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THE DEVELOPMENT AND USE OF TEACHING MATERIALS IN SOCIAL WORK
TRAINING WITH SPECIAL REFERENCE TO THE AFRICAN REGION*

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I. INTRODUCTION

The Problem

It is rather appropriate that after the three previous regional meetings of social welfare educators sponsored by the Economic Commission for Africa the present meeting should be devoted to teaching materials. This is a recognition of the fact that while it is important to give due attention to the needs and problems of training personnel for social welfare, it is as important to look into the question of the means to achieve this end. The instruments used in the process of training can greatly promote or hinder the task of training. The development and use of training materials, therefore, deserve serious consideration for an effective implication of manpower goals for social welfare.

The lack of adequate teaching materials becomes a serious handicap to social work education when the understanding of knowledge, skills and attitudes pertaining to social work is hampered by media which are inapt or wanting in both the content and relevance of what is required for a developing region like Africa.

The absence of readily available local teaching materials leads to a heavy reliance on non-African sources. These sources, while they may be good in themselves, talk about resources and methods of helping which may be alien to the local situation. The kind of non-African teaching material which deserves to be used with the utmost caution is perhaps the kind which gives the superficial impression that the situations are the same whether the problem is set in Africa or the developed world and that the helping process in the two situations is just about the same. A non-critical acceptance of such materials leads to confusion in the learning of fundamental concepts and their differential application in the light of local conditions. While in higher level learning situations non-African sources could be judiciously used in the general run of social welfare training for African personnel, locally developed materials are the only sensible means to transmit the requirements for social work practice, particularly at direct service or intermediary levels.

It has to be admitted that very few non-Africans are competent enough to identify themselves with local needs and situations to produce what is required. On the other hand, there are very few qualified Africans who are able to do it due to the general absence of adequate professional training. Even in the case of the few who are able to undertake such a task, they are limited by the lack of resources for such an operation and by the lack of time to carry it out. Though the problem is keenly felt and the needs are of vital importance to the educational task, there are no provisions to encourage qualified personnel to devote themselves to developing teaching materials. There is also a further problem in publishing and diffusing prepared materials due to the lack of publishers who are willing to take up what seems to be an un-economic proposition.

Another aspect of the problem is the intrinsic nature of social welfare and social work practice. As its nature and characteristics acquire new dimensions in response to social change, training content and materials for teaching must necessarily reflect such changes. While there is a difficulty to present the earlier and traditional forms of social work practice in currently available teaching materials, there is even a further difficulty in understanding as well as communicating concepts and methodologies of developmental social welfare which are becoming increasingly relevant to the social and economic needs of countries trying to acquire satisfactions and stability as a nation. The problem of producing teaching materials is, therefore, further accentuated by the need to reinforce and accommodate the new dimensions of social welfare and their implications for social work practice.

This paper in particular will try to explore some new approaches to the problem taking into consideration the earlier attempts and experience. It will also devote some special attention to the increasing complexity of training materials due to the emergence of developmental aspects of social welfare.

Teaching materials for the purpose of this paper are to be understood as media used for learning. While this may include written as well as spoken records, attention will be given particularly to the former. It will not include teaching methods like field visits or role-playing though it may be necessary sometimes to refer to these methods in discussing the use of the training materials. Generally, therefore, emphasis will be on the development of written training materials for teaching purposes.

Nature of need

Training materials are needed for a variety of teaching purposes. In simple terms, the need has been expressed for materials in the teaching of social action and reform, social policy and planning, social work for meeting needs of individuals in stress, as well as in coping with preventive and developmental social welfare needs.

Training materials are needed for all the existing levels of training. But primarily for the senior practitioner at the undergraduate or graduate level; the intermediate level worker who may be a junior administrator or supervisor of direct service personnel; and direct service personnel. Such programmes may be carried out in universities or other training programmes for professional or auxiliary training for orientation, full-time training, staff development or for in-service training. In particular, the special needs of educators who have responsibility for training personnel at various levels, and of supervisors at intermediate levels who do a great deal of on-the-job teaching, represent crucial areas of need.

More specifically, the task of developing teaching materials involves among other things; the ability to identify social work knowledge, attitudes and skills in the spoken or written media, together with relevant factors in the immediate and larger social milieu; the ability to select what is important and necessary for teaching various aspects of social work practice for different needs and purposes; the ability to note and record what is relevant in a learning situation regardless of the setting but taking cognizance of the settings' special features, if any; and the ability to edit selected materials in integrated wholes or in parts relevant for illustrating specific teaching needs.

Such abilities further require a thorough knowledge and mastery of professional social work practice and the social welfare system in relation to the other needs of development. They also require the ability to communicate significant social work knowledge, skills and attitudes.

Such skills have to be applied in response to several questions which have to be asked:

- " (i) what is the content of the curriculum or training programme which is to be taught?
- (ii) who are the students, trainees, learners to be taught this content; what do they individually and collectively bring to the learning experience?
- (iii) which changes are aimed to be effective in these students which relate to feelings, knowledge and understanding and skill?
- (iv) why - what are the teacher's educational objectives not only in the teaching of the whole course, but every phase of it which can be broken down into units?
- (v) how can learning experiences be devised to attain these objectives?
- (vi) what teaching materials can be chosen to make each unit and phase of learning effective?" 1/

However, it is one thing to find or equip personnel with such skills and another to find ways and means to effect the development and use of teaching materials. There are other equally important related tasks to be carried out.

1/ Report of the Regional Training Center for Social Work Educators and Field Work Supervisors, Part One, United Nations ECAFE, Bangkok, Thailand, 1966. P. 73.

Administrative policies need to be spelt out to ensure that time, personnel and resources will be utilized for the development of teaching materials. Funds have to be allocated for carrying out such policies and plans. Sources for such funding will have to be tapped for implementing the policies and plans.

While the earlier methods of meeting these problems will have to be continued in increasing measure, new approaches will have to be adopted particularly in the use of expertise to cope with the developing needs of social welfare and to produce training materials that are useful in teaching existing social welfare practice as well as its emerging forms.

II. SOME RECENT ATTEMPTS IN THE AFRICAN REGION

Through the leadership of those directly or indirectly in contact with the problem several schools and training centres or institutions in various parts of Africa have been responding to the challenge with relative success. While such indigenous training materials have been comparatively few, a great deal of painstaking effort, faculty, student and agency co-operation have gone into these attempts with local or international help. The UNICEF in particular has been providing financial help for several projects. Such help has contributed in a significant way to filling an important need in furthering social work education and the effectiveness of social welfare programmes. The ECA has appropriately been giving special attention to the problem in fostering various activities in reducing the seriousness of the problem and inviting co-operative effort to finding newer solutions.

Seminars and conferences have taken place in the region and recommendations have been made for a serious study of the problem to evaluate existing efforts and resources and to find new ways to develop and use materials appropriate to local needs. Other recommendations have been aimed at making governments realize the need for their support in the provision of financial and technical assistance in developing indigenous training materials and in securing support for publication apart from sponsoring of sub-regional seminars to continue the necessary periodic assessment of the situation. Lusaka, Alexandria and Addis Ababa have been the venue for such conferences.^{1/} The consultant team's mission to Africa has been stressing these problems and needs with equal emphasis.^{2/}

^{1/} Report of the Seminar on Social Work Training in Africa, Lusaka, 1963.
Report of the Seminar for Social Work Educators in Africa, Alexandria, 1965.
Report of the Seminar for Social Work Educators in Africa, Addis Ababa, 1969.

^{2/} Consultant team, Mission to UAR, Ghana, Ethiopia, Algeria, Congo and Ivory Coast, 1965.

A number of attempts have been made to meet the need for local teaching materials: (i) Materials published mainly in the US, UK and France about Africa particularly with reference to community development; (ii) Materials drawn from students' experiences; (iii) knowledge about African social conditions drawn from field studies and social science publications; (iv) Periodicals published by training centres, ministries or departments responsible for social welfare or community development and associations of professional social workers; (v) Textbooks produced by schools of social work and training centres for community development in trying to respond to specific curriculum needs and areas of emphasis particularly in work with families, children, adult education groups and communities.

Some of these efforts are the result of outstanding leadership of unique collaboration between training institutions, co-operation between faculty students and social work agencies and represent important breakthroughs in new approaches to the problem of developing indigenous training materials. However, it is widely felt that not only should there be continuity in such attempts and efforts at experimentation in responding to new needs but that there should also be efforts made at higher levels to permit use of resources and staff time to undertake this work as a steady and regular operation associated with social work training.

III. SOME NEW APPROACHES TO THE DEVELOPMENT OF TEACHING MATERIALS

In the following section an attempt is made to consider the different ways in which the problem of developing teaching materials could be approached in continuation of the earlier efforts in the African region.

1. Policies conducive to the development of training materials

(a) Most countries have now recognized the need for a manpower policy to ensure that national development goals could be realized and maintained through a planned development and use of human resources, a variable most crucial for social progress. Social welfare is now widely accepted as a strategy for national development. Where, therefore, the recognition of social welfare in relation to national development is given high priority to ensure the integration of the social and economic aspects of development so vital for continued national progress, there also has to be a built-in policy for manpower training and the whole range of requirements for making such training possible and effective. The development of training materials has to be regarded in this context as one of the essential components of a manpower policy for social welfare. Where such policies do not exist, it is both the task of national development planners as well as schools and training institutions to promote the establishment of such policies in the interests of national development which has to be concerned about human resources as an integral part of national plans for achieving social progress.

Where, therefore, social welfare training is regarded in such a strategic and fundamental context the development of training materials becomes an important function as part and parcel of a larger concern. Such a policy will, therefore, have to ensure the provision of resources to implement training objectives and the means of achieving them. Detailed procedures for meeting this need have to be worked out based on experience and scientific principles and knowledge of the subject so that these concerns could be translated into financial provisions for the development of training materials.

(b) Every school or training institution should give high priority to the development of training materials as one of the instrumental objectives for better training programmes. The very adoption of such a policy should mean the allocation of time and resources as part of training objectives to work on training materials. Close collaboration with other training institutions would not only help to reinforce such a policy but also to economize on resources and in the sharing of the time and labour to work on mutually useful training materials.

(c) Professional associations of social workers or social work educators also have a responsibility in contributing to the resolution of this problem. They need to generate a general attitude that part of their professional commitment obliges them to share very concretely in the various tasks of promoting the educational objectives of the profession. As time passes by, the nature and emphasis of these commitments will naturally differ. At the moment, however, the development of training materials has to be an important related concern.

Secondly, such general attitudes and expressions of policy and concern have to be accompanied by provisions for devoting time, resources and professional skills to permit the development of training materials if not to share in the complexities of this task. Professionals should contribute to agency and school policies to make it possible to undertake research into the production of training materials.

Thirdly, professional social workers and educators as individuals and through their membership in organizations need to make an impact on manpower policies for social welfare at the national level. Such efforts are derived from their own everyday experience where social development needs are so pressing and the realization that nothing short of national attempts are necessary to redress these situations. In contributing to national manpower policies for social welfare due emphasis has to be placed on instrumental measures like training materials as one of the components for social work training.

(d) Requests for international assistance in social work training should likewise include a component for the development of training materials. While this is particularly a task best performed by indigenous personnel, expert guidance by experienced professionals could direct local efforts in this direction. International conferences concerned with training and the development of welfare programmes need to be familiar with the significance of the importance of adequate training materials. There has to be a policy of including this need as part and parcel of larger training concerns particularly in

the case of the developing countries to initiate creative approaches to local welfare needs and to avoid the overdependence on foreign sources for training and learning.

2. Other facilitating measures

(a) Routine administrative procedures

At this point in time in the furthering of social work education, schools and training institutions need to adopt a routine policy of ensuring that adequate measures are being taken for turning out the required training materials. Such a policy may consist of a regular reassessment of the manpower situation for social welfare and contributing towards the necessary reformulation at the national level together with detailing of related needs such as that of training materials.

Attempts at implementation of these manpower policies and measures for developing training materials also need to be reviewed and evaluated in the light of practical experience and growing needs. Such information must in turn be fed into the process of reformulating policies for manpower training. Unless these measures are a regular feature of administrative procedure, no real growth could emerge or make headway in the matter of training materials.

(b) Similarly seminars or conferences on social welfare should as regular procedure devote part of their agenda to assess the progress being made, to recognize new needs and to suggest new ways to overcome the problems being met. It is difficult to conceive of seminars or conferences devoted to training materials as the sole agenda except for special or occasional gatherings such as this in which we are all involved here. However, it would be most logical and important to include training materials as a related area of concern whenever social work training or social welfare programmes are being discussed. This kind of comprehensive approach to social welfare which includes training and the development of training materials is more likely to facilitate an effective means of overcoming the problem than isolated attempts to develop training materials. Motivation for such a task and the deployment of resources will probably be more forthcoming because of the logical pattern into which such a task falls when considered as part of a total plan with its integrally related parts.

(c) Such comprehensive policy measures are conducive to financial provisions for training materials. The cost of social work training without adequate training materials needs to be worked out in terms of a loss in quantitative and qualitative social welfare programmes and in local currency together with the economic advantages of an integrated concept of manpower policies which include manpower for social welfare training, and such related measures as indigenous materials for realizing training objectives. However, such rational computations in keeping with an economic use of available resources are not necessarily going to facilitate financial provisioning.

The problem of developing training materials for social work could also be regarded as part of the general problem of the country's overall educational needs for professional training or for secondary school and higher education. It stands to reason that social work must join forces with other educational programmes and professional bodies for securing necessary provisions to facilitate the means for achieving training objectives.

In this connexion, co-operation with existing communication media may yield significant areas for exploration and utilization in the development of training materials. Publishing firms, radio or TV stations (if any), newspapers and journals come across a wealth of local material of relevance for social work education. A general policy may have to be worked out between such communication media and the educational institutions for facilitating the use of their resources for training purposes or for securing their sponsorship in the funding of projects which may have common interest for training institutions and the communication media. Or an economic use of communication media would interest both parties in the undertaking of projects to produce creative tools for training social workers.

(d) As a recognition of the importance of the problem, provision has to be made for faculty time to undertake tasks relating to training materials as part of their regular duties. The burdens of teacher in training institutions are only too well known. They are inundated with many tasks and responsibilities. In the interest of good education and effective service, an analysis of a teacher's functions ought to be made to permit an adjustment of his time to include working in some way towards the development of training materials. The teacher's responsibilities are to be trimmed down to assume fresh roles with regard to training materials. Not all teachers need to be engaged in this task. But at least one or more should be engaged full time in developing training materials while as many as possible on the faculty should be given the added responsibility of producing teaching tools as a supplementary task. Those working part-time and full time should work in co-operation with their counterparts in other training institutions.

(e) Financial inducements may be an important way to encourage personnel to accept such a responsibility, if such provisions could be obtained through national or outside sources. But financial rewards need not be the only source of encouragement. Other forms of recognition in publicly acclaiming the contribution in overcoming the dearth of training materials may be devised. Opportunities for involvement in international conferences or citations for important achievements in this field would spur efforts to further the goals and means of social work training.

3. The form and content of teaching materials

Hitherto a great deal of the existing teaching materials have been devoted to casework or integrated methods of social work practice, or community work in the form of aids in community development. The accent has been on social work methodology - particularly the traditional ways of helping.

In looking anew at the problem of developing training materials, the areas of need with reference to form and content need to be reformulated. While techniques in the helping process need to be clearly brought out through as much materials as can be locally developed such materials need to be part of a whole area of training needs in illustrating social work knowledge, skills and attitudes.

Training materials depicting social change and social problems must present a total situation in which the elements that constitute the larger and smaller social systems that constitute areas for intervention could be identified. The processes of social change in their various manifestations in the urban-rural context; their effect on intergroup as well as the relationships between society's institutions and the people in a given social milieu; the attendant social problems as well as the potentials for human development and society's betterment, need to be brought out in understanding the social milieu. Such materials should present an analysis of these elements and the issues involved with reference to social policies, planning, administration, direct services and intersectoral relationships for promoting social development.

The analysis of such issues and problems should lead to the necessity of appropriate methods of intervention which need not always be casework, group work or community organization. Social policy making and planning, motivating better societal attitudes, institutional reforms or the building of new institutions, community involvement for change and interdisciplinary approaches which are consequent to an intersectoral concept of social welfare are some of the types of intervention that may be necessary together with the usual pattern of remedial and preventive services.

It is now realized that if social welfare is to contribute to national development goals its traditional methods must be reinforced by a developmental approach which is an extension of the remedial and the preventive into the development of factors which contribute to the positive aspects of social functioning.

While training materials may be difficult to get at in illustrating such new developments, it may be possible to present the potentials for such an approach and modes of intervention.

An intersectoral approach to social welfare involving team work or co-operation with other disciplines may be regarded as one characteristic of social welfare in the national development context which needs to be investigated for inclusion among training materials for social development.

4. Some sources of teaching materials

(a) The exploration and use of general literature

The two sources of general literature referred to in Section II for teaching purposes may be categorized as literature on Africa by foreign writers and literature from local sources.

There are, of course, many books, reports and research materials in the European languages on Africa and its people. A good amount of such literature (even if they are not straight books on the social sciences social welfare or social work) deal wholly or partly with African social systems, the family, emerging institutions, folklore, administrative or political processes, economic data, etc. Secondly, there are newspapers and journals within the African region recording past and current events covering a wide spectrum of life in Africa and as extensive as the first source. These may be in episodic form as news items or as researched or evaluated data in some cases.

A careful study and selection of suitable materials from this source would be valuable for indicating the complexities and relationships in the general social milieu, case studies of social change, individual, group or community needs, welfare service, delivering processes, the processes and policies of organizations which affect people's social functioning particularly in the context of national development goals. While some important beginnings have been made, they need to be followed up more systematically and extensively to meet the needs of social work educators in the region.

(b) The use of student experience

One way of developing teaching materials out of student experience has been to sift what is suitable after the field requirements have been completed. This has required a good deal of editing and rewriting to include elements that are important for teaching purposes and which may have been left out. Such a procedure generally involves faculty researching with the possible co-operation of the students, clientele and agencies who worked on the problem. Retracing the processes in this manner can be an arduous task particularly if considerable time has elapsed or if the student involved in the case is not available.

The other alternative is for both faculty and students to look out for possible teaching situations while meeting field experience requirements. This approach requires the co-operation of students who are articulate, observant, sensitive, with a flair for teaching and communicating social welfare concepts. Students who are interested in becoming social work teachers may in particular be involved in this search for possible teaching materials. They need to co-operate with the faculty not only in identifying what is relevant for teaching purposes but they have to be helped to identify potential situations which have not yet emerged but may need to be pursued only in as far as it is relevant to the case and without detriment to the person or institution being served.

A third source of students experience is the information gathered during seminars where students report their field experiences. This has been a rich source for sifting as well as for following up possible teaching situations. Many excellent recordings have already been produced in this way.

Faculty involvement in all these instances is extremely important for identifying and selecting material. There is a further process of editing and rewriting which becomes a specialized responsibility for faculty who have to find the time to do so.

(c) Using faculty experience

The experiences of faculty who are often called upon for consultative or direct service roles in the local or national scene could be another important source for the development of training materials. Even though these instances may be episodic, they may help to illustrate policy-making use of resources, interviewing techniques, attempts at motivation, changing attitudes and attempts at intervention in social change situations. Such experiences need to be identified, selected and recorded for use as training materials. Even though teachers often share their experiences with students the formal recording of such experiences has a more effective teaching value than a verbally reported situation.

The use of specialized staff or faculty devoted entirely to developing teaching materials can hardly be called a luxury when the need is urgent and crucial for learning purposes. Where there are enough faculty at least one faculty person should carry whole time responsibility for this task. Where this is not possible, part responsibility should be assigned. One function of such staff will be to follow up on data and suggestions made by other faculty in the development of teaching materials.

Another function would be for such staff to explore on their own for possible teaching tools. Such an exploration could include meetings with class-room staff to find out what areas of knowledge, skills and attitudes need to be followed up in field situations; a study of the curriculum to find out areas of practice which need to be explored for teaching materials;

contact with agencies to direct desirable ways of recording for teaching purposes; to work with agencies in selecting desirable material; in structuring new types of field experiences, in translating curriculum objectives or in response to the needs of the social situation where intervention is being effected.

There are also other possibilities particularly in the search for teaching tools to illustrate new patterns of intervention. The existing agencies may not provide the structure for this. A collaboration of different agencies may be required, or the formation of an ad hoc structure, to respond more effectively or meaningfully to a given problem. This may involve interprofessional co-operation and team work in the analysis of the situation and in the administering of necessary services. In this way the faculty person who combines field instruction and responsibility for the development of teaching materials might not infrequently become an innovator and an exponent of integrated methods of social work practice (and this not merely in the sense of combining the three traditional methods). Thus, the search for local training materials may well lead to new forms of indigenous social work practice.

(d) Teaching materials for supervisors or intermediate level personnel and social work trainers

Training staff need to give special attention to the problem of teaching tools for supervisors and trainers. There are a number of areas to be covered to supply the training needs of supervisors: the relationships of supervisors with higher level staff in contributing to policy-making, decision-making, planning, programme development, administrative and personnel procedures; the supervision of service delivery and programme implementation at the field level; assistance and support for direct service personnel; identifying intervention areas where supervisor's help may have to reinforce or replace direct worker's role; supervisory or trainer-trainee relationships; interviewing, evaluation of direct service personnel or trainee performance; directions for better recording of the helping process.

Such teaching materials may best be developed during the training of supervisory personnel or by specialized attention to this problem as a separate project for the training of teachers and supervisors for social welfare.

5. Training of personnel for the development and use of teaching materials

The point has already been made that there should be an on-going built-in process in the development of teaching materials in which most faculty should be involved. There should also be some full-time staff engaged in this task as their sole responsibility. Training for both these operations are obviously necessary and may take various forms. Training also is necessary for the others who are going to be co-operative in this task. The social welfare agencies in particular need some form of training in recording, selecting, and in devising new learning situations which could be recorded for learning purposes.

A specialist in the development of teaching tools will hardly be a luxury that countries could afford when the problem is so acute as now. Whether this is a specialist recruited from the local region or outside the region, he may have to create a team of local experts who could assist him in this task. Such a team could provide short-term instruction and seminars on the subject to representatives from the different training institutions in the country. A team of this nature could conduct mobile training sessions in visiting different schools in the country or region as well as carry out consultative visits from the place where they may be conveniently or strategically housed. An outside specialist could best bring in certain general principles, policies and techniques in development of criteria for selection and editing, use and writing of teaching materials. His wealth of expertise and experience will, however, have to be intelligently adapted to indigenous situations, with the help of local experts. Or better still, with the help of the latter new ways in the development and use of teaching materials may have to be created. Outside help in this area could be best effectively used when its limitations due to the expert's foreign culture, training and outlook are clearly understood. On the other hand, local experts must be clear about what exactly they could offer to complement the expertise of the foreign adviser and to work out objectives and methods which would truly meet educational as well as indigenous needs. Such locally organized training teams could also benefit very much from an intensive on-the-job study in the development of training materials in countries where this is being successfully undertaken.

The regional training centre idea discussed at the last United Nations meeting of Ministers Responsible for Social Welfare in September 1968 would perhaps be the logical place to undertake the development of training materials. Such a regional or sub-regional centre would be able to command the resources as well as deploy them effectively. A permanent laboratory for the development of teaching materials would be an important feature of the sub-regional centre. It could be staffed by personnel drawn from the region with occasional use of experts from outside the region whenever necessary. There could be constant flow of ideas and questions directly from the region to the laboratory and responses from the latter to the region. A mobile service could also be provided by the regional laboratory at certain periods during the year for the benefit of the laboratory as well as the countries being visited. By and large, the development of the regional centre with provisions to produce effective teaching tools seems to be the most economical as well as appropriate answer to the problem.

Summary

- (i) The development of teaching materials for social work education needs to be undertaken as an essential component of a manpower policy for social welfare.

- (ii) Training institutions need not only to contribute to national, regional or local policies and assess them but they also must allocate staff time and resources for implementing such policies within their own programmes and in collaboration with others.
- (iii) Professional associations of social welfare personnel or those engaged in promoting social or community development must also contribute to the formulation and implementation of such policies.
- (iv) A concern for training materials must be an essential component of international co-operation for social welfare.
- (v) Policies for creating needed teaching materials must be a routine procedure in the administration of all social welfare programmes.
- (vi) Regular assessment of such policies must be made at national, regional or sub-regional meetings to improve existing measures and to remove barriers to their implementation.
- (vii) Approximate computations to estimate the probable cost and effectiveness of social welfare programmes where training materials are part of manpower policies may be useful for securing allocations for such purposes. Co-operation with general communication media may help to reduce such expenditures.
- (viii) Teaching personnel should be assigned time for producing teaching materials and released from other obligations.
- (ix) A definite financial allocation should be set aside for such purposes particularly in institutions where training is a full or part-time goal.
- (x) The form and content of such training materials must take into consideration the realities of current as well as developing practice in finding new solutions to social problems through the social work discipline or in co-operation with other disciplines.
- (xi) While in general literature and the experience of faculty, students and programme agencies are a fruitful source in the development of training materials, the need to investigate into emerging forms of social work intervention outside existing auspices for the structuring of new experiences should not be ignored.
- (xii) Training materials for supervisors and teachers of social work practice must be recognized as a crucial aspect of the general problem.
- (xiii) The training of personnel for the development and use of teaching materials must be regarded as essential to the task of training for social welfare particularly at the current phase of development.
- (xiv) The regional or sub-regional training centre could be regarded as a crucial resource in the development of training materials.

IV. UTILIZING PUBLIC AND PRIVATE AND INTERNATIONAL RESOURCES

1. The development of training materials in the context of a general manpower and training policy

It is extremely difficult to think of securing financial allocations specifically for the development of teaching materials, however important this may be. What is important and necessary, however, is to regard this need as an integral part of training for social welfare inasmuch as the latter is to be regarded as an indispensable part of economic development. There are two possibilities - actually two aspects - in stabilizing a policy for funding the development of teaching tools.

One aspect is to regard this as one of the components of a manpower policy for social welfare which must take into consideration the means and methods of such a policy including the teaching tools component. The other aspect is to regard the problem of creating teaching tools as part of the resources needed for professional training and general education. In other words, this has to be regarded as one of the units that must be provided for in educational planning. Without such a policy, it would be like trying to train medical personnel without provisions for training facilities.

Even where separate funding is available for specific projects devoted to training materials (in certain cases grants for such projects may be more readily available), the projects must be tied to the larger educational programme of training for social welfare in relation to national development goals. The funding agency for such specific objectives as the production of teaching tools must feel reasonably assured that financial assistance is being given not merely for the production of such materials but for their proper deployment in fulfilment of the objectives of the larger educational programme in social development and its relationship to national planning goals.

2. Collaborative use of local resources

The need for the development of indigenous training materials is widely felt at all levels of training for social development, by several training institutions and other agencies concerned about staff development and in-service training. While financial allocations could be made in one comprehensive plan to meet all the needs of the various programmes and institutions, there could also be a sharing in the cost of these resources wherever possible as well as in the economic use of such resources.

For example, staff could be sent in rotation for training in the production of teaching aids. They could in turn be made available to institutions seeking their expertise. Where possible, the training institutions could contribute their share to the cost of establishing and maintaining training services for developing teaching materials. A joint assessment of needs could lead to sharing in the cost of operating a training programme and in economizing on its use. Such joint projects may be very difficult to work out but if tried could lead to very rewarding results.

3. International co-operation

It must be admitted that while the United Nations through its Bureau of Social Affairs (lately reconstituted as the Social Development Division) has been promoting social welfare, it is only more recently that specific attention has been focussed on the problem of developing indigenous training materials. This was one of the natural results following the 1965 re-appraisal of social services which led to an emphasis on the development of local methods and resources to meet local problems and needs.

Since then all three major regional meetings on social work education in the African region have given due importance to indigenous training materials as part of their agenda culminating with this current meeting devoted solely to the subject. In Bangkok the ECAFE has held more than one regional workshop during which training materials have been seriously discussed. The focus on the development of training materials has emerged not only from the emphasis on training but also from the importance given to the need for effective programmes of social welfare for promoting national development.

The impetus for a more intensive research into the problem stems from the recommendations adopted by the International Conference of Ministers Responsible for Social Welfare and endorsed by the Economic and Social Council resolution 1406(XLVI) recommending the establishment of regional centres for advanced training and research. Among other functions, the centres will contribute towards the development of indigenous training materials with help and resources from the region and outside the region.

Technical assistance for training in social welfare will in future pay more attention to this need than has hitherto been attempted in the case of country requests for help in their programmes of social work or social development training. More particularly it is anticipated that the resources of the UNDP would be made available for the organization of the regional training centres subject to government request and approval. Such regional centres will have the production of teaching tools as an important objective besides other functions relating to training and research. However, such a development will depend upon the leadership of countries in the region to assume and share various responsibilities in the organization of regional or sub-regional centres. The ECA will naturally be greatly involved in such activities in continuation of their strong interest and initiative in meeting the problem particularly in association with United Nations related organizations like the UNICEF and non-governmental organizations like the IASSW who have already been contributing substantially to the growth of social welfare and training in particular, as an important strategy for national development in the region. Indigenous growth and development in social welfare have benefited appreciably from such investments.

It will be a most appropriate and a well considered course of action if this conference could suggest recommendations not only related to national action but also to international co-operation for new measures in the provision of advisory services, sub-regional and regional workshops and seminars, and fellowships aimed at producing indigenous training materials of quality for improving standards of social welfare in this region in response to the need of national development.

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