SW410: Social Policy and Social Welfare Administration
(Theoretical+ Practical)

F.M: 100 (70+30)

Teaching Hours: 150 (100+ 50)

I.   **Course Description**

The course explores the social policies globally while emphasizing the policies and practices in Nepal. Aligned with the principal objective of the Bachelor of Arts in Social Work (BASW) program– to nurture generalist social work practitioners in the Nepalese context that are committed to human rights and social justice– this course engages students in understanding how social policies and welfare practices impact everyday lives of the people. This understanding is expected to help students to design meaningful and socially just interventions. The course offers carefully selected readings from Nepali as well as non-Nepali authors thus providing both emic and etic perspectives in terms of social policy and social welfare. Through the engagements in the course, students are expected to understand the importance of social policy on welfare practices. By the end of the course engagement, students will develop an understanding of the importance of social policy, the process of social policy formulation, and useful frameworks for policy analysis. Students will also develop an understanding of the prominent social welfare practices globally and in Nepal and be familiar with social welfare administration.

II.   **Course objectives**

The primary objectives of the course for each of the learning dimensions are discussed below:

Knowledge

The course aims to build students' knowledge on:

- Concept of social policy and social welfare
- Theories and processes of policymaking
- Major social policies in Nepal
- Implementation of social policies and social welfare
- Major problems in policy-making, planning, and implementation
- Analysis of the prominent social policies and welfare practices in the Nepalese social-cultural-economic-political context
- Understanding the intersections of caste, class, and gender with social policies and welfare practices and their impact on the marginalized and vulnerable populations

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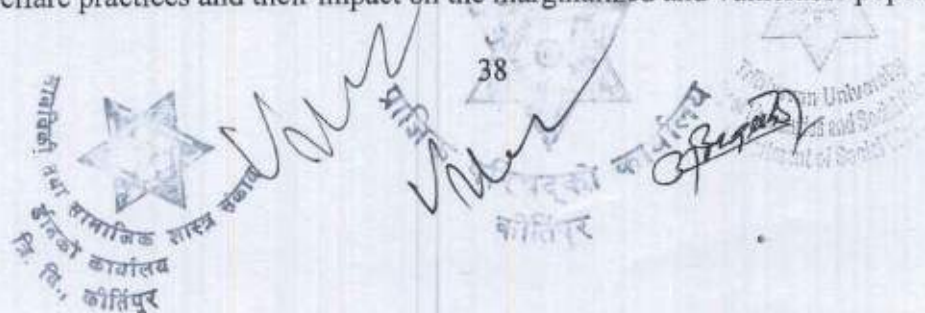
- Evaluation of the appropriateness of multi-level social work interventions through and within social welfare practices

Skills

The course facilitates the following skill development in the students:

- Exploring social policies; assessing social policies and practices in the Nepalese context
- Identifying policy gaps/problems and problems in implementation as areas of social work intervention
- Formulating, implementing, and evaluating social policies and welfare practices
- Devising appropriate multi-level social work interventions for identified limitations in social welfare practices

Values

The course upholds the principle values of social work as presented below:

- Employing a Social Justice lens to understand social policies and welfare practices and their impacts, particularly on the vulnerable groups
- Keeping Human Rights and Social Justice at the core of all social work interventions
- Encouraging collective responsibility towards effective social welfare practices

### Unit I: Understanding Social Problems, Social Policies, and Welfare Practices 10 LH

This unit aims to facilitate the understanding of social policies and welfare practices among the students. The unit also introduces students to social problems and how they turn into social issues, and how they take the shape of policy problems.

- Social problems
- Social issues
- Social policies
- Social welfare

Readings:

Glicken, M. D. (2010). An introduction to social problems, social welfare organizations, and the profession of social work. In Social problems, the social welfare system and the role of professional social work (pp. 3-20).

Lauer, R. H. (1976). Defining social problems: Public and professional perspectives. *Social Problems*, 24(1), 122–130. https://doi.org/10.2307/800329
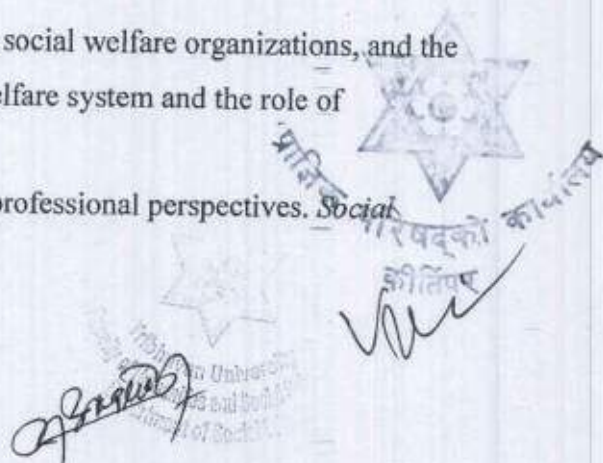
Secretariat, Constituent Assembly. (2015). Part-3: Fundamental Rights and Duties & *Part-4: Directive Principles, Policies and Obligations of the State*. In Constitution of Nepal 2015. Constituent Assembly Secretariat.

Unit II: Theories in Policy Making   12 LH

This unit will discuss the theories and methods of policy-making/formulation. It will provide knowledge to students about why and how policies are formulated.

- Political Systems theory
- Political coalition theory
- Rational Choice theory
- Policy output Analysis

Readings:

Birkland, T. A. (2015). *An introduction to the policy process: Theories, concepts, and models of public policy making*. Routledge.

Cerna, L. (2013). The nature of policy change and implementation: A review of different theoretical approaches. *Organisation for Economic Cooperation and Development (OECD) report*, 492-502.

Kitschelt, H. (1986). Four Theories of Public Policy Making and Fast Breeder Reactor Development. *International Organization, 40*(1), 65–104. http://www.jstor.org/stable/2706743

Pasanen, T., Befani, B., Rai, N., Neupane, S., Jones, H., & Stein, D. (2019). *What drives policy change in Nepal? A comparative analysis*. ODI Report.

Weible, C. M., & Cairney, P. (2018). Practical lessons from policy theories. *Policy & Politics, 46*(2), 183-197.

Unit III: Policy-Making Process in Nepal   15 LH

This unit will discuss the process of policymaking in Nepal. It will also look into how policies are practiced within governmental and non-governmental agencies within the country. Additionally, it will look into how social workers can contribute to the policy process in Nepal— both policy-making and implementation.

- Policy formulation process: stakeholders, participation, challenges, and opportunities
- Policy documents: policies, acts, regulations, guidelines, directives, and their roles
- The Constitution of Nepal 2015, fundamental rights, and the commitments of the State
- Social work opportunities with regard to the identified social policies and practices

- Changes in the policymaking process after the promulgation of the Constitution of Nepal 2072 B.S. (for example, policymaking post federalism)
- Social workers in policy making

Readings.

Dhakal, S. P., & Burgess, J. (2021). Decent work for sustainable development in post-crisis Nepal: Social policy challenges and a way forward. *Social Policy & Administration, 55*(1), 128-142.

Dudziak, S., & Coates, J. (2004). Social worker participation in policy practice and political activity. *Canadian Review of Social Policy,* (54), 79-96.

Gautam, N. (2019). *Universal Social Protection in Nepal: What is (the) Left to do?* [Master's thesis]. International Institute of Social Studies.

Sijapati, B. (2017). The quest for achieving universal social protection in Nepal: challenges and opportunities. *Indian Journal of Human Development, 11*(1), 17-36. https://doi.org/10.1177%2F0973703017696378

Unit IV: Major Social Policies in Nepal   15 LH

This unit will provide glimpses of social policies in Nepal that aim at the betterment of marginalized and vulnerable groups, the primary concern for social workers.

- Education Policy
- Elderly/senior citizen policy and Social Security Allowance for the Elderly
- Child Protection and Welfare Policies
- Youth Policies
- Healthcare Policies (including mental health)
- Policies for the person with disabilities
- Policies for gender equity and women's empowerment
- Policies against human trafficking
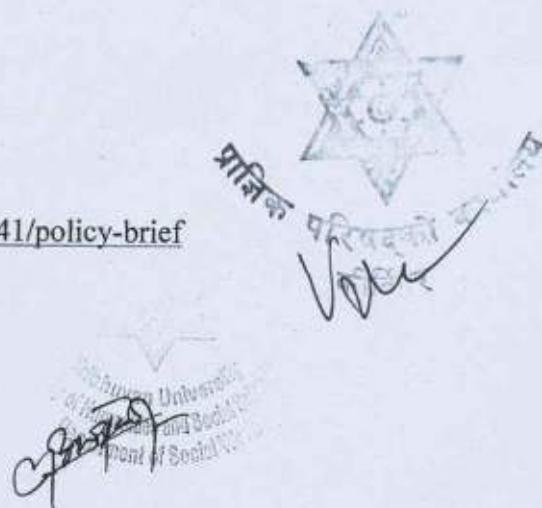- Other relevant policies

Readings:
https://mohp.gov.np/en/publications/acts-rules-regulations
http://pri.gov.np/#
https://www.lawcommission.gov.np/np/
http://www.martinchautari.org.np/index.php/2012-08-27-08-45-41/policy-brief

Unit V: Policy Analysis and Relevant Tools   12 LH

Policies provide a roadmap to any desired outcome and guide the decision-making process to achieve it. Policies are broader frameworks to ensure efficiency, clarity, and consistency to achieve the desired goal/outcome. Policy analysis helps public officials understand how social, economic, and political conditions change and how public policies must evolve to meet the changing needs of a changing society (Britannica.com). This unit will discuss the various tools that social workers can use to assess a social policy. Assessment is a vital step in social work intervention and this unit endeavors to expose students to a range of assessment tools that could usefully serve social work practice.

- Descriptive policy analysis
- Prescriptive policy analysis
- Tools of assessment: Appreciative Inquiry, SWOT Analysis, The Johari Window, Delphi Method, alternative tools

Readings:
Adler, M. & Ziglio, E. (Eds.) (1996). *Grazing into oracle: The Delphi method and its application to social policy and public health.* Jessica Kingsley Publishers.
Banskota, M. (2015). *Nepal disability policy review.* School of Arts, Kathmandu University, Disability Research Center.
Gurung, O. (2009). Social inclusion: Policies and practices in Nepal. *Occasional Papers in Sociology and Anthropology, 11*, 1–15. https://doi.org/10.3126/opsa.v11i0.3027
Helms, M. M., & Nixon, J. (2010). Exploring SWOT analysis-where are we now? A review of academic research from the last decade. *Journal of Strategy and Management, 3*(3), 215-251.
Luft, J., & Ingham, H. (1961). The johari window. *Human relations training news, 5*(1), 6-7.
Niti Foundation. (2019). *Policy landscape of social protection in Nepal.* http://nitifoundation.org/wp-content/uploads/2019/07/Policy-Landscape-of-Social-Protection-in-Nepal-Web.pdf
Watkins, J. M., & Mohr, B. (2001). Appreciative inquiry: Change at the speed of imagination. *Organization Development Journal, 19*(3), 92.

Unit VI: Social Policy Implementation and Social Welfare   12 LH

This unit looks into the various welfare states around the world to understand the prevalent welfare models. It additionally engages with Esping-Andersen's proposition of three worlds of welfare capitalism to locate Nepal's position in the welfare spectrum. This unit will also explore the challenges concerning social policy in Nepal amid meager resources, bureaucratic Red Tapism, and inadequate attention to social policies.

- Understanding social welfare and social welfare strategies
- Policy implementation and social welfare
- Esping Anderson's three worlds of welfare capitalism: liberal, conservative and social democratic
- The variety of welfare states: USA, Canada, UK, Germany, Sweden, Australia, South Africa, Brazil, Japan, China, India, Nepal

Readings:

Arts, W. A., & Gelissen, J. (2010). Models of the welfare state. In F. G. Castles, S. Leibfried, J. Lewis, H. Obinger & C. Pierson (Eds.), *The Oxford handbook of the welfare state*. Oxford Handbook Online. DOI: 10.1093/oxfordhb/9780199579396.003.0039

Dhakal, S. P., & Burgess, J. (2021). Decent work for sustainable development in post-crisis Nepal: Social policy challenges and a way forward. *Social Policy & Administration*, 55(1), 128-142.

Esping-Andersen, G. (1990). *The three worlds of welfare capitalism*. Princeton University Press, pp. 1-34. http://www.spicker.uk/social-policy/wstate.htm

Sutton, R. (1999). *The policy process: An overview* [Working paper 118]. Overseas Development Institute. https://www.files.ethz.ch/isn/104749/wp118.pdf

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Unit VII: Social Welfare Administration in Nepal

This unit looks into the primary Act that guides social welfare in Nepal. It also explores the social welfare practices and activities in Nepal including indigenous and local practices and those led by development organizations. Social policies and social welfare provisions are only as good as they are translated into action; in other words, they are only as good as they are administered. This unit will explore the details of how social welfare is administered and the crucial role of the social workers in administering welfare.

- The Social Welfare Act, 2049 (1992) Or The latest Act in lieu of this Act
- Social welfare practices in Nepal: indigenous and local practices
- Social welfare administration: Introduction, process, and principles
- The POSDCORB [Planning, Organizing, Staffing, Directing, Coordinating, Reporting Budgeting] Model
- The role of the social worker in administering social welfare

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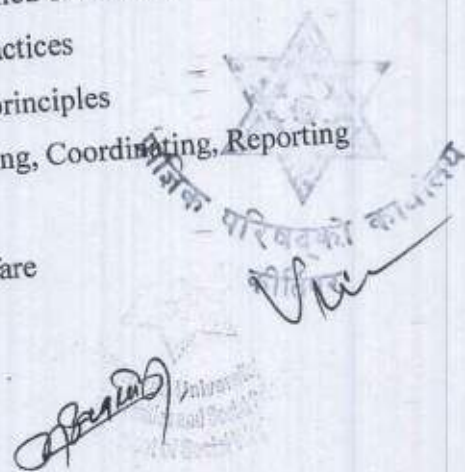
- Understanding organizational structures
- Governance: what is it and why is good governance important?
- Concepts of project management

Readings:
Dhakal, T. N. (2007). Challenges of civil society governance in Nepal. *Journal of Administration and Governance*, 2(1), 61-73.

Neugeboren, B. (1979). Social policy and social welfare administration. *Journal of Sociology and Social Welfare*, 6(2), 168-197.

Ranson, S., Hinings, B., & Greenwood, R. (1980). The structuring of organizational structures. *Administrative Science Quarterly*, 25 (1), 1-17. https://www.jstor.org/stable/2392223

Shrestha, S.K. (2015). *Social welfare administration*. Taleju Publication.

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Unit VIII: The Appropriate Intervention

An intervention that worked well in one context might not work in the same manner in another context. As social problems are dynamic, social policies need to address the changes in the social fabric, and social interventions also need to correspond to these changes. This unit discusses the keys to reaching an appropriate intervention for a social problem in a particular social context; the session emphasizes the ecological systems theory and various practice models.

- Bronfenbrenner's Ecological Systems theory and Social Work interventions
- Practice Models (Problem-solving, task-centered practice, narrative therapy, cognitive-behavioral therapy, crisis intervention model)

Suggested Readings.
Muuss, R. E. (1996). Urie Bronfenbrenner's ecological perspective of human development. *Theories of Adolescence*. McGraw-Hill.

Olsson, E., & Ljunghill, J. (1997). The practitioner and 'naïve theory' in social work intervention processes. *The British Journal of Social Work*, 27(6), 931-950.

Practical Engagement

As indicated in the course description, students are expected to be engaged in 50 lecture hours of field engagement towards 30 marks of the Social Policy and Social Welfare course. Students can choose an agency (GO/ NGO/INGO/ Municipality/ Rural-Municipality/ province and federal government) and explore and evaluate the policies that guide the work of this chosen agency. Students can intern/volunteer at this agency and obtain the necessary information by reviewing their documents. Students can also conduct Key Informant Interviews or Focus

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Groups towards obtaining this information. Students will be evaluated for their practical engagement (or 30% of the course grades) based on the Policy Review Report they are required to submit towards the partial fulfillment of the course. Students should demonstrate in their report that they engaged in a minimum two weeks of practical engagement; this could include the time for block placement fieldwork, policy research, assessment, and report writing.