

**THE DESIGN AND DELIVERY OF A COURSE ON INTERNATIONAL SOCIAL
DEVELOPMENT FOR UNDERGRADUATE SOCIAL WORK STUDENTS AT
LVIV POLYTECHNIC NATIONAL UNIVERSITY
IN UKRAINE**

BY:

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A Practicum

Submitted to the Faculty of Graduate Studies

In Partial Fulfillment of the Requirements for the Degree of

MASTER OF SOCIAL WORK

University of Manitoba

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of Manitoba in partial fulfillment of the requirements of the degree**

of

Master of Social Work

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Abstract

This practicum involved the development of a course on International Social Development for the fourth-year students in the new undergraduate social work program at the Lviv Polytechnic National University in Ukraine. The mission of the program is to contribute to social development reform by educating social workers committed to social change. The interest in courses incorporating an international dimension to social work education reflects an urgent need for changes in social work practice and education with the shift of emphasis from the personal and small group level to the macro level. This presents challenges in curriculum development and the adaptation of teaching materials to promote internationalization in social work education.

The present practicum was undertaken in the context of the *Reforming Social Services: Canada-Ukraine Project* funded by the Canadian International Development Agency. This was an international partnership project that included the University of Manitoba, Faculty of Social Work and Lviv Polytechnic National University. One component of this project involved curriculum development and the delivery of an undergraduate program in Social Work. The practicum was based on the need to develop content and an approach to teaching a new course on International Social Development. There were two primary learning objectives for this practicum. They were: (a) to learn to develop a course in social work; and (b) to learn more about international social development. Delivery of the course in the fall of 2002 provided an added opportunity to test out the learning objectives of the practicum.

The activities of the practicum were performed in two stages. At the preliminary stage the following activities were completed: (a) becoming acquainted with the

structure of social work courses taught at the University of Manitoba incorporating international content; (b) consultation with a resource person at University Teaching Services at the University of Manitoba; (c) reading literature on methodology; (d) reviewing literature on international social development; and (e) selecting teaching materials. The practical stage consisted of the development of the course materials and preparation for teaching. It included the following activities: (a) developing the rationale for teaching the course; (b) developing learning objectives; (c) selecting specific topics to be covered; (d) assigning time needed for covering each topic depending on its significance and difficulty; (e) selecting teaching methods; (f) designing evaluation methods; and (g) selecting reading materials.

Based on the delivery phase of the course, it is clear that the content of the course promotes social change and ideas of sustainable human development and community action in the era of globalization. This is consistent with the mission of the social work program. This report also documents implications for the ongoing teaching of this content. In addition, the framework developed in this practicum can be applied for designing other social work courses and for improving and updating this particular course in terms of content, teaching and evaluation methods.

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My heartfelt thanks and gratitude goes out to all my friends in Winnipeg and Lviv for their assistance and faith in me. I wish to extend a special recognition and note of thanks to my special friend Sandi Rogers and her family for everything they have done for me.

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Chapter 1

Introduction

Practicum Goals and Objectives

The purpose for the practicum was to develop and deliver an International Social Development course for the fourth-year students of the undergraduate social work program at the Lviv Polytechnic National University in Ukraine.

There were two primary learning objectives and several secondary objectives for this practicum. The primary learning objectives were:

1. to learn to develop a course in social work; and
2. to learn more about international social development.

The secondary learning objectives were:

- to acquire a systematic approach to course preparation;
- to gain experience in choosing the content for a new course by reflecting on the importance, difficulty, and organization of themes to be presented;
- to learn the criteria for selecting proper evaluation instruments;
- to learn to develop evaluation instruments;
- to get acquainted with recent teaching methodology;
- to learn to choose teaching methods applying such selection criteria as levels of cognitive objectives targeted, the degree to which a method promotes independent and continuous learning, and the number of hours of preparation, student contact, and correction it requires; and
- to gain experience in detailed course planning by writing course syllabus, course outline, and lesson plan.

The achievement of these practicum objectives provided me with the framework for developing the course, methodological recommendations regarding its delivery, and enhanced my understanding of international social development as an important aspect of social work practice that constituted the content of the course.

Practicum Rationale

The major reason for undertaking this practicum was my special interest in international social development. The opportunity to undertake this practicum was made possible because of "The Reforming Social Services: Canada-Ukraine Project" which places an emphasis on social development as a model for both education and practice. The goal of the Project is to promote democratic development and social service reform in Ukraine by helping to establish the social work profession, build new partnerships between the University, government and voluntary service organizations, and strengthen community-based disability organizations. The Project has two components: the Social Work Component and the Disability Component. The Social Work Component focuses on building the capacity of individuals and agencies to address social needs in the community, whereas the Disability Component is engaged in activities designed to promote the rights of persons with disabilities (Faculty of Social Work, University of Manitoba, 1999).

The concepts of social development and the developmental approach to social work practice are gradually gaining recognition (Healy, 2001; Hokenstad & Midgley, 1997; Meinert & Kohn, 1987, Midgley, 1995; 1997a, b; Ramanathan & Link, 1999). Although there are sharp differences of opinion about key social development issues (Midgley, 1997a) and difficulties in the operationalization of social development

concepts (Meinert & Kohn, 1987), social development can be considered a coherent approach for promoting social welfare. Defined by Midgley as “a process of planned social change to promote the well-being of the population as a whole in conjunction with a dynamic process of economic development” (1995, p. 25). Social development places considerable emphasis on promoting social programs that make a positive contribution to economic growth (Midgley, 1997a). It also promotes harmony between economic and social institutions, fosters the participation of people in the economy, and addresses the needs of societies affected by the forces of globalization (Midgley & Livermore, 1997).

A developmental approach to social work practice is very important under conditions of globalization, especially economic globalization and its devastating effects on poverty, unemployment, falling wages, job insecurity, welfare dependency, and marginalization or exclusion of the majority of the world’s population from participation in productive economic activity, and from its rewards (Hokenstad & Midgley, 1997; Midgley, 2000; Prigoff, 2000). It stresses the need to develop income-generating projects in addition to the more traditional forms of community services while in the past the focus was primarily on the social and health needs of communities (Prigoff, 2000), and is perceived as a practical alternative for strengthening communities socially and economically (Campfens, 1997).

The necessity to internationalize social work is emphasized in social work literature as means of responding effectively to realities of global interdependence (Cox, 2000; Hokenstad & Midgley, 1997; Ramanathan & Link, 1999). One of the priorities here is strengthening the international dimension of social work education. It confirms the significance of the International Social Development course in the Social Work

curriculum at the Lviv Polytechnic National University for increasing global awareness of the social work students.

Another reason for undertaking the practicum was that it provided me with an opportunity to learn how to develop and effectively deliver a university course. It was particularly interesting for me as a beginning social work instructor to develop a course myself, to reflect my understanding of the subject matter in the goals, objectives, and themes of the course. To be able to do it I needed a systematic procedure which I could follow step-by-step in developing the International Social Development course. That is why reviewing literature on methodology was a necessity.

Pregent (1994) and McKeachie (1999) provided me with such a procedure. Its advantage consists in its universality as it applies to all disciplines. In addition, I learned a lot about the importance of formulating course objectives, about assessment methods, evaluation tools to assess student learning, teaching methods, teaching materials, and detailed course planning (Ellington, 2000; Ellington, Percival & Race, 1993; McKeachie, 1999; Pregent, 1994). I applied the knowledge gained from reviewing literature on methodology to perform practicum activities related to course development.

Teaching methods were of particular interest for me as I was greatly concerned about teaching the course and was particularly interested in improving my teaching skills.

Acquaintance with the advantages and disadvantages of different teaching methods (Ellington, Percival & Race, 1993; Elton, 1977; McKeachie, 1999; Pregent, 1994) allowed me to select methods for this course. I adjusted them to the course content, targeted objectives, physical and material conditions of teaching, and my personal and professional qualities. It enabled me to reflect critically on every teaching session and

think of specific ways in which it might be improved. I also monitored and evaluated my own performance in order to improve my teaching.

The practicum activities were performed in two stages: the preliminary stage, and the practical stage. At the preliminary stage I became acquainted with the structure of social work courses taught at the University of Manitoba incorporating an international dimension, met with Dieter J.Schonwetter, the Associate Director of Teaching Services of the University of Manitoba, read literature on methodology, reviewed literature on international social development, and selected teaching materials. The practical stage consisted in the development of the course materials and preparation for teaching. It included the following activities: developing the rationale for teaching the course, developing learning objectives, selecting specific topics to be covered, assigning time needed for covering each topic depending on its significance and difficulty; selecting teaching methods, designing evaluation methods, and selecting reading materials.

Chapter 2

Literature Review

This section is a review of the literature related to the practicum. The literature addresses the goals of the practicum, which are learning to develop a course in social work and learning about international social development.

The literature review has been divided into two parts: teaching methodology and international social development. Both parts are divided into sections. The first part is divided into three sections. The first section describes the procedure of developing a new course stage by stage and effective ways of teaching and evaluating student learning. Section two examines the changing roles of university lecturers. Section three deals with the matter of student motivation for learning.

The second part is divided into seven sections. The first section provides an overview of the concept of social development. It includes the definition of social development, its goals, features, values and principles; the history of social development, strategies for social development, a description of Midgley's institutional approach to social development, as well as issues and controversies related to social development. Section two attempts to explain the significance of internationalization of social work under conditions of global interdependence. One of the priorities here is strengthening the international dimension of social work education, which is dealt with in section three. Section four addresses the issues of economic globalization, as well as knowledge and skills needed for social workers to respond effectively to its challenges. Section five explains the concept of sustainable development linking together environmental, developmental, and social issues. Section six explores some global issues – poverty,

global aging, ethnic conflicts, refugee problem, and AIDS crisis - and social work responses to them. Feminist perspectives on globalization are discussed in section seven. The final section provides a brief overview of community development in the era of globalization.

Teaching Methodology

Course Development

Course development is a systematic procedure consisting of a number of operations. When designing a course one must analyze the course content, formulate the course objectives, choose teaching methods, teaching materials and methods of student evaluation, and write course syllabus, course outline and lesson plans (Pregent, 1994).

Selecting Content

The content of a new course is chosen by reflecting on the importance, difficulty, and organization of each of the different themes and subjects to be presented. Pregent (1994) suggests the following six steps in establishing the content of a new course:

1. Identify all the themes that seem relevant;
2. List all the subjects that constitute each theme;
3. Assess the importance and difficulty of each subject listed;
4. Choose the subjects to treat, using a decision matrix;
5. Determine the order and time to allot for the selected subjects; and
6. Choose the textbook.

Formulating Course Objectives

The list of themes and subjects is not enough to identify the activities students will be able to accomplish by the end of the course or their level of performance. These can be determined by formulating course objectives.

Objectives can have at least three sets of sources. These are: (1) external, i.e., outcomes dictated by a department; (2) students themselves (mostly for elective or non-credit courses); and (3) the instructor (Grieve, 1989).

A well-formulated course objective should include each of the following three dimensions: (a) a statement of exactly what the learner should be able to do at the end of a specified learning experience; (b) a description of any conditions or constraints under which this behavior can be demonstrated; and (c) a clear indication of the minimum standard of performance which may be considered acceptable (Ellington, Percival & Race, 1993). Formulating course objectives allows one to discuss the course more clearly and to establish a direct relationship between specific objectives and evaluation (Pregent, 1994). McKeachie (1999) states that the selection of the type and order of assignments, the choice of teaching techniques, and all the decisions in course planning should derive from learning objectives. Ellington (2000) mentions setting appropriate learning targets among his seven golden rules for becoming an excellent tertiary-level teacher.

Pregent (1994) defines two principal types of objectives: general and specific. He defines a general objective as “a statement in which you express an abstract educational intention, describing the combination of lasting changes” (p. 16), while a specific objective is defined as “a statement, as precise as possible, in which you describe, within

the limits of a course topic, what students must achieve during or at the end of a learning situation or section “(p. 16).

In developing learning objectives it is important to remember that the goal of any course is to facilitate student learning and thinking (McKeachie, 1999). Student learning targets should be relevant to the overall aims of the course and cover not only all the essential knowledge, but also skills that students are expected to acquire, especially process skills important for success in later life: decision-making skills, problem-solving skills, communication skills, interpersonal skills and the like. The targets should also become more demanding as they progress through the course, remaining, at the same time, realistic and achievable (Ellington, 2000).

All course objectives relating to knowledge are not at the same level. Bloom’s taxonomy of learning objectives (as cited in Pregent, 1994) is a frame of reference that enables the instructor to verify whether the formulated objectives are at the appropriate level. Bloom regards learning as a progressive process that moves from the concrete to the abstract. At the elementary levels learning is more concrete, and at the higher levels it is more abstract. The students must first accomplish tasks of the preceding levels to be able to attain the objectives of a given taxonomic level. The six levels are:

1. Knowledge (capable of recalling words, facts, dates, theories, etc.);
2. Comprehension (capable of transposing, interpreting, and extrapolating from a certain body of knowledge);
3. Application (capable of remembering knowledge or principles in order to solve a problem);

4. Analysis (capable of identifying the elements, relationships, and organizational principles of a solution);
5. Synthesis (capable of accomplishing a personal task after devising a plan of action);
and
6. Evaluation (capable of making critical judgment based on internal and external criteria).

Bloom's taxonomy allows one to verify whether the objectives pursued are at the appropriate level. For a university course it is advised to focus on the upper levels.

However there are several dangers related to following objective-based approaches to learning. The following are only some of them:

- particular objectives may be given greater status than they deserve;
- teaching and learning may become far too prescribed;
- learners may become highly trained in narrow areas, but lack training in important broad areas;
- complicated learning outcomes are often difficult to express in terms of objectives;
and
- the published objectives 'belong' to the teacher or trainer, and the objectives of learners may remain unrecognized or undervalued (Ellington, Percival & Race, 1993).

Assessment Methods

An important aspect of course preparation is selecting appropriate assessment methods. Ellington calls assessing students' performance "the most important thing that teachers do for their students" (2000, p. 316).

Ideally, all student assessment should have the following five characteristics:

- Student assessment should be valid, i.e., should actually assess what it sets out to assess;
- It should be reliable, i.e., produce the same results under different but comparable conditions;
- Assessment procedures should be practical in terms of their cost, time taken and ease of application;
- Assessment should be fair to all students, and should not make unexpected or unreasonable demands on them; and
- Students should find their assessment useful, both helping them to facilitate their learning and providing them with feedback on their progress (Ellington, Percival & Race, 1993).

Pregent (1994) provides a comprehensive analysis of evaluation instruments. He divides all evaluation instruments into three categories: tests, assignments, and exercises. Tests are subdivided into written and oral tests. Written tests include subjective correlation, essay, short answer, objective correction, multiple choice, true or false, matching, and sentence completion. Assignments are of two types: theoretical and practical. Theoretical assignments are thematic research, informative summary, critical summary bibliography, literature review, paper, case study, and essay. Practical assignments include projects, laboratory sessions, presentations, and training reports.

When choosing among evaluation instruments one must take into account several important factors, such as the taxonomic level of the objectives to evaluate, the number of students, time needed to prepare tests, and time needed to correct tests.

When assessing higher-level cognitive skills, tests based on extended-answer questions or continuous assessment based on essays, assignments or project are the most suitable (Ellington, 2000).

Teaching Methods

After selecting evaluation tools to assess student learning one can proceed to choosing teaching methods. A teaching method is “a particular way to organize pedagogical activities that are consciously implemented according to certain rules” (Pregent, 1994, p.74).

When selecting teaching methods it is important to remember that different teaching methods are best suited to achieving different types of learning outcomes. The lecture is most suitable for presenting facts and explaining principles, while projects, case-studies and role-plays are good for helping students develop high-order cognitive skills such as analysis, evaluation and problem-solving, or communication and interpersonal skills (Race & Brown cited in Ellington, 2000, p. 315). The effectiveness of each method depends on the combination of factors: the nature of the students in the class; the subject matter; the professor’s personality; the physical and material conditions; and the targeted objectives (Pregent, 1994).

All teaching methods are usually grouped into three broad groups: methods based on different forms of lectures, or mass instruction methods; methods favoring discussion and group work, or group-learning methods; and methods based on individual learning. This classification was first suggested by Lewis Elton (1977).

When mass instruction methods are used, the teacher operates in the traditional role, deciding what material will be covered, in what way, etc. The students are passive

and dependent on what they get from the teacher. Elton calls mass instruction the dependent mode of teaching/learning (1977). Mass instruction methods are best suited for achieving learning objectives from the lower part of Bloom's cognitive domain.

The lecture still holds a central position at many levels of education. It is cost-effective, and as effective as other teaching methods when well done, especially when combined with discussion (Ellington, Percival & Race, 1993; McKeachie, 1999).

Lectures are usually popular with students, although it may be due to familiarity of this teaching method and the opportunity to remain passive. However their effectiveness depends on the skills of the individual lecturers, and lectures are not particularly effective in meeting higher-level cognitive objectives (Ellington, Percival & Race, 1993).

Lectures are particularly appropriate for providing students with up-to-date information about the topic they are studying. They also are helpful in summarizing material from different printed sources. Depending on the material and the skill of the lecturer the format can deliver ideas and provoke critical thought. Besides, preparing and delivering a lecture helps the instructor integrate and retrieve the subject matter (McKeachie, 1999).

The second of Elton's three groups – group-learning methods – include buzz sessions and similar small-group activities, class discussions, seminars and group tutorials, interactive exercises, and group projects. Similar, but slightly different divisions can be found in Ellington, Percival and Race (1993). The authors divide group-learning methods into six broad classes, namely: buzz sessions and similar small-group exercises; class discussions, seminars, tutorials, etc.; participative exercises of the game/ simulation/

case study type; mediated feedback/discussion sessions; group projects; and self-help groups. The instructor acts as an organizer and a facilitator. The students are largely responsible for their own learning, but are strongly dependent on one another. Elton describes group learning as the inter-dependent mode of teaching/learning. Group-learning methods are best suited for developing higher-cognitive, affective, interpersonal, and communication skills.

Discussion is the basic teaching method for active learning. It is particularly appropriate when the instructor wants to give students practice in thinking, to help students learn to evaluate the logic of their own and others' positions, and to help students learn how to formulate problems using information gained from readings (McKeachie, 1999).

Buzz sessions, class discussions, seminars and tutorials enable examining topics in great depth. They have the great advantage of getting the students actively involved in the learning process. However they cannot guarantee equal involvement of all the members of the class or group (Ellington, Percival & Race, 1993).

Games, simulations and case studies help achieve a wide variety of educational aims and objectives. The use of a simulated situation allows learning experience to be tailored to meet the needs of the group. Interactive case studies help students apply acquired skills in different situations. Student involvement and motivation are usually very high. Two main disadvantages specifically associated with games and simulations are using such exercises as 'time fillers' rather than for some specific educational purpose, and the necessity of matching this approach to the target population with which it is to be used (Ellington, Percival & Race, 1993).

Another class of group learning techniques is mediated feedback/discussion sessions, a well-known example of which is microteaching. It allows for in-depth examination of a wide range of situations and processes and has a very high factor of student involvement (Ellington, Percival & Race, 1993).

Group projects can be used to achieve a wide range of objectives and help the participants develop various interpersonal skills. One of the weaknesses of group projects is ensuring full and equal participation of all members of the group. An associated problem is that of assessing a group project, as it is difficult to assess the work of the individual members (Ellington, Percival & Race, 1993).

The third of Elton's three groups contains individualized-learning methods such as directed study of textbooks and other printed materials, different forms of computer-based learning, multimedia and Web-based learning, and such student activities as assignments and projects. The instructor acts as a producer-manager of learning resources and as a tutor and guide. The students themselves control the pace of learning. These methods cover the whole of the cognitive domain and many useful process skills (Ellington, 2000).

Directed study of textbooks, if they adequately cover the course material, is one of the cheapest and most convenient forms of teaching/learning methods. Learners themselves choose time and place for study. However this method requires careful planning and structuring on the part of the supervising lecturer and is totally dependent on the availability of suitable textbooks (Ellington, Percival & Race, 1993).

Good teachers can devise productive learning activities. There are two requirements for constructing a learning activity: (1) it should involve the use of the skill

or competence the instructor is trying to develop; and (2) devised tasks should be inherently engaging (McKeachie, 1999).

Teaching Materials

Another important step in designing a new course is choosing teaching materials. The most commonly used teaching materials can be grouped into five categories: written, scripto-visual, audio-visual, audio, and computer (Pregent, 1994). Clark and Salomon cited in Pregent (1994) state that:

1. No teaching material is better than any other for a given learning task.
2. Improvements are rarely attributable solely to the teaching material.
3. The quality of learning depends on the students' motivation to learn rather than on the material itself.
4. Simple, inexpensive teaching materials are preferable to complex, expensive materials.

Detailed Course Planning

After determining course objectives and choosing teaching methods, materials, and evaluation instruments the instructor can proceed to establishing a detailed course plan including course syllabus, course outline, and lesson plan. A course syllabus is a planning tool in matrix form for recording and synchronizing the content and activities of the entire course. The course outline is a document of several pages explaining the structure of the course and summarizing course objectives, means of evaluation, required texts, and course syllabus. The lesson plan is an instrument for detailing the content of each class hour (Pregent, 1994).

A "Countdown" Approach to Course Development

McKeachie (1999) suggests an interesting approach to course development. This approach is a countdown beginning three months before the first class and finishing one week before the first class. The first step is working out learning objectives. Then, two months before the first class the instructor can select the type, length and content of assignments, choose teaching methods and begin drafting a syllabus for the course, as well as preparing lectures and out-of-class activities. Two weeks before the first class the instructor can look back over the syllabus to see what resources are required, and one week before the first class is time to prepare for the first meeting with students.

Changing Role of Lecturers

The role of university teachers is now changing from teachers to facilitators of learning, i.e., their main role is to help their students to learn. Despite the vast amount of research in the field of educational psychology we still know little about the nature of learning process. What we know is that different students learn in different ways. Some, for example, work systematically through the material, section by section. Others treat the material as a complete, integrated system (Ellington, 2000). Biggs (cited in Ellington, 2000) distinguishes between surface learners and deep learners. It is also now recognized that adults learn in different ways from children. Older learners typically require more practice to master new verbal material. They need to know how new knowledge relates to their own thoughts and experiences (Grive, 1989). Their approach to study is more independent and autonomous; they like to learn from their own experience preferring task- or problem-centered approaches to learning, and are strongly influenced by internal rather than external motivators (Knowles, 1990). If the instructor finds out how his/her

students prefer to learn he/she will have a better chance to meet their needs (Ellington, 2000).

In the classroom, classifying students into different types helps the instructor understand students better and thus simplify the teaching process. Covington (cited in Perry, 1997, p. 156) proposes that students can be divided into four distinct types using a quadripolar model of need achievement. The four types are defined by two dimensions which describe a success orientation (approach) and a failure-avoiding (avoidance) orientation to achievement situations. The two dimensions range from low to high. The resulting quadrants create four student types referred to by Covington as Overstrivers (self-confident, with good study skills, spending much time in their studies), Success-Oriented (having confidence in their academic abilities, with good study skills, experiencing low anxiety in testing situations and devoting a moderate amount of time to their studies), Failure-Avoiding (lacking confidence in their abilities, with poor study skills, highly anxious, and spending excessive amounts of time studying), and Failure-Accepting (not confident, with inadequate study skills, having little anxiety and devoting only minimal time to their studies). Covington's typology can benefit instructors because it provides a simple and concise description of student differences, thereby reducing some of the complexities of the classroom (Perry, 1997).

Ellington, Percival and Race (1993) suggest a fresh look at learning by defining four ingredients of a successful learning experience: 'wanting' (motivation), 'doing' (practice, trial and error), 'feedback' (other peoples' reactions, seeing the results), and 'digesting' (making sense of it, gaining ownership).

The instructor should constantly monitor and evaluate his/her own performance. It can be done by reflecting deeply and critically on one's own performance, through feedback from the students, and the feedback from the colleagues (Ellington, 2000).

Student Motivation

Student motivation is a complex phenomenon that can be used to enhance student learning. It is intrinsic motivation that is important for successful outcomes of education (Grieve, 1989). Intrinsic motivation is defined as "a tendency to engage in activities for their own sake, just for the pleasure derived in performing them, or for the sake of curiosity" (Covington & Wiedenhaupt, 1997, p. 103). It is based on the innate need to be competent and self-determining (Grieve, 1989).

Covington and Wiedenhaupt (1977) suggest two ways of maximizing intrinsic engagement: introducing novelty, and organizing learning around student interests. The presence of novelty transforms the assignment from being seen largely as just another way to improve one's grade into an opportunity to explore one's own ideas. As far as interest-centered learning is concerned, when interest is high, the importance of grades is substantially diminished, since other reasons for learning, largely intrinsic in nature, emerge.

International Social Development

Literature on international social development and international social work constitutes the subject area for the course to be developed.

Social Development

Definition

There are several definitions of social development. A social work dictionary gives the following definition: "Planned comprehensive social change designed to improve people's general welfare. The interrelatedness of major social problems requires the economic and cultural efforts of national and international government structures and society's institutions and all its citizens" (Barker, 1999, p. 448). Social development can also be defined as "a process of planned change to bring about a better fit between human needs and social policies and programs" (Abrahams et al., 1990, p. 3). Midgley (1995) defines social development as "a process of planned social change designed to promote the well-being of the population as a whole in conjunction with a dynamic process of economic development" (p.25). Meinert and Kohn (1987) write about social development as a procedural approach to social change based on sets of beliefs and values.

Goals

The goals of social development are consistent with those of social work: to create planned social, economic, and institutional change with a view to improving the lives of individuals (Ramanathan & Link, 1999). "Social development seeks to enhance the well-being of the population as a whole through harnessing the power of economic development for social ends" (Midgley, 1997a, p. 181).

Features

Midgley (1997a) mentions such features of social development as its productivist emphasis (promoting social programs that make a positive contribution to economic growth), its interdisciplinary focus, which draws on the knowledge of different social

sciences, its inclusive or universalistic scope (social development is concerned with communities, regions, and societies instead of focusing on needy individuals), and its concern with process (belief that people's welfare can be promoted through progressive social change engendered by economic development). It is progressive in nature and regards economic growth as a vital component of social progress (Midgley & Livermore, 1997). Like other approaches for promoting social welfare, social development is interventionist in that it is believed that organized efforts are needed to bring about improvements in social welfare (Midgley, 1997a). It gives expression to two axioms: firstly, it requires that economic development should be inclusive, integrated and sustainable and bring benefits to all; and secondly, it proposes that social welfare should be investment oriented (Midgley, 1995; Midgley & Sherraden, 1999).

Values and Principles

Such values as conscientization (sensitivity to the major social, political, cultural and economic realities that shape and transform human lives), distributive justice (equity), non-exploitive rationality (effective techniques being employed only if they enhance the spirit and cognitive processes of people), detribalization (retaining ethnic and cultural identities while at the same time eliminating those identities related to stringent ethnocentrism), humanocracy (the centrality of social existence emanating from the needs and aspirations of people and not from the demands and requirements of political and economic systems) and cooperation (the willingness and ability to share responsibility while working toward common goals) permeate the aspirations of those who advocate societal changes through the social development approach (Meinert & Kohn, 1987). Ramanathan and Link (1999) write about such values as participatory democracy (client

self-determination), social justice, gender equity, cooperation, investment in human resources, empowerment, and fulfillment of individual potential (strengths perspective). The basic principles of social development are human dignity, social justice, equality, and equitable distribution of resources (Abrahams et al., 1990).

History of Social Development

The ideas underlying the social development approach are not new. The work of the volunteer workers of the Charity Organization Society in the 19th century England, who sought to help their impoverished clients to find jobs or start small businesses, and the Poor Laws requiring that able-bodied recipients of poor relief be put to work so they would be able to support themselves are just two historical examples of attempts to link social interventions to economic activities (Midgley, 1997a). Nevertheless it remains novel and unfamiliar to many social workers in industrialized nations (Midgley & Livermore, 1997).

Social development emerged as a coherent approach in the context of attempts to promote economic development in the Third World. At the end of World War II the British authorities began to promote economic development in the colonies. At the same time limited social welfare programs were established. However these remedial programs were often criticized for consuming scarce resources. That is why colonial welfare administrators sought to identify new interventions that could contribute positively to economic growth (Midgley, 1994, 1997a).

The first social programs that sought to promote economic development as well as to enhance people's welfare were implemented in West Africa in the 1940s. Mass education was one of such programs. It included not only literacy training, but also

activities that would enhance the standard of living of ordinary people, such as the development of crafts and village technologies, the construction of economic and social infrastructure, the creation of health centers, schools, etc. (Midgley, 1997a; Midgley & Livermore, 1997). The British Colonial Office in London liked this new approach and encouraged its spread throughout the Empire. It was called “community development”. This term connoted a concern with development and a focus on communities rather than individuals (Midgley, 1997a).

Community development did not replace remedial services but instead linked them to the new developmental programs. In 1954 the term “social development” was formally adopted as a coherent approach to social welfare, combining remedial social welfare and community development, by several developing countries. In the 1950s, the United Nations adopted the term ‘social development’ and began to promote its spread throughout the Third World. However, while the British approach emphasized community-level activities, the United Nations stressed the role of national interventions by governments through central planning (Midgley, 1997a, 2000; Midgley & Livermore, 1997).

At the end of the 1960s some officials in the United Nations became critical of neglecting social dimensions of development and recommended that government economic planning agencies be more concerned with social issues. Many developing countries had implemented this approach and introduced social planning in the Third World. Unfortunately, global problems have impeded the effective implementation of the social planning approach in social development. The approach was also criticized by advocates of community-based development strategies, who claimed that it neglected

local communities and failed to involve local people in the development process. The United Nations reacted to this criticism by paying more attention to community-based social development programs, and during the 1970s it reformulated older community development ideas as “community participation” (Midgley, 1997a).

The social development perspective was also employed by other international agencies. In the 1970s, under the leadership of Robert McNamara, the World Bank promoted a developmental approach that sought to integrate social and economic programs (World Bank, 1975).

Although the developmental approach was pioneered in the developing countries, its ideas are applicable in some industrial nations, where governments have at various times sought to integrate economic and social policies. One example is the activist labor market and social policies of Sweden, where the well-being of the citizens is promoted through planned economic growth, employment generation, and a variety of social policies that integrate economic and social objectives (Esping-Andersen cited in Midgley, 1997b, p. 17).

However, social development was undermined by economic events and ideological changes during the 1970s. Inflation and economic stagnation fostered electoral support for radical right political movements. Retrenchment of the state welfare programs seriously impeded the implementation of social development programs. By mid-1980s social development almost disappeared from international discussion (Midgley, 1997a).

Under conditions of retrenchments in social programs and fragmentation of social services the developmental perspective may have electoral appeal, because it directly

addresses the economic dimensions of social welfare and, in particular, seeks to identify social interventions that have a positive impact on economic development. It also promotes harmony between economic and social institutions, fosters the participation of people in the economy, and addresses the needs of societies affected by the forces of globalization (Midgley & Livermore, 1997).

Strategies for Social Development

Midgley (1995) has classified the different social development strategies in term of their ideological roots, grouping them into enterprise, communitarian, and statist approaches.

The enterprise approach emphasizes the importance of individual effort, the market, and entrepreneurship in promoting people's welfare. Proponents of this approach encourage government intervention in the form of institution building that will strengthen the enterprise culture. Emphasis is often placed on informal sector activities.

Communitarian strategies emphasize the role of communities in social development. Communities are believed to be best placed to organize themselves and ensure their own well-being through social and economic development efforts.

Statist strategies are based on the belief that social development can best be promoted by governments, and the state is responsible for the well-being of all citizens.

Institutional Approach

These different approaches to social development are often viewed as antagonistic. However Midgley (1995) is of the opinion that different social institutions including the state, market, and community can be mobilized to promote the attainment of social development goals. He synthesized the three strategies within a coherent

strategic approach called the institutional perspective, which he considers capable of mobilizing a variety of programs and policies that can enhance people's welfare contributing at the same time to economic development. Governments, in his opinion, should "direct the process of social development in ways that maximize the participation of communities, the market, and individuals in the development process" (Midgley, 1997a, p. 190). An effective social development strategy requires state regulation, but, unlike top-down approaches, it favors greater pluralism (Midgley, 1995)

Midgley's institutional perspective is comprehensive, pragmatic, and pluralistic; it emphasizes material welfare. It has three key programmatic features. First, it requires an organizational framework able to facilitate, coordinate, and harmonize diverse groups involved in developmental initiatives (Midgley, 1995; Midgley & Livermore, 1997). In the absence of such a framework, it is likely that social development efforts will be fragmented, disorganized, and inefficient. The overall responsibility for managing an integrated economic and social development system should be entrusted to a government agency (Midgley, 1997a).

Second, the institutional perspective seeks to ensure that economic development has a positive impact on the well-being of people. While many countries have experienced satisfactory levels of economic growth, the development has often been distorted, leaving large numbers of people in poverty. A major reason for this is the exclusion of a large part of the population from participating in economic development. (Midgley, 1995). It is particularly true for countries with mineral-wealthy economies and in societies where women and ethnic minorities are oppressed and excluded from sharing in the benefits of economic prosperity (Midgley, 1997b). Social development proponents

advocate interventions that both promote economic growth and spread the impact of development to the entire population (Midgley & Livermore, 1997). They urge the adoption of policies that ensure people's active participation in the economy and believe that national resources need to be redistributed (Midgley, 1997b).

The third feature of the institutional perspective is that it seeks to promote economic development through social welfare, that is, it gives preference to social programs that contribute positively to economic development. It is also known as the social investment approach to social welfare (Midgley, 1995, 1997a; Midgley & Livermore, 1997). Productivist social welfare activities should be given priority over consumption-based services. Unlike traditional social welfare programs that maintain needy people in unproductive and dependent situations, productivist programs generate returns on public expenditures and can be regarded as investments rather than outlays (Midgley, 1997b).

There are at least three types of productivist social programs that contribute positively to economic development: social programs that mobilize human capital, social programs that foster the creation of social capital, and social programs that help the recipients of state welfare programs engage in productive employment or self-employment (Midgley, 1997a).

Social programs that mobilize human capital include investments in education, nutrition, and health care. Such expenditures are not consumption items but productive investments that produce tangible economic gains (Midgley, 1997a; Midgley & Livermore, 1997).

The concept of social capital can be used to refer to the volume and intensity of cooperative networks and social relationships in communities (Coleman cited in Midgley, 1997a, p. 197), but also to the creation of economic infrastructure such as roads, bridges, irrigation and drinking water systems, clinics, schools, and other facilities (Midgley, 1995). Sherraden (1991) mentions such form of social capital as Individual Development Accounts – savings accounts for low-income individuals that combine their monetary contributions with government matches.

Social programs can also contribute to economic development by assisting low-income people and welfare recipients to engage in productive employment and self-employment. Social workers now have some experience in this field through helping clients to participate in vocational educational programs, job placement, and creating micro-enterprises among low-income and special needs groups (Midgley, 1997a; Midgley & Livermore, 1997).

Issues and Controversies in Social Development

Sharp differences of opinion about key social development issues have emerged recently. They include questions about the possibility of attaining social development goals, the definition of social development, issues of its material vs. ideological focus, its relationship with economic development, and the concept of progress in social development (Midgley, 1997a).

While Midgley (1995) emphasizes the need for social development interventions that reduce poverty by raising people's incomes and standard of living, some other authors are more concerned with social development programs that promote ideational

goals. Thus, social development advocates tend to favor one of these approaches and neglect the other.

The emphasis placed on economic development is also contentious. Some authors don't think that social development programs should be closely linked to economic development. They are concerned that it may ignore the needs of a lot of people who are unable to participate in the economy, and the emphasis on labor market participation may result in the withdrawal of aid to needy groups. That is why it is critically important that the costs of developmental programs be recognized. Job training, human capital, and social capital programs cost money, and social development advocates need constantly to remind political leaders of this fact (Midgley, 1997a).

The very idea that economic development brings positive benefits to society has also been criticized. Some writers believe that economic development encourages selfishness and acquisitiveness, destroys traditional values, emphasizes mindless consumerism, and pollutes the environment (Arndt cited in Midgley, 1997a, p. 200).

The concept of progress in social development has been criticized as well. Many philosophers and social scientists point out that optimistic belief in the possibility of continued social and economic progress is not justified in the light of current realities (Midgley, 1997a).

Global Approach to Social Work

A key term today in relation to many aspects of life is globalization. The concept of globalization is relatively new and poorly defined. Giddens (1999) describes globalization as enhanced human interaction within a one-world system, and stresses "that we now all live in one world..." (p. 7). The prospect of increased social integration

is welcomed by some and rejected by others. Differences of opinion about globalization are the most vigorous in the realm of economic activities. The social work literature has tended to view economic globalization in negative terms. On the other hand, many studies have shown that economic globalization has both positive and negative consequences. Increased trade and planned international economic integration can bring real social and economic benefits. The potential of regulated, international economic integration to promote development and enhance social welfare is seldom considered. However, economic globalization frequently causes unemployment, deliberate exploitative destruction of natural resources and other social problems (Midgley, 2000).

Nowadays it is increasingly difficult for social workers to function effectively without an understanding of the global environment. There are forces beyond national economics and politics that have a direct impact on local well-being as economics becomes more and more transnationalized and international organizations such as the World Bank and International Monetary Fund increasingly influence social policy within countries (Hokenstad & Midgley, 1997).

When considering the world problems that are the most severe and carry the widest range of adverse consequences for the largest number of people one would probably identify poverty, inter-group conflict, and the degradation of the environment. In other words, the well-being of people throughout the world depends to a great extent on access to productive opportunities, peace and a healthy physical environment (Cox, 2000). Some other problems plaguing the world are drug trafficking, global warming, and infectious diseases (Ferguson, 1999). These problems are global in the sense that:

- few countries are immune from them;

- when any of these problems occurs in any one country, they invariably spill over into other countries; and
- the decisions and actions that lead to the problems are often taken outside the countries most affected (Cox, 2000, p. 161).

Some examples of such globalization are poverty caused by the marginalization of a country within prevailing trade, the impact of the external debt burden, civil unrest provoked by external interference in a country's affairs, and degradation of the environment caused in part by the activities of transnational corporations. Some of the problems have serious flow-on effects: child prostitution, child labor, various types of displacement, gender discrimination, exploitation of labor, the abuse of drugs, etc. All this requires some essential changes in social development, which is an on-going process of great importance for every country (Cox, 2000).

Social work with individuals is also increasingly influenced by global problems. Chief among them is the growing tribalization of world politics (Hokenstad & Midgley, 1997).

Ethnicity has become a major organizing principle for group activities. Political mobilization takes place around ethnic markets, and political parties are no more than ethnic parties in some countries. When such a party attains power, it is likely to act in ways that favor members of its own ethnic group over others. Some derive privileges on the basis of ascription and not achievement, and others feel discriminated against – thus, a source of group conflict is born (Mehta, 1997, p. 95). Conflicts in different parts of the world are creating an increasing number of refugees. Political refugees along with economic migrants produce cultural diversity that has direct impact on social work at all

levels of practice. Additional challenges of great importance are human rights violations, AIDS and other epidemics (Hokenstad & Midgley, 1997). Societies throughout the world are increasingly facing such problems as homelessness, chronic unemployment, environmental destruction, rural decay, and hyperurbanization. It is logical to apply a global approach to solving these problems (Ferguson, 1999).

It becomes more and more important for social workers to have an international perspective and understanding, to be fully aware of the international dimensions of what they are doing, and so able to make the necessary links through to the international level as opportunities present. Another aspect is looking beyond personal and local levels to the root causes of the presenting problems and engaging effectively at this level (Cox, 2000).

A global approach contributes to the recognition of the universals in the human experience. A global perspective requires the ability to live with diversity, pluralism, and value differences. However while values and knowledge at the abstract level of globalization may find considerable agreement, a number of unforeseen difficulties arise, such as the degree to which problems are encountered across countries and the manner in which they are manifested, value differences among members of the same gender group from different religions and cultures, and the role played by the media in publicizing social problems (Ramanathan & Link, 1999).

Internationalization of Social Work

Social work educators and practitioners have been slow to recognize the interdependence of national, continental, and cultural systems and thereby slow to encourage international awareness in their students (Ramanathan & Link, 1999). If the

social work profession is to put itself in a position to effectively respond to realities of global interdependence there should be some action to strengthen the international dimension of social work. Internationalizing social work is about placing the roles of the profession into the contemporary global context, recognizing the global nature of contemporary problems and creating a profession capable of responding effectively to these global realities, and preparing members of the profession for an international response to global problems, which means responding at all levels feasible and necessary for the resolution of those problems - usually international, national and local (Cox, 2000). For example, social workers at the local level are directly involved in working with refugees or helping displaced persons, at the national level they can become involved promoting economic and social justice policy, and internationally they can become active in combating human rights violations (Hokenstad & Midgley, 1997).

One priority is strengthening the profession's international institutional framework. Both the International Federation of Social Workers (IFSW) and the International Association of Schools of Social Work (IASSW) have active programs and involve social workers from around the world. Other international organizations such as International Council on Social Welfare (ICSW) and the Inter-University Consortium on International Social Development (IUCISD) also have close ties with social work. Most of their programs are directly related to social work's international role. All these organizations provide vehicles for international social work involvement and action.

Another priority is greater social work involvement in the United Nations and international nongovernmental organizations. Social workers have been involved in providing some leadership in the UN Centre for Social Development and Humanitarian

Affairs and in agencies such as the UN Children's Fund (UNICEF), the High Commissioner for Refugees (UNHCR), and the World Health Organization (WHO), but this involvement has been limited. Unfortunately, most international NGOs don't have a strong social work presence in spite of the fact that many have programs directly related to social work (Hokenstad & Midgley, 1997).

Finally, if social workers are to become more effectively involved in international organizations and global issues, the international dimension of social work education also must be strengthened (Hokenstad & Midgley, 1997). However there are still numerous debates in various countries over whether to include international content in social work curriculum and what content to include. European schools have been encouraged to increase international content related to economic and political unity among European nations. Social work education in Japan has traditionally been focused on domestic issues, and it is only recently that the interest to international education grew owing to the increased role of Japan in world affairs, "international social welfare problems" that arise from migration into Japan, and Japan's increasing number of international contacts. Social work in many countries in the Global South is taught using foreign material and at least an implicit comparative approach. In some countries social work programs make use of United Nations materials on issues such as sustainable development, children's rights and women's development (Ramanathan & Link, 1999).

Appropriate changes to the profession at local, community, regional and international levels are needed. Some of the most urgent roles of the profession include:

1. To enable the preparation, in all countries, of adequate numbers of social workers to implement the universally agreed social development goals.

2. To make possible, in all regions, the education of senior social workers to provide leadership in areas such as social policy, advocacy, social planning and administration.
3. To ensure the development and distribution of teaching materials pertinent to social workers' engaging with the core challenges confronting the modern world: poverty alleviation, conflict resolution, reconciliation and environmental impact.
4. To facilitate the development of networks of social workers around all aspects of social development (Cox, 2000).

Ramanathan and Link (1999) are of the opinion that social work educators, practitioners, and students, through developing their knowledge and applying their social work skills, will be able to address the global aspects of the human condition and actively take part in the improvement of the quality of life between independent countries. They suggest seven steps for becoming more globally oriented.

1. Making a personal review of global awareness.
2. Expanding knowledge of practice in a range of countries.
3. Understanding "cultural competence" and respect for language.
4. Analyzing global policy instruments built upon consensus.
5. Becoming historically aware.
6. Reviewing values and ethics.
7. Evaluating local variations and uniqueness.

Internationalization of Social Work Education

Strengthening international aspects in social work education can be done in most schools of social work by including the following issues in their current curricula:

- more focus on the key global social concerns;
- more focus on the nature of globalization, covering aspects such as human rights, global civil society and the organizational aspects of international community;
- more focus on social development as the context for social work, especially in social policy, community development, social action, advocacy, empowerment and capacity-building; and
- an internationalizing of the curriculum, generally through strategies such as a comparative approach to learning (Cox, 2000).

An example of strengthening the international aspect in social work education is introducing a master's program in international social development at the University of New South Wales School of Social Work in Sydney, Australia. The program utilizes a model of mutual learning and the problem-posing or issues-based method of learning (Ferguson, 1999).

Essential steps of the curriculum planning process suggest that a school first should assess the contribution of international content to the program's overall philosophy of social work, and then specify the desired objectives before selecting specific content. An expert opinion study on the potential of an international dimension in social work education was conducted in the United States between 1982 and 1984. Two groups of experts were asked to identify objectives and content for international study within professional education. Among frequently mentioned objectives were informed citizenship and international practice, cross-cultural understanding, active participation of students in assuming roles as colleagues and participants in international social work organizations, and understanding international issues affecting domestic practice. A

number of respondents noted that education in international issues should attempt to involve and motivate students, not merely provide them with information. This involvement should focus on two areas: (a) stimulating active concern for the survival issues of the third world; and (b) encouraging interest in participation in international professional activities. The international component of the curriculum was seen as linking the content to domestic practice and expanding students' concepts of their professional roles and responsibilities (Healy, 1988).

Social Work and the Global Economy

The social environment has been profoundly altered in the past fifty years by the globalization of market economies. To facilitate development, which is defined as increasing industrialization and commerce, the borders and markets of many nations in Africa, Latin America, and Asia were opened to penetration by transnational corporations seeking to exploit the cheaper labor of the Global South (Ramanathan & Link, 1999).

Globalization of economic markets and international agreements that promote "free trade" now are changing the economic and social environments of all nations in ways that have profound impact on individuals, families and communities. "Free trade" policies result not only in greater class stratification, but also in greater ownership of vital resources of nations by transnational corporations.

Social consequences of economic free market policies are genocidal for indigenous peoples, peasant populations, and non-technical societies. All working people are placed at risk of losing employment through plant closings or transfer of production to non-union, low-wage sites under this type of economic growth (Prigoff, 2000). Capital-absorbing and labor-saving production technologies reduce the need for human

labor in almost every manufacturing category. Workers are being transferred from permanent jobs to short-term employment in an effort to reduce wage and benefit packages, cut labor costs, and increase profit margins. Falling real wages and job insecurity plague societies causing family breakdown and welfare dependency. Pension schemes, welfare payments, and health care subsidies are the primary targets for budget cuts (Wagner, 1997). Without awareness and united, organized responses the global economic system is likely to marginalize and exclude the majority of the world's population from participation in productive economic activity, and from its rewards (Prigoff, 2000).

It would be difficult to overestimate the central role of the World Bank and the International Monetary Fund (IMF) in the negative outcomes of international economic development projects undertaken by nations in Africa, Latin America, and Asia during the latter part of the 20th century (Ramanathan & Link, 1999). These two international banking institutions were founded by the United States and the United Kingdom at Bretton Woods in 1944. The goal of the World Bank was to promote the development of the countries of the Third World by lending for "specific projects" that would build the infrastructure of a developing nation and thus help alleviate poverty (Prigoff, 2000). Instead the World Bank and the IMF turned out to be the lending institutions that promoted "developmental" loans that bankrupted nations; later they designed mandatory austerity programs for indebted governments seeking new loans to refinance due interest payments (Ramanathan & Link, 1999).

Structural adjustment programs (SAPs) were designed by the IMF and supported by the World Bank. They are imposed on nations that apply to the IMF for refinancing

because they have fallen behind in their balance of payments (Prigoff, 2000). SAPs are economic reform programs accepted by the Third World governments intended to 'readjust' these economies to the lower immediate standard of living enforced by multiple economic crises (Messkoub, 1992). SAPs require debtor nations requesting refinancing to foster trade by the elimination of restrictions on imports and exports; to privatize national resources and public utilities; to cut back public services in health, education, housing and public assistance; to raise prices for goods and services while reducing wages for labor; to devalue the currency; and to make loan repayment the national priority (Campfens, 1997; Ramanathan & Link, 1999; Prigoff, 2000).

The prescribed "adjustments" are supposedly needed to make the nation competitive in a global market, but instead they result in destabilization of long-established, self-sufficient communities (Prigoff, 2000). The social costs of adjustment are much greater, especially for women and children than was originally expected, and the long-term implications for development of the collapse in social investment, in a whole generation of people, are far worse than had been appreciated (Messkoub, 1992).

The World Bank itself has now evaluated some of the negative outcomes of development projects and acknowledged problems that merit public concern. Three of these admitted problems are: (1) financial losses and long-term drain on the economic potential of nation-states; (2) environmental deterioration or even permanent environmental degradation; and (3) loss of the resource bases of indigenous and peasant groups as well as of urban dwellers (ESD/Environmentally Sustainable Development, 1995).

Wagner (1997) is of the opinion that in a global economy professional social work should become more attentive to the structural – and therefore political – issues involved at the national and global level. Thus, the answer to mitigating the effects of long-term unemployment, labor insecurity, and low income may be local empowerment or area-based strategies for securing the welfare of citizens.

The profession of social work has a unique opportunity to help local communities respond effectively to the challenge of economic globalization. It has always been linked to issues of economic justice. The aim of community development and related social work strategies should be to strengthen the bonds of local and functional communities as autonomous but interdependent parts of a global society (Wagner, 1997).

To provide leadership on economic issues, social workers need skills in organizing and in political action; knowledge of the economic profile of communities in which they work; and knowledge of the tools, methods, and limitations of economic theory and practice. Social workers and other health-service providers, in partnership with community organizations, can be effective in building public awareness and community-based action, expose the bankruptcy of their leadership, and build alternative systems that support sustainable human development (Prigoff, 2000). Growing numbers of NGOs are engaged locally and globally in specific projects to heal the wounds of traumatized populations through programs for social integration and economic justice. Common features of programs that are empowering for people emphasize mutual self-help and shared participation in decision-making. Social workers are adept at mediation, conflict resolution, community organization, networking, and coalition building. To achieve goals of economic justice, to confront and deconstruct the current system of

corporate domination of the world's economy, those are vitally needed skills

(Ramanathan & Link, 1999).

Social workers and educators know that investments in human development bring rich rewards to people, communities, and nation states in the long term, but are not likely to bring payoffs which are immediately visible. Policies that clearly represent failure to invest in human development are policies which have withdrawn governmental funding from those human social services that provide a "social safety net" for "at risk" sectors of a population lacking minimal income through employment or other sources of support (Prigoff, 2000).

It has become clear recently that community organizations in areas confronting reduced resources will need to develop income-generating projects in addition to the more traditional forms of community service. Economic security is a priority need in every community. Availability of access to food and water, clothing and shelter – the basic essentials of human survival – takes precedence over other goals and objectives (Prigoff, 2000).

Sustainable Development

The social work profession widely applies a person-in-the environment approach, but tends toward a narrowly specified concern with the person's immediate social environment. Now the condition of the global physical environment requires an adequate social work response through "incorporation of the environmental, economic, and political dimensions of society, as has been suggested by the sustainable development movement" (Hoff, 1997, p. 27). Environmental problems are increasingly seen to be threatening the sustainability of human livelihoods around the globe (Clapp, 1997).

Hoff (1997) recognizes two major dimensions of human impact in the degradation of the physical environment: pollution and depletion. Degraded environment exacerbates the disease-causing power of bacteria, viruses, genetic and hormonal disorders, and physical and mental stress.

Once separate issues of environment and development are now linked. Environmental degradation is driving a growing number of people into poverty (Brown, Flavin & Postel, 1991). Environmental crisis is directly related to a variety of other social concerns: staggering rates of unemployment, increasing rates of hunger and malnutrition, escalating violence and war, etc. (Hoff, 1997).

Human institutions, from local to global, are facing a range of ecological, economic and social challenges. Ecologically, it is becoming evident that much of our industry, agriculture and use of natural resources is non-sustainable. Economically, we are witnessing the now nearly complete disappearance of centrally planned economies. Powerful trends towards the use of market forces and market-based policies are evident throughout the world. Socially, there is growing distrust of and alienation from the system of governance. This is closely connected with a decreasing ability to address basic social issues such as crime, drugs, poverty and homelessness. The most widely accepted attempt to address the integrated nature of these three challenges has been the concept of sustainable development (Robinson & Tinker, 1997).

Sustainable development is “development that meets the needs of the present without compromising the ability of future generations to meet their own needs”. It contains within it two key concepts:

- the concept of ‘needs’, in particular the essential needs of the world’s poor; and

- the idea of limitations imposed by the state of technology and social organization on the environment's ability to meet present and future needs (World Commission on Environment and Development, 1989, p. 43).

Sustainable development refers to a system that grows toward a higher standard of functioning and maintains the availability of its resources through regeneration and renewal (Prigoff, 2000).

While sharing a common concern for the fate of the earth, proponents of sustainable development differ in their emphasis on (1) what is to be sustained, (2) what is to be developed, (3) the types of links that should hold between the entities to be sustained and the entities to be developed, and (4) the extent of the future envisioned (World Commission on Environment and Development, 1999, p. 23).

The emphasis on what is to be sustained falls within three major areas: nature, life support systems, and community. The most common areas of focus are life support systems. Nature is to be sustained not only for its utilitarian service to humans, but also for its own intrinsic value. The concept of communities to be sustained covers distinctive cultures, particular groups of people, and specific places.

The emphasis on what is to be developed also falls within three major areas: people, economy, and society. Most often the major area of concern is economy. Yet another form of development stressed is human development. It focuses on the "quantity" of life (survival of children, increased life expectancy), and on the "quality" of life (education, equity, and equal opportunity). Finally, society development emphasizes the well-being and security of national states, regions, and institutions and, more recently, the valued social ties and community organizations known as social capital.

As far as the links are concerned, 'and' is the operative conjunction between what is to be sustained (the environment) and what is to be developed (the economy and society). Some views focus almost entirely either on the sustaining or on developing. And, finally, it is generally thought that sustainable development is meaningful only if it is intergenerational. The range is usually from a single generation of 25 years or so, to several generations, but often what is really meant is forever.

The sustainable development movement asserts that the critical condition of the planet and increasing impoverishment of an increasing proportion of the world's population are rooted in a global economic system devoted to profit and growth. It stresses the necessity for economic policy to give priority to the production of resources to meet the basic needs of people, rather than production of luxuries and amenities. It challenges the distribution of power and wealth within individual societies, as well as the inequality between the industrialized and poor nations of the world (Hoff, 1997). It emphasizes the significance of making the exploitation of resources, the direction of investments, the orientation of technological development, and institutional change consistent with future as well as present needs (World Commission on Environment and Development, 1989).

Critical objectives for the environment and development policies that follow from the concept of sustainable development include:

- reviving growth;
- changing the quality of growth;
- meeting essential needs for jobs, food, energy, water, and sanitation;
- ensuring a sustainable level of population;

- conserving and enhancing the resource base;
- reorienting technology and managing risk; and
- merging environment and economics in decision making (World Commission on Environment and Development, 1989, p. 49).

Employment issues on both national and global levels are directly or indirectly interconnected with efforts to achieve environmentally sustainable development. The achievement of sustainable development requires appropriate social policies that would moderate poverty (Simai, 1995). Current patterns of acute poverty in less industrialized countries and overconsumption in industrialized countries contribute to global environmental problems. Environmental quality often suffers from poverty because the impoverished, particularly in the South, often have no choice but to degrade the very environment from which they gain their livelihoods. They lack access to land and money which would enable them to make their living in a more sustainable manner (Clapp, 1997).

Social workers can participate in the sustainable development movement by becoming actively involved with local experiments in various aspects of sustainable living and local and regional policy planning, as well as by engagement with national policy-making and international social movements for human rights, social justice, and environmental restoration and protection (Hoff, 1997).

Some Global Issues

Poverty

Widespread poverty is now a global phenomenon and one of the greatest challenges to social work, both domestic and international. It is the root of many if not

most other social problems: migration, the spread of AIDS, drug production and use, street children, child labor, homelessness and malnutrition (Healy, 2001). Most of the poorest people live in rural areas. They usually endure unbalanced diets and malnutrition; have lower health standards than urban people and less access to clean water and sanitation (Isbister, 1991).

Wide discrepancies between rich and poor are found not only in advanced capitalist countries, but also in the poor countries of the world. Poverty is never shared equally. Moreover, it appears that when economic growth takes place in poor countries, it makes upper-income groups richer while failing to improve the status of the poorest.

Poverty is not shared equally by the sexes. Women receive less health care than men, their illiteracy rates are higher. They usually work long hours, because in addition to their work outside the home they almost always do all the work inside the home (Isbister, 1991).

Poverty in Europe and Central Asia is largely the result of economic and social dislocation associated with transition, and bad labor market outcomes, such as the loss of a paying job, the failure to be paid for work completed, or insufficient income because of a lack of the skills needed to compete in the new, more market oriented economy. For those who are not able to work – children and the elderly – poverty is linked to a decline in public transfers and other forms of income support, and to being one of many dependents living on few and low incomes (World Bank, 2000, p. 110).

The increase in poverty during the transition period is caused by two factors: the drop in output (and hence in consumption) and changes in its distribution. But behind these two factors lies a complex interaction of economic, social, and political processes.

One of the fundamental factors is the extent and quality of the economic reforms that countries chose to implement.

The importance that countries attribute to fighting poverty varies greatly across transition countries: from those that spend considerable part of their GDP redistributing resources, with a demonstrated positive impact on poverty (such as, for example, Poland) to countries where, despite high levels of poverty, policymakers consistently fail to take effective steps to help the poor.

Efforts to reduce poverty must address its economic, institutional, and political causes simultaneously. On the economic front, the key issue is access to assets and opportunities. On the political and institutional front it is necessary to ensure that state institutions and the political processes do not discriminate against the poor. The poor need a more direct voice in the interventions that affect them and the ability to organize and influence the political process (World Bank, 2000).

Inclusive state institutions are a necessary precondition to fighting poverty in a sustainable way. But for state institutions to become inclusive, they first have to be effective, accountable, and representative. However it is can be a difficult task to change state-level institutions. That is why building accountable and inclusive institutions at the local level can be a first step toward systemic change. Empowerment of the community takes on particular importance in Europe and Central Asia because the centralized and authoritarian regimes had a devastating impact on “community” and “society”. In order to transform subjects back to citizens, governments may have to reconstruct and empower civil society, construct new bases for community and social cohesion, and decentralize government institutions (World Bank, 2000, p. 196).

Global Graying

Data on demographic changes indicate reductions in both fertility and mortality rates. Global graying is often perceived as a problem because of perceptions about its negative effects, although there is abundant evidence that the majority of older people live productive lives, with health expenses a significant cost only in the last years of life. One of the concerns is the anticipation that there will be an inadequate supply of caregivers because of smaller family sizes. Another concern is that state finances will be inadequate to support the increasing dependency of older people (George, 1997).

Because of the restructuring of the labor market older workers face redundancy or early retirement with little chance of re-entering the labor market. Policies designed to retrain and reemploy older workers have been largely unsuccessful (Laczko & Phillipson cited in George, 1997, p. 62).

Changes in the labor market in developed countries have led to increasing unemployment among men and increasing employment of women, particularly part-time employment. The necessity of providing care causes women to leave the work force, with a reduction in family income. Families are increasingly expected to take responsibility for their older members.

Social work with older people is increasingly affected by rationing of services and cost shifting from the state to families and from public to private agencies. Social work's concern implies a commitment to social change and the improvement of people's well-being. This includes understanding the nature of welfare pluralism and the opportunities it may provide for innovative collaboration among state, nongovernmental agencies, communities, and families.

Social work's challenge in working with elderly has several dimensions. First, old age must be reconceptualized in a way that avoids agism, stigma, and patronage. Second, social work is challenged to maintain clarity on its moral and ethical positions. The third challenge is to accept change and work in new ways. The final challenge is to social work education. The response of social work to these challenges is based on a belief in social development as a way forward that is applicable to both developing and developed countries. The most important and difficult challenge is to achieve social integration, with all it implies for participation, empowerment, autonomy, equality, and citizenship (George, 1997).

Ethnic Conflict

Ethnicity has become a major organizing principle for group activities throughout the world. Political parties are no more than ethnic parties in some countries. When such a party attains power, it is likely to act in ways that favor members of its own ethnic group over others. Thus a source of group conflict is often born. In ethnic conflicts the escalation from ethnic superiority to "ethnic cleansing" and then subsequently to genocide can become an irresistible process.

Recent technological advances in warfare have significantly heightened its dangers and devastating effects for mankind. A lot of people in the areas of conflict are killed, wounded and displaced. Women and children are imprisoned, tortured, and raped as a strategy of war, or as a part of collective punishment of families and entire communities, or as a means of extracting information. Manipulation of food supplies, abuse of humanitarian aid, and cutting water supplies result in massive deaths. Many problems arise not just from military, but also from economic warfare. Sanctions imposed

by outside world experts to exert pressure on political leaders inflict suffering on vulnerable groups in the target country. Resulting poverty and lack of development fuel hatred and escalate hostilities.

Social workers need a new competence for making political analysis and achieving a full understanding of the complex conditions that contribute to conflict. They also need competence in preventive diplomacy through the interventions of nonpolitical actors such as NGOs, experts in peace research, academics, and development specialists and practitioners (Mehta, 1997).

Ramanathan and Link (1999) present a model for understanding ethnic diversity conflict, based on a global analysis. The model identifies five major factors that cause ethnic diversity conflict. The individual response to difference includes micro explanations of ethnic diversity conflict. The remaining four factors deal with macro explanations: human migration, colonialism, political systems, and culture. Each of these five factors in turn has contributing factors.

One of the major factors relating to conflict around diversity is the range of human responses to difference. The degree to which ethnic differences deviate from the subjective norm of the dominant group determines the emotional strength of the negative reaction. These reactions are categorized in the model under four subheadings: intergroup relations, knowledge about cultures, individual psychology, and awareness and sensitivity.

Migration can be viewed as a natural response of humans to ecological, social, political, ideological, and economic change affecting their habitat. Seven conditions are categorized in the model under human migration: political persecution, religious

persecution, natural disasters, civil war, employment, postcolonial access, and exploration.

In the context of political systems, three factors contribute to diversity conflict: changing hegemonies, nationalism, and changing ideologies.

Culture is closely associated with socialization, the process by which individuals become identified with their culture. The presence of or the need to interact with other cultures may be seen as a threat. Six categories under culture are identified in the model as contributing to ethnic diversity conflict: race and ethnicity, values and beliefs, art forms, language, rites and traditions, and religion.

Power and economics influence the response to differences at varying levels of phenomena and may contribute to ethnic diversity conflict. In the model economics is linked with response to difference. Discrimination in social policies results in unequal distribution of resources and in turn adds to diversity conflict. Human migration is linked with economics: the search for survival or improvement of economic standards motivates population changes, which in turn may create diversity conflict. Culture and economics are also linked and lead to ethnic conflict because some cultural expressions may be resourced better than others. Economics and power are represented in the model as overlapping concepts because they are inextricably linked. Ultimately, all ethnic diversity conflict is influenced by these two factors.

The value of an international analysis of a social problem such as ethnic diversity conflict is that it promotes recognition that many issues are shared worldwide, even though the degree to which the problem is experienced may differ from region to region (Ramanathan & Link, 1999). As part of the new political climate following the end of the

Cold War, the major powers have demonstrated a greater political will to use the United Nations to seek solutions to conflicts. In spite of all the accomplishments, the financial constraints on the United Nations and the limited enthusiasm for peacekeeping operations among its Member States have shifted the burden to nongovernment organizations. However, NGOs lack the means to exercise international pressure and sanctions and thus bring about conflict resolution on their own (Mehta, 1997).

The role of social workers has been that of change agents at different levels of practice. In the area of diversity conflict, social workers as change agents attempt to understand and work with factors related to ethnic issues. They undertake a range of interventions: they advocate, counsel, mediate, educate and implement programs in collaboration with a range of clients – individuals, groups and communities. In planning intervention to dissipate ethnic diversity conflict, a balance of power and economic resources are required to put clients, groups and communities on the road to self-sufficiency.

As educators and counselors, social workers have a dual role. One is to demonstrate to the public, through hard data and actual cases, that incoming ethnic groups are an economic asset to the country, once they have achieved a level of sustainable development. At the other end, social workers can take a social development approach in work with ethnic groups, in which they not only achieve a level of self-sufficiency but their productivity benefits the economics of the surrounding community (Ramanathan & Link, 1999).

The social work profession is ideally suited to work in the emergency relief and rehabilitation programs needed in the early and midcrisis phases of ethnic conflicts. It

should also play an important role in postdisaster reconstruction and preventive action. Social workers should learn to work in the field of early warning and use the tools that have been devised. Although those tools are unlikely to predict the exact date of outbreak of a conflict, they can help alert the international community to conditions in countries and patterns of events and actions that could easily lead to a crisis. Another important activity is to provide technical assistance to governments in the social sector in their efforts to formulate new social policies. The building of a civil society in nations and regions with the potential for ethnic conflict also is an important objective of timely preventive action (Mehta, 1997).

Refugee Problem

The refugee problem is one of the most serious crises facing humankind today. The enormous growth in refugee numbers, the complexity of the political situations that account for the problem, the phenomenon of internal displacement, the prevalence of violence against refugees, the hostility they experience in host countries, and many other factors have compounded the problem. The international refugee problem is full of both human and financial costs. Many countries today are experiencing difficulty in providing for the large influx of refugees (Mupedziswa, 1997).

While the refugee problem was previously associated with major wars, the pervasiveness of armed conflict has created a situation in which many people in different countries are being uprooted. Also, while refugees previously returned to their homes after hostilities had ceased, many are now permanently displaced because of continuous political instability.

Today, the international refugee problem has reached crisis proportions, and that is why increased international efforts to address the problem are needed. Refugees often find shelter in low-income countries unable to support them. Many governments are becoming unwilling to receive refugees despite being signatories to international refugee conventions (Midgley, 1997a).

In the efforts to address the plight of refugees the UN High Commissioner for Refugees (UNHCR) has formulated a comprehensive strategy based on five elements: prevention, preparedness, response, protection, and solution. Social workers can be involved in all elements. They can play the roles of psychological counselors, and case managers. They can help refugee communities improve their environment, facilitate the empowerment of refugees by engaging in advocacy and lobbying for them. They are likely to be more effective when they join with refugee organizations and other politically active groups who seek to promote the interests of refugees (Mupedziswa, 1997). However the ability of UNHCR to respond effectively to refugee crisis is becoming increasingly strained ((Midgley, 1997a).

The major challenge facing social workers in the context of the current global refugee crisis is lack of specialized body of knowledge related to social work practice with refugees, as there is little curriculum content in social work education dealing with the subject (Mupedziswa, 1997).

The International AIDS Crisis

The widespread pandemic of HIV and AIDS affects all nations, in differing ways and with differing effects. In less developed countries, AIDS causes either a quick death from related illnesses and infections or a slow painful death that requires complex and

specialized care to which not everyone has access. In more developed countries AIDS is a chronic illness requiring complicated and costly ongoing treatments for those who have access to care (Mancoske, 1997).

The economic impact of the pandemic affects families, businesses, and even national economies. The death of large numbers of workers in their prime productive years means shortages of skilled labor, wasted investments in training, and the expense of hiring and training new laborers (Healy, 2001). Families living on the edge of malnutrition are pushed into desperation when young adults die. When large numbers of the middle generation are sick or dying, resources are devoted to caring for the ill, reducing access to other things that families need (Mancoske, 1997).

A matter of special concern is the number of children orphaned by the AIDS-related deaths of their parents. Child mortality has also increased. Children die both directly from AIDS and indirectly from malnutrition and lack of care (Healy, 2001).

Social workers in their struggle with AIDS take on a variety of roles, including provision of supportive counseling to AIDS sufferers and their families, development of community support networks to assist those with AIDS, health education, and research (Ankrah, 1992). With over two decades of experience with AIDS, broadly defined social developmental approaches have been shown to be effective in controlling the further spread of HIV. Three key areas in which social work contributes to this aspect of social development are mobilizing resources, organizing communities to promote development, and helping vulnerable populations become more productive (Mancoske, 1997).

Feminist Perspectives on Development

Under economic restructuring it is women particularly who face the responsibility for managing household resources. Women have to work hard both outside and at home (Messkoub, 1992). There is little recognition of the additional domestic burden of women. In the domestic sphere women remain responsible not only for the majority of material tasks, but also for the emotional and administrative activities of running the household. Women also remain the 'health guardians' of contemporary society, maintaining primary responsibility for family health care (Hessing, 1997). Women can only cope with pressure by reducing their resting time, at the expense of their physical health (Messkoub, 1992).

Globalization has eroded the material conditions for the male breadwinner and his dependent wife and family. Previously, women were 'secondary participants' in the labor force. They worked outside the household only to help the men to support the family. Now women are expected to work outside the household whether they want it or not (Simai, 1995; Young, 2001). Women usually constitute a cheap and flexible labor force and are often employed ahead of males. Women are considered more productive, submissive, and less likely to form unions demanding better wages and working and health conditions (Kerr, 1999).

The rising integration of women into the labor force means a greater disparity among women of different classes, races, and national belonging. As a result of the expanding international service economy, young, well-educated females succeed in entering the middle and upper echelons of the finance and business world. They have the advantage of falling back upon mostly cheap, often illegal immigrants, to perform

household chores and child rearing. The “mistress” and the “maid” are separated by different racial, ethnic, and national backgrounds.

The integration of women into the global market has an unintended side effect: it can weaken local patriarchal structures. In the process of resisting male domination through integration in the global economy women are losing the protection offered by local patriarchal culture. This loss of local protection can be redressed through international conventions on human rights. Women can also gain more representation in international law in matters involving human rights and refugees (Young, 2001).

A feminist perspective that focuses on social divisions and the resulting power relations can assist in the understanding and exposure of the power dynamics embedded in social development projects. Feminists have played an important role in highlighting the importance of gender in the development process. However, as a result, women in diverse parts of the world have been erroneously treated as a homogenous category sharing identical interests and concerns. The widespread publicity defined feminism as the activities of young, white, able-bodied, middle-class women. The voices of many other women – white working class, black middle-class, black working class, older, and disabled women, among others – were discounted.

A commonality of interests cannot be assumed. Women need to acknowledge that they can be and have been involved in oppressing other women.

The commitment to social change can mark feminist’s departure from a more traditional women-centered approach to social work practice. Social workers can become involved in women’s movements by responding to their struggles for liberation and self-

determination in empowering ways. They should become professionals who are at the service of women, instead of experts who tell women what to do (Dominelli, 1997).

The feminist strategies to create sustainable and equitable economies reflect the pluralism of feminism and of the women's movement itself. Kerr (1999) presents just five strategies through which feminists are challenging the economic status quo:

1. transforming mainstream economics;
2. challenging the World Bank;
3. influencing corporate behavior;
4. lobbying national governments; and
5. fostering participatory economics. (p. 194-195).

Community Action for Survival, Recovery, and Sustainable Human Development

Within the environment of structural change, the question arises how communities (often assisted by NGOs) and the state respond to people's basic human needs and day-to-day problems, as viewed from the perspective of community development (CD) (Campfens, 1997).

In the past, community development as addressed by social workers has focused primarily on the social and health needs of communities. The developmental approach to social work stresses the need to develop income-generating projects in addition to the more traditional forms of community service. Economic security is a priority need in every community. Availability of access to food and water, clothing and shelter takes precedence over other goals and objectives. Community organizing is needed to form the local participatory groups that can reconstruct local enterprises and operationalize community economic development (Prigoff, 2000).

In the South, especially in Latin America, there has been a rapid growth in grass roots organizations that address basic family consumption and income requirements in a general environment of survival. Organizations of this type are usually based on the self-help principle and the practice of a radical political discourse that is feminist, antiracist, and liberationist. The community-based groups are often assisted by NGOs, churches, and political parties. The search for new models and social experiments in CD is evident in some Third World regions. NGOs in Bangladesh, for example, have pioneered an approach based on co-operative groups aimed at poverty alleviation and integrating a variety of programs, such as literacy, family planning, nutrition, and primary health-care education, with income-generating projects that target women, poor farmers, and landless peasants.

Development practitioners, community leaders, and government planners in the developed nations of the North perceive co-operative forms of community organizing and community economic development as a practical alternative for strengthening communities socially and economically (Campfens, 1997).

From an international perspective CD has been one of the most significant social forces in the process of planned change (Chekki cited in Campfens, 1997, p. 20). One of the significant advances in CD in recent years has related to the growing demand for a form of planned change that empowers marginal groups to participate in community and institutional decision-making processes, either through their own social organizations, or as representatives of their own grass roots organizations on communitywide councils (Campfens, 1997).

Bregha (cited in Campfens, 1997, p. 22) noted two different objectives of CD: 'development as increase in resources and productivity' as having been the major focus of CD in the developing world, and 'development as allocation of assets and power' as the major preoccupation of CD practice in the societies of the industrialized West (p. 22).

Skills in program administration, training and supervision prepare social workers to function as managers, helping communities mobilize to achieve their own goals. They can also contribute to community economic development as technicians and consultants (Prigoff, 2000).

McKnight and Kretzman cited in Prigoff (2000, p. 216) introduce "asset mapping" to the field of community economic development. The concepts and asset mapping techniques are valuable tools for the implementation of a strengths perspective and approach to social work practice. The asset mapping approach focuses on the assessment of community capabilities and resources. The primary building blocks for the rebuilding of neighborhoods include individual assets (skills, talents and experiences of residents, individual businesses, home-based enterprises, personal income, and gifts of identified people) and organizational assets (associations of businesses, citizen associations, cultural organizations, communications organizations, and religious organizations). The secondary building blocks are assets located within the community but largely controlled by outsiders. These secondary building blocks include private and non-profit organizations (higher educational institutions, hospitals, social service agencies), physical resources (energy and waste resources, vacant land, commercial and industrial structures, housing), and public institutions and services (public schools, police,

libraries, fire departments, parks). Other building blocks are potential resources: public welfare expenditures, public capital involvement expenditures, and public information.

Conclusion

The literature review was organized into two broad sections: teaching methodology and international social development.

The first section includes some important aspects of designing and delivering a new course. The systematic approach to course development, step-by-step procedure with detailed explanation of the place and significance of each aspect – formulating course objectives, choosing teaching methods, teaching materials and student evaluation methods – is of particular importance for me, and all the lecturers designing new courses who have little or no experience in University teaching.

The section on international social development provides an overview of some theoretical aspects of social development, examples of the relationship between social development and social work, explores some global problems and social work's response to them, and addresses some aspects of community development in the era of globalization. Working at this section of the literature review allowed me to synthesize separate themes and topics into a new, enriched vision of the course content in comparison with the one I had at the beginning. In my opinion, this contributed to the integrity of the course being developed. The topic of international social development including goals, features, values and principles, and especially strategies of social development and types of productivist programs forms a theoretical framework for the whole course. The topics of globalization and sustainable development supplement this

theoretical framework. This framework allows for a review of different global problems through the prism of social development resulting in a somewhat different understanding of their causes and impacts as well as the efforts required to reduce their negative consequences. The last topic of the course is community development strategies. This is of considerable significance and it is possible to apply this theoretical framework both to analyze concrete developmental programs and promote solution in the Ukrainian context.

Chapter 3

Practicum Context and Implementation

Practicum Context

This practicum took place under the auspices of “The Reforming Social Services: Canada-Ukraine Project”, a partnership project between the Faculty of Social Work of the University of Manitoba and the Lviv Polytechnic National University. One of the activities of the Project was to develop a sustainable undergraduate social work program at the Lviv Polytechnic. The mission of the program is to contribute to social development reform by educating social workers committed to social change, and with the required skills and knowledge to provide both direct and indirect services in response to a variety of social needs. The program’s significance cannot be overestimated in light of the fact that social work education is in the initial stage of development in Ukraine.

The majority of social work courses taught thus far at Lviv Polytechnic have been developed and delivered by Canadian instructors. The International Social Development course is included in the curriculum and had to be developed.

Practicum Task and Focus

In the immediate context there was a need to develop a course on International Social Development to be taught to the fourth-year Social Work students in the new Social Work Program at the Lviv Polytechnic National University. This practicum was based on the need to develop the content and teaching methodology for this course. There was an applied dimension to the practicum as I was to teach the International Social Development course in the Lviv Polytechnic Social Work Program. In a broader sense I was also interested in learning about general teaching approaches that could be used for

Social Work courses, and an approach to the development of course content and instructional methods that could be applied to other courses in the curriculum.

There were two primary learning objectives for this practicum. They were: (a) to learn to develop a course in social work; and (b) to learn more about international social development. There were also several secondary objectives, namely: to acquire a systematic approach to course preparation; to gain experience in choosing the content for a new course by reflecting on the importance, difficulty, and organization of themes to be presented; to learn the criteria for selecting proper evaluation instruments; to learn to develop evaluation instruments; to get acquainted with recent teaching methodology; to learn to choose teaching methods applying such selection criteria as levels of cognitive objectives targeted, the degree to which a method promotes independent and continuous learning, and the number of hours of preparation, student contact, and correction it requires; and to gain experience in detailed course planning.

There were important reasons for undertaking this practicum. In addition to providing an opportunity to develop this particular course which I taught in the fall of 2002 it provided me with the experience of developing a new course, helped me improve my teaching skills.

Stages of the Practicum Development

Two stages of the practicum development can be distinguished: the preliminary stage, and the practical stage. At the preliminary stage the following activities were completed: (1) becoming acquainted with the structure of social work courses taught at the University of Manitoba incorporating international dimension; (2) meeting with Dieter J.Schonwetter, the Associate Director of Teaching Services of the University of

Manitoba; (3) reading literature on methodology; (4) reviewing literature on international social development; and (5) selecting teaching materials.

The practical stage consisted of the development of the course materials and preparation for teaching. It included the following activities: (1) developing the rationale for teaching the course, (2) developing learning objectives; (3) selecting specific topics to be covered; (4) assigning time needed for covering each topic depending on its significance and difficulty; (5) selecting teaching methods; (6) designing evaluation methods; and (7) selecting reading materials. The final product of the practicum is the course manual containing course syllabus, course outline, and detailed lesson plan, as well as teaching materials including required and supplementary readings.

Activities Completed at the Preliminary Stage

(a) Acquaintance with the structure of social work courses incorporating international dimension

As I had no experience in course development I reviewed teaching materials for the courses related to international social development delivered to BSW students at the University of Manitoba. These were International Social Development (47:408 LO1) and International and Local Community Development: Working for Social Justice (47:420 L11). The materials included course outlines, textbooks recommended for the courses, and required readings. I was interested in the learning objectives for the courses, themes covered, and the number and types of assignments. This activity provided me with some general ideas about the content of the course and types of assignments. It also provided me with a list of literature on international aspects of social work and social development, which I could use further for selecting course materials.

(b) Meeting with Dieter J.Schonwetter, the Associate Director of Teaching Services of the University of Manitoba

Following the advice of my adviser Brad McKenzie, I had a meeting with Dieter J.Schonwetter, the Associate Director of Teaching Services of the University of Manitoba. The purpose of the meeting was to obtain recommendations concerning the development and delivery of the course as well as literature on methodology. By the time of the meeting I had already read some books on methodology. Dieter J. Schonwetter provided me with some advice about teaching the course, answered some questions of mine dealing with some peculiarities of course delivery, stressed the importance of student motivation, ways of evaluating students' knowledge, and recommended some books that could be useful, especially for beginners in course development.

(c) Reading literature on methodology

In accordance with one of the primary learning objectives for my practicum to learn to develop a course in social work I reviewed books and papers on teaching methodology. I found two books particularly useful: Charting your course: How to prepare to teach more effectively by Pregent (1994), and Teaching tips: Strategies, research, and theory for college and university teachers by W.J.McKeachie (1999). The book by Pregent provides a comprehensive step-by-step explanation of the process of course preparation and recommendations for its delivery. The book by McKeachie, in addition to presenting some good strategies for teaching and evaluating students' learning, suggests an interesting idea of a countdown for course preparation that allows for better understanding of how much time is needed for different activities in course preparation.

Some papers reviewed also contributed to my understanding of teaching methodology. These were “How to become an excellent tertiary-level teacher. Seven golden rules for university and college lecturers” by Ellington (2000), and two papers from the book Effective teaching in higher education: Research and practice” edited by Perry and Smart (1997): “Turning work into play: The nature and nurturing of intrinsic task engagement” by Covington and Wiedenhaupt, and “Teaching effectively: Which students? What methods?” by Perry.

The reviewed literature provided me with a framework for developing a course as well as the knowledge of the latest achievements in teaching methodology. The major conclusions I drew from the readings were as follows:

- Formulating course objectives is of great significance, as the choice of text, the selection of the type and order of assignments and the choice of teaching techniques derive from them.
- It is easier to build up the content of the course if the instructor finds a book covering at least 50 per cent of the themes of the course. The rest can be supplemented from other teaching materials.
- There is a great variety of evaluation methods. It is easier to select proper instruments if they are connected to Bloom’s taxonomic levels. Essay tests, oral tests, and assignments allow proper evaluation of the attainment of objectives from upper taxonomic levels.
- Lectures can be as effective as any other teaching methods, especially when they are combined with discussion.

- The role of university instructors today is changing from teachers to facilitators of learning, i.e., their main role is to help their students to learn. The better the instructor understands students' motivation and way of learning, the more he/she can help students.
- The instructor should constantly monitor and evaluate her/his own performance.

(d) Reviewing literature on international social development

I started reviewing literature on international social development with the textbooks for the courses International Social Development (47:408 LO1) and International and Local Community Development: Working for Social Justice (47:420 L11) delivered to BSW students at the University of Manitoba. These were Global poverty, democracy and North-South change by Langdon (1999), and Development policy and public action edited by Wuyts, McIntosh and Hewitt (1992). First, I wanted to find out more about social development, which was one of my learning objectives; second, I was looking for the major textbook for the course I was going to teach. Although quite interesting, the books didn't provide me with the answer to the question I was looking for, namely, what social development is.

Further on, I searched through library resources and found a book Issues in international social work: Global challenges for a new century edited by Hokenstad and Midgley (1997). The book covered an interesting range of topics including a chapter dealing directly with international social development. It included a lot of topics, such as globalization, sustainable growth, global aging, ethnic conflicts, refugee crisis, and the international AIDS crisis which appeared to be important and worth including in the course.

Some additional books that enriched my understanding of social development were recommended by my advisor, Brad McKenzie. These were International social work: Professional action in an independent world by Healy (2001), All our futures: Principles and resources for social work practice in a global era by Ramanathan and Link (1999), and Economics for social workers: Social outcomes of economic globalization with strategies for community action by Prigoff (2000). I also reviewed some papers from social work journals dealing with the issues of social development and international social work.

There were three outcomes of this activity: (1) I learned more about social development; (2) I found the major book for the course, namely the Hokenstad and Midgley (1997) book entitled Issues in international social work: Global challenges for a new century; and (3) I determined approximate range of topics to be covered in the course.

(e) Selecting teaching materials

Although a lot of topics were covered in the main book I continued looking for more material on international social development, particularly the topics that should be covered. I needed two categories of materials: first, materials to be used in preparing for lecturing and, second, materials for the students' readings. At this stage I didn't make a major distinction between the two, and focused on trying to accumulate enough material for both purposes. The criteria were relevance to the general topics and materials representing different points of view on the same subject. I was also looking for concrete examples of developmental programs. At the same time I didn't want to be confined to the experience of Global North and Global South only. That is why I tried to enrich the course content with materials about social development efforts in Europe, especially post-

communist countries. The reason was that we shared similar history and had approximately the same starting conditions after the collapse of the communist system in Europe, so we could compare the progress in social welfare thus borrowing some ideas and experiences we can benefit from.

Activities Completed at the Practical Stage

(a) Developing the rationale for teaching the course

In order for course delivery to be effective it is important to explain to the students the significance of the course and its relevance to and place in social work practice.

Although social work remains a profession with a largely local orientation, it is increasingly influenced by global problems. That is why social workers should have an international perspective and understanding, to be aware of the international dimensions of what they are doing, and so able to make necessary links through to the international level as opportunities present. Another aspect is looking beyond personal and local levels to the root causes of the presenting problems and engaging effectively at this level (Cox, 2000).

Social work uses different forms of professional practice but it is primarily concerned with remedial intervention. Few social workers are engaged in nonremedial settings such as community agencies that are concerned with the promotion of human welfare rather than the treatment of personal problems. Some believe that social work needs to transcend its narrow concern with remedial practice and promote activities that make a positive contribution to social well-being, thus reaffirming its historical commitment to eradicate poverty and promote human welfare instead of reacting to the

personal problems of clients. Developmental social work fosters a productivist approach to social welfare that transcends conventional remedial and maintenance-oriented services and integrates people into the economy. This approach not only increases the material welfare of social work's traditional clients but promotes economic development as well (Hokenstad & Midgley, 1997).

A lot of countries of the Global North have experienced retrenchment in social provisions resulting in a marked deterioration in social conditions among lower-income groups and particularly ethnic minorities. Many writers on Third World social policy are deeply pessimistic about the future of the welfare state especially in view of the damage caused by structural adjustment programs, when people's welfare has suffered from expenditure cuts in the social services (Midgley, 1997a). In Eastern Europe, the period following the collapse of communism has been accompanied by reversals in social welfare for millions of people. Economic stagnation has had a direct impact on social conditions. The developmental perspective offers a viable alternative to traditional remedial services because it directly addresses the economic dimensions of social welfare and, in particular, seeks to identify social interventions that have a positive impact on economic development (Midgley & Livermore, 1997).

(b) Developing learning objectives

Course objectives play a very important role in the course development. Besides identifying the activities students will be able to accomplish by the end of the course they often determine the selection of the type and order of assignments, the choice of teaching techniques, and all the decisions in course planning (McKeachie, 1999).

Four course objectives were determined for the International Social Development course:

1. To develop international awareness.
2. To introduce concepts of developmental social work practice and sustainable development.
3. To understand the significance of international social work experience.
4. To examine the scope and international dimensions of key global problems.

These objectives are on the upper levels of Bloom's taxonomy of learning objectives, where greater attention is paid to analysis, synthesis and evaluation.

(c) Selecting specific topics to be covered

At the preliminary stage of the practicum development I determined the general themes for the course and selected teaching materials I could use in the course. These required further refinement through selecting specific topics to be covered. At this stage I had to rethink some of my former approaches by adding some topics not included previously in the general themes or eliminate some topics not fitting into the general framework of the course. The general framework for the course and the topics covered are outlined next.

The first topic was "Social development". The concept of social development was introduced first, before applying international dimension to it, as it was new to the students. This is the key topic of the course. It outlines key features of the social development approach, traces its history, and discusses the main strategies used in social development. This topic was followed by "Internationalization of social work" thus incorporating international aspect and connecting social development to social work

practice. The next topic was “Social work and the global economy” addressing the issues of economic globalization and its effects. Afterwards the students became acquainted with the concept of sustainable development embracing economic, ecological and social aspects. This was followed by the review of a number of global problems, such as poverty, global aging, ethnic conflict, refugee problem, and AIDS crisis. The next topic dealt with feminist issues in social development. The last topic of the course was “Community and sustainable human development” which summarized the course content and demonstrating developmental programs and projects from different communities.

(d) Assigning time needed for covering each topic depending on its significance and difficulty

The International Social Development course at the Lviv Polytechnic National University is taught in 64 academic hours¹. This is an examination course, so 4 hours are assigned specifically for writing tests. Not taking into account the first and the last class it leaves 56 hours for covering the course content. Thus my task at this stage was to fit the course content into this time framework.

I divided the course topics into three broad categories: (1) social development; (2) some global issues; and (3) community development. Having done this I assigned time needed to cover the first and the third category. The reason for this was that I considered the first category the most important and crucial for understanding the course. The third category designed to bring the students closer to social work and social development practice by allowing them to consider some social work programs from a different perspective: that is not only as working with individuals, groups, families and

¹ An academic hour has 45 minutes; one class has two academic hours.

communities, but as promoting people's welfare and raising their standard of living. As far as the second category was concerned, it covered a range of separate small topics on some global problems, most of which are quite familiar to the students: poverty, ethnic conflicts, and AIDS crisis. If necessary, I could easily reduce the number of topics here without considerable harm for the integrity of the course or spend less time on covering them by concentrating only on some aspects of the problems or arranging students' discussions.

I assigned 16 hours for covering the topics from the first category. These could be further subdivided into three groups: (a) social development: definitions, goals, features, values and principles, strategies; history of social development; institutional approach to social development and its three programmatic features; and three types of productivist programs: programs that mobilize human capital, programs that mobilize social capital, and programs providing assistance in engagement in employment and self-employment; (b) the changing role of the state in promoting people's welfare, including brief overview of social conditions and state welfare in industrial countries, former communist countries, and Third World countries; and (c) internationalization of social work and social development by introducing the concept of globalization and stressing the significance of understanding global environment for social workers. Although I assigned time for each subgroup of topics, I decided I could be flexible enough spending less or more time on each small topic within the category depending on the students' comprehension. The course material here is simple enough especially when supplemented with examples and enhanced by readings.

I estimated that I would need 8 hours to cover the topics of the third category. They included an international review of community development, and some smaller topics dealing with the problems of community development including a review of some concrete community development projects.

The rest of the course material – topics of the second category – was designed to be covered in 34 hours. This category is the largest and requires further subdivision and assigning time for each subtopic, especially when one takes into account that the topics here are not so closely connected as in the first and third categories. The division I designed was as follows:

- Social work and global economy – 8 hours (some knowledge of economic issues is needed to be introduced. The major themes here are the globalization of economy and its impacts, and such institutions as the World Bank and International Monetary Fund, the Structural Adjustment Programs (SAPs) and their effects on the countries of the Third World).
- Sustainable development – 6 hours (the concept of sustainable development which is probably not quite familiar to the students needs to be introduced and explained).
- Poverty – 4 hours (the emphasis is on what can be done to alleviate poverty in a sustainable way).
- Global aging – 2 hours.
- Ethnic conflict – 4 hours.
- Refugee problem – 2 hours.
- AIDS crisis – 2 hours.

- Feminist perspectives on development – 4 hours (great attention is paid to the controversies of women's participation in economy and feminist strategies challenging the economic status quo).

(e) Selecting teaching methods

When selecting teaching methods, I was guided first of all by learning objectives of the course, but also by the subject matter of the course, the nature of the students, and the physical and material conditions. As the course content requires providing the students with up-to-date information the lecture seems to be quite suitable for this purpose. Besides, lectures are very helpful in summarizing material from a variety of printed sources. However the lecture format has certain disadvantages, such as low effectiveness in meeting higher-level cognitive objectives, difficulty in keeping the attention of the audience, and the passive role of the students. These disadvantages can be eliminated by combining lectures with some group learning techniques, such as buzz sessions and similar small group activities, class discussions, exercises of the case study type, and mediated feedback/discussion sessions. The nature of the material presented in the course allows for such a combination. Buzz sessions and class discussions enable examining topics in great depth and get the students actively involved in the learning process (Ellington, Percival & Race, 1993).

(f) Designing evaluation methods

Selecting appropriate evaluation methods is an important aspect of course preparation. Meeting the requirement for the examination course, I planned and designed two tests, each worth 30 % of the final grade. These were tests based on extended answer questions, as this type of tests is one of the most suitable when assessing higher level

cognitive skills (Ellington, 2000). In addition to the tests the students have an assignment where they have to select an international organization or a concrete international program or project, analyze it with the emphasis on its contribution to social development, and submit a paper. This assignment is also worth 30% of the final grade. The remaining 10% of the final grade is assigned for attendance and participation.

(g) Selecting reading materials

One of the activities I had to complete in developing the International Social Development course was to compile the readings for the students. The disadvantage of the course is that the textbook they could use and other course materials are in English and one has to rely on translation.

On looking through the course materials, I selected three types of materials: (1) materials on the most significant issues covered in class; (2) materials allowing for exploring the topic a little further and obtaining more information on its different aspects; and (3) case studies, i.e., materials about concrete programs and projects.

An example of the first type of materials can be the chapter “International social development” from the book Social welfare in global context by Midgley (1997). Its content was reviewed in class in greater detail and supplemented by information from other sources, but the students could refer to the material of this chapter when preparing for the lecture or test. It is especially useful for those students who missed the class for some reason.

The second type of materials can be illustrated by the chapter “The ‘thirdworldisation’ of the Russian Federation” from the book The globalization of poverty: Impacts of IMF and World Bank reforms by Chossudowsky (1997). It allows the

students to compare the impact of the IMF and World Bank reforms on the Third World countries and on Russia and to explore similarities and differences in experience.

The case of a canteen for the elderly – a chapter from the book Balancing pluralism: New welfare mixes in care for the elderly edited by Evers and Svetlik (1993) represents the third type of materials. It provides the possibility for students to see the practical application of some theoretical concepts studied in class: in this case, an example of welfare pluralism and changing role of the state.

Chapter 4

Course Design and Delivery

This chapter provides a more detailed description of the content of the International Social Development course with reference to the course outline (see Appendix A). Some issues pertaining to course delivery are also dealt with here.

The content of the course was covered by considering the following topics:

1. Social development. 2. Internationalization of social work. 3. Social work and the global economy. 4. Sustainable development. 5. Poverty. 6. Global aging. 7. Ethnic conflict. 8. Refugee problem. 9. AIDS crisis. 10. Feminist perspectives on development. 11. Community and sustainable human development. Each topic is identified and briefly described below.

1. Social development.

The concept of social development was introduced to the students. Several definitions of social development were provided, such as “planned comprehensive social change designed to improve people’s general welfare” (Baker, 1999, p.448), “a process of planned change to bring about a better fit between human needs and social policies and programs” (Abrahams et al., 1990, p. 3), and “a process of planned social change designed to promote the well-being of the population as a whole in conjunction with a dynamic process of economic development” (Midgley, 1995, p. 25). The goal of social development was identified as creating planned social, economic, and institutional change with a view to improving the lives of individuals (Ramanathan & Link, 1999).

The features of social development were reviewed and discussed. They included productivist emphasis of social development, i.e., promoting social programs that make

positive contribution to economic development; its interdisciplinary focus; its inclusive or universalistic scope, i.e., promoting the well-being of all instead of focusing on certain groups of population; its concern with process; and its interventionist nature, i.e., the belief that organized efforts are needed to bring about improvements in social welfare (Midgley, 1997a).

The values and principles of social development were explained and discussed. The values included conscientization, equality, non-exploitive rationality, detribalization, humanocracy, and cooperation (Meinert & Kohn, 1987). The basic principles were human dignity, social justice, equality, and equitable distribution of resources (Abrahams at al., 1990).

The history of social development was provided from the first social programs promoting economic development and simultaneously enhancing people's welfare that were implemented in West Africa in the 1940s to our times when the developmental approach is used in many countries to integrate economic and social policies.

The need for social development was explained by exploring the changing role of the state. The brief overview of state welfare in industrial countries, former communist countries, and the Third World countries was presented followed by discussion about the three points of view on the future of state welfare: pessimistic, envisaging the increase of the residual approach to welfare; optimistic, stating the maturity and irreversibility in state welfare; and reconstructionist, advocating welfare pluralism (Midgley, 1997a).

Different strategies for promoting social development were reviewed using Midgley's classification in terms of their ideological roots: an enterprise strategy which is based on the market model and the importance of individual effort; a communitarian

strategy emphasizing the role of communities in social development; and a statist strategy based on the belief that social development can best be promoted by governments, their specialized agencies, policy makers, planners, and administrators (Midgley, 1997a). An institutional approach that views these strategies as complementary rather than antagonistic was introduced and characterized with particular attention to its emphasis on material welfare.

The key programmatic features of this approach were presented. These were: (1) organizational framework, (2) promoting human well-being through economic development, and (3) promoting economic development through social welfare.

Special attention was paid to three types of productivist social programs that contribute positively to economic development: social programs that mobilize human capital, social programs that foster the creation of social capital, and social programs that emphasize productive employment or self-employment. Case examples illustrating different types of programs were discussed.

It was mentioned that there were sharp differences of opinion about key social development issues, especially about the possibility of achieving social development goals and its relationship with economic development.

2. Internationalization of social work.

The concept of globalization was introduced. Globalization was defined as “a nation’s increased sensitivity to external forces” (Hamilton, 1990, p. 21), and “a process of global integration in which diverse peoples, economies, cultures and political processes are increasingly subjected to international influences ...” (Midgley, 1997a, p. xi). It also included “the emergence of an inclusive worldwide culture, a global

economy, and above all, a shared awareness of the world as a single place” (Midgley, 1997a, p. 21).

Several main arenas of interdependence were discussed: environmental, cultural, economic interdependence, security interdependence, and social welfare interdependence. Positive and negative consequences of globalization were identified.

It was concluded that there was a shared agenda of global social problems. A number of global problems were identified by the students. Their effects on social work at different levels of practice were discussed. The conclusion was drawn that it is very important for social workers to acquire a global approach to social work practice in the global era to be fully aware of the international dimensions of what they are doing, and so able to make the necessary links through to the international level as opportunities present, and to be able to look beyond personal and local levels to the root causes of the presenting problems and engaging effectively at this level (Cox, 2000).

Three ways of increasing international awareness of social work profession were mentioned. They were: (1) strengthening the profession’s international institutional framework, (2) greater social work involvement in the United Nations and international nongovernmental organizations, and (3) strengthening the international dimension of social work education.

Seven steps of becoming more globally oriented were presented and explained. They included the following:

1. Making a personal review of global awareness.
2. Expanding knowledge of practice in a range of countries.
3. Understanding “cultural competence” and respect for language.

4. Analyzing global policy issues built upon consensus.
5. Becoming historically aware.
6. Reviewing values and ethics.
7. Evaluating local variations and uniqueness.

3. Social work and the global economy

The global economy was identified as the most recognized dimension of interdependence. Its negative impact on human welfare around the world was discussed including such issues as long-term unemployment, labor insecurity, debt, and low incomes. An emphasis was made on two world crises that underscore the impact of global economic interdependence and the interaction between global economic forces and social welfare: the “oil crisis” of the early 1970s and the debt crisis, which began shortly thereafter and still continues.

The roles and functions of the World Bank and the International Monetary Fund (IMF) were explored, specifically the impact of World Bank development projects on developing nations and the impact of IMF Structural Adjustment Programs (SAPs).

The profession of social work was identified as the one that had a unique opportunity to help local communities respond effectively to the challenge of economic globalization. Social workers would need skills in organizing and in political action, knowledge of the economic profile of the community in which they work, and knowledge of the tools, methods, and limitations of economic theory and practice. The necessity to develop income-generating community-level projects in addition to the more traditional forms of community service was emphasized. Economic security - availability of access

to food and water, clothing and shelter - was defined as a priority need in every community.

4. Sustainable development

The concept of sustainable development was introduced and defined as “development that meets the needs of the present without compromising the ability of future generations to meet their own needs”. (World Commission on Environment and Development, 1989, p. 43). It was emphasized that sustainable development should be regarded as the reconciliation of three alternatives: ecological, economic, and social.

Four aspects of sustainable development were discussed: (1) what is to be sustained, (2) what is to be developed, (3) the types of links that should hold between the entities to be sustained and the entities to be developed, and (4) the extent of the future envisioned.

Critical objectives for environment and development policies that follow from the concept of sustainable development were explored. They included the following:

- reviving growth;
- changing the quality of growth;
- meeting essential needs for jobs, food, energy, water, and sanitation;
- ensuring a sustainable level of population;
- conserving and enhancing the resource base;
- reorienting technology and managing risk; and
- merging environment in decision making (World Commission on Environment and Development, 1989).

The role of social work in the sustainable development movement was discussed. Assessment, crisis intervention, and mental health treatment skills were identified as those vitally needed for social workers. The importance of involvement with local experiments in various aspects of sustainable living, professional knowledge concerning the effects of public planning proposals on human needs, and engagement with national policy-making and international social movements for human rights, social justice, and environmental restoration and protection was emphasized.

5. Poverty

The problem of poverty was identified as a global phenomenon and one of the greatest challenges to social work, both domestic and international. Some negative impacts of poverty were considered, such as migration, drug production and use, street children, child labor, homelessness and malnutrition.

Poverty in industrial countries, Third World countries and post-communist countries was discussed in terms of its causes, characteristic features and impact. Great attention was paid to the exploration of the rise of poverty in Europe and Central Asia and different poverty outcomes across countries of this region. The increase in poverty during the transition period was determined as caused by two factors: the drop in output and changes in its distribution. However behind these two key factors lies a complex interaction of economic, social, and political processes: extent and quality of the economic reforms that countries chose to implement, the importance that countries attribute to fighting poverty, and historical legacies. The impact of macroeconomic developments on individual households was discussed, such as changes in the demand for labor, collapse of fiscal transfers, and changes in relative prices. The importance of

building accountable and inclusive state institutions for fighting poverty in a sustainable way and empowerment of communities was stated.

6. Global aging

The problem of global aging was dealt with by considering several dimensions of social work with elderly: reconceptualization of old age in a way that avoids agism, stigma, and patronage, maintaining clarity on moral and ethical positions, accepting change and working in new ways, and achieving social integration. The case of a canteen for the elderly in a district of Warsaw was discussed as an example of an innovation in social services in the welfare pluralist tradition.

7. Ethnic conflict

The devastating effects of ethnic conflicts were discussed. A model for understanding ethnic diversity conflict based on a global analysis was presented. The model identified five major factors that caused ethnic diversity conflict around the world: the individual response to difference, human migration, colonialism, political systems, and culture.

The implications of ethnic conflicts for social work were discussed. The social work profession was decided to be ideally suited to work in the emergency relief and rehabilitation programs needed in the early and midcrisis phases of ethnic conflicts as well as in postdisaster reconstruction and prevention. As change agents, social workers should advocate, counsel, mediate, educate and implement programs in collaboration with a range of clients – individuals, groups and communities.

8. Refugee problem

The refugee problem was identified as one of the most serious crises facing humankind today. The characteristics of the global refugee crisis were discussed as well as the factors that make the problem even more complicated: the complexity of the political situations that account for the problem, the phenomenon of internal displacement, the prevalence of violence against refugees, and the hostility they experience in host countries.

The comprehensive strategy formulated by the UN High Commission for Refugees (UNHCR) in the efforts to address the plight of refugees was provided and its five comprising elements – prevention, preparedness, response, protection, and solution – were discussed with special consideration of the social work involvement in all elements.

9. AIDS crisis

The worldwide pandemic of HIV and AIDS and its impact on different nations was discussed. Some significant issues in the context of these problems were identified, such as the economic impact of the pandemic, children orphaned by the AIDS-related deaths of their parents, and high rates of child mortality, both directly from AIDS and indirectly from malnutrition and lack of care. A case of conducting a placebo test in the treatment of AIDS on pregnant women carrying the AIDS virus in the Ivory Coast while such tests would not have been approved in the Global North was provided as an illustration that the course of human lives are in great part determined according to the environment people are born into (Ramanathan & Link, 1999).

The roles of social workers were discussed, including the provision of supportive counselling to AIDS sufferers and their families, development of community support networks to assist those with AIDS, health education, and research (Ankrah, 1992).

10. Feminist perspectives on development

Some feminist issues related to globalization were discussed: the participation of women in the economy as a cheap and flexible labor force; the increased burden of managing household resources and the reality that women maintain primary responsibility for family health and child care; and the reduction of resting time for women at the expense of physical health. At the same time an unexpected side effect of the integration of women into the global market - the weakening of local patriarchal structures - was identified and its significance was emphasized.

The feminist perspective was considered from the point of view of its assisting in the understanding and exposure of the power dynamics embedded in social development projects and highlighting the importance of gender in the development process. The commitment to social change can mark feminists' departure from a more traditional women-centered approach to social work practice to becoming involved in women's movements by responding to their struggles for liberation and self-determination in empowering ways (Dominelli, 1997).

The feminist strategies to create sustainable and equitable economies were explored. Some of them were: transforming mainstream economics, challenging the World Bank, influencing corporate behaviour, lobbying national governments, and fostering participatory economics (Kerr, 1999).

11. Community and sustainable human development

An international overview of community development was provided. Different models and strategies of community action for survival, recovery and sustainable development were examined. The potential of asset mapping technique in the field of community economic development was assessed. A round-table discussion of different community-level development projects followed. SWOT-analysis of some of them was performed in terms of their applicability in the Ukrainian context.

The content of the course was delivered to the fourth-year Social Work students at Lviv Polytechnic National University in Ukraine in the fall of 2002. The major format of the course delivery was a combination of lecture and discussion that reflects an integrative approach to course delivery introduced in the Social Work curriculum at the Lviv Polytechnic.

More detailed reflections on the results of the course delivery and the implications arising from teaching this content are included in the next chapter.

Chapter 5

Evaluation, Implications and Conclusion

This chapter addresses the issues of evaluation of the International Social Development course as developed and delivered, the evaluation of my learning, specifically the tasks and activities carried out to achieve the practicum objectives, and practicum implications.

Evaluation of the Course by the Student

As the course in International Social Development was not formally evaluated by the students who took the course before the completion of my practicum report the evaluation consists mainly of my reflections on the course development and delivery including the issues of content, time assigned for each topic, evaluation of students' knowledge, teaching methods, and readings selected for the students. It also takes into consideration the feedback from my practicum advisor as in the process of developing the course I received his recommendations regarding course content, teaching materials and evaluation of students' learning. Throughout the whole process of the course delivery I solicited feedback from the students who were taking the course and incorporated their perspective as part of my evaluation.

My evaluation of the course deals with the following:

- a) course content;
- b) time assigned for each topic;
- c) teaching methods;
- d) reading materials; and
- e) tests and assignments.

a) Course content

The course met objectives identified earlier, namely:

1. To develop international awareness.
2. To introduce concepts of developmental social work practice and sustainable development.
3. To understand the significance of international social work experience.
4. To examine the scope and international dimensions of key global problems.

The topics covered in the course were consistent and logically arranged from the more theoretical themes and concepts, such as social development, productivist programs, globalization, and sustainable development determining the general framework for the whole course to more specific global problems and further on to the analysis of concrete programs designed to reduce negative impacts of these problems from the developmental perspective. Different opinions on some issues were contrasted in the course of teaching. For example, we discussed the possibility of attaining social development goals, i.e., creating planned social, economic, and institutional change with a view to improving the lives of individuals (Ramanathan & Link, 1999). The students were challenged to consider the developmental perspective critically, and there were differences of opinion among students. Some stated Ukraine had already had economic and social planning aimed at improving the lives of people when it was a constituent part of the Soviet Union, but it failed. The students were rather pessimistic about the feasibility of balancing economic and social development. At the end of the course there was more optimism, especially during the round-table discussion of a number of

developmental programs. The students saw that, in fact, a lot of community-level developmental programs indeed can benefit not only needy people, but the whole community. Another example was discussing globalization as a phenomenon that can contribute to the promotion of the well-being of people in contrast to the negative impact so often associated with it. The discussions were helpful for the formation of critical thinking and contributed to understanding the complexity of social work practice in the era of globalization. The students could apply theoretical concepts introduced at the beginning of the course in the analysis of different programs in terms of key elements, strategies, and values of social development.

One of the limitations of the course is that almost all the teaching materials were of foreign writers expressing the Western point of view on different developmental issues and there is little material from an eastern European perspective. In the course of the discussion about social development features, strategies and values the students expressed interest in social development at the times of the Soviet Union. Some of the thoughts expressed by them were that social development was closely connected with economic development, i.e., economic growth was regarded as a vital component of social progress. At the same time some other features were missing like, for example, inclusiveness. Using Midgley's classification of social development strategies, they defined the strategy that existed at those times as the Statist approach, according to which the state embodies the interests of society as a whole and has a responsibility to promote the well-being of all citizens (1997a). The state did everything for people, but with little involvement of people. Taking into account students' interest to this matter it would be interesting to include some materials on social development published at the times of the

Soviet Union and let the students familiarize themselves with a different approach to social development. Besides, I am going to enrich the course content with Ukrainian material reflecting social development efforts and achievements. For example, teaching material on “Sustainable development” can be supplemented by information about sustainable development policy processes in Ukraine.

b) Time assigned for each topic

One of my major concerns before I began teaching the course was whether I would have enough time for covering the content of the course in general and specific topics in particular. For the most part I had no problems keeping to the time frame. Even when some topics took more time for some reasons the problem was managed by flexible use of teaching methods (less time for discussion than it was previously planned, buzz-sessions instead of small-group discussions) or reducing the amount of material leaving off some issues of minor importance.

I am fully aware that next year I will have to pay even greater attention to time management due to the fact that there will be more students in the group and the discussions, especially small-group discussions and feedback, will take more time.

c) Teaching methods

The teaching methods used in the course delivery were lectures combined with discussions, buzz-sessions, and case studies. They seemed to work well. The students felt free to express their opinions on different topics. Discussions enhanced their understanding of the subject matter. These helped the students learn to evaluate the logic of and evidence for their own and others' positions, and to become aware of and formulate problems using information gained from readings.

The students displayed considerable interest in case examples, especially those demonstrating different types of productivist programs. These were the emergency educational program for young children in Bosnia as an example of human capital development, the community shelter clinics project implemented in Jamaica following Hurricane Gilbert as an example of social capital development, and the Grameen bank microloan and microenterprise efforts illustrating the social development approach of productive employment and self-employment (Healy, 2001). The fact that the cases were real and not simulated was valued. Unfortunately I didn't have any Ukrainian local social development examples because of limited time for the course development and due to the fact that selecting teaching material was a practicum activity performed at the preliminary stage in Winnipeg.

The use of handouts was beneficial. However I made limited use of visual aids and it would have been helpful to have used more of these aids. First of all, the use of transparencies could help visualize the most significant aspects of the lecture and to follow the logic of the lecture, especially when theoretical matter is dealt with. As well, a lot of statistics were used that could have been presented both on transparencies and on handouts.

Ramanathan and Link (1999), in writing about the necessity of making a personal review of global awareness, mention reflective questioning, when students are encouraged to ask themselves how often they read international news or papers from other countries and track their knowledge of changing country boundaries, how well they know the globe, whether they know where Surinam, or Sri Lanka, or Myanmar is. In response to this requirement more attention could be paid to discussing international

news that could contribute to the integration of theoretical material of the course and real life situations. A map of the world could be used when discussing ethnic conflicts.

d) Reading materials

The reading materials seemed to logically supplement the lecture material, enhance students' learning and promote their better understanding of the course content. However they had two limitations. First, the translations for the course were performed by different translators and required more thorough and time-consuming editing than time allowed. As a result the lecturer and the translators sometimes used different Ukrainian terms to denote the same phenomena. This caused some confusion and misunderstanding among the students. Second, the structure and language of some articles or chapters from books was too sophisticated for the students. The chapter on the future of state welfare from Midgley's Social welfare in global context (1997) is an example. The students complained that the author's ideas were not quite clear. The problem could not be attributed to poor or inadequate translation. Rather it appeared to be my inadequate assessment of the difficulty of the material selected. This calls for critical review of the materials for students' reading in terms of assessing their difficulty and either substituting some portions of the readings or taking some time to either check students' understanding of the material in question or explain some issues if the understanding is insufficient. In order to enhance student learning I am planning to do both, namely to substitute some portions of the readings by relevant material in Ukrainian or Russian if it is available and to check students' understanding by asking questions about certain portions of readings, to discuss them in class or to give the students a

number of short assignments, each based on a different portion of readings. I am also going to edit the whole package of translated reading material.

e) Tests and assignments

The students taking the course had to write two tests and a paper. The students' feedback after writing the first test was taken into account when developing the second test. There were some critical remarks about the lack of clarity in the formulation of the questions the students had to answer. For example, the students had to name positive and negative aspects of globalization based on the lecture material and readings. Some of the students mentioned all the aspects while some others wrote about only two aspects (one positive and one negative) and strongly disagreed with my evaluation that it was an inadequate response. These tests will be reviewed again to avoid any unclear formulation of questions. As well, there is a need to reassess the time needed to answer the questions.

As far as the paper is concerned, this assignment, although quite consistent with the objectives of the course, is worth changing. I had a couple of ideas, but they required considerable expertise in the subject matter of the course and/or knowledge of economic and political processes taking place in Ukraine. One of the ideas was to have students analyze some Ukrainian social programs applying the framework suggested by Ramanathan and Link (1999). It contained such issues as government's legal authority, government's level of commitment to the policy/program being analyzed, obstacles and constraints to government policies and programs, and specific needs identified by the government as justification for a new or revised policy or program. However my knowledge of the subject matter was limited and I could neither design a framework for the assignment nor develop criteria for its evaluation.

Another idea was to have the students write a response paper following the round-table discussion of different community-based productivist programs. But again my insufficient knowledge prevented me from planning such an assignment. I also lacked skills in designing assignments for assessing students' learning, and didn't have enough time for producing a high quality assessment tool. In the future this assignment will be changed. I will probably use one of the ideas mentioned above. Another option is to have students analyze some international program or project. For example, it could be "The Reforming Social Services Canada-Ukraine Project". It could also be an assignment where the students divided into small groups would have to explore some global problems and make presentations in class. The application of such a group learning technique as microteaching is considered an ideal vehicle for in-depth examination of a whole range of situations and processes (Ellington, Percival & Race, 1993).

Concluding this section on the course evaluation I would like to summarize suggested changes in terms of content, teaching and evaluation methods. They are as follows: (1) to include more materials in Ukrainian; (2) to assign more time for discussions, especially small-group discussions; (3) to ensure the participation of students in lecturing through making presentations on some global problems; and (4) to include Ukrainian social development content and examples. Finally, I would like to add that the formal evaluation of the course will contribute to its improvement, and that the course content and assignments will be regularly modified and updated.

Evaluation of the Student's Learning

The practicum had two primary learning objectives and several secondary objectives. The primary learning objectives were: (a) to learn to develop a course in social work; and (b) to learn more about international social development

The evaluation of my learning took two forms: self-evaluation and feedback from my practicum advisor. Each is described below.

1. Self-evaluation.

I kept a log containing my reflections on working at the course and regularly assessed my progress against my learning objectives. It was very helpful for evaluating my practicum activities and writing my practicum report. On generalizing the information contained in the log I could judge whether my knowledge gained in the course of doing my practicum met my learning objectives.

In meeting my first learning objective I reviewed literature on methodology dealing with the development and delivery of a new social work course. I learned about the advantages of a systematic approach to course preparation and applied this acquired knowledge in developing the International Social Development course by following the step-by-step procedure suggested by Pregent (1994). I found out about advantages and disadvantages of different teaching methods that influenced my choice of teaching methods for the course delivery. For example, I selected a lecture format quite suitable for presenting up-to-date information and summarizing material from different printed sources, but combined lectures with class discussions thus eliminating such disadvantages of lectures as low effectiveness in meeting higher-level cognitive objectives and the passive role of the students. I had an excellent opportunity to

supplement my theoretical knowledge with the practical experience of teaching the course using different methods: mass instruction, group learning, and individualized learning techniques.

I became aware of the significance of students' motivation, a complex phenomenon that can be utilized as a tool to enhance student learning, and learning styles of adult students. Having the advantage of knowing the students well enough, I could make judgements about their motivation and enhance their learning. For example, knowing that all the students are concerned about their grades I tried to minimize their fear of failure at the same time creating an atmosphere that maximized intrinsic engagement by planning classroom activities containing some novelty.

The knowledge and skills that I acquired during my practicum can be applied for developing and teaching other social work courses.

In order to meet my second learning objective, I began by reading a lot of material on international social development. At first I had little understanding of the very concept of social development. Through my reading, I acquired more knowledge on the subject.

I understood the significance of the developmental perspective in social work as an alternative to remedial social services. Developmental programs enhance the well-being of people, and at the same time contribute to economic development. These ideas of social development are quite appealing in the Ukrainian context, especially taking into account that the system of state welfare was destroyed with the collapse of the Soviet Union. Currently the country is experiencing considerable economic difficulties and lack of resources for social protection of its citizens.

I became acquainted with the concept of globalization and its impacts, both positive and negative, and the importance of infusing a global perspective into social work practice at different levels. The concept of sustainable development is another important concept that enriched my understanding of social development and international social work. Considered at first a purely environmental issue, sustainable development can be understood as incorporating the environmental, economic, and political dimensions of society. This reflects a person-in-the-environment approach traditionally applied in the social work profession, but on a broader scale.

I explored a number of global problems and the peculiarities of their manifestations in different countries. I also enriched my knowledge of community development by reviewing some community-level programs.

The review of the literature related to international social development allowed me to develop the outline of the course, determine specific topics included in the course, and prepare teaching material for the course.

2. Feedback from my practicum advisor.

My learning was evaluated on an ongoing basis by my practicum advisor Dr. Brad McKenzie who was also my Reading Course instructor. I had regular meetings with him while I was in Winnipeg where we discussed all my concerns regarding practicum activities. When I returned to Ukraine we remained in contact and Dr. McKenzie provided regular feedback on my progress. His recommendations concerning the course content and assignments, and my practicum report were of great help.

The objectives for the practicum were met. The practicum tasks and activities were completed.

Practicum Implications

The practicum implications lie within two areas: methodological and practical. As a social work instructor I learned to develop a new social work course including the selection of teaching methodology and evaluation instruments. As far as practical area is concerned, in the process of course design I learned a lot about social development. I shared my knowledge with students in the process of course delivery. It is widely recognized that an international perspective and understanding is very important for social workers in order to be able to look to the root causes of the problems and to engage effectively at this level making the necessary links through to the international level. Both the students' and my knowledge of developmental perspective and international social work and social development experience can be applied in social work practice.

Conclusion

The development and delivery of the course on International Social Development provided me with invaluable experience. All the activities of my practicum were beneficial for the formation of my knowledge base and skills needed to design and teach a new course. The evaluation of my learning took two forms: self-evaluation and feedback from my practicum advisor. I also performed the evaluation of the course consisting mainly of my reflections on the course development and delivery including the issues of content, time assigned for each topic, evaluation of students' knowledge, teaching methods, and readings selected for the students, and the feedback from my practicum advisor. On the basis of the course evaluation I developed some suggestions concerning changes in terms of content, teaching and evaluation methods.

As far as the practicum implications are concerned, I find the procedure of course development utilized in this practicum applicable to other courses that I will have to develop. I recommend this systematic approach as a means of achieving integrity of course objectives, teaching and evaluation methods, and teaching materials. I increased my knowledge of international social development, and so did the students who took the course. Our knowledge can be applied in social work practice, especially in the field of community development.

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Appendix A

International Social Development:

Course Outline

INTERNATIONAL SOCIAL DEVELOPMENT COURSE OUTLINE

**Lviv Polytechnic National University
Social Work Program Curriculum**

Instructor: Oksana Hileta

Course Description

Nowadays it is extremely difficult for social workers to function effectively without an understanding of the global environment. Globalization of economic markets is changing the economic and social environments of all nations in ways that have profound impact on individuals, families, and communities. That is why it is particularly important to strengthen the international dimension of social work education.

The International Social Development course deals with the key global social concerns, such as poverty, ethnic conflicts, AIDS crisis etc. Early in the course, the focus is on social development, its goals, features, values and principles, as well as strategies for social development. Students will be presented with concrete examples of developmental programs from different countries. An attempt has also been made to link the content of the course to domestic social work practice.

Course Objectives:

1. To develop international awareness.
2. To introduce concepts of developmental social work practice and sustainable development.
3. To understand the significance of international social work experience.
4. To examine the scope and international dimensions of key global problems.

At the conclusion of this course, the students will be able to

1. Have a basic understanding of the concepts of social development and developmental social work practice.
2. Identify strategies for social development and types of productivist social programs.
3. Understand the interconnection of global problems and their adverse effects on human well-being.
4. Analyze the activities of international organizations and their efforts in eliminating social problems.
5. Attempt to determine the roots of global problems and know how to apply this knowledge in their future domestic practice.
6. Apply international experience to their knowledge of work with specific categories of clients, such as elderly, refugees, victims of ethnic conflicts etc.
7. Understand the nature of welfare pluralism and opportunities it may provide for collaboration among state, NGOs, communities and families.

8. Understand different roles social workers undertake in developmental social work.
9. Understand a feminist perspective and feminist strategies to create sustainable and equitable economies.
10. Analyze and discuss different developmental projects and explore their applicability.

TOPICS TO BE ADDRESSED AND DISTRIBUTION OF CLASS HOURS

Class 1. Review of course outline and assignments. Context of international social development.

TOPIC 1. SOCIAL DEVELOPMENT

Assigned readings:

Midgley, J. International social development.

Midgley, J. The future of state welfare.

Class 2. Definition, goals, features, values and principles of social development.

Class 3. History of social development. Need for social development.

Class 4. Changing role of the state. Brief review of state welfare in industrial countries, former communist countries, and Third World countries.

Class 5. Strategies for social development. Institutional approach to social development and its three programmatic features.

Class 6. Three types of productivist programs.

TOPIC 2. INTERNATIONALIZATION OF SOCIAL WORK

Assigned readings:

Midgley, J. Globalization, capitalism and social welfare: A social development perspective.

Midgley, J. International collaboration in social welfare.

Class 7. Definition of globalization. Positive and negative consequences of globalization. Some global problems and their side-effects.

Class 8. Effect of global problems on social work at different levels of practice. Ways of strengthening the international dimension of social work.

Class 9. Seven steps of becoming more globally oriented.

TOPIC 3. SOCIAL WORK AND THE GLOBAL ECONOMY

Assigned readings:

Weismann, K. Twenty questions on the IMF.

Chossudovsky, M. The 'thirdworldisation' of the Russian Federation.

Class 10. Globalization of market economies and its social consequences.

Class 11. The World Bank and International Monetary Fund. Structural Adjustment Programs (SAPs).

Class 12. Effects of SAPs on the well-being of people in the Third World.

Class 13. Adjustment with a human face: protection of the most vulnerable.

TOPIC 4. SUSTAINABLE DEVELOPMENT

Assigned readings:

Hessing, M. Beyond iceberg economics: Feminist and ecological approaches to restructuring.

Class 14. Environmental problems. State incapacity to manage environmental problems.

Class 15. Concept of sustainable development. Sustainable development as the reconciliation of three alternatives: ecological, economic, and social.

Class 16. Objectives for environment and development policies.

TOPIC 5. POVERTY

Assigned readings:

World Bank. Building inclusive institutions for poverty alleviation and development.

Class 17. Poverty and its dimensions. Poverty in industrialized countries and in the Third World.

Class 18. Poverty in post-communist countries. Importance of inclusive state institutions

for fighting poverty in a sustainable way.

TOPIC 6. GLOBAL AGING

Assigned readings:

Hryniewicz, J., Starega-Piasek, J., & Supinska, J. A shift towards a welfare mix – for innovation or for survival.

Class 19. Perceptions of demographic change: dependency, care, and resources.

Structural change, family impact, and policy responses. Pluralization of the welfare system.

TOPIC 7. ETHNIC CONFLICT

Class 20. Devastating effects of ethnic conflicts. A model for understanding ethnic diversity conflict.

Class 21. Role of international organizations. Social work in emergency relief, rehabilitation, early warning and postdisaster reconstruction.

TOPIC 8. REFUGEE PROBLEM

Class 22. Costs and causes of refugee problem. UNHCR strategy: prevention, preparedness, response, protection, solution.

TOPIC 9. AIDS CRISIS

Class 23. Impact of AIDS. Orphaned children. Social development approaches for controlling the spread of HIV. Mobilization of resources, community organization.

TOPIC 10. FEMINIST PERSPECTIVES ON DEVELOPMENT

Assigned readings:

Kerr, J. Responding to globalization: Can feminists transform development?

Class 24. Women and economics: changing patterns. Role of women employment in

weakening patriarchal structures. Disparity among women.

Class 25. Feminism, social development and social work.

TOPIC 11. COMMUNITY AND SUSTAINABLE HUMAN DEVELOPMENT

Class 26. International review of community development.

Class 27. Strategies of rebuilding communities: traditional path (a needs-driven dead end) vs alternative path (capacity-focused development).

Classes 28 & 29. Round-table discussion of community-based programs.

Class 30. Unfinished business, evaluation.

Evaluation of Student Learning:

Midterm exam	30%
Final exam	30%
Paper	30%
Attendance	10%

The exams will consist of extended-answer questions. The midterm exam will cover the subject matter presented in the classes 1-14 and in the readings assigned. The final exam will cover the subject matter presented in all classes and in the readings assigned.

Paper:

Each student will select an international organization and analyze its activity according to the suggested outline. The paper should be about 10 handwritten pages in length. It is due the last class. The paper must be submitted on time. Late assignments will not be accepted, unless there are reasonable extenuating circumstances. Students, who are concerned that they may not complete an assignment on time, must discuss their reasons with the instructors in advance of the deadline.

Suggested outline for paper

1. Scope of activity of the organization	15
2. Brief history of the organization	10
3. Structure of the organization	10
4. Achievements	15
5. Limitations in the functioning of the organization	20
6. Relationship with social development issues and values	20
7. Clarity and logic	5
8. Style and grammar	5
TOTAL	100