
SOCIAL WORK EDUCATION IN JAPAN DURING THE COVID-19 PANDEMIC: FINDINGS FROM JASWE SURVEYS

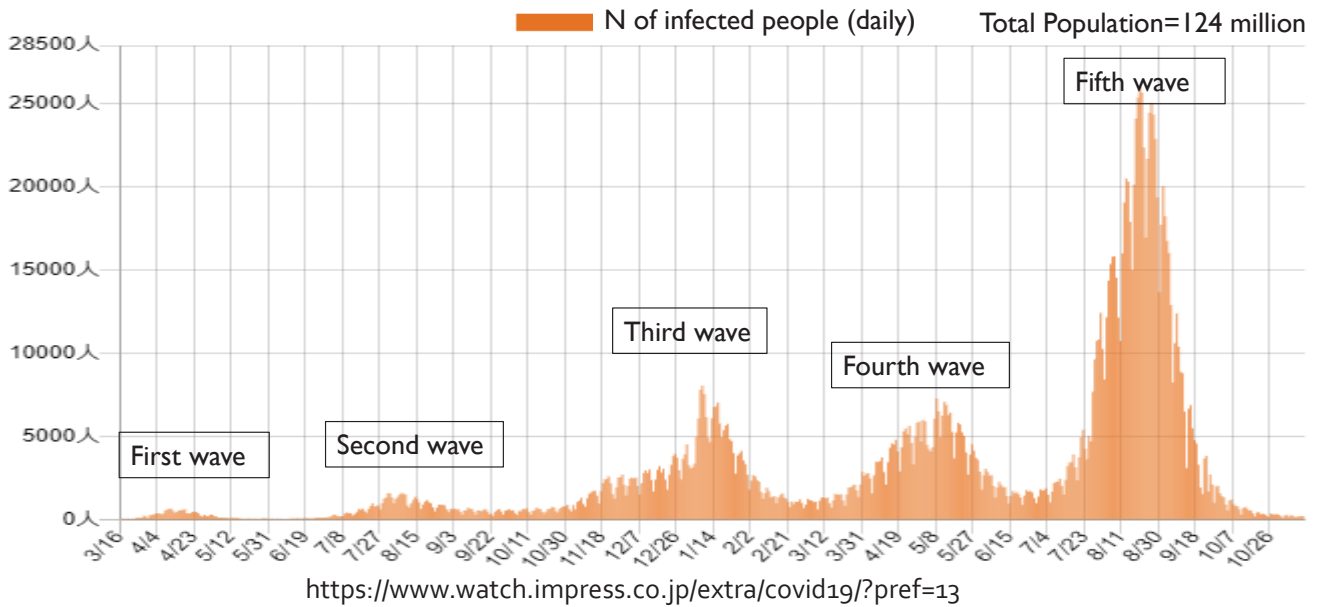
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コロナ禍における日本のソーシャルワーク教育 ～ソ教連による調査を通して～

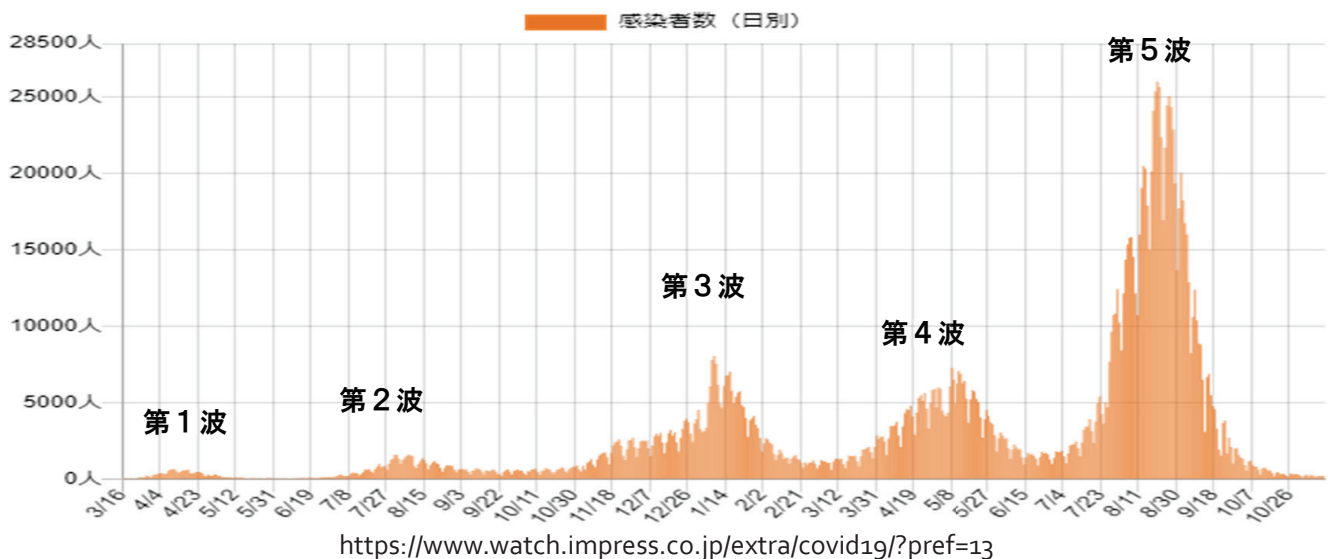
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Number of COVID-19 infections in Japan as a whole



日本におけるCOVID-19新規感染者数の推移



BACKGROUND FACTORS (VULNERABILITIES) AND MANIFESTED PROBLEMS DUE TO COVID-19 IN JAPAN

- Population aging (30% of the population is aged) and changing family structure
- Increasing isolation and loneliness
- Urbanization and marginal settlements in rural areas
- Increase in divorce, single-parent families, and unstable employment
- Increasing inequality
- Shortage of manpower (especially in care work) and increase in the number of foreign workers
- Frequent occurrence of disasters
- Delay in digitalization



- Increasing deprivation, suicide, isolation and loneliness, abuse, decline in physical and mental functioning, and widening inequalities

日本における背景要因（社会的脆弱性）とCOVID-19による課題の顕在化

- 少子高齢化（高齢化率30%）、居住形態の変化（単身世帯の増加）
- 孤立と孤独の深刻化
- 都市への人口集中と過疎化、限界集落
- 離婚、一人親家庭、不安定雇用の増大
- 格差の拡大
- 就業人口の減少によるマンパワー不足（特に介護領域）＋外国人労働者らの増加
- 災害の頻発
- デジタル化の遅れ



COVID-19による課題の顕在化

生活困窮、自殺、孤立・孤独、虐待、心身機能の低下、格差の拡大

DISASTER RESILIENT SOCIAL WORK EDUCATION : BUSINESS CONTINUITY PLANS, AND COMMUNITY CONTRIBUTION AND COEXISTENCE IN DISASTER RESPONSE

What is a BCP?

(Business Continuity Plan)

A plan that sets out policies, systems and procedures to ensure that business operations are not interrupted, or if interrupted, that they are restored in the shortest possible time, in the event of a natural disaster such as a major earthquake, the spread of infectious diseases, terrorist attacks, major accidents, supply chain disruptions or sudden changes in the business environment.

Cabinet Office. (2013) *Business Continuity Guidelines* (3rd Edition),



Cabinet Office, Business Continuity Guidelines, Version 1, 2005, p8.

Status of BCP formulation

Results of a survey of training schools (2020)

Not considering it	49%
Considering to create one	25%
Already developed	11%
Planning to do so	8%
In the process of developing	4%

JASWE, "2020 MHLW Social Welfare Promotion Project: Report on "Research and Study Project on the Ideal Form of Educator Training in the New Social Worker Training Curriculum"", March 2021

災害にレジリエントなソーシャルワーク教育 ～BCPの作成と災害対応における地域貢献・地域共生～

BCPとは：

(Business Continuity Plan)
大地震等の自然災害、感染症のまん延、テロ等の事件、大事故、供給網の途絶、突発的な経営環境の変化が発生しても、事業を中断させない、中断しても可能な限り短い時間で復旧させるための方針、体制、手順等を示した計画のこと

内閣府(2013) 事業継続ガイドライン第三版]



内閣府「事業継続ガイドライン第一版」2005年、p8.

BCPの策定状況

養成校への調査結果 (2020)

検討していない	49%
作成を検討中	25%
策定済み	11%
策定予定	8%
策定作業中	4%

POTENTIALS AND CHALLENGES OF ONLINE EDUCATION

- The results of a survey confirmed both the potentials and the challenges of online education.
- Lectures: 50%-60% implemented; but feel “less effective but acceptable” (50%), “less effective than face-to-face lectures” (60%)
- Skill training courses: 70% use a hybrid model of face-to-face and online tools; but feel “less effective but acceptable” (50%), “less effective than face-to-face methods” (70%)
- Practicum: 50% use a hybrid model of face-to-face and online tools; but feel “less effective than face-to-face lectures” (70%)
- Results of a student survey: less than 20% said that their experience was the same or better than in regular classes. difficulty in communication and fatigue/burden from long hours of use were each cited by 40% of students ⇒ Detailed research is needed

Potentials

- Available in remote locations
- Taking some of the burden off students
- Maintaining education in the time of disaster
- Hearing from a variety of people in different locations

Challenges

- ICT skills of educators
- Development of teaching materials
- Ensuring interpersonal interaction and mutual learning
- Securing digital environment
- Emotional understanding and intervention

JASWE, "2020 MHLW Social Welfare Promotion Project: Report on "Research and Study Project on the Ideal Form of Educator Training in the New Social Worker Training Curriculum"", March 2021

ソーシャルワークにおけるオンライン教育の可能性と課題 ～ソ教連調査結果(2020年度)から～

- 調査結果から、オンライン教育の可能性と課題の双方が存在
- 講義科目・・・実施は50～60%、「効果は劣るが許容範囲内」が5割、「対面より効果は劣る」(6割)
- 演習科目・・・対面とのハイブリッド(7割)、⇒「効果は劣るが許容範囲内」が5割 「対面より効果は劣る」(7割)
- 実習科目・・・一部をオンライン(約5割)、⇒「効果は劣るが許容範囲内」が5割弱～6割強 「対面より効果は劣る」(7割)
- 全国統一模擬試験受験者調査からは、「通常の授業と同等・よりよい」は2割未満、「コミュニケーション困難」や「長時間使用による疲労感・負担感あり」がそれぞれ4割 ⇒ 詳細な研究が必要

可能性

- 遠隔地でも活用可能
- 学生の負担を一部軽減
- 災害時でも教育を継続可
- 世界の多様な人から話を聞ける

課題

- 教員のICTスキル
- オンライン用の教材開発
- 対面的な交流と学びの確保
- デジタル環境の整備
- 情緒的な理解や働きかけ

ISSUES SURROUNDING SOCIAL WORK EDUCATION IN JAPAN

- Diversification and polarization of social welfare and social work education
(Gap and fragmentation between students taking qualifying courses for social workers and other students)
- Quality and quantity in educational outcomes
(Passing rate of national examinations: 30% for social workers, 60% for mental health workers)
- Increase in the number of international students (need to ensure cultural and ethnic diversities)
- Systematization of undergraduate, graduate (researcher training, advanced professional training) and lifelong education
- Building collaborative relationships with students, local communities, professional organizations, service users and local governments
- Expansion and validation of online education
- Creation of the new "Child and Family Welfare Specialist" (tentative name) qualification

*The red parts are specified in the global standards, but are not fully guaranteed in Japan.

日本のソーシャルワーク教育をめぐる課題

- 社会福祉教育、ソーシャルワーク教育の多様化と2極化
(社会福祉士資格取得コース受講者とそれ以外の学生の乖離、分断)
- ソーシャルワーク教育成果の質と量
(国家試験合格率、社会福祉士・・・30% 精神保健福祉士・・・60%)
- 留学生の増加 (文化的、民族的な多様性の保障)
- 学部、大学院 (研究者養成、高度専門職業人養成)、生涯教育の体系化
- 学生、地域、専門職団体、自治体、サービス利用者との協働関係の構築
- オンライン教育の拡大と妥当性の検証
- 子ども家庭福祉士 (仮称) の創設？

*赤字はグローバル・スタンダードで明記されるも、日本のSW教育で十分言及されていない

Glocalization of Social Work Education

Japanese Amplification of the Global Definition of the Social Work Profession (2016)

Social work in Japan has developed by integrating Western derived social work to unique cultures and institutions. While contemporary Japanese society has a hold of high scientific technology and has achieved remarkable economic development, on the other hand it is experiencing low-birth rate combined with population aging ahead of the world and struggling with a variety of issues ranging from the individual and the family to politics and economy. Although people living in Japan traditionally have been aspiring for harmony with the natural environment, it is necessary to further respond to frequent natural disasters and environmental destruction.

In view of the above, social work in Japan emphasizes the following endeavors.

- Social work engages people, their environment, and points where these interact with each other, realizes the right of all people who live in Japan to maintain the decent and cultured living, and promotes wellbeing.
- Social work, recognizing discriminatory and oppressive histories, engages in practice that respect diverse cultures and strives for peace.
- Social work respects human rights and works together with related people and organizations towards the realization of social change and social inclusion where people with life problems can experience connectedness regardless of age, sexuality, disability, religion, nationality etc.
- Social work advocates for the right of all people to be able to live a life based on self-determination and builds systems that allow seamless usage of needed support, including preventive responses.

This Japanese Amplification is in the spirit of the Global Definition and the Asia Pacific Amplification and is a summary of those points that should particularly be emphasized in Japan.

(Co-authored and approved by JFSW and JASWE, 2016)

グローカライズするソーシャルワーク教育

ソーシャルワーク専門職のグローバル定義の日本における展開（2016）

日本におけるソーシャルワークは、独自の文化や制度に欧米から学んだソーシャルワークを融合させて発展している。現在の日本の社会は、高度な科学技術を有し、めざましい経済発展を遂げた一方で、世界に先駆けて少子高齢社会を経験し、個人・家族から政治・経済にいたる多様な課題に向き合っている。また日本に暮らす人々は、伝統的に自然環境との調和を志向してきたが、多発する自然災害や環境破壊へのさらなる対応が求められている。

これらに鑑み、日本におけるソーシャルワークは以下の取り組みを重要視する。

- ソーシャルワークは、人々と環境とその相互作用する接点に働きかけ、日本に住むすべての人々の健康で文化的な最低限度の生活を営む権利を実現し、ウェルビーイングを増進する。
- ソーシャルワークは、差別や抑圧の歴史を認識し、多様な文化を尊重した実践を展開しながら、平和を希求する。
- ソーシャルワークは、人権を尊重し、年齢、性、障がいの有無、宗教、国籍等にかかわらず、生活課題を有する人々がつながりを実感できる社会への変革と社会的包摂の実現に向けて関連する人々や組織と協働する。
- ソーシャルワークは、すべての人々が自己決定に基づく生活を送れるよう権利を擁護し、予防的な対応を含め、必要な支援が切れ目なく利用できるシステムを構築する。

「日本における展開」は「グローバル定義」及び「アジア太平洋地域における展開」を継承し、とくに日本において強調すべき点をまとめたものである。

* 日本ソーシャルワーカー連盟（旧社專協）・日本ソーシャルワーク教育学校連盟（旧日本社会福祉教育学校連盟）の共同作成

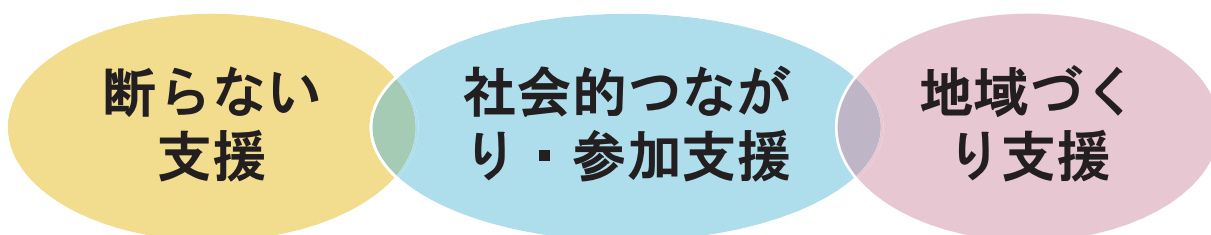
Building Communities of Harmonious Coexistence: Amendment of the Social Welfare Act (2020)

- Establishing a comprehensive support system for realizing **Communities of Harmonious Coexistence**
- Multi-layered support system building program that provides comprehensive (block) grants to local governments



社会福祉法の改正(2020)

- 地域共生社会の構築にむけて、包括的な相談システムの構築
- 地方自治体において、複合的な課題にも対応できる、対象分野を超えた重層的な相談支援の整備と包括的な交付金の提供



EMPLOYMENT OF SOCIAL WORK PROFESSIONALS IN MUNICIPALITIES: A JASWE SURVEY OF MUNICIPALITIES IN JAPAN

Implementation of the project to build a comprehensive support system in municipalities from April 2021 due to the revision of the Social Welfare Law (A supplementary resolution: to make efforts to utilize social workers and mental health workers)

- In municipalities where the model project is implemented, 80% of the “inclusion promoters” hold social work degrees.
- Only 30% of the municipalities where the model project will be implemented plan to hire new social workers.
- The project will be outsourced in approximately 50% of the municipalities
- Items with the highest expectations for social workers are "creating a safe and comfortable community", "maintaining and strengthening local communities", "supporting households with multiple problems and people who are unable to express their needs"
- More than 70% of municipalities notice the shortage of human resources who are in charge of community work

JASWE, "2020 MHLW Social Welfare Promotion Project: Report on "Research and Study Project on the Ideal Form of Educator Training in the New Social Worker Training Curriculum"", March 2021

自治体における社会福祉専門職雇用 ～ソ教連全国自治体調査から～

○社会福祉法改正により2021年4月より市町村における包括的な支援体制構築事業の実施

(付帯決議：社会福祉士や精神保健福祉士が活用されるよう努めること)

- モデル事業実施自治体⇒「相談支援包括化推進員」の8割が社会福祉士資格を保持
- モデル事業実施予定自治体においても、ソーシャルワーカーの新規採用予定は3割
- 当該事業の運営形態は、直営と外部委託（社協が8割）がおおよそ半々
- 市町村の重要度が高く、社会福祉士・精神保健福祉士への期待の高い項目は、「安心して暮らせるまちづくり」「地域コミュニティの維持・強化」「複合課題世帯・ニーズ表明ができない人への支援」など
- 7割以上の自治体で地域福祉を担い、福祉計画等を作成する人材の不足を認識

Revision of the Certified Social Worker & Mental Health Social Worker training curricula (2021)

Creation of subjects related to **Communities of Harmonious Coexistence**

Clarification of common and specialized subjects for social and mental health workers

Expansion of practicum hours and practice at two or more locations

Making basic subjects compulsory

Expansion of practicum facilities

Expansion of judicial subjects

社会福祉士・精神保健福祉士の養成カリキュラム改正（2019）

地域共生社会に関する科目の創設

社会福祉士と精神保健福祉士の共通科目と専門科目の明確化

実習時間を拡充し、2か所以上での実習を行う

基礎科目の必修化

実習施設の拡充

司法領域科目の拡充

BUILDING A PLATFORM FOR PRACTICAL EDUCATION IN COLLABORATION BETWEEN STUDENTS, LOCAL COMMUNITIES, PROFESSIONAL ASSOCIATIONS, SERVICE USERS, LOCAL AUTHORITIES, AND SCHOOLS

● New initiatives by JASWE

In order to promote cooperation and collaboration among training schools, professional associations, and business associations in each prefecture, JASWE has reorganized the country's seven regional blocks into 13 blocks. The aim is to build a platform for practical education in which each organization works together to develop, nurture and secure human resources in their local area.

The Global Standards indicate the need to create a system of user participation and collaboration in social work education



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学生、地域、専門職団体、サービス利用者、自治体 養成校が協働する実践教育プラットフォームの構築へ

● ソ教連による新たな取り組み

都道府県ごとの養成校、職能団体、事業者団体の連携・協働の推進を図るため、これまで全国を7分割していた地域ブロックを13ブロックへ再編成。

身近な地域において、各団体が人材養成・育成・確保に協働して取り組む実践教育のプラットフォームの構築をめざす。

グローバル・スタンダードでは、ソーシャルワーク教育におけるサービス利用者参加と協働の仕組みづくりの必要性を提唱

