A Process Model for Curriculum Development and Training of Social Work Faculty in Indonesia
by
Martha Haffey, Joan Morse and Florence Martin

Partners

- Save The Children, Indonesia: Florence Martin, former Child Protection Adviser

- The National Resource Center for Permanency and Family Connections (NRCPFC) at Silberman School of Social Work of Hunter College: Dr. Gary Mallon, Director, Joan Morse, Assistant Director

- Building Professional Social Work (BPSW), a project of Building Bridges to the Future Foundation: Martha Haffey, project director

Quick view of Indonesia

- Indonesia: fourth largest population in the world and largest Muslim population

- Over 300 different ethnic groups and dialects

- Dutch colony until war of independence following Japanese occupation in WWII

- Constitution for a secular government and national language were established after independence 1945.

- Strong national control until 1998 when Indonesia became committed to democracy and decentralization.

Process Model of Developing Professional Social Work

- Dynamic integration of local legal frameworks, history, perceptions, cultural practices, values, knowledge and skills with international standards and knowledge and practice skills originating in different context.

- Curriculum development and training within the broader context of larger systems change

- Recognizing power and resource differentials impact on integration of knowledge, a process model builds relationships and mutual agreement on visions, strengths and roles among local participants and international consultants

- Models the values and skills of social work

Indigenizing/Localizing Social Work

- Power dynamics of global social work

- Integration of local traditions, knowledge and helping interventions into main stream social work practice

- Generating models of practice from the ground up. Adapting these models for global practice

- Ideology, teleology, epistemology, technology: factors to consider in localizing social work

Context of Child Welfare Pre-tsunami

- Institutional care primary mode of intervention: 5,000-8,000 institutions caring for up to half a million children.

- Public and Private institutions received government funding based on number of children in care. Incentive to increase population

- Unregulated, no accountability or database of children in care

- No national standards of care or skill requirements for private child care employees

Milestones in Reform of Child Welfare Policy /Indonesia

3 Major Research Studies on Residential Care

dissemination/with human rights framework

Data Base on Institutions and Children in Care

changed government funding pattern

National Standards of Care

policy change toward community care

Reform of Social Work

Reforms

- Move toward government family-centered, community based services

- Implementation of social assistance/ cash to families with vulnerable children

- Prioritize funding to registered institutions for support to children within families in the community

- Hiring of professional social workers to work in child care institutions and to supervise cash benefit

- Raising awareness of child development and negative impact of residential care

- Re-thinking human resources capacity as move toward family based care and strengthening families in community

Working Task Force on Social Work Convened by Save The Children

◆ Potential of new opportunities for community-based professional service roles both in practice, supervision, administration and program development

◆ Implementation of government licensing of social workers: identification of core competences and skills

◈ Identification of core competencies in specializations including child protection

◈ Strengthen and change structure of social work organizations

◈ Revision of social work core bachelor level curriculum-practice focus

◈ Develop and localize knowledge and skills for clinical practice

Curriculum and Training Project
Four Phases

- Modules identified prior to workshop in consultation with local partners, Save and BPSW

- Curriculum Module and Materials Development: Presentation and discussion of outline (5 day meeting)

- Training and Evaluation (8 days) (6 months for development with continual review and revision)

- Practicum/Supervision/Workshop (six weeks/84 days). Workshop (3 days)

Module Development

- Preparation of Five Competency Based Modules:

- 1. Principles of Child Protection and Permanency Planning

- 2. Family Centered Assessment

- 3. Family Centered Case Planning and Participatory Goal Planning

- 4. Developing Social Work Skills in Family Engagement

- 5. Ongoing Service Delivery to Children, Youth and Families

Outcomes of Curriculum Development

◈ Consultant exposed to the context and gained understanding of different levels of knowledge and skills: pitch of material

◈ Identification of concepts that were confusing and potentially seen as not relevant to local context or not culturally appropriate

◈ Identification of material and concepts that could be presented by experienced local people so that training is shared

◈ Enhanced ownership and integration of curriculum by local participants

Training

- 20 Faculty from 8 schools and staff from the Ministry of Social Affairs

- Varied levels of familiarity with concepts

- Interactive teaching methods and materials that could be readily incorporated into the classroom

- Training made space for indigenizing tools

- Refining / indigenizing concepts such as "attachment, permanency, bonding"

Practicum

- Guidelines and protocols for practicum

- 22 children, 7 child care institutions

- Introduction of new model to institutions

- Faculty were expected to work with child, families, relatives and with staff and management of institutions

- Comprehensive assessment of child and family situation developed in consultation with staff at institution wherever possible

Practicum Workshop/outcomes

- Clear evidence of having integrated skills of training and appropriate use of tools. Appropriate use of concepts in assessment and engagement.

- Sensitized to ethical issues in placement and lack of protective care in certain cases

- First hand experience with families and children, lack of available services, very limited options and lack of permanency model in residential care

- Understanding of complex family situations and the impact of separation on children and families

Lessons Learned: Language

- Language: a key component of the process model

- Terms are embedded into policy and meaning subtext unknown to participants

- Linguistic navigation: Developing modules using existing tools from another context requires an advisor familiar with gaps and both languages to connect the reality with the concept.

- Time consuming interaction between consultants, adviser and country team an essential piece of the model

Lessons Learned: Engagement

- Participants were all local experts, senior faculty respected in their fields

- Involvement from the beginning in the planning of the training, curriculum development and the training itself enabled them to become partners in learning and training

- Essential for consultant to develop concepts in context

- Relationship building for continued longer term involvement between participants and international institutions

Lessons Learning: Practicum

- ### Benefits

  - Test out new service model not available in local context

  - Supervision and case conference useful precedents for academic/practice practicum and service models

  - Essential component for faculty with limited practice experience in new practice models

- ### Challenges

  - Ethical issues of continuing care planning

  - Limitations of certain settings: exploration of family threatening to administration

  - Empowering participants to challenge unsafe institutional practices

Lessons Learned: Integration

- Without change in context integration is a challenge

- Permanency planning and family-centered care new concept in an institution oriented policy arena

- Work on social systems reform as part of professional social work reform

- Another model: practice experience/supervision- concurrent with module development and training

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Websites:

◈ National Resource Center for Permanency and Family Connections, www.nrcpfc.org

◈ Building Professional Social Work, www.bpsw.org

Addendum: Making Meaning

Permanency	Kepermanenean Ketetapan Kestabilan Keberlangsungan Pengasuhan permanensi PERMANENSI
Attachment	KELEKATAN Kedekatan hubungan batin Ikatan kasih sayang Kelekatan emosi Hubungan emosianal
Care Giver	Penguasuh Pengganti PENGASUH
Loss and Grief	KEHILANGAN DAN KEDUKAAN Respon terhadap kehilangan Kehilangan dan menyakitakan Kehilangan dan kesedihan/kepedihan

Making Meaning cont

Resilience	Resiliensi Tahan banting Daya lentur dalam menghadapi masalah KETAHANAN Kelenturan
Eco-map	Peta lingkungan Peta Kehidupan ECOMAP
Separation	KETERPISAHAN
Assistance/Support	BANTUAN (aid) DUKUNGAN (support) PELAYANAN (services)

Making Meaning cont

Spiritual	Higher Power Makna Tidak hanya agama Dengan Kekuasaan di luar individu
Foster parent	ORANGTUA ASUH
Safety	KESELAMATAN

Making Meaning continued

Foster Parent	**ORANGTUA ASUH**
Safety	**KESELAMATAN** **Kemanan**
Well-being	**Keberadaan** **Kesejahteraan pribadi/personal** **KESEJAHTERAAN DIRI** **Kesejahteraan** **Kesejahateraan lahir batin** **Keadaan baik**