

# The Birth and Development of Asian and Pacific Association for Social Work Education —Internationalization and Indigenization—

【アジア太平洋地域ソーシャルワーク教育発展の歴史の中における  
ソーシャルワーク地域連盟の育成と役割】

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Japan College of Social Work



Asian and Pacific Association for Social Work Education (APASWE)



March 2015

# PREFACE

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This report covers the collected studies of a 3-year research project by Professor Tatsuru Akimoto, DSW, and Research Fellow Mrs. Kana Matsuo, as well as many researchers in Asia. We look forward to this report reaching a global audience.

This report is mainly due to the efforts of Mrs. Kana Matsuo. She has edited the results over the past few years, and wrote a few chapters herself with advice from Professor Akimoto. She made great efforts to build a network among the researchers, and always encouraged them to continue with their work and write each report over the entire three-year period.

We deeply respect Professor Akimoto for showing such strong leadership skills and intellectual wisdom, and we congratulate him on finishing the project.

In addition, we would like to thank the APASWE (Asian and Pacific Association for Social Work Education) research team, which contributed greatly to this report.

We hope this report presents a good opportunity to foster discussion on the internationalization of social work education in Asia.



## ACKNOWLEDGEMENTS

I wish to express my gratitude to Professor Tatsuru Akimoto for reading the draft and making valuable comments. Professor Akimoto holds a DSW and is the Director of the Asian Center for Welfare in Society at the Japan College of Social Work (ACWelS-JCSW). He was formerly the president of APASWE.

I also gratefully acknowledge helpful discussions with Dr. Angelina Almanzor, Dr. Janet George, Dr. Jude Irwin and Dr. Carolyn Noble for the APASWE history review research.

My special thanks are due to Dr. Armaity Desai for providing her papers to the Mizuho APASWE History Review Research Team.

The “Final Report on the Internationalization of Social Work Education” owes much to the cooperation of the respective research groups throughout our joint efforts coordinated by Dr. Muhummad Samad, Dr. Tulshi Kumar Das, Dr. Adi Fharudin, Dr. Fuziah Shaffie, Dr. Bala Raju Nikku, Mrs. Varathagowry Vasudevan, Mrs. Chulani Jayasrimalee Herath, Mr. Amarawansa Ranaweera, Dr. Suresh Pathare, Dr. Anita Leyson, and Dr. Sasipat Yodpet.

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## INTRODUCTION

Before the Social Work Research Institute of the Asian Center for Welfare Society (ACWels), Japan College of Social Work (JCSW) began its joint international research, the *Mizuho* APASWE (Asian and Pacific Association for Social Work Education) History Review Research Team (led by Professor Tatsuru Akimoto) studied APASWE's history in depth. These efforts were supported by a generous grant from the Mizuho Social Welfare Support Foundation in 2011.

In 2012, ACWels-JCSW launched a three-year project on international social work titled "The Study of the Internationalization of Social Work Education in Asia: Towards the 'Third Phase' of Social Work." The first stage, the "Internationalization of Social Work Education in Asia," was implemented in 2012-2013 and the second phase, the "Internationalization & Indigenization of Social Work Education in Asia" was carried out in 2013-2014. Throughout these projects, we examined the History Review Research Team's hypothetical conclusion, the "Dissemination of Western Social Work without Modification" by the "Call for Papers: Internationalization of Social Work Education in Asia History Review" and "Call for Papers: Indigenization of Social Work Education in Asia History Review."

In 2014, the final year of the endeavor, our aim was to analyze the results of the previous two joint projects, and to comprehensively examine APASWE's



background, as well as its future role.

Needless to say, the Asia-Pacific is an extensive region with a massive population. As space is limited, we have concentrated on the respective countries that took part in our research.

## OBJECTIVES

### *STAGE I:*

Stage I aimed to record the history of the internationalization of social work education in Asia, or rather, the relationship between social work education in the wider world and each country/region in the Asia-Pacific. The project was investigated a hypothetical conclusion of the *Mizuho* APASWE history review called the “Dissemination of Western Social Work without Modification.”

### *STAGE II:*

We seemed able to verify a hypothesis regarding the basic framework of education: programs (school systems), curricula, content (theories, skills, and values), teaching methods, and even goals to pursue professionalization. We observed both “positive” and “negative” modifications. Positive modifications were often called “indigenization,” while negative modifications indicate “compromise.” Stage II aimed to collect all actual indigenization cases in each country’s social work education history, and record them to contribute to the development of social work and its global education.

## METHODOLOGY

### *STAGE I:*

APASWE released the call for papers, on its website in August 2012.

Implementation period: September 15, 2012-January 31, 2013

### *STAGE II:*

The call for papers was issued on September 5, 2013 to those who took part in the previous publication. In parallel, the JCSW conducted the second phase of the “Internationalization of Social Work Education in Asia.” Participant countries were chosen based on the result of the *Mizuho* APASWE History Review Research Team. Implementation period: September 25, 2013-January 31, 2014

## THE RESEARCH PROJECT TEAM

Muhammad Samad; Anwar Hossin (Bangladesh)

Tulshi Kumar Das (Bangladesh)

Adi Fahrudin; Husmiati Yusuf; Binahayati Rusyidi (Indonesia)

Ismail Baba; Fuciah Shaffie (Malaysia)

Bala Raju Nikku (Nepal)

Amarawansa Ranaweera (Sri Lanka)

Varyathagowry Vasudevan (Sri Lanka)

Chulani Jayasrimalee Herath (Sri Lanka)

Suresh Pathare (India)

Anita Leyson; Lolita D. Pablo; Justin Francis V. Nicolas (the Philippines)

Sasipat Yodpet; Komonmarn; Aecjitra Kammersrisuk (Thailand)

# CHAPTER 1: HISTORY OF THE ASIAN AND PACIFIC ASSOCIATION FOR SOCIAL WORK EDUCATION (APASWE)

This chapter is based on a one-year grant research project financially supported by Mizuho Fukushi Josei Zaidan (*Mizuho* Social Welfare Support Foundation) and conducted by the Asian and Pacific Association for Social Work Education (APASWE) History Review Research Team in 2011. The *Mizuho* APASWE History Review Research Project was initiated by the immediate past president of the APASWE, Dr. Tatsuru Akimoto, and the Japanese members listed in the footnote<sup>1</sup>. This chapter summarizes the brief history of the APASWE, aiming to enhance the study of social work at the regional level, which has been missing in current research, and to contribute to social work at the global level.

In the first stage of this project, the team recorded and analyzed the APASWE, including its predecessor, the Asia Regional Association for Social Work Education (ARASWE), covering its organization and activities over the past 37 years. We reviewed literature from the University of Minnesota Libraries Social Work Archives, the Library of the Japanese Association of Schools of the Social Work Education, and the Journals of Asian Social Work Development issued by the National

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<sup>1</sup> APASWE History Review Research Project members were (by alphabetical order): Tatsuru Akimoto (Head), Hiroshi Harashima, Takae Itakura, Tomoharu Nagano, Youmei Nakatani, Toyoko Nomura, Kana Matsuo, Miho Sakuma, Masaki Soeda, and Kana Yagami

University of Singapore. Additionally, we interviewed former presidents and other officials. The first stage of the research report was submitted in November 2011 to Mizuho Fukushi Josei Zaidan. The second stage of the interim report was presented orally by the author in the international conference held in Stockholm in July 2012.

This paper was originally written in Japanese and published in 2012 and is intended to be reconstituted by adding up-to-date results for the oral presentation.

In this chapter, the author classifies APASWE history into four phases according to its organization and activities and the country/region distributions of its presidents and board members since its establishment. The first phase was named "ARASWE/APASWE Establishment" followed by the second phase covering three presidencies held by Australian, named the "Australian Era;" the third phase covering Singaporean and Philippine presidency, called the "ASEAN Era;" and the fourth phase covering Korean and Japanese presidency, named the "East Asia Era." It should be noted that this chapter reports on the activities of the ARASWE/APASWE until 2009, just before Dr. Akimoto became the president.

## THE PREHISTORY OF THE ARASWE/APASWE ESTABLISHMENT

After World War II, the International Association of Schools of Social Work (IASSW) and various international organizations including the United Nations (UN) conducted various projects focusing on developing human resources at the global

level and social work education. There were two streams of social development and social work education flowing in the Asian-Pacific Region in the 1950s–1970s. This can be referred to as "APASWE prehistory." This chapter begins with compiling the facts recorded in the minutes of IASSW.

According to the Secretary's Report of the International Committee of Schools of Social Work (ICSSW), the following emerged as possible programs: *(1) the organization of regional seminars (in possible cooperation with the United Nations), (2) publication of a news bulletin twice a year, and (3) the production of international case records for teaching purposes* (Kendall, 1956).

At the time, the ICSSW received inquiries and requests regarding its membership from all over the world. Quoting Kendall's summary,

*As schools of social work in the Middle East, the Far East, and Latin America become aware of and interested in the opportunities provided by membership in the I.C.S.S.W., the organization can begin to make itself heard as the international voice of social work education. (Kendall, 1956)*

During the 1960s, pioneers of the social work education from the geologically Asia-Pacific region appeared in the IASSW minutes. For examples, four peoples from the Asian-Pacific region such as Pakistan, Iran, Israel, and Malaysia attended the IASSW executive board meetings held in Athens, Greece, in 1964.

At this meeting, proposals were put forward for regional seminars in Asia and Latin America. This planted the seed for the establishment of the regional association in these areas. Ms. Jean Robertson (Singapore) and Dr. Rifat Rashid (Pakistan) initiated planning, and the IASSW Board agreed to support it financially at this Seminar (IASSW, 1964). Meanwhile, the International Federation of Social Workers (IFSW) held its first regional conference in Bangkok, Thailand in 1967 with the theme “*Conditions in Asia and Progress in the Social Situation in Asian Countries.*” According to Ms. Kaethe Rawiel, the main topics were *the population problem, food and housing conditions, helping people from rural areas to become integrated in urban areas, and education* (IASSW, 1968).

In the Directory of the IASSW dated April 1967, the following countries appeared as full members: Australia (4 schools), India (National Association and 17 schools), Iran (1 school), Israel (1 school), Japan (National Association and 29 schools), South Korea (2 schools), New Zealand (1 school), Pakistan (3 schools), the Philippines (National Association and 1 school), and Singapore (1 school). In addition, the Directory listed an Affiliate Member (the Department of Research in Social Studies, the University of Melbourne [Mrs. Ruth H. Crawford] in Australia) and a Provisional Member (the School of Social Welfare, the Department of Social Affairs [Mr. Suhaimi Effendi M.A.] in Indonesia) (IASSW, 1967).

On the other stream, the UN and other various international organizations had supported programs on developing human resources and communities in post-war Asia. According to a UN report in 1965, the Economic Commission for Asia and Far

East (ECAFE), 9 research projects had been completed; 26 projects had been in progress or proposed; and 13 international/national/regional seminars, conferences, or expert meetings had been implemented under the initiative of the UN, Economic Commission for Asia and the Far East (ECAFE), and International Labor Organization (Viloria) at that time (M. M. Mehta, 1965). These projects, seminars, conferences, and expert meetings were aimed at human resource development in both Asia and the Far East.

The IASSW cooperated with UN projects by sending observation requests; for example, the IASSW was asked to observe the UNICEF Conference on Children and Youth in National Planning and Development held in Bangkok, Thailand (IASSW, 1965).

In the minutes of the meeting of the executive board on August 29 and September 3, 1970 held in Antipolo and Manila, the Philippines, the following Asian names appeared as in attendance: Dr. Angelina C. Almanzor from the Philippines as Vice President of the IASSW; Ms. S. Farman-Farmaian from Iran and Dr. M.S. Gore from India as Elected Members; and Mr. K.N. George from India, Dr. Joseph Neipris from Israel, Dr. Tatsuo Wakabayashi from Japan, and Mrs. Ester Viloria from the Philippines as National and Regional Association Representatives.

At the meeting, Kendall reported on the results of the International Conference on Social Work Education, Population and Family Planning held in Hawaii in 1970. In addition, IASSW President Dr. Herman D. Stein read a letter from the Secretary of



Welfare for the Philippines asking for IASSW assistance in the organization and staffing of the proposed Regional Research and Training Centre in the Philippines. The IASSW replied to the Secretary of Welfare for the Philippines offering continued help in locating qualified personnel, and the board agreed for Dr. Almanzor to take responsibility as the IASSW representative at the Asian Ministers Conference and to, *at her discretion, make interventions on their behalf* (IASSW, 1970). This center was recognized as the Social Welfare and Development Center for Asia and the Pacific (SWADCAP) (Kojima, 1978).

Another milestone of social work education in Asia was recorded in these minutes. Dame Eileen Younghusband reported on discussions with Ms. Armaity Desai, the first president of the ARASWE, with Asian educators. In this discussion, Younghusband said that there was consensus on the need for a working seminar of curriculum, social, and family planning to be taken as illustrative subject matter (IASSW, 1970).

At the IASSW executive board meeting in 1971, a new project called the “Social work education and family planning project” and the first Asian regional seminar of social work education called “Bombay Seminar” were reported (IASSW, 1971). According to the minutes, the new project was the fruit of two international meetings held in 1970, the International Conference on Social Work Education, Population, and Family Planning in Hawaii and an expert working group of social work educators in Manila. The project was discussed focusing on the need for active involvement of schools of social work everywhere to develop qualified

personnel for family planning responsibilities and population policy making. The project continued for five years under a contract between the IASSW and the U.S. Agency for International Development. The project included specific activities, such as:

...indigenous curriculum development in selected pilot schools of social work; organization of approaches at different educational levels to the preparation of current students, previous graduates, paraprofessional personnel, etc.; the use of international resource teams in short interdisciplinary seminars with faculty members of the pilot schools; conferences of social work educators representing schools of social work within a specific region; opportunities for international exchange of faculty members; and work on teaching aids, curriculum guides, and background or reference materials. (IASSW, 1971)

It was one of the backbones of the ARASWE activities in its establishment era.

The regional seminar in Asia was one of the concerned topics of the 1960s. It appeared several times in the minutes of the IASSW board meetings. In October 1971, the first Asian regional seminar was held in Bombay, India. Armaity Desai of Nirmala Niketan School of Social Work, Bombay, and Angelina Almanzor of Philippine School of Social Work, Manila, were co-directors of this seminar. This seminar has continued as the main activity of the ARASWE/APASWE, the biennial seminar of APASWE to this day.

In 1929, the ICSSW had established schools of social work in ten Western countries/regions including Europe and the USA and changed its name to the International Association of Schools of Social Work (IASSW) and had spread its members among 350 schools and 15 National Associations in 46 countries/regions by 1967 (IASSW, 1967). During the 1960s, the topic was raised several times in the executive board meetings of establishing the regional organization; however, questions were also raised. In the opinion of the board, “[r]egionalization would detract from the effectiveness of the IASSW as an international enterprise” (IASSW, 1965). On the other hand, Almanzor explained the idea of organizing the ARASWE as follows:

A group, (omitted) thought it was important for the region’s schools of social work to get together within a structured framework for mutual learning and exchange on current practices, curriculum issues and best practices. There were not too many schools in the region then, and it was decided that perhaps having such an organization would help others who wish to establish schools of SW in their respective countries. (Almanzor, 2011)

Almanzor also described the situation in the IASSW at that time as dominated by “Westerners” (Almanzor, 2011). However, she expressed her opinion that the reason for this was that non-Westerners did not engaged in the schools of social work in developing countries such as independence countries (Almanzor, 2011).

## THE BIRTH OF THE ARASWE/APASWE (1974–1985)

The ARASWE was officially established in 1974 in Nairobi, Kenya. Twenty-eight persons participated from twelve countries—Bangladesh, India, Indonesia, Iran, Japan, Korea, Pakistan, the Philippines, Sri Lanka, Thailand, Turkey, and South Viet Nam—and adopted the constitution (APASWE, 2013). Almanzor called all social work schools in Asia that participated in the IASSW international conference in Nairobi, and the first ARASWE general assembly was held. At the assembly, Armaity Desai from India was elected as the first president of the ARASWE. Angelina Almanzor, the core person who had led in the formation of the ARASWE, declined to assume the responsibility of the position: “To be a president of such an organization called for a person who could devote 100 percent of her/his time. I thought I could not do justice for the ARASWE (as I was dean of my school)” (Almanzor, 2011).

Members of the first ARASWE board were from India, the Philippines, Hong Kong, Bangladesh, and Indonesia. The second board two years later added members from Japan, Australia, Korea, and Pakistan in place of Bangladesh and Indonesia.

During the initial period, the ARASWE centered its activities around social development, poverty, and family planning to provide literature and teaching materials for social work education. Mr. Robin Huws Jones, the treasurer of the IASSW, reported his evaluation at the IASSW executive board meeting on the International Family Planning Project. He visited four countries in ten pilot schools and one pilot national association of schools of social work in December 1974 by

request from USAID. He evaluated the project providing the opportunity to exchange knowledge, skills, literature, curriculum, and human resources among countries in the region. His concern was recorded as follows: "More work will also be needed to produce indigenous teaching materials, and efforts should be exerted to encourage more interdisciplinary teaching that is based on real cooperation and understanding of what other disciplines can contribute to social work" (IASSW, 1975). At the meeting, Almanzor also reported the IASSW and the IFSW's joint project entitled "Action Research on the Integration of Family Planning and Population Education in Community Based Development Programmes through the Social Work Method." The selected countries, such as the Philippines, Hong Kong, South Korea, and Thailand, participated in the IASSW family planning project. The project ran from 1975 to 1976 and was one of the backbone elements of the initial ARASWE activities utilizing financial support from the International Planned Parenthood Federation (IPPF), United Nations Population Fund (UNFPA), and USAID, among others (IASSW, 1975).

In 1976, during the IASSW international conference held in Puerto Rico, the membership of the Pacific countries including Australia, New Zealand, and the Pacific Islands was discussed based on their request:

They had decided that they would prefer to join the Asian group of countries, although they had been given the option to join the European Region, were they to form an association, if they found greater cultural similarities with the European culture. However, they had come to the conclusion that geographical proximity

would bring more shared experiences, and they would prefer to remain with the region. (Desai, 2011)

The major activities during the first stage of ARASWE included biennial seminars, regular executive board and general body meetings to strengthen the collaboration among educators in the region, the publication of newsletters, ARASWE Post, and a Directory of schools of social work in Asia (ARASWE, 1980). There was discussion about establishing an ARASWE regional headquarters in Hong Kong (IASSW, 1978), though that has not been realized until today.

By 1977, within three years after its inauguration, member schools totaled 81 from 16 countries/regions in the region: Australia, Bangladesh, Hong Kong, India, Indonesia, Iran, Japan, Korea, Malaysia, New Zealand, Pakistan, Papua New Guinea, Philippines, Singapore, Sri Lanka, and Thailand (ARASWE, 1978).

The biennial seminars took root, and 74 people from 13 countries/regions and 63 from 11 countries/regions attended the first in New Delhi in 1977 and the second in Melbourne in 1979, respectively, from within Asia and the Pacific.

Esther Vilorio (the Philippines) took over the presidency for the third and fourth boards. Later, Nanthanee Jayasut from Thailand served a term. In 1981, 1983, and 1985, seminars were held in Sri Lanka, Thailand, and Malaysia, respectively.

In 1981, the name of the ARASWE was changed to APASWE "to make explicit the inclusion of probable member-island schools in the Pacific. An inquiry from the

School of Social Work, University of Hawaii has evidenced its desire to become a regular member also of ARASWE” (Viloria, 1981). When the European Regional Association was formed later in 1982, Israel and Turkey decided to join the European organization (Desai, 2011). At the same meeting, it was reported that two projects, the Asian Action Project on Family Planning and Population Education and the Para-Professional Project, were completed by Dr. Vitaya Rao, Assistant Secretary-General of the IASSW. As mentioned above, the Asian Action Project of Family Planning and Population Education was a joint project of the IASSW and IFSW founded by IPPF; that was a trigger to boost the regional association in the Asia region. The report “A Two Country Experience: The Integration of Family Planning and Population Education in Community-Based Development Programmes through the Social Work Method” has been distributed to the members (IASSW, 1981).

During the presidencies of Viloria and Jayasut, the APASWE had several workshops and regular biennial conferences in cooperation with the IFSW, IASSW, ESCAP, and other UN organizations; as Mehta reported, the "APASWE would like to see more collaboration between the First and Third worlds” (IASSW, 1982). For example, in 1983, the APAWE coordinated a one-day mini-workshop on "Women’s Studies in Social Work Education,” and the seventh biennial seminar themed “Impact of Social Change on Social Work Practice and Education: The Need for Evaluation and Justification” held in Bangkok, Thailand brought out publications (IASSW, 1984). It was reported that the APASWE activities at the IASSW Board of Directors meeting in 1985 mainly centered on the works of Vera

Mehta. In addition, the APASWE study of Trends in Curriculum Development, which was seeking curriculum and standards along the Asian and Pacific region, was recognized (IASSW, 1985). Another issue of concern was the financial handle needed to implement the APASWE activities that appeared in the IASSW minutes. At the Board of Directors meeting, it was reported that the MISEREOR had agreed to consider activities of the IASSW in Asia related to curriculum development (IASSW, 1985). The MISEREOR had supported APASWE activities from the mid-1980s until the following Australian Era. In 1985, the eighth biennial regional seminar themed “Grass-root Participation and Social Work Strategies for Social Development” was held in Penang, Malaysia, and new boards were elected.

### THE AUSTRALIAN ERA (1985–1997)

At the biennial seminar in Malaysia, Edna Chamberlain was elected as the president. In the Report of the IASSW Secretary-General, several activities were reported in Asia. Although they all were not initiated by the APASWE; some projects were proposed by people who participated as members of the board for the APASWE or led to the major APASWE project in the Australian Era. For example, the possibilities of a training workshop for the Pacific Islands by Dr. Dugald McDonald and the preliminary planning to starting a Hong Kong Association of Schools of Social Work were seen in the report (V. Mehta, 1985).



APASWE executive board and general body meetings were held in August 1986 during the IASSW/IFSW/ICSW Tokyo International Conferences. These included reports on APASWE activities during 1985 and 1986 and discussion of future plans (APASWE, 1986)<sup>2</sup>. The following five activities were proposed at the General Meeting: (1) *Curriculum Development Study*; (2) *APASWE China Outreach Project*; (3) *Encouragement and Facilitation of Regional Initiatives*, an APASWE Book publication project; (4) "Twinning" of Schools of Social Work in the Region to encourage collaboration between the schools in the region; and (5) *Case Studies of Practice with Women as the Focus of Intervention* (APASWE, 1986). Mainly, projects were centered on supporting schools of social work in the Asian and Pacific Regions. Regarding the unique concept of the Twinning Project, it was reported that "the new 'twins' might consider staff visits, staff exchanges, specially arranged placements for students, correspondence between the student bodies, joint research projects, assistance with funds, assistance for development, etc." (APASWE, 1986). "The APASWE China Outreach Project" will be mentioned after this section.

In 1987, the ninth regional seminar was held in Jakarta, Indonesia, and the APASWE moved to the second terms of President Chamberlain. During the seminar, APASWE executive board and general body meetings were also held, raising the following seven proposals for APASWE activities in the years 1987–1989: (1)

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<sup>2</sup> In the report, the title was misdated as 1987. The Tokyo International Conference was held in August 1986.

Comprehensive List of Schools of Social Work in Region, (2) China Outreach Project, (3) Bibliography of Indigenous Social Work Literature, (4) Student Exchange Project, (5) Twinning Project, (6) Curriculum Development Project, and (7) APASWE Post. Regarding the “Twinning Project,” five Australian schools of social work<sup>3</sup> enthusiastically responded (APASWE, 1987).

In 1988, a three-week Training Seminar on Advanced Social Planning for Integrated Social Economic Development was held in Bangkok, Thailand, which was jointly organized by the APASWE, the ESCAP, the United Nations Economic and Social Commission for Asia and the Pacific, and the IASSW (APASWE, 1988). In the same year of 1988, a seminar was held in Beijing, Republic of China themed “Existing Patterns and Future Trends of Curriculum Development in the Asia and Pacific Region” along with the “China Outreach Project” (APASWE, 1988). The China Outreach Project was started in 1986 to seek the possibility of assisting in developing a social work program and curriculum in China. The APASWE set up the working group in Hong Kong with the following members: Professor John Jones, Dr. Nelson Chow, Foo Tak Nam, and Angelina Yuen (APASWE, 1986). The China Outreach Project continued after the Beijing Seminar with financial assistance from the Keswick Foundation in Hong Kong and the IASSW<sup>4</sup>. It was reported that the Working Group organized a three-year project following the Beijing Seminar

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<sup>3</sup> University of Queensland, University of Melbourne, University of Western Australia, Tasmanian State Institute of Technology, La Trobe University

<sup>4</sup> 584,995 HKD was reported as the total amount of the project income (Yuen, 1994).

called the “China Project” from 1989 to 1992. The China project seemed very active in building social work curriculum; establishing social work teaching resources including textbooks, teaching materials, audio-visual aids, and support services; developing a library; and sponsoring regional international conferences (APASWE, 1989b).

In 1989, the tenth Regional Seminar was held in Singapore themed “Managing Social Services in the 1990: Challenges for Social Work Practice and Education.” The APASWE executive board and general body meetings were held during the Singapore Seminar, and David R. Cox was elected as the new president of the APASWE (APASWE, 1989a). At the Executive Board Meeting, the following new projects were proposed: (1) *Outreach to Brunei and Vietnam*, (2) *Development of Social Work Education in the Pacific Region*, (3) *Project on Migrant Workers*, (4) *Publication Project*, and (5) *Training Program in cooperation with the ESCAP* on various topics (APASWE, 1989a). Regarding the Publication Project, the National University of Singapore proposed to set up the journal “Asia Pacific Journal of Social Work” (APJSW) to the APASWE Boards. It was voted to support APJSW in the General Meeting of APASWE in Lima, Peru in 1990 (Vasoo & Tiong, 1991).

In the same year, An IASSW–APASWE workshop on the theme “Social Work Intervention in Macro Development Projects” was held in Bombay in October 1989 (V. Mehta, 1989). At the end of the 1980s, APASWE membership included the following countries and regions: Australia, Bangladesh, Hong Kong, Korea, India, Indonesia, Iran, Japan, Malaysia, New Zealand, Papua New Guinea, Philippines,

Singapore, Sri Lanka, and Thailand. In addition, schools in Taiwan, the University of the South Pacific, and the Peking University of China were interested in joining the APASWE as members (APASWE, 1988). Cox answered in the interview implemented in 2011 by Jude Irwin, a part of the APASWE History Review Project, that “the main thing on the agenda was always where the next conference was going to be and to get it organized, which I increasingly thought was a pity. I thought APASWE could do more than conferences” (Cox, 2011). He had been seeking new APASWE projects. APASWE/IASSW projects were seen in Afghanistan, Vietnam, Pakistan, and Fiji during Cox’s Presidency.

In 1991, the eleventh Biennial Seminar was held in Hong Kong. The APASWE Publication Project also distributed a book titled *Social Problems in the Asia Pacific Region* in the same year. Edona Chamberlain, the immediate past president of the APASWE, compiled the initial history of the APASWE/ARASWE in this book (Chamberlain, 1991).

The APASWE newsletter mentioned an APASWE co-sponsored seminar on “Women’s Capacity Building for Social and Economic Development” held at the University of Karachi in February 1992. The workshop established the Pakistan Association of Schools of Social Work (APASWE, 1992); however, Pakistan had dropped off the APASWE directory by this time. Other new projects were introduced in the APASWE newsletter in 1992 such as (1) the *Street Children Project*, in collaboration with UNICEF and IASSW; (2) the *Migrant Worker Project* exploration, which was the rooted in a Sri Lanka project for returnees from the Gulf War,

focusing on policy development to support contracted female workers going outside their countries with the plan to endeavor in Hong Kong, the Philippines, and Indonesia; (3) *Human Services Training Models*, some ideas for work in Papua New Guinea and in the South Pacific; and (4) *APASWE/ESCAP Directory Projects* (APASWE, 1992).

In 1993, the TATA Institute of Social Sciences in India hosted the Twenty-year Celebration Conference and biennial meeting of the APASWE. At the meeting, the new APASWE Boards started, and the tenth president of the APASWE was Dr. Janet George from Australia (APASWE, 1994). The APASWE continued their project on China's relationship, the *Directory of Schools of Social Work in the Asia-Pacific Region*, in collaboration with the ESCAP (APASWE, 1993) and with coordination from the biennial conference. In the regional report to the IASSW EXCO Meeting in 1994, there was a comment regarding the election in 1993: "(I)t has been difficult to get nomination for the Presidency from countries other than Australia" (IASSW, 1994).

George sent a message to the members in the Newsletter: "Being aware of APASWE's role and opportunities is one element" (APASWE, 1994). "Networking," "communication," and "participation" among members in the region had been of concern in the APASWE. George sent the letter to the Japan Association of Schools of Social Work for the purpose of exploring ways of strengthening national associations of social work (George, 1994).

In 1995, the *Regional Awards* idea was proposed to APASWE Board Members (George, 1995). In the same year, the thirteenth regional conference<sup>5</sup> was held in Christchurch, New Zealand. The APASWE History Review Project team had interviewed George in 2011 in cooperation with Irwin. In this interview, George explained that the economic downturn in this region *affected the capacity of the APASWE*, and educators were devoted to be an international board (George, 2011). In addition, “there was theoretically in social work education an interest in indigenization” was the big contextual factor during her presidency.

At the end of her terms of service, George expressed “this feeling that the time had come for transfer of the auspice of APSWE away from Australia into the Region itself because we’d had a long period of time ” (George, 2011).

## THE ASEAN ERA (1997–2005)

In 1997, the fourteenth regional conference was held in Bangkok, Thailand. A new president of APASWE, Ngiam Tee Liang from Singapore, was elected. He served for two years and then was succeeded by Romeo Quieta from the Philippines.

An interview with members of the APASWE History Review Project revealed the following:

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<sup>5</sup> APASWE biennial regional seminars were also written as a regional seminars after the twentieth-year celebration in Bombay, 1993, though the details are still unclear.

[The President] thought of a sub-region approach, considering the broad geographic area the APASWE covered and the weakness of the organization of the APASWE; that is, neighboring countries should support each other. As Hong Kong supported China, India should support Pakistan, Sri Lanka, and Afghanistan, for example. Thailand was already very established in the field in that part of the Indochina region so as to be able to help Vietnam, Laos, and Cambodia. (Liang, 2011)

This was not realized at that time, however.

During this Era, two biennial conferences were held in Australia and Singapore in 1999 and 2001; the seventeenth biennial conference in Nagasaki, Japan was cancelled because of the impact of SARS in this region. The Asia Pacific Journal of Social Work, renamed as the “Asia and Pacific Journal of Social Work Development,” has been distributed regularly twice a year. Disappointingly, documents, records, and minutes of Board Meetings during this period are scattered, and it was difficult to grasp other activities of the APASWE. However, an APASWE board member and Secretary of a national association in this region at that period described the association gradually becoming inactive, referring to “dormancy” or a “quiet period”:

The APASWE secretariat was not functioning.... We did not receive annual due invoices in some years. There were no responses to our inquiries. In [a year], our

association could not send ours members' dues. Still (there were) no responses to our request for sending invoices. (APASWE, 2013)

In 2005, the eighteenth regional conference and the general body meeting were held in Korea. At the General Body Meeting, dissatisfaction with the weakness of the APASWE administration was expressed by member schools (APASWE, 2013).

### THE EAST ASIA ERA (2005–2009)

In 2005, Rajendra Muthu was elected as the president of the APASWE at the APASWE General Meeting in Seoul, Korea. He was a Malaysian positioned at a Japanese institution at that time. Reorganizing and revamping the APASWE were the main concerns. Carolyn Noble was in charge of editing the new APASWE bulletin. The following were ideas for reconstruction: (1) homepage launch, (2) preparation for the 2007 Regional Conference, (3) transfer of APASWE accounts from Singapore to New Zealand, (4) the APASWE's e-bulletin, (5) APASWE Award for Outstanding Contribution to Social Work, (6) expansion of membership (APASWE, 2006).

In 2007, a regional conference was held in Penang, Malaysia. The APASWE continued its self-revival projects: (1) Membership—new members joined from Cambodia, China, Nepal, and Russia; (2) APASWE Conference in Jakarta; (3) the APASWE's collaboration with the Japan College of Social Work (JCSW); (4) 15th



International Consortium for Social Development (ICSW) Symposium, 2007; (5) the APASWE's Book Project; and (6) establishment of a Social Work Department at Royal Phnom Penh University, Cambodia (APASWE, 2007). During the conference, Song Yee Kim from Korea was elected as the president of the APASWE; however, he was appointed to be Minister of Welfare in his country and found the two assignments to be incompatible. The progress of reconstruction slowed. However, biennial conferences were held in Auckland in 2009, a few issues of a digital newsletter were released, and the first APASWE book titled *Social Work Education: Voices from the Asia Pacific* was published in 2009 (APASWE, 2013).

## SPECIAL CONTRIBUTION<sup>6</sup>

### APASWE HISTORY:

### FOUNDATIONAL YEARS 1974-1979

Professor Armaity S. Desai<sup>7</sup>

#### BACKGROUND

The Asian and Pacific Association for Social Work Education (APASWE) was earlier founded as the Asian Regional Association for Social Work Education (ARASWE) in 1974 before the Pacific countries joined in and an amendment made to the Constitution in 1980. The genesis of the regional association lies in a concern for more emphasis on regional needs which were not reflected by the global more western oriented programme emphasis of the International Association of Schools of Social Work (IASSW), with all key players being from a western cultural orientation, at least at the time. An Asian project of IASSW gave the opportunity for frequent meetings and for coordination of activities by an Asian social work educator, Dr. Angelina Almanzor, who played a vital role in the start-up of the association of Asian Schools. The workshop held in Mumbai, India, in 1971, greatly

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<sup>6</sup> This article was contributed for the Mizuho APASWE History Review Research Team in 2011.

<sup>7</sup> First President APASWE 1974-79, Former Vice President (IASSW)

highlighted the need for a continuous regional exchange of ideas and experiences. Subsequently, the aforementioned project of IASSW for selected Asian countries, funded by US AID, and other regional seminars, continued to cement the idea.

## SEEDS SOWN FOR A REGIONAL ORGANISATION

As early as 1968, there was an initial discussion to establish a regional association at the Congress of Schools of Social Work in Scandinavia. However, it was in The Hague in 1970 that the first steps were taken by Asian social work educators attending the Congress of schools of social Work, to set up an Ad Hoc Committee with Dr. Angelina Almanzor, Head, Philippines School of Social Work, and Vice President of the IASSW, as the Chairperson and Prof. K. N. George, Principal of the Madras School of Social Work as the Secretary. “Those present felt the need to organise the body to provide leadership towards closer relationship and interchange among Asian Schools of Social Work. There was a growing realisation that underneath the differences existing among the Asian Schools, there are common elements that bind us geographically and culturally and thus increase the potentialities for regional cooperation. Such cooperating regional bodies already existed in Latin America, Africa and Scandinavia, and it was felt that the Asian Schools would have much to gain from such an approach. The Ad Hoc Committee was given the mandate to formulate a Constitution.”<sup>8</sup>

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<sup>8</sup> ARASWE Annual Report 1974-75.

## IASSW

After Dr. Almanzor's period as Vice President was over, I was nominated to be the Vice President for Asia and attended the meetings of the Board during the 1970s. The Board was dominated by representatives of the western region, especially in all the key roles. The representatives of Africa, Asia and Latin America felt that they were a minority and the needs of these regions were hardly being addressed. The Latin American and African countries had already taken steps to organise associations in their respective regions, and the Asian countries began to initiate similar action. This led to a lot of discomfort in the IASSW as it was apprehend that there would be fissiparous tendencies globally in the organisation. We did much to assure them, especially Dr. Katherine Kendall, that the attempt was not to diminish the work of the IASSW, as much as to enhance it by addressing the specific concerns and needs of the countries in each region which could not be addressed globally, thus playing a complementary role.

## THE FIRST ASIAN REGIONAL SEMINAR UNDER THE AEGIS OF IASSW

As stated earlier, the first IASSW Asian Workshop was held in 1971 at the College of Social Work (Nirmala Niketan), affiliated to the University Mumbai, in Mumbai, India. The genesis of this programme was in my initial contacts with Dr Kendall in 1967. I was doing my Ph. D thesis at the University of Chicago, School of Social

Service Administration, on the relevance of American social work education for foreign students studying in the US universities. My Ph.D. Guide, Prof. Donald Brieland, asked me to go to New York and meet Dr. Kendall, Secretary-General, IASSW, for ideas when I was formulating the research proposal. I went to New York and had discussions with her and her colleague. She was glad that I had chosen a topic relevant to their work in IASSW. When I completed my degree, and was returning to India via New York, I met her in 1969 over dinner to discuss my findings. I did not realise that her invitation to dinner had an agenda of her own! On my return to teach at the College of Social Work in Mumbai, she urged me that I should organise a seminar for the Asian region schools of social work, and to request the Principal of the College, the late Dr. (Ms.) D. M. Baker, to consider the proposal. I was overwhelmed at the thought of organising such a seminar, but when I returned to the College to resume my work, Dr. Baker was most enthusiastic and agreed that we could organise the workshop. She helped me considerably in raising the funds, which also Dr. Kendall expected us to do!

At the Congress of Schools of Social Work, Manila, Philippines, 1970, the late Dame Eileen Younghusband, Hon. President, IASSW, called a meeting of the regional faculty present to discuss the convening of the seminar. The theme of “Curriculum Development and Teaching” emerged and the dates were fixed for October 31 to November 9, 1971. Dr. Angelina C. Almanzor, Director, Philippine School of Social Work, and also then the Vice President of IASSW, and I, were made responsible as Co-Coordiators. With the full involvement of the small number of Faculty at the College, the IASSW seminar was organised in Bombay (now called

Mumbai) and was co-sponsored by the Association of Schools of Social Work in India when Prof. K. N. George, Principal, Madras School of Social Work, was its President. The programme successfully drew participants from Iran (1), Sri Lanka (1), Singapore (1), Thailand (2), Indonesia (1), Hong Kong (3), (then South) Vietnam (1), Philippines (1) Korea (2) Japan (5), and India (9). There were 16 programme participants from India, representatives of IASSW including the then President, Dr. Herman Stein (USA), Dr. Dame Eileen Younghusband (Yodpet, Komonmarn, & Kummessrisuk), and Dr. Katherine Kendall, as well as the representatives of ESCAP (Bangkok), UN Development Programme in the Philippines, and the Department of Health, Education and Welfare (USA). It was a landmark event for the IASSW as it brought together the educators in the region for the first time. However, it was even more historical for the region as it brought us together to discuss our common issues and exchange ideas. The fact that we felt that there was a common thread of concerns, sowed the seeds of forming an association. At the conclusion of the seminar, it was stated:

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*That similarity of views is to some extent an indication of the identity of professional views and approaches in the Asian countries represented at the seminar.<sup>9</sup>*

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While this workshop gave momentum to bring together the social work educators and to feel the need to meet periodically and discuss shared concerns, considerable

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<sup>9</sup> Workshop Deliberations, p.134, **Curriculum Development And Teaching**, Proceedings of the South-East Asian Seminar for Social Work Educators, (Editors) Dr. (Miss) Armaity S. Desai and Dr. (Mrs.) Angelina C. Almanzor.

spadework was done, thereafter, by Dr. Angelina C. Almanzor who, as IASSW Asian Representative on a project of IASSW, extensively toured the region, and used the opportunity to initiate personal and formal contacts with schools of social work, national associations and individuals to discuss their views on forming an association. She also took every opportunity when social workers met in the region, or at the Congress of Schools of Social Work, to dialogue and plan for the setting up of the association. Several such meetings were held which will be described in more detail. After the preliminary meeting in The Hague, and the workshop in Mumbai, the meeting in Bangkok was the next such opportunity.

### THIRD PRELIMINARY MEETING OF SOCIAL WORK EDUCATORS, BANGKOK, 1972, AT ESCAP-IASSW JOINT SEMINAR 1972

The plan for forming a regional association was further discussed in the third meeting held at Bangkok in 1972 when social work educators were present for a joint meeting of the Economic and Social Commission for Asia and the Pacific (ESCAP) and IASSW. The pros and cons of setting up such an association, especially in relation to other regional and international bodies which already existed, was discussed and it was agreed that it would be a non-governmental organisation, which will be both complementary and supplementary to other regional bodies such as ESCAP and the Social Welfare and Development Centre for Asia and the Pacific (SWADCAP). It will speak on behalf of its Member Schools, identifying their needs and establish channels for cooperation between its

Membership and other related organisations in the region. Dr. Almanzor continued as Ad Hoc Chairperson and was given the mandate that, by the next meeting, the Constitution should be completed after examining the Constitutions of the Schools of Social Work which already have national bodies such as India, Japan and the Philippines.<sup>10</sup> It was also reported that during the interim period, the work of establishing the Association would be supported by the combined resources of the offices of Dr. Angelina Almanzor, Chairman, who was then the Director of the Philippines School of Social Work, and the facilities also available at the time to her office as the IASSW Regional Representative in the project on the Development of Qualified Manpower for Population and Family Planning mentioned below.

#### THE US AID, ASIA PROJECT, OF THE IASSW (IIND REGIONAL SEMINAR) AND THE FORTH PRELIMINARY MEETING OF ASIAN EDUCATORS IN SINGAPORE, 1973

In 1970, the Council on Social Work Education (CSWE), USA, held an international conference on Population and Family Planning: A New Responsibility for Social Work Education with financial assistance from the U. S. Agency for Social Development. Dr. Katherine Kendall was responsible for the conference to ensure effective international participation as she was then the Director of the International Division of the CSWE and, simultaneously, Hon. Secretary-General of

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<sup>10</sup> ARASWE Annual Report 1974-75



IASSW. As a direct off-shoot of this conference, she applied for and was sanctioned a project on population and family planning for selected Asian countries – Bangladesh, Indonesia, Iran, Korea, Pakistan, Philippines, Sri Lanka, Thailand, Turkey and Vietnam covering eighteen schools of social work in these 10 countries identified by Dr. Almanzor, who became the IASSW Representative of the project for Asia. India was not selected as part of the project, but an Indian representative from the Delhi School of Social Work, Dr. S. Pathak, was present and presented one of the four papers. At this third IASSW seminar held in the Asian region at the Singapore School of Social Work in November 1973, these schools were brought together for exchange of ideas as evolved by them in their individual programmes. Participants were also invited from other Asian countries including Hong Kong, Malaysia, and Singapore though not a part of the project. Eventually, the project moved from the narrow focus on family planning because it was placed in the total context of social development, and the need to develop curriculum in a social development framework, which came to be emphasised. The General Rapporteur, Dolores B. Lasan concluded:

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*From my point of view, this Seminar-Workshop generated among social work educators in Asia a readiness to take a close analytical look at the social changes pervading in the region as well as all parts of the world; a commitment to place social work in the mainstream of development*

*efforts in their respective countries; and a determination to indigenise social work approaches even as we recognise the value of intercultural sharing.*<sup>11</sup>

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It is evident that each successive activity was laying the foundation for organising the regional schools of social work into an association with a very definite focus on the relevance of the social context in developing the curriculum, and with emphasis on the processes of learning and teaching.

It was at this Singapore 1973 workshop that the third meeting was held. The Constitution, prepared by the Ad Hoc Committee, was discussed and several amendments accepted. It was decided to circulate the Constitution to all the Schools in the Region for their comments.<sup>12</sup>

## THE FIRST GENERAL BODY MEETING OF ARASWE - THE FORMATION OF ARASWE AS A LEGAL ENTITY, 1974

At the International Conference of Schools of Social Work held in Nairobi in 1974, Dr. Almanzor, who was then the Ad Hoc Chairperson for organising the schools of social work into an association, told me that as a result of the above project, she had extensively toured in the region and believed that the time had come to initiate a formal association. She requested me to take the leadership as the first

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<sup>11</sup> International association of Schools of Social Work, *A Developmental Outlook for Social Work Education*, 1974, p.151

<sup>12</sup> ARASWE Annual Report 1974-75

President and form the association. She was working for IASSW as Asian Representative, was also IASSW Vice President and Head of a School, so she had multifarious duties and could not take on an additional task. I was extremely reluctant to take on this task as I had not ever considered it. She threatened to stay in my bed and not leave the room until I agreed to her proposal! I suggested other names but she would have none of it. Finally, I gave in and said I would do so if others concurred. She then called a meeting of all the Asian schools.

The participants discussed the formation of the Association, adopted the Constitution with a few amendments, and the first Executive Board was elected. It was a well-attended meeting with 28 social work educators from almost every country in the region including Bangladesh, India, Indonesia, Iran, Japan, South Korea, Pakistan, Philippines, Sri Lanka, Thailand, Turkey, and South Vietnam. Having successfully completed her mandate as Chairperson of the Ad Hoc Committee, Dr. Almanzor explained her reasons for declining to continue as the President of the new legal entity. Those unanimously elected in the first Executive Board were: Dr. Armaity S. Desai, (India), President, Prof. Harold Ho (Hong Kong), Vice President-cum-Treasurer, Prof. Esther Vilorio (Philippines), Secretary, and Prof. A. K. Ahmadullah (Bangladesh) and Prof Ali Bustam (Indonesia) as Members. The Ad Hoc Committee had given yeoman service for four years to bring us together and a resolution of appreciation was passed.<sup>13</sup> Dr. Almanzor's role in the founding of the Association was greatly lauded.

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<sup>13</sup> ARASWE Annual Report 1974-75

## PROGRAMMES

With lean funds, and mostly dependent on subscriptions, developing programmes was difficult. The President wrote to the Schools in the Region in October 1974 and July 1975 about the establishment of the Association, forwarded the Constitution, circulated tentative programme proposals asking for their feedback, and the Agenda for the General Body Meeting to be held during the seminar in Hong Kong in 1975. There was no feedback on the programme aspects. However, in spite of it, a few major programmes were undertaken. These were the establishment of the tradition of biennial seminars and the publication of a bibliography on Social Development.

### THE FIRST ARASWE SEMINAR<sup>14</sup> IN COLLABORATION WITH IASSW AND THE UNIVERSITY OF HONG KONG, HONG KONG 1975 (IIIRD REGIONAL SEMINAR): DEVELOPMENT OF TEACHING RESOURCES AND INTERDISCIPLINARY COMMUNICATION

At the informal meeting of the schools held in Nairobi after the formation of the Association, it was decided that the years between the International Congress, it might be feasible to hold the seminar in the Asian Region to follow upon or to

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<sup>14</sup> While some workshops were held in the region by IASSW, the numbering of the workshops has been serialised such that it included both those organised by IASSW and those organised by ARASWE in collaboration with or without IASSW. The practice was started to collaborate with the national organisation of Schools and Social Workers if they existed and the host school. Hence, in actuality, till 1979 there were 3 ARASWE Seminars, this being the second.

precede the one of the ICSW, thus fully utilising the opportunities for members to attend social work international conferences. It was also decided to hold, if possible, this seminar in collaboration with one of these international organisations, ICSW or IFSW (International Federation of Social Workers) or to invite their participation to maximise cooperation in the region. Since IASSW was to hold the workshop on the above mentioned project in Hong Kong at Hong Kong University in 1975, it was decided to hold the ARASWE Seminar collaboratively with IASSW as all the pilot schools would be present. By extending it to all non-pilot schools which were fewer in the region, except for India and Japan, and having ARASWE sponsorship, it was possible to make it a regional seminar. Some funds were made available by MISEREOR, Germany, to ARASWE to sponsor three participants selected by them from a list of 13 sent to them. The seminar was held just prior to the regional seminar of ICSW so that social work educators attending it could stay over for the IASSW-ARASWE Seminar. This was to form a pattern for all regional workshops. Coincidentally, the host school, the Department of Social Work, University of Hong Kong, was celebrating its Silver Jubilee and was able to obtain some special funds for the seminar. This gave us an opportunity to celebrate the occasion with a Member School.

The theme of the seminar was **“Development of Teaching Resources and Interdisciplinary Communication In Asia.”** The third day was the responsibility of ARASWE for planning and implementation. The theme was poverty since that had been taken as the major issue of concern for the region and for focus by ARASWE. Since it was to lay the groundwork for ARASWE regional activities, a

detailed plan was made. Two speakers presented papers. Sayon Ratanawichit, Chief, Social Studies and Planning Division, Public Welfare Department, Ministry of Interior, Bangkok, Thailand, Vice President of IFSW, and Member, Executive Committee, ICSW, presented a paper on “Impact of Some Policies on Removal of Poverty in Asia – Lessons from Asian Development in the Past Two Decades.” Dr. S. N. Dubey, Head, Department of Social Welfare, Tata Institute of Social Sciences, Bombay, India, presented a paper on “Theoretical Approaches To Understanding Poverty From Related Disciplines”.

The expected outcomes from the authors’ papers for further work by ARASWE were anticipated as follows:

Provide background material and identify the sources for Faculty to pursue their own readings and develop teaching content.

Raise major concerns in teaching social policy with reference to the problem of removal of poverty.

Raise issues for follow up for schools of social work.

Raise issues which would generate a work plan for ARASWE seminar on a related theme to develop further:

Teaching of social policy – knowledge, attitudes and skills for the problems of the Asian Region.

Suitable teaching materials and skills for training to work in the context of poverty.

Identify areas of work which ARASWE could undertake e.g. assembling information, preparation of bibliographies, teaching materials, etc., which could be undertaken by:

Correspondence with schools of social work.

Obtaining special project sponsorship.

All of the above would be applicable to classroom teaching, field work and research.

As a result of the seminar, the focus on poverty, social development and policy became the focus of further work, resulting in a Bibliography and a seminar on teaching social policy to students, and the involvement of social workers in development of relevant policies.

## **SECOND GENERAL BODY MEETING, HONG KONG, 1975**

(Details not available. Please check ARASWE POST 1975 or 1976 if available)

## **THIRD GENERAL BODY MEETING 1976 OF ARASWE, PUERTO RICO, USA, ELECTION OF THE IIND EXECUTIVE BOARD – PREIMINARY DISCUSSION ON NAME CHANGE FROM ARASWE TO APASWE**

At the IASSW International Conference, held in Puerto Rico in 1976, the inclusion of the Pacific countries including Australia, New Zealand and the Pacific Islands on their request, was discussed. They had decided that they would prefer to join the Asian group of countries, although, they had been given the option to join the European Region, were they to form an association, if they found greater cultural similarities with the European culture. However, they had come to the conclusion that geographical proximity would bring more shared experiences and they would prefer to remain with the region. This was a very welcome decision and, hence, a suitable change of name of the region was discussed. It was felt that calling the association the Asian Regional Association did not reflect the new membership. Asian and Pacific Association would be more inclusive. Thereafter, Australia particularly played a very significant role in the development of the region and its activities. However, the actual change of name by amendment of the Constitution took place in 1980. Conversely, Turkey and Israel later decided to disaffiliate and join the newly formed European Association.

**The General Body elected the IInd Executive Board.** They insisted on the President, Vice President and Secretary of the first Board continuing in order to provide continuity in the formative years of the Association. Others were newly elected including the separation of the roles of Vice President and Treasurer with a newly selected Treasurer. (See Appendix for names.) This Board continued till 1979 instead of 1978. The reason is explained in the Fourth General Body meeting held in Jerusalem, Israel.



## THE SECOND ARASWE SEMINAR (IVTH REGIONAL SEMINAR) IN NEW DELHI, INDIA, OCTOBER 11-16, 1977, PROCESSES AND APPROACHES TO SOCIAL POLICY FORMULATION AND PLANNING WITH SPECIAL EMPHASIS ON THE ROLE OF THE SOCIAL WORKER

To take the decision of holding biennial seminars forward, the second seminar was held in Delhi, India, in 1977. Funds for the seminar came from three sources. The Ministry of Education and Social Welfare, Government of India, supported the seminar expenses, and the Minister for Social Welfare, Dr. P. C. Chunder, inaugurated it. Social Welfare and Development Centre for Asia and the Pacific (SWADCAP) based in the Philippines, headed by Dr. Ahmad Fatehpour (Iran), with whom I already had connections as I had been invited as expert to the Centre, helped to fund the travel and stay of the foreign participants while funding for Indian participants was sanctioned by the Sir Dorabji Tata Trust, Mumbai, which had also helped to contribute to the first IASSW seminar, held in Mumbai. In keeping with our decision to involve both, educators and practitioners, this seminar was planned with the IFSW-A (Dr. Josefina Pineda, Vice President, Philippines) and involving their counterparts in India as co-hosts, the Association of Schools of Social Work in India (ASSWI President, Dr. K. Ramana) and the Indian Association of Trained Social Workers (IATSW President, Ms. Vera Mehta). Dr. Usha Dongre (IATSW) was the Chair of the Organising Committee. The focus of the seminar was on social policy and the training of social workers for social policy development and action. It was recognised that “There is an urgent need today for

social workers in the Asian and Pacific Regions to spell out more clearly their role in policy formulation and Planning and the delivery of social services.” It was felt that the considerable field level experiences of social workers in the area of poverty should be brought to bear on the development of policies and planning processes. The specific objectives were to:

Examine through papers and case studies, the role of social workers, the role of social workers in social policy and planning, the methods influencing policy makers and administrators to change policies which are not achieving desired objectives, the problems/dilemmas faced, the solutions attempted, and the prospects of projected measures as applied by social work personnel, to initiate and sustain the formulation of needed policies. The case studies will be based on specific experiences of national organisations affiliated to ARASWE and AFSW-A.

Identify critical issues in the region and to present an informed point of view on the nature of social policies of relevance to the regional and sub-regional needs.

Prepare documentation for social work education and training.....to analyse the knowledge, skills and attitudes required in preparing students for participation in social policy and planning activities, prepare case studies for teaching, and identify teaching-learning methods.

Initiate dialogue between policy makers and administrators and social work practitioners and educators.

Make recommendations for continuing short-term action research and other projects in the underserved areas of the region.

It was planned that a series of activities would follow in the region. The seminar would prepare the groundwork for country level seminars and development of case studies to be followed by the active participation of SWADCAP and UNICEF to bring about closer collaboration and to pool together the knowledge, resources and expertise in the region since the problems dealt with by governments, UN bodies and non-governmental organisations are the joint concern of all these agencies. These joint programmes will draw together and crystallise experiences gained by social work practitioners/educators in a wide range of practice and teaching in social welfare and social development. Thereafter, training will be aimed at the development of techniques and skills which can influence the planning process. Emphasis will also be laid on the strengthening of the practice, knowledge and skills of social workers engaged in practice. It was hoped that out of this collaboration there will be an increase in the knowledge content and practice skills of social workers suitable to meet the challenges of the eighties. The activities are also aimed at initiating a dialogue between government policy makers/administrators and social work practitioners and educators. Hence, the aim was to generate a long term activity impacting education and practice and impacting change in national and local government policies.

The seminar programme had the following topics.

Social Policy: A Theoretical Framework and Practical Implications

Problems of Social Policy Formulation and Implication

Involvement of Voluntary organisations in Influencing Social Policy

Strategies for influencing and Changing Social Policy

Case Studies

The recommendations were very detailed and provide a road map for further action by the organisations and the schools of social work.

The seminar was well attended and Dr. Fatehpour participated and read a paper at the seminar. There were 74 participants from several countries in the region including Australia, Bangladesh, Hong Kong, India, Indonesia, Japan, Malayasia, New Zealand, Philippines, Singapore, Sri Lanka, and Thailand. Israel also participated in this seminar and presented a case study, although, later they indicated their preference for joining the Western Region because of greater social and cultural ties. Additionally, there were participants from Europe, UK, and the USA as the world Executive Committee of IFSW met in Delhi just prior to the seminar.

## THE FOURTH ARASWE GENERAL BODY MEETING, 1978, JERUSALEM, ISRAEL (IASSW CSSW)<sup>15</sup>

The Agenda included review of past activities, as well as urgent and long-standing items to ensure their discussion and to invite participation in planning and implementation of ARASWE members. The meeting was attended by 32 participants representing 21 schools and 9 member countries. Additionally representatives of IASSW, UNICEF, a few Asian educators living outside the region, and friends of ARASWE, attended the meeting.

The items included:

- 1) On-going projects
- 2) Preliminary plan for the Third ARASWE ( Fifth Asian Regional Seminar) to be held in Melbourne, Australia.
- 3) Intra-regional and other inter-organisational collaboration.
- 4) Initiation of a permanent regional secretariat
- 5) Difficulties faced
- 6) Approval of rupee and peso Statement of Accounts submitted by the ARASWE President and Secretary.

The period of office of the Executive Board had to be continued from 1978 to 1979.

The reason was that the ratification of amendments to the original Constitution in

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<sup>15</sup> The APASWE POST, Volume III Nos. 1 & 2, January-December 1978

Puerto Rico (since some deficits were encountered in the course of the first two years of the Association), by oversight did not specify the period of the term for the Executive Board. Hence, the President had written to the Members for their suggestions. Since none were forthcoming, she asked the Members present who settled on a three-year term.

For the newly created position of Treasurer, it was decided had to be selected either from Hong Kong or Japan as all others had foreign exchange restrictions. The Japanese Schools of Social Work selected the Treasurer from among their colleagues. (See Appendix for names of Members and their respective positions.)

By 1977, the Membership had risen to 81 out of 96 eligible schools of social work in the region, 44 of which were from Japan, which had the largest number of institutions. In addition, there were 26 Individual Members. The countries included: Australia, Bangladesh, Hong Kong, India, Indonesia, Iran, Japan, Korea, Malaysia, New Zealand, Pakistan, Papua New Guinea, Philippines, Singapore, Sri Lanka and Thailand. The Presidents of the National Associations agreed to collect the fees on behalf of ARASWE.

The need for a Permanent Secretariat was discussed at previous meetings and Hong Kong agreed to house the Secretariat. The Board of Studies in Social Work, Chinese University of Hong Kong, agreed to give office space, furniture, equipment and some necessary clerical services. However, due to lack of funds, this offer

could not be immediately taken up. Minimum funds needed were for an Executive Director (ED), a steno-typist, travel for the E.D., and office operational expenses.

### THE THIRD ARASWE SEMINAR (VTH REGIONAL SEMINAR) IN MELBOURNE, VICTORIA, AUSTRALIA, AUGUST 21-24, 1979, DIVERSITY AND SOCIAL JUSTICE: THE ROLE OF SOCIAL WORK AND SOCIAL WORK EDUCATION

The third ARASWE seminar was sponsored and funded by Australia as they were playing a very active role in the Association. The seminar was held in Melbourne in 1979 and was well attended by 63 participants from 11 countries out of 16, although several participants had to find their own travel funds. The seminar was co-sponsored by ARASWE and the IFSW-Asia, as the tradition for joint programme had been set up, with their national counterparts of the Association of Social Work Educators and Association of Social Workers playing an active role in planning and fund raising. It was held at the Department of Social Work, University of Melbourne, one of the oldest Australian Universities, in Melbourne, Australia, from August 21-24, 1979, and jointly organised by Ms. Louise Arnold and Ms. Francis Donovan. The theme was **“Diversity and Social Justice: The Role of Social Work and Social Work Education”**. The topic had been decided earlier at the IASSW International Congress in Israel, 1978, when the Asian social work educators present met and formed a Committee to finalise the topic including Dr. Armaity S. Desai, President, ARASWE, Ms. Josephine Pineda, IFSW-A, Vice President, Prof. R. John Lawrence, President, Australian Association of Social Work Educators, and

Mr. Lionel Sharpe, representative of the Australian Association of Social Workers. The rationale for the topic took into account that the societies in the region, to a greater or lesser extent, were pluralistic and such diversities are bound to raise issues of social justice between minority groups and power based majorities within the countries as well as disparities between countries within the region. The issue of social justice is of central concern for social workers and educators who are preparing practitioners for their tasks. These issues are concerned with the justice of society's arrangements which determine *who* gets *what* and *why*.

It was well attended seminar with participants representing the member schools and social workers practitioners, due to the strenuous efforts by the Australian Associations and the host Department to raise the necessary funds from within their own membership and the Associations with only some assistance of funds from MISEREOR, Germany, and self- funding by some of the participants. The countries represented were: Australia, Bangladesh, Hong Kong, Indonesia, India, Japan, New Zealand, Papua New Guinea, Philippines, Taiwan and Thailand. The speakers were: Prof. John Lawrence, Head, Department of Social Work, University of South Wales, Sydney, Dr. D. L. Jayasurya, School of Social Work, University of Western Australia, Perth, Dr. Maev Collins, University of Papua New Guinea, and Ms. Esther Vilorio, University of the Philippines. Those from social work practice were Ms. Corazon Aima G. D. Leon, Philippines, and Dr. D. Paul Chowdhury (India).



The local Committee did a magnificent job of making the seminar both a professionally satisfying and a personally enjoyable experience. What was particularly unique were a series of seminars and activities organised:

Victoria Branch of the Australian Association of Social Workers: Seminar on Australia's Immigration Policy – Asia and the Pacific.

Visits to 4 Schools of Social Work in the Melbourne area.

International Council for Social Welfare – Asia and the Pacific: Regional Conference on “Shaping the Future of our Children”.

Department of Social Work, University of Queensland, St. Lucia, Brisbane, Queensland: Colloquium organised by Ms. Edna Chamberlain and Prof. Sugata Dasgupta on “Asian, Pacific, and Australian Social Development – Lessons for the Future”. (Several participants attended it after the Melbourne seminar.)

The President of ARASWE, Dr. Desai, in her vote of thanks said, “The fact that the seminars organised between August 20<sup>th</sup> and September 4<sup>th</sup>, each following the other, made our experience in Australia particularly unique as we came back with so many new ideas and experiences and opportunity to interact with different professionals of our own and other disciplines in these seminars. It was a very rich experience and a valuable pointer to the planning of our future regional meetings.”

## PUBLICATIONS

### *NEWSLETTER*

The Secretary, Prof. Esther Vitoria, periodically brought out Newsletters called ARAWSE POST. This helped to bring out information about the activities of the National Associations and the Schools of Social Work in the country, besides news of the Regional Association. It was an excellent means of communication with the institutions and their faculty members. News items were received from individuals, schools of social work and national associations and, thus, ideas were shared across the region. The cost of circulation was met from the membership fees. The National Associations agreed to receive the issues in bulk and mail them to the ARASWE Member Schools which saved costs for ARASWE.

### *BIBLIOGRAPHY ON SOCIAL DEVELOPMENT*

Because of the early expressed concern for focusing the curriculum on social development, even at the first and second IASSW sponsored seminars, which had preceded ARASWE, the Foreword to the Bibliography states:

A major geographical area of the region is characterised by poverty and low levels of living resulting from social injustices and inequalities....it became necessary for the Association to focus on the problems and issues related to poverty and development for all its activities including seminars, field projects and publications which are of concern to the training and practice of social workers. Hence, on its formation in 1974, when a

programme of work was planned out by the Executive Board, it was decided that one of the first activities of the Association should be to prepare a bibliography which would serve as a source book for teachers, students, research workers and practitioners in their search for alternative models and strategies of practice. It was in this context that the project for developing a 'Bibliography on Asian Poverty and Development' was taken up as one of its activities.<sup>16</sup>

The work was undertaken with the donation from MESERIOR, a German based aid organisation, which channelled the funds through their Indian representatives, the Indo-German Social Service Society in Delhi. The Painstaking work was done by the Librarian at the Delhi School of Social Work, Mr. B. S. Kumedan, who had experience in bringing out a periodic publication of annotated bibliography from 1959, entitled *Development and Welfare*. He undertook the work *pro bono* for which we were grateful. Part I of the Bibliography was brought out and circulated to the Member schools of social work. Part II could not be printed for want of funds, which was a great pity as the work on it was completed.

Other publications planned did not fully take off as information from Schools of Social Work was not easily forthcoming. These included:

A Faculty Directors of Member Schools

Documentation of Faculty Development Programmes

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<sup>16</sup> Desai, A. S., Foreword, B. S. Kumedan, Asian Poverty and Development, p.i, Publications Office, College of Social Work (affiliated to the University of Bombay), Nirmala Niketan, 38 New Marine Lines, Mumbai 400036.

Documentation of Practice Demonstration Projects (Projects initiated by the Schools to demonstrate work in a new area of practice such as field, target group, demonstration of new models or strategies of practice.)

## THE IIIIRD EXECUTIVE BOARD APPOINTED

The Executive Board, with me as President and Esther C. Viloría as Secretary, had functioned for the first five years being reappointed, laying the foundations brick by brick. We felt that the time had come to elect a new Committee to steer the affairs of the organisation and, in spite of several Members requesting us to continue, I was firm about the change and a new Executive Board was elected with Prof. Esther Viloría, former ARASWE Secretary, as the President. (See appendix for names and positions of Board Members.)

## CONCLUSION

When I handed over charge as the first President of ARASWE in 1979, I was not sure whether the Association was sufficiently stabilised in these five years and how far the tradition of holding regional seminars, once in every odd year, would be continued as it had proved to be a massive exercise involving programme committees across countries and raising funds for international travel and stay. I am so impressed that the Association has continued for 37 years in its journey

forward and the biennial seminars have continued as these bring together the region and its concerns in a common focus through dialogue and discussion. Fortuitously, the twentieth anniversary of the formation of APASWE was celebrated at the Tata institute of Social Sciences in 1993 when I was the Director (Vice Chancellor) on the theme of “Social Work Profession: Reflection and Future Development,” when a colleague was on the Executive Board of APASWE.

The early period was full of challenges. Though short of funds, we were not short of ideas or the readiness to take the Association forward. In such a vast region, the focus of work had to be identified. Poverty and development evolved as the major area of concern and all aspects of social work education were given the above necessary emphasis including curriculum development, teaching, field work and research. By developing activities which would result in sharing ideas and experiences of the schools and their educators, and networking in an age when we did not have the benefit of computers and emails, was quite remarkable. As the seminars signify, there was focus and continuity in dealing with all aspects of development and poverty issues: content and methodology, social policy, diversity, and social justice. Every workshop had specific recommendations for follow up at the programme level for ARASWE, the national associations which held seminars and the schools of social work in their educational inputs. What gives most satisfaction is that those first five years of the first Executive Board laid a firm foundation for continuing activities of the Association which found its own way of sustainability. The cooperation and support of the Members of the Executive

Board, the Member Schools and the Presidents of the National Associations helped to take ARASWE forward.

## APPENDIX

### **First ARASWE Executive Board, 1974-76**

Dr. Armaity S. Desai, President (India)  
Prof. Harold Ho, Vice President-cum-Treasurer (Hong Kong)  
Prof. Esther Vilorio, Secretary  
Prof. A. K. Ahmedullah, Member (Bangladesh)  
Prof. Ali Bustam, Member (Indonesia)

### **Second ARASWE Executive Board, 1976-79**

Dr. Armaity S. Desai, President (India)  
Prof. Harold Ho, Vice President, (Hong Kong)  
Prof. Tariho Fukuda, Treasurer (University)  
Prof. Esther Vilorio, Secretary (Philippines)  
Prof. Louise Arnold, Member (Australia)  
Prof. Yuichi Nakamura, Member (University)  
Prof. Dock Joon Kim, Member (Korea)  
Prof. Bashir Chaudhury, Member, (Pakistan)

### **Third ARASWE Executive Board, 1979-81**

Prof. Esther Vilorio, President, (Philippines)  
Prof. Louise Arnold, Vice President, (Australia)  
Dr. Yoko Kojima, Treasurer (University)  
Prof. Nelson Chow, Secretary (Hong Kong)  
Dr. David Cox, Member (Australia)  
Prof Peter Hodge, Member (Hong Kong)  
Dr. Ahmedullah Mia, Member (Bangladesh)  
Prof. Daisy Vaithilingam, Member, (Singapore)

## **Preliminary meetings for Formation of the Association**

The Hague, The Netherlands 1970

Mumbai, India 1971

Bangkok, Thailand 1972

Singapore 1973

## **Appointment of Executive Board after Adopting the Constitution and Meetings Held**

Nairobi, Kenya 1974

Puerto Rico, USA 1976

Jerusalem, Israel, 1978

Melbourne, Australia 1979

## **General Body Meetings**

Nairobi, Kenya, (formation of the association and adoption of the Constitution) 1974

Hong Kong, 1975

Puerto Rico, USA 1976

Jerusalem, Israel 1978

Melbourne, Australia 1979

## **Regional Seminars Held by ARASWE After Its Establishment**

Hong Kong 1975

New Delhi, India 1977

Melbourne, Australia, 1979



## CHAPTER 2: THE BEGINNING OF SOCIAL WORK EDUCATION IN ASIA: INTERNATIONALIZATION

### –THE BACKGROUND OF THE BIRTH OF APASWE –

After reviewing APASWE’s history, the Mizuho APASWE History Review Research Team came up with a hypothetical conclusion: the “Dissemination of Western Social Work without Modification.” Is social work education in Asia merely copied from a Western model? If yes, it is possible to say that a Western model of social work would never fit with the realities of the Asia-Pacific region. The “Internationalization of Social Work Education” began with this simple question. The JCSW released a call for papers via APASWE’s official home page in 2012 and 2013. Eleven teams from seven countries coordinated their research in order to gather empirical data on the internationalization and indigenization of social work education in each respective country.

This chapter examines the initial stages of social work education in Asia, which Europe and the United States introduced to the participating nations.

#### GEOGRAPHICAL DATA ON THE RESEARCHED COUNTRIES

As mentioned the above, each country participated in the research according to its specific social and environmental circumstances. Let us start with a basic overview of the nations that took part in this project, using United Nations statistics on social indicators (<http://unstats.un.org/unsd/demographic/products/socind/>). Table 1 shows population by the thousands, and Table 2 shows literacy rate. Clearly, the male literacy rate seems higher than that of females, except for Bangladesh and the Philippines' youth literacy rate.

**Table 1: Population<sup>17</sup>**

Country	Year	Population [thousands]
Bangladesh	2012	152,409
India	2012	1,258,351
Indonesia	2012	244,769
Malaysia <sup>18</sup>	2012	29,322
Nepal	2012	31,011
Philippines	2012	96,471
Sri Lanka	2012	21,224
Thailand	2012	69,892

(UN, 2012)

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<sup>17</sup> United Nations, Department of Economic and Social Affairs, Population Division (2011), World Population Prospects: The 2010 Revision. Available at <http://www.un.org/esa/population/unpop.htm>. Supplemented by official national statistics published in the United Nations Demographic Yearbook (2009-2010), available from the United Nations Statistics Division website, <http://unstats.un.org/unsd/demographic/products/dyb/default.htm>. Also, data compiled by the Secretariat of the Pacific Community (SPC) Statistics and Demography Programme, available from the SPC website, <http://www.spc.int/sdp>.

<sup>18</sup> Including Sabah and Sarawak

**Table 2: Literacy Rate<sup>19</sup>**

Country	Year	Adult [15+] literacy rate			Youth [15-24] literacy rate		
		Total	Men	Women	Total	Men	Women
Bangladesh	2010 <sup>20</sup>	57	61	52	77	75	78
India	2006	63	75	51	81	88	74
Indonesia	2009	93	96	90	99	100	99
Malaysia	2010	93	95	91	98	98	98
Nepal	2010 <sup>21</sup>	60	73	48	83	88	78
The Philippines	2008	91	93	90	98	98	99
Sri Lanka	2010	94	96	92	98	98	98
Thailand	2005	57	61	52	77	75	78

(UN, 2012)

Except for Nepal and Thailand, the participating countries were all colonized and experienced complex social changes. Malaysia was colonized by Portugal, Holland, and Britain. Japan also occupied while the World War II.. Indonesia became independent from Holland in 1945 while the Japanese occupied it during World War II. Bangladesh had been part of British colonial India and Pakistan until 1972. Spain colonized the Philippines for 375 years, and America occupied it for 48 years, with a break of about 5 years under Japanese rule (Layson, Pablo, & Nicolas, 2014). India and Sri Lanka gained their independence from Britain in 1947 and 1948. It is possible to conclude that colonization, and the subsequent restructuring of these countries' societies as newly independent states, helped

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<sup>19</sup> UNESCO Institute for Statistics, National youth literacy rates (15-24) and adults (15+), available from the UIS website, <http://www.uis.unesco.org>.

<sup>20</sup> UIS estimation.

<sup>21</sup> UIS estimation.

propel the development of human resources. The question we will examine next regards the influences on social work education in Asia.

## A BACKGROUND OF SOCIAL WORK EDUCATION IN ASIA

Shaffie (Shaffie & Baba, 2013) mentioned the oldest article on “social work [and] welfare” in the project report. The first social welfare program in Malaya<sup>22</sup> was not an educational unit but an administrative one, and was introduced in 1912 under British colonization (Shaffie & Baba). However, it was halted temporarily due to the economic downturn in the 1930s.

Besides the case from Malaysia, social work education began in three countries in the research-participated Asian countries: India, the Philippines, and Thailand.

Several urban community programs existed in the slums near Nagpada, India, in the 1920s. Clifford Manshardt, an American Christian missionary and the first director of the Sir Dorabji Tata Graduate School of Social Work, which was founded in 1936, headed these programs. He felt the need for a school of social work at the graduate level, and proposed the idea to the Sir Dorabji Tata Trust in order to gain financial support for it (Pathare, 2014).

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<sup>22</sup> Shaffie referred to the country as “Malaya” under British rule, and “Malaysia” since it gained independence in 1963 (Shaffie & Baba, 2013).

In the Philippines, the government and non-governmental organizations (NGOs) performed “social work functions” in the 1920s. The social workers were mostly women and came from other professional backgrounds such as teaching. At that time, two women returned to the Philippines from the USA with knowledge of the field: Josefa Jara Martinez of Associated Charities, and Josefa Llanes Escoda of the American Red Cross. They had both worked in NGOs and trained at the New York School of Social Work (Layson et al., 2014). The first social work education program in the Philippines began in the 1930s, offering non-degree courses for professionals from other fields. The University of the Philippines and Centro Escolar University responded to the demand for training (Layson et al.).

In Thailand, a national leader’s passion established an academic institution for social work modeled on programs in Western countries. Field Marshal Plaek Phibunsongkhram and his wife, Thanphuying La-iad Pibunsongkhram, visited some countries in Europe and the USA. They were impressed and wished to bring social work to Thailand. They established the School of Cultural Work within the Culture Council of Thailand in 1944 (Yodpet et al., 2014).

These three cases reveal a factor that affected social work education in Asia: citizens’ passion for social work education. Consequently, these countries led the way for social work in Asia after World War II.

As mentioned before regarding the case from Malaysia, some nations were affected by another factor that is part of the background of social work education:

colonialism. For example, the British colonial government needed appropriately trained and qualified social workers in Malaya.

*During British colonial rule, all social workers were made up for expatriates from the United Kingdom. They were professionally trained in Social work from the London School of Economics (LSE). (Shaffie & Baba, p. 86)*

The British colonial government provided social services in Malaysia to speed recovery from the destruction of World War II. In 1946, three people from different ethnic groups, an Indian, a Chinese, and a Malayan attended a two-year course in Social Welfare at the LSE. Other countries in the region faced a similar situation; they were multi-ethnic and dealing with multi-cultural issues, which had been a concern in Malaysia. “The government made a move to provide welfare services for Malaya’s whole population, irrespective of ethnic group” (Shaffie & Baba).

The third factor was the emergence of the United Nations (UN) and other international organizations. Ranaweera described the social welfare system in Sri Lanka as being modeled on the British one after Sri Lanka gained independence in 1948 (Ranaweera, 2013). The UN and the Commonwealth provided technical assistance to Sri Lanka’s welfare program. In 1948, the same year that Sri Lanka became a sovereign state, the Department of Social Services was established. Two years later, the Department received a list of recommendations from the UN in 1950. “This was the first attempt to introduce [Western] social work education into the country” (Ranaweera).

In Indonesia, social work programs started not only in colleges and universities, but also in secondary schools. After Indonesia gained independence in 1945, the Indonesian government became aware of the need to train people who would work in the social development sector. Fahrudin recognized that the government faced two challenges: the need for skilled professionals, and the UN International Training Survey for the field of social work. He said, “Many policies were implemented to expand social work in developing countries, especially in the Third World under the supervision of the United Nations” (Fahrudin & Yusuf, 2013).

UN experts, including from the United States and Western Europe, played a key role in Bangladesh. It is possible to say that they were the fourth influence on social work education in Asia.

*United Nations sent a group of experts comprising six members being led by Dr. James R. Dumpson to Pakistan in 1952. This group of experts also visited Dhaka, the capital of the then East Pakistan to assess the overall socioeconomic situation created in East Pakistan due to refugee problems (Das, 2013, p. 37)*

*An introductory course in social work of three months duration was first started in Bangladesh (then known as East Pakistan) in 1953 (Samad & Hossain, 2013)*

The fifth influence on social work education was collaboration with neighboring countries, which had already made advancements in the field. Social work education started in Nepal in 1996 with support from the Indian School of Social

Work at St. Xavier’s College. As Nikku mentioned in his report, religious and cultural institutions have been helping disadvantaged people in Nepal for a long time. However, demand for professional social work training led to collaboration with the Indian School of Social Work at St. Xavier’s College. India is Nepal’s multi-ethnic, English-speaking neighbor (Nikku).

## THE INITIAL STAGES OF SOCIAL WORK EDUCATION

Social work education in the countries studied for this paper began at different times. Table 3 lists the first schools of social work established in each state.

**Table 3: The first schools of social work in each country**

Year	Country	Institution
1936	India	Sir Dorabji Tata Graduate School of Social Work (Pathare)
1944	Thailand	School of Cultural work within the Culture Council of Thailand (Yodpet et al.)
1946	Indonesia	The Sekolah Pembimbing Kemasyarakatan (SPK) <sup>23</sup> (Fahrudin & Yusuf)
1950	The Philippines	The Philippines School of Social Work (Layson et al.)
1952	Malaysia	The National University of Singapore <sup>24</sup> (Shaffie & Baba)
	Sri Lanka	The Institute of Social Work (Ranaweera)
1996	Nepal	Social work program <sup>25</sup> at Kathmandu University (Nikku)

<sup>23</sup> SPK was a secondary school. “In Indonesia, social work courses are offered not only in universities and colleges, but also in secondary schools” (Fahrudin & Yusuf). In 1950s, schools developed a training program for theory and practice for staff from the Ministry of Social Affairs . It is possible to say that this was the start of social work education in Indonesia.

<sup>24</sup> At that time, the University of Malaya was located in Singapore.

<sup>25</sup> This program offered a Bachelor in Arts in Social Work. It was affiliated with Kathmandu University, and had support from the Indian School of Social Work at St. Xavier’s College.



Newly independent countries such as Bangladesh, India, Indonesia, Malaysia, and the Philippines urgently needed to rebuild their society and social schemes. The UN and other international organizations expanded their programs to support development in these new states. At first, experts from Western countries or those who returned with training from the United States were seen as a good omen. For example, the Council on Social Work Education (CSWE) in the United States supported a curriculum on social work education in several countries<sup>26</sup>. It was reported that several experts from the UN and other international bodies—such as the United Nations Development Programme (UNDP), the United Nations Children’s Fund (UNICEF), the Economic Commission for Asia and the Far East (ECAFE), and the United Nations Educational, Scientific and Cultural Organization (UNESCO)—provided support to develop social work curricula in Bangladesh, India, Indonesia, Malaysia, and Sri Lanka.

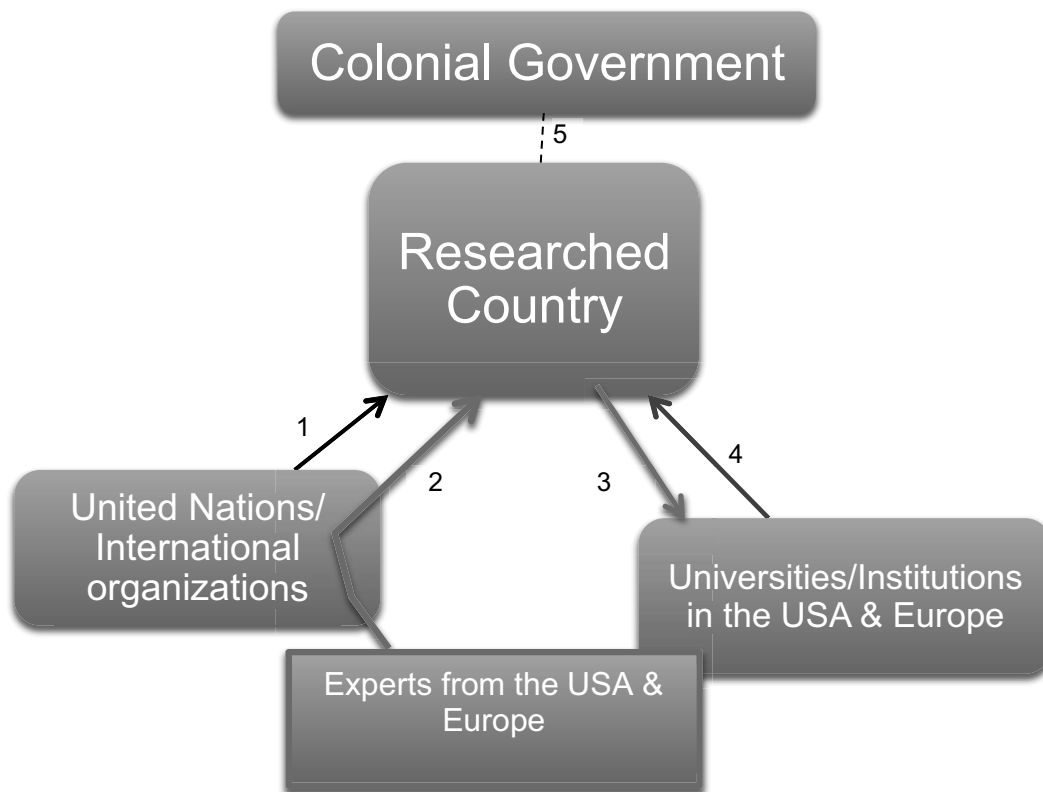
## SUMMARY

As mentioned previously, social work education was mostly introduced in each country during the 1940s and 1950s, except India (1936) and Nepal (1996). We can see this process in a simple diagram:

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<sup>26</sup> Bangladesh and India

**Figure 1: How social work education was introduced in Asia**



The UN and other international entities supported social development programs, and later on, curriculum development (Arrow 1).

A team of UN experts from the United States and Western Europe went to each nation to assist with social development. Some were faculty members from universities in the United States and Europe (Arrow 2).

Some people studied in the USA and brought back the social work knowledge and materials they acquired to their home countries, where they acted as the key drivers of social work education (Arrow 3).

Universities and organizations in the USA and Europe provided technical support to schools, which had agreements and memorandums of understanding with the institutions providing aid when the social work programs began (Arrow 4).

In his report regarding the concept of “colonial duty,” Shaffie mentioned that most (but not all) colonial governments supported human resource development (Shaffie & Baba, 2013) (Dotted line 5).

Thus, five factors influenced the initial stages of social work education in Asia:

- 1) Citizens’ passion for social work education;
- 2) Colonial rule;
- 3) The appearance of the UN and other international organizations;
- 4) People from the United States and Western Europe; and
- 5) Collaboration with neighboring countries, which had already developed a framework for social work education.

The initial stages of social work education in Asia mainly focused on:

- 1) Developing human resources for new social programs, and
- 2) Global trends regarding requirements for social workers’ professional skills and knowledge.

Nikku mentioned that religious and cultural institutions have been helping people voluntarily for many years. Hence, an informal helping system has existed in the region for a long time.

However, demand for professional training triggered the development of social work education in each respective country (Figure 2).

**Figure 2: Demands for Professional Training in Asia**



As Nikku and Shaffie mentioned, an informal, religious or community-based helping system existed in these countries for a long time. However, this system could not cope with the new social scheme. It seemed natural to expect the development of training programs in the field of social work.

Another question arises: how did Western social work education indigenize this region? We will now consider the indigenization of social work education and its challenges in Asia.

## CHAPTER 3: THE INDIGENIZATION OF SOCIAL WORK EDUCATION IN ASIA

In this chapter, we examine the indigenization of social work education in Asia by reviewing two reports from the last two years: the *Internationalization of Social Work Education in Asia* 2013) and the *Internationalization & Indigenization of Social Work Education in Asia* 2014).

The “indigenization” of social work has been discussed, especially international social work. In reviewing work by Walton and Abo El Nasr (1988, p. 107), Gray (2010), Gray and Coates (2010); Hong and In Han Song (2010), we can see that “indigenization” has been a popular topic in social work education.

We had the same observation in our research. During the first stage, we noted many mentions of “indigenization.” The following table shows the appearance of “indigenous,” “indigenization,” and “indigenize” in the papers by the authors mentioned above (*Internationalization of Social Work Education in Asia*, 2013).

**Table 4: The appearance of “indigenous,” “indigenize” and “indigenization”**

	Indigenous	Indigenize	Indigenization	Total
Bangladesh-1	7	2		9
Bangladesh-2	22	19	10	51
Indonesia	3	4	1	8
Malaysia	5		1	6
Nepal	16		9	25
Sri Lanka	2			2
Total	55	25	21	101

At the beginning of our investigation, we needed to define this term in this report. In the report (*Internationalization & Indigenization of Social Work Education in Asia*, 2014), Layson defined indigenization as the “process of de-Westernization.” We found much support for his view:

*Indigenization – This is a process of de-westernization. It involves a critical review of the applicability of western theories to make social work education more responsive and relevant to the realities of the country. It is one step pursued by schools of social work toward theory building*

*(Layson et al., 2014, p. 264)*

The main goal of this project is to study how Western social work education developed in Asia. We are not concerned with the pros and cons of indigenization.

As we referred to in the examples of Nepal and Malaysia, the informal help system, or “social work functions” have existed for a long time in the researched countries. However, to quote Samad, “Social work in Bangladesh is historically non-professional” (Samad & Hossain, 2013, p. 27). The difference between social work education and practice has caused confusion in terms of social work itself. Social work graduates and students who conduct fieldwork face a conflict between their own cultural backgrounds and the Western ideas acquired during their studies. The “Internationalization & Indigenization of Social Work Education in Asia” contains good examples of this confusion. Fahrudin described three instances from Indonesia: (1) the Muhammadiyah Social Work Practice Model, (2) Psycho-Spiritual Therapy for Drug Abusers, and (3) the AIANA Community Welfare Center, Women and Children’s Integrated Service Model (Fahrudin, Yusuf, & Rusyidi, 2014, pp. 75-81). There are also case studies from Malaysia (Shaffie & Baba, 2014, pp. 94-98) and Sri Lanka (Vasudevan, 2014, pp. 174-175).

It seems natural that in the initial steps of social work education in Asia, Western-influenced educators would support the development of curricula, textbooks, and syllabi. “The common criticism of these curricula has been that they were based on Western social conditions, values and beliefs” (Ranaweera, 2013, p. 135).

## CHALLENGES OF SOCIAL WORK EDUCATION IN THE RESEARCHED COUNTRIES

In our project for 2013, we gathered actual cases of indigenization from each participating country's social work education history.

Yodpet made an important statement on the challenges of social work education:

*Professional ideology is like the first gate of social work education in institutions. Before students graduate and leave the gate of their institutions in order to become social workers, they need to have professional ideology respecting the dignity of human from all groups and accepting individual differences, in order to apply their knowledge and skills with consciousness and care (Yodpet et al., 2014, pp. 377-378).*

As Yodpet stated, “professional ideology” needs to be cultivated in the school of social work. Therefore, textbooks and curricula should reflect local, indigenous realities.

### 1) TEXTBOOKS

Samad compiled the *List of Indigenized Social Reference Books as a result of Research by Local Scholars* (Samad & Hossain, 2014, p. 20). In Bangladesh, local scholars have written textbooks in both English and Bengali. In contrast, few textbooks are available that address social work concepts in a local context, or in the Sinhala or Tamil languages in Sri Lanka (Herath, 2014, p. 130). As Shaffie stressed, there is a need for more textbooks on social work written in the local language, and more reflection on local issues and indigenization (Shaffie & Baba, 2013, p. 111).



## 2) CURRICULA

Other countries studied for this paper, such as India, have criticized “the US carbon copy social work curriculum” (Ranaweera, 2013, p. 135). However, each respective nation’s social work curricula have recently evolved to accommodate each society. For example, concepts have emerged such as “social work camping,” “activity approach,” and curricula based on spiritual and religious philanthropy.

In the Asia-Pacific, it is possible to conclude that indigenization and internationalization are complementary concepts in social work education. Matsuo has analyzed the following challenges facing the internationalization of social work education in Asia:

- 1) Insufficient of recognition on the professional identity;
- 2) The inability to find jobs in the field of social work;
- 3) A public perception that social work is a voluntary vocation requiring no professional training; and
- 4) The need to create text books written in local languages (Matsuo, 2014).

How can we solve these challenges? Yodpet and Leyson identified a solution: collaboration.

THE ROLE OF ARASWE/APASWE IN THE ASIA- PACIFIC REGION

As mentioned in the first chapter, the Asian Regional Association for Social Work Education (ARASWE) was founded in 1974. The first president, Armaity S. Desai, was from India. The first members of ARASWE boards mostly came from the participating countries in this project: India, the Philippines, Bangladesh, and Indonesia, excluding Hong Kong. During President Desai's second term, from 1976 to 1979, boards from Japan, Australia, Korea, and Pakistan were elected; the boards from Bangladesh and Indonesia changed. The second president of ARASWE, Esther C. Vilorio, was from the Philippines. Table 2 shows the numbers of experienced executive board members<sup>27</sup> and the names of regular board members from 1974 to 2013.

**Table 5: Names of elected ARASWE/APASWE board members by country**

Country	The number of experienced executive board members (1974 – 2013)	Name
Bangladesh	1	Ahmadullah Mia
India	3	Armaity S. Desai, Vera Mehta, Niranjana A. Gokarn, K. N. George, R.R. Singh
Indonesia	0	Ali Busutam, Emmy Supit, Fentiny Nugroho
Malaysia	1	Siti Hayati Abdullah, Siti Hawa, Zulkarnain Ahmad Hatta
Nepal	0	Bala Raju Nikku

<sup>27</sup> The executive board members are the president, the vice president, the treasurer, and the secretary

The Philippines	3	Esther Vilorio, Thelma Lee- Mendoza, Erlina A. Cordero, Josefina D. Pineda, Romeo Quieta
Sri Lanka	0	Sanath Weerakoon, Sarath Chandasekera,
Thailand	1	Nathanee Jayasut, Apornpun Chansawang, Decha Sungkawan, Yupo Wongchai

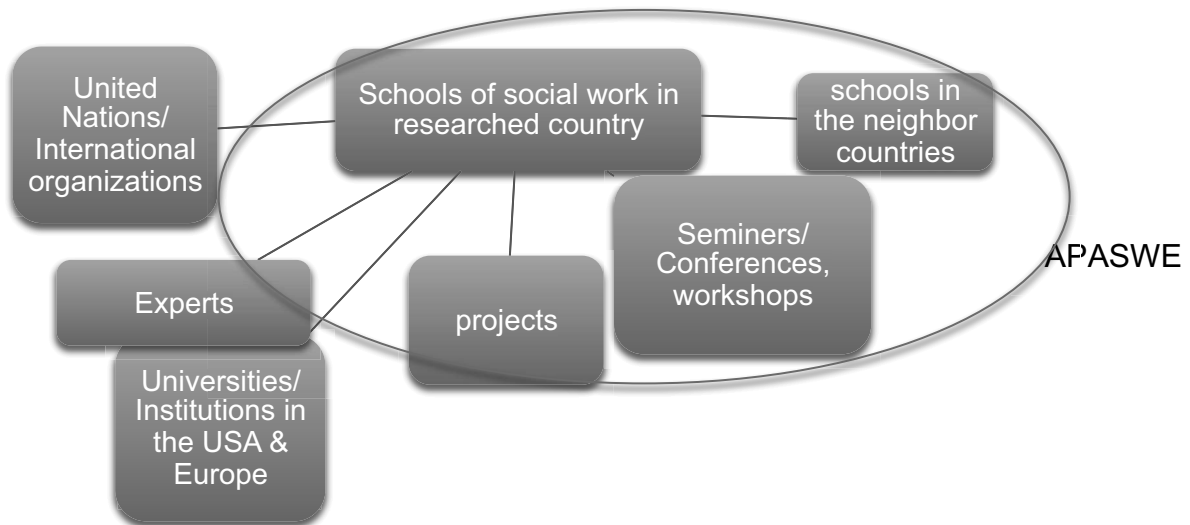
(APASWE, 2013)

As a result, people from participating countries were elected as board members. In addition, people who contributed to ARASWE/APASWE from the countries we researched also participated. They were Holil Soelaiman (Indonesia) and of course, Angelina C. Almanzor (from the Philippines).

Since 1974, APASWE has regularly organized biennial seminars and conferences in Asian Pacific countries. These regional seminars, conferences, and workshops require collaboration from domestic and international schools of social work. In addition, lobbying efforts are needed to raise awareness among governments regarding the importance of establishing professional qualifications (*Internationalization & Indigenization of Social Work Education in Asia* 2014).

The figure below shows international collaboration with schools in the researched countries and other institutions abroad. It shows the APASWE network in the form of a circle.

**Figure 3: Collaboration with outside institutions**



Since social work education began in Asia, the UN and universities in the United States and Europe have provided support towards developing social work curricula, which critics have said represent a carbon copy of Western social work education. APASWE took on a role as a “missionary” to spread Western knowledge, theories, and values in the region. However, imported versions of social work education, curricula, and programs were built from the ground up in each respective country and modified to fit the local context.

## SUMMARY: TOWARDS THE THIRD PHASE OF SOCIAL WORK

The JCSW's three-year research project examined the internationalization and indigenization of social work education in Asia. Our other goal was to collect scattered data from APASWE and compile a history of the organization for future generations.

The participating teams reported on the initial stages of social work education in each country. They examined influences from the United States and Western countries on the various projects organized by the United Nations and other international bodies, which sent experts to assist in developing these projects. Although "social work functions" such as religious, traditional or informal helping systems existed previously in these countries, the spread of a Western model of social work education superseded the forms of social work that were common in each nation. After APASWE was established, it began to play a "missionary" role by bringing a Western model of social work education to Asian-Pacific countries through face-to-face meetings such as biennial conferences, seminars, and other activities.

According to Akimoto, "Social work began in Europe (Stage I), matured in North America (Stage II), and is now growing around the world (Stage III)" (APASWE, 2013). A Western model of social work is indeed growing around the world. It is not just APASWE that has been promoting social work education, but the

education itself has acted as a “missionary” in the societies of each participating nation.

Looking back at the initial stages of social work education in each country, the first schools of Western-influenced social work were founded in India in 1936, Thailand in 1944, Indonesia in 1946, the Philippines in 1950, Malaysia and Sri Lanka in 1952, and Nepal in 1996. The following five factors affected social work education in these countries:

- (1) Colonial rule;
- (2) The UN and other international organizations;
- (3) The United States and other Western countries;
- (4) Neighboring multi-ethnic, English-speaking countries such as India, the Philippines and Australia; and
- (5) Citizens’ passion for social work education.

During the initial stages of social work education in Asia, the main purpose consisted of two elements: (1) human resources and social development and, (2) the need for social workers to have professional skills and knowledge. Due to the lack of teaching materials including textbooks, curricula, and fieldwork supervision, it was necessary to find assistance from foreign countries.

As mentioned above, APASWE and the IASSW (International Association of Schools of Social Work) supported the development of social work in Asian-Pacific states through seminars, conferences, and other activities.

By the 1960s, the IASSW received proposals to organize a regional seminar in Asia; however, more time was needed to arrange it. It is likely that proponents of social work education in Asia were seeking an opportunity to collaborate with their colleagues in the region.

In the 1970s, the countries studied for this paper seemed to become active in the field. The first regional seminar occurred in Bombay in 1971, ARASWE was founded in 1974, and a series of workshops were held in the Philippines. Family Planning Projects started in 1970. The researched countries developed their curricula and programs at the doctoral level.

In 1981, ARASWE was renamed APASWE. In the 1980s, APASWE explored development programs in the Pacific. In Thailand, the curriculum was modified to adapt to Thailand's cultural and social context. Likewise, in the Philippines, local authors wrote many textbooks, which were distributed in schools (1980-2000).

In the 1990s, neighboring countries began providing support towards developing social work resources. In Nepal, a social work program was established with support from an Indian institute.

In contrast, APASWE's activities quieted down; each respective country remained committed to developing its own social work education programs, and facilitated faculty exchanges throughout the 2000s.

The communication mentioned above and faculty exchanges helped Asian-Pacific societies to gradually recognize "social work as a profession" and established a tradition of "social work education based on the local context." Hence, the internationalization of social work education in Asia began when the Western model of it was introduced to the region.

Participants reported four challenges facing social work education in Asia:

- (1) Insufficient professional identity or recognition of social work as a profession;
- (2) The inability to find jobs in the field of social work;
- (3) A public perception that social work is a voluntary vocation requiring no professional training; and
- (4) The need to create textbooks written in local languages.

Either consciously or unconsciously, each contributor to this study mentioned the conflict between the Western style of social work education and non-Western communities in their papers. These problems stem from the spread of Westernized social work education in Asia. These challenges and the conflict



between the West and local societies are elements of the indigenization of social work education in the Asia-Pacific.

Throughout the JCSW research project, we continued to conclude that “internationalization” and “indigenization” have facilitated social work education in Asia. In addition, APASWE has provided countries with the opportunity to unite and collaborate with institutions and individuals, both inside and outside the region. Regrettably, at the end of the 3-year project, a gap remained in the history collected on APASWE as an organization. Nevertheless, APASWE arranged various seminars, conferences, and projects for a small participation fee, based on “the good will” and “the passion” of the individuals, especially presidents and officers.

As of June 2013, APASWE’s membership consisted of 286 institutions and 130 individuals from 30 countries and regions; this number is the highest it has ever been in APASWE’s history (APASWE, 2013). These numbers show APASWE’s role: it needs to provide opportunities for collaboration and knowledge exchange with other APASWE members in the region. In addition, APASWE has a duty to develop social work in the area. In that sense, APASWE is a collective that can enhance social work education in the Asia-Pacific.

Needless to say, “diversity” is commonly used to describe the character of the Asia-Pacific. The region has a variety of natural environments: the highest mountains of the central Eurasian Continent, the deep Pacific Ocean, the desert,

and tropical forests; even time is divided by the International Date Line. Needless to say, the peoples, languages, traditions, cultures, religions, ethics, financial status, and levels of social development vary by country. As we move toward the third phase of social work, if the field continues to grow internationally, it should reflect every day realities on the ground.

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# APPENDIX



Appendix A: APASWE/APASWE Board Member List

Term	1974-1976 <sup>1</sup>	1976-1979 <sup>2</sup>	1979-1981 <sup>3</sup>	1981-1983 <sup>4</sup>	1983-1985 <sup>5</sup>	1985-1987 <sup>6</sup>	1987-1989 <sup>7</sup>	1989-1991 <sup>8</sup>	1991-1993 <sup>9</sup>	1993-1995 <sup>10</sup>	1995-1997 <sup>11</sup>	1997-1999 <sup>12</sup>	1999-2001 <sup>13</sup>	2001-2003 <sup>14</sup>	2003-2007 <sup>15</sup>	2007-2009 <sup>16</sup>	2009-2011 <sup>17</sup>	2011-2013 <sup>18</sup>
<b>President</b>	Armaty S. Desai (India)	Armaty S. Desai (India)	Esther C. Vitoria (Philippines)	Esther C. Vitoria (Philippines)	Nanthase Jayasut (Thailand)	Edna Chamberlain (Australia)	Edna Chamberlain (Australia)	Edna Chamberlain (Australia)	David R. Cox (Australia)	David R. Cox (Australia)	Janet George (Australia)	Janet George (Australia)	Janet George (Australia)	Janet George (Australia)	Janet George (Australia)	Janet George (Australia)	Janet George (Australia)	Janet George (Australia)
<b>Vice President</b>	Harold Ho (Hong Kong)	Harold Ho (Hong Kong)	Louise Arnold (Australia)	Louise Arnold (Australia)	Peter Hodge (Hong Kong)	Peter Hodge (Hong Kong)	Peter Hodge (Hong Kong)	Peter Hodge (Hong Kong)	Nelson W.S. Chow (Hong Kong)	Nelson W.S. Chow (Hong Kong)	Ngiam Tee Liang (Singapore)	Ngiam Tee Liang (Singapore)	Duguid McDonald (New Zealand)	Duguid McDonald (New Zealand)	Carolyn Noble (Australia)	Carolyn Noble (Australia)	Carolyn Noble (Australia)	Carolyn Noble (Australia)
<b>Treasurer</b>	Harold Ho (Hong Kong) <sup>19</sup>	Taricho Fukuda (Japan)	Yoko Kojima (Japan)	Yoko Kojima (Japan)	Poo Tak Nam (Hong Kong)	Poo Tak Nam (Hong Kong)	Poo Tak Nam (Hong Kong)	Poo Tak Nam (Hong Kong)	Ngiam Tee Liang (Singapore)	Ngiam Tee Liang (Singapore)	Ngiam Tee Liang (Singapore)	Ngiam Tee Liang (Singapore)	Duguid McDonald (New Zealand)	Duguid McDonald (New Zealand)	Mark Henriksson (New Zealand)	Mark Henriksson (New Zealand)	Mark Henriksson (New Zealand)	Mark Henriksson (New Zealand)
<b>Secretary</b>	Esther Vitoria (Philippines)	Esther Vitoria (Philippines)	Nelson Chow (Hong Kong)	Nelson W. S. Chow (Hong Kong)	Yuen Mehta (India)	Yuen Mehta (India)	Yuen Mehta (India)	Yuen Mehta (India)	Janet George (Hong Kong)	Janet George (Hong Kong)	Janet George (Hong Kong)	Janet George (Hong Kong)	Janet George (Hong Kong)	Janet George (Hong Kong)	Janet George (Hong Kong)	Janet George (Hong Kong)	Janet George (Hong Kong)	Janet George (Hong Kong)
<b>Members Elected</b>	A.K. Ahmedullah (Bangladesh)	Louise Arnold (Australia)	David Cox (Australia)	David Cox (Australia)	Thelma Lee Mendez (Philippines)	Thelma Lee Mendez (Philippines)	Thelma Lee Mendez (Philippines)	Thelma Lee Mendez (Philippines)	Erinda A. Cordero (Philippines)	Erinda A. Cordero (Philippines)	Erinda A. Cordero (Philippines)	Erinda A. Cordero (Philippines)	Erinda A. Cordero (Philippines)	Erinda A. Cordero (Philippines)	Erinda A. Cordero (Philippines)	Erinda A. Cordero (Philippines)	Erinda A. Cordero (Philippines)	Erinda A. Cordero (Philippines)
	Ali Bustam (Indonesia) <sup>20</sup>	Doek Joon Kim (Korea)	Daisy Vachilingam (Singapore)	Daisy Vachilingam (Singapore)	Doek Joon Kim (Korea)	Doek Joon Kim (Korea)	Doek Joon Kim (Korea)	Doek Joon Kim (Korea)	Erinda A. Cordero (Philippines)	Erinda A. Cordero (Philippines)	Erinda A. Cordero (Philippines)	Erinda A. Cordero (Philippines)	Erinda A. Cordero (Philippines)	Erinda A. Cordero (Philippines)	Erinda A. Cordero (Philippines)	Erinda A. Cordero (Philippines)	Erinda A. Cordero (Philippines)	Erinda A. Cordero (Philippines)
		Boehr Chandran (Pakistan)	Nanthase Jayasut (Thailand)	Nanthase Jayasut (Thailand)	Smith Chandrasekera (Sri Lanka)	Smith Chandrasekera (Sri Lanka)	Smith Chandrasekera (Sri Lanka)	Smith Chandrasekera (Sri Lanka)	Erinda A. Cordero (Philippines)	Erinda A. Cordero (Philippines)	Erinda A. Cordero (Philippines)	Erinda A. Cordero (Philippines)	Erinda A. Cordero (Philippines)	Erinda A. Cordero (Philippines)	Erinda A. Cordero (Philippines)	Erinda A. Cordero (Philippines)	Erinda A. Cordero (Philippines)	Erinda A. Cordero (Philippines)
									Erinda A. Cordero (Philippines)	Erinda A. Cordero (Philippines)	Erinda A. Cordero (Philippines)	Erinda A. Cordero (Philippines)	Erinda A. Cordero (Philippines)	Erinda A. Cordero (Philippines)	Erinda A. Cordero (Philippines)	Erinda A. Cordero (Philippines)	Erinda A. Cordero (Philippines)	Erinda A. Cordero (Philippines)

(Compiled by Kama Matsuo, APASWE History Review Research Team Researcher) (APASWE, 2013)

- Desai, S. A. (2011) "APASWE HISTORY: Foundational Years 1974-1979."
- "Vice President-Treasurer," Desai (2011). (See 1 above.)
- Letterhead of letters dated April 1, 1976 from A. Desai to K. Kendall. The category of "Members Elected" was not printed. A. Desai remembers that Ahmedullah and Bustam were elected as the Board Members. Desai (2011). (See 1 above.)
- APASWE Letterhead of letters dated April 1, 1976 from A. Desai to K. Kendall and dated March 6, 1980 from E. Vitoria to K. Kendall.
- Letterhead of the announcement letter dated September 1, 1979 regarding new APASWE Board Members (1979-1981) from A. Desai to national associations, all members, and board members. Members were different from those printed on the letterhead in 1980.
- "Table 1 APASWE Office Bearers 1974-1989" in Chamberlain, E. "Regional Organisations: The Case of APASWE." In Anthony, K. & Sandra, S. (1991) *Social Problems in the Asia Pacific Region*. Boroarong Publications. "The Constitution required biennial elections and, since APASWE was inaugurated at a meeting held during an International Congress. The 1976 General Body re-elected the inaugural office bearers. The 1978 General Body, however, decided that it was more appropriate to have elections during regional seminars when more delegates from member schools could be present. Elections were therefore deferred till 1979, and the foundation office bearers were asked to continue for a further year." Chamberlain (1991). There were no Japanese names in the Chamberlain's list, but A. Desai remembers that two treasurers were from Japan.
- Letterhead of a letter dated July 2 of 1981 re the decease of D. Youngdushard from E. Vitoria. [ ] Chamberlain (1991). (See 6 above.)
- Letterhead of a letter dated May 11, 1984 from N. Jayasut to K. Kendall. Officers' names: Chamberlain (1991). (See 6 above.)
- Letterhead of a letter dated August 29, 1986 regarding General Body Meeting Agenda. Officers' names: from Chamberlain (1991). (See 6 above.)
- The change was accepted by the board. APASWE (August, 1987) "Report of the APASWE 1987" to Executive Board Meeting.
- The change was accepted by the board. APASWE (August, 1987) "Report of the APASWE 1987". (See 10 above.)
- APASWE (1989) "Biennial Report, August 1987-July 1989."
- [ ] Letterhead of a letter of June 26, 1989.
- [ ] Letterhead of a letter dated January 18, 1991, titled "Proceedings for the 1988 Beijing Seminar" from A. Yuen to V. Mehta.
- Letterhead of a letter dated February 2, 1992.
- [ ] Letterhead of a letter dated February 13, 1993.
- Letterheads of letters dated January 18, 1990 and December 21, 1990. "I represented APASWE to the IASSW Board in Vienna in 1988 and then that was the year we had moved back to Hong Kong for a few years." G. George, interview 12 May 2011
- An interview with T. Akimoto by K. Matsuo. T. Akimoto moved to ILO (Bangkok) in 1992, and M. Sasaki succeeded. There is no T. Akimoto's name on the letterhead a letter dated February 2, 1992. [ ] Letterhead a letter dated February 13, 1993.
- Letterhead of a letter dated April 13, 1994 titled "Social Development-IASSW" from J. George to Board members. [ ] Letterhead of a letter dated November 4, 1998.
- "The list of Board Members: 1995-1997", a document in the library of Japanese Association of Schools of Social Work.
- "Nominations for APASWE Executive Board for 1999-2001".
- Letterhead of a letter dated September 16, 1999 titled "Hosting of Regional Social Work Conference in 2003".
- A handout in Seoul, Korea (September 22, 2005). T. Akimoto's email to K. Matsuo dated August 30, 2011. The 17th APASWE conference was cancelled because SARS in 2003. The APASWE board member's election was not held.
- J. Irwin, who was elected from the floor at the Singapore conference in 2001.
- APASWE e-News/letter (September 2007) and T. Akimoto's email to K. Matsuo dated August 30, 2011.
- An email from T. Akimoto to K. Matsuo dated August 31, 2011.
- A leader of APASWE (2009-2011).
- Website of APASWE (2011)

## APPENDIX B: Chronological Table of the Internationalization and Indigenization of Social Work Education in Asia

The list is based on data collected by the respective project teams.

	Bangladesh <sup>1</sup>	India <sup>2</sup>	Indonesia <sup>3</sup>	Malaysia <sup>4</sup>	Nepal <sup>5</sup>	Philippines <sup>6</sup>	Sri Lanka <sup>7</sup>	Thailand <sup>8</sup>	APASWE' Biennial Conferences <sup>9</sup>
1912				The first social welfare program in Malaya was introduced <sup>10</sup> .					
30s						The University of the Philippines and Centro Escolar University began to offer non-degree courses to prepare students for performing social work functions in social welfare agencies <sup>11</sup> .			
1936		The Sir Dorabji Tata Graduate School of Social Work was established <sup>12</sup> .							
1937		The first Field Action Project, the Child Guidance Clinic, was launched <sup>13</sup> .							
1940		The first issue of the <i>Indian Journal of Social Work</i> was published <sup>14</sup> .		The Department of Social Services was formed under the administration of the British government <sup>15</sup> .					
1941									

1 (Samad & Hossain, 2013), (Das, 2013)

2 (Pathare, 2014)

3 (Fahrudin & Yusuf, 2013)

4 (Shaffie & Baba, 2013)

5 (Nikku, 2013)

6 (Layson, Pablo, & Nicolas, 2014)

7 (Ranaweera, 2013)

8 (Yodpet, Komonmarn, & Kummestisuk, 2014)

9 (APASWE, 2013)

10 (Shaffie, 2013, p.86)

11 (Layson et al., 2014, p.294.

12 (Pathare, 2014, p. 219)

13 (Pathare, 2014, p.219)

14 (Shaffie, 2013, p.86)

15 (Pathare, 2014, p. 219)

	Bangladesh <sup>1</sup>	India <sup>2</sup>	Indonesia <sup>3</sup>	Malaysia <sup>4</sup>	Nepal <sup>5</sup>	Philippines <sup>6</sup>	Sri Lanka <sup>7</sup>	Thailand <sup>8</sup>	APASWE' Biennial Conferences <sup>9</sup>
1942								Thai leader Field Marshal Plaek Phibunsongkhram and his wife visited the US and several countries in Europe <sup>16</sup> .	
1943									
1944		The Sir Dorabji Tata Graduate School of Social Work was renamed the Tata Institute of Social Sciences (TISS) <sup>17</sup> .						The School of Cultural Work was founded as part of the Culture Council of Thailand <sup>18</sup> .	
1945			<i>Indonesia achieved independence</i> <sup>19</sup> .						
1946		The Department of Social Work (earlier known as the Delhi School of Social Work) was established in Lucknow by the YWCA <sup>20</sup> .	Sekolah Pembimbing Kemasyarakatan (SPK), was established in Solo, Central Java <sup>21</sup> .	<ul style="list-style-type: none"> <li>The Department of Social Welfare (DSW) of the Federation of Malaya was established. The DSW continually hired professionally qualified social workers<sup>22</sup>.</li> <li>Three applicants (an Indian man, a Chinese woman, and a Malay woman) were sent to the UK to attend a two-year course in Social Welfare at the London School of Economics (LSE)<sup>23</sup>.</li> </ul>					

<sup>16</sup> (Yodpet et al., 2014, p.338)

<sup>17</sup> (Pathare, 2014, p. 219)

<sup>18</sup> (Yodpet et al., 2014, p.338)

<sup>19</sup> (Fahrudin & Yusuf, 2013, p. 57)

<sup>20</sup> (Pathare, 2014, p. 231)

<sup>21</sup> (Fahrudin & Yusuf, 2013, p.60)

<sup>22</sup> (Shafie & Baba, 2013, p.86)

<sup>23</sup> (Shafie & Baba, 2013, p.92)

	Bangladesh <sup>1</sup>	India <sup>2</sup>	Indonesia <sup>3</sup>	Malaysia <sup>4</sup>	Nepal <sup>5</sup>	Philippines <sup>6</sup>	Sri Lanka <sup>7</sup>	Thailand <sup>8</sup>	APASWE <sup>9</sup> Biennial Conferences <sup>9</sup>
1947	<i>In the Partition of India, Pakistan became separate from India</i> <sup>24</sup> .	<i>British Colonial rule ended</i> <sup>25</sup> . • The Department of Social Work was moved to Delhi <sup>26</sup> . • Ahmednagar College was established <sup>27</sup> .				Women scholars who went abroad formed an association with the primary aim of promoting a professional image for social work in the workplace <sup>28</sup> .			
1948		In the aftermath of the Partition, TISS sent a relief team of students and faculty to work in refugee camps <sup>29</sup> . The Department of Social Work was affiliated with the University of Delhi and came to be known as the Delhi School of Social Work <sup>30</sup> .					<i>Sri Lanka achieved independence</i> <sup>31</sup> . The Department of Social Services was established <sup>32</sup> .		
1949									
1950			Theoretical and practical training programs for staff of the Ministry of Social Affairs were developed <sup>33</sup> .			The Philippine School of Social Work (PSSW) was established <sup>34</sup> .	The UN provided recommendations based on an international survey on training for social work <sup>35</sup> .		
1951									

<sup>24</sup> (Das, 2013, p.45)

<sup>25</sup> (Pathare, 2014, p.184)

<sup>26</sup> (Pathare, 2014, p.231)

<sup>27</sup> (Pathare, 2014, p.237)

<sup>28</sup> (Layson et al., 2014, p.274)

<sup>29</sup> (Pathare, 2014, p.219)

<sup>30</sup> (Pathare, 2014, p.219)

<sup>31</sup> (Ranaweera, 2013, p.117)

<sup>32</sup> (Ranaweera, 2013, p.129)

<sup>33</sup> (Fahrudin & Yusuf, 2013, p.60)

<sup>34</sup> (Layson et al., 2014, p.275)

<sup>35</sup> (Ranaweera, 2013, p.150)

	Bangladesh <sup>1</sup>	India <sup>2</sup>	Indonesia <sup>3</sup>	Malaysia <sup>4</sup>	Nepal <sup>5</sup>	Philippines <sup>6</sup>	Sri Lanka <sup>7</sup>	Thailand <sup>8</sup>	APASWE' Biennial Conferences <sup>9</sup>
1952	UN experts and a group led by Dr. James R. Dumpson, UN experts visited Dhaka and recommended that social work training courses be established to facilitate solutions for refugee problems <sup>36</sup> .		The Ministry of Social Affairs sent 25 school graduates to the Netherlands for further study at the School voor Maatschappelijk Werk <sup>37</sup> .	<ul style="list-style-type: none"> <li>The Ministry of Health and Teaching Hospitals of the Ministry of Education in Malaysia started to train medical social workers<sup>38</sup>.</li> <li>The School of Social Studies was established at the University of Malaya (UM)<sup>39</sup>.</li> </ul>			<ul style="list-style-type: none"> <li>The Health Services Act was passed<sup>40</sup>.</li> <li>The Institute of Social Work was established<sup>41</sup>.</li> </ul>	Women Cultural Office increased its course content <sup>42</sup> .	
1953	An introductory course, the "Three-Month Social Work Training Program," was initiated <sup>43</sup> .								
1954		TISS moved to a new campus at Deonar, Mumbai <sup>44</sup> .				In the mid-50s, a number of schools started offering a Bachelor of Arts degree major in social work <sup>45</sup> .		With the establishment of its Faculty of Social Administration, Thammasat University became Thailand's first official institution to provide social work education <sup>46</sup> .	
1955	In 1955-56, professional education in social work first came to be offered in a nine-month training course on Community Development and Medical Social Work at Dhaka University <sup>47</sup> .		The SPK was moved in Jakarta <sup>48</sup> .						

<sup>36</sup> (Samad & Hossain, 2013, p.28)

<sup>37</sup> (Fahrudin & Yusuf, 2013, p.60)

<sup>38</sup> (Shafiq & Baba, 2013, p. 87)

<sup>39</sup> (Shafiq & Baba, 2013, p.96)

<sup>40</sup> (Ranaweera, 2013, p.129)

<sup>41</sup> (Ranaweera, 2013, p. 131)

<sup>42</sup> (Yodpet et al., 2014, p.339)

<sup>43</sup> (Samad & Hossain, 2013,p.14), (Das, 2013, p.38)

<sup>44</sup> (Pathare, 2014, p. 219)

<sup>45</sup> (Layson et al., 2014, p.294)

<sup>46</sup> (Yodpet et al., 2014, p.340)

<sup>47</sup> (Samad & Hossain, 2013.p.15),(Das,2013.p.38)

<sup>48</sup> (Fahrudin & Yusuf, 2013, p.60)



	Bangladesh <sup>1</sup>	India <sup>2</sup>	Indonesia <sup>3</sup>	Malaysia <sup>4</sup>	Nepal <sup>5</sup>	Philippines <sup>6</sup>	Sri Lanka <sup>7</sup>	Thailand <sup>8</sup>	APASWE' Biennial Conferences <sup>9</sup>
1956			The Ministry of Social Affairs established a research center for social work, the Balai Penelitian Pekerjaan Sosial <sup>49</sup> .						
1957			Formal social work education came to be offered at the college level in Indonesia through the Kursus Dinas Sosial A (KDSA) <sup>50</sup> .	Malaysia achieved independence.				Bachelor's Degree from Department of Social work was changed to a four-year program <sup>51</sup> .	
1958	The College of Social Welfare and Research (CSWR) was established <sup>52</sup> .								
1959									
1960							A year certificate course in social work was commenced at the Institute of Social Work <sup>53</sup> .		
1961		<ul style="list-style-type: none"> <li>The Delhi School of Social Work became a part of the University of Delhi, after which it started functioning as a Post-Graduate Maintained Institution affiliated with the University<sup>54</sup>.</li> <li>The Center for Studies in Rural Development was established as the social arm of Ahmednagar College<sup>55</sup>.</li> </ul>	UNDP and UN experts supported the development of social work education during the 1960s <sup>56</sup> .					Department of Social Work, Faculty of Social Administration, launched a Master's Degree program <sup>57</sup> .	
1962									
1963				Malaysia was established <sup>58</sup> .					

<sup>49</sup> (Fahrudin & Yusuf, 2013, p.60)

<sup>50</sup> (Fahrudin & Yusuf, 2013, p.60)

<sup>51</sup> (Yodpet et al., 2014, p.341)

<sup>52</sup> (Samad & Hossain, 2013.p.15),(Das,2013.p.38)

<sup>53</sup> (Layson et al, 2014, p.133)

<sup>54</sup> (Pathare, 2014, p.231)

<sup>55</sup> (Pathare, 2014, p.237)

<sup>56</sup> (Fahrudin & Yusuf, 2013, p.62)

<sup>57</sup> (Yodpet et al., 2014, p.341)

<sup>58</sup> (Shaifre & Baba, 2013, p.80)

Bangladesh <sup>1</sup>	India <sup>2</sup>	Indonesia <sup>3</sup>	Malaysia <sup>4</sup>	Nepal <sup>5</sup>	Philippines <sup>6</sup>	Sri Lanka <sup>7</sup>	Thailand <sup>8</sup>	AFASWE <sup>1</sup> Biennial Conferences <sup>9</sup>
1964 • The National Conference on Social Education was held <sup>59</sup> . • A three-year undergraduate program in social work was introduced at the College of Social Work under the auspices of the University of Rajshahi in 1964 <sup>60</sup> .	TISS was recognized as a Deemed University <sup>61</sup> .	KKST, a high-level vocational course in social work, was initiated <sup>62</sup> .	The DSW was upgraded to become the Ministry of Social Welfare <sup>63</sup> .			The Ceylon School of Social Work was established under the auspices of the Department of Social Services <sup>64</sup> .		
1965	A doctoral program in Social Work leading to a Ph.D. degree was initiated at the Delhi School of Social Work <sup>65</sup> .	Dr. Bisno, an expert from the UNDP, served as a consultant regarding teaching materials at the Bandung College of Social Welfare <sup>66</sup> .	Singapore became a separate country <sup>67</sup> .		Republic Act 4373, an act regulating social work practice and the operation of social work agencies in the Philippines, was enacted <sup>68</sup> .			
1966 The College of Social Welfare and Research introduced a three-year undergraduate program in Social Welfare <sup>69</sup> .								
1967 The College of Social Work at the University of Rajshahi introduced a one-year MA program in social work <sup>70</sup> .	• TISS: The Labor Welfare and Industrial Relations social work program was redeveloped into an independent master's degree program in Personnel Management and Industrial Relations <sup>71</sup> .				A series of national workshops on social work education was initiated; these workshops continued to be held until the 1970s <sup>73</sup> .			

<sup>59</sup> (Samad & Hossain, 2013, p.19), (Das, 2013, p.39)

<sup>60</sup> (Das, 2013, p.38)

<sup>61</sup> (Pathare, 2014, p.219)

<sup>62</sup> (Fahrudin & Yusuf, 2013, p.62)

<sup>63</sup> (Shafiq & Baba, 2013, p.87)

<sup>64</sup> (Ranaweera, 2013, p.131)

<sup>65</sup> (Pathare, 2014, p.231)

<sup>66</sup> (Fahrudin & Yusuf, 2013, p.62)

<sup>67</sup> (Shafiq & Baba, 2013, p.80)

<sup>68</sup> (Layson et al. 2014, p.277)

<sup>69</sup> (Das, 2013, p.38)

<sup>70</sup> (Das, 2013, p.38)

<sup>71</sup> (Pathare, 2014, p.220)

	Bangladesh <sup>1</sup>	India <sup>2</sup>	Indonesia <sup>3</sup>	Malaysia <sup>4</sup>	Nepal <sup>5</sup>	Philippines <sup>6</sup>	Sri Lanka <sup>7</sup>	Thailand <sup>8</sup>	APASWE' Biennial Conferences <sup>9</sup>
		<ul style="list-style-type: none"> <li>A diploma course in social work became recognized by the University of Pune<sup>72</sup>.</li> </ul>							
1968								The United Nations Conference of Ministers Responsible for Social Welfare was established in Bangkok <sup>74</sup> .	
1969		<ul style="list-style-type: none"> <li>TISS: The institute's first research unit, the Unit for Child and Youth Research, was established with support from UNICEF<sup>75</sup>.</li> <li>CSRDI:SWR: The Department of Social Work began functioning out of the CSRDI building. The CSRDI's National Service Scheme (NSS), conceptually based on earlier experiments, commenced, was adopted by the Government of India, and was extended to other universities in the country<sup>76</sup>.</li> </ul>				The Schools of Social Work Association of the Philippines (SSWP) was organized <sup>77</sup> .			
1970			The Bandung College of Social Welfare was selected as an IASSW pilot school for a family planning project <sup>78</sup> .			Three international conferences (the 15th International Conference of Social Welfare, the Second Symposium of the IFSW, and the 15th International Congress of Schools of			

<sup>73</sup> (Layson et al., 2014, p.278)

<sup>74</sup> (Pathare, 2014, p.237)

<sup>75</sup> (Shafiq & Baba, 2013, p.97)

<sup>76</sup> (Pathare, 2014, p.220)

<sup>77</sup> (Pathare, 2014, p.237)

<sup>78</sup> (Layson et al., 2014, p.278)

<sup>79</sup> (Fahrudin & Yusuf, 2013, p.64)

Bangladesh <sup>1</sup>	India <sup>2</sup>	Indonesia <sup>3</sup>	Malaysia <sup>4</sup>	Nepal <sup>5</sup>	Philippines <sup>6</sup>	Sri Lanka <sup>7</sup>	Thailand <sup>8</sup>	APASWE <sup>1</sup> Biennial Conferences <sup>9</sup>
					Social Work) were held in Manila <sup>79</sup> .			
1971	<ul style="list-style-type: none"> <li>The Delhi School of Social Work established an extension center, the Child Guidance Centre, to provide free diagnostic and therapeutic services to children and their families with emotional and behavioral problems<sup>80</sup>.</li> <li>CSR-D-ISWR: Students and faculty from the CSR-D coordinated relief and rehabilitation work at the Mana Refugee Camp in Madhya Pradesh<sup>81</sup>.</li> </ul>	The Bandung College of Social Welfare extended its educational programs to include the Doctorandus level (equivalent to a master's degree), following the Dutch education system <sup>82</sup> .						"Curriculum Development and Teaching" was held in Bombay, India.
1972	Bangladesh achieved independence. <sup>83</sup> The College of Social Work was subsumed into the University of Rajshahi to become the Department of Social Work <sup>84</sup> .				A workshop, "Creative Literature in Social Work Education: The Philippine Experiment," was held <sup>85</sup> .	<ul style="list-style-type: none"> <li>Ceylon was renamed Sri Lanka<sup>86</sup>.</li> <li>The Ceylon School of Social Work was renamed the Sri Lanka School of Social Work<sup>87</sup>.</li> </ul>		

<sup>79</sup> Layson, et al., 2014, p.278)

<sup>80</sup> Pathare, 2014, p.231)

<sup>81</sup> Pathare, 2014, p.237)

<sup>82</sup> Fahrudin & Yusuf, 2013, p.63)

<sup>83</sup> Samad & Hossain, 2013, p. 10)

<sup>84</sup> Das, 2013, p.38)

<sup>85</sup> Layson et al., 2014, p.287)

<sup>86</sup> (Ranawera, 2013, p.117)

<sup>87</sup> (Ranawera, 2013, p.132)

	Bangladesh <sup>1</sup>	India <sup>2</sup>	Indonesia <sup>3</sup>	Malaysia <sup>4</sup>	Nepal <sup>5</sup>	Philippines <sup>6</sup>	Sri Lanka <sup>7</sup>	Thailand <sup>8</sup>	AFASWE <sup>9</sup> Biennial Conferences <sup>9</sup>
1973	CSWE was subsumed into the University of Dhaka and renamed the Institute of Social Welfare and Research (ISWR) <sup>88</sup> .		At the end of 1973, the Bandung College of Social Welfare (BSSW) initiated a faculty development program and international resource team to help with updating examinations and curricula <sup>89</sup> .	The Malaysian Social Workers Association of Malaysia (MASW) was established <sup>90</sup> .					"Seminar on Family Planning and Population Activities" was held in Singapore.
1974		CSRDI-SWR: The University of Pune began to offer a master's degree in Social Work with a specialization in rural community development <sup>91</sup> .	Academic staff members from the BSSW went to the United States to study in an MSW program <sup>92</sup> .						AFASWE was established.
1975				Social work education in Malaysia was first introduced at the Universiti Sains Malaysia (USM) <sup>93</sup> .			Training programs for children's welfare began to be offered thanks to funds provided by UNICEF <sup>94</sup> .		"Development of Teaching Resources and Interdisciplinary Communication" was held in Hong Kong.
1976		At the Delhi School of Social Work, a pre-doctoral program (leading to the M.Phil. degree) was established <sup>95</sup> .				The 5th National Conference on Social Work Education was held; the conference addressed the development of indigenous teaching materials and training resources <sup>96</sup> .			
1977									"Processes and Approaches to Social Policy Formulation and Planning with Special Emphasis on the Role of the Social Worker" was held in New Delhi, India.

<sup>88</sup> (Samad & Hossain, 2013, p.15), (Das, 2013, p.38)

<sup>89</sup> (Fahrudin & Yusuf, 2013, p.63)

<sup>90</sup> (Shafie & Baba, 2013, p.87)

<sup>91</sup> (Pathare, 2014, p.238)

<sup>92</sup> (Fahrudin & Yusuf, 2013, p.65)

<sup>93</sup> (Shafie & Baba, 2013, p.97)

<sup>94</sup> (Ranaweera, 2013, p.142)

<sup>95</sup> (Pathare, 2014, p.232)

<sup>96</sup> (Layson et al., 2014, p.288)

	Bangladesh <sup>1</sup>	India <sup>2</sup>	Indonesia <sup>3</sup>	Malaysia <sup>4</sup>	Nepal <sup>5</sup>	Philippines <sup>6</sup>	Sri Lanka <sup>7</sup>	Thailand <sup>8</sup>	APASWE <sup>9</sup> Biennial Conferences <sup>9</sup>
1978						The 6th National Workshop on Social Work Education was held <sup>97</sup> .	The SLSSW designed and began to offer a full-time diploma in Social Work <sup>98</sup> . In Colombo, the SLSSW hosted a seminar entitled "Asian Regional Seminar on Para-Professional Training for Social Development" <sup>99</sup> .		
1979		Delhi School of Social Work: The Delhi School of Social Work became a postgraduate department affiliated with the Faculty of Social Sciences of the University of Delhi; it was renamed the Department of Social Work <sup>99</sup> .							"Diversity and Social Justice" was held in New Delhi, India.
1980		TISS: Evening programs were initiated with two certificate programs—one in Hospital Administration and one in Personnel Management and Industrial Relations <sup>100</sup> .							
1981						The 7th National Workshop on Social Work Education was held in Bauito City <sup>102</sup> .	The SLSSW hosted an APASWE regional conference in Colombo, Sri Lanka <sup>103</sup> .		ARASWE was renamed APASWE. "Social Development in the '80s and the Disadvantaged Group" was held in Colombo, Sri Lanka.
1982						From the 1980s to 2000, local authors published a number of publications in response to the dearth of teaching materials in Philippine social work education <sup>104</sup> .			

<sup>97</sup> (Layson et al., 2014, p.288)

<sup>98</sup> (Rana-weera, 2013, p.132)

<sup>99</sup> (Parhare, 2014, p.232)

<sup>100</sup> (Rana-weera, 2013, p.143)

<sup>101</sup> (Pathare, 2014, p.220)

<sup>102</sup> (Layson et al., 2014, p.289)

<sup>103</sup> (Rana-weera, 2013, p.143)

<sup>104</sup> (Layson et al., 2014, p.295)

	Bangladesh <sup>1</sup>	India <sup>2</sup>	Indonesia <sup>3</sup>	Malaysia <sup>4</sup>	Nepal <sup>5</sup>	Philippines <sup>6</sup>	Sri Lanka <sup>7</sup>	Thailand <sup>8</sup>	APASWE <sup>1</sup> Biennial Conferences <sup>9</sup>
1983								The undergraduate curriculum at Thammasat University was restructured <sup>105</sup> . Content exhibiting the influence of the West was reduced or adapted to the Thai cultural and social context <sup>106</sup> .	"Impact of Social Change on Social Work Practice and Education: The Need for Evaluation and Justification", Bangkok, Thailand
1984			Ministry of Education regulations were passed that changed bachelor programs at the university level <sup>107</sup> .						
1985				The Ministry of Social Welfare was dissolved. The Ministry became, once more, a department within the Ministry of National Unity and Social Development <sup>108</sup> .					"Grass-roots Participation and Practice to Meet Community Needs" was held in Penang, Malaysia.
1986		<ul style="list-style-type: none"> <li>TISS: As part of Golden Jubilee initiatives toward holistic and sustainable development, the idea of a rural campus was conceived<sup>109</sup>.</li> <li>CSRDI-SWR: An experiment in field work training for rural development was undertaken in Daula-Vadgaon, Beed, and was sponsored by UGC (1986–1988)<sup>110</sup>.</li> </ul>	An association of schools of social work in Indonesia, the Ikatan Pendidikan Pekerjaan Sosial Indonesia (Indonesian Association for Social Work Education), was founded in Bandung with the full support of the Ministry of Social Affairs <sup>111</sup> .						
1987			The Asia and Pacific Regional Seminar on Social Work Education and Practice was held in Jakarta <sup>112</sup> .						"Integrating Teaching and Practice to Meet Community Needs" was held in Jakarta, Indonesia.

<sup>105</sup> Yodpet et al., 2014, p.343

<sup>106</sup> Yodpet et al., 2014, p.345

<sup>107</sup> Fahrudin & Yusuf, 2013, p.66

<sup>108</sup> Shaffie & Baba, 2013, p.87

<sup>109</sup> Pathare, 2014, p.220

<sup>110</sup> Pathare, 2014, p.238

<sup>111</sup> Fahrudin & Yusuf, 2013, p.65

<sup>112</sup> Fahrudin & Yusuf, 2013, p.66

	Bangladesh <sup>1</sup>	India <sup>2</sup>	Indonesia <sup>3</sup>	Malaysia <sup>4</sup>	Nepal <sup>5</sup>	Philippines <sup>6</sup>	Sri Lanka <sup>7</sup>	Thailand <sup>8</sup>	APASWE <sup>9</sup> Biennial Conferences <sup>9</sup>
1988		Community action projects were initiated and linkages built with rural organizations <sup>113</sup> .							
1989			In the 1989-1990 academic year, it offered a Diploma IV course leading to a Bachelor of Applied Science (Social Work) degree <sup>114</sup> .						"Managing Social Services in the 1990: Challenges for Social Work Practice and Education" was held in Singapore.
1990			By the 1990s, many public and private universities offered social work education programs under the label of social welfare <sup>115</sup> .		<i>The feudalistic monarchy was ended</i> <sup>116</sup> .	The SSWP was renamed the National Association for Social Work Education, Inc. (NASWEI) <sup>117</sup> .			
1991		CSRDI-SWR: The CSRDI-SWR was recognized as a research (Ph.D.) and postgraduate teaching center by the University of Pune. The Department of Social Work at Ahmednagar College became an independent institute of the BPHE Society and was renamed the Institute of Social Work and Research <sup>118</sup> .							"Ecology and Deprivation: Implication for Social Work" was held in Hong Kong.
1992		Department of Social Work: The Department of Social Work was granted Department of Special Assistance (DSA) status by		In the 1990s, social work education was developed at other institutions of higher learning in Malaysia <sup>121</sup> .			The National Institute of Social Development (NISD) was established by an act of Parliament <sup>122</sup> .	Huachiew Chalemprakiet University became the first private university to offer a social work degree <sup>123</sup> .	

<sup>113</sup> (Pathare, 2014, p.220)

<sup>114</sup> The Bandung College of Social Work was administered by governmental ministries outside the Ministry of Education. It was only a professional education program. (Fahrudin & Yusuf, 2013, p.67)

<sup>115</sup> (Fahrudin & Yusuf, 2013, p.67)

<sup>116</sup> (Nikku, 2013, p.161)

<sup>117</sup> (Layson et al., 2014, p.278)

<sup>118</sup> (Pathare, 2014, p.238)

<sup>119</sup> (Yodpet et al., 2014, p.355)

<sup>121</sup> (Fahrudin & Yusuf, 2013, p.67)



	Bangladesh <sup>1</sup>	India <sup>2</sup>	Indonesia <sup>3</sup>	Malaysia <sup>4</sup>	Nepal <sup>5</sup>	Philippines <sup>6</sup>	Sri Lanka <sup>7</sup>	Thailand <sup>8</sup>	APASWE <sup>9</sup> Biennial Conferences <sup>9</sup>
		the University Grants Commission <sup>120</sup> .							
1993		TISS: Master's degree programs in Health Administration and in Hospital Administration were initiated <sup>124</sup> .							"The Social Work Profession: Reflection and Future Directions" was held in Bombay, India.
1994	The Shaikhjalil University of Science & Technology, Sylhet (SUST), introduced an undergraduate social work program in the 1994-1995 academic year <sup>125</sup> .	Department of Social Work: Two constituent colleges of the University [of Delhi?] began to offer a Bachelor's degree (Honors Course) in Social Work in the 1994-1995 academic year <sup>126</sup> .	The Bandung College of Social Work started a program to send young academic staff members overseas for master's degree programs <sup>127</sup> .				The SLSSW and the Sri Lanka Association of Professional Social Workers together hosted the IFSW's biannual conference in Kandy. IUCISD was held concurrently in the same venue on the same days <sup>128</sup> .		
1995				At USM, the Social Development and Administration program was renamed the Social Work Program <sup>129</sup> .					"Partnerships That Work?" was held in Christchurch, New Zealand.
1996					The first department of social work affiliated with a university was started with the support of Nirmala Niketan, India <sup>130</sup> . St. Xavier's College, an Indian school with a department of social work, was affiliated with Kathmandu University, which initiated a social work				

121 (Shaffie & Baba, 2013, p.106)

122 (Ranaweera, 2013, p.132)

123 (Yodpet et al., 2014, p.355)

120 (Pathare, 2014, p.232)

124 (Pather, 2014, p.220)

125 (Das, 2013, p.39)

126 (Pathare, 2014, p.232)

127 (Fahrudin & Yusuf, 2013, p.67)

128 (Ranaweera, 2013, p.143)

129 (Shaffie & Baba, 2013, p.100)

130 (Nikkun, 2013, p.158)

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1997	The SUST initiated a social work program at the graduate level <sup>132</sup> .		The ICSW Asia and Pacific Conference was held in Jakarta <sup>133</sup> .		program leading to the Bachelor of Arts degree <sup>131</sup> .			Huachiew Chalemparakiet University: The Faculty of Social Administration changed its name to the Faculty of Social Work and Welfare <sup>134</sup> .	"Enhancing Social Integration—Structure, Process and Intervention for Social Development" was held in Bangkok, Thailand.
1998								Huachiew Chalemparakiet University: The university initiated a Master of Social Work degree program, now known as the Master of Social Welfare Administration degree program <sup>135</sup> .	
1999		TISS: The Mumbai campus was expanded with the inauguration of the Malti and Jal A.D. Naoroji Campus Annexes on 11 acres of land gifted by Malti Naoroji <sup>136</sup> .	The President dismantled the Ministry of Social Welfare and replaced it with the Ministry of Health and Social Welfare and the National Social Welfare Board <sup>137</sup> .						"Promoting Inclusion—Redressing Exclusion: The Social Work Challenge" was held in Brisbane, Australia.
2000			The President of Indonesia was dismissed; a new president reestablished the Ministry of Social Affairs <sup>138</sup> .	The USM formed the Council on Social Work Education <sup>139</sup> .				Huachiew Chalemparakiet University: The university's Master of Social Work in Social Welfare Project Administration degree was renamed the Master of	

131 (Nikku, 2013, p.162)

132 (Das, 2013,p.39)

133 (Fahrudin & Yusuf, 2013, p.68)

134 (Yodpet et al., 2014, p.356)

135 (Yodpet et al., 2014, p.359)

136 (Pathare, 2014, p.220)

137 (Fahrudin & Yusuf, 2013,p.68)

138 (Fahrudin & Yusuf, 2013,p.68)

139 (Shaffie & Baba, 2013, p.106)

	Bangladesh <sup>1</sup>	India <sup>2</sup>	Indonesia <sup>3</sup>	Malaysia <sup>4</sup>	Nepal <sup>5</sup>	Philippines <sup>6</sup>	Sri Lanka <sup>7</sup>	Thailand <sup>8</sup>	APASWE <sup>9</sup> Biennial Conferences <sup>9</sup>
2001								Social Work in Social Administration degree <sup>140</sup> .	"Millennium Challenges and Action for Social Work Education and Practice" was held in Singapore.
2002									
2003							Following the signing of a Memorandum of Understanding between the NISD and the University of Colombo, the university provided assistance for the development of an undergraduate program in 2003 <sup>141</sup> .	Krirk University: The Faculty of Liberal Arts' Social Welfare program was renamed the Social Work and Welfare program, continuing its activities under the new name. At present, the program offers a Bachelor of Liberal Arts in Social Work and Development <sup>142</sup> .	"Peace, Justice and Social Work—A Vision for Asia-Pacific in the 21st Century" was to be held in Nagasaki, Japan, but was cancelled.
2004		TISS: The Bachelor's Degree program in Social Work was initiated at the Institute's Rural Campus in Tulljapur <sup>143</sup> .	Indonesia was affected by the 2004 Indian Ocean earthquake and tsunami.				Sri Lanka was affected by the 2004 Indian Ocean earthquake and tsunami.		
2005	Jagannath University (JNU) in Dhaka began offering a social work program in the 2005-2006 academic year <sup>144</sup> .	Diploma programs in sustainable development were initiated in Ladakh and the Andaman and Nicobar Islands <sup>145</sup> .	The STKS launched a postgraduate-level professional education program <sup>146</sup> .		<ul style="list-style-type: none"> <li>Kadambari Memorial College of Science and Management (affiliated with Purbanchal University) started to offer a Bachelor of Social Work (BSW) degree<sup>147</sup>.</li> <li>The Nepal School of Social</li> </ul>		The University of Colombo introduced several course units in social work for undergraduates in sociology <sup>148</sup> . The University Grants Commission (UGC) recognized the NISD as a	The Asian Center for Tourism Planning and Poverty Reduction was established <sup>149</sup> .	"Challenges and Responses of Social Work: Toward New Asia-Pacific Paradigms" was held in Seoul, South Korea.

<sup>140</sup> Yodpet et al., 2014, p.356)

<sup>141</sup> (Rana-weera, 2013, p.133)

<sup>142</sup> (Yodpet et al., 2014, p.356)

<sup>143</sup> (Pathare, 2014, p.221)

<sup>144</sup> (Das, 2013, p.39)

<sup>145</sup> (Pathare, 2014, p.221)

<sup>146</sup> (Fahrudin & Yusuf, 2013, p. 68)

<sup>147</sup> (Nikkku, 2013, p.162)

<sup>149</sup> (Rana-weera, 2013, p.129)

	Bangladesh <sup>1</sup>	India <sup>2</sup>	Indonesia <sup>3</sup>	Malaysia <sup>4</sup>	Nepal <sup>5</sup>	Philippines <sup>6</sup>	Sri Lanka <sup>7</sup>	Thailand <sup>8</sup>	APASWE <sup>9</sup> Biennial Conferences <sup>9</sup>
					Work (NSSW), a joint initiative of the Kadambari Memorial College of Science and Management affiliated at Purbanchal University and the Nepal College of Development Studies at Tribhuvan University, was founded <sup>148</sup> .		degree-awarding institute. The NISD began to offer its first degree program in Social Work (BSW) <sup>150</sup> .		
2006		Existing Departments and Units at TISS Mumbai were restructured into five schools and four independent centers <sup>152</sup> .	BPSW, UNICEF, and IPSP1 launched a program in Aceh to help build the capacity of the local government to implement a community-based, family-centered child welfare system <sup>153</sup> .		Kadambari Memorial College became the first member school of the APASWE <sup>154</sup> .				
2007	The Bangladesh Council for Social Work Education (BCSWE) was established <sup>155</sup> .	TISS initiated three new master's programs (Disaster Management, Globalization and Labor, and Social Entrepreneurship), and two new diploma programs (Media and Cultural Studies and Psychosocial Care and Support in Disaster Management) <sup>156</sup> .	The Bandung College of Social Welfare signed an MOU with Universiti Sains Malaysia <sup>157</sup> .		The Nepal College of Development Studies, affiliated with Tribhuvan University, started to undertake initiatives through the NSSW <sup>158</sup> .			Thammasat University. An MOU was signed between the Faculty of Social Administration and Taisho University, Tokyo, Japan <sup>159</sup> .	"Social Work: A Catalyst for Development" was held in Penang, Malaysia.

151 (Yodpet et al.,2014,p.372)

148 (Nikku, 2013,p.165)

150 (Ranawera,2013,p.133)

152 (Pathare,2014,p.221)

153 (Fahrudin & Yusuf, 2013, p.69)

154 (Nikku, 2013,p.166)

155 (Samad & Hossain, 2014,p.27)

156 (Pathare,2014,p.221)

157 (Fahrudin & Yusuf, 2013,p.70)

158 (Nikku, 2013,p.165)

159 (Yodpet et al.,2014, p.379)

Bangladesh <sup>1</sup>	India <sup>2</sup>	Indonesia <sup>3</sup>	Malaysia <sup>4</sup>	Nepal <sup>5</sup>	Philippines <sup>6</sup>	Sri Lanka <sup>7</sup>	Thailand <sup>8</sup>	APASWE <sup>1</sup> Biennial Conferences <sup>9</sup>
<p>TISS launched three master's degree programs (Disability Studies and Action, Media and Cultural Studies, and Public Health) and one diploma program (Gerontology)<sup>160</sup>.</p>	<p>TISS established links with the IFSW. The school organized World Social Work Day events and invited political leaders to raise awareness and recognition regarding professional social work<sup>161</sup>.</p> <p>The 2008 ICSD Asia-Pacific Regional Seminar was held in Kathmandu, Nepal<sup>162</sup>.</p>			<p>The NISS began to offer a Master of Social Work degree program<sup>163</sup>.</p>	<p>Huachiew Chalermprakiet University. The Master of Social Work in Social Administration degree program was renamed the Master of Social Work in Social Welfare Policy Integration degree program. As of 2014, the degree is referred to as the Master of Social Work in Social Welfare Administration<sup>164</sup>.</p> <p>Thammasat University: The Faculty of Social Administration at Thammasat University began to send students on fieldtrips to Japan in 2008; this has continued until the present. Furthermore, the faculty signed an MOU with San Diego State University in the US. Students from the two schools have been sent on exchanges for fieldwork and lectures<sup>165</sup>.</p>	<p>Thammasat University: The Faculty of Social Administration signed an MOU with the Tata Institute of Social Sciences, Mumbai, India<sup>170</sup>.</p>	<p>Many voices. Many Communities. Social Justice for All<sup>171</sup> was held in Auckland, New Zealand.</p>	
<p>Under the Katherine A. Kendall Institute International Fellowship Program, social welfare and work education in Bangladesh were developed and CSWE was accredited<sup>166</sup>.</p>	<p>TISS initiated three Master's Degree Programs (Habitat Policy and Practice, Women's Studies and Counseling) and two short-term programs (Community Organization and Development Practice and Rehabilitation Counseling)<sup>167</sup>.</p>			<p>A three-day capacity building and national consultation workshop, "Local and Social Global Welfare: The Role of Civil Society in Nepal" was held<sup>168</sup>.</p>				

<sup>160</sup> (Pathare, 2014, p.221)

<sup>161</sup> (Nikkku, 2013, p.166)

<sup>162</sup> (Nikkku, 2013, p.167)

<sup>163</sup> (Rana-weera, 2013, p. 133)

<sup>164</sup> (Yodpet et al., 2014, p.356)

<sup>165</sup> (Yodpet et al., 2014, p.370)

<sup>166</sup> (Samad & Hossain, 2013, p.27)

<sup>167</sup> (Pathare, 2014, p.221)

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2010		<ul style="list-style-type: none"> <li>Department of Social Work: The Government of the NCT of Delhi provided a grant to form the Gender Resource Centre and the semester system was introduced in the Social Work M.A. program<sup>169</sup>.</li> </ul>							
2011								Thammasat University, The Faculty of Social Work Administration signed MOUs with other faculties overseas that provide social work and social welfare education, including the Graduate School of Social Welfare, Ewha Womans University, South Korea, and the Faculty of Social and Political Sciences, University of Padjadjaran, Bandung, Indonesia <sup>171</sup> .	"Crossing Borders: Interdependent Living and Solidarity" was held in Tokyo, Japan.
2012		TISS: Expanded into nine schools and five independent centers in Mumbai <sup>172</sup> .							
2013		Department of Social Work: The University Grants Commission granted the Center for Advance Study in Social Work departmental status <sup>173</sup> .						<ul style="list-style-type: none"> <li>The Social Worker Act of 2013 was passed.</li> <li>Several training sessions were held for officials in the Department of Social Welfare and Resettlement and the Ministry of Health of Myanmar, as well as officials working with social welfare in Cambodia<sup>174</sup>.</li> <li>Thammasat University:</li> </ul>	<ul style="list-style-type: none"> <li>"Social Work amidst Climate Change and Disaster Risk Reduction and Management: Building Capacities and Global Partnership" was held in Manila, the Philippines.</li> </ul>

<sup>169</sup> (Nikku, 2013, p. 168)

<sup>170</sup> (Yodpet et al., 2014, p.370)

<sup>168</sup> (Pathare, 2014, p.229, p.232)

<sup>171</sup> (Yodpet et al., 2014, pp.370-371)

<sup>172</sup> (Pathare, 2014, p.221)

<sup>173</sup> (Pathare, 2014, p.232)

<sup>174</sup> (Yodpet et al., 2014, pp.373-374)

Bangladesh <sup>1</sup>	India <sup>2</sup>	Indonesia <sup>3</sup>	Malaysia <sup>4</sup>	Nepal <sup>5</sup>	Philippines <sup>6</sup>	Sri Lanka <sup>7</sup>	Thailand <sup>8</sup>	APASWE <sup>9</sup> Biennial Conferences <sup>9</sup>
							The Faculty of Social Administration set up a field visit for students in the Asia region to the Kredtrakarn Protection and Occupational Development Center, Department of Social Development and Welfare <sup>175</sup> .	

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ソーシャルワーク地域連盟の育成と役割】

The Birth and Development of  
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—Internationalization and Indigenization—

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