

科目：社會政策與社會工作

編號：001

考生注意：

1. 依次序作答，只要標明題號，不必抄題。
2. 答案必須寫在答案卷上，否則不予計分。
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本 試 題

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第 1 頁

壹、請摘要翻譯下列論述，並闡釋其中所提的觀點與當前台灣社會福利議題的關聯性。(15 分)

Since the late 1990s, there has been an emerging consensus within European social democracy about the case for a “Nordic-style” social investment state creating a virtuous “equilibrium” between markets and social justice through “service-intensive” welfare systems. Accordingly, it is argued that European welfare states should focus less on “old” social risks such as unemployment and old age, and more on “new” social risks such as family poverty and relationship breakdown. This has stimulated a degree of policy change within member states: for example, the United Kingdom has moved further in the direction of providing universal childcare with a core entitlement of 15 hours per week for all three and four year olds. In Germany, there has been increased investment in early childhood education enabling parents to better combine paid work and family life: since 2013, every parent has been entitled to a pre-school place for their child.<sup>3</sup> Moreover, Spain is expanding maternity and paternity leave for working parents. The EU’s pre-crisis social policy agenda was stimulating a “turn” towards the Nordic model.

The core aspect of this argument, however, is that public support for tackling “new” social risks remains fragile. There is considerable risk of a divergence between the ideal-type model of social protection and “Dynamic Social Security”, and the reality of welfare state restructuring in many industrialized countries. The financial crisis appears to have reinforced the “traditional” welfare state consensus based on higher pension payments and prioritizing public expenditure on health care. As such, the crisis may be shoring up the “old” welfare edifice just as Europe’s welfare states ought to be adapting in the light of major structural challenges which pose a threat to equity, growth and social sustainability. Political actors will need to be more effective at building enduring coalitions for change, countering zero-sum trade-offs and promoting an ethic of intergenerational solidarity.

For the last thirty years, there have been growing doubts as to whether welfare states are compatible with globalized post-industrial capitalism, particularly pronounced among liberal “sceptics”. First, there is a view that welfare states distort the market, destroying incentives to work while fuelling high dependency ratios. Then, it is argued that demographic and social changes, in particular the ageing society, make welfare states fiscally unsustainable. Finally, it is claimed that internationalization imposes fiscal discipline on all governments, forcing them to restrain spending and curtail social protection in order to remain globally competitive. There is a burgeoning literature on the underlying drivers of welfare state retrenchment and expansion in Western industrialized societies.

The financial crisis legitimizes the sceptics’ arguments because of the apparent fragility of public finances. Nonetheless, while there has been much debate about the trade-off between equity and efficiency, and while globalization has apparently narrowed the scope of domestic political choices, such arguments rarely distinguish clearly between the impact of “exogenous” and “endogenous” variables. There has been too little focus on how welfare states are being internally restructured to cope with new risks and needs beyond globalization, as the underlying purpose and role of the welfare state is constantly reappraised.

\* 命題注意事項摘要：(請詳閱命題注意事項)

1. 每科以一百分為滿分，各題均以整數配分。
2. 考試時間為 100 分鐘。
3. 請用打字(印表)機打印或以深黑色筆正楷書寫。
4. 試題必須直接打印或緊密黏貼於本試題紙上。

貳、下圖是一個融合了世代變遷、生命週期理論、社會投資策略、性別平等的整合性福利思考架構，也是當前歐盟國家最熱門的福利發展議題。請（1）論述下圖的政策邏輯與各項策略之間的關係；（2）請參考上述架構，從勞動力發展、兒童托育、老年照顧、性別平等四個角度，以台灣當前的狀況為本，提出對台灣社會福利發展藍圖的建議。（35分）

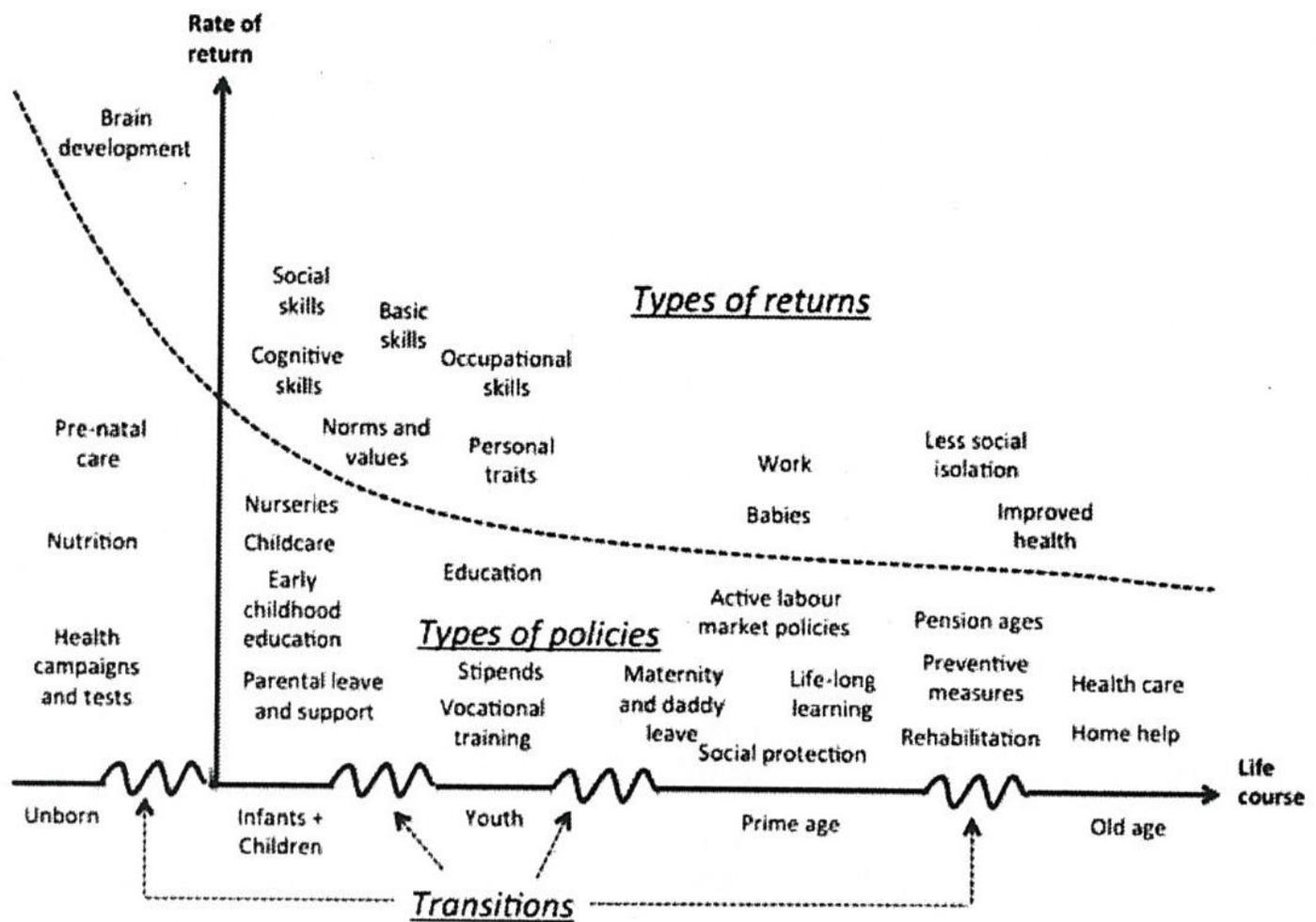


Figure 2: A life course perspective on social investment policies and their returns.

參、請先說明下面兩段文章的主要內涵，並進而從作者的主張，批判與反思台灣當前的社會工作教育。（下列文章的內容摘自 Hanesworth, C. (2017). 'Neoliberal Influence on American Higher Education and the Consequences for Social Work Programmes', *Critical and Radical Social Work*, 5(1), 41-57.）（25分）

（背面仍有考題）

The influence of neoliberalism on higher education is unique, and has implications for society far beyond its profit potential. Giroux (2014: 14) describes neoliberalism as a war fought on two fronts: the first being a battle for control over wealth; the second being a battle for control over the ownership of ideas, particularly the capacity for youth to ‘imagine a more difficult and critical mode of subjectivity and alternative mode of politics’. Higher education presents both danger and opportunity for neoliberals because it threatens to produce ideas that run contrary to neoliberalism, and is conversely a space that can be used to reproduce their ideology. As a result, neoliberals aim to produce *academic capitalism* to redefine educational spaces altogether, shifting educational institutions from a ‘public good knowledge/learning regime to an academic capitalist knowledge/learning regime’ (Slaughter and Rhoades, 2004: 7).

An emerging international body of scholarship describes the neoliberal influence on higher education as a strategic, concerted effort to dismantle the university as a public space for the critical inquiry, exploration, questioning and self-reflection necessary for individuals to decide what curriculum is taught and how (Apple, 2006), to hold power accountable (Giroux, 2014), to experience the autonomy and protection of tenure or, at least, full-time appointments (Schrecker, 2010), and to decide what research is valid (Brownlee, 2015). This article examines the subsequently unique and potentially dire consequences for American social work education. Among academic disciplines, social work is alone in its mandate to critically examine social problems and intervene on behalf of groups and individuals experiencing oppressive social structures. Mullaly (2007), as cited in Mackennon (2009: 346), proclaims that ‘there is no neutral political ground in social work’. If we accept Mullaly’s assertion and neoliberalism removes substantive critical inquiry from higher education, social workers will be without the tools necessary to accomplish their broader goals.

肆、台灣社會工作專業發展，目前正面臨低薪、勞動密集、職業認同與社會認同感低、甚至是專業霸權等困境，請論述你對當前困境與未來社會工作「專業」發展的看法。並可以特定服務領域為例，提出你對於社會工作知識論與倫理學的反思與行動主張。(25分)