



## **International Network for School Social Work**

**<http://internationalnetwork-schoolsocialwork.htmlplanet.com>**

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#### **Progress in Mongolia**

**From Erdenetsetseg Tserenpuu, Mongolian Association of School Social Workers**

School social work was developed and implemented in Mongolia following initial needs assessments in 1995 and 1998. Starting with a model program in two schools in 1997, school social work expanded in the late 1990's. An amended education law provided sanction for school social work and required all schools to appoint a social worker. It became necessary to train people rapidly to meet the new requirement. Save the Children UK, Save the Children Norway, the Mongolian Child Rights Center and the Social Work Center at the State University of Teachers were involved to retrain teachers to provide social work services.

As the services became established, work focused on analyzing the current status of school social work, identifying priorities and redeveloping the job description. To guide this effort, Save the Children UK and the Mongolian Association of School Social Workers conducted a thorough study and published the results in 2007. The complete report is available at <http://www.savethechildren.mn/data/file/1172049507.pdf>.

Observations, surveys of children, teachers, social workers and parents, individual and group interviews, focus group discussions and case studies were used for collecting the data. Research reports and policy and legal documents on child rights, child protection, education, social welfare services and social work were also reviewed.

Based on the findings of this extensive study, the partners developed a sample job description for school social workers, which has been submitted to the Ministry of Education, Culture and Science. The job description outlines the primary duties of school social workers as follows:

1. Provide child protection services
2. Advocate for creating a child-friendly environment in educational settings
3. Facilitate personal development of children through support for their participation, child-led organizations or interest groups.
4. Collaborate with families, schools, communities and governmental and non-governmental organizations to protect the rights of the child.

Recommendations were developed for the Ministry of Education, Culture and Science, for educational institutions preparing school social workers and for the Mongolian Association of School Social Workers. The wide-ranging recommendations cover the job description, curriculum, supervision, better child protection, development of textbooks, upgrading the journal “School Social Work Practice” and much more.

It is anticipated that the Ministry of Education, Culture and Science will appoint a supervisor to guide the implementation of these recommendations and the future of school social work.

**Progress Comes to School Social Work in Japan**  
**Koji Kadota, Professor, Fukuoka Prefectural University School of Social Work**  
**President, Japanese Society for the Study of School Social Work (JSSSSW)**

In Japan, social work services started in 1999 when the board of education in one city and prefecture started providing services with four school social workers in total.

However, because the number of students with problems such as school refusal, bullying, behavioral problems, developmental disabilities and child abuse has increased in recent years, and as teachers have limited resources for dealing with these issues, boards of education in urban regions of Osaka, Shiga, and Hyogo embarked on school social worker projects in 2006.

In 2007, the Ministry of Education, Culture, Sports, Science and Technology (MECUSST) allotted a budget for a project. As a result, the number of boards of education providing school social work services using this project budget has increased. As of 2007, 25 boards of education provide school social work services and the number of school social workers has increased to about 40.

On the other hand, there has been a dearth of studies that examined school social work practice in Japan. Furthermore, social workers are typically trained at the undergraduate level and our logical next step is to start school social work training at the graduate level. As the first step to improve the situation, the Japanese Society for the Study of School Social Work (JSSSSW) (<http://jsssw.com/>) was established in March 2006.

The JSSSSW consists of researchers, school social workers, teachers, and board of education staff. The purpose of the organization is three-fold: 1) to conduct empirical studies of school social work practice; 2) to provide school social worker training; and 3) to conduct research about school social worker training overseas. The JSSSSW has already held two national conferences and published the *Japanese Journal of School Social Work*. Moreover, it is planning to dispatch experienced social workers that have participated in training sessions to boards of education starting school social work projects.

In Japan, school social work services have been carried out at the level of local boards of education. However, the 2008 national budget of MECUSST allots 1.5 billion yen (about 14 million dollars) for school social work services and the Ministry decided to initiate services in 144 places nationwide. The times when school social workers play an active part at last will come in Japan.