

PRESENT WELFARE WORK PROBLEMS

During the last congress of the National Association of Welfare Workers (Paris 1967), Mr. P. Laroque, presiding at the closing session, educed from the Commissions' work some views as to the future. He concluded¹:

Much is said today about "permanent education"; I myself profoundly believe that it is the very basis of tomorrow's society; necessary to social workers because everything changes and what they learn at the beginning of their career is no longer of any use to them after several years or tens of years.

The permanent training of social workers must therefore be organized. But we must go even further. For the very reason that social welfare work is educative, the social worker must be an instrument of permanent education, which is not, as is all too often thought, a professional refresher course. Permanent education must also be action to adapt man and the family to the constant changes which are occurring—this must be done by the social worker. He must therefore have a place in tomorrow's permanent education structure.

That is the first practical conclusion.

A second one is the need to set up structures which permit of constant co-operation, mainly at local levels, among social workers of all origins and branches, and also between social workers and all those who, whilst technically not social workers, take part in social work: public or private administrators, judges, doctors, teachers; all have something to contribute and their co-operation is essential to ensure the effectiveness of this adaptive action which is the aim of social policy in the world today...

...More generally, when drawing up the account of what social work in the world of tomorrow should be, it can be said that it should no doubt first be educative, but that it should also affect structures.

¹ *L'assistant de service social et les autres professionnels concourant à l'action sociale*, Association nationale des assistantes sociales et des assistants sociaux, Paris, 1967.

MISCELLANEOUS

It is not merely a question of educating individual men, women and children; structures have to be changed to bring about this reciprocal adaptation of men and structures.

Structural reform is in truth another type of educative action for it must not be believed that structures in the field of social work are the result of laws and regulations; structures and their development can only be due to the conscious will of the whole population.

Social workers who are aware of the necessity of adapting structures to the needs and requirements of men must therefore contribute to this education of opinions. It is through them and only through them that this education can be put to effect, thus permitting an evolution which brings the rhythm of structural reform nearer to that of man's evolution, so that evolution of each is reciprocal and smooth.

With due attention to this premise—which seems to be a salient conclusion of the work of the three commissions—and with this concern for a harmonious evolution which is translated in social reality into economic, technical and demographic changes in the contemporary world, we can look forward to finding the beginning of a solution to tomorrow's social problems.

REHABILITATION OF THE DISABLED IN POLAND

There has in the last few years been an entirely new approach to the welfare of the disabled. The aim is now their full social and vocational integration into society. This attitude finds greater and greater acceptance among those responsible for readaptation which no longer merely implies therapy but full preparation to fit the disabled for daily life.

National Red Cross Societies have been prominent by their avant-garde work in this field. The ICRC itself is concerned particularly for those disabled who are victims of war. However, whether due to war