

EDUCATION FOR SOCIAL DEVELOPMENT: CURRICULAR ISSUES AND MODELS¹

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Abstract

Education for social development is emerging as an important component of professional education in the human services. This paper identifies the underlying assumptions, knowledge base, and goals of social development practice. The paper also identifies four models of social development practice of relevance to the education of social workers for social development: the *Personal Social Services Model*; the *Social Welfare Model*; the *Social Development Model*; and, the *New World Order Model*. Eight levels of social development practice are identified as are the dominant institutional sectors within which development practice occurs. The paper also discusses organizational issues associated with the introduction of varying degrees of social development content into individual educational programs.

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INTRODUCTION

Renewed emphasis is being placed in social work on the need to sensitize students and practitioners to the international dimensions of practice in their own countries (Healy, 1992; Kendall, 1990; Midgley, 1990; Stein, 1976; Van Soest, 1992). Attention is also being given to preparing students for professional careers in international social work (Estes, 1992; Jones, 1981; Sanders, 1984; Walz, 1984), but especially in the thousands of non-governmental and quasi-governmental organizations that contribute to social development in all regions of the world (Bruek, 1991). In support of both initiatives, various approaches to international social work education have emerged that integrate the theory base and rich practice traditions of social work with those of social development (Estes, 1992; Healy, 1992; Hollister, 1977; Spergel, 1977).

This paper identifies and discusses a broad range of educational issues related to the introduction of social development content into social work educational programs. The paper is divided into three parts. Part I defines what is meant by "social development" and identifies the operating assumptions, knowledge base, and goals of social development practice. Part I also identifies eight levels of social development practice and the dominant sectors of development activity within which each level of practice occurs. Part II of the paper identifies four models of social development practice and, hence, of education for social development. Part III of the paper discusses various contextual issues associated with the introduction of social development content into programs of professional education in social work.

PART I SOCIAL DEVELOPMENT, SOCIAL WORK, AND SOCIAL CHANGE

Social development is a multi-disciplinary and cross-sectoral field of practice that seeks to improve the social and material well-being of people everywhere (Estes, 1990, 1993a; Jones & Pandey, 1981; Meinert & Kohn, 1987; Paiva, 1977). Social development is practiced across all geo-political borders and at all levels of social, political, and economic organization (Jones & Pandey, 1981; Estes, 1993b; Friere, 1985; Korten, 1990; Midgley, 1984). In social work, social development generally is practiced within the context of the emerging field of international social work (Billups, 1990; Estes, 1994a; Healy, 1992; Rosenthal, 1991; Wolk, 1992), albeit much of development-oriented social work practice also occurs at the local, state, and national levels (Bolan, 1991; David, 1991, 1993; Hollister, 1982; Kendall, 1990; Lee, 1988; Price, 1987).

According to the late Daniel Sanders, development practice in social work can be viewed as a movement, a perspective, and a practice mode (Sanders, 1982). As the "means" of "developmental social work" (Stein, 1976), social development refers to the processes through which people are helped to realize the fullness of the social, political, and economic potentials that already exist within them. As the "goal" of developmental social work, social development refers to the realization of new, but sustainable, systems of "inter-personal" and "inter-national" relationships that are guided by a quest for peace,

increased social justice, and the satisfaction of basic human needs.

The Goals of Social Development

Wide agreement exists among development specialists concerning the goals of social development practice:

1. the realization of more balanced approaches to social and economic development (Billups, 1990; Estes, 1992, 1993b, 1994a; United Nations/ESCAP, 1992a, 1992b);
2. the assignment of the highest priority to the fullest possible human development (UNDP, 1994);
3. the fullest possible participation of people everywhere in determining both the means and outcomes of development (Nayak & Siddiqui, 1989; Sanders, 1982; Twelvetrees, 1994);
4. the elimination of absolute poverty everywhere in the world (Bolan, 1987; World Bank, 1990; Nations, 1990a, 1990b; UNDP, 1994);
5. the elimination of barriers to development which, in every society, have been used to oppress historically disadvantaged population groups, but especially women, the aged, the poor, children and youth, disabled persons, political and economic refugees, the mentally ill as well as persons who have been disadvantaged on the basis of race, religion, ethnicity, social class, caste, and sexual orientation (Campfens, 1990; Nayak & Siddiqui, 1989; Meinert & Kohn, 1987);
6. the realization of new social arrangements that accelerate the pace of development and assure the satisfaction of basic needs of people everywhere (Paiva, 1977; Estes, 1988); and,
7. the transformation of societies toward more humanistic values based on social justice, the promotion of peace, and the attainment of the fullest possible human development (Khinduka, 1987; Sanders & Matsuoka, 1989).

The Assumptions of Social Development Practice

Agreement also exists among development specialists concerning the "orienting values" and practice assumptions of social development (Bargal, 1981; Bolan, 1987; Cummings, 1983; Gil, 1981; Lee, 1988; Meinert & Kohn, 1987; Van Soest, 1992; Vershelden, 1993):

1. that social, political, and economic events occurring in other regions of the world have direct, often immediate, sometimes lasting consequences on the quality of life in all other regions of the world;
2. that the underlying dynamics of human degradation and social injustice found in local communities often emanate from social, political, and economic forces that are international in character;

3. that international social forces both contribute to and sustain social inequalities in particular locales (e.g., the international dimensions of global poverty and discrimination on the basis of race, class and caste);
4. that international social forces often contribute to and sustain patterns of inter-personal violence between people (e.g., racial, ethnic, and cultural intolerance);
5. that many of the social problems confronting social workers are rooted in national and international dynamics that transcend local boundaries;
6. that only under conditions of peaceful co-existence can local, national and international social development and, in turn, human development be accelerated;
7. that human survival to the year 2000 and beyond requires a fundamental restructuring of the relationships between peoples, communities, and nations;
8. that a restructuring of the national and international social orders is particularly urgent in reducing the profound, largely unnecessary, levels of human misery, degradation, and inter-personal violence that persist in many countries and regions of the world;
9. that social development specialists possesses a unique body of knowledge and skills that can positively impact upon the national and international social situation, especially in helping to find sustainable solutions to recurrent local, state, national and international social problems; and,
10. that acting individually and collectively, substantial numbers of social development specialists, including social workers, are continuing the national and international social movements begun by their forbearers toward the establishment of a more peaceful and socially just world order.

These assumptions are far-reaching and provide a framework for integrating the diverse social change activities of the various disciplines and professions that contribute to social development. These assumptions also bear directly on the purpose, goals, and structure of professional programs of development education (Estes, 1992, 1994c; Healy, 1992; Rosenthal, 1988; Van Soest, 1992).

The Social Development Knowledge Base

Social development specialists draw substantially for their knowledge from sociology (esp. stratification theory, the sociology of mass movements, processes of regional development), political science (esp. power domains, political influence, and structures of political parties), economics (esp. theories of economic production, distribution, and consumption), education (esp. theories of adult learning), philosophy (esp. theories of justice and social ethics) and, in some cases, from religion (e.g., the "liberation theology" of Gustavo Gutierrez, *et al.*, 1973).

Developmental social workers also draw heavily from group work, social planning, and community organization practice for much of their skill base.

Levels of Social Development Practice

Chart 1 identifies the primary processes and major outcomes associated with eight "levels" of social development practice: *individual empowerment*; *group empowerment*; *conflict resolution*; *institution-building*; *community-building*; *nation-building*; *region-building*; and *world-building*.³

Chart 1.
LEVELS & DEFINITIONS OF SED PRACTICE IN SOCIAL WORK

Levels of SED Practice	Major Purposes, Outcomes, or Processes Associated With Levels of International Social Work Practice
Individual and Group Empowerment	Through "self help," "mutual aid," and "conscientization" strategies individuals and groups learn how to perceive and <u>act upon</u> the contradictions that exist in the social, political, and economic structures intrinsic to all societies.
Conflict Resolution	Efforts directed at reducing: (1) grievances between persons or groups; or, (2) asymmetric power relationships between members of more powerful and less powerful groups.
Institution-Building	Refers both to the process of "humanizing" existing social institutions and that of establishing new institutions that respond more effectively to new or emerging social needs.
Community-Building	Through increased participation and "social animation" of the populace, the process through which community's realize the fullness of their social, political, and economic potential; the process through which communities respond more equitably to the social and material needs of their populations.
Nation-Building	The process of working toward the integration of a nation's social, political, economic, and cultural institutions at all levels of political organization.
Region-Building	The process of working toward the integration of a geo-political region's social, political, economic, and cultural institutions at all levels of social organization.
World-Building	The process of working toward the establishment of a new system of international relationships guided by the quest for world peace, increased social justice, the universal satisfaction of basic human needs, and for the protection of the planet's fragile eco-system.

³ For a partial listing of authors whose work is most closely associated with each level of social development practice see Estes, 1992, 1993b.

In addition to these eight levels of social development practice, developmental social work practice also includes:

1. the provision of personal social services to people in distress, e.g., war victims, refugees, orphaned children (Breton, 1988; Estes, 1993b, 1994b; Humble & Unell, 1989; Kahn & Bender, 1985);
2. organizational efforts directed at helping poor and other powerless people remove the sources of their oppression, e.g., corrupt landlords, unjust employers, colonial administrators, racism, etc (Alger, 1990; Campfens, 1990; Cnaan, 1991; Friere, 1971, 1973; Gutierrez, 1973; Lusk, 1981);
3. the establishment of new social institutions, e.g., for credit unions, mutual aid societies, community welfare centers, seed banks, social security schemes, etc. (Liyang, 1988; Omer, 1989; Turner, 1993; Umana & Brandon, 1992; Wilson, 1992);
4. the reform of existing institutions so as to make them more responsive to the needs of those for whom the institutions were designed (Jones & Pandey, 1981; Korten, 1990; Lusk, 1981; Paiva, 1981);
5. efforts that seek to accelerate the pace of social development in local communities, states and provinces, nations, regions and, ultimately, the world itself (Benjamin & Freedman, 1989; David, 1991, 1993; Rotberg, 1992; Seidman & Anang, 1992; UN, 1990a);
6. the promotion of internationally guaranteed human rights (UN/Center for Human Rights, 1992);
7. peace promotion (David, 1993; Khinduka, 1987; Sanders & Matsuoka, 1989; Van Soest, 1992; Verschelden, 1993); and,
8. protection of the planet's fragile eco-systems (Estes, 1993b; WCED, 1987; WRI, 1993).

Hence, social development specialists can be found in every country and region of the world and in all areas of professional practice. Within social work, development specialists function as caseworkers and group workers, community organizers, administrators, social planners, researchers, consultants, educators, and members of boards of directors (Estes, 1988; Rosenthal, 1991). They also serve in the councils of governments and are members of national parliaments. Developmental social workers also are employed by or serve as consultants to the United Nations and other quasi-governmental bodies. And, developmental social workers provide professional leadership to the tens of thousands of non-governmental organizations that operate throughout the world (Burek, 1991).

Sectors of Social Development Practice

Social development is practiced across of broad range of sectors, i.e., public and private institutions and organizations that seek to promote "the common good" through the provision of highly specialized services and other activities (e.g., health, education, transportation, communications, finance, etc.). Chart

2 identifies the major sectors in which social development is practiced, albeit a larger number of sectors in which development specialists work can be identified.⁴

Chart 2.
MAJOR SECTORS OF SED ACTIVITY

Agriculture	Energy	Religion & Religious Organizations
Communications	Environment	Rural Development
Consumer Security	Food	Social Services
Criminal & Juvenile Justice	Health	Sports
Culture	Housing	Technology
Defense	Human Rights	Transportation
Economic Development	Income Support	Urban Development
Education	Leisure Time & Recreation	
Employment	Population	

PART II

MODELS OF EDUCATION FOR SOCIAL DEVELOPMENT IN SOCIAL WORK

The vast majority of social development specialists function within one of four basic models of practice: the Personal Social Services Model (PSSM); the Social Welfare Model (SWM), the Social Development Model (SDM), and the New World Order Model (NWOM) (Estes, 1992, 1994a; Meinert & Kohn, 1987; Rosenthal, 1991; Sanders, 1982). Each model of practice reflects a different ideological orientation with respect to its formulation of the causes of national and international "mal-development." Each model also prescribes a different set of solutions for advancing more balanced approaches to social and economic development and for helping historically disadvantaged population groups and others achieve increased political equality.⁵ These models also inform the specialized educational goals, substantive content, and programmatic structure of different programs of development education, including those that seek to prepare social workers for leadership roles in social development (Estes, 1992; Healy, 1992; Van Soest, 1992).

The Personal Social Services Model

The Personal Social Services Model (PSSM) of social development practice seeks to extend to people everywhere a range of basic social services that are needed to either restore or enhance their capacity for

⁴ For a discussion of the various sectors and other "stakeholders" that contribute to social development in the Asia and Pacific region see UN/ESCAP 1992a, 1992b.

⁵ Differences in practice orientation stem from the varied social science disciplines and intellectual traditions that inform the social work knowledge base (e.g., economics, political science, sociology, psychology, adult education, etc.). These differences also reflect the multiple levels of intervention in which social workers are involved, i.e., ranging from addressing the psychosocial needs of individuals and families to cooperative activities with other development "stakeholders" in trans-national social movements.

social functioning. The model's primary goals are: 1) to provide remedial and preventive services to individuals, families, and groups whose optimal social functioning is either temporarily impaired or interrupted; and 2) to extend social protection to population groups that are threatened by exploitation or degradation. The PSSM also seeks to ensure increased sensitivity and responsiveness on the part of human service providers to the special service needs of culturally diverse population groups (Chu, 1990; Keys, 1991; Maxwell, 1990).

The Social Welfare Model

The Social Welfare Model (SWM) of social development practice is rooted in comparative social policy and comparative social research. The goals associated with the SWM include: 1) self help; 2) mutual aid; 3) humanitarianism; and 4) the establishment of effective, preferably universal, systems of formal social provision (Evers and Wintersberger, 1988; Kamerman & Kahn, 1989; Rein et al., 1987; Rose and Shiratori, 1986). The SWM also views developmental social welfare practice as part of the worldwide movement that seek to promote social security and social justice for people everywhere (Elliott, 1990; Friedman et al., 1987; USDHHS, 1994).

The Social Development Model

The Social Development Model (SDM) has its origins in community organization and community development practice and does, therefore, promote the fullest possible participation of people in determining both the means and goals of social development. In doing so, the model seeks to provide a framework for *understanding* the underlying causes of human degradation, powerlessness, and social inequality everywhere in the world. The ultimate goal of the SDM, however, is to guide *collective action* toward the elimination of all forms of violence and social oppression (Billups, 1990; Bolan, 1987; Campfens, 1990; David, 1993; Estes, 1993a; Hollister, 1982; Khinduka, 1987; Lee, 1988; Meinert and Kohn, 1987; Paiva, 1977; Wolk, 1992).

The New World Order Model

The New World Order Model (NWOM) of social development practice is closely associated with the writings of "visionary" economists, political scientists, legal scholars, and environmentalists (Brandt Commission, 1981; Coates & Jarratt, 1989; Falk, 1992; Falk, 1972, 1992; Henderson, 1992; Korten, 1990; WCED, 1987; WRI, 1993). Major components of the NWOM are reflected in the fundamental social, political, and economic reforms in the existing international "order" that are being sought by the United Nations (UN, 1990a, 1990b; UN/ESCAP, 1992b), the United Nations Development Programme (UNDP, 1993, 1994), the World Bank (World Bank, 1990, 1993) and other leading international development assistance organizations. Elements of the NWOM also have been described by social work theoreticians (Estes, 1992; Healy, 1992; Van Soest, 1992).

The NWOM asserts that the most serious problems confronting humanity are rooted in the fundamental inequalities that exist in the present world "order," i.e., in the system of international social, political, and economic institutions that govern relationships between nations and, within nations, between groups of people. In promoting its social change objectives, the NWOM calls for the creation of a "new world order" based on: 1) recognition of and respect for the unity of life on earth; 2) the minimization of violence; 3) the satisfaction of basic human needs; 4) the primacy of human dignity; 5) the retention of diversity and pluralism; and 6) the need for universal participation in the process of attaining worldwide social transformation.

The Models Contrasted

Chart 3 reports a formal analysis of the major features of the four models of social development practice. The chart contrasts, for example, each model's: ideological orientation; dominant values; social change goals; dominant change strategies; "targets" of intervention; and pressures for change. The resulting analysis also suggests the broad parameters within which formal programs of development education should be structured.

Chart 3.
MODELS OF INTERNATIONAL SOCIAL WORK PRACTICE

	PERSONAL SOCIAL SERVICES MODEL	SOCIAL WELFARE MODEL	SOCIAL DEVELOPMENT MODEL	NEW WORLD ORDER MODEL
BASIC ASSUMPTIONS REGARDING THE CONTEMPORARY HUMAN CONDITION	<p>At various times in their lives people require limited assistance in coping with problems of daily living (e.g., serious illness, disability, family dysfunction, income insecurity, etc.).</p> <p>Others, owing to more serious problems, are unable to function independently and require more intensive assistance over the long-term.</p> <p>The personal social services seek to restore or enhance the social functioning of people to an optimal level of self-sufficiency.</p>	<p>Owing to the interdependent nature of contemporary society, all people confront predictable social "risks" for which formally organized programs of social protection are needed (e.g., loss of income, serious illness, old age, solitary survivorship, etc.).</p> <p>Other groups of people--owing to factors that are largely beyond their control---are disadvantaged by stratification norms that reward some, but penalize many.</p> <p>Social welfare is viewed as the primary mechanism through which societies respond to the legitimate needs of socially dependent population</p>	<p>Dominant national and international systems frustrate the efforts of disenfranchised people (and countries) in their efforts to achieve parity with "social haves."</p> <p>Persistent social, political, and economic inequalities in developing countries result from: 1) a legacy of colonialism; 2) "victimization" by international systems that better serve the interests of rich and powerful countries; 3) internal corruption; and 4) "accidents" of geography that trap resource poor countries in conditions of perpetual deprivation.</p> <p>Within rich countries, persistent inequalities and poverty mirror</p>	<p>Existing social, political, and economic "world order systems" are controlled by a minority of rich and powerful countries that have a vested interest in maintaining the economic and political dependency of poorer, less powerful, countries.</p> <p>Persistent inequalities between rich and poor nations contribute directly to recurrent wars, civil strife, and increasingly to more serious problems of global poverty and social injustice.</p>

	PERSONAL SOCIAL SERVICES MODEL	SOCIAL WELFARE MODEL	SOCIAL DEVELOPMENT MODEL	NEW WORLD ORDER MODEL
		groups.	patterns that exist in the global system.	
SOCIAL CHANGE GOALS	<p>The protection of socially vulnerable population groups from exploitation and human degradation.</p> <p>The provision of a range of services that restore and, as possible, enhance the capacity of people to meet their social obligations.</p>	<p>The establishment of effective and cost-efficient systems of social provision that benefit the largest possible number of people.</p> <p>Access to a basic standard of social and economic well-being viewed as a basic "right" of citizenship or residency.</p>	<p>The redistribution of power and material resources to historically disadvantaged population groups, but especially to the poor, landless persons, women, minorities, and others.</p> <p>Fuller participation of people at all levels of social organization in the dominant political and economic systems of their countries.</p>	<p>Transformation of existing world order systems to systems that reflect: active participation of all people and all relevant sectors in the transformation process; the alleviation of human suffering everywhere; increased social and distributive justice; and the attainment of world peace and war prevention.</p>
CHANGE TARGETS	Individuals, families, and small groups	The broader society with special emphasis on the social and economic well-being of individuals and family groups.	Groups, formal and informal organizations, communities, national sub-regions and nations.	People at all levels of social organization including people's movements, nations, world sub-regions and regions, and various international cooperative movements.
SPECIAL INTERNATIONAL EMPHASIS	Increased sensitivity and responsiveness to the special service needs of culturally diverse population groups.	Social work and social welfare are viewed as worldwide social movements that seek to promote peace, social justice, and social security for people everywhere.	Through a sense of identification with oppressed people everywhere, local groups are assisted in undertaking change efforts that benefit themselves and others.	The model emphasizes the need for new international systems based on: global sharing rather than squandering; global cooperation rather than competition; and global conservation rather than exploitation.
BASIC	The provision of	The extension of	A broad range of	Change activities are

	PERSONAL SOCIAL SERVICES MODEL	SOCIAL WELFARE MODEL	SOCIAL DEVELOPMENT MODEL	NEW WORLD ORDER MODEL
CHANGE STRATEGIES	<p>various forms of psycho-social treatment and rehabilitation.</p> <p>Limited financial assistance and other economic services to the poor based on eligibility and established need.</p>	<p>basic social guarantees and protections to people everywhere, i.e., to minimal standards of living and assured access to at least basic health, education, and other essential social services.</p>	<p>group- and community-building methods are employed: conscientization (i.e., social animation), self-help, mutual aid, conflict resolution, institution-building, etc.</p>	<p>multifaceted and draw from the full spectrum of governmental and non-governmental actors, practice methods, and organizational skills.</p>
PRIMARY AGENTS OF SOCIAL CHANGE	<p>Professionals and non-professionals employed by public or private human service organizations.</p>	<p>Interdisciplinary teams of human service professionals working in various welfare-related sectors (e.g., housing, health care, education, income security, etc.).</p>	<p>Teams of trained professionals and community development specialists in cooperation with governmental entities, people's organizations, social movements, and other social collectivities.</p>	<p>People and governments working cooperatively in creating new social systems - that reflect dramatically altered international realities.</p>
PRES-SURES FOR SOCIAL CHANGE	<p>Increasing numbers of "dysfunctional" or socially dependent people.</p> <p>Deteriorating social conditions that threaten the life style or economic security of more advantaged population groups.</p>	<p>Recognition of new or emerging social needs coupled with a political willingness to respond to those needs.</p> <p>Social conflicts arising from a growing "under class" of people who are unable to participate meaningfully in existing social order.</p>	<p>The social "animation" of previously oppressed peoples.</p> <p>International pressures to respond more equitably to the legitimate needs and rights of disenfranchised populations.</p>	<p>Recurrent crises brought on by: 1) the inability of existing world order systems to cope with mounting pressures for change; or 2) the occurrence of global catastrophes of such seriousness that fundamental changes to existing world systems cannot be avoided.</p>

PART III

EDUCATION FOR SOCIAL DEVELOPMENT: ISSUES OF CURRICULAR INTENSITY

Social development content can be introduced into programs of professional education at one of three levels of curricular "intensity," i.e., on a "selective" or "concentrated" or "integrated" basis (Estes, 1992:38-49). Each level of curricular intensity imposes different demands on the resource base of individual programs and does, therefore, result in graduates with varying degrees of preparation for work in social development.

In general, program's should be guided in their choice of level of curricular intensity by: 1) the degree of faculty commitment to preparing specialists for practice in social development; 2) the adequacy of available financial, library, field practica, and other resources; 3) the need to balance the requirements of education for social development with those of other educational priorities; and, 4) the sometimes contradictory expectations imposed on programs by other educational "stakeholders," including students and their families, alumni, funding sources, boards of directors, accreditation bodies, prospective employers, and so on. Experience has also taught me that resolution of the curricular intensity issue also is influenced by institutional history, organizational climate, and departmental or school "politics."

The general educational purposes, learning objectives, and programmatic requirements associated with each level of curricular intensity in development education are described below. Chart 4 identifies more specific requirements associated with each approach to education for social development.

The "Selective" Approach

In the "selective" approach to development education, social development is studied primarily for the purpose of helping students gain a fuller understanding of the international dimensions of *domestic* social problems (e.g., the impact on domestic social services of the growing numbers of political and economic refugees, of other economic migrants, of AIDS, of international drug trafficking, etc.). The "selective" approach includes both limited course work and opportunities for limited field practice. In general, the "selective" approach to development education can succeed in reaching a large number of students, but the level of preparation of these students for work in social development tends to be less than adequate. The primary advantage of the selective approach to curriculum-building for programs is two-fold: 1) it does allow for the inclusion of at least some development education content in the curriculum; and 2) the resource demands of the approach tend to be rather modest.

The "Concentrated" Approach

In the "concentrated" approach to education, social development is identified as a discrete field of professional practice. The goals of the concentrated approach to development education include helping students acquire a deep understanding of the international forces that influence the development dilemmas that exist in their country and elsewhere (e.g., the international dimensions of racism and poverty, the feminization of poverty, minority/majority group conflicts, etc.).

In general, programs that choose a concentrated approach to development education offer a wide array of specialized courses and field practica; students, in turn, may elect social development as their "major" or field of "specialized" study.⁶ Hence, the "concentrated" approach to development education makes demands on the resources of educational programs comparable to those required by other areas of specialized study.

The "Integrated" Approach

The "integrated" approach to development education requires the creation of highly specialized programs that seek to prepare students for leadership roles in national and international development. The faculty of these programs tend to be drawn from all areas of the social sciences and, often, from the humanities and physical sciences as well. Integrated programs of development education also tend to reflect a cross-sectoral perspective on development practice.

The resource demands of integrated programs of development education are considerable. However, the need for such programs is justified on the basis of: 1) the transnational and cross-sectoral nature of many of the most urgent social, political, and economic problems that confront the world today; and 2) the many national and international career opportunities that exist for highly educated specialists in social and economic development (Burek, 1991; International Chamber of Commerce, 1990).

⁶ Schools of social work that are known to offer graduate concentrations in social and economic development (SED) include Washington University (St. Louis) and the University of Pennsylvania (Philadelphia).

Chart 4.
GENERAL CURRICULAR STRUCTURE OF
THREE APPROACHES TO EDUCATION FOR SOCIAL DEVELOPMENT

	<i>Intensity Level I</i> The "Selective" Approach	<i>Intensity Level II</i> The "Concentrated" Approach	<i>Intensity Level III</i> The "Integrated" Approach
General Structure	Social development content is "infused" selectively into existing course and field practica offerings; coverage of social development content competes with other curricular issues for attention.	Students may declare a "major," or "concentration" in social and economic development; the concentration is supported by both required and elective courses and appropriate opportunities for field practica.	Social development content is central to all major learning experiences; in some cases, dual degree programs related to international development may be initiated with other units of the university.
Required Courses	Selected social development content is incorporated into relevant social policy, human behavior, research, and practice courses (e.g., ethnic-sensitive practice; comparative social policy).	Substantial social development content is incorporated into all required social policy, human behavior, research, and practice courses; as needed, new required courses are added.	A rich variety of required courses are offered in both the foundation and advanced curricula.
Elective Courses	Students are encouraged to take one or more development-related electives relevant; however, such courses succeed in reaching only small numbers of students.	New electives are developed to support more specialized social development interests of students; students are encouraged to matriculate in relevant electives in other units of the university as well.	A rich variety of electives are offered both within the program and through other units of the university; opportunities also exist for transferring credits from other universities, including those outside the U.S.
Field Practice	Students work with clients representing diverse social and cultural backgrounds.	Students work with culturally diverse groups of "clients" and other social development "constituencies" located locally, in the U.S., and in other countries.	Students work with culturally diverse groups of "clients" and "client systems" located locally and elsewhere in the U.S. and other countries.
Thesis	Students may choose to	Students document their	Students document their in-

	<i>Intensity Level I</i> The "Selective" Approach	<i>Intensity Level II</i> The "Concentrated" Approach	<i>Intensity Level III</i> The "Integrated" Approach
Options	undertake original research on a broad range of practice issues related to social development.	professional involvement in a significant international practice activity; alternatively, students undertake a small-scale comparative analysis of a welfare-relevant issue of interest to the student.	involvement in a significant international practice activity; alternatively, students conduct a small-scale comparative analysis on some aspect of social work, social welfare, or social development in a variety of countries.
Foreign Language Requirements	Optional; required when needed to work with clients speaking languages other than English.	Optional; required when needed to work with non-English speaking populations.	Required, especially one major international language other than English.
Other Avenues for Student Learning	Agency-based in-service education; attendance at university and agency fora, colloquia, and other internationally-focused programs; participation in international student and professional groups.	Participation in university and agency seminars on various aspects of national and international development; conference attendance; provide leadership to international student groups and professional organizations.	Participation in university and agency seminars on various aspects of development; national and international conference attendance; join and give leadership to international student groups and professional organizations.

CONCLUSIONS

Recent events occurring in all regions of the world offer compelling evidence of the need for new approaches to the education of human service workers (e.g., the dramatic rise in global poverty in Asia and Latin America; repeated famines in Sub-Sahara Africa; the growing numbers of political and economic refugees in Asia, Africa, and the Caribbean; the AIDS pandemic; growing problems of homelessness combined with un- and under-employment in Europe, North America, and Oceania, and elsewhere, etc.). Indeed, many of the most difficult "domestic" social problems confronting contemporary human service workers are rooted in transnational forces that originate in other regions of the world.

Human service workers require new models of practice if they are to contribute effectively toward the resolution of social problems that are rooted in worldwide social, political, and economic realities. At a minimum, these new models of practice must reflect an understanding of the transnational nature of the social problems that bring clients, client groups, and other constituencies to the attention of human service workers. They also must be grounded on empirical evidence and must offer positive guidance concerning a range of social development solutions that can be applied to discrete social needs.

In this paper, I have sought to introduce the reader to the emerging field of social development practice and to the advantages that a "developmental perspective" can offer in helping to solve social problems that are rooted in international social forces. Various models and levels of social development practice and have been identified; the dominant institutional sectors within which social development is practiced also have been identified. The paper also offers some general guidance concerning the range of issues that affect the extent to which social development content may be included in individual programs of human service education.

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