

Advisory Committee on Social Work
Training

Report of the Youth Work Training
Advisory Committee

March 1972

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REPORT OF THE YOUTH WORK TRAINING ADVISORY COMMITTEE

A Sub-committee of

The Advisory Committee on Social Work Training

March 1972.



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Introduction

1. This report contains the recommendations, and the facts and observations on which they are based, of the Youth Work Training Advisory Sub-committee appointed in June 1971 by the Advisory Committee on Social Work Training of Hong Kong. The recommendations herein deal almost exclusively with the existing 12-month full time training course for youth workers sponsored by S.W.D. with the assistance of Dr. I. Spengel, UN Advisor on Youth Work.
2. The term of reference of the Sub-committee was discussed at its first preliminary meeting on 10th June 1971, convened by Mr. R. Ortmeyer, then Chairman of the ACSWT. It was agreed that the aim of the Sub-committee was to advise and assess the progress of the existing 12-month course for youth workers. The terms of reference were:
 - (a) to evaluate primarily the 12-month full time training course for youth workers currently run by S.W.D., Training Section,
 - (b) to consider the content and quality of that course and to assess the qualifying certification,
 - (c) to review the programme and assess its effectiveness as it is carried out,
 - (d) to advise on its further development and necessary modifications.Implicit in the committee's functions would be the promotion of adequate communication between the Training Section of SWD and the voluntary agencies which took part in the course, as well as matters relating to the further development of youth work training programme in Hong Kong.

3. The Sub-committee consisted of the following membership:

Miss LEE Hei-man (Chairman)

Mrs. CHAN HO Kam-bing

Sister Susan Gubbins

Mr. HO Kam-fai

Rev. E. Kvan

Mr. T.S. LEE

Mr. L.B. MacQuarrie

Ex-officio members from Social Welfare Department were:

Mrs. CHEN LIU Mu-lan

Miss CHAN Joy-yin

Dr. Irving Spergel (UN Advisor on Youth Work)

Of these members Dr. Spergel was able to attend the preliminary meeting and the first two meetings only, due to his leaving the colony for U.S.A. Mrs. CHEN LIU Mu-lan also went on leave after the second meeting. Despite their short time with the Sub-committee we wish to record our appreciation for their helpful counsel and assistance in the beginning stage.

4. Special thanks are due to Mr. H.P. Lok, Social Welfare Department, and Dr. I. Spergel for conducting the Youth Work Training Need Survey in June 1970. The findings of which will be found in Appendix I. The committee also wishes to thank Miss CHAN Joy-yin and her staff at Lady Trench Training Centre for their co-operation and assistance in preparing for the committee all the background material on the course, and information required for the assessments of the students' performance. And to Mrs. S.E. Hace and her assistant Mr. S.K. Chan our deep gratitude for helping the committee to keep the minutes and to be responsible for all the clerical work. Without their help the committee would not be able to proceed according to schedule.
5. The Sub-committee met 7 times from June 1971 to February 1972 to study and to evaluate the objectives, curriculum, course content and teaching methods of the 12-month course from March 1971 to 15th February 1972.

Two small committees of 3 were set up during that period to take on special task assignments. One was to read and give general assessment of the student's written work of the first term. Another was **to be responsible for** the drafting of the final report. To these members the Chairman wishes to express her grateful thanks.

6. Throughout the meetings of the large and small sub-committees references were made to the "Outline for A Twelve-Month Training Course for Youth Workers" drafted by Chan/Spergel. (November, 1970) (Appendix II) and the background papers provided by the Training Section of the S.W.D. These included:

- (a) documents written by Dr. I. Spergel, relating to youth work training,
- (b) curriculum and syllabus of all the subjects offered in the 3 terms,
- (c) background information of training officers, outside teachers, and the candidates,
- (d) timetable and class work schedules,
- (e) material relating to the field teachers training course 1971/72 .

The criteria used for accreditation of the Course were:

- (i) the stated objectives of the course,
- (ii) the level of the students at in-take,
- (iii) the experience and qualification of the instructors,
- (iv) the curriculum content,
- (v) the level of competency expected on final evaluation of the course.

This report therefore summarizes the observations and recommendations of the committee after careful deliberations at its various meetings and of the confidential report written by the 3-member sub-committee on students' performance in the first and second terms.

In formulating and presenting this Report to the Advisory Committee on Social Working Training the members of the Sub-committee considers its purpose accomplished and the Sub-committee dissolved.

Review of content and quality of the youth work course

1. Stated Objectives

In the paper prepared by Chan/Spergel on an Outline for a Twelve-month Training Course for Youth Workers submitted in November, 1970, the general objective of the course was "the preparation of 'middle level supervisors' in youth serving agencies. Graduates of the course should be able to provide skilled youth services to a range of normal and socially disabled youth groups in a community context and to supervise volunteers and full time beginning workers, as well as administer programmes for and with youth".

At a meeting held between Mr. Holt-Kentwell of Social Welfare Department and agency directors in November 1970, this objective was further explored and was in general accepted by all present. However, in looking back at the meeting, it is now realized that the term "middle level supervisors" meant different things to the course organizer and to each individual agency director. In the context of the existing situation of most agencies, if not all, the description of a 'middle level supervisor' used in this context co-incides with that of an experienced, senior worker in charge of a centre or unit, possibly with younger or less experienced worker working under his general supervision.

2. Admission Procedure

In December 1970 a circular was sent out to selected youth work agencies inviting applications for the full time course which would run from March 1971 to February, 1972. The requirements were H.K. School Cert. with 5 or more subjects at grade E or above plus 2 years' full time experience; or 5 years' working experience, and having reached the age of 28. (Appendix III) A selection board composing of Social Welfare Department and voluntary agency staff was formed to interview the candidates. They were also required to undergo a written test. Criteria for the selection was worked out by **Dr. Irving Spergel** and applied to all applicants. Consequently a total of 20 candidates were taken and they began their 12-month training in March 1971. Unfortunately, the official liaison committee on the Training of Youth Workers and Allied

Matters was not fully involved in the selection procedures. Members who interviewed the candidates at each selection board meeting were different each time hence application of criteria at each interview may vary to a certain extent.

3. Communications with Agencies

Since this full-time youth work training course was the first of its kind organized by Social Welfare Department, the training staff were very concerned about the reaction from agencies before and throughout the duration of the course. However, except for the meeting with Mr. Holt-Kentwell when both Mr. MacQuarrie and Mrs. Joan Lardner from the Council of Social Service were present, again the H.K. Council or the Youth Work Training and Allied Matter Committee were not kept informed of the progress and development of the course. For interested agencies, there were several notices and meetings between training officers and agency representatives to discuss the ongoing business of the course.

Nature of contacts included the followings:-

November 7, 1970	Draft of the course Youth Work Training Questionnaire	} sent to agencies
November 27, 1970	Meeting with Mr. Holt-Kentwell to discuss the course	
December 4, 1970	Application forms and brochures sent to agencies	
January 19, 1971	Acceptance letters sent to agencies	
March 19, 1971 to January 24, 1972	6 meetings were held between the Training Officers and agency representatives relating to the development of the course and the performance of the students.	

4. General Comments on the Course

Course Curriculum:

	<u>Subject</u>	<u>Hours</u>
First Term	Hong Kong Society and Social Welfare Policy	22
(March, 1971	Group Behavior and Social Group Work	34.5
to May 1971	Programme Skills	63
	Youth Development and Counselling	22
	Community Process and Community Work	22
	Field Work	144

Second Term		
(June, 1970	Practice Seminar	22
to August,	Seminar on Supervision and Programme Management	22
1971)	Field Work	352
Third Term		
(Sept., 1971	Introduction to Social Deviance	50
to Jan. 1972)	Supervision and Administration	34
	Methods of Intervention in Youth work	51
	Introduction to Research and Evaluation in	38
	Youth Work	
	Field Work	380

In the following section we shall attempt to deal in detail with some of the positive elements and deficiencies of the course curriculum, content, and methods of conducting the course. It will be apparent from the comments in this section that many of the difficulties which the course has encountered sprang not from within the course but from the circumstances which surrounded its precipitate birth. Also, in spite of our lengthy criticism, the committee wishes to make it quite clear that in our view both teachers and students have made a very creditable effort which will be of great importance not only to themselves but also to subsequent courses, their teachers and students. From our examination of **the course material, especially the written work of the students, of the first two terms, and from contact with the students over the length of the whole course, it is quite obvious that much hard work has gone into the course and the students had gained much from it.**

Firstly, it was observed from informal discussion with the course participants and from the written work that language was a very real problem for the students. 16 of the participants were holders of secondary school certificates, while only 4 possessed post-secondary college diplomas. Since nearly all of the reference material and the lecture notes were in English, the degree to which these students could benefit

from the material admittedly was limited and superficial. It is obvious to the Committee that the first call on the resources of the training centre must be for the translation of the necessary material into Chinese or, much better, the creation in Chinese of the necessary literature relevant to Hong Kong, so that the theory and practice to which the students refer may be in line with their own working experience.

Secondly, the Committee considered that not enough time was given over to tutorials and small group discussions during the first and second terms. The students had but little chance to work actively with the material presented in the lectures, field visits or in field work sessions, due to the crowded timetable (Appendix IV). However, it was found improved at 3rd term after re-arrangement of time schedule. The widespread use of outside lecturers with different background and orientation also contributed to the training course being more of lecture typed rather than centering around students' active participation. Tutorials thus were few in number and not compulsory. The few sessions which arose in response to staff's invitation were mainly of the nature of student counselling rather than academic sessions on course content.

Thirdly, it was observed a high-level of anxiety expressed by students and instructors as well. This was due partly to the stress of tests and examinations in the course, as a result, learning was much hampered. We recognised that all of the candidates had been away from the formal school situation for some years and, particularly in the first term, they found it extremely difficult to cope with the course with lectures to attend, papers to write, reference material in English to read and examinations to take. The anxiety naturally gave rise to frustration and fear of failure amongst the students. In part, this feeling of anxiety is explicable in terms of the staff's own uncertainties and anxieties regarding the conduct of the course, and partly of an overtly over-ambitious syllabus. That several of the teachers had much less actual working experience of youth work than the students did not help to instill a degree of confidence on either side.

Fourthly, on closer inspection of the subjects offered the conventional title given often did not describe the actual course content. In the first term the five subjects listed formed the basic core of study and all of them were essential to the basic understanding of the whole course. It was suggested that some of the material in the course on Hong Kong Society and Social Welfare Policies can be found in the Hong Kong Annual Report when students can be asked to read and return for discussion on related issues. That time should also be allocated to visits to agencies, legislative council, or government departments than in the classroom. The theoretical content of the course on Group Behaviour and Social Group Work can be expanded further. Also the name of the course on Community Processes and Community Work seems misleading in that the content appears to have been concerned largely with Community Work method only. It was felt that there was some overlap of content in the above courses with the course in Methods of Intervention in Youth Work, taught in Third Term and possible repetition of material. Similarly 'counselling' which was placed as part of the first term subject of Youth Development and Counselling, would have been better given under the topic Methods of Intervention in the third term.

One of the course was in the opinion of the Committee, quite unrealistic in content, and did not seem to meet the real needs of the students, that is the course "Social Deviance". The reference books were mainly foreign and too ambitious. There was a lack of integration with the general courses on normal human behaviour. In the course of "Methods of Supervision" attention should be paid to the kind of supervisory activity the students might engage in later, since this course can easily create quite unrealistic expectations in some students with regard to their capabilities and with regard to their future role within the social work structure of the agencies. Finally, the subject of Social Research, while a standard topic in university courses, was quite inappropriate for this training course as an independent subject, since most students do not have any statistical or theoretical background enabling them to appreciate research approaches and techniques. In the students' evaluation of the course they also indicated this has been the most difficult subject and not applicable in their work.

5. Teacher and teaching method

In the first term, there were 3 Co-ordinators for the 5 subjects offered. Except for the subject on H.K. Society and Social Welfare Policy in which many outside speakers were involved, the subject "Community Process and Community Work" was almost entirely taught by senior staff of the Group and Community Work Division and Dr. I. Spergel himself. Two of the Co-ordinators had only one year's working experience in group work and no previous teaching experience in social work. In the opinion of the committee the responsibilities and pressure of teaching a full time course to students whose average field experience was 6 years must have been very great indeed to them. We recognised that they have done their best within their ability and limited experience. The questions raised were are there no other more experienced workers in SWD or in the voluntary agencies where instructors could be drawn to teach in this first course? Is it fair to the students to deny them the best possible teaching resources in Hong Kong? The committee was not convinced of the lack of teaching resources in the community, nor they felt it right to strain the junior training officers with difficult teaching assignments before they were really ready for them.

In field work, the situation was satisfactory in the first term. However, with the changing of field work co-ordinator twice, it was most confusing and frustrating to the students and field teachers. Moreover, the average field experience for field teacher was only 4 years while the average experience for the students was 6 years. Some students was placed in community work placement for which they were not adequately prepared. From the students' own evaluation, nearly all of them felt they had to work overtime, especially in summer programme in the 2nd term.

In the second term, the situation was somewhat better. The faculty was more secure and confident; the students were more used to being students; and the course content - Practice Seminar and Seminar on Supervision and Programme Skill was relevant to their work and there was more team work and seminar. The teaching method was focused more on group presentation and discussion instead of lecture form.

In the third term, the faculty was much strengthened. Besides the original 3 co-ordinators, guest speakers were also involved in the course. In addition to formal lectures, there were more use of audio-visual aids and discussions as well as tutorial, especially in the course on Social Deviance. This was much welcomed by the students. Consequently, although the course content for the third term was more difficult, due to better teaching and different methods of presentation, the students appear to have enjoyed the third term more.

II. Recommendations regarding future courses

If similar courses were to be offered by S.W.D. the followings are some of the recommendations:-

1. The agencies and the workers must be given sufficient time to make arrangements for their participation in the course. The agencies need time to make financial arrangement for the individuals and to find substitute staff for the vacancies arising, if and when a member of their staff is selected for the course or participating in the teaching. The worker himself needs time to prepare for the change of role from 'experienced worker' to 'student in a course', also he needs time to free himself of his obligations of long standing and to transfer them to others. The course must therefore be announced six months ahead of time if possible, and the selection completed not less than two months before the beginning of the course.

In making the announcement the content of the course and its aims must be clearly spelled out for the benefit not only of the agencies and potential applicants, but also for the benefit of the teaching staff. The final announcement should be made in Chinese and English, both kept in the simplest possible terms.

In appointing the teaching staff great care should be taken to appoint the best qualified people available, irrespective of whether they come from within the government departments or not. The faculty should be both experienced and well qualified theoretically and professionally and can feel confident as teachers of experienced and mature workers. Members of staff of voluntary agencies should be invited, where appropriate, to be integral part of the teaching faculty. In such cases it would be necessary for their agencies to release them for the necessary length of time. It would possibly be better if such teachers taught one course only at a time and should therefore be released about half-time from their other work in order to have time for the preparation of lectures and tutorials, the taking of the classes and the reading of the resulting student work. Funds must then be found to support the Agencies in carrying out their normal functions. In spite of the inconvenience and possible temporary loss of efficiency the Agencies should be encouraged to see such part time or full **time** release of experienced workers as an important part of their contribution to the total social work field in Hong Kong.

The curriculum and course content should be modified accordingly to reflect more clearly the aims and purposes of the course. To this end the aim and purpose should be worked out in great detail in co-operation and dialogue between the S.W.D. through its Training Section and the Council of Social Service through its relevant committee.

In organizing the syllabus the organizers should take cognizance of the aims of the course, the level of education and experience of the pupils and of the setting of the course. Great care should be taken in choosing material of importance, directly or indirectly, to the Hong Kong situation and much time spent on discussing the application of general theories to our own problems. The theoretical content should therefore be as high as the:

practical but couched in terms understandable to pupils with no liberal arts or social sciences background. Much less importance should be ascribed to foreign textbooks. The organizers may wish to consider the following attempt to formulate a list of subjects to be taught: (For experienced workers)

<u>Term</u>	<u>Subject</u>
First Term	Hong Kong Society and Social Welfare
	Human Growth & Development
	Methods of Intervention in Youth Work (I) Social Group Work
	Field Work (Concurrent, 1½ days per week)
Second Term	Programme Skills
	Methods of Intervention in Youth Work (II) Community Work & Youth Counselling
	Field Work (block placement)
Third Term	Introduction to Social Deviance
	Supervision and Administration
	Field Work (Concurrent, 2½ days per week)

6. The major part of the teaching should be in small group teaching preferably of eight to ten students. The Chinese language should be used as far as possible. Straight lecturing should only be used at intervals and only rarely for the conveyance of information, which should be available in written or printed form. If possible, only one examination should be held at the end of the course. This should arise out of the small-group work and field practice rather than examination of the lecture notes only.
7. The production of teaching material in the Chinese language and of local situations should take first priority for this and other similar training courses. Suitable writers may be sought within and without the ranks of Government servants. Again, part-time release of qualified workers from agencies may be a suitable way in this most important aspect of training work.

8. Once the course is planned and the students have started their new roles, there should be as little change of the original plans as possible. It is not enough assurance to the students to change the conduct of the course in the name of "meeting the needs of the present group" or "developing the students' decision making power" or even "democracy".
9. The contact between the Training Section Teaching Faculty and the agencies sponsoring the students should be strengthened for the benefit of the individual participant. To this end it would be desirable for the individual agencies to be consulted by the tutor in charge of a particular student from time to time as well as having meetings of participating agencies together.
10. At all stages of the course, its participation and its follow up, close contact should be maintained between the Training Section and the Council's Committee on Youth Work Training and Allied Matters. The Joint Committee in turn should ensure that adequate contact concerning matters of interest to all should be established and maintained between the teaching faculty and agencies as a group. Matters regarding the format of the transcript and the nature of the certificate should also be considered by this joint Committee.
11. The selection procedure should be standardized and attempts made to secure groups of students of adequate size (e.g. of a tutorial group) of approximately the same academic background and training. The Selection Board should be set up well ahead of time and allowed to work out its terms of reference and procedures in detail. The board should consist of members of the teaching faculty and a representative of the Council's Committee on Youth Work Training.
12. We recommend a board of examiners be established to ensure that appropriate standards be maintained. The board of examiners should include representatives of teachers and agencies and an independent Chairman.

II. Overall evaluation and certification of the course

1. In the early sections of the Report we have attempted to deal in detail with some of the problems which the course has encountered and in the previous section we have put forward our recommendations regarding possible changes to be considered in preparation for a second course. According to its terms of reference this Committee has to assess the qualifying certifications'. From this phrase it would appear that a certificate will be given to the participants of the Course and that it will be not a certificate of attendance only but of performance. Assuming that this is so, the Committee has given considerable thought to the standing of the course and the certificate as a professional qualification for youth workers.

2. It is our understanding that the course has attempted to establish a wider base of training in the theoretical concepts than has been the case in other courses for youth workers, for example the course provided by the National Youth Leadership Training College at Leicester. In keeping with the general concepts of Dr. Spergel the course has therefore aimed at equipping the students for a place within the wider social work scene and not limited them to the speciality of youth work. It would therefore be appropriate to compare the graduates with the workers emerging from other institutions training social workers, or comparable fields of professional education.

3. In making recommendations regarding the recognition of the present course it is also necessary to consider the relationship to other workers in the field of youth work and to the effects which over the years have gone into the establishment of the category of Youth leaders.

Both the students of the present course and a great number of their colleagues have attended courses in youth work given both by the In-Service Training Section of the Social Welfare Department and by their respective agencies. It would therefore be envidious to say that such workers are 'untrained'.

Again a comparison with other fields may be useful. The Hong Kong Council of Social Service has recommended a common pay scale to its member agencies but the scale has not yet been adopted by many agencies; a fair measure of agreement has been achieved with regard to the minimum educational qualifications, the general school certificate or its equivalent. Individually, for the purpose of subvention the Agencies have succeeded in gaining recognition for their workers to the extent that scales have been approved for the basic grade of worker in the field, and further grades for senior workers or workers with greater responsibilities have been established as promotion grades from this basic grade. In this it has been clearly established that the workers cannot be equated with for example untrained teachers; the basic pay and conditions are quite different, as indeed it should be in view of the demands made with regard to initial and ongoing training and participation in courses. In recognizing the graduates of this course it is obvious that no aspersion should be cast upon their earlier training and that of their colleagues. On the other hand it is obvious that they have gained in theoretical understanding beyond what was possible in the earlier training courses and they have also enjoyed more intensive periods of supervised field work than ever before.

4. In spite of possible differences between the conditions obtaining in the teaching profession, and those in the field of social work, we think that the future structure of social work training can best be modelled on that of the educational workers. In other words, we think there should be two levels of training, corresponding to those of graduate and non-graduate teachers. In view of the content of the present course we then see the graduates of the present course as the equivalents of the graduates from a teachers' training college or a college of education and we recommend that they be recognized as certificated youth workers.

5. In making this recommendation we are establishing that the graduates are not comparable to academically trained social workers - but this was obvious from the beginning. The course never set out to compete with the universities and the entrance requirements were entirely different from those obtaining at the universities. Also the theoretical content and the theoretical prerequisites of the course are quite different from those of university courses based on a previous or simultaneous study of one or more of the social sciences at the level required of the university students. We are aware of the questioning taking place of the traditional relationship between the academically trained and the non-academically trained and while we have considerable sympathy for attempts to lessen the disparities between the various kinds of education in general, we do not feel that this is the occasion for doing away with these disparities and arbitrarily and in isolation to attempt to establish a new order.

6. It would possibly here be relevant to compare the new qualification with the qualifications obtained by graduates from the present post-secondary colleges, particularly Baptist College and Chu Hai College, who hold qualifications variously described as diplomas in social work or sociology and social work. However, as these institutions all lay claims to be regarded as academic institutions in the narrow and special sense of that word "academic", we do not think it relevant to our present purpose to make this comparison at this time. We believe that this particular issue is being considered in another place.

7. In making the recommendation that the graduates should be regarded as certificated youth workers we are of course aware that we should also make some mention of the remuneration which we consider appropriate for this

group of workers. But here we find ourselves in considerable difficulties, as stated earlier, no universally accepted or practised set of scales for youth workers is in existence but the several agencies represented on the course have their own scales accepted for subvention purposes by the Social Work Advisory Committee and the Government. On the whole these scales are comparable to the scales recently proposed for the graduates of the Colleges of Education. It follows from our argumen above that we regard this as the appropriate level for the youth workers and wherever this is not so we should regard it as a matter of importance that a particular agency's pay-scale is established at this level - indeed we think it high time that the Council of Social Service and its agencies now agree on the level of remuneration and conditions of service generally and invite the appropriate subventing authorities to do likewise. It is therefore not possible for us to recommend that a particular pay-scale be established for the certificated youth workers here. We do strongly recommend however that the graduates who have been regarded as certificated youth worker be given personal increments on the scales obtaining in their present agencies and we should consider the award of 2 increments appropriate, in addition to the one increment they have earned while on leave from the agency, attending the course. In making this recommendation we think ourselves in agreement with the principles followed elsewhere, rightly or wrongly, within the social work field, regarding rates of pay for graduates in social work, and graduates with post-graduate courses in social work. If a worker has already reached the top point of the scale in his agency we recommend that he be given a personal pay scale with increments of the same order as his previous increments; we do not find that we can take upon ourselves in this context to suggest further scales or make recommendations with regard to promotion or separate types of work; as already mentioned the conditions obtaining in the individual agencies would make such task impossible.

8. There remains the question of the relationship of the certificated youth workers to other social workers and to their professional society. Without considering the position of the youth workers at large, it follows from what we have said about the nature of the course as a broadly generic course and from our view of the social work profession as a parallel to the teaching profession that the graduates are to be regarded as the equivalent to non-graduate teachers, or better non-academic teachers (both descriptions are not very informative used about individuals who graduate from a course and who indeed have been pursuing theoretical, academic courses, but the common usage is well enough established to make clear our intention.). The nomenclature follows from the nature of the work which is common to all branches of the profession and should therefore be the same: Social Workers. In view of the nature of the origins of the course and the strong emphasis on the aspects pertaining to youth work within this one year course, we have hesitated to recommend that the graduates be called Certificated Social Workers, but we should not be averse to such a suggestion if it recommends itself to others. In view of our wider recommendations in the section below it would however be natural if the graduates at this moment were called Certificated Youth Workers and possibly at a later date were given the opportunity to supplement their training in the proposed new social work college and then given the title of Social Workers, should they so wish. Whether the graduates are called by one title or the other, we have no doubt that they should be regarded as social workers in the full professional sense of the words and we hope that the Social Workers Association can see its way to accord them full membership in the very near future.

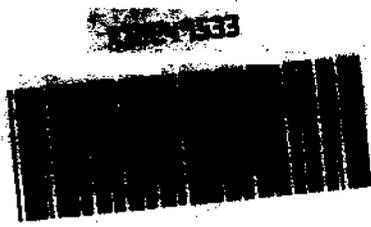
Further developments of courses and necessary modifications

1. In a previous section of this report we have already summarized our recommendations regarding modifications in the present arrangements which we should like to see adopted for possible future courses. In doing so we assumed that all parties are agreed it would be highly desirable not to loose the impetus which brought about the first course and carried it to the end, in spite of many obstacles. The need for an immediate continuation in the form of a second course is so obvious that we consider it unnecessary to expound on it. The arguments for establishing the first course are still valid for the implementation of a second and we assume therefore that a second course will begin this autumn.

2. In recommending the recognition of the present course and urging the beginning of a second, we should also like to state that in analogy with the development of teachers training a few years ago, we do hope it would soon - perhaps already from the second course - be possible to expand the training from one year to at least 18 months or 2 years. Furthermore it is our hope that the course will not remain an isolated event, mainly frequently by youth workers but that out of it will grow a Social Work College for the training of all non-graduate social workers for whom school certificate or its equivalent is laid down as the minimum scholastic qualification. We understand that the question of such a college is at present under consideration by other bodies and we have no wish to repeat their work but only add our recommendations to those already being made for the establishment of the Social Work College and for the incorporation of the present course into its structure. The main argument for the establishment of the college is of course that the theoretical studies underlying the practical aspects are the same for all branches of social work and should be pursued by all; also the practice of social work has much in common whether it be called by the names of youth work, community work or group work or any other name. In the common pursuit of knowledge, theoretical and practical, the students of the college would be of much mutual support - and it would be possible for older workers who for one reason or another wish to change from one stream of work to another to return to the college for shorter courses and in this manner prepare for the transfer to a different speciality from the one they have practised before. We should indeed understand this to be one of the greater services which the college could render the whole of the social work community - apart from the basic service of supplying everyone in the field with as much theoretical knowledge as he could absorb and leave no practitioner without formal training.



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