacher-student interaction was emphasised, and as regards the directive the responsibility of the student. In respect of these directives, however, the demand for the uniformity of theory and practice proved to be stronger. It is remarkable that in both series of interviews the teaching staff's work, co-operation, the relationships and the value-orientation were given low priority, although the importance of modelling and the continuous presence of the latter ones are well known in the social work education.

As for the Hungarian answers, if a comparison is made between the general features of social work education and the directives of a given school, similarity is seen in the practice-orientation and also in the neglecting of the results of the social science research. There are no overlaps as regards the development of professional skills the interviewees do not include the attitude related to the development of skills, among the directives. It is also very important that whilst in the case of the general features of the education 22 votes (half of the interviewees) deemed the development of integrated knowledge to be important,

in the case of our own school it was referred to by three votes only. The picture is similar as regards the development of professional personality. Interestingly the education of academic nature was given bigger weight in the scope of directives of school although; it is slightly in contradiction with the 'neglect' of the communication of scientific results.

3. The values of the educational schools

The above section was quasi controlled by the open-ended question about the most important values in the education of the given schools. In this case the interviewees were requested to justify the answer ranked in the first place. 43 different answers were drafted on a wide scale. Relatively high value was given to the 'practice-orientation' (13 interviewees). 'Continuous changes and the ability to change' and 'educational development' was mentioned by six, 'the integration of theory and practice', 'the professionally well prepared teachers' and the 'professional relationships' were mentioned by four interviewees.

Without the integration of theory and practice "... the theoretical knowledge is non-productive" (interviewee 3).

Some mentioned the exchange of ideas with the representatives of the profession, the professional forum, the further education and the scientific forum.

"Research is bound to concrete social problems, the research is included in the curriculum" (interviewee 15).

"Our own research keeps monitoring the social problems, these are revealed in the education and we also communicate the answers that the education could give" (interviewee 32).

The British and the German interviewees gave 15 different answers to the question and these also covered a wide range. Only 'recognition of harm to the students' and 'supportive teachers' were given two votes each, all the others only one such as: 'critical analysing ability', 'strong knowledge basis', 'flexibility of the curriculum', 'proper considerations of own and others' values', 'good infrastructure' and anti-discrimination and anti-oppression attitude. The strong knowledge base – as a main value – was appearing equally at the Hungarian, British and German interviewees. It is also remarkable: the different value schemes of different persons can easily co-exist. All these to a certain extent indicate the value-abundance and value-richness of social work education.

The comparison of the general features of social work education and our own schools' values at the Hungarian interviewees reveals the agreement on 'practice-centred'. Meanwhile, in relation to general features 'the development of integrated knowledge' and 'the development of professional personality' were given higher scores than in the case of the values of our own school. The comparison between the ranking of knowledge elements to be communicated during the education and the values of our own schools reveals that the 'social work skills', 'the human existence and its values', and 'the human and his relationships' are more characteristic in the former case. In other words, either these knowledge elements are explicitly non-important values for the schools, or the interviewees associated their schools with more generic and decisive values. Essentially the low preferences for 'the integration of theory and practice' are similar when they were asked about the most important features of their own school and when they were asked about the values of their own school. As regards the practice-centred, definitive accordance can be found. Meanwhile 'the specific attitude' and 'personality development' was given high preferences under the most important features, and at the same time the interviewees do not deem this as an important value of their own school.

4. Connection with the social services

For the question 'How do you take the requirements from the social services into consideration in your education work?' 17 different answers were given by the Hungarian interviewees and some of those referred not only to the 'how' but also to the resources of such requirements. 17 (the largest number) indicated the training field institutes and the field teachers as their client.

"We try to establish a continuous and close human (not formal) relationships with the practice teachers" (interviewee 14).

In addition the interviewees mentioned several other phases in one or two answers. From among these some typical example are: inclusion of the field institutions in the development of the subjects, publication of field manual, students of 'own breed' becoming field teachers, announcing specialisation, perfection of the teacher's team work, establishment of professional consent, establishment of the existing curriculum, issuing marketable diplomas, appearance of inter-disciplinarity, enlargement of the teaching staff, etc.

There were some answers referring to the appearance of the teachers in social service provision, their inclusion in the activity or vice versa: the involvement of the persons working in the service provision into the theoretical lessons. It is thought provoking however, that many of the interviewees most definitely indicated that on the one hand no 'requirement' is received by their school from social services, and on the other hand the education experts do not pay enough attention to the inter-relations with social services.

The British and German interviewees gave 9 different answers to the above question. This is too few regarding the fact that with respect to their traditions in the British and German education this question is much more adequate than in our case. At the same time, it is needless to say, the social services are substantially more organically present in the social work education there. Meanwhile, in the non-Hungarian scope there were some that noted that their education school does not pay attention to the profession's movements and changes.

Appendix 8. Details from the focus group interview transcript

Interview Site: Szeged, Szent-Györgyi Orvostudományi Egyetem (SZOTE)

Date: 3 March 2000

Participants: 5 members of SZOTE's social work education staff: 1 course leader, 2 professors of social work, 1 professor of another discipline, 1 field co-ordinator

See Appendix III/5, the guideline (schedule) for the focus group interview

Interviewer: Is social work education efficient?

2nd interviewee: A further question is, how can this be measured, and what makes it efficient? [...] Social work being a practical activity, [...] If social workers are aware of a problem, they can recognise what needs to be done. [...] They can put together the pieces of knowledge that Mari, Judit, Piroska, others and I have taught them, and they can transform their knowledge into activity. But one of my problems is that this cannot be measured, and the other one is that if we look at how efficient things are in today's practice... Try to measure the efficiency experienced and seen in the existing Hungarian practice (and you would not believe your eyes), because terrible things happen in the practice since the practising social workers in the course of social work do not solve otherwise indispensable tasks [...] They do not prepare intervention plans, for instance, and they pass on this custom to their students, while we are saying that intervention plans have to be prepared.

3rd interviewee: This also answers the question whether the effects of the education are eroded in practice or not. They are in fact eroded.

Interviewer: And why are they eroded?

3rd interviewee: Trainees go to an institution providing social services for their training and the managers and staff there often dismiss them with a wave of the hand, saying [...] "what you have learned in school is marvellous but cannot be used here in the practice" [...] and after a while the trainees will believe this statement and quickly forget what they have learnt in school [...]

4th interviewee: The problem is, students really don't get to know how to use in practice the theory they have been taught. Over time they forget the things they learned in school, [...] which is exactly the first time they leave their profession.[...]

2nd interviewee: We all have a practical background, therefore we all know what needs to be taught, what really is needed in social work. But I consider the way we socialise students (e.g., empathy and tolerance) is much more important than that. [...] When they leave they have a modern knowledge and deeper self-understanding and already in the third year they seem to be burning out for existential reasons – they must keep their jobs. [...] How can fresh graduates build contacts with these burnt out colleagues? How could a dialogue be started between them? Even in the time of field education there is no dialogue between the trainee and practice teacher, it is rather a subordination relationship, they aren't really able to think together or discuss their feelings. Old routines have not been removed, the system is inert. [...] The trouble is, there is no discourse between theoretical and practical professionals, or trainees and the practice teacher. Students aren't socialised to think, doubt and question. [...]

3rd interviewee: We tend to look at roles and satisfaction instead. The reason we do not make measurements is that there is nothing to compare to, or if there is a basis for comparison, it's impractical for our purposes. [...]

To reflect on Piroška's opinion – if there is social work education somewhere, we should look at that institution as a professional workshop. Yet life is not like that, there is rather envy at work, and the balance tilts towards discord instead of co-operation. There is a theoretical knowledge that impacts those who do not possess that knowledge, and there is an expertise that generates impacts on the other side. [...] The effects of the education are eroded because the whole system has an amount of inertia. Ten years have not been enough to root out old reflexes, approaches and methods. Contacts should definitely be made closer. [...]

Interviewer: What is your opinion, Judit?

1st interviewee: Field practice never works in the ideal way the student's educating school imagines it. We have to face the expectations towards individual institutions and the people who work there. It is certain that the education doesn't prepare students for the everyday activity of social workers. This can be illustrated with crisis intervention. In reality, crisis intervention is not social work. [...] [The student] is expected to work without showing up problems. [...] if a homeless person gets frozen it is not their (the service's) problem. [...]

3rd interviewee: In my opinion, the purpose of social work is not what stands written in the textbooks, but to hide social problems. If a social problem remains visible, we are not working well. [...] Some social workers believe the problem is if a man freezes to death in the street or if a woman beats her child to death,

because in such cases it becomes obvious that the system is not working properly, [...] and the system itself becomes a problem. Only to such things do we pay attention.

1st interviewee: The education institutions should pay close attention to their environment, and we teachers should participate more intensively in their activities...

4th interviewee: It is often said about us teachers that it is only those come to teach who have proved unsuccessful in practice.

1st interviewee: ...who have no living connection with the profession,

Interviewer: As a teacher?

1st interviewee: ...as a teacher. Those who do not participate in practice in one way or another cannot teach social work. [...] Some sort of adapted activity would be needed and theoretical teachers should continuously participate in the practice of social work.[...]

2nd interviewee: One more thing... there are problems on both sides that hinder these connections. The participants of field activities should prepare documents about their experiences and expectation, which could then serve as the basis of co-operation...

Interviewer: So there are paradoxes...

2nd interviewee: The situation is paradoxical, and therefore I am trapped in a paradox myself. [...] The whole profession is trapped in paradoxes, there are conflicting interests and fighting over clients, students and funding. In some cases, these conflicts result in exclusions; in others, they are about distinct value approaches and different competencies fighting against each other. Changes are taking place, which have both positive and negative effects, but ultimately its discussions and confrontations that advance things. [...]

Interviewer: What are these discussions and confrontations?

3rd interviewee: [...] There was this conference. Our former students came and they were still expecting help from us to retain, guard and develop the knowledge they had received from us. [...] They have a strong need for some sort of connection to exist between us. [...]

Interviewer: Every school has two goals. One of them is to make sure students can easily and successfully integrate into their institution and perform their tasks. The other one is – as I can see from the thoughts you have expressed – for the education to leave a long-lasting impact on the students, or the way you put it, for new social workers to be sufficiently conscious in their work. So what is the knowledge base you consider indispensable? What is the essence that can be described, structured and expected?

2nd interviewee: [...] It's a question whether social work belongs to any of the sciences, whether it forms an independent discipline of a science, whether it has a characteristic logic it wants to teach.

3rd interviewee: ... We're striving to achieve that.

1st interviewee: But we also teach a lot of other things, this is a maximalist education. [...]

2nd interviewee: The main question is how the social workers of the future can get to know the world, not what we ought to teach them. [...]

3rd interviewee: Of course we expect students to be familiar with certain structures and connections, [...] but we expect a lot of lexical knowledge, and when students go to their field practice they don't possess the necessary tools. [...] We also teach them what the questions; views, opinions and hypotheses are that they must examine in certain jobs in order to perform their tasks. [...] Professors teaching social work must be 'omniscient' and they must be able to integrate different types of knowledge. Studies in social work are forums of integration where students learn how to apply different types of knowledge. [...]

Interviewer: How can you transform academic knowledge into practice and organise experiences gathered during social work into theoretical knowledge?

3rd interviewee: If the people who teach social work studies have a certain capability to integrate knowledge from different disciplines.

1st interviewee: I think the job of a psychology professor is to teach psychology...

4th interviewee: But as a teacher of social work I tell the psychologist...

1st interviewee: You *have* to tell the psychologist...

4th interviewee: ... what I expect from him.

1st interviewee: We can only improve if we forget the existing structure of subjects and disciplines and create a problem-orientated education. I think we are completely unable to achieve this goal within the next 5 years, as this would require a radically different way of thinking. I always have to smile when I hear that social work teachers are 'omnipotent.' I don't think social work is omnipotent, that it's an activity that's somehow situated above others. [...] Of course a teacher of social work has better knowledge about what kind of legal knowledge is necessary for social work.

Interviewer: What kind of role should the teacher of social work play in this?

1st interviewee: [...] the role of customer [...]

Interviewer: A customer in what sense?

5th interviewee: [...] a customer in the sense that he/she is an expert of social work and not some other discipline, and therefore asking a colleague to provide another type of knowledge.[...]

Interviewer: Undoubtedly, the task of the school is to provide knowledge, while 'out there' in field work a social worker is expected to carry out tangible tasks. In the light of what's just been said it appears these expectation do not meet. Why?

4th interviewee: Exactly because the guardians of academic knowledge should under all circumstances adapt to the practice, while those working in practice have no time to develop their academic knowledge.

1st interviewee: The way I see it, today's trend is that there is no need for academic knowledge: what's needed is skilled social workers since it's cheaper and takes shorter to produce this kind of work force.

Interviewer: Social work education staff obviously wish to yield academic knowledge, as that's what the university or college expects them to do. Yet at the same time they have to face the fact that although in the long term students positively benefit from such an education, they are not necessarily adequately prepared to professionally conduct an interview.

3rd interviewee: That is so, but let's look at it from another point of view. Is any data available to us about the proportion of academics and practical professionals in education staff, when they last worked in the field of practice? Are there opportunities and funds to allow excellent social workers in practice to spend some time in education, give courses; can the school pay for this? Are there opportunities to train the teachers of theory to overcome our deficiencies? I believe this is a key issue if we want to integrate theory and practice.

Interviewer: Do you have professional workshops in mind?

3rd interviewee: Yes, but it can also be workshops where different education staff are involved together.[...]

2nd interviewee: I would like to get back to the question of transforming academic knowledge into practice and organising practical experiences into theoretical knowledge. Why is this so difficult? For one thing, we are methodically unprepared, while another cause of the problem is that the present system of education puts a lot of strain on teachers.

1st interviewee: But this is also a question of the structure of curricula. How great it would be if we had a study titled "Theory and practice of social work" instead of several small subjects about very narrow fields. [...]

1st interviewee: The resources of the institution also limit social work education. My wish is to do fewer things, but do those significantly better.[...]

Interviewer: An important question is whether students should go through a personal course of study, or if their teachers should furnish them with very deep knowledge about narrow areas of different disciplines. The latter method may also yield good results, but then it's not certain the education acquires a sufficiently personal character. This is an unbelievably serious dilemma. [...] Our interviews and analyses of documents so far have shown that social work education at different locations in Hungary is indeed very theoretical. All of my interviewees, however, expressed the opinion that social work education should focus on practice. What do we really mean by practice-orientated education?

3rd interviewee: The way we try to cope with this problem is by placing the two issues side by side in our assignments, activities and requirements, e.g.: theory/developing skills; practice/analysis of practical experiences. [...] These are the points for integration...

4th interviewee: ... performing the analyses with an eye to what is needed for students to be able to put what they have learned into practice. [...]

Interviewer: The way I interpret this, merely developing good skills is not the same as the totality of education and practice-orientation.

2nd interviewee: Practice-orientated education means that whenever a theoretical issue is at hand, practical consequences are also discussed, and whenever a practical issue comes up, we also mention its theoretical aspects.

GLOSSARY

Bárczi Gusztáv Gyógypedagógiai Tanárképző Főiskola (BGYF)

College in Budapest in Hungary, which was one participant in this research

Bournemouth University Institute of Health and Community Studies (BU/SW and BU/HSS)

University in the UK, which was one participant in this research

CCETSW

Central Council for Education and Training in Social Work in the UK

Complex

In our interpretation the word complex means a combined unity comprising of several different elements and factors based on quality aspects, and integration means the fitting in, alloying, homogenisation of the different parts into a bigger unity. We maintain: the word-game integration does not only stimulate the fantasy, but also expresses the types of fusion based on rational aspects.

Contact lesson

When the lectures work directly with students: lectures, seminars, practice, training, consultation, supervision etc.

Course

Social work education which runs in one university (MA) or college (BA)

Course leader

Professor who manages the social work course with full responsibility

Curriculum

The curricula in the narrower sense refers only to the aims of the education, the frameworks of the learning-education process, the selection and arrangement of teaching content and the requirements towards the students. The documents representing the curriculum-theory of British origin give a broader view and beyond the above they also include the philosophy of the education, a definition of the needs underpinning the education, the system of relations between the students and the education, the teaching-learning strategies applicable in the process of education, the resources of learning and the systems of evaluation etc.

Curriculum and educational development

Curriculum and educational development means first a multi-dimensional analysis of the causes and necessity of permanent changes. Second a multi-dimensional investigation of educational philosophies, aims, contents, strategies, methods, evaluation etc. Third a systematic approach to the developmental and change process, and co-operation with all the participants of the education and the experts of curriculum theory.

Debreceni Orvostudományi Egyetem Főiskolai Kara (DOTE)

College in Nyíregyháza in Hungary, which was one participant in this research

Dilemma

The dilemma means a situation in which somebody is forced to make a decision between two alternatives. A dilemma can be resolved by choosing one option or the other, or by realising both potential trajectories at the same time

Education

Education is an inevitable phase on the road of value-orientated professional orientation (many times the first one besides choosing this career) which serves as a vehicle for knowledge, for its acquisition and development; usually prepares students for employment, namely it is nothing else but the preparation, enabling of a person for a certain career.

Education philosophy

View and attitude-system of professionals, who design and plan the curricula of the social work education: views about own education, communicated knowledge, attitude with students and social services.

Eötvös Loránd Tudományegyetem (ELTE)

University in Budapest in Hungary, which was one participant in this research

Expertise

Expertise can be interpreted as universal knowledge of higher, more superior quality and perspective

Fachhochschule Niederrhein Fachbereich Sozialwesen (UAS/FHN)

College in Mönchengladbach, in Germany, which was one participant in this research

IASSW

International Association of Schools of Social Work

IFSW

International Federation of Social Work

Inter-professional activity

The representatives of different professions pool their knowledge through communication and common activity and using the beneficial effects of team dynamics in order to achieve the common aim/cause

Inter-professional education

A group of students or workers from different related occupations with different educational backgrounds learn together. At times they collaborate in providing promotional, preventive, curative, rehabilitative and other health related services.

Katholische Fachhochschule Nord-Westfalen (KFHNW)

College in Aachen in Germany, which was one participant in this research

KSH

Central Statistic Office in Budapest in Hungary

Magyar Köztársaság Kormánya

Government of Hungarian Republic

Magyar Köztársaság Parlamentje

Parliament of Hungarian Republic

Népjóléti Minisztérium

Ministry of Health and Welfare in Hungary between 1994-1998.

Pécsi Orvostudományi Egyetem Egészségügyi Főiskola (POTE)

College in Szombathely, in Hungary, which was one participant in this research

Social work education

Undergraduate school work education in this research

Social work school

Data about school (university or college), which provides social work education

Social work professional knowledge

Problem solving, reflective, flexible knowledge based on scientific background, applicable in practice

Study

Basic unit of different disciplines, issues, themes and practice which are taught in social work education

Study area

The curriculum and educational development is regulated by different disciplines - psychology, sociology, law etc. strongly in Hungary.

Széchenyi István Főiskola (SZIF)

College in Győr, in Hungary, which was one participant in this research

Szent-Györgyi Albert Orvostudományi Egyetem Egészségügyi Főiskolai Kar (SZOTE)

College in Szeged, in Hungary, which was one participant in this research

Szociális és Egészségügyi Minisztérium

Ministry of Welfare and Health in Hungary till 1994.

Szociális és Családügyi Minisztérium

Ministry of Welfare and Family in Hungary from 1998.

Szociális Szakmai Szövetség

Alliance for Social Professions in Hungary

Training

The training means a preparation for the realisation of an explicit professional task in the prescribed way, the quick individualisation process of efficient special standards.

Wesley János Lelkészképző Főiskola (WJLF)

College in Budapest in Hungary, which was one participant in this research

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